



MANGO TREE LITERACY LAB



Illustration by Okwir Isaac

TEACHER'S GUIDE

Portable Library Pilot Project
2018

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INTRODUCTION

Launch of the Portable Library: Punoluoro Primary School, July 2017



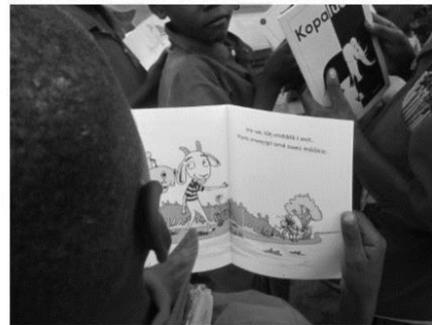
The head teacher officially opening the portable library for the first time.



James Odongo, Mango Tree's content specialist, showing pupils what's in the box.



A small group with one of the hanging libraries checking out the new books.



Discovering new worlds...

The Mango Tree Literacy Lab staff is grateful for the support of the pilot schools during the 2017 pilot of the portable library. Your positive engagement with the libraries and willingness to try new activities has helped us better understand how to integrate the portable library into the classroom.

In 2018 we are beginning a much more extensive pilot for the complete academic year and we are looking forward to your continued support and guidance. The information we learn this year will help us to develop a high-quality program for implementing portable libraries in classrooms throughout the Lango Sub-region in the future.

Just to remind everyone, there are four key pilot areas:

1. Free Activity Lessons
2. Classroom Lessons (both Supplemental Readers and Consumable Books)
3. Take a Book Home Activity
4. Reading Mentor Activity

FREE ACTIVITY LESSONS

From the *National Primary School Curriculum for Uganda*:

A Free Activity lesson is when children are exposed to a variety of materials in different learning centres at a particular time of the day. [Free Activity is scheduled from 12:00-1:00 pm on Wednesday afternoon in the MoES sample timetable.] It enables them to learn a lot of concepts through play and by them choosing what interests them. The essential idea is that children choose what learning activity they want to engage in. During the Free Activity lesson, the teacher goes around, encouraging children to work together and giving them individual assistance accordingly.

Introduction to Free Activity

The Portable Library can be used during Free Activity lessons, either alone or in conjunction with other activities. Each hanging library can be one learning centre. The hanging libraries can be spaced out around the classroom or hung outside under trees or in other comfortable settings where learners have space to read the books.

In Term 1 there are no Free Activity lessons with the portable library. Instead, we have three lessons designed to prepare P1 learners to use the portable library for Free Activity in Terms 2 and 3.

Term 1 Lessons to Prepare for Free Activity

1. Introduction to the Portable Library
2. How to Handle Books Properly
3. Introduction to the Parts of a Book

We recommend using the portable library for Free Activity lessons at least three times in Term 2 and four times in Term 3. We have developed slightly different Free Activity lesson plans for each term. The Term 2 lesson plan uses fewer books. As learners gain experience using the portable library during Free Activity, the teacher can add additional books.

Assessment of Free Activity

Teacher observation is the primary method for assessing learners during Free Activity.

The competences to look for during a Free Activity lesson include:

- Listens carefully and follows directions appropriately.
- Handles the books and other learning materials properly.
- Displays concentration and attention on an individual book.
- Works well in a small group: sharing, taking turns and helping others.
- Answers questions about the Free Activity experience.

Teachers can make a simple table like the one on the following page to track pupil progress during Free Activity. Use simple symbols to indicate the pupil's performance of the competence: [+] exceeds competence, [✓] meets competence and [o] not yet competent. Depending on the size of your class, select between 10 and 30 pupils to observe during any given Free Activity lesson. By the end of the year, all learners should be observed at least twice.

FREE ACTIVITY MONITORING FORM DATE: _____ PUPIL NAMES:	Follows directions	Handles books/materials properly	Displays concentration	Works well in a small group	Answers questions
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
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24					
25					
26					
27					
28					
29					
30					

Tips for Successful Implementation of a Free Activity Lesson

- If your school compound has the trees and the space, it is recommended to do the Free Activity outside under trees. Simply hammer a nail in the tree trunk (be sure to do it low enough so the learners can reach the books easily).
- If possible, see if you can recruit another teacher (or parents?) to help supervise the Free Activity lesson.
- After dividing the learners into six groups, assign a girl and boy leader for each group. Their responsibility is to make sure everyone has a book and is reading. At the end of the session, they ensure that all the books are put away properly. You can assign them other responsibilities as you see fit.
- Sing a song to signal when it is time to move from one learning area to another.
- Remember that the first one or two times you do a Free Activity lesson it will be challenging, but the more you do it, the easier it will become as learners adjust to the rules and expectations.
- Feel free to include additional learning centres that do not include the books. For example, additional learning centres could focus on writing and drawing so learners are getting unstructured opportunities in both reading and writing competences.

Full Schedule of Free Activity Lessons in 2018

Term 1: Lessons to Prepare for Free Activity

Lesson 1:	Introduction to the Portable Library	(pages 7-9)
Lesson 2:	How to Handle Books Properly	(pages 10-11)
Lesson 3:	Introduction to the Parts of a Book	(pages 12-14)

Term 2: Free Activity Lessons – Limited Books (at least three lessons)

Lesson 1:	Term 2 Free Activity Lesson	(page 15)
Lesson 2:	Term 2 Free Activity Lesson	(page 15)
Lesson 3:	Term 2 Free Activity Lesson	(page 15)

Term 3: Free Activity Lessons – Full Library (at least four lessons)

Lesson 1:	Term 3 Free Activity Lesson	(page 16)
Lesson 2:	Term 3 Free Activity Lesson	(page 16)
Lesson 3:	Term 3 Free Activity Lesson	(page 16)
Lesson 4:	Term 3 Free Activity Lesson	(page 16)

Teachers, add your best suggestions for successfully implementing a Free Activity lesson here:

Term 1 Lessons to Prepare for Free Activity Lessons

INTRODUCTION TO THE PORTABLE LIBRARY

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

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonnyo:

- Vocabulary: library, portable library, hanging library, book pocket, book
- Observation using five senses
- Counting

Skills: Listening/Speaking

Dirö: Winy/Kop

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Uses their five senses to make observations about the portable library box.
- Predicts what is inside the box.
- Tries to solve a riddle.
- Counts the materials in the portable library.
- Explains the definition of a library.

Methods/Yore me pwoŋy:

- Explanation
- Group Discussion
- Questions and Answers

Instructional Materials/Jami pwoŋy:

- The complete portable library in the red box (*be sure the books are all well-organized in the pockets of the six hanging libraries*)

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

- Critical Thinking, Friendship Formation, Decision making, Effective Communication

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	<p>Introduce the lesson</p> <p>a. Sing a song to signal the beginning of the News lesson.</p>	<ul style="list-style-type: none"> Learners show they are prepared to begin the lesson by sitting properly with hands together and eyes on the teacher.
5 min.	2.	<p>Using Your Senses to Observe the Box</p> <p>a. Show learners the big box which is in the front of the classroom, on a table if possible.</p> <p>b. Ask learners to tell you what they see written on the box. Have them name the different letters, numbers and shapes they see.</p> <p>c. Talk about the different colours as well.</p> <p>d. Have two learners come up and lift the box. Is it heavy or light?</p> <p>e. Ask other learners to come up and feel and smell the box. What does the box feel like? Can they smell anything that might give a clue to what is in the box?</p> <p>f. Knock on the box. What does it sound like? Ask a learner to come up and put their ear next to the box to see if they can hear anything inside.</p> <p>g. Tell learners that they have been using four of their five senses (seeing, hearing, touching and smelling – not tasting!) to make observations about the box.</p>	<ul style="list-style-type: none"> Learners use their five senses to make observations about the portable library box.
5 min.	3.	<p>What's Inside the Box: A Riddle</p> <p>a. Now that learners have carefully observed the box, what do they think is inside the box? Allow a variety of learners to make predictions.</p> <p>b. Next, tell learners you have a riddle for them. Explain that inside the box there are, among many other things, a cow, a cock and a bicycle. How can that be? Is the box big enough to fit all these things? Discuss how it can be that all these things are in the box. (You can mention more things if you like.)</p>	<ul style="list-style-type: none"> Learners predict what is inside the box. Learners try to solve a riddle.
5 min.	4.	<p>Books are Magic!</p> <p>a. Open the box. If possible, have the books <i>Dwön Dyaŋ Oporo Nijö?</i>, <i>Twöngwënö kok cawa adii?</i>, and <i>Gali a Sam</i> within easy reach. Show learners the covers of each of these books which feature a cow, a cock and a bicycle.</p> <p>b. Explain that the box is filled with books. Tell learners that books are special, magical objects because inside each book is world of stories and imagination that can transport you to new worlds where you meet interesting characters and have exciting adventures.</p>	

7 min.	5.	<p>Counting Practice</p> <p>a. Tell learners they are now going to have a chance to practice their counting. First ask how many boxes there are. When learners answer “one” write the number 1 on the chalkboard and make a simple drawing of a box.</p> <p>b. Next, pull out the six hanging libraries. Ask learners to count how many hanging libraries there are. When they answer “six” write the number 6 on the chalkboard and make six simple drawings of the hanging libraries. Explain the purpose of the hanging library.</p> <p>c. Then ask the learners how many pockets there are on one hanging library. When they say “four” write the number 4 on the board and add four pockets to your hanging library drawings. Explain how to take books out and put books back in the pocket.</p> <p>d. Finally, count how many books are in a pocket. (There should be ten, but it may vary.) When the learners say “10” write the number 10 on the board and draw 10 small books on the chalkboard.</p> <p>e. Review how many things are a part of the portable library.</p>	<ul style="list-style-type: none"> Learners count the materials in the portable library.
3 min.	6.	<p>Summarizing the Lesson</p> <p>a. Tell learners that this is a classroom “library.” Ask learners to explain what a library is.</p> <p>b. Explain that they will have many chances to read the books in the library during the school year ahead.</p>	<ul style="list-style-type: none"> Learners explain the definition of a library.

Self-Evaluation/Këbörö adwoggi me pwony:

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

HOW TO HANDLE BOOKS PROPERLY

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

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonynyo:

- Books are a valuable school resource. We need to treat them well.
- Handle and store books with respect.
- Turn the pages carefully so the paper doesn't tear.
- Report damaged books so they can be repaired.
- Keep books away from water and food.
- Handle books with clean hands.

Skills: Listening/Speaking

DİRÖ: *Winy/Kop*

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Explains why books are valuable and need respect.
- Demonstrates how to handle a book properly in the classroom.
- Demonstrates how to open a book and turn the pages correctly.
- Identifies rules for book handling and storage in the classroom.

Methods/Yore me pwony:

- Demonstration
- Explanation
- Discussion
- I do-We do-You do

Instructional Materials/Jami pwony:

- A book with enough copies for each learner to have their own copy.

Life Skills (Indicators) and Values/DİRÖ Kwö (Anyut) kede Bërërë:

- Appreciation, Caring, Decision making, Effective Communication and Sharing

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the lesson a. Sing a song to signal the beginning of the News lesson.	<ul style="list-style-type: none"> Learners show they are prepared to begin the lesson by sitting properly with hands together and eyes on the teacher.
5 min.	2.	Introduction to Proper Book Handling a. Ask learners to identify why books are important. List their answers on the board. (<i>Examples: Books contain new information. Books help us learn to read and write. Storybooks are fun to read. Books tell us about people and places outside our community. Books give us new ideas about how to live better lives.</i>) b. Explain that because of this, we need to show respect to books.	<ul style="list-style-type: none"> The learners explain why books are valuable and need respect.
5 min.	3.	Proper Book Handling: <u>I DO</u> a. Start by demonstrating to learners how to properly distribute books in the classroom. Pass out books to each learner. Hand them out properly. Also explain and demonstrate how NOT to do it. b. When every learner has a book demonstrate how to correctly handle book: how to open it, turn pages, how to use a bookmark to keep your place. You can also demonstrate the WRONG way so learners see the difference.	<ul style="list-style-type: none"> The learners observe as the teacher demonstrates proper book handling.
5 min.	4.	Proper Book Handling and Page Turning: <u>WE DO</u> a. Have all the learners pick up their book and practice correct handling and turning of the book. b. Move around the room observing and assisting struggling learners.	<ul style="list-style-type: none"> The learners demonstrate how to handle a book properly in the classroom. The learners demonstrate how to open a book and turn the pages correctly.
5 min.	5.	Proper Book Handling and Page Turning: <u>YOU DO</u> a. Ask learners to collect the books. The whole class should demonstrate proper book handling as the books are being collected.	<ul style="list-style-type: none"> The learners collect the books properly, demonstrating how to handle books properly in the classroom.
5 min.	6.	Establish Rules for Book Handling in the Classroom a. Guide Learners to come up with rules that help them use and care for the book properly in the classroom. b. Write the learners' ideas on the chalkboard. c. After class create a poster with the rules and put it in the classroom.	<ul style="list-style-type: none"> Learners identify rules for book handling and storage in the classroom.

Self-Evaluation/Këbörö adwoggi me pwoy:

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

INTRODUCTION TO THE PARTS OF A BOOK

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

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonnyo:

- front cover
- back cover
- title
- title page
- author
- illustrator
- page number
- words and illustrations

Skills: Speaking, Reading, Vocabulary

Dïrö: *Kop, Kwan, Widikop*

Competences/Kwïdïrö:

The learner... *Atinkwan römö...*

- Identifies the front and back cover of the book.
- Identifies the title of the book.
- Identifies the title page, the author and the illustrator of the book.
- Identifies the page numbers in the book.
- Identifies that a book is made up of text and illustrations.

Methods/Yore me pwoŋy:

- Demonstration
- Explanation
- Discussion

Instructional Materials/Jami pwoŋy:

- A book with enough copies for each learner to have their own copy.

Life Skills (Indicators) and Values/Dïrö Kwö (Anyut) kede Bërërë:

- Appreciation, Critical thinking, Effective Communication and Sharing.

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	<p>Introduce the lesson</p> <p>a. Sing a song to signal the beginning of the News lesson.</p> <p>b. Distribute the book to be introduced the learners.</p>	<ul style="list-style-type: none"> Learners show they are prepared to begin the lesson by sitting properly with hands together and eyes on the teacher. Learners get a copy of the book.
5 min.	2.	<p>Introduce the Front and Back Cover of the Book</p> <p>a. Hold up the book. Ask the learners, "What is this? What color is it? What do you see?"</p> <p>b. Show learners the front of the book, point to it and say, "This is the front cover of the book." Ask learners to repeat what you've said. As they do this they should be pointing to the front cover of their book.</p> <p>c. Repeat the above with the Back Cover of the book.</p> <p>d. Show the learners the front and back of your body to teach this concept of "front and back".</p> <p>e. Ask several learners to show you either the front or back cover of their books to check for understanding.</p>	<ul style="list-style-type: none"> Learners identify the front and back covers of the book.
5 min.	3.	<p>Introduce the Title of the Book</p> <p>a. Next, introduce the title of the book. Point to the title of the book and tell learners "This is the title of the book." Ask learners to repeat what you've said. As they do this they should all be pointing to the title of the book.</p> <p>b. Read the title of the book aloud as you point to the individual words with your finger. Have learners read the title together with you.</p> <p>c. Ask several learners to point to the title of the book and read it for you.</p> <p>d. Explain to learners that the title of the book is always found on the front cover of a book.</p>	<ul style="list-style-type: none"> Learners identify the title of the book.
7 min.	4.	<p>Introduce the Title Page, Author and Illustrator</p> <p>a. Turn to the title page. Hold the book up, point to this page and say, "This is the title page." Ask the learners to repeat what you've said.</p> <p>b. Ask learners to point to the title. Look around the room to see if learners are correctly pointing to the title. Help learners that need assistance.</p> <p>c. Next, explain to learners that along with the title, you can also find the name of the author and illustrator on the title page.</p> <p>d. Point to the author and say, "The name of the author is ____." Ask learners to repeat.</p> <p>e. Explain to learners that the author is the person who wrote all the words in the book.</p>	<ul style="list-style-type: none"> Learners identify the title page, the author and the illustrator of the book.

		<p>f. Next, point to the illustrator and say, “The name of the illustrator is _____.” Ask learners to repeat.</p> <p>g. Explain to learners that the illustrator is the person who drew all the pictures in the book.</p> <p>h. Ask learners questions about this page: “What is the name of this page? Point to the title. Who is the author of this book? Point to the name of the illustrator.” And so on...</p>	
8 min.	5.	<p>Introduce the Words, Illustrations and Page Numbers</p> <p>a. Turn to the following page in the book. Ask learners to point to the words written by the author. Talk about what it would be like to write a book. Ask learners to tell you a book they would like to write. Ask learners why they think the author decided to write this story.</p> <p>b. Next ask learners to point to one of the illustrations done by the illustrator. Have them describe what they see. What do they like about the illustration? Ask learners if they like to draw pictures. What do they like to draw?</p> <p>c. Finally, point out to learners that at the bottom of the page they will find page numbers. Show learners how the numbers start and continue through the book. Read the numbers together. Ask learners why they think page numbers are important.</p> <p>d. As time permits, ask selected learners review questions to check their understanding.</p>	<ul style="list-style-type: none"> • Learners identify that a book is made up of text and illustrations. • Learners identify the page numbers in the book.

Self-Evaluation/Këbörö adwoggi me pwoy:

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

Term 2 Free Activity Lesson

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	60 min.	Free Activity	

Competences/*Kwidirö:*

The learner... *Atinkwan römö...*

- Listens carefully and follows directions appropriately.
- Handles the books and other learning materials properly.
- Displays concentration and attention on an individual book.
- Works well in a small group: sharing, taking turns and helping others.
- Answers questions about the Free Activity experience.

Learning Centre	Materials
1	Atwëro tïmmö gin-ni (I can do this)
2	Dwön Dyaŋ Oporo Niŋö? (What Does the Cow Say?)
3	Ŋa a pyëtö kal? (Who winnows the millet?)
4	Yin Ayë Ibedo Toto? (Are You the Mother?)
5	Ŋa amë Cweo Möökic? (Where is the Honey?)
6	Kopaluca (Opposites)

(Each hanging library should include the twenty copies of one book title so that each learning centre has just one book for children to select.)

Procedure

Introduction: Sing a song to begin the Free Activity lesson.

Step 1: Teacher briefly describes the six books on display. Teacher then explains how learners will be divided into six groups and spend about 5-10 minutes with each book. The teacher sets a positive expectation for the learners, for example, "Everyone should read two books from beginning to end." Teacher encourages learners to read the books together and talk about what they see and understand. Teacher reminds learners about how to properly handle a book and reviews the parts of a book.

Step 2: Learners divide into their groups and engage with the books at their learning centre. After about 5-10 minutes, learners rotate to another predetermined centre.

Step 3: With about 10 minutes remaining in the hour, the teacher brings the learners back to the large group. The teacher asks questions and encourages discussion about the books they've read.

Assessment

Observe selected learners as they interact with the books. Make notes or complete an assessment form like the one modeled above.

Term 3 Free Activity Lesson

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	60 min.	Free Activity	

Competences/*Kwidirö:*

The learner... *Atinkwan römö...*

- Listens carefully and follows directions appropriately.
- Handles the books properly.
- Displays concentration and attention on an individual book.
- Works well in a small group: sharing, taking turns and helping others.
- Answers questions about the Free Activity experience.

Learning Centre	Materials
1	Atwëro tïmmö gin-ni; Dwön Dyaŋ Oporo Niŋö?; Nja a pyëtö kal?; Kopaluca
2	Gali a Sam; Agatto a Bër a Löö; Tye Ogacakinö Awaka-awaka; Oritte gin Ocwette
3	Okönö Wa tye Kwene?; Yin Ayë Ibedo Toto; Nja amë Cweo Möökic; Twöngweno...
4	Atwëro tïmmö gin-ni; Dwön Dyaŋ Oporo Niŋö?; Nja a pyëtö kal?; Kopaluca
5	Gali a Sam; Agatto a Bër a Löö; Tye Ogacakinö Awaka-awaka; Oritte gin Ocwette
6	Okönö Wa tye Kwene?; Yin Ayë Ibedo Toto; Nja amë Cweo Möökic; Twöngweno...

Procedure

Introduction: Sing a song to begin the Free Activity lesson.

- Step 1: Teacher briefly describes the six books on display. Teacher then explains how learners will be divided into six groups and spend about 5-10 minutes with each book. The teacher sets a positive expectation for the learners, for example, “Everyone should read two books from beginning to end.” Teacher encourages learners to read the books together and talk about what they see and understand. Teacher reminds learners about how to properly handle a book and reviews the parts of a book.
- Step 2: Learners divide into their groups and engage with the books at their learning centre. After about 10-15 minutes, learners rotate to another predetermined centre.
- Step 3: With about 10 minutes remaining in the hour, the teacher brings the learners back to the large group. The teacher asks questions and encourages discussion about the books they’ve read.

Assessment

Observe selected learners as they interact with the books. Make notes or complete an assessment form like the one modeled above.

CLASSROOM LESSONS: SUPPLEMENTAL READERS

The books in the portable library can also be used to support instruction in all areas of the national curriculum. Many of the books touch on themes in the lower primary curriculum. Other books can be used to support lessons in the Creative and Performing Arts (CAPE).

This section of the teacher's guide provides twelve lessons, one for each of the books in the portable library, in a variety of learning areas. Some of the lesson plans have direct links to the theme for the week. Other lessons don't provide thematic content but support other competences in the national curriculum. Pilot teachers are expected to teach four classroom lessons with the supplemental readers each term.

You are also encouraged to develop your own lessons that integrate the supplemental readers into your classroom lessons. Talk to the literacy specialist or CCT if you're planning to do this. They can provide support and guidance. We would like you to share these lesson plans with us.

We did not include lessons in Literacy 1 and 2 because schools with the national literacy curriculum already have a set schedule of lessons to teach. If your school does not have the national curriculum materials, then you should consider integrating these supplemental readers into your reading and writing lessons as well.

We do not provide a classroom set of supplemental readers, so these lessons are designed for just the teacher to have a copy of the book. You will have to move around and be creative to ensure that learners can see at least some of the illustrations in the books. We want your feedback on how these lessons work and encourage you to make notes and comments in your teacher's guide before and after you teach. We'll follow up to get your comments during our regular termly meetings.

Schedule of Supplemental Reader Lessons in 2018

<u>TERM 1</u>	<u>THEME</u>	<u>BOOK</u>	<u>LESSON</u>
Lesson 1:	No Theme	Kopaluca	Art and Technology
Lesson 2:	Our Home	Who Winnows the Millet	Oral Literature
Lesson 3:	No Theme	What Does the Cow Say?	Music, Dance, Drama
Lesson 4:	Human Body	I Can Do This!	PE
<u>TERM 2</u>	<u>THEME</u>	<u>BOOK</u>	<u>LESSON</u>
Lesson 5:	No Theme	Who Makes the Honey?	Art and Technology
Lesson 6:	Accidents/Safety	Where is the Mother?	Oral Literature
Lesson 7:	Living Together	Rodger and Badger	Religious Education
Lesson 8:	Food/Nutrition	Where is the Pumpkin?	Oral Literature
<u>TERM 3</u>	<u>THEME</u>	<u>BOOK</u>	<u>LESSON</u>
Lesson 9:	Transport	Sam's Bicycle	Art and Technology
Lesson 10:	No Theme	When Does the Cock Crow?	Math
Lesson 11:	Our Environment	Standing Proudly	Oral Literature
Lesson 12:	No Theme	The Best Speller	Class Spelling Bee

TERM 1-Lesson 1: Opposites / Kopaluca

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	60 min.	Art and Tech	

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonnyo:

- Vocabulary Development

-ŋee buk	-wii cöc	-agöö cal	-lyëc / okorokoro	-kopaluca
-dit / tītīdī	-līŋ / redo	-nono / poŋ	-yom-yīc / waŋ-yīc	-tëk / yom
- Handwriting/Drawing Development

-pencil grip	-drawing practice
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Skills: Writing/Drawing

Dīrö: Cöc

Competences/Kwīdīrö:

The learner... *Atīnkwan römö...*

- demonstrates an understanding of the book terms “cover”, “title” and “illustrator”.
- demonstrates understanding of the concept of “opposites” by providing an opposite word for a given concept.
- grips a pencil correctly and practices drawing.
- identifies and draws an opposite vocabulary pair of their own.

Methods/Yore me pwoŋy:

- Class discussion
- Scaffolding
- I Do-We Do-You Do

Instructional Materials/Jami pwoŋy:

- *Kopaluca / Opposites* (bilingual supplemental reader)
- Handout for Learners’ drawings

Life Skills (Indicators) and Values/Dīrö Kwö (Anyut) kede Bērērë:

- Creative Thinking, Sharing, Effective Communication

References/Ajūr:

- *The National Primary School Curriculum for Uganda: Teacher’s Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson b. Sing a song to signal the beginning of the lesson. c. Get out the book <i>Kopaluca/Opposites</i> for this lesson.	<ul style="list-style-type: none"> Learners show that they are ready to begin by sitting with hands together and eyes on the teacher.
5 min.	2.	Introduce the Book a. Show learners the cover of the book. (Say, "This is called the <u>cover</u> .") Ask them to repeat the term. b. Say the title in Leblango. (Tell them, "This is called the book's title.") Ask them to repeat, "The <u>title</u> of the book is <i>Kopaluca</i> ." c. Turn to the inside cover page. Tell learners the name of the illustrator. (Explain what an illustrator does.) Ask them to repeat, "The <u>illustrator</u> is the person who draws the pictures."	<ul style="list-style-type: none"> Learners repeat the term "book cover". Learners repeat the title of the book. Learners repeat that the illustrator is the person who draws the pictures.
5 min.	3.	Introduce the Concept: "Kopaluca" a. Ask learners to name the animals they see on the cover page (elephant and snail). b. Ask learners to think of words that describe an elephant. (Hopefully they will say the word "big" at some point.) c. Ask learners about the snail. "Is the snail also big?" (no) "How would you describe the snail?" (It is small.) d. Turn to pages 2-3. Show the learners. Explain that "dit" and "titidi" are opposites.	<ul style="list-style-type: none"> Learners identify the elephant and snail on the book cover. Learners identify that an elephant is big and a snail is small. Learners are introduced to the concept that concepts like "big and small" are called "opposites".
2 min.	4.	Introduce Another Opposite Pair a. Show pages 4-5. Talk about how "liŋ" and "redo" are another example of opposites. b. Talk about the two illustrations and how they illustrate the concepts of quiet and loud.	<ul style="list-style-type: none"> Learners identify and discuss more opposite pairs.
3 min.	5.	Test Learners' Understanding of Opposite Pairs a. Turn to page 6. Fold the book so only this page is seen. Show learners the illustration for "nono" and ask them if they can identify the opposite word. b. Successful or not, after a short time, show them the picture on page 7 for "poŋ". c. Do the same with "yom-yïc" (p. 8) and tæk (p. 10);	<ul style="list-style-type: none"> Learners are given one word and try to identify the opposite pair: <ul style="list-style-type: none"> nono / poŋ yom-yïc / waŋ-yïc tæk / yom
5 min.	6.	Opposites on the Chalkboard: I DO a. Draw two large boxes side-by-side on the chalkboard, like the boxes in the handout. b. In the first box, draw a door that is closed. Write the Leblango word for "closed" under the box. Say, "This is a closed door. The door is <u>closed</u> ." c. Next, draw a picture of an open door in the second box. Write the word for "open" under the box and say, "This is an open door. The door is <u>open</u> ."	<ul style="list-style-type: none"> Learners observe the teacher demonstrate the concept of "opposites" by providing an opposite word for a given concept.
10 min.	7.	Opposites on the Chalkboard: WE DO	

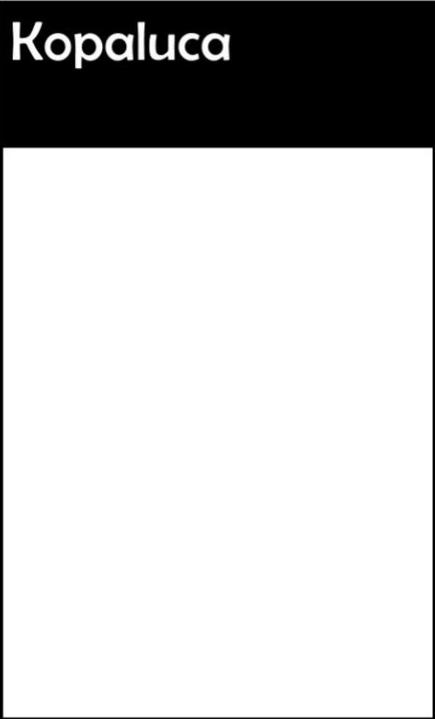
		<p>a. Erase the pictures and words, but leave the two boxes.</p> <p>b. In the first box, draw a flower that is alive. Write the word for “alive” under the box. Say, “This is a live flower. The flower is <u>alive</u>.”</p> <p>c. Next, draw the same flower but drooping over in the second box. Ask learners if they can name the word that is the opposite of “alive.”</p> <p>d. Successful or not, after a few moments, write the word for “dead” under the box and say, “This is a dead flower. The flower is <u>dead</u>.”</p> <p>e. Repeat with one or two more opposite pairs (tall/short; clean/dirty).</p>	<ul style="list-style-type: none"> • Learners demonstrate understanding of the concept of “opposites” by providing an opposite word for a given concept with support from the teacher.
15 min.	8.	<p>Opposites on Paper: YOU DO</p> <p>a. Tell learners they are going to draw their own opposite pair. Explain that they can draw an opposite pair they learned in the book or on the chalkboard. They can also think of their own pair to draw.</p> <p>b. Review how to grip a pencil properly.</p> <p>c. Distribute the paper handouts and allow learners to work independently.</p>	<ul style="list-style-type: none"> • Learners demonstrate understanding of the concept of “opposites” by providing an opposite word for a given concept. • Learners grip a pencil correctly and practice drawing an opposite pair.
10 min.	9.	<p>Review and Assessment</p> <p>a. Tell learners to finish their drawings and put down their pencils.</p> <p>b. Invite five learners to bring their drawings to the front of the classroom to show and describe their opposite pairs.</p> <p>c. Thank all the learners. Collect their work.</p>	<ul style="list-style-type: none"> • Learners share their completed work with their classmates.

Self-Evaluation/Këbörö adwoggi me pwony:

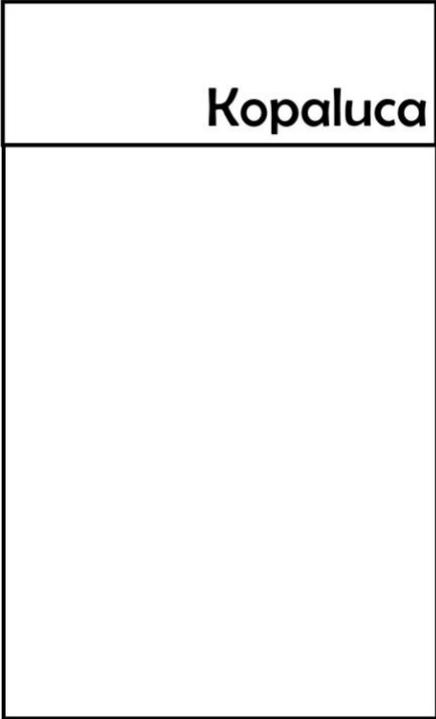
- Strong points/*Jami ame owoto a bër:*
- Areas that need improvement/*Kagi mögö ame amittö köny:*
- Way forward/*Gin atïma:*

Sample Handout

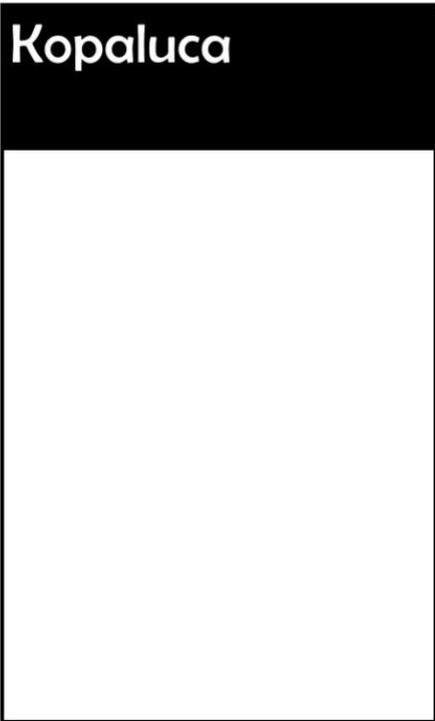
Kopaluca



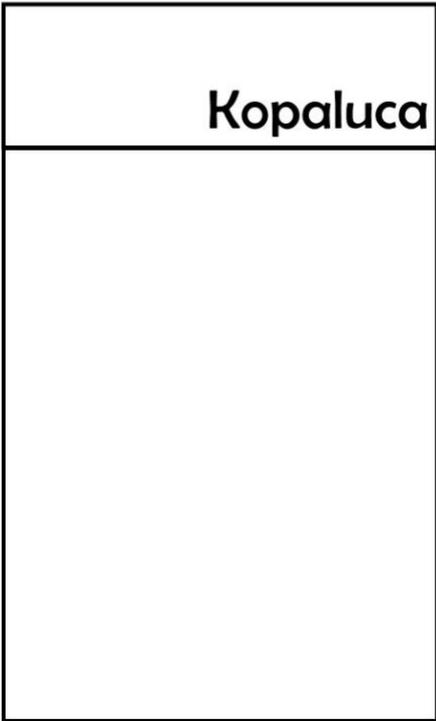
Kopaluca



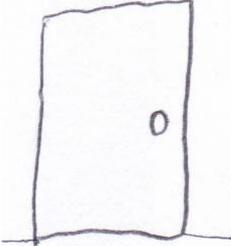
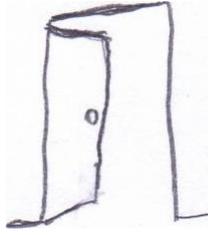
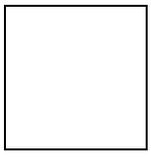
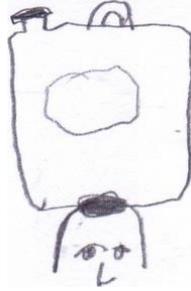
Kopaluca



Kopaluca



Chalkboard Illustrations

			
ocegere/closed	oyabere/open	kwö/alive	otöö/dead
			
bor/tall	cek/short	cil/clean	cöl/dirty
			
ceggi/near	bor/far	cöl/black	tar/white
			
pök/heavy	yot/light	malo/up	piñ/down

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

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

Theme/Pënkop: Our Home

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

Content/Gin ame apwonyo:

- Family members have different roles and responsibilities.
- Vocabulary Development:

kwarö	mama	baba	amintoto
nero	amin	omin	

Skills: Listening/Speaking

Dirö: *Winy/Kop*

Competences/Kwidirö:

The learner... *Atinkwan römö...*

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

Methods/Yore me pwoy:

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

Instructional Materials/Jami pwoy:

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

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

- Creative Thinking, Sharing, Effective Communication, Appreciation

References/Ajür:

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

Teaching Procedure / Kite me pwoy iyore iyore:

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

Self-Evaluation/Këbörö adwoggi me pwoy:

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

TERM 1-Lesson 3: Dwön Dyaŋ Oporo Niŋö? / What Does the Cow Say?

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

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonnyo:

- Imitating animal sounds and movements
- Phonemic Awareness practice through imitation of animal sounds

Skills: Listening/Speaking

Dirö: *Winy/Kop*

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Makes predictions about the book based on the title and cover illustration.
- Listens attentively to the teacher.
- Chant the text of the story together with the teacher.
- Imitate the animal sounds and movements made by the teacher.
- Sing a song about animals.

Methods/Yore me pwoŋy:

- Rote method
- Demonstration
- I Do-We Do-You Do
- Listen Say and Use (LSU)

Instructional Materials/Jami pwoŋy:

- *Dwön Dyaŋ Oporo Niŋö? (What Does the Cow Say?)*

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

- Creative Thinking, Friendship formation, Effective Communication, Critical thinking

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
2 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Dwön Dyang Oporo Niñö? (What Does the Cow Say?)</i> for this lesson.	<ul style="list-style-type: none"> Learners sing a song and show that they are ready to begin the lesson.
3 min.	2.	Before Chanting: Introduction a. Show learners the cover of the book and read the title of the book aloud to them. b. Ask learners to make predictions about what the book will be about using the title and the cover illustration.	<ul style="list-style-type: none"> Learners make predictions about the book based on the title and cover illustration.
2 min.	3.	During Chanting: Page 2-I DO a. Open the book to page 2 and show learners the illustration. b. Tell learners you will chant the text on page 2, in Leblango. (<i>Leyi tye kede dwön apapat. Irömö poro dwön gi?</i>) Ignore the text in English for this lesson. c. Remember to make it interesting and fun for the learners, so read with feeling and expression.	<ul style="list-style-type: none"> Learners listen attentively as the teacher chants the text on page 2.
3 min.	4.	During Chanting: Page 2-WE DO and YOU DO a. Chant the Leblango text again and have learners chant with you. Repeat 2-3 times. b. Invite small groups or pairs of learners to chant the text on page 2.	<ul style="list-style-type: none"> Learners chant the text of the story together with the teacher.
3 min	5.	During Chanting: Pages 3 and 4-I DO, WE DO, YOU DO a. Continue to the next two pages and follow the same procedure as above. (I DO, WE DO, YOU DO) with the Leblango text only. (<i>Dwön dyaŋ oporo niñö? Dwön dyaŋ oporo ni... "MOOOO!"</i>) b. Again, remember to read with expression. As you make the sound "MOOO," you should also move like a cow. When you call on small groups and pairs to repeat your chant, they should copy not only your sounds, but also your movements.	<ul style="list-style-type: none"> Learners chant the words and imitate the animal sounds and movements made by the teacher.
15 min.	6.	During Chanting: Pages 5 Onward a. Follow the same pattern you have established with pages 3 and 4. b. Try to make sure that all learners are selected for a "YOU DO" at least once.	<ul style="list-style-type: none"> Learners chant the words and imitate the animal sounds and movements made by the teacher.
2 min.	7.	After Chanting: Conclusion a. End the lesson by singing any known song about animals. (<i>Ogwalogwal oteddi awele cai</i>)	<ul style="list-style-type: none"> Learners sing a song about animals.

Self-Evaluation/Këbörö adwoggi me pwony:

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

TERM 1-Lesson 4: Atwëro timmô gin-ni / I can do this

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

Theme/Pënkop: Human Body and Health

Sub-theme/Jaŋ pënkop: External Parts of the Body and Their Uses

Content/Gin ame apwonyo:

- Things I can do with my body. (Jumping, smiling, dancing, playing, etc.)

Skills: Listening/Speaking

Dïrö: Winy/Kop

Competences/Kwidïrö:

The learner... *Atïnkwan römö...*

- Moves in double file to the field.
- Warms up by running, hopping and stretching in place.
- Repeats the title of the book.
- Repeats the text from the book, “*Nëna köŋ! Atwëro timmô gin-ni. Atwëro _____.*”
- Demonstrates and practices different actions they can do with their body.
- Warms down by breathing and stretching.
- Gives feedback on the activity.

Methods/Yore me pwoŋy:

- Class discussion
- Scaffolding
- I Do-We Do-You Do

Instructional Materials/Jami pwoŋy:

- The supplemental reader: *Atwëro timmô gin-ni (I can do this)*, and a whistle

Life Skills (Indicators) and Values/Dïrö Kwö (Anyut) kede Bërërë:

- Creative Thinking, Sharing, Effective Communication, Friendship formation

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher’s Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
4 min.	1.	Preparation <ul style="list-style-type: none"> Health inspection Tell learners to change the PE attire and move to the field (Boys remove their shirts and slippers while girls only remove the slippers.) 	<ul style="list-style-type: none"> Learners move in double file to the field. <p style="text-align: center;">x x x x x x x x x x x x Teacher</p>
4 min.	2.	Warm up <ul style="list-style-type: none"> Run in place. Hop in place. Stretch in place. 	<ul style="list-style-type: none"> Learners warm up by running, hopping and stretching in place. <p style="text-align: center;">x Teacher</p>
7 min.	3.	Skill teaching and development <ul style="list-style-type: none"> Ask learners to sit in a semicircle around the teacher. Read the title of the book and have learners repeat the title in unison. Read the Leblango text on pages 2-3 aloud. (<i>Nëna kõŋ! Atwëro timmö gin-ni. Atwëro pye.</i>) Have learners repeat the text in unison. Show learners the illustration of the boy and the frog. Demonstrate how to jump like a frog. Ask a small group of learners to do the action you've demonstrated. Continue reading the rest of the pages in the same way as above: Read, repeat in unison, show illustration, demonstrate the action, ask learners to do the action. 	<ul style="list-style-type: none"> Learners repeat the title of the book in unison. Learners repeat the text, "<i>Nëna kõŋ! Atwëro timmö gin-ni. Atwëro pye</i>" in unison. Learners demonstrate different actions they can do with their body (jump, smile, dance, play, etc.). <p style="text-align: center;">x Teacher x x x x</p>
10 min.	4.	Skill practice <ul style="list-style-type: none"> Tell learners to pair up. Tell learners to take turns saying the phrase from the book and then demonstrating one of the actions they remember. Challenge learners to think of other actions they can do with their body. 	<ul style="list-style-type: none"> Learners practice actions they can make with their bodies in pairs. <p style="text-align: center;">x Teacher</p>
5 min.	5.	Warm down <ul style="list-style-type: none"> Call learners back to the large group. Have learners breathe and stretch to warm down. Ask learners to give their feedback on the activity. What new actions did they think of? Give the learners your feedback on their work in pairs. Invite learners you saw doing good work to demonstrate for the class. Tell learners to move back to class. 	<ul style="list-style-type: none"> Learners do warm down activities. Learners give feedback on the activity. <p style="text-align: center;">x Teacher</p>

TERM 2-Lesson 1: *Ŋa amē Cweo Mōōkic?* / Who Makes the Honey?

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinō:</i>
	P-1	60 min.	Art and Tech	

Theme/*Pēnkop*: Optional

Sub-theme/*Jaŋ pēnkop*: Optional

Content/*Gin ame apwonnyo*:

- Vocabulary:
otwoŋo cuggu kamūdēŋa lwanŋi apwōpwōr kic

Skills: Writing/drawing

Dirō: cōc

Competences/*Kwīdirō*:

The learner... *Atīnkwan rōmō...*

- Predicts what the story will be about.
- Listens attentively as the teacher reads the story aloud.
- Retells the story.
- Answers comprehension questions about the story.
- Discusses the six vocabulary words.
- Discusses what insects look like.
- Draws their own insects.
- Shares their insect drawings in large and small groups.

Methods/*Yore me pwoŋy*:

- Class discussion
- Demonstration
- Explanation

Instructional Materials/*Jami pwoŋy*:

- *Ŋa amē Cweo Mōōkic?* (Who Makes the Honey?)

Life Skills (Indicators) and Values/*Dirō Kwō* (Anyut) *kede Bērērē*:

- Creative Thinking, Sharing, Effective Communication

References/*Ajūr*:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Ŋa amë Cweo Möökic?</i> for this lesson.	<ul style="list-style-type: none"> Learners show that they are ready to begin by sitting with hands together and eyes on the teacher.
5 min.	2.	Introduce the Book a. Show learners the cover of the book. Point out the two main characters (Goat and Hippo). Explain that this is one of three books that has Goat and Hippo as the main characters. b. Read the title "Who Makes the Honey?" Ask learners to predict what they think the story might be about.	<ul style="list-style-type: none"> Learners predict what the story may be about.
5 min.	3.	Read the Book Aloud a. Read the story aloud to learners. Try to share the illustrations with the class as best as possible.	<ul style="list-style-type: none"> Learners listen attentively as the teacher reads the story aloud.
5 min.	4.	Discuss the Book a. Ask learners to retell the story. b. Ask learners comprehension questions. c. Discuss the six vocabulary words. Write the words on the board. Do the learners know these six insects?	<ul style="list-style-type: none"> Learners retell the story. Learners answer comprehension questions. Learners discuss the six vocabulary words.
20 min.	5.	Drawing Insects a. Tell learners that today they are going to draw their own pictures of insects. Ask them to describe what insects look like. (How many legs do they have? What other body parts do they have?) b. Give learners time to draw their own insects. If possible, they should label the name of the insect beside their drawing.	<ul style="list-style-type: none"> Learners describe what insects look like. Learners draw their own insects.
5 min.	6.	Song Break a. Tell learners to put down their pencils. b. Sing a few songs that get children up and moving.	<ul style="list-style-type: none"> Learners take a break from drawing by singing and moving.
15 min.	7.	Sharing Insect Drawings a. Select 5-10 learners to come up and show their drawings to the whole class. b. Tell learners who haven't shared to the whole class to share with a friend at their desk. c. Collect learners work and create a wall display of the best work.	<ul style="list-style-type: none"> Learners share their insect drawings in large and small groups.

Self-Evaluation/Këbörö adwoggi me pwoy:

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

TERM 2-Lesson 2: Yin Ayë Ibedo Toto? / Where is the Mother?

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

Theme/Pënkop: Accidents and Safety

Sub-theme/Jaŋ pënkop: Accidents and Safety Along the Way

Content/Gin ame apwonnyo:

- The dangers of getting lost.
- Vocabulary Development: lobolobo; okanyakinö; mimida; olüjërë

Skills: Listening/Speaking

Dirö: Winy/Kop

Competences/Kwidirö:

The learner... *Atinkwan römö...*

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

Methods/Yore me pwoŋy:

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

Instructional Materials/Jami pwoŋy:

- *Yin Ayë Ibedo Toto? (Where is the Mother?)*

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

- Creative Thinking, Sharing, Effective Communication, Appreciation

References/Ajür:

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

Teaching Procedure / Kite me pwoy iyore iyore:

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

Self-Evaluation/Këbörö adwoggi me pwoy:

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

TERM 2-Lesson 3: Oritte gin Ocwette / Rodger and Badger

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

Theme/Pënkop: Discovering God's Gift to Me

Sub-theme/Jaŋ pënkop: Discovering More of God's Gift to Me.

Content/Gin ame apwonyo:

- People found at home i.e. parents/guardians, children, friends, elders and others.
- How our parents/ guardians help us and how we should respect them
- Listening to the Bible Verses, Exodus 20:12 and Matthew 15:4
- Listening and reading the book **Oritte gin Ocwette**, pages 6-7

Skills: Listening, Speaking and Reading

DİRÖ: *Winy, Kop kede Kwan*

Competences/Kwīdirö:

The learner... *Atinkwan römö...*

- Names people found at home.
- Describes how their parents/guardians help them.
- Explains how they show respect and obedience to their parents/guardians.
- Listens as the teacher reads the Bible Verses: Exodus 20:12 and Matthew 15:4.
- Listens and repeats what the teacher reads from the book **Oritte gin Ocwette**, pages 6-7.
- Gives reasons why they want to be either Oritte or Ocwette.
- Sings and prays for ourselves and our parents/guardians.

Methods/Yore me pwoy:

- Class discussion
- Scaffolding
- I Do-We Do-You Do
- Demonstration
- Story Telling
- Explanation

Instructional Materials/Jami pwoy:

- *Oritte gin Ocwette (Rodger and Badger), pages 6-7*
- *The Bible in Leblango*

Life Skills (Indicators) and Values/DİRÖ Kwö (Anyut) kede Bërërë:

- Appreciation, respect, caring, obedience, trust

References/Ajür:

- *National Primary School Curriculum Primary 1 Teachers' Guide, (pages 57-58, 84-86)*
- *The Thematic Curriculum Scope and Sequence for P1 (page 63)*
- *The Bible: Exodus 20: 12, Matthew 15:4*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Oritte gin Ocwette</i> for this lesson.	<ul style="list-style-type: none"> Learners show that they are ready to begin by sitting with hands together and eyes on the teacher.
5 min.	2.	Before Reading (Our Experience) a. Ask children to name people at their homes. b. Ask learners to describe ways their parents/guardians help them. c. Ask learners to explain how they show respect to their parents/guardians.	<ul style="list-style-type: none"> Learners name different people found at home. Learners describe how these people help them. Learners explain how they show respect and obedience to their parents/guardians
15 min.	3.	During Reading (God's Message) a. Tell learners to listen as you read and explain for them the Bible Verses Exodus 20:12 and Matthew 15:4 b. Show learners the book <i>Oritte gin Ocwette</i> . Ask learners if they have read the book yet. c. Tell them that Oritte is a good boy who always helps his mother. d. Tell learners to listen as you read for them the sentence on page 6, " <i>Oritte könyö mama mërë.</i> " Show learners the picture. e. Tell learners to repeat the sentence with you. f. Tell learners to repeat the sentence on their own. g. Now show learners the picture on page 7 and ask them to describe what they see. h. Tell learners that this is a bad and lazy child named Ocwette. He is sleeping and not helping his mother. i. Read the text on page 7 and repeat Steps e and f with the learners.	<ul style="list-style-type: none"> Learners listen as the teacher reads the Bible Verses Ex. 20:12 and Mat.15:4. Learners listen and repeat what the teacher reads from the book <i>Oritte gin Ocwette</i>.
5 min.	4.	After Reading (Our Response) a. Tell learners to sing the song "An amaro mama/baba/Yecu, en omara". b. Ask learners to tell you who they want to be like, Oritte or Ocwette? Why? c. Ask learners to close their eyes and pray for themselves, their parents and guardians.	<ul style="list-style-type: none"> Learners sing a song. Learners decide and give reasons why they wish to be or not to be Oritte or Ocwette. Learners pray for themselves and their parents/guardians.

Self-Evaluation/Këbörö adwoggi me pwony:

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

TERM 2-Lesson 4: Okönö Wa tye Kwene? / Where is the Pumpkin?

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

Theme/Pënkop: Food and Nutrition

Sub-theme/Jan pënkop: Names and Sources of Food

Content/Gin ame apwonyo:

- The edible parts of a pumpkin (leaves, seeds and body).
- Vocabulary Development: taŋci; dilek; bënki; gwökkö

Skills: Listening/Speaking

Dirö: Winy/Kop

Competences/Kwidirö:

The learner... *Atinkwan römö...*

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

Methods/Yore me pwoy:

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

Instructional Materials/Jami pwoy:

- *Okönö Wa tye Kwene? (Where is the Pumpkin?)*
- *A real pumpkin (optional)*

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

- Creative Thinking, Sharing, Effective Communication, Appreciation

References/Ajür:

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

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Okönö Wa tye Kwene? (Where is the Pumpkin?)</i> for this lesson.	<ul style="list-style-type: none"> Learners show that they are ready to begin by sitting with hands together and eyes on the teacher.
5 min.	2.	Before Listening to the Story a. Read the title of the book aloud. Ask learners what they think the story will be about. Ask them to predict whether the story is a fiction or informative story. b. Read the Guiding Question and ask learners to listen for the answer as you read. (<i>Guiding Question: Where do you think Goat and Hippo will find the pumpkin?</i>)	<ul style="list-style-type: none"> Learners use the story title and prior knowledge to make predictions about what will happen in the story.
5 min.	3.	Reading the Story Aloud a. Read the story aloud to learners as they listen attentively. b. Stop and ask a Prediction Question in the middle of the story. c. Discuss learners' predictions briefly, then continue reading the story aloud to the end.	<ul style="list-style-type: none"> Learners listen attentively to the story. Learners use the story context to make predictions about what will happen next in the story.
10 min.	4.	After Listening to the Story a. Repeat the Guiding Question. Discuss the answer as a class. b. Discuss whether this was a fiction story (make believe) or informative story (real life). c. Tell learners you will read the story aloud a second time. They should listen to determine the main characters, setting and action. d. Read the story aloud a second time. e. Ask learners to identify the main characters, setting and action of the story. f. Ask learners if they like to eat pumpkin just like the main characters in the story. What parts of the pumpkin can they eat? How is each part prepared? Which part do they like to eat best? (If you have a real pumpkin, you can use it here.)	<ul style="list-style-type: none"> Learners answer the guiding question. Learners identify that this is an fiction story.

Self-Evaluation/Këbörö adwoggi me pwony:

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

TERM 3-Lesson 1: Gali a Sam? / Sam's Bicycle

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	60 min.	Art and Tech	

Theme/Pënkop: Transport

Sub-theme/Jaŋ pënkop: Types and Means of Transport (Bicycle)

Content/Gin ame apwonnyo:

- Vocabulary:

gali	olaŋ	burëk	kalĩa	paŋala	tira
opira	jëgëlë	tungali	mac	tyënë	köm

Skills: Writing/drawing

Dirö: cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Predicts what the story will be about.
- Listens attentively as the teacher reads the story aloud.
- Retells the story.
- Answers comprehension questions about the story.
- Discusses the vocabulary words.
- Discusses the parts of a bicycle.
- Draws their own bicycle.
- Shares their bicycle drawings in large and small groups.

Methods/Yore me pwoŋy:

- Class discussion
- Look, Say and Use
- Demonstration
- Explanation

Instructional Materials/Jami pwoŋy:

- *Dwön Dyaŋ Oporo Niŋö? (What Does the Cow Say?)*

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

- Effective Communication, Self Esteem, Problem Solving

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Gali a Sam</i> for this lesson.	<ul style="list-style-type: none"> Learners show that they are ready to begin by sitting with hands together and eyes on the teacher.
5 min.	2.	Introduce the Book a. Show learners the cover of the book. Point out the two main characters (Sam and his monkey friend Kodo). b. Read the title "Sam's Bicycle" Ask learners to predict what they think the story might be about.	<ul style="list-style-type: none"> Learners predict what the story may be about.
5 min.	3.	Read the Book Aloud a. Read the story aloud to learners. Try to share the illustrations with the class as best as possible.	<ul style="list-style-type: none"> Learners listen attentively as the teacher reads the story aloud.
5 min.	4.	Discuss the Book a. Ask learners to retell the story. b. Ask learners comprehension questions. c. Discuss the vocabulary words. Write the words on the board.	<ul style="list-style-type: none"> Learners retell the story. Learners answer comprehension questions. Learners discuss the six vocabulary words.
20 min.	5.	Drawing a Bicycle a. Tell learners that today they are going to draw their own bicycle pictures. b. Give learners time to draw their own bicycles. If possible, they should label the name of the bicycle parts in their drawing.	<ul style="list-style-type: none"> Learners describe what insects look like. Learners draw their own insects.
5 min.	6.	Song Break a. Tell learners to put down their pencils. b. Sing a few songs that get children up and moving.	<ul style="list-style-type: none"> Learners take a break from drawing by singing and moving.
15 min.	7.	Sharing Bicycle Drawings a. Select 5-10 learners to come up and show their drawings to the whole class. b. Tell learners who haven't shared to the whole class to share with a friend at their desk. c. Collect learners work and create a wall display of the best work.	<ul style="list-style-type: none"> Learners share their bicycle drawings in large and small groups.

Self-Evaluation/Këbörö adwoggi me pwoy:

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

TERM 3-Lesson 2: Twöngwënö kok cawa adii? / When Does the Cock Crow?

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

Theme/Pënkop: Our home

Sub-theme/Jañ pënkop: Roles and Responsibilities of family members

Content/Gin ame apwonnyo:

Measuring time: Morning, daytime, evening, night

Telling time of the day using natural indicators like the sun, moon, stars, trees and shadows

Skills: Listening/Speaking

Dirö: Winy/Kop

Competences/Kwïdirö:

The learner... *Atïnkwan römö...*

- Uses the story title and prior knowledge to make predictions about what will happen in the story.
- Identifies natural indicators which help in telling time.
- Listens attentively as the teacher reads the story aloud.
- Identifies when different activities happen during the day.
- Draws an activity that happens in the morning and an activity that happens in the evening.

Methods/Yore me pwony:

- Reading aloud
- Class discussion
- Scaffolding

Instructional Materials/Jami pwony:

- *Twongwënö kok cawa adii? (When does the cock crow?)*
- Chalkboard and chalk

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

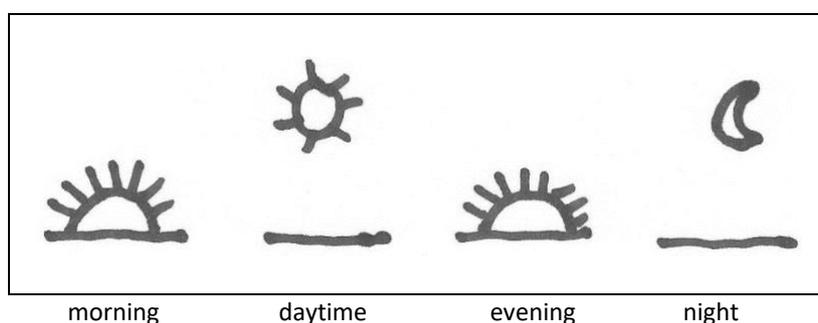
- Creative Thinking, Sharing, Effective Communication, Self Esteem

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book "Twöngwënö kok cawa adii?" (When Does the Cock Crow).	<ul style="list-style-type: none"> Learners sing a song to show that they are ready by sitting with hands together and eyes on the teacher.
5 min.	2.	Introduce the Book a. Show learners the cover of the book. b. Read the title of the book, "Twöngwënö kok cawa adii?" in Leblango. Ask learners what they think the story will be about. c. Ask learners to predict the time the cock crows (morning, daytime, evening, night) d. Ask learners to think of other natural indicators which help in telling time. (sun, moon, stars, trees and shadows)	<ul style="list-style-type: none"> Learners use the story title and prior knowledge to make predictions about what will happen in the story. Learners identify natural indicators which help in telling time.
5 min.	3.	Reading the Story Aloud <ul style="list-style-type: none"> Read the story aloud to learners as they listen attentively. Share the illustrations with the class as best as possible. 	<ul style="list-style-type: none"> Learners listen attentively as the teacher reads the story aloud.
10 min.	4.	Discuss the Book a. Draw four pictures on the chalkboard to represent morning, daytime, evening and night. (See below for an example.) b. Review the different times mentioned in the book (When the cock crows, when people get up, when pupils go to school, etc.) Have learners tell you whether it happens in the morning, daytime, evening or at night.	<ul style="list-style-type: none"> Learners identify when different activities happen during the day.
5 min.	5.	Assessment <ul style="list-style-type: none"> Ask learners to draw two pictures. One picture is something that happens in the morning and the other picture is something that happens in the evening. 	<ul style="list-style-type: none"> Learners draw something that happens in the morning and the evening.



Self-Evaluation/Këbörö adwoggi me pwony:

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

TERM 3-Lesson 3: Tye Ogacakinö Awaka-awaka / Standing Proudly

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

Theme/Pënkop: Our Environment

Sub-theme/Jañ pënkop: Components and Important Things in Our Environment

Content/Gin ame apwonyo:

- Uganda has many wild animals. Wild animals are a valuable natural resource for Uganda.
- Vocabulary Development:
atil wudu kworo iñatu

Skills: Listening/Speaking

Dirö: Winy/Kop

Competences/Kwidirö:

The learner... *Atinkwan römö...*

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

Methods/Yore me pwony:

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

Instructional Materials/Jami pwony:

- Tye Ogacakinö Awaka-awaka (Standing Proudly)

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

- Creative Thinking, Sharing, Effective Communication, Appreciation

References/Ajür:

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

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Tye Ogacakinö Awaka-awaka (Standing Proudly)</i> for this lesson.	<ul style="list-style-type: none"> Learners show that they are ready to begin by sitting with hands together and eyes on the teacher.
5 min.	2.	Before Listening to the Story a. Read the title of the book aloud. Ask learners what they think the story will be about. Ask them to predict whether the story is a fiction or informative story. b. Read the Guiding Question and ask learners to listen for the answer as you read. (<i>Guiding Question: Where is this story taking place?</i>)	<ul style="list-style-type: none"> Learners use the story title and prior knowledge to make predictions about what will happen in the story.
5 min.	3.	Reading the Story Aloud a. Read the story aloud to learners as they listen attentively.	<ul style="list-style-type: none"> Learners listen attentively to the story.
10 min.	4.	After Listening to the Story a. Repeat the Guiding Question. Discuss the answer as a class. b. Discuss whether this was a fiction story (make believe) or informative story (real life). c. Tell learners you will read the story aloud a second time. They should listen to determine the main idea of the story. d. Read the story aloud a second time. e. Ask learners what they think is the main idea of the story. (<i>UWEC has many wild animals from Uganda on display. These animals are an important resource for Uganda.</i>) f. Discuss the importance of wild animals in Uganda.	<ul style="list-style-type: none"> Learners answer the guiding question. Learners identify that this is an informative story.
5 min.	5.	Vocabulary Words a. Say the first vocabulary word aloud and write it on the chalkboard. Have the learners repeat the word. Use the word in a sentence. Then ask selected learners to use the word in a new sentence. b. Repeat with 2-3 more vocabulary words, as time permits.	<ul style="list-style-type: none"> Learners identify vocabulary words from the story and use them in a meaningful sentence.

Self-Evaluation/Këbörö adwoggi me pwoy:

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

TERM 3-Lesson 4: Agatto A Bër a Löö / The Best Speller

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	60 min.	End-of-Year Spelling Bee	

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonyno:

Learners demonstrate their spelling competence in an end-of-year spelling bee.

Skills: Listening/Speaking

Dirö: *Winy/Kop*

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Describes the book cover illustration and repeats the title of the book.
- Predicts what the book will be about based on the title and illustration.
- Listens attentively as the teacher reads/tells the story.
- Describes that they see in the story illustrations and contribute to telling the story.
- Answers comprehension questions about the story.
- Participates in a classroom spelling bee.

Methods/Yore me pwoy:

- Class discussion
- Scaffolding

Instructional Materials/Jami pwoy:

- *Agatto A Bër a Löö (The Best Speller)*
- List of spelling words for the spelling bee

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

- Creative Thinking, Interpersonal Relationship, Effective Communication, Self Esteem, Coping with Emotions

References/Ajür:

- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*
- *Spelling Bee guidance materials*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the Lesson a. Sing a song to signal the beginning of the lesson. b. Get out the book <i>Agatto a Bër a Löö</i> for this lesson.	<ul style="list-style-type: none"> Learners sing a given song to signal the beginning of the lesson.
5 min.	2.	Before Reading a. Show learners the cover of the book and ask them to describe the illustration they see. b. Read the title of the book aloud. Ask learners to repeat the title with you. c. Ask learners to predict what the story will be about based on the title and the illustration.	<ul style="list-style-type: none"> Learners describe the book cover illustration and repeat the title of the book. Learners predict what the book will be about based on the title and illustration.
10 min.	3.	During Reading a. Start by reading the text on the page (a combination of noun and adjective). b. Then describe what you see on the page. c. Move around the room showing learners the illustration. Ask selected to describe what they see. d. Because there are only a few words, it is up to the teachers and learners to tell the story together.	<ul style="list-style-type: none"> Learners listen attentively as the teacher reads/tells the story. Learners describe what they see in the story illustrations and contribute to telling the story.
10 min.	4	After Reading a. When you finish the story go back and ask comprehension questions about the story. Try to ask both "In the Text" and "In My Mind" questions. b. If time permits, you can also talk about how the text in this book is made up of nouns (words for people, places and things) and adjectives (words that describe nouns). Review some of the text and identify the noun and the adjective.	<ul style="list-style-type: none"> Learners answer comprehension questions about the story.
30 min.	5.	Spelling Bee a. Tell learners that they are going to participate in their own spelling bee. b. Talk with your Literacy Specialist and/or CCT to discuss how best to organize the spelling bee for your class. Please keep a record of how you did it and share with the Mango Tree staff so we can include it in our final teacher's guide.	<ul style="list-style-type: none"> Learners participate in a classroom spelling bee.

Self-Evaluation/Këbörö adwoggi me pwony:

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

CLASSROOM LESSONS: CONSUMABLE BOOKS

In addition to the supplemental readers provided in the portable library, we are also providing pilot schools with classroom sets of “consumable” books to pilot in the classroom. The word “consumable” means that the pupils are meant to write in the books, thus “consuming” them. When the pupils have finished all the activities in the book, they can take them home. In 2018 we will be piloting two consumable books.

The Visual Discrimination Consumable Book

The first consumable book develops learners’ visual discrimination skills; important eye training for early readers. In Leblango this book is entitled, “*Yikëre më Kwan.*” All four schools will pilot this book. This book is divided into four different types of visual discrimination activities:

1. Odd One Out Activities (Ĕn a Pat)
2. Matching Activities (Rwattö)
3. Spot the Differences Activities (Tucco Apokapoka)
4. Find the Hidden Objects Activities (Nwoŋ Jami Opono)

This teacher’s guide provides one sample lesson plan for this book and teachers can plug in the type of visual discrimination activity they want to teach. Since visual discrimination is a pre-reading skill, much of the book should be covered during Term 1. Some of the more difficult activities can be done in Terms 2-3, however.

The Handwriting Consumable Books

Only two schools will pilot the handwriting books. Because they are a set of five books the cost would be prohibitive to print copies for all the schools. This set of books is called, “*Cöc-cij*” and is divided up as follows:

- Buk 1: Cöyö Paten
- Buk 2: Cöyö Nukuta (Mm – Aa – Cc – Nn – Kk – Oo – li – Ww)
- Buk 3: Cöyö Nukuta (Ll – Ee – Rr – Gg – Pp – Dd – Tt – Yy)
- Buk 4: Cöyö Nukuta (Bb – Öö – ĔĔ – Nŋ – Uu – Jj – İi – Üü)
- Buk 5: Cöyö Nukuta më Lebmunu (Ff – Hh – Zz – Qq – Vv – Xx – Ss)

Schedule of Handwriting Lessons in 2018

Term 1: Book 1-Pattern Book

- Lesson 1: Intro to Pattern Practice Handwriting Book
- Lesson 2: Pattern Practice
- Lesson 3: Free Handwriting Activity

Term 2: Handwriting Books 2-3 / Term 3: Handwriting Books 4-5

- Lesson 1: Intro to the 6 Keys to Good Handwriting
- Lesson 2: Letter Formation
- Lesson 3: Handwriting Activity – Maze and Draw a Picture
- Lesson 4: Handwriting Activity – Symmetry and Finish the Picture

Consumable Books for Parent Engagement and Homework

The appropriate learning area for the visual discrimination book is Literacy 1. Literacy 2 is the learning area for the handwriting books. Schools with the national literacy curriculum materials have already assigned lessons during these periods. These teachers may choose to do additional reading and writing lessons or adapt them to be used in News or Art and Technology, for example.

Another option would be to assign the consumable books as homework. This would necessitate communicating with parents and getting them involved in supporting their child's learning. The teacher would still need to do a few introductory lessons with learners to ensure they understood how to complete the exercises in the books, but then send the books home and ask learners to complete the balance of the exercises with support from their parents. This option has the added advantage of encouraging parental engagement in the literacy learning process.

VISUAL DISCRIMINATION LESSON PLAN

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

This is a general lesson that can be used to teach any of the four visual discrimination activities.

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

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

Content/Gin ame apwonyonyo:

- The development of visual discrimination skills

Skills: Reading

Dirö: *Kwan*

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Successfully completes the visual discrimination exercises independently.
- Self-corrects their work.

Methods/Yore me pwoy:

- Demonstration
- I Do-We Do-You Do

Instructional Materials/Jami pwoy:

- *A visual discrimination book for each learner*

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

- Creative thinking, Decision making, Critical Thinking

References/Ajür:

- Mango Tree Literacy Lab Children's Book: *Yikërë më Kwan*
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
3 min.	1.	Introduce the lesson a. Sing a song to signal the beginning of the Literacy lesson. b. Distribute books or instruct learners to get out their visual discrimination books.	<ul style="list-style-type: none"> • Learners sing a song. • Learners have visual discrimination books out on their desk.
2 min.	2.	Finding the Correct Page a. Using your copy of the pupil's book, guide learners to open their book to the page with the visual discrimination activity they are going to do in today's lesson. b. Move around the class to ensure all learners have opened to the correct page.	<ul style="list-style-type: none"> • Learners open the book to the correct page.
5 min.	3.	I DO the Visual Discrimination Activity a. Describe for learners the type of visual discrimination activity they will be doing today. b. Take the first visual discrimination exercise on the page and show learners how to complete it successfully. c. Ask learners to circle the answer you have shown.	<ul style="list-style-type: none"> • Learners observe the teacher successfully completing a visual discrimination exercise.
5 min.	4.	WE DO the Visual Discrimination Activity a. Move to the next exercise on the page. Discuss it together as a class. What do learners think is the right answer? b. Agree on the right answer and circle it. c. Continue doing exercises together until you judge that learners are ready to work independently.	<ul style="list-style-type: none"> • Learners work together with the teacher to complete visual discrimination exercises in the book.
10 min.	5.	YOU DO the Visual Discrimination Activity a. Tell learners to continue working on the exercises on their own. Give them a stopping point or tell them to continue until they reach a point where the exercises become too difficult. b. Move around observing learners at work. Support learners as appropriate. Check learners work to see if they are making correct choices.	<ul style="list-style-type: none"> • Learners successfully complete the visual discrimination exercises independently.
5 min.	6.	Checking Our Work a. With about five minutes remaining in class, ask learners to put down their pencils so that the class can check their answers together. b. Go through the exercises the learners have completed. Ask learners to self-correct their work. c. Review the exercises and discuss any that were especially difficult.	<ul style="list-style-type: none"> • Learners self-correct their work.

Self-Evaluation/Këbörö adwoggi me pwony:

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

HANDWRITING LESSON PLANS

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

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

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

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonnyo:

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

Skills: Writing

Dirö: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

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

Methods/Yore me pwoŋy:

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

Instructional Materials/Jami pwoŋy:

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

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

- Critical thinking, Effective Communication, Self Esteem

References/Ajür:

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

Teaching Procedure / Kite me pwony iyore iyore:

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

TERM 1-Lesson 2: Teaching the Patterns

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

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

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

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

Content/Gin ame apwonynyo:

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

Skills: Writing

Dirö: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

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

Methods/Yore me pwoy:

- Demonstration
- I Do-We Do-You Do

Instructional Materials/Jami pwoy:

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

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

- Critical thinking, Effective Communication, Self Esteem

References/Ajür:

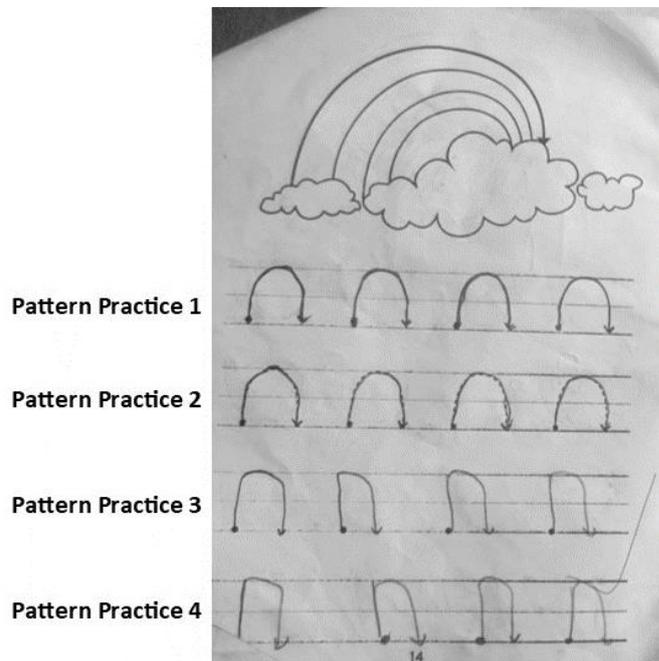
- *Mango Tree Literacy Lab Children's Book: Cöc-cij / Buk më 1 / Cöyö Paten (pages 4-5)*
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

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

Self-Evaluation/Këbörö adwoggi me pwony:

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



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

TERM 1-Lesson 3: Teaching the Free Handwriting Activities

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

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

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

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

Content/Gin ame apwonynyo:

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

Skills: Writing

Dirö: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

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

Methods/Yore me pwoŋy:

- Demonstration

Instructional Materials/Jami pwoŋy:

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

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

- Creative thinking, Decision making

References/Ajür:

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

Teaching Procedure / Kite me pwony iyore iyore:

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

Self-Evaluation/Këbörö adwoggi me pwony:

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

HANDWRITING LESSON PLANS WITH BOOKS 2-5

TERM 2-3-Lesson 1: Introduction to the Handwriting Book

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

This lesson is written to introduce learners to the book Cöc-cij – Buk më 2-5 – Cöyö Nukuta.

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonnyo:

The 6 Keys to Good Handwriting:

1. Sit properly
2. Grip the pencil properly.
3. Know the starting spot.
4. Know the stroke direction.
5. Use the four guidelines to help you with correct letter formation.
6. Space the letters correctly.

Skills: Writing

Dirö: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Demonstrates good sitting posture.
- Demonstrates proper pencil grip.
- Demonstrates they can find the starting spot and make the correct stroke direction.
- State the names of the four handwriting guidelines.
- Identifies correct letter spacing.

Methods/Yore me pwoŋy:

- I Do-We Do-You Do
- Demonstration (Air writing)
- Explanation

Instructional Materials/Jami pwoŋy:

- *A handwriting book for each learner*
- Pencils and eraser for each learner

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

References/Ajür:

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

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
5 min.	1.	Introduce the lesson a. Sing a song to signal the beginning of the Literacy lesson. b. Distribute books or instruct learners to get out their handwriting books.	<ul style="list-style-type: none"> Learners have handwriting books out on their desk.
5 min.	2.	Handwriting Key 1: Sitting Posture a. Ask learners to open their handwriting book to page 2. b. Talk about the 6 keys to good handwriting. c. Explain that the first key is good sitting posture. d. Demonstrate good sitting posture using the picture and your body. e. Ask the learners to show you good sitting posture.	<ul style="list-style-type: none"> Learners demonstrate good sitting posture.
5 min.	3.	Handwriting Key 2: Pencil Grip a. Explain that the second key to good handwriting is how you grip your pencil. b. Read the guidance for good pencil grip. Demonstrate how to grip the pencil and have the learners repeat after you. c. Ask learners to grip their pencils and make scribbles on a piece of paper. d. Move around the room observing learners' pencil grip.	<ul style="list-style-type: none"> Learners demonstrate proper pencil grip.
5 min.	4.	Handwriting Keys 3 and 4: Starting Spot and Stroke Direction a. Tell learners that as they write any letter they need to know the starting point. We do not start from anywhere but there is always a starting spot. Show learners how the book indicates where the starting spot is. b. Explain that they must also move their pencil in a specific direction as they write each letter. Show learners how the book indicates the stroke direction. Mention that some letters have more than one stroke, in which case, they will see the strokes numbered in the order they are to be made. c. Have learners turn to page 5 in the book and look at the big letter M. Can they show you the starting spot? Can they show you the two strokes? Can they demonstrate how to make the strokes?	<ul style="list-style-type: none"> Learners demonstrate that they can find the starting spot and make the correct stroke direction.
5 min.	5.	Handwriting Key 5: The Four Guidelines a. Using page 3 of the Hand writing book or a chalk board tell learners the names of the four guidelines used when writing letters. b. Using the big letter M demonstrate how the four guidelines are used to talk about the starting spot and the stroke direction. c. Have all learners repeat the names of the four guidelines and then ask several individual learners to state the names of the four guidelines.	<ul style="list-style-type: none"> Learners state the names of the four guidelines.
5 min	6.	Handwriting Key 6: Letter Spacing a. Show learners the three examples of letter spacing and have them identify the correct spacing.	<ul style="list-style-type: none"> Learners identify correct letter spacing.
2 min.		Conclude the Lesson a. Ask learners to explain each of the six keys to good handwriting. b. Explain that in the next lesson they will have a chance to begin practicing how to form letters correctly.	<ul style="list-style-type: none"> Learners review the six keys to good handwriting.

TERM 2-3-Lesson 2: Teaching Correct Letter Formation

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

This lesson is written for pages 4-5 of the book **Cöc-cij – Buk më 2 – Cöyö Nukuta**, but it can also be used to teach correct letter formation of any letter in books 2-5.

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonynyo:

- Pencil grip
- Sitting posture
- Writing Left to Right
- Correct letter formation for the big M and small m

Skills: Writing

Dirö: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Grips the pencil correctly for good handwriting.
- Uses the correct sitting posture during handwriting.
- Writes the big and the small form of today's letter (M m) independently.
- Writes the key word for the lesson with correct letter formation and spacing.
- Draws a picture of the key word.

Methods/Yore me pwoŋy:

- Demonstration
- I Do-We Do-You Do

Instructional Materials/Jami pwoŋy:

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

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

- Critical thinking, Effective Communication, Self Esteem

References/Ajür:

- Mango Tree Literacy Lab Children's Book: Cöc-cij / Buk më 2 / Cöyö Nukuta (pages 4-5)
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
3 min.	1.	Introduce the lesson a. Sing a song to signal the beginning of the Literacy lesson. b. Distribute books or instruct learners to get out their handwriting books.	<ul style="list-style-type: none"> Learners have handwriting books out on their desks.
2 min.	2.	Before Writing: Keyword, and Letter Introduction a. Read the keyword and have learners read it after you. b. Tell learners that today's lesson will focus on the big and small letters M m. Say the name of the letters and the sound it makes. Have learners repeat after you.	<ul style="list-style-type: none"> Learners read the keyword.
2 min.	3.	Handwriting Practice: Big M - I DO a. Ask learners to look at the big M on page 5. b. Following the example in the book, air write the big letter M following the correct starting spot, number of strokes and correct stroke direction. Turn your back to the learners as you air write and make sure you are being seen by all learners. c. Now, using guidelines you've written on the chalkboard, trace the big letter M as learners observe you.	<ul style="list-style-type: none"> Learners observe the teacher demonstrate how to form the big letter M.
3 min.	4.	Handwriting Practice: Big M - WE DO a. Have learners air write the big letter M together with you 2-3 times. b. Next, have learners trace the big letter M in their book using their index finger. c. Have learners use their pencil to trace the three dotted capital letters. d. Move around the room monitoring learners and helping learners who need assistance.	<ul style="list-style-type: none"> Learners air write the big letter M. Learners trace the big letter M in their book.
5 min.	5.	Handwriting Practice: Big M - YOU DO a. Demonstrate how to make the big letter M on the chalkboard as learners do so on the second line of their book. b. Ask learners to practice writing the big letter M three more times. Make sure learners are using the four guidelines properly. c. Move around the classroom assessing the learners' ability to form the capital letter.	<ul style="list-style-type: none"> Learners correctly form the big letter M on their own.
10 min.	6.	Handwriting Practice: Small m – I DO, WE DO, YOU DO a. Follow the same process as Steps 3-5 above for the small letter m.	<ul style="list-style-type: none"> Learners practice correct letter formation for the small m.
5 min.	7.	Writing and Drawing the Keyword: Mama a. Demonstrate how to write the keyword "mama" on the board while learners trace the word with their finger in the book. b. Tell learners to trace the word "mama" with the dotted lines and then try to write it two times on their own on the last line of the book. c. Tell learners that when they finish writing the word "mama" they can draw a keyword picture in the box on page four. d. Remind learners that the keyword is "mama". They can copy the picture in the book or draw their own picture.	<ul style="list-style-type: none"> Learners write the keyword "mama". Learners draw a picture of the keyword.

TERM 2-3-Lesson 3: Teaching the Maze and 3-Step Drawing

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

This lesson is written for the writing activities on pages 12 and 13 of Book 2 in the handwriting series, but can be used to teach all the maze and 3-step drawing activity pages in Books 2-5. Because this is the first time the learners will be introduced to the maze and 3-Step Drawing activities, you will need to provide more guidance. As learners become familiar with these activities in the following books, they will be able to do them with increasing independence.

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

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

Content/Gin ame apwonnyo:

- Pencil grip
- Sitting posture
- Maze and 3-Step Drawing practice (pages 12-13)

Skills: Writing

DİRÖ: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Grips the pencil correctly for good handwriting.
- Uses the correct sitting posture during handwriting.
- Completes the maze and 3-Step Drawing activities.
- Shares their 3-step drawings in large and small groups.

Methods/Yore me pwoŋy:

- Demonstration
- I Do-We Do-You Do

Instructional Materials/Jami pwoŋy:

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

Life Skills (Indicators) and Values/DİRÖ Kwö (Anyut) kede Bërërë:

- Creative thinking, Decision making

References/Ajür:

- Mango Tree Literacy Lab Children's Book: Cöc-cij / Buk më 2 / Cöyö Nukuta (pages 12-13)
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
3 min.	1.	Introduce the lesson a. Sing a song to signal the beginning of the Literacy lesson. b. Distribute books or instruct learners to get out their handwriting books.	<ul style="list-style-type: none"> Learners sing a song. Learners have handwriting books out on their desk.
2 min.	2.	Finding the Correct Page a. Using your copy of the pupil's book, guide learners to open their book to the page with the maze and 3-step drawing activities they are going to do in today's lesson. (Page 12-13) b. Move around the class to ensure all learners have opened to the correct page.	<ul style="list-style-type: none"> Learners open the book to the correct page.
10 min.	3.	Doing the Maze Activity a. Read the text at the top of the page. b. Ask learners to point to the tortoise at the top of page 12. c. Explain that they need to find the path that will take the tortoise to his home. (Show the learner where "home" is in the drawing.) d. Tell learners to trace the path with their finger first, but when they know the correct path, they can draw it in with their pencil. e. Move around to see if learners are doing the activity correctly.	<ul style="list-style-type: none"> Learners complete the maze activity.
10 min.	4.	Doing the 3-Step Drawing Activity a. Use an I DO/WE DO approach to teaching this. Start by drawing the first shape, a circle, on the chalk board. Tell learners to do the same thing in their books. b. Next add the ears on the chalkboard, just as the book directs. Tell learners to do the same in their books. c. Then complete the rest of the facial features. Learners follow your example. <i>(Note: As learners progress through the handwriting books they should be able to do this activity independently.)</i>	<ul style="list-style-type: none"> Learners complete the 3-step drawing activity.
5 min.	5.	Sharing Work e. Ask selected learners to come and share their 3-step drawings with the class. f. Then ask learners to share their work in small groups.	<ul style="list-style-type: none"> Learners share their work in large and small groups.

Self-Evaluation/Këbörö adwoggi me pwony:

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

TERM 2-3-Lesson 4: Teaching the Symmetry and Finish the Picture Activities

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

This lesson is written for the writing activities on pages 14 and 15 of Book 2 in the handwriting series, but can be used to teach all the maze and 3-step drawing activity pages in Books 2-5. Because this is the first time the learners will be introduced to the symmetry and finish the picture activities, you will need to provide more guidance. As learners become familiar with these activities in the following books, they will be able to do them with increasing independence.

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

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

Content/Gin ame apwonnyo:

- Pencil grip
- Sitting posture
- Symmetry and Finish the Picture Activities (pages 14-15)

Skills: Writing

Dirö: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Grips the pencil correctly for good handwriting.
- Uses the correct sitting posture during handwriting.
- Completes the Symmetry and Finish the Picture activities.
- Shares their drawings in large and small groups.

Methods/Yore me pwoy:

- Demonstration
- I Do-We Do-You Do

Instructional Materials/Jami pwoy:

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

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

- Creative thinking, Decision making

References/Ajür:

- Mango Tree Literacy Lab Children's Book: Cöc-cij / Buk më 2-5 / Cöyö Nukuta (pages 14-15)
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwony iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Citep</i>	<i>Tic apwony</i>	<i>Tic otinö</i>
3 min.	1.	Introduce the lesson a. Sing a song to signal the beginning of the Literacy lesson. b. Distribute books or instruct learners to get out their handwriting books.	<ul style="list-style-type: none"> • Learners sing a song. • Learners have handwriting books out on their desk.
2 min.	2.	Finding the Correct Page a. Using your copy of the pupil's book, guide learners to open their book to the page with the maze and 3-step drawing activities they are going to do in today's lesson. (Page 12-13) b. Move around the class to ensure all learners have opened to the correct page.	<ul style="list-style-type: none"> • Learners open the book to the correct page.
10 min.	3.	Doing the Symmetry Activity a. Read the text at the top of the page. b. Ask learners to point to the mushroom page 14. c. Explain to learners that half of the picture has been drawn for them and they should try to draw the other half. It should be "symmetrical," i.e. be the mirror image of the side that is shown d. Move around to see if learners are doing the activity correctly.	<ul style="list-style-type: none"> • Learners complete the symmetry activity.
10 min.	4.	Doing the Finish the Drawing Activity a. Explain to learners that they need to complete the picture of the large fish so that it looks like the small fish in the upper right-hand corner. b. Move around the room helping learners as needed. <i>(Note: As learners progress through the handwriting books they should be able to do these activities with increasing independence.)</i>	<ul style="list-style-type: none"> • Learners complete the Finish the Drawing activity.
5 min.	5.	Sharing Work a. Ask selected learners to come and share their drawings with the class. b. Then ask learners to share their work in small groups.	<ul style="list-style-type: none"> • Learners share their work in large and small groups.

Self-Evaluation/Këbörö adwoggi me pwony:

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

TAKE A BOOK HOME ACTIVITY

The third major component of our pilot this year is the Take a Book Home Activity. Since this is a library we are working with, to truly meet the definition of a library, the learners should have the opportunity to check the books out and take them home. In addition, the Take a Book Home Activity is a key way that we can engage parents in their child's literacy learning.

To ensure that parents understand what their children are learning, especially when it comes to reading and writing, we are asking that the pilot schools organize termly activities for P1 parents. Below is a basic outline of what we want schools to accomplish during these parent meetings. Schools are free to include additional items to the agenda as they see fit.

Term 1 Parent Engagement Activity: Orientation on Literacy Learning and the Portable Library

In the first term pilot schools should organize a meeting for parents that outlines what children will be learning in reading and writing in Primary One. Parents may need some assurance that focusing on learning to read and write in Leblango first is beneficial to their children. They need to understand that this will help their children learn English in the long run. If your school has the national curriculum materials, they should be shown to parents. If not, then the other texts you will use to teach Leblango should be presented.

The teachers should talk to parents about what their children are expected to learn in reading and writing in Primary One. Based on the curriculum and experience, by the end of P1 children should be able to:

- Write their full name.
- Correctly form the letters of the Leblango alphabet, both big and small letters.
- Write simple words and sentences.
- Read most of the letters of the Leblango alphabet.
- Be able to say both the **name** of the letter and the **sound** that letter makes
- Read some words by sight.
- Read some words by blending the sounds together.
- Read simple sentences.

Parents should also be introduced to the portable library. Discuss with parents the Take a Book Home Activity. Tell parents that children will be required to have a bag to carry the books home. This can be as simple as a plastic bag. Explain that an important learning component of the Take a Book Home Activity is teaching children responsibility and care of property. Encourage parents to read with their children when they bring a book home. Discuss what to do if children lose or damage books when they bring them home and come to agreement about the consequences children will face if this happens.

Parents should also be introduced to the consumable books that children are using, especially if your school plans to send the books home for homework. Tell parents about the Reading Mentor Program and its goal to support learners in P1 who are having trouble keeping up with the rest of the class. Finally, explain to parents that there will be additional parent activities in Term 2 and Term 3 and encourage them to participate in these activities.

Term 2 Parent Engagement Activity: Education Week Activities

In Term 2 we recommend schools engage in a series of Education Week activities. This includes providing parents with an open invitation to visit the school during one week in the middle of the term. Parents can sit with their child and observe a class lesson. After the lesson, if time permits, the teacher can have a brief conversation with the parent about the child's academic progress.

There should also be a parent meeting scheduled during Education Week. At this meeting, the teacher will distribute the Parent Assessment Tool to parents and again discuss literacy benchmarks for children in P1. Parents are encouraged to take the Parent Assessment Tool home and use it with their P1 child.

1. Deyo Nuktae

c	Y	m	L	i	N	o	T	W	b
w	e	k	O	a	I	K	t	g	y
D	D	C	r	u	A	e	G	I	R
B	w	t	O	n	I	I	M	N	C
r	i	N	E	a	U	g	H	I	K

2. Deyo Nyigkop

mac	dok	wa	gi	daŋ
cak	kiti	cam	wek	nam
apwony	aman	kede	kec	odok
cukul	dol	maro	duka	okobo
cabun	kaŋ	agony	atat	pacu

3. Kwano icina

"Apio wun Ocen, wot wunu iwek pii," Atat okobo.
"Atat we, akwayi ni kaŋ icekki wa icina," Apio okobo.
"Aman ba, bed wunu piŋ wek acekki wu icina," Atat ogamo.

4. Apeny ikom icina

1. Ngo ame Atat amitto ni Apio kede Ocen tim?
2. Ngo ame Apio kede Ocen amitto ni Atat timmi gi?
3. Kodi icina ango ame itamo ni atat ocekko bot Apio kede Ocen?

Sample of the Parent Assessment Tool

Term 3 Parent Engagement Activity: Parent Bookmark Feedback and Literacy Recognition Day

At the beginning of Term 3 we will provide you with bookmarks to insert in all the books going home with learners. The bookmarks are designed to elicit feedback from parents about their child's literacy progress. Samples (in English) of the parent bookmarks can be found on the following pages. After reading the responses from parents, teachers should retain the bookmarks for sharing with Mango Tree Literacy Lab.

Toward the end of the third term, the school should organize a day when the learners can demonstrate for parents what they have learned during the year. Pupils can demonstrate their ability to recite the letter sounds and names, they can read simple stories, they can show their spelling prowess. The teacher can organize a display of drawings, stories or other writing activities. Learners can also recite proverbs, tongue twisters and other traditional texts or songs.



Dear Parents, Date _____

Your child is bringing home a book. Please sit with your child and listen to them read. Ask them questions to see if they understand what they read. Point to individual letters. Can they tell you the name of the letter and the sound that it makes? On the back of this bookmark, tell me how your child did. Share any concerns you have about your child's reading and writing. Thank you for your support!

Signed, _____



Dear Parents, Date _____

Your child is bringing home a book. Please sit with your child and listen to them read. Ask them questions to see if they understand what they read. Point to individual letters. Can they tell you the name of the letter and the sound that it makes? On the back of this bookmark, tell me how your child did. Share any concerns you have about your child's reading and writing. Thank you for your support!

Signed, _____



Dear Parents, Date _____

Your child is bringing home a book. Please sit with your child and listen to them read. Ask them questions to see if they understand what they read. Point to individual letters. Can they tell you the name of the letter and the sound that it makes? On the back of this bookmark, tell me how your child did. Share any concerns you have about your child's reading and writing. Thank you for your support!

Signed, _____



Dear Parents, Date _____

Your child is bringing home a book. Please sit with your child and listen to them read. Ask them questions to see if they understand what they read. Point to individual letters. Can they tell you the name of the letter and the sound that it makes? On the back of this bookmark, tell me how your child did. Share any concerns you have about your child's reading and writing. Thank you for your support!

Signed, _____

A Leblango version of this Bookmark will be provided to teachers.

Dear Teacher _____

Date _____

Signed, _____



Dear Teacher _____

Date _____

Signed, _____



Dear Teacher _____

Date _____

Signed, _____



Dear Teacher _____

Date _____

Signed, _____

HOW TO IMPLEMENT THE TAKE A BOOK HOME ACTIVITY

System for Implementing the Take a Book Home Activity

- The Take a Book Home Activity should begin in Term 2 and continue through Term 3.
- Books are sent home with pupils on Friday and should be returned on Monday.
- Teacher selects 10-20 pupils per week to take books home. Selection can be random or a tool for positive reinforcement.
- In Term 2 the teacher selects one title to give to all pupils just to simplify the process.
- In Term 3 the pupils should be given an opportunity to select the book they want to take home.

Rules for Pupils

- Pupils must use a book bag for transporting the book from school to home and back.
- Pupils who damage or lose books forfeit their right to take books home in future.
- Parents and teachers should discuss the rules they want to impose on pupils during the parent orientation meeting.

System for Checking Out Books

The system for checking out books is outlined below.

Portable Library Book Check Out					
Teacher _____			School _____		
Pupil Name	Title	Book #	Return Date	P if on time Date if late	Damage? Y/N
Okwir James	Gali a Sam	301	July 17	P	Y Torn cover
Apio Sarah	"	302	"	July 18 (1 day late)	N
Odongo Martin	"	311	"	P	N
Akello Mary	"	322	"	X	Lost No return
Mwoci Simon	"	305	"	July 20 (3 days late)	Y Water damage

Please save your portable library book checkout forms. We want to use them to gather data on this activity.

Data we want to gather on Take a Book Home Activity:

- System of borrowing books at the school and its effectiveness
- # of children who borrowed books per week/month/term/year
- % of books returned on time
- Late return averages (1 day, 2 days, 3 days, etc.)
- % of books returned undamaged
- % of books damaged and how
- % of books lost
- Teacher, Pupil and Parent feedback on the activity

A blank version that can be photocopied is attached. Teachers can also make their own book check out with an exercise book

Portable Library Book Check Out

Teacher _____ School _____

Pupil Name	Title	Book #	Return Date	✓ if on time Date if late	Damage? Y/N
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

READING MENTOR ACTIVITY/WON DEC I KWAN

INTRODUCTION TO THE CONCEPT OF PEER MENTORING IN PRIMARY SCHOOLS

A **mentor** (noun) is a wise and trusted friend or guide.

Mentoring (verb) is to advise or train a younger friend or colleague.

Peer mentoring is a structured and trusting relationship that brings young pupils together with their older peers in primary school who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. Although peer mentoring takes place in a school setting, the focus of mentoring is not strictly on academics, but on building a trusting, supportive relationship.



A Peer Mentor is a...

- Friend
- Coach
- Role model

A Peer Mentor is NOT a...

- Teacher
- Parent
- Solution to all problems



There is an enormous amount of educational research that supports the benefits of peer mentorship in the school setting. It is widely accepted that the peer mentors in the upper grades develop leadership skills while the younger pupils build stronger connections to the school and develop relationships that are based on trust and communication with pupils they may otherwise not have the opportunity to get to know.

Benefits of Peer Mentoring

For Mentors

- Greater feeling of connection to school.
- Increased self-esteem and empathy.
- Improved conflict resolution skills.
- Greater patience.
- Improved organizational skills
- Better ability to relate to parents and adults.
- Improved communication skills.



For Mentees

- Increased academic achievement.
- Improved social skills.
- Greater feeling of connection to school and peers.
- Decreased behavioral problems.
- Lower rate of engaging in risky behaviors.
- Increased school attendance.
- Lower drop-out rate.

Who are the Reading Mentors? Who are their Mentees?

The Reading Mentors are pupils in P4 or P5 who volunteer to participate in a program to support P1 pupils who are struggling to learn to read or just having trouble adjusting to school life. They should be pupils with good reading and writing skills. The Reading Mentors should also be pupils that have demonstrated that they are responsible and friendly individuals.

The Mentees are pupils in P1 who are struggling to keep up with their peers during reading lessons. They may also be pupils who are having trouble adjusting to school or who are having trouble forming friendships or having socialization problems.

Selecting the Reading Mentors and their Mentees

The P4-P5 Reading Mentors should be selected around Week 5-7 of Term 1. This is necessary so that the initial orientation training can take place before the end of the first term. Each school may decide how they want to recruit pupils to become Reading Mentors. What's important is that the P4-P5 pupils understand the responsibilities, expectations and benefits of being a Reading Mentor and that they willingly volunteer to participate in the program.

The P1 Mentees should be selected at the end of Term 1 after teachers have had a full term to observe the pupils in their class. The number of mentees that can be selected to participate will be determined by the number of Mentors who have volunteered. A Reading Mentor should have just one or two mentees assigned to them.

Training the Reading Mentors: The Reading Mentor Orientation

After mentors have been selected there will be an initial orientation for them. This orientation should take place toward the end of Term 1. Plan for an orientation of about one hour. The MTLL staff and/or CCT as well as the Head Teacher and, of course, the P1 and P4/P5 language teachers, should all work together to facilitate this session. Parents should be notified that their child has been selected to be a Reading Mentor. It's not necessary, but parents could also be invited to attend the training if they are interested and have the time. See the following pages for a sample Reading Mentor Orientation program.

Training the Reading Mentors: The Weekly Training Sessions

In Term 2 the weekly peer learning sessions between mentor and mentee will begin. Reading Mentors should receive a short training session (30 minutes) prior to each peer learning session. In these sessions the Reading Mentors can share experiences, ask questions and give advice to their peers. They will also get training about one book and one literacy competence during this session. The P1 teachers will facilitate these sessions.

The mentor training session should be scheduled for the same day and time each week, ideally early in the week so that mentors can then follow up with their mentees on the following days. We have provided plans for twelve weekly training sessions, six in Term 2 and six in Term 3. Each session features one of the books in the portable library and focuses on a key literacy competence that is part of the P1 national literacy curriculum.

Structure of the Reading Mentor Training Sessions

The lessons follow a simple pattern, so they are easy to prepare and implement:

- **Step 1:** The reading mentors share how their previous peer learning session went and bring any questions or concerns they have to the group. This is also a time to share positive, success stories that have happened.
- **Step 2:** The teacher shows them the featured book of the week and they practice reading it in pairs or small groups.
- **Step 3:** The teacher demonstrates how to do the activity for the week and the learners practice it in small groups.
- **Step 4:** The Reading Mentors have a chance to ask any questions about Steps 2 and 3. The teacher does a final review of what will happen during this week's peer learning session and the group makes final plans for the week's peer learning session.

The Peer Learning Sessions

The Peer Learning Sessions are when the Reading Mentor and his/her Mentee meet, read together and then do the activity for the week. These sessions should last between 15-30 minutes. We hope that each of the pilot schools has learned something about how to implement the Peer Learning Sessions in their schools. Based on the monitoring and evaluation data, however, there is still no clear answers from schools about how to schedule and implement these sessions.

From our perspective there seem to be two main approaches to implementing the Peer Learning Session. This first approach is *structured and formal*. All the Mentors and Mentees meet at the same time in the same place each week. The teachers can be available to supervise and support the process. The alternative approach is *unstructured and informal*. The individual Mentors and Mentees determine when and where to meet. It could be that they don't even meet during the school day, but instead decide to meet either at the home of the Mentee after school or on the weekend. Schools may also discover an approach that is somewhere in between these two approaches.

As the Literacy Lab, we don't want to determine ahead of time what is the best way to implement the Peer Learning Sessions at your school. It is for the pilot schools to experiment and see what works best. We do hope that by the end of this year's pilot, with your support, we have a much better idea of how to successfully implement this component of the Reading Mentor Program.

Other Opportunities for Peer Learning

One idea that emerged in one of the pilot schools last year is the idea of expanding the role of the Reading Mentors beyond just the P1 mentees they are assigned to. The Reading Mentors at this school were inspired to take what they learned back to their homes and villages. They would take the books home and read to the younger children in their family as well as other children in their village. This is a great idea and one that other schools should consider trying in 2018.

How to Handle the Bilingual Books in the Peer Learning Sessions

Several books in the portable library are bilingual books. This means the text is written in both Leblango and English, with the Leblango text bigger and more prominent. Our recommendation is that the Reading Mentors just ignore the English text during the peer learning sessions. They should only focus on the Leblango text.

Schedule of Reading Mentor Activities in Term 1

- Recruitment of P4-P5 Reading Mentors
- Reading Mentor Orientation Workshop
- Selection of P1 Reading Mentees and notification of parents

Schedule of Weekly Mentor Training Sessions: Terms 2-3

Term 2	Book	Activity	Competence
Session 1	Kopaluca	How to Handle a Book	Book Awareness
Session 2	Who Winnows the Millet	Parts of a Book	Book Awareness
Session 3	What Does the Cow Say?	Identifying a Letter	Phonemic Awareness
Session 4	I Can Do This!	Find the Letter Game	Phonemic Awareness
Session 5	Who Makes the Honey?	Finding the Word Game	Alphabetic Principle
Session 6	Where is the Mother?	Sounding Out the Word Game	Alphabetic Principle
Term 3	Book	Activity	Competence
Session 7	Rodger and Badger	Echo Reading	Fluency
Session 8	Where is the Pumpkin?	Choral Reading	Fluency
Session 9	Sam's Bicycle	Cover the Word Game	Vocabulary
Session 10	When Does the Cock Crow?	Word Play Game	Vocabulary
Session 11	Standing Proudly	Asking Questions 1	Comprehension
Session 12	The Best Speller	Asking Questions 2	Comprehension

Reading Mentor Book Bags

As of this writing, we have not yet determined if we will be able to afford book bags for the reading mentors. If we do have the budget for them, they will be simple cloth bags, ideally with something like "Reading Mentor" printed on the bag along with the Mango Tree Literacy Lab logo. It might look something like this:



Possible Book Bag Logo

The idea of the book bag is that Reading Mentors can carry their book for the week from the portable library (as well as other possible books for reading aloud) in the bag. They can take the bag home and read to other children in their community. The bag identifies them as someone in the community who can help younger children with their reading skills.

READING MENTOR ORIENTATION

Description of the Reading Mentor Orientation:

- This is a one-hour introduction to the Reading Mentor Program for P4-P5 pupils.
- The orientation is led the by the Literacy Specialists/CCTs with support from the P1 and P4/P5 teachers. The head teacher, senior woman or senior man teacher are also requested to participate.

Learning Objectives of the Reading Mentor Orientation:

The Reading Mentors will:

1. Define the words “mentor” and “mentee.”
2. Describe the objectives of the Reading Mentor Program.
3. Explain how the Reading Mentor Program works.
4. Learn the Reading Mentor Rules and Responsibilities.

Objectives of the Mentor Program

- Help P1 pupils improve their reading skills.
- Give P 4 pupils a chance to learn and practice mentorship skills.

Overview of the Mentor Program

- Weekly reading mentor meetings.
- One P4 pupil with one or two P1 pupils.
- Weekly P4 mentor trainings.

Mentor Rules

- Respect each other.
- Be punctual at school.
- Be trustworthy.
- Be friendly.
- No bad touches.
- Use friendly language.
- Attend all training sessions.
- Be a good listener.

Mentor Responsibilities

- Guide and counsel your mentees and fellow mentors.
- Care for your P1 mentees.
- Help your fellow reading mentors.
- Share any problems or challenges with the teachers.
- Report cases of bullying.

Procedure:

Time	Step	Activities
10 min.	1.	Introduction by the Head Teacher (or Senior Woman / Man Teacher) <ul style="list-style-type: none"> • The head teacher should briefly welcome and thank the P4 and P5 pupils who have volunteered to participate in the Reading Mentor Program. • The head teacher can explain how the Reading Mentor Program will support the school as a whole. • The head teacher can talk about how the Reading Mentor Program will give the P4 pupils a chance to be school leaders and improve their mentorship skills. • The head teacher should encourage the P4 and P5 mentors to go home and tell their parents about the Reading Mentor Program and what they will be doing.
10 min.	2.	Reviewing the Learning Objectives of the Orientation and Reading Mentor Program <ul style="list-style-type: none"> • The Literacy Specialist/CCT reviews the <i>Learning Objectives of the Orientation</i> which are written on the chalkboard. • They ask if there are any questions or concerns from the pupils. • They review the <i>Objectives of the Reading Mentor Program</i> which are written on the chalkboard. This should include defining what a “mentor” and a “mentee” is. • An emphasis is made that Mentors are not the same as Prefects.
20 min.	3.	How the Reading Mentor Program Works <ul style="list-style-type: none"> • Literacy Specialist/CCT provides an <i>Overview of the Reading Mentor Program</i>, explaining how the program is organized and when it meets. • Then show mentors the portable library and pass around some of the books for them to briefly review. The Literacy Specialist/CCT may also decide to read a book aloud for the group if time permits.
5 min.	4.	Review the Reading Mentor Rules and Responsibilities <ul style="list-style-type: none"> • The teachers review and explain the <i>Mentor Rules</i> and <i>Mentor Responsibilities</i> which are written on the chalkboard.
10 min.	5.	Explain What Will Happen in Term 2-3 <ul style="list-style-type: none"> • Tell the mentors that they will be introduced to their mentees early in Term 2. • Explain that they will have weekly training sessions to practice reading individual books and learning activities they can do with their mentees. • Tell learners that after their weekly training they will meet with their mentee for a peer learning session. • Explain that the training followed by peer learning sessions will happen six times in Term 2 and six times in Term 3.
5 min.	6.	Closing <ul style="list-style-type: none"> • Ask the reading mentors if they have any questions. • End the orientation with a prayer.

READING MENTOR TRAINING SESSIONS

TERM 2: Session 1

Book: Kopaluca

Activity: How to Handle a Book

Competence: Learners will handle a book properly.

Time	Step	Procedure
5 min.	1.	<p>Introduction</p> <ul style="list-style-type: none"> • Welcome Reading Mentors to the first training session. Sing a song or do an energizer to “break the ice.” • Review what the Reading Mentors learned from their orientation in Term 1. • Explain the four steps of the weekly training sessions. • Emphasize that during the <i>Introduction Step</i> the Reading Mentors can bring their questions or concerns. They can also share positive, success stories. • Ask Reading Mentors if any questions or concerns have come up since the Reading Mentor Orientation in Term 1.
10 min.	2.	<p>Book Practice: Kopaluca</p> <ul style="list-style-type: none"> • Tell Reading Mentors it’s now time for the second step, <i>Book Practice</i>. • Explain that during Book Practice, the Reading Mentors will be given one of the books in the portable library to practice reading. This is the book they should read with their mentee this week. • Show Reading Mentors the book, <i>Kopaluca</i>. Distribute extra copies to the Reading Mentors. Talk about the concept of “opposites.” • Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees. • Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session. • Move around observing Reading Mentors and providing support as needed.
10 min.	3.	<p>Activity Practice: How to Handle a Book</p> <ul style="list-style-type: none"> • Explain that in the third step, the Reading Mentors will learn a simple activity to do with their mentees. This week the activity is focused on teaching the children how to handle a book properly. • Demonstrate how to correctly handle a book: how to open it, turn pages, how to use a bookmark to keep your place. You can also demonstrate the WRONG way, so the Reading Mentors see the difference. • Ask mentors to turn to their partner and practice explaining how to handle a book.
5 min.	4.	<p>Conclusion</p> <ul style="list-style-type: none"> • Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. • Remind mentors of the time and place for the session.

NOTES ON THIS SESSION:

TERM 2: Session 2

Book: Who Winnows the Millet

Activity: Parts of a Book

Competence: Learners will be able to identify the parts of a book.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask Reading Mentors to share a positive or funny story from their first peer learning session.• Next, ask Reading Mentors to share any problems, challenges or questions they have.• Be encouraging and remind them that as they gain experience, they will also gain confidence.
10 min.	2.	Book Practice: Who Winnows the Millet <ul style="list-style-type: none">• Show Reading Mentors the book, <i>Who Winnows the Millet</i>. Distribute extra copies to the Reading Mentors. Tell mentors that the theme of this books is “roles and responsibilities of family members.”• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell Reading Mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Parts of a Book <ul style="list-style-type: none">• Explain to the Reading Mentors that the P1 pupils should know the following parts of a book: front cover, back cover, title, title page, author, illustrator, page number.• Review these parts with the Reading Mentors. Demonstrate how to present these concepts to the P1 mentees.• Give the Reading Mentors time to practice this activity with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session.• Remind mentors of the time and place for the session.

NOTES ON THIS SESSION:

TERM 2: Session 3

Book: What Does the Cow Say?

Activity: Identifying a Letter

Competence: Learners will be able to say the name of a letter and the sound that it makes.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: What Does the Cow Say? <ul style="list-style-type: none">• Show mentors the book, <i>What Does the Cow Say</i>. Distribute extra copies to the Reading Mentors. Tell mentors that this book teaches animal sounds.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Identifying a Letter <ul style="list-style-type: none">• Explain to the Reading Mentors that all the P1 pupils should know the Leblango letter names and sounds for the following big and small letters which are written on the chalkboard. (<i>Letters may include the following depending where the teacher is in the national curriculum: Aa; Na; Cc; Oo; Kk; li; Dd; Ww; Ee; Mm. If the school is using another literacy model, the P1 teacher will provide the appropriate letters learned to-date.</i>)• Review the names and sounds of these letters with the mentors.• Tell mentors that after reading the story they should go through the book pointing to different big and small letters. Ask the mentees to say the name and the sound of each. If they don't know, tell them and then repeat that letter again.• Give the Reading Mentors time to practice this activity with a partner. Remind Reading Mentors to be positive and encouraging when they do the activity with their mentee.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session.• Remind mentors of the time and place for the session.

NOTES ON THIS SESSION:

TERM 2: Session 4

Book: I can do this

Activity: Find the Letter Game

Competence: Learners will be able to identify a letter by its name or sound.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: I can do this <ul style="list-style-type: none">• Show mentors the book, <i>I can do this</i>. Distribute extra copies to the Reading Mentors. Tell learners that the book has a simple repetitive text that the mentees should be able to learn during the peer learning session.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Find the letter game <ul style="list-style-type: none">• Remind the learners of the Leblango letters the P1 mentees should know (both the name of letter, big and small, and the sound it makes) Add the new letter(s) being learned this week.• Explain that this week you are going to say the name of a letter (“big A” or “small m”) or the sound of a letter (“aaah” or “mmm”) that they see on a page. The learner is supposed to find and point to at least one letter on the page that matches what you said. If they can find many of the page, that’s better.• Give the Reading Mentors time to practice this activity with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session.• Remind mentors of the time and place for the session.

NOTES ON THIS SESSION:

TERM 2: Session 5

Book: Who Makes the Honey?

Activity: Finding the Word Game

Competence: Learners will be able to read an unfamiliar word by blending the individual sounds.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: Who Makes the Honey? <ul style="list-style-type: none">• Show mentors the book, <i>Who Makes the Honey</i>. Distribute extra copies to the Reading Mentors. Tell learners that this book teaches about different insects and what they do.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Reading a Word <ul style="list-style-type: none">• Explain to Reading Mentors that they are now progressing from practicing letters (which they can continue as time permits) to supporting their mentees in reading words.• After the mentors read the story to their mentees, they should go back and on each page pick one word and read it aloud. The reading mentor should try to pick a word that starts with one of the letters/sounds the P1 mentees have already learned. So, for example, on page seven the mentor might pick “kara” because the mentee should know the letter sounds /k/.• The mentor asks the mentee to point to the word on the page. If they do, give them praise and move to the next word/page. If not, then the mentor can remind the learner to listen to the word again and ask the learner, “What is the first sound you hear in this word?” After the learner identifies the correct sound, then have them show what letter makes that sound (k). From there, the learner should be able to find the word on the page that begins with the letter K.• Give Reading Mentors an opportunity to practice playing the game with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session.• Remind mentors of the time and place for the session.

NOTES ON THIS SESSION:

TERM 2: Session 6

Book: Where is the Mother?

Activity: Sounding Out the Word Game

Competence: Learners will be able to find a word after hearing the hearing the individual letter sounds.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: Where is the Mother? <ul style="list-style-type: none">• Show mentors the book, <i>Where is the Mother</i>. Distribute extra copies to the Reading Mentors. Tell learners that this book teaches about the different ways we can identify or describe something. In the story Goat and Hippo identify something about the lost the animal (hard shell, shiny scales, pointy tail, round body) and use that to try and find the mother.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Sounding Out the Word Game <ul style="list-style-type: none">• Today's activity expands on what the Reading Mentors did the previous week.• In this activity, the mentor finds a simple 2-3 letter word on a page that has letters the mentee should know. For example, on page 2 of this book there is the word "nën". Mentees should know the /n/ sound. The mentor says to the mentee, "I'm looking at a word that has these three sounds, "/n/ /ë/ /n/" (says each sound in the word independently).• The Reading Mentor then asks, "Can you put the three sounds together and tell me the word I am saying?" If the mentee can do this, then ask them to see if they can find the word on the page. If they can't say the word, keep repeating the three sounds, but closer together, until they can.• Give the Reading Mentors time to practice this activity with a partner. They should work together to identify words on each page that have letters the learners should know.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. Remind learners of the time and place for the session.

NOTES ON THIS SESSION:

TERM 3: Session 7

Book: Rodger and Badger

Activity: Echo Reading

Competence: Learners will read with fluency using the echo reading technique.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: Rodger and Badger <ul style="list-style-type: none">• Show mentor the book, <i>Rodger and Badger</i>. Distribute extra copies to the Reading Mentors. Tell learners that this book teaches children about good behaviour.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Echo Reading <ul style="list-style-type: none">• Explain to the Reading Mentors that they will now be asking learners to do some reading during their peer learning sessions.• Since most of the P1 mentees will not be able to read independently, the mentors will use a supportive reading technique called "Echo Reading". Demonstrate how to do Echo Reading.• Give the Reading Mentors time to practice this activity with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. Remind learners of the time and place for the session.

NOTES ON THIS SESSION:

TERM 3: Session 8

Book: Where is the Pumpkin?

Activity: Choral Reading

Competence: Learners will read with fluency using the choral reading technique.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: Where is the Pumpkin? <ul style="list-style-type: none">• Show mentors the book, <i>Where is the Pumpkin</i>. Distribute extra copies to the Reading Mentors. Tell learners that this was the first book in the Goat and Hippo series. It introduces the characters of Goat and Hippo and establishes a pattern for the other stories.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Choral Reading <ul style="list-style-type: none">• Explain to the Reading Mentors that this week they will learn another way to read together with their mentee.• Introduce the technic called "Choral Reading" which the mentors should know from their own days in P1. Demonstrate how to do Choral Reading with the P1 mentees.• Give the Reading Mentors time to practice this activity with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. Remind learners of the time and place for the session.

NOTES ON THIS SESSION:

TERM 3: Session 9

Book: Sam's Bicycle

Activity: Cover the Word Game

Competence: Learners will identify hidden vocabulary words in a sentence.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: Sam's Bicycle <ul style="list-style-type: none">• Show learners the book, <i>Sam's Bicycle</i>. Distribute extra copies to the Reading Mentors. Tell mentors that this book teaches vocabulary related to the bicycle.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees. Show learners how to complete the activities at the end of the book with their mentees.• Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Cover the Word Game <ul style="list-style-type: none">• Explain to the Reading Mentors that this week they will learn a simple game to help learners identify and remember the important vocabulary words.• Point out the vocabulary words in bold throughout the story. Explain that after they read the story aloud to the mentee, they should do an Echo Reading activity. But in addition to the regular reading, they should cover up the vocabulary word in bold with their finger as they do the Echo Reading activity to see if the learner can remember the correct word.• Ask one of the mentors to help you demonstrate how to do this activity.• Give the Reading Mentors time to practice this game with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. Remind learners of the time and place for the session.

NOTES ON THIS SESSION:

TERM 3: Session 10

Book: When Does the Cock Crow?

Activity: Word Play Game

Competence: Learners will be able to identify words in the text.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none">• Sing a song or do an ice-breaker.• Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session.• Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: When Does the Cock Crow? <ul style="list-style-type: none">• Show learners the book, <i>When Does the Cock Crow</i>. Distribute extra copies to the Reading Mentors. Tell learners that this book teaches about telling time throughout the day and night.• Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees.• Tell learners to find a partner and practice reading aloud to each other, pretending that it is a peer learning session.• Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Identifying words in the text. <ul style="list-style-type: none">• Explain to the Reading Mentors that this week they will learn a simple game to help learners practice identifying words in isolation and out of the context of reading a meaningful sentence.• Tell mentors that they should continue to do either echo reading or choral reading with their mentee. But after the joint reading, the mentor should say aloud one word from the text on the page and see if the mentee can point to that word. Do this 2-3 times on each pair of pages.• Ask one of the mentors to help you demonstrate how to do this activity.• Give the Reading Mentors time to practice this activity with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none">• Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. Remind learners of the time and place for the session.

NOTES ON THIS SESSION:

TERM 3: Session 11

Book: Standing Proudly

Activity: Asking Questions 1

Competence: Learners will answer “In the Text” comprehension questions.

Time	Step	Procedure
5 min.	1.	Introduction <ul style="list-style-type: none"> • Sing a song or do an ice-breaker. • Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session. • Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	Book Practice: Standing Proudly <ul style="list-style-type: none"> • Show mentors the book, <i>Standing Proudly</i>. Distribute extra copies to the Reading Mentors. Tell learners that the book takes readers on a visit to the Uganda Wildlife Education Centre in Entebbe. It also teaches about verbs and words that describe verbs (adverbs). Explain that, for example, on page 2 the regular text “tye awot” is the action or verb and the bold text “oyotoyot” describes the action, so it is an adverb. • Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees. Since the text in this book is minimal, this is a book that encourages questions and dialogue about the illustrations between the mentor and mentee. • Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session. • Move around observing Reading Mentors and providing support as needed.
10 min.	3.	Activity Practice: Asking “In the Text” Comprehension Questions <ul style="list-style-type: none"> • Explain to the Reading Mentors that in this peer learning session the activity focus will be on asking (and answering) “In the Text” comprehension questions. Explain what is meant by “In the Text” questions. • Give examples of “In the Text” questions for the first two pages. (See the sample questions in the box below.) Then ask mentors to help you generate question for the next few pages. • Give the Reading Mentors time to practice asking “In the Text” questions with a partner.
5 min.	4.	Conclusion <ul style="list-style-type: none"> • Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. Remind learners of the time and place for the session.

Sample “In the Text” questions for pages 2-3:

- The main characters in this story are a father and his son. Can you point to them?
- What animals do you see in the picture?
- Some of the animals are alive and some are statues. Which animals do you think are alive and which animals do you think are statues?

Sample “In the Text” questions for pages 4-5:

- What is the boy in the picture pointing at?
- What is the girl in the picture pointing at?
- How many monkeys do you see in this picture?

TERM 3: Session 12

Book: The Best Speller

Activity: Asking Questions 2

Competence: Learners will answer “In My Mind” comprehension questions.

Time	Step	Procedure
5 min.	1.	<p>Introduction</p> <ul style="list-style-type: none"> • Sing a song or do an ice-breaker. • Ask a few selected Reading Mentors to share a positive or funny story from their peer learning session. • Talk about any problems, challenges or questions the Reading Mentors are having with the peer learning sessions or their mentees.
10 min.	2.	<p>Book Practice: The Best Speller</p> <ul style="list-style-type: none"> • Show mentors the book, <i>The Best Speller</i>. Distribute extra copies to the Reading Mentors. Tell learners that the book tells the story of a P3 girl who participates in the regional spelling bee. It also teaches about nouns and words that describe nouns (adjectives). Explain that, for example, on page 3 the regular text “twöngwënö” is a thing, so it is and noun and the bold text “dede” describes the noun, so it is an adjective. • Ask one or two Reading Mentors to come up and act as P1 mentees. Read the book to them as if it is a peer learning session. Demonstrate how you would like the Reading Mentors to read the book to the mentees. Since the text in this book is minimal, this is a book that encourages questions and dialogue about the illustrations between the mentor and mentee. • Tell mentors to find a partner and practice reading aloud to each other, pretending that it is a peer learning session. • Move around observing Reading Mentors and providing support as needed.
10 min.	3.	<p>Activity Practice: Asking “In My Mind” Comprehension Questions</p> <ul style="list-style-type: none"> • Explain to the Reading Mentors that in this peer learning session the activity focus will be on asking (and answering) “In My Mind” comprehension questions. Explain what is meant by “In My Mind” questions. • Give examples of “In My Mind” questions for the first two pages. (See the sample questions in the box below.) Then ask mentors to help you generate question for the next few pages. • Give the Reading Mentors time to practice asking “In My Mind” questions with a partner. Tell them they can also continue to ask “In the Text” questions with their mentee as well.
5 min.	4.	<p>Conclusion</p> <ul style="list-style-type: none"> • Answer any questions the Reading Mentors have. Review what will happen during the peer learning session. Remind learners of the time and place for the session.

Sample “In My Mind” questions for pages 2-3:

- What do you think the mother is going to do after she wakes up her daughter?
- How do you feel when you get up in the morning? Do you jump out of bed ready start the day or do you want to stay snuggled under your blanket?

Sample “In My Mind” questions for pages 4-5:

- What do you think the mother is preparing for breakfast?
- What is the boy doing to the cat? Why is he doing it? Should he be doing it?

APPENDIX

Portable Library Inventory

- Metal box (1)
- Lock (1) and keys (3)
- Four-pocket, grain sack hanging libraries (6)
- Wooden rods (6) with rope hangers (6)
- Storybooks (20 of each title)
 - Goat and Hippo Series (Yellow Cover)
 1. Yin Ayë Ibedo Toto?
 2. Na amë Cweo Möökic?
 3. Okönö Wat ye Kwene?
 - Bilingual Series (Blue Cover)
 4. Atwërö tïmmö gin-ni
 5. Na a pyëtö kal? (
 6. Dwön Dyaŋ Oporo Nïñö?
 7. Twöngwënö kok cawa adii?
 8. Kopaluca
 - Thematic Storybooks (Green Cover)
 9. Oritte gin Ocwette
 10. Gali a Sam
 11. Agatto a Bër a Löö: Buk ikom Koppor
 12. Tye Ogacakinö Awaka-awaka: Buk ikom Amëdtic

Library Skills for Teachers

- Stamping and numbering of books
- Creating a book inventory
- Generate the library rules with learners and review before every Free Activity lesson
- Proper storage and maintenance of the library
- Good record keeping of Take a Book Home Activity
- Ensure books are returned to a pocket after use
- Arrange the portable library books properly in the box
- Monthly checking and organizing of books in the portable library

Care and Upkeep of the Portable Library

- Make sure the box is always locked if not in use.
- Put the box on a table to avoid the bottom rusting.
- Check for any damage and take necessary action to rectify.
- Encourage learners to use the box handles when carrying (avoid carrying on head).
- Long-term exposure to sunshine will deteriorate the hanging libraries. Keep them in the box when not in active use.

COMPREHENSION QUESTIONS

There are two main types of comprehension questions, “In the Text” and “In My Mind.” These are further sub-divided into two further categories. They are listed below from the easiest to the most difficult.

1. IN THE TEXT QUESTIONS

The answers are right there in the text. These types of questions are literal. There are two types of “In the Text” questions:

A. “Right There” Questions

The answer is in one sentence of the text; the question and answer usually have the same wording. Answers usually are one-word or short-phrase responses. There is usually only one right answer to “Right There” questions. Some examples of phrases used for “Right There” questions:

- Who is...?
- Where is...?
- What is...?
- When is...?
- How many...?
- When did...?

B. “Think and Search” Questions

The answer is found in several parts of the text. The question and answer have different wordings. Answers are usually short sentences. Some examples of phrases used for Think and Search Questions:

- For what reason...?
- How did...?
- Why was...?
- What caused...?

2. IN MY MIND QUESTIONS

Pupils must use their prior knowledge to answer these types of questions. These questions are inferential and evaluative. Again, there are two levels of In My Mind Questions:

A. “Author and Me” Questions

The answer to the question comes from both clues in the text and the pupils' prior knowledge. Pupils must synthesize the text to fully understand the question. Some examples of phrases used for Author and Me Questions:

- Would you...?
- Which character...?
- Did you agree with...?
- What did you think of...?

B. “On My Own” Questions

The answer comes entirely from pupils' prior knowledge. These questions require inferential and evaluative thinking. Answers do not require information from the text but do require that pupils make some type of judgment about the text or relate their answer to the topic of the text. Some examples of phrases used for On My Own Questions:

- Do you know...?
- Have you ever...?
- Would you ever...?
- What would you do if...?

TERM 1 WORK PLAN

School: _____ Teacher: _____

Activity	Lesson	When	Remarks
Free Activity Prep: <i>Introduce the Portable Library</i>	News		
Free Activity Prep: <i>Handling Books Properly</i>	News		
Free Activity Prep: <i>Parts of a Book</i>	News		
Supplemental Reader: <i>Opposites / Kopaluca</i>	CAPE 3: Art and Tech		
Supplemental Reader: <i>Who Winnows the Millet?</i>	Oral Lit		
Supplemental Reader: <i>What Does the Cow Say?</i>	CAPE 1: MDD		
Supplemental Reader: <i>I Can Do This</i>	CAPE 2: PE		
Consumable Book: <i>Visual Discrimination</i>	CAPE 3: Art and Tech		
Consumable Book: <i>Handwriting Book 1: Patterns</i>	Literacy 2		
Take a Book Home: <i>Parent Orientation Meeting</i>	N/A		
Reading Mentor Plan: <i>Select P4-P5 Mentors</i>	N/A		
Reading Mentor Plan: <i>Mentor Orientation</i>	N/A		
Reading Mentor Plan: <i>Select P1 Mentees</i>	N/A		

TERM 2 WORK PLAN

School: _____ Teacher: _____

Activity	Lesson	When	Remarks
Free Activity Lesson 1:	Free Activity		
Free Activity Lesson 2:	Free Activity		
Free Activity Lesson 3:	Free Activity		
Supplemental Reader: <i>Who Makes the Honey?</i>	CAPE 3: Art and Tech		
Supplemental Reader: <i>Where is the Mother?</i>	Oral Lit		
Supplemental Reader: <i>Rodger and Badger</i>	RE		
Supplemental Reader: <i>Where is the Pumpkin?</i>	Oral Lit		
Consumable Book: <i>Visual Discrimination</i>	CAPE 3: Art and Tech		
Consumable Book: <i>Handwriting Book 2 Letter Formation</i>	Literacy 2		
Consumable Book: <i>Handwriting Book 3 Letter Formation</i>	Literacy 2		
Take a Book Home: <i>Education Week</i>	N/A		
Reading Mentor: <i>Weekly Mentor Trainings (6+)</i>	N/A		
Reading Mentor: <i>Weekly Peer Learning Activities (6+)</i>	N/A		

TERM 3 WORK PLAN

School: _____ Teacher: _____

Activity	Lesson	When	Remarks
Free Activity Lesson 1:	Free Activity		
Free Activity Lesson 2:	Free Activity		
Free Activity Lesson 3:	Free Activity		
Free Activity Lesson 4:	Free Activity		
Supplemental Reader: <i>Sam's Bicycle</i>	CAPE 3: Art and Tech		
Supplemental Reader: <i>When Does the Cock Crow?</i>	Math		
Supplemental Reader: <i>Standing Proudly</i>	Oral Lit		
Supplemental Reader: <i>The Best Speller</i>	Spelling Bee		
Consumable Book: <i>Visual Discrimination</i>	CAPE 3: Art and Tech		
Consumable Book: <i>Handwriting Book 4: Letter Formation</i>	Literacy 2		
Consumable Book: <i>Handwriting Book 5: English Letter Formation</i>	Literacy 2		
Take a Book Home: <i>Literacy Recognition Day</i>	N/A		
Reading Mentor: <i>Weekly Mentor Trainings (6+)</i>	N/A		
Reading Mentor: <i>Weekly Peer Learning Activities (6+)</i>	N/A		