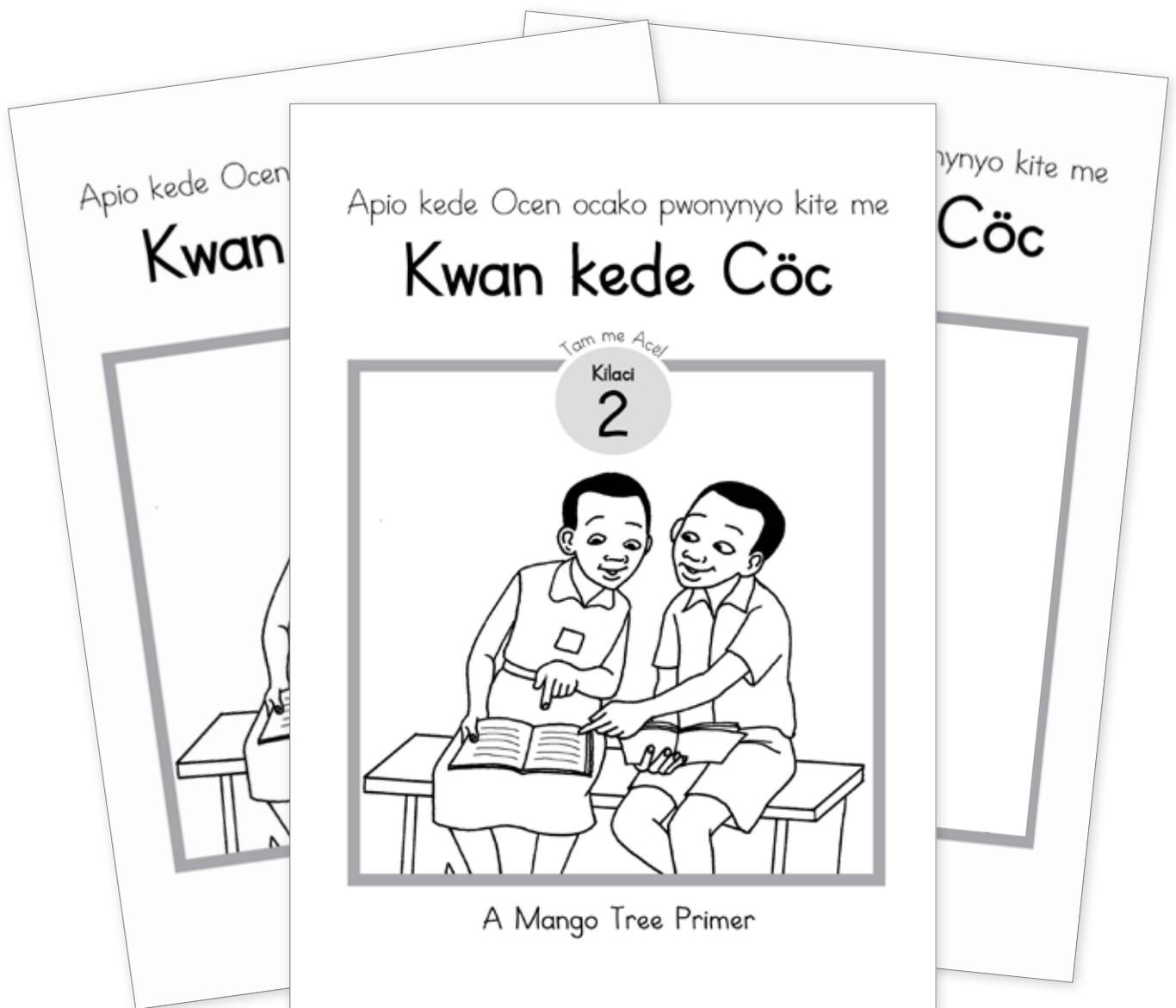


Apio kede Ocen ocako pwonynyo kite me

Kwan kede Cöc

KILACI 2



A Mango Tree Teacher's Guide

*Mango Tree's Northern Uganda Literacy Program
Primary Literacy Project, Lango Sub-region
Plot 58, Ogwal Ajungu Road, Junior Quarters, Lira, Uganda
Office Telephone: +256 473 420 215
Email: cesbeck@mangotreeuganda.org
Website: www.mangotreeuganda.org*

ISBN 9970 313 14 7

*Authors: Dennis Akaa, Craig Esbeck, Bernadette Jerome, James Odongo
Designers: Keith Masereka
Illustrators: Joseph Kalwany, Chrisogon Atukwasize*

PILOT DRAFT: FOR FIELD TESTING ONLY February—December 2013.

*DO NOT COPY THIS DOCUMENT WITHOUT THE CONSENT OF
MANGO TREE EDUCATIONAL ENTERPRISES, LTD.*

Contents

INTRODUCTION	7
Mango Tree's Local Language Literacy Model	8
Mango Tree's Literacy Model and the MoES Curriculum	16
HOW TO TEACH	29
How to Teach: Story Reading Time	30
How to Teach: Creative Writing Time	58
How to Teach: Word Building Time	70
Explaining the Teacher's Guide Format	84
TERM 1 LESSONS	89
Key Literacy Competences	90
Preparation Week	92
Week 1: gali Review P1	94
Week 2: tara Review P1	98
Week 3: nyollo Key Letter - NY	102
Week 4: baba Key Letter - B	106
Week 5: öt Key Letter - Ö	110
Week 6: nyarö Review - NY, B, O	114
Week 7: tyëna Key Letter - Ę	118
Week 8: cöŋ. Key Letter - Ŋ	122
Week 9: cabun Key Letter - U	126
Week 10: jokon Key Letter - J	130
Week 11: alayu Review Key Letters - Ę, Ŋ, U, J	134
Week 12: Assessment Week	140

Acknowledgements

The authors want to gratefully acknowledge the significant role Robin Rempel played in the development of this teacher's guide and the accompanying pupil primers. The methodology outlined in this teacher's guide is primarily based on the ideas Robin formulated in her *Multi-Strategy Economy Model* for teaching literacy skills to children.

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:

Email: lang_programs_uganda@sil.org.

Website: www.sil.org

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

The principal, Mr. Odwilo Simon, and his staff, most especially the Coordinating Centre Tutors Mrs. Ongom Fresher Ben, Mr. Renge Geoffrey and Mr. Okori Robert, have participated in the development of the materials, trained pilot teachers in how to use the resources and monitored their use in the field.

The Oyam District and Lira Municipal Education Offices

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.

The Lango Language Board

The Lango Language Board has provided crucial technical support about the language and culture. They trained our writers in the Lango orthography and have reviewed all our written work to make sure it conforms to the rules of spelling and grammar.

The Pilot Schools

We are grateful for the following schools for allowing us to pilot our methods and materials in their schools in 2012:

- Aber Primary School, Oyam District
- Alidi Primary School, Oyam District
- Ayago Primary School, Lira Municipality

Introduction



Mango Tree's Local Language Literacy Model

Approach vs. 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 practice.

Our Foundation: The 5 Big Ideas of Literacy Instruction

Our instructional model is founded on research-based evidence for effective teaching of literacy. The 5 Big Ideas 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 5 Big Ideas 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.

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

Mango Tree's Local Language Literacy Model

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 written 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 programs 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 fifty 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 and sentences instead of with letters and syllables. Now, fifty years later, there are just as many top-down programs 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 program developed in the UK that uses a bottom-up teaching approach.

Mango Tree’s Local Language Literacy Model

In the early 2000’s 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 teach 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 uses integrates the best ideas of both top-down and bottom-up literacy instruction. So to respond to the question posed at the beginning of this section, "What do we mean by an integrated approach?" our answer is, we call our model an "integrated" approach, because it uses features of both top-down and bottom-up teaching approaches in each day's lessons.

At Mango Tree, we agree that meaning is crucial to language instruction, a key feature of a top-down approach. That is why we begin each day’s literacy instruction with the teacher and children reading a story together. We call this thirty-minute lesson Story Reading Time.

Immediately after Story Reading Time we continue our top-down approach with Creative Writing Time where pupils write their own stories related to the key word and theme for the week. The children are encouraged to use pictures and words to tell their stories in P1 and by the end of the year many are beginning to write full sentences. By the end of P2 pupils can write a whole story using only sentences – sentences that for the most part use correct capitalization and punctuation.

Mango Tree's Local Language Literacy Model

After break time pupils return for the third, thirty-minute literacy lesson of the day, Word Building Time. This is our opportunity to use a bottom-up approach to reading and writing instruction. Starting with a keyword and key letter, pupils practice blending and segmenting letters and syllables. They also work on their handwriting skills and practice spelling.

The following table summarizes what the Mango Tree model looks like on a daily basis:

	READING	WRITING
Top-Down	Story Reading Time (Lesson 1) <ul style="list-style-type: none">• Reading for fluency and comprehension	Creative Writing Time (Lesson 2) <ul style="list-style-type: none">• Self-directed writing for sharing with the class
Bottom-Up	Word-Building Time (Lesson 3) <ul style="list-style-type: none">• Key Letter and Keyword Lesson• Letters, Syllables and Blending Practice	Word-Building Time (Lesson 3) <ul style="list-style-type: none">• Spelling dictation• Handwriting and letter formation

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.

3 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 5 Principles represent their destination or end point of that journey. If the journey is successful, pupils will significantly improve their competence in the 5 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

Mango Tree's Local Language Literacy Model

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).

3. From Simple to Complex.

Our daily and weekly lesson format is designed such that pupils begin the week with a simple reading or writing task to accomplish. As the lesson unfolds over the course of the day and the week, the teacher continues to add complexity to the original task introduced on the first day. By the end of the week, the pupils are able to comfortably accomplish a much more complex reading or writing task. This strategy is also referred to as "scaffolding".

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. Here are the most important:

Mango Tree's Local Language Literacy Model

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 one hundred 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:

- a teacher's guide (like the one you are reading)
- primers for direct instruction
- readers for extra reading practice
- a chalkboard for the teacher
- slates, chalk and dusters for every child in P1 and exercise books, pencils and erasers in P2

In a later section of this teacher's guide we provide weekly suggestions for additional instructional materials you can make for your classroom if you have the time and resources, but they are not a requirement.

Locally developed instructional materials

For local 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. If we only provide teachers with translated resources, they will not be able to teach the language properly.

The Mango Tree pupil primers were all written by Lango educators who have a good understanding of the language and culture. They evaluated the special features of Leblango and developed lesson plans accordingly.

Primer and Reader

We use two terms in this teacher's guide that need to be clearly defined:

Primer: This is a text that is specially written to teach children to read. Mango Tree provides 3 primers each year, one for each term, as part of our basic set of instructional materials.

Reader: This is any storybook that children use to practice the reading skills they've learned. Mango Tree provides 1 reader each term as part of our basic set of instructional materials. You can find other readers in local bookshops.

Mango Tree's Local Language Literacy Model

Using the body to learn sounds

Mango Tree has borrowed a teaching strategy from Jolly Phonics. This strategy is highly effective in teaching children the sounds that letters make. When a letter sound is first introduced, the children learn a movement to do while they make the sound. This movement is related to the keyword. For example, the third letter that children learn in P1 Term 2 is "c". The keyword in Leblango is "mac" or "fire". When the teacher introduces the "c" sound she has the children pretend to light a match while making the "c" sound. This body movement helps the child remember the sound because they are using three of their five senses to remember the sound:

1. They hear the sound "c" with their ears.
2. They see the letter c next to a picture of fire (mac) on the chalkboard or in their primer.
3. They feel the sign (lighting a match) with their body.

We know that everyone learns best when all their sense are involved. This teaching method fixes the letter symbol and sound securely in the child's mind.

This teaching strategy is only used in P1. Nevertheless, we provide P2 teachers with a resource sheet in the back of the teacher's guide with all the letter sounds taught in P1 and their corresponding signs. P2 teachers can use these signs as they review the P1 letter sounds in Term 1.

English literacy is also built into our model

Mango Tree's literacy model also includes a set of instructional materials for teaching English. Although our primary focus in early primary is successful local language literacy we acknowledge that in Uganda no literacy model will be judged successful if it isn't able to transition pupils to instruction in English by the end of P4. Just as with our Leblango materials, our English instructional model is based on and supports the MoES curriculum.

Our English model also uses an integrated instructional approach and employs the three key strategies for daily lesson development. The Leblango and English lessons are interrelated through thematic and vocabulary development. The main characters in the Leblango primer, Apio and Ocen, are also the cousins of James and Sarah who are the main characters in the English primer.

Mango Tree's Local Language Literacy Model

Our English lessons have been developed specifically for pupils in the Lango sub-region. The songs and stories are culturally relevant and the illustrations have been done by a local artist. Our English model uses pupils' developing knowledge of the Lango language as a means for content instruction in English. We want pupils to move confidently from the known (Leblango) to the unknown (English). In order to facilitate learning and understanding, teachers speak both languages during English class to ensure understanding.

Mango Tree's Literacy Model and the MoES Curriculum

Mango Tree's Literacy Model and the MoES Curriculum

In about 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 policy initiatives.

Literacy Competences in the MoES Curriculum

The MoES has classified literacy competences into four key skills: listening, speaking, reading and writing. They have developed four topics that deal directly with these literacy competences: Literacy 1, Literacy 2, News and Oral Literature.

Because the Ugandan curriculum uses an integrated, thematic approach, the children should also be working on literacy competences in all the other topic areas, like mathematics and religious education, but for our purposes we will only examine how the four topics relate to Mango Tree's literacy model.

The table that follows outlines the MoES guidelines on instruction in the literacy competences on a weekly basis:

Mango Tree's Literacy Model and the MoES Curriculum

Ministry of Education and Sports Literacy Lessons

Topic	Literacy competences	Lessons per week
Literacy 1	Reading	5
Literacy 2	Writing	5
News	Speaking (and Listening)	3
Oral Literature	Listening (and Speaking)	2

For Mango Tree's integrated instructional model to work, we require a daily lesson in bottom-up, phonics instruction. Systematic phonics instruction is currently not an explicit part of the MoES curriculum, although it is mentioned as a teaching strategy. Because of this, we have altered the MoES lesson timetable slightly. We have kept all the MoES competences, but have integrated the listening and speaking competences into our two top-down literacy lessons. Here is a table that outlines Mango Tree's instructional model:

Topic	Literacy competences	5 Big Ideas	Lessons per week
Story Reading Time	Reading Speaking Listening	Fluency, Comprehension, Vocabulary	5
Creative Writing Time	Writing Speaking Listening	Fluency, Comprehension, Vocabulary	5
Word Building Time	Reading Writing	Phonemic Awareness, Alphabetic Principle	5

Note that we've included the 5 Big Ideas in our lesson plan model since they form the foundation of our teaching approach.

Mango Tree's Literacy Model and the MoES Curriculum

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.

Sample Lesson Templates

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.

The Weekly Timetable

The Mango Tree Literacy Model requires a minimum of 90 minutes – or 3 thirty minute lessons – per day to be effective. The timetables on the following page show you how to schedule your literacy lessons in P1 and P2.

Mango Tree's Literacy Model and the MoES Curriculum

Model Timetable: P2

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Story Reading Time <ul style="list-style-type: none"> Primer Story 	Story Reading Time <ul style="list-style-type: none"> Primer Story 	Story Reading Time <ul style="list-style-type: none"> Primer Story 	Story Reading Time <ul style="list-style-type: none"> Class Story or Reader Story 	Story Reading Time <ul style="list-style-type: none"> Class Story or Reader Story
9:30-10:00	Creative Writing Time <ul style="list-style-type: none"> Teacher modelling 	Creative Writing Time <ul style="list-style-type: none"> Story writing Story sharing 	Creative Writing Time <ul style="list-style-type: none"> Handwriting Sentence dictation 	Creative Writing Time <ul style="list-style-type: none"> Story writing Story sharing 	Creative Writing Time <ul style="list-style-type: none"> Story writing (with self-evaluation) Story sharing
10:00-10:30	Break	Break	Break	Break	Break
10:30-11:00	Word Building Time <ul style="list-style-type: none"> Introduce the Key Letter and Keyword Handwriting 	Word Building Time <ul style="list-style-type: none"> Revise Key Letter and Keyword Letter Drill Table Handwriting Spelling Practice 	Word Building Time <ul style="list-style-type: none"> Revise Key Letter and Keyword Letter Drill Table Syllable Drill Table Spelling Practice 	Word Building Time <ul style="list-style-type: none"> Revise Key Letter and Keyword Letter Drill Table Syllable Drill Table Spelling Practice 	Word Building Time <ul style="list-style-type: none"> Primer Story Revise Key Letter and Keyword Letter Drill Table Syllable Drill Table Spelling Test

Mango Tree's Literacy Model and the MoES Curriculum

The MoES Guidelines on Continuous Assessment

Introduction to Continuous Assessment

The MoES is moving away from a policy of terminal assessment and toward a continuous assessment model. The MoES 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 who are not keeping up with the curriculum, 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* 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 (or CAM Form) to help teachers.

The Continuous Assessment Monitoring Form

The teacher is expected to use the CAM Form during the three literacy lessons every day to track individual pupil performance. Assessment activities are built into every lesson. They are the "You do" in the "I do. We do. You do." strategy that all our lessons employ. We suggest that teachers select about 5 pupils in each lesson to demonstrate their competence. This means for Story Reading Time, for example, the teacher can assess about 25 pupils per week or 100 pupils per month.

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

Mango Tree's Literacy Model and the MoES Curriculum

In addition to the CAM Form, the teacher's 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 literacy competences on the report card are the very same competences found in the CAM Form and the weekly teacher's guide lesson planning pages. Sample 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 their 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 7 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 Activity*** and set guidelines with parents for storybooks going home with pupils

Mango Tree's Literacy Model and the MoES Curriculum

- **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

Take a Book Home Activity

Pupils begin taking storybooks and primers home to read each week beginning in the middle of the first term. This continues through the remainder of the year. Each school creates different systems for making this happen but encouraging reading at home is an important part of our model. Research shows that pupils who are exposed to reading at home make significantly higher gains in reading fluency over the course of an academic year. Therefore, we are trying to introduce the practice of independent reading at home to parents in our participating schools.

Parent Assessment Tool

The Parent Assessment Tool is another means of involving parents in their children's literacy learning. The tool, modelled after one developed in India and also used by UWEZO, is a simple way for parents to assess their pupils in basic reading skills. We introduce the tool in the second term during Education Week. The tool has 4 parts: 1.) letter name knowledge; 2.) familiar word reading; 3.) reading fluency test and 4.) reading comprehension test. On the following page there is a sample of the test:

Mango Tree's Literacy Model and the MoES Curriculum

Sample of the Parent Assessment Tool

1. Deyo Nuktae

c A m L i N o T W b
w e k O a l K t D y
D η C r u Y p G J R
B w t P n j l M Ny C
r i ny E a U g d l K

2. Deyo Nyigkop

mac kic wa tol dan
cak kiti cam wek nam
apwony aman kede kec odok
cukul dol maro duka okobo
cabun korj agony atat pacu

3. Kwano icina

Apwony ooro Ocen ni wot go olan.
Apio te ηwec kwany'o olan oko.
Ocen oryemo yo Apio te cakko laro olan.
Apwony odwekko kin gi kun miyo Ocen goo olan, Apio te tero buke me agweta.

4. Apeny ikom icina

1. Do ame Apwony okobo ni Ocen tim?
2. Do Apwony omio Apio otimo ikare ame ogamo olan ibote te miyo Ocen goyo?
3. Do okene ame Apwony mio otinkwan timo i kilaci?

What parents are expected to contribute

Parents must appreciate that they also need to support their pupils 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 pupils about what they are learning at school each day.

Mango Tree's Literacy Model and the MoES Curriculum

School Management Issues

Our model also requires contributions by the school administration. Head teachers and the school management chairpersons attend an orientation meeting if they are interested in participating in the program. 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
- Provision of desks for all the learners
- Provision of a lockable cupboard in at least one of the two classrooms for instructional materials storage
- Selection of the best early primary teachers to participate in the program
- Budget for adequate chalk, manila and markers for teachers per term (amounts are specified based on school enrolment)
- Organize and implement termly parent meetings for early primary classes

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.

Community Involvement

We have signed MoUs with all of the districts in which we participate. We align our program 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 program 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.

Mango Tree's Literacy Model and the MoES Curriculum

Language Board Involvement

The Lango Language Board (LLB) is one of our key implementing partners. They have provided important 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.

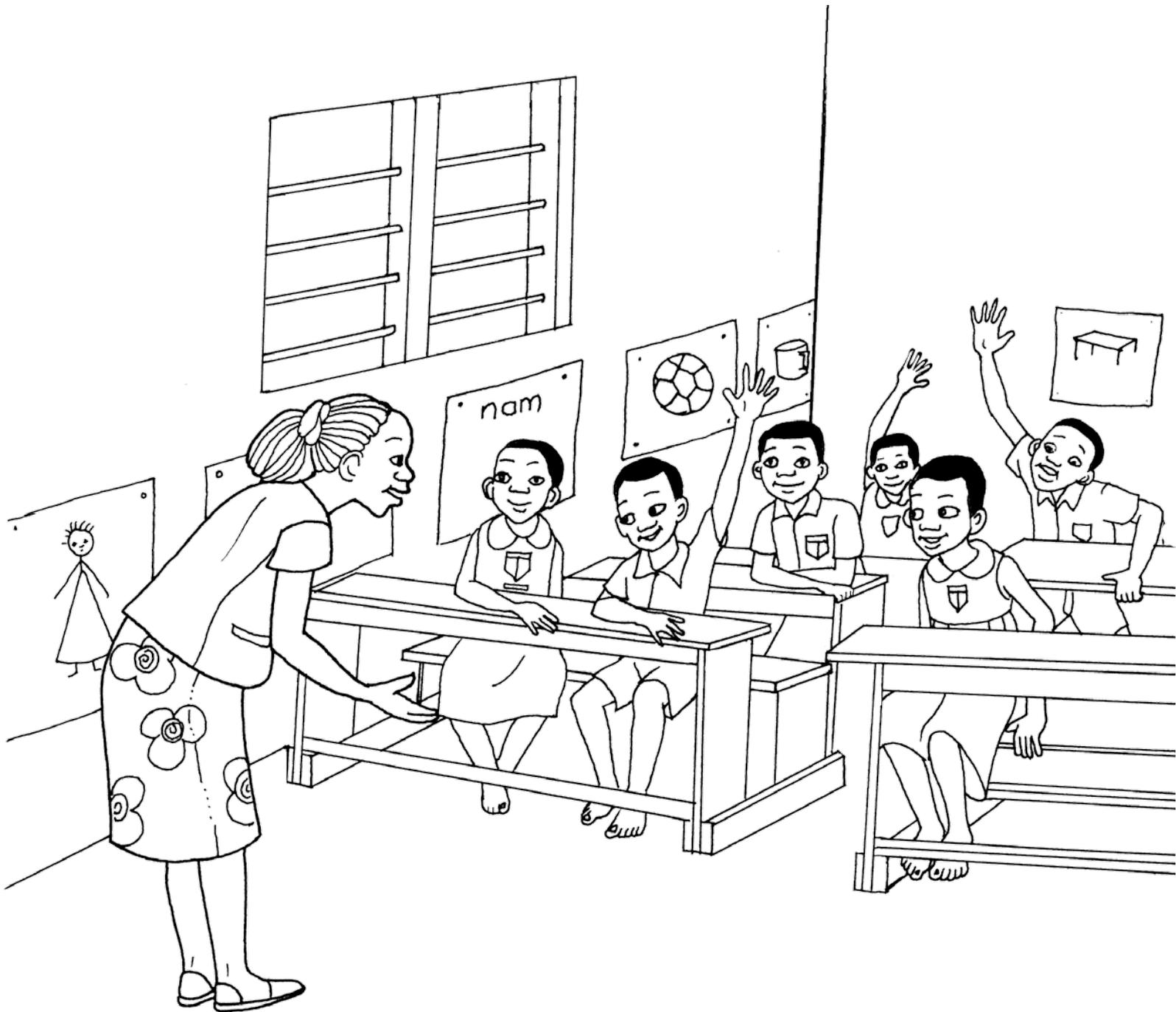
The LLB also does its own community outreach activities that support our messages to parents about the importance of local language instruction in primary schools.

Summary of our Outreach Beyond the Classroom

We recognize that our literacy model needs to work synergistically with parents, education administrators and the other literacy stakeholders in the Lango Sub-region and we do all we can to play an active role in ensuring that early primary teachers like yourself get all the support they require to provide effective literacy instruction to their pupils.

If you have suggestions for how we can do more to improve delivery of quality literacy education to pupils, don't hesitate to contact us.

How to Teach



How to Teach: Story Reading Time

The CAM Form and Story Reading Time

The Story Reading Time lessons have been designed so that you can have individual pupils demonstrate reading fluency, comprehension and vocabulary competences each day.

Try to select about 5 pupils prior to the lesson that you want to assess and be sure to call on them.

Every child in your class should have the opportunity to read a story for the whole class, demonstrate their knowledge of vocabulary words and answer comprehension questions several times during each term.

Introduction

Story Reading Time has three types of lessons:

1. The *Primer Story* Lessons:

- These three lessons are taught on **Monday, Tuesday and Wednesday** throughout the term.
- “Primer Story” refers to the short story in the pupils’ primer.

2. The *Class Story* Lessons:

- These two lessons are taught on **Thursday and Friday** most weeks of the term.
- “Class Story” refers to a story that the learners compose with help from the teacher who writes it on the chalkboard. The story is composed during the Thursday lesson and further developed in the Friday lesson.
- The Friday Class Story Template changes in Term 3 to focus more on decoding unfamiliar text.

3. The *Reader Story* Lessons:

- These two lessons are taught on **Thursday and Friday** once or twice during the term.
- “Reader Story” refers to the story found in the supplemental storybook that is provided alongside the primer as part of the basic set of pupil instruction books.

Lesson Plan Templates

Here is an overview of the eight lesson plan templates for Story Reading Time:

- Lesson Template 1: Introducing the Primer Story (Monday)
- Lesson Template 2: Story, Sight Words and Vocabulary (Tuesday)
- Lesson Template 3: Using the Primers (Wednesday)
- Lesson Template 4: Writing the Class Story (Thursday)
- Lesson Template 5: Developing the Class Story (Friday)
- Lesson Template 6: Introducing the Reader (Thursday)
- Lesson Template 7: The Reader Story Continued (Friday)

How to Teach: Story Reading Time

Lesson Template 1: Introducing the Primer Story (Monday)

Competences

- The learners will read a short story with fluency.
- The learners will demonstrate comprehension of the story and sub-theme by answering questions.

Methods

- Whole group reading
- Small group reading
- Individual reading
- Comprehension questions

Instructional Materials

- The keyword picture drawn on the chalkboard in advance.
- The Primer Story written on the chalkboard in advance.
- A long pointer for following the text while reading the story on the chalkboard.
- Charts or other instructional materials that help you develop ideas related to the week's sub-theme (optional).

Here is an example of how you should write the Primer Story on the chalkboard on Monday through Wednesday:



Reading the Primer Story

When reading the story aloud, always hold a long pointer and move it underneath the words as you read. Be sure to read smoothly and naturally as the pointer moves smoothly under the words.

Correcting Mistakes

When individual learners come up to read the primer story at the end of the lesson do NOT correct pupils when they make a mistake IF they retain the correct meaning of the sentence. For example, if the sentence says, "The big white cloud floated through the sky," and the child reads, "The big **puffy** cloud floated through the **air**," you should ignore the mistakes. In this lesson the focus is on fluency and comprehension which the child has demonstrated.

How to Teach: Story Reading Time

Teaching Procedure (Monday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Song and Keyword <ul style="list-style-type: none"> Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. Show the learners the picture of the keyword written on the chalkboard. Ask the learners if they can identify the picture. (If the learners don't identify the keyword after 2-3 attempts, tell them the keyword.) 	<ul style="list-style-type: none"> Learners sing the <i>Story Reading Time Song</i> with the teacher. Learners look at the picture of the keyword and try to identify it.
5 min.	II.	Teacher Reads the Story Alone <ul style="list-style-type: none"> Tell the learners that you will read the story aloud to them. They should listen carefully for the keyword. Read the story again. This time tell the learners to clap when they hear the keyword. You can read the story a third time if you feel the pupils need to hear it again before proceeding to Step III. 	<ul style="list-style-type: none"> Learners listen to the teacher as she reads the primer story on the chalkboard. Learners clap when they hear the keyword read by the teacher.
5 min.	III.	Teacher Reads the Story with All the Learners <ul style="list-style-type: none"> Read the story 2-3 more times with all the learners joining in. Remember to read smoothly and naturally. When the learners are beginning to become confident in reading along with you, continue to Step IV. 	<ul style="list-style-type: none"> Learners read along with the teacher as she reads aloud the primer story from the chalkboard.
5 min.	IV.	Teacher Reads the Story with Selected Learners <ul style="list-style-type: none"> Continue reading the story aloud but ask small groups to read together with you. 	<ul style="list-style-type: none"> Selected learners read along with the teacher as she reads aloud the primer story.
5 min.	V.	Reading Fluency Assessment <ul style="list-style-type: none"> Next, hand the pointer to an individual learner you want to assess and have her read the story aloud on her own. Praise the learner for her attempt. If a child becomes flustered and cannot continue say, "Okay everybody let's help (Child's Name) read the story," and lead the whole group in finishing the story. Thank the child for trying. Do this with about 2-5 pupils, as time permits. 	<ul style="list-style-type: none"> Individual learners read the primer story independently. Other learners listen to their peers as they read the story.

How to Teach: Story Reading Time

Time	Step	Teacher's Activities	Learners' Activities
7 min.	VI.	Comprehension and Linking to the Sub-theme <ul style="list-style-type: none">• Complete the lesson by asking the comprehension questions related to the story and the sub-theme. Suggested questions are provided in the teacher's guide each week.• This is often a good time to use a chart or other teaching aid to explore ideas related to the sub-theme.• If time permits, read the story again with the whole class.	<ul style="list-style-type: none">• Learners answer comprehension questions about the primer story.• Learners explore ideas related to the week's sub-theme.

Notes to Lesson Template 1

You can select your own *Story Reading Time* Song. The important thing is that it is the same song every day. It signals that Story Reading Time is beginning.

In Step II where learners clap their hands when they hear the keyword, you can vary this from week to week by having them stomp their feet, raise their hands or do another activity.

Always read the story together with the pupils until Step V when individual pupils read independently. The pupils need to hear your voice clearly, especially on Monday when the story is still very new.

How to Teach: Story Reading Time

What is a sight word?

“Sight words” are words that early readers should recognize instantly. Instant recognition is important because sight words are common words found in many texts.

Learners recognize a sight word by its shape, not through decoding the letter sounds.

In P2 we expect pupils to learn about 40 sight words in Term 1 (4 new words per week). In Terms 2-3 we expect pupils to learn an additional 50 new sight words each term (5 words per week).

What are built words?

In our reading approach we refer to words that pupils learn to read by decoding as “built words”. We teach pupils how to decode words during Word Building Time.

Ultimately, all words should become sight words as pupils learn to read fluently, i.e. with speed and accuracy.

Lesson Template 2: Story, Sight Words and Vocabulary (Tuesday)

Competences

- The learners will retell a story from memory.
- The learners will read a short story with fluency.
- The learners will identify and read sight words.
- The learners will use new and existing vocabulary words in a meaningful way.

Methods

- Whole group reading
- Small group reading
- Individual reading
- Sight word activities
- Vocabulary development activities

Instructional Materials

- The keyword picture drawn on the chalkboard in advance.
- The Primer Story written on the chalkboard in advance.
- A long pointer for following the text while reading the story on the chalkboard.
- Flashcards with the identified sight words for the week. (The cards should be about 10x25 cm. Each card has a new or review sight words from the primer story written on it in clear, bold handwriting. Directions for making sight word flashcards are found in Term 1 Week 1 of the teacher’s guide.)

How to Teach: Story Reading Time

Teaching Procedure (Tuesday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Song, Keyword and Story Retelling <ul style="list-style-type: none"> • Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. • Point to the picture of the keyword on the chalkboard with the keyword written beside it. • Ask several learners to read the keyword. • Ask one learner to briefly retell the story. 	<ul style="list-style-type: none"> • Learners sing the <i>Story Reading Time Song</i> with the teacher. • Several learners read the keyword aloud. • A learner retells the keyword story.
5 min.	II.	Teacher Reads Story Alone and with Learners <ul style="list-style-type: none"> • Next, tell the learners that you will read the story aloud to them while they listen carefully. • After reading the story 1-2 times, ask the pupils to read along with you 2-3 times. 	<ul style="list-style-type: none"> • Learners listen carefully as the teacher reads the story aloud. • Learners read the story along with the teacher.
2 min.	III.	Identifying Sight Words - the Keyword <ul style="list-style-type: none"> • Erase the keyword from the story. Make an underline where the word was. • Read the story together again and let the learners identify the word that is missing. • Write the missing word in its place on the line. Continue reading the story to the end. 	<ul style="list-style-type: none"> • Learners read the story and identify the missing keyword.
5 min.	IV.	Identifying More Sight Words <ul style="list-style-type: none"> • Repeat Step III with the other sight words for the week. The sight words for each week are in the teacher's guide. They vary from 4 words in Term 1 to 5 words in Terms 2-3. 	<ul style="list-style-type: none"> • Learners read the story and identify other missing sight words.
5 min.	V.	Sight Word Drills - Whole Group <ul style="list-style-type: none"> • After you have the 4-5 sight words underlined in your story, drill them until learners can recognize them by sight. • Point to the underlined words in the story as pupils read them aloud. Vary the order in which you point to them. • Show the pupils the sight word flashcards and have them say the words aloud. Drill the flashcards until pupils know them by sight. 	<ul style="list-style-type: none"> • Learners read the sight words over and over until they can identify and read them by sight, both in the text on the chalkboard and on flashcards.
3 min.	VI.	Sight Word Drills - Small Groups and Individuals <ul style="list-style-type: none"> • Next, have small groups read the sight words aloud for you. • Finally, ask individual learners to read the sight words from the story and from the flashcards. 	<ul style="list-style-type: none"> • Small groups and individual learners identify and read words by sight.

How to Teach: Story Reading Time

Time	Step	Teacher's Activities	Learners' Activities
7 min.	VII.	Vocabulary Development <ul style="list-style-type: none">• Complete the lesson by developing the learners' vocabulary.• Discuss 1-2 words in the story the learners may not understand.• Talk about other vocabulary words related to the story or the sub-theme for the week. (A list of the MoES vocabulary words for each sub-theme is found in the weekly lesson section of the teacher's guide.) Use charts or other teaching aids to assist you.	<ul style="list-style-type: none">• Learners develop their vocabulary through discussion of words in the story or other vocabulary words related to the sub-theme.

Drilling Sight Words

Our experience shows us that pupils learn to identify sight words very quickly BUT they also **forget** them just as quickly.

You must drill sight words many, many times before pupils will remember them. This means reviewing sight words from previous weeks as well.

You can also add sight word drills to other aspects of your daily routine. For example, you can tell pupils they cannot be dismissed until they read 5 sight words correctly. Make sure your sight word flashcards are always nearby in case you have time for extra practice.

When it comes to learning sight words, "Practice makes perfect," is the best advice we can give.

How to Teach: Story Reading Time

Lesson Template 3: Using the Primers (Wednesday)

Competences

- The learners will retell a story from memory.
- The learners will read a short story from the primer with fluency.
- The learners will identify and read sight words.
- The learners will use new and existing vocabulary words in a meaningful way.

Methods

- Whole group reading
- Small group reading
- Individual reading
- Sight word activities
- Vocabulary development activities

Instructional Materials

- The pupil primers (one per pupil if possible)
- Sight word flashcards
- The keyword picture drawn on the chalkboard in advance.
- The Primer Story written on the chalkboard in advance.
- A long pointer for following the text while reading the story on the chalkboard.

Print Awareness

The Wednesday Story Reading Time lesson is similar to the Tuesday SRT lesson except that on Wednesday each pupil is given a primer from which to read.

Reading from the primer is very important. This is an opportunity for pupils to be exposed to machine-made print. Book text is very different from handwritten, teacher text.

A child in early primary actually has to master **four** alphabets! The upper and lower case letters are two sets of symbols that represent the same letter sound. The alphabet letters found in book print and handwritten print are two more alphabets children must master. Pupils need exposure to all four sets of symbols.

As the teacher, you need to help guide your pupils - pointing out how the four different ways of representing a letter are similar and how they are different.

How to Teach: Story Reading Time

Teaching Procedure (Wednesday)

Time	Step	Teacher's Activities	Learners' Activities
5 min.	I.	<p>Song, Primer Distribution, Keyword and Story Retelling Using the Primer Picture</p> <ul style="list-style-type: none"> • Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. • Distribute the Pupil Primers so that all children have a book of their own. • Show learners the picture of the keyword on the chalkboard with the keyword written beside it. Find the keyword in the Primer. Compare with the picture and keyword in the primer. • Ask several learners to point to the keyword in their primers and read the keyword aloud. • Ask learners to look at the story illustration and describe what they see, retelling the story at the same time. 	<ul style="list-style-type: none"> • Learners sing the <i>Story Reading Time Song</i> with the teacher. • Several learners read the keyword aloud. • Learners retell the primer story by describing what they see in the story illustration.
5 min.	II.	<p>Teacher Reads Story Alone and with Learners</p> <ul style="list-style-type: none"> • Next, tell the learners that you will read the story aloud to them while they follow the story with their finger in the primer. • After reading the story one time, ask the pupils to read along with you 2-3 times as they use their fingers to follow the text in their primers. • If you see individual learners who are struggling to follow the text with their finger, pair them with a neighbour who is doing it correctly and have them follow the neighbour's finger as they read together. 	<ul style="list-style-type: none"> • Learners read the story silently using their finger to follow the text as the teacher reads the primer story on the chalkboard. • Learners read the story aloud with the teacher using their finger to follow the text as they read.
5 min.	III.	<p>Identifying Sight Words - the Keyword</p> <ul style="list-style-type: none"> • Show learners the keyword flashcard for the week. Ask several learners to read it aloud. • Have one pupil come up and use the pointer to identify the keyword in the text on the chalkboard. • Have ALL the learners point to the keyword in their text. • Read the primer story again with an emphasis on the keyword. • Learners should continue to read the story from their primers, using their fingers to follow the text. 	<ul style="list-style-type: none"> • Learners identify sight words in the primer story. • Learners read the story aloud with the teacher using their finger to follow the text as they read.
5 min.	IV.	<p>Identifying More Sight Words</p> <ul style="list-style-type: none"> • Repeat Step III with each of the sight words for the week. 	<ul style="list-style-type: none"> • Learners identify sight words in the primer story.

How to Teach: Story Reading Time

Time	Step	Teacher's Activities	Learners' Activities
5 min.	V.	Sight Word Drills - Whole Group, Small Groups and Individuals <ul style="list-style-type: none">• After you have completed all the sight words for the week, drill them using the flashcards until learners recognize them all by sight.• Add sight word flashcards from previous weeks for review.• After drilling sight words with the whole group, repeat with small groups and individuals.	<ul style="list-style-type: none">• Learners identify and read words by sight.
5 min.	VI.	Vocabulary Development <ul style="list-style-type: none">• Complete the lesson by asking learners to demonstrate their understanding of sight words and other vocabulary words by using them in sentences.	<ul style="list-style-type: none">• Learners demonstrate their understanding of sight words and vocabulary words by using them in sentences.

Developing Vocabulary and Sentence Awareness

In today's lesson you give pupils vocabulary words and ask them to use them in a sentence. (See Step VI in the above lesson template.) This activity serves two purposes. First, it is helping you to assess pupils' vocabulary knowledge. If a pupil can correctly use a word in a sentence, that indicates she understands the word.

The second purpose of the activity is to get pupils to use sentences. We expect pupils in P2 to be familiar with the concepts of a letter and a word. In P2 we want them to know and understand what a sentence is. This knowledge will grow over time as they get used to hearing and writing sentences everyday.

If you give a pupil a vocabulary word to use in a sentence and they respond with a sentence fragment, you should respond like this, "Thanks, Betty. I can see you understand the meaning of the word, but your sentence isn't finished yet. Let me restate your sentence so that it is complete."

Don't worry about explaining the complexities of complete and incomplete sentences in P2. The important thing is that pupils get used to hearing the word "sentence" ("centen" in Leblango) used alongside many examples.

How to Teach: Story Reading Time

Writing a Fiction Story

When writing a fiction story with learners you want them to be able to identify the **characters, setting and action** of the story. After discussing the action of the story the learners should be able to determine the **beginning, middle and end** of the story.

Writing a Non-fiction Story

When writing a non-fiction story with learners you want to help them compose a **thesis sentence**. Once a good thesis sentence is established, the pupils should be able to write several **supporting sentences**. Finally, with your help they should compose a **summary sentence** to conclude the non-fiction text.

Lesson Template 4: Writing the Class Story (Thursday)

Competences

- The learners will compose a story together with the teacher that has a beginning, a middle and an ending.
- The learners will compose a fiction story together with the teacher that includes characters, setting and an action.
- The learners will compose a non-fiction story together with the teacher that includes a thesis sentence, supporting sentences and a summarizing sentence.
- The learners will read the story with fluency.

Methods

- Role plays or class discussions
- Whole group story composition
- Whole group reading
- Small group and individual reading

Instructional Materials

- The keyword picture drawn on the chalkboard in advance.
- Props for the Story Starter role play (optional)

Here is an example of what should be on the chalkboard when you begin the Class Story Lesson:



How to Teach: Story Reading Time

Teaching Procedure (Thursday)

Time	Step	Teacher's Activities	Learners' Activities
1 min.	I.	Song and Keyword <ul style="list-style-type: none"> • Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. • Point to the keyword and ask several learners to read it. • Explain to learners that today the class will write a story together using the keyword. 	<ul style="list-style-type: none"> • Learners sing the <i>Story Reading Time Song</i> with the teacher. • Several learners read the keyword.
9 min.	II.	The Class Story Starter <ul style="list-style-type: none"> • The weekly teacher's guide provides you with guidance on the Class Story Starter for the week. • You will either do a Class Story Starter for a Fiction or Non-fiction Story. • A Story Starter for a Fiction Story will generally be a role play or drama. (See the teacher tips on the following page for how to do this successfully.) • A Story Starter for a Non-fiction Story will usually be a class discussion. (See the teacher tips that follow for how to do this successfully.) • After completing the Class Story go to either Step IIIA (for Fiction Stories) or Step IIIB (for Non-fiction Stories) 	<ul style="list-style-type: none"> • Learners participate in the Class Story Starter.
10 min.	III.	Writing the Class Story: FICTION <ul style="list-style-type: none"> • Tell learners it is time to compose the story. Explain that a good story has a clear beginning, middle and ending. • Ask learners, "What happened first in the story?" Compose a good opening sentence. • Continue asking, "What happened next?" Compose the body of the story in 2-3 sentences. Be sure the learners tell the story in the proper sequence. • Finally ask learners, "How can we end our story with a good sentence?" Complete the story with a final sentence. 	<ul style="list-style-type: none"> • Learners work together with the teacher to write a Class Story. • Learners write sentences that tell the beginning, middle and end of the story. • Learners write a story that includes characters, setting and action.

How to Teach: Story Reading Time

Time	Step	Teacher's Activities	Learners' Activities
10 min.	IIIB.	Writing the Class Story: NON-FICTION <ul style="list-style-type: none"> • Tell learners that they will be composing a non-fiction story. Therefore, the story should be based on facts they know are true. • Introduce the topic for discussion by either presenting learners with the thesis sentence or by developing a thesis sentence together as a class. • Once the thesis sentence has been established have a general class discussion considering facts they know that support the thesis sentence. As these facts emerge compose 2-3 supporting sentences with your class. • Finally, conclude your non-fiction story by restating the thesis sentence in a new way. This is called the summary sentence. 	<ul style="list-style-type: none"> • Learners work together with the teacher to write a Class Story. • Learners compose sentences to tell the beginning, middle and end of the story. • Learners write a story that includes a thesis sentence, supporting sentences, and a summarizing sentence.
5 min.	IV.	Reading the Class Story - Whole Class <ul style="list-style-type: none"> • Read the full Class Story aloud to the learners 1-2 times while they listen. • Correct any awkward places in the story. • Read the story 2-3 more times while all the learners read along with you. 	<ul style="list-style-type: none"> • Learners listen to the teacher as she reads the Class Story. • Learners read the Class Story aloud along with the teacher.
5 min.	V.	Reading the Class Story - Small Groups and Individuals <ul style="list-style-type: none"> • Next have small groups read the Class Story with you. • Finally have individuals read the Class Story aloud on their own. 	<ul style="list-style-type: none"> • Small groups and individual learners read along with the teacher as she reads aloud the keyword story. • Other learners listen to their peers as they read the story.

Teaching Tips for doing a Class Story Starter for a FICTION STORY

- Tell learners that they will be creating a FICTION STORY by acting it out in front of the class.
- Ask for volunteers to be the CHARACTERS in the fiction story. Tell each pupil a little about their character so that they can act it well.
- Describe the SETTING to the learners. Through your words transform your classroom into a forest, a grandmother's compound or a village market.
- Explain the ACTION that is going to take place to your learners. Have the volunteers act out the story under your guidance.
- Use simple props to bring the setting to life and help learners act out the story more realistically.

Teaching Tips for doing a Class Story Starter for a NON-FICTION STORY

- It is more difficult to develop a Story Starter for a non-fiction story. Because a non-fiction story is based on facts, the important thing is to support your learners in gathering all the knowledge they have about the particular topic for the week through a lively class discussion. As learners share what they know you can help them separate facts from opinions, beliefs and rumors.

How to Teach: Story Reading Time

Lesson Template 5: Developing the Class Story (Friday)

Competences

- The learners will retell a story from memory.
- The learners will read a short story with fluency.
- The learners will read unfamiliar sentences using decoding skills.

Methods

- Whole group reading
- Small group and individual reading

Instructional Materials

- The Class Story written in advance on the chalkboard. (This story should have been copied into the teacher's guide after the Thursday Class Story lesson or left on the board overnight.)
- A list of sentences for decoding practice.

Sentences for decoding practice

You will need to compose at least 3 new sentences each week that use only the letter sounds your pupils have been introduced to so that pupils can practice decoding unfamiliar sentences. (See Steps IV-VI on the next page.)

How to Teach: Story Reading Time

Teaching Procedure (Friday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Song and Story Retelling <ul style="list-style-type: none"> Sing the <i>Story Reading Time Song</i>. Have one learner briefly retell the Class Story from Thursday. 	<ul style="list-style-type: none"> Learners sing the Story Reading Time Song with the teacher.
4 min.	II.	Teacher Reads Class Story Alone and with Learners <ul style="list-style-type: none"> Tell the learners that you will read the class story aloud to them while they listen. After reading the story 1 time, ask the learners to read along with you 2-3 times. 	<ul style="list-style-type: none"> Learners read the story aloud with the teacher.
4 min.	III.	Reading the Class Story – Individuals <ul style="list-style-type: none"> Now ask several individual learners to read the story aloud. Note their performance in the CAM Form. 	<ul style="list-style-type: none"> Individual learners read the class story on their own.
5 min.	IV.	Reading Unfamiliar Text –I DO <ul style="list-style-type: none"> Now tell learners they are going to practice reading new sentences. Write the first sentence of the week on the chalkboard and read it aloud to learners demonstrating how to decode words within a sentence. Be sure to read slowly and fluently. Then read the sentence together with all learners. 	<ul style="list-style-type: none"> Learners observe the teacher reading a new sentence, using her decoding skills.
5 min.	V.	Reading Unfamiliar Text –WE DO <ul style="list-style-type: none"> Now write the second sentence on the chalkboard. Ask 2-3 pupils to come up to the board to read the sentence. Assist learners when they need help. Read the sentence together with all learners. 	<ul style="list-style-type: none"> Learners observe other pupils reading a new sentence using decoding skills as needed.
5 min.	VI.	Reading Unfamiliar Text – YOU DO. <ul style="list-style-type: none"> Finally write the last sentence on the chalkboard. Give learners about 1 minute to read the sentence silently. Call on several learners to read the sentence. Mark their performance in the CAM Form. Finally, read the last sentence together with all the learners. 	<ul style="list-style-type: none"> Learners reading a new sentence using decoding skills as needed.
5 min.	VII.	Writing Unfamiliar Text <ul style="list-style-type: none"> If time permits, ask learners to write their own sentence for other pupils to read. Choose one pupil to show you their sentence. Write it on the board and ask the other pupils to read it. 	<ul style="list-style-type: none"> Learners write a new sentence.

How to Teach: Story Reading Time

Lesson Template 6: Introducing the Reader (Thursday)

Competences

- The learners will listen attentively to the Mango Tree Storybook.
- The learners will identify the title of the book.
- The learners will identify the author and illustrator of the book.
- The learners will use the Table of Contents to identify the page the story starts.
- The learners will read silently as the teacher reads aloud.
- The learners will answer comprehension questions related to the story.
- The learners will read the book independently, both in the classroom and at home.

Methods

- Teacher reading aloud to the class
- Comprehension questions

Instructional Materials

- Copies of the Mango Tree Storybook for the term for each pupil.

Note to Teachers about the Take a Book Home Activity:

Beginning in about the 6th week of Term 1 (after the parent orientation meeting) learners should start taking the Mango Tree storybook or primer home on a regular basis to read with their parents. More information about the take a book home activity can be found after the Lesson 7 Template.

Mango Tree Storybooks

Along with a Pupil Primer for each term, we provide a Mango Tree Storybook also referred to as a reader. The purpose of the storybook is to provide the pupils with an opportunity to read a real book for pleasure. The text in the Mango Tree Storybooks are at a reading level that is appropriate for the pupils' ability level. The stories are fun and interesting.

Each of the P2 storybooks are a collection of three Lango fables. Like all fables, the stories have a moral or message that often relates to themes covered during the term. They can also be used to develop lifeskill topics.

P2 Storybook Titles

Term 1: **Cëkkä Awiny**

Term 2: **Bed Aryek**

Term 3: **Bed Agen**

How to Teach: Story Reading Time

Teaching Procedure (Thursday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Song and Distribution of Books <ul style="list-style-type: none"> Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. Distribute the Mango Tree Storybook for the Term. 	<ul style="list-style-type: none"> Learners sing the <i>Story Reading Time Song</i> with the teacher. Learners distribute the readers to the class.
3 min.	II.	Introduction to the Book <ul style="list-style-type: none"> Point to the title of the book and read it aloud. Have learners do the same. Turn to the Table of Contents (Gin iyi Buk). Read the title of the week's story and have the learners point to it. Read the names of the author and illustrator of the story for the week. Have learners do the same. Ask learners to tell you the page on which the story can be found. Have everyone turn to that page in the book. 	<ul style="list-style-type: none"> Learners identify the title of the book and the author and illustrator of the story they will read this week. Learners use the Table of Contents to locate the story they will read.
5 min.	III.	Picture Talk <ul style="list-style-type: none"> Starting with the first picture in the story, have the learners look at the picture and tell you what they see and what they think is happening. Try to have learners identify the key parts of the story: characters, setting and action. 	<ul style="list-style-type: none"> Learners identify key parts of the story - characters, setting and action - by interpreting the pictures that accompany the story.
3 min.	IV.	Teacher Reads the Book to the Learners <ul style="list-style-type: none"> Read the story to the learners as they listen attentively. Read the story just one time but be sure to read with fluency and comprehension. Have the learners read silently with you as best they can. Each time you move to a new page, let the learners know so they can keep up with you. 	<ul style="list-style-type: none"> Learners listen attentively as the teacher reads the story. Learners follow along with the text as the teacher reads.
5 min.	V.	Asking Comprehension Questions <ul style="list-style-type: none"> Ask learners a series of questions to show that they understand the setting, characters, action and vocabulary in the story. Four questions have been included at the end of each story. 	<ul style="list-style-type: none"> Learners answer comprehension questions.
8 min.	VI.	Reading the Story as a Whole Class <ul style="list-style-type: none"> Slowly reread the story sentence by sentence. Have the learners read the sentence aloud after you. 	<ul style="list-style-type: none"> Learners read the story with help from the teacher.
4 min.	VII.	Reading the Story Silently <ul style="list-style-type: none"> To end the lesson, have the learners read the story silently to themselves. Move around the room asking individual learners to read for you. 	<ul style="list-style-type: none"> Learners read the story silently.

How to Teach: Story Reading Time

Lesson Template 7: The Reader Story Continued (Friday)

Competences

- The learners will listen attentively to the Mango Tree Storybook.
- The learners will demonstrate how to handle a book properly in the classroom and at home.
- The learners will identify the title of the book.
- The learners will identify the author and illustrator of the book and describe their role in the creation of the book.
- The learners will answer comprehension questions related to the story.
- The learners will retell the story with help from the teacher.
- The learners will read the book independently, both in the classroom and at home.
- The learner will read the Mango Tree Storybook for the term with fluency and comprehension.

Methods

- Teacher reading aloud to the class
- Comprehension questions
- Whole class retelling the story

Instructional Materials

- Copies of the Mango Tree Storybook for the term for each pupil.

How to Teach: Story Reading Time

Teaching Procedure (Friday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Song and Distribution of Books <ul style="list-style-type: none"> Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. Distribute the Mango Tree Storybook for the Term. 	<ul style="list-style-type: none"> Learners sing the <i>Story Reading Time Song</i> with the teacher. Learners distribute the readers to the class.
3 min.	II.	Introduction to the Book <ul style="list-style-type: none"> Point to the title of the book and read it aloud. Have learners do the same. Turn to the Table of Contents (Gin iyi Buk). Read the title of the week's story and have the learners point to it. Read the names of the author and illustrator of the story for the week. Have learners do the same. Ask learners to tell you the page on which the story can be found. Have everyone turn to that page in the book. 	<ul style="list-style-type: none"> Learners identify the title of the book and the author and illustrator of the story they will read this week. Learners use the Table of Contents to locate the story they will read.
3 min.	III.	Retelling the Story <ul style="list-style-type: none"> Ask selected learners to retell the story they read yesterday. Be sure they include information about the characters, setting and action. 	<ul style="list-style-type: none"> Learners identify key parts of the story - characters, setting and action - by retelling the story.
2 min.	IV.	Teacher Reads the Book to the Learners <ul style="list-style-type: none"> Read the story to the learners as they listen attentively. Read the story just one time but be sure to read with fluency and comprehension. Have the learners read silently with you as best they can. Each time you move to a new page, let the learners know so they can keep up with you. 	<ul style="list-style-type: none"> Learners listen attentively as the teacher reads the story. Learners follow along with the text as the teacher reads.
2 min.	V.	Asking Comprehension Questions <ul style="list-style-type: none"> Ask learners a few new or review comprehension questions about the story. 	<ul style="list-style-type: none"> Learners answer comprehension questions.
8 min.	VI.	Reading the Story as a Whole Class <ul style="list-style-type: none"> Reread the story paragraph by paragraph. Have the learners read the paragraph aloud after you. 	<ul style="list-style-type: none"> Learners answer comprehension questions.
5 min.	VII.	Reading the Story in Pairs or Small Groups <ul style="list-style-type: none"> Ask learners to get into pairs or small groups. Have the learners take turns reading aloud to each other. Move around the room listening to learners read. 	<ul style="list-style-type: none"> Learners read the story in small groups.
5 min.	VIII.	Individual Learners Read the Story to the Class <ul style="list-style-type: none"> To end the lesson, ask individual learners to come to the front of the class and read all or part of the story aloud to everyone. 	<ul style="list-style-type: none"> Individual learners read the story aloud to the class.

How to Teach: Story Reading Time

Taking Books Home

After your pupils have had practice reading the Mango Tree Storybook in class, the pupils should take the book home over the weekend to read to parents and other members of the family.

Taking a school book home is a big responsibility for a P2 child and you need to prepare them for this activity. Being able to care for other people's property is an important life skill that is featured in the MoES curriculum. Therefore, taking time from your lessons to prepare pupils for this activity is part of your responsibility to fulfill the curriculum.

Here are some ideas for preparing your pupils to take a book home and making this a successful learning activity:

- Begin by helping pupils identify the many ways a book might get damaged or lost over the weekend.
- Next, help the pupils make a plan for how to avoid these risks.
- Pupils should identify the real steps they will take to keep the book safe while they are walking to and from school and how to keep the book safe once it reaches their home.
- Help pupils understand and appreciate the short and long-term consequences of losing classroom books. Be clear with your pupils about what will happen to pupils who damage or lose a book. (Possible punishments: They have to do an extra work task at school related to caring for school property. They do not get to take a book home next time. The head teacher will contact their parents and ask for a small sum [500/=] to replace the book.)
- Make a simple contract with your pupils and have them sign it before they take the book home on Friday. You can even write the contract on the chalkboard (*I promise to take this book home and read it to my family. I promise to bring the book back to school safely on Monday.*) and have each child write their name on the chalkboard as they depart on Friday. Be sure not to erase the chalkboard over the weekend!
- Involve the head teacher, deputy head teacher or a member of the school management committee the first time pupils take a book home. Have this important person give a short talk to your class about the importance of taking books home to read and bringing them back safely.
- For pupils who don't have a book bag, provide them with a plastic kaveera to carry the book home.
- First thing on Monday morning have the pupils return their books to you one by one. Examine the books carefully for any damage. Check their names off a list you keep in your lesson plan book using our grading system: BA (ber atek), BB (beber) and AA (amito akönyä).

The first time you send books home with pupils should ideally be immediately after you have held the P1 Parents' Orientation which is scheduled for the middle of Term 1. After this you should send a book home with pupils on a regular basis, at least twice a month or six times during a full term.

How to Teach: Story Reading Time Term 3

Note that the lesson templates for the Class Story and the Reader Story do NOT change in Term 3. Continue to use the Class Story and Reader Story templates provided.

Introduction to Term 3

Decoding Skills

By Term 3 your pupils have been introduced to more than 90% of the letter sounds that occur frequently in Leblango. With this knowledge your pupils should be able to read or spell almost any word they encounter. They are able to do this because they have acquired decoding skills. Two primary decoding skills are blending and segmenting. In order to blend and segment words successfully pupils need to have a good knowledge of letter-sound correspondence.

Pupils have been practicing these two decoding skills since the

Blending is the ability to SEE the letters in a word, put the individual letter sounds together and READ the word.

Segmenting is the ability to HEAR a word, break the word into its individual sounds and SPELL the word.

introduction of Word Building Time in P1 Term 2. By now they should have mastered these skills. To support the mastery of blending and segmenting skills, we are changing the lesson format of the Primer Story Lesson Templates in Term 3.

Lesson Plan Templates

Here is an overview of the three revised Primer Story Lesson Templates for Story Reading Time:

- Lesson Template 1: Introducing the Primer Story (Monday)
- Lesson Template 2: Teacher Models Decoding Skills (Tuesday)
- Lesson Template 3: Reading the Primer Story and Vocabulary Development (Wednesday)

How to Teach: Story Reading Time Term 3

Lesson Template 1: Introducing the Primer Story (Monday)

Competences

- The learners will read a short story with fluency using decoding skills when necessary.
- The learners will demonstrate comprehension of the story and sub-theme by answering questions.

Methods

- Picture talk
- Silent reading
- Small group reading
- Whole group reading
- Comprehension questions

Instructional Materials

- The pupil primers
- The primer story written on the chalkboard in advance
- A long pointer for following the text while reading the story on the chalkboard
- Comprehension questions from the teacher's guide

How to Teach: Story Reading Time Term 3

Teaching Procedure (Monday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Song and Keyword <ul style="list-style-type: none"> Sing the <i>Story Reading Time Song</i> to signal the beginning of this lesson. At the same time distribute the pupil primers. Ask learners to read the keyword written on the chalkboard and at the top of the page in their primers. Tell learners to find the story with the same keyword in their primers. 	<ul style="list-style-type: none"> Learners sing the <i>Story Reading Time Song</i> with the teacher as they distribute the pupil primers. Learners read the keyword for the week.
3 min.	II.	Picture Talk <ul style="list-style-type: none"> Have learners look at the picture that illustrates the week's story and describe what they see. Ask learners to identify the main characters and the setting of the story. Ask learners to predict what the action of the story will be about. 	<ul style="list-style-type: none"> Learners use the illustration to describe the story and predict the characters, setting and action.
2 min.	III.	Teacher Reads the Story Aloud <ul style="list-style-type: none"> Tell pupils to follow the text of the story with their finger as you read the story aloud. 	<ul style="list-style-type: none"> Learners read silently, tracking the text with their fingers, as the teacher reads aloud.
5 min.	IV.	Silent Reading <ul style="list-style-type: none"> Now ask learners to read the story silently. As learners read silently, select individual pupils to come up and read aloud to you in a quiet voice. (Read 1-2 sentences only) Mark the individual learner's reading competence in the CAM Form. 	<ul style="list-style-type: none"> Learners read the primer story silently. Individual learners read aloud to the teacher.
7 min.	V.	Small Group Reading <ul style="list-style-type: none"> Ask learners to work as a desk to read the story aloud. Each learner should read one sentence. Good readers should help the slow readers. As the pupils read in small groups, the teacher moves around listening to selected groups reading aloud. After 5 minutes select one desk to read the story aloud to the whole class, each learner at the desk reading one sentence. 	<ul style="list-style-type: none"> Learners read the primer story in small groups.
3 min.	VI.	Whole Group Reading <ul style="list-style-type: none"> Teacher reads the story in the primer one time as pupils follow in their primers. The whole class reads the story 2-3 times. 	<ul style="list-style-type: none"> Learners read the story as a whole group.
7 min.	VII.	Comprehension and Linking to the Sub-theme <ul style="list-style-type: none"> Ask comprehension questions related to the story and the sub-theme. Suggested questions are provided in the teacher's guide each week. If time permits, read the story again as a whole class. 	<ul style="list-style-type: none"> Learners answer questions about the primer story. Learners explore ideas related to the sub-theme for the week.

How to Teach: Story Reading Time Term 3

Lesson Template 2: Teacher Models Decoding Skills (Tuesday)

Competences

- The learners will retell a story from memory.
- The learners will read a short story with fluency using decoding skills when necessary.
- The learners will identify and read sight words.

Methods

- Teacher modeling decoding skills
- Sight word activities
- Silent reading
- Small group reading
- Individual reading aloud from the primer

Instructional Materials

- The pupil primers
- The primer story written on the chalkboard in advance
- A long pointer for following the text while reading the story on the chalkboard
- Sight words from the teacher's guide

How to Teach: Story Reading Time Term 3

Teaching Procedure (Tuesday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Song and Keyword <ul style="list-style-type: none"> Sing the <i>Story Reading Time Song</i> to signal the beginning of this lesson. At the same time distribute the pupil primers. 	<ul style="list-style-type: none"> Learners sing the <i>Story Reading Time Song</i> with the teacher as they distribute the pupil primers.
3 min.	II.	Retelling the Story <ul style="list-style-type: none"> Have individual learners retell the primer story for the week in their own words. Ask guiding questions to help the learners identify the main characters, setting and action of the story. 	<ul style="list-style-type: none"> Learners retell the primer story for the week in their own words.
8 min.	III.	Teacher Models Reading the Story using Decoding Skills <ul style="list-style-type: none"> Tell the learners that you are going to read the story aloud and they should follow you on the chalkboard. When you come to the identified sight words for the week pretend that you cannot read the word by sight. Underline the word and then model decoding skills to read the word correctly. When you are finished point to the 5 underlined words and have pupils read them by sight. Take out flash cards for the 5 sight words and have pupils read them by sight. 	<ul style="list-style-type: none"> Learners read the primer story silently. Individual learners read aloud to the teacher.
5 min.	IV.	Silent Reading <ul style="list-style-type: none"> Ask learners to read the story silently. As learners read silently, select individual pupils to come up and read aloud to you in a quiet voice (Read 1-2 sentences only) Mark the individual learner's reading competence in the CAM Form. 	<ul style="list-style-type: none"> Learners read the primer silently.
5 min.	V.	Small Group Reading <ul style="list-style-type: none"> Ask learners to work as a desk to read the story aloud. Each learner should read one sentence. Good readers should help the slow readers. As the pupils read in small groups, the teacher moves around listening to selected groups reading aloud. 	<ul style="list-style-type: none"> Learners read the story in small groups.
7 min.	VI.	Individual Reading from the Primer <ul style="list-style-type: none"> Complete the lesson by having individual pupils stand up and read the story from the primer. If time permits review the sight words for this week and for other previous weeks. 	<ul style="list-style-type: none"> Learners read the story individually for the whole class from the primer. Learners practice reading the sight words.

How to Teach: Story Reading Time Term 3

Lesson Template 3: Reading the Primer Story and Vocabulary Development (Wednesday)

Competences

- The learners will retell a story from memory.
- The learners will read a short story with fluency using decoding skills when necessary.
- The learners will identify and read sight words.
- The learners will use new and existing vocabulary words in a meaningful way.

Methods

- Sight word activities
- Silent reading
- Small group reading competitions
- Vocabulary development

Instructional Materials

- The pupil primers
- The primer story written on the chalkboard in advance
- A long pointer for following the text while reading the story on the chalkboard
- Sight words and vocabulary words from the teacher's guide

How to Teach: Story Reading Time Term 3

Teaching Procedure (Wednesday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Song and Keyword <ul style="list-style-type: none"> • Sing the <i>Story Reading Time Song</i> to signal the beginning of this lesson. • At the same time distribute the pupil primers. 	<ul style="list-style-type: none"> • Learners sing the <i>Story Reading Time Song</i> with the teacher as they distribute the pupil primers.
2 min.	II.	Retelling the Story <ul style="list-style-type: none"> • Have individual learners retell the primer story for the week in their own words. • Ask guiding questions to help the learners identify the main characters, setting and action of the story. 	<ul style="list-style-type: none"> • Learners retell the primer story for the week in their own words.
7 min.	III.	Silent Reading <ul style="list-style-type: none"> • Ask learners to read the story silently. • As learners read silently, select individual pupils to come up and read aloud to you in a quiet voice. • Mark the individual learner's reading competence in the CAM Form. 	<ul style="list-style-type: none"> • Learners read the primer silently.
5 min.	IV.	Small Group Reading <ul style="list-style-type: none"> • Ask learners to work as a desk to read the story aloud. Each learner should read one sentence. Good readers should help the slow readers. • As the pupils read in small groups, the teacher moves around listening to selected groups reading aloud. 	<ul style="list-style-type: none"> • Learners read the story in small groups.
7 min.	V.	Small Group Reading Competitions <ul style="list-style-type: none"> • Select several small groups to read the story aloud. Select the group that reads the story best. • Select several other small groups to read the sight words aloud. Select the group that reads the sight words the best. 	<ul style="list-style-type: none"> • Learners compete to read the story or sight words with fluency.
7 min.	VI.	Vocabulary Development <ul style="list-style-type: none"> • Complete the lesson by developing the pupils' vocabulary. • Discuss 1-2 words in the story that the pupils may not understand or that have multiple meanings. • Talk about other vocabulary words related to the story or the sub-theme for the week. Use charts or other teaching aids to assist you. • Ask learners to use the vocabulary words in a sentence. • Ask learners to identify other words that have similar meanings or opposite meanings. 	<ul style="list-style-type: none"> • Learners use new and existing sight words in meaningful ways.

How to Teach: Creative Writing Time

The CAM Form and Creative Writing Time

You should use your Continuous Assessment Monitoring Form to record the pupils who read their stories aloud each day.

Try to have about 5 pupils read their stories aloud to the class each day. This means about 25 different pupils read aloud each week.

Each child in your class should read their creative writing story aloud to the class about 3 times per term.

Learner Name Cards

Although all pupils entering P2 should be able to write and spell their full name correctly, you may discover that some pupils have lost this skill over the long holidays. Therefore, it is recommended that you make name cards for all your pupils using the 4 Handwriting Guidelines. Write both names on the card clearly and correctly. By Term 2 most pupils will no longer need these name cards to write and spell their names correctly.

Introduction

Your pupils made a lot of progress in their writing skills in P1. Pupils entering P2 should have acquired several important writing skills in P1. Pupils entering P2 should be able to:

- Write comfortably using a pencil or chalk.
- Spell and write their full name correctly.
- Identify the correct formation of many letters and write many letters, both upper and lower case, with ease.
- Write and spell a growing list of words correctly either by sight or by using decoding skills.

In P2 we want to build upon these skills to bring pupils to the next level: writing their own meaningful stories using complete, technically correct sentences.

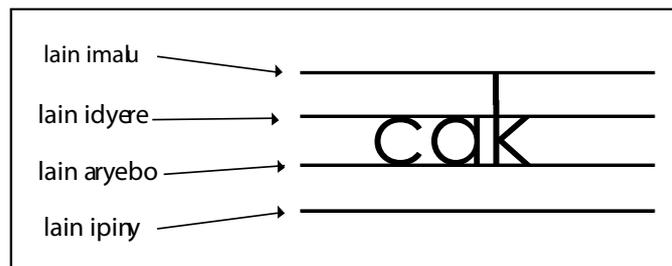
Creative Writing Time in P2 continues with the lesson format established in P1 Term 3. In Terms 1-2 pupils are still encouraged to use both words and pictures to compose a story, but as pupils gain proficiency with their writing they should be encouraged to move to writing sentences only. By Term 3 all the pupils in your class should be writing stories using words and sentences only.

Handwriting

In P2, pupils continue the structured handwriting program begun in P1 Term 3 using the **4 Handwriting Guidelines**. The Creative Writing Time lessons on Monday and Wednesday will have a specific handwriting focus. During these lessons you will show pupils how to use four lines in their exercise books to create the guidelines they are to follow when writing text. The names of the **4 Handwriting Guidelines** are written in Leblango below:

As the teacher, you should use the **4 Handwriting Guidelines** at

The 4 Handwriting Guidelines



How to Teach: Creative Writing Time

all times on the chalkboard to demonstrate the correct letter formation. This is NOT just for Creative Writing Time. You should also be using the handwriting guidelines during Word Building Time and even in other non-literacy lessons. Pupils should also be using the **4 Handwriting Guidelines** whenever they write in their exercise books to form letters and words correctly.

Lesson Plan Templates

Here is an overview of the lesson plan templates for Creative Writing Time:

- Lesson Template 1: Modeling Sentence Writing and Handwriting (Monday)
- Lesson Template 2: Creative Writing (Tuesday, Thursday, Friday)
- Lesson Template 3: Handwriting, Sentence Dictation and Spelling (Wednesday)

What does a pupil in P2 need to know about sentences?

The word for “sentence” in Leblango is “centen”.

A pupil in P2 should understand that a sentence is a group of words put together to create a complete thought. A sentence is one of the basic units of written language along with letter (nukuta), syllable (cilabul) and word (nyigkop). A sentence always begins with a capital letter and ends with a punctuation mark (full stop, question mark or exclamation mark).

Learners in P2 should already be familiar with the word “centen” from P1. **All pupils by the end of P2 Term 1 should be able to write at least one full and technically correct sentence of their own creation.** By the end of P2 pupils should be able to write several sentences to create a complete, meaningful story.

How to Teach: Creative Writing Time

Lesson Template 1: Modeling Sentence Writing and Handwriting (Monday)

Competences

- The learners will use the correct sitting posture and handle the writing instrument properly.
- The learners will retell the teacher's model story, demonstrating good comprehension and sequencing.
- The learners will compose sentences based on the teacher's model story.
- The learners will copy at least one sentence using correct letter formation, punctuation and spelling.

Methods

- Teacher storytelling
- Retelling
- Composing sentences
- Copying sentences

Instructional Materials

- The model story written on the chalkboard (see sample on the opposite page)
- An exercise book and pencil for each learner

On the following page is a sample of what the chalkboard should look like at the end of the lesson on Monday.

This story was composed based on the following:

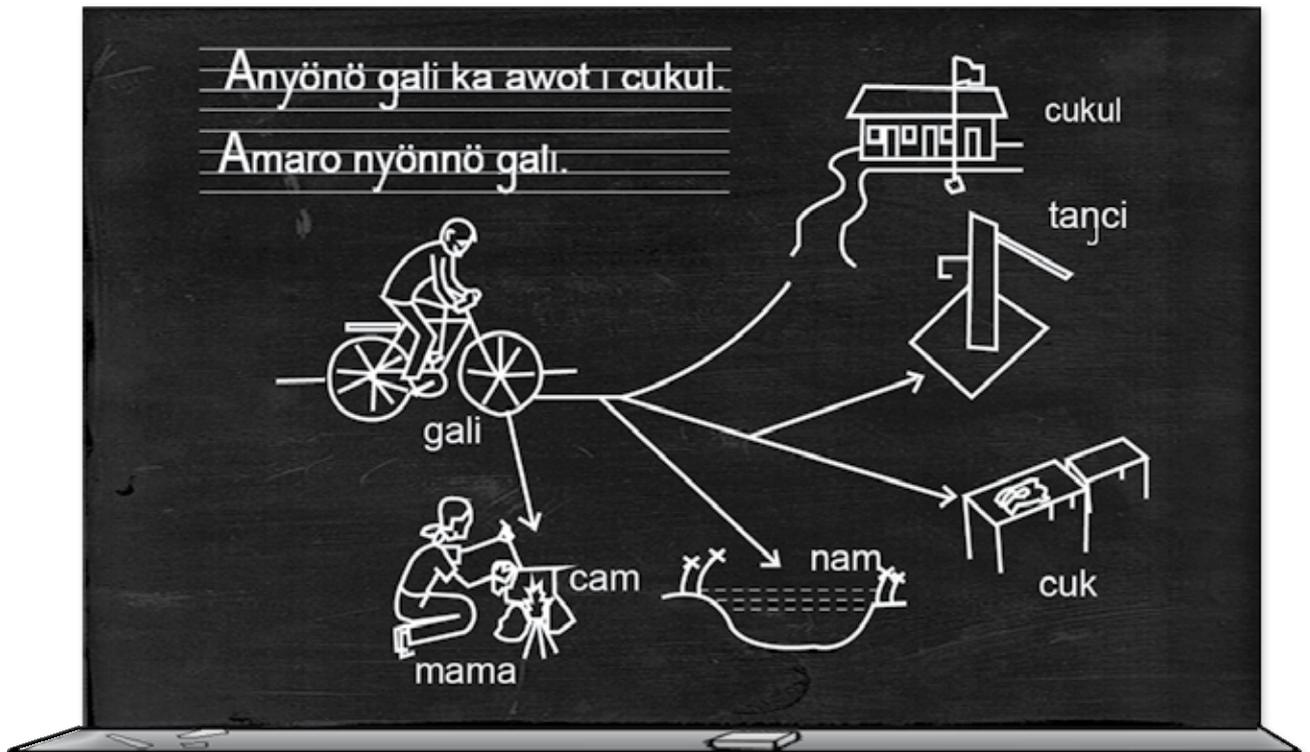
Term 1 Week 1

Keyword: gali

Theme 1: Our School and Neighbourhood

Sub-theme 1.1: Location, symbols and benefits of our school

How to Teach: Creative Writing Time



Model story told by teacher:

When I was a boy (girl) I enjoyed riding our family's **bike**. I would ride the bike to **school**. I would ride it to fetch water at the **borehole**. I would ride the bike to the **market** and buy things for my **mother** who was **cooking food**. Every Saturday I would wash the bike near the **lake**. I loved our family bicycle.

Two sample sentences composed by the pupils from the teacher's story in written by the teacher on the chalkboard:

I ride a **bike** when I go to **school**.

I like to ride a **bike**.

How to Teach: Creative Writing Time

Teaching Procedure (Monday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Distribute the Exercise Books and Pencils <ul style="list-style-type: none"> Sing the <i>Creative Writing Time Song</i> while distributing the exercise books and pencils (if necessary). 	<ul style="list-style-type: none"> Learners sing the <i>Creative Writing Time Song</i> with the teacher as they distribute the exercise books and pencils.
7 min.	II.	Teacher Tells a Model Story <ul style="list-style-type: none"> Tell a model story using the keyword for the week. Try to link it to the Theme and Sub-theme if possible. As you tell the story illustrate it on the board just as you would like learners to illustrate their stories in their exercise books. 	<ul style="list-style-type: none"> Learners listen to a story told by the teacher that relates to the week's keyword and sub-theme.
4 min.	III.	Learners Retell the Model Story <ul style="list-style-type: none"> Ask learners to retell the story to check for comprehension and sequencing. 	<ul style="list-style-type: none"> Learners retell the story to demonstrate comprehension and correct sequencing.
4 min.	IV.	Teacher Labels the Pictures in the Model Story with Learners' Help <ul style="list-style-type: none"> Teacher goes through the story labeling as many pictures as possible with the help of the pupils. 	<ul style="list-style-type: none"> Learners assist the teacher in labeling as many parts of the illustrated story as possible.
4 min.	V.	Learners Compose Sentences Based on the Story with Teacher's Help <ul style="list-style-type: none"> Ask the learners to compose sentences about the story that use the words written on the board. Write 2-3 sentences on the chalkboard next to the story that retells the story in a sentence format. (Be sure to use the <i>4 Handwriting Guidelines</i> when you write the sentences.) 	<ul style="list-style-type: none"> Learners compose sentences about the story and the teacher writes them on the board.
8 min.	VI.	Learners Copy the Sentences on the Board <ul style="list-style-type: none"> Have the learners copy the sentences on the chalkboard into their exercise books. They should use proper capitalization, punctuation and spelling. Move around the room checking learners' work and making corrections as needed. Collect work from selected learners for assessment and feedback. 	<ul style="list-style-type: none"> Learners copy the sentences on the chalkboard using correct letter formation and proper capitalization, punctuation and spelling.

I do. We do. You do.

The Monday Creative Writing Time lesson is an "I do" lesson where the teacher models the writing competences he wants his learners to imitate during the subsequent lessons throughout the week. Therefore, as a teacher your lesson should model the following competences:

- The story is meaningful, well sequenced and creative.
- The illustrations accurately represent the story you have told.
- Many of the pictures in the story are labeled with words the learners can spell.
- The sentences you write on the board after telling the story should begin with a capital letter have the correct punctuation at the end and the letters should be formed properly and spelled correctly.

How to Teach: Creative Writing Time

Lesson Template 2: Creative Writing (Tuesday, Thursday and Friday)

Competences

- The learners will use the correct sitting posture and handle the writing instrument properly.
- The learners will use pictures and words to represent a meaningful story.
- The learners will compose at least one sentence about their story.
- The learners will read (or share) the story with others while demonstrating creativity, sequencing, meaning and free expression.

Methods

- Whole group discussion
- Individual writing
- Sharing stories in large and small groups

Instructional Materials

- The keyword written on the chalkboard in advance
- An exercise book and pencil for each learner

The following page has an example of what the exercise book should look like on Tuesday, Thursday and Friday.

Creative Writing Lessons

The lessons on Tuesday, Thursday and Friday do not vary in terms of the teaching procedure, however you should see your pupils' ability to write a complete story improve gradually from day to day.

For example, on Tuesday a pupil may struggle to write a story that demonstrates creativity and meaning. They may only be able to label 2-3 words and their sentence is incomplete and has words spelled incorrectly.

Each day pupils will listen to other children's stories at the end of the lesson. They will also get feedback from you as you move around the room observing their work.

This input will help pupils make gradual improvements so that by Friday the story they compose should be more creative and more clearly sequenced. They should also be able to correctly label a few more words in their drawing each day. The sentence(s) they write will also improve in completeness and quantity.

How to Teach: Creative Writing Time

Example of a pupil's exercise book on Tuesday, Thursday and Friday:

Here is a sample of what the exercise book should look like at the end of a lesson on Tuesday, Thursday or Friday:



The illustration shows a village scene with several houses, trees, and a sun. The text is written in a simple, child-like script. The words are: "öt", "Apio Betty", "Jö pacu Ocen gitye wudi dek.", "Ocen tye agerö öt me anwën pirë.", and "Apio ömö pii nam.".

öt

Apio Betty

Jö pacu Ocen gitye
wudi dek.

Ocen tye agerö öt me
anwën pirë.

Apio ömö pii nam.

How to Teach: Creative Writing Time

Friday Self-Reflection Time

In a normal week, at the end of the lesson on Friday your pupils will have story writing samples from Tuesday, Thursday and Friday in their exercise books.

We suggest you take a few minutes at the end of the lesson each Friday to have pupils self-evaluate their writing progress during the week. (You can do this instead of *Step V. Learners Read their Stories to a Partner* in the lesson plan template.)

Here are the steps you can take to help pupils do a thoughtful self-evaluation:

- First have them compare how they wrote their name and the keyword on Tuesday and compare it with Friday. Can they see any improvements in their letter formation and handwriting?
- Next have them compare their story drawings on Tuesday and Friday. Did their drawings/stories get more interesting and creative? Count how many pictures they labeled on Tuesday and compare with how many words they labeled on Friday. Did they label more words on Friday than they did on Tuesday?
- Finally, have them compare the sentence(s) they wrote on Tuesday with the ones they wrote on Friday. Can they see improvement in their sentences?

This self-reflection process on Fridays should encourage pupils to make improvements in their writing each day. (You can do a similar process at the end of the term by having pupils compare a story they wrote early in the term with one they wrote at the end of the term.)

At the end of the lesson on Friday, collect pupils' exercise books. Select about ten pupils and do the same comparisons yourself. Write encouraging comments in the pupils' books when you see evidence of progress in their work. Your comments will also be a powerful motivator for pupils to continue improving. (Remember to record your observations in the CAM Form.)

How to Teach: Creative Writing Time

Teaching Procedure (Tuesday, Thursday and Friday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Distribute the Exercise Books and Pencils <ul style="list-style-type: none"> • Sing the <i>Creative Writing Time Song</i> while distributing the exercise books and pencils (if necessary). 	<ul style="list-style-type: none"> • Learners sing the <i>Creative Writing Time Song</i> with the teacher as they distribute the exercise books and pencils.
3 min.	II.	Learners Write the Keyword and their Name <ul style="list-style-type: none"> • Point to the keyword on the chalkboard and have learners read it aloud. • Ask learners to write the keyword at the top right-hand side of their exercise book. (They no longer need to draw the key picture.) • Next, have learners write their full name below the keyword. (Remember that pupils should be using the <i>4 Handwriting Guidelines</i> at all times.) • Note the learners' posture and handling of the pencil. Correct learners who need improvement. 	<ul style="list-style-type: none"> • Learners read the keyword on the board. • Learners write the keyword and their name at the top of their exercise books using correct posture and handling of the pencil.
12 min.	III.	Learners Write a Story on their Own <ul style="list-style-type: none"> • Now tell learners it is time to write a story on their own about the keyword. • Give learners story ideas that help them link the keyword to their own experiences or to the week's sub-theme. • As learners are writing move around the room encouraging learners and asking questions that help them develop their stories. • Remind learners that they should be drawing their story and labeling the pictures on the left-hand side of the page and composing sentences about their story on the right-hand side of the page under their name. 	<ul style="list-style-type: none"> • Learners write an independent story about the keyword using pictures and words.
8min.	IV.	Selected Learners Read their Story and Sentences to the Class <ul style="list-style-type: none"> • When learners have completed their stories, ask them to put their exercise books and pencils down. • Ask 5 learners to come up and tell their stories. They should also read all the pictures they have labeled and sentences they have written. • The rest of the class should listen attentively. • After a learner has finished, ask the learner a few clarifying questions. Encourage the rest of the class to ask questions too. 	<ul style="list-style-type: none"> • Selected learners tell their stories and read their sentences to the whole class. • All learners listen attentively to those who are telling their stories and ask questions or make positive comments.
5 min.	V.	Learners Read their Stories in Pairs or Small Groups <ul style="list-style-type: none"> • Now tell learners to take turns reading their stories in pairs or small groups. • Finally sing the <i>Creative Writing Time Song</i> to signal the end of the lesson. 	<ul style="list-style-type: none"> • All learners tell their stories and read their sentences in pairs or small groups.

How to Teach: Creative Writing Time

Lesson Template 3: Handwriting, Sentence Dictation and Spelling (Wednesday)

Competences

- The learners will use the correct sitting posture and handle the writing instrument properly.
- The learners will write their full name with correct letter formation and spelling.
- The learners will write a dictated sentence using correct letter formation and spelling.

Methods

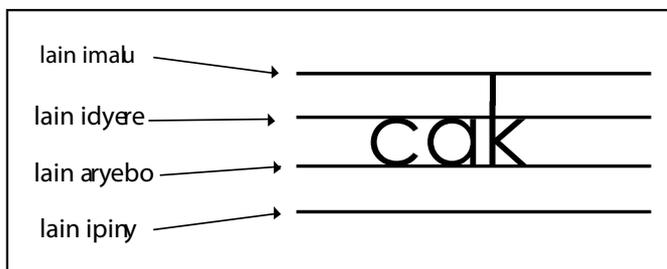
- Whole group handwriting instruction
- Individual handwriting practice
- Sentence dictation

Instructional Materials

- Exercise books and pencils
- Chalkboard with *4 Handwriting Guidelines*
- A simple sentence composed by the teacher that uses only letter sounds and words the pupils have learned to-date.

During this lesson you will use the *4 Handwriting Guidelines* to instruct pupils in correct letter formation of their name and other selected words from the teacher's guide. Here are the names of the four guidelines in Leblango:

The 4 Handwriting Guidelines



How to Teach: Creative Writing Time

Teaching Procedure (Wednesday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Distribute the Exercise Books and Pencils <ul style="list-style-type: none"> • Sing the <i>Creative Writing Time Song</i> while distributing the exercise books and pencils (if necessary). 	<ul style="list-style-type: none"> • Learners sing the <i>Creative Writing Time Song</i> with the teacher as they distribute the exercise books and pencils.
8 min.	II.	Learners Write the Keyword <ul style="list-style-type: none"> • Point to the keyword (which has been written using the 4 guidelines). Have the learners read it aloud. • Ask learners to write the keyword at the top of the page of their exercise book. Emphasize correct letter formation • Below the keyword ask learners to write their names. Again focus on correct letter formation. (Some learners may still need a Name Card to help them write their full name correctly.) • Note the learners' posture and handling of the pencil. Correct learners who need improvement. • Move around the room assisting learners who are not forming their name correctly. 	<ul style="list-style-type: none"> • Learners read the keyword aloud. • Learners write the keyword with correct letter formation and spelling. • Learners write both their names with correct spelling and letter formation. • Learners use correct posture and handling of the pencil.
5 min.	III.	Learners Write Other Words <ul style="list-style-type: none"> • Now demonstrate how to write 1-2 other words using correct letter formation and spelling. Refer to the teacher's guide section on Letter Formation Guidelines for suggested words for the week. Be sure to use the four guidelines as a reference as you demonstrate. • Have learners write these words in their exercise books below their name. • Move around the room guiding learners in correct letter formation. 	<ul style="list-style-type: none"> • Learners write 1-2 other words using correct letter formation and spelling.
5 min.	IV.	Learners Write a Dictated Sentence <ul style="list-style-type: none"> • Read aloud a short 3-5 word sentence using words the learners are familiar with. Learners should write the sentence in their exercise books as best they can. 	<ul style="list-style-type: none"> • Learners write a sentence dictated by the teacher.
10 min.	V.	Learners Self-correct the Dictated Sentence <ul style="list-style-type: none"> • Now write the sentence on the chalkboard one word at a time, demonstrating to learners as you go how to segment the words into their individual sounds. • Have the learners identify their mistakes and re-write their sentence correctly. 	<ul style="list-style-type: none"> • Learners self-correct the dictated sentence.

How to Teach: Word Building Time

The CAM Form and Word Building Time

The Word Building Time lessons have been designed so that at least 5 pupils can individually demonstrate the competences outlined for each day.

Use the CAM Form on a daily basis to identify the pupils to be assessed. Sometimes it is difficult to check pupils off as the lesson is underway so be sure to record pupils' performance in the CAM Form as soon as the lesson is over.

Each Friday you give the whole class a spelling test. This test can be collected and used to assess pupils' performance as well.

Introduction

Remember the language hierarchy we talked about in the introduction?

- stories or texts
- paragraphs
- sentences
- phrases
- words
- syllables
- letters

At the top we have stories. These are the most meaningful to children. Story Reading Time and Creative Writing Time start with stories and work down to build learners' literacy competences. These lessons both use a "top-down" approach to teaching children to read and write. In Word Building Time we use a "bottom-up" approach. Word Building Time lessons focus on strengthening learners' competence in identifying letter sounds and syllables.

Learners began Word Building Time lessons in P1 Term 2 so they should now have a basic competence in the phonemic awareness and alphabetic principle skills necessary to read and write. In P2, learners will consolidate these skills.

The main learning objectives in Word Building Time are:

- To systematically introduce the letters of the Leblango alphabet so that children know the name of the letter, the sound the letter makes and how to write both the capital and small form of the letter correctly.
- To teach children to **segment** a word, i.e. to hear a word and then say the individual sounds in the word.
- To teach children to **blend** a word, i.e. to see a word, and then sound out the individual letters of the word, blending them together to read the word.
- To drill common syllables and words until they are instantly recognizable to learners by sight.

How to Teach: Word Building Time

Lesson Plan Templates for Word Building Time

We are providing four lesson plan templates for Word Building Time:

- Lesson Template 1: The Keyword and Key Letter (Monday)
- Lesson Template 2: The Letter Drill Table (Tuesday)
- Lesson Template 3: The Syllable Drill Table (Wednesday and Thursday)
- Lesson Template 4: Revision and Final Spelling Test (Friday)

What is a built word?

A built word is composed of letters your learners know. They can make the sound for each letter and by blending the sounds together read the word. We call them “built words” because learners can build (or “sound out”) these words on their own.

What is the difference between a built word and a sight word?

A sight word is one that a pupil recognizes by its shape. It is learned through continuous drill. The pupil may not know the names of the letters in a sight word. He has learned to read the word through rote memorization.

A built word is one that a pupil can read by sounding out the letters. Over time, built words should become sight words.

How to Teach: Word Building Time

Lesson Template 1: The Keyword and Key Letter (Monday)

Competences

- The learners will read the keyword and “break it down and build it up.”
- The learners will say the name of the key letter and demonstrate the sound that it makes.
- The learners will write the capital and small form of the key letter correctly.

Methods

- Drilling the keyword using the “break down and build up table”
- Air writing the shape of the key letter
- Handwriting practice

Instructional Materials

- Exercise books and pencils for all learners
- The chalkboard (below is a sample of what the chalkboard should look like)

This sample is taken from the lesson for the keyword gali and key letter G.



How to Teach: Word Building Time

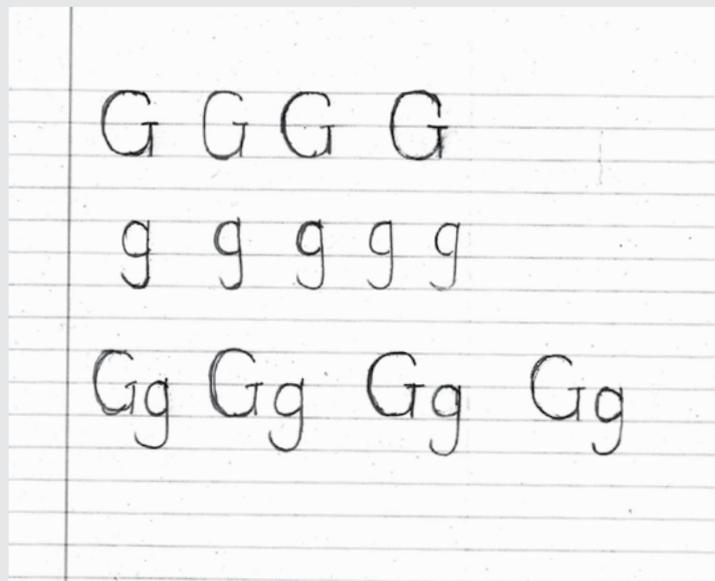
Teaching Procedure (Monday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Sing the Introductory Song <ul style="list-style-type: none"> Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from their morning break. Distribute exercise books and pencils as required. 	<ul style="list-style-type: none"> Learners sing the <i>We Learn to Read and Write Song</i> with the teacher.
3 min.	II.	Read the Primer Story and Identify the Keyword <ul style="list-style-type: none"> Read the Primer Story with the whole class once. Point to the keyword above the story. Ask the learners to read the keyword. Ask a learner to come to the chalkboard and point out the keyword in the story. 	<ul style="list-style-type: none"> Learners read the Primer Story together. Learners identify the keyword.
5 min.	III.	Break Down and Build Up the Keyword <ul style="list-style-type: none"> Break down and build up the keyword with the learners. Drill this several times until the learners can read all of the word segments without your help. After you've drilled the Break Down and Build Up Table with the whole class, have small groups and individuals demonstrate their competence. 	<ul style="list-style-type: none"> Learners break down and build up the keyword.
2 min.	IV.	Introduce the Key Letter Sound <ul style="list-style-type: none"> Introduce the key letter to the learners on the chalkboard. Tell learners the name of the letter and demonstrate the sound that it makes. Ask the learners to explain to you what their mouth, tongue, teeth and lips do to form the sound correctly. 	<ul style="list-style-type: none"> Learners say the name of the key letter and make the sound of the key letter correctly. Learners explain how to make the key letter sound correctly using their mouth, tongue, teeth and lips.
4 min.	V.	Handwriting Practice: Capital Letter Formation <ul style="list-style-type: none"> Air write the correction formation of the capital letter. Have learners copy you. Write the capital letter on the chalkboard using the 4 Handwriting Guidelines. Be sure to use the guidelines to help orient the learners to the correct formation. Ask learners to form the capital letter 4-5 times in their exercise books. Be sure they use the guidelines to correctly form the letter. Move around the room checking for accuracy. 	<ul style="list-style-type: none"> Learners form the capital letter form of the keyword correctly.
4 min.	VI.	Handwriting Practice: Small Letter Formation <ul style="list-style-type: none"> Next air write the correct formation of the small letter. Again, have learners copy you. Then demonstrate how to write the letter on the chalkboard and have the learners write the letter 4-5 times in their exercise books. Move around the room checking for accuracy. 	<ul style="list-style-type: none"> Learners form the small letter form of the keyword correctly.

How to Teach: Word Building Time

Time	Step	Teacher's Activities	Learners' Activities
2 min.	VII.	Handwriting Practice: Capital & Small Letter Formation <ul style="list-style-type: none"> Finally, have the learners write both the big and small form of the letter next to each other on one line in their exercise book so that they demonstrate the correct size of each letter. Have them write the pair of letters at least 4-5 times. Examples: Ww Ww Ww Ww or Ee Ee Ee Ee. Move around the room checking for accuracy. 	<ul style="list-style-type: none"> Learners form the capital and small letter form of the keyword correctly.
5 min.	VIII.	Handwriting Practice: Keyword <ul style="list-style-type: none"> Demonstrate how to write the keyword using the 4 guidelines. Have learners write the keyword 4-5 times using the guidelines. Collect the exercise books. Review them after school and return them the following day. Any learners who are not forming the letters properly need to be corrected immediately. 	<ul style="list-style-type: none"> Learners form the keyword correctly.
2 min.	IX.	Break Down and Build Up the Keyword Again <ul style="list-style-type: none"> Return to the Break Down and Build Up Chart. Review breaking down and building up the keyword a few more times. 	<ul style="list-style-type: none"> Learners review the keyword by breaking it down and building it up.
1 min.	X.	Read the Primer Story One Last Time <ul style="list-style-type: none"> Summarize the lesson by reading the whole story one more time together with the learners if time permits. 	<ul style="list-style-type: none"> Learners read the story aloud with the teacher.

Sample of the handwriting exercise book



How to Teach: Word Building Time

Lesson Template 2: The Letter Drill Table (Tuesday)

Competences

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

Methods

- Drilling the keyword using the “break down and build up table”
- Reviewing the sounds of key letters from past weeks
- Blending sounds to read words
- Handwriting and spelling practice

Instructional Materials

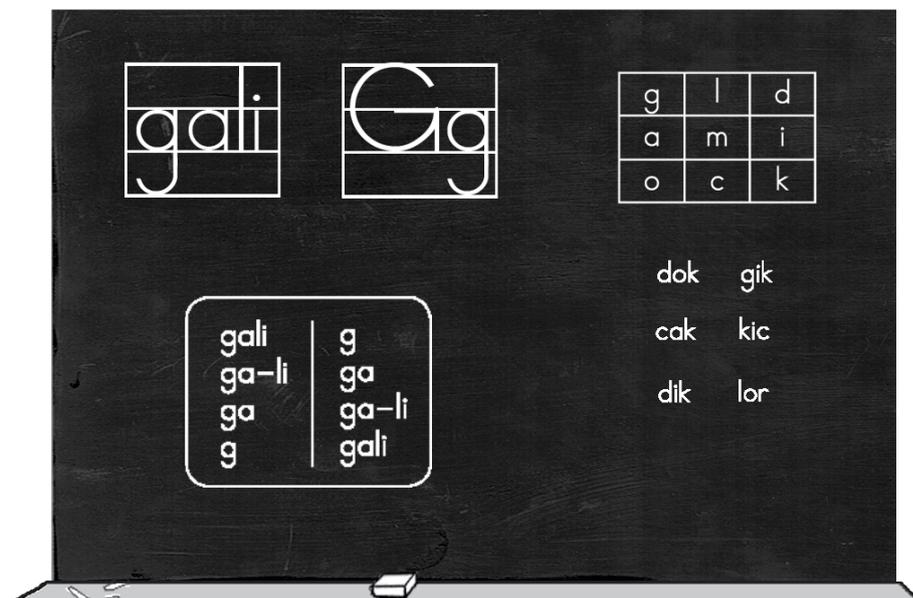
- Exercise books and pencils for all learners
- The chalkboard (below is a sample of what the chalkboard should look like by the end of a lesson)

How to teach blending:

Learners in P1 were taught to blend sounds using a simple game called “Say it Slow - Say it Fast”.

Take the example of the word “mac”. The class will first say the individual sounds slowly: “mmm-aaa-c”. When the class can say the three sounds confidently in the correct order tell them, “Now say it fast!” Their response should sound something like “m-a-c”. After they say it fast, they should try to identify the word the sounds make together, “mac”.

If they don’t get it the first time, try again. Eventually someone in the class will recognize the word and share it with the others.



How to Teach: Word Building Time

Teaching Procedure (Tuesday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Sing the Introductory Song and Distribute the Exercise Books <ul style="list-style-type: none"> • Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from their morning break. • At the same time, distribute the exercise books that you collected on Monday with corrections. 	<ul style="list-style-type: none"> • Learners sing the <i>We Learn to Read and Write Song</i> with the teacher as they return from the morning break.
1 min.	II.	Break Down and Build Up the Keyword <ul style="list-style-type: none"> • Point to the keyword and have learners read it. • Break down and build up the keyword with the learners. Drill this several times until the learners can read all of the word segments without your help. 	<ul style="list-style-type: none"> • Learners read the keyword for the week. • Letters break down and build up the keyword.
2 min.	III.	Review the Key Letter <ul style="list-style-type: none"> • Point to the key letter. Have learners say the name of the letter and make the sound of the key letter. Then have them explain what their mouth, tongue, teeth and lips do to form the sound correctly. 	<ul style="list-style-type: none"> • Learners say the name of the key letter and make the sound of the key letter correctly. • Learners explain how to make the key letter sound correctly using their mouth, tongue, teeth and lips.
10 min.	IV	Handwriting Practice <ul style="list-style-type: none"> • Have learners open their exercise books to the letters they wrote the previous day and note any corrections you made. Discuss any general problems learners had in forming the big or small forms of the key letter. • Review the formation of the key letter by air writing both big and small forms. Have the learners air write the big and small forms of the letter with you and then alone as you watch. • Have learners write a line of big and small letters in their exercise books. Be sure they use the 4 Handwriting Guidelines. Move around the room to observe learners' competence. • Have learners write the key word 2-3 times in their exercise book using the 4 Handwriting Guidelines. Move around the room to observe learners' competence. 	<ul style="list-style-type: none"> • Learners practice writing the correct formation of the key letter and keyword.

How to Teach: Word Building Time

Time	Step	Teacher's Activities	Learners' Activities
10 min.	V.	<p>Letter Drill Table and Built Words</p> <ul style="list-style-type: none"> Point to the key letter in the letter drill table and have the learners say the letter <i>sound</i> together in a chorus. Continue with the other review letters. Repeat as needed. <i>Remember, you should not prompt the learners at this point. They need to say the letter sounds on their own.</i> When the learners can say all of the letter sounds in the drill table with confidence, point to 2-3 letters together and have the learners blend them to make one of the built words. Write the built word under the letter drill table. Have individual learners read the built word. Ask learners to use the built word in a sentence or talk about the meaning of the built word. Continue in the same way with 2-3 more one-syllable built words. Drill the built words so that learners begin to read them by sight. 	<ul style="list-style-type: none"> Learners review the key letter sound for the week along with letter sounds from previous weeks. Learners blend the known letter sounds to make one-syllable built words. Learners practice reading the built words by sight.
5 min.	VI.	<p>Spelling Practice</p> <ul style="list-style-type: none"> Erase the built words from the chalkboard. Say aloud one of the built words that was introduced today. Tell learners they are to spell this word in their exercise books. Repeat two or three times, as needed. Move around the room to see how well the learners are writing the built word. Write the built word on the chalkboard. Ask learners to compare the word on the board with their word. Do they look the same? Continue with at least one more built word, as time permits. Conclude the lesson by asking learners to read aloud the words they have written in their exercise books. 	<ul style="list-style-type: none"> Learners practice spelling and reading built words introduced today.

How to Teach: Word Building Time

What is a syllable?

A syllable is a unit of spoken language. It represents a single uninterrupted sound. A syllable can be made up of either a single vowel (the “a” in the word *amam*) or a combination of a vowel and one or more consonants (the “mam” in *amam*). Syllables are sometimes called the building blocks of words.

Teaching learners to hear and identify a syllable is easy. Here are two simple methods that were introduced in P1:

1. Ask your learners to put their hands under their jaws. Say aloud a multi-syllable word. Have the learners count how many times their jaw drops. That will tell you the number of syllables in the word.
2. Say a two syllable word like “a-mam”. Clap your hands once for each syllable. Demonstrate with several more one-, two- and three-syllable words. When learners begin to understand how to count syllables, let them do the clapping without your help. Then ask individual learners to clap out the syllables in given words.

The word for syllable in Leblango is “cilabul”.

Lesson Template 3: The Syllable Drill Table (Wednesday - Thursday)

Competences

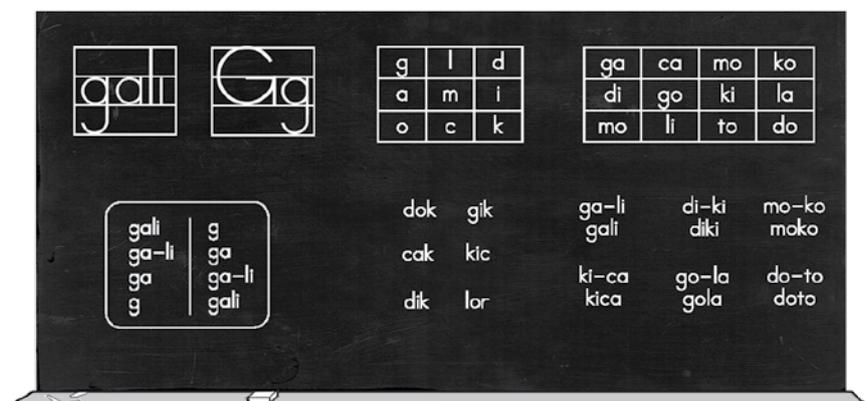
- The learners will “break down and build up” the keyword.
- The learners will say the name of the key letter and demonstrate the sound that it makes.
- The learners will be able to blend the known letter sounds to read a variety of built words.
- The learners will be able to blend the known syllables to read a variety of built words.
- The learners will be able to identify the number of syllables in a given built word.
- The learners will be able to spell selected built words correctly.

Methods

- Drilling the keyword using the “break down and build up table”
- Reviewing the sounds of key letters from past weeks
- Blending sounds to read words
- Blending syllables to read words
- Handwriting and spelling practice

Instructional Materials

- Exercise books and pencils for all learners
- The chalkboard (below is a sample of what the chalkboard should look like by the end of a lesson on Thursday)



How to Teach: Word Building Time

Teaching Procedure (Wednesday-Thursday)

Time	Step	Teacher's Activities	Learners' Activities
1 min.	I.	Sing the Introductory Song <ul style="list-style-type: none"> Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from their morning break. 	<ul style="list-style-type: none"> Learners sing the <i>We Learn to Read and Write Song</i> with the teacher as they return from the morning break.
1 min.	II.	Break Down and Build Up the Keyword <ul style="list-style-type: none"> Point to the keyword and have learners read it. Break down and build up the keyword with the learners. Drill this several times until the learners can read all of the word segments without your help. 	<ul style="list-style-type: none"> Learners identify and read the keyword for the week. Learners break down and build up the keyword.
1 min.	III.	Review the Key Letter <ul style="list-style-type: none"> Point to the key letter. Have learners make the sound of the key letter and explain what their mouth, tongue, teeth and lips do to form the sound correctly. Review the formation of the key letter by air writing both big and small forms. 	<ul style="list-style-type: none"> Learners review the sound and correct formation of the key letter, both its big and small forms.
7 min.	IV.	Letter Drill Table and Built Words <ul style="list-style-type: none"> Point to the key letter in the drill table and have the learners say the letter <i>sound</i> together in a chorus. Continue with the review letters. Repeat as needed. Remember, you should <i>not</i> prompt the learners at this point. They need to say the letter sounds on their own. When the learners can say all of the letter sounds in the drill table with confidence point to 2-3 letters together and have the learners blend them to make one of the built words. Write the built word below the table. Have learners use the built word in a sentence or talk about the meaning of the built word. Continue this activity until the learners have built 4-6 one-syllable built words. Drill the built words so that learners begin to read them by sight. 2-3 of the built words should be review words from the previous day and the rest should be new built words. 	<ul style="list-style-type: none"> Learners review the key letter sound for the week along with letter sounds from previous weeks. Learners blend the known letter sounds to make one-syllable built words. Learners read the built words by sight.

How to Teach: Word Building Time

Time	Step	Teacher's Activities	Learners' Activities
10 min.	V.	<p>Syllable Drill Table and Built Words</p> <ul style="list-style-type: none"> When the learners have demonstrated that they can confidently blend and read the one-syllable built words in the Letter Drill Table, move on to the Syllable Drill Table. Point to the syllables (and one syllable words) in the drill table and have learners say them aloud. Remember that learners need to read these syllables on their own. Do not prompt them. When learners show they can read these syllables fluently have them blend the syllables to make new multi-syllable words. After the learners blend the syllables, write the word below the Syllable Drill Table. Have learners use the built words in a sentence or talk about the meaning of the built words. When writing the multi-syllable built words created by your learners, first write the individual syllables with spaces between the syllables and then write the word as a whole below it. After learners have built several multi-syllable words, have them read the words on the chalkboard. First they should read the word segmenting it into syllables. Then they should read it as a whole word. Ask the learners to identify how many syllables there are in each word. (Remember to refer back to the built words under the Letter Drill Table. Ask learners how many syllables are in these words.) <p>NOTE: On Wednesday the focus will be on mastering the Syllable Drill Table and creating 1-3 multi-syllable words. On Thursday you will review the Syllable Drill Table and built several more multi-syllable words.</p>	<ul style="list-style-type: none"> Learners read syllables and words from familiar letters by sight. Learners blend the syllables to build new multi-syllable words. Learners read the built words by sight. Learners identify how many syllables are in different built words.
10 min.	VI.	<p>Spelling Practice and Handwriting</p> <ul style="list-style-type: none"> The remainder of the class is time for learners to both practice spelling and handwriting using their exercise books. Say one of the built words aloud. Move around the room to see how the learners are performing. Write the built word on the chalkboard. Ask learners to compare the word on the board with their word. Do they look the same? Continue with 2-4 more built words. Conclude the lesson by asking individual learners to read all the words they have written in their exercise book. 	<ul style="list-style-type: none"> Learners practice spelling words using the key letter for the week as well as other letters learnt in previous weeks. Learners practice correct letter formation and handwriting as they spell. Learners read the built words they have spelled.

How to Teach: Word Building Time

Lesson Template 4: Revision and Final Spelling Test (Friday)

Competences

- 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 be able to blend the known letter sounds to read a variety of built words.
- The learners will be able to blend the known syllables to read a variety of built words.
- The learner will be able to identify the number of syllables in a given built word.
- The learner will be able to spell selected built words correctly.

Methods

- Drilling the keyword using the “break down and build up table”
- Reviewing the sounds of key letters from past weeks
- Blending sounds to read words
- Blending syllables to read words
- Handwriting and spelling practice

Instructional Materials

- The termly primer for all learners
- Paper and pencils for all learners
- The chalkboard (It will look the same as on the Wednesday-Thursday lesson.)

How to Teach: Word Building Time

Teaching Procedure (Friday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Sing the Introductory Song and Distribute the Primers <ul style="list-style-type: none"> • Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from their morning break. • Distribute the Primers as learners sing. 	<ul style="list-style-type: none"> • Learners sing the <i>We Learn to Read and Write Song</i> with the teacher as they return from the morning break.
2 min.	II.	Break Down and Build Up the Keyword <ul style="list-style-type: none"> • Help the learners to open to the correct page in their primers by having them look for the page that has the chalkboard drawing of the week's keyword. • Help the learners to find and point to the keyword on the Word Building page of their primer. • Have the learners point to the break down and build up chart. Do the break down and build up of the keyword together. Be sure the learners are following this in the primer with their fingers. 	<ul style="list-style-type: none"> • Learners identify and read the keyword for the week. • Letters break down and build up the keyword.
1 min.	III.	Review the Key Letter <ul style="list-style-type: none"> • Point to the key letter. Have learners make the sound of the key letter. • Review the formation of the key letter by having the learners trace with their index finger the big and small versions of the key letter <i>in their primers</i>. 	<ul style="list-style-type: none"> • Learners review the correct formation of the key letter, both its big and small forms.
7 min.	IV.	Letter Drill Table Game <ul style="list-style-type: none"> • Now help the learners to find the Letter Drill Table in their primers. Draw the same letter drill table on the chalkboard. • Say a word that can be built from the letter sounds in the letter drill table on the chalkboard. Ask the learners to touch all the sounds that make up that word in their primer as they say them quietly to themselves. Move around the room to observe learners completing this task. • Select a learner to come up and show the correct answer. Have the learner write the word on the chalkboard. • That learner then says another word and selects a learner to demonstrate the correct answer. 	<ul style="list-style-type: none"> • Learners review the key letter sound for the week along with letter sounds from previous weeks. • Learners blend the known letter sounds to make built words.

How to Teach: Word Building Time

Time	Step	Teacher's Activities	Learners' Activities
8 min.	V.	<p>Syllable Drill Table Game</p> <ul style="list-style-type: none"> • The game with Syllable Drill Table is played exactly the same as the game described above. Say a word that can be built from two or more syllables and have the learners point to the boxes that build that word. Move around the room observing learners • Select a learner to demonstrate the correct answer and write the word on the board. • That learner then says another word and selects a learner to demonstrate the correct answer. 	<ul style="list-style-type: none"> • Learners review the syllables taught during the week. • Learners blend the known syllables to make built words.
10 min.	VI.	<p>Spelling Test</p> <ul style="list-style-type: none"> • Have learners close their primers and distribute individual sheets from an exercise book. Tell learners to write their names at the top of the page. • Erase any words on the chalkboard. • Select 3 one-syllable words and 2 multi-syllable words for the spelling test. These must be words the learners have learnt during the week. Do NOT select new words. • Say each word aloud slowly at least twice and allow learners time to write the word. Move around the room checking on learners' progress. • When the test is completed, collect their tests for assessment. • If time permits, have learners come up and spell the words on the chalkboard. 	<ul style="list-style-type: none"> • Learners spell a selection of built words for the week as a weekly assessment of their progress.

Explaining The Teacher's Guide Format

Comprehension Questions

Each week we give a set of comprehension questions for the Primer Story text. The first two questions have clear answers. They test comprehension of the text. The other questions are open-ended and help to link the story to the theme and sub-theme.

Selected Sight Words

Each week we give you a list of sight words to teach your pupils. These words are taken from the Primer Story text. The number of sight words taught each week increases as the year progresses.

Theme 1: Our School and Neighborhood

Term 1 Week 2

Comprehension Questions

1. Piŋō Ocen okobo nī Apio awāŋ? (*Apio onwoŋo tye aketto tara iwi puku kan ame lanye okō.*)
2. Dō ame opwonyo kede Apio gi i cukul ikom tara? (*Opwonyo Apio gi me gwōkērē ka otye otic kede tara.*)
3. Pwony acēl ame dano rōmō nwoŋo i cukul obedo kite me gwōkkō kwō, Tuc kōny okēnē ame jō a bedo cōk i cukul nwoŋo.

Sight Words

- tara
- yin
- amako
- otic



"Yin iwāŋ be Apio," Ocen okobo.

"Awāŋ niŋō ame amako tara i kore ni?" Apio ogamo.

"Pe opwonyo wa i cukul me gwōkērē ka otic kede tara?" Ocen openyo.

"Cib wunu tara--no iwi meja kan," Mama okobo.

4

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Identify the number of syllables in a word.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write the capital and small form of the letters introduced in P1 correctly.
- Spell the weekly spelling words correctly.

Competences: Reading and Writing

This is a list of the reading and writing competences that you are to focus on this week. Suggestions for how to assess these competences can be found on the following page in the box named **Continuous Assessment Activities**. The lesson templates in the **How to Teach** section also include daily assessment of reading and writing.

Explaining The Teacher's Guide Format

Sub-theme1. 2: Benefits to the Neighbourhood from School

Term 1 Week 2

tara

tara	t
ta ra	ta
ta	ta ra
t	tara

T t

t	r	e
y	w	n
o	p	a

ta	a	yet	ye
ne	wo	ro	re
po	ra	to	ro

yot tar ta ra po to ne ro
yet wot tara poto nero
ner por a yet wo ro ye re
ayet woro yere

5

Vocabulary

- tic
- kacökërë
- lek tuku
- kakwan

Thematic Competence

Identify 3 benefits of a neighbourhood having a school nearby.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sounds introduced in P1

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Vocabulary

Here we provide you with important vocabulary terms related to the week's sub-theme. There will be opportunities during the lessons to talk about these words with your pupils and find out what words they know and what words need explanation.

Thematic Competence

Each week we provide you with one competence related to the theme for the week. You should incorporate this competence into your classroom discussions.

Competences: Listening and Speaking

This is a list of the listening and speaking competences for the week. Suggestions for how you can assess these competences can be found on the next page in the box called **Continuous Assessment Activities**. The lesson templates in the **How to Teach** section also include daily assessment of listening and speaking.

Explaining The Teacher's Guide Format

Continuous Assessment Activities

In this column the teacher can find a variety of suggestions for how to assess the competencies that the pupils are learning during the week. It is not meant to be a comprehensive list. Instead, it offers a range of different ideas to help teachers obtain a better picture of how their learners are progressing on reading, writing, listening and speaking competences.

Theme 1: Our School and Neighborhood

Term 1 Week 2

Continuous Assessment Activities

Writing Competences

Get all your pupils to write their names on a piece of paper. Sort the results into 3 groups:

1. Pupils who can spell their names and form the letters correctly.
2. Pupils who have some small problems with spelling or letter formation.
3. Pupils who have major problems with spelling or letter formation.

Correct the spelling and formation mistakes on your pupils' papers and return them. Use this as the basis for focused handwriting practice. Pupils who are in Group 1 can be paired with a pupil in Group 3 to help them catch up with the rest of the class.

Making Classroom Rules Chart

Cik me Kilaci

1. Bin i kilaci ame iyubere pi pwoyere.
2. Tir cinji malo ite kürö ka apwoy okwanyi eka ite lok.
3. Gwök jami iyi kilaci aber kede kilaci därj acil.
4. Peny twero ame pwod pe i dönyö ökö onyo donnyo i kilaci.
5. Pe iter gin ame pe megi.

A teacher should establish rules and expectations in the first weeks of school. A good plan for classroom management will positively impact pupils' learning and also make teaching more fun and rewarding for the teacher.

One component of a good classroom management plan is to have a list of rules posted in your classroom. You should limit your rules to about 4-6 positive statements that show students what is expected of them. It is important that these rules are displayed in a location where the students can easily view them and the teacher can easily refer to them.

You may have an idea of the rules you want for your classroom, but you should still involve pupils in creating the rules. Let them give their suggestions. You can shape their words so that they cover the issues you want to address.

Once the rules have been written and posted on the wall be sure to talk with your pupils about the consequences of following or not following the rules. Some teachers use a merit system where the class is rewarded for positive behaviour while other teachers prefer a debit system where pupils lose privileges for bad behaviour. Regardless of the method, the teacher needs to clearly explain the consequences both good and bad, ensure that pupils understand what is expected of them and use the rules consistently and fairly on a daily basis.

100

Instructional Materials

This section features a different instructional material each week. Teachers are expected to make these instructional materials during their prep periods. Many of the instructional materials featured here will help you elaborate on the theme for the week or help you in assessing your pupils' performance.

Explaining The Teacher's Guide Format

Sub-theme 1.2: Benefits to the Neighbourhood from School

Term 1 Week 2

Letter Formation Guidelines



Handwriting Hints

Air writing is a great method to teach handwriting. Have your pupils practice writing the letter you are teaching in the air before they begin practice in their exercise books. These large muscle movements will help your pupils process what they are writing and improves retention. As they write the letter in the air, have them repeat after you the directions for writing the letter. For example, for the letter T, you might say, "Start at the top and go straight down." (Pupils repeat as they make the first line.) "Now, I pick up my pencil and cross it." (Again pupils repeat your sentence as they cross the T.)

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: We need to use lamps (tara) safely

Optional Supporting Sentences:

- We always put lamps in a safe place so they don't fall over.
- We never leave small children alone with a burning lamp.
- We should never touch the flame of a burning lamp.

Optional Summarizing Sentence: We use lamps carefully to avoid accidents.

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

101

Letter Formation Guidelines

Each week we show you the correct formation of many of the letters and words you will be working with during the week.

Handwriting Hints

Along with letter formation guidelines, we offer you advice on teaching handwriting each week. These helpful hints will improve your ability to teach handwriting to your pupils.

References

This box refers the teacher to two MoES documents:

- National Primary School Curriculum Uganda (NPSCU) Teacher's Guide
- NPSCU Scope and Sequence document

You should use these references when planning your lessons to further understand the MoES expectations for your teaching during the week.

Class Story Starters

During Thursday's Story Reading Time lesson the teacher and pupils often compose a story together that forms the basis for the reading lesson for the rest of the week. This box gives the teacher some ideas for how to get your pupils excited about writing a story using the week's keyword.

Term 1 Lessons

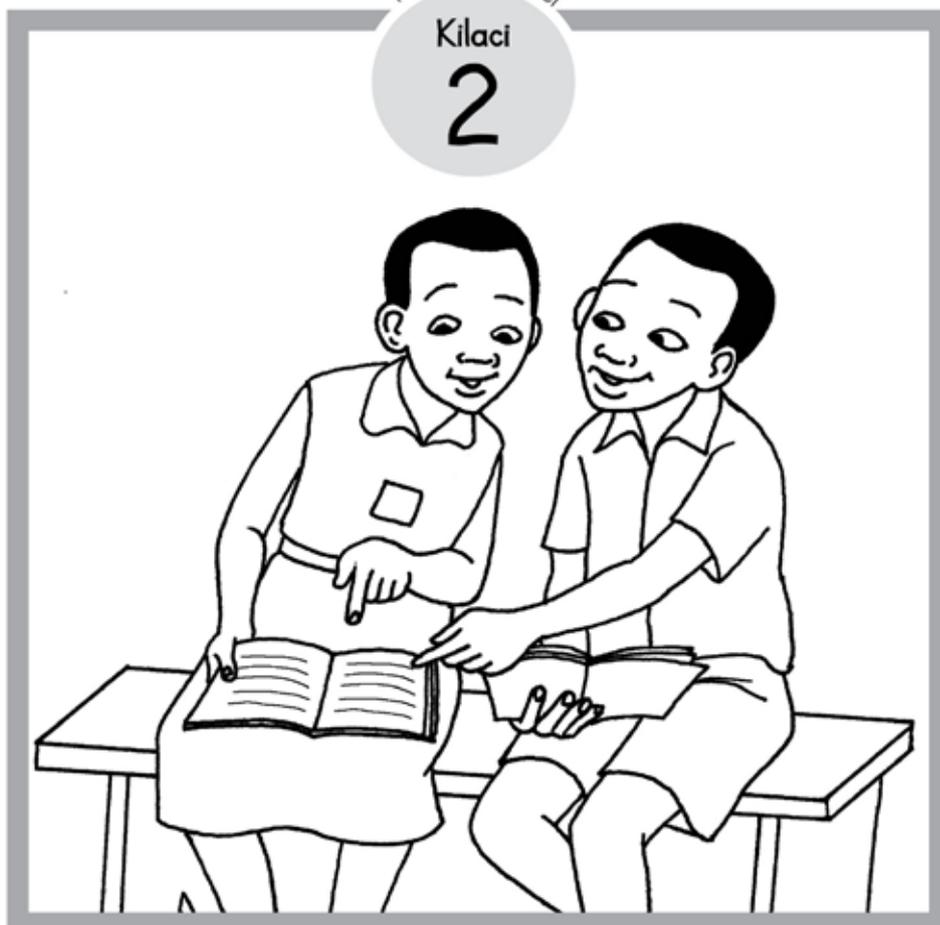
Apio kede Ocen ocako pwonyoyo kite me

Kwan kede Cöc

Tam me Acél

Kilaci

2



A Mango Tree Primer

Term 1: Key Literacy Competences

What is a competence?

The assessment guidelines from the MoES emphasize the development of specific skills that pupils can demonstrate in class. The Ministry wants teachers to be asking the question, "What can my pupils do?"

A competence, therefore, is a skill or ability that a pupil can actively demonstrate to the teacher.

The MoES organizes literacy competences into four key skill areas:

- reading
- writing
- listening
- speaking

The competences outlined on these two pages represent the skills pupils should be able to perform by the end of P2 Term One.

Overview: Reading

During Term 1 pupils will be introduced to 7 new letters. They should know their names and the sounds they make. Together with the 16 letter sounds learnt in P1 the pupils will now confidently be able to blend and segment words using these 23 letter sounds.

Pupils will also be building upon their base of sight words. By the end of the term pupils should learn about 40 new sight words.

Overview of the Term 1 Literacy Competences

The four tables found on these two pages provide a list of the key competences we expect pupils to demonstrate during P2 Term 1. The tables are divided into the four basic literacy skills: reading, writing, listening and speaking. Beside each table is an overview of the same competences but described in a written format.

The columns in the tables are listed from 1-12. Each column represents one week in the term. The shaded boxes indicate the weeks when you will be actively asking pupils to demonstrate these competences in class, evaluating pupils' performance and recording their results in the **Continuous Assessment Monitoring Form (CAM Form)**. (See the appendix for a master copy of the Term 1 form.)

The CAM Form summarizes the competences in these four tables into an easy to use one-page document. At the end of the term you will complete a **Parent Report Card** for each pupil. The competences listed here are summarized for parents on a one-page report. (See the Term 1 assessment documents on page 140 for a master copy of the P2 Term 1 Parent Report Card.) Space is also provided for you to add personal comments about individual pupil's performance.

The average pupil should be able to satisfactorily perform these competences by the end of the term. Some pupils will master the competences with ease and be ready for greater challenges. Other pupils will not be able to perform these skills to your satisfaction during the first term.

The CAM Form will help you identify the pupils on both ends of the academic spectrum that need extra support. The Parent Report Card will help you to communicate your concerns to the parents of these pupils to enlist their support.

TERM 1		WEEK											
NO.	Key Leblango Competences: Reading	1	2	3	4	5	6	7	8	9	10	11	12
By the end of Term 1 a pupil will be able to:													
1	Identify the letters introduced in P1.												
2	Identify the letter NY. Knows its name and the sound that it makes.												
3	Identify the letter B. Knows its name and the sound that it makes.												
4	Identify the letter Ö. Knows its name and the sound that it makes.												
5	Identify the letter Ę. Knows its name and the sound that it makes.												
6	Identify the letter Ń. Knows its name and the sound that it makes.												
7	Identify the letter U. Knows its name and the sound that it makes.												
8	Identify the letter J. Knows its name and the sound that it makes.												
9	Identify the number of syllables in a word.												
10	Segment words using the known letters.												
11	Blend words using the known letters.												
12	Read with fluency (speed and accuracy).												
13	Identify 4 new sight words from the primer story each week.												

Term 1: Key Literacy Competences

TERM 1		WEEK											
NO.	Key Leblango Competences: Writing By the end of Term 1 a pupil will be able to:	1	2	3	4	5	6	7	8	9	10	11	12
1	Write the capital and small letter N correctly.												
2	Write the capital and small letter B correctly.												
3	Write the capital and small letter Ö correctly.												
4	Write the capital and small letter È correctly.												
5	Write the capital and small letter I correctly.												
6	Write the capital and small letter U correctly.												
7	Write the capital and small letter J correctly.												
8	Write the capital and small form of the letters introduced in P1 correctly.												
9	Write an original, meaningful story using pictures, words and sentences.												
10	Compose sentences about their story												
11	Write both names correctly.												
12	Spell the weekly spelling words correctly.												

Overview: Writing

All pupils should be able to write their full name correctly and write the 7 new letters and 16 letters introduced in P1 correctly, both in capital and small form.

Pupils should also be able to compose a creative story and write at least one full sentence using the keyword for the week.

Finally, pupils should be able to spell words composed of the 23 known letters correctly.

TERM 1		WEEK											
NO.	Key Leblango Competences: Listening By the end of Term 1 a pupil will be able to:	1	2	3	4	5	6	7	8	9	10	11	12
1	Recognize and identify other words with the letter sounds introduced in P1.												
2	Recognize and identify other words with the N sound.												
3	Recognize and identify other words with the B sound												
4	Recognize and identify other words with the Ö sound												
5	Recognize and identify other words with the È sound												
6	Recognize and identify other words with the I sound												
7	Recognize and identify other words with the U sound												
8	Recognize and identify other words with the J sound												
9	Answer comprehension questions during Story Reading Time												

Overview: Listening

Pupils should demonstrate their listening competence by answering (and asking) question about the stories they listen to and read aloud. They should also be able to hear that a word contains a particular letter sound.

TERM 1		WEEK											
NO.	Key Leblango Competences: Speaking By the end of Term 1 a pupil will be able to:	1	2	3	4	5	6	7	8	9	10	11	12
1	Talk about issues related to the week's sub-theme with fluency and comprehension.												
2	Use vocabulary words related to the week's sub-theme with meaning and comprehension.												
3	Tell an original story to the whole class that shows creativity, meaning, sequencing and fluency.												

Overview: Speaking

Speaking competences in P2 are assessed on 3 main skill areas:

- Contribution to class discussions.
- Vocabulary knowledge and use.
- Telling stories that demonstrate creativity, meaning, sequencing and fluency.

Term 1: Preparation Week

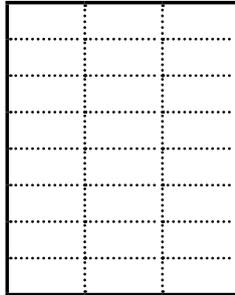
Beginning of the School Year Checklist

Preparing your classroom for the school year is a lot like packing for a trip—you have to have the right supplies if you want things to go smoothly. Teachers have many responsibilities in terms of managing a classroom, and most of these responsibilities come with some sort of material requirement. Creating a checklist of things you should have for your classroom is one excellent method for ensuring you start the year off right. Below is a suggested checklist you can use as you prepare to begin a new academic year:

- Mango Tree Teacher's Guides for Leblango and English
- Pupil Primers for Leblango and English
- Classroom Rules Chart
- Copies of the CAM Form for ALL the pupils registered for you class
- Flashcards completed for at least the first 4 weeks of the term for Leblango and English
- Note to send home to parents listing the instructional materials requirements for Term 1
- Thematic Charts (see this teacher's guide for suggested charts)
- Markers, pens and pencils
- Masking Tape
- Weekly Timetable

How to make the Learner Name Cards

Step 1: Fold the manila like this:

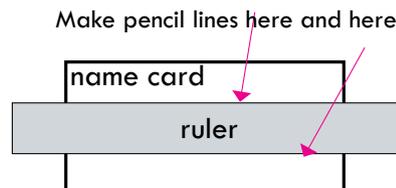


One manila makes 24 learner name cards.

Step 2: Take a piece of manila and cut it into standard sizes (17 cm x 9.5 cm). One manila will make 24 learner name cards.



Step 3: Use a ruler and pencil to provide you with handwriting guidelines just as you do with the sight word flash cards.



Step 4: Neatly write the learner's name on the card with a marker/pencil/pen using the ruled lines. Distribute the learner name cards to your pupils and have them keep them in their desks.



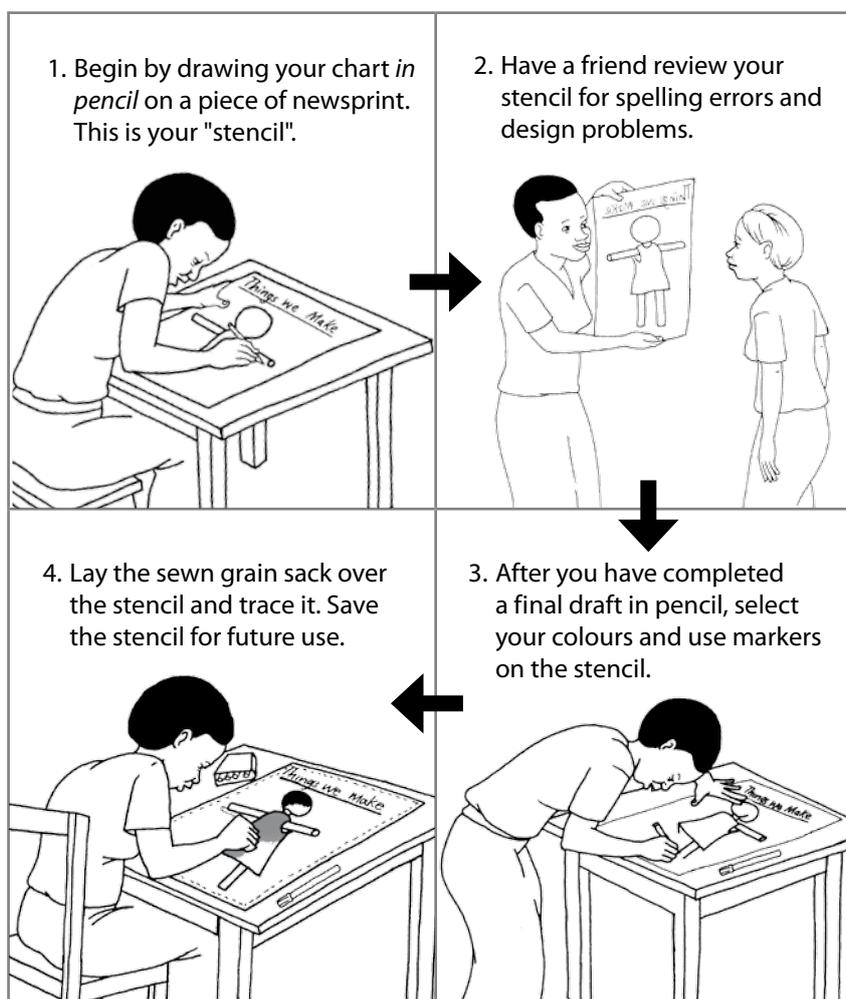
Your learner name card is ready to use!

Most pupils should be able to write both names, spelling their names correctly and forming the letters properly, by the time they complete P1. Nevertheless, one of the first assessments you should do at the beginning of the school year is to find out which pupils have retained this competence and which will need your support.

Pupils who are not spelling their names correctly or forming the letters properly will need to be given name cards. See the directions above for how to create these name cards. Pupils should keep these cards in their desk and refer to them whenever they have to write their name.

Follow up with another assessment half-way through the term to see how many pupils are now correctly writing their names. Make it a goal that ALL pupils are writing both names correctly by the end of Term 1.

How to Make Grain Sack Charts



From the Ministry of Education and Sports *Handbook for Non-textbook Materials*:

"Wall charts are excellent for stimulating thinking and directing learners' attention. You can use them at different stages to strengthen learning in different subjects..."

It is important that you use wall charts to integrate subjects or extend and expand ideas. For example, you can use a P-1 science chart on "Animal Movements" to also teach basic vocabulary in English or the vernacular such as running, jumping, hopping and crawling. In upper primary, you can use the same chart to teach older children more advanced vocabulary such as swooping, waddling, pouncing, and trotting."

Charts made from grain sacks are more durable and portable. They can last for several years if properly cared for. If you start by making a stencil, then you can make multiple copies of the same chart to share with other teachers in your grade level.

Theme 1: Our School and Neighborhood

Term 1 Week 1

Comprehension Questions

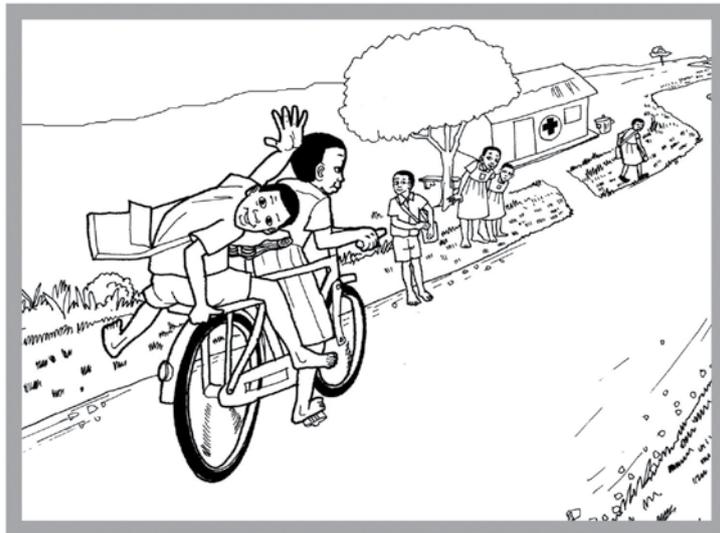
- 1 Apio g̃in ominnere Ocen woto i cukul kede n̄ö? (*Apio g̃in ominnere Ocen woto i cukul kede gali.*)
- 2 Yoo m̄en̄e ame i l̄übö me wot i cukul Apio g̃i? (*l̄übö yoo a dit ac̄el k̄ek̄en ka i wot i cukul Apio g̃i.*)
3. Köñ ipor kan ame cukul Apio g̃i nwoñere iȳe?
4. It̄ämö n̄i köny an̄ö ame jö me cukul Apio g̃i nwoño i ȫt-yät ame cök kede n̄i?

Sight Words

- gali
- wot
- nyönö
- dit



gali



Apio g̃in ominnere Ocen nyönö gali me wot i cukul nino ducu.

Cukul Apio g̃i i l̄übö yoo a dit ac̄el k̄ek̄en naka iȳe.

Otinökwan oken̄e l̄übö en̄ yoo ac̄el-li d̄an̄ me wot i cukul.

Cukul Apio g̃i ceggi kede ȫt-yät.

2

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.

Writing

- Use words and pictures to write a story about the keyword.
- Write both names correctly.
- Write the capital and small form of the letters introduced in P1 correctly

Sub-theme 1:1 Location, Symbols and Benefits of Our School

Term 1 Week 1

g	l	d
a	m	i
o	c	k

ga	ca	mo	ko
di	go	ki	la
mo	li	to	do

dok gik

cak kic

gom lok

ga li di ki mo ko

gali diki moko

ki ca go la do to

kica gola doto

3

Vocabulary

- yen
- janjago
- wǎntic
- cainpoc
- böŋökwan
- otinökwan
- aköŋ
- cem
- lobo
- otic

Thematic Competence

Talk about what a sign post is and how it helps visitors locate where they are. Identify what is on the school sign post at their school.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sounds introduced in P1.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 1: Our School and Neighborhood

Term 1 Week 1

Continuous Assessment Activities

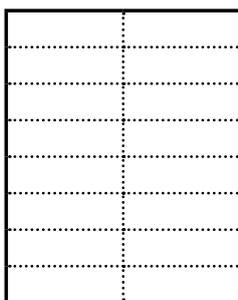
Reading Competences

The most important pupil assessment you can do in the first weeks of school is to determine the literacy competences your pupils have remembered from P1. The first two weeks of school are devoted to reviewing the competences pupils acquired in P1.

In an appendix at the end of this teacher's guide we have included a list of all the letters/sounds pupils learned in P1 along with the key word and "letter sign". Learn the letter signs and use them when reviewing the letter sounds in the first few weeks of school. The signs will help pupils remember the sounds.

Sight Word Flash Cards

Step 1: Fold the manila like this:

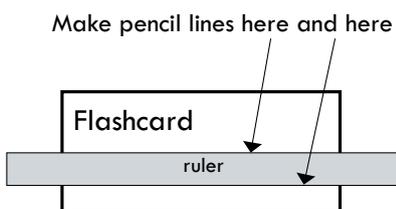


One manila makes 16 sight word flashcards.

Step 2: Cut out the 16 cards from the sheet.



Step 3: Make lines on the flashcard with a ruler



Step 4: Neatly write the sight word on the card with a marker using the ruled lines.



Your sight word flashcard is ready to use!

The sight word flashcards are one of the most important teaching and assessment tools you will use this year. You will use them every week during Story Reading Time. Read the **How to Teach: Story Reading Time** lesson templates for Tuesday and Wednesday to understand how to use them.

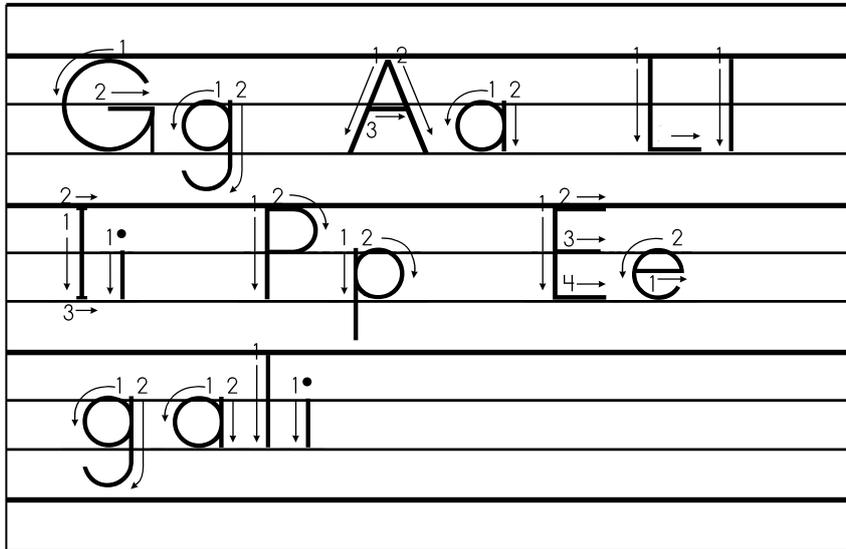
A few things to know about sight word flashcards:

- You should use your best handwriting when making these cards.
- Do NOT hang these cards up on strings or paste them to the wall. They are designed to hold in your hand, flipping quickly from one card to the next.
- Save your sight word flashcards from week to week. Each week you should review a few words from the previous week. At the end of the term you can test the pupils using a representative sample of **all** the sight words.
- Pupils can use the sight word flashcards from the previous term during free activity time.

Sub-theme 1:1 Location, Symbols and Benefits of Our School

Term 1 Week 1

Letter Formation Guidelines



Class Story Starter

Type of Story: Fiction

Characters: Apio and Ocen

Setting: On their way to school

Action: Apio and Ocen are riding their bike to school. It is the first day of school and they are excited to return. On the way the bike gets a puncture and the tyre goes flat. What happens next?

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

Handwriting Hints

Here is a set of exercises you can do before beginning a handwriting lesson:

- Stretch the fingers of both hands as wide apart as possible then squeeze the fingers into a fist.
- Wiggle the fingers loosely in all directions.
- Press the index finger of each hand into their respective thumbs. Next do the middle finger, ring finger and little finger. Repeat several times increasing the speed as pupils get better at it.
- Rotate both wrists clockwise for about 15 seconds. Repeat rotating the wrists anti-clockwise.
- Rotate the shoulders forward for about 15 seconds. Repeat rotating the shoulders backwards.
- Sit with feet flat on the floor and back straight. Arch your back and look up at the ceiling. Now roll your back forward and look down at your desk. Repeat a few times.

Now your body is warmed up and ready to start handwriting!

Theme 1: Our School and Neighborhood

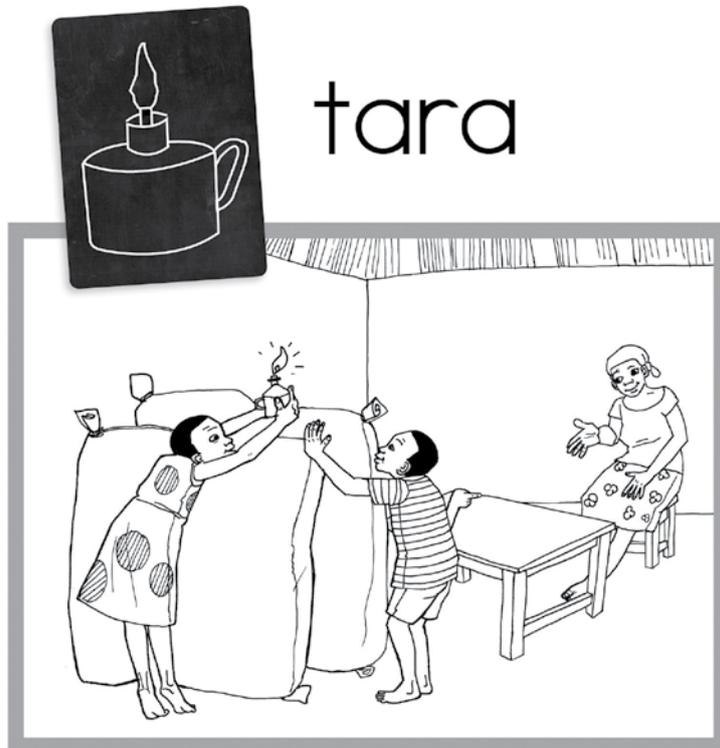
Term 1 Week 2

Comprehension Questions

1. Piñö Ocen okobo nĩ Apio awāñ? (*Apio onwoño tye aketto tara iwi puku kan ame lanye okö.*)
2. Nö ame opwonyo kede Apio gi i cukul ikom tara? (*Opwonyo Apio gi me gwökärë ka otic kede tara.*)
3. Pwony acël ame dano römö nwoño i cukul obedo kite me gwökkö kwö, Tuc köny okënë ame jö a bedo cök i cukul nwoño.

Sight Words

- tara
- yin
- amako
- otic



“Yin iwāñ be Apio,” Ocen okobo.

“Awāñ niñö ame amako tara i kore nĩ?” Apio ogamo.

“Pe opwonyo wa i cukul me gwökärë ka otic kede tara?” Ocen openyo.

“Cib wunu tara–no iwi meja kan,” Mama okobo.

4

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Identify the number of syllables in a word.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write the capital and small form of the letters introduced in P1 correctly.
- Spell the weekly spelling words correctly.

Sub-theme 1.2: Benefits to the Neighbourhood from School

Term 1 Week 2

t	r	e
y	w	n
o	p	a

ta	a	yet	ye
ne	wo	ro	re
po	ra	to	ro

yot	tar	ta ra	po to	ne ro
yet	wot	tara	poto	nero
ner	por	a yet	wo ro	ye re
		ayet	woro	yere

5

Vocabulary

- tic
- kacökëë
- lek tuku
- kakwan

Thematic Competence

Identify 3 benefits of a neighbourhood having a school nearby.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sounds introduced in P1.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 1: Our School and Neighborhood

Term 1 Week 2

Continuous Assessment Activities

Writing Competences

Get all your pupils to write their names on a piece of paper. Sort the results into 3 groups:

1. Pupils who can spell their names and form the letters correctly.
2. Pupils who have some small problems with spelling or letter formation.
3. Pupils who have major problems with spelling or letter formation.

Correct the spelling and formation mistakes on your pupils' papers and return them. Use this as the basis for focused handwriting practice. Pupils who are in Group 1 can be paired with a pupil in Group 3 to help them catch up with the rest of the class.

Making Classroom Rules Chart

Cik me Kilaci

1. Bin i kilaci ame iyubere pi pwoyere.
2. Tir cinji malo ite kürö ka apwoy okwany i eka ite lok.
3. Gwök jami iyi kilaci aber kede kilaci dän acil.
4. Peny twero ame pwod pe i dönyö ökö onyo donynyo i kilaci.
5. Pe iter gin ame pe megi.

A teacher should establish rules and expectations in the first weeks of school. A good plan for classroom management will positively impact pupils' learning and also make teaching more fun and rewarding for the teacher.

One component of a good classroom management plan is to have a list of rules posted in your classroom. You should limit your rules to about 4-6 positive statements that show students what is expected of them. It is important that these rules are displayed in a location where the students can easily view them and the teacher can easily refer to them.

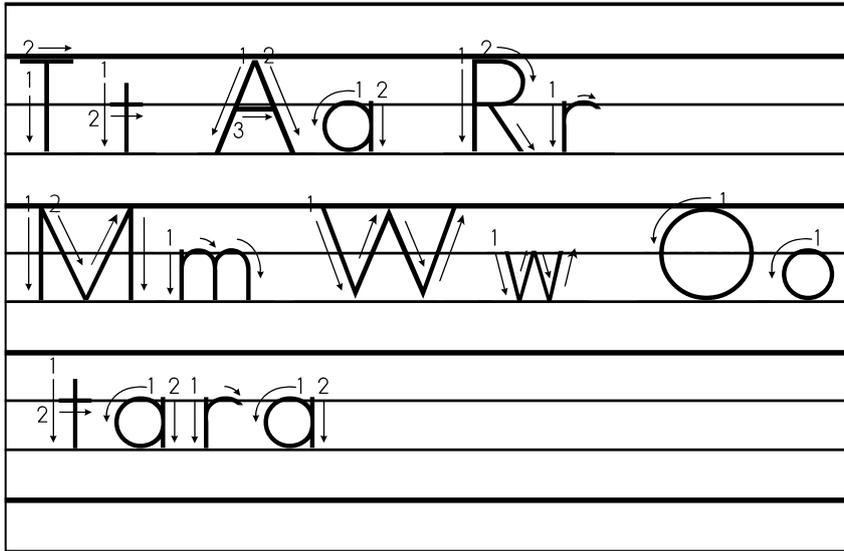
You may have an idea of the rules you want for your classroom, but you should still involve pupils in creating the rules. Let them give their suggestions. You can shape their words so that they cover the issues you want to address.

Once the rules have been written and posted on the wall be sure to talk with your pupils about the consequences of following or not following the rules. Some teachers use a merit system where the class is rewarded for positive behaviour while other teachers prefer a debit system where pupils lose privileges for bad behaviour. Regardless of the method, the teacher needs to clearly explain the consequences both good and bad, ensure that pupils understand what is expected of them and use the rules consistently and fairly on a daily basis.

Sub-theme 1.2: Benefits to the Neighbourhood from School

Term 1 Week 2

Letter Formation Guidelines



Handwriting Hints

Air writing is a great method to teach handwriting. Have your pupils practice writing the letter you are teaching in the air before they begin practice in their exercise books. These large muscle movements will help your pupils process what they are writing and improves retention. As they write the letter in the air, have them repeat after you the directions for writing the letter. For example, for the letter T, you might say, "Start at the top and go straight down." (Pupils repeat as they make the first line.) "Now, I pick up my pencil and cross it." (Again pupils repeat your sentence as they cross the T.)

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: We need to use lamps (tara) safely

Optional Supporting Sentences:

- We always put lamps in a safe place so they don't fall over.
- We never leave small children alone with a burning lamp.
- We should never touch the flame of a burning lamp.

Optional Summarizing Sentence: We use lamps carefully to avoid accidents.

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

Theme 1: Our School and Neighbourhood

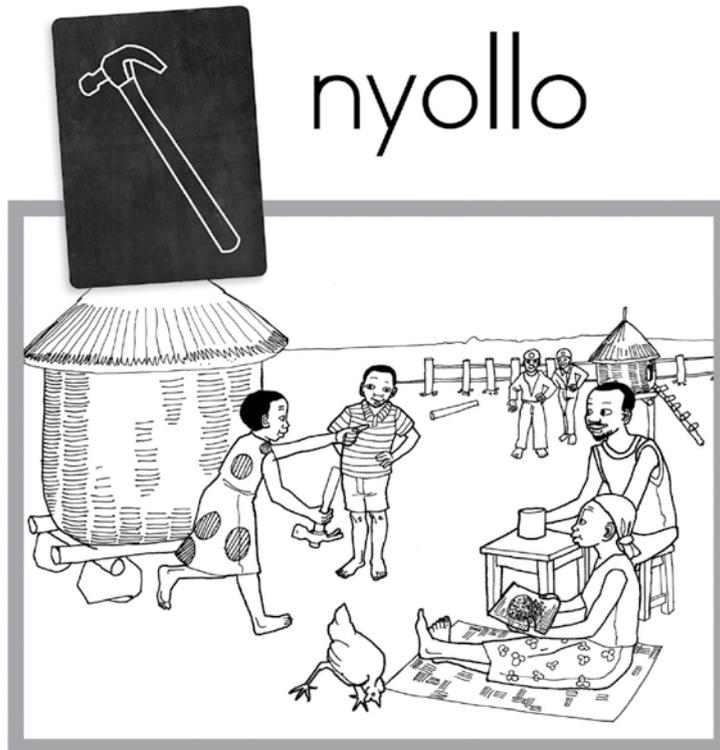
Term 1 Week 3

Comprehension Questions

1. Nö ame Apio tye omako i ciŋe? (*Apio tye omako nyollo i ciŋe.*)
2. Piŋö jö tye acëllö wänlobo Apio gi? (*Otye acëllö wänlobo Apio gi pi gëŋjö lara.*)
3. Wänpoto ocëlö pi gëŋjö lara. Kodi njö okënë ame dök twërö kello ayela ikin cukul kede jö a bedo cök?

Sight Words

- nyollo
- ame
- Atero, atero
- lara



“Itero nyollo–no kwene?” Ocen openyo.

“Atero bot jö ame tye agoyo cël i wänlobo wa ca,”
Apio ogamo.

“Ketto cël könyö,” Baba okobo. Inënö kit ame ogëŋjö
lara lobo ikin cukul kede jö ilanġete.

6

Competences

Reading

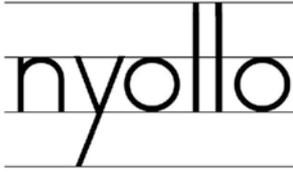
- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.

Writing

- Write both names correctly.
- Write the capital and small letters NY correctly.
- Spell the weekly spelling words correctly.

Sub-theme 1.3: Causes of Problems between School and Neighbourhood

Term 1 Week 3



nyollo
ny

nyol lo
nyo

nyol
nyol

nyo
nyol lo

ny
nyollo



g	d	k
ny	o	a
m	p	t

nyet	do	lo	to
nya	nya	to	do
nyol	nyo	mo	ko

nyony tag

nyom nyap

dok mot

nyol lo
nyollo

do ko
doko

nya nya
nyanya

nyet to
nyetto

mo to
moto

nyo do
nyodo

7

Vocabulary

- kwo
- dää
- lwëny
- ballo jami
- lëb a rac
- kubere
- wörö
- cik

Thematic Competence

List 3 reasons why schools and neighbourhoods would conflict and have problems working together.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sound NY.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 1: Our School and Neighbourhood

Term 1 Week 3

Continuous Assessment Activities

Reading Competence

Play a blackboard memory game with your pupils to test their sight word memory. Write a sight word they have already learned, for example "gali". Ask the pupils to look carefully at the word and read it silently to themselves. Then erase the word and call on 4-5 pupils to come up and write the word on the blackboard. Note the pupils' performance.

Speaking Competence

Note the stories that pupils tell during Creative Writing Time this week. Be sure to use your CAM Form to check off pupils who are able to tell a story with creativity, meaning, sequencing and fluency.

Our School and Neighbourhood Chart



You can use this chart as you develop vocabulary and thematic concepts during Story Reading Time. Have your pupils identify the different community members illustrated in the chart. Write their names on manila cards and attach them to the chart. Later you can play a game of matching the words to the correct pictures. Here is a guide to the occupations identified on the chart:

Farmer	Transporter
Teacher	Shopkeeper
Nurse	Preacher

Help pupils identify the important role each occupation plays in the community and how they are interrelated. For example, a nurse's job is to see that people in the community stay healthy. Farmers help nurses by providing healthy food for people to eat. Teachers help nurses by educating children about making healthy choices. Transporters help nurses by bringing sick people to the clinic. Shopkeepers help nurses by selling drugs people need when they are sick. Preachers help nurses by giving individuals and families spiritual support when someone is sick.

Sub-theme 1.3: Causes of Problems between School and Neighbourhood

Term 1 Week 3

Letter Formation Guidelines



Handwriting Hints

Along with air writing, your pupils can also practice “finger writing” on their desks. After they have practiced forming a new letter in the air, have them use the index finger of their dominant hand to practice writing the same letter on their desk. Again, have the pupils say aloud your directions for writing the letter as they write the letter with their finger. Once they have practiced the letter in the air and on their desk, they are ready to write the letter in their exercise book.

The Reader Story

This week instead of a Class Story you will read the story *Lyec gin Apwo* from the Term 1 Reader entitled **Cëkkä Awiny**.

Pass the book out so all your pupils have a copy. Review how to handle a book properly. Point out the title of the book. This book is a collection of three cultural stories. Turn to the Table of Contents (Gin iyi Buk) and tell learners that they will be reading the first story, *Lyec kede Apwo*. Read the title of the first story and the author and illustrator. Have learners find the page number for the story in the Table of Contents and then turn to that page.

See *How to Teach: Story Reading Time - The Reader Story* for more information on how to teach the reader story lessons this week.

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Page 15

Theme 2: Our Home and Community

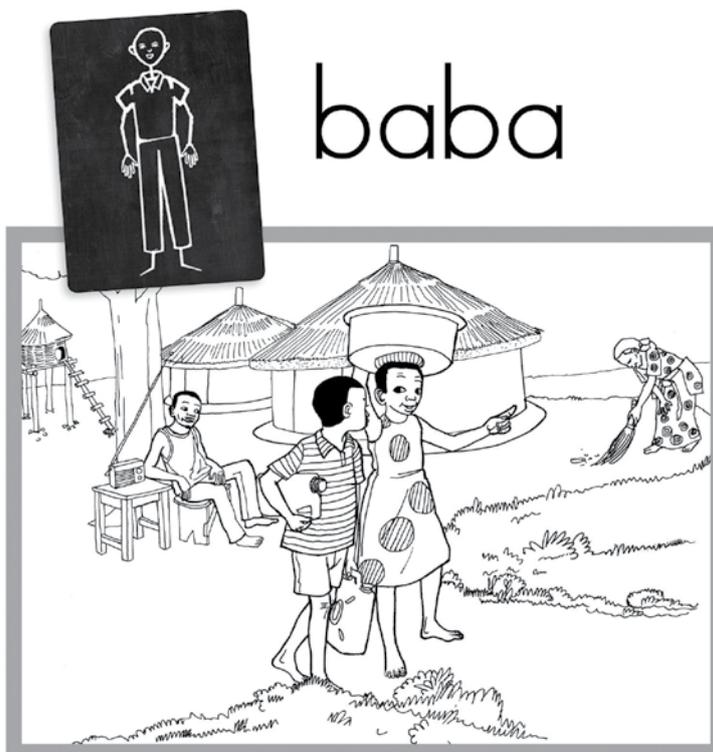
Term 1 Week 4

Comprehension Questions

1. Apio kede Ocen tye alärö kop ikom njo?
(Apio kede Ocen tye alärö kop ikom Baba.)
2. Nö ame Ocen tye amittö neyo a kwäkö Baba? (Ocen tye amittö neyo nat ame onywalo Baba.)
3. Apio gi myero lwoj toto a Baba gi ni na?
4. Mama onywalo Apio kede Ocen. Wat anjo ame tye ikin Apio kede Ocen?

Sight Words

- Baba, baba
- ogedo
- ite
- omin



“Apio we, na kara onywalo Baba?” Ocen openyo.

“Toto a Baba obedo atat,” Apio ogamo.

“Dano ogedo ite cwao-ca kono?” Ocen openyo.

“Manaca obedo omin a Baba,” Apio ogamo.

8

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.
- Identify the number of syllables in a word.

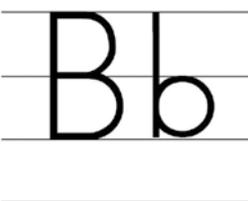
Writing

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter B correctly.
- Spell the weekly spelling words correctly.

Sub-theme 2.1: Relationships among Family Members

Term 1 Week 4





ny	o	r
b	g	l
a	e	b

ba	go	ba	go
go	a	ba	ro
leg	nyo	bo	o

bor nyony
gar ger
lor gony

ba ba o nyo go
baba onyogo bo nyo
leg go a go ba
leggo agoba a bo ro
aboro

9

Vocabulary

- wät i pacu
- wät i öt
- jö öt
- apap
- mama
- omin
- amin
- nero
- atat
- atin
- kwärö
- wayo

Thematic Competence

Identify what a relationship is and talk about the ones that exist in their own family.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sound B.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 2 : Our Home and Community

Term 1 Week 4

Continuous Assessment Activities

Writing Competence

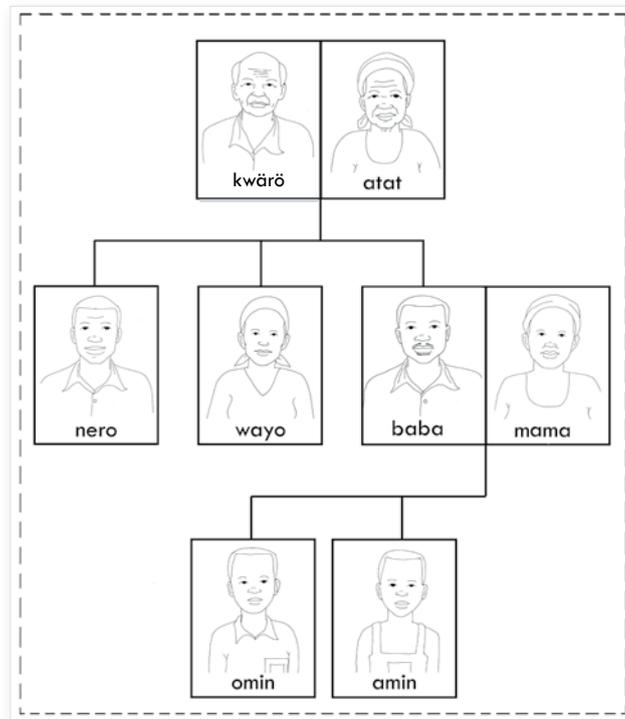
Take special care to note pupils' handwriting this week. Use your CAM Form to note the pupils who are doing very well and those who are struggling.

Listening Competence

Play a listening game with your pupils to get an idea of the pupils who are good and poor listeners in your class. (It's best to do this game during a PE lesson.)

Start by giving one command (*Stand up!*) and see which pupils can follow your directions. Then say two commands at once (*Sit down and put both hands on your head.*) If most pupils can follow two-step directions, add a third command. (*Turn around, touch your toes and then sit on the ground.*) Make a note of the pupils who excel and who do poorly in this game. Remember that pupils who have trouble listening may have an auditory disability or other mental impairment.

My Family Chart



This chart represents a simple “family tree” for Apio and Ocen, the children in the primer stories. With this chart you can talk about the following vocabulary:

- grandfather (kwärö)
- grandmother (atat)
- uncle (nero)
- aunt (wayo)
- father (baba)
- mother (mama)
- brother (amin)
- sister (amin)

This chart and vocabulary was introduced in P1. This year you can build on the understanding established in P1 by exploring more about the roles and responsibilities of each family member.

Sub-theme 2.1: Relationships among Family Members

Term 1 Week 4

Letter Formation Guidelines



Handwriting Hints

What can you do to help the pupils in your class who are struggling with handwriting? First of all, remember that children develop the fine motor skills needed for good handwriting at different rates. Boys in general are slower than girls to develop these skills.

The second thing to remember is the old saying, "Practice makes perfect." But the practice sessions should be short and varied. Give the pupils who are struggling *extra* time to practice, but have them practice with their finger in some mud or with a stick in the sand or air writing with their toes. Try to keep the extra practice sessions fun!

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: Fathers are important to every family.

Optional Supporting Sentences:

- Fathers have jobs that provide money for food and shelter.
- Fathers teach their children lessons about good and bad.
- Fathers provide security to their homes.

Optional Summarizing Sentence: Families need fathers because they keep everyone safe and well cared for.

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Page 17

Theme 2: Our Home and Community

Term 1 Week 5

Comprehension Questions

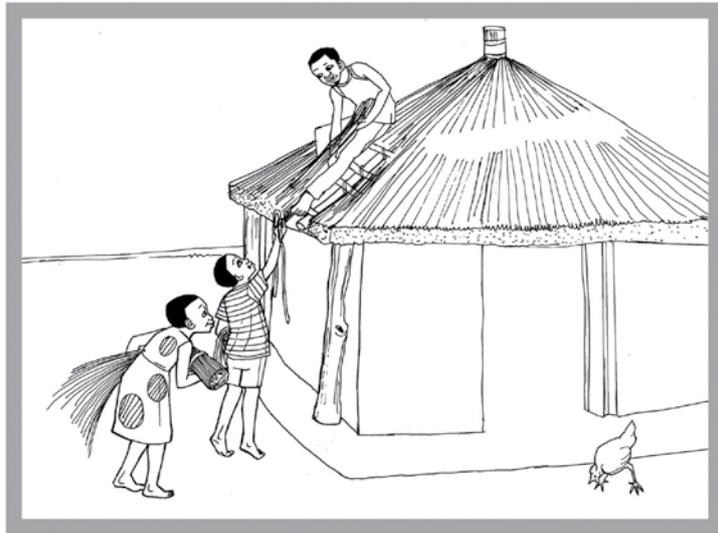
1. Nö omiö wii öt Apio gi okët? (*Ajürü ën okëtö wii öt Apio gi.*)
2. Na ame Apio gi tye akönyö? (*Apio gi tye akönyö Baba*)
3. Pol a jö tye kede tic a papat i kinpacci. Tuc ticcoro këkën ame yin injeo eka ite tuccho jö ame tio.

Sight Words

- öt
- ajürü
- Odikko, odikko
- yikkö



öt



Apio gi onwoŋo tye kede öt ogërö a cël.
Nino mörö acël ajürü te këttö wii öt Apio gi okö.
Odikko mere Apio kede Ocen te könyö Baba gi yikkö wii öt.

10

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.
- Identify the number of syllables in a word.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter Ö correctly.

Sub-theme 2.2: Roles of Different People in the Community

Term 1 Week 5

ö	o	y
b	t	e
ny	k	n

kob	bö	kö	o
bo	nyö	bo	to
nyöb	bö	köb	ko

öt	nyök	kob bo	kö nyö	köb bö
		kobbo	könyö	köbbö
kob	yen	o to	nyöb bö	bo ko
yot	bö	oto	nyöbbö	boko

||

Vocabulary

- dakatal
- naci
- opwonye
- polici
- ocwërbao
- derebwa
- opwonye dini

Thematic Competence

Identify the roles of 4 different people in the community.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sound Ö.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 2: Our Home and Community

Term 1 Week 5

Continuous Assessment Activities

Reading Competence

Are your pupils able to blend the letter sounds they know to make words? Your pupils' performance during Word Building Time is the best daily way to assess them.

Another way to check this competence is to write a "nonsense" word on the blackboard, for example "bam". There is no such word as "bam" in Leblango but your pupils should still be able to sound it out properly because they know the 3 sounds /b/, /a/ and /m/.

How to Take Care of Books Chart



This chart is designed to provoke a class discussion about how to care for books. In the coming weeks your pupils will begin taking books home to read with their parents. Prior to this you need to have a discussion with them about how to take care of the books and ensure they don't get lost or damaged while they are at home.

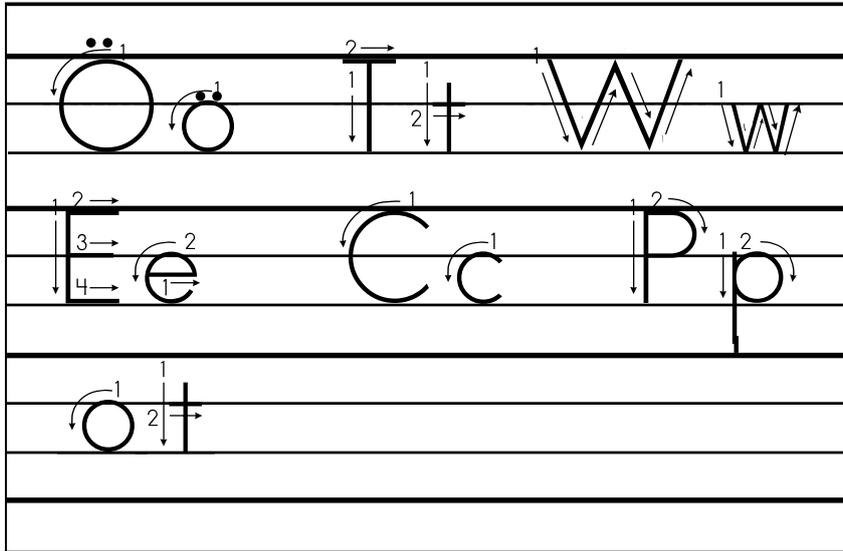
Here are the four messages the chart intends to convey:

- It is best to handle books when your hands are clean. If your hands are dirty, wash them before beginning to read.
- It is important to turn the pages gently so that they don't get torn.
- Another way to keep books clean is to cover them with old newspaper.
- Store your books in a book bag when taking them home. Keep your books in the bag when you're not reading them, away from younger brothers and sisters who might spoil them.

Sub-theme 2.2: Roles of Different People in the Community

Term 1 Week 5

Letter Formation Guidelines



Handwriting Hints

Be sure that you carefully oversee your pupils as they practice their handwriting. You don't want children to fill their exercise book with improper work! Praise letters and words written well and have the pupils erase and rewrite anything unacceptable. While this may seem time consuming, remember that it will actually take more time to undo bad handwriting habits.

Class Story Starter

Type of Story: Fiction

Characters: Grandfather, LC1 Chairperson, Apio and Ocen

Setting: Outside their house

Action: Apio and Ocen are sitting outside their house listening to Grandfather's stories. While they are sitting outside, the LC1 chairperson stops by to greet Grandfather. After the LC1 Chairperson leaves, Ocen asks Grandfather what the LC1 chairperson does in the community. What happens next?

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Pages 17-18

Theme 2: Our Home and Community

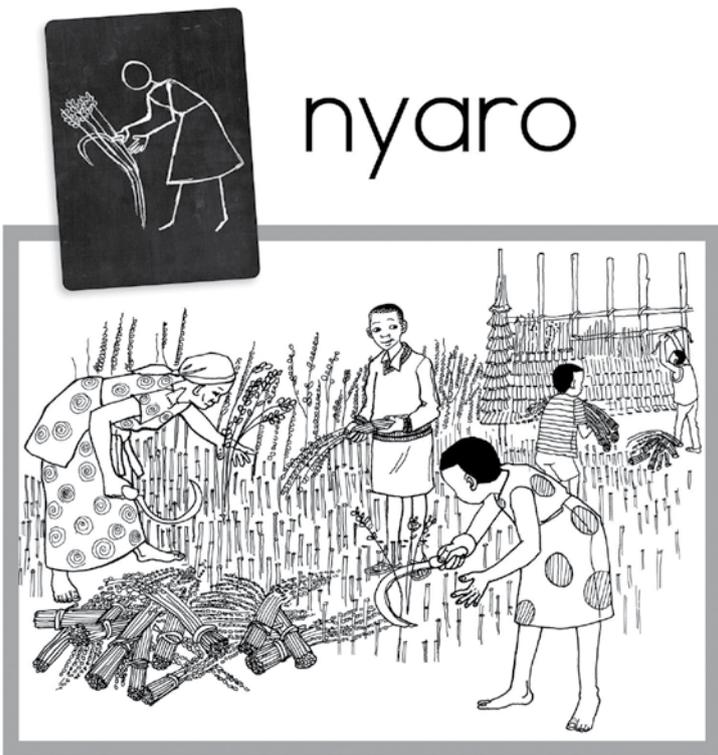
Term 1 Week 6

Comprehension Questions

1. Wät anö ame tye ikin Sarah kede Ocen gi? (Sarah obedo amaro Ocen gi.)
2. Sarah owoto i calo te nwoŋŋo njo a tye atimëre? (Sarah onwoŋŋo nyaro ninö ocëk matëk.)
3. Tic bala nyaro ninö kede pwoddo piny tye ikin tic a pol ame jo timo ikinpacu. Njo okënë ame jö timö ikinpacu ame yin iŋeo?
4. Jö kinpacu maro cammo karama kede kwer a papat ka tic odökö nö. Tit kwone kwer a papat ame jö kinpacu maro bedo iyë kede kit ame kwer magi könyö wa kede.

Sight Words

- nyaro
- limo
- Ĕn, ěn
- piŋö



nyaro

Sarah, amaro Ocen gi owoto i limo i calo.
Ĕn te nwoŋŋo nyaro ninö ocëk matëk.
Sarah te wuru piŋö jö pe tye atic kede pala pwoddo piny.
Apio onyëro kun kobbe ni "Man nyaro ninö ëntö pe pwoddo piny."

12

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.
- Identify the number of syllables in a word.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letters NY, B and Ö. correctly.

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

Term 1 Week 6



ny	k	y
b	p	o
ö	t	m

nya	nye	yo	kö
ko	ro	nyu	ka
re	po	rö	ya

bök	nyom
bot	tok
pony	yot

nya ro	ya re	nyu ka
nyaro	yare	nyuka
nye ko	po yo	kö rö
nyeko	poyo	körö

13

Vocabulary

- tēkwärö
- karama
- ruk
- tedo
- myël
- wer
- mot
- kwer

Thematic Competence

Name at least 2 cultural practices that take place in their culture.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sounds NY, B and Ö.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 2: Our Home and Community

Term 1 Week 6

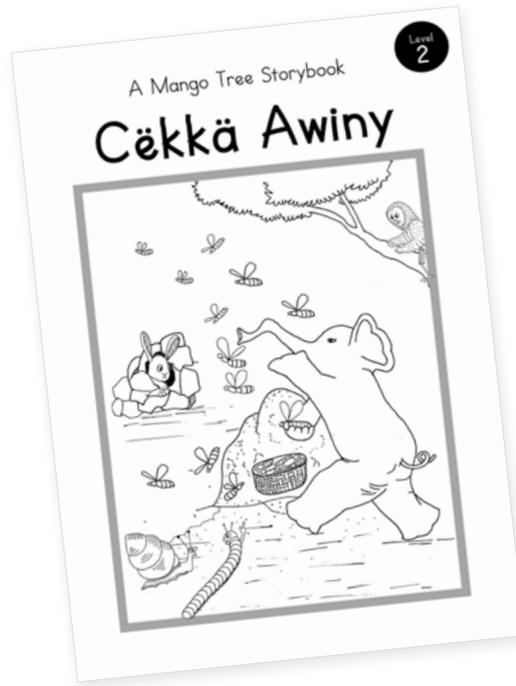
Continuous Assessment Activities

General Competence

Starting in the second half of Term 1 pupils will begin taking books home to read with their parents and family members. It is important to keep track of pupils who do not bring books back or bring back books that are torn or damaged in some way.

Taking proper care of books is not just a literacy competence; it is a life skill competence and needs to be addressed seriously.

Cëkkä Awiny



The Term 1 Reader, *Cëkkä Awiny*, contains three cultural stories from the Lango region. The stories were created by local writers and illustrators.

You will provide direct instruction for reading the three stories during the Thursday and Friday Story Reading Time Lessons in Weeks 3, 6 and 9.

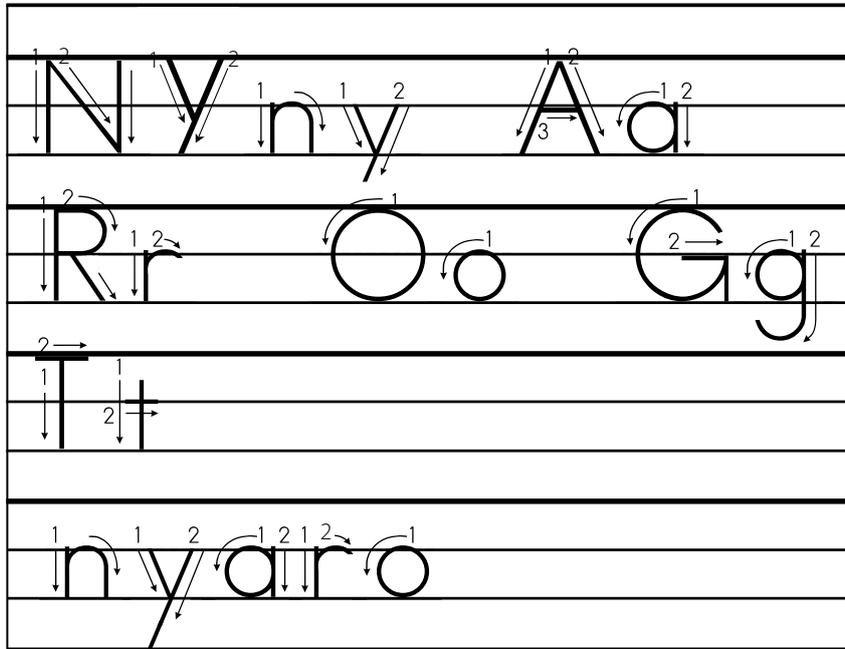
Here are the competences we want pupils to gain from using the termly readers:

- Handling a book properly
- Identifying the parts of a book – title, author, illustrator, table of contents, page numbers
- Appreciating Lango cultural stories
- Reading to and sharing stories with family members
- Reading silently for pleasure

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

Term 1 Week 6

Letter Formation Guidelines



Handwriting Hints

Do you know which pupils in your class are left-handed? If you haven't discovered this yet, take time this week to closely observe your pupils while they write. Left-handed pupils need to be seated at the left end of a desk so their elbows do not collide with the elbows of right-handed pupils. You also need to give special air writing instructions to all the "lefties" in the class.

The Reader Story

This week instead of a Class Story you will read the story *Tula ġin Awele* from the Term 1 Reader entitled **Cëkkä Awiny**.

Pass the book out so all your pupils have a copy. Review how to handle a book properly. Point out the title of the book. This book is a collection of four cultural stories. Turn to the Table of Contents (Gin iyi Buk) and tell learners that they will be reading the second story, *Tula ġin Awele*. Read the title of the story and the author and illustrator. Have learners find the page number for the story in the Table of Contents and then turn to that page.

See *How to Teach: Story Reading Time - The Reader Story* for more information on how to teach the reader story lessons this week.

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

Theme 3: Human Body and Health

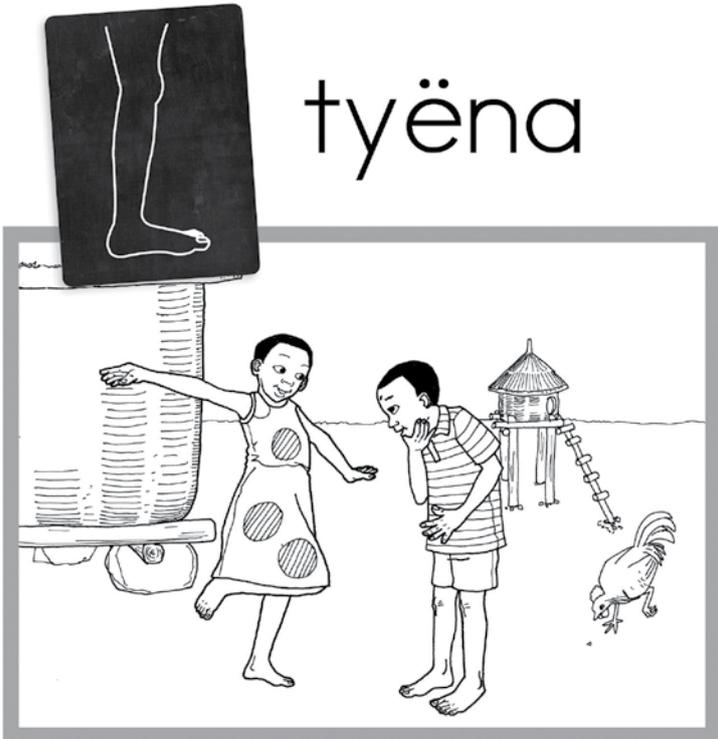
Term 1 Week 7

Comprehension Questions

1. Apio tye atimmö nõ?
(Apio tye ocuḡ kede tyënë acël.)
2. Piḡ Apio tye acuḡ kede tyënë acël? (Pi nyutti Ocen ðirö a papat me tic kede dul kom.)
3. Apät kede tyën, tuc dulkom a papat ame yin iḡeo kede tic ḡi?

Sight Words

- tyëna
- otimö
- Kara, kara
- cuḡ



The illustration shows a woman in a patterned dress pointing to a diagram of a human leg. The leg is labeled 'tyëna'. A boy in a striped shirt is looking at the diagram with a thoughtful expression. In the background, there is a traditional house on stilts and a rooster.

Ocen: Apio, nõ otimö tyeni?
Apio: Ginnörö gite pe otimö tyëna.
Ocen: Kara piḡ itye icuḡ kede tyeni acël?
Apio: Manno me nyutti nī atwërö cuḡ i tyëna acël aboḡo rëttë.
Ocen: Kono ite rëttë anyeri matëk.

14

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.
- Identify the number of syllables in a word.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter Ë correctly.
- Spell the weekly spelling words correctly

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

Term 1 Week 7

t	l	ny
ë	k	b
c	ö	e

tyë	bī	kë	nyö
tö	to	cë	ke
ën	na	bö	kö

lëny	cël	tyë na	tö bī	ën tö
cëk	kët	tyënë	töbī	ëntö
nyöb	cek	nyö tö	ke to	cë kë
		nyötö	keto	cëkë

15

Vocabulary

- dulkom
- wic
- lëb
- cöŋ
- wän
- yic
- dög
- cak
- ŋut

Thematic Competence

Name at least 5 parts of the body and talk about their functions.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sound Ë.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 3: Human Body and Health

Term 1 Week 7

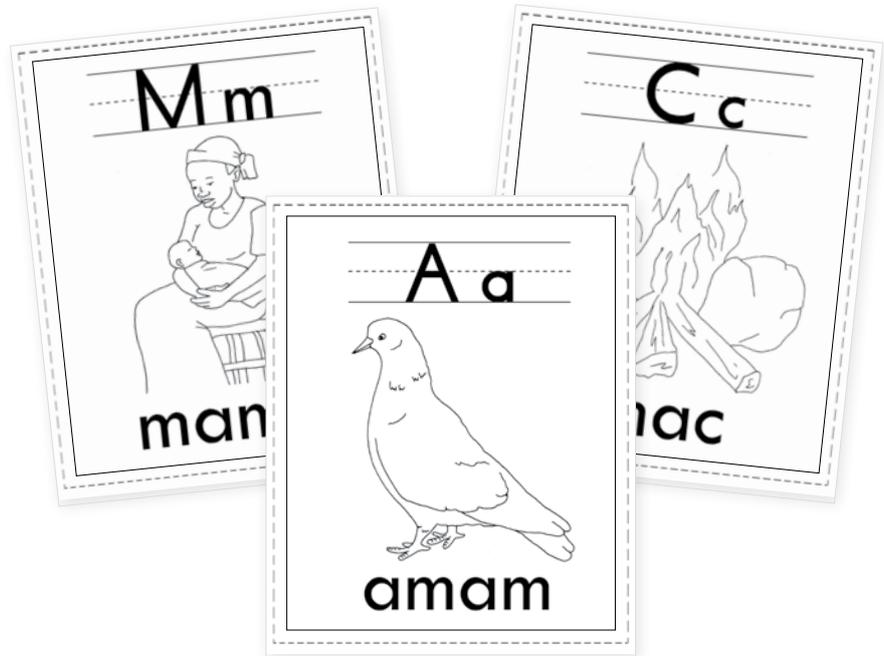
Continuous Assessment Activities

Reading Competence

Here is yet another way to assess if your pupils know the letters that have been introduced in P1 and P2 so far:

- At the end of a Story Reading Time lesson take a few minutes to point to individual letters in the Primer Story that is written on the chalkboard.
- Ask the pupils to say the sound the letters make as you point to them.
- Alternatively, you can ask individual pupils to come to the chalkboard and say to them, "Show me a letter that makes the /m/ sound. Show me a letter that makes the /ŋ/ sound." And so on.

Alphabet Letter Picture Cards



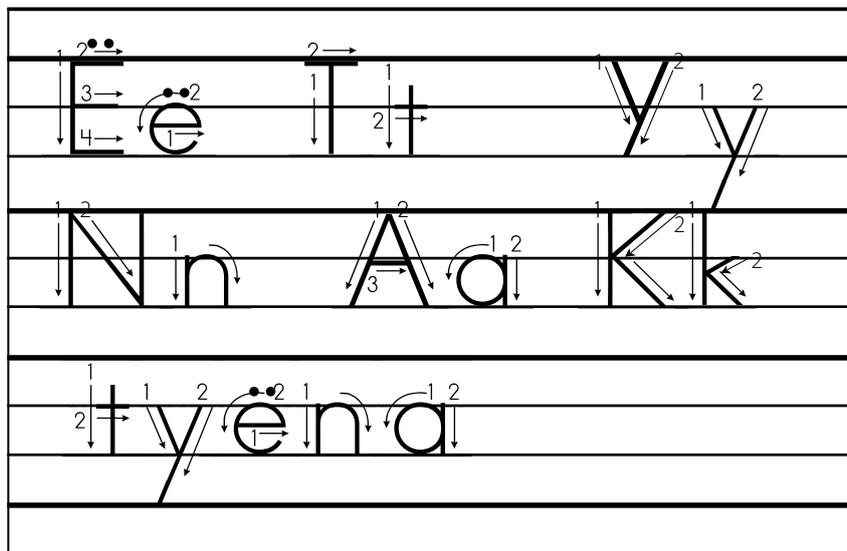
Make picture cards to represent each of the letters in the alphabet that have been taught in P1 and P2. You can hang each picture card on a string, adding new picture cards as you teach them.

The picture card should demonstrate the correct formation of the capital and small letter. The picture card should also represent a keyword (and picture) that contains the letter sound.

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

Term 1 Week 7

Letter Formation Guidelines



Handwriting Hints

What are you doing to make sure your pupils' environment is conducive for handwriting? Sometimes it can be difficult because desks are crowded, built for bigger pupils or don't even exist. Be creative. Look at the challenges you face and see how you can overcome them.

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: Some people have legs that don't work and the reasons they don't work are different.

Optional Supporting Sentences:

- Some people have accidents that hurt their legs.
- Other people get diseases like polio that damage their legs.
- Others are born with legs that don't work.

Optional Summarizing Sentence: People who have legs that don't work properly have special challenges.

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

Theme 3: Human Body and Health

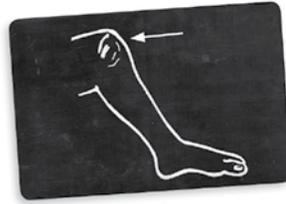
Term 1 Week 8

Comprehension Questions

1. Na ame owanne?
(*Apio ën ame owanne.*)
2. Dul kom Apio mënë ame owanne? (*Cöŋ Apio ën ame owanne.*)
3. Dö ame dano timö ka dulkome owanne?

Sight Words

- Cöŋ, cöŋ
- tuku
- lit
- owanne



cöŋ



“Awänö dul kom a dorŋ lit a löö,” Apio okobo.
“Dul kom mene a dorŋ lit a löö?” Ocen okobo.
“Cöŋ do. Pwod dorŋ aballo tuku na,” Apio okobo.
“Aco cöŋ ka owanne mitö bedo kan a cil,” Ocen okobo.

16

Competences

Reading

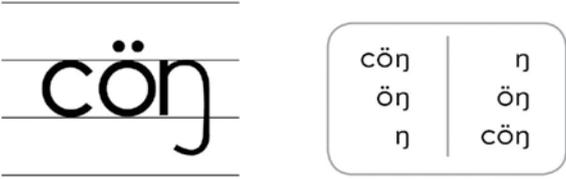
- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story each week.
- Identify the number of syllables in a word.

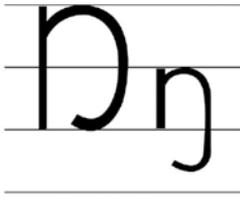
Writing

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter ŋ correctly.
- Spell the weekly spelling words correctly.

Sub-theme 3.2: Sanitation

Term 1 Week 8





ë	ö	l
ŋ	i	b
c	w	t

töl	ŋö	bö	nën
bö	toŋ	lö	ŋo
no	ŋäb	nö	bi

cöŋ liŋ

wic ŋëc

böŋ tic

töl lö bö ŋö bi no

töllö böŋö bino

ŋäb bö nën nö toŋ ŋo

ŋäbbö nënnö toŋŋo

17

Vocabulary

- cīlpacu
- pwoddo piny
- pur
- wëyö piny
- jwayo öt
- lwökkö böŋö
- pii
- cabun
- owec
- paŋŋa

Thematic Competence

Talk about the importance of keeping your body clean and how to do it.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sound ŋ.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 3: Human Body and Health

Term 1 Week 8

Continuous Assessment Activities

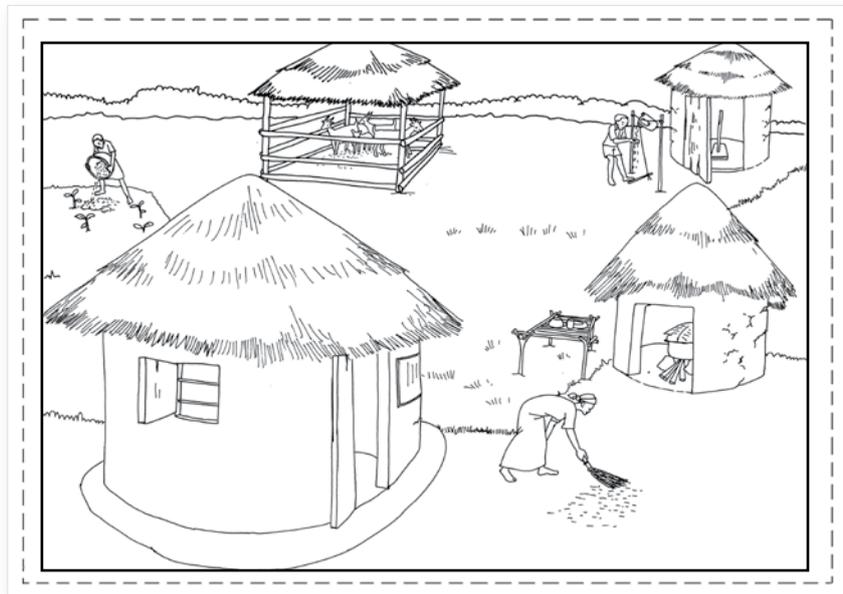
Speaking Competence

This is a review week so take the opportunity for pupils to look back at the stories they have read so far this term. Ask pupils to select a particular picture/keyword and retell the story in their own words.

Writing Competence

Be sure to collect this week's spelling test on Friday. Use the results to update your CAM Form. Return the spelling test to pupils and have them write any words they missed three times.

Sanitation Chart



Here is a sample chart that shows a family implementing positive sanitation practices. You can use it to promote a discussion about sanitation in your classroom.

What does the word sanitation mean? It refers to all the ways we can prevent disease by limiting our contact with hazardous substances. In most cases the #1 hazardous substance that P2 pupils need to be concerned with is faeces.

Faeces contain germs that can cause a variety of diseases including diarrhea, typhoid and cholera. Using a pit latrine is the first step to limiting our contact with faeces. The next step is washing our hands thoroughly with soap and water after using the latrine.

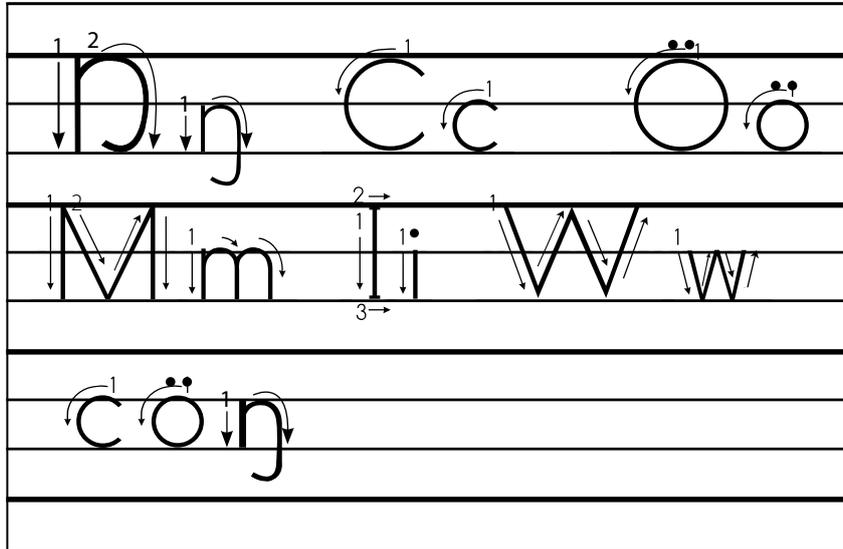
Many insects including flies and cockroaches can also spread faeces to our food so any means of reducing or eliminating our contact with these insects is a positive sanitation measure.

Have your pupils look at the chart. In what ways are these children reducing their possible contact with faeces?

Sub-theme 3.2: Sanitation

Term 1 Week 8

Letter Formation Guidelines



Handwriting Hints

We don't give you time to practice the numbers from 0 to 9 during literacy time. Add some handwriting practice during your numeracy lessons so pupils can practice forming the numbers correctly and fluently. Have them practice writing the words for each number (acél, aryö, adek, etc.) at the same time.

Class Story Starter

Type of Story: Fiction

Characters: Apio, Ocen and two friends (a boy and a girl)

Setting: An open field next to the house

Action: Apio and Ocen along with two friends are playing football in the field next to their house. It is the boys against the girls. Ocen accidentally kicks Apio in the knee. What happens next?

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

Theme 3: Human Body and Health

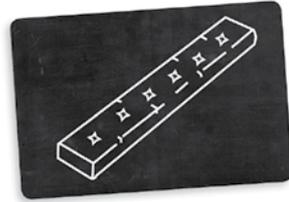
Term 1 Week 9

Comprehension Questions

1. Apio onwoŋo tye atimmö aminnere kede njo? (Apio onwoŋo tye alwökkö aminnere.)
2. Nö ame Ocen otimö me konynyö Apio? (Ocen oliyë pii me loggo waŋe.)
3. Cabun könyö i gwökkö cilkom. Tuc jami okënë ame otio kede i gwökkö cilkom apät kede cabun.

Sight Words

- Cabun, cabun
- kír
- onwoŋo
- loggo



cabun



Inino mörö acël, Apio onwoŋo tye alwökkö aminnere.

Cabun te kír dönyö i wäŋ Apio.

Ocen ame onwoŋo tye alwökkö ciŋe kede cabun te liyë pii me loggo waŋe.

18

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write the capital and small letter U correctly.
- Spell the weekly spelling words correctly.

Sub-theme 3.3: Personal Hygiene

Term 1 Week 9

u	o	c
η	p	ö
ë	a	k

ca	puk	ku	ca
o	kuc	bun	cok
pu	co	o	ka

këc kuη

koc cuk

pac ηök

ca bun o puk pu ku

cabun opuk puku

co ka kuc ca o cok

coka kucca ocok

19

Vocabulary

- cīlkom
- rüddö lak
- lwökkö kom
- lwökkö böηö
- ηaddo lwet
- pii a cīl
- mättö taba
- kuddi
- tanarwa

Thematic Competence

Identify and describe at least 3 good health habits.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sound U.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 3: Human Body and Health

Term 1 Week 9

Continuous Assessment Activities

Speaking Competence

Review your CAM Form and identify any pupils who have not yet read their stories for the class. Make sure they have the opportunity to do so over the coming weeks.

General Competence

The term is in its final weeks. Now is the time to begin individual assessments that will be included on the Parent Report Card. Sight Word Testing and Reading Fluency Testing are two of the individual tests you should start administering this week.

Alphabet Chart

Nukutae me Lēblango									
Aa	Ää	Bb	Cc	Dd					
abolo	päny	bul	cem	dērō					
Ee	Ēē	Gg	Ii	Īī					
enaga	cēl	gali	iwalo	otit					
Jj	Kk	Ll	Mm	Nn					
jokon	kwērī	lēē	moggo	nātī					
Ŋŋ	Ny ny	Oo	Öö	Pp					
ŋwēn	nyanyan	obwol	öt	puc					
Rr	Tt	Uu	Üü	Ww					
rio	tandaro	wudu	lüt	wärj					
Yy									
yät	1	2	3	4	5	6	7	8	9
	•	:	:	:	:	:	:	:	:

This chart illustrates 26 letters in the Leblango alphabet. It includes the five new short vowels being introduced into the Leblango orthography. It does NOT include any of the long vowels, however. The letters are displayed in the correct alphabetical order.

Use the *Nukutae me Lēblango* chart to review the concept of a letter with your pupils. In P1 pupils learned that letters are pictures of sounds.

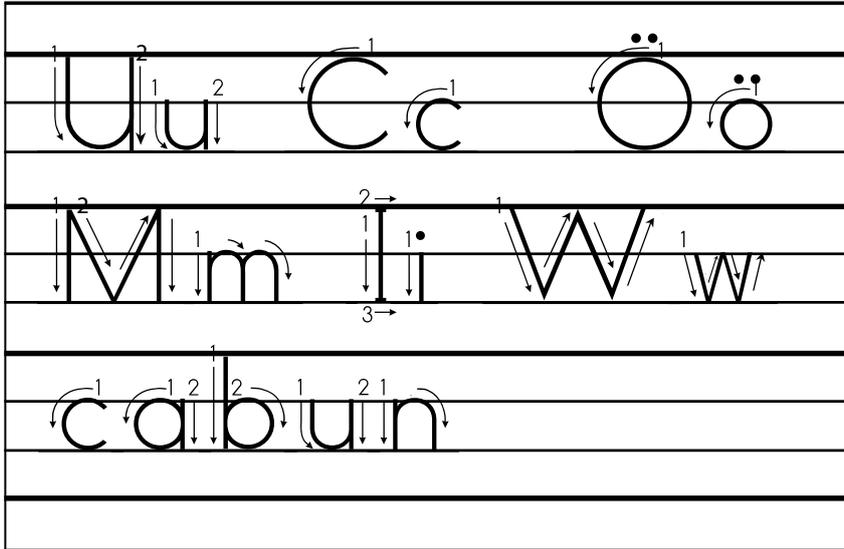
Ask learners to identify the letters of the alphabet. Can they say both the *name* of the letter and the *sound* that it makes? How many letters can your pupils correctly identify?

Refer to the alphabet chart on a regular basis. Talk about the individual letters and have your pupils identify as many words as possible that contain that letter/sound. Talk about the position of the letter in the alphabet so learners start to become aware of alphabetical order. Can you teach your pupils a song that will help them remember all the letters in the correct order?

Sub-theme 3.3: Personal Hygiene

Term 1 Week 9

Letter Formation Guidelines



The Reader Story

This week instead of a Class Story you will read the story *Mättö Nyuka Okorokoro* from the Term 1 Reader entitled **Cëkkä Awiny**.

See *How to Teach: Story Reading Time - The Reader Story* for more information on how to teach the reader story lessons this week.

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Page 21

Handwriting Hints

Spend some time this week with the pupils in your class who are having the most trouble with handwriting. Find some free time to give them personal instruction "under the mango tree". Have each child find a big stick. Select a letter that many pupils are having trouble with. Demonstrate how to write the letter in the sand with the stick. Make the letter very big – 60 cm or more tall. After they have formed the letter with the stick, have them trace the letter with their big toe. Then have them get down on the ground and trace the letter with their finger. Then repeat in the same order 2-3 more times (stick-toe-finger-stick-toe-finger). Now go back into the classroom and give the pupils their exercise books and have them write the same letter in their book several times. Any improvement? For some pupils this may help. Encourage the pupils that show improvement to continue the same practice with other letters they are having trouble with.

Theme 4: Food and Nutrition

Term 1 Week 10

Comprehension Questions

1. Apio onwoŋo tye ayënyö njo i jokon? (Apio onwoŋo tye ayënyö gin acama i jokon.)
2. Mama odwogo i poto te miyö Apio gi njo me acama? (Mama omiö gi aemme me acama.)
3. Mama okobo ni gin acama ducu pe bedo ka i jokon. Tye kabedo a papat i pacö ame jami acama nwoŋere iyë?

Sight Words

- jokon
- adwogo
- mörö
- Jami, jami



“Ginnörö kékën me acama pe i jokon,” Apio okobo.
“Mama gi pwod tye adwogo adwoga i poto do,” Ocen ogamo.
“Mak aemme mörö en icam wunu,” Mama ogamo.
“Jami acama pe nwoŋere ka i jokon.”

20

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify the number of syllables in a word.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter J correctly.
- Spell the weekly spelling words correctly.

Sub-theme 4.1: Classification of Foods

Term 1 Week 10

jokon

jokon	j
jo kon	jo
jo	jo kon
j	jokon

Jj

j	ö	c
o	l	ë
ny	b	ŋ

jo	lo	bo	jo
je	kon	yo	lö
lë	jöb	le	bö

bol	jö	jo kon	jöb bö	jo yo
bël	jöny	jokon	jöbbö	joyo
cöŋ	ŋëny	je bo	le lo	lë lö
		jebo	lelo	lëlö

21

Vocabulary

- popoko cem
- cem a miö gupu
- moggo
- ocere
- icök
- cem a gëro kom
- cak
- töngwënö
- rëc
- oranŋa
- cem a lïlö kom
- potdek
- nyig-yen

Thematic Competence

Name at least 5 different types of local food and describe how they are similar or different from each other.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sound J.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 4: Food and Nutrition

Term 1 Week 10

Continuous Assessment Activities

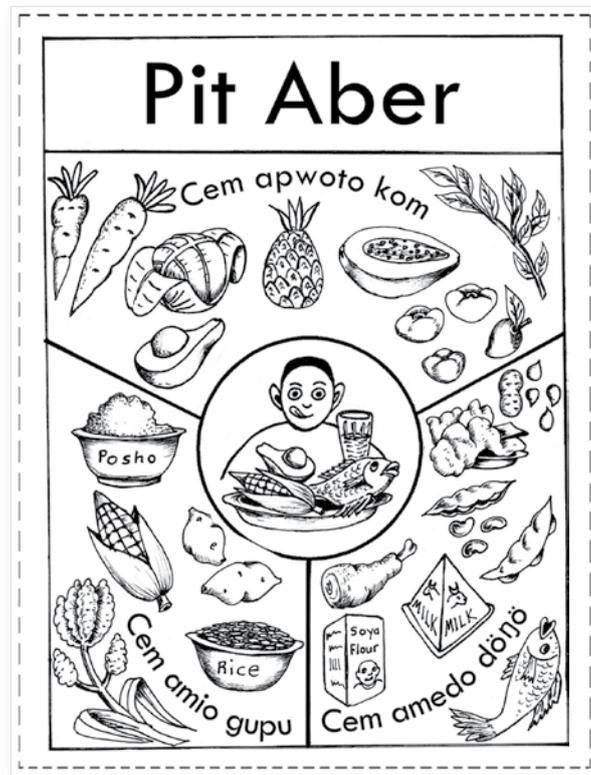
Writing Competence

Collect another handwriting sample of your pupils writing their own names. Sort the results into 3 groups as before:

1. Pupils who can spell their names and form the letters correctly.
2. Pupils who have some small problems with spelling or letter formation.
3. Pupils who have major problems with spelling or letter formation.

Are there fewer pupils in Group 3 and more pupils in Group 1? Remember to correct the spelling and letter formation mistakes on your pupils' papers and return them.

Go, Grow and Glow Foods



This chart shows pupils a simple way to classify or group foods that addresses three of the most important functions of food:

1. Food gives us energy to do our work (go foods / cem amio gupu)
2. Food helps our muscles and bones to grow (grow foods / cem amedo döngö)
3. Food has medicine that protects our body from diseases (glow foods / cem apwoto kom)

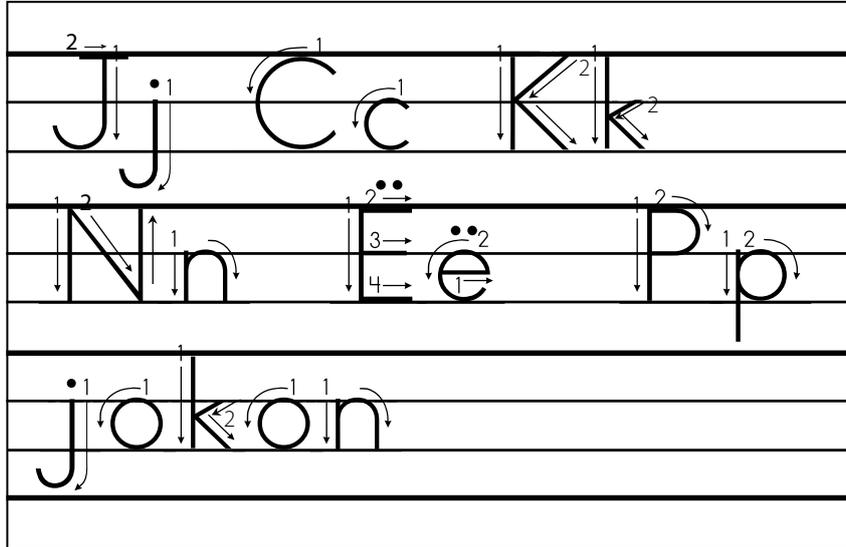
You can use this chart as you develop vocabulary and thematic concepts during Story Reading Time. Have your pupils identify different foods illustrated in the chart. Write the names of the foods on the board.

The chart can also be used as you compose your Class Story.

Sub-theme 4.1: Classification of Foods

Term 1 Week 10

Letter Formation Guidelines



Handwriting Hints

Your pupils have been practicing forming 23 different letters this term! 16 letters were review letters from P1 (A, M, N, C, K, O, I, W, L, E, R, G, P, D, T, Y) 7 letters were new this term. Which letters are your pupils forming correctly? Which letters are still giving them problems? We will continue to review the letters introduced in P2, but P1 letters will not have as much emphasis the rest of this year. Be sure to note if there are any letters among those taught in P1 that your class needs to keep reviewing and add them in to your individual lesson plans.

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: We put foods into groups based on how they help us.

Optional Supporting Sentences:

- Some foods give us energy to do our work like posho and millet.
- Some foods help us to grow bones and muscles like beans and meat.
- Some foods help us fight diseases and keep us healthy like vegetables and fruit.

Optional Summarizing Sentence: It is important to eat food from each group everyday.

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Page 23

Theme 4: Food and Nutrition

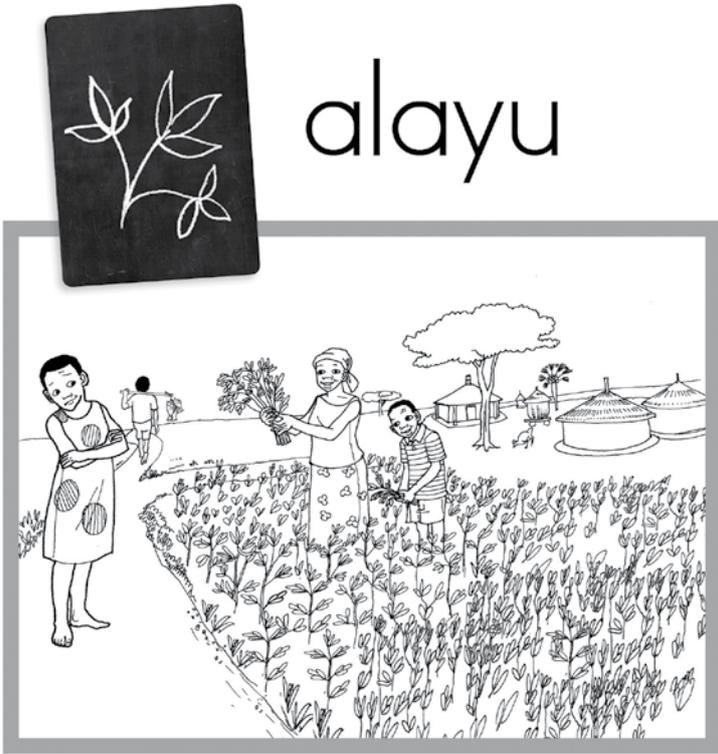
Term 1 Week 11

Comprehension Questions

1. Mama tye amittö nĩ Apio könyë timmō njō? (*Mama tye amittö nĩ Apio könyë kede njwëddō alayu.*)
2. Njō ame Apio tye amittö cammo a pät kede alayu? (*Ēn tye amittö cammo riņo nyo rēc.*)
3. Piņō pirē tēk me cammo potdek bala alayu?
4. Itämō nĩ njō a römō timmi ka icamo kwone cem acēl kēkēn pi kare a lac?

Sight Words

- Alayu, alayu
- aol
- dēk
- kēc



Mama: Bin iwot ikōnya njwëddō alayu.

Apio: An aol okō i cammo alayu.

Mama: Alayu obedo dēk a mīt dāņ miō komi bedo a yot.

Apio: Ēntō, alayu kēc!

Mama: Kēcčērē lūbō kit ame otedo kede.

22

Competences

Reading

- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify 4 new sight words from the primer story each week.
- Identify the number of syllables in a word.

Writing

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letters Ē, ŋ, U and J correctly.
- Spell the weekly spelling words correctly.

Sub-theme 4.2: Good Feeding

Term 1 Week 11

alayu

alayu	u
a la yu	yu
yu	a la yu
u	alayu

Uu

j	ny	ö
t	ë	e
ŋ	u	b

to	bö	yo	je
yë	a	yu	ŋö
jo	jöb	la	jo

jen jöny

a la yu
alayu

to jo
tojo

jöb bö
jöbbö

bun juny

net nëny

je la
jela

ŋö yë
ŋöyë

jo yo
joyo

23

Vocabulary

- pīt a bër
- yotkom
- dönö

Thematic Competence

Identify 2 foods that fall into each of the categories: go, glow and grow.

Listening

- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sounds Ë, Ŋ, U and J.

Speaking

- Talk about issues related to the week's sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week's sub-theme with fluency, accuracy and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.

Theme 4: Food and Nutrition

Term 1 Week 11

Continuous Assessment Activities

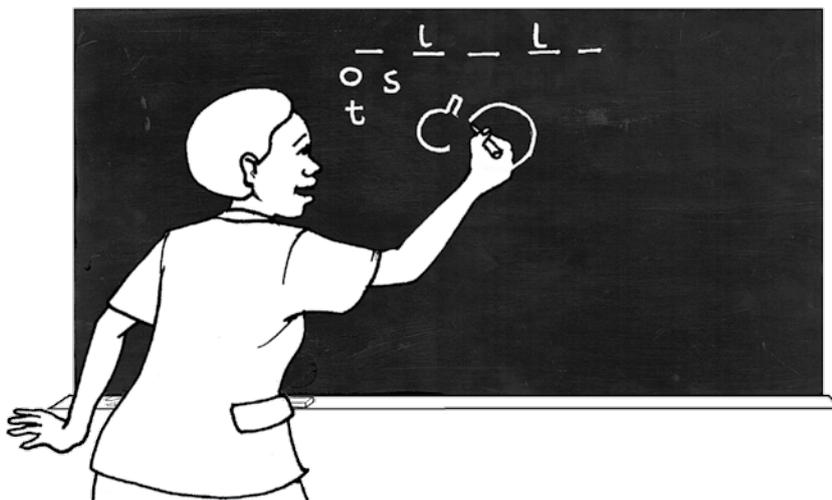
Speaking Competence

This is a review week so take the opportunity for pupils to look back at the stories they have read this term. Ask pupils to select a particular picture/keyword and retell the story in their own words.

Reading Competence

Play the chalkboard game PIG with your pupils. Note the pupils who are able to play the game especially well and those who aren't able to play it.

Chalkboard Game: PIG



PIG is a fun chalkboard game to play with the whole class. After pupils learn the rules they can play in pairs or small groups on slates or on scratch paper.

The basic idea of the game is that pupils must figure out a word by guessing the letters. Each time they guess a letter correctly it is put in the blank. Each time they guess incorrectly another body part of a pig is drawn on the board. The pupils must correctly guess the word before the drawing of the pig is finished.

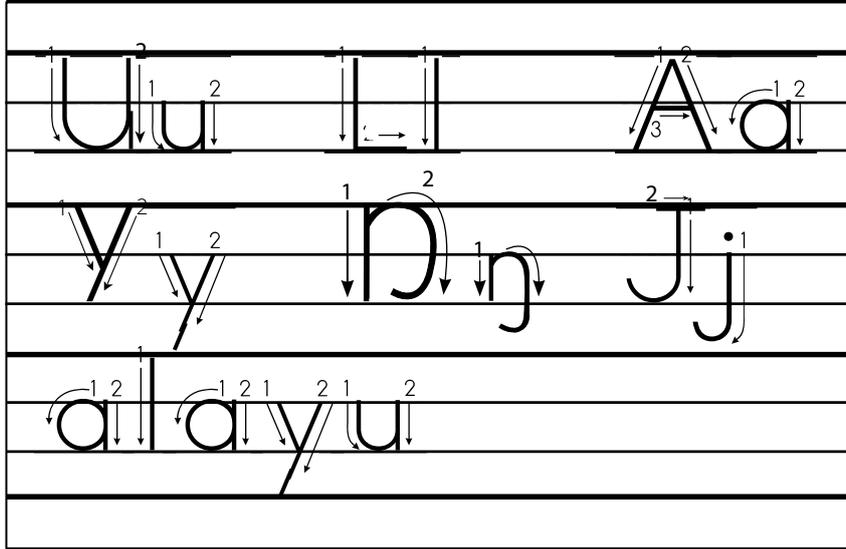
Rules of Play

1. Begin by thinking of a simple word that your pupils are familiar with.
2. Count the number of letters in the word and make a blank space for each letter on the chalk board.
3. Challenge your pupils to discover the word by guessing the letters. Call on pupils one at a time to select a letter.
4. If the letter the child says is found in the word, fill that letter in the correct space. Remember, if a letter is repeated several times in the word you must fill in **ALL** the spaces. For example if the word is ALELE and the child guesses letter "L" then the word will now look like this: _ L _ L _.
5. If the child selects a letter that is **not** in the word, write the incorrect letter to the side (so pupils will remember which letters have been guessed incorrectly) and draw one part of the pig. Begin with the body (a large oval), then draw the head (a circle), an ear (a triangle), the snout (a rectangle), an eye (a small circle), a mouth, four legs and last of all the curly tail. This gives the pupils about ten guesses to identify the word.
6. Continue until the pupils figure out the word or you have drawn the tail and they all become pigs!

Sub-theme 4.2: Good Feeding

Term 1 Week 11

Letter Formation Guidelines



Class Story Starter

Type of Story: Fiction

Characters: Mother and Apio

Setting: Kitchen grinding sim sim paste

Action: Mother and Apio are preparing dinner for the family. They have collected greens, sweet potatoes and prepared sim sim paste. Mother and Apio are talking about other foods that they like preparing. Apio tells mother about the chart her teacher showed them about Go, Grow and Glow foods. Mother asks Apio where each of the food they are eating tonight is placed. What happens next?

Handwriting Hints

Term 1 is almost over. How many pupils can write their names properly? How many are correctly forming the letters taught this term? More importantly, which pupils are NOT writing their name well or forming letters correctly? What plans will you put in place in Term 2 to help them? Talk to these pupils and their parents before the term ends. Encourage them to practice writing – in the mud, in the dirt, with their finger, with a stick – during the holiday. Remind them that the number one rule in handwriting is, "Practice makes perfect."

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Pages 23-24

Theme 4: Food and Nutrition

Term 1 Week 12

Listening Skills Assessments

There is no end-of-term assessment for listening skills.

Speaking Skills Assessments

There is no end-of-term assessment for speaking skills. You need to be sure that every pupil has an opportunity to read their story to you during Creative Writing Time.

Writing Skills Assessments

Writing One's Full Name (Whole Group)

Give the pupils a piece of exercise paper and a pencil. Ask the pupils to write their full name in their best handwriting. As pupils are writing, move around the room and observe their work. For pupils who cannot write a legible name you will need to write their name in pen at the bottom of the page so that you can assign a score later. Score as follows:

- Correct letter formation surname (spelling may be wrong)—2 points
- Correct letter formation other name—2 points
- Correct spelling surname—2 points
- Correct spelling other name—2 points

Mark as follows:

- 8 point - ber atek (BA) superior performance
- 6-7 points - beber (BB) satisfactory performance
- ≥ 5 points - amito akönyä (AA) needs more work

Spelling Test (Whole Group)

Select 20 spelling words from throughout the term. (Remember spelling words should only come from the term's built words, NOT sight words.) Conduct this spelling test during the final week of the term. Collect the test and mark them as follows:

- 15+ correct responses - ber atek (BA) superior performance
- 11-15 correct responses - beber (BB) satisfactory performance
- ≥ 10 correct responses - amito akönyä (AA) needs more work

Writing a Full Sentence (Whole Group)

Collect the final Creative Writing Story of the term (keyword: alayu). Look specifically at each pupil's sentence formation and score as follows:

- Begins the sentence with a capital letter—1 point
- Uses correct punctuation at the end of the sentence—1 point
- Correct spacing between words—1 point
- Correct Spelling—2 points for **all** words spelled correctly, 1 point for **some** words spelled correctly
- Full Sentence—2 points for complete sentence, 1 point for incomplete sentence

Mark as follows

- 6-7 point - ber atek (BA) superior performance
- 4-5 points - beber (BB) satisfactory performance
- ≥ 3 points - amito akönyä (AA) needs more work

Sub-theme 4.3: Effects of Poor Feeding

Term 1 Week 12

Reading Skills Assessments

Sight Word Test (Individual)

Select 20 sight word flashcards from Term 1. Show them one at a time to a pupil. Put correct responses in one pile and incorrect or no responses in another (if a pupil does not read the word within 5 seconds it is counted as a no response). Record the number of correct responses out of 20.

- 16+ correct responses - ber atek (BA) superior performance
- 11-15 correct responses - beber (BB) satisfactory performance
- ≥ 10 correct responses - amito akönyä (AA) needs more work

Reading Fluency Test (Individual)

Administer the Reading Fluency Test outlined on pages 146-148 to each pupil in your class over the final weeks of the term. After completing the fluency test use the following guide for assigning marks:

- 24+ words per minute - ber atek (BA) superior performance
- 15-23 wpm - beber (BB) satisfactory performance
- ≥ 14 wpm - amito akönyä (AA) needs more work

Vocabulary

- pīt a rac
- tööwän
- jöny
- töö
- kwotkom
- lökäre a yerkom

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Page 24

Thematic Competence

Talk about the effects of poor feeding and describes what happens to the body.

Assessment

Term 1

MINISTRY OF EDUCATION AND SPORTS

P2 Term 1 Parent Report Card

MARKS

SCHOOL: _____ YEAR: _____

PUPIL'S NAME: _____

DAYS ATTENDED: _____ OUT OF: _____

BA - BER ATEK
BB - BEBER
AA - AMITTO AKONYA

Learning Area	Competences	%	Comments/Areas of improvement
Mathematics	Adds 2-digit numbers vertically without carrying up to sum <100.		
	Counts, writes number symbols up to 600.		
	Multiplies by 2,3,4 and 5 correctly.		
Learning Area	Competences	Mark	Comments/Areas of improvement
Literacy 1: Reading and Listening	Identifies the number of syllables in words.		
	Reads with fluency.		
	Identifies the letters NY, B, Ö, È, Nj and J and the sounds they make.		
	Reads sight words.		
Literacy 2: Writing and Speaking	Writes full name.		
	Writes full sentences.		
	Tells an original story to the whole class that demonstrates creativity, meaning and fluency.		
English	Reads words with correct pronunciation.		
	Writes short sentences.		
	Copies short sentences.		
CPA	Sings a song related to Our home and community.		
	Models a human body.		
	Draws, colours atleast 3 different types of food.		
IRE	Recites Surat Al-Falaq.		
	Describes atleast 3 characteristics of Angels of Allah.		
	Tells the meaning of the Kaaba.		
CRE	Talks about the importance of prayer.		
	Identifies atleast 5 uses of things that God created.		
	Identifies atleast 3 ways in which Jesus meets our daily needs.		
PE	Hops freely.		
	Bends and stretches body parts as instructed.		
	Swings with ease.		

PUPIL'S CONDUCT: (SHARING AND RESPECTING OTHERS) _____

TEACHER'S COMMENTS: _____ SIGN: _____

REQUIREMENTS: _____

NEXT TERM BEGINS ON: _____ ENDS ON: _____

HEAD TEACHER'S COMMENTS: _____ SIGN: _____

Parent Involvement in Term 1

During Term 1 your school needs to organize an introductory meeting with P1-2 parents around Week 6. The CCT should also be invited to attend and assist you and the head teacher in facilitating a literacy orientation for parents.

The CCT has a Literacy Awareness Chart Set. This teaching tool gives parents an overview of the literacy policies of the MoES and how they will help pupils to read and write better and faster.

After the CCT has made a presentation, the P1-2 teachers and the head teacher should talk more specifically about literacy issues at the school. This is an opportunity to talk to parents about the Literacy Report Card, the policy of taking books home to read and other issues you want to address with them.

By this time you should have also identified pupils with special needs. Take some time after the meeting to talk with these parents. Explain what you are doing to help them and what the parent can do at home to improve their chances of success in school.

You should have also identified gifted pupils—the very top performers in your class. You also need to talk with these parents and talk about a strategy to make sure these pupils get extra challenges so school does not become too boring for them.

Note to teachers:

You will fill out the Parent Report Card on the opposite page for each of your pupils at the end of the term. You should also attach work samples (name writing sample, story writing sample and spelling test) from the end of the term to give your parents an idea of how their children are performing.

How you grade your pupil 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” your pupil achieves:

Grade Lëblajo (English)

BA = Ber Atek (Superior performance)

BB = Beber (Satisfactory performance)

AA = Amito Akönyä (Needs more work)

Be sure to add a few comments that can help parents understand what they can do to support their pupils’ learning.

Assessment

Directions for P2 Term 1 Letter Name Knowledge Assessment

What do I need to do the Letter Name Knowledge Assessment?

- The pupil assessment card.
- The pupil recording sheet. (It has the same Letter Name Knowledge Assessment in 4 small boxes. You can use this tool to assess 4 different pupils. You should make enough copies to assess each pupil in your class.)

How do I assess a pupil's letter name knowledge?

- Find a quiet place to do the assessment where you can also keep your eye on a clock. There should be comfortable seating and good lighting for both you and the pupil you will assess. Make sure you have a pen for marking the teacher recording.
- Call a pupil for the Letter Name Knowledge Assessment. Give the pupil the assessment card with the letters on it. Let him look over the card for about 15 seconds while you write his name in the pupil recording sheet.
- Tell the pupil that you want him to read the letters aloud as best as he can. Demonstrate how this is done by reading the three letters (a, c and n) at the top of the page. Emphasize that the pupil does **NOT** need to say "a atidi, T adwon, n atidi" but simply say the names of the letters OR the sound the letter makes.
- Explain to the pupil that if he cannot say the letter after a few seconds, you will say the letter. Emphasize to the pupil that he should continue trying to read the next letter and continue until you tell him to stop.
- Ask your pupil if he has any questions. When all his questions are answered, **tell the pupil to begin reading from the top left-hand side of the page**. Look at the clock to see the time of start, this test takes 60 second (1 minute).

How do I fill in the Pupil Record Sheet?

- Listen to the pupil read. Using the Pupil Record Sheet, track the pupil's progress with your pencil. If the pupil pauses on a letter give him about 3-5 seconds to read the letter and then say the letter aloud for the pupil. Put a slash mark like this / through the letter the pupil couldn't read on the Pupil Record Sheet. Continue in this way for one minute.
- If a pupil self corrects what you had marked with a slash mark, just circle it to show they got it correct.
- If a pupil skips several letters or an entire row, draw a line _____ through all the skipped letters.
- When one minute has elapsed, put a bracket symbol like this] after the last letter the pupil read on the pupil recording sheet.
- Count the number of letters the pupil read correctly up to the bracket. Put this number on the line that says "Score" beside the pupil's name.
- Thank the pupil for his good effort and call another pupil. **Repeat this process every day during the final weeks of school**, testing about 5-10 pupils per day, until all of your pupils have been tested.

What can I do if I find problems in administering this reading fluency test?

- Call your CCT or one of the Mango Tree Field Officers. They will be happy to help you!

Samples of Completed Pupil Record Sheets

Letter Name Knowledge Test: Pupil Recording Sheet

Name: Opio Isaac Score: 51

m	o	D	c	R	A	w	n	K	e
C	Y	b	L	i	N	u	T	W	NY
E	I	O	G	d	o	y	Ë	J	Ä
I	r	a	B	p	ü	P	K	ee	Ö
j	g	M	İ	p	t	NY	Ü	II	η
u	a	EE	n	C	ii	W	e	R	t
OO	b	y	ë	K	m]	UU	A	I	ëë
r	L	uu	η	ÄÄ	u	O	P	ny	Ü
a	ËË	r	P	g	j	Ä	ï	oo	D
ää	T	y	NY	U	o	I	c	K	N

Letter Name Knowledge Test: Pupil Recording Sheet

Name: Akello Mariam Score: 42

m	o	D	c	R	A	w	n	k	e
C	Y	b	L	i	N	u	T	W	NY
E	I	O	G	d	o	y	Ë	J	Ä
I	r	a	B	η	ü	P	K	ee	Ö
j	g	M]	İ	p	t	NY	Ü	II	η
u	a	EE	n	C	ii	W	e	R	t
OO	b	y	ë	k	m	UU	A	I	ëë
r	L	uu	η	ÄÄ	u	O	P	ny	Ü
a	ËË	r	P	g	j	Ä	ï	oo	D
ää	T	y	NY	U	o	I	c	K	N

A	C	n
---	---	---

M	u	O	j	d	ŋ	i	ë	K	NY
Ö	N	b	c	ny	l	T	E	n	g
w	ŋ	t	y	R	w	A	d	p	r
c	k	J	M	U	L	ŋ	o	Ë	I
e	G	W	t	r	B	y	ö	D	A

Letter Name Knowledge Test: Pupil Recording Sheet

Name _____ Score _____

A	C	n
---	---	---

M	u	O	j	d	η	i	ë	K	NY
Ö	N	b	c	ny	l	T	E	n	g
w	η	t	Y	R	w	A	d	p	r
c	k	J	M	U	L	η	o	Ë	I
e	Ɔ	W	t	r	B	y	ö	D	A

Letter Name Knowledge Test: Pupil Recording Sheet

Name _____ Score _____

A	C	n
---	---	---

M	u	O	j	d	η	i	ë	K	NY
Ö	N	b	c	ny	l	T	E	n	g
w	η	t	Y	R	w	A	d	p	r
c	k	J	M	U	L	η	o	Ë	I
e	Ɔ	W	t	r	B	y	ö	D	A

Letter Name Knowledge Test: Pupil Recording Sheet

Name _____ Score _____

A	C	n
---	---	---

M	u	O	j	d	η	i	ë	K	NY
Ö	N	b	c	ny	l	T	E	n	g
w	η	t	Y	R	w	A	d	p	r
c	k	J	M	U	L	η	o	Ë	I
e	Ɔ	W	t	r	B	y	ö	D	A

Letter Name Knowledge Test: Pupil Recording Sheet

Name _____ Score _____

A	C	n
---	---	---

M	u	O	j	d	η	i	ë	K	NY
Ö	N	b	c	ny	l	T	E	n	g
w	η	t	Y	R	w	A	d	p	r
c	k	J	M	U	L	η	o	Ë	I
e	Ɔ	W	t	r	B	y	ö	D	A

Assessment

Directions for P2 Term 1 Reading Fluency Test

What do I need to do the Reading Fluency Assessment?

- The story card
- The Pupil Record Sheet. (It has the same text written 12 times in small boxes. You can use this tool to assess 12 different pupils. You should make enough copies to assess each pupil in your class.)

How do I assess a pupil's reading fluency?

- Find a quiet place to do the assessment where you can also keep your eye on a clock. There should be comfortable seating and good lighting for both you and the pupil you will assess. Make sure you have a pencil for marking the teacher recording.
- Call a pupil for the reading fluency assessment. Give the pupil the laminated card. Let him look over the card for about 30 seconds while you write his name in one box in the teacher recording tool.
- Tell the pupil that you want him to read the story fast and aloud as best he/she can. If he/she can't read a word by sight he should try to sound it out. Explain that you will say the word if he fails. He should continue trying to read until you tell him to stop. Ask your pupil if he has any questions. When all his questions are answered, **tell the pupil to begin reading from the title at the top of the page.** Look at the clock to see the time.

How do I fill in the Pupil Record Sheet?

- Listen to the pupil read. Using the Pupil Record Sheet, track the pupil's progress with your pencil. If the pupil pauses on a word give him about 3-5 seconds to read the word and then say the word aloud for the pupil. Put a slash mark like this / through the word the pupil couldn't read on the teacher reporting tool. Continue in this way for one minute.
- If a pupil self corrects what you had marked with a slash mark just circle it to show they got it correct.
- If a pupil skips an entire row or some words draw a line _____ through all the skipped words.
- When one minute has elapsed, put a bracket symbol like this] after the last word the pupil read on the Pupil Record Sheet. Count the number of words the pupil read correctly up to the bracket. Put this number on the line that says "Score" beside the pupil's name.
- Thank the pupil for his good effort and call another pupil. **Repeat this process every day during the final weeks of school**, testing about 5-10 pupils per day, until all of your pupils have been tested.

What can I do if I find problems in administering this reading fluency test?

- Call your CCT or one of the Mango Tree Field Officers. They will be happy to help you!

Samples of Completed Pupil Record Sheets

Mara ikin Apio kede Ocen
Apio kede Ocen mare me iol. Gin obedo,
~~otio dan otuku karaci.~~
Gin obutu iwi okeka iyi ot ame Baba ogero.
Gin okonyo onywal gi kede tic. Ka tic i
pacu otum gin owoto i tuku.
Apio kede Ocen maro tuku iwi yen. Inino
moró Ocen orette iwi yát te muggu tyene
okó. Apio opee momot naka bot naci. Gum
Ocen pi bedo kede amin ame mare. Apio
dang yie yom pi bedo kede omin ame mare.

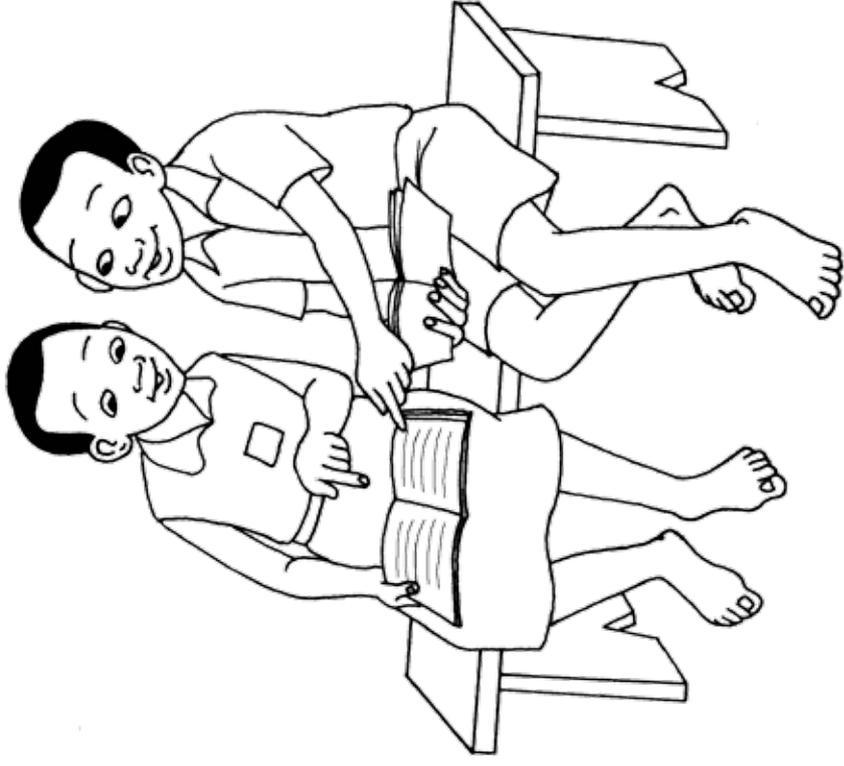
Name Okello Brian
Score 32 wpm

Mara ikin Apio kede Ocen
Apio kede Ocen mare me iol. Gin obedo,
otio dan otuku karaci.
Gin obutu iwi okeka iyi ot ame Baba ogero.
Gin okonyo onywal gi kede tic. Ka tic i
pacu otum gin owoto i tuku.
Apio kede Ocen maro tuku iwi yen. Inino
moró Ocen orette iwi yát te muggu tyene
okó. Apio opee momot naka bot naci. Gum
Ocen pi bedo kede amin ame mare. Apio
dang yie yom pi bedo kede omin ame mare.

Name Okori Sam
Score 8 wpm

Mara ikin Apio kede Ocen
Apio kede Ocen mare me iol. Gin obedo,
otio dan otuku karaci.
~~Gin obutu iwi okeka iyi ot ame Baba ogero.~~
Gin okonyo onywal gi kede tic. Ka tic i
pacu otum gin owoto i tuku.
Apio kede Ocen maro tuku iwi yen. Inino
moró Ocen orette iwi yát te muggu tyene
okó. Apio opee momot naka bot naci. Gum
Ocen pi bedo kede amin ame mare. Apio
dang yie yom pi bedo kede omin ame mare.

Name Auma Susan
Score 72 wpm



Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dänj owör.

Assessment

P2 Term 1 Teacher Recording Tool

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Apio kede Ocen

Apio kede Ocen obedo rude. Apio kede
Ocen kwano kilaci acël.

Gin owoto i cukul karacël. Gin omaro
kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryëk dāŋ owör.

Name: _____

Score: _____ wpm

Assessment: CAM Form, Term 1

The Continuous Assessment Monitoring Form

In this appendix you will find the three CAM Forms you will be using this year to do daily continuous assessment of your pupils in the literacy skills of reading, writing, listening and speaking.

This form is designed so that you can write the names of all your pupils in the column labeled "Name". Note that each CAM Form can accommodate 15 pupils' names. You will have to determine yourself how many copies of this form you will need and make photocopies of the template provided in the Teacher's Guide. Also note that the CAM Form subdivides the names into groups of five. This is to help you select the pupils to assess on a daily basis.

The literacy competences listed in your teacher's guide have been summarized in the CAM Form. Each competence (reading, writing, listening and speaking) has from 3-7 specific competences that you need to assess during daily classroom lessons.

We suggest you use the following symbols in the CAM Form to represent pupils' performance in a simple way:

Performance	Symbol in CAM Form	Symbol in Parent Report Card
Ber Atek (superior performance)	+	BA
Beber (satisfactory performance)	✓	BB
Amito Akönyä	o	AA

Each time you assess a pupil determine their performance and put the appropriate symbol in the correct box next to their name. Over the course of a term you should assess each pupil at least twice on every competence, so there should be at least two symbols in each box.

The Literacy Report Card has been developed from the CAM Form, so with the completed CAM Form at the end of the term (along with the results of the end-of-term assessments) it will be fairly easy to complete the Parent Report Card for each pupil.

Appendix 2: Sound Signs

Sound Signs

Mm

mama

Letter Sign: M

Mother is rocking her baby. Her face is looking down at the baby and she is making the /m/ sound as if comforting her sleeping baby.



Aa

mama

Letter Sign: A

Your hands and arms are in the same position as M, but no rocking. Your face is looking upwards and you are making the /a/ sound. This time you are the baby who has just been fed and is feeling satisfied.



Nn

nam

Letter Sign: N

Your arms fully out to the side. They are moving up and down very quickly while the mouth is making the /n/ sound. You are miming a dragonfly that is flying over the lake.



Cc

mac

Letter Sign: C

Your left hand is a box of matches. Your right hand is holding a match and striking the box while making the /c/ sound.

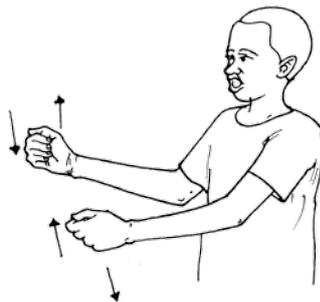


Kk

cak

Letter Sign: K

Imagine you are milking a cow with both hands. Alternately squeeze the left and right hands while making the /k/ sound.

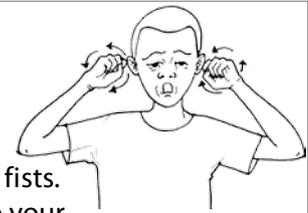


Oo

koko

Letter Sign: O

Make your hands into fists. Hold your fists next to your eyes. Rotate your wrists and make the /o/ sound like you are a crying child.



Ii

kic

Letter Sign: I

Your right hand makes a flat palm shape. It is next to the right ear making a motion as if shooing away a bee. Your mouth is making the /i/ sound.



Ww

wic

Letter Sign: W

Both hands above the head, fingers spread apart. You are miming rain coming down on your head. Your mouth is making the /w/ sound.



Appendix 2: Sound Signs

Sound Signs

Ll

lam

Letter Sign: L

Both your hands are flat with the palms facing down. Your hands are acting as if they are feet (wearing tyre sandals) and they are walking. Your mouth is making the /l/ sound, as if the tyre sandals are slapping against the tarmac on a hot day.



Ee

owec

Letter Sign: E

Body is bent over. You are pretending to sweep with a broom. Your right hand is holding the broom. Your left hand is holding your back as if you are very tired and your back is hurting. Your mouth is making the /e/ sound. You are a grandmother complaining as she sweeps.



Rr

rao

Letter Sign: R

Curve your right arm as if it is a sickle (ajolo). Pretend that you are cutting some very thick grass. Swing your arm while saying the /r/ sound to indicate that you are cutting the grass. Do this several times.



Gg

gara

Letter Sign: G

Pretend that you are wearing the jingles on your ankles and lift one leg at a time while making the /g/ sound. Move legs faster while increasing the speed of the /g/ sound. Create a rhythm to make a fun dance.



Pp

kopi

Letter Sign: P

Pretend your right hand is holding a hot cup of tea near your mouth. Your head is leaning forward. Make the /p/ sound as if you are blowing on the tea to cool it.



Dd

dok

Letter Sign: D

Place both hands on your head with pointer fingers sticking out like horns on a cow. Pretend to move your head back and forth like a cow rubbing its horns against a tree while making the /d/ sound each time you scratch.



Tt

tandaro

Letter Sign: T

You are making a tandaro. Your left arm is the stick. Your right hand is an axe (palm out) and is chopping the stick at the base. Make the /t/ sound each time the axe cuts the stick.

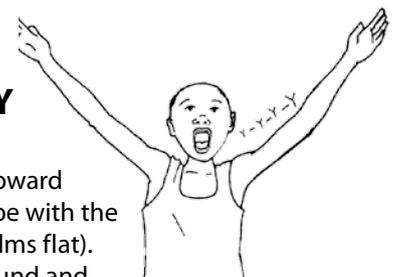


Yy

yago

Letter Sign: Y

Both your arms are extended upward making a Y-shape with the whole body (palms flat). Make the /y/ sound and dance around. You are dancing under the yago tree like the girls in the story.



Appendix 1: English-Lëblaño Literacy Glossary

English	Lëblaño
Academic	Akedemik
Academic Year	Mwaka akedemik
Active	Dwöналёр/Dwöнатёр
Adjective	Koppor/Aporo/Aporonyin
Analyse	Këël
Analyses	Këlö
Analysing	Këllö
Analysis	Kël
Antagonist	Aructäm
Anti Climax	Akweyi/Joro
Approach	Yore
Article	Atikol
Assess	Këb
Assessing	Këbbö
Assessment	Këbörö
Assignment	Ticata
Aunt	Wao (Amin Papo)
Blending (a word)	Nyällö
Bottom-up Approach	Cakko-Ipiny
Brother	Omin
Card	Kaad
Chant	Nät
Chanting	Nättë
Chapter	Dul/Cüra
Character	Karkata
Chart	Caat
Class Exercise	Tickilaci
Class Story (Lesson)	Citori i Kilaci/Cëkö i Kilaci
Climax	Atenni
Community	Lwäk
Competence/ Competency	Kwödörö
Competent	Kwörö
Complete	Coob
Complication	Kanodët
Conflict	Rucurucu
Conjunction	Akub
Consonant	Konconan

Appendix 1: English-Lëblaño Literacy Glossary

Continuous Assessment	Këbörö Tükütükü
Creative	Idirö
Creative Writing Time	Cawa Cöcdirö
Creativity	Dirö
Culture	Tëkwärö
Curriculum	Karikalam
Dialogue	Lokalea
Dictate	Dikkop
Dictation	Kopdik
Dictionary	Dëröwitkop
Direct Speech	Kopatir
District	Diciturik
District Education Office	Opici me Pwonyere i Diciturik
End	Giik
Evaluate	Pim
Evaluation	Pimmo
Examination	Penyere
Exams	Peny
Exclamation	Wur
Facilitate	Miitimëre
Facilitation	Miyotimerë
Facilitator	Amiitimëre
Facilitator's Guide	Buk Atëlö Amiitimëre
Fairytales	Icinatipu
Feeling	Winy/Winynyo
Finish	Tyek/Coob
Fluency	Pwöttö
Fluent	Pwöt
Foundation	Guti
Free Expression	Timëre agonya
Grandfather	Kwärö
Grandmother	Tato/Atat
Handwriting	Cöccin
Handwriting Skills	Dirö Cöccin
Home Language	Lëb Paco
Homework	Omwak/Aterpacu
Image	Caro
Imagery	Kopcaro

Appendix 1: English-Lëblaño Literacy Glossary

Indirect Speech	Kop Akoba
Key Letter	guti Nukta
Keyword	Gutinyigkop
Lanjo Cultural Foundation	Guti Tëkwärö Lanjo
Lanjo Language Board	Iryonjet a löö Lëblaño
Lesson	Pwony
Lesson Plan	Pulan Pwony
Lesson Plan	Pulan me Pwony
Lesson Plan Template	Apor Pulan Pwony
Letter	Nukuta
Life Skills	Dirö kwö
Linguist	Adirölëb
Linguistics	Dirölëb
Listening Skills	Dirö winy
Literacy	Literici
Literacy	Literici
Literacy 1	Literaci 1 (Kwan)
Literacy 2	Literaci 2 (Cöc)
Meaning	Göny/Agöny
Metaphor	Aporatir
Method	Yore
Ministry	Minicitri
Monosyllable	Cilabulacël
Mother Tongue	Toto Lëb
Mystery	Kopokanne
Myth	Icinageyi
Negative	Kwërö/Pe/Aluc
News	Amut
Numeracy	Nimureci
Object	Objek
Oral	Idög
Oral Literature	Litireca Idög /Litireca Akoba
Paragraph	Paragurap
Parent & Community Assessment Tool	Gin Këb Alwäk
Passive	Dwönokanne
Phrase	Butcenten
Physical Exercise	Ryëyöler

Appendix 1: English-Lëblaño Literacy Glossary

Picture Card	Kaad Cäl
Plane	Gin Anono
Plot	Pulot
Polysyllable	Cilabulapol
Popular	Winyere/Loño/Rwoo
Positive	Yee/Tye/Atir
Prefer	Yëro/Kwanynyo/Cëñjô/Byero
Preparation	Yübërë/Yikërë
Prepare	Yüüb/Yiik
Pre-Reading	Anyimkwan
Pre-Reading And Writing Time	Cawa me Anyimkwan kede Anyimcöc
Pretty	Cil/Bër/Mwonya/Leñ
Pre-Writing	Anyimcöc
Primary Teacher's College	Cukul Opwonye Puramari
Primer	Puraima
Primer Story (Lesson)	Citori Puraima
Procedure	Yore
Procedure	Yoreiyore
Professor	Puropeca
Protagonist	Awitäm
Proverbs	Carokop
Pupil Primer	Puraima Otinkwan
Puzzle	Penywii
Reader	Bukakwana
Reference	Ajür
Reference Book	Buk Ajür
Revise	Lood
Revising	Loddo
Revision	Lodo
Saying	Kopryëkö
Scene	Kaka/Dul
Scheme	Yika
Scheme Of Work	Yika Pwony
Segment	Añwëk/Ñwëk
Segmenting (A Word)	Ñwëñwëkö
Sentence	Centen

Appendix 1: English-Lëblaño Literacy Glossary

Sequence	Caan
Sequencing	Cacano
Setting	Kakare/Kaketto
Simile	Aporapon
Sister	Amin
Slate	Götcöc
Speaking Skills	Dirö Kop
Spelling	Gatakino
Stanza	Citanja
Story	Citori/Cëkö
Story	Citori
Story Reading Time	Cawa me Citori
Subject	Cabjek
Sub-Theme	Jän-Pënkop
Summarise	Yüün
Summarising	Yüyüñü
Summary	Ayün
Syllable	Cilabul
Sympathy	Päröpir
Teacher's Guide	Buk Akönyö Apwony
Teaching Approach	Yore me Pwonynyo
Teaching Method	Yore me Pwony
Technique	Dirö
Template	Apor
Term	Tam
Test	Tëmërë
Theme	Pënkop
Timetable	Cawa-Alüba
To	Bot
Tongue Twisters	Lëb Adwala
Too	Dän/Twatwal
Tool	Gitic
Top-Down Approach	Cakko-Imalo
Uncle	Nero (Omìn Totti)
Verse	Tyen
Visible	Nen
Vision	Neno
Visual	Nënnë
Visual Skills	Diro Neno

Appendix 1: English-Lëblaño Literacy Glossary

Vocabulary	Widikop
Vowel	Buwel
Word	Nyigkop
Word	Nyigkop
ëëë Time	Cawa Cweyo Nyigkop
Write	Cöö
Writing	Cöc/Cöyö
Written Literature	Litireca Acöa/Litireca Akwana
Wrote	Ocöö