

TERM 1-Lesson 2: Na a pyëtö kal? / Who Winnows the Millet?

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

Theme/Pënkop: Our Home

Sub-theme/Jaŋ pënkop: Roles/Responsibilities of Different Family Members

Content/Gin ame apwonyo:

- Family members have different roles and responsibilities.
- Vocabulary Development:
kwarö mama baba amıntoto
nero amın omın

Skills: Listening/Speaking

Dirö: Winy/Kop

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Uses the story title and prior knowledge to make predictions about what will happen in the story.
- Listens attentively to the teacher.
- Identifies that this is an informative story, not a fiction story.
- Demonstrates comprehension by identifying the main idea in an informative story.
- Identifies vocabulary words from the story and uses them in meaningful sentences.

Methods/Yore me pwony:

- Making Predictions
- Class Discussion
- Listen, Say and Use (Vocabulary Words)

Instructional Materials/Jami pwony:

- *Na a pyëtö kal? (Who Winnows the Millet?)*

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

- Creative Thinking, Sharing, Effective Communication, Appreciation

References/Ajür:

- *Primary 1 Teacher's Guide Lëblaŋo: An atwëro kwan kede cöc*
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoŋy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwoŋy</i>	<i>Tic oŋinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Ŋa a pyëtö kal? (Who Winnows the Millet?)</i> for this lesson.	<ul style="list-style-type: none"> Learners show that they are ready to begin by sitting with hands together and eyes on the teacher.
5 min.	2.	Before Listening to the Story a. Read the title of the book aloud. Ask learners what they think the story will be about. Ask them to predict whether the story is a fiction or informative story. b. Read the Guiding Question and ask learners to listen for the answer as you read. (<i>Guiding Question: What is one responsibility the father has in this story?</i>)	<ul style="list-style-type: none"> Learners use the story title and prior knowledge to make predictions about what will happen in the story.
5 min.	3.	Reading the Story Aloud a. Read the story aloud to learners as they listen attentively.	<ul style="list-style-type: none"> Learners listen attentively to the story.
10 min.	4.	After Listening to the Story a. Repeat the Guiding Question. Discuss the answer as a class. b. Discuss whether this was a fiction story (make believe) or informative story (real life). c. Tell learners you will read the story aloud a second time. They should listen to determine the main idea of the story. d. Read the story aloud a second time. e. Ask learners what they think is the main idea of the story. (<i>Family members have different roles and responsibilities.</i>)	<ul style="list-style-type: none"> Learners answer the guiding question. Learners identify that this is an informative story.
5 min.	5.	Vocabulary Words a. Say the first vocabulary word aloud and write it on the chalkboard. Have the learners repeat the word. Read the sentence from the story with the word in it from the story. Then ask selected learners to use the word in a new sentence. b. Repeat with 2-3 more vocabulary words, as time permits.	<ul style="list-style-type: none"> Learners identify vocabulary words from the story and use them in a meaningful sentence.

Self-Evaluation/Këbörö adwoggi me pwoŋy:

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