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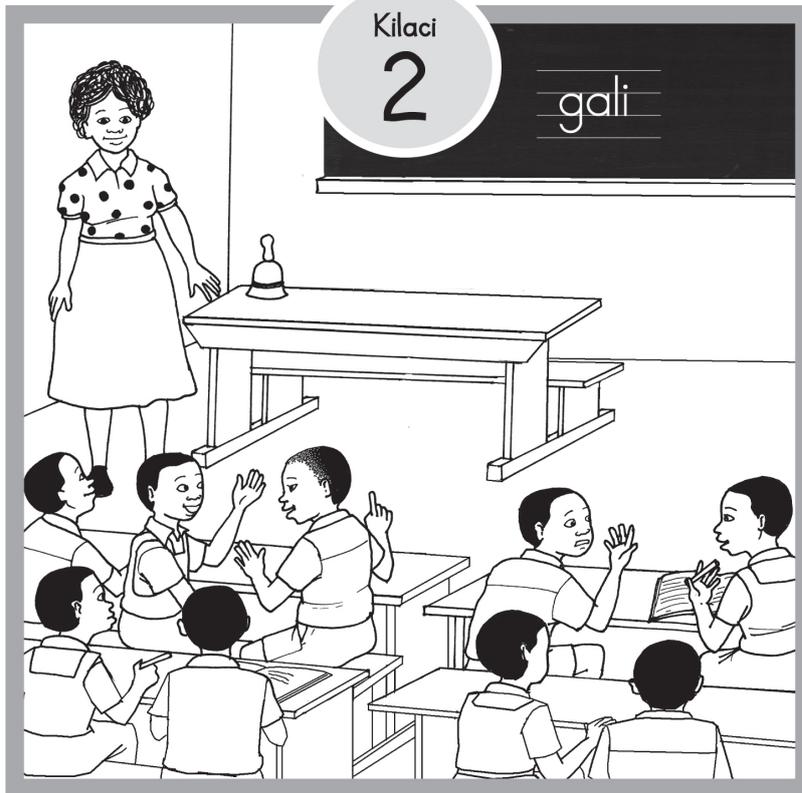
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A Mango Tree Primer

A Mango Tree Teacher's Guide

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Robin developed the *Multi-Strategy Economy Model* or M-SEM while working with SIL in Papua New Guinea in the 1980s. It was an adaptation of the Multi-Strategy Method developed by Mary Stringer. Robin felt that a simpler, more economical approach was needed in a developing country context.

Since that time, M-SEM has been successfully implemented in a variety of countries including Kenya and Nigeria in Africa and Mexico and Peru in Latin America. Mango Tree has adapted M-SEM to meet the curriculum requirements of the Ugandan Ministry of Education and Sports. Our model also includes several innovations borrowed from other successful literacy methods.

Robin Rempel and her colleagues at SIL have provided us with much appreciated technical support throughout the development of these materials. Any mistakes or errors, however, are our responsibility.

For more information about M-SEM and SIL's work to support multi-lingual education around the world, use the links listed below:

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We also want to acknowledge the important role the following local literacy stakeholders have played in the development of these materials:

Loro Primary Teacher College

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The DEO and MEO and their teams of inspectors have provided technical and operational support for our project from its inception. They identified pilot schools, assisted with gathering baseline literacy data, supervised trainings of pilot teachers and provided monitoring support in the field.

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- Ambalal Primary School, Lira Municipality
- Atapara Primary School, Oyam District
- Ayago Primary School, Lira Municipality
- Kamdidi Primary School, Oyam District
- Loro Primary School, Oyam District
- Zambia Primary School, Oyam District

Introduction



Mango Tree's English Literacy Model

Transitional Bilingual Education...

is an educational theory that states that children can most easily acquire fluency in a second language by first acquiring fluency in their native language. Fluency is defined as oral fluency (i.e. listening and speaking) as well as literacy (i.e. reading and writing). Research has shown that many of the skills learned in the first language can be transferred easily to the second language later on. The goal of transitional bilingual education is to help transition a learner into an English-only classroom as quickly as possible. The length of time children are taught English while learning other subjects in their first language is typically three years (from P1-3).

Uganda's Transitional Bilingual Education System

Uganda is a country with dozens of ethnic groups and over 40 recognized languages and dialects. English is the national language and the unifying language of the country. Regardless of a child's mother tongue, he or she is expected to be literate in English by the end of P4, which is the year a pupil is expected to transition from local language instruction to instruction in English.

To ensure children become excellent speakers, readers and writers of English, the Ministry of Education and Sports (MoES) has adopted a transitional bilingual educational model for early primary literacy instruction. According to this model children who develop literacy in their first language (in this case Leblango) will more quickly become literate in a second language (in this case English).

Under a transitional bilingual educational model you, as the teacher, give learners a foundation for learning new content first in Leblango. This allows learners to create meaning from the new content and gain understanding from your instruction. Later as children transition to learning that content in English they will already have a basis for the same content in Leblango, allowing them to learn faster and perform better in an English only classroom.

Mango Tree's English Literacy Model

Our Foundation: The Five Principles of Literacy Instruction

Our instructional model is founded on research-based evidence for effective teaching of literacy. "The Five Principles of Literacy Instruction" were developed by a panel of experts who reviewed over 100,000 reading studies to determine the most effective methods for teaching children to read. The final report made it clear: The best approach to literacy instruction is one that incorporates explicit instruction in five fundamental literacy skills. Below is a brief outline of these five skills.

1. **Phonemic Awareness** – is the ability to hear and manipulate the sounds in spoken language. Phonemic awareness includes an understanding by learners that spoken language is composed of sounds and that speech can be isolated into words, syllables and individual sounds. Phonemic awareness is an auditory skill. It does not require any knowledge of letters or words.
2. **Alphabetic Principle** – is composed of two parts: 1) the understanding that words are composed of letters that represent sounds, and 2) the ability to use one's knowledge of the sound system to read or spell words.
3. **Vocabulary** – is the ability to understand (receptive vocabulary) and use (expressive vocabulary) words to acquire and convey meaning.
4. **Fluency** – is the ability to read or write text with both speed and accuracy.
5. **Comprehension** – is the ability to extract meaning from text. Comprehension is the essence of reading.

These five literacy skills are embedded in all our daily lessons. And like the Five Literacy Principles themselves, our model is committed to being evidence-based. Teachers assess pupils daily, weekly and termly to track progress in acquiring competence in these five core skills. We also use the Early Grade Reading Assessment (EGRA) at the end of the year to assess each school's progress in meeting programmatic goals and we share this data widely, especially with local school and district officials.

Mango Tree's English Literacy Model

Approach versus Strategy

What is the difference between a teaching approach and a teaching strategy?

Let's use a comparison to explain the difference:

A teaching approach is like the road or direction you choose to take as a teacher. As a teacher you may have to choose between several different roads. Each road leads to your final destination – pupil learning – but the routes may be very different.

A teaching strategy, on the other hand, is the way in which you decide to travel your chosen road on any given day. One day you may decide to walk, another day you decide to use a bicycle, on the third day you may decide that a lorry is the best way to travel.

In other words, a teaching approach is broad. It is a mindset or belief system about how to teach. Teachers generally have strong opinions about their teaching approach and may find it difficult to change.

A teaching strategy is more limited. It involves the tools and techniques you use on a daily basis in your classroom to help children learn. Learning new strategies can also be challenging, but if they are effective most teachers are happy to include them in their teaching practise.

Approaches to Teaching Literacy

We use an integrated approach to teaching literacy. What do we mean by an "integrated" approach?

Over the years educators have developed different and sometimes conflicting instructional models to teach reading and writing. To keep things simple, let's generalize and say that all these models fall into two basic teaching approaches: a top-down approach and a bottom-up approach.

To help you understand the difference between a top-down and a bottom-up approach to teaching reading and writing, let's begin by looking at the main components of language:

- Stories or texts
- Paragraphs
- Sentences
- Phrases
- Words
- Syllables
- Letters

Notice that the biggest component of language - a multi-paragraph story or text - is at the top. The smallest unit – a letter – is at the bottom.

Most traditional teaching programmes use a bottom-up approach. In other words, they start at the bottom of our list and teach children the letters, then the syllables, then the words and so on. Although this approach can be effective, it leaves out one important thing: *meaning*.

Letters and syllables don't contain much meaning for a child. It is not until you reach the word level that reading and writing becomes meaningful. And while words alone are meaningful, they aren't very interesting to a child. But what are children very interested in? *Stories!*

About 50 years ago, some teachers began to see the disadvantages of a bottom-up approach. It just took too long before children had an opportunity to experience reading and writing as meaningful. When language instruction is not meaningful, they argued, children are not motivated to learn.

These concerned teachers began to develop a new approach to teaching reading and writing that focused on meaning first. Their basic idea was to begin literacy instruction with stories

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and sentences instead of with letters and syllables. Now, 50 years later, there are just as many top-down programmes to teach children to read and write as there are bottom-up approaches.

In recent Ugandan history, we have had examples of both approaches introduced into government schools. In 1998 all government primary schools received a *Jolly Phonics* teaching kit. *Jolly Phonics* is a very effective teaching programme developed in the UK that uses a bottom-up teaching approach. In the early 2000s "Breakthrough to Literacy" or BTL was introduced in schools in selected parts of the country including the Lango Sub-region. BTL utilizes a top-down instructional approach.

Below is a chart that summarizes the two approaches:

	Reading	Writing
Top-Down	<ul style="list-style-type: none">• Starts with meaningful stories and works down to teaching letters and syllables• Focuses on whole, natural reading	<ul style="list-style-type: none">• Starts with learners own stories, even if that means using pictures or symbols instead of words or sentences• Focuses on creating meaningful stories
Bottom-Up	<ul style="list-style-type: none">• Starts by teaching letters, phonics and decoding skills and works up to sentences, paragraphs and stories• Focuses on letter-sound correspondence	<ul style="list-style-type: none">• Starts with developing handwriting and letter formation skills• Focuses on spelling and dictation

The approach Mango Tree is using integrates the best ideas of *both* top-down and bottom-up literacy instruction. So to answer the question posed at the beginning of this section, that’s why we call our model an “integrated” approach because it integrates the best features of both top-down and bottom-up models.

You’ll learn more about how we combine both top-down and bottom-up approaches into our daily lesson planning as you read further. For now, let’s look at the three teaching strategies that are embedded in all our lesson plans.

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Three Key Teaching Strategies

When explaining our instructional model to teachers we often tell them to imagine that they are leading their pupils on a journey that will last for a full academic year. The Five Principles represent their destination or end point of that journey. If the journey is successful, pupils will significantly improve their competence in the principles by the end of the year. There are three roads they can choose from to reach this destination – the top-down road, the bottom-up road or the road we've chosen that lies somewhere in between – the integrated road. Continuing this metaphor further, we explain that while on this journey the teachers will use the following three teaching strategies as their daily means of transport – these are the simple techniques they use each day to slowly move their pupils toward increasing competence in the 5 Principles. These strategies can be summarized as follows:

1. *Children Learn by Doing*

Scientific research on the brain has taught us a lot about the teaching/learning process. Experiments on learning and retention have demonstrated that:

- *We remember only about 20% of the information we received only through hearing.*
- *We remember about 40% of the information we both see and hear.*
- *We remember 80% or more of the information we see, hear, and interact with in a meaningful way.*

In designing our lesson plans, we've tried to ensure that children are as actively engaged as possible given that class sizes in many of our schools are over 100 pupils.

2. *I Do. We Do. You Do.*

In our model, the teacher always models for children how to do all the steps in a task they will be expected to perform (I Do). Next, the teacher asks the pupils to do the task with her (We Do). Finally, the teacher has the pupils (as a group or individually) do the task on their own (You Do). By following this method you not only introduce new content effectively, but also give learners a chance to practise new content together with you in the classroom.

Mango Tree's English Literacy Model

When learners make an error you can correct them using the same method. First tell them the correct answer (I do) then have them repeat the correct answer with you (We do) and finally give them another chance to complete the activity correctly (You do).

3. *From Simple to Complex*

We apply scaffolding within the termly and weekly schemes of work so that new lessons reinforce previous lessons. Within each lesson and within different weekly sub-themes there is continued reinforcement of oral language skills, both speaking and listening. As the teacher you help learners make direct links between past learning and the introduction of new concepts by starting with easy tasks first and then building on the skills learners have mastered to introduce more difficult tasks. This helps learners move from the known to the unknown.

Scaffolding

This is the assistance a teacher gives a child in a learning situation. It is a teaching method that requires you as the teacher to support your learner's understanding of new content. Scaffolding helps learners build upon their prior knowledge to learn new information. Following a scaffolding method, learners are given activities to do in class that are just beyond the level of what they can do alone. As the teacher, you provide the learner with extra information and support to help them accomplish the task.

Mango Tree's English Literacy Model

Other Important Features of Our Model

Now you have an overview of how our literacy model is structured. We see it as a journey with a clearly defined destination, a specific road we have chosen and daily means of transport to slowly but surely move the learners to our goal. There are other additional features to our model that also need to be addressed. Below are the most important:

Our model is specially designed for rural Ugandan classrooms.

One of the first things you should know as a Ugandan teacher is that Mango Tree's literacy model is designed especially for you. Most literacy models that have found their way to Uganda were originally developed by educators in Western countries. These models were designed for teachers who had small class sizes and access to many different instructional resources. When these models have been introduced in Uganda teachers find them challenging to implement. Most teachers in our country, especially in early primary, have large classes and few resources. They need an instructional approach and teaching strategies that fit their reality.

Our model can work with a class of 100 children or more. And you won't need lots of special instructional resources to teach with our model. All you really need for teaching reading and writing in P1 and P2 are the following:

- ***Teacher's guide*** (like the one you are reading)
- ***Primers*** for direct instruction
- ***Vocabulary picture cards*** for teaching vocabulary is a visual way
- ***Chalkboard*** for the teacher
- ***Slates, chalk and dusters*** for every child in P1 and ***exercise books, pencils and rubbers*** in P2

Locally Developed Instructional Materials

For language instruction to be effective it is important that the resource materials that teachers use are developed in the local language and from the local culture right from the beginning – not translated from another language and culture like English.

Leblango is a unique African language. It has special linguistic and cultural features that don't exist in a Western language like English. The Mango Tree Leblango pupil primers were all written by Lango educators who have a good understanding of the language and culture. They evaluated the special

Mango Tree's English Literacy Model

features of Leblango and developed lesson plans accordingly. The English lessons are tied to the Leblango literacy lessons through the characters in the pupil primer, as well as through common vocabulary words related to the weekly sub-theme content (which is the same in both lessons).

Our P2 English materials are about two characters, James and Sarah. They are cousins to Apio and Ocen, the twins in the Leblango pupil primer. Sarah and James live in Kampala so they speak English as well as Leblango. This is exciting! Children spend P1 and P2 learning about one big, extended family in both English and Leblango. Apio, Ocen and James are all in P2 like your pupils.

Using the Body to Learn Words and Structures

Total physical response (TPR) is a method developed to aid children in learning second languages. Our ability to memorize and remember words is strengthened when we connect those words to physical movement. This approach is best used for beginning language learners, like our P2 children. This method is also used in our Leblango materials to teach children new letter sounds.

We have incorporated TPR into our P2 English instructional model through songs and chants. Songs and chants have corresponding actions in them that require learners to move and use their bodies to express the actions in new vocabulary words and structures. Children also learn to follow simple one-step commands that require physical movement and response.

The benefits of TPR in our model are many – learners get to move around and use their bodies, they memorize and comprehend new vocabulary more easily and learners who need to be active to help them learn new content get a chance to do so. TPR activities are especially good to use in classes with many children and few instructional resources, as learners only need their bodies!

Simple, Routine Teaching Methods

Children are motivated to learn English under our model because they are meaningfully engaged with content they can understand from the first week of school. Teachers also appreciate our approach because it is so simple to implement. Each lesson from Monday to Friday has an easy-to-remember routine. In the following section, we provide you with lesson plan templates for each daily lesson. It is your job to adapt these templates to the particular sub-theme of the week using the “How to Teach” lesson plan guidelines in the next section of this Teacher’s Guide.

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Note to Teacher

For an overview of the Continuous Assessment Monitoring Form (CAM) turn to page 120 of this teacher's guide. To review the summative assessment activities and Parent Report Card for Term 1, turn to page 118.

We have tried to design our approach and methods to be as teacher-friendly and child-centred as possible. It is important that you have the best tools and techniques available to make teaching easier and learning more effective for your children.

Continuous and summative assessment is directly built into the weekly and termly teaching plan.

Every Friday in your English class is a continuous assessment day! In each weekly lesson plan in this teacher's guide you will find a list of continuous assessment activities.

The assessments are tied to the competences identified by the Ministry of Education and Sports (MoES) for P2 English instruction. We know that it is not easy for a teacher with 100 pupils to use a continuous assessment model. That's why we have included simple, easy-to-use activities and tools for teachers with large classes to help you track individual learner's English literacy attainment on a weekly basis.

Make sure that you perform these assessment activities each week with your learners. You should use the Continuous Assessment Monitoring Form (CAM Form) in this teacher's guide to record children's competences as they learn and practise the new English activities. Check the weekly continuous assessment activities for details on how to do this.

The final week's lesson plan for each term provides specific summative assessment activities tied to the termly competences and content. These competences are linked to a termly Parent Report Card that you will complete to help you and your pupils' parents monitor and track their performance and literacy growth throughout P2.

Mango Tree's English Literacy Model

Mango Tree's Primary 2 English Literacy Lesson Plans

This teacher's guide provides sample lesson templates for all the lessons you will need to teach. They are found in the "How to Teach" section of the teacher's guide. The templates use the format recommended by the MoES. The templates ease teachers' planning, thus freeing up more time to focus on pupil instruction.

Mango Tree's English teaching materials are based on five different learning activities that build English language acquisition from Monday to Friday:

- Songs and chants
- Pictures
- Vocabulary
- Structures
- Phonics

The lessons are based on routine and repetition. Lesson plans are simple and laid out in a way that is teacher-friendly and repetitive. Each week the sub-theme of the lesson changes, but the formula for the daily lesson plans remains the same.

The daily lessons always begin with a chant or song that includes some of the vocabulary words and structures. This sets the tone for the lesson and creates an active, participatory learning environment. Children learn by listening, observing and doing. The table on the following page presents a summary of the weekly lesson plan format.

Note to Teacher

You can find more information about the daily lesson plans in the "How to Teach" chapter of this teacher's guide. Our lesson templates provide you with a standard way of teaching specific lessons throughout the week. The routine is good for both the teacher (it makes planning easier) and the learners (children appreciate and learn better with well-established routines). This doesn't mean you can't adapt the template or vary the routine at times!

Our lesson templates are designed to provide you with a model to create your own lessons.

Mango Tree's English Literacy Model

Mango Tree's Primary 2 English Literacy Lesson Plans

Day	Activities
Monday	<p>Big Picture Discussion and Vocabulary</p> <ul style="list-style-type: none"> • Chant the Monday verse of the chant, or sing the Monday verse of the song. • Revise known vocabulary and structures. Ask questions about the big picture in English using language that learners know. Learners respond as a group and individually. • Introduce new vocabulary. Ask questions about the new vocabulary and give the new words to the learners. Have them repeat each new word. • Memorise vocabulary. Show vocabulary cards to the learners and asks them to identify the vocabulary word in Leblango. Do this so they can compare and connect the words. • Use new vocabulary and known structures. Point to different items in the big picture and start a question for them that they will finish asking. (For example, point to James and say, "Where?" The learners should say "Where is James?") Other learners respond. In this way, you create a natural dialogue about the picture.
Tuesday	<p>Big Picture Discussion and Structures</p> <ul style="list-style-type: none"> • Chant the Tuesday verse of the chant, or sing the Tuesday verse of the song. Revise the previous verse if you have time. • Revise known vocabulary and structures. Ask questions about the big picture in English using language that learners know. Learners respond as a group and individually. • Introduce new structures by asking the "Introduce new structures" questions. • Revise structures and vocabulary by asking the "Revise vocabulary and structures" questions. • Practise structures: Learners practise pairs of structures as a dialogue. • Correct and assess learners.
Wednesday.	<p>Phonics</p> <ul style="list-style-type: none"> • Chant the Wednesday verse of the chant, or sing the Wednesday verse of the song. Revise previous verses if you have time. • Teach new letter names by playing "point to the letter". • Teach new letter sounds using the "What does the letter say?" chant. • Build up words on the board by using the word building table in the given in the lesson.
Thursday	<p>Phonics</p> <ul style="list-style-type: none"> • Chant the Thursday verse of the chant, or sing the Thursday verse of the song. Revise previous verses if you have time. • Revise letter sounds using the "What does the letter say?" chant. • Build up words on the board by using the word building table in the given in the lesson. • Dictate spelling words. Check learners' spelling and correct their handwriting. • Learners copy vocabulary words. The learners copy the vocabulary words in their exercise books.
Friday	<p>Revision and Assessment</p> <ul style="list-style-type: none"> • Repeat any of the week's activities where learners need practise. • Assess vocabulary and structures. • Assess listening and speaking. • Assess phonics.

The Mango Tree English Literacy Teaching Model and the MoES Curriculum for Primary 2

Around 2005 the Ministry of Education and Sports (MoES) embarked on an ambitious plan to reform Uganda’s early primary education. The reform had several key components:

- A curriculum focused on three core subjects: literacy, numeracy and life skills
- A thematic approach to instruction in these subjects
- Use of a local language as the language of instruction in P1-P3
- First literacy acquisition in a local language in P1-P3
- A competency-based, continuous assessment model
- A class teacher system

Ugandan educators are fortunate to have such an outstanding policy environment in which to work. Mango Tree’s literacy model was developed specifically to support all of these initiatives.

According to the National Primary School Curriculum for Uganda Teacher’s Guide for Primary 2, by the end of P2 a child should:

- Be literate in their first language
- Have an oral vocabulary of approximately 500 common English words (within the different curriculum themes they study)
- Be able to read and write most of these words, even if they are not able to write them all with consistently correct spelling
- Be able to use a variety of basic English structures
- Be able to understand simple spoken English and form simple sentences (related to the thematic areas)
- Be able to greet, talk about themselves and ask and answer simple questions

Thematic Competences

Along with competences in reading, writing, listening and speaking, the MoES curriculum lists competences pupils should attain that relate to the theme and sub-theme that learners are studying in any given week. For example, a competence that pupils are expected to master during the week when “Our Body” is the theme is “naming parts of the body.” Our teacher’s guide lists these thematic competences in a separate table each week to ensure that teachers integrate them into their literacy lessons.

The Mango Tree English Literacy Teaching Model and the MoES Curriculum for Primary 2

The Monolingual versus the Bilingual English Literacy Classroom

The MoES policy on English education states that local language should be avoided during the English language lesson to give children as much exposure to English as possible throughout the week.

However, Mango Tree has adopted a bilingual English classroom approach that helps teachers utilize both Leblango and English in the classroom to support faster learning and better understanding among learners. This helps make the English classroom an active, supportive environment for language learning among young children!

Research has shown that effective second language instruction requires you, as the teacher, to rely on the following methods to ensure that your learners understand and become comfortable using a second language:

- Talk to learners in an easy-to-understand way (using repetition and their first language to promote understanding.)
- Use lots of visual aids and pictures.
- Carry out tasks that directly support language development.
- Get learners to talk in groups, often in their first language.

Mango Tree's P2 English teaching model incorporates all of the above.

You and your learners come from exactly the same language background – Leblango. We want to use your children's developing knowledge of the Leblango language as a means for content instruction in English during P2.

The classroom is therefore not a monolingual, English-only classroom. We believe in using the local language as a resource of knowledge for the development of a child's English language skills. We want learners to move confidently from the known (Leblango) to the unknown (English). In order to facilitate learning and understanding, you will speak both languages as a means of content instruction.

The Mango Tree English Literacy Teaching Model and the MoES Curriculum for Primary 2

Another reason why we do not endorse the English-only monolingual model of English instruction is because of something called code-switching. It is normal for bilingual people to interchange their mother tongue and their second language when speaking. This is particularly true when children are first learning to speak a second language.

This form of code-switching should be accepted by teachers as it is a child's way of experimenting with their new language. By encouraging learners to transfer knowledge from Leblango to English and encouraging them to embrace both languages you are providing them with the kind of learning environment that stimulates and supports their English language development!

The Mango Tree Teaching Model and the MoES' P2 English Teaching Procedures

Mango Tree's P2 English teaching model is designed to teach English in a fun, systematic way that incorporates the MoES identified teaching procedures (TPs), which are the building blocks of our materials and lesson plans. The following table presents a summary of how our lesson plans incorporate the MoES TPs into daily instruction.

Code-switching

Is the use of two different languages in the same conversation. People who speak more than one language sometimes use words from those different languages when they talk to each other. In children who are learning another language, code-switching is a common way they learn to use both languages in speech. You should accept this practise among learners in your classroom as they learn new English words and phrases. This means that your learners are positively adopting both English and Leblango words into their growing vocabularies! As a teacher in a bilingual classroom, you should view code-switching as a normal, natural product of language development.

The Mango Tree English Literacy Teaching Model and the MoES Curriculum for Primary 2

Mango Tree's Primary 2 English Literacy Lesson Plans

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:00	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 1 	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 2 	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 3 	Story Reading Time <ul style="list-style-type: none"> Class Story-Lesson 1 	Story Reading Time <ul style="list-style-type: none"> Class Story-Lesson 1
10:00-10:30	Creative Writing Time Lesson 1 <ul style="list-style-type: none"> Introduction 	Creative Writing Time Lesson 2 <ul style="list-style-type: none"> Story writing Story sharing 	Creative Writing Time Lesson 2 <ul style="list-style-type: none"> Story writing Story sharing 	Creative Writing Time Lesson 2 <ul style="list-style-type: none"> Story writing Story sharing 	Creative Writing Time Lesson 2 <ul style="list-style-type: none"> Story writing (with self-evaluation) Story sharing
10:30-11:00	Break	Break	Break	Break	Break
11:00-11:30	Word Building Time Lesson 1 <ul style="list-style-type: none"> Key letter and keyword lesson 	Word Building Time Lesson 2 <ul style="list-style-type: none"> Revise key letter and keyword Drill letters, syllables and introduce new words Handwriting Spelling 	Word Building Time Lesson 3 <ul style="list-style-type: none"> Revise key letter and keyword Drill letters, syllables and revise new words Handwriting Spelling 	Word Building Time Lesson 3 <ul style="list-style-type: none"> Revise key letter and keyword Drill letters, syllables and revise new words Handwriting Spelling 	Word Building Time Lesson 4 <ul style="list-style-type: none"> Revise key letter and keyword Drill letters, syllables and revise new words Handwriting Spelling
11:30-12:00	English <ul style="list-style-type: none"> Primer Song Chant or song Listening and speaking Vocabulary 	English <ul style="list-style-type: none"> Primer Song Chant or song Listening and speaking Structures 	English <ul style="list-style-type: none"> Primer Song Phonics (new letters and sounds, word building) 	English <ul style="list-style-type: none"> Primer Song Phonics (word building, spelling) 	English <ul style="list-style-type: none"> Primer Song Vocabulary and structures assessment Listening and speaking assessment Phonics assessment

The MoES Guidelines on Continuous Assessment

Introduction to Continuous Assessment

The MoES is moving away from a policy of end-of-term assessment and toward a continuous assessment model. The Ministry recognizes that the best way to assess pupils is continuously. Children can easily fall behind academically, especially in the early primary grades. A continuous assessment model helps teachers identify and support pupils, leading to reduced drop-out rates.

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 in the Bible that says, in effect, that "the rich get richer and the poor get poorer." It's the same with literacy. The pupils who master reading early on will continue to make positive academic gains while the pupils who lag behind in reading and writing just grow further behind as their schooling continues. Therefore, it's important that teachers monitor pupils' performance closely in early primary and intervene to assist pupils who are not meeting the literacy competences defined by the MoES.

But a continuous assessment model is challenging for teachers with large classes. Keeping track of the individual performance of over 100 pupils is not easy. Mango Tree has designed the Continuous Assessment Monitoring Form (CAM Form) to help teachers.

The Continuous Assessment Monitoring (CAM) Form

The teacher is expected to use the CAM Form during the English lesson every day to track individual pupil performance. Assessment activities are built into every lesson. We suggest that teachers select about five pupils in each lesson to demonstrate their competence.

A CAM Form is provided for each of the three academic terms in P1 and P2. Teachers must make enough photocopies of the form so that there is a line for every pupil in the class. Below is a sample CAM Form with more details about its design:

The MoES Guidelines on Continuous Assessment

In addition to the CAM Form, the guide gives other suggestions for continuous assessment each week that include classroom games and other fun, participatory activities.

End-of-Term Assessment

Although our focus is on daily and weekly assessment of pupils, we also provide teachers with end-of-term assessment tools they can use to provide additional data on pupil or classroom performance. Teachers can decide to assess all the pupils in their class using these tools if they want more data on individual performance. They can also use the tools to randomly sample a percentage of pupils to give them data on general class performance in specific competences.

Parent Report Cards

We provide teachers with Parent Report Cards using the format suggested by the MoES. The English competences on the report card are summaries of the ones found in the CAM Form and the weekly lesson planning pages in this guide. The report cards are found at the end of each term next to the CAM Form.

Beyond the Classroom: Parent, School and Community Involvement

Involving Parents in Their Children's Literacy Learning

The Parent Report Card is only one way that we involve parents in the literacy learning process. Each term schools that use our model are expected to organize one parent involvement activity each term. Although each school plans and implements its own parent meetings, we do have certain expectations for what will take place. Here is a brief overview of the termly parent trainings:

- **Term 1: Parent Orientation Meeting**
 - Parents receive a general orientation to local language literacy using Mango Tree's "Literacy Awareness Chart Set" that outlines seven key messages for parents.
 - Parents are given a copy of the Parent Report Card and trained in how to read and interpret it.
 - Teachers introduce the "Take a Book Home" policy and set guidelines with parents for storybooks going home with pupils.
- **Term 2: Education Week**
 - Parents have the opportunity to visit the school and observe classes in session over the course of a week.
 - Parents have one-on-one meetings with their child's class teacher.
 - Teachers share our Parent Assessment Tool with parents individually.
 - At the end of the week, parents are invited to attend a meeting to follow up issues discussed in Term 1 and the Parent Assessment Tool is distributed to more parents.
- **Term 3: Literacy Recognition Day**
 - At the end of the academic year, the school holds an academic recognition day where pupils demonstrate what they've learned and are awarded prizes for a variety of literacy and other academic achievements.

Beyond the Classroom: Parent, School and Community Involvement

What parents are expected to contribute

Parents must appreciate that they also need to support their children while at school. At the orientation meeting during the first term and at the beginning of each term parents are given a specific number of exercise books and pencils that they are required to contribute each term. At most schools, a simple book bag is also required before pupils can take books home. Apart from the monetary contributions, teachers and coordinating centre tutors also talk with parents about how they can support their children's literacy development by reading with them, assessing progress at home and talking with their children about what they are learning at school.

School Management Issues

Our model also requires contributions by the school administration. Head teachers and school management chairperson attend an orientation in November if they are interested in participating in the programme. School commitments are outlined at that meeting and the head teacher and school management chairperson must sign a contract if they want their school to participate. The contributions outlined in the contract include the following:

- Classrooms must have good security, i.e. lockable doors and windows.
- Desks are provided for all the learners.
- A lockable cupboard is available in at least one of the two classrooms for instructional materials storage.
- The best early primary teachers participate in the programme.
- There is a budget for adequate chalk, manila and markers for teachers per term (Amounts are specified based on school enrolment.)
- Termly parent meetings for early primary classes are organized and implemented.

Head teachers also participate in a 2-day training workshop during the first term in which they learn the basics of our model and are given specific monitoring tasks to undertake each term.

Beyond the Classroom: Parent, School and Community Involvement

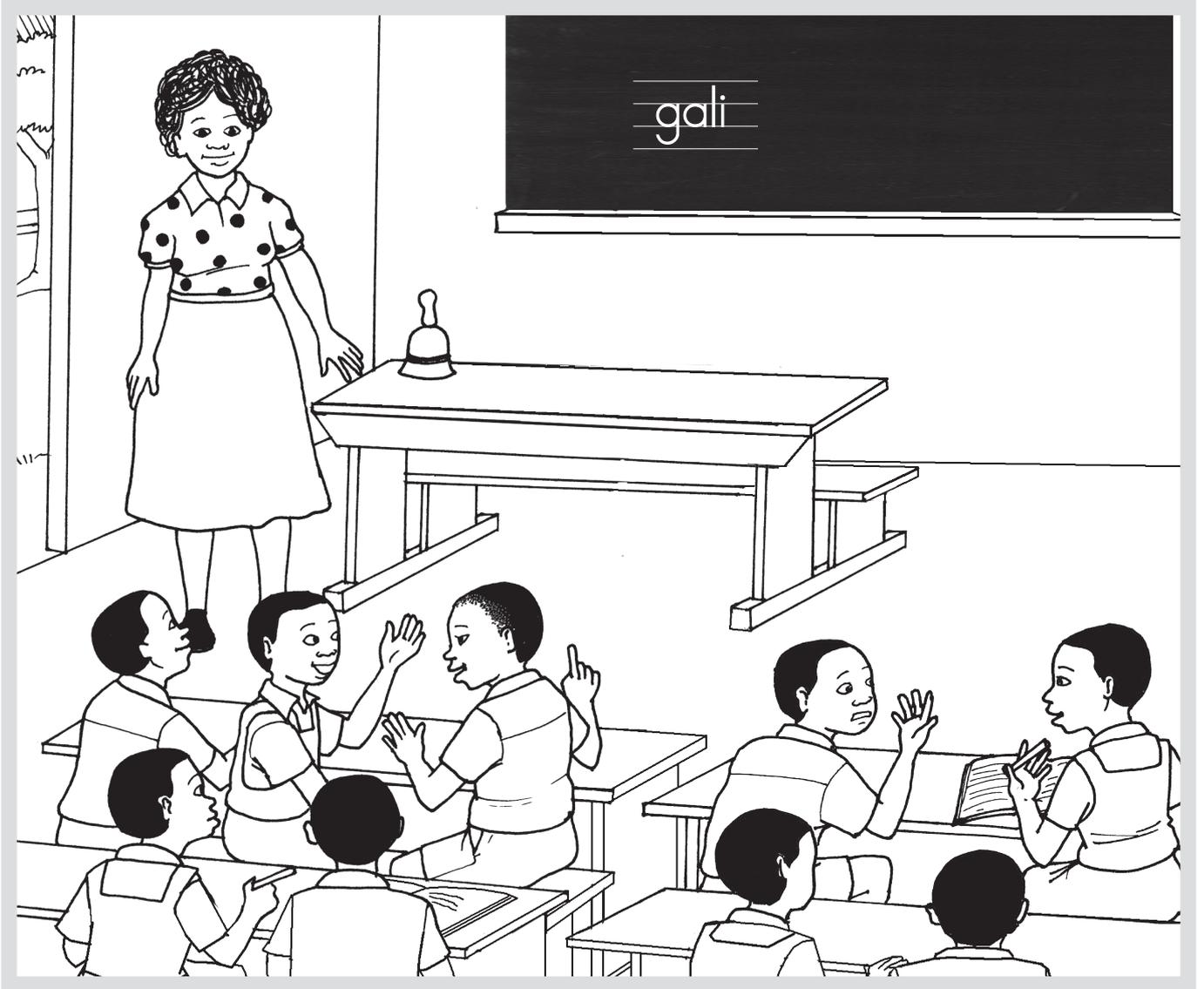
Community Involvement

We have signed memorandums of understanding (MoUs) with all of the districts in which we participate. We align our programme objectives with the district development plans for each district. We share our annual work plans with district education offices and report our annual financial contributions to the planning departments. School inspectors from each of the districts also participate in our Project Advisory Committee.

The Project Advisory Committee or PAC meets twice a year to review progress toward programme objectives and allows for two-way communication of plans for the coming period. The members of the PAC include all our implementing partners and other literacy stakeholders in the Lango Sub-region. We try to align these biannual PAC meetings to our reporting schedule so that stakeholders can have input on our reporting.

The Lango Language Board (LLB) is one of our key implementing partners. They have provided technical assistance in assuring that all our instructional materials are aligned to the orthography. They also provide lexical coining of new words that are required to implement the thematic curriculum. For example, there was no word in Leblango for “sentence,” an important concept pupils need to understand beginning in P1 Term 1. The LLB also does its own community outreach activities that support our messages to parents around the importance of local language instruction in primary schools.

How to Teach



How to Teach: Chants and Songs

Using the CAM Form During the Chant or Song

If the continuous assessment activities for the week include assessing the learners' competences during the chant or song, use the Continuous Assessment Monitoring (CAM) Form to record their competences as they sing individually and in small groups.

Introduction

Chants and songs are a core component of Mango Tree's P2 English teaching model. Learners begin their daily English lesson with a chant or song. This allows them to practise vocabulary, structures and pronunciation in an active, participatory learning environment.

Each week learners learn a new chant or song. These have been tailored to match the weekly lesson plans. Each chant or song includes some of the vocabulary and structures for that week. Chants and songs are taught as whole language, meaning that the whole chants or songs are not explained word by word. They are also taught by scaffolding, one verse or one line at a time. By repeating the chant or song, learners will become familiar with the patterns of grammar, which will begin to sound correct to the learners. The chant or song will also include actions that help the learners to begin to connect the vocabulary with meanings. Actions are an example of total physical response, which research has shown helps children to learn better.

How to Teach Each Day and Assess on Friday

On Monday you will give a description of the chant or song to ensure that learners understand the general meaning. Once the context is understood, the chant or song is taught using the "I Do. We Do. You Do." method. First, you perform the chant or song for your learners. Next learners repeat after you. Then learners chant or sing with you. Finally, you listen as learners chant or sing for you.

Each day, you will teach a new verse to the chant or song. Tuesday through Friday learners will revise the previously taught verses as time allows. By Friday learners are able to perform the whole chant or song without assistance from the teacher.

The daily lesson plan templates in the "How to Teach Monday Through Friday" section explain how to teach the chant or song each day of the English lesson.

Additionally, the lesson plans in this teacher's guide will sometimes include a song guide if more guidance is needed.

Friday of each week is a continuous assessment day! In this guide you will find a list of continuous assessment activities. Many weeks have a specified assessment activity that uses the chant or song. Make sure that you perform this assessment activity throughout the week with your learners. Use Friday's lesson to assess learners you have not had a chance to assess earlier in the week.

How to Teach: Chants and Songs

The objectives of chants and songs are:

- To practise pronunciation
- To make learning fun and effective through rhythm and total physical response
- To become familiar with and use structures that are relevant to daily life
- To use functional vocabulary in context

Competences related to English chants and song:

- Learners will repeat the structures and vocabulary after the teacher
- Learners will pronounce the vocabulary words
- Learners will pronounce the structures
- Learners will mime actions while singing or chanting
- Learners will identify vocabulary words in chants and song

Methods used to teach chants and song:

- "I do, you do, we do"
- Repeat-after-me teacher modelling
- Whole class singing and chanting
- Small group singing and chanting
- Learner-led singing and chanting
- Total physical response, using actions in chants and song

Instructional materials used to teach chants and song:

- Primers
- Teacher's guide
- Vocabulary picture cards for each week

How to Teach: Vocabulary

Using the Continuous Assessment Monitoring Form

You should use the Continuous Assessment Monitoring Form to record learners' competences as they learn and practise new English vocabulary words. Check the weekly continuous assessment activities to see how to do this. There is an activity for assessing vocabulary in each week's lesson.

How to Make Vocabulary Picture Cards

You need to make 6 to 8 vocabulary picture cards for each week. Use the vocabulary pictures in the primer to guide you in making the cards.

Use the vocabulary pictures in the primer to guide you in making the cards.

To make the picture cards you need to use manila paper which will be provided to you by your school. Fold the paper so that you have squares of equal sizes. Cut the paper along the folded line to create the vocabulary picture cards. Copy each picture onto its own square of manila paper. Now you have your vocabulary picture cards!

Store these vocabulary picture cards in a safe place as you will need them in other weeks for review.

Introduction

The Ministry of Education and Sports has clearly identified the target vocabulary for P2 English. Mango Tree has adopted some of that vocabulary into this curriculum. The expectation is that by the end of P2, learners will have a working vocabulary of about 500 words and 120 structures. We have created continuity with the Leblango model as much as possible so that vocabulary words are reinforced in both languages. This helps to facilitate the transfer of knowledge from learners' first language to their second language.

Each week learners are introduced to six to eight new vocabulary words. These words have been selected to help them develop an English vocabulary based on common words and structures that learners come into contact with in their daily lives. The P2 English vocabulary is functional and aligned with the MoES thematic curriculum. Academic vocabulary is introduced in later grades once functional vocabulary has been learned.

How to Teach Each Day and Assess on Friday

The vocabulary words are taught using the week's songs, dialogues, structures, big picture discussion and vocabulary picture cards. Each week also includes a list of vocabulary words to review from previous lessons.

The daily lesson plan templates at the end of this "How to Teach" section explain how to teach the vocabulary each day of the English lesson.

Ways of Teaching Vocabulary

Vocabulary is taught in three different ways:

1. **Song or chant:** Learners are first exposed to new vocabulary words in the week's chant or song. Learners repeat after you and learn the corresponding physical actions that relate to the vocabulary words in the chant or song.
2. **Big picture discussion:** First, vocabulary and structures that learners have previously learned are revised in "Discuss the picture" questions. After each question is the recommended "answer. Next, new ". vocabulary is introduced in the "Introduce vocabulary" questions. Instructions are given in italics. Expected long answers from learners are given after each question. Short answers are also acceptable.
3. **Vocabulary picture cards:** Introduce learners to new vocabulary in Leblango. Then give the vocabulary in English. Revise the words by showing learners the cards and asking them to identify the object or action in the picture.

The vocabulary is taught in both English and Leblango. The model has been developed so that learners move from the known, Leblango, to the unknown, English. Use Leblango to support English language acquisition.

How to Teach: Vocabulary

Encourage learners to speak in English by telling them “Say it in English” whenever they know the appropriate vocabulary and structures in English but express themselves in Leblango. If they ask you a question in Leblango but they could ask it in English, tell them, “Ask me in English.”

Friday is continuous assessment day! In the weekly lessons there is a specified continuous assessment activity that uses the vocabulary. Make sure that you perform this assessment activity throughout the week with your learners. Use Friday’s lesson to assess learners you have not had a chance to assess earlier in the week.

Primary objectives of teaching vocabulary:

- To teach vocabulary in a variety of fun, repetitive ways
- To teach a thematic vocabulary that will enable learners to develop basic English speaking and listening skills
- To give learners a functional vocabulary that will provide a basis for reading and writing English
- To develop both expressive and receptive vocabulary skills

Learner competences related to English vocabulary:

- The learner will repeat the vocabulary after the teacher.
- The learner will identify the weekly vocabulary words in the songs and chants.
- The learner will identify the weekly vocabulary words in the pictures in the primers.
- The learners will identify the weekly vocabulary words in the vocabulary picture cards.
- The learner will use the weekly vocabulary words in the structures.
- The learner will identify the weekly vocabulary words in the dialogues.

Methods used to teach vocabulary:

- Singing songs
- Reciting chants
- Using the vocabulary in structures (questions and answers)
- Revising words with the vocabulary picture cards
- Reading pictures and telling stories
- Identifying simple vocabulary picture cards
- L1 to L2 knowledge transfer, connecting English vocabulary to Leblango

Instructional materials used to teach vocabulary:

- Primers
- Teacher’s guide
- Vocabulary picture cards for each week

How to Teach: Structures

Using the Continuous Assessment Monitoring Form

You should use the Continuous Assessment Monitoring Form to record learners' competences as they learn and practise new English structures. Check the weekly continuous assessment activities to see how to do this. There is an activity for assessing structures in each week's lesson.

Introduction

The Ministry of Education and Sports has clearly identified the structures for P2 English in its thematic curriculum. Mango Tree has adopted most of these structures into this model. The expectation is that by the end of P2 learners will be able to use 60 different structures and have a working vocabulary of about 500 words, also identified by MoES.

Each week learners are introduced to different pairs of structures. Although a few of the structures are simple commands, the majority of the structures are pairs; the first is a question and the second is the response. These structures are simple and functional in daily life.

The daily lesson plan templates at the end of this "How to Teach" section explain to the teacher how to teach the structures each day of the English lesson.

Ways of Teaching Structures

Structures are taught in a number of different ways:

1. **Chant or song:** Learners are first exposed to new structures in the week's chant or song. Learners repeat after the teacher and learn the corresponding physical actions that relate to the structures in the song or chant. The song or chant is taught as top-down, whole language (teaching the entire song or chant at once) and also through bottom-up scaffolding (teaching one line at a time).
2. **Big picture discussion:** First, structures that learners have previously learned are revised in the "Discuss the Picture" questions. After each question is the recommended answer. New structures are introduced in the "Introduce structures" questions. Instruction of what to do (not what to say) are given in italics. After each question is an answer that you will give to model the structure. Repeat the questions to learners until they can give the answer correctly. Have learners practise the question structure by pointing to different items in the big picture or vocabulary pictures and start the question for them. Make sure they can use the question structure properly.
3. **Vocabulary picture discussion:** When possible, structures are revised using the vocabulary picture cards. In this section of the lesson you will focus having the learners use the week's vocabulary words.
4. **Learner-to-learner practise:** When possible, you will direct learners to form pairs and ask and answer the questions. This is an ideal time to assess their use of structures.

Each week's lesson also includes a list of relevant structures to review from previous lessons.

To help you to use only structures that have been learned, a list of structures from P1 is given on page 57-59.

Assessing Structures

Friday is continuous assessment day! In the weekly lessons there is a specified continuous assessment activity that uses the structures. Make sure that you perform this assessment activity throughout the week with your learners. Use Friday's lesson to assess learners you have not had a chance to assess earlier in the week.

If learners answer questions with incomplete sentences (such as "Under the desk." or "Red."), do not treat these as incorrect because this is more like natural spoken English. We teach learners to speak in complete sentences (such as "It is under the desk." or "It is red.") to help them to write complete sentences later, but incomplete sentences are common in informal, spoken English.

Primary objectives for teaching structures:

- To teach structures in a variety of fun, repetitive ways
- To teach simple structures that will enable learners to develop basic English speaking and listening skills
- To expose learners to basic sentence structures that will provide a basis for reading and writing English in P2
- To practise asking questions and answering questions

Learner competences related to the English structures:

- The learner will repeat the structures after the teacher.
- The learner will practise the structures within the songs and chants.
- The learner will use the structures to talk about the weekly vocabulary.
- The learner will ask and answer questions using learned structures.

Methods used to teach the structures:

- Singing songs
- Reciting chants
- Role-playing
- Using the structures to ask and answer questions

Instructional materials used to teach structures:

- Primers
- Teacher's guide
- Vocabulary picture cards for each week

How to Teach: Phonics

Using the Continuous Assessment Monitoring Form

You should use the Continuous Assessment Monitoring Form to record learners' competences as they learn to read and write in English. Check the weekly continuous assessment activities to see how to do this.

Phonics Lessons

In P2 learners will be introduced to 18 letters and/or sounds each term. Every week learners will receive two phonics lessons. Each lesson lasts 22 minutes and has three parts:

Wednesday Lesson

1. Point to the letter (5 minutes) to teach letter names
2. What does the letter say? (6 minutes) to teach letter sounds (phonics)
3. Word building (11 minutes) to teach reading

Thursday Lesson

The Thursday lesson repeats the last two parts of the Wednesday lesson and adds spelling to help learners develop their writing skills:

1. What does the letter say? (5 minutes) to teach letter sounds
2. Word building (6 minutes) to teach reading
3. Spelling words and writing practise (11 minutes)

Wednesday Handwriting Lesson

When you introduce a letter from the English alphabet that is new to learners, the Wednesday lesson will change to allow time for letter-writing practise.

1. Handwriting practise (11 minutes) of the capital and small form of the new letter to teach handwriting
2. Point to the letter (5 minutes) to teach letter names
3. What does the letter say? (6 minutes)

Lesson Activities

Point to the Letter (to teach letter name knowledge)

1. Write the new letters on the board in upper and lower case, and say their names in English. Have learners repeat after you. Point to the letters in random order and ask, "What is this letter?" Have the whole class say the letter name. Then do the same with individual learners.
2. Next, write the new letters randomly on two sections of the board. Make sure the letters are high enough so that seated learners can see what is being pointed to. On one section of the board, write capital letters; on the other section write small letters. This will help your learners to become familiar with both written forms.
3. Have two learners come up to the board. Have one learner stand in front of each section. Give each learner a pointer. Say, "Point to the ___" (the B for example). Each learner should point to the B in their sections, and seated learners should point to the letters as well. Have the two learners identify three letters and then sit down.

How to Teach: Phonics

4. Call up other learners and repeat the steps.
5. Once the class knows the new letters, add the previously learned letters to the board to revise them following the same step-by-step process.
6. Encourage them to do the point-to-the-letter activity at home with their parents and siblings. They can do it in Leblango, too! Every two to three weeks, ask them if they did it and how it went.

What Does the Letter Say? (to teach letter sounds)

1. Once learners know the names of the letters, teach them the sound (or sounds) each letter makes in English and have them repeat after you. For example, B says /b/. Point to each letter and have the learners say the sound together.
2. Then you chant, "What does the B say?" and point to the B. Learners respond with, "/b/". Continue with the other new letters. First, practise them in the order that you have written them on the blackboard until learners have them memorized. Second, chant them in a different order. Third, stop pointing to the letters and only say, "What does the ___ say?" Finally, have learners take turns calling out, "What does the ___ say?" and the rest of the class responds.
3. Once the class knows the new sounds, revise the sounds learned in previous weeks as well.

What do letters in slashes mean?

When you see a letter (or letters) in slashes, it means to pronounce the sound or sounds of those letters.

Here is what all the letters "say" in English:

What does the A say?

/Ā/ as in at.

What does the K say?

/K/.

What does the B say?

/B/.

What does the L say?

/L/.

What does the C say?

/K/.

What does the M say?

/M/.

What does the D say?

/D/.

What does the N say?

/N/.

What does the E say?

/Ē/ as in egg.

What does the O say?

/Ō/ as in on.

What does the F say?

/F/.

What does the P say?

/P/.

What does the G say?

/G/.

What does the Q say?

/Kw/.

What does the H say?

/H/.

What does the R say?

/R/.

What does the I say?

/Ī/ as in "in".

What does the S say?

/S/.

What does the J say?

/J/.

What does the T say?

/T/.

How to Teach: Phonics

What does the U say?

/Ū/as in up.

What does the V say?

/V/.

What does the W say?

/W/.

What does the X say?

/Ks/.

What does the Y say?

/Y/.

What does the Z say?

/Z/.

Note to Teacher

These symbols – Ā, Ĕ, Ī, Ō, Ū – are used to show short vowel sounds. The curved line above the letters is called a “breve”, which rhymes with “give”.

When long vowel sounds and alternate sounds for consonants (like /z/ for S) are introduced, we will change the chant to include both sounds.

Word Building (to teach sound blending and reading)

1. Draw a letter drill table on the board as shown in the weekly lesson. Point to a letter in the letter drill table and have the learners say the letter sound together in a chorus. Continue with the other letters. Repeat as needed.
2. When the learners can say all of the letter sounds in the drill table with confidence, point to the letters of the first built word in the correct order and have the learners blend them to read the built word.
3. Write the built word under the letter drill table. Have individual learners read the built word. If it is a real word that learners know, ask learners to use the built word in a sentence or talk about the meaning of the built word. If learners don't know the word, translate it to Leblango. Then use it in a sentence and have learners repeat the sentence.

Spelling Words (to teach segmenting and writing)

1. Erase the built words from the chalkboard. Tell learners they are going to spell one of the built words from memory in their exercise books.
2. Say aloud one of the built words that was introduced today. Repeat the word slowly two or three times as needed. Move around the room to see how well the learners are spelling the built word. Use your CAM Form to assess them.
3. Write the built word on the chalkboard. Ask learners to compare the word you have written with the word they have written. Do they look the same?
4. Continue with other built words as time permits. You should be able to practise at least two built words in a phonics lesson.
5. Conclude the lesson by asking learners to read aloud the words they have written in their exercise book.

The primary learning objectives for teaching phonics are:

- To systematically introduce the letters of the English alphabet so that children know the name of the letter, the sound the letter makes and how to correctly write both the capital and small forms of letters that don't exist in Leblango (F, H, Q, S, V, X, and Z).
- To teach children to segment a word, in other words, to hear a word and then say (and write) the individual sounds in the word.
- To teach children to blend a word, that is, to see a word and then sound out the individual letters of the word, blending them together to read the word.

Learner competences related to phonics are:

- The learner will break down and build up the keyword.
- The learner will say the name of the key letter and demonstrate the sound that it makes.
- The learner will write the capital and small form of the new letters correctly.
- The learner will blend the known letter sounds to read a variety of one-syllable built words.
- The learner will spell selected built words correctly.

Methods used to teach phonics are:

- Breaking down and building up the keyword
- Revising the sounds of key letters from past weeks
- Blending the sounds to create built words
- Handwriting and spelling practise

Instructional Materials

- Exercise books for all learners
- Pencils and rubbers for all learners
- Chalkboard and chalk

How to Teach: Monday

Competences

The learner will be able to:

- Chant or sing with the teacher
- Mime actions while chanting or singing
- Repeat the vocabulary words after the teacher in English
- Identify the vocabulary words in the big picture in the primer
- Answer questions about the big picture

Methods

- Whole group repetition
- Discussion questions
- “I Do, We Do, You Do” teacher modelling

Instructional Materials

- Primers
- Vocabulary picture cards
- Teacher’s guide

How to Teach: Monday

Monday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> Learners sing "The Primer Song" and do the actions.
6 min.	II.	<p>Introduce the chant or song.</p> <ul style="list-style-type: none"> In Leblango, tell learners the weekly sub-theme. In Leblango, tell learners they are going to chant or sing in English and what the chant (<i>nät</i>) or song is about. Demonstrate the entire chant or song for learners, showing the actions as you chant or sing. Chant or sing the "Monday verse" line by line. Repeat this multiple times until learners are able to chant or sing. <p>If the chant or song is a dialogue, divide the class in two. Have one half say part A and the other half say part B. Then have the groups switch roles.</p>	<ul style="list-style-type: none"> Learners listen to the teacher. Learners listen to the teacher describe the chant or song. Learners listen to the chant or song and see the actions. Learners repeat each line of the chant or song and copy the actions demonstrated by the teacher. Learners repeat the chant/song and do the actions.
11 min.	III.	<p>Learners listen and speak.</p> <ul style="list-style-type: none"> Tell learners to open their primers and look at the big picture for the week. Ask children to tell you what they see and what they think is happening. Discuss the picture, using the discussion questions in the weekly lesson. 	<ul style="list-style-type: none"> Learners follow the teacher's instructions. Learners describe what they see. Learners revise old vocabulary and structures.
11 min.	IV.	<p>Introduce the new vocabulary.</p> <ul style="list-style-type: none"> Hold up the vocabulary picture cards. Ask learners to identify the vocabulary words in Leblango. Have learners repeat the words after you in English. Use the questions in your teacher's guide to introduce new vocabulary and point to the big picture or vocabulary cards as needed. Revise the vocabulary and known structures by asking, "What is this?/What are these?" etc. 	<ul style="list-style-type: none"> Learners practise the vocabulary words in Leblango. Learners repeat the vocabulary words. Learners learn the new English vocabulary words with the picture cards. Learners memorize the vocabulary words.

How to Teach: Tuesday

Competences:

The learner will be able to

- Chant or sing with the teacher
- Mime actions while chanting or singing
- Repeat the structures after the teacher
- Use the structures to discuss the big picture

Methods:

- “I Do, We Do, You Do” teacher modelling
- Discussion questions
- Reciting structures
- Pair practise

Instructional Materials:

- Primers
- Vocabulary picture cards
- Teacher’s guide

How to Teach: Tuesday

Tuesday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> Learners sing "The Primer Song" and do the actions.
6 min.	II.	<p>Continue the chant/song.</p> <ul style="list-style-type: none"> Chant or sing the Tuesday verse line by line. Repeat this multiple times until learners are able to chant or sing with you. If the chant or song is a dialogue, divide the class in two. Have one half say part A and the other half say part B. Then have the groups switch roles. Practise the previous verse as time allows. 	<ul style="list-style-type: none"> Learners repeat each line and copy the actions demonstrated by the teacher. Learners repeat the chant/song and do the actions. Learners revise the previous verse.
11 min.	III.	<p>Learners listen and speak.</p> <ul style="list-style-type: none"> Tell learners to open their primers and look at the big picture for the week. Use the discussion questions in your teacher's guide to discuss the picture and revise the new vocabulary. Have learners ask each other the questions and answers. Observe the learners and give feedback and corrections. 	<ul style="list-style-type: none"> Learners follow the teacher's instructions. Learners practise listening and speaking. Learners use vocabulary and structures to discuss the picture. Learners learn from teacher feedback.
11 min.	IV.	<p>Introduce the new structures.</p> <ul style="list-style-type: none"> Tell learners that they are going to practise speaking sentences in English. Explain the first pair of structures (question and answer) to learners in Leblango. Ask learners to repeat the structures after you in English. Use the vocabulary picture cards or real objects to help to teach the structures to learners. If the structures call for action verbs, mime the action. Do the same with remaining new structures. Divide the class in two. Have one half of the class repeat the question after you. Have the other half repeat the answer. Do this two times. The second time, have learners switch roles. Ask the learners to identify the structures in the chant or song. 	<ul style="list-style-type: none"> Learners listen to the teacher give instructions. Learners listen to the explanation. Learners hear and see the structures in context and repeat. Learners repeat the structures as a dialogue. Learners recognize the structures.

How to Teach: Wednesday

Note to teachers

You should use the Continuous Assessment Monitoring Form to record learners' competences as they learn and practise the chant and do the spelling activities. Assessment can be done throughout the week; it is not limited to Friday. Check the weekly continuous assessment activities for details on how to do this.

Competences:

The learner will be able to:

- Chant or sing with the teacher
- Mime actions while chanting or singing
- Name letters
- Give the sound of letters
- Blend sounds in order to read words

Methods:

- "I Do, We Do, You Do" teacher modelling
- Whole group repetition
- Memorization through chanting or singing
- Recitation
- Role-play
- Group games
- Pair work
- Writing letters

Instructional Materials:

- Primers
- Blackboard and chalk
- Teacher's guide
- Pointers

How to Teach: Wednesday

Wednesday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> Learners sing "The Primer Song" and do the actions.
6 min.	II.	<p>Continue the chant/song.</p> <ul style="list-style-type: none"> Chant or sing the Wednesday verse line by line. Repeat this multiple times until learners are able to perform the chant or song with you. If the chant or song is a dialogue, divide the class in two. Have one half say part A and the other half say part B. Then have the groups switch roles. Practise the previous verses as time allows. 	<ul style="list-style-type: none"> Learners repeat each line and copy the actions demonstrated by the teacher. Learners repeat the chant/song and do the actions. Learners revise the previous verses.
11 min.	III.	<p>Teach letter names and sounds.</p> <ul style="list-style-type: none"> Write the week's letters on the board. Revise the letter names in Leblango. Give their English names and sounds. Explain how the sounds are the same or different from Leblango. Play "point to the letter". Then give 2 to 3 learners a chance to role-play the teacher. Practise the "What does the letter say" chant until the new letters are memorized. Next, have the class lead the chant as you silently point to a random letter. Then add letters to the board that they have learned in past lessons and revise them as well. 	<ul style="list-style-type: none"> Learners repeat the names and sounds of letters. Learners point to the correct letter. Learners memorise the sounds of new letters. Learners practise asking questions and saying letter names and sounds.
11 min.	IV.	<p>Build words with the letter drill table.</p> <ul style="list-style-type: none"> Write the letter drill table on the board. Point to the new letters and have the learners say the letter sound together in a chorus. Continue with the other letters to revise. Repeat as needed. When the learners can say all of the letter sounds in the drill table with confidence, point to the letters of a spelling word for the week and have the learners blend the letters to make a word. Write the built word under the letter drill table. Have individual learners read the built word. If the word is one learners know, ask someone to use it in a sentence or talk about the meaning of the built word. Continue in the same way with the remaining built words. Drill the built words so that learners begin to read them by sight. 	<ul style="list-style-type: none"> Learners revise the new letter sounds along with letter sounds from previous weeks. Learners blend the known letter sounds to make words. Learners practise reading and defining words.

How to Teach: Thursday

Note to teacher

You should use the Continuous Assessment Monitoring Form to record learners' competences as they learn and practise the song, structures, dialogues and vocabulary. Assessment can be done throughout the week; it is not limited to Friday. Check the weekly continuous assessment activities for details on how to do this.

Competences:

The learner will be able to:

- Chant or sing in groups
- Mime actions while chanting or singing
- Repeat the dialogue in groups and in pairs
- Role-play the dialogue

Methods:

- "I Do, We Do, You Do" teacher modelling
- Whole group repetition
- Recitation
- Role-play
- Group games
- Writing letters and copying vocabulary words

Instructional Materials:

- Vocabulary picture cards
- Teacher's guide
- Exercise books and pencils or pens
- Pointers

How to Teach: Thursday

Thursday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Distribute the primers as you sing "The Primer Song".	<ul style="list-style-type: none"> Learners sing "The Primer Song" and do the actions.
6 min.	II.	<p>Continue the chant or song.</p> <ul style="list-style-type: none"> Chant or sing the Thursday verse line by line. Repeat this multiple times until learners are able to perform the chant or song with you. If the chant or song is a dialogue, divide the class in two. Have one half say part A and the other half say part B. Then have the groups switch roles. Practise the previous verses as time allows. 	<ul style="list-style-type: none"> Learners listen to the chant or song. Learners repeat each line and copy the actions demonstrated by the teacher. Learners repeat the chant/song and do the actions. Learners revise the previous verses.
11 min.	III.	<p>"What does the letter say" and word building</p> <ul style="list-style-type: none"> Write all the learned letters on the board and have the class chant "What does the ___ say" as you silently point to random letters. Write the letter drill table on the board. Point to the letters of a built word for the week and have the learners blend them to make a word. Write the built word under the letter drill table. Have individual learners read the built word. 	<ul style="list-style-type: none"> Learners practise asking questions and memorise the names and sounds of letters. Learners blend the known letter sounds to make words. Learners become familiar with the built word.
11 min.	IV.	<p>Give spelling words and practise writing.</p> <ul style="list-style-type: none"> Erase the built words from the chalkboard. Tell learners they are to spell one of the built words in their exercise books. Say one of the built words that was introduced (or revised) today. Repeat two or three times, as needed. Move around the room to see how well the learners are able to write the built word. Write the built word on the chalkboard. Ask learners to compare the word on the board with the word they have written in their exercise book. Continue with the remaining built words as time permits. Finally, have learners open their exercise books and write the week's letters in them. Then have them copy the week's vocabulary words in them. 	<ul style="list-style-type: none"> Learners practise spelling and reading built words introduced this week.

How to Teach: Friday (Assessment Day)

Note to Teacher

All of today's activities are continuous assessment activities. You should use the Continuous Assessment Monitoring Form to record learners' competences as they practise the song, structures, dialogues and vocabulary. Check the weekly continuous assessment activities for details on how to do this.

Competences:

The learner will be able to:

- Chant or sing in groups and in pairs
- Mime actions while chanting or singing
- Pronounce the vocabulary words correctly.
- Identify the vocabulary words in the big picture in the primer
- Hear a letter name and point to the letter
- Hear a letter sound and point to the letter
- Name letters and identify their sounds

Methods:

- Recitation
- Role-play
- Group games and activities

Instructional and Assessment Materials:

- Primers
- Vocabulary picture cards
- Teacher's guide
- Notebooks and pencils or pens
- Pointers

How to Teach: Friday (Assessment Day)

Friday Assessment Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none">Distribute the primers as you sing "The Primer Song".	<ul style="list-style-type: none">Learners sing "The Primer Song" and do the actions.
9 min.	II.	Vocabulary and Structures Assessment <ul style="list-style-type: none">Assess learners' knowledge of vocabulary and structure according to this week's continuous assessment activity for vocabulary and structures.Use the Continuous Assessment Monitoring (CAM) Form to record learners' performance.	<ul style="list-style-type: none">Learners perform the continuous assessment activities.
9 min.	III.	Listening and Speaking Assessment <ul style="list-style-type: none">Assess how well learners can listen and speak according to this week's continuous assessment activity for listening and speaking.Use the CAM Form to record learners' performance.	<ul style="list-style-type: none">Learners perform the continuous assessment activities.
9 min.	IV.	Phonics Assessment <ul style="list-style-type: none">Assess learners' knowledge according to this week's continuous assessment activity for phonics. (To assess letter name knowledge, play the point-to-the-letter game. See instructions below.)Use the CAM Form to record learners' performance.	<ul style="list-style-type: none">Learners perform the continuous assessment activities.

Instructions for point-to-the-letter game

1. Divide the class into two teams. The learners on the left side of the classroom point to letters on the left section of the board, and learners on the right point to letters on the right section of the board.
2. Have a learner from each team come to the board. Say, "Point to the ___." The learner who points to the correct letter first scores a point for her team. Keep score with tally marks (||||) on the board. If you see learners are guessing quickly to score a point and not focusing on accuracy, explain that a team will lose a point if their member guesses wrong.
3. When a team gets to a certain number of points, end the activity.
4. To allow you to assess during the game, have one learner be the "teacher" and have another keep score. Have the "teacher" correct the learners if they point to a wrong letter.
5. Evaluate the performance of the "teacher" and the two learners who answer.

Explaining the Teacher's Guide Format

Big Picture and Picture Description

Each week we show the big picture from the primer to help you to recognize the week's lesson. The big pictures help you to discuss the week's sub-theme with your learners. The big picture also contains some of the week's vocabulary words and often illustrates the weekly chant or song on the next page.

Below the big picture is the Picture Description to help you to understand the big picture.

"Discuss the Picture" Questions

Each week we provide a series of questions about the big picture to help you to engage your class in a discussion about what they see in the illustration. Starting in P2, the questions are in English to help you to encourage the children to use the English they have learned to discuss the picture.

Theme 1: Our School and Neighbourhood

Term 1 Week 1

Picture Description

It is the first week of school and James is in his P2 classroom. His teacher is Madam Rose. She is happy to see the pupils. They are going to learn a lot this year. The pupils are happy to see their friends again.

Ann is asking James, "Where is the broom?" James is answering, "It is under the desk."

Picture Discussion

1. What is she? *She is a teacher/a woman.*
2. What is he? *He is a boy/a pupil.*
3. What is she? *She is a girl/a pupil.*
4. What are they? *They are pupils.*
5. What is this? *It is a chair/desk.*



Competences	Continuous Assessment Activities
Vocabulary and Structures Identify the new weekly vocabulary words.	Call out the vocabulary words and ask, "Where is the ___?" Note whether pupils point to the correct picture in their primers.
Listening and Speaking Ask and answer questions about location.	Have pupils ask each other, "Where is the desk/etc.?" Pupils should answer, "It is in/under/on the ___." Note whether they ask and answer the question correctly.
Phonics Recite the English letters in order.	Have pupils sing "The Alphabet Song". Note whether pupils recite the alphabet correctly.

P2 Term 1 English Teacher's Guide

Competences and Continuous Assessment Activities

The weekly competences for vocabulary and structure, listening and speaking, and phonics are listed in a table at the bottom of the page. Each week we provide one assessment for each competence. You should assess learners throughout the week. You will spend Friday completing the assessment activities with your learners and recording their results using the Continuous Assessment Monitoring Form.

Explaining the Teacher's Guide Format

Sub-theme 1.1: Causes of Problems in Our School & Neighbourhood

Term 1 Week 1

Song: *The Primer Song*

Tune: *Iyalela kobota e!*

Monday: I-yo-le-la, it's English time! (3x) (*Clap your hands.*)
Time to speak and write English!

Tuesday: I can speak and write English! (3x) (*Clap your chest.*)
Time to speak and write English!

Wednesday: You can speak and write English! (3x) (*Clap with a friend.*)
Time to speak and write English!

Thursday: We can speak and write English! (3x) (*Put arms on others' shoulders.*)
Time to speak and write English!

Song Guide

1. All songs in Term 1 are taught using the "I do. We do. You do." method. First you sing the song for your pupils. Next pupils repeat after you. Then pupils sing together with you. Finally you listen as pupils sing the song for you.
2. Teach the song first as whole language, modelling it for pupils from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and pupils repeat after you.

Song Actions

Remember, when you include actions in the song it makes the activity more fun for your pupils and helps them to learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. In this P2 English teacher's guide some suggested song actions have been given to you in parentheses.

Importance of "The Primer Song"

This song is to be sung at the beginning of each English class for the rest of the year while the primers are being distributed. That's why it's called "The Primer Song".

Grammar: This and That

In English we use "this" and "these" to talk about things that we can reach out and touch. We use "that" and "those" to talk about things that we cannot reach out and touch. Be sure to model this for your pupils.

Pronunciation: Madam or Madame?

In English, "madam" is pronounced with the stress on the first syllable. Pronouncing it with the stress on the second syllable makes it the French word *madame*.

Vocabulary: Say and Speak

This week you are introducing "Say it in English" as part of new classroom rules and "Speak English" in "The Primer Song". We *spea*k a language, but we *sa*y something.

P2 Term 1 English Teacher's Guide

Sidebars:

In these sidebar boxes, you will find extra information related to classroom behaviour, grammar, pronunciation, spelling and vocabulary to help you to understand and teach the content better.

Chant or Song

Each week we have created a chant or song for you to sing with your learners that incorporates some of the weekly vocabulary words and structures. After singing "The Primer Song", you will begin each daily lesson with the chant/song and use it as a way to engage learners with the new content for the week.

Suggested actions for the chant/song are included in the italicised text in parentheses. Remember, when you include actions in the song it makes the activity more fun for your pupils and helps them to learn the song and understand the meaning of the song faster! You can be creative and make up your own actions.

Each chant or song has four verses, one for Monday, Tuesday, Wednesday, and Thursday. On Friday, the learners will perform the whole chant or song.

All chants and songs in Term 1 are taught using the "I Do. We Do. You Do." method. First you perform the chant or song for your pupils. Next pupils repeat after you. Then pupils chant or sing with you. Finally you listen as pupils chant or sing for you.

Chant/Song Guide

This section provides extra guidance that is needed to help you to teach the weekly chant or song.

Explaining The Teacher's Guide Format

Vocabulary

We have identified 6 to 8 vocabulary words related to the weekly sub-theme for you to teach each week. These words are taken from the MoES' P2 English vocabulary list. You will teach these words to your learners using the chant or song, the big picture discussion questions, the questions on this page (see below), and the vocabulary picture cards. Each week you are also given a list vocabulary to revise that relate to the weekly theme. You can revise these words with your learners as you practise the weekly structures.

Structures

We have identified 2 to 3 structures (often listed in pairs of questions and responses) for you to teach each week. They are taken from the MoES' P2 Curriculum and are some of the most basic English phrases a P2 child should know. Each week we also provide you with a list of structures to revise that relate to the weekly sub-theme. You should revise these structures with learners throughout the week with the new vocabulary they are learning.

Theme 1: Our School and Neighbourhood

Term 1 Week 1

Vocabulary

1. broom
2. classroom
3. flag
4. in
5. on
6. under
7. wall

Vocabulary to Revise

- chalk
- desk
- table
- black, white
- red, blue
- yellow, green

Structures

Where is the ___?
It is in the ___.
It is under the ___.
It is on the ___.

What is your name?
My name is ___.

What is her/his name?
Her/his name is ___.

Structures to Revise

What colour is the ___?
It is ___.

What colour are the ___?
They are ___.

What is he/she?
He/She is a ___.

What is this/that?
It is a/an ___.

Introduce vocabulary.

When introducing vocabulary words, point to the vocabulary pictures in the primer, your own vocabulary picture cards, or objects in the classroom.

1. What is this/that? It is a broom/a classroom/a flag/a wall.

Introduce structures.

1. Where is James? He is in the classroom.
2. (Put a pencil on your desk.) Where is the pencil? It is on the desk.
3. (Point to the big picture or put a broom under a desk.) Where is the broom? It is under the desk.
4. (Ask a girl pupil) What is your name? My name is ___. (Point to the girl and ask the class) What is her name? Her name is ___.
5. (Ask a boy pupil) What is your name? My name is ___. (Point to the boy and ask the class) What is his name? His name is ___.
6. To make sure pupils understand the difference between **his** and **her**, do the following:
(Point to James in the primer.) What is his name? His name is James.
(Point to Ann in the primer.) What is her name? Her name is Ann.
(Point to James.) He is a boy. What is his name? His name is James.
(Point to Ann.) She is a girl. What is her name? Her name is Ann.

Revise vocabulary and structures.

To revise vocabulary and structures, ask the questions above. In addition, revise previously taught vocabulary and structures by asking these questions.

1. (Point to various things in the room.) What colour is that? It is red/black/___.
2. Where is the broom? It is under the desk.
3. Where is the chair? It is in the classroom.
4. To revise this week's structures, ask pupils, "What is your name?" and have them give the answer. Have pupils ask each other, "What is your name?" Once they know the names of the pupils near them, ask, "What is his name?" and point to a boy or "What is her name?" and point to a girl. Have pupils give the answer. Have them ask each other, "What is his name? What is her name?" and give the answers.

P2 Term 1 English Teacher's Guide

Questions to Introduce Vocabulary, Introduce Structures, and Revise Vocabulary and Structures

These questions have been provided to help you to use vocabulary and structures the learners learned in P1. Other similar questions can also be used. After each question is the recommended answer.

On Monday, after discussing the big picture with the "Discuss the Picture" questions, ask the "Introduce vocabulary" questions. These will help you to use vocabulary and structures learners know. Other similar questions can also be used.

On Tuesday, revise new vocabulary with the "Introduce vocabulary" questions. Then introduce structures

The "Revise Vocabulary and Structures" questions are additional questions to help to revise and assess as needed on Monday, Tuesday, and Friday. Sometimes these questions include pair practise, which is often used as a continuous assessment activity to evaluate a competence.

Explaining The Teacher's Guide Format

Sub-theme 1.1: Causes of Problems in Our School & Neighbourhood

Term 1 Week 1

Phonics

1. Wednesday activities:

- Teach the pupils to recite the alphabet by singing "The Alphabet Song".

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

2. Thursday activities:

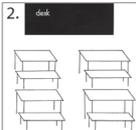
- Revise the song and then have different pupils lead it and point to the letters on the chart as they sing.

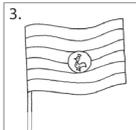
Alphabet Song Guide

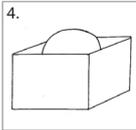
- Explain to the pupils that by singing this song, they are learning the names of the letters of the English alphabet.
- Teach them the song line by line. Have pupils repeat each line after you. Point to the letters on your alphabet chart as you sing them.

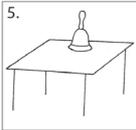
Vocabulary Picture Cards

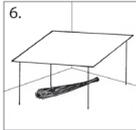
1. 

2. 

3. 

4. 

5. 

6. 

Vocabulary Guide

- owec
- kilaci
- bendera
- iyi/i
- iwi
- ite
- apama

P2 Term 1 English Teacher's Guide

References

This box refers you to two MoES reference sources for additional information, the *National Primary School Curriculum of Uganda* (NPSCU) Teacher's Guide and the *NPSCU Scope and Sequence* document.

Picture Guide

The picture guide on the right-hand side of the page gives a list of the vocabulary words in Leblango to help you to translate the words correctly when teaching them to your learners. The numbers next to the vocabulary picture cards correspond to the numbers next to each word listed in the picture guide box.

Vocabulary Picture Cards

Here we show the vocabulary pictures from the primer lesson for the week. You will need to make picture cards on manila paper and use them to practise the weekly vocabulary and structures with your learners.

Phonics

In this section we give you the new letters to teach during the phonics lesson, or the letters to revise if it is a revision lesson. We also include the words for the "What does the letter say" chant for the new letters. Finally, we give you the word building chart for the week, along with the week's built words.

Vocabulary Taught in P1 English

Below is an alphabetical list of vocabulary words taught in P1 English to help you to use only known vocabulary with learners. The term and week that learners learned the vocabulary are given in parentheses after each vocabulary word. For example, a word learned in term 2 week 9 is labelled "(2.9)".

afternoon (2.9)	car (3.1)	evening (2.9)
air (3.8)	chair (1.3)	eye (1.11)
airplane (3.2)	chairman (3.12)	fall (v.) (2.6)
angry (3.10)	chalk (1.3)	family (2.7)
animal (3.7)	chicken (1.7)	far (3.3)
arm (1.11)	church (1.10)	farm (v.) (1.9)
aunt (2.7)	clay (3.5)	farmer (1.8)
axe (2.4)	clean (1.4)	father (1.5)
bad (3.11)	clinic (1.10)	feed (v.) (1.6)
ball (3.4)	cloud (2.1)	feet (1.11)
balls (3.6)	cold (2.1)	fence (3.9)
banana fibre (3.5)	come in (1.1)	fight (n.) (3.10)
bandage (2.6)	cook (v.) (1.6)	finger (1.11)
basin (1.12)	cousin (2.7)	fire (2.4)
basket (3.4)	cow (1.7)	fish (2.11)
baskets (3.6)	crop (3.8)	flower (3.7)
bathe (1.12)	cup (1.7)	foot (1.11)
be quiet (1.1)	cut (adj.) (2.5)	forest (3.7)
bean (2.10)	cut (v.) (3.8)	friend (2.9)
bicycle (3.2)	dangerous (2.5)	fruit (2.11)
big (3.3)	daughter (2.7)	girl (1.2)
bird (3.7)	desk (1.3)	glass (2.4)
black (2.3)	dig (1.6)	go (3.2)
blackboard (1.3)	doctor (3.12)	go out (1.1)
blue (2.3)	dog (3.11)	goat (3.8)
boat (3.2)	doll (3.4)	good (3.11)
body (1.11)	dolls (3.6)	good morning (1.1)
book (1.3)	down (2.4)	grandfather (1.5)
box (3.4)	draw (2.8)	grandmother (1.5)
boxes (3.6)	dress (2.3)	grass (3.7)
boy (1.2)	drink (2.11)	green (2.3)
brother (1.5)	drive (v.) (3.2)	guard (n.) (3.11)
brush (v.) (1.12)	ear (1.11)	gun (3.10)
build (1.6)	eat (2.11)	hand (1.11)
burn (v.) (3.8)	egg (2.10)	happy (3.10)
bus (3.1)	elder (n.) (3.12)	head (1.11)

Key: adj. = adjective, adv. = adverb, n. = noun, v. = verb

Vocabulary Taught in P1 English

headmaster (1.8)	nurse (1.8)	sharp (2.6)
heavy (3.3)	onion (2.10)	shirt (2.3)
help (v.) (3.9)	paper (3.5)	shoe (2.3)
hoe (n.) (2.2)	pastor (3.12)	shop (n.) (1.10)
hot (2.1)	peace (3.10)	shopkeeper (1.8)
house (1.7)	pig (3.8)	short (3.3)
hurt (adj.) (2.5)	pineapple (2.10)	shoulder (1.11)
ill (2.5)	plant (v.) (1.9)	sing (1.1)
imam (3.12)	plastic (3.5)	sing (1.9)
jerrycan (3.9)	plate (1.7)	sir (1.2)
knee (1.11)	play (1.4)	sister (1.5)
knife (2.4)	police (1.8)	sit down (1.1)
lake (3.7)	pot (3.4)	skirt (2.3)
latrine (1.7)	pots (3.6)	slasher (2.2)
learn (1.4)	pray (1.4)	small (3.3)
left (adj.) (2.4)	prison (3.12)	smoke (n.) (3.8)
leg (1.11)	protect (3.10)	soap (1.12)
light (3.3)	pupil (1.2)	soil (3.9)
listen (2.8)	railway (3.1)	soldier (3.12)
lock (n.) (3.11)	rain (v.) (2.1)	son (2.7)
long (3.3)	razor blade (2.4)	speak (2.8)
lorry (3.1)	read (1.4)	stand up (1.1)
love (n.) (3.10)	recycle (3.9)	stick (n.) (3.2)
madam (1.2)	red (2.3)	stone (2.6)
make (3.5)	rice (2.10)	stop (v.) (3.2)
market (1.10)	ride (v.) (3.2)	string (n.) (3.5)
mat (3.4)	right (adj.) (2.4)	strong (2.6)
mats (3.6)	river (3.7)	sun (2.1)
meat (2.11)	road (3.1)	sweater (2.3)
metal (3.5)	rope (3.4)	sweep (1.6)
morning (2.9)	ropes (3.6)	table (1.3)
mosque (1.10)	sad (3.11)	tailor (1.8)
mother (1.5)	safe (2.5)	taxi (3.1)
motorcycle (3.1)	scared (3.11)	teach (1.4)
mouth (1.11)	school (1.10)	teacher (1.2)
near (3.3)	seed (2.2)	toe (1.11)
needle (2.4)	sell (1.9)	tomato (2.10)
nose (1.11)	sew (1.9)	torch (n.) (3.11)
nun (3.12)	share (2.8)	towel (1.12)

Key: adj. = adjective, adv. = adverb, n. = noun, v. = verb

Vocabulary Taught in P1 English

town (2.9)

toy (3.4)

toys (3.6)

train (3.1)

trash (3.8)

trash bin (3.9)

tree (3.7)

trousers (2.3)

uncle (2.7)

up (2.4)

vegetable (2.11)

village (2.9)

walk (v.) (3.2)

war (3.10)

wash (1.6)

water (n.) (1.12)

water (v.) (3.9)

watering can (3.9)

weak (2.6)

weed (v.) (1.9)

well (adv.) (2.5)

wheelbarrow (2.2)

white (2.3)

wind (2.1)

work (v.) (2.8)

write (2.8)

yellow (2.3)

Key: adj. = adjective, adv. = adverb, n. = noun, v. = verb

Structures Taught in P1 English

Below is a list of structures taught in P1 English to help you to use only know structures with learners. Where structures are pairs of questions and answers, the answers are given as bullets.

TERM 1

Week 1

How are you?

- I am fine.
- We are fine.

Week 2

What is your name?

- My name is ____.
- His/her name is ____.

I am a/the ____.

He/she is a/the ____.

Week 3

What is this?

- This is a/the ____.

What is that?

- That is a/the ____.

Show me a/the ____.

Week 4

What are you doing?

- I am ____-ing.
- We are ____-ing.

What is he/she doing?

- He/She is ____-ing.

Week 5

Point to a/the ____.

- I am pointing to a/the ____.

Week 6

What is he/she doing?

- He/she is ____-ing.

Week 7

What is that/this?

- That/this is a/the ____.

Show me a/the ____.

Week 8

Who is this/that?

- That/this is a/the ____.

Who is he/she?

- He/she is a/the ____.

Week 9

What are they doing?

- They are ____-ing.

Week 10

What can you see?

- I/We can see a/the ____.

Can you see a/the ____?

- Yes, I/we can.
- No, I/we cannot.

Where is a/the ____?

- Here is a/the ____.

Week 11

How many ____ do you have?

- I have ____.

How many ____ does he/she have?

- He/she has ____.

Point to your ____.

- I am pointing to my ____.

Week 12

What are you doing?

- I am ____-ing.

What is he/she doing?

- He/she is ____-ing.

I have my ____.

Week 13

Are you well/ill?

- Yes I am.
- No, I am not.

Is he/she well/ill?

- He/she is well/ill.

Structures Taught in P1 English

TERM 2

Week 1

What is the weather like?

- It is ____.

Is it ____?

- Yes, it is.
- No, it is not.

Week 2

Is he/she ____-ing?

- Yes, he/she is.
- No, he/she is not.

What do you use a/the ____ for?

- You use a/the ____ for ____-ing.

Week 3

What colour is this/that?

- This/that is ____.

What colour is his/her ____?

- His/her ____ is ____.

Week 4

Where is the ____?

- The ____ is here/there.

Don't play with ____.

Week 5

Are you ill/well?

- Yes, I am ill/well.
- No, I am not ill/well.

Week 6

Are you hurt/cut?

- Yes, I am.
- No, I am not.

Week 7

Who is that?

- This/that is my ____.
- This/that is his/her ____.

Who is he/she?

- He/she is his/her ____.

Week 8

What do you do every day?

- I ____ every day.
- We ____ every day.

Do you ____ every day?

- Yes, I do.
- No, I do not.

Week 9

Where are you going?

- I am going to ____.
- We are going to ____.

Where is he/she going?

- He/she is going to ____.

Week 10

Do you like ____?

- Yes, I do.
- No, I do not.

Week 11

What are you eating/drinking?

- I am eating/drinking ____.
- We are eating/drinking ____.

What is he/she eating/drinking?

- He/she is eating/drinking ____.

I like ____.

I do not like ____.

Structures Taught in P1 English

TERM 3

Week 1

Where is the ___?

- The ___ is here/there.
- Here is the ___.
- There is the ___.

Week 2

What is he/she doing?

- He/she is ___-ing.

Week 3

Is the ___ long/short?

Is the ___ near/far?

Is the ___ big/small?

Is the ___ heavy/light?

- Yes, it is.
- No, it is not.

The ___ is long/short.

The ___ is near/far.

The ___ is big/small.

The ___ is heavy/light.

Week 4

Where is the ___?

- The ___ is on the ___.
- The ___ is under the ___.
- The ___ is in the ___.

Week 5

Can you make a ___?

- Yes, I can.
- No, I cannot.

How do you make a ___?

- You use ___.

Week 6

What are these/those?

- Those/these are ___.
- Where are the ___?

The ___ are on the ___.

The ___ are under the ___.

The ___ are in the ___.

Week 7

Where are the ___?

The ___ are on the ___.

The ___ are under the ___.

The ___ are in the ___.

Week 8

What is he/she doing?

- He/she is ___-ing.

How many ___ are there?

- There are ___.

Week 9

What are these/those?

- These/those are ___.

What is he/she doing?

- He/she is ___-ing.

Week 10

How are you?

- I am ___.

What do you like?

- I like ___.

Week 11

Do you have a ___?

- Yes, I do.
- No, I do not.

Are you ___?

- Yes, I am.
- No, I am not.

Week 12

What is his/her job?

- He/she is a ___.

Term 1 Lessons

Sarah kede James opwonyi kite me

Lokko Lëbmunu



A Mango Tree Primer

Term 1: Key English Competences

Overview: Vocabulary and Structures

Vocabulary and structure competences in term 1 are focused on developing learners' knowledge of words – the ingredients of language – and structures – the rules for putting the words together. Vocabulary and structures are the foundation of language, both oral and written.

Overview: Listening and Speaking

Listening and speaking competences in term 1 are focused on developing learners' oral language skills, both the receptive (listening) and the active (speaking). Through daily practise, learners will gain confidence speaking English with their peers. Asking and answering questions about the thematic topic is another focus of the term. This includes activities that build new vocabulary through reciting common structures.

Overview: Phonics

Phonics competences in term 1 are focused on developing learners' written language skills, both the receptive (reading) and the active (writing). In P2 English we build on learners' literacy skills in Leblango and transfer them to English. We start by teaching learners the sounds that English letters make as well as their English names, and then moving on to blending letters to read, segmenting letters to spell and write, and writing (especially new English letters) correctly.

Overview of the Term 1 English Competences

The three tables below provide a list of the key English competences we expect learners to demonstrate during Term 1. The tables are divided into three basic skills: vocabulary and structures, listening and speaking, and phonics. Beside each table is a brief overview of the skills you will focus on this term. The columns are listed from Week 1 to Week 13. Each column represents one week in the term. The shaded boxes indicate when you will ask learners to demonstrate these competences in class.

TERM 1		WEEK												
NO.	VOCABULARY AND STRUCTURES <i>By the end of Term 1 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Identify the vocabulary words by pointing to the pictures in the primer or miming action words.													
2	Use structures for singular and plural correctly.													
3	Perform a chant or song using the week's structures and vocabulary.													

TERM 1		WEEK												
NO.	SPEAKING AND LISTENING <i>By the end of Term 1 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Use the week's structure to ask questions.													
2	Use the week's structure to answer questions.													
3	Use the present tense correctly.													
4	Use the past tense correctly.													

TERM 1		WEEK												
NO.	PHONICS <i>By the end of Term 1 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Recognize letters and name them.													
2	Demonstrate the sound a letter makes.													
3	Blend letters together to read words.													
4	Write letters correctly.													
5	Segment words in order to spell correctly.													

What is a competence?

The MoES assessment guidelines emphasize the development of specific skills that learners can demonstrate in class. The Ministry wants teachers to ask the question, "What can my learners do?" A competence is a skill or ability that a learner can demonstrate to the teacher. The MoES organizes English competences into two key skill areas: listening and speaking.

Term 1: Key English Competences

Overview of the Term 1 Continuous Assessment Monitoring (CAM) Form

Each week you will evaluate your learners' performance and record results using the Continuous Assessment Monitoring (CAM) Form. The CAM Form summarizes the competences in the three tables above into an easy-to-use, one-page document.

In our P2 English curriculum every Friday is an assessment day. Specific activities to evaluate learner's mastery of key competences are included in each week's lesson. Use the CAM Form to record learners' performance as you conduct the weekly assessment activities.

The average learner should be able to satisfactorily perform these competences by the end of the term. Some learners will master the competences with ease and be ready for more difficult tasks. Other learners will not be able to perform these skills to your satisfaction and will require extra support throughout the term to ensure they do not fall behind.

Note to Teachers

Primary 2 is an important time for developing learners' English vocabulary and structures, the building blocks of language, as well as their ability to use them to understand and speak English. In P2, learners are also acquiring English literacy skills. This will help children to read and write effectively in English in P2 and beyond. The CAM Form will help you to identify learners who need extra support.

At the end of the term, you will complete a one-page report for each learner, called a Parent Report Card, to summarize his or her performance in key English competency areas in Term 1. (See page 118 for a master copy of the P2 Term 1 Parent Report Card.)

The CAM Form and the Parent Report Card will help you to track learners' development of foundational skills and also communicate to the parents of these learners regarding their child's performance.

Theme 1: Our School and Neighbourhood

Term 1 Week 1

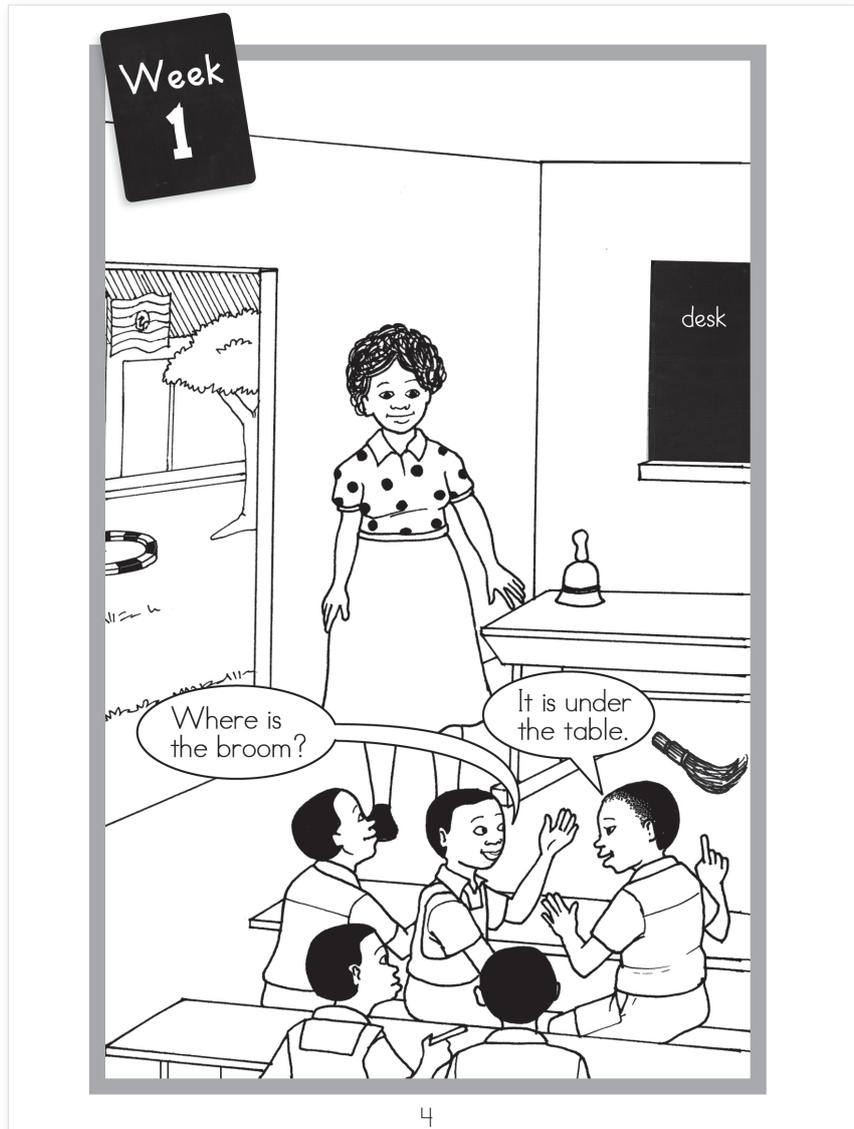
Picture Description

It is the first week of school and James is in his P2 classroom. His teacher is Madam Rose. She is happy to see the pupils. They are going to learn a lot this year. The pupils are happy to see their friends again.

Ann is asking James, "Where is the broom?" James is answering, "It is under the desk."

Picture Discussion

1. What is she? *She is a teacher/a woman.*
2. What is he? *He is a boy/a pupil.*
3. What is she? *She is a girl/a pupil.*
4. What are they? *They are pupils.*
5. What is this? *It is a chair/desk.*



Competences	Continuous Assessment Activities
Vocabulary and Structures Identify the new weekly vocabulary words.	Call out the vocabulary words and ask, "Where is the ___?" Note whether pupils point to the correct picture in their primers.
Listening and Speaking Ask and answer questions about location.	Have pupils ask each other, "Where is the desk/etc.?" Pupils should answer, "It is in/under/on the ___." Note whether they ask and answer the question correctly.
Phonics Recite the English letters in order.	Have pupils sing "The Alphabet Song". Note whether pupils recite the alphabet correctly.

Sub-theme 1.1: Causes of Problems in Our School and Neighbourhood

Term 1 Week 1

Song: *The Primer Song*

Tune: *Iyolela kobota e!*

- Monday:** I-yo-le-la, it's English time! (3x) (*Clap your hands.*)
Time to speak and write English!
- Tuesday:** I can speak and write English! (3x) (*Clap your chest.*)
Time to speak and write English!
- Wednesday:** You can speak and write English! (3x) (*Clap with a friend.*)
Time to speak and write English!
- Thursday:** We can speak and write English! (3x) (*Put arms on others' shoulders.*)
Time to speak and write English!

Importance of "The Primer Song"

This song is to be sung at the beginning of each English class for the rest of the year while the primers are being distributed. That's why it's called "The Primer Song".

Grammar: This and That

In English we use "this" and "these" to talk about things that we can reach out and touch. We use "that" and "those" to talk about things that we cannot reach out and touch. Be sure to model this for your pupils.

Song Guide

1. All songs in Term 1 are taught using the "I Do. We Do. You Do." method. First you sing the song for your pupils. Next pupils repeat after you. Then pupils sing together with you. Finally you listen as pupils sing the song for you.
2. Teach the song first as whole language, modelling it for pupils from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and pupils repeat after you.

Song Actions

Remember, when you include actions in the song it makes the activity more fun for your pupils and helps them to learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. In this P2 English teacher's guide some suggested song actions have been given to you in parentheses.

Pronunciation: Madam or Madame?

In English, "madam" is pronounced with the stress on the first syllable. Pronouncing it with the stress on the second syllable makes it the French word *madame*.

Vocabulary: Say and Speak

This week you are introducing "Say it in English" as part of new classroom rules and "Speak English" in "The Primer Song". We speak a language, but we say something.

Theme 1: Our School and Neighbourhood

Term 1 Week 1

Vocabulary

1. broom
2. classroom
3. flag
4. in
5. on
6. under
7. wall

Vocabulary to Revise

- chalk
- desk
- table
- black, white
- red, blue
- yellow, green

Structures

Where is the ___?

It is in the ___.

It is under the ___.

It is on the ___.

What is your name?

My name is ___.

What is her/his name?

Her/his name is ___.

Structures to Revise

What colour is the ___?

It is ___.

What colour are the ___?

They are ___.

What is he/she?

He/She is a ___.

What is this/that?

It is a/an ___.

Introduce vocabulary.

When introducing vocabulary words, point to the vocabulary pictures in the primer, your own vocabulary picture cards, or objects in the classroom.

1. What is this/that? It is a broom/a classroom/a flag/a wall.

Introduce structures.

1. Where is James? He is in the classroom.
2. *(Put a pencil on your desk.)* Where is the pencil? It is on the desk.
3. *(Point to the big picture or put a broom under a desk.)* Where is the broom? It is under the desk.
4. *(Ask a girl pupil)* What is your name? My name is _____. *(Point to the girl and ask the class)* What is her name? Her name is _____.
5. *(Ask a boy pupil)* What is your name? My name is _____. *(Point to the boy and ask the class)* What is his name? His name is _____.
6. *To make sure pupils understand the difference between his and her, do the following:*

(Point to James in the primer.) What is his name? His name is James.

(Point to Ann in the primer.) What is her name? Her name is Ann.

(Point to James.) He is a boy. What is his name? His name is James.

(Point to Ann.) She is a girl. What is her name? Her name is Ann.

Revise vocabulary and structures.

To revise vocabulary and structures, ask the questions above. In addition, revise previously taught vocabulary and structures by asking these questions.

1. *(Point to various things in the room.)* What colour is that? It is red/black/_____.
2. Where is the broom? It is under the desk.
3. Where is the chair? It is in the classroom.
4. To revise this week's structures, ask pupils, "What is your name?" and have them give the answer. Have pupils ask each other, "What is your name?" Once they know the names of the pupils near them, ask, "What is his name?" and point to a boy or "What is her name?" and point to a girl. Have pupils give the answer. Have them ask each other, "What is his name? What is her name?" and give the answers.

Sub-theme 1.1: Causes of Problems in Our School and Neighbourhood

Term 1 Week 1

Phonics

1. Wednesday activities:

- Teach the pupils to recite the alphabet by singing “The Alphabet Song”.

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

2. Thursday activities:

- Revise the song and then have different pupils lead it and point to the letters on the chart as they sing.

References

NPSCU Teacher's Guide

- Competences for Assessment, page 71
- Scheme of Work, pages 83-85
- Lesson Plan Guidelines, pages 85-91

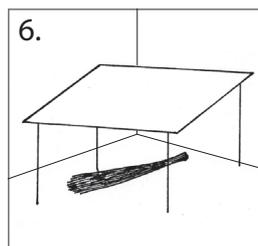
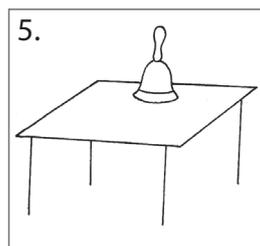
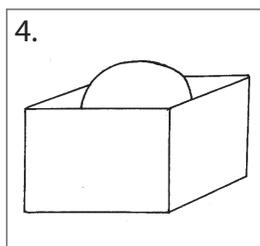
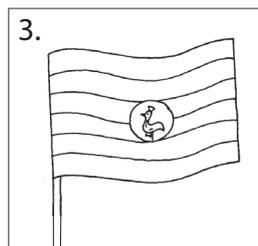
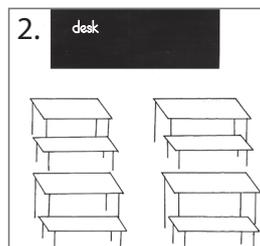
NPSCU Curriculum Scope and Sequence

- Page 14

Alphabet Song Guide

1. Explain to the pupils that by singing this song, they are learning the names of the letters of the English alphabet.
2. Teach them the song line by line. Have pupils repeat each line after you. Point to the letters on your alphabet chart as you sing them.

Vocabulary Picture Cards



Vocabulary Guide

1. owec
2. kilaci
3. bendera
4. iyi/i
5. iwi
6. ite
7. apama

Theme 1: Our School and Neighbourhood

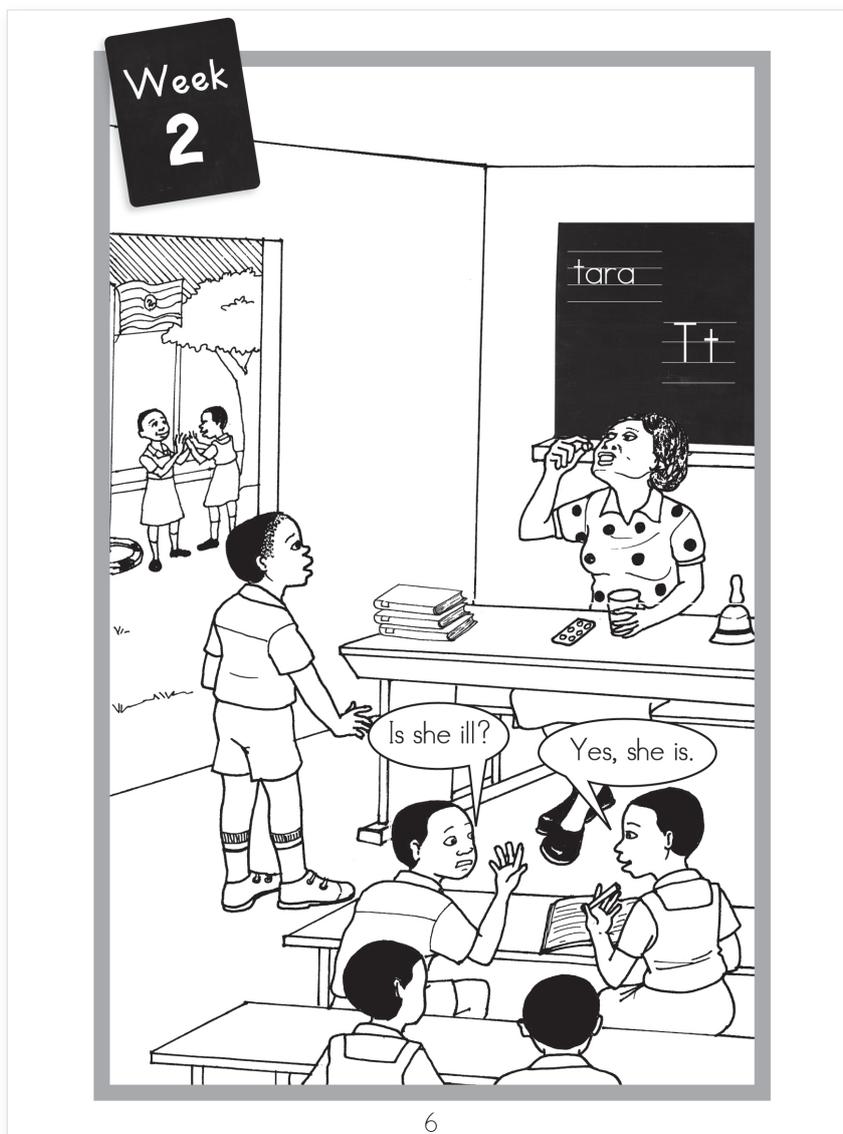
Term 1 Week 2

Picture Description

This is James' P2 classroom. The door is open and we can see the compound. The week's Leblango lesson is on the blackboard. Madam Rose is ill. There is medicine and a cup of water on her desk. James is standing next to her desk. Ann is at her bench and Sam is asking her, "Is she ill?" and Ann is answering, "Yes, she is." The other pupils are outside playing during recess.

Picture Discussion

1. What is she? *She is a teacher/a woman.*
2. What is her name? *Her name is ____.*
3. What are they? *They are pupils.*
4. What is this? *It is a flag/a tree/a broom.*
5. Where is the blackboard? *It is on the wall.*



6

Competences	Continuous Assessment Activities
Vocabulary and Structures Use it is and they are to refer to things correctly.	Ask the pupils, "Where is the ___?" or "Where are the ___?" Note whether they respond correctly using the structure, "It is here/there" or "They are here/there".
Listening and Speaking Ask and answer questions that begin with what and where.	Have pairs of pupils come to the front and discuss the picture by using the discussion questions. Note whether pupils ask and answer the questions correctly.
Spelling Recognize letters and their names.	Have pupils identify the letters of the week by pointing to them in their exercise book or on the board. Note whether pupils identify the letter correctly.

Sub-theme 1.2: Benefits to the Neighbourhood from Our School

Term 1 Week 2

Chant: *What is she? What's her name?*

- Monday:** A: What is she?
B: She is a teacher.
A: What's her name?
B: Her name is Rose.
- Tuesday:** A: What is he?
B: He is a boy.
A: What's his name?
B: His name is James.
- Wednesday :** A: What is she?
B: She is a girl.
A: What's her name?
B: Her name is Ann.
- Thursday:** A: What are you?
B: I am a (*boy/girl*).
A: What's your name?
B: My name is ____.

Pronunciation: Book

Be aware that "book" in English does not sound like *buk* in Leblango. "Book" is pronounced with what is called the short double-o sound, and there is no sound like it in Leblango. Do your best to pronounce the sound as correctly as possible.

Grammar: Uncountable Nouns

Explain to pupils that medicine is uncountable so they can't say "It is a medicine." We can say "some medicine" or "a bottle of medicine" or "a tablet", but not "a medicine".

Chant Guide

1. All chants and songs in Term 1 are taught using the "I Do. We Do. You Do." method. First you sing the song (or chant the chant) for your pupils. Next pupils repeat after you. Then pupils chant with you. Finally you listen as pupils sing or chant for you.
2. Teach the chant first as whole language, modeling it for pupils from beginning to end. Then teach it using a bottom-up approach. You chant one line at a time and pupils repeat after you.
3. This is a call-and-response chant. You chant line A and pupils respond with line B. Keep the rhythm by clapping or snapping your fingers. Explain to the pupils that when we talk fast, we can put the words "what is" together and say "what's".
4. Point to the characters in the big picture to help pupils to remember the words. When you get to the Thursday verse ("What are you?"), point to one pupil. That pupil alone will respond. Repeat this with a number of different pupils.

Song Actions

Remember, when you include actions in the chant or song it makes the activity more fun for your pupils and helps them to learn the song and to understand the meaning faster! You can be creative and make up your own actions. In the chant guide, some suggested song actions have been given to you.

Theme 1: Our School and Neighbourhood

Term 1 Week 2

Vocabulary

1. books
2. exercise book
3. compound
4. medicine
5. inside
6. outside

Vocabulary to Revise

- blackboard
- classroom
- flag
- ill
- sweep
- tree
- under
- wall
- water

Structures

Where is the ___?

It is inside.

It is outside.

Where are the ___?

They are inside.

They are outside.

Structures to Revise

Where is the ___?

It is in/on/under the ___.

Where are the ___?

They are in/on/under the ___.

What's her/his name?

Her/his name is ___.

What are these/those?

They are ___.

What do you use a ___ for?

You use a ___ for ___-ing.

Introduce vocabulary.

1. What are these? They are books.
2. What is this? It is a compound/an exercise book.
3. What is this? It is medicine.

Introduce structures.

1. Where is the medicine? It is on the desk.
2. Where are the books? They are on the desk.
3. Where is the flag? It is outside.
4. Where are you? You are inside.
5. *(Point to the pupils outside in the big picture.)* Where are the pupils? They are outside.
6. Where is the desk? It is inside.
7. Where is the tree? It is outside.

Revise vocabulary and structures.

To revise vocabulary and structures, ask the questions above. In addition, revise previously taught vocabulary and structures by asking these questions.

1. Where are the books? They are on the desk.
2. Is Madam Rose well? No, she is ill.
3. Where is the broom? It is under the desk.
4. What do you use a broom for? You use it for sweeping.

Sub-theme 1.2: Benefits to the Neighbourhood from Our School

Term 1 Week 2

Phonics

1. New letters: **O, P** and **T**. Letters to revise: None.
2. See page 36 for Wednesday and Thursday phonics activities.
3. What does the letter say?
 - What does the O say? /*ö*/ as in pot.
 - What does the P say? /*p*/.
 - What does the T say? /*t*/.
4. Word building:

o	p
t	o

Built words:
pop, pot, top, tot

References

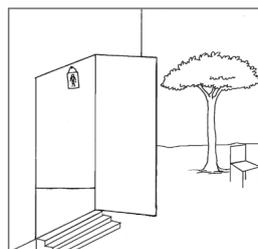
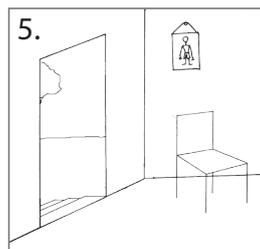
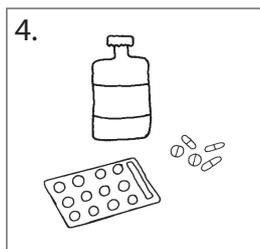
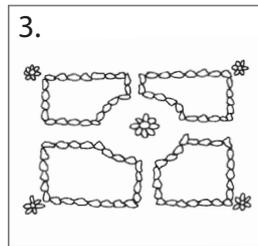
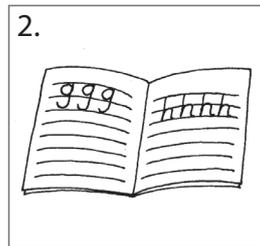
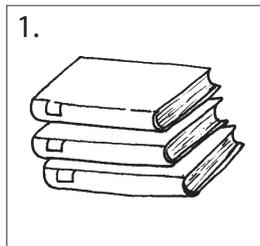
NPSCU Teacher's Guide

- Competences for Assessment, page 71
- Scheme of Work, pages 91-92
- Lesson Plan Guidelines, pages 93-98

NPSCU Curriculum Scope and Sequence

- Pages 14-15

Vocabulary Picture Cards



Vocabulary Guide

1. buk
2. bukcöc
3. dyekal
4. yät
5. iyi
6. ökö

Theme 1: Our School and Neighbourhood

Term 1 Week 3

Picture Description

James and Ocen are helping their grandmother in Lira. She is opening her land. Another woman says it is her land. Grandmother and the woman are arguing. James is worried and Ocen is surprised.

Picture Discussion

1. What do you see?
I see ____.
2. Who is she?
She is James's grandmother.
3. Where are they?
They are in Lira.



8

Competences	Continuous Assessment Activities
<p>Vocabulary and Structures Know the weekly vocabulary words and identify them in pictures.</p>	<p>Call out the vocabulary words and have pupils identify them by pointing to the pictures in their primers. Note whether pupils point to the correct picture.</p>
<p>Listening and Speaking Ask and answer questions about likes and dislikes.</p>	<p>Show pupils the vocabulary picture cards for the action words. Have pupils ask each other, "Do you like ___ ing?" Pupils should answer, "Yes, I do" or "No, I don't." Note whether pupils ask and answer the question correctly.</p>
<p>Phonics Know and demonstrate the sound a letter makes.</p>	<p>Chant "What does the letter say" and have pupils identify the letter sounds. Note whether they identify the correct letter sound for each letter.</p>

Sub-theme 1.3: Causes of Problems in Our School & Neighbourhood

Term 1 Week 3

Song: *Peace in Our School*

Tune: *Kom dule*

- Monday:** There is **fighting** in our school (3x)
(Mime fighting by hitting or shaking a finger in the air.)
When we don't learn to share. *(Mime "no" by shaking your head.)*
- Tuesday:** But when we share and listen, oh we can live in peace. (3x) *(Mime giving to each other and then hold hands with the person next to you and raise them up.)*
In peace in our school (4x)
- Wednesday:** There is **stealing** in our **land** (3x) *(Mime grabbing something as if you were stealing it.)*
When we don't learn to share. *(Mime "no" by shaking your head.)*
- Thursday:** But when we share we see - enough for everyone (3x) *(Point to your eye for "see", and open your arms wide to show enough.)*
Enough for everyone (4x)

Classroom Behaviour

If you ask your pupils a question that they don't know the answer to, teach them to answer you with, "I don't know" as part of classroom behaviour. It is important to teach children that it is okay if they do not know the response.

Grammar: Uncountable Nouns

Money and land are uncountable. ("A land" means "a country" and we don't mean a country in the picture.) You can count shillings (one shilling, two shillings) but you can't count "money" (one money, two moneys, etc.)

Song Guide

1. All songs in Term 1 are taught using the "I Do. We Do. You Do." method. First you sing the song for your pupils. Next pupils repeat after you. Then pupils sing together with you. Finally you listen as pupils sing the song for you.
2. Teach the song first as whole language, modelling it for pupils from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and pupils repeat after you.
3. Explain to the pupils that they know the tune of this song. The tune is "Kom dule".

Theme 1: Our School and Neighbourhood

Term 1 Week 3

Vocabulary

1. fight
2. land
3. money
4. rubber
5. steal
6. thief

Vocabulary to Revise

- woman/women
- man/men
- (to) farm
- (to) dig

Structures

Is this a ___?
Yes, it is.
No, it is not.

What are they saying?
They are saying, "___."

Do you like ___-ing?
No, I don't.
Yes, I do.

Structures to Revise

What are they doing?
They are ___.

Is this a ___?
Yes, it is.
No, it is not.

Introduce vocabulary.

1. What are the women doing? (*I don't know.*) They are fighting.
2. (*Point to the land in the big picture.*) What is this? (*I don't know.*) It is land.
3. (*Show some notes and coins.*) What is this? (*I don't know.*) It is money.
4. (*Point to the rubber.*) What is this? (*I don't know.*) It is a rubber.
5. (*Show the vocabulary picture card of a thief.*) What is he doing? (*I don't know.*) He is stealing.
6. What is he? (*I don't know.*) He is a thief.

Introduce structures.

1. These women are fighting. What are they saying? They are saying, "This is my land" and "No, it is not!"
2. What are they doing? They are fighting. Do you like fighting? No, I don't.
3. (*Tell two pupils to share a rubber.*) What are they doing? They are sharing. Do you like sharing? Yes, I do.

Revise vocabulary and structures.

Revise the vocabulary and structures by asking the questions above and similar ones. Also have them mime the actions fight, share and steal by telling them, "Show me ___-ing."

Sub-theme 1.1: Causes of Problems in Our School and Neighbourhood

Term 1 Week 3

Phonics

1. New letters: **D, I** and **N**. Letters to revise: **O, P,** and **T**.
2. See page 36 for Wednesday and Thursday phonics activities.
3. What does the letter say?
 - What does the D say? /D/.
 - What does the I say? /Ī/ as in "in".
 - What does the N say? /N/.
4. Word building:

i	n
d	p
t	

Built words:
in, pin, tin, tip
it, pit

References

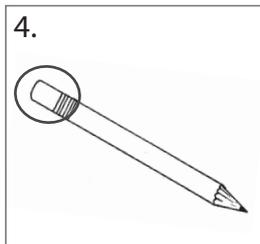
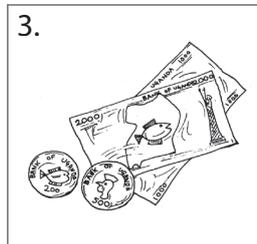
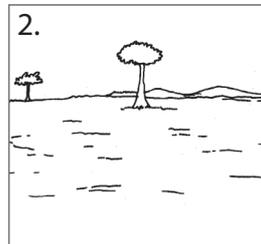
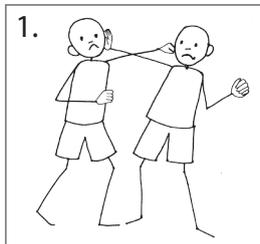
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- Competences for Assessment, page 71
- Scheme of Work, pages 98-99
- Lesson Plan Guidelines, pages 100-104

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- Page 15

Vocabulary Picture Cards



Vocabulary Guide

1. lwëny
2. lobo
3. cente
4. raba
5. kwallo
6. akwo

Theme 2: Our Home and Community

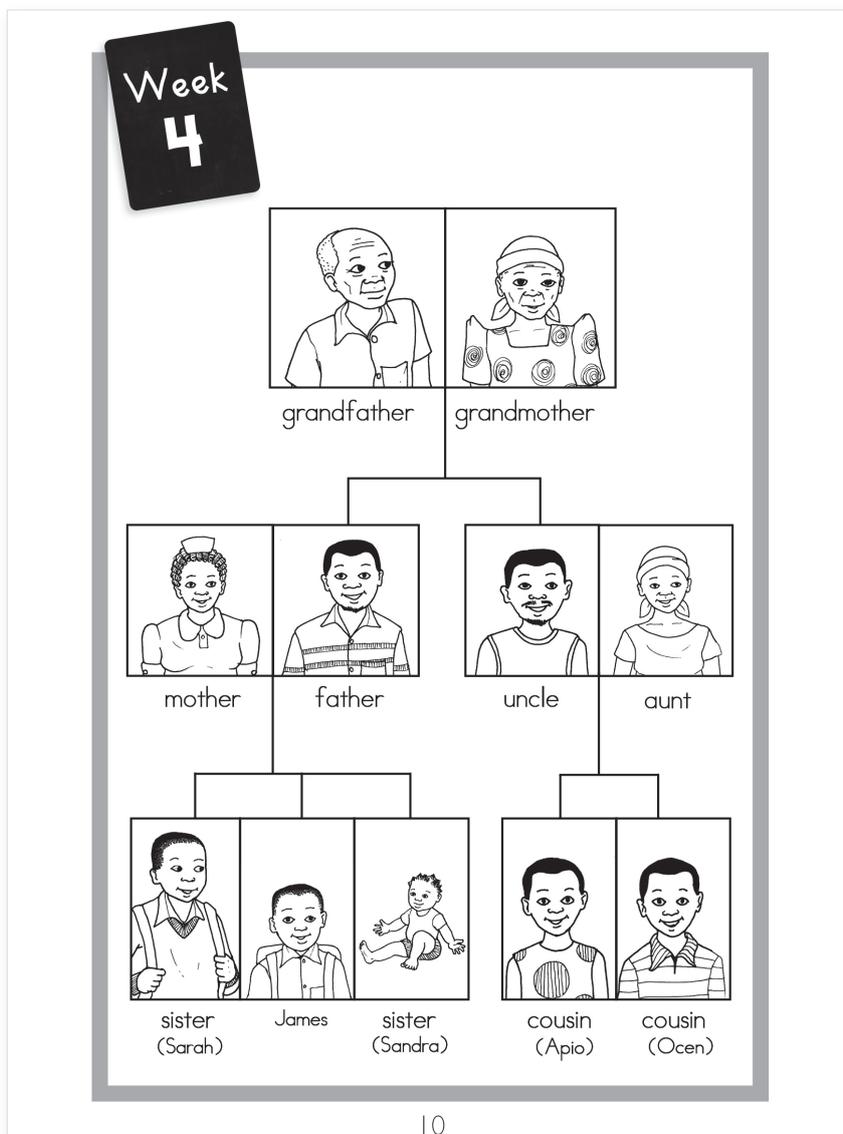
Term 1 Week 4

Picture Description

Here we see James's family tree. He has an older sister, Sarah. Now he also has a younger sister, Sandra. She is a baby. The family tree shows his grandparents, aunt and uncle, and cousins. James's father and uncle are brothers.

Picture Discussion

1. Who is he? *He is James.*
2. Who is she? *She is his sister/Sarah. She is his mother/aunt/grandmother.*
3. Who is the baby? *She is his sister.*
4. What is her name? *I don't know. Her name is Sandra.*
5. Who are they? *They are his cousins/Apio and Ocen. (Begin to model "and".)*
6. *(Point to all the people.) What is this? It is a family.*
7. How many children do the grandmother and grandfather have? *They have two children.*



Competences	Continuous Assessment Activities
<p>Vocabulary and Structures Identify the weekly vocabulary words and use the structures "It is a ___" and "They are ___".</p>	<p>Hold up the vocabulary picture cards and ask individual pupils, "What is this?" or "What are these?" Note whether pupils respond correctly using the structure, "It is a ___" or "They are ___".</p>
<p>Listening and Speaking Ask and answer questions about people's identity and age.</p>	<p>Have pairs of pupils stand up and perform the chant. Note whether they say the chant correctly and point to the corresponding pictures.</p>
<p>Phonics Blend letters together to read words.</p>	<p>During word building, point to the letters of a built word and have different pupils blend them to read the built word. Note whether pupils are able to build words and say them correctly.</p>

Sub-theme 2.1: Relationships Among Family Members

Term 1 Week 4

Chant: *It's My Family Tree*

- Monday:** Sam: What is that?
(*Point to the whole big picture.*)
James: It's my family tree.
Sam: Who is she? (*Point to Sarah.*)
James: She is my sister. (*Point to Sarah.*)
- Tuesday:** Sam: What's her name? (*Point to Sarah.*)
James: Her name is Sarah. (*Point to Sarah.*)
Sam: How old is she? (*Point to Sarah.*)
James: She's fifteen. (*Point to Sarah.*)
- Wednesday:** Sam: Who is he? (*Point to James's uncle.*)
James: He is my uncle.
(*Point to James's uncle.*)
Sam: Who is she? (*Point to James's aunt.*)
James: She is my aunt.
(*Point to James's aunt.*)
- Thursday:** Sam: Who are they?
(*Point to James's cousins.*)
James: They are my cousins.
(*Point to James's cousins.*)
Sam: Are they twins?
(*Point to James's cousins.*)
James: Yes, they are.
(*Point to James's cousins.*)

Grammar: People versus Persons

We can say "one person, two persons" but it is more common to say "one person, two people" so that is what we teach the pupils in this lesson.

Chant Guide

1. This is a call-and-response chant between James and his friend, Sam. They are talking about James's family. Sam asks a series of questions about James's family tree and James answers the questions. They are using contractions (it's, what's, she's) to keep the rhythm of the chant and because they are part of everyday English.
2. After pupils have learned the whole chant, give these examples of how to change it to a dialogue to talk about other people in his family: "Who are they? They are my grandparents. Who is she? She is my mother". Have pupils make dialogues to talk about other members of James's family.

Theme 2: Our Home and Community

Term 1 Week 4

Vocabulary

1. child
2. children
3. grandchild
4. older/younger
5. parents
6. twins

Numbers

- eleven, twelve
- thirteen, fourteen
- fifteen

Vocabulary to Revise

- aunt, uncle
- baby, cousin
- daughter, son
- family
- grandmother, grandfather
- mother, father
- sister, brother
- 1 through 10

Structures

How old is he/she?
He/she is ____.

How old are you?
I am ____.

Structures to Revise

How many (children, etc.)
do/does ____ have?
I/we/they have ____.
He/she has ____.

Is he/she a ____?
Yes, he/she is.
No, he/she is not.

Are they ____?
Yes, they are.
No, they are not.

Introduce vocabulary.

1. *(Point to James, Sarah, and their cousins.)* What are they? They are children.
2. What is James? He is a child.
3. *(Point to James's parents.)* Who are they? They are his mother and father. /They are his parents. *(Point to Apio and Ocen's parents.)* What are they? They are parents.
4. *(Point to the grandparents.)* What are they? They are grandparents.
5. *(Point to the grandchildren.)* Are these their children? No, they are not. They are grandchildren.
6. These are Sarah and James. Who is big? Sarah is big. Who is small? James is small. Sarah is an older sister. James is a younger brother.
7. Does Apio have an older brother? No, she does not. Does she have a younger brother? No, she does not. She has a twin. Apio and Ocen are twins.
8. *Write the numbers 1-15 on the board. Say and point to 11 and have pupils repeat. Continue with 12-15. Then point to the numbers 11-15 and have them say the number. Once pupils know these, revise 1-10 as well by showing different quantities of things and asking, "How many ____ are there?"*

Introduce structures.

1. *(Point to James.)* How old is James? He is seven. *(Write the number 7 on the board.)* How old is Sarah? Is she seven? No, she is fifteen. *(Write the number 15 on the board.)*
2. How old are you? I am ____.
3. Ask me. *(Explain that the pupil should ask you, "How old are you?" Give the answer.)* Ask her. *(The pupil should ask the girl you point to, "How old are you?" The girl should answer.)* Ask him. *(The pupil should ask, "How old are you?" The boy should answer.)*
4. *(Point to a pupil who has given his or her age.)* How old is he? How old is she? He is ____./She is ____.

Revise vocabulary and structures.

1. How old is Apio? She is seven. How old is Ocen? He is seven. What are they? They are twins.
2. *(Point to the people in the big picture.)* How many people are there in the family? There are ten people in the family.
3. How many people are there in your family? Ask him. Ask her.

Sub-theme 2.1: Relationships Among Family Members

Term 1 Week 4

Phonics

1. Revision week: Revise **D, I, N, O, P, T**. (Because this is a revision week, follow the lesson plans below for Wednesday and Thursday.)

2. Wednesday:

- Revise the Alphabet Song (2 minutes).
- Word building (10 minutes)

i	n
d	p
t	o

Built words:

dot, in, on, pin, tin,
pit, pot, top

- Spelling (10 minutes)

3. Thursday:

- Revise the Alphabet Song (2 minutes).
- Word building (10 minutes)
- Spelling (10 minutes)

References

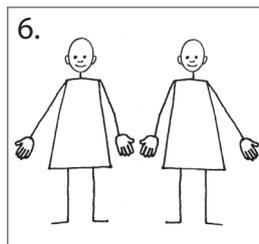
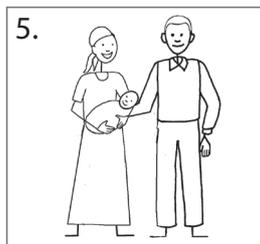
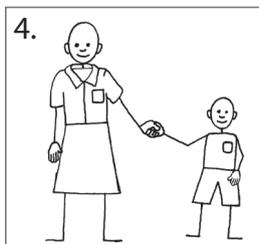
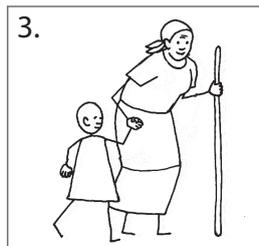
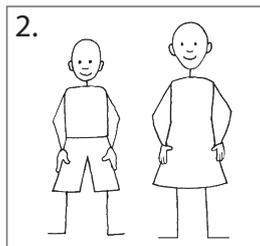
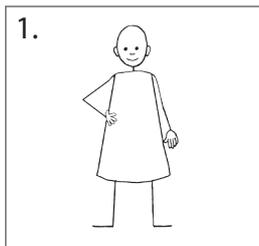
NPSCU Teacher's Guide

- Competences for Assessment, page 72
- Scheme of Work, page 105
- Lesson Plan Guidelines, pages 106-108

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- Page 17

Vocabulary Picture Cards



Vocabulary Guide

1. atin tidi
2. otinö
3. akwär
4. dit/tidi
5. onywal
6. rude

Theme 2: Our Home and Community

Term 1 Week 5

Picture Description

James and Sarah are looking at a poster of different professions. On the poster are a carpenter, a police officer protecting people by catching a thief, a doctor and a nurse treating a patient, a teacher, a driver, and a farmer.

Picture Discussion

1. Who are they? They are James and Sarah.
2. (Point to the different professions they are familiar with in the picture.) What is he/she? ___ is a doctor/ teacher/ farmer.
3. What is the teacher doing? He is teaching.
4. What is the farmer doing? He is farming.



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Competences	Continuous Assessment Activities
Vocabulary and Structures Use man, men, woman, and women (the singular and plural forms) correctly.	Point to different people in the primer and ask, "What is he/she?" or "What are they?" Pupils should answer, "He is a man./She is a woman./ They are women./They are men." Note whether pupils answer correctly.
Listening and Speaking Answer questions about location by using between ___ and ___.	Ask about things that are located between two things and about pupils who are between two others by saying, "Where is ___?" Pupils should answer, "___ is between ___ and ___." Note whether pupils answer correctly.
Phonics Write capital and small forms of S correctly.	During handwriting practise, look at pupils' exercise books and note whether they are able to properly form the capital and small S correctly.

Sub-theme 2.2: Roles and Responsibilities of People in the Community

Term 1 Week 5

Chant: *He is a carpenter.*

- Monday:** A: What is he?
(Point to the picture of the carpenter.)
B: He is a carpenter.
A: What is he doing?
B: He's building a bed.
(Mime sawing or hammering.)
- Tuesday:** A: What is he?
(Point to the picture of the carpenter.)
B: He is a carpenter.
A: What does he do?
B: He builds chairs and beds.
(Point to a chair and a bed.)
- Wednesday:** A: What is she?
(Point to the picture of the doctor.)
B: She is a doctor.
A: What is she doing?
B: She's treating a patient.
- Thursday:** A: What is she?
(Point to the picture of the doctor.)
B: She is a doctor.
A: What does she do?
B: She treats patients.

Vocabulary: Police Officer

A police officer can be a man or a woman. We teach police officer instead of policeman or policewoman because it is easier to learn and not gender specific.

Chant Guide

1. This is a call-and-response chant that helps pupils practise the difference between the present progressive ("What is he doing?" "He is making a bed.") and the present simple ("What does he do?" "He makes beds.")
2. Explain to the pupils that when we use **am doing**, **is doing**, and **are doing**, we're talking about an action that is happening now. When we use **do** or **does**, we're talking about a profession or a routine.

Theme 2: Our Home and Community

Term 1 Week 5

Vocabulary

1. bed
2. between
3. carpenter
4. man
5. woman
6. police officer
7. patient
8. driver

Vocabulary to Revise

- doctor, nurse
- teacher
- shopkeeper
- protect
- buy, sell
- teach
- drive

Structures

What is he?
He is a man.

What are they?
They are men.

What is she?
She is a woman.

What are they?
They are women.

Where is/are the ___?
___ is/are between the ___ and the ___

What does a ___ do?
A ___ (treats/builds) ___.

Structures to Revise

What is he/she doing?
He/she is ___.

Where is/are ___?
___ in/on/under ___.

Introduce vocabulary.

1. *(Point to the carpenter.)* What is he? He is a carpenter.
1. *(Point to the doctor and nurse.)* What is she? She is a nurse./She is a doctor. What is he? He is a patient.
2. *(Point to the driver.)* What is he? He is a driver. What is he doing? He is driving.
3. *(Point to the police officer.)* What is she? She is a police officer. What is she doing? She is protecting people.

Introduce structures.

2. *(Point to a man or a woman in the pictures.)* What is he? He is a man. What is she? She is a woman.
3. *(Explain the plurals men and women. Point to two men or two women.)* What are they? They are men. What are they? They are women.
4. *(Point to the doctor and nurse.)* What does a nurse do? A nurse treats patients. What does a doctor do? A doctor treats patients.
5. *(Point to the carpenter.)* What does a carpenter do? A carpenter builds beds, chairs, and desks.
6. Where is the patient? The patient is between the doctor and the nurse. *(Point to other examples in the room or in the picture.)* Where is the ___? It is between the ___ and the ___.

Revise vocabulary and structures.

1. What does a driver do? A driver drives.
2. What does a farmer do? A farmer farms.
3. What does a teacher do? A teacher teaches.
4. What does a police officer do? A police officer protects people.
5. *Ask where different things are to revise in, on, and under and also practise between ___ and ___.*
6. *Have pupils form pairs. One points to a profession in the big picture and asks, "What does a ___ do?" The other pupil answers with a structure like, "A doctor treats patients," etc.*

Sub-theme 2.2: Roles and Responsibilities of People in the Community

Term 1 Week 5

Phonics

1. New letters: **A, M** and **S**. Letters to revise: **D, I, N, O, P** and **T**.
2. Because of the new English letter (**S**), follow the Wednesday handwriting lesson on page 36.
3. What does the letter say?
 - What does the **A** say? /Ä/ as in at.
 - What does the **M** say? /M/.
 - What does the **S** say? /S/.
4. Word building:

d	o	a
i	p	m
n	t	s

Built words:
am, man, sad, sit,
mat, pit, pits

References

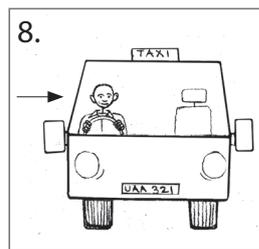
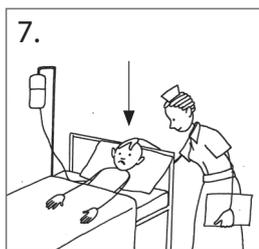
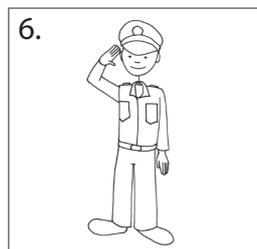
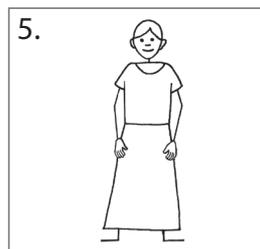
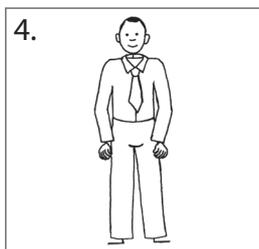
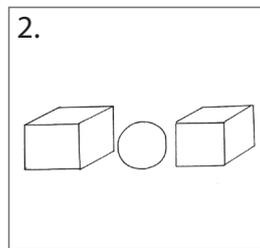
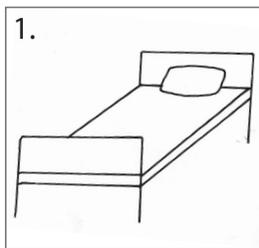
NPSCU Teacher's Guide

- Competences for Assessment, page 72
- Scheme of Work, pages 108-109
- Lesson Plan Guidelines, not available

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Vocabulary Picture Cards



Vocabulary Guide

1. tana
2. ikin
3. apabao
4. icöö
5. dako
6. polici
7. atwo
8. durebwa

Theme 2: Our Home and Community

Term 1 Week 6

Picture Description

On Sunday James's grandparents pray. On Monday James counts. On Tuesday Sarah reads. On Wednesday she reads and writes. On Thursday James's mother cooks greens. On Friday Sandra eats an egg. On Saturday James and Sarah play and dance.

Picture Discussion

1. Who are they? They are James's grandparents/ James and Sarah.
2. What are they doing? They are praying/ playing/dancing./They are playing and dancing.
3. Who is he? He is James.
4. Who is she? She is Sarah/ James's mother/Sandra.
5. What is she doing? She is reading/writing/ cooking/eating.
All of the verbs were taught in P1 except counting so avoid that picture at this point.



14

Competences	Continuous Assessment Activities
Vocabulary and Structures Identify the verbs (action words) in the weekly vocabulary words and identify them in pictures.	Tell pupils, "Show me ___-ing" and have individual pupils mime the action. Note whether they mime the action correctly.
Listening and Speaking Ask and answer questions about what people do every day.	Have pupils form pairs. One pupil asks, "What do you do every day?" and the other answers. Note whether they ask and answer the question correctly.
Phonics Recognise names of letters and can write the letters.	Dictate random letters and have pupils write them in their exercise books. Note whether they write the letters correctly.

Sub-theme 2.3: Cultural Practises and Values in the Community

Term 1 Week 6

Song: *Days of the Week*

Tune: *Oh, My Darling Clementine*

Monday: Sunday, Monday (*Pupils point to the days of the week in the big picture.*)

Tuesday, Wednesday,
Thursday, Friday, Saturday
(*Sing twice.*)

Tuesday: Pray on Sunday (*Mime praying.*)
Count on Monday (*Count on fingers.*)
Read and write on Wednesday (*Mime reading and writing.*)
(*Sing twice.*)

Wednesday: Cook on Thursday (*Mime stirring a pot.*)
Eat on Friday (*Mime eating.*)
Play and dance on Saturday (*Mime kicking a ball and then dance.*)
(*Sing twice.*)

Thursday: Pray on Sunday (*Continue miming for all.*)
Count on Monday
Read and write on Wednesday
Cook on Thursday
Eat on Friday
Play and dance on Saturday

Spelling: Every Day versus Everyday

When we say an action is done every day, we spell "every day" as two words.

When we talk about an action or event being normal, we say it is an everyday event (one word).

So:

- every day = when you do it
- everyday = normal

Song Guide

1. Be sure to sing the verses for Monday, Tuesday, Wednesday and Thursday twice in order to complete the tune.
2. On Friday, we suggest singing only the Monday verse (the days of the week) and the Thursday verse, which contains all the actions shown in the big picture.

Theme 2: Our Home and Community

Term 1 Week 6

Vocabulary

1. cook
2. count
3. dance
4. eat
5. read
6. write

Days of the Week

Sunday, Monday
Tuesday, Wednesday
Thursday; Friday
Saturday

Vocabulary to Revise

- play
- pray
- sing

Introduce vocabulary.

1. *(Point to the big picture.) This is Sunday. (Explain in Leblango and give the names of the other days of the week.)*
2. Show me Monday/Tuesday/etc. *(Pupils point to the correct picture.)*
3. What is James doing? He is counting.
4. Show me cooking/dancing/eating/reading/writing. *(Pupils mime the actions.)*

Introduce structures.

Explain that the people in the pictures do the same thing every Sunday, Monday, and so on.

1. What do the grandparents do on Sunday? They pray.
2. What does James do on Monday? He counts.
3. Does James eat on Sunday? Yes, he does. Does he eat on Monday/Tuesday/Wednesday/Thursday/ Friday/Saturday? Yes, he does. James eats every day.

Structures

What do/does ___ do on (Sunday)?
They ____.
He/she ____.

What do you do on (Sunday)?
I ____.

What do/does ___ do every day?
They ____.
He/she ____.

What do you do every day?
I ____.

Structures to Revise

Show me ___-ing.

Revise vocabulary and structures.

1. What does Sarah do on Tuesday? She reads.
2. What does she do on Wednesday? She reads and writes.
3. What does James's mother cook on Thursday? She cooks greens.
4. What does Sandra eat on Friday? She eats an egg.
5. What do James and Sarah do on Saturday? They play and dance.
6. What do you do every day? I ___ every day. *(Ask several pupils. Then have pupils ask each other the question and give answers.)*
7. Which day is between Sunday and Tuesday? Monday is between Sunday and Tuesday.
8. Do you eat/cook every day? Yes, I do./No, I don't.

Sub-theme 2.3: Cultural Practises and Values in the Community

Term 1 Week 6

Phonics

1. New letters: **B, C, E** and **K**. Letters to revise: **A, M,** and **S**.
2. What does the **B** say? /B/.
 - What does the **C** say? /K/.
 - What does the **E** say? /Ĕ/ as in egg.
 - What does the **K** say? /K/.
3. Word building:

b	e	d
s	a	c
t	m	k

Built words:
bad, bed, can, cat,
desk, ten, basket

References

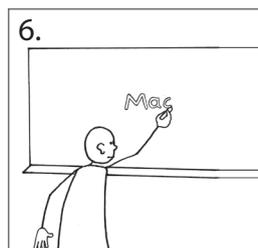
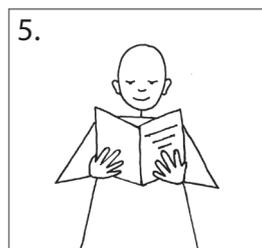
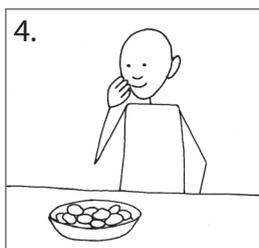
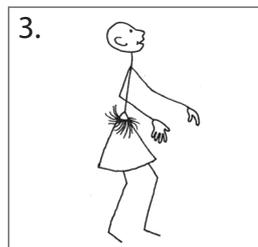
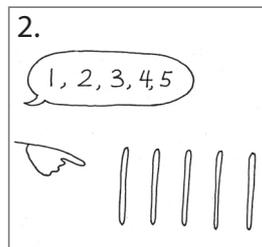
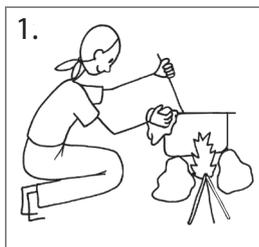
NPSCU Teacher's Guide

- Competences for Assessment, page 72
- Scheme of Work, pages 109-110
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 18

Vocabulary Picture Cards



Vocabulary Guide

1. tedo
2. kwanno (namma)
3. myël
4. cem
5. kwanno (cöc)
6. cöc

Theme 3: The Human Body and Health

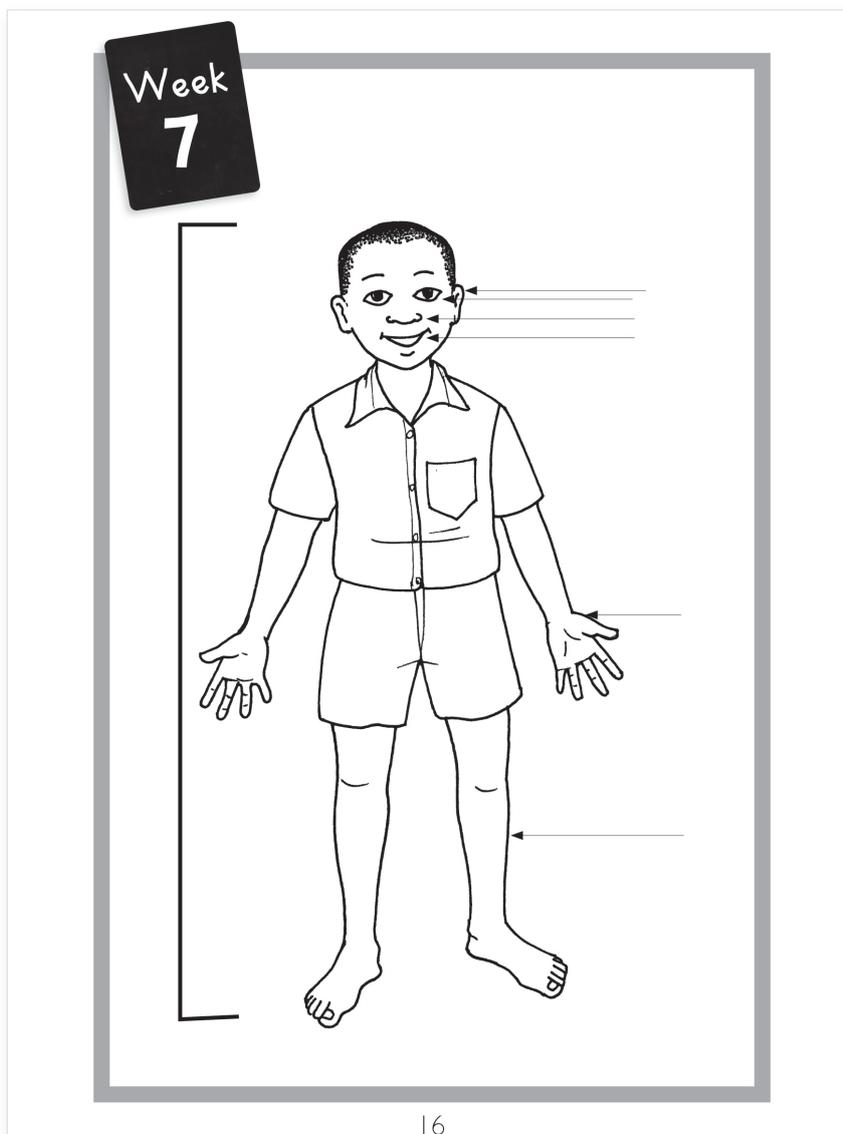
Term 1 Week 7

Picture Description

This is a picture of James. It shows the parts of the body that pupils know. It also shows the parts of the body they will learn this week.

Picture Discussion

1. Who is he? *He is James./ His name is James.*
2. How old is he? *He is seven.*
3. Point to his _____. (*Pupils should point the part of the body in their primers.*)
4. How many hands does he have? *He has two hands.*
5. How many fingers do you have? *I have ten fingers.*



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Competences	Continuous Assessment Activities
Vocabulary and Structures Understand the difference between singular and plural.	Tell the pupils "Point to your arm" or "Point to your arms," etc. Note whether pupils point to the correct number of body parts.
Listening and Speaking Ask "What do you use to ____?" and answer, "You use your ____ to ____".	Have pupils ask each other, "What do you use to see/hear/taste/smell/smell?" and answer, "You use your ____ to ____". Note whether they ask and answer the question correctly.
Phonics Blend letters together to read words.	During word building, point to the letters of a built word and have pupils blend them to read the built word. Note whether pupils are able to blend the letters correctly.

Sub-theme 3.1: Parts of the Body and Their Functions

Term 1 Week 7

Chant: Doctor, Doctor!

- Monday:** Doctor, doctor! My head hurts.
(Hold your head like it hurts.)
Doctor, doctor! My shoulder hurts.
(Hold your shoulder like it hurts.)
Doctor, doctor! My knee hurts.
(Hold your knee like it hurts.)
Doctor, doctor! My toe hurts.
(Hold your toe like it hurts.)
- Tuesday:** A: Are you well? (Look like a worried doctor.)
B: No, I'm not! (Shake your head.)
A: Are you well?
B: Yes, I'm fine! (Smile and nod your head.)
- Wednesday:** Doctor, doctor! My fingers hurt.
(Same as before.)
Doctor, doctor! My hands hurt.
Doctor, doctor! My arms hurt.
Doctor, doctor! My feet hurt.
(Use both hands to point to your feet.)
- Thursday:** A: Are you well? (Look like a worried doctor.)
B: No, I'm not! (Shake your head.)
A: Are you well?
B: Yes, I'm fine! (Smile and nod your head.)

Directions for Teacher Says

1. Play "teacher says" to revise vocabulary and structures. Explain in Leblango (*and English when possible*) that you will give directions for pupils to follow. If you say "teacher says" first, they follow the direction. If you don't say it, they don't do it. Tell pupils to listen carefully.
2. Start the game by saying, "Teacher says touch your arm." Demonstrate touching your own arm. Say (with or without "teacher says") "Touch your ____, close your ____, point to your ____, etc. (Remember to practise the phonics words, **back** and **neck**!) Then say, "Touch/point to what you use to smell/hear/ (etc.) with." Give other commands they know, like "(Teacher says) dig, cut," etc. They should mime those actions.
3. Once pupils are experienced, stop demonstrating. When pupils do the action but you didn't say "teacher says", correct them by saying, "Teacher didn't say" so they can become familiar with the past tense. You can also have pupils who do the wrong action sit down. If there is time, play till all but one pupil are eliminated. That pupil can be the teacher in the next round.
4. Invite pupils to take turns giving the directions.

Chant Guide

1. Note that on Tuesday and Thursday this is a call-and-response chant because it is a conversation between the doctor and patient.
2. Explain to pupils that when we talk about one thing, we add an S to the verb. When we talk about two or more things, there is no S.

Theme 3: The Human Body and Health

Term 1 Week 7

Vocabulary

1. ear
2. hear
3. see
4. smell
5. taste
6. touch

Vocabulary to Revise

- head
- eye
- shoulder
- arm
- finger
- hand
- knee
- leg
- foot/feet
- mouth
- nose
- toe

Introduce vocabulary.

1. *(Point to your arm.)* What is this? It's an arm.
2. *(Point to your ear.)* What is this? It's an ear.
3. *(Point to your eye and then to something you can see.)* What am I doing? I am seeing.
4. *(Point to your ear and then to something you can hear, like a noisy classroom or a singing bird.)* What am I doing? I am hearing.
5. *(Point to your nose and then to something you can smell, like a flower or some food.)* What am I doing? I am smelling.
6. *(Point to your tongue and then something you can taste.)* What am I doing? I am tasting.
7. *(Point to your fingertips and then something you can touch.)* What am I doing? I am touching.

Introduce structures.

1. What do you use to see? You use your eyes to see.
2. What do you use to hear? You use your ears to hear.
3. What do you use to touch? You use your fingers to touch.
4. What do you use to smell? You use your nose to smell.
5. What do you use to taste? You use your mouth to taste.

Structures

What do you use to see/
hear/taste/smell/touch?
I use my ___ to ___.

Are you well?
No, I'm not.
Yes, I'm fine.

Structures to Revise

How many ___ do you have?

How many ___ does she/he
have?

Point to my/your/his/her
arm/arms (etc.)

Revise vocabulary and structures.

1. *(Ask one pupil.)* How many heads/eyes/fingers, etc. do you have? (I have ___.)
2. *(Ask one pupil.)* How many arms, hands/finger does she/he have? (He/she has ___.)
3. *(Point to your arm.)* What's this? (It's your arm.)
4. *(Point to a girl's arm/boy's arm.)* What's this? It's her/his arm.
5. *(Point to a pupil's arm and ask the pupil)* What's this? It's my arm.
6. If you have enough time, review by playing "teacher says".
(See directions on previous page.)

Sub-theme 3.1: Parts of the Body and Their Functions

Term 1 Week 7

Phonics

1. Revision week: Revise **A, B, C, D, E, I, K, M, N, O, P, S,** and **T.**
2. Wednesday revision activities:
 - Revise the Alphabet Song (2 minutes).
 - Word building (10 minutes)

k	i	n
p	o	t
m	a	s
b	e	c

Built words:

ask, back, neck, tick
men, pen, plus other words that pupils need to revise.

- Spelling (10 minutes)
3. Thursday revision activities:
 - Revise the Alphabet Song (2 minutes).
 - Word building (10 minutes)
 - Spelling (10 minutes)

References

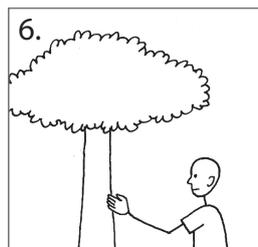
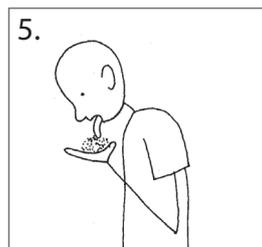
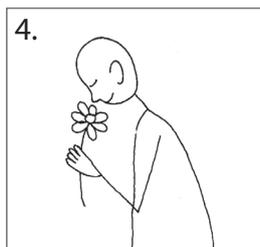
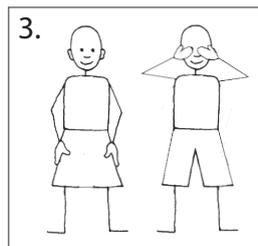
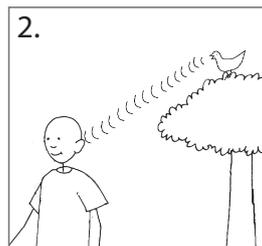
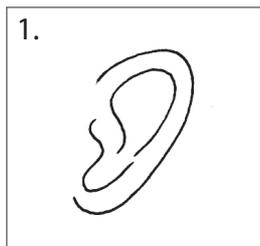
NPSCU Teacher's Guide

- Competences for Assessment, page 73
- Scheme of Work, page 111
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 20

Vocabulary Picture Cards



Vocabulary Guide

1. yit
2. winynyo
3. nännö
4. ηweyo
5. billö
6. mullo

Theme 3: The Human Body and Health

Term 1 Week 8

Picture Description

Yesterday, James collected plastic bottles for recycling. His mother boiled water to make it safe to drink. His father threw rubbish in the pit. Sarah covered the food to protect it from flies.

Picture Discussion

1. Who do you see in the pictures?
2. Who is he? *He is James/ James's father.*
3. Who is she? *She is James's mother/Sarah.*
4. Where are they? *They are in their compound.*
5. What do you see? *I see plastic. I see trash. I see food.*



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Competences	Continuous Assessment Activities
<p>Vocabulary and Structures Use the past tenses of verbs to talk about actions that happened yesterday.</p>	<p>Have pairs or small groups take turns singing the different verses of the song. Note whether pupils pronounce the past tense correctly.</p>
<p>Listening and Speaking Ask "Did he/she ___?" and answer "Yes, he/she did" or "No, he/she did not."</p>	<p>Have pupils form pairs and ask and answer questions about what people did in the big picture, for example, a pupil asks, "Did James cover the food yesterday?" and the other answers, "No, he did not." Note whether they ask and answer questions correctly.</p>
<p>Spelling Competences Segments words into their individual sounds to spell correctly.</p>	<p>Say a built word. Have pupils write it in their exercise books. Note whether they spell it correctly.</p>

Sub-theme 3.2: Sanitation

Term 1 Week 8

Song: *Yesterday We Washed Our Clothes*

Tune: *Here We Go Round the Mulberry Bush*

- Monday:** A: Yesterday we washed our clothes, washed our clothes, washed our clothes (*Mime washing clothes.*)
Yesterday we washed our clothes. What did you do?
- B: Yesterday we folded our clothes, folded our clothes, folded our clothes. (*Mime folding clothes.*)
Yesterday we folded our clothes. What did you do?
- Tuesday:** A: Yesterday we wore our clothes, wore our clothes, wore our clothes (*Touch your clothes.*)
Yesterday we wore our clothes. What did you do?
- B: Yesterday we played in the mud, played in the mud, played in the mud. (*Mime playing in mud.*)
Yesterday we played in the mud. What did you do?
- Wednesday:** A: Yesterday we boiled our water, boiled our water, boiled our water (*Imitate bubbles rising in boiling water.*)
Yesterday we boiled our water. What did you do?
- B: Yesterday we covered our food, covered our food, covered our food (*Mime covering food.*)
Yesterday we covered our food. What did you do?
- Thursday:** A: Yesterday we used a latrine, used a latrine, used a latrine (*Point to the school latrine.*)
Yesterday we used a latrine. What did you do?
- Yesterday we washed our hands, washed our hands, washed our hands. (*Mime washing your hands.*)
Yesterday we washed our hands. Now the song is done.

Grammar: **Past Tense**

This week you will teach the past simple tense to pupils. They are learning to use it to talk about actions that happened at a specific time in the past (yesterday, this morning, etc.)

Pronunciation: **Regular Past Tenses**

Make sure pupils pronounce the final /t/ sound of **washed** and the final /d/ sound of **played, boiled, covered** and **used**.

Theme 3: The Human Body and Health

Term 1 Week 8

Vocabulary

1. boil
2. collect
3. bottle
4. cover
5. throw
6. pit
7. yesterday
8. today

Vocabulary to Revise

- bathe
- brush
- eat
- dig
- latrine
- wash

Structures

Did he/she ___?
Yes, he/she did.
No, he/she did not.

Structures to Revise

What is ___ doing?
He/she is ___-ing.

Introduce vocabulary.

1. What is James doing? He is collecting bottles.
2. What is his mother doing? She is boiling water.
3. What is his father doing? He is throwing trash in a pit.
4. What is Sarah doing? She is covering the food and water.

Introduce structures.

Explain in Leblango that the actions in the picture happened yesterday, not today, so we need to use the past tense.

1. Did James's mother boil water yesterday? Yes, she did.
2. Did Sarah boil water yesterday? No, she did not.
3. Did James collect bottles yesterday? Yes, he did.
4. Did he throw trash in a pit yesterday? No, he did not.

Revise vocabulary and structures.

1. *Have pupils continue to ask and answer questions about what people are doing in the picture. Make sure they use **did**, **he** and **she**, as well as the vocabulary correctly.*

Sub-theme 3.2: Sanitation

Term 1 Week 8

Phonics

- New letters: **H, R** and **U**. Letters to revise: **C, D, E, K, N, O, P, S,** and **T**.
- Because of the new English letter (H), follow the Wednesday handwriting lesson on page 36.
- What does the letter say?
 - What does the H say? /H/.
 - What does the R say? /R/.
 - What does the U say? /Ū/as in up.
- Word building:

r	u	p
h	o	n
d	e	t
c	s	k

Built words:
hot, red, run, sun,
up, cup, cut, duck

References

NPSCU Teacher's Guide

- Competences for Assessment, page 73
- Scheme of Work, page 112
- Lesson Plan Guidelines, not available

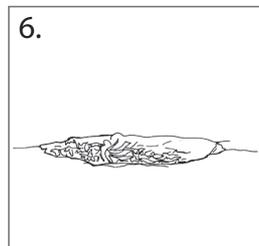
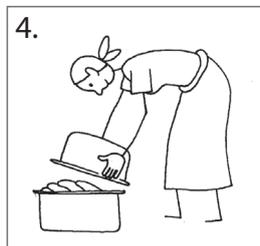
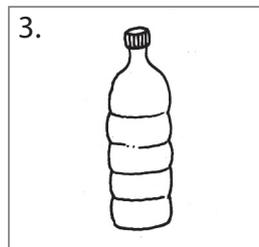
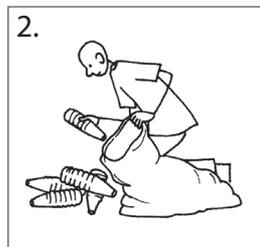
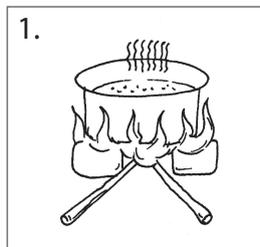
NPSCU Curriculum Scope and Sequence

- Pages 20-21

Vocabulary Guide

- tenno
- joggo
- cupa
- wummo
- yuyo
- bur-yugi
- aworo
- tin

Vocabulary Picture Cards



4. March

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5. March

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Theme 3: The Human Body and Health

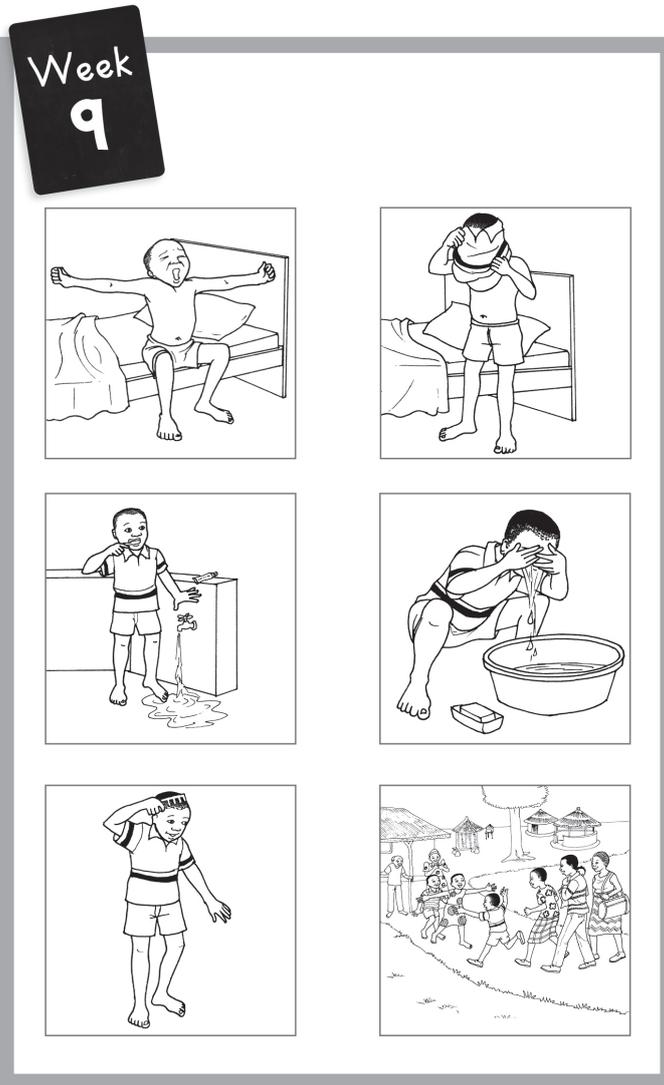
Term 1 Week 9

Picture Description

On his holidays James got up. He got dressed. He brushed his teeth. He washed his face with soap. He brushed his hair. Finally, he went to see his grandparents with his family.

Picture Discussion

1. Who is he?
He is James.
2. What is he doing?
*He is brushing his teeth.
He is bathing.*
3. Where is he?
He is in his house.
4. What is this?
It is a bed/a basin/a towel.
5. Who are they? *They are his grandparents.*
6. Who is she? *She is Sarah/Sandra/his sister/his mother/James's mother.*



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Competences	Continuous Assessment Activities
Vocabulary and Structures Identify the weekly vocabulary words in pictures.	Call out the vocabulary words and have pupils identify them by pointing to the pictures in their primers. Note whether they point to the correct picture.
Listening and Speaking Answer the question, "What did he do?"	Point to the different pictures of James in the primer and ask, "What did James do?" Note whether pupils are able to respond correctly with: "He got up./He got dressed./He brushed his teeth./He bathed./He brushed his hair."
Phonics Blend letters together to read words.	During word building, point to the letters of a built word and have pupils blend them to read the built word. Note whether pupils are able to blend sounds together to build words and say them correctly.

Sub-theme 3.3: Personal Hygiene

Term 1 Week 9

Song: *What Did You Do on Your Holidays?*

Tune: *Weo*

- Monday:** A: What did you do on your holidays? Tell me what you did. (2x)
B: I woke up and I got up. I told you what I did. (2x) (*Mime waking up and getting up.*)
- Tuesday:** A: What did you do on your holidays? Tell me what you did. (2x)
B: I brushed my teeth and **brushed my hair**. I told you what I did. (2x) (*Mime brushing your teeth and brushing your hair.*)
- Wednesday:** A: What did you do on your holidays? Tell me what you did. (2x)
B: I washed my face with soap and water. I told you what I did. (2x) (*Mime washing your face.*)
- Thursday:** A: What did you do on your holidays? Tell me what you did. (2x)
B: I ate good food and played with cousins. I told you what I did. (2x) (*Mime eating and playing clapping games or jumping games.*)

Grammar: **Uncountable Nouns**

Explain to pupils that toothpaste, like most liquids and pastes, is uncountable, so we can't say "a toothpaste". Soap is also uncountable.

Song Pronunciation Tip

Be aware that "good" does not rhyme with "food". "Good" has what is called the short double-o sound, and there is no sound like it in Leblango. "Food" has the long double-o sound, which has the same sound as **U** in Leblango. Do your best to pronounce the short double-o sound correctly.

Theme 3: The Human Body and Health

Term 1 Week 9

Vocabulary

1. brush (my) hair
2. get up
3. get dressed
4. toothbrush
5. toothpaste
6. soap

Vocabulary to Revise

- food
- cousin

Structures

What did you do this morning/on your holidays?

I/We got up/got dressed/bathed.

I brushed my teeth/hair. We brushed our teeth/hair.

What did he do this morning/on his holidays?

He got up/got dressed/brushed his teeth/bathed/brushed his hair.

Structures to Revise

What does he use to ____?
He uses ____.

Introduce vocabulary.

1. *(Point to the appropriate picture as you ask these questions.)* It is morning. What is James doing? He is getting up.
2. What is James doing? He is getting dressed.
3. What does he use to brush his teeth? He uses toothpaste and a toothbrush.
4. What does he use to bathe? He uses soap and water.
5. What is he doing? He is brushing his hair.

Introduce structures.

Explain that James did all of these things on his holidays.

1. What did James do on his holidays? He got up./He got dressed./He brushed his teeth./He bathed./He brushed his hair.
2. What did you do this morning? You got up./You got dressed./You bathed./You brushed your hair.

Revise vocabulary and structures.

1. *(Point to the picture of James getting up.)* James got up this morning. What did you do this morning? We got up this morning.
2. *(Point to the picture of James getting dressed.)* James got dressed this morning. What did you do this morning? We got dressed this morning.
3. *(Point to the picture of James brushing his teeth.)* James brushed his teeth this morning. What did you do this morning? We brushed our teeth this morning.
4. *(Point to the picture of James bathing.)* James bathed this morning. What did you do this morning? We bathed this morning.
5. *(Point to the picture of James brushing his hair.)* James brushed his hair this morning. What did you do this morning? We brushed our hair this morning.
6. *(Point to the different pictures of James in the primer.)* What did James do? He got up./He got dressed./He brushed his teeth./He bathed./He brushed his hair.

Sub-theme 3.3: Personal Hygiene

Term 1 Week 9

Phonics

1. New letters: **F, G, and L**. Letters to revise: **A, B, E, I, S, and T**.
2. Because of the new English letter (F), follow the Wednesday handwriting lesson on page 36.
3. What does the letter say?
 - What does the F say? /F/.
 - What does the G say? /G/.
 - What does the L say? /L/.
4. Word building:

f	a	i
g	e	t
l	s	b

Built words:
fat, fast,
get, egg, big, leg, ill

References

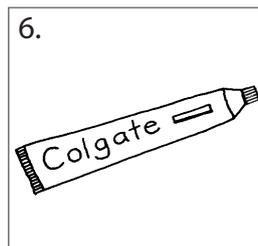
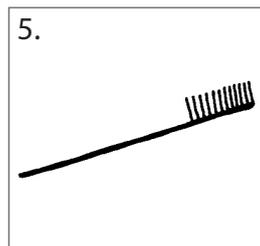
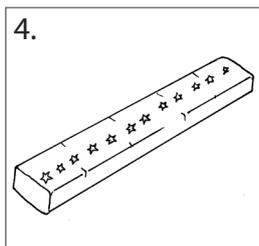
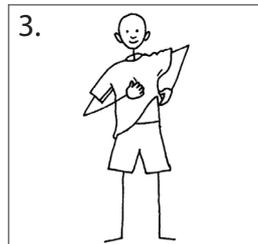
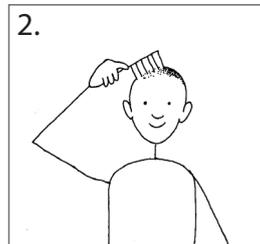
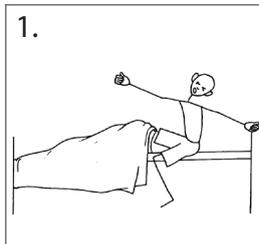
NPSCU Teacher's Guide

- Competences for Assessment, page 73
- Scheme of Work, page 113
- Lesson Plan Guidelines, page 114

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- Page 21

Vocabulary Picture Cards



Vocabulary Guide

1. jwayo wi(a)
2. yää malo
3. rukko
4. ajwalak
5. yät jwayo lak
6. cabun

Theme 4: Food and Nutrition

Term 1 Week 10

Picture Description

James and his family are at an introduction party in Lira. Apio doesn't like fish. Sarah is asking her, "Do you like fish?" Apio is answering, "No, I don't."

Picture Discussion

1. Who do you see?
2. Where are they?
They are in Lira.
3. What do you see? *(They should be able to name plates, rice, beans, fish, chicken, meat, a basket, a table, cousins, twins, mangoes, a mango tree, people.)*
4. Do you like beans/chicken/...?
Yes, I do./No, I don't.
5. Does Apio like fish?
No, she doesn't.



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Competences	Continuous Assessment Activities
Vocabulary and Structures Use the structures "It is a ___" and "They are ___" correctly.	Hold up the vocabulary cards and ask individual pupils, "What is this?/ What are these?" Also point to things in the room and ask, "What is that?/What are those?" Note whether pupils answer correctly with "It is a ___" or "They are ___".
Listening and Speaking Ask and answer questions about likes dislikes.	Have pupils form pairs. Pupils take turns asking, "What do you like?" and "What don't you like?" They should answer with, "I like ___" and "I don't like ___". Note whether they can ask and answer the questions correctly.
Spelling Segments words into their individual sounds to spell words correctly.	Say a built word. Have pupils write it in their exercise books. Note whether they spell it correctly.

Sub-theme 4.1: Classification of Food

Term 1 Week 10

Chant: *What do you like?*

- Monday:**
- A: What do you like?
(Look at the person you are asking.)
- B: I like carrots.
(Point to carrots in the vocabulary picture.)
- A: What colour are they?
(Point to carrots in the vocabulary picture.)
- B: They are orange.
(Point to something orange.)
- Tuesday:**
- A: What don't you like?
(Look at the person you are asking.)
- B: I don't like peas.
(Point to peas in the vocabulary picture.)
- A: What colour are they?
(Point to peas in the vocabulary picture.)
- B: They are green.
(Point to something green.)
- Wednesday:**
- A: What do you like?
(Look at the person you are asking.)
- B: I like pineapple. *(Point to the pineapple in the vocabulary picture.)*
- A: What colour is it? *(Point to the pineapple in the vocabulary picture.)*
- B: It is yellow. *(Point to something yellow.)*
- Thursday:**
- A: What don't you like? *(Look at the person you are asking.)*
- B: I don't like fish. *(Point to the fish in the big picture.)*
- A: What colour is it? *(Point to the fish in the big picture.)*
- B: It is brown. *(Point to something brown.)*

Song Guide

1. All songs in Term 1 are taught using the "I Do. We Do. You Do." method. First you sing the song for your pupils. Next pupils repeat after you. Then pupils sing together with you. Finally you listen as pupils say the sing for you.
2. Teach the chant first as whole language, modeling it for pupils from beginning to end. Then teach it using a bottom-up approach. You say one line at a time and pupils repeat after you. Once pupils have mastered the words sing it together as a class.

Theme 4: Food and Nutrition

Term 1 Week 10

Vocabulary

1. cabbage
2. carrot
3. greens
4. groundnut
5. mango
6. peas
7. pineapple
8. potato

Colours

- brown
- orange

Vocabulary to Revise

- rice
- egg
- fish
- beans
- meat

Structures

What do you like?
I like ____.

What don't you like?
I don't like ____.

Structures to Revise

What colour is/are ____?
It is ____.
They are ____.

Do you like...?
Yes, I do./No, I don't.

Introduce vocabulary.

1. What are these? They are carrots.
2. What is this? It is a cabbage.
3. What are these? They are greens/groundnuts/mangoes/peas/potatoes.
4. (*Point to something brown.*) What colour is that? It is brown.
5. What colour are carrots? They are orange.

Introduce structures.

1. Do you like groundnuts? (*Yes, we do.*) Do you like chicken? Yes, we do. What do you like? You like groundnuts and chicken.
2. Do you like brown mangoes? (*No, we don't.*) What don't you like? You don't like brown mangoes.

Revise vocabulary and structures.

1. How many carrots can you see? I can see ____ carrots.
2. Do you like (cabbage)? Yes, I do./No, I don't. (*Have pupils ask each other.*)
3. What colour are greens? They are green.
4. What colour is the desk? It is brown.
5. (*Have a pupil look at the vocabulary pictures.*) What do you like? I like ____.
6. (*Have a pupil look at the vocabulary pictures.*) What don't you like? I don't like ____.

Sub-theme 4.1: Classification of Food

Term 1 Week 10

Phonics

1. Revision week: Revise **A, B, D, E, F, G, I, L, O, P, T** and **U**.
2. Wednesday revision activities:
 - Revise the Alphabet Song (2 minutes).
 - Word building (10 minutes)

f	a	i
g	e	t
l	o	b
d	u	p

Built words:
flag, left, bag,
dig, pig, dog, gun

- Spelling (10 minutes)
3. Thursday revision activities:
 - Revise the Alphabet Song (2 minutes).
 - Word building (10 minutes)
 - Spelling (10 minutes)

References

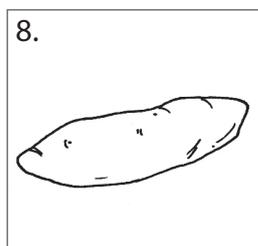
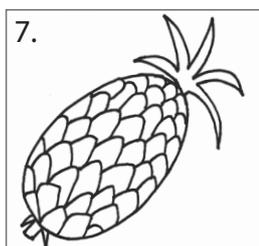
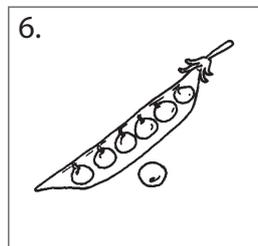
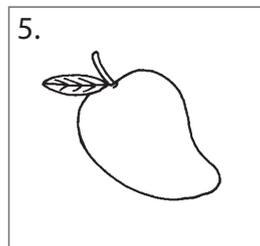
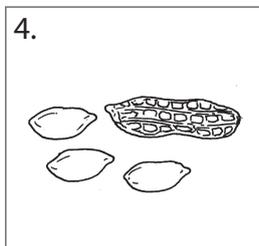
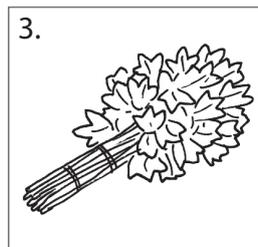
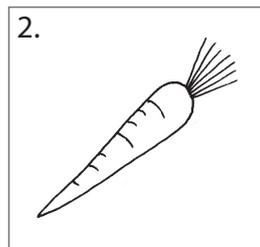
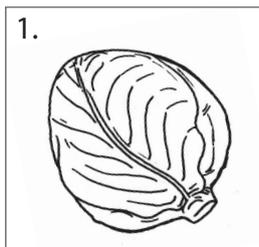
NPSCU Teacher's Guide

- Competences for Assessment, page 74
- Scheme of Work, pages 115-116
- Lesson Plan Guidelines, not available

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Vocabulary Picture Cards



Vocabulary Guide

1. kabej
2. karot
3. potdek
4. amaido
5. aemme
6. apëna
7. ananaci
8. icök

Theme 4: Food and Nutrition

Term 1 Week 11

Picture Description

James is at the market. He is with his mother and father. His mother is buying some fruits and vegetables. His father is buying some meat. James sees his friend, Sam. James gives him a banana. Sam likes bananas.

Picture Discussion

1. Who do you see? *I see James/his mother/his father/a boy/Sam.*
2. What do you see? *I see tomatoes/a pineapple/onions/chickens/meat/a goat/a cow.*
3. Where are they? *They are in the market.*
4. What are James and Sam doing? *They are sharing/speaking English/saying "Good morning".*



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Competences	Continuous Assessment Activities
Vocabulary and Structures Identify the weekly vocabulary words in the pictures.	Call out the vocabulary words and ask, "Where is/are the ___?" Pupils should answer, "It is here/They are here" and point to the correct picture. Note whether pupils answer and point correctly.
Listening and Speaking Ask and answer the question, "What do you have?"	Have pupils form pairs and ask, "What do you have?" Pupils should answer, "I have a primer/a pencil/some pencils", and so on. Note whether pupils ask questions and answer correctly.
Phonics Blend letters to form words.	During word building, point to the letters of a built word and have pupils blend them to read the built word. Note whether pupils are able to blend sounds together to build words and say them correctly.

Sub-theme 4.2: Good Food

Term 1 Week 11

Chant: *What Do You Have?*

- Monday:** Mother: Good morning, madam. Good morning, madam.
What do you have? What do you have?
Seller: I have some good bananas. Here, have one. (*Give an imaginary banana.*)
Mother: It is very good. Please sell me some. (*Eat the banana. Give some money.*)
- Tuesday:** Father: Good morning, sir. Good morning, sir.
What do you have? What do you have?
Butcher: I have some good goat meat. Here, have some. (*Give an imaginary piece of meat.*)
Father: It is very good. Please sell me some. (*Eat the meat. Give some money.*)
- Wednesday:** Mother: Good morning, madam. Good morning, madam.
What do you have? What do you have?
Seller: I have some good food. Here, have some. (*Give some imaginary food.*)
Mother: It is good. Please sell me some. (*Eat the food. Give some money.*)
- Thursday:** Sam: Good morning, James. Good morning, James.
What do you have? What do you have?
James: I have some good bananas. Here, have one. (*Give an imaginary banana.*)
Sam: Thank you very much! Thank you very much! (*Smile and rub your stomach.*)

Grammar: a chicken, some chickens or some chicken?

- When we talk about a live animal, we say a chicken, a fish, a goat, a cow, etc.
- When we talk about more than one, we say some chickens, some fish, some goats, some cows, etc.
- When we talk about meat, we say some chicken, some fish, some goat, some beef, etc. because meat is uncountable.

Song Guide

1. This chant is a call-and-response between people in the picture. In the first verse, James's mother is talking to the fruit seller. In the second verse, James's father is talking to the butcher. In the third verse, James's mother is talking to the vegetable seller. In the fourth verse, James is talking to Sam. Each verse has two parts, so divide the class in half and have each half repeat their part.
2. Explain that we say "Have one" when we are offering one of something we can count. We say "Have some" when we are offering two or more things we can count or when we are offering something that is uncountable, like meat or rice.

Theme 4: Food and Nutrition

Term 1 Week 11

Vocabulary

1. banana
2. fruits
3. vegetables
4. food
5. buy
6. sell

Vocabulary to Revise

- chicken
- fruit
- goat
- meat
- onion
- pineapple
- tomato
- good

Structures

What do you have?
I have some ____.

What does ____ have?
He/she has some ____.

Have one./Have some.

Thank you very much!

Structures to Revise

What is he/she eating?
He/she is eating a ____.

Introduce vocabulary.

1. *(Point to the bag of fruit that James has.)* What are these? They are fruits.
2. *(Point to the vegetables in the big picture.)* What are these? They are vegetables.
3. What is James's mother doing? She is buying vegetables.
4. What is his father doing? He is buying meat.
5. *(Point to the butcher.)* What is the man doing? He is selling meat.
6. *(Point to the woman selling vegetables.)* What is she doing? She is selling vegetables.
7. *(Point to the banana in the big picture.)* What is that? It is a banana.
8. *(Point to the vegetables, fruit and meat in the big picture.)* What is this? It is food.

Introduce structures.

1. What does James have? He has some fruits. *(Explain that when we have more than one fruit and less than all the fruits, we say "some fruits".)*
2. What does his father have? He has some meat. *(Explain that when we talk about something that is uncountable, like meat, we can also say "some".)*

Revise vocabulary and structures.

1. *(Point to the chicken/fruit/vegetables),* and ask, "What is this?/What are these?" Pupils should answer, "It is chicken/fruit./They are vegetables." etc.
2. Have pupils form pairs and ask each other, "What do you have?" Pupils should answer, "I have an exercise book/a rubber/a pencil" etc.
3. Tell pupils to look at the big picture and ask, "What does he/she have?" about the people in the picture. They should answer, "He has some meat/She has some vegetables" etc.

Sub-theme 4.2: Good Food

Term 1 Week 11

Phonics

1. Revision week: Revise **A, C, D, E, H, I, K, L, N, O, P,** and **S.**
2. See page 36 for Wednesday and Thursday activities.
3. Word building:

c	e	k
l	a	h
s	o	p
d	i	n

Built words:
and, and, clinic, help,
land, lock, sell

References

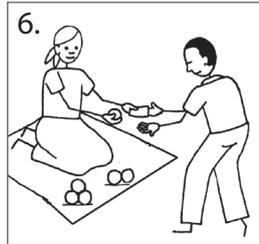
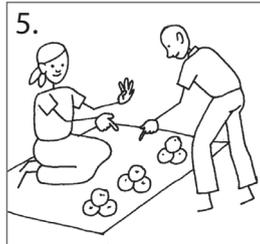
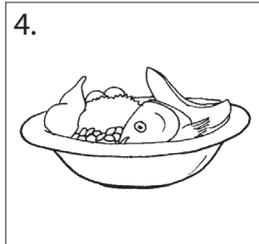
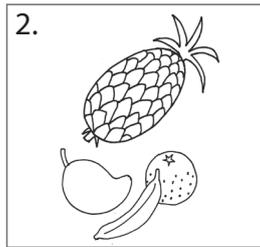
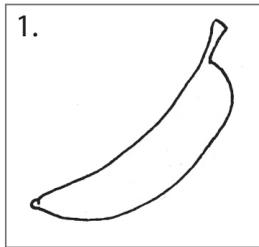
NPSCU Teacher's Guide

- Competences for Assessment, page 74
- Scheme of Work, pages 116-117
- Lesson Plan Guidelines, not available

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- Pages 23-24

Vocabulary Picture Cards



Vocabulary Guide

1. abolo
2. nyig-yen
3. potdek
4. cam
5. willö
6. catto

Theme 4: Food and Nutrition

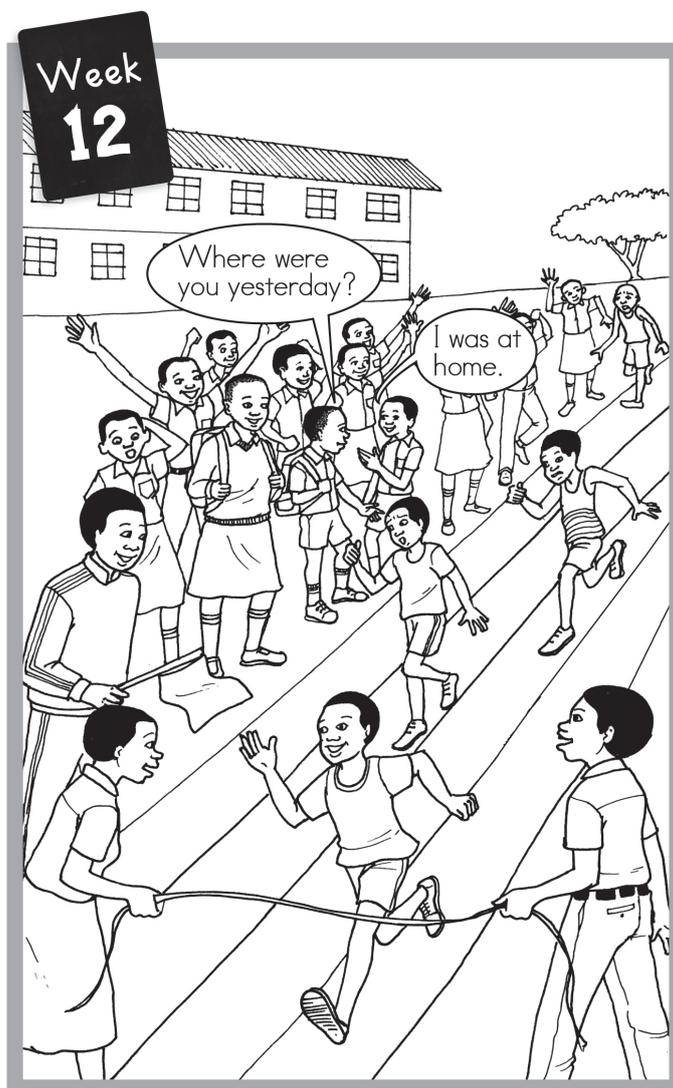
Term 1 Week 12

Picture Description

Sarah and James are at the football pitch at Sarah's school. They are watching a race. One boy is very fast and winning. Sam has just arrived and James asks him, "Where were you yesterday?" Sam answers, "I was at home."

Picture Discussion

1. Who do you see?
I see Sarah/James/Sam.
2. Is the teacher teaching?
No, he is not.
3. Are the boys walking?
No, they are not.



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Competences	Continuous Assessment Activities
Vocabulary and Structures Understand questions that begin with who .	Ask pupils who came and didn't come to school yesterday and today. Note whether pupils can answer "___ came to school yesterday" or "___ didn't come to school yesterday" correctly.
Listening and Speaking Ask, "Where were you yesterday?" and answer using the past tense.	Have pupils ask each other, "Where were you yesterday?" and answer, "I was at home/school." Note whether they use the structures correctly.
Phonics Segment words into their individual sounds to spell words correctly.	Say a word. Have pupils write it in their exercise books. Note whether they spell it correctly.

Sub-theme 4.3: Effects of Poor Food

Term 1 Week 12

Chant: *Where Are You Today?*

- Monday:**
- A: Where are you today? Where are you today?
(Look at the group you are asking.)
- B: We are at school. We are at school.
(Point to the ground.)
- A: Where were you yesterday? Where were you
yesterday? (Look at the group you are asking.)
- B: We were at school. We were at school.
(Point to the ground.)
- Tuesday:**
- A: Who came to school today? Who came to
school today? (Look at the group you are
asking.)
- B: We came to school today. We came to school
today. (Point to yourself.)
- A: Who did not come yesterday?
(Look at the group you are asking.)
- B: (Name of a pupil) did not come yesterday.
(Point to the pupil or the pupil's seat.)
- Wednesday:**
- A: Who is **strong** today? Who is strong today?
(Look at the group you are asking.)
- B: We are **strong** today. We are strong today?
(Hold up your arm and show your muscle.)
- A: Who is **fast** today? Who is **fast** today?
(Say this fast.)
- B: We are **fast** today. We are **fast** today.
(Say this fast.)
- Thursday:**
- A: Who is **ill** today? Who is **ill** today?
(Look at the group you are asking.)
- B: (Name of a pupil) is ill today. (Name of a pupil)
is **ill** today. (Point to the pupil's seat.)
- A: Who is **slow** today? Who is **slow** today?
(Say this slowly.)
- B: We are **slow** today. We are **slow** today.
(Say this slowly.)

Chant Guide

1. This is a call-and-response chant between you (the teacher) and your class.

Theme 4: Food and Nutrition

Term 1 Week 12

Vocabulary

1. ill
2. run
3. slow
4. fast
5. strong
6. weak

Vocabulary to Revise

- good
- walk

Structures

Where are you today?

I am at school.

We are at school.

Where were you yesterday?

I was at school/at home.

Who did not come to school yesterday/today?

___ did not come to school yesterday/today.

Who came to school yesterday/today?

___ came to school yesterday/today.

Who was at school yesterday?

___ was at school yesterday.

Structures to Revise

this morning

yesterday

today

Introduce vocabulary.

1. What are the boys doing? (*I don't know.*) They are running.
2. (*Point to the fastest boy.*) This boy is fast. (*Point to the slower boys.*) These boys are slow.
3. (*Ask one pupil.*) Are you fast? Yes, I am./No, I am not.
4. I eat good food. (*Hold up your arm to show your muscle.*) I am strong.
5. (*Point to the slow boys in the race.*) These boys don't eat good food. They are slow and weak.

Introduce structures.

1. Where are they? They are at school.
2. Where are you? We are at school.
3. What is James saying? (*I don't know.*) He is asking, "Where were you yesterday?"
4. What is Sam saying? (*I don't know.*) He is saying, "Yesterday I was at home."
5. (*Point to a pupil who did not come to school yesterday but is at school today.*) Who did not come to school yesterday? ___ did not come to school yesterday.
6. (*Point to the seat of a pupil who did not come to school today.*) Who did not come to school today? ___ did not come to school today.
7. (*Point to pupil who came to school yesterday.*) You were at school yesterday. You were at school yesterday. And you were at school yesterday. Yesterday you came to school.
8. (*Ask all the pupils.*) Who came to school yesterday? Raise your hand.
9. (*Ask all the pupils.*) Who did not come to school yesterday? Raise your hand.
10. (*Ask all the pupils.*) Who came to school today? Raise your hand. (*Everyone should raise their hand!*)

Revise vocabulary and structures.

1. Is Sarah walking? No, she is not. Is she running? No, she is not.
2. Where are you today? I am at school.
3. *Have pupils ask each other, "Where were you yesterday?" They should answer, "I was at school./I was at home."*

Sub-theme 4.3: Effects of Poor Food

Term 1 Week 12

Phonics

1. Revision week: Revise **A, B, C, D, E, G, I, K, L, N, P, S, T,** and **U.**
2. Wednesday revision activities:
 - Revise the Alphabet Song (2 minutes).
 - Word building (10 minutes)

b	u	n
l	i	s
d	a	p
t	e	k
c	g	

Built words:
bus, bin, land, pit,
desk, ten,
cup, cut, leg

- Spelling (10 minutes)

References

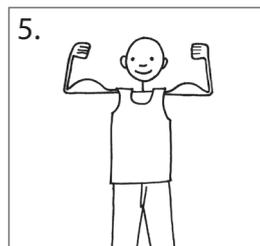
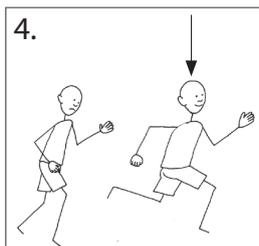
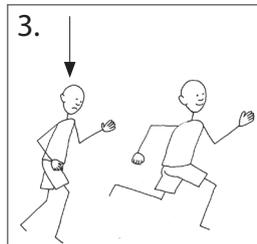
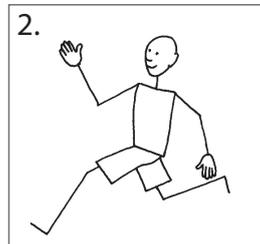
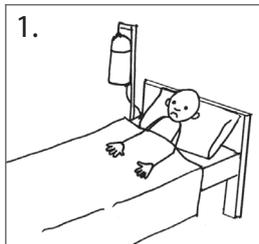
NPSCU Teacher's Guide

- Competences for Assessment, page 74
- Scheme of Work, pages 117-118
- Lesson Plan Guidelines, not available

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Vocabulary Picture Cards



Vocabulary Guide

1. litkom
2. ḡwęc
3. mot
4. dwir
5. tek
6. görö

Term 1 Summative Assessments

Term 1 Week 13

Receptive and Active Vocabulary

Receptive vocabulary is words that we understand but cannot always remember and say.

Active vocabulary is words that we can name when asked and when we need to communicate them.

Types of Assessments

Pupils' assessments for the term should come from the Continuous Assessment Monitoring Form (see page 120). If any pupils have not had a chance to demonstrate their competences to you during the term, this week you should do these summative assessment activities with them. Use the Record-Keeping Sheet on page 119 to record the pupils' marks.

There are five types of assessments:

1. Vocabulary and Structures
2. Listening and Speaking
3. Letter Recognition
4. Reading
5. Writing

All of the assessments except Letter Recognition are worth 20 points. Mark as follows:

- 14-20 points = BA (*Ber atek* for superior performance)
- 9-13 points = BB (*Beber* for satisfactory performance)
- 0-8 points = AA (*Amito akönyö* for needs more work)

Letter Recognition is worth 10 points. Mark as follows:

- 7-10 points = BA (*Ber atek* for superior performance)
- 5-6 points = BB (*Beber* for satisfactory performance)
- 0-4 points = AA (*Amito akönyö* for needs more work)

Vocabulary and Structures Assessment (20 points)

During this assessment you will evaluate pupils' ability to identify (*point to*) and name vocabulary words in the primer and use proper structures in their oral answers. (*The page for the corresponding weekly lesson in this teacher's guide is given in parentheses.*)

1. Receptive vocabulary: You will test pupils on the vocabulary from the five different weeks listed below. Open the primer to the week and say, "Point to ___-ing" if the picture is an action, or say "Point to the ___" if the picture is a thing. Have the pupil point to the following:

Week 2 (page 7): exercise book, compound

Week 3 (page 9): stealing, thief

Week 4 (page 11): children, parents

Week 5 (page 13): man, bed

Week 6 (page 15): writing, cooking

Term 1 Summative Assessments

Term 1 Week 13

2. Active vocabulary and structures: You will ask the pupil to give 10 different vocabulary words from different lessons in the primer. Open the primer to the week listed below, point to a vocabulary picture and if it is an item, ask, "What is this?" or "What are these?" The pupil should answer with the structure, "It is a ___" or "They are ___." If it is an action, ask, "What is he/she doing?" The pupil should respond, "He/she is ___-ing." You should also accept a short answer of "___-ing." Have the pupil name the following vocabulary pictures:

Week 7 (page 17): see, touch

Week 8 (page 19): pit, today

Week 9 (page 21): get up, toothbrush

Week 10 (page 23): cabbage, greens

Week 11 (page 25): food, buy

Score as follows:

- Give pupils 1 point each time they point to the correct picture or give the correct vocabulary word with the correct structure.
- Give pupils half a point (0.5) each time they name the correct vocabulary word but use the structure incorrectly or not at all. For example, you point to a picture of a man and ask, "What is this?" and the pupil answers "Man./It is man./It a man./They are a man." etc, not "It is a man./He is a man."
- Give pupils half a point each time they use the correct structure but not the correct vocabulary word. For example, you point to the "getting up" picture card in the primer and ask, "What is he doing?" and the pupil answers, "He is getting dressed."

Term 1 Summative Assessments

Term 1 Week 13

Listening and Speaking Assessments (20 points)

There are two listening and speaking assessments:

- Getting to Know You (4 points)
- Talking about Big Pictures (16 points)

(The page for the corresponding weekly lesson in this teacher's guide is given in parentheses.)

Getting to Know You (4 points)

First ask the pupil these questions from different weekly lessons. (Do not show any pictures.) He or she should answer with the structure shown in parentheses.

1. Week 3 (page 8): (Ask one of the following.) Do you like singing/drawing/speaking English/dancing? *(Yes, I do./No, I don't.)*
2. Week 6 (page 14): What do you do every day? *(Every day I ____./I ____ every day.)*
3. Week 8 (page 18): What did you do yesterday? *(I ____ yesterday./Yesterday I ____.)*
4. Week 12 (page 26): Where were you yesterday? *(I was at school./I was at home./I was home.)*

Score as follows:

- Give pupils 1 point for each correct answer.

Talking about Big Pictures (16 points)

Ask the pupil a question below and score their answer. Then ask the pupil to ask you a similar type question by saying, "Ask me." (If a pupil doesn't understand what you mean by "Ask me," explain.) After the pupil asks you the question, answer it. Each answer from the pupil is worth 2 points, and each question he or she asks is also worth 2 points.

- Week 5 (page 12): Ask "What does a driver do?" The pupil should answer with the structure, "A driver drives." The pupil should ask you about a different profession in the picture.
- Week 7 (page 16): Ask, "How many fingers does he have?" The pupil should answer with the structure, "He has 10 fingers." The pupil should ask you a similar question, like "How many arms does he have?" or "How many fingers do you have?"
- Week 8 (page 18): Ask, "Did James collect bottles yesterday?" The pupil should answer, "Yes, he did." Have the pupil ask you a similar question about one of the other pictures in the big picture.
- Week 11 (page 24): Ask one of these questions: "What does James/his mother/his father have?" The pupil should answer with the structure, "He/she has some/a ____." Have the pupil ask you about a different person in the picture.

Term 1 Summative Assessments

Term 1 Week 13

Score as follows:

- Give pupils 2 points for each answer that has the correct structure and vocabulary.
- Give pupils 2 points for each question they ask correctly.
- Give pupils 1 point for using the correct structure but not the right vocabulary in their answer or question. For example, if you ask, "What does a driver do?" and the pupil answers, "A driver drivers."
- Give pupils 1 point for using the correct vocabulary but not the right structure in their answer or question. For example, if you ask, "What does a driver do?" and the pupil answers, "Drives./He (or she) drive./ He is driving./Driver drive.", give one point because the pupil understood the question and had the vocabulary ("drive") to answer it, but she didn't have the right structure.

Term 1 Summative Assessments

Term 1 Week 13

Reading and Writing Assessments

There are three reading and writing assessments:

- Letter recognition (10 points)
- Reading (20 points)
- Writing (20 points)

Letter Recognition Assessment

Show the pupils the letters below. Say, "Point to the (letter name)."
Ask them in random order to point to the 10 letters.

D N P A S C E H U G

Score as follows:

- Give pupils 1 point if they point to the correct letter within about five seconds.

Reading Assessment (20 points)

During this assessment, you will evaluate the pupil's ability to blend words.

Point to these spelling words and have the pupil pronounce the sound of each letter in the word and then blend the sounds to read the word. If the pupil can sight-read the word, that is excellent!

1. pot
2. man
3. bed
4. pit
5. red
6. cup
7. big
8. ill
9. sell
10. hand

Score as follows:

- Give pupils 2 points for each word they read correctly.
- Give pupils 1 point for any word they read partly correctly (like saying "pat" or "dot" for "pot").

Writing Assessment (20 points)

During this assessment, you will evaluate the pupil's ability to segment and spell words. Do not let the pupil see the words for this assessment.

Term 1 Summative Assessments

Term 1 Week 13

Say each word below and have the pupil write it on a piece of paper.

1. top
2. in
3. sad
4. mat
5. ten
6. neck
7. fat
8. leg
9. dog
10. and

Score as follows:

- Give pupils 2 points for each correctly spelled word.
- Give pupils 1 point if they spell only part of a word correctly.

Completing the Parent Report Card

You will fill out the Parent Report Card shown on the next page for each of your pupils at the end of the term. The English competences are listed at the bottom in the last section. How you grade your pupils at the end of the term is based on a combination of the daily, weekly and termly assessments you have done. We will use the following terms to represent the grade each pupil achieves:

Grade

BA = *Ber Atek* (Superior performance)

BB = *Beber* (Satisfactory performance)

AA = *Amito Akönyä* (Needs more work)

Be sure to add a few comments in the space provided about individual to the child's performance and what parents can do to support their child's learning.

Term 1 Summative Assessments

Term 1 Week 13

MINISTRY OF EDUCATION AND SPORTS

P2 Term 1 Parent Report Card

MARKS

SCHOOL: YEAR:

PUPIL'S NAME:

DAYS ATTENDED: OUT OF:

BA = BĚR ATĚK
 BB = BĚBĚR
 AA = AMĪTTÖ AKÖNYÄ

Learning Area	Competences	%	Comments
Mathematics	Counts numbers 1-40.		
	Writes number names 1-10.		
	Matches number symbols with objects.		
	Matches number symbols with objects.		
Learning Area	Competences	Marks	Comments
Literacy 1: Reading and Listening	Correctly identifies both a letter and a word and explains that a letter is a picture that represents a sound.		
	Identifies and imitates sounds in Leblango.		
	Matches pictures, letters and words correctly.		
Literacy 2: Writing and Speaking	Tells an original story to the whole class that demonstrates creativity, meaning and fluency.		
	Writes surname correctly.		
	Writes meaningful stories using pictures and the key word.		
English	Identifies words; uses sing. and plur. correctly. (Voc./Struc.)		
	Ask and answer questions correctly. (List./Speak.)		
	Recognises letters and knows their sounds. (Phonics)		
CPA	Sings songs meaningfully.		
	Draws and colours meaningfully.		
	Models objects.		
IRE	Names places of worship.		
	Talks about the importance of cleaning the body, clothes and places.		
	Practises ablution.		
CRE	Mentions gifts from God.		
	Names some of Jesus' followers.		
	Talks about parts of the body as gifts from God.		
PE	Runs in given formations.		
	Skips with ease.		
	Responds to instructions correctly.		

PUPIL'S CONDUCT: (SHARING, PLAYING WITH OTHERS AND CARING FOR SELF)

TEACHER'S COMMENTS:

TEACHER'S SIGNATURE:

REQUIREMENTS:

NEXT TERM BEGINS ON: ENDS ON:

HEAD TEACHER'S COMMENTS:

HEAD TEACHER'S SIGNATURE:

Term 2 Lessons

Sarah kede James otye onwojjo gīnī pwoy me

Lëbmunu

Tam me Aryö

Kilaci

2



A Mango Tree Primer

How to Teach: Monday

Competences

The learner will be able to:

- Chant with the teacher
- Mime actions while chanting
- Ask and answer questions about the big picture
- Read a simple story with the teacher
- Repeat the vocabulary words after the teacher in English
- Identify the vocabulary words
- Use the vocabulary words in a sentence

Methods

- 'I Do. We Do. You Do' teacher modelling
- Discussion questions
- Storytelling
- Whole group repetition

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils
- Vocabulary picture cards

Monday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none">• Distribute the primers as you sing "The Primer Song".	<ul style="list-style-type: none">• Learners sing "The Primer Song" and do the actions.
6 min.	II.	<p>Introduce the Chant</p> <ul style="list-style-type: none">• Tell learners the weekly sub-theme.• Tell learners they are going to practise a chant in English and explain what the chant is about. <i>Note: In Leblango a chant is called njät.</i>• Demonstrate the Monday verse of the chant for learners, modelling the actions as you chant.• Chant the Monday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise the chant 3 to 4 times.• Have learners practise the chant with you, performing the actions as they chant. Practise the chant together 3 to 4 times.	<ul style="list-style-type: none">• Learners listen to the teacher give instructions.• Learners listen to the teacher describe the chant.• Learners listen to the teacher perform the chant and watch the teacher demonstrate the actions.• Learners repeat each line of the chant after the teacher and copy the actions demonstrated by the teacher.• Learners perform the chant with the teacher, demonstrating the actions as they chant.

How to Teach: Monday

13 min.	III.	<p>Read a Story About the Big Picture</p> <ul style="list-style-type: none"> • Tell learners to open their primers and look at the big picture. • Using the picture discussion questions, ask learners to describe what they can see in the big picture. <i>Note: There is a picture description beside the big picture to help you understand the story that the picture is telling.</i> • Write the story on the board the way it appears in the primer. Explain the story to learners. • Read the story to the class, pointing to each word as you read it. • Read the story 3 to 4 times and have learners repeat the story after you. Pupils should use finger tracking to follow along in their primers. • Read the story 2 to 3 times with learners. • Have 1 or 2 learners come to the front of the class and 'read' the story to their classmates. • Identify the high frequency word. Practise the pronunciation of the high frequency word with learners. Use the high frequency word in a sentence. Write the sentence on the board and have learners copy the sentence in their exercise books. • Ask learners to try to use the high frequency word in a sentence. Have 1 or 2 learners say a sentence to the class. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners describe what they can see in the big picture. • Learners listen to the teacher read a story. • Learners repeat each line of the story after the teacher while finger tracking in their primers. • Learners read the story with the teacher while finger tracking in their primers. • Learners read the story to their classmates while their classmates listen to them read. • Learners identify the high frequency word and use it in a sentence.
9 min.	IV.	<p>Introduce the Vocabulary</p> <ul style="list-style-type: none"> • Hold up the vocabulary picture cards. Ask learners to identify the vocabulary words. • Say the vocabulary words in English. Have learners repeat the words after you. <i>Note: It is important to speak slowly with clear pronunciation so that learners can hear the correct pronunciation of each word.</i> • Have learners find the vocabulary words in the big picture. <i>Note: Not all of the vocabulary words can be found in the big picture.</i> • Revise the vocabulary words with learners using known structures such as "What's this?" or "What is he/she doing?" 	<ul style="list-style-type: none"> • Learners identify the vocabulary words. • Learners repeat the vocabulary words in English after the teacher. • Learners identify the vocabulary words in the big picture. • Learners practise using the new vocabulary words in a sentence.

Finger tracking

Finger tracking is a method used to teach learners directionality. It is important that learners learn to read from left to right. By placing their pointer finger directly under the word they are reading, learners are able to draw their eye to the correct part of the page. This helps them identify the word they are reading and also helps them to segment words into syllables to read them.

How to Teach: Tuesday

Competences

The learner will be able to:

- Chant with the teacher
- Mime actions while chanting
- Read a simple story
- Identify the vocabulary words
- Use the vocabulary words in a sentence
- Segment words into syllables
- Repeat the structures after the teacher
- Ask and answer questions using the structures

Methods

- 'I Do. We Do. You Do' teacher modelling
- Storytelling
- Discussion questions
- Clap the syllables
- Reciting structures
- Pair practise
- Role-play

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils
- Vocabulary picture cards

Tuesday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none">• Distribute the primers as you sing "The Primer Song".	<ul style="list-style-type: none">• Learners sing "The Primer Song" and do the actions.
5 min.	II.	Practise the Chant <ul style="list-style-type: none">• Demonstrate the Tuesday verse of the chant for learners, modelling the actions as you chant.• Chant the Tuesday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise the chant 3 to 4 times.• Have learners practise the chant with you, performing the actions as they chant. Practise the chant together 3 to 4 times.	<ul style="list-style-type: none">• Learners listen to the teacher perform the chant and watch the teacher demonstrate the actions.• Learners repeat each line of the chant after the teacher and copy the actions demonstrated by the teacher.• Learners perform the chant with the teacher, demonstrating the actions as they chant.

How to Teach: Tuesday

6 min.	III.	<p>Read a Story About the Big Picture and Review the Vocabulary</p> <ul style="list-style-type: none"> • Tell learners to open their primers and look at the big picture. • Write the story on the board the way it appears in the primer. Read the story to the class, pointing to each word as you read it. • Read the story 2 times and have learners repeat the story after you. Pupils should use finger tracking to follow along in their primers. • Read the story 2 to 3 times with learners. • Have 1 or 2 learners come to the front of the class and 'read' the story to their classmates. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners listen to the teacher read a story. • Learners repeat each line of the story after the teacher while finger tracking in their primers. • Learners read the story with the teacher while finger tracking in their primers. • Learners read the story to their classmates while their classmates listen to them read.
6 min.	IV.	<p>Phonological Awareness: Clap the Syllables</p> <ul style="list-style-type: none"> • Say each of the vocabulary words slowly and clearly. • Tell learners to put their hand under their chin and repeat the vocabulary words after you. (This is a good way to teach learners how to identify syllables because they will feel how many times their mouth moves up and down to pronounce the word.) • After each word ask learners to identify the number of syllables. <i>Note: It is important to explain to learners that a syllable is a single uninterrupted sound and that a word can be made up of one or more syllables.</i> • Tell learners to clap the syllables of the word with you. You should clap for each syllable. For example, doc/tor is 2 syllables so you would clap twice. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners review the English vocabulary words with the teacher. • Learners practise pronunciation by speaking slowly and clearly to identify syllables. • Learners clap the syllables of the vocabulary words to practise phonological awareness.
11 min.	V.	<p>Introduce the Structures</p> <ul style="list-style-type: none"> • Tell learners that they are going to practise speaking in English and explain the first pair of structures to learners. • Model the structures for learners. Use the vocabulary picture cards or real objects (when available). If the structure calls for action verbs, mime the action. • Have learners repeat the structures after you. • Divide the class in two. Have one half of the class repeat the question after you. Have the other half of the class repeat the response. Do this again, but the second time have learners switch roles. • Hold up the vocabulary picture cards. Ask learners to say the structure using the vocabulary word you are showing them. • Have learners form pairs and practise the structures by asking and responding to questions. Correct mistakes when you hear them. • Invite different pairs of learners to role-play the structures in front of the class. Offer corrective feedback. • Repeat the steps with the second pair of structures. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners watch the teacher model the structures. • Learners repeat the structures after the teacher. • Learners review the vocabulary words using the structures. • Learners practise using the structures in groups and in pairs. • Learners practise the structures using the different vocabulary words. • Learners role-play the structures and watch their classmates role-play.

How to Teach: Wednesday

Note to Teachers
 You should use the Continuous Assessment Monitoring Form to record learners' competences. Assessment can be done throughout the week; it is not limited to Friday. Check the weekly continuous assessment activities for details on how to do this.

Competences

The learner will be able to:

- Chant with the teacher
- Mime actions while chanting
- Name letters
- Identify the sound or sounds of letters and diagraphs
- Write letters and diagraphs

Methods

- 'I Do. We Do. You Do' teacher modelling
- Whole group repetition
- Air writing
- Total physical response

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils

Wednesday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> • Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> • Learners sing "The Primer Song" and do the actions.
6 min.	II.	<p>Practise the Chant</p> <ul style="list-style-type: none"> • Demonstrate the Wednesday verse of the chant for learners, modelling the actions as you chant. • Chant the Wednesday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise the chant 3 to 4 times. • Have learners practise the chant with you, performing the actions as they chant. Practise the chant together 3 to 4 times. 	<ul style="list-style-type: none"> • Learners listen to the teacher perform the chant and watch the teacher demonstrate the actions. • Learners repeat each line of the chant after the teacher and copy the actions demonstrated by the teacher. • Learners perform the chant with the teacher, demonstrating the actions as they chant.

How to Teach: Wednesday

7 min.	III.	<p>Letter Names</p> <ul style="list-style-type: none"> • Write the small and capital form of the weekly letters on the blackboard as they appear in the primer. Tell learners the letter names. Have learners repeat the letter names after you. • Demonstrate how to write the letters in the air. • Have learners practise air writing with you. They should chant the letter name as they write it. Note: <i>Do not do these steps with diagraphs.</i> • Have learners open their primers and look at the letters and/or diagraphs. Have learners trace the letters with their fingers and say the letter names. • Have learners write the weekly letters and/or diagraphs in their exercise books. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners repeat the letter names after the teacher. • Learners watch the teacher demonstrate air writing. • Learners practise air writing the capital and small letters with the teacher. • Learners trace the letters in their primers. • Learners chant the letter names. • Learners write the weekly letters and/or diagraphs in their exercise books.
8 min.	IV.	<p>Letter Sounds</p> <ul style="list-style-type: none"> • Introduce the letter and/or diagraph sound and action: "the ____ says (sound)," "A way to help us remember this is to (action)." • Have learners repeat the sound after you and copy the action. • Say, "What does the letter say?" and have learners demonstrate the letter sound and action. • Repeat this process for the second sound. • Select 2 learners to 'be the teacher'. Have them come to the front of the class and point to the letters and/or diagraphs and ask learners, "What does the letter say?" Learners should respond by demonstrating the letter sound and action. • Ask individual learners or groups of learners to demonstrate the sounds and actions. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners repeat the letter sound and action after the teacher. • Learners identify the letter sound and action. • Learners play "What does the letter say?" • Individual learners and small groups of learners demonstrate the sounds and actions.
7 min.	V.	<p>Letter Sounds II</p> <ul style="list-style-type: none"> • Draw the word building table on the blackboard. • Point to a letter and say, "What does the ____ say?" and have learners demonstrate the letter sound and action (when there is an action). • Repeat this process for all of the letters and diagraphs in the table. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners review the letter sounds and actions for all letters and diagraphs in the word building table.

How to Teach: Thursday

Note to Teachers
 You should use the Continuous Assessment Monitoring Form to record learners' competences. Assessment can be done throughout the week; it is not limited to Friday. Check the weekly continuous assessment activities for details on how to do this.

Competences

The learner will be able to:

- Chant with the teacher
- Mime actions while chanting
- Name letters
- Identify the sound or sounds of letters and diagraphs
- Blend letter sounds to read words
- Write built words

Methods

- 'I Do. We Do. You Do' teacher modelling
- Whole group repetition
- Total physical response
- Word building
- Dictation

Instructional Materials:

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils

Thursday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> • Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> • Learners sing "The Primer Song" and do the actions.
5 min.	II.	<p>Practise the Chant</p> <ul style="list-style-type: none"> • Demonstrate the Thursday verse of the chant for learners, modelling the actions as you chant. • Chant the Thursday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise the chant 3 to 4 times. • Have learners practise the chant with you, performing the actions as they chant. Practise the chant together 3 to 4 times. 	<ul style="list-style-type: none"> • Learners listen to the teacher perform the chant and watch the teacher demonstrate the actions. • Learners repeat each line of the chant after the teacher and copy the actions demonstrated by the teacher. • Learners perform the chant with the teacher, demonstrating the actions as they chant.

How to Teach: Thursday

6 min.	III.	Letter Sounds <ul style="list-style-type: none"> • Draw the word building table on the blackboard. • Point to a letter and say, "What does the letter say?" and have learners demonstrate the letter sound and action (when there is an action). • Repeat this process for all of the letters and diagraphs in the table. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners review the letter sounds and actions for all letters and diagraphs in the word building table.
10 min.	IV.	Reading: Word Building <ul style="list-style-type: none"> • Model how to blend letters to read a word. Point to the letters of the first word. As you point to each letter make the letter sound. Write the letters under the word building table until you have written the word. Now point to the built word and slowly blend the sounds together to read the word. Read the word more quickly. • Repeat this process with learners for all of the built words. • Erase the built words from below the word building table. • Select 2 to 3 learners to come to the front and build words by pointing to letters in the word building table and blending the letter sounds to say the word. • Write the words they have built below the word building table. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners watch the teacher model blending. • Learners blend letter sounds to read words. • Learners demonstrate blending letter sounds to read words while their classmates watch them.
7 min.	IV.	Spelling: Writing Built Words <ul style="list-style-type: none"> • Say a built word. Speak slowly and pronounce the word clearly. • Have learners repeat the word after you. • Have learners write the word in their exercise books. • Move around the room to see how well the learners are writing the built word. Provide corrective feedback. • Write the built word on the blackboard. Ask learners to compare the word on the board with the word they have written in their exercise books. If they have made a mistake ask them to write the word correctly. • Repeat this process for all of the built words. 	<ul style="list-style-type: none"> • Learners listen to the teacher pronounce words. • Learners say the words with teachers. • Learners write the words in their exercise books. • Learners check to see if they have spelled the words correctly.

Decodable Words

Decodable words are words that learners can separate into letter sounds. During word building we only use letters that have been taught. This allows learners to use the table to build words by blending known letter sounds together. We use these same words to practise spelling so that learners can segment the words into their letter sounds in order to write them.

How to Assess on Friday

Note to Teachers

All of today's activities are continuous assessment activities. You should use the Continuous Assessment Monitoring Form to record learners' competences as they do the activities. Check the weekly continuous assessment activities for details on how to do this.

Competences

The learner will be able to:

- Identify the vocabulary words
- Use the vocabulary words in a sentence
- Ask and answer questions using the structures
- Segment words into syllables
- Correctly pronounce words in a chant
- Mime actions in a chant
- Identify letters by name
- Identify letter and diagraph sounds
- Blend letter sounds to read words
- Write built words

Methods:

- 'I Do. We Do. You Do' teacher modelling
- Continuous assessment activities

Instructional Materials:

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils
- Vocabulary picture cards

How to Assess on Friday

Friday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none">Distribute the primers as you sing "The Primer Song".	<ul style="list-style-type: none">Learners sing "The Primer Song" and do the actions.
8 min.	II.	Vocabulary and Structures Assessment <ul style="list-style-type: none">Look at the week's continuous assessment activities. Each week there are 2 vocabulary and structure based activities to assess learner competences. Perform these activities with learners.Provide corrective feedback to learners.Use the Continuous Assessment Monitoring Form to record learners' performance.	<ul style="list-style-type: none">Learners listen to the teacher give instructions.Learners perform the continuous assessment activities.
8 min.	III.	Listening and Speaking Assessment <ul style="list-style-type: none">Look at the week's continuous assessment activities. Each week there are 2 listening and speaking based activities to assess learner competences. Perform these activities with learners.Provide corrective feedback to learners.Use the Continuous Assessment Monitoring Form to record learners' performance.	<ul style="list-style-type: none">Learners listen to the teacher give instructions.Learners perform the continuous assessment activities.
12 min.	IV.	Reading and Writing Assessment <ul style="list-style-type: none">Look at the week's continuous assessment activities. Each week there are 2 reading and writing based activities to assess learner competences. Perform these activities with learners.Provide corrective feedback to learners.Use the Continuous Assessment Monitoring Form to record learners' performance.	<ul style="list-style-type: none">Learners listen to the teacher give instructions.Learners perform the continuous assessment activities.

Term 2: Key English Competences

Vocabulary and Structures

Vocabulary and structure competences in term 2 focus on developing learners' knowledge of words – the ingredients of language – and structures – the rules for putting the words together. Vocabulary and structures are the foundation of language, both oral and written.

Listening and Speaking

Listening and speaking competences in term 2 are focused on developing learners' oral language skills, both receptive (listening) and active (speaking). Asking and answering questions about the thematic topic is another focus of the term. This includes activities that build new vocabulary through reciting common structures. Reciting chants allows pupils to practise their pronunciation and identify vocabulary words with actions. By segmenting vocabulary words into syllables, pupils practise phonemic awareness.

Reading and writing

Reading and writing competences in term 2 are focused on developing learners' written language skills. In P2 English we build on learners' literacy skills in Leblango and transfer them to English. We start by teaching learners the sounds that English letters make as well as their English names and then move on to blending letters to read and segmenting letters to spell and write correctly.

Overview of the Term 2 English Competences

The three tables below provide a list of the key English competences we expect learners to demonstrate during Term 2. The tables are divided into three basic skill areas: vocabulary and structures, listening and speaking, and reading and writing. Beside each table is a brief overview of the skills you will focus on this term. The columns are listed from Week 1 to Week 12. Week 1 is a review week. Each column represents one week in the term. The shaded boxes indicate when you will ask learners to demonstrate these competences in class.

TERM 2		WEEK											
NO.	VOCABULARY AND STRUCTURES <i>By the end of Term 2 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12
1	Identify the vocabulary words.												
2	Demonstrate actions for the weekly vocabulary words.												
3	Use the weekly vocabulary words in a sentence.												

TERM 2		WEEK											
NO.	SPEAKING AND LISTENING <i>By the end of Term 2 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12
1	Use the week's structure to ask questions.												
2	Use the week's structure to answer questions.												
3	Segment words into syllables.												
4	Pronounce words in a chant.												

TERM 2		WEEK											
NO.	Reading and Writing <i>By the end of Term 2 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12
1	Recognize letters and their names.												
2	Know and demonstrate the sound a letter or diagraph makes.												
3	Write the capital and small forms of letters.												
4	Blend letters together to read words.												
5	Write built words.												

What is a competence?

The MoES assessment guidelines emphasize the development of specific skills that learners can demonstrate in class. The Ministry wants teachers to ask the question, "What can my learners do?" A competence is a skill or ability that a learner can demonstrate to the teacher. The MoES organizes English competences into four key skill areas: listening, speaking, reading and writing.

Revision Week

Term 2 Week 1: Monday

Picture Description

Sarah and James are at the football pitch at Sarah's school. They are watching a race. One boy is very fast and has won the race. The other boys are slower. Sarah is comparing the different runners. Some are slow, others are fast. Some are strong, others are weak. Some are fat, others are thin.

Picture Story

Sarah and James are at the school.

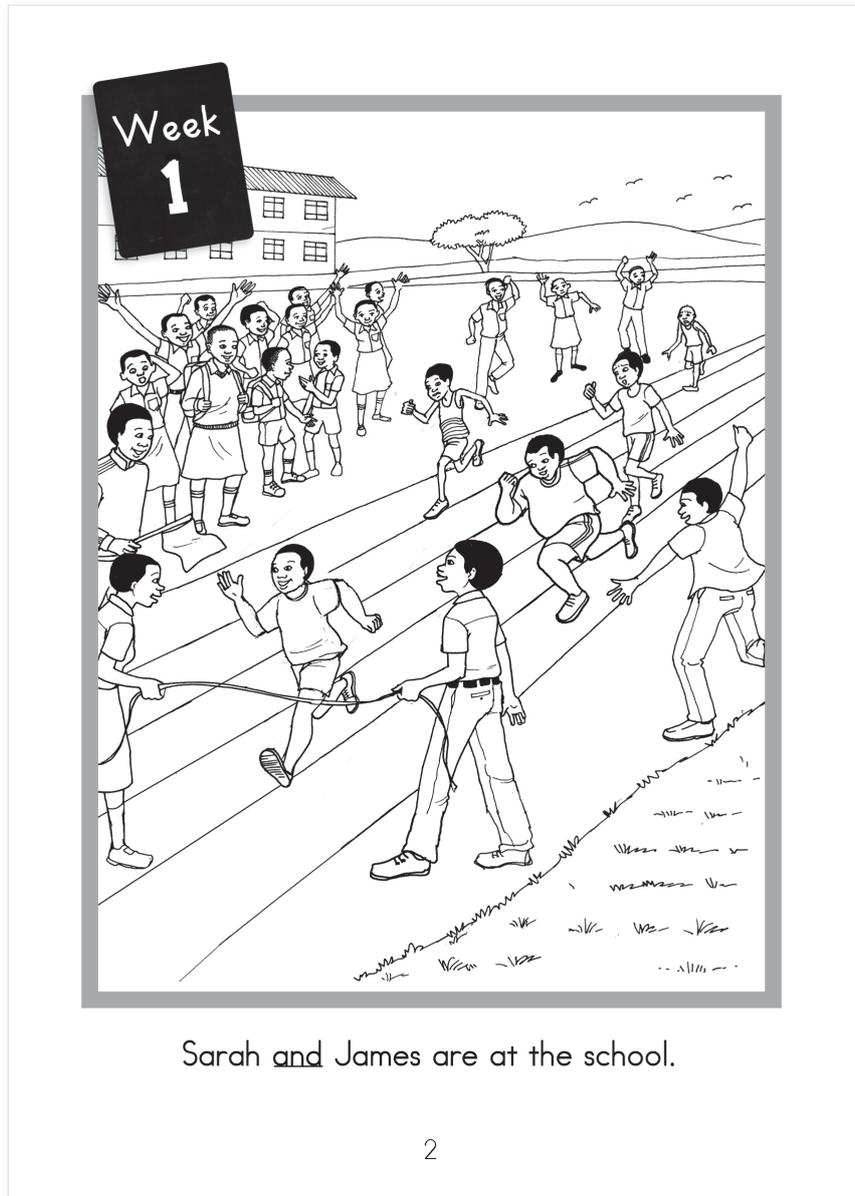
HFV: and

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

walk
run
teacher
boys
girls



New Vocabulary

1. fast
2. slow
3. strong
4. weak
5. fat
6. thin

Phonological Awareness

1. fast (1 syllable)
2. slow (1 syllable)
3. strong (1 syllable)
4. weak (1 syllable)
5. fat (1 syllable)
6. thin (1 syllable)

Letter Names and Sounds

Letter Names

Aa Bb Dd Ee

Ff Gg Ii Ll

Oo Pp Tt Uu

Letter Name and Sound Activities

This is a revision week. Draw all of the letters listed here on the blackboard. Point to the letters and have pupils identify the letter names. Point to the letters again and have pupils identify the letter sounds. (7 minutes)

Note to Teacher

This is a revision week. You will review the letter names and letter sounds taught in Term 1 Week 10.

Word Building

f	g	l	d
a	e	o	u
i	t	b	p

flag left bag dig
pig dog gun fat

Word Building Activities

This is a revision week. After reviewing the letter names and sounds it is time to practise word building.

Draw the word building table on the blackboard. Point to the letters and revise all of the letter sounds in the table. (5 minutes)

Point to letters and have pupils blend them together to make the built words listed below the table. After pupils pronounce the letters, write the letters below the table. When the word is complete read it together. Review the meaning of the different words with pupils. (9 minutes)

Have pupils spell the built words in their exercise books. (8 minutes)

Revision Week

Term 2 Week 1: Wednesday

Letter Name and Sound Activities

This is a revision week. Draw all of the letters listed here on the blackboard. Point to the letters and have pupils identify the letter names. Point to the letters again and have pupils identify the letter sounds. (7 minutes)

Letter Names and Sounds

Letter Names

Aa Cc Dd Ee

Hh Ii Kk Ll

Nn Oo Pp Ss

Note to Teacher

This is a revision week. You will review the letter names and letter sounds taught in Term 1 Week 11.

Word Building Activities

This is a revision week. After reviewing the letter names and sounds it is time to practise word building.

Draw the word building table on the blackboard. Point to the letters and revise all of the letter sounds in the table. (5 minutes)

Point to letters and have pupils blend them together to make the built words listed below the table. After pupils pronounce the letters write the letters below the table. When the word is complete read it together. Review the meaning of the different words with pupils. (9 minutes)

Have pupils spell the built words in their exercise books. (8 minutes)

Word Building

c	l	s	d
e	a	o	i
k	h	p	n

sand hand clinic help
land hold son pin

Letter Names and Sounds

Letter Names

Aa Bb Cc Dd

Ee Gg Ii Kk

Ll Nn Pp Ss

Tt Uu

Word Building

b	l	d	t	c
u	i	a	e	g
n	s	p	k	

bus bin desk ten
cup cut leg sit

Letter Name and Sound Activities

This is a revision week. Draw all of the letters listed here on the blackboard. Point to the letters and have pupils identify the letter names. Point to the letters again and have pupils identify the letter sounds. (7 minutes)

Note to Teacher

This is a revision week. You will review the letter names and letter sounds taught in Term 1 Week 12.

Word Building Activities

This is a revision week. After reviewing the letter names and sounds it is time to practise word building.

Draw the word building table on the blackboard. Point to the letters and revise all of the letter sounds in the table. (5 minutes)

Point to letters and have pupils blend them together to make the built words listed below the table. After pupils pronounce the letters write the letters below the table. When the word is complete read it together. Review the meaning of the different words with pupils. (9 minutes)

Have pupils spell the built words in their exercise books. (8 minutes)

Theme 5: Our Environment

Term 2 Week 2

Picture Description

James is visiting a traditional farm. There is a pig with piglets suckling under a mango tree; a cow with a calf is in the grass nearby. A monkey is in the tree. A dog is playing with her puppies. There is a goat with a kid too. The farmer and James are feeding the birds.

Picture Story

James is at the farm. There is no rain.

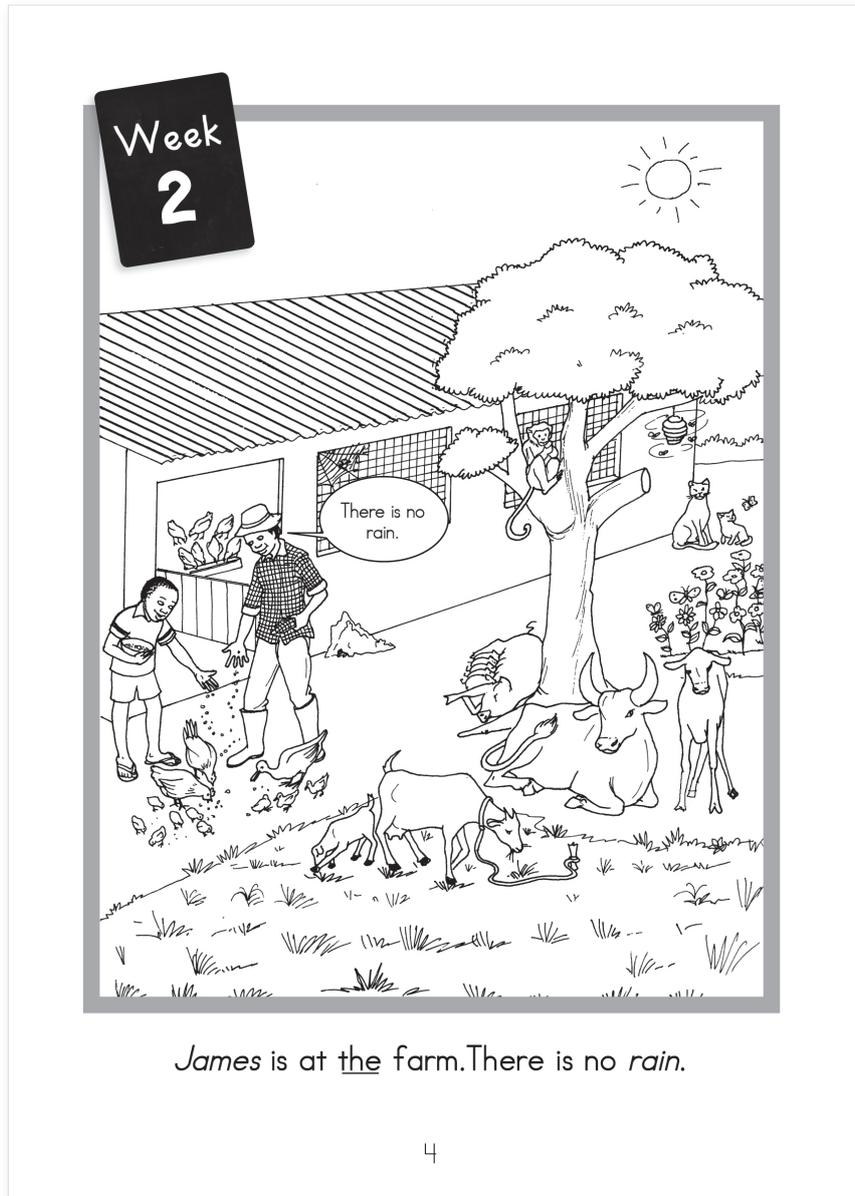
HFW: the

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

animal
farmer
pig
cow
chicken
dog
tree
grass



New Vocabulary

1. pig-piglet
2. cow-calf
3. goat-kid
4. duck-duckling
5. chicken-chick
6. dog-puppy

Phonological Awareness

- | | |
|---------------------------|-------------------------|
| 1. pig (1 syllable) | pig/let (2 syllables) |
| 2. cow (1 syllable) | calf (1 syllable) |
| 3. goat (1 syllable) | kid (1 syllable) |
| 4. duck (1 syllable) | duck/ling (2 syllables) |
| 5. chick/en (2 syllables) | chick (1 syllable) |
| 6. dog (1 syllable) | pupp/y (2 syllables) |

Sub-theme 5.1: Common Animals

Term 2 Week 2

Chant: *Animals!*

- Monday:** On the farm,
On the farm,
What can you see?
I can see a pig with piglets!
I can see a cow with a calf!
That's what I can see!
- Tuesday:** On the farm,
On the farm,
What can you see?
I can see a hen with chicks!
I can see a goat with a kid!
That's what I can see!
- Wednesday:** On the farm,
On the farm,
What can we see?
We can see a dog with puppies!
We can see a duck with ducklings!
That's what we can see!
- Thursday:** On the farm,
On the farm,
What can we see?
We can see a cat with kittens!
We can see a monkey!
That's what we can see!

Structures

What is the young of a ___?

The young of a ___ is a ___.

Is the ___ bigger/smaller than the ___?

Yes it is.

No it is not.

Review Structures

What can you see?

I can see ___.

How many ___ can you see?

I can see ___.

Chant Guide

1. Pupils mime looking with a hand over their eyes each time they say 'see'.
2. Pupils make the sounds for each animal after naming them in the chant.
(Eg. We can see a dog with puppies! Woof, woof)

Theme 5: Our Environment

Term 2 Week 2

Letter Names and Sounds Activities

Pupils identify the letter name (not the diagraph).

Pupils identify the letter and diagraph sounds.

Pupils practise the letter and diagraph sounds using the sound actions.

Pupils write the letters and diagraphs in their exercise books.

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building Activities

Pupils revise all of the sounds in the word building table.

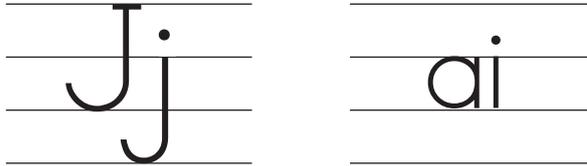
Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

j (as in jam)

ai (as in rain)

Sound Actions

For 'j', wobble like jelly as you repeat 'j, j, j'.

For 'ai', children cup their hand to their ear as if they cannot hear and say 'ai'?

Word Building

j	i	r	e
n	ai	t	l

jet tail rain
jail nail train

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Ask and answer questions about size.
- Pronounce words in a chant or song.

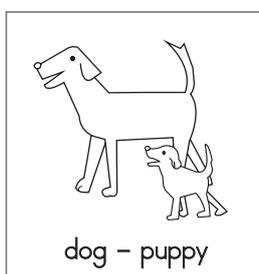
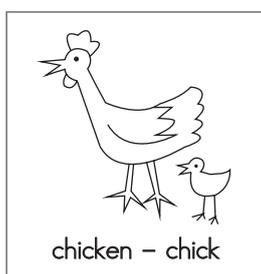
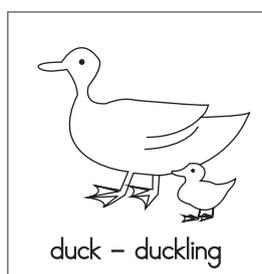
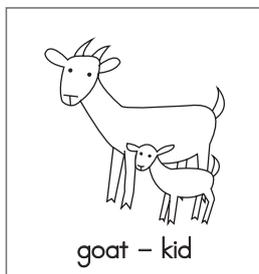
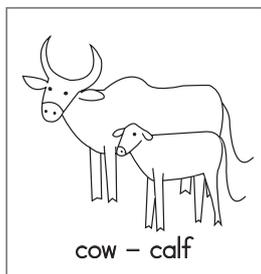
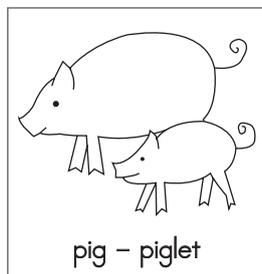
Reading and Writing

- Write the capital and small forms of letters.
- Know and demonstrate the sound a letter and/or diagraph makes.

Sub-theme 5.1: Common Animals

Term 2 Week 2

Vocabulary Picture Cards



Vocabulary Guide

1. pünü-atinpünü
2. dyaŋ-atindyŋ
3. dyël-atindyël
4. atudi-atinatudi
5. gwënö-atिंगwënö
6. gwok-atिंगwok

References

NPSCU Teacher's Guide

- Competences for Assessment, page 75
- Scheme of Work, pages 119-120
- Lesson Plan Guidelines, pages 122-123

NPSCU Curriculum Scope and Sequence

- Page 26

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct picture in their primers.
- Ask pupils, "How many ____ can you see?" Note whether pupils are able to respond correctly using the structure, "I can see ____".

Speaking and Listening

- Have pupils ask each other, "Is the ____ bigger/smaller than the ____?" Pupils should answer with, "Yes it is" or "No it is not." Note whether they ask and answer the question correctly.
- Have pupils recite the chant. Note whether pupils are able to recite the words with correct pronunciation.

Reading and Writing

- Say the letters of the week and have pupils write them in their exercise books. Note whether pupils write the letters correctly.
- Chant "What does the letter say?" and have pupils identify the letter and/or diagraph sounds. Note whether they identify the correct sounds.

Theme 5: Our Environment

Term 2 Week 3

Picture Description

James is still at the farm. He is not happy. There are too many insects! A mosquito is on his arm, a bee is buzzing around his head and ants are coming towards him. He can see grasshoppers, cockroaches and butterflies too. James is holding a rope in his hand that has snapped. The goat is running around in the grass and he needs help to catch it.

Picture Story

I will tie up the goat.

HFWS: I

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

farmer
arm
head
leg
hand
nose
foot
goat



Vocabulary

1. mosquito
2. bee
3. ant
4. spider
5. butterfly
6. cockroach

Phonological Awareness

1. mo/squi/to (3 syllables)
2. bee (1 syllable)
3. ant (1 syllable)
4. spi/der (2 syllables)
5. butt/er/fly (3 syllables)
6. cock/roach (2 syllables)

Sub-theme 5.2: Common Insects

Term 2 Week 3

Chant: *Go Away Insects!*

Monday: A mosquito is on his arm!
A mosquito is on his arm!
Buzz, buzz insect!
Don't bite him!

Tuesday: A bee is by his head!
A bee is by his head!
Buzz, buzz insect!
Don't bite him!

Wednesday: A spider is on his foot!
A spider is on his foot!
Go, go insect!
Don't bite him!

Thursday: An ant is on his leg!
An ant is on his leg!
Go, go insect!
Don't bite him!

Structures

Where is the ___?

It is on/in/under the ___.

Do you like ___?

Yes I do.

No I do not.

Review Structures

How many ___ can you see?

I can see ___.

Is the ___ bigger/smaller than the ___?

Yes it is.

No it is not.

Chant Guide

1. Pupils touch the body parts each time they name them (arm, head, foot, leg).
2. Pupils mime flying when they say 'buzz, buzz'.
3. Pupils mime jogging when they say 'go, go'.
4. Pupils wag their fingers each time they say 'Don't bite him!'

Theme 5: Our Environment

Term 2 Week 3

Letter Names and Sounds Activities

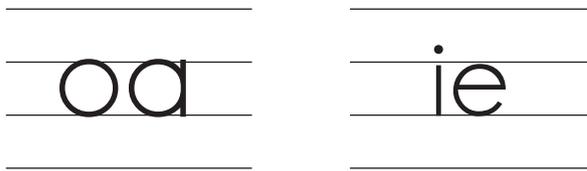
Pupils identify the diagraph sounds.

Pupils practise the diagraph sounds using the sound actions.

Pupils write the diagraphs in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

oa (as in goat)

ie (as in pie)

Sound Actions

For 'oa' bring hand to mouth and look shocked.

For 'ie' make a soldier salute with your hand to your head.

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

g	l	ie	t
b	oa	p	c

pie tie lie
boat goat coat

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Ask and answer questions about location.
- Ask and answer questions about likes and dislikes.

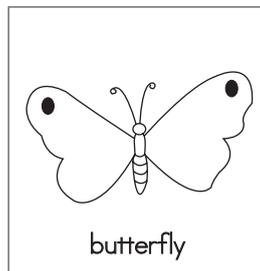
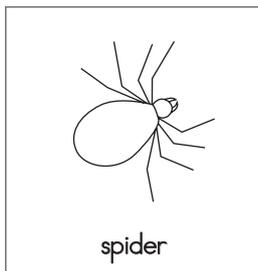
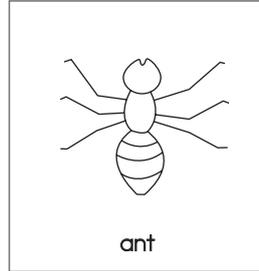
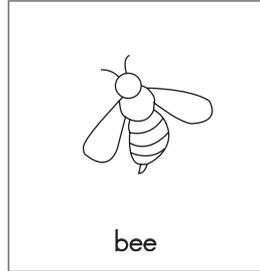
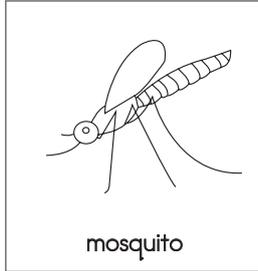
Reading and Writing

- Know and demonstrate the sound a diagraph makes.
- Blend letters together to read words.

Sub-theme 5.2: Common Insects

Term 2 Week 3

Vocabulary Picture Cards



Vocabulary Guide

1. ober
2. kic
3. njinjin
4. otetyem
5. apwöpwör
6. nyenyë

References

NPSCU Teacher's Guide

- Competences for Assessment, page 75
- Scheme of Work, pages 120-121
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 26-27

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct picture in their primers.
- Ask pupils, "What is this?" while holding up the vocabulary picture card. Note whether pupils are able to respond using the structure, "It is a ____" and the correct vocabulary word.

Speaking and Listening

- Have pupils ask each other, "Where is the ____?" Pupils should answer with, "It is on/in/under the ____." Note whether they ask and answer the questions correctly.
- Using the big picture have pupils ask each other, "Do you like ____?" and answer with, "Yes I do" or "No I do not." Note whether they ask and answer the questions correctly.

Reading and Writing

- Chant "What does the letter say?" and have pupils identify the letter and/or diagraph sounds. Note whether they identify the correct sounds.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to read the word correctly.

Theme 5: Our Environment

Term 2 Week 4

Picture Description

On the farm again! There is a maize field, millet field and a bean field in the background. The farmer is planting seeds in the ground by the millet field. James is helping by pulling out weeds from a flower bed nearby. The flowers have leaves on them.

Picture Story

He weeds for the farmer.

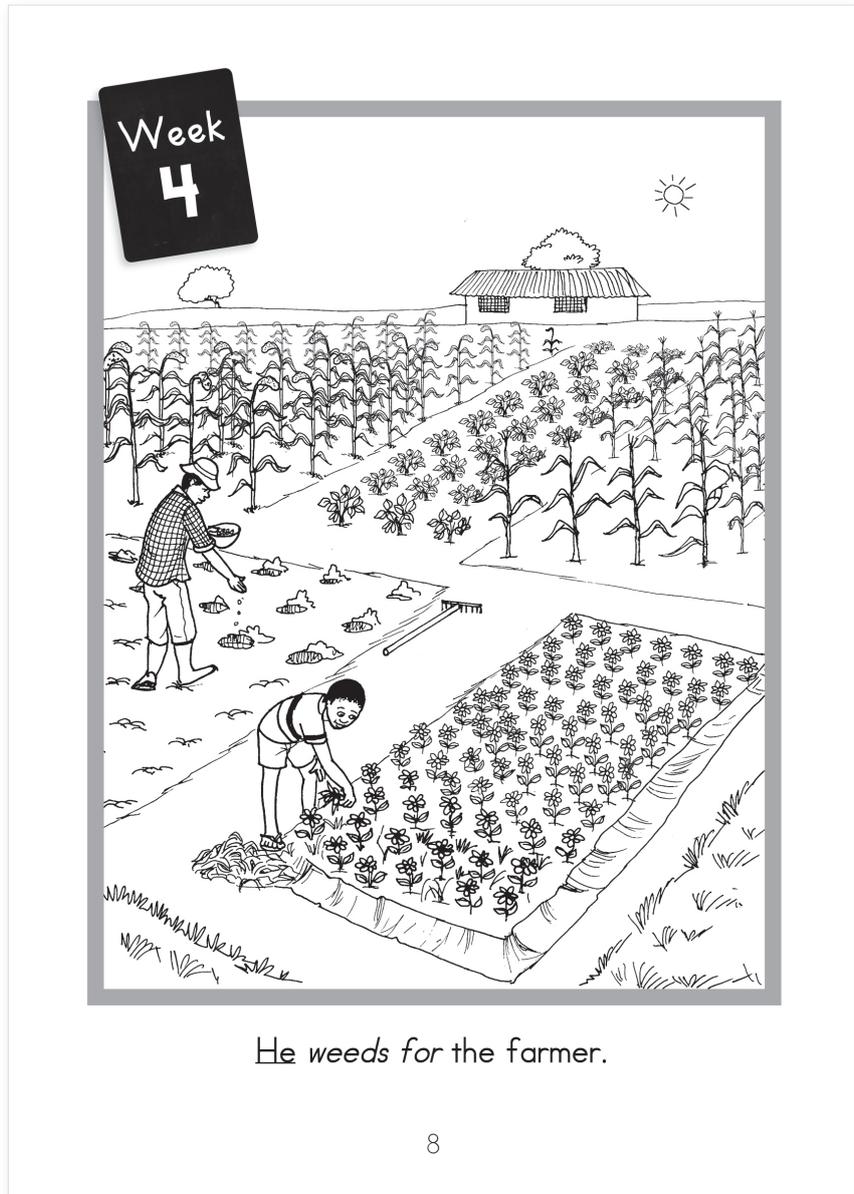
HFW: He

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

farmer
flower
weeding
planting
farming
plants
soil



He weeds for the farmer.

8

Vocabulary

1. beans
2. millet
3. maize
4. leaves
5. weeds
6. seeds

Phonological Awareness

1. beans (1 syllable)
2. mill/et (2 syllables)
3. maize (1 syllable)
4. leaves (1 syllable)
5. weeds (1 syllable)
6. seeds (1 syllable)

Sub-theme 5.3: Common Plants

Term 2 Week 4

Chant: *Plant the Seeds!*

Monday: Plant the seeds!
Plant the seeds!
Stop the weeds!
Stop the weeds!
Grow beans, grow!

Tuesday: Plant the seeds!
Plant the seeds!
Stop the weeds!
Stop the weeds!
Grow millet, grow!

Wednesday: Plant the seeds!
Plant the seeds!
Stop the weeds!
Stop the weeds!
Grow maize, grow!

Thursday: Plant the seeds!
Plant the seeds!
Stop the weeds!
Stop the weeds!
Grow flowers, grow!

Structures

What are these/those?

They are ____.

Are these/those ____?

Yes they are.

No they are not.

Review Structures

How many ____ can you see?

I can see ____.

What is he doing?

He/she is ____-ing.

Chant Guide

1. Pupils mime planting when they say 'plant the seeds'.
2. Pupils put their hands out in front of them to mime stopping someone when they say 'stop'.
3. Pupils crouch down and slowly stand up to mime growing when they say 'grow ____ grow'.

Theme 5: Our Environment

Term 2 Week 4

Letter Names and Sounds Activities

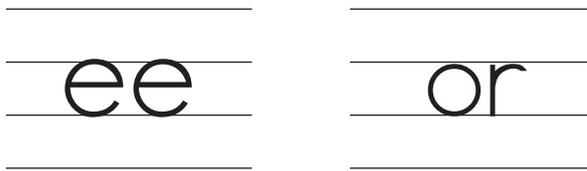
Pupils identify the diagraph sounds.

Pupils practise the diagraph sounds using the sound actions.

Pupils write the diagraphs in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

ee (as in feet)

or (as in for)

Sound Actions

For 'ee' make hands into ears on top of head and say 'ee'.

For 'or' bend the fingers downwards and say 'or'.

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

f	k	or	t
b	ee	p	s

feet bee see keep
pork for fork fort

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Segment words into syllables.
- Pronounce words in a chant or song.

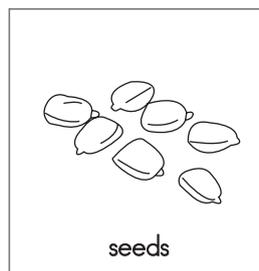
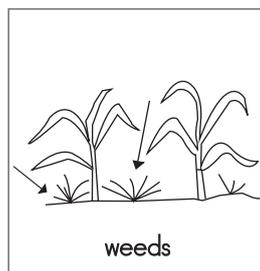
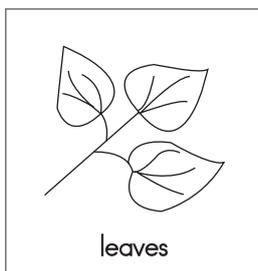
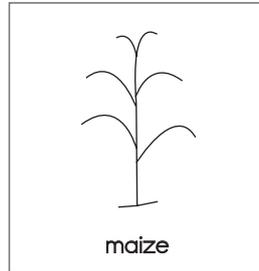
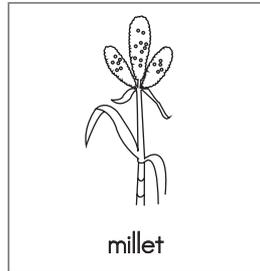
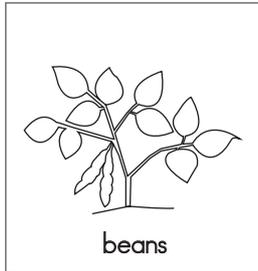
Reading and Writing

- Know and demonstrate the sound a diagraph makes.
- Blend letters together to read words.

Sub-theme 5.3: Common Plants

Term 2 Week 4

Vocabulary Picture Cards



Vocabulary Guide

1. oranṅa
2. kal
3. nywagi
4. obökë
5. döö
6. koti

References

NPSCU Teacher's Guide

- Competences for Assessment, page 75
- Scheme of Work, pages 121-122
- Lesson Plan Guidelines, pages not available

NPSCU Curriculum Scope and Sequence

- Pages 27-28

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct picture in their primers.
- Ask pupils, "What are these?" while holding up the vocabulary picture cards. Note whether pupils are able to respond using the structure, "They are ____" and the correct vocabulary word.

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant. Note whether pupils are able to recite the words with correct pronunciation.

Reading and Writing

- Chant "What does the letter say?" and have pupils identify the letter and/or diagraph sounds. Note whether they identify the correct sounds.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to read the word correctly.

Theme 6: Things We Make

Term 2 Week 5

Picture Description

Sarah and James are at Grandmother's house. Sarah is sitting on a cushion on a stool. At her feet is a stove. She is cooking. She is stirring the saucepan with a wooden spoon. Beside her there is a saucepan that has vegetables in it ready for frying. On her lap is a toy zebra. James is sitting on a mat with their grandmother. He is facing Sarah and is playing with toy animals. Grandmother is grinding simsim using a mortar and pestle.

Picture Story

She has a toy zebra.

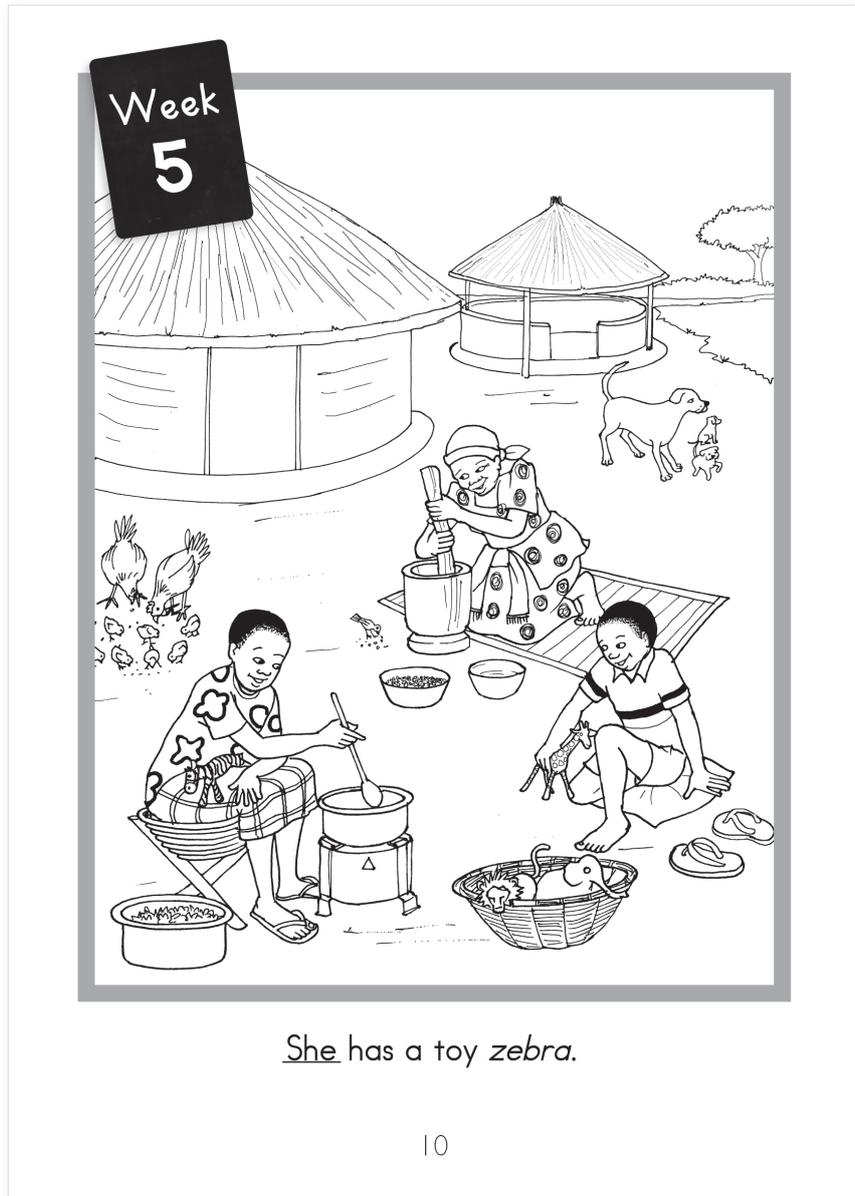
HFW: She

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

grandmother
chair
mat
basket
cooking
playing
toy



Vocabulary

1. stove
2. saucepan
3. cushion
4. stool
5. pounding
6. zebra

Phonological Awareness

1. stove (1 syllable)
2. sauce/pan (2 syllables)
3. cu/shion (2 syllables)
4. stool (1 syllable)
5. pound/ing (2 syllables)
6. ze/bra (2 syllables)

Sub-theme 6.1: Things We Make in the Community

Term 2 Week 5

Chant: *What Can We Make?*

- Monday:** Bang! Bang!
Cut! Cut!
We can make a bed!
- Tuesday:** Bang! Bang!
Cut! Cut!
We can make a stove!
- Wednesday:** Bang! Bang!
Cut! Cut!
We can make a saucepan!
- Thursday:** Bang! Bang!
Cut! Cut!
We can make a stool!

Structures

Where is the ___?
It is on/under/in the ___.
What is he/she doing?
He/she is ___-ing.

Review Structures

Who is he/she?
He/ she is ___.
Is the ___ bigger/smaller
than the ___?
Yes it is.
No it is not.

Chant Guide

1. Pupils mime using a hammer each time they say 'bang'.
2. Pupils mime using a knife or saw each time they say 'cut'.
3. Pupils mime sleeping when they say 'bed'.
4. Pupils mime cooking when they say 'stove'.
5. Pupils mime frying (move the wrist as if moving something quickly over the fire) when they say 'saucepan'.
6. Pupils sit down when they say 'stool'.

Theme 6: Things We Make

Term 2 Week 5

Letter Names and Sounds Activities

Pupils identify the letter names.

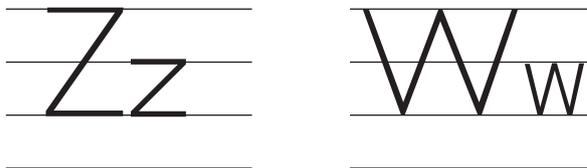
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

z (as in buzz)

w (as in wind)

Sound Actions

For 'z' flap hands by ear like a buzzing bee and make a 'zzzzz' sound.

For 'w' put hand flat in front of mouth and blow across it like the wind saying 'woooooooooo'.

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

r	s	w	i	e
b	m	z	p	a

zip zebra web
swim wasp

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Segment words into syllables.
- Mime the vocabulary words in a chant or song.

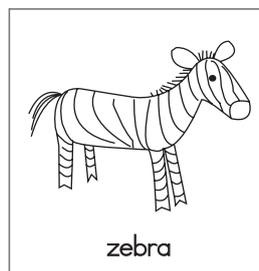
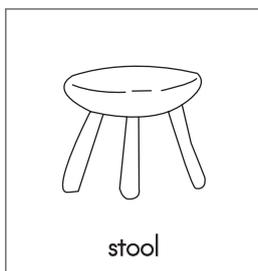
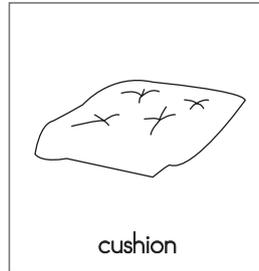
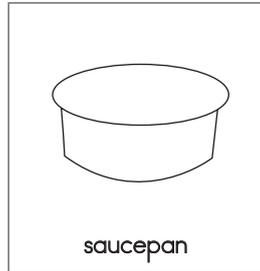
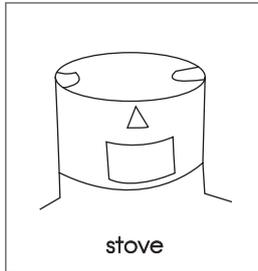
Reading and Writing

- Write the capital and small forms of letters.
- Know and demonstrate the sound a letter makes.

Sub-theme 6.1: Things We Make in the Community

Term 2 Week 5

Vocabulary Picture Cards



Vocabulary Guide

1. okelokuc
2. olya
3. opalici
4. adany
5. oddo
6. ituku

References

NPSCU Teacher's Guide

- Competences for Assessment, page 76
- Scheme of Work, page 124
- Lesson Plan Guidelines, pages not available

NPSCU Curriculum Scope and Sequence

- Page 29

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct picture in their primers.
- Ask pupils, "Where is the ____?" while pointing to the vocabulary picture card. Note whether pupils are able to respond using the structure, "The ____ is ____" and identify the vocabulary word in the big picture.

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant. Note whether pupils demonstrate the actions correctly.

Reading and Writing

- Say the letters of the week and have pupils write them in their exercise books. Note whether pupils write the letters correctly.
- Chant "What does the letter say?" and have pupils identify the letter sounds. Note whether they identify the correct letter sound for each letter.

Theme 6: Things We Make

Term 2 Week 6

Picture Description

Sarah is on a field trip with her class. They are visiting a small factory room where people are making different items to sell. People are working in different areas of the factory. In one area ladies are making mats out of raffia. In another area ladies are making clay pots. There is a workshop where men are making wooden furniture. One man is sitting on a stool while making a stool. Two other men are making a bed. There is a group of ladies singing while making dolls out of banana fibre. Other ladies are sewing clothes for the dolls with needle and thread.

Picture Story

I see a pot. I see a mat.

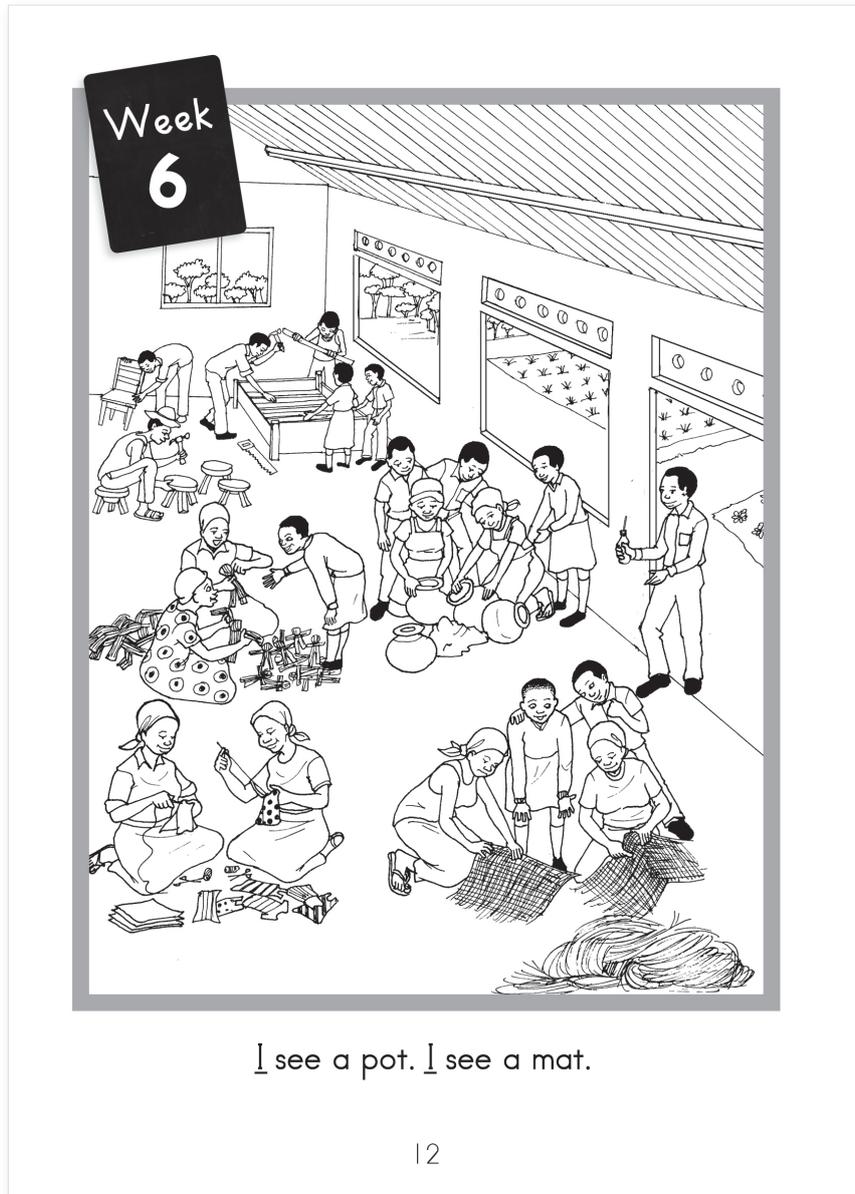
HFV: I

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

make
mat
doll
clay
stool
bed
sew



I see a pot. I see a mat.

12

Vocabulary

1. straw
2. banana fibre
3. wood
4. papyrus
5. needle
6. thread

Phonological Awareness

1. straw (1 syllable)
2. ba/na/na fi/bre (5 syllables)
3. wood (1 syllable)
4. pa/py/rus (3 syllables)
5. nee/dle (2 syllables)
6. thread (1 syllable)

Sub-theme 6.2: Materials Used and Their Sources

Term 2 Week 6

Chant: *Looking for Materials*

- Monday:** Looking for materials,
Looking for materials,
Where shall we go?
Through the garden,
In the forest,
Banana fibre grows.
- Tuesday:** Looking for materials,
Looking for materials,
Where shall we go?
Through the garden,
In the forest,
Long grass grows.
- Wednesday:** Looking for materials,
Looking for materials,
Where shall we go?
Through the garden,
In the forest,
Tall trees grow.
- Thursday:** Looking for materials,
Looking for materials,
Where shall we go?
Through the garden,
In the forest,
Papyrus grows.

Structures

What is he/she making?
He/she is making a ____.
What do we use to make
a ____?
We use ____.

Review Structures

What are these/those?
They are ____.
Is the ____ bigger/smaller
than the ____?
Yes it is.
No it is not.

Chant Guide

1. Pupils shade their eyes and mime looking when they say 'looking'.
2. Pupils shrug their shoulders when they ask, 'Where shall we go?'
3. Pupils mime walking carefully when they say through the garden in the forest.
4. Pupils crouch down and stand up to mime growing when they say 'grows'.

Theme 6: Things We Make

Term 2 Week 6

Letter Names and Sounds Activities

Pupils identify the letter names (not diagraphs).

Pupils identify the letter and diagraph sounds.

Pupils practise the letter and diagraph sounds using the sound actions.

Pupils write the letters and diagraphs in their exercise books.

Letter Names and Sounds

Letter Names

ai	j	oa	ie
ee	or	z	w

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English!

When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Sounds

This is a revision week. Refer back to earlier weeks for the letter sounds.

Sound Actions

This is a revision week. Refer back to earlier weeks for the sound actions.

Word Building

This is a review week and there is no Word Building Table. Write all of the letter sounds taught this term (see above) on the blackboard.

Word Building Activities:

Say the high frequency words (and, the, I, she, he) and have pupils spell them in their exercise books.

Write 6-8 of the weekly vocabulary words on the blackboard. Choose short words that use letters already taught. Have pupils blend the letter sounds to read the words.

Say 8-10 of the built words from the different weeks. Have pupils repeat each word after you. Say each word again and have pupils write the word in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Segment words into syllables.
- Ask and answer questions to identify vocabulary words.

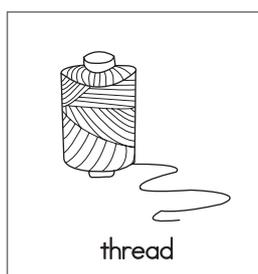
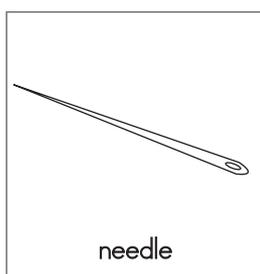
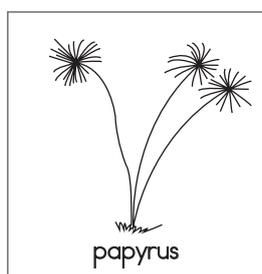
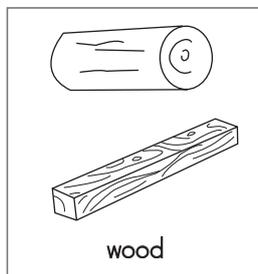
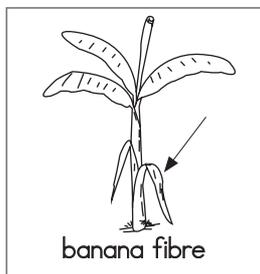
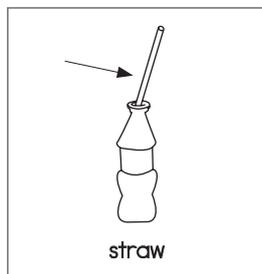
Reading and Writing

- Know and demonstrate the sound a letter makes.
- Write built words.

Sub-theme 6.2: Materials Used and Their Sources

Term 2 Week 6

Vocabulary Picture Cards



Vocabulary Guide

1. cèkè
2. cany abolo
3. bao
4. aladu
5. picü
6. wici

References

NPSCU Teacher's Guide

- Competences for Assessment, page 76
- Scheme of Work, page 125
- Lesson Plan Guidelines, pages not available

NPSCU Curriculum Scope and Sequence

- Pages 29-30

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct picture in their primers.
- Ask pupils, "What is he/she making ____?" while pointing to different people in the big picture. Note whether pupils are able to respond using the structure, "He/she is making a ____".

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils ask each other, "What is this?" while pointing to the vocabulary picture cards. Pupils should answer with, "It is a ____." Note whether they ask and answer the questions correctly.

Reading and Writing

- Chant "What does the letter say?" and have pupils identify the letter and/or diagraph sounds. Note whether they identify the correct sound.
- Say the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 6: Things We Make

Term 2 Week 7

Picture Description

James and Sarah have stopped to have a soda on the way home from school. They are sitting on a bench at the market. There is a man selling household items at a stall beside them. A tailor is sitting at his sewing machine making dresses. Beside him there is fabric for sale and 5 completed dresses. There is also a woman selling metal boxes.

Picture Story

We are selling dresses and dishes.

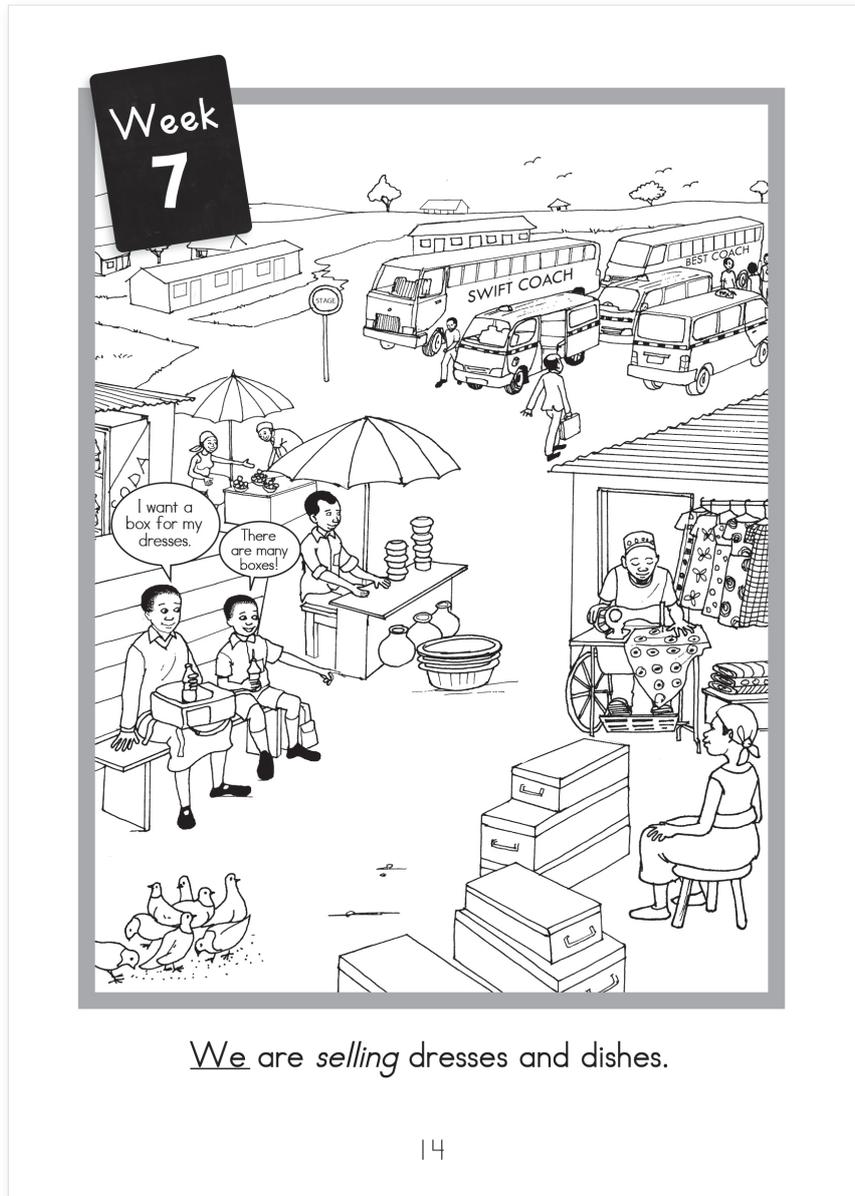
HFV: We

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

market
selling
buying
sitting
drinking
tailor



Vocabulary

1. box-boxes
2. bench-benches
3. house-houses
4. dish-dishes
5. bus-buses
6. dress-dresses

Phonological Awareness

- | | |
|-----------------------|------------------------|
| 1. box (1 syllable) | box/es (2 syllables) |
| 2. bench (1 syllable) | bench/es (2 syllables) |
| 3. house (1 syllable) | hous/es (2 syllables) |
| 4. dish (1 syllable) | dish/es (2 syllables) |
| 5. bus (1 syllable) | bus/es (2 syllables) |
| 6. dress (1 syllable) | dress/es (2 syllables) |

Sub-theme 6.3: Importance of Things We Make

Term 2 Week 7

Chant: *Who Will Buy?*

- Monday:** Who will buy?
Who will buy?
Who will buy my boxes?
One box, many boxes.
Who will buy my boxes?
- Tuesday:** Who will buy?
Who will buy?
Who will buy my dresses?
One dress, many dresses.
Who will buy my dresses?
- Wednesday:** Who will buy?
Who will buy?
Who will buy my dishes?
One dish, many dishes.
Who will buy my dishes?
- Thursday:** Who will buy?
Who will buy?
Who will buy my houses?
One house, many houses.
Who will buy my houses?

Structures

What is he/she selling?
He/she is selling ____.
How many ____ are there?
There are ____.

Review Structures

What are these/those?
They are ____.
Who is he/she?
He/she is ____.

Chant Guide

1. Pupils mime paying money to a shopkeeper when they say 'buy'.
2. Pupils draw rectangles in the air in front of them when they say 'box or boxes'.
3. Pupils mime holding the skirt of a dress when they say 'dress or dresses'.
4. Pupils make a triangle above their heads with their hands in the shape of a roof when they say 'house or houses'.

Theme 6: Things We Make

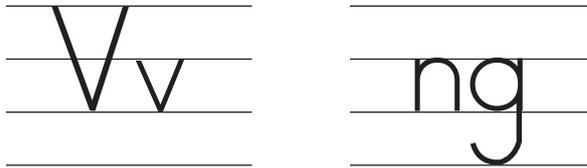
Term 2 Week 7

Letter Names and Sounds Activities

Pupils identify the letter name (not the diagraph).
 Pupils identify the letter and diagraph sounds.
 Pupils practise the letter and diagraph sounds using the sound actions.
 Pupils write the letters and diagraph in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

v (as in vehicle)

ng (as in sing)

Sound Actions

For 'v' hold a steering wheel and move it from side to side saying 'vvvvvvvvvv'.

For 'ng' pretend to be straining as you lift something heavy and say 'nnnnnng!'

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

t	s	ng	i	e
n	v	w	a	

vet wave van save
 sing wing eating swing

Word Building Activities

Pupils revise all of the sounds in the word building table.
 Pupils point to letters in the table and build words by blending letter sounds.
 The class discusses the meaning of the built words as needed.
 Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Segment words into syllables.
- Pronounce words in a chant or song.

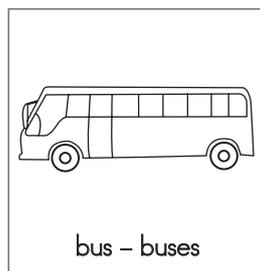
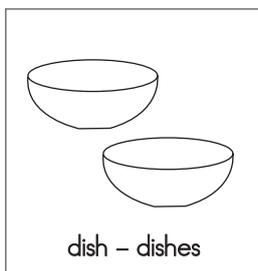
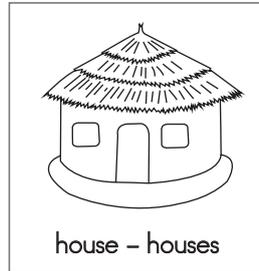
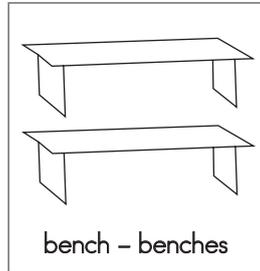
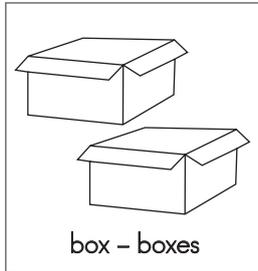
Reading and Writing

- Write the capital and small forms of letters.
- Blend letters together to read words.

Sub-theme 6.3: Importance of Things We Make

Term 2 Week 7

Vocabulary Picture Cards



Vocabulary Guide

1. bokci-bokci
2. pom-pome
3. öt-wudi
4. bakuli-bakulli
5. bac-bace
6. atetei-ateteyi

References

NPSCU Teacher's Guide

- Competences for Assessment, page 76
- Scheme of Work, page 126
- Lesson Plan Guidelines, pages not available

NPSCU Curriculum Scope and Sequence

- Page 30

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct picture in their primers.
- Ask pupils, "What is he/she selling ____?" while pointing to different people in the big picture. Note whether pupils are able to respond using the structure, "He/she is selling ____".

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant. Note whether pupils are able to recite the words with correct pronunciation.

Reading and Writing

- Say the letter of the week and have pupils write them in their exercise books. Note whether pupils write the letters correctly.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to read the word correctly.

Theme 7: Transport in Our Community

Term 2 Week 8

Picture Description

James is learning about the different types of transport in class. The teacher is standing at the front of the class with 6 pictures of different types of transport stuck to the blackboard; motorcycle, bicycle, boat, taxi, bus, car. The teacher is teaching her pupils about means and uses of transport in our community.

Picture Story

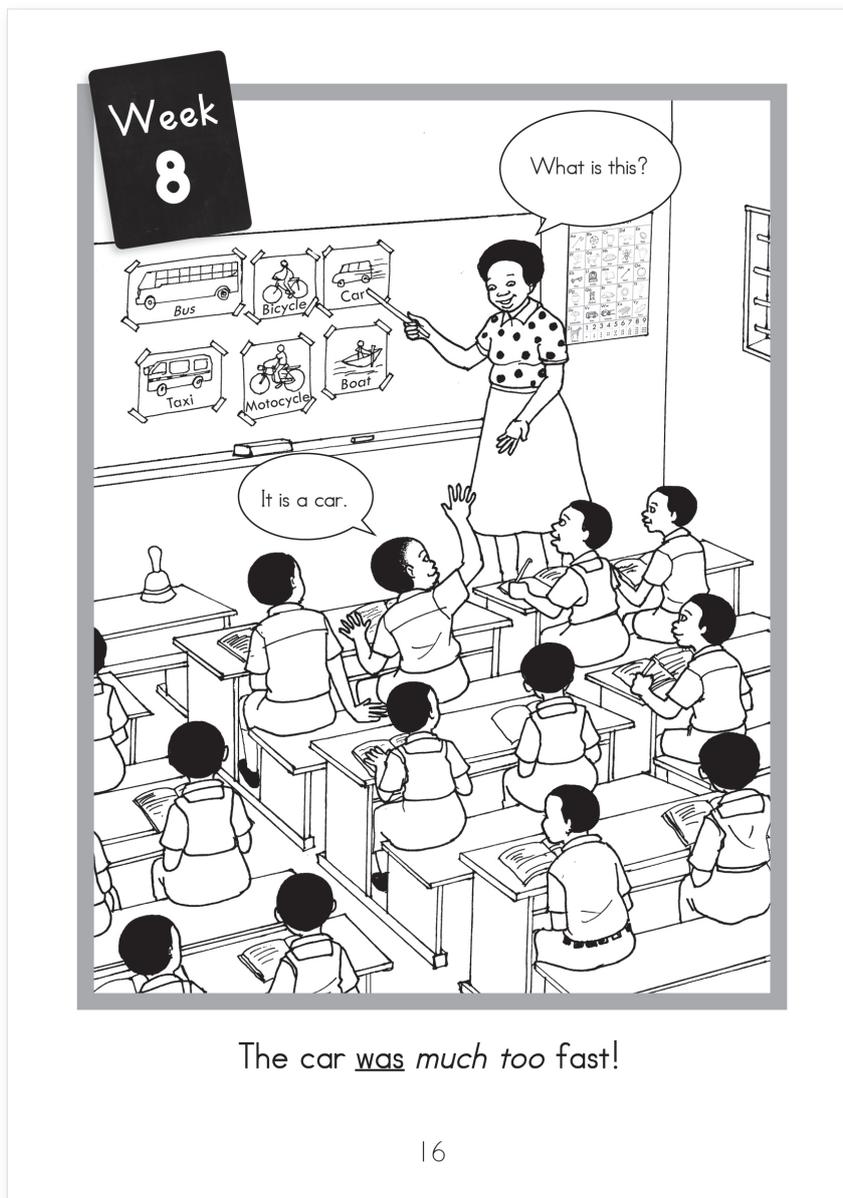
The car was much too fast!
HFW: was

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

classroom
driving
riding
bus
boat
big
small



Vocabulary

1. motorcycle
2. car
3. road
4. taxi
5. driver
6. bicycle
7. wheel

Phonological Awareness

1. mo/tor/cy/cle (4 syllables)
2. car (1 syllable)
3. road (1 syllable)
4. tax/i (2 syllables)
5. dri/ver (2 syllables)
6. bi/cy/cle (3 syllables)
7. wheel (1 syllable)

* **wheel:** Use the different vocabulary pictures to also teach wheel-wheels.

Sub-theme 7.1: Means and Uses of Transport in Our Community

Term 2 Week 8

Chant: *Wheels Go Round*

- Monday:** Taxi wheels go round and round,
Round and round,
Round and round!
Taxi wheels go round and round,
All day long!
- Tuesday:** Bicycle wheels go round and round,
Round and round,
Round and round,
Bicycle wheels go round and round,
All day long!
- Wednesday:** Car wheels go round and round,
Round and round,
Round and round,
Car wheels go round and round,
All day long!
- Thursday:** Motorcycle wheels go round and round,
Round and round,
Round and round,
Motorcycle wheels go round and round,
All day long!

Structures

What is this?
It is a ____.
Where is the ____?
It is on/under/in the ____.

Review Structures

What colour is the ____?
It is ____.
Is the ____ bigger/smaller than the ____?
Yes, it is.
No, it is not.

Chant Guide

1. Pupils draw a circle going clockwise in the air in front of them when they say 'round and round'.
2. The teacher should hold up the picture cards that represent the different types of transport when they name them in the chant.

Theme 7: Transport in Our Community

Term 2 Week 8

Letter Names and Sounds Activities

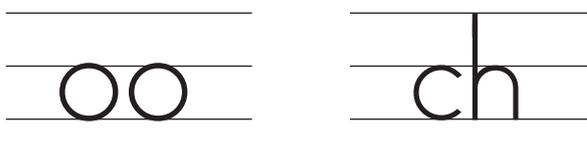
Pupils identify the diagraph sounds.

Pupils practise the diagraph sounds using the sound actions.

Pupils write the diagraphs in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

oo (as in moon)

ch (as in chin)

Sound Actions

For 'oo' pretend to be a bird singing 'oo,oo'. Move your head forward and back as you sing.

For 'ch' be a train and repeat 'ch,ch,ch' as you move your hands forward and back.

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

o	ch	i	b	e
n	u	t	oo	f

chin touch notch

boot too foot

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Segment words into syllables.
- Pronounce words in a chant or song.

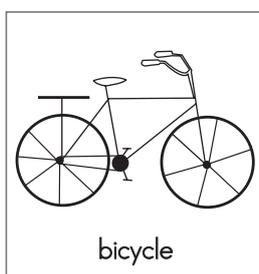
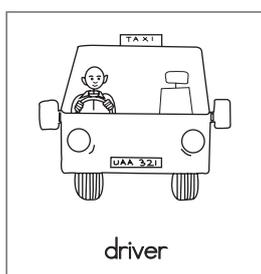
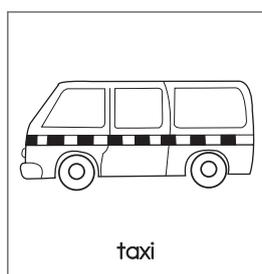
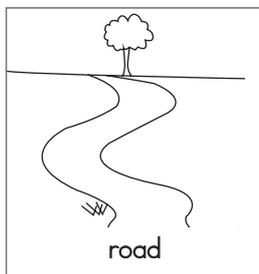
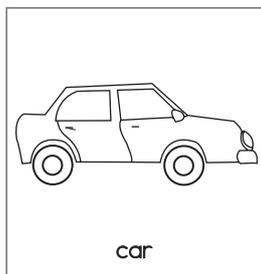
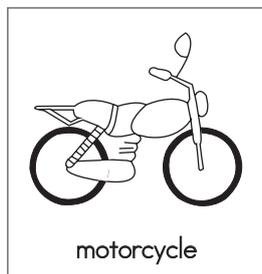
Reading and Writing

- Know and demonstrate the sound a diagraph makes.
- Blend letters together to read words.

Sub-theme 7.1: Means and Uses of Transport in Our Community

Term 2 Week 8

Vocabulary Picture Cards



Vocabulary Guide

1. opik
2. otöka
3. yoo
4. takci
5. durebwa
6. gali

References

NPSCU Teacher's Guide

- Competences for Assessment, page 77
- Scheme of Work, pages 127-128
- Lesson Plan Guidelines, page 130

NPSCU Curriculum Scope and Sequence

- Page 32

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct picture in their primers.
- Ask pupils, "Is the ____ bigger/smaller than the ____?" while pointing to different modes of transport in the big picture. Note whether pupils are able to respond correctly using the structure, "Yes it is" or "No it is not".

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant. Note whether pupils are able to recite the words with correct pronunciation.

Reading and Writing

- Chant "What does the letter say?" and have pupils identify the diagraph sounds. Note whether they identify the correct sound.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to read the word correctly.

Theme 7: Transport in Our Community

Term 2 Week 9

Picture Description

James and Sarah are crossing the road to get to James's school. Sarah is holding James's hand. They are standing at a zebra crossing. There is a police woman in the road helping to stop the traffic. She is also telling a child, who is trying to run across the road, to stop. James and Sarah are looking left and right before they cross. Further down the road to the right of James and Sarah there are two children playing with a ball in the road.

Picture Story

Shall we cross this road to school?

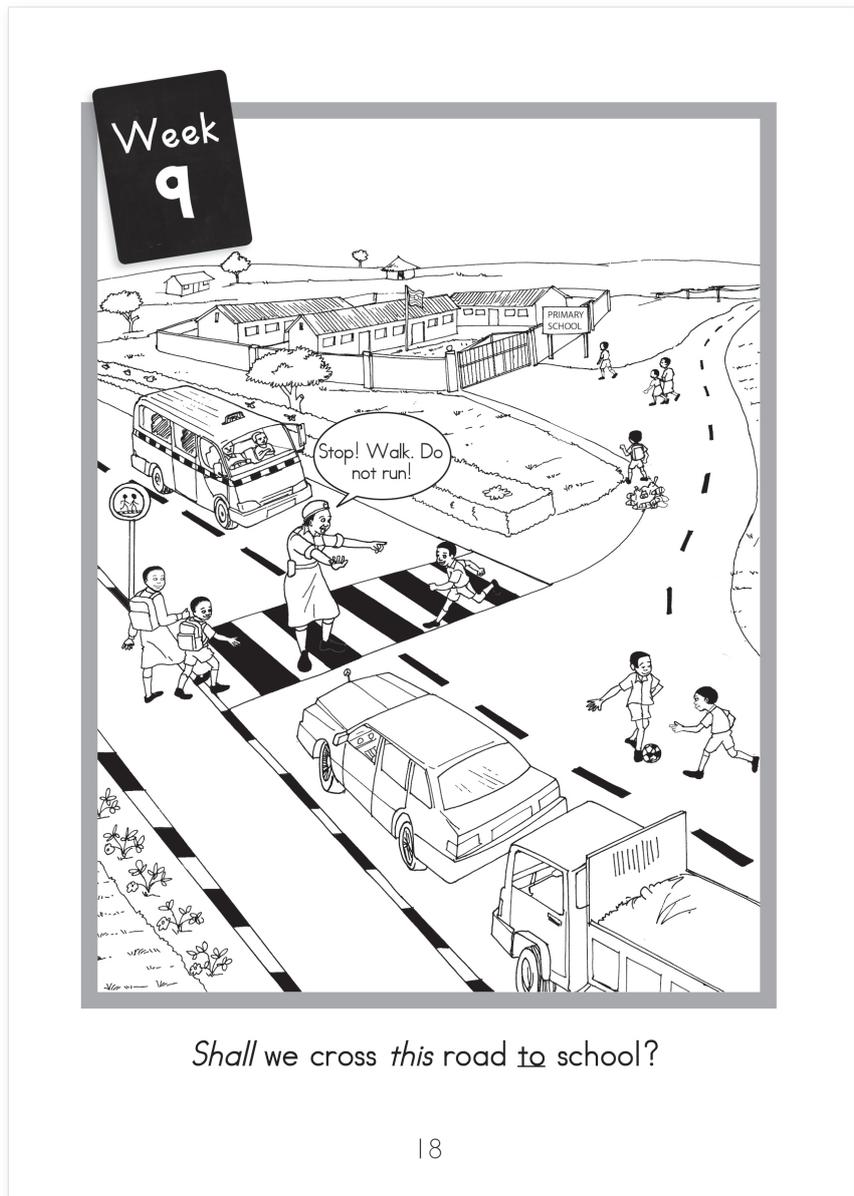
HFW: to

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

police officer
driving
walking
running
safe
dangerous



Shall we cross this road to school?

18

Vocabulary

1. stop
2. look
3. cross
4. left
5. right
6. signpost

Phonological Awareness

1. stop (1 syllable)
2. look (1 syllable)
3. cross (1 syllable)
4. left (1 syllable)
5. right (1 syllable)
6. sign/post (2 syllables)

Sub-theme 7.2: Road Safety

Term 2 Week 9

Chant: *Use Road Safety!*

Monday: Stop and look both ways,
Stop and look both ways,
Stop and look both ways,
Before you cross the road!

Tuesday: Read the signpost,
Read the signpost,
Read the signpost,
Before you cross the road!

Wednesday: Listen to the police officer,
Listen to the police officer,
Listen to the police officer,
When you cross the road!

Thursday: Don't run! You must walk,
Don't run! You must walk,
Don't run! You must walk,
When you cross the road!

Structures

What is he/she doing?

He/she is ____-ing.

Look left.

Look right.

Review Structures

Where is the ____?

It is ____.

Who is he/she?

He/she is ____.

Chant Guide

1. Pupils hold out a hand to mime 'stop' and then turn their heads left and right to mime 'look both ways'.
2. Pupils mime walking each time they say 'cross the road'.
3. Pupils look up and mime reading each time they say 'read the signpost'.
4. Pupils put a hand to their ear and mime listening each time they say 'listen'.
5. Pupils mime running then walking each time they say 'Don't run! You must walk'.

Theme 7: Transport in Our Community

Term 2 Week 9

Letter Names and Sounds Activities

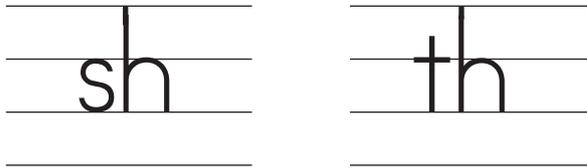
Pupils identify the diagraph sounds.

Pupils practise the diagraph sounds using the sound actions.

Pupils write the diagraphs in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

sh (as in ship)

th (as in path)

Sound Actions

For 'sh' pretend to be telling someone to be quiet. Put your finger to your lips and say 'shhhhhh'.

For 'th' be a naughty child sticking out his/her tongue between his teeth and saying 'thhhhhh'.

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

sh	a	p	s
f	i	t	th

ship fish shift
that this path

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Demonstrate actions for the weekly vocabulary words.

Listening and Speaking

- Segment words into syllables.
- Pronounce words in a chant or song.

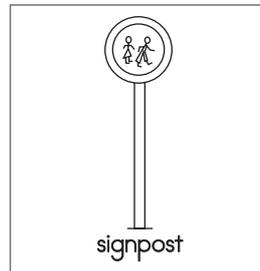
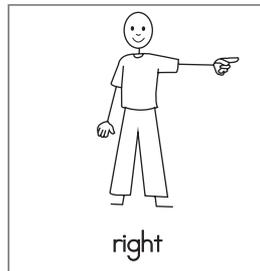
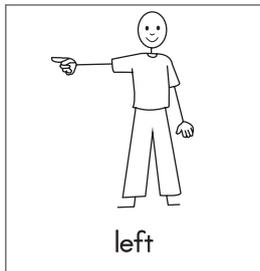
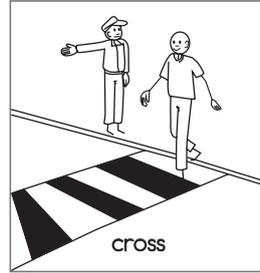
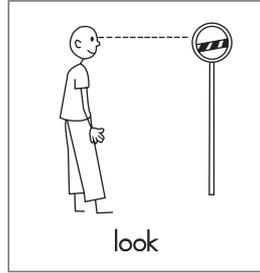
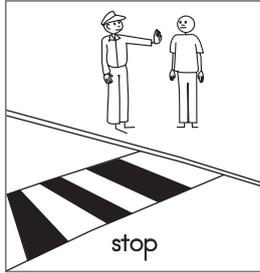
Reading and Writing

- Know and demonstrate the sound a diagraph makes.
- Blend letters together to read words.

Sub-theme 7.2: Road Safety

Term 2 Week 9

Vocabulary Picture Cards



Vocabulary Guide

1. cuun
2. nëën
3. ɲööl
4. tuŋcam
5. tuŋcem
6. cainpoc

References

NPSCU Teacher's Guide

- Competences for Assessment, page 77
- Scheme of Work, page 128
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 32-33

Continuous Assessment Activities

Vocabulary and Structures

- Hold up the vocabulary picture cards and have pupils identify the vocabulary words using the sentence structures. Note whether pupils identify the vocabulary words correctly.
- Call out the vocabulary words and say, "Show me ____." Note whether pupils are able to mime the actions correctly.

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant. Note whether pupils are able to recite the words with correct pronunciation.

Reading and Writing

- Chant "What does the letter say?" and have pupils identify the diagraph sounds. Note whether or not pupils identify the diagraph sound correctly.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to read the word correctly.

Theme 7: Transport in Our Community

Term 2 Week 10

Picture Description

James and Sarah are continuing their journey to James's school. Sarah is holding James's hand. As they near the school, Sarah sees a boy playing with some rusty nails near a pile of rubbish on the side of the road. A taxi swerves to avoid the child. A motorcycle is also driving around a pothole further along the road – the motorcyclist looks alarmed. There are some electric wires that have fallen down from a pole and are hanging dangerously by the side of the road.

Picture Story

Quick! Watch out! You will be hit!

HFW: be

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

driving
walking
running
safe
guard
motorcycle
car



Vocabulary

1. dangerous
2. pole
3. rubbish
4. pothole
5. nails
6. wires

Phonological Awareness

1. dan/ger/ous (3 syllables)
2. pole (1 syllable)
3. rubb/ish (2 syllables)
4. pot/hole (2 syllables)
5. nails (1 syllable)
6. wires (1 syllable)

Sub-theme 7.3: Dangerous Things on the Road

Term 2 Week 10

Chant: *Danger! Danger!*

Monday: Potholes in the road,
Danger! Danger!
Potholes in the road,
Watch out!

Tuesday: Rubbish on the road,
Danger! Danger!
Rubbish on the road,
Don't touch!

Wednesday: Wires by the road,
Danger! Danger!
Wires by the road,
Don't touch!

Thursday: Nails on the road,
Danger! Danger!
Nails on the road,
Be careful!

Structures

What is he/she doing?

He/she is ____-ing.

What is wrong?

There is ____.

There are ____.

Review Structures

Where is the ____?

It is ____.

Look left.

Look right.

Chant Guide

1. Pupils wave their arms energetically as if to warn someone when they say 'Danger!'
2. Pupils yell the last line each day.

Theme 7: Transport in Our Community

Term 2 Week 10

Letter Names and Sounds Activities

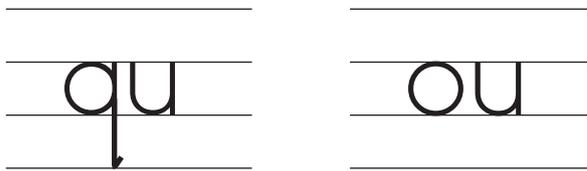
Pupils identify the diagraph sounds.

Pupils practise the diagraph sounds using the sound actions.

Pupils write the diagraphs in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

qu (as in quick)

ou (as in out)

Sound Actions

For 'qu' pretend to be a duck. Make a large beak with your hands and say 'qu, qu, qu'.

For 'ou' use a pointing finger to prick the other pointing finger on your other hand. As you touch say 'Ou! Ou! Ou!'

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

n	qu	t	i	d
sh	ee	e	ou	l

queen quiet quit
out shout loud

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Segment words into syllables.
- Pronounce words in a chant or song.

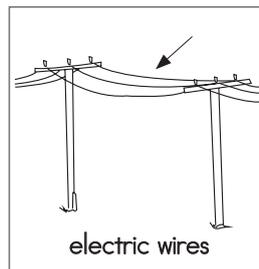
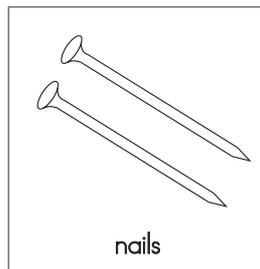
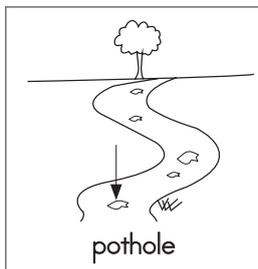
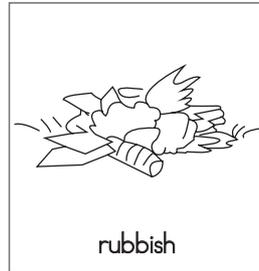
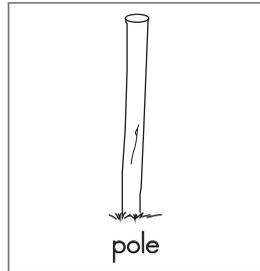
Reading and Writing

- Know and demonstrate the sound a diagraph makes.
- Blend letters together to read words.

Sub-theme 7.3: Dangerous Things on the Road

Term 2 Week 10

Vocabulary Picture Cards



Vocabulary Guide

1. rac
2. pöl
3. yugi
4. bur-yoo
5. cumal
6. waya mac

References

NPSCU Teacher's Guide

- Competences for Assessment, page 77
- Scheme of Work, page 129
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 33

Continuous Assessment Activities

Vocabulary and Structures

- Hold up the vocabulary picture cards and have pupils identify the vocabulary words using the sentence structures. Note whether pupils identify the vocabulary words correctly.
- Ask pupils, "What is wrong?" while pointing to a problem in the big picture. Note whether pupils are able to respond correctly using the structure, "There is ___" or "There are ___."

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant. Note whether pupils are able to recite the words with correct pronunciation.

Reading and Writing

- Chant "What does the letter say?" and have pupils identify the letter and/or diagraph sounds. Note whether or not pupils identify the sounds correctly.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to read the word correctly.

Theme 8: Accidents and Safety

Term 2 Week 11

Picture Description

A fireman has come to give a safety talk at school in James's class. On the blackboard he has 4 pictures showing different causes of accidents in the community: fire, poison, electricity faults (electrocution) and speeding vehicles. He is pointing at the picture showing fire. The pupils in the classroom are facing him and some pupils have their hands up to answer his question.

Picture Story

Yes! I do see fire.

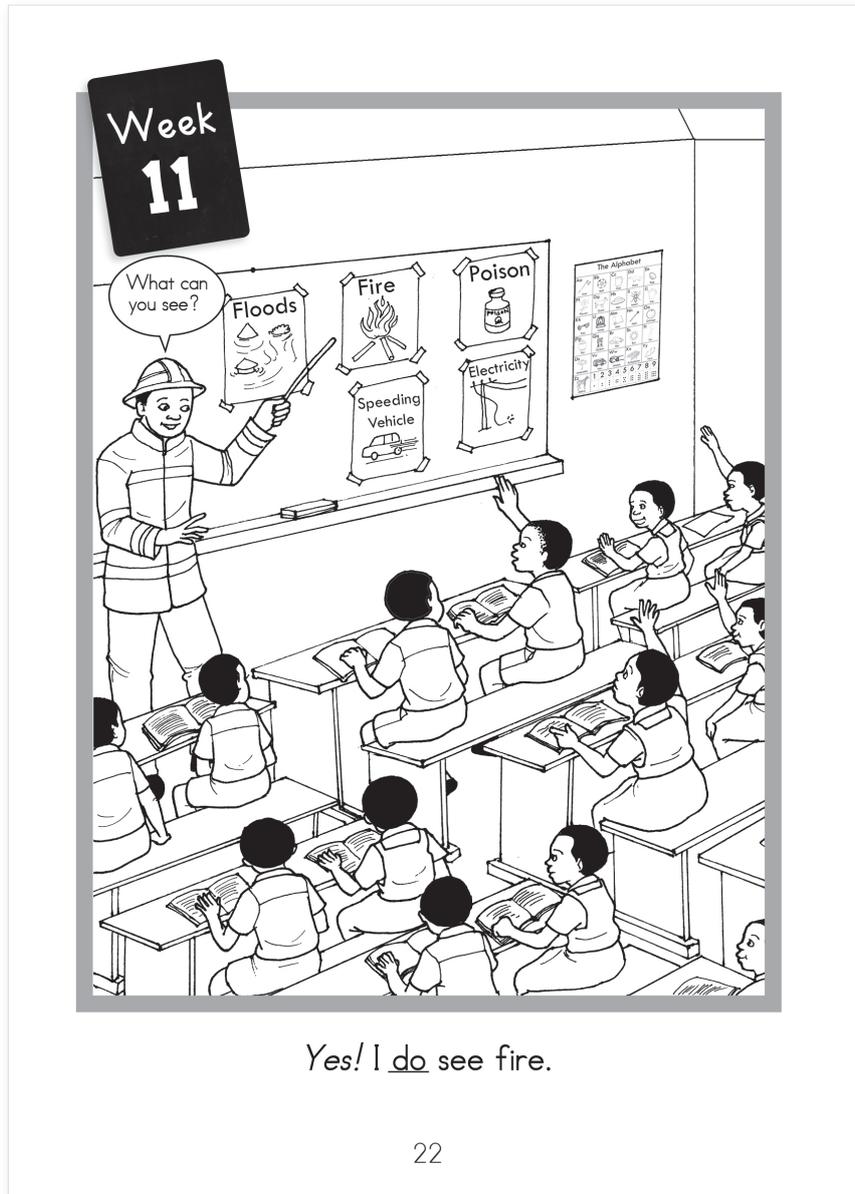
HFW: do

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

driving
driver
safe
dangerous
pupils
classroom
teaching
learning



Vocabulary

1. fireman
2. fire
3. poison
4. electricity
5. speeding
6. accident

Phonological Awareness

1. fi/re/man (3 syllables)
2. fi/re (2 syllables)
3. poi/son (2 syllables)
4. e/lec/tri/ci/ty (5 syllables)
5. spee/ding (2 syllables)
6. acc/i/dent (3 syllables)

Sub-theme 8.1: Causes and Common Accidents in Our Community

Term 2 Week 11

Chant: *Be Careful!*

Monday: Be careful,
Be very, very careful!
Don't play with...
Fire!

Tuesday: Be careful,
Be very, very careful!
Don't play with...
Electricity!

Wednesday: Be careful,
Be very, very careful!
Don't play with...
Poison!

Thursday: Be careful,
Be very, very careful!
Don't play on the...
Road!

Structures

What can you see?

I can see ____.

What is wrong?

There is ____.

There are ____.

Review Structures

Where is the ____?

It is ____.

Don't touch ____.

Don't play with ____.

Chant Guide

1. Pupils warn each other when they say, 'Be careful!'
2. Pupils wag their fingers when they say, 'Don't play with.'
3. Teacher holds up vocabulary picture cards when pupils say the vocabulary words (fire, electricity, poison).

Theme 8: Accidents and Safety

Term 2 Week 11

Letter Names and Sounds Activities

Pupils identify the letter names.

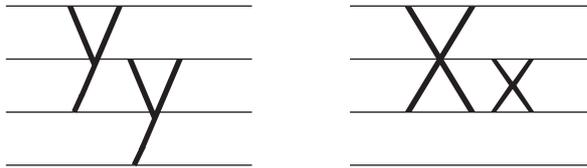
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

y (as in yellow)

x (as in axe)

Sound Actions

For 'y' hold your hands beside your mouth and pretend to be yelling and say 'y.'

For 'x' pretend to hold a camera and say 'x' (sounds like k-s) as you take a picture.

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

y	e	b	i	o
a	m	t	x	s

yam

yet

yes

box

mix

six

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking

- Segment words into syllables.
- Ask and answer questions to identify vocabulary words.

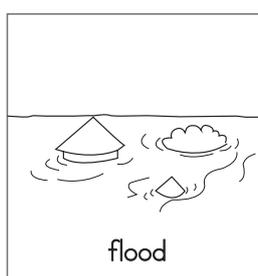
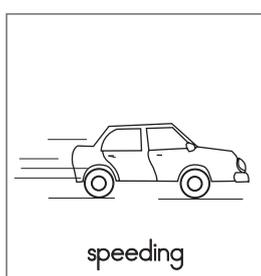
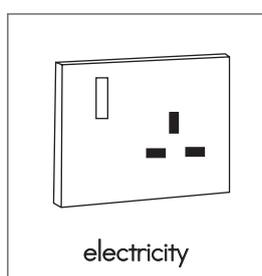
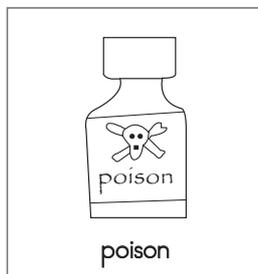
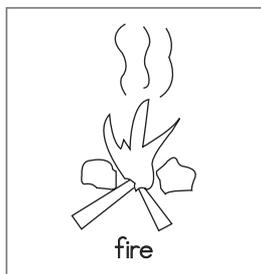
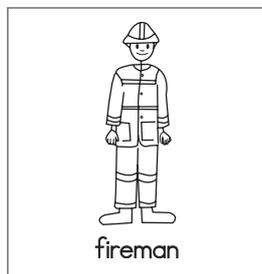
Reading and Writing

- Write the capital and small forms of letters.
- Blend letters together to read words.

Sub-theme 8.1: Causes and Common Accidents in Our Community

Term 2 Week 11

Vocabulary Picture Cards



Vocabulary Guide

1. anekmac
2. mac
3. pojon
4. ilentwic
5. dwirö
6. aluka

References

NPSCU Teacher's Guide

- Competences for Assessment, page 78
- Scheme of Work, pages 131-132
- Lesson Plan Guidelines, page 134

NPSCU Curriculum Scope and Sequence

- Page 35

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct vocabulary words in the big picture.
- Have pupils use the weekly sentence structures to discuss the vocabulary. Note whether or not pupils are able to use the vocabulary words in a sentence correctly.

Speaking and Listening

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils look at the big picture and ask each other, "What can you see?" Pupils should answer with, "I can see ____" while pointing to the vocabulary word. Note whether they ask and answer the questions correctly.

Reading and Writing

- Say the letters of the week and have pupils write them in their exercise books. Note whether pupils write the letters correctly.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to read the word correctly.

Term 2 Summative Assessments

Term 2 Week 12

Receptive and Active Vocabulary

Receptive vocabulary words are the words that we understand but cannot always remember and say. We assess pupils' receptive vocabulary each time we ask them to point to or identify different vocabulary words (listening).

Active vocabulary words are the words that we can name and use when we communicate. We assess pupils' active vocabulary each time we ask them to name different vocabulary words or use them in a sentence structure (speaking).

Types of Assessment

Pupil assessments should be throughout the term and recorded on the CAM Form. If any pupils have not had a chance to demonstrate their competences to you during the term, this week you should complete these summative assessment activities with them. You will be assessing pupils' listening, speaking, reading and writing abilities. You will also be assessing their knowledge of vocabulary words and sentence structures. Use the Record-Keeping Sheet on page 181 to record pupils' scores.

Listening: Receptive Vocabulary

Ask pupils to identify vocabulary words by saying, "Point to ___-ing" if the picture card is a verb (action), or "Point to the ___" if the picture card is a noun (person place or thing). Select 2 words for weeks 2 through 11 (10 weeks and 20 words in total).

Score as follows:

- Give pupils 1 point each time they identify the correct vocabulary word by pointing to it.
- There are 20 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Speaking: Active Vocabulary and Structures

In pairs have pupils ask and answer questions using the vocabulary words and sentence structures taught in Term 2. Use the following structures:

Week 2: Is the ___ bigger than the ___?

Week 3: Do you like ___?

Week 4: What are these?

Week 5: Where is the ___?

Week 6: What is he/she making?

Week 7: What is he/she selling?

Week 8: Where is the ___?

Week 9: What is he/she doing?

Week 10: What is wrong?

Week 11: What can you see?

Score as follows:

- Give pupils 1 point each time they use the sentence structure correctly.
- Give pupils 1 point each time they use an appropriate vocabulary word.
- There are 20 possible points in this section.

Term 2 Summative Assessments

Term 2 Week 12

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Reading and Writing Assessment

There are 3 areas for assessing pupils: letter name and letter sound recognition, reading, and writing.

Letter Names and Letter Sounds

Show pupils the letters below. Say, "Point to the ____." Have pupils identify the letters in random order, not in the order they appear on the page.

J z y x w v j Y Z W

Score as follows:

- Give pupils 1 point if they point to the correct letter within 5 seconds.
- There are 10 possible points in this section.

Show pupils the letters and diagraphs below. Say, "What does the letter say?" or "What do the letters say?" and point to the letter or diagraph. Have pupils identify the sounds in random order, not in the order they appear on the page.

ai ou ie or ee th sh ng ch qu

Score as follows:

- Give pupils 1 point if they pronounce the letter or diagraph sound correctly within 5 seconds.
- There are 10 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Reading

During this assessment, you will evaluate pupils' ability to blend sounds and decode words. Point to each of the following words and ask pupils to read the words aloud.

1. rain
2. the
3. tie
4. goat
5. swim
6. van
7. fish
8. path
9. box
10. eating

Term 2 Summative Assessments

Term 2 Week 12

Score as follows:

- Give pupils 2 points for every word they read correctly.
- Give pupils 1 point if they only read part of the word correctly.
- There are 20 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Writing

During this assessment, you will evaluate pupils' ability to segment and spell words. Do not let pupils see the words for this assessment. Say each word below and have pupils write it on a piece of paper.

- | | |
|---------|---------|
| 1. boat | 6. ship |
| 2. feet | 7. out |
| 3. web | 8. yam |
| 4. sing | 9. boot |
| 5. chin | 10. zip |

Score as follows:

- Give pupils 2 points for every word they spell correctly.
- Give pupils 1 point if they only spell part of the word correctly.
- There are 20 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Completing the Parent Report Card

You will fill out the Parent Report Card shown on page 182 for each of your pupils at the end of the term. How you grade your pupils at the end of the term is based on a combination of the daily, weekly and termly assessments you have done. We will use the following abbreviations to represent the grade each pupil achieves:

Grade

BA = Ber Atek (Superior performance)

BB = Beber (Satisfactory performance)

AA = Amito Akönyä (Needs more work)

Be sure to add a few comments in the space provided about the pupil's performance and what parents can do to support their child's learning.

Term 2 Summative Assessments

Term 2 Week 12

MINISTRY OF EDUCATION AND SPORTS

P2 Term 2 Parent Report Card

MARKS

SCHOOL: YEAR:

PUPIL'S NAME:

DAYS ATTENDED: OUT OF:

BA = BER ATEK
BB = BEBER
AA = AMITO AKÖNYÄ

Learning Area	Competences	%	Comments
Mathematics	Counts numbers 1-40.		
	Writes number names 1-10.		
	Matches number symbols with objects.		
	Matches number symbols with objects.		
Learning Area	Competences	Marks	Comments
Literacy 1: Reading and Listening	Correctly identifies both a letter and a word and explains that a letter is a picture that represents a sound.		
	Identifies and imitates sounds in Leblango.		
	Matches pictures, letters and words correctly.		
Literacy 2: Writing and Speaking	Tells an original story to the whole class that demonstrates creativity, meaning and fluency.		
	Writes surname correctly.		
	Writes meaningful stories using pictures and the key word.		
English	Asks and answers questions using known vocabulary and structures.		
	Recognizes letters and their sounds.		
	Blends sounds to read words.		
CPA	Sings songs meaningfully.		
	Draws and colours meaningfully.		
	Models objects.		
IRE	Names places of worship.		
	Talks about the importance of cleaning the body, clothes and places.		
	Practises ablution.		
CRE	Mentions gifts from God.		
	Names some of Jesus' followers.		
	Talks about parts of the body as gifts from God.		
PE	Runs in given formations.		
	Skips with ease.		
	Responds to instructions correctly.		

PUPIL'S CONDUCT (SHARING, PLAYING WITH OTHERS AND CARING FOR SELF):

TEACHER'S COMMENTS:

TEACHER'S SIGNATURE:

REQUIREMENTS:

NEXT TERM BEGINS ON: ENDS ON:

HEAD TEACHER'S COMMENTS:

HEAD TEACHER'S SIGNATURE:

Term 3 Lessons

Sarah kede James otye onwoŋŋo gini pwoŋy me

Lëbmunu

Tam me Adek

Kilaci

2



A Mango Tree Primer

How to Teach: Monday

Note to Teachers

Before teaching the Monday lesson, be sure to write the story on the board the way it appears in the primer.

Competences

The learner will be able to:

- Chant or sing with the teacher.
- Mime actions while chanting or singing.
- Ask and answer questions about the big picture.
- Read a simple story with the teacher.
- Use the high frequency word in a sentence.
- Repeat the vocabulary words after the teacher in English.

Methods

- 'I Do. We Do. You Do' teacher modelling
- Discussion questions
- Storytelling
- Whole group repetition

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils
- Vocabulary picture cards

Monday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none">• Distribute the primers as you sing "The Primer Song".	<ul style="list-style-type: none">• Learners sing "The Primer Song" and do the actions.
5 min.	II.	<p>Introduce the Song or Chant</p> <ul style="list-style-type: none">• Tell learners the weekly sub-theme.• Tell learners they are going to practise a song or chant in English and explain what it is about.• Demonstrate the Monday verse for learners, modelling the actions as you sing or chant.• Sing or chant the Monday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise 3 to 4 times.• Have learners practise the song or chant together with you, performing the actions as well. Practise the song or chant together 3 to 4 times.	<ul style="list-style-type: none">• Learners listen to the teacher give instructions.• Learners listen to the teacher describe the song or chant.• Learners listen to the teacher perform the song or chant and watch the teacher demonstrate the actions.• Learners repeat each line after the teacher and copy the actions demonstrated by the teacher.• Learners practise chanting or singing with the teacher.

How to Teach: Monday

10 min.	III.	<p>Read a Story About the Big Picture</p> <ul style="list-style-type: none"> • Tell learners to open their primers and look at the big picture for the week. • Using the picture discussion questions ask learners to describe what they can see in the big picture. Note: <i>There is a picture description beside the big picture to help you understand the story that the picture is telling.</i> • Explain the content of the story to learners. • Read the story to the class pointing to each word as you read it. • Read the story 3 to 4 times and have learners repeat the story after you, line by line. Pupils should use finger tracking to follow along in their primers. • Read the story 2 to 3 times with learners. • Have 1 or 2 learners come to the front of the class and read the story to their classmates. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners describe what they can see in the big picture. • Learners listen to the teacher read a story. • Learners repeat each line of the story after the teacher while finger tracking in their primers. • Learners read the story with the teacher while finger tracking in their primers. • Learners listen while their classmates read the story.
5 min.	IV.	<p>Use High Frequency Words</p> <ul style="list-style-type: none"> • Point out the high frequency word. Practise the pronunciation of the high frequency word with learners. • Use the high frequency word in a sentence. • Write a sentence on the board using the high frequency word and have learners copy the sentence in their exercise books. • Ask learners to try and use the high frequency word in a sentence. Have 1 or 2 learners say a sentence to the class. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners identify and practise pronouncing the high frequency word. • Learners copy the high frequency word and a sentence using it in their exercise books. • Learners use the high frequency word in a sentence.
8 min.	V.	<p>Introduce the New Vocabulary</p> <ul style="list-style-type: none"> • Hold up the vocabulary picture cards. Ask learners to identify the vocabulary words. • Say the vocabulary words in English. Have learners repeat the words after you. Note: <i>It is important to speak slowly with clear pronunciation so that learners can hear the correct pronunciation of each word.</i> • Have learners find the vocabulary words in the big picture. Note: <i>Not all of the vocabulary words can be found in the big picture.</i> • Revise the vocabulary words with learners using known structures such as, "What's this?" or "What is he/she doing?" etc. 	<ul style="list-style-type: none"> • Learners identify the vocabulary words they know. • Learners repeat the vocabulary words in English after the teacher. • Learners identify the new vocabulary words in the big picture. • Learners practise using the new vocabulary words in a sentence.

Finger tracking

Finger tracking is a method used to teach directionality. It is important that learners learn to read from left to right. By placing their pointer finger directly under the word they are reading learners are able to draw their eye to the correct part of the page. This helps them identify the word they are reading and also helps them to segment words into syllables to read them.

How to Teach: Tuesday

Note to Teachers

Before teaching the Tuesday lesson, be sure to write the story on the board the way it appears in the primer.

Competences

The learner will be able to:

- Chant or sing with the teacher.
- Mime actions while chanting or singing.
- Read a simple story.
- Identify the vocabulary words.
- Use the vocabulary words in a sentence.
- Segment words into syllables.
- Repeat the structures after the teacher.
- Ask and answer questions using the structures.

Methods

- 'I Do. We Do. You Do' teacher modelling
- Storytelling
- Discussion questions
- Clap the syllables
- Reciting structures
- Pair practise
- Role-play

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils
- Vocabulary picture cards

Tuesday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> • Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> • Learners sing "The Primer Song" and do the actions.
5 min.	II.	<p>Practise the Song or Chant</p> <ul style="list-style-type: none"> • Demonstrate the Tuesday verse for learners, modelling the actions as you sing or chant. • Sing or chant the Tuesday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise 3 to 4 times. • Have learners practise the song or chant together with you, performing the actions as well. Practise the song or chant together 3 to 4 times. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners listen to the teacher describe the song or chant. • Learners listen to the teacher perform the song or chant and watch the teacher demonstrate the actions. • Learners repeat each line after the teacher and copy the actions demonstrated by the teacher. • Learners practise chanting or singing with the teacher.

How to Teach: Tuesday

8 min.	III.	<p>Read a Story About the Big Picture and Review the New Vocabulary</p> <ul style="list-style-type: none"> • Tell learners to open their primers and look at the big picture for the week. • Read the story to the class pointing to each word as you read it. Note: <i>Remember to prepare the board before class with the story.</i> • Read the story 2 to 3 times and have learners repeat the story after you. Pupils should use finger tracking to follow along in their primers. • Read the story 2 to 3 times with learners. • Have 1 or 2 learners come to the front of the class and read the story to their classmates. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners listen to the teacher read a story. • Learners repeat each line of the story after the teacher while finger tracking in their primers. • Learners read the story with the teacher while finger tracking in their primers. • Learners listen while their classmates read the story.
5 min.	IV.	<p>Phonological Awareness: Clap the Syllables</p> <ul style="list-style-type: none"> • Say each of the vocabulary words slowly and clearly. • After each word ask learners to identify the number of syllables. It is important to explain to learners that a syllable is a single uninterrupted sound and that a word can be made up of one or more syllables. • Tell learners to clap the syllables of the word with you. You should clap for each syllable. For example, doc/tor is 2 syllables so you would clap twice. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners review the English vocabulary words with the teacher. • Learners practise pronunciation by speaking slowly and clearly to identify syllables. • Learners clap the syllables of the vocabulary words to practise phonological awareness.
11 min.	V.	<p>Introduce the New Structures</p> <ul style="list-style-type: none"> • Tell learners that they are going to practise speaking in English and explain the first pair of structures to learners. • Model the structures for learners. Use the vocabulary picture cards or real objects (when available). If the structure calls for action verbs, mime the action. • Have learners repeat the structures after you. • Divide the class in two. Have one half of the class repeat the question after you. Have the other half of the class repeat the response. Do this again but the second time, have learners switch roles. • Hold up the vocabulary picture cards. Ask learners to say the structure using the vocabulary word you are showing them. • Have learners form pairs and practise the structures by asking and responding to questions. Correct mistakes when you hear them. • Invite different pairs of learners to role-play the structures in front of the class. Offer corrective feedback to help learners with their pronunciation. • Repeat the steps with the second pair of structures. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners listen to the teacher model the structures. • Learners repeat each structure after the teacher. • Learners review the vocabulary words using the structures. • Learners practise using the structures in pairs. • Learners role-play the structures and watch their classmates role-play.

How to Teach: Wednesday

Note to Teachers
 You should use the Continuous Assessment Monitoring Form to record learners' competences. Assessment can be done throughout the week; it is not limited to Friday. Check the weekly continuous assessment activities for details on how to do this.

Note to Teachers
 Remember to draw the word building table on the blackboard before the English lesson.

Competences

The learner will be able to:

- Chant or sing with the teacher.
- Mime actions while chanting or singing.
- Name letters.
- Identify the sound or sounds of letters and diagraphs.
- Write letters and diagraphs.

Methods

- 'I Do, We Do, You Do' teacher modelling
- Whole group repetition
- Air writing
- Total Physical Response

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils

Wednesday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> • Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> • Learners sing "The Primer Song" and do the actions.
5 min.	II.	<p>Practise the Song or Chant</p> <ul style="list-style-type: none"> • Demonstrate the Wednesday verse for learners, modelling the actions as you sing or chant. • Sing or chant the Wednesday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise 3 to 4 times. • Have learners practise the song or chant together with you, performing the actions as well. Practise the song or chant together 3 to 4 times. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners listen to the teacher describe the song or chant. • Learners listen to the teacher perform the song or chant and watch the teacher demonstrate the actions. • Learners repeat each line after the teacher and copy the actions demonstrated by the teacher. • Learners practise chanting or singing with the teacher.

How to Teach: Wednesday

8 min.	III.	<p>Letter Names</p> <ul style="list-style-type: none"> • Write small and capital letters on the blackboard as they appear in the primer. Tell learners the letter names. Have learners repeat the letter names after you. • Demonstrate how to write the letters in the air. • Have learners practise air writing with you. They should chant the letter name as they write it. Note: <i>Do not do these steps with diagraphs.</i> • Have learners open their primers and look at the letters and/or diagraphs. Have learners trace the letters with their fingers and say the letter names. • Have learners write the weekly letters and/or diagraphs in their exercise books. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners repeat the letter names after the teacher. • Learners watch the teacher demonstrate air writing. • Learners practise air writing the capital and small letters with the teacher. • Learners trace the letters in their primers. • Learners chant the letter names. • Learners write the weekly letters and/or diagraphs in their exercise books.
10 min.	IV.	<p>Letter Sounds</p> <ul style="list-style-type: none"> • Introduce the letter and/or diagraph sound and action; "The ____ says (sound)." "A way to help us remember this is to (action)." • Have learners repeat the sound and copy the action. • Say, "What does the ____ say?" and have learners demonstrate the letter sound and action. • Repeat this process for the second letter. • Select 2 learners to 'be the teacher'. Have them come to the front of the class and point to the letters and/or diagraphs and ask learners, "What does the ____ say?" Learners should respond by demonstrating the letter sound and action. • Ask individual learners or groups of learners to demonstrate the sounds and actions. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Letters repeat the letter sound and action after the teacher. • Learners identify the letter sound and action. • Learners play, "What does the letter say?" • Individual learners and small groups of learners demonstrate the sounds and actions.
6 min.	V.	<p>Letter Sounds (Word Building Table)</p> <ul style="list-style-type: none"> • Tell learners to look at the word building table. • Point to a letter and say, "What does the ____ say?" and have learners demonstrate the letter sound and action (when there is an action). • Repeat this process for all of the letters and diagraphs in the table. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners review the letter sounds and actions for all letters and diagraphs in the word building table.

How to Teach: Thursday

Note to Teachers
 You should use the Continuous Assessment Monitoring Form to record learners' competences. Assessment can be done throughout the week; it is not limited to Friday. Check the weekly continuous assessment activities for details on how to do this.

Competences

The learner will be able to:

- Chant or sing with the teacher.
- Mime actions while chanting or singing.
- Name letters.
- Identify the sound or sounds of letters and diagraphs.
- Write letters and diagraphs.
- Blend letter sounds to read words.
- Write built words.

Note to Teachers
 Remember to draw the word building table on the blackboard before the English lesson.

Methods

- 'I Do, We Do, You Do' teacher modelling
- Whole group repetition
- Total Physical Response
- Word building
- Dictation

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils

Thursday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none"> • Distribute the primers as you sing "The Primer Song". 	<ul style="list-style-type: none"> • Learners sing "The Primer Song" and do the actions.
5 min.	II.	<p>Practise the Song or Chant</p> <ul style="list-style-type: none"> • Demonstrate the Thursday verse for learners, modelling the actions as you sing or chant. • Sing or chant the Thursday verse line by line and have learners repeat each line after you. Make sure you demonstrate the actions and have learners copy the actions. Practise 3 to 4 times. • Have learners practise the song or chant together with you, performing the actions as well. Practise the song or chant together 3 to 4 times. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners listen to the teacher describe the song or chant. • Learners listen to the teacher perform the song or chant and watch the teacher demonstrate the actions. • Learners repeat each line after the teacher and copy the actions demonstrated by the teacher. • Learners practise chanting or singing with the teacher.

How to Teach: Thursday

6 min.	III.	Letter Sounds (Word Building Table) <ul style="list-style-type: none"> • Draw the word building table on the blackboard. • Point to a letter and say, "What does the ___ say?" and have learners demonstrate the letter sound and action (when there is an action). • Repeat this process for all of the letters and diagraphs in the table. 	<ul style="list-style-type: none"> • Learners listen to the teacher give instructions. • Learners review the letter sounds and actions for all letters and diagraphs in the word building table.
10 min.	IV.	Word Building <ul style="list-style-type: none"> • Model how to blend letters to read a word. Point to the letters of the first word. As you point to each letter make the letter sound. Write the letters under the word building table until you have written a word. Now point to the built word and slowly blend the sounds together to read the word. Read the word more quickly. • Repeat this process with learners for all of the weekly words. • Erase the built words from below the word building table. • Select 2 to 3 learners to come to the front and build words by pointing to the letters in the word building table and blending the letter sounds to say a word. • Write the words they have built below the word building table. • Provide corrective feedback. 	<ul style="list-style-type: none"> • Learners watch the teacher model blending. • Learners blend letter sounds to read words.
7 min.	IV.	Writing Built Words (Dictation) <ul style="list-style-type: none"> • Say a built word to learners. Speak slowly and pronounce the words clearly. • Have learners repeat the word after you. • Have learners write the word in their exercise books. • Move around the room to see how well the learners are writing the built word. Provide corrective feedback. • Write the built word on the blackboard. Ask learners to compare the word on the board with the word they have written in their exercise books. If they have made a mistake help them to write the word correctly. • Repeat this process for all of the built words. 	<ul style="list-style-type: none"> • Learners listen to the teacher pronounce words. • Learners say the words with teachers. • Learners write the words in their exercise books. • Learners check to see if they have spelled the words correctly.

Decodable Words

Decodable words are words that learners can separate into letter sounds. During word building we only use letters that have been taught. This allows learners to use the table to build words by blending known letter sounds together. We use these same words to practise spelling so that learners can segment the words into their letter sounds in order to write them.

How to Assess on Friday

Note to Teachers

All of today's activities are continuous assessment activities. You should use the Continuous Assessment Monitoring Form to record learners' competences as they do the activities. Check the weekly continuous assessment activities for details on how to do this.

Competences

The learner will be able to:

- Chant or sing with the teacher demonstrating proper pronunciation.
- Mime actions while chanting or singing.
- Ask and answer questions.
- Segment words into syllables.
- Identify letters by name.
- Identify letter and diagraph sounds.
- Blend letter sounds to read words.
- Write built words.

Methods

- 'I Do, We Do, You Do' teacher modelling
- Continuous assessment activities
- Learner-led activities

Instructional Materials

- Teacher's guide
- Primers
- Pointer
- Exercise books and pencils
- Vocabulary picture cards

How to Assess on Friday

Friday Teaching Procedures

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<ul style="list-style-type: none">Distribute the primers as you sing "The Primer Song".	<ul style="list-style-type: none">Learners sing "The Primer Song" and do the actions.
9 min.	II.	Vocabulary and Structures Assessment <ul style="list-style-type: none">Look at the week's continuous assessment activities. Each week there are 2 vocabulary and structure activities to assess learner competences. Perform these activities with learners.Provide corrective feedback to learners.Use the Continuous Assessment Monitoring Form to record learners' performance.	<ul style="list-style-type: none">Learners listen to the teacher give instructions.Learners perform the continuous assessment activities.
9 min.	III.	Listening and Speaking Assessment <ul style="list-style-type: none">Look at the week's continuous assessment activities. Each week there are 2 listening and speaking activities to assess learner competences. Perform these activities with learners.Provide corrective feedback to learners.Use the Continuous Assessment Monitoring Form to record learners' performance.	<ul style="list-style-type: none">Learners listen to the teacher give instructions.Learners perform the continuous assessment activities.
9 min.	IV.	Reading and Writing Assessment <ul style="list-style-type: none">Look at the week's continuous assessment activities. Each week there are 2 reading and writing activities to assess learner competences. Perform these activities with learners.Provide corrective feedback to learners.Use the Continuous Assessment Monitoring Form to record learners' performance.	<ul style="list-style-type: none">Learners listen to the teacher give instructions.Learners perform the continuous assessment activities.

Term 3: Key English Competences

Vocabulary and Structures

Vocabulary and structure competences in term 3 focus on developing learners' knowledge of words – the ingredients of language – and structures – the rules for putting the words together. Vocabulary and structures are the foundation of language, both oral and written.

Listening and Speaking

Listening and speaking competences in Term 3 are focused on developing learners' oral language skills, both receptive (listening) and active (speaking). Asking and answering questions about the thematic topic is another focus of the term. This includes activities that build new vocabulary through reciting common structures. Singing songs and reciting chants allows pupils to practise their pronunciation and identify vocabulary words with actions. By segmenting vocabulary words into syllables, pupils practise phonemic awareness.

Reading and writing

Reading and writing competences in Term 3 are focused on developing learners' written language skills. In P2 English we build on learners' literacy skills in Leblango and transfer them to English. We start by teaching learners the sounds that English letters make as well as their English names and then move on to blending letters to read and segmenting letters to spell and write correctly.

Overview of the Term 3 English Competences

The three tables below provide a list of the key English competences we expect learners to demonstrate during Term 3. The tables are divided into three basic skill areas: vocabulary and structures, listening and speaking, reading and writing. Beside each table is a brief overview of the skills you will focus on this term. The columns are listed from Week 1 to Week 12. Each column represents one week in the term. The shaded boxes indicate when you will ask learners to demonstrate these competences in class.

TERM 3		WEEK											
NO.	VOCABULARY AND STRUCTURES <i>By the end of Term 3 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12
1	Identify the vocabulary words in the big picture.												
2	Identify the vocabulary words using the picture cards.												
3	Use the weekly vocabulary words in a sentence.												

TERM 3		WEEK											
NO.	SPEAKING AND LISTENING <i>By the end of Term 3 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12
1	Ask and answer questions using the sentence structures.												
2	Mime the actions in a song or chant.												
3	Segment words into syllables.												
4	Clearly pronounce words in a chant or song.												

TERM 3		WEEK											
NO.	READING AND WRITING <i>By the end of Term 3 a learner will be able to:</i>	1	2	3	4	5	6	7	8	9	10	11	12
1	Recognize letters and their names.												
2	Know and demonstrate the sound a letter or diagraph makes.												
3	Write the capital and small forms of letters.												
4	Blend letters together to read words.												
5	Write built words.												

No.	Name																					
		STORY READING TIME																				
																					1. Reads a story aloud with fluency.	R
																					2. Answers questions about the stories read during the week.	R
																					3. Talks about thematic topics with fluency and comprehension.	S
																					4. Uses vocabulary words with meaning and comprehension.	R
																					5. Reads at least 3 out of 5 sight words correctly.	R
		CREATIVE WRITING TIME																				
																					1. Writes a meaningful story using pictures and words.	W
																					2. Writes both names correctly.	W
																					3. Tells an original story to the whole class.	S
																					4. Writes at least one full sentence.	W
		WORD BUILDING TIME																				
																					1. Correctly forms the letters introduced during the week.	W
																					2. Identifies the letters KW, EE, O, ĒĒ and A, and knows the sounds they make.	RL
																					3. Identifies the letters AA, DW, Ī, C, U and A, and knows the sounds they make.	RL
																					4. Blends sounds using the known letters to make words.	RL
																					5. Identifies the number of syllables in a word.	RL
																					6. Spells at least 3 out of 5 words correctly.	W
		ENGLISH																				
																					1. Identifies vocabulary words and uses them in a sentence.	LS
																					2. Asks and answers questions correctly.	LS
																					3. Blends sounds to read words.	R
																					4. Spells at least 3 out of 5 words correctly.	W

Theme 9: Peace and Security

Term 3 Week 1

Picture Description

Different people help keep peace and security: parents keep peace at home; priests, imams and nuns keep peace at the church and mosque; our local council keeps peace in the community; matrons keep peace at school.

Picture Story

Who helps us?

Parents help us.

Nuns help us.

Matrons help us.

HFW: us

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

school
church
mosque
town
village
mother
father

Who helps us?
Parents help us.
Nuns help us.
Matrons help us.

2

New Vocabulary

1. parents
2. priest
3. imam
4. nun
5. local council
6. matron

Phonological Awareness

1. par/ents (2)
2. priest (1)
3. i/mam (2)
4. nun (1)
5. lo/cal coun/cil (4)
6. ma/tron (2)

Sub-theme 9.1: Roles of People Who Keep Peace and Security

Term 3 Week 1

Chant: *We Help Each Other*

- Monday:** Parents help us.
Parents help us.
Parents help us.
Parents love their children.
- Tuesday:** Priests help us.
Priests help us.
Priests help us.
Priests pray for people.
- Wednesday:** The local council helps us.
The local council helps us.
The local council helps us.
The local council maintains peace.
- Thursday:** Matrons help us.
Matrons help us.
Matrons help us.
Matrons care for children.

Structures

Who helps ___?
___ helps ___.
Where is he/she?
He/she is ___.

Review Structures

Who is he/she?
He/she is ___.
What does a ___ do?
A ___ ___.

Chant Guide

1. Pupils touch their hearts when they say 'love'.
2. Pupils mime praying when they say 'pray'.
3. Pupils mime solving a problem when they say 'maintains peace'.
4. Pupils mime caring when they say 'care'.

Theme 9: Peace and Security

Term 3 Week 1

Letter Names and Sounds Activities

Pupils identify the letter names.

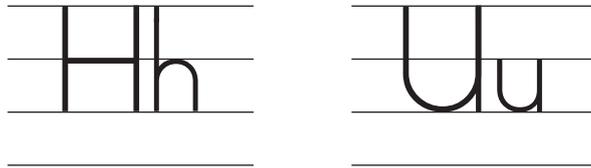
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

h (as in hot)

u (as in up)

Sound Actions

For 'h' bend over and put your hands on your knees and huff as if you have just finished a running race and need to catch your breath.

For 'u' crouch down low and slowly stand saying, "uh, uh, uh". Then finish with a jump and shout the word, 'up'.

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

h	s	e	n
p	l	u	o

help hen hop helps
us up sun nun

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words in the big picture.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking Competences

- Ask and answer questions about location.
- Pronounce words in a song.

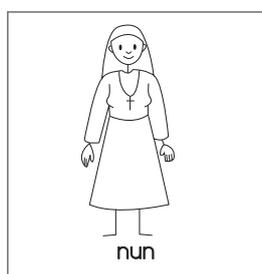
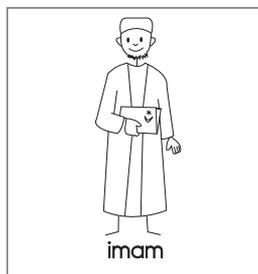
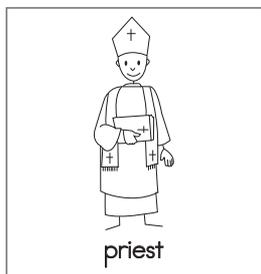
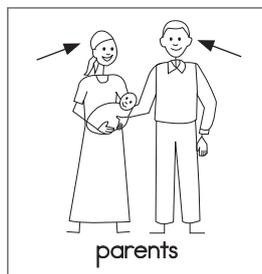
Reading and Writing Competences

- Write the capital and small forms of letters.
- Blend letters together to read words.

Sub-theme 9.1: Roles of People Who Keep Peace and Security

Term 3 Week 1

Vocabulary Picture Cards



Vocabulary Guide

1. onywal
2. olukka
3. imam
4. coro
5. akanyčila
6. apidi

References

NPSCU Teacher's Guide

- Competences for Assessment, page 79
- Scheme of Work, pages 135-136
- Lesson Plan Guidelines, page 138

NPSCU Curriculum Scope and Sequence

- Page 38

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct part of the big picture in their primer.
- Ask pupils, "Who helps ____?" Note whether pupils are able to respond correctly using the structure, "____ helps ____".

Speaking and Listening Competences

- Have pupils ask each other, "Who is he/she?" Pupils should answer with, "He/she is ____." Note whether they ask and answer the question correctly.
- Have pupils sing the song of the week. Note whether pupils are able to say the words with correct pronunciation.

Reading and Writing Competences

- Dictate the letters of the week and have pupils write them in their exercise books. Note whether pupils write the letters correctly.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to pronounce the word correctly.

Theme 9: Peace and Security

Term 3 Week 2

Picture Description

James is in his P2 classroom and his teacher is reviewing the class rules with the class. Children are obeying the rules and sharing with each other. The co-teacher is solving a problem between two children. One is apologizing and the other is forgiving.

Picture Story

What are the rules?

Respect your teacher.

Forgive your friends.

Share your books.

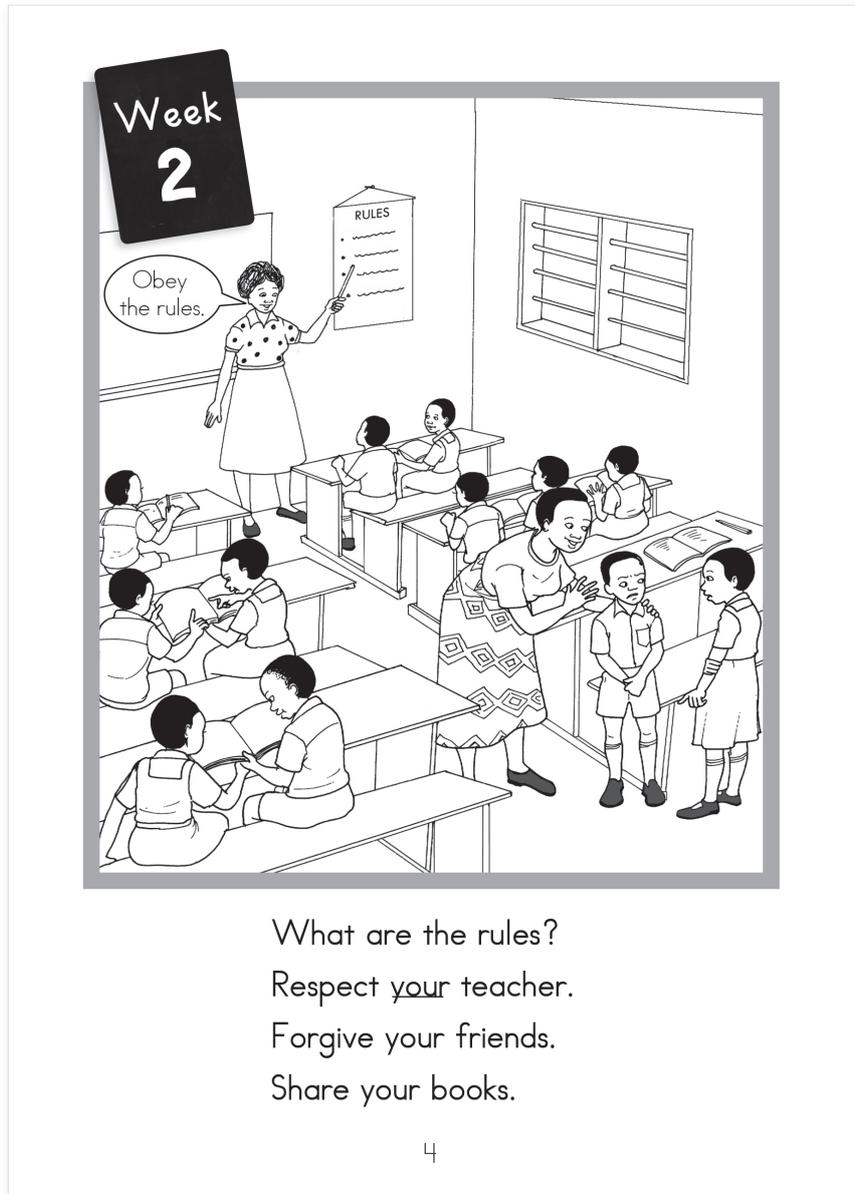
HFW: your

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

teacher
pupils
desks
blackboard
books
learn
teach



What are the rules?
Respect your teacher.
Forgive your friends.
Share your books.

4

New Vocabulary

1. respect
2. forgive
3. obey
4. rules
5. pray
6. share

Phonological Awareness

1. re/spect (2)
2. for/give (2)
3. o/bey (2)
4. rules (1)
5. pray (1)
6. share (1)

Sub-theme 9.2: Ways of Promoting Peace and Security

Term 3 Week 2

Song: *Do You Like Peace?*

- Monday:** Do you like respect?
Yes I do.
Yes I do.
Yes I do.
- Tuesday:** Do you like to pray?
Yes I do.
Yes I do.
Yes I do.
- Wednesday:** Do you like to share?
Yes I do.
Yes I do.
Yes I do.
- Thursday:** Do you obey the rules?
Yes I do.
Yes I do.
Yes I do.

Structures

Do you like ___?
Yes I do.
No I do not.
Do you ___?
Yes I do.
No I do not.

Review Structures

What is he/she doing?
He/she is ____.
Where is he/she?
He/she is ____.

Song Guide

1. Pupils lower their heads to show respect when they say 'respect'.
2. Pupils nod each time they say 'Yes I do.'
3. Pupils mime praying when they say 'pray'.
4. Pupils mime sharing when they say 'share'.

Theme 9: Peace and Security

Term 3 Week 2

Letter Names and Sounds Activities

Pupils identify the letter names.

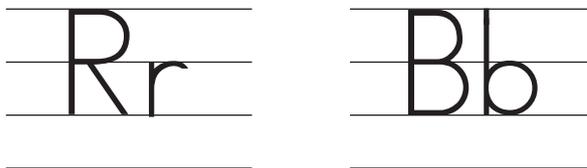
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

r (as in run)

b (as in ball)

Sound Actions

For 'r' pretend that you are a dog with a bone in its mouth and growl 'rrrrr'.

For 'b' pretend to bounce a ball in front of you and say, 'buh, buh, buh, ball!'

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

r	t	b	c	n
ou	a	d	l	y

ball bar bat about
ran car your round

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words in the big picture.
- Identify the vocabulary words using the vocabulary picture cards.

Listening and Speaking Competences

- Segment words into syllables.
- Pronounce words in a song.

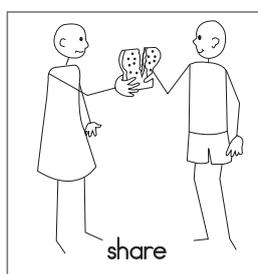
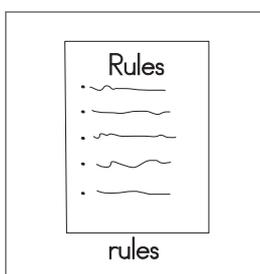
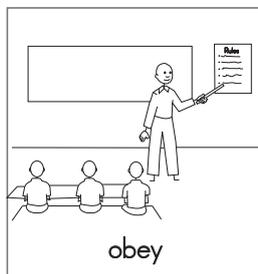
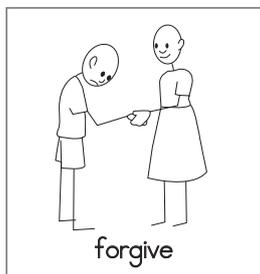
Reading and Writing Competences

- Identify letters and their names.
- Write built words.

Sub-theme 9.3: Importance of Promoting Peace and Security

Term 3 Week 2

Vocabulary Picture Cards



Vocabulary Guide

1. wörö
2. tïmmö kica
3. türë
4. cïk
5. lëgö
6. pokko

References

NPSCU Teacher's Guide

- Competences for Assessment, page 79
- Scheme of Work, pages 136-137
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 38-39

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct part of the big picture in their primer.
- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.

Listening and Speaking Competences

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils sing the song of the week. Note whether pupils are able to say the words with correct pronunciation.

Reading and Writing Competences

- Have pupils identify the letters of the word building table by pointing to them in their primer or on the blackboard. Note whether pupils identify the letters correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 9: Peace and Security

Term 3 Week 3

Picture Description

James and Sarah are at home being good children. James is going to sweep the compound; his mother is giving him a broom. Sarah is helping her grandmother; she is taking her empty dish to wash it. The man in the other picture is not being good. He is stealing. The old woman is angry; she is abusing him with her words. The shopkeeper is upset; he is calling for help to catch the thief.

Picture Story

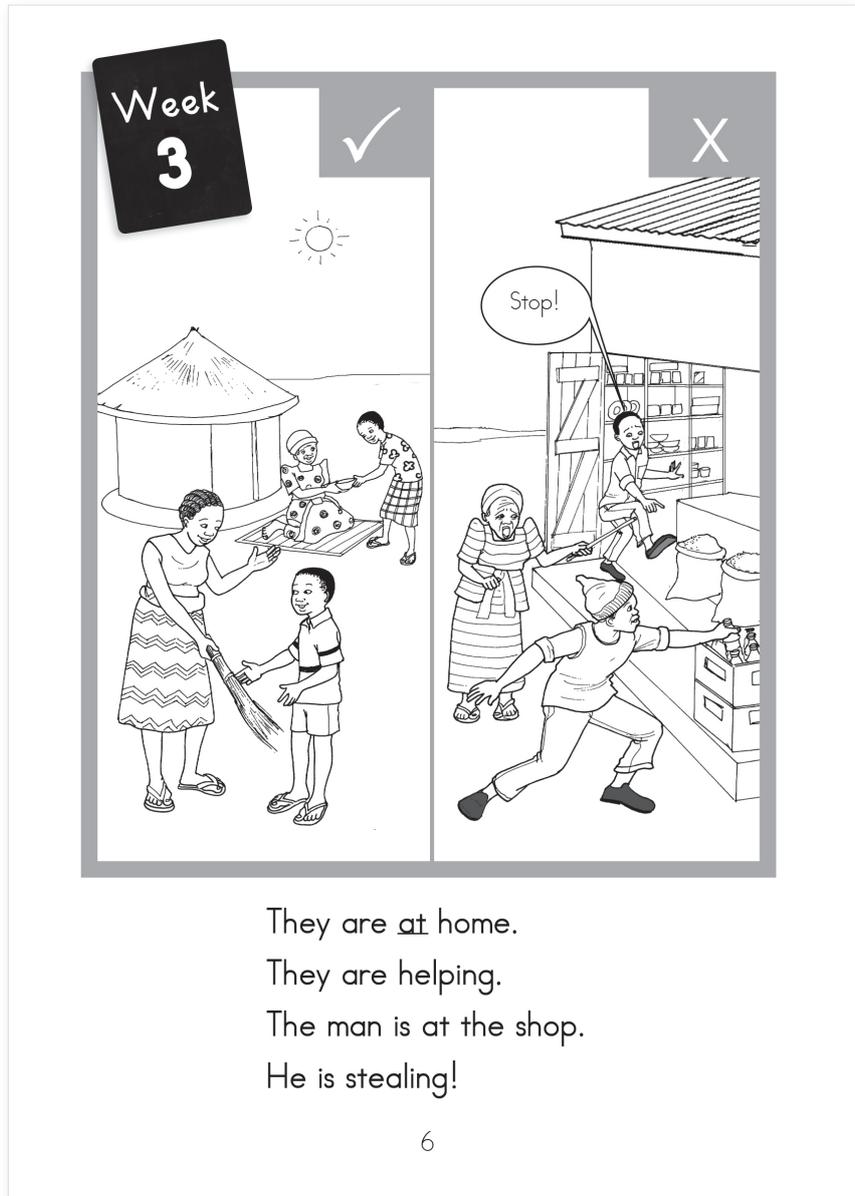
They are at home.
 They are helping.
 The man is at the shop.
 He is stealing!
HFW: at

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

thief
 shopkeeper
 soda
 store
 town
 village
 help



Vocabulary

1. give
2. take
3. abuse
4. steal
5. good
6. bad

Phonological Awareness

1. give (1)
2. take (1)
3. a/buse (2)
4. steal (1)
5. good (1)
6. bad (1)

Sub-theme 9.3: Importance of Promoting Peace and Security

Term 3 Week 3

Chant: *Be Good Every Day*

- Monday:** Be good every day.
Be good in many ways.
Help your teacher.
Give her your books.
- Tuesday:** Be good every day.
Be good in many ways.
Help your mother.
Take her your dishes.
- Wednesday:** Be good every day.
Be good in many ways.
Don't steal.
It's bad to steal from friends.
- Thursday:** Be good every day.
Be good in many ways.
Don't abuse.
It's bad to abuse your friends.

Structures

Is ___ good?

Yes it is.

No it is not.

Is ___ bad?

Yes it is.

No it is not.

Review Structures

What is he/she doing?

He/she is ___.

Who is he/she?

He/she is ___.

Chant Guide

1. Pupils mime giving their books to their teacher.
2. Pupils mime taking their dishes to their mother to get food.
3. Pupils wag their fingers when they say 'don't'.
4. Pupils mime stealing when they say 'steal'.
5. Pupils mime verbal abuse when they say 'abuse'.

Theme 9: Peace and Security

Term 3 Week 3

Letter Names and Sounds Activities

Pupils identify the letter names.

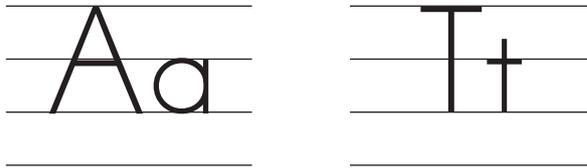
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

a (as in cat)

t (as in ten)

Sound Actions

For 'a' hold your arm out straight and pretend ants are climbing up your arm. Brush them off quickly with the back of your hand while saying, 'ah, ah, ah!'

For 't' pretend that you are a clock and move your arm like the hand of the clock counting seconds. As you move your arm say, 't, t, t.'

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

c	h	t	d
a	m	e	n

cat at ant hand
tent ten hat mat

Competences

Vocabulary and Structures

- Identify the vocabulary words using the vocabulary picture cards.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking Competences

- Ask and answer questions about right and wrong.
- Segment words into syllables.

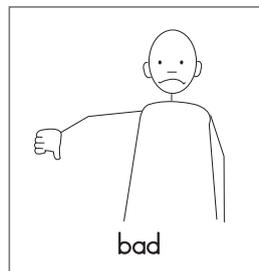
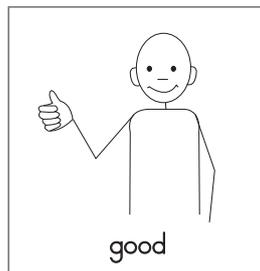
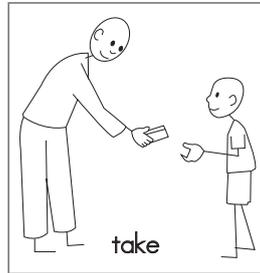
Reading and Writing Competences

- Know and demonstrate the sound a letter makes.
- Blend letters together to read words.

Sub-theme 9.3: Importance of Promoting Peace and Security

Term 2 Week 3

Vocabulary Picture Cards



Vocabulary Guide

1. miyö
2. tero
3. nywarö
4. kwallö
5. bër
6. rac

References

NPSCU Teacher's Guide

- Competences for Assessment, page 79
- Scheme of Work, page 137
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 39

Continuous Assessment Activities

Vocabulary and Structures

- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.
- Ask pupils, "What is he/she doing?" Note whether pupils are able to respond correctly using the structure, "He/she is ___".

Speaking and Listening Competences

- Have pupils ask each other, "Is ___ good/bad?" Pupils should answer with, "Yes it is" or "No it is not." Note whether they ask and answer the question correctly.
- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.

Reading and Writing Competences

- Chant "What does the letter say?" and have pupils identify the letter sounds. Note whether or not pupils identify the letter sound correctly.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to pronounce the word correctly.

Theme 10: Child Protection

Term 3 Week 4

Picture Description

It is daytime and Sarah and James are coming home from the market. It is safe to walk in town during the day. Now it is nighttime and Sarah and James are scared. It is dangerous to walk around town at night. They are not safe. See how the man is abusing the child!

Picture Story

It is day.

We can walk to town.

No! It is night.

We are scared!

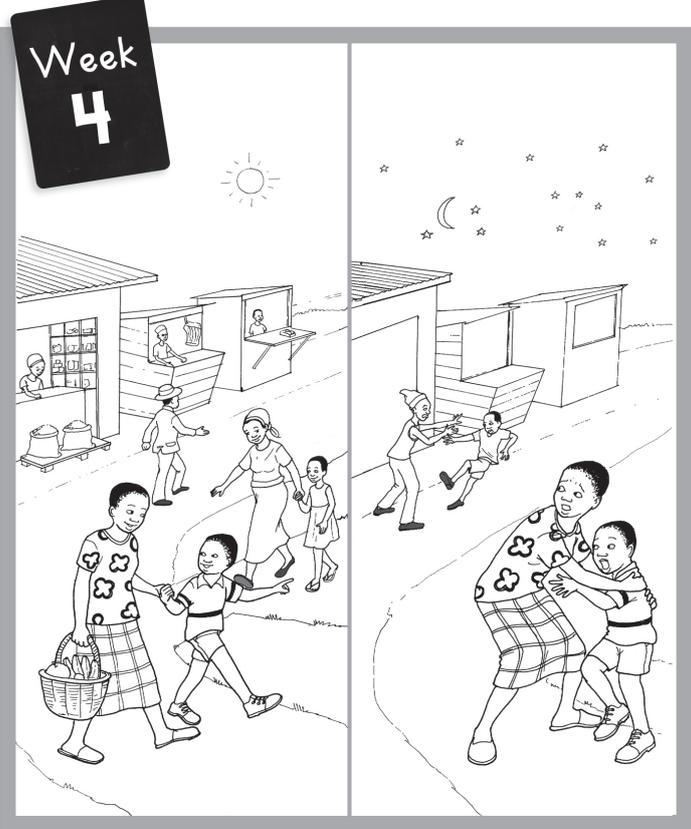
HFW: to

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

town
walk
abuse
hurt
basket
man
boy



It is day.
We can walk to town.
No! It is night.
We are scared!

8

Vocabulary

1. day
2. night
3. safe
4. dangerous
5. beat
6. push

Phonological Awareness

1. day (1)
2. night (1)
3. safe (1)
4. dan/ger/ous (3)
5. beat (1)
6. push (1)

Sub-theme 10.1: Child Work and Child Abuse

Term 3 Week 4

Chant: *Is it Safe?*

Monday: Is it safe? Is it safe?
Is it safe during the day?
Yes it is. Yes it is.
It is safe during the day.

Tuesday: Is it safe? Is it safe?
Is it safe during the day?
Yes it is. Yes it is.
It is safe during the day.

Wednesday: Is it safe? Is it safe?
Is it safe at night?
No it is not. No it is not.
It is dangerous at night.

Thursday: Is it safe? Is it safe?
Is it safe at night?
No it is not. No it is not.
It is dangerous at night.

Structures

Is it ___?
Yes it is.
No it is not.
Is it good to ___?
Yes it is.
No it is not.

Review Structures

Is ___ good?
Yes it is.
No it is not.
Is ___ bad?
Yes it is.
No it is not.

Chant Guide

1. Pupils nod each time they say 'Yes it is.'
2. Pupils shake their heads each time they say 'No it is not.'

Theme 10: Child Protection

Term 3 Week 4

Letter Names and Sounds Activities

Pupils identify the letter names.

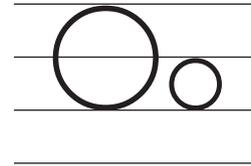
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

n (as in man)

o (as in shop)

Sound Actions

For 'n' shake your head back and forth in disagreement and say, 'n, n, n, no!'

For 'o' make one arm flat in front of you like a table and bring your other arm up and over your head and put it on the flat arm.

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

o	h	s	p
a	m	t	n

man

no

not

tan

mop

shop

on

pot

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words in the big picture.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking Competences

- Segment words into syllables.
- Pronounce words in a chant.

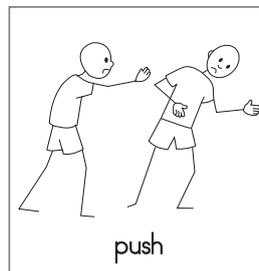
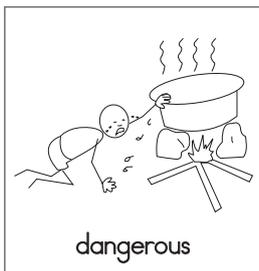
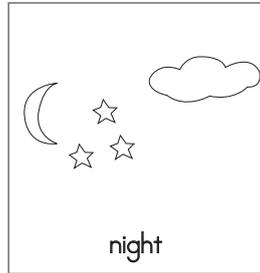
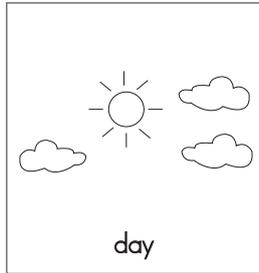
Reading and Writing Competences

- Blend letters together to read words.
- Write built words.

Sub-theme 10.1: Child Work and Child Abuse

Term 3 Week 4

Vocabulary Picture Cards



Vocabulary Guide

1. ninö
2. idyewor
3. a bër
4. rac
5. göyö
6. coro

References

NPSCU Teacher's Guide

- Competences for Assessment, page 80
- Scheme of Work, page 139
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 41

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct part of the big picture in their primer.
- Ask pupils, "Is it good to ____?" Note whether pupils are able to respond correctly using the structure, "Yes it is" or "No it is not."

Speaking and Listening Competences

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant of the week. Note whether pupils are able to say the words with correct pronunciation.

Reading and Writing Competences

- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to pronounce the word correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 10: Child Protection

Term 3 Week 5

Picture Description

A counselor is talking to children at school. These children have been abused. The counselor wants to help them. He is asking them about their feelings. All of the children feel bad: one is scared and crying; another is hungry; another is sad; another is lonely. The counselor will help them.

Picture Story

How do they feel?

He feels sad.

He feels lonely.

She feels angry.

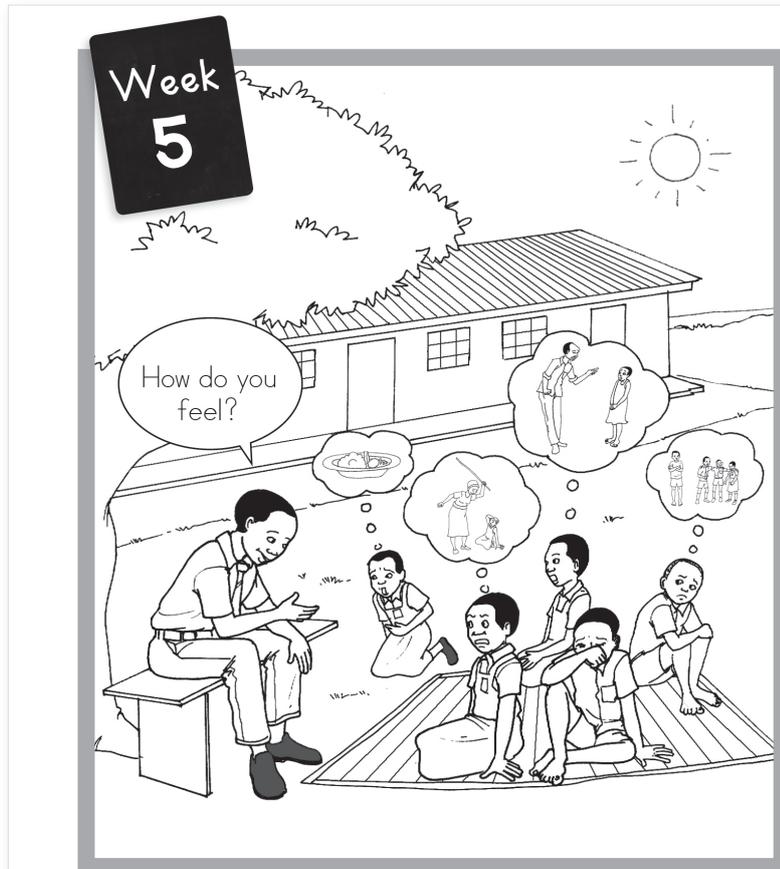
HFW: they

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

school
mat
tree
listen
speak
hurt
abuse



How do they feel?

He feels sad.

He feels lonely.

She feels angry.

10

Vocabulary

1. sad
2. angry
3. scared
4. lonely
5. hungry
6. cry

Phonological Awareness

1. sad (1)
2. an/gry (2)
3. scared (1)
4. lone/ly (2)
5. hun/gry (2)
6. cry (1)

Sub-theme 10.2: Effects of Child Abuse

Term 3 Week 5

Song: *How Do You Feel?*

Monday: I feel sad.
I feel sad.
I feel sad.
When I am abused.

Tuesday: I feel scared.
I feel scared.
I feel scared.
When I am lonely.

Wednesday: She feels sad.
She feels sad.
She feels sad.
When she is hungry.

Thursday: He cries loudly.
He cries loudly.
He cries loudly.
When he is angry.

Structures

How do you feel?

I feel ____.

How does he/she feel?

He/she feels ____.

Review Structures

How are you?

I am ____.

How is he/she?

He/she is ____.

Song Guide

1. Pupils make a sad face each time they say 'sad'.
2. Pupils make a scared face each time they say 'scared'.
3. Pupils mime crying each time they say 'cry'.

Theme 10: Child Protection

Term 3 Week 5

Letter Names and Sounds Activities

Pupils identify the letter names.

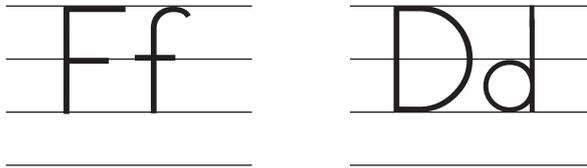
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

f (as in fat)

d (as in dog)

Sound Actions

For 'f' extend your arms to the side and pretend to fly like a bird.

For 'd' wiggle your hips and dance.

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

f	t	s	o
a	d	l	n

fall fat fast fan
dot doll nod sold

Competences

Vocabulary and Structures

- Identify the vocabulary words using the vocabulary picture cards.
- Use the weekly vocabulary words in a sentence structure.

Listening and Speaking Competences

- Ask and answer questions about feelings.
- Mime the actions in a song.

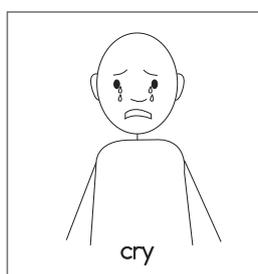
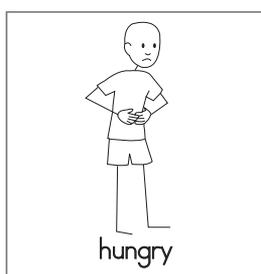
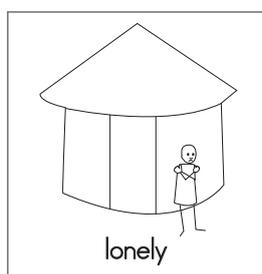
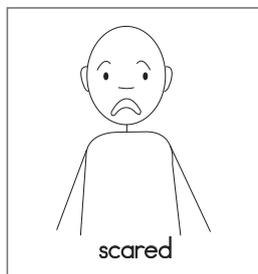
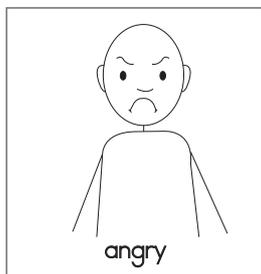
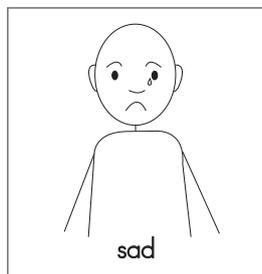
Reading and Writing Competences

- Blend letters together to read words.
- Write built words.

Sub-theme 10.2: Effects of Child Abuse

Term 3 Week 5

Vocabulary Picture Cards



Vocabulary Guide

1. para
2. wanyic
3. lworó
4. kënëkënë
5. kec
6. koko

References

NPSCU Teacher's Guide

- Competences for Assessment, page 80
- Scheme of Work, page 140
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 41-42

Continuous Assessment Activities

Vocabulary and Structures

- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.
- Ask pupils, "How do you feel?" Note whether pupils are able to respond correctly using the structure, "I feel ___".

Speaking and Listening Competences

- Have pupils ask each other, "How does he/she feel?" Pupils should answer with, "He/she feels ___." Note whether they ask and answer the question correctly.
- Have pupils sing the song of the week. Note whether pupils demonstrate the actions correctly.

Reading and Writing Competences

- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to pronounce the word correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 10: Child Protection

Term 3 Week 6

Picture Description

Sarah and James were walking home to their grandmother's house in the village when they saw a snake. Sarah protected James from the snake. She killed the snake. When they told grandmother about the snake James and Sarah got in trouble. They should have used the dirt path. They should not walk in the long grass. There are snakes in the long grass. Snakes are dangerous.

Picture Story

A snake is on the path!

James fears snakes.

Do you fear snakes?

I fear snakes!

HFW: on

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

snake
care
path
grass
safe
dangerous

Week 6

A snake is on the path!
James fears snakes.
Do you fear snakes?
I fear snakes!

12

Vocabulary

1. advise
2. protect
3. listen
4. report
5. help
6. fear

Phonological Awareness

1. ad/vise (2)
2. pro/tect (2)
3. list/en (2)
4. re/port (2)
5. help (1)
6. fear (1)

Sub-theme 10.3: Ways of Child Protection

Term 3 Week 6

Chant: *Protect Our Children*

Monday: The boy is hurt.
The boy is hurt.
What should you do?
You should protect him.

Tuesday: The man hurt the boy.
The man hurt the boy.
What should you do?
You should report him.

Wednesday: The girl is hurt.
The girl is hurt.
What should you do?
You should help her.

Thursday: They are hurt.
They are hurt.
What should you do?
You should advise them.

Structures

What should you do?

You should ____.

What can you do?

I can ____.

Review Structures

Can you ____?

Yes I can.

No I cannot.

Can he/she ____?

Yes he/she can.

No he/she cannot.

Chant Guide

1. Pupils mime hurting each time they say 'hurt'.
2. Pupils mime protecting when they say 'protect'.
3. Pupils mime reporting when they say 'report'.
4. Pupils mime helping when they say 'help'.
5. Pupils mime advising when they say 'advise'.

Theme 10: Child Protection

Term 3 Week 6

Letter Names and Sounds Activities

Pupils identify the letter names.

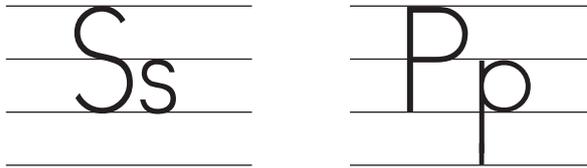
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

s (as in sit)

p (as in pig)

Sound Actions

For 's' stretch your arm out in front of you and move it like a snake while making the sound, 'sssss.'

For 'p' hold up a finger and pretend it is a candle. Then blow the candle out while making the sound, 'puh.'

Word Building Activities:

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

s	t	p	n
a	d	i	u

sad sit sun dust
sip pin pit pan

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words in the big picture.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking Competences

- Segment words into syllables.
- Pronounce words in a chant.

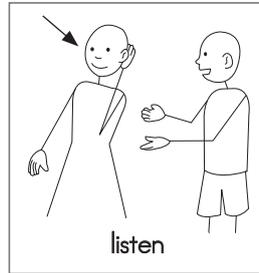
Reading and Writing Competences

- Identify letters and their names.
- Write built words.

Sub-theme 10.3: Ways of Child Protection

Term 3 Week 6

Vocabulary Picture Cards



Vocabulary Guide

1. tam
2. gwökkö
3. winy
4. ripot
5. köny
6. lword

References

NPSCU Teacher's Guide

- Competences for Assessment, page 80
- Scheme of Work, page 141
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 42-43

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct part of the big picture in their primer.
- Tell pupils, "He is hurt." Then ask them, "What should you do?" Note whether pupils are able to respond correctly using the structure, "I should ____".

Speaking and Listening Competences

- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.
- Have pupils recite the chant of the week. Note whether pupils are able to say the words with correct pronunciation.

Reading and Writing Competences

- Have pupils identify the letters of the word building table by pointing to them in their primer or on the blackboard. Note whether pupils identify the letters correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 11: Measures

Term 3 Week 7

Picture Description

James is inside his P2 class. His teacher is giving the class a lesson about time. First she is showing them the clock. Children need to learn how to tell time. Next she is teaching them about the date. Children need to know the days of the week and months of the year. Every day in the P2 class the pupils write the date in their exercise books.

Picture Story

Can you see the clock?

The clock is big!

What time is it?

It is late.

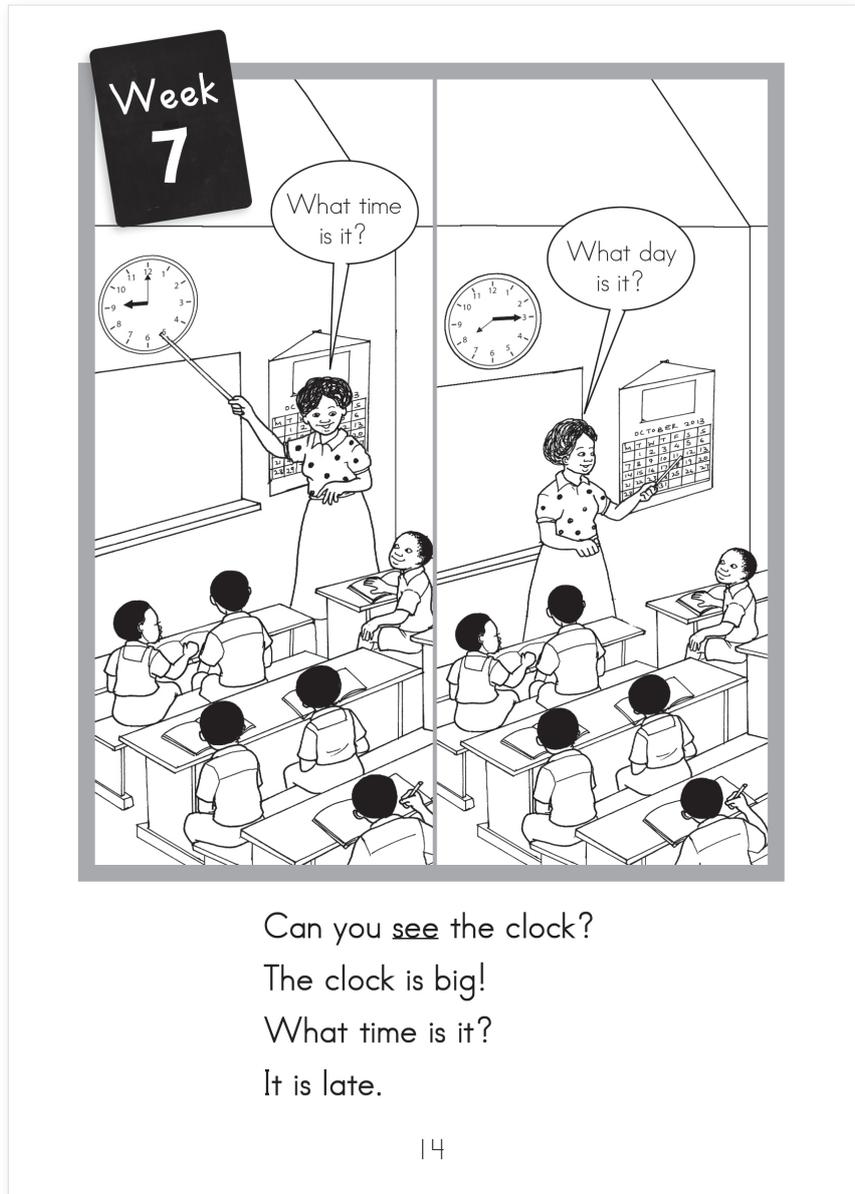
HFV: see

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

clock
chalkboard
teacher
pupils
learn
teach
time



Can you see the clock?

The clock is big!

What time is it?

It is late.

14

Vocabulary

1. day
2. week
3. month
4. year
5. hour
6. minute

Phonological Awareness

1. day (1)
2. week (1)
3. month (1)
4. year (1)
5. hour (1)
6. min/ute (2)

Note to Teachers

In week four you taught pupils the vocabulary words 'day' and 'night'. This week you are teaching pupils the word 'day' again, but this time you are teaching them 'day' as in 'days of the week'. Make sure that pupils are able to distinguish between the two different meanings of 'day'.

Chant: *Let's Measure Time!*

- Monday:** Sir, Sir what time is it?
It is one o'clock.
How many minutes make an hour?
There are 60 minutes.
- Tuesday:** Madam, Madam what day is it?
It is Tuesday.
How many hours make a day?
There are 24 hours.
- Wednesday:** Sir, Sir what month is it?
It is October.
How many weeks make a month?
There are 4 weeks.
- Thursday:** Madam, Madam what year is it?
It is 2013.
How many months make a year?
There are 12 months.

Structures

What time is it?

It is ___ o'clock.

What day is it?

It is ___.

Review Structures

Where is the ___?

It is on the ___.

It is under the ___.

It is in the ___.

What is this/that?

It is a ___.

Chant Guide

1. Pupils point to the pictures in their primers when they say the vocabulary words.

Theme 11: Measures

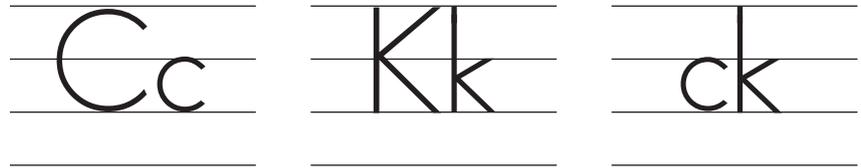
Term 3 Week 7

Letter Names and Sounds Activities

Pupils identify the letter name (not the diagraph).
Pupils identify the letter and diagraph sounds.
Pupils practise the letter and diagraph sounds using the sound actions.
Pupils write the letters and diagraph in their exercise books.

Letter Names and Sounds

Letter Names



Note to Teachers

In English the letters 'c' and 'k' and the diagraph 'ck' make the same sound. Instead of teaching them separately we teach them to children together and explain that they make the same sound.

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Sounds

c (as in car)
k (as in king)
ck (as in kick)

Sound Actions

For 'c' pretend that your hand is a pair of scissors and make cutting actions and say, 'ck, ck, ck'.
For 'k' and 'ck' pretend that you are kicking a ball and say, 'ck, ck, ck'.

Word Building

c	n	k	p	s
o	g	i	ck	r

coin cock pick rock
kick king sick sock

Word Building Activities

Pupils revise all of the sounds in the word building table.
Pupils point to letters in the table and build words by blending letter sounds.
The class discusses the meaning of the built words as needed.
Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words in the big picture.
- Identify the vocabulary words using the vocabulary picture cards.

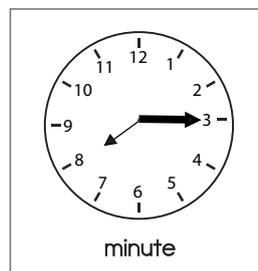
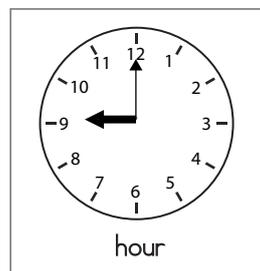
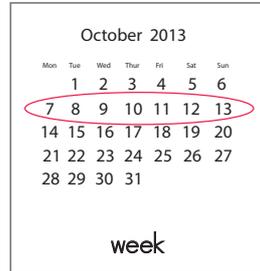
Listening and Speaking Competences

- Ask and answer questions about time.
- Segment words into syllables.

Reading and Writing Competences

- Know and demonstrate the sound a letter makes.
- Blend letters together to read words.

Vocabulary Picture Cards



Vocabulary Guide

1. ninö
2. cabit
3. dwe
4. mwaka
5. cawa
6. dakika

References

NPSCU Teacher's Guide

- Competences for Assessment, page 81
- Scheme of Work, page 142
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 44

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct part of the big picture in their primer.
- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.

Speaking and Listening Competences

- Have pupils ask each other, "What time is it?" Pupils should answer with, "It is ____ o'clock." Note whether they ask and answer the question correctly.
- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.

Reading and Writing Competences

- Chant "What does the letter say?" and have pupils identify the letter sounds. Note whether or not pupils identify the letter sound correctly.
- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to pronounce the word correctly.

Theme 11: Measures

Term 3 Week 8

Picture Description

James and Sarah are shopping. Their mother sent them to buy sugar. Inside the shop the shopkeeper is measuring onions on a scale for a customer. There are all kinds of things to measure in the shop! There are tea and spices, eggs and milk, sugar and vegetables.

Picture Story

James wants some sugar.
Sarah wants some milk.
The man wants some onions.
The shopkeeper wants some money!
HFW: some

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

buy
sell
shop
shopkeeper
beans
rice
eggs
milk



James wants some sugar.
Sarah wants some milk.
The man wants some onions.
The shopkeeper wants some money!

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Vocabulary

1. money
2. coin
3. litre
4. kilogram
5. measure
6. packet

Phonological Awareness

1. mon/ey (2)
2. coin (1)
3. li/tre (2)
4. ki/lo/gram (3)
5. mea/sure (2)
6. pack/et (2)

Theme 11.2: Units of Measure

Term 3 Week 8

Chant: *How Much is It?*

- Monday:** Shopkeeper, Shopkeeper
How much is one bottle of milk?
It is five hundred shillings.
- Tuesday:** Shopkeeper, Shopkeeper
How much is one kilogram of sugar?
It is one thousand shillings.
- Wednesday:** Shopkeeper, Shopkeeper
How much is one packet of sweets?
It is one hundred shillings.
- Thursday:** Shopkeeper, Shopkeeper
How much is one litre of paraffin?
It is two hundred shillings.

Structures

How much is this/that?

It is ____.

What do you want?

I want ____ of ____.

Review Structures

Where is the ____?

It is here

It is there.

What do you want?

I want ____.

Chant Guide

1. Pupils count with their fingers to show how much the items cost.

Theme 11: Measures

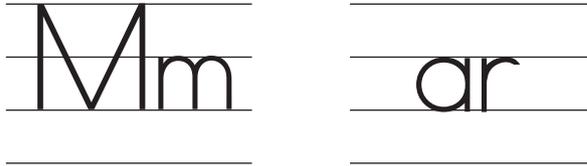
Term 3 Week 8

Letter Names and Sounds Activities

Pupils identify the letter name (not the diagraph).
Pupils identify the letter and diagraph sounds.
Pupils practise the letter and diagraph sounds using the sound actions.

Letter Names and Sounds

Letter Names



Sounds

m (as in mother)

ar (as in sugar)

Sound Actions

For 'm' pretend that you are a mother rocking a baby (same as P1 Leblango).

For 'ar' pretend that you are visiting the doctor because you have a sore throat. Open your mouth; stick out your tongue and say, 'arrrrrr!'

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

s	a	m	c
ar	g	t	u

arm sugar car star

am mat mast must

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the vocabulary words using the vocabulary picture cards.
- Use the weekly vocabulary words in a sentence.

Listening and Speaking Competences

- Ask and answer questions about cost.
- Pronounce words in a chant.

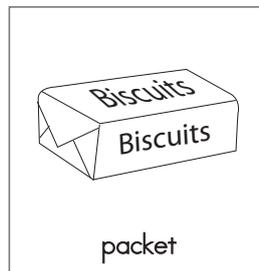
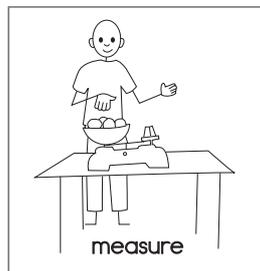
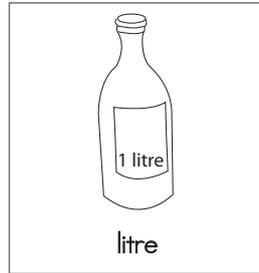
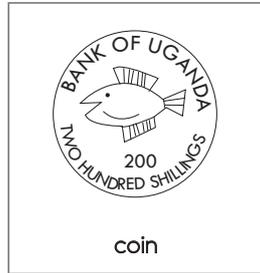
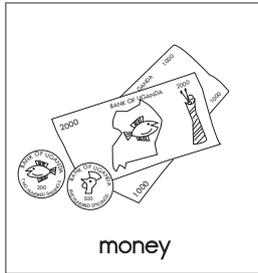
Reading and Writing Competences

- Know and demonstrate the sound a letter makes.
- Write built words.

Theme 11.2: Units of Measure

Term 3 Week 8

Vocabulary Picture Cards



Vocabulary Guide

1. cenne
2. jejejeje
3. littta
4. kilo
5. pim
6. boc

References

NPSCU Teacher's Guide

- Competences for Assessment, page 81
- Scheme of Work, page 143
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 44-45

Continuous Assessment Activities

Vocabulary and Structures

- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.
- Ask pupils, "Where is the ___?" Note whether pupils are able to respond correctly using the structure, "It is here/there."

Speaking and Listening Competences

- Have pupils ask each other, "How much is this/that?" Pupils should answer with, "It is ___." Note whether they ask and answer the question correctly.
- Have pupils recite the chant of the week. Note whether pupils are able to say the words with correct pronunciation.

Reading and Writing Competences

- Chant "What does the letter say?" and have pupils identify the letter sounds. Note whether or not pupils identify the letter sound correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 11: Measures

Term 3 Week 9

Picture Description

James is sitting on a mat in the village with his cousins, Apio and Ocen. Their grandfather is seated nearby watching them. The 3 children are playing with cutout shapes made from cardboard: circle, triangle, square, rectangle. Grandfather is holding a rectangular box asking the children, "What shape is this?"

Picture Story

James loves to play.
Apio loves to play.
Ocen loves to play.
They play with shapes!
HFW: loves

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

box
grandfather
mat
village
cousins
stool



James loves to play.
Apio loves to play.
Ocen loves to play.
They play with shapes!

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Vocabulary

1. circle
2. square
3. triangle
4. rectangle
5. shape
6. side

Phonological Awareness

1. cir/cle (2)
2. square (1)
3. tri/an/gle (3)
4. rec/tan/gle (3)
5. shape (1)
6. side (1)

Theme 11.3: Shapes and Solids

Term 3 Week 9

Chant: *What Shape is It?*

Monday: What shape is this?
It is a circle.
How many sides does it have?
It has no sides.

Tuesday: What shape is this?
It is a triangle.
How many sides does it have?
It has three sides.

Wednesday: What shape is this?
It is a square.
How many sides does it have?
It has four sides.

Thursday: What shape is this?
It is a rectangle.
How many sides does it have?
It has four sides.

Structures

What shape is this?

It is a ____.

How many sides does it have?

It has ____ sides.

Review Structures

What is this/that?

It is a ____.

Where is the ____?

It is here.

It is there.

Chant Guide

1. Pupils make the different shapes with their hands each time they name them.
2. Pupils count with their fingers to show how many sides the shapes have.

Theme 11: Measures

Term 3 Week 9

Letter Names and Sounds Activities

Pupils identify the letter names.

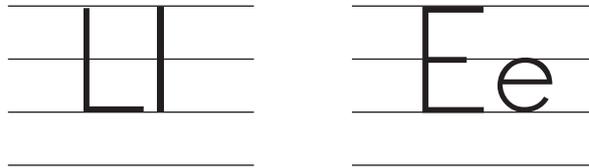
Pupils identify the letter sounds.

Pupils practise the letter sounds using the sound actions.

Pupils write the letters in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

l (as in love)

e (as in end)

Sound Actions

For 'l' pretend that you are licking a lollipop and say, 'lllllllllll!'

For 'e' pretend that you are cracking an egg against the desk and say, 'eh, eh, eh.'

Word Building Activities

Pupils revise all of the sounds in the word building table.

Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Word Building

l	a	d	g
e	n	t	o

let lend leg log
end tent ten tell

Competences

Vocabulary and Structures

- Identify the weekly vocabulary words in the big picture.
- Identify the vocabulary words using the vocabulary picture cards.

Listening and Speaking Competences

- Ask and answer questions about shape.
- Mime the actions in a chant.

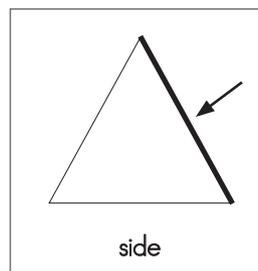
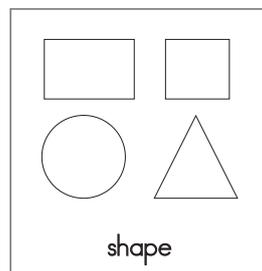
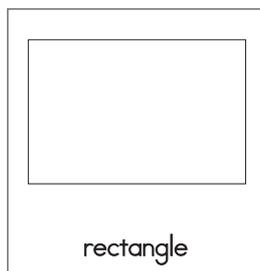
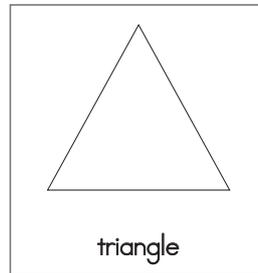
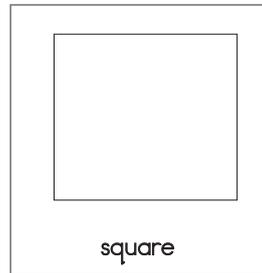
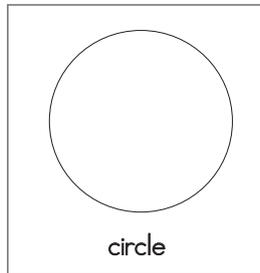
Reading and Writing Competences

- Know and demonstrate the sound a letter makes.
- Write built words.

Theme 11.3: Shapes and Solids

Term 3 Week 9

Vocabulary Picture Cards



Vocabulary Guide

1. okot
2. cikwea
3. turangul
4. rektangul
5. twake
6. alajet

References

NPSCU Teacher's Guide

- Competences for Assessment, page 81
- Scheme of Work, page 144
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 45-46

Continuous Assessment Activities

Vocabulary and Structures

- Call out the vocabulary words and say, "Point to the ____." Note whether pupils point to the correct part of the big picture in their primer.
- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.

Speaking and Listening

- Have pupils ask each other, "What shape is this/that?" Pupils should answer with, "It is ____." Note whether they ask and answer the question correctly.
- Have pupils recite the chant of the week. Note whether pupils demonstrate the actions correctly.

Reading and Writing

- Chant "What does the letter say?" and have pupils identify the letter sounds. Note whether or not pupils identify the letter sound correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 12: Recreation, Festivals & Holidays

Term 3 Week 10

Picture Description

There are lots of activities that happen at home and at school! Sarah and her friend are watching a football match. At James's school a group of pupils are skipping during break. All of the cousins have gone to the river for a fun time. Moses, Apio and Ocen are swimming while Sarah is resting on a mat under a tree. Mother and Sarah are visiting grandmother. Sarah is kneeling and greeting her. Mother is ready to present her with a chicken as a gift.

Picture Story

Come watch football.

Come skip at school.

Come swim in the river.

Come visit grandmother.

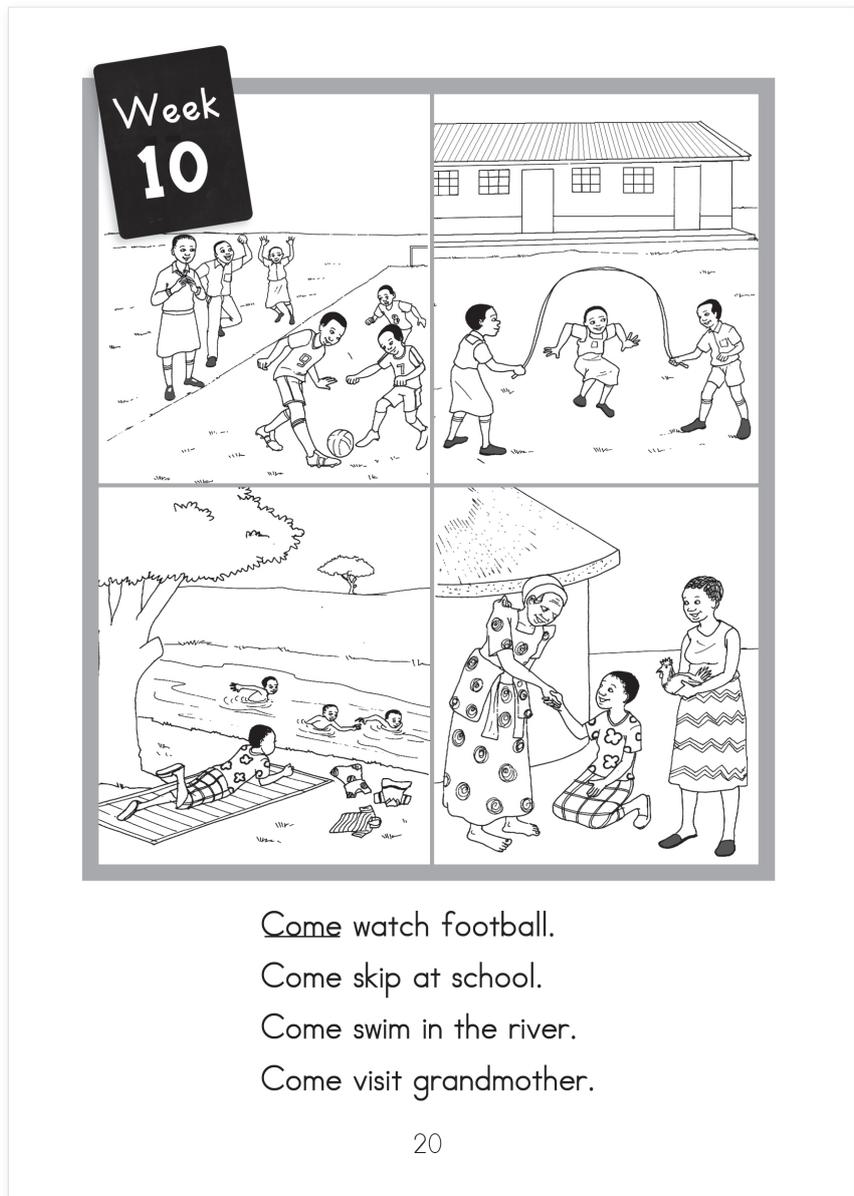
HFV: come

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

school
play
jump
friends
tree
river
chicken
give



Vocabulary

1. visit
2. greet
3. watch
4. rest
5. skip
6. swim

Phonological Awareness

1. vi/sit (2)
2. greet (1)
3. watch (1)
4. rest (1)
5. skip (1)
6. swim (1)

Subtheme 12.1: Recreation Activities at Home and School

Term 3 Week 10

Song: *What Did You Do?*

- Monday:** What are you doing?
I am greeting, greeting, greeting.
What did you do?
I greeted, greeted, greeted.
- Tuesday:** What is she doing?
She is skipping, skipping, skipping.
What did she do?
She skipped, skipped, skipped.
- Wednesday:** What is he doing?
He is watching, watching, watching.
What did he do?
He watched, watched, watched.
- Thursday:** What are they doing?
They are resting, resting, resting.
What did they do?
They rested, rested, rested.

Structures

What are they doing?

They are ____.

What did you do on
____(day)?

I ____.(*past tense*)

Review Structures

What is he/she doing?

He/she is ____.

What did he/she do?

He/she ____.

Song Guide

1. Pupils shake hands with each other when they say 'greet'.
2. Pupils mime skipping when they say 'skip'.
3. Pupils mime watching when they say 'watch'.
4. Pupils mime resting when they say 'rest'.

Theme 12: Recreation, Festivals and Holidays

Term 3 Week 10

Letter Names and Sounds Activities

Pupils identify the letter name (not the diagraph).

Pupils identify the letter and diagraph sounds.

Pupils practise the letter and diagraph sounds using the sound actions.

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building Activities

Pupils revise all of the sounds in the word building table.

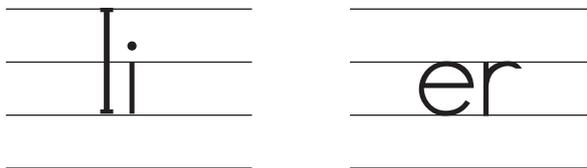
Pupils point to letters in the table and build words by blending letter sounds.

The class discusses the meaning of the built words as needed.

Pupils write the built words in their exercise books.

Letter Names and Sounds

Letter Names



Sounds

i (as in pin)

er (as in sister)

Sound Actions

For 'i' pretend to be a mouse and put your hands to your face. Move your fingers as if they were whiskers and say, i, i, i.'

For 'er' pretend to be a boda man who is tired riding of a bicycle uphill and say, 'er, er, er.'

Word Building

s	a	i	l	h
p	er	t	n	u

pin tin sit hint
sister her later supper

Competences

Vocabulary and Structures

- Identify the vocabulary words using the vocabulary picture cards.
- Use the weekly vocabulary words in a sentence structure.

Listening and Speaking Competences

- Ask and answer questions about the past.
- Segment words into syllables.

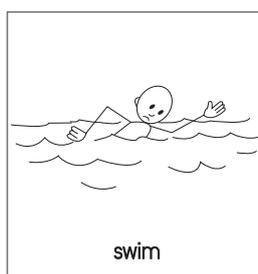
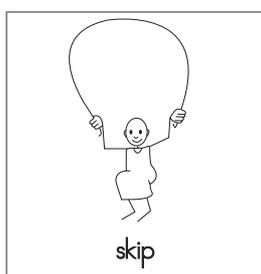
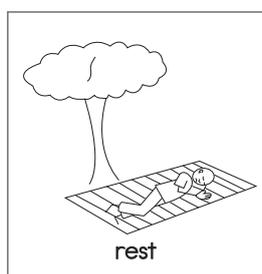
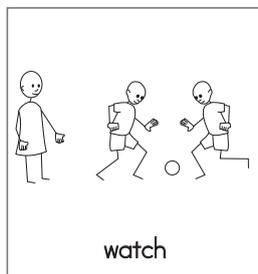
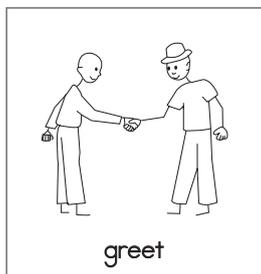
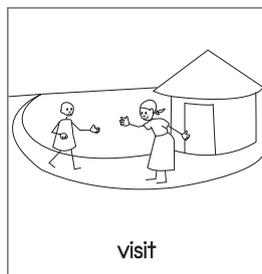
Reading and Writing Competences

- Write the capital and small forms of letters.
- Write built words.

Subtheme 12.1: Recreation Activities at Home and School

Term 3 Week 10

Vocabulary Picture Cards



Vocabulary Guide

1. limmö
2. motto
3. nännö
4. weo
5. kallo
6. kwanj

References

NPSCU Teacher's Guide

- Competences for Assessment, page 82
- Scheme of Work, page 145
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 48

Continuous Assessment Activities

Vocabulary and Structures

- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.
- Ask pupils, "What is he/she doing?" Note whether pupils are able to respond correctly using the structure, "He/she is ___".

Speaking and Listening Competences

- Have pupils ask each other, "What did you do on Tuesday?" Pupils should answer with, "I ___." Note whether they ask and answer the question correctly.
- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.

Reading and Writing Competences

- Dictate the letters of the week and have pupils write them in their exercise books. Note whether pupils write the letters correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Theme 12: Recreation, Festivals and Holidays

Term 3 Week 11

Picture Description

This is a day for celebrations and parties. Sarah and James went with their parents to church to watch twins getting their baptism. Then they went to an introduction in the village. Next they went to a mosque for a wedding. Finally they went home. It's time to celebrate James's birthday!

Picture Story

Today is a party day!

James and Sarah went to church.

They went to an introduction.

They went to the mosque.

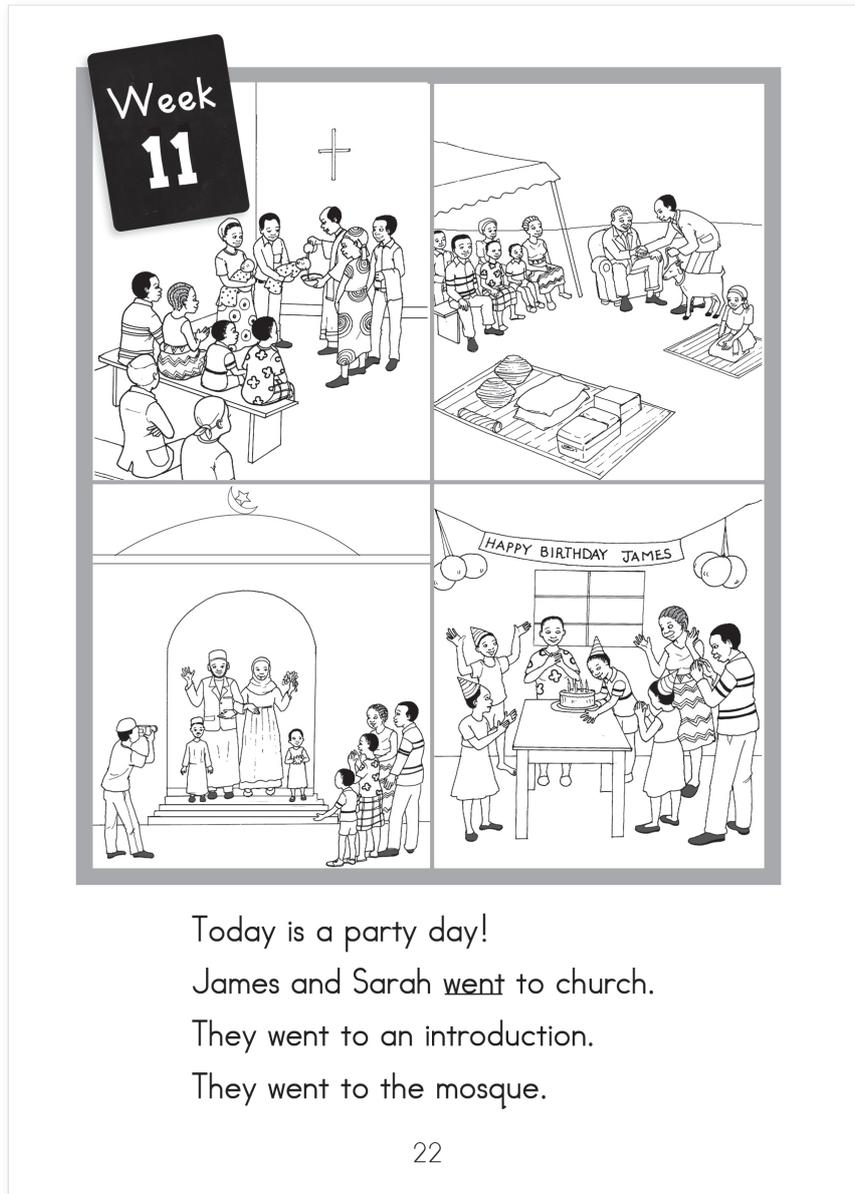
HFV: went

Picture Discussion

1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?

Review Vocabulary

baby
church
mosque
priest
imam
family
parents



Vocabulary

1. birthday
2. wedding
3. party
4. introduction
5. baptism
6. twins

Phonological Awareness

1. birth/day (2)
2. wedd/ing (2)
3. par/ty (2)
4. in/tro/duc/tion (4)
5. bap/tism (2)
6. twins (1)

Subtheme 12.2: Cultural Festivals

Term 3 Week 11

Chant: *Where are They?*

Monday: Pupils, pupils where are they?
They are at a birthday.
What are they doing?
They are celebrating.

Tuesday: Pupils, pupils where are they?
They are at a party.
What are they doing?
They are celebrating.

Wednesday: Pupils, pupils where are they?
They are at a wedding.
What are they doing?
They are celebrating.

Thursday: Pupils, pupils where are they?
They are at a baptism.
What are they doing?
They are celebrating.

Structures

Where are they?

They are at a ____.

What did he/she do on
____(day)?

He/she went to a ____.
(past tense)

Review Structures

What is he/she doing?

He/she is ____.

What did he/she do?

He/she ____.

Chant Guide

1. Pupils mime looking around each time they say 'Where are they?'
2. Pupils mime celebrating each time they say 'celebrating'.

Theme 12: Recreation, Festivals and Holidays

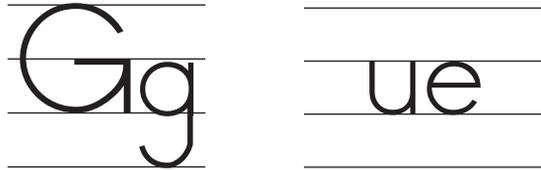
Term 3 Week 11

Letter Names and Sounds Activities

Pupils identify the letter name (not the diagraph).
Pupils identify the letter and diagraph sounds.
Pupils practise the letter and diagraph sounds using the sound actions.

Letter Names and Sounds

Letter Names



Sounds

g (as in God)
ue (as in argue)

Sound Actions

For 'g' pretend gargle water in your mouth. Tilt your head back and say, 'g,g,g,g'.
For 'ue' pretend to be a queen and point to the people around you saying 'you, you, you.'

Diagraphs

When two letters make one sound we call the pair of letters a diagraph. There are many diagraphs in English! When teaching diagraphs during the English literacy lesson make sure that pupils practise the diagraph sound, not the individual letter sounds. When practicing handwriting have pupils write the letters together.

Word Building

s	a	ue	t	r
ar	g	l	c	b

argue glue true blue
glass gas rag bag

Word Building Activities

Pupils revise all of the sounds in the word building table.
Pupils point to letters in the table and build words by blending letter sounds.
The class discusses the meaning of the built words as needed.
Pupils write the built words in their exercise books.

Competences

Vocabulary and Structures

- Identify the vocabulary words using the vocabulary picture cards.
- Use the weekly vocabulary words in a sentence structure.

Listening and Speaking Competences

- Ask and answer questions about the past.
- Segment words into syllables.

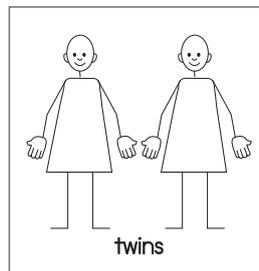
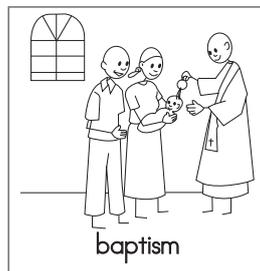
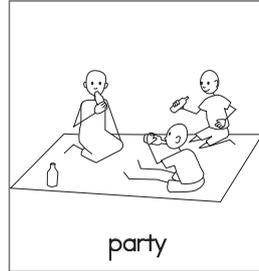
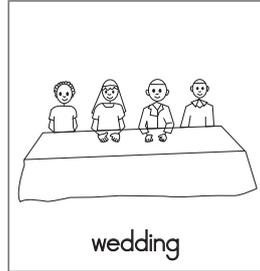
Spelling Competences

- Blend letters together to read words.
- Write built words.

Subtheme 12.2: Cultural Festivals

Term 3 Week 11

Vocabulary Picture Cards



Vocabulary Guide

1. ninö me anywalli
2. nyon a cil
3. icuban
4. njöllö nyom
5. batija
6. rude

References

NPSCU Teacher's Guide

- Competences for Assessment, page 82
- Scheme of Work, page 146
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Pages 48-49

Continuous Assessment Activities

Vocabulary and Structures

- Hold up the vocabulary picture cards and ask pupils to identify the vocabulary words. Note whether pupils identify the words correctly.
- Ask pupils, "Where are they?" Note whether pupils are able to respond correctly using the structure, "They are ___".

Speaking and Listening Competences

- Have pupils ask each other, "What did he/she do?" Pupils should answer with, "He/she ___." Note whether they ask and answer the question correctly.
- Show pupils the vocabulary picture cards for the week. Ask pupils to segment the words into syllables by clapping the syllables as they say the words. Note whether or not pupils segment the words correctly.

Reading and Writing Competences

- Point to the letters of a built word and have pupils blend them together to read the built word. Note whether pupils blend the letters together to pronounce the word correctly.
- Dictate the built words and have pupils write them in their exercise books. Note whether pupils write the words correctly.

Term 3 Summative Assessments

Term 3 Week 12

Receptive and Active Vocabulary

Receptive vocabulary is the words that we understand but cannot always remember and say. We assess pupils' receptive vocabulary each time we ask them to point to or identify different vocabulary words (listening).

Active vocabulary is the words that we can name and use when we communicate. We assess pupils' active vocabulary each time we ask them to name different vocabulary words or use them in a sentence structure (speaking).

Types of Assessment

Pupil assessments should have been done throughout the term and recorded on the CAM Form. If any pupils have not had a chance to demonstrate their competences to you during the term, this week you should complete these summative assessment activities with them. You will be assessing pupils' listening, speaking, reading and writing abilities. You will also be assessing their knowledge of vocabulary words and sentence structures. Use the Record Keeping Sheet on page 243 to record pupils' scores.

Listening: Receptive Vocabulary

Ask pupils to identify vocabulary words by saying, "Point to ___-ing" if the picture card is a verb (action), or "Point to the ___" if the picture card is a noun (person place or thing). Select 2 words per week for weeks 1 through 11 (with the exception of week 3).

Score as follows:

- Give pupils 1 point each time they identify the correct vocabulary word by pointing to it.
- There are 20 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Speaking: Active Vocabulary and Structures

In pairs have pupils ask and answer questions taught in Term 3. Pupils should ask and answer questions using the sentence structures and weekly vocabulary words. Use the following structures:

Week 1: Where is he/she?

Week 2: Do you like ___?

Week 3: Is ___ good/bad?

Week 5: How do you feel?

Week 6: What should you do?

Week 7: What time is it?

Week 8: How much is this/that?

Week 9: What shape is this/that?

Week 10: What did you do on ___?

Week 11: What did he/she do on ___?

Score as follows:

- Give pupils 1 point each time they use the sentence structure correctly.
- Give pupils 1 point each time they use an appropriate vocabulary word.
- There are 20 possible points in this section.

Term 3 Summative Assessments

Term 3 Week 12

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Reading and Writing Assessment

There are 3 areas for assessing pupils: letter name and letter sound recognition, reading and writing.

Letter Names

Show pupils the letters below. Say, "Point to the ____." Have pupils identify the letters in random order, not in the order they appear on the page here.

M s T a n r B h k L

Score as follows:

- Give pupils 1 point if they point to the correct letter within 5 seconds.
- There are 10 possible points in this section.

Letter Sounds

Show pupils the letters and diagraphs below. Say, "What does the letter say?" or "What do the letters say?" and point to the letter or diagraph. Have pupils identify the sounds in random order, not in the order they appear on the page here.

ar er o d p c u i ck r

Score as follows:

- Give pupils 1 point if they pronounce the letter or diagraph sound correctly within 5 seconds.
- There are 10 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Reading

During this assessment, you will evaluate pupils' ability to blend sounds and decode words. Point to each of the following words and ask pupils to read the words aloud.

1. mat
2. arm
3. end
4. kick
5. help
6. round
7. ball
8. ant
9. shop
10. dust

References

NPSCU Teacher's Guide

- Competences for Assessment, page 82
- Scheme of Work, pages 146-147
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence

- Page 49

Term 3 Summative Assessments

Term 3 Week 12

Score as follows:

- Give pupils 2 points for every word they read correctly.
- Give pupils 1 point if they only read part of the word correctly.
- There are 20 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Writing

During this assessment, you will evaluate pupils' ability to segment and spell words. Do not let pupils see the words for this assessment. Say each word below and have pupils write it on a piece of paper.

- | | |
|-----------|----------|
| 1. sister | 6. nun |
| 2. pin | 7. hen |
| 3. car | 8. about |
| 4. leg | 9. hand |
| 5. bag | 10. sold |

Score as follows:

- Give pupils 2 points for every word they spell correctly.
- Give pupils 1 point if they only spell part of the word correctly.
- There are 20 possible points in this section.

Mark as follows:

- 14-20 points = BA (Ber Atek for superior performance)
- 9-13 points = BB (Beber for satisfactory performance)
- 0-8 points = AA (Amito Akönyö for needs more work)

Completing the Parent Report Card

You will fill out the Parent Report Card shown on page 244 for each of your pupils at the end of the term. How you grade your pupils at the end of the term is based on a combination of the daily, weekly and termly assessments you have done. We will use the following terms to represent the grade each pupil achieves:

Grade

BA = Ber Atek (Superior performance)

BB = Beber (Satisfactory performance)

AA = Amito Akönyä (Needs more work)

Be sure to add a few comments in the space provided about the pupil's performance and what parents can do to support their child's learning.

Term 3 Summative Assessments

Term 3 Week 12

MINISTRY OF EDUCATION AND SPORTS

P2 Term 3 Parent Report Card

MARKS

SCHOOL: YEAR:

PUPIL'S NAME:

DAYS ATTENDED: OUT OF:

BA = BER ATEK
 BB = BEBER
 AA = AMITO AKÖNYÄ

Learning Area	Competences	%	Comments
Mathematics	Counts numbers 1-40.		
	Writes number names 1-10.		
	Matches number symbols with objects.		
	Matches number symbols with objects.		
Learning Area	Competences	Marks	Comments
Literacy 1: Reading and Listening	Correctly identifies both a letter and a word and explains that a letter is a picture that represents a sound.		
	Identifies and imitates sounds in Leblango.		
	Matches pictures, letters and words correctly.		
Literacy 2: Writing and Speaking	Tells an original story to the whole class that demonstrates creativity, meaning and fluency.		
	Writes surname correctly.		
	Writes meaningful stories using pictures and the key word.		
English	Asks and answers questions using known vocabulary and structures.		
	Writes words correctly.		
	Reads words and sentences with correct pronunciation.		
CPA	Sings songs meaningfully.		
	Draws and colours meaningfully.		
	Models objects.		
IRE	Names places of worship.		
	Talks about the importance of cleaning the body, clothes and places.		
	Practises ablution.		
CRE	Mentions gifts from God.		
	Names some of Jesus's followers.		
	Talks about parts of the body as gifts from God.		
PE	Runs in given formations.		
	Skips with ease.		
	Responds to instructions correctly.		

PUPIL'S CONDUCT (SHARING, PLAYING WITH OTHERS AND CARING FOR SELF):

TEACHER'S COMMENTS:

TEACHER'S SIGNATURE:

REQUIREMENTS:

NEXT TERM BEGINS ON: ENDS ON:

HEAD TEACHER'S COMMENTS:

HEAD TEACHER'S SIGNATURE: