

Sarah kede James Opwonyo Kite me

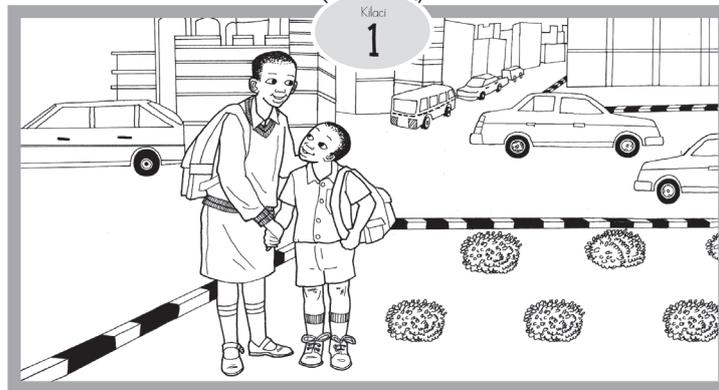
# Lokko Lëbmunu

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Sarah kede James Opwonyo Kite me

## Lokko Lëbmunu

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A Mango Tree Primer

A Mango Tree Teacher's Guide

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

*ISBN 9970-313-03-7*

*Authors: Chelsea Peters, Victoria Brown, Craig Esbeck  
Designers: Dianah Bwengye, Monica Kansiime  
Illustrators: Isaac Okwir, Oliver Muzaki, John Aluba, Joseph Kalwany*

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

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

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

For more information about M-SEM and SIL's work to support multilingual education around the world, use the following links:

Email: [lang\\_programs\\_uganda@sil.org](mailto:lang_programs_uganda@sil.org)

Website: [www.sil.org](http://www.sil.org)

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

## **Loro Primary Teacher College**

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

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



# Introduction



# Mango Tree's English Literacy Model

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## Transitional Bilingual Education

Is an educational theory which states that children can most easily acquire fluency in a second language by first acquiring fluency in their native language. Fluency is defined as oral fluency (listening and speaking) as well as literacy (reading and writing). Research has shown that many of the skills learned in the first language can be transferred easily to the second language later on.

The goal of transitional bilingual education is to help transition a learner into an English-only classroom as quickly as possible.

In an early-exit model like Uganda's, the language of instruction is the local language in lower primary (from P1-P3). In a late-exit model, the language of instruction is the local language throughout primary, all the way to P7.

## Uganda's Transitional Bilingual Education System

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

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

Under a transitional bilingual educational model you, as the teacher, give learners a foundation for learning new content first in Leblango. This allows learners to gain understanding of the content first. Later as children when they are taught that content in English, they will already have a basis of understanding in their own language. This will enable them to learn faster and perform better in an English only classroom.

# Mango Tree's English Literacy Model

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## Oral Language Instruction in Primary 1

Oral language provides the foundation for literacy development. Children who are learning to be literate in English need daily opportunities to first learn and practise their English oral language skills **before** they learn to read and write in it. Children learn primarily by listening to language in use around them, while using context to figure out what the spoken words mean.

The MoES P1 English curriculum is centered around oral language. It is designed to first develop children's English speaking and listening skills, or their **oral language skills**, while they are focusing on becoming literate in their first language (in this case Leblango).

The MoES policy states that children are not expected to learn to read and write in English until P2, **after** they have learned to read and write in their first language.

In keeping with this policy, there is **no reading or writing** in our P1 English literacy model! The children in your class learn the new content you teach them **only through listening and speaking**.

According to the *National Primary School Curriculum for Uganda Teacher's Guide for Primary 1*, by the end of P1 a child should:

- Be literate in their first language.
- Have a good oral vocabulary of common English words (within the different curriculum themes they study).
- Be able to use a variety of basic English sentence structures.
- Be able to understand simple spoken English and form simple sentences (related to the thematic areas).
- Be able to greet, talk about themselves and ask and answer simple questions.

# Mango Tree's English Literacy Model

## Approach vs. Strategy

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

Let's use a comparison to explain the difference:

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

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

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

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

## Mango Tree's English Literacy Model

Our approach to P1 English literacy instruction takes the transitional bilingual educational model and helps you apply it on a weekly basis in your classroom during the daily oral English lesson. Under Mango Tree's model, learners are able to first gain confidence and competence with the sub-theme of the week in their first language and then transfer that knowledge to their second language, English.

On Monday when you introduce new content to your learners you teach it first in Leblango. Discussing the content in mother tongue on the first day allows your learners to easily discuss what they already know about a topic. This helps them make direct connections between the new content you are teaching and their personal knowledge and experiences.

As the week progresses the language of instruction gradually shifts away from the learners' first language, Leblango, and into their second language, English. By Friday, when you are assessing your learners' attainment of the English competences for the week, the lesson content is delivered almost entirely in English. Learners move from the known to the unknown.

This approach creates a strong foundation for rapidly improving your learners' English language acquisition. English lessons become much more interesting to learners because they can actually understand the content of the lesson!

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

Our model can work with a class of 100 children or more and you won't need lots of special instructional resources to be able to teach successfully. All you need for teaching in P1 are the following:

- a **teacher's guide** (like the one you are reading)
- **primers** for learners
- a **chalkboard** for the teacher
- **vocabulary picture cards** (which you make from manila paper)
- **slates, chalk** and **dusters** for every child in P1

# Mango Tree's English Literacy Model

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Our model has been developed to help you deliver lessons to your learners that help them practise their English listening and speaking skills daily. Key vocabulary and sentence structures are taught through simple dialogues, songs, pictures and role-plays. These activities help to develop English fluency, comprehension and pronunciation throughout the year.

Here are some of the other special features of Mango Tree's literacy model:

## ***Children are developing meaningful oral English language skills from the first week of P1!***

It's exciting that children begin not only **learning** but also gaining an **understanding** of English words and phrases in the first week of P1. The teacher uses a simple but effective method to explain new content first in Leblango and then in English to ensure children develop a foundation for understanding in their known language before transitioning to instruction in an unknown one. Children are motivated under our model because it ensures they learn at a faster rate with better understanding.

## ***Highly interactive and engaging instruction for learners***

The Mango Tree classroom is an active, participatory learning environment. Mango Tree's model provides teachers with specific guidelines for implementing effective, child-friendly English lessons. The objective is to help teachers deliver meaningful lessons which include lots of opportunities for learners to communicate with each other and the teacher using the week's structures and vocabulary. Lesson plans are standardised to follow a daily and weekly model. This makes the lessons simple, engaging and understandable for P1 learners. We have adopted the following methods into this model:

- Demonstrations and modelling
- Dialogues and role-play
- Visual aids
- Restating and repeating new content
- Previewing important information in the learners' mother tongue first
- Learner-to-learner interactions

# Mango Tree's English Literacy Model

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## Top-Down Road, Bottom-Up Road and Integrated Road

A top-down approach to oral language instruction focuses on teaching learners whole language in order to help them understand meaning. In our model this could mean a whole song or dialogue. A bottom-up approach focuses on starting small, in our model teaching a vocabulary word or letter sound. This approach focuses on creating a foundation for learning. We believe that to best facilitate learning we need to incorporate both approaches which is why we use what we call an integrated approach.

## 3 Key Teaching Strategies

When explaining our instructional model to teachers we often tell them to imagine they are leading their pupils on a journey that will last for a full academic year. The 5 Big Ideas represent their destination on that journey. If the journey is successful, pupils will significantly improve their competence in the 5 Big Ideas — phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension — by the end of the year.

There are three roads teachers can choose from to help their pupils reach this destination — the top-down road, the bottom-up road or the integrated road, which lies somewhere in between. This is the road Mango Tree uses.

Continuing this metaphor further, while on this journey the teachers will use the following three teaching strategies as their daily means of transport — these are the simple techniques they use each day to slowly move their pupils toward increasing competence in the 5 Big Ideas. These strategies can be summarised as follows:

### 1. *Children learn by doing.*

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

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

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

### 2. *I do. We do. You do.*

In our model, the teacher always models for learners how to do all of the steps in a task they will be expected to perform (I do). Next, the teacher asks the pupils to do the task with her (We do). Finally, the teacher has the pupils (as a group or individually) do the task on their own (You do).

# Mango Tree's English Literacy Model

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## **3. From simple to complex.**

Our daily and weekly lesson format is designed so that pupils begin the week with a simple reading or writing task to accomplish. Over the course of the day and the week, the teacher adds complexity to the original task introduced on the first day. By the end of the week, pupils are able to comfortably accomplish a much more complex reading or writing task. This strategy is also referred to as “scaffolding”.

### ***Simple, Routine Teaching Methods***

Children are motivated to learn English under our model because they are meaningfully engaged with content they can understand from the first week of school. Teachers also appreciate our approach because it is so simple to implement.

Each lesson from Monday to Friday has an easy-to-remember routine. In the following section we provide you with lesson plan templates for each daily lesson. It is your job to adapt these templates to the particular sub-theme of the week using the “How to Teach” lesson plan guidelines in the next section of this teacher’s guide.

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

### ***Locally Developed Instructional Materials***

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

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

### **Scaffolding**

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

# Mango Tree's English Literacy Model

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The English lessons are tied to the Leblango literacy lessons through the characters in the learner primer, as well as through common vocabulary words related to the weekly sub-theme content (which is the same in both lessons).

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

## TPR

Total Physical Response (TPR) is a way to help children learn languages. According to TPR our ability to memorise and remember words is strengthened when we connect those words to physical movement.

## *Using the Body to Learn Words and Structures*

This method is best used for beginning language learners, like our P1 children. This method is also used by Jolly Phonics and has been adopted into our Leblango literacy model as a way to teach children new letter sounds.

We have incorporated TPR into our English literacy model through songs and chants, dialogues and role-play. Songs and chants have corresponding actions. These require learners to move and use their bodies to express the actions in the weekly vocabulary words and structures. Children also learn to follow simple one-step commands that require physical movement and response.

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

## Note to teachers

For an overview of the *Continuous Assessment Monitoring Form (CAM)* turn to page 102 of this teacher's guide. To review the summative assessment activities and *Parent Report Card* for Term 1, turn to page 100.

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

Every Friday in your English class is a continuous assessment day! In each weekly lesson plan in this teacher's guide you will find a list of weekly continuous assessment activities. Every week there are specified assessment activities that use the structures, vocabulary and songs. The assessments are tied to either a speaking or listening competence identified by the MoES for P1 English instruction.

We know that it is not easy for a teacher with 100 children to use a continuous assessment model. That's why we have included simple, easy-to-use activities and tools for teachers with large classes to help you track individual learner's English literacy attainment on a weekly basis.

# Mango Tree's English Literacy Model

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

The final week's lesson plans for each term provide specific summative assessment activities tied to the termly competences and content. These competences are linked to a termly Parent Report Card that you will complete to help you and your learners' parents monitor and track their performance and literacy growth throughout P1.

## Mango Tree's Primary 1 English Teaching Materials

Mango Tree's P1 English literacy model is based on five different learning activities that build English language acquisition from Monday to Friday:

- Songs
- Pictures
- Vocabulary
- Structures
- Dialogues

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

The daily lessons always begin with songs or chants that include some of the vocabulary words and structures. From songs or chants the lessons shift to vocabulary and finally to structures. Using the 'I Do. We Do. You Do' strategy we make sure that children get ample time to practise the different activities, because we know that children learn by listening, observing and doing. The table on the following page presents a summary of the weekly lesson plan format.

### Note to teacher

You can find out more information about the daily lesson plans in the "How to Teach" section of this teacher's guide. Our lesson templates provide you with a standard way of teaching throughout the week. The routine is good for both the teacher (it makes planning easier) and the learners (children appreciate and learn better with well-established routines).

This doesn't mean you can't adapt the template or vary the routine at times! Our lesson templates are designed to provide you with a model from which to create your own lessons.

# Mango Tree's English Literacy Model

## Mango Tree's Weekly Lesson Plan Formula

Day	Learners' Activities
Monday	<ul style="list-style-type: none"> <li>• The week's sub-theme is introduced to learners as well as the subject of the song.</li> <li>• The week's song is presented to learners. Learners first listen to the teacher sing and then repeat after the teacher and learn the corresponding physical actions that relate to the vocabulary words and structures in the song.</li> <li>• The teacher and learners discuss the big picture in Leblango using the big picture discussion questions.</li> <li>• The vocabulary words are presented to learners using the vocabulary pictures cards. Learners first identify the words in Leblango and then are taught the words in English.</li> <li>• The teacher uses the story building blocks (setting, characters and action) in the teacher's guide to create a story about the big picture.</li> <li>• The teacher and learners revise the vocabulary first in Leblango, then in English, using the vocabulary picture cards and real objects.</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• The week's song is taught, building on what was learned on Monday through scaffolding and repetition.</li> <li>• The big picture is revised in Leblango using the big picture discussion questions.</li> <li>• The vocabulary is revised in English using the vocabulary picture cards. If learners cannot remember the English word, the teacher models the answer and has learners repeat after him or her.</li> <li>• Two learners are selected to tell the class a story about the big picture in Leblango. Before selecting the learners the teacher reminds them of the weekly sub-theme and encourages them to use the new vocabulary in their story.</li> <li>• Learners identify the vocabulary words in the big picture to practise their visual discrimination skills. Note: some big pictures do not show all of the vocabulary words.</li> <li>• The structures are introduced by the teacher first, with an explanation of their meaning in Leblango.</li> <li>• The teacher models the question and the response using visual aids. (This may mean the vocabulary picture cards for the week or real objects.) If the structure calls for action, teachers are asked to mime the action to help learners better understand the structure.</li> <li>• Learners repeat the structures after the teacher. The teacher always uses real objects or the vocabulary picture cards to support learning and help learners understand the meaning of what they are saying.</li> <li>• Learners practise repeating the structures after the teacher using the different vocabulary words of the week.</li> <li>• Learners are split into 2 groups. One group repeats the first structure (question) after the teacher; the other repeats the second structure (response). Groups switch roles to practise both structures.</li> </ul>

# Mango Tree's English Literacy Model

<p>Wednesday</p>	<ul style="list-style-type: none"> <li>• The week's song is taught, building on what was learned earlier in the week through scaffolding and repetition.</li> <li>• Learners play 'Teacher Says'. The teacher gives a series of commands and learners must follow directions. Teachers can use the vocabulary picture cards, learner primers and real objects to have learners identify the vocabulary words.</li> <li>• The teacher drills learners on the vocabulary words using the vocabulary picture cards.</li> <li>• Learners revise the structures. Learners are split into 2 groups. One group repeats the first structure (question) after the teacher; the other repeats the second structure (response). Then learners say the structures with the teacher and finally without the teacher. This is the 'I do. We do. You do.' method.</li> <li>• Learners form pairs and practise using the structures with their partner. Learners point to the picture cards in their primers to identify the vocabulary words.</li> <li>• Pairs of learners come to the front and role-play a simple conversation for the rest of the class using the structures.</li> <li>• The teacher introduces the weekly dialogue using the big picture and Leblango.</li> <li>• Learners watch the teacher model the dialogue and then repeat the dialogue line by line after the teacher.</li> </ul>
<p>Thursday</p>	<ul style="list-style-type: none"> <li>• The week's song is taught, building on what was learned earlier in the week through scaffolding and repetition.</li> <li>• The vocabulary is revised in English. Learners draw the vocabulary words on their slates and identify their drawings in English.</li> <li>• The structures are revised in English. The teacher uses the vocabulary picture cards to have learners practise the structures using different vocabulary words.</li> <li>• Pairs of learners are invited to model the structures for their classmates using the different vocabulary words.</li> <li>• The dialogue is revised. First the teacher models, then the learners repeat the dialogue after the teacher and finally the class says the dialogue together.</li> <li>• Learners are split into 2 groups. One group says part A of the dialogue and the other group says part B. Groups switch roles to practise both parts of the dialogue.</li> <li>• Pairs of learners come to the front and role-play the dialogue for the rest of the class.</li> </ul>
<p>Friday</p>	<ul style="list-style-type: none"> <li>• The week's song is revised by the class.</li> <li>• Learners practise the dialogue, song and structures in English, as well as name and identify vocabulary words in English using visual aids (vocabulary picture cards and the big picture in their primers) to complete the assessment activities.</li> <li>• Continuous assessment activities are led by the teacher in English and results are recorded on the Continuous Assessment Monitoring Form (CAM).</li> </ul>

# Mango Tree English Literacy Model and the MoES Curriculum

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## Mango Tree's Literacy Model and the MoES Curriculum

In the mid-2000's the Ministry of Education and Sports (MoES) embarked on an ambitious plan to reform Uganda's early primary education. The reform had several key components:

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

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

## The Monolingual versus Bilingual English Literacy Classroom

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

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

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

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

Mango Tree's P1 English literacy model incorporates all of the above.

You and your learners come from exactly the same language background – Leblango.

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

# Mango Tree English Literacy Model and the MoES Curriculum

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

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

## The Mango Tree Literacy Model and the MoES' P1 English Teaching Procedures

Mango Tree's P1 English literacy model is designed to teach English in a fun, systematic way that incorporates the MoES-identified teaching procedures (TPs), which are the building blocks of our materials and lesson plans. The following table presents a summary of how our lesson plans incorporate the MoES TPs into daily instruction.

### Code-switching

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

# Mango Tree English Literacy Model and the MoES Curriculum

MoES Teaching Procedure	Content of MoES Teaching Procedures	The MoES' TPs and Mango Tree's Lesson Plans
<b>English TP1:</b> Presenting New Vocabulary	<ul style="list-style-type: none"> <li>• Draw pictures and use real objects</li> <li>• Revise new words frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary introduced using pictures and real objects</li> <li>• Vocabulary is taught and revised each day from Monday-Friday</li> </ul>
<b>English TP2:</b> Presenting New Structures	<ul style="list-style-type: none"> <li>• Taught like vocabulary, but separately</li> <li>• Revise new structures frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Structures are independently introduced and practised from Tuesday-Friday</li> </ul>
<b>English TP3:</b> Using Short Dialogues	<ul style="list-style-type: none"> <li>• Developed out of new and old structures</li> <li>• They include questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogues use weekly structures and vocabulary</li> <li>• Dialogues are visually represented in the big picture of the week</li> <li>• They are taught and revised from Wednesday-Friday</li> </ul>
<b>English TP4:</b> Using Pictures and Wall Charts	<ul style="list-style-type: none"> <li>• Learners "read" pictures to learn vocabulary</li> <li>• Learners tell stories using new vocabulary words</li> <li>• Learners practise new vocabulary through drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Learners "read" pictures and tell stories to learn new vocabulary</li> <li>• The big picture of the week incorporates most of the vocabulary words and is used from Monday-Wednesday</li> <li>• The vocabulary picture cards show all the vocabulary words and are used from Monday-Friday</li> </ul>
<b>English TP5:</b> Teaching Through Songs	<ul style="list-style-type: none"> <li>• Learners use songs as a fun way to learn new vocabulary and structures and practise pronunciation</li> <li>• Songs are introduced and then practised frequently</li> </ul>	<ul style="list-style-type: none"> <li>• All songs incorporate some vocabulary and structures for the week</li> <li>• Songs are taught as whole language and one line at a time to support understanding</li> <li>• Singing is a daily part of the lesson from Monday-Friday</li> </ul>
<b>English TP6:</b> Teaching Through Games	<ul style="list-style-type: none"> <li>• Children play listening and speaking games to learn new English words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Learners play 'Teacher Says' with the teacher to practise identifying new vocabulary words and to revise vocabulary words already taught</li> </ul>
<b>English TP7:</b> Role-play and Acting	<ul style="list-style-type: none"> <li>• Role-plays use the same approach as TP3: Using Short Dialogues</li> </ul>	<ul style="list-style-type: none"> <li>• Learners act out dialogues in front of the teacher and one another</li> <li>• Dialogues incorporate physical actions to support role-playing</li> <li>• Role-play with the dialogues and structures is a part of the lessons from Wednesday-Friday</li> </ul>

## Reading pictures

"Reading" pictures is a pre-reading instructional method adopted from the MoES P1 Teacher's Guide on teaching literacy. By "reading" the big pictures together in class, learners use their creativity to tell a story about the week's sub-theme. Each week picture discussion questions are given so that you can guide the learners to discover the story that the picture is telling. In this way your learners have a chance to talk about what they see in the picture. They tell stories about it that relate to their own lives and identify key vocabulary for the week using the illustration. See the "How to Teach" sections for specific details on how to do this each week in class.

# Mango Tree English Literacy Model and the MoES Curriculum

## Model Timetable: P1 Term 1

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:00	<b>Story Reading Time</b> • Primer Story-Lesson 1	<b>Story Reading Time</b> • Primer Story-Lesson 2	<b>Story Reading Time</b> • Primer Story-Lesson 3	<b>Story Reading Time</b> • Class Story-Lesson 1	<b>Story Reading Time</b> • Class Story-Lesson 2
10:00-10:30	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>
10:30-11:00	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
11:00-11:30	<b>Pre-Reading &amp; Pre-Writing Time</b> • Writing Your Name Lesson • Handwriting Skills Lesson	<b>Pre-Reading &amp; Pre-Writing Time</b> • Listening Skills Lesson • Visual Skill Lesson	<b>Pre-Reading &amp; Pre-Writing Time</b> • Writing Your Name Lesson • Handwriting Skills Lesson	<b>Pre-Reading &amp; Pre-Writing Time</b> • Listening Skills Lesson • Visual Skill Lesson	<b>Pre-Reading &amp; Pre-Writing Time</b> • Writing Your Name Lesson • Handwriting Skills Lesson
11:30-12:00	<b>English Lesson</b> • Sing the song • Discuss the sub-theme of the week using the big picture • Learn the new vocabulary using pictures	<b>English Lesson</b> • Sing the song • Practise the vocabulary • Learn the structures	<b>English Lesson</b> • Sing the song • Revise the vocabulary • Practise the structures • Learn the dialogue	<b>English Lesson</b> • Sing the song • Revise the vocabulary • Revise the structures • Practise the dialogue	<b>English Lesson</b> • Sing the song • Revise the vocabulary, structures and dialogue • Do the weekly continuous assessment activities

### Note to teacher

You can find the detailed MoES Teaching Procedures on pages 40-42 of the *National Primary School Curriculum for Uganda Teacher's Guide for Primary 1*.

# Mango Tree English Literacy Model and the MoES Curriculum

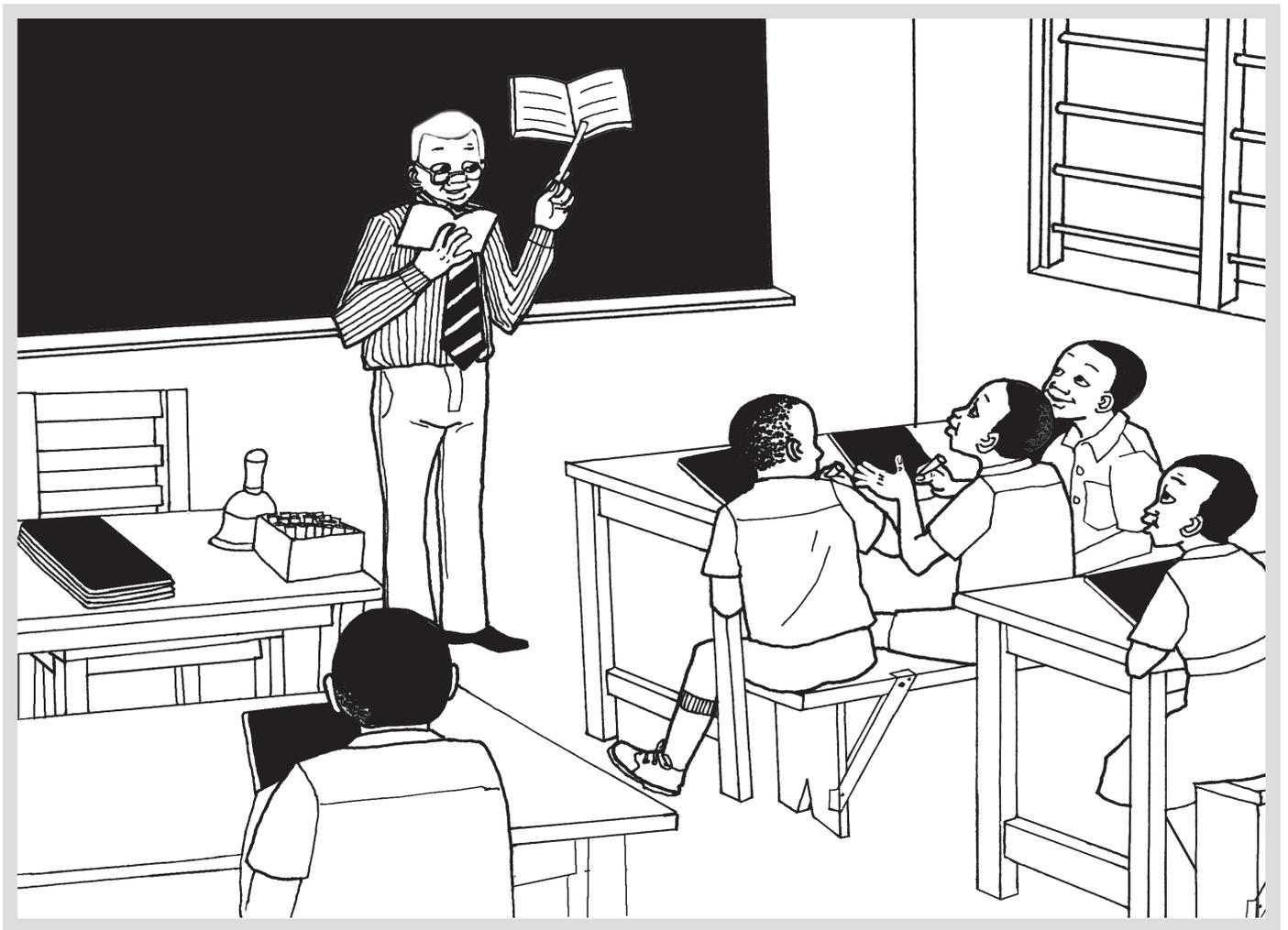
## Model Timetable: P1 Terms 2-3

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:00	<b>Story Reading Time</b> • Primer Story-Lesson 1	<b>Story Reading Time</b> • Primer Story-Lesson 2	<b>Story Reading Time</b> • Primer Story-Lesson 3	<b>Story Reading Time</b> • Class Story-Lesson 1	<b>Story Reading Time</b> • Class Story-Lesson 2
10:00-10:30	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>	<b>Creative Writing Time</b>
10:30-11:00	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
11:00-11:30	<b>Word Building Time</b> • Key Letter and Keyword Lesson	<b>Word Building Time</b> • Revise Key Letter and Keyword • Drill letters, syllables and introduce new words • Handwriting	<b>Word Building Time</b> • Revise Key Letter and Keyword • Drill letters, syllables and revise new words • Handwriting • Spelling	<b>Word Building Time</b> • Revise Key Letter and Keyword • Drill letters, syllables and revise new words • Handwriting • Spelling	<b>Word Building Time</b> • Revise Key Letter and Keyword • Drill letters, syllables and revise new words • Handwriting • Spelling
11:30-12:00	<b>English Lesson</b> • Sing the song • Discuss the sub-theme of the week using the big picture • Learn the new vocabulary using pictures	<b>English Lesson</b> • Sing the song • Practise the vocabulary • Learn the structures	<b>English Lesson</b> • Sing the song • Revise the vocabulary • Practise the structures • Learn the dialogue	<b>English Lesson</b> • Sing the song • Revise the vocabulary • Revise the structures • Practise the dialogue	<b>English Lesson</b> • Sing the song • Revise the vocabulary, structures and dialogue • Do the weekly continuous assessment activities





# How to Teach



# How to Teach: Songs and Chants

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## Using the Continuous Assessment Monitoring Form

You should use the Continuous Assessment Monitoring Form to record learners' competences as they sing individually and in small groups. Check the weekly continuous assessment activities for details on how to do this (there is always a singing activity included in each week's assessment).

## Introduction

Songs and chants are a core component of Mango Tree's P1 English literacy model. Learners begin their daily English lesson with a chant or song. This allows them to practise vocabulary, structures and pronunciation in an active, participatory learning environment.

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

## How to Teach Each Day and Assess on Friday

On Monday, the teacher gives the background to the song or chant to ensure that learners understand the general meaning. Once the context is understood songs are taught using a rote, repetitive method; learners learn by 'Repeat after Me.' By Friday, learners are able to perform the song or chant without assistance from the teacher.

The daily lesson plan templates at the end of this 'How to Teach' section explain to the teacher how to teach the song or chant each day of the English lesson.

Additionally, the teacher's guide lesson plans give step-by-step instructions for teaching each week's song or chant. This information is included in the song guide, which also identifies the actions to perform while singing.

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

# How to Teach: Songs and Chants

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## **The primary objectives for teaching songs are:**

- To teach vocabulary and structures in a fun, repetitive way.
- To sing songs in order to learn functional vocabulary and structures that are relevant to daily life.

## **Learner competences related to singing English songs:**

- The learner will be able to sing the song with the teacher.
- The learner will be able to identify the weekly vocabulary words in the songs.
- The learner will become familiar with the weekly structures by singing songs.
- The learner will mime actions while singing.

## **Methods used to teach the English songs:**

- 'I Do, We Do, You Do' teacher modelling
- Whole group singing
- Small group singing
- Learner-led singing

## **Instructional materials used to teach songs:**

- Learner primers
- Teacher's guide
- Vocabulary picture cards for each week

# How to Teach: Vocabulary

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## Using the Continuous Assessment Monitoring Form

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

## How to Make Vocabulary Picture Cards

The teacher is required to make 6 to 8 vocabulary picture cards for each week. Look at the vocabulary picture cards in the teacher's guide. These are the same pictures that your learners have in their primer.

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

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

## Introduction

The Ministry of Education and Sports has clearly identified the target vocabulary for P1 English. Mango Tree has adopted some of that vocabulary into its model. The expectation is that by the end of P1, learners will have a working vocabulary of more than 100 words and 30 structures. We have created continuity with our Leblango model as much as possible so that vocabulary words are reinforced in both languages. This helps facilitate the transfer of knowledge from learners' first language to their second language.

Each week, learners are introduced to 6 to 8 new vocabulary words. These words have been selected to help learners develop an English vocabulary based on common words and structures that they come into contact with in their daily lives. The P1 English vocabulary is functional and aligned with the MoES thematic curriculum. Academic vocabulary is introduced in later grades once functional vocabulary has been learned.

## How to Teach Each Day and Assess on Friday

The vocabulary words are taught using the week's songs, dialogues, structures, big picture discussion and vocabulary picture cards. Each week also includes a list of vocabulary words to revise from previous lessons. The daily lesson plan templates at the end of this 'How to Teach' section explain to the teacher how to teach the vocabulary each day in their classroom.

The vocabulary is taught in both English and Leblango. This is to help learners move from the known, Leblango, to the unknown, English. Teachers use Leblango to support English language acquisition. Each time a new word is presented it is introduced first in Leblango. The word is then repeated in English.

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

# How to Teach: Vocabulary

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## **The primary objectives of teaching vocabulary are:**

- To teach vocabulary in a variety of fun, repetitive ways.
- To teach a thematic vocabulary that will enable learners to develop basic English speaking and listening skills.
- To give learners a functional vocabulary that will provide a basis for reading and writing English in P2.
- To develop both expressive and receptive vocabulary skills.

## **Learner competences related to English vocabulary:**

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

## **Methods used to teach vocabulary:**

- 'I Do. We Do. You Do' teacher modelling
- Singing songs
- Reciting chants
- Using the vocabulary in structures (questions and answers)
- Revising words with the vocabulary picture cards
- Drawing vocabulary words on slates
- Reading pictures and telling stories
- Identifying simple vocabulary picture cards
- L1 to L2 knowledge transfer, connecting English vocabulary to Leblango

## **Instructional materials used to teach vocabulary:**

- Learner primers
- Teacher's guide
- Vocabulary picture cards for each week
- Chalk and slates

### **Reading pictures and telling stories**

Reading pictures and telling stories refers to using pictures to create a story and identifying vocabulary within complex pictures to help develop speaking skills.

# How to Teach: Structures

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## Using the Continuous Assessment Monitoring Form

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

## Introduction

The Ministry of Education and Sports has clearly identified the structures for P1 English in its thematic curriculum. Mango Tree has adopted most of these structures into this model. The expectation is that by the end of P1, learners will be able to use 30 different structures and have a working vocabulary of more than 100 words, also identified by MoES.

## How to Teach Each Day and Assess on Friday

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

The structures are taught in three different ways: weekly songs, weekly dialogues and in isolation in a structure lesson, which uses the vocabulary picture cards and real objects. The daily lesson plan templates at the end of this 'How to Teach' section explain to the teacher how to teach the structures each day of the English lesson.

Learners are first introduced to the structures in the weekly song or chant. Each song or chant includes some of the vocabulary and structures for that week.

Structures are then taught on their own using the vocabulary picture cards and real objects. In this section of the lesson you focus only on the structures and practise asking and answering questions using the week's vocabulary words.

Learners then practise the structures using a four-line dialogue created for the week. The dialogues use common English structures and vocabulary words identified for the sub-theme. The dialogues are taught as top-down, whole language (teaching the entire dialogue at once) and they are also taught by scaffolding (teaching the dialogue from the bottom up, one line at a time). Like the song, the dialogue is another way for you to introduce your learners to the week's structures and vocabulary.

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

# How to Teach: Structures

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## **The primary objectives for teaching structures are:**

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

## **Learner competences related to the English structures:**

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

## **Methods used to teach the structures:**

- 'I Do. We Do. You Do.' teacher modelling
- Singing songs
- Reciting chants
- Reciting dialogues
- Role-playing
- Using the structures to ask and answer questions

## **Instructional materials used to teach structures:**

- Learner primers
- Teacher's guide
- Vocabulary picture cards for each week

# How to Teach: Monday

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## **Competences:**

- The learner will repeat the song or chant after the teacher.
- The learner will mime actions while singing.
- The learner will discuss the big picture with the teacher.
- The learner will repeat the vocabulary words after the teacher in English.

## **Methods:**

- 'I Do. We Do. You Do' teacher modelling
- Whole group singing
- Discussion questions
- Teacher storytelling

## **Instructional Materials:**

- Learner primers
- Vocabulary picture cards
- Teacher's guide

# How to Teach: Monday

## Teaching Procedures:

Time	Step	Teacher's Activities	Learners' Activities
10 min.	I.	<p><b>Introduce the Song</b></p> <ul style="list-style-type: none"> <li>• In Leblango, introduce the subtheme of the week.</li> <li>• In Leblango, explain to learners that they are going to sing a new song in English and tell them what the song is about.</li> <li>• Sing the entire song for learners, demonstrating the actions as you sing.</li> <li>• Sing the song line by line, having learners repeat each line after you and copy the actions.</li> <li>• Sing the song 2-3 more times having learners repeat each line after you and copy the actions.</li> <li>• Distribute the primers as you sing the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners listen to the teacher sing the new song.</li> <li>• Learners sing the song with the teacher, repeating each line.</li> <li>• Learners copy the actions demonstrated by the teacher.</li> </ul>
10 min.	II.	<p><b>Read the Picture to Identify the New Vocabulary Words</b></p> <ul style="list-style-type: none"> <li>• Tell learners to open their primers and look at the big picture on the left hand side of the page.</li> <li>• Use the discussion questions in the teacher's guide to talk about the picture with learners.</li> <li>• Hold up the vocabulary picture cards. Ask learners to identify the vocabulary words in Leblango. Then say the words in English and have learners repeat after you.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners discuss the big picture with their teacher in English.</li> <li>• Learners are introduced to the new English vocabulary words using the big picture and the vocabulary picture cards.</li> <li>• Learners identify the vocabulary words in Leblango.</li> <li>• Learners repeat the vocabulary words after the teacher in English.</li> </ul>
10 min.	III.	<p><b>Teacher Tells a Story Using the New Vocabulary Words</b></p> <ul style="list-style-type: none"> <li>• Tell learners that you are going to share a story with them about the big picture.</li> <li>• Create a story to explain what is happening in the big picture using the story building blocks (setting, characters and action) in the teacher's guide.</li> <li>• Hold up the vocabulary picture cards. Ask learners to identify the vocabulary words in Leblango. Then say the words in English and have learners repeat after you. Remember to use real objects and miming to help learners understand the new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners listen to the teacher tell them a story about the big picture in the primer.</li> <li>• Learners identify the vocabulary words in Leblango.</li> <li>• Learners repeat the vocabulary words after the teacher in English.</li> </ul>

# How to Teach: Tuesday

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## **Competences:**

- The learner will repeat the song or chant after the teacher.
- The learner will mime actions while singing.
- The learner will repeat the vocabulary words after the teacher in English.
- The learner will pronounce the English vocabulary words.
- The learner will identify the vocabulary words in the big picture in the primer.
- The learner will discuss the big picture with the teacher.
- The learner will repeat the structures after the teacher.

## **Methods:**

- 'I Do. We Do. You Do' teacher modelling
- Whole group singing
- Discussion questions
- Learner storytelling
- Asking and answering questions (structures)

## **Instructional Materials:**

- Learner primers
- Vocabulary picture cards
- Teacher's guide

# How to Teach: Tuesday

## Teaching Procedures:

Time	Step	Teacher's Activities	Learners' Activities
8 min.	I.	<p><b>Practise the Song</b></p> <ul style="list-style-type: none"> <li>• Sing the song of the week with learners, demonstrating the actions as you sing.</li> <li>• Refer to the song guide in your teacher's guide for how to teach the song on Tuesdays.</li> <li>• Sing the song multiple times to help learners master the words and actions.</li> <li>• Distribute the primers as you sing the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher sing the song.</li> <li>• Learners repeat the song after the teacher.</li> <li>• Learners sing the song with the teacher.</li> <li>• Learners copy the actions demonstrated by the teacher.</li> </ul>
5 min.	II.	<p><b>Identify the New Vocabulary Words Using the Picture Cards</b></p> <ul style="list-style-type: none"> <li>• Hold up the vocabulary picture cards. Ask learners to identify the vocabulary words in Leblango and English. If learners cannot remember the English word model the answer and have learners repeat after you.</li> <li>• Hold up the vocabulary picture cards and drill learners to revise the 6 new words in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners identify the vocabulary words in Leblango.</li> <li>• Learners identify the vocabulary in English and practise their pronunciation.</li> </ul>
7 min.	III.	<p><b>Learners Tell a Story Using the New Vocabulary Words</b></p> <ul style="list-style-type: none"> <li>• Tell learners to open their primers and look at the big picture on the left hand side of the page.</li> <li>• Tell learners that they are going to share yesterday's story about the big picture with you.</li> <li>• Select 2 learners and have them come to the front and tell the class a story about the big picture in Leblango. Remind them of the week's sub-theme and encourage them to use the vocabulary words in their stories.</li> <li>• Ask learners to find the vocabulary words in the big picture. <i>Note: some big pictures do not show all of the vocabulary words.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners listen to their classmates tell a story.</li> <li>• Learners tell a story about the big picture.</li> <li>• Learners practise their visual discrimination skills.</li> <li>• Learners identify the vocabulary in English and practise their pronunciation.</li> </ul>
10 min.	IV.	<p><b>Introduce the Structures</b></p> <ul style="list-style-type: none"> <li>• Tell learners that they are going to practise speaking sentences in English.</li> <li>• Explain the first pair of structures to learners in Leblango.</li> <li>• Ask learners to repeat the structures after you in English. Always use the vocabulary picture cards or real objects (when available) to help teach the structures to learners. If the structure calls for action verbs, mime the action. This helps them understand the meaning of what they are saying.</li> <li>• Have learners repeat the structures after you using the different vocabulary words.</li> <li>• Divide the class in two. Have one half of the class repeat the question after you. Have the other half of the class repeat the response. Do this multiple times having the groups switch roles so that learners can practise both structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners listen to the teacher explain the meaning of the structures in Leblango.</li> <li>• Learners listen to the teacher model the structures.</li> <li>• Learners repeat each structure after the teacher in English.</li> <li>• Learners revise the vocabulary words using the structures.</li> <li>• Learners practise the structures as a class.</li> </ul>

# How to Teach: Wednesday

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## Using the Continuous Assessment Monitoring Form

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

## Competences:

- The learner will sing the song or chant with the teacher.
- The learner will mime actions while singing.
- The learner will name and pronounce the vocabulary words in English.
- The learner will identify the vocabulary words using the vocabulary picture cards and real objects.
- The learner will repeat the structures after the teacher.
- The learner will ask and answer questions using the week's structures.
- The learner will repeat the dialogue after the teacher.

## Methods:

- 'I Do. We Do. You Do' teacher modeling
- Whole group singing
- Asking and answering questions (structures)
- Role-playing simple conversations and dialogues

## Instructional Materials:

- Learner primers
- Vocabulary picture cards
- Teacher's guide

# How to Teach: Wednesday

## Teaching Procedures:

Time	Step	Teacher's Activities	Learners' Activities
5 min.	I.	<b>Sing the Song</b> <ul style="list-style-type: none"> <li>Sing the song of the week with the learners, demonstrating the actions as you sing.</li> <li>Refer to the song guide in your teacher's guide for how to teach the song on Wednesdays.</li> <li>Sing the song multiple times to help learners master the words and actions.</li> <li>Distribute the primers as you sing the song.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher sing the song.</li> <li>Learners repeat the song after the teacher.</li> <li>Learners sing the song with the teacher.</li> <li>Learners mime the actions while they sing.</li> </ul>
8 min.	II.	<b>Revise the Vocabulary by Playing 'Teacher Says'</b> <ul style="list-style-type: none"> <li>Tell learners that you are going to play 'Teacher Says' .</li> <li>Refer to the 'Teacher Says' section in your weekly lesson plans for instructions on playing the game each week.</li> <li>Arrange real objects around the class or have different learners hold the vocabulary picture cards.</li> <li>Tell learners to identify the vocabulary words.</li> <li>Quickly revise the vocabulary words in English. Have learners name all of the vocabulary picture cards.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher give instructions.</li> <li>Learners revise the English vocabulary words with the teacher using the vocabulary picture cards and real objects.</li> <li>Learners name all of the vocabulary picture cards.</li> </ul>
10 min.	III.	<b>Revise the Structures</b> <ul style="list-style-type: none"> <li>Tell learners that they are going to practise speaking in English.</li> <li>Ask learners to repeat the structures after you in English.</li> <li>Use the vocabulary picture cards or real objects (when available) to help teach the structures to learners. If the structure calls for action verbs, mime the action.</li> <li>Divide the class in two. Have one half of the class repeat the question after you. Have the other half of the class repeat the response. Do this two times. The second time, have learners switch roles.</li> <li>Hold up the vocabulary picture cards. Ask learners to say the structure using the vocabulary word you are showing them.</li> <li>Have learners form pairs and practise the structures by asking and responding to questions. Tell them to point to the vocabulary picture cards in their primers when they use the vocabulary words.</li> <li>Invite different pairs of learners to role-play a simple conversation using the structures in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher give instructions.</li> <li>Learners repeat the structures after the teacher.</li> <li>Learners revise vocabulary using the structures.</li> <li>Learners ask and answer questions using the structures and different vocabulary words.</li> <li>Learners role-play a simple conversation using the structures and watch their classmates role-play.</li> </ul>
7 min.	IV.	<b>Introduce the Dialogue</b> <ul style="list-style-type: none"> <li>In Leblango, tell learners that you are going to practise a dialogue about the big picture.</li> <li>In Leblango, give a general explanation to learners about the content of the dialogue.</li> <li>Introduce the English dialogue. Read the entire dialogue, changing your voice and body position to show when the two different characters speak. <i>Note: You can also call learners to the front of the class to 'be' the characters.</i></li> <li>Tell learners to repeat each line after you. Read the dialogue line by line.</li> <li>Use miming, real objects and the vocabulary picture cards to help learners identify the vocabulary words in the dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher give instructions.</li> <li>Learners listen to the teacher explain the meaning of the dialogue in Leblango.</li> <li>Learners listen to the teacher model the dialogue.</li> <li>Learners repeat each line of the dialogue after the teacher in English.</li> </ul>

# How to Teach: Thursday

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## **Using the Continuous Assessment Monitoring Form**

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

## **Competences:**

- The learner will sing the song or chant with the teacher.
- The learner will mime actions while singing.
- The learner will draw the vocabulary words.
- The learner will repeat the structures after the teacher.
- The learner will ask and answer questions using the week's structures.
- The learner will repeat the dialogue after the teacher.
- The learner will role-play the dialogue.

## **Methods:**

- 'I Do. We Do. You Do' teacher modelling
- Whole group singing
- Drawing vocabulary
- Asking and answering questions (structures)
- Role-playing simple conversations and dialogues

## **Instructional Materials:**

- Vocabulary picture cards
- Teacher's guide
- Chalk and slates

# How to Teach: Thursday

## Teaching Procedures:

Time	Step	Teacher's Activities	Learners' Activities
5 min.	I.	<b>Sing the Song</b> <ul style="list-style-type: none"> <li>Sing the song of the week with the learners, demonstrating the actions as you sing.</li> <li>Refer to the song guide in your teacher's guide for how to teach the song on Thursdays.</li> <li>Sing the song multiple times to help learners master the words and actions.</li> <li>Distribute the chalk and slates as you sing the song.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher sing the song.</li> <li>Learners repeat the song after the teacher.</li> <li>Learners sing the song with the teacher.</li> <li>Learners mime the actions while they sing.</li> </ul>
10 min.	II.	<b>Revise the Vocabulary by Drawing</b> <ul style="list-style-type: none"> <li>Tell learners that they are going to draw the vocabulary words on slates today.</li> <li>Call out 3-4 of the vocabulary words one by one in English.</li> <li>Ask learners to draw the vocabulary word on their slates.</li> <li>Tell learners to hold up their slates and show their pictures when they are finished drawing.</li> <li>When most learners have completed the task move on to the next word.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher give instructions.</li> <li>Learners use their chalk and slate to visually represent the vocabulary.</li> <li>Learners revise the vocabulary words by drawing.</li> </ul>
7 min.	III.	<b>Revise the Structures and Role-Play</b> <ul style="list-style-type: none"> <li>Tell learners that they are going to practise speaking sentences in English.</li> <li>Ask learners to repeat the structures after you in English.</li> <li>Use the vocabulary picture cards or real objects (when available) to help teach the structures to learners. If the structure calls for action verbs, mime the action.</li> <li>Hold up the vocabulary picture cards. Ask learners to say the structure using the vocabulary word you are showing them.</li> <li>Invite different pairs of learners to use the structures and role-play a simple conversation in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher give instructions.</li> <li>Learners repeat each structure after the teacher.</li> <li>Learners revise vocabulary using the structures.</li> <li>Learners role-play a simple conversation using the structures and watch their classmates role-play.</li> </ul>
8 min.	IV.	<b>Revise the Dialogue and Role-Play</b> <ul style="list-style-type: none"> <li>Tell learners that you are going to practise yesterday's dialogue.</li> <li>In English, read the dialogue line by line. Have learners repeat each line after you. You may do this 2-3 times to help learners practise the vocabulary and structures.</li> <li>Divide the class in two. Have one half of the class repeat one character of the dialogue after you. Have the other half of the class repeat the other character of the dialogue after you. Do this two times. The second time, have learners switch roles.</li> <li>Invite different pairs of learners to role-play the dialogue in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen to the teacher give instructions.</li> <li>Learners repeat each line of the dialogue after the teacher.</li> <li>Learners role-play the dialogue in pairs and as a class.</li> </ul>

# How to Teach: Friday (Assessment Day)

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## Using the Continuous Assessment Monitoring Form

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

## Competences:

- The learner will sing the song or chant with the teacher.
- The learner will mime actions while singing.
- The learner will name the new vocabulary words.
- The learner will use the structures to ask and answer questions.
- The learner will role-play the dialogue.

## Methods:

- Whole group singing
- Role-playing and reciting dialogues and structures
- Learner-led activities

## Instructional Materials:

- Learner primers
- Vocabulary picture cards for each week
- Teacher's guide
- Chalk and slates

# How to Teach: Friday (Assessment Day)

## Teaching Procedures:

Time	Step	Teacher's Activities	Learners' Activities
8 min.	I.	<b>Song Assessment Activities</b> <ul style="list-style-type: none"> <li>• Sing the song of the week with learners.</li> <li>• Demonstrate the actions as you sing.</li> <li>• Refer to the song guide in your teacher's guide for the breakdown of teaching each specific song on Fridays.</li> <li>• Look at the week's continuous assessment activities. There is one song-based activity. Do the song-based activity.</li> <li>• Use the Continuous Assessment Monitoring Form to record learners' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners sing the song with the teacher.</li> <li>• Learners mime the actions as they sing the song.</li> <li>• Learners perform the continuous assessment activities.</li> </ul>
12 min.	II.	<b>Vocabulary Assessment Activities</b> <ul style="list-style-type: none"> <li>• Look at the week's continuous assessment activities. There are two vocabulary-based activities.</li> <li>• Do the vocabulary-based assessment activities.</li> <li>• Use the Continuous Assessment Monitoring Form to record learners' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners name the vocabulary words in English and practise their pronunciation.</li> <li>• Learners perform the continuous assessment activities.</li> </ul>
10 min.	III.	<b>Structure Assessment Activities</b> <ul style="list-style-type: none"> <li>• Look at the week's continuous assessment activities. There are two structure-based activities.</li> <li>• Do the structure-based assessment activities.</li> <li>• Use the Continuous Assessment Monitoring Form to record learners' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the teacher give instructions.</li> <li>• Learners practise the structures and dialogue.</li> <li>• Learners perform the continuous assessment activities.</li> </ul>

### Using the Continuous Assessment Monitoring Form

Remember you should be using the CAM form all week to assess learners, not only on Friday!

# Explaining The Teacher's Guide Format

## Big Picture and Picture Description

Each week we provide a big picture to help you introduce the week's sub-theme to your learners. This picture also appears in the learner primers. The big picture contains some of the week's vocabulary words and visually illustrates the subject of the weekly dialogue on the next page.

Below the big picture is the Picture Description, which provides you with story building blocks (setting, characters and action) to help you tell a story about the big picture to your learners. Story time is in Leblango to encourage learners to discuss the sub-theme in their mother tongue before moving to the unknown, English.

## Listening and Speaking Competences

The listening and speaking competences that you will focus on each week are listed in a grey box on the left-hand side of the page. You should assess learners on these competences throughout the week using the suggested continuous assessment activities on the following pages.

## Theme 1: Our School

Term 1 Week 2



### Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Sit quietly and attentively in class.

### Speaking Competences

- Greet the teacher and others using the structure, "How are you?"
- Introduce oneself using the structure, "My name is \_\_\_."
- Introduce others using the structure, "His/her name is \_\_\_."

### Picture Description

#### Setting

- This is James's first day of school as a P1 pupil. His older sister Sarah is taking him to school.
- James and Sarah arrive at the school and meet Mr. Moses.
- Mr. Moses is outside the P1 classroom. He will be James's teacher.

#### Characters

- James is very excited. His uniform is new and he looks very smart.
- James feels happy because he is going to school like his sister.
- His sister Sarah is a secondary student in S1.
- Mr. Moses is a friendly teacher. He knows that the first day of P1 is important.
- Mr. Moses likes to make his new pupils feel special. He always greets them when they arrive.

#### Action

- Mr. Moses is introducing himself to James and Sarah.
- Sarah is introducing herself and her brother to Mr. Moses.

## Picture Discussion

Each week we provide you with questions to help your class discuss what they see in the big picture. One of the main objectives of the picture discussion is to have learners identify the new vocabulary words.

# Explaining The Teacher's Guide Format

## Sub-theme 1.1: People in Our School

Term 1 Week 2

### Picture Discussion

1. Dõ ame itye inënnõ i cal?
2. Jõ mënë ame itye inënnõ i cal?
3. Otye gĩnĩ kwene?
4. Otye otĩmmõ njõ?

### Dialogue

Teacher: How are you?

Sarah: I am fine.

Teacher: What is your name?

Sarah: My name is Sarah.

### Teaching gender

When teaching pupils 'His/her name is \_\_\_' we need to make sure that pupils understand he/him/his is for boys and she/her/hers is for girls. This week make sure that your pupils understand that 'His name is James. He is a boy' and 'Her name is Sarah. She is a girl'. Pupils can practice this when they practice the structures by introducing each other.

### Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell pupils that you are going to play a game. You will give a series of commands and they must follow your directions. In English say, "Teacher says point to the teacher" and show pupils the teacher picture card. All pupils should point to the teacher picture card. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practice the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

### Vocabulary

1. teacher
2. pupil
3. boy
4. girl
5. man
6. woman

### Review Vocabulary

- sit down
- stand up
- listen
- be quiet
- open
- close
- sing

### Structures

What is your name?

My name is \_\_\_.

What is his/her name?

I am a \_\_\_.

He is a \_\_\_.

She is a/the \_\_\_.

Point to a/the \_\_\_.

### Structures to Revise

How are you?

I am fine.

We are fine.

## Vocabulary

We have identified vocabulary words for you to teach each week which relate to the weekly sub-theme. These words are taken from the MoES' P1 English vocabulary list. You will practise all of these words with your learners using the song, big picture, vocabulary picture cards, real objects, structures and dialogue.

Each week you are given a list of vocabulary words to revise. These are words that you already taught which relate to the weekly sub-theme. You can revise these words with learners using the song, chant and structures.

## Structures

We have identified 2-3 structures (often listed in question and response pairs) for you to teach each week. They are taken from the MoES' P1 curriculum and represent some of the most basic English phrases a P1 child should know.

Each week we also provide you with a list of structures to revise that relate to the weekly sub-theme. You should practise revising these structures with learners throughout the week with the new vocabulary they are learning.

## Dialogue

Each week we give you a weekly dialogue that incorporates some of the vocabulary words and structures. The big picture on the previous page visually illustrates the subject of the weekly dialogue. In Terms 1 and 2 you first explain the content of the dialogue to learners in Leblango to ensure that they understand the meaning. Then you teach the dialogue as whole language modeling it for learners. Finally you practise the dialogue line-by-line with learners.

## Game: Teacher Says

Practise the vocabulary by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say, "Teacher says \_\_\_". Follow this procedure with all of the weekly vocabulary words and previously taught vocabulary words. This is a fun way to practise the vocabulary and simple one-step commands.

# Explaining The Teacher's Guide Format

## Song

Each week we have created a song for you to sing with your learners that incorporates some of the weekly vocabulary words and structures. You will begin each lesson with the song and use it as a way to engage learners with the new content for the week.

## Continuous Assessment Activities

Each week we provide two listening and two speaking continuous assessment activities which are tied to the weekly competences. You should assess learners throughout the week, but Friday is assessment day. This is the day for you to complete all of the continuous assessment activities with your learners. It is important that you record their results using the Continuous Assessment Monitoring (CAM) Form.

## Theme 1: Our School

Term 1 Week 2

### Continuous Assessment Activities

#### Listening: Vocabulary

- Call out the vocabulary words and have pupils identify them by pointing to the picture cards in their primers. Make note of pupils who are unable to point to the correct pictures.
- Practice the commands introduced during orientation week. Make note of pupils who are unable to follow simple commands.

#### Speaking: Structures

- Introduce yourself to pupils and have them introduce themselves to you and each other. Make note of pupils who cannot introduce themselves correctly.
- Have pairs or small groups sing the song and mime the correct actions. Make note of pupils who are unable to sing the song and mime the actions correctly.

### Song: Hello Teacher!

*Tune: Frere Jacques*

Hello teacher, hello teacher  
How are you? How are you?  
I am fine. I am fine.  
Here at school. Here at school.

### Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First you sing the song for your pupils. Next pupils repeat after you. Then pupils sing together with you. Finally you listen as pupils sing the song for you.
2. Teach the song first as whole language, modeling it for pupils from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and pupils repeat after you.
3. At the beginning of the week make sure that your pupils can master this simple verse. Hold up the relevant vocabulary picture card for pupils while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practice the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record pupil performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your pupils.

### Song Actions

Remember, when you include actions in the song it makes the activity more fun for your pupils and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

- Pupils wave when they sing the first line of the song.

## Song Guide and Song Actions

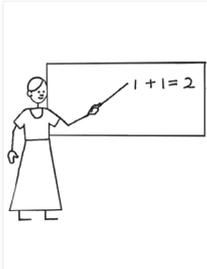
These sections provide guidance to help you teach the weekly song and corresponding actions to your learners. Each day of the week you will focus your instruction on a different part of the song (usually one verse or line) following the guidelines given. The song action section gives you directions on how to teach learners actions to perform when singing the different verses of the song. Actions are an important part of each song. They help learners understand the context of the song and encourage active learning in the classroom.

# Explaining The Teacher's Guide Format

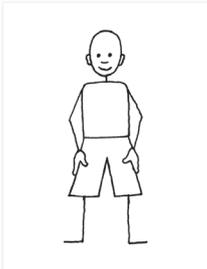
**Sub-theme 1.1: People in Our School**

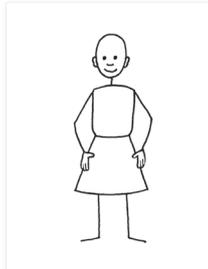
Term 1 Week 2

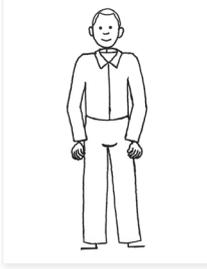
**Vocabulary Picture Cards**

1. 

2. 

3. 

4. 

5. 

6. 

**Picture Guide**

1. apwony
2. atinkwan
3. awobi
4. nyako
5. icöö
6. dako

**References**

*NPSCU Teacher's Guide*

- Competences for Assessment, pages 76-77
- Sample Scheme of Work, pages 95-96
- Lesson Plan Guidelines, pages 99-106

*NPSCU Curriculum Scope and Sequence*

- Page 14

## Picture Guide

The picture guide on the right hand side of the page gives a list of the vocabulary words in Leblango to help you translate the words correctly when teaching them to learners. The numbers next to the vocabulary picture cards match the numbers next to the vocabulary words listed here in the picture guide box in Leblango and in the vocabulary box in English.

## References

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

## Vocabulary Picture Cards

Each week we provide you with simple vocabulary picture cards that match the week's vocabulary words. These vocabulary picture cards also appear in the learner primers. You will make your own set of vocabulary picture cards using manila paper and you will use them to practise the weekly structures and vocabulary in class.



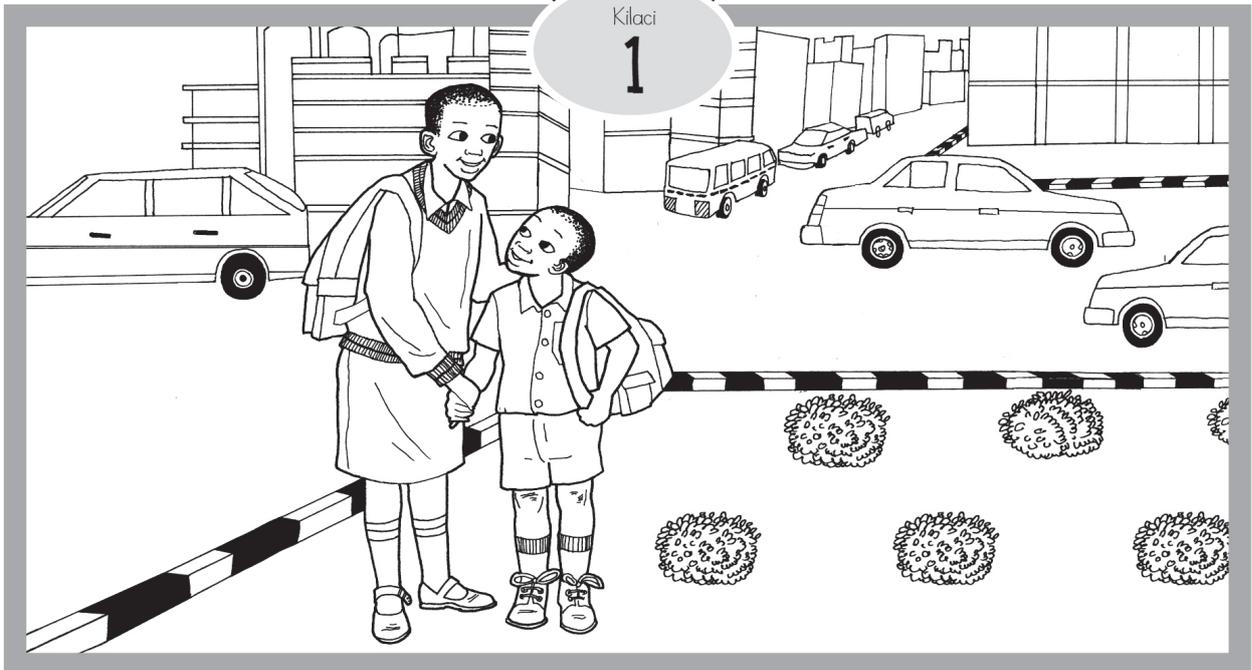
# Term 1 Lessons

Sarah kede James Opwonyi Kite me  
**Lokko Lëbmunu**

Tam me Ace!

Kilaci

1



A Mango Tree Primer

# Term 1: Key English Competences

## Overview: Listening

Listening competences in Term 1 are focused on developing learners' receptive oral language skills. Learners will learn to respond to simple questions and commands and identify common vocabulary words used in daily life. Listening is also an important life skill. Competences 1 and 2 in the table are focused on the social dimension of listening.

## Overview: Speaking

Speaking competences in Term 1 are focused on developing learners' expressive oral language skills. Through daily practise learners will gain confidence speaking English with their classmates. Speaking competences are related to life skills like greetings and knowing people's names, titles and professions. Asking and answering questions about the thematic topic is another focus of the term. This includes activities that build new vocabulary through practicing common structures.

## What is a competence?

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

## Overview of the Term 1 English Competences

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

TERM 1		WEEK												
NO.	Key English Competences: LISTENING <i>By the end of Term 1 a learner will be able to:</i>	0	2	3	4	5	6	7	8	9	10	11	12	13
1	Sit quietly with hands to oneself and eyes on the teacher.													
2	Respond to simple one-step commands.													
3	Identify the vocabulary words by pointing to the picture cards in the primer.													
4	Respond to the week's structure.													
5	Mime action words from the week's vocabulary.													

## Marking Key

Ber Atek (superior performance)	BA
Beber (satisfactory performance)	BB
Amito Akönya (needs more work)	AA

TERM 1		WEEK												
NO.	Key English Competences: SPEAKING <i>By the end of Term 1 a learner will be able to:</i>	0	2	3	4	5	6	7	8	9	10	11	12	13
1	Greet the teacher and others in English.													
2	Identify the week's vocabulary words in pictures and pronounce the words correctly.													
3	Use the learned structures to ask questions.													
4	Use the learned structures to answer questions.													
5	Count from 1-10 in English.													

# Term 1: Key English Competences

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

Each week you will evaluate your learners' performance and record results using the **Continuous Assessment Monitoring (CAM) Form**. The CAM Form summarises the competences in the two tables on the left into an easy to use one-page document. The same CAM Form is used to evaluate and record learner performance in both the Leblango and English literacy lessons. The English competences are included on the far right of the form.

In our P1 English literacy model, every Friday is a continuous assessment day. Each week's lesson has specific assessment activities which were designed to evaluate whether or not a learner has mastered a key competence. Use the CAM Form to record learner performance as you conduct the weekly assessment activities.

The average learner should be able to satisfactorily perform these competences by the end of the term. Some learners will master the competences with ease and be ready for more difficult tasks. Other learners will still not be able to perform these skills to your satisfaction by the end of the term and will require extra support in Term 2 to ensure they do not fall behind.

### Note to teachers

P1 is an important time for developing a learner's oral skills in English. This will help children learn to read and write in English in P2 and beyond. The CAM Form will help you identify learners who need extra support.

At the end of the term you will complete a one-page report, called a Parent Report Card, for each learner to summarise his or her performance in key English competency areas in Term 1. (See page 100 for a master copy of the P1 Term 1 parent Report Card.)

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

# Theme: Orientation Week

Term 1 Week 1

## Continuous Assessment Activities

- Call out the simple one-step commands using the vocabulary cards. Make note of learners who are unable to follow the commands.
- Greet the learners individually. Make note of learners who are unable to greet appropriately.
- Show learners how to use the primer. Demonstrate how to turn the pages, care for the book, hold it properly and identify the front and back. Make note of learners who do not use the primer appropriately.

## Listening Competences

- Demonstrate the ability to sit attentively and listen to the teacher.
- Follow simple one-step commands.

## Speaking Competences

- Greet the teacher by saying, "Good morning."
- Repeat after the teacher.



The P1 English literacy model is about James and Sarah. They are cousins to Apio and Ocen, the twins in the Leblango literacy model. Sarah and James live in Kampala so they speak English as well as Leblango. This is exciting! Learners will be learning about one big, extended family in both English and Leblango. Apio, Ocen and James are all in P1 like your learners.

During Orientation Week you should distribute the English primer to the learners. Do this **after** you have shown the learners the Leblango primer.

Have learners look at the picture of Sarah and James in the primer. It is the same picture that you have in your teacher's guide. Discuss the picture with your learners. Use the following questions:

- What do you see in this picture?
- What do you think the relationship is between the girl and the boy?
- Where do you think they are?
- Can you guess their personalities?

After discussing the questions explain that this is a picture of Sarah and James and that they are the Kampala cousins of Apio and Ocen, the children in the Leblango primer. Use the information below to discuss the characters of Sarah and James with your learners:

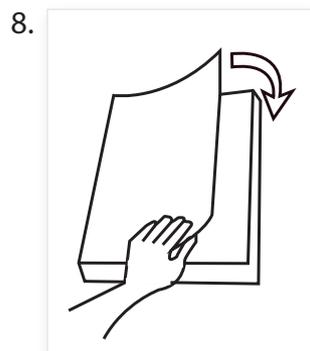
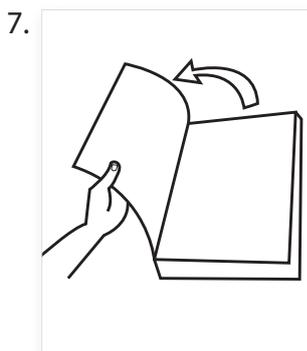
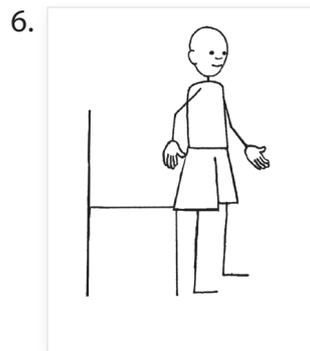
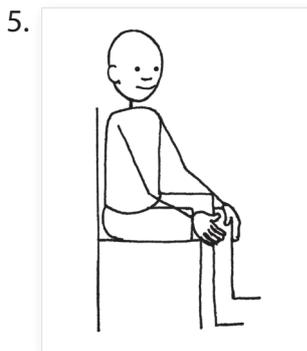
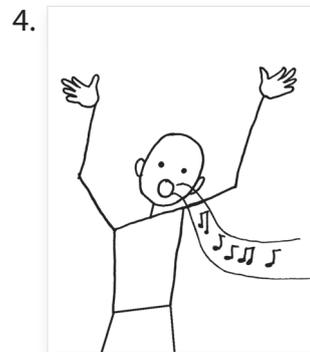
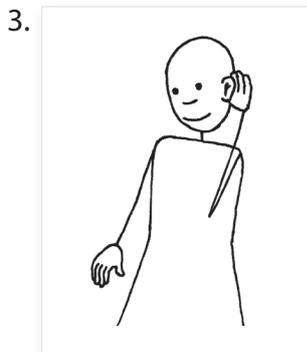
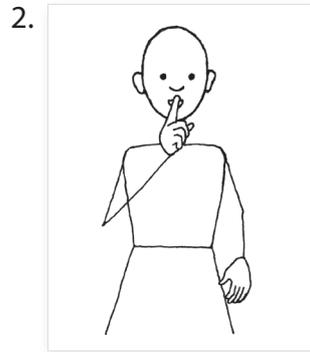
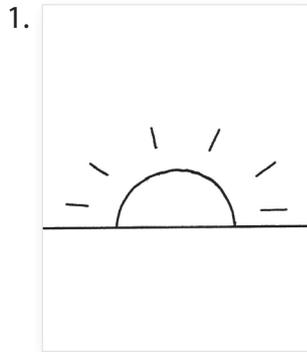
James is in P1. He is the same age as the twins Apio and Ocen. When his family goes to the village he has a lot of fun playing with them. He is curious and likes to have adventures. He loves going to the village because he loves animals.

Sarah is in S1. She is 14 years old. She is a serious and responsible girl. Sarah is a good student. She is working very hard in school because she wants to go to university and become a nurse like her mother. Sarah tries to keep a close eye on her brother James, but he is mischievous.

# Sub-theme: Orientation Week

Term 1 Week 1

## Vocabulary Picture Cards



## Vocabulary

1. good morning
2. be quiet
3. listen
4. sing
5. sit down
6. stand up
7. open
8. close

## Structures

How are you?  
I am fine.  
We are fine.

## Vocabulary Guide

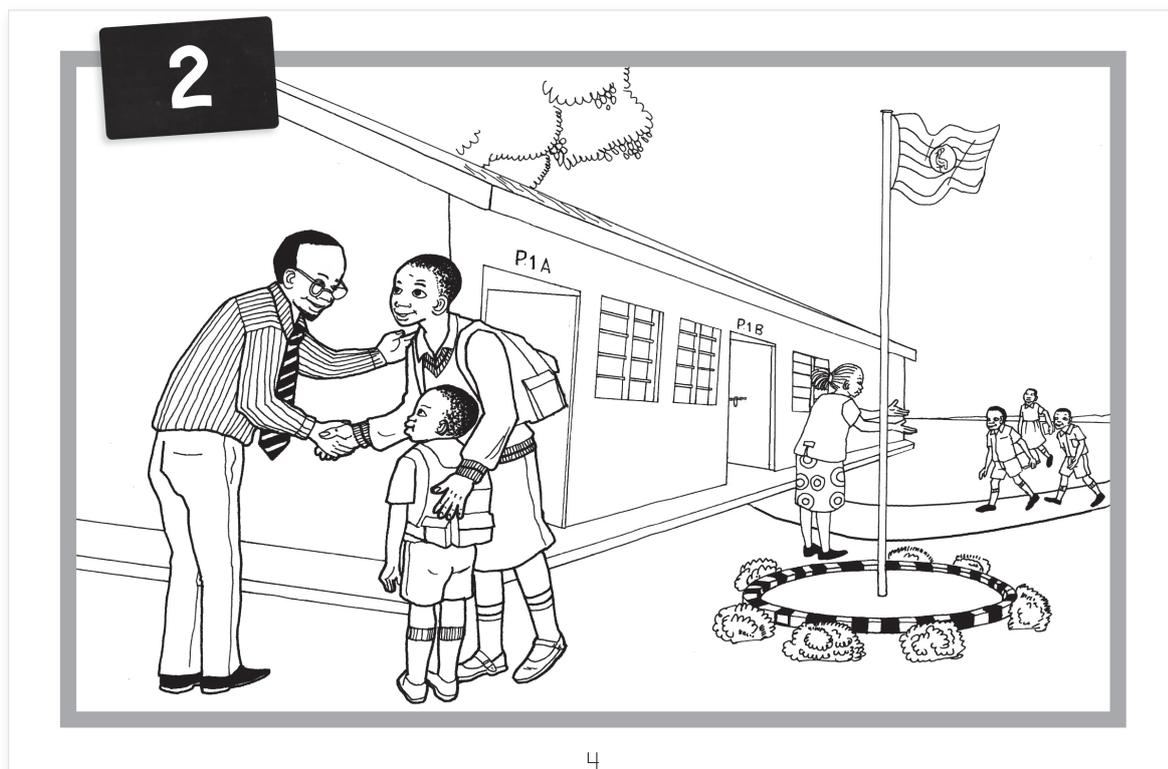
1. ibuto aber
2. lĩṅ i tii
3. winy
4. weer
5. bed piny
6. yää malo
7. donynyo
8. döny oökö

## Game: Teacher Says

Practise the commands by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say, "Teacher says stand up" and show learners the stand up picture card. All learners should stand up. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 simple one-step commands.

# Theme 1: Our School

Term 1 Week 2



4

## Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Sit quietly and attentively in class.

## Speaking Competences

- Greet the teacher and others using the structure, "How are you?"
- Introduce oneself using the structure, "My name is \_\_\_".
- Introduce others using the structure, "His/her name is \_\_\_".

## Picture Description

### Setting

- This is James's first day of school as a P1 learner. His older sister Sarah is taking him to school.
- James and Sarah arrive at the school and meet Mr. Moses.
- Mr. Moses is outside the P1 classroom. He will be James's teacher.

### Characters

- James is very excited. His uniform is new and he looks very smart.
- James feels happy because he is going to school like his sister.
- His sister Sarah is a secondary student in S1.
- Mr. Moses is a friendly teacher. He knows that the first day of P1 is important.
- Mr. Moses likes to make his new learners feel special. He always greets them when they arrive.

### Action

- Mr. Moses is introducing himself to James and Sarah.
- Sarah is introducing herself and her brother to Mr. Moses.

# Sub-theme 1.1: People in Our School

Term 1 Week 2

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye ginii kwene?
4. Otye otimmö njö?

## Dialogue

**Teacher:** How are you?

**Sarah:** I am fine.

**Teacher:** What is your name?

**Sarah:** My name is Sarah.

## Teaching gender

When teaching learners 'His/her name is \_\_\_' we need to make sure that learners understand he/him/his is for boys and she/her/hers is for girls. This week make sure that your learners understand that 'His name is James. He is a boy' and 'Her name is Sarah. She is a girl'. Learners can practise this when they practise the structures by introducing each other.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say, "Teacher says point to the teacher" and show learners the teacher picture card. All learners should point to the teacher picture card. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Vocabulary

1. teacher
2. learner
3. boy
4. girl
5. man
6. woman

## Review Vocabulary

- sit down
- stand up
- listen
- be quiet
- open
- close
- sing

## Structures

What is your name?  
My name is \_\_\_.

What is his/her name?  
I am a \_\_\_\_.  
He is a \_\_\_\_.

## Structures to Revise

How are you?  
I am fine.  
We are fine.

# Theme 1: Our School

Term 1 Week 2

## Continuous Assessment Activities

### Listening: Vocabulary

- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to point to the correct pictures.
- Practise the commands introduced during orientation week. Make note of learners who are unable to follow simple commands.

### Speaking: Structures

- Introduce yourself to learners and have them introduce themselves to you and each other. Make note of learners who cannot introduce themselves correctly.
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and mime the actions correctly.

## Song: Hello Teacher!

*Tune: Frere Jacques*

Hello **teacher**, hello **teacher**

How are you? How are you?

I am fine. I am fine.

Here at school. Here at school.

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

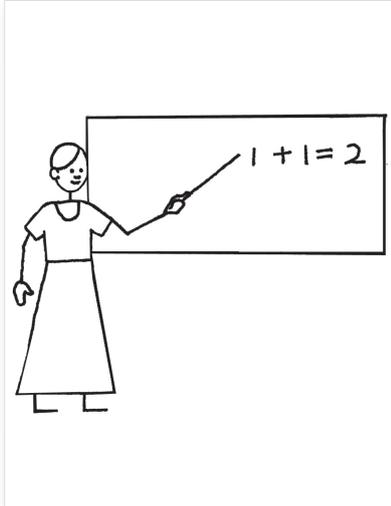
- Learners wave when they sing the first line of the song.

# Sub-theme 1.1: People in Our School

Term 1 Week 2

## Vocabulary Picture Cards

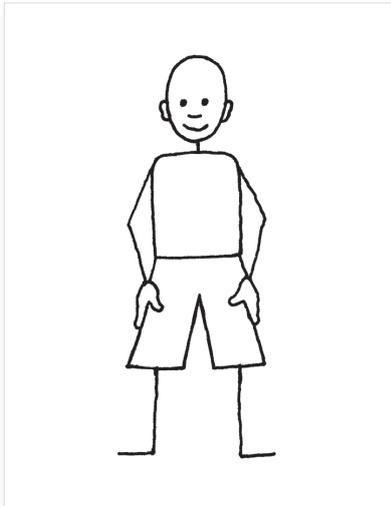
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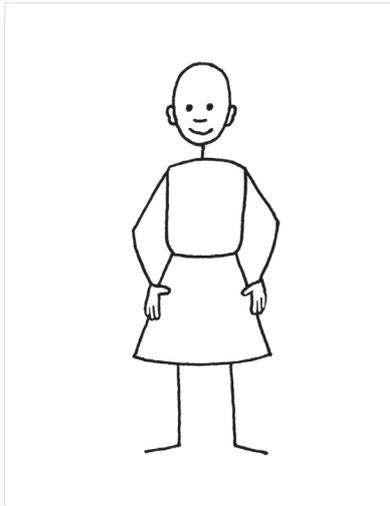
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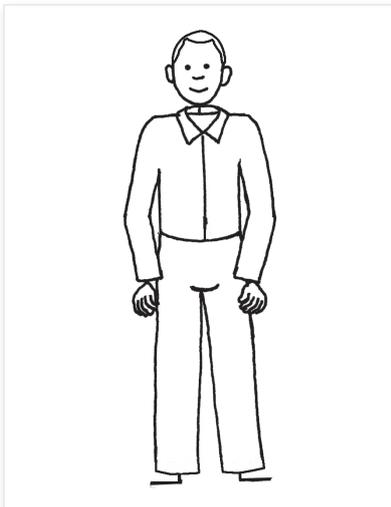
3.



4.



5.



6.



### Picture Guide

1. apwony
2. atinkwan
3. awobi
4. nyako
5. icöö
6. dako

### References

*NPSCU Teacher's Guide*

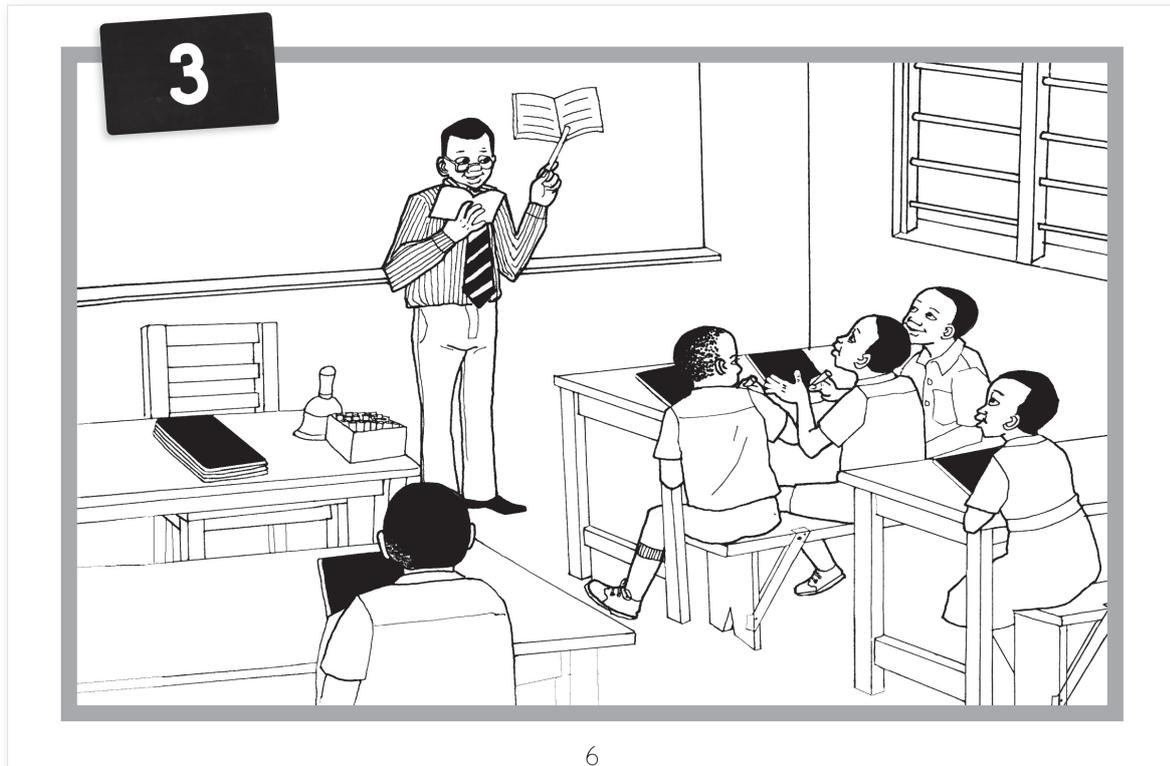
- Competences for Assessment, pages 76-77
- Sample Scheme of Work, pages 95-96
- Lesson Plan Guidelines, pages 99-106

*NPSCU Curriculum Scope and Sequence*

- Page 14

# Theme 1: Our School

Term 1 Week 3



## Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Sit quietly and attentively in class.

## Speaking Competences

- Use the structure, "What is this?" to ask a question.
- Use the structure, "It is a/the \_\_\_" to respond to a question.
- Identify 3 things in the school from the vocabulary list.

## Picture Description

### Setting

- James is in his P1 classroom.
- The teacher, Mr. Moses, is at the front of the class giving his learners an English vocabulary lesson.
- The learners have chalk and slates in front of them.
- Mr. Moses has drawn a picture of a book on the chalkboard.

### Characters

- James is excited to be in school.
- He wants to draw his pictures nicely.
- James wants to correctly identify all of the English vocabulary words.

### Action

- Mr. Moses is asking the learners to identify the picture he has drawn.
- The learners are drawing their own picture of a book on their slates.
- The learners are identifying the vocabulary word they have drawn.

# Sub-theme 1.2: Things in Our School

Term 1 Week 3

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye ginii kwene?
4. Otye otimmö njö?

## Dialogue

**Teacher:** What is this?

**Class:** It is a book.

**Teacher:** What is this?

**Class:** It is a chair.

## This vs. That

In English we use 'this' to talk about things which are close to us physically. We can reach out and touch them. We use 'that' to talk about things which are farther from us physically. We cannot reach out and touch them. Be sure to use real objects and model this/that for your learners. We can use it for things that are near or far.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say "Teacher says point to the book" and show learners the book picture card. All learners should point to a book in the classroom. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Vocabulary

1. blackboard
2. chalk
3. table
4. chair
5. desk
6. book

## Vocabulary to Revise

- teacher
- learner
- boy
- girl
- man
- woman

## Structures

What is this?

It is a/the \_\_\_\_.

What is that?

It is a/the \_\_\_\_.

Point to a/the \_\_\_\_.

## Structures to Revise

How are you?

I am fine.

What is your name?

My name is \_\_\_\_.

# Theme 1: Our School

Term 1 Week 3

## Continuous Assessment Activities

### Listening: Vocabulary

- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to point to the correct pictures.
- Call out 3 vocabulary words. Have learners draw the vocabulary words on slates. Make note of learners who do not draw the correct pictures.

### Speaking: Structures

- Ask learners, "What is this?" and "What is that?" while pointing to the vocabulary picture cards and real objects in the classroom. Make note of learners who cannot respond using the correct structure, "It is a/the \_\_\_."
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and mime the actions correctly.

## Song: What is That?

*Tune: Oh God is Good*

What is this?

What is this?

What is this?

It is a **book**.

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song or chant for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

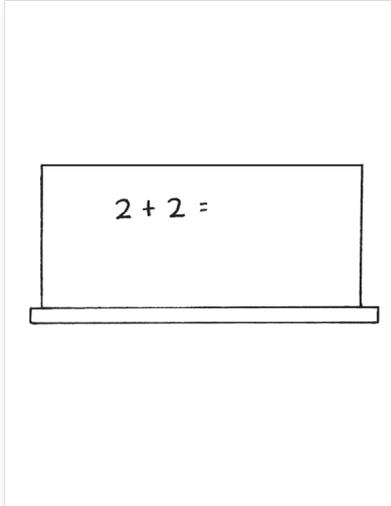
- Learners point to the vocabulary word. (This can be done using real objects, picture cards or the learner primer.)

# Sub-theme 1.2: Things in Our School

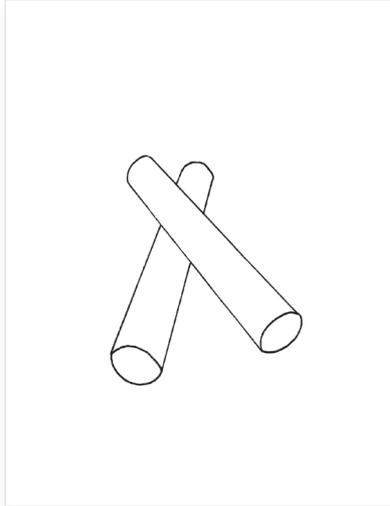
Term 1 Week 3

## Vocabulary Picture Cards

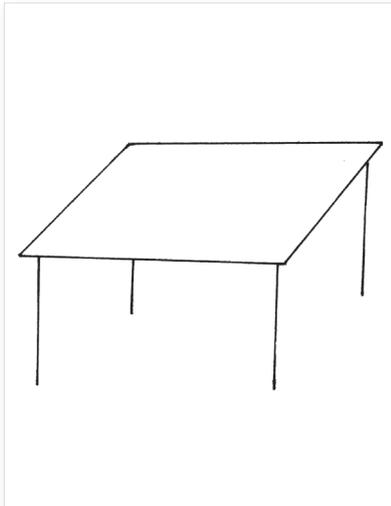
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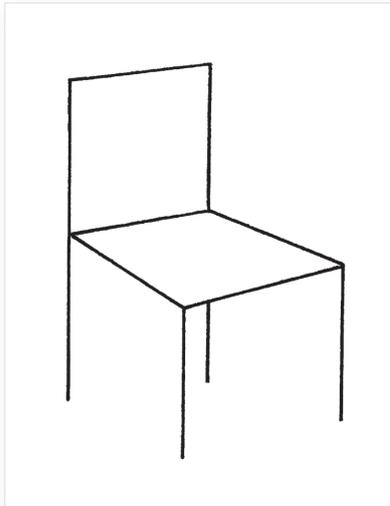
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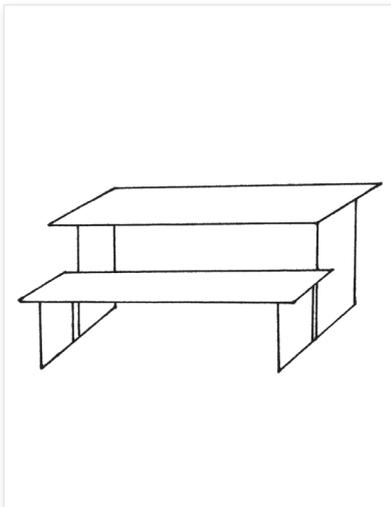
3.



4.



5.



6.



## Vocabulary Guide

1. baocöc
2. cökkä
3. meja
4. köm
5. deci
6. buk

## References

### NPSCU Teacher's Guide

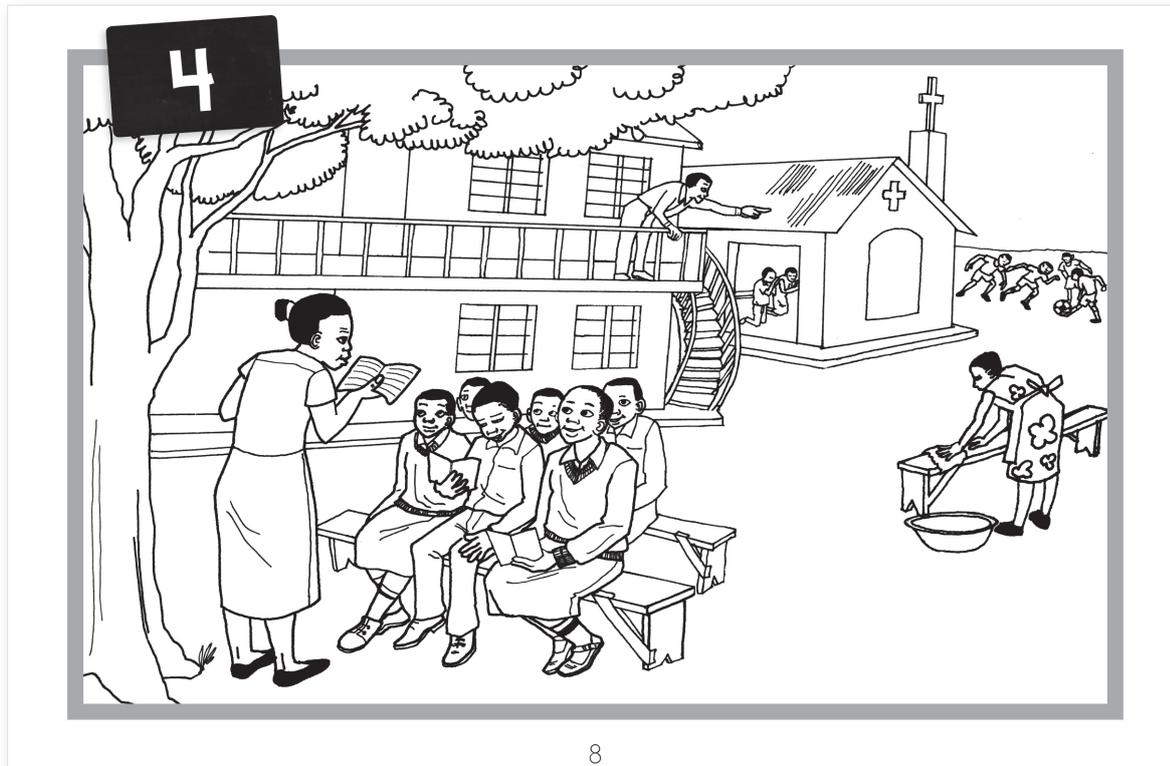
- Competences for Assessment, pages 76-77
- Sample Scheme of Work, pages 97
- Lesson Plan Guidelines, pages 107-115

### NPSCU Curriculum Scope and Sequence

- Pages 14-15

# Theme 1: Our School

Term 1 Week 4



## Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Mime 3 action verbs from the week's vocabulary.

## Speaking Competences

- Say the vocabulary words while pointing to the correct picture cards.
- Use the structure, "What are you doing?" to ask a question.
- Use the structure, "I am \_\_\_-ing" to say what one is doing.

## Picture Description

### Setting

- This is Sarah's mixed secondary school in Kampala.
- Sarah's English class is outside sitting on benches underneath a tree.
- You can see most of the school grounds in the background as well as different groups of students participating in school activities.

### Characters

- Sarah is a good student and she studies very hard.
- Sarah and her class are reading stories in English.
- Sarah's teacher wants her students to listen and pay attention every time she teaches a lesson.

### Action

- Sarah's teacher is teaching an English lesson.
- Sarah and her class are learning about Ugandan authors and reading their stories in English.
- A cleaning lady is cleaning benches outside.
- Some students are in the church praying.
- A PE class is playing football on the field.
- A male teacher is watching the football match from the school's verandah.

# Sub-theme 1.3: Activities in Our School

Term 1 Week 4

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye ginī kwene?
4. Otye otimmö njö?

## Dialogue

**Female Teacher:** What are you doing?

**Students:** I am reading.

**Female Teacher:** What am I doing?

**Students:** You are teaching.

## Game: Teacher Says

Practise the vocabulary by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say, "Teacher says show me reading" and show learners the reading picture card. All learners should mime reading. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 simple action words.

## Vocabulary

1. learning
2. teaching
3. reading
4. praying
5. cleaning
6. playing

## Vocabulary to Revise

- learner
- teacher
- boy
- girl
- man
- woman
- book

## Structures

What are you doing?

I am \_\_\_-ing.

We are \_\_\_-ing.

What is he/she doing?

He/She is \_\_\_-ing.

What am I doing?

You are \_\_\_-ing.

## Structures to Revise

What is this?

It is a/the \_\_\_.

What is that?

It is a/the \_\_\_.

Point to a/the \_\_\_.

# Theme 1: Our School

Term 1 Week 4

## Continuous Assessment Activities

### Listening: Vocabulary

- Call out the vocabulary words and have learners mime the action. Make note of learners who are unable to mime the vocabulary.
- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to identify the correct pictures.

### Speaking: Structures

- Ask learners, "What are you doing?" Make note of learners who cannot respond correctly using the structure, "I am \_\_\_-ing." Also ask learners, "What am I doing?" Make note of learners who cannot respond correctly using the structure, "You are \_\_\_-ing."
- Have pairs or small groups chant the chant and mime the correct actions. Make note of learners who are unable to chant the chant and mime the actions correctly.

## Chant: What Are You Doing?

Learners, learners what are you doing?  
We are **learning**. We are **learning**.  
Teacher, teacher what are you doing?  
I am **teaching**. I am **teaching**.

## Chant Guide

1. All chants in Term 1 are taught using the 'I do. We do. You do.' method. First, you say the chant for your learners. Next, learners repeat after you. Then, learners chant together with you. Finally, you listen as learners say the chant for you.
2. Teach the chant first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You say it one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while chanting. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the chant to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Chant Actions

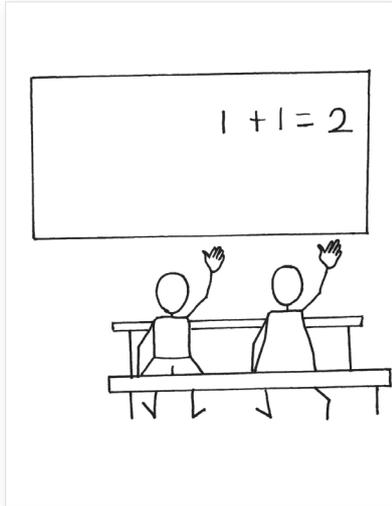
- Remember, when you include actions in the chant it makes the activity more fun for your learners and helps them learn the chant and understand the meaning of the chant faster! You can be creative and make up your own actions. Here are some suggested actions for this week's chant to help you:
- Learners mime all of the actions (learning, teaching, reading, playing, praying, cleaning) when they say the words.

# Sub-theme 1.3: Activities in Our School

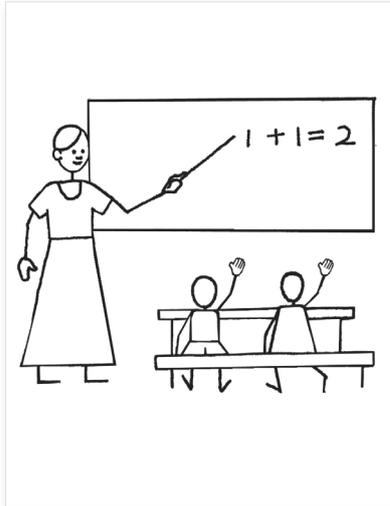
Term 1 Week 4

## Vocabulary Picture Cards

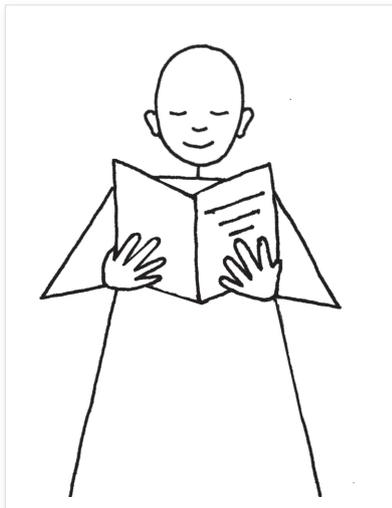
1.



2.



3.



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5.



6.



## Vocabulary Guide

1. pwonynyo
2. pwonyere
3. kwännö
4. lëgö
5. jwayo
6. tukko

## References

### NPSCU Teacher's Guide

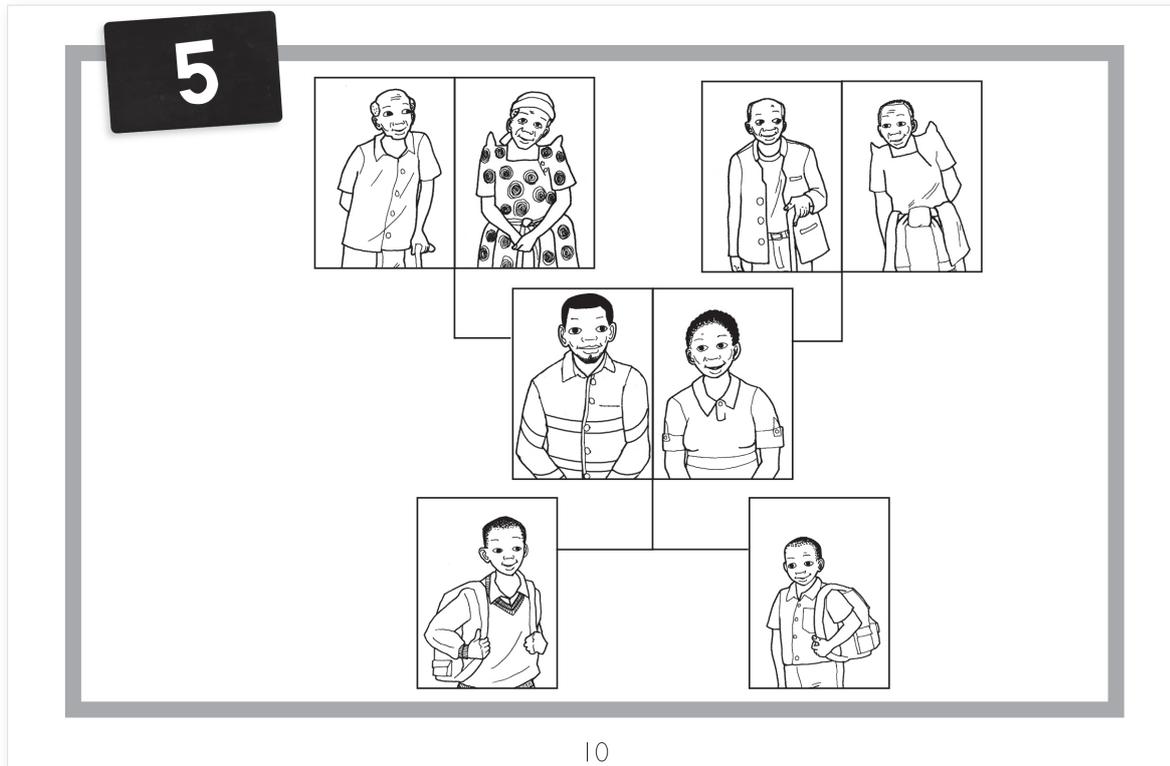
- Competences for Assessment, pages 76-77
- Sample Scheme of Work, pages 97-98
- Lesson Plan Guidelines, pages 116-122

### NPSCU Curriculum Scope and Sequence

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# Theme 2: Our Home

Term 1 Week 5



## Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Identify the different family members by pointing to the Family Tree in the primer.

## Speaking Competences

- Say the vocabulary words while pointing to the correct picture cards.
- Use the structure, "Who is he/she?" to ask a question.
- Use the structure, "He/she is a/the \_\_\_\_" to identify family members.

## Picture Description

### Setting

- This chart is a simple Family Tree.
- It shows Sarah and James's family.

### Characters

- The father and mother are James and Sarah's parents.
- Their mother is a nurse. She is a Muganda.
- Their father is a teacher. He is the brother of Apio and Ocen's father.
- Sarah and James's parents are Apio and Ocen's aunt and uncle.
- Sarah and James's paternal grandparents are Apio and Ocen's grandparents, too.
- The paternal grandparents speak Leblango and live in the village with Apio and Ocen.
- Sarah and James's maternal grandparents speak Luganda and live in Kampala.

### Action

- Have learners point to the different family members as you talk about them.

# Sub-theme 2.1: People in Our Home

Term 1 Week 5

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye ginii kwene?
4. Otye otimmö njö?

## Dialogue

**Teacher:** Who is he?

**Class:** He is the father.

**Teacher:** Who is she?

**Class:** She is grandmother.

## Game: Teacher Says

Revise the vocabulary by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say, "Teacher says show me the grandmother" and show learners the grandmother picture card. All learners point to the grandmother picture card in their primers. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Vocabulary

1. mother and baby
2. father
3. sister
4. brother
5. grandmother
6. grandfather

## Vocabulary to Revise

- boy
- girl
- man
- woman
- teacher
- learner

## Structures

Who is he/she?

He is a/the \_\_\_\_.

She is a/the \_\_\_\_.

## Structures to Revise

What is his/her name?

His/her name is \_\_\_\_.

Point to a/the \_\_\_\_.

# Theme 2: Our Home

Term 1 Week 5

## Continuous Assessment Activities

### Listening: Vocabulary

- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to point to the correct family member.
- Call out 3 of the vocabulary words. Have learners draw the vocabulary words on slates. Make note of learners who do not draw the correct pictures.

### Speaking: Structures

- Ask learners to identify the different family members in the Family Tree. They should respond using the structure, "He/she is the \_\_\_." Make note of the learners who do not respond correctly.
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and point to the correct family members in their primer.

## Song: Who is He?

*Tune: Oh God is Good*

Who is he?

Who is he?

Who is he?

He is the **father**.

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

- Learners point to the vocabulary words. (This can be done using the picture cards or the family tree in the primer.)

# Sub-theme 2.1: People in Our Home

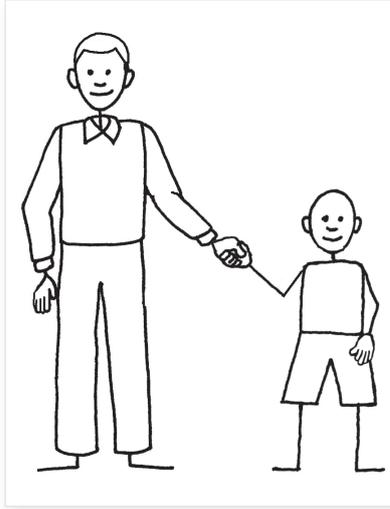
Term 1 Week 5

## Vocabulary Picture Cards

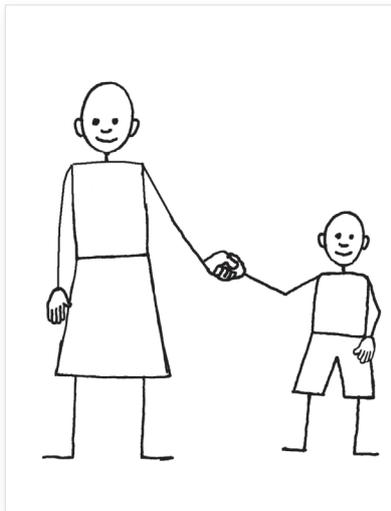
1.



2.



3. & 4.



5.



6.



## Vocabulary Guide

1. mama kede atin (atidi)
2. baba
3. amin
4. omin
5. atat
6. kwärö

## References

### NPSCU Teacher's Guide

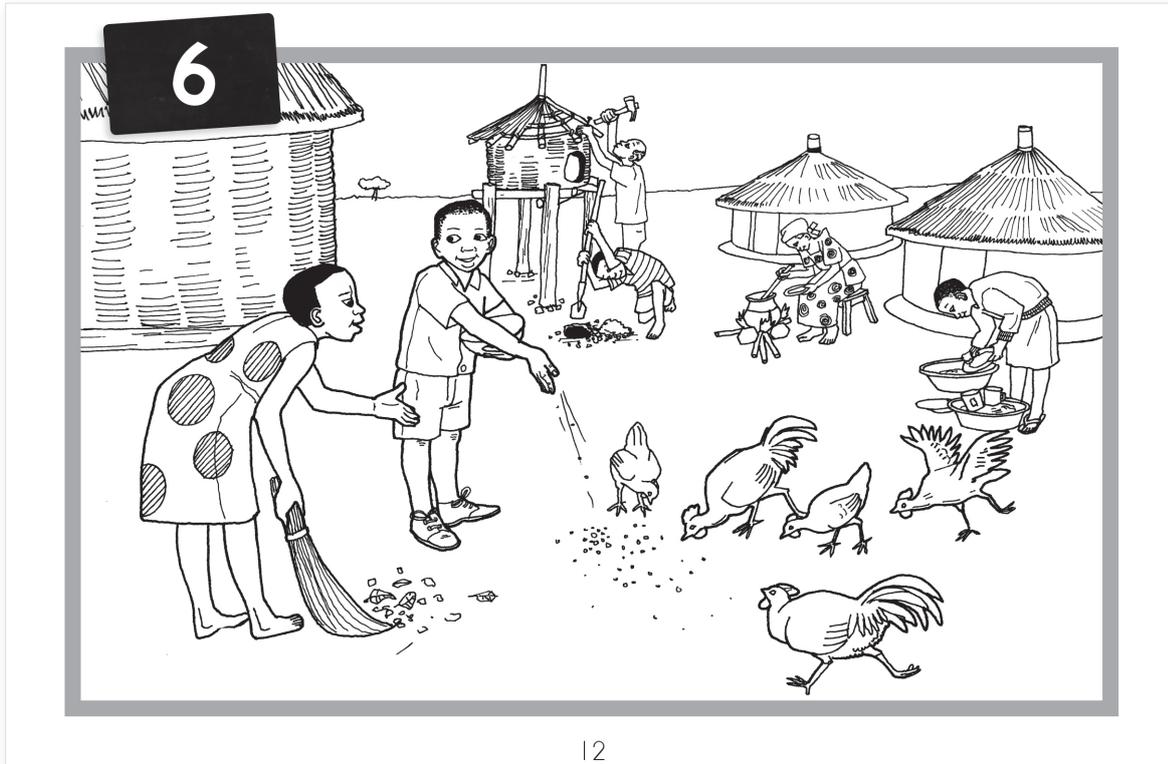
- Competences for Assessment, pages 77-78
- Sample Scheme of Work, pages 123-124
- Lesson Plan Guidelines, pages 127-134

### NPSCU Curriculum Scope and Sequence

- Page 17

# Theme 2: Our Home

Term 1 Week 6



12

## Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Mime at least 3 action verbs from the week's vocabulary.

## Speaking Competences

- Say the vocabulary words while pointing to the correct picture cards.
- Use the structure, "What is he/she doing?" to ask a question.
- Use the structure, "He/she is \_\_\_-ing" to say what one is doing.

## Picture Description

### Setting

- James and Sarah have gone to visit their family in the village.
- It is morning and everyone is doing chores.
- Apio and Ocen's parents have gone to town.
- The grandparents are home with the children.

### Characters

- James loves life in the village.
- James and Sarah do not have animals at home in Kampala.
- James loves animals and feeding the chickens is fun!

### Action

- James is feeding the chickens.
- Apio is sweeping the compound with a broom.
- Grandmother is sitting on a small chair cooking beans on a charcoal stove.
- Sarah is washing the dishes.
- Grandfather is building a chicken coop.
- Ocen is digging a hole.

# Sub-theme 2.2: Roles and Responsibilities of Family Members

Term 1 Week 6

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye ginī kwene?
4. Otye otimmö njö?

## Dialogue

**James:** What are you doing?

**Apio:** I am sweeping.

**James:** What is he doing?

**Apio:** He is digging.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say "Teacher says show me cooking" and show learners the cooking picture card. All learners should mime cooking. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Note to teacher

This is the first crossover lesson between Mango Tree's P1 English and P1 Leblango. A crossover lesson happens when the characters from the two primers interact with one another. This will happen throughout P1 English. Try to make your learners identify Apio and Ocen when they appear in P1 English.

## Vocabulary

1. washing (dishes)
2. cooking
3. digging
4. building
5. sweeping
6. feeding (the chickens)

## Vocabulary to Revise

- grandmother
- grandfather
- brother
- sister
- boy
- girl

## Structures

What is he/she doing?  
He/she is \_\_\_-ing.

Show me \_\_\_-ing.  
I am \_\_\_-ing.  
We are \_\_\_-ing.

## Structures to Revise

What are you doing?  
I am \_\_\_-ing.  
We are \_\_\_-ing.  
  
Point to a/the \_\_\_.

# Theme 2: Our Home

Term 1 Week 6

## Continuous Assessment Activities

### Listening: Vocabulary

- Using this week's structure say to learners, "Show me \_\_\_-ing" and have learners mime the action. Make note of learners who are unable to mime the vocabulary.
- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to point to the correct pictures.

### Speaking: Structures

- Ask learners, "What is he/she doing?" Make note of learners who cannot respond correctly using the structure, "He/she is \_\_\_-ing."
- Have pairs or small groups chant the chant and mime the correct actions. Make note of learners who are unable to chant the chant and mime the actions correctly.

## Chant: What is She Doing?

Grandmother, grandmother what is she doing?

She is **cooking**. She is **cooking**.

Apio, Apio what is she doing?

She is **sweeping**. She is **sweeping**.

## Chant Guide

1. All chants in Term 1 are taught using the 'I do. We do. You do.' method. First, you say the chant for your learners. Next, learners repeat after you. Then, learners chant together with you. Finally, you listen as learners say the chant for you.
2. Teach the chant first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You say it one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while chanting. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the chant to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Chant Actions

Remember, when you include actions in the chant it makes the activity more fun for your learners and helps them learn the chant and understand the meaning of the chant faster! You can be creative and make up your own actions. Here are some suggested actions for this week's chant to help you:

- Learners mime all of the actions (cooking, sweeping, washing, building, digging, feeding chickens) when they say the words.

# Sub-theme 2.2: Roles and Responsibilities of Family Members

Term 1 Week 6

## Vocabulary Picture Cards

1.



2.



3.



4.



5.



6.



## Vocabulary Guide

1. Iwökkö
2. teddo
3. puuro
4. gëөрö
5. wëyö
6. pïttö (*gwen*)

## References

### NPSCU Teacher's Guide

- Competences for Assessment, pages 77-78
- Sample Scheme of Work, pages 124-125
- Lesson Plan Guidelines, pages 135-144

### NPSCU Curriculum Scope and Sequence

- Page 18

# Theme 2: Our Home

Term 1 Week 7



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## Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Respond to the structure, "Show me a/the \_\_\_."

## Speaking Competences

- Say the vocabulary words while pointing to the correct picture cards.
- Use the structure, "What is this/that?" to ask a question.
- Count from 1 to 10 in English.

## Picture Description

### Setting

- Sarah and James are in the village visiting their family.
- Grandmother is seated on a bench drinking a cup of tea.
- James is seated on a mat beside her with a plate of beans and posho.
- Sarah is seated on a bench inside of the main house reading.

### Characters

- James is very curious about life in the village. It is very different than Kampala!
- James wants to ask questions about everything. He especially wants to learn about the animals.
- Grandmother has a lot of patience. She likes to answer James's questions.
- Sarah is reading to prepare for an exam. She is focused on school and studies very hard.

### Action

- Sarah is reading.
- James and Grandmother are talking.
- James is pointing to the cow.

# Sub-theme 2.3: Things Found in Our Home

Term 1 Week 7

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye gini kwene?
4. Otye otimmö nö?

## Dialogue

**Grandmother:** What are those?

**James:** They are chickens.

**Grandmother:** How many chickens are there?

**James:** There are 10 chickens.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say "Teacher says point to the house". All learners should point to the house picture card. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Plural Nouns

Look at the structures for this week. This week you are teaching learners plural nouns. It is important that we clearly explain to learners that when we have more than one of anything we add the 's' sound to the end of the word. To practise this use the big picture. In the big picture there is 1 cup, 2 plates, 1 cow and 10 chickens. You can use real objects to demonstrate this as well!

## These vs. Those

Remember that in English we use "this" and "these" to talk about things that are physically close to us. We can reach out and touch them. We use "that" and "those" to talk about things that are far from us. We cannot reach out and touch them. Be sure to model this for your learners this week.

## Vocabulary

1. chickens
2. cow
3. cup
4. plate
5. house
6. latrine

*This week your learners also learn how to count from 1 to 10 using the weekly song.*

## Vocabulary to Revise

- listen
- book
- reading
- grandmother
- brother
- sister

## Structures

How many \_\_\_ are there?  
There are \_\_\_.

What are these?  
They are \_\_\_.

What are those?  
They are \_\_\_.

## Structures to Revise

What is this/that?  
It is a \_\_\_.

# Theme 2: Our Home

Term 1 Week 7

## Continuous Assessment Activities

### Listening: Vocabulary

- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to point to the correct pictures.
- Draw the vocabulary words on the blackboard. Draw different quantities of each item. Have learners indicate with their fingers how many of each you have drawn. Eg: 10 chickens, 4 plates, etc. Make note of learners who do not demonstrate proper counting.

### Speaking: Structures

- Ask learners, "What are these?" and "What are those?" make note of learners who cannot respond correctly using the structure, "They are \_\_\_."
- Have pairs or small groups chant the chant and mime the correct actions. Make note of learners who are unable to chant the chant and mime the actions correctly.

## Song: Ten Little Chickens

*Tune: Ten Little Indians*

**One little, two little, three little chickens.**

**Four little, five little, six little chickens.**

**Seven little, eight little, nine little chickens.**

**I have ten chickens.**

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

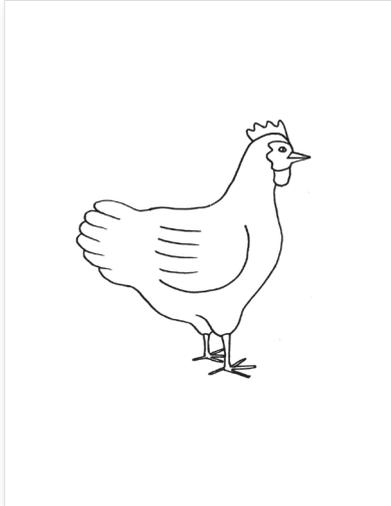
- Learners count to ten using their fingers to show the correct number.

# Sub-theme 2.3: Things Found in Our Home

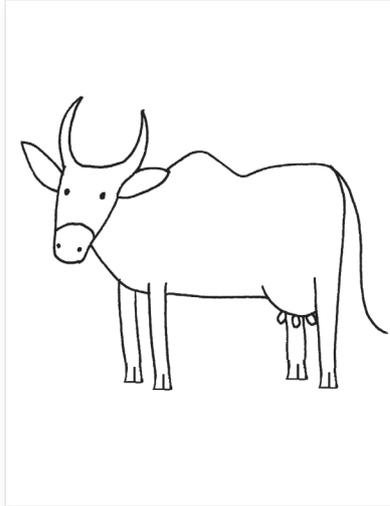
Term 1 Week 7

## Vocabulary Picture Cards

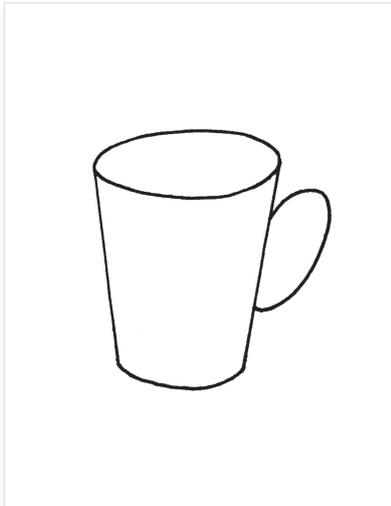
1.



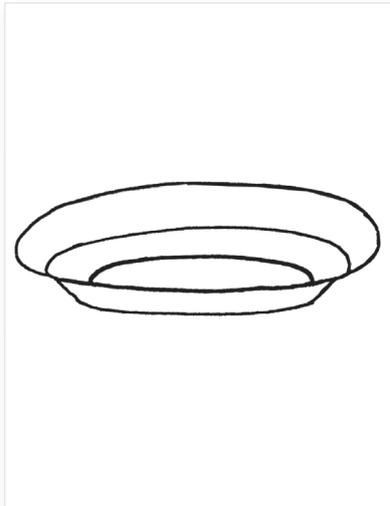
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3.



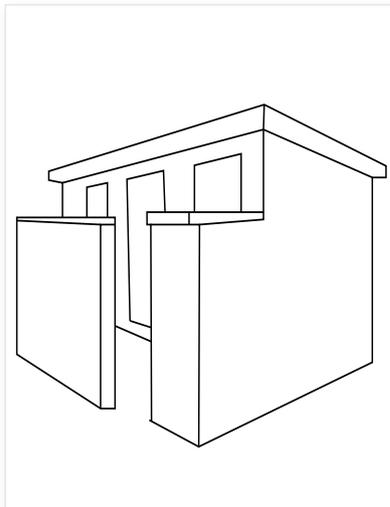
4.



5.



6.



## Vocabulary Guide

1. gwënë
2. dyan
3. kopi
4. cani
5. öt
6. coron

## Note to teacher

This week you are teaching your learners to count to 10! Use your fingers to demonstrate proper counting and remember to use real objects to help them practise.

## References

### NPSCU Teacher's Guide

- Competences for Assessment, pages 77-78
- Sample Scheme of Work, pages 125-126
- Lesson Plan Guidelines, pages 145-153

### NPSCU Curriculum Scope and Sequence

- Pages 18-19

# Theme 3: Our Community

Term 1 Week 8



## Listening Competences

- Respond to simple one-step commands.
- Identify people in the community using the picture cards in the primer.
- Respond to the structure, "Point to a/the \_\_\_" using the big picture in the primer.

## Speaking Competences

- Use the structure, "Who is he/she?" to ask a question.
- Use the structure, "He is a/the \_\_\_" and "She is a/the \_\_\_" to identify people in the community by profession.
- Use the structure, "His/her name is \_\_\_" to answer a question.

## Picture Description

### Setting

- Sarah and James are visiting their family and their uncle (Apio and Ocen's father) has taken them to a trading center in Lira Town.
- They are standing on the main street outside of a series of shops.
- A shopkeeper is standing in the doorway of his grocery store talking to Apio and Ocen's father.
- To the left of the grocery store is a tailoring shop. A female tailor is sewing clothes.
- To the right of the grocery store is a health clinic. A nurse is standing in the doorway of the clinic.
- On the far left hand side of the picture by the road, the head teacher from Apio and Ocen's school is talking to a police officer.

### Characters

- Going to Lira Town is an adventure for James.
- Sarah doesn't want to lose James in town so she keeps him close by her side.

### Action

- James is asking Sarah about the head teacher.
- The head teacher of Apio and Ocen's school is talking to a police officer.
- James and Sarah's uncle is selling his produce to the shopkeeper.

# Sub-theme 3.1: People in Our Community

Term 1 Week 8

## Picture Discussion

1. Dö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye gini kwene?
4. Otye otimmö njö?

## Dialogue

**James:** Who is that?

**Sarah:** He is Mr. Okwir.

**James:** Who is he?

**Sarah:** He is the head teacher.

## Vocabulary

1. head teacher
2. police officer
3. farmer
4. shopkeeper
5. tailor
6. nurse

## Vocabulary to Revise

- man
- woman
- boy
- girl

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say "Teacher says point to the head teacher". All learners should point to the head teacher picture card. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Structures

Who is this/that?

He/she is \_\_\_\_.

Who is he/she?

He/she is a/the \_\_\_\_.

## Structures to Revise

What is his/her name?

His/her name is \_\_\_\_.

Point to a/the \_\_\_\_.

# Theme 3: Our Community

Term 1 Week 8

## Continuous Assessment Activities

### Listening: Vocabulary

- Ask learners to point to the different people in the big picture in their primer. Make note of learners who cannot identify the different professions correctly.
- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to point to the correct pictures.

### Speaking: Structures

- Ask learners, "Who is he/she?" Make note of learners who cannot respond correctly using the structure, "He/she is \_\_\_\_."
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and mime the actions correctly.

## Song: Who is He?

*Tune: Oh God is Good*

Who is she?

Who is she?

Who is she?

She is the **nurse**.

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

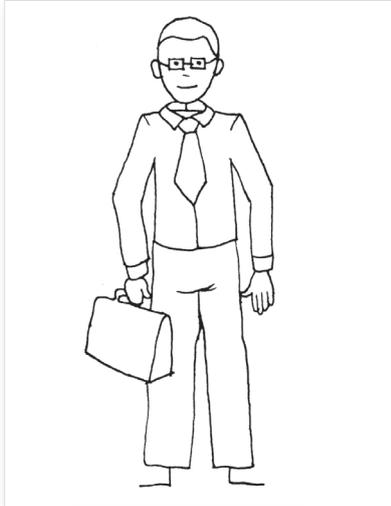
- Learners point to the vocabulary words. This can be done using the picture cards or the learner primer.

# Sub-theme 3.1: People in Our Community

Term 1 Week 8

## Vocabulary Picture Cards

1.



2.



3.



4.



5.



6.



## Vocabulary Guide

1. aedi
2. polici
3. apur
4. acatduka
5. anyoncaran
6. naci

## References

### NPSCU Teacher's Guide

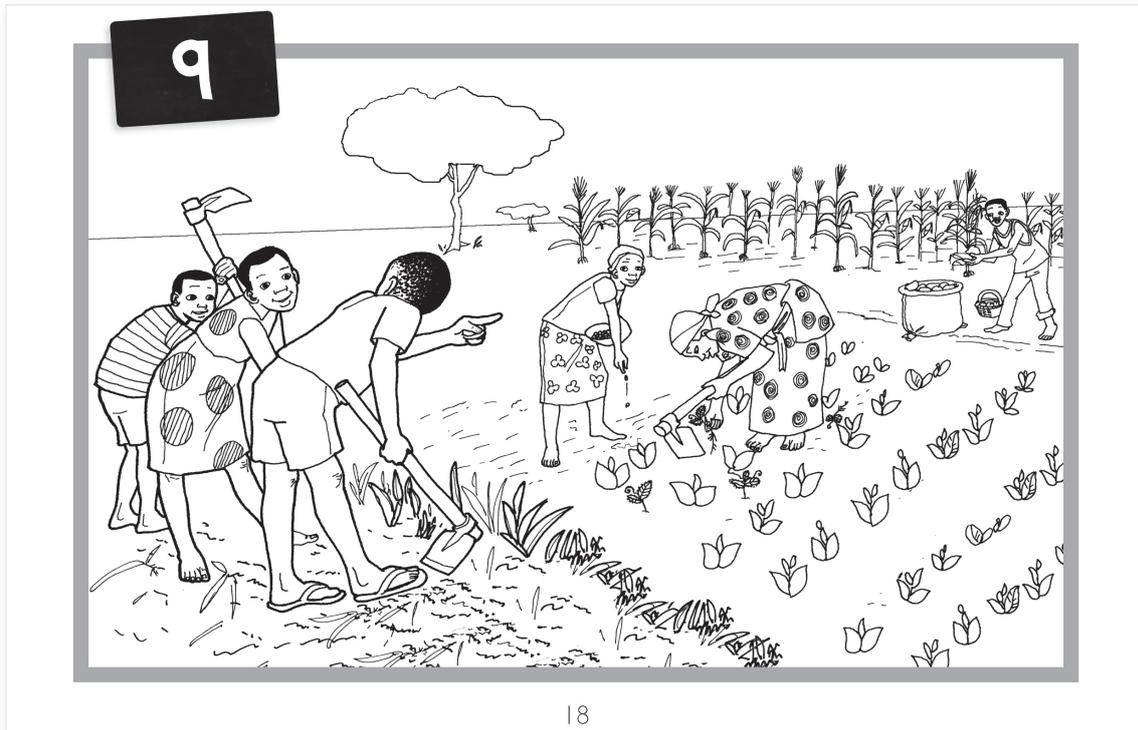
- Competences for Assessment, pages 78-79
- Sample Scheme of Work, page 154-155
- Lesson Plan Guidelines, pages 158-166

### NPSCU Curriculum Scope and Sequence

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# Theme 3: Our Community

Term 1 Week 9



## Listening Competences

- Respond to simple one-step commands.
- Identify vocabulary words by pointing to the picture cards in the primer.
- Mime 3 action verbs from the week's vocabulary.

## Speaking Competences

- Ask the question, "What are they doing?"
- Use the structure, "They are \_\_\_-ing" to say what the people are doing.
- Say the vocabulary words while pointing to the picture cards.

## Picture Description

### Setting

- James and Sarah are visiting their family.
- The family members are doing different farming activities.
- James, Apio and Ocen are digging and watching the adults work.
- Sarah and Grandfather are not at the garden.

### Characters

- James is having fun in the garden with his cousins.
- James wants to learn how to farm too!

### Action

- James, Apio and Ocen are digging.
- James is asking the twins all about farming. They are answering his questions.
- Apio and Ocen's mother is planting seeds close to where grandmother is weeding.
- Apio and Ocen's father is preparing his produce to sell in town.

# Sub-theme 3.2: Activities in Our Community

Term 1 Week 9

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye ginī kwene?
4. Otye otimmö njö?

## Dialogue

**James:** What are they doing?

**Ocen:** They are farming.

**James:** What is Grandmother doing?

**Ocen:** She is weeding.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say "Teacher says show me planting". All learners should mime planting. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Vocabulary

1. farming
2. planting
3. weeding
4. sewing
5. buying
6. selling

## Vocabulary to Revise

- mother
- father
- grandmother
- tailor
- shopkeeper
- farmer

## Note to teacher

Sewing, buying and selling are not shown in this week's big picture.

Please return to last week's picture of James and Sarah in the trading center in Lira to show these vocabulary words to learners if they struggle with the picture cards.

## Structures

What are they doing?

They are \_\_\_-ing.

## Structures to Revise

What are you doing?

I am \_\_\_-ing.

What is he/she doing?

He/she is \_\_\_-ing.

# Theme 3: Our Community

Term 1 Week 9

## Continuous Assessment Activities

### Listening: Vocabulary

- Show learners the vocabulary picture cards and have them mime the action. Make note of learners who cannot act out the vocabulary word.
- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who are unable to match vocabulary words with the correct pictures.

### Speaking: Structures

- Ask learners, "What are they doing?" Make note of learners who cannot respond correctly using the structure, "They are \_\_\_-ing."
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and mime the actions correctly.

## Song: My Garden Plot

I am **planting, planting** in my garden plot.

I am **planting, planting** in my garden plot.

I am **weeding, weeding** in my garden plot.

I am **weeding, weeding** in my garden plot.

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First you sing the song for your learners. Next learners repeat after you. Then learners sing together with you. Finally you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

- Learners mime all of the actions (planting, farming, weeding, digging, singing etc.) when they sing the words.

# Sub-theme 3.2: Activities in Our Community

Term 1 Week 9

## Vocabulary Picture Cards

1.



2.



3.



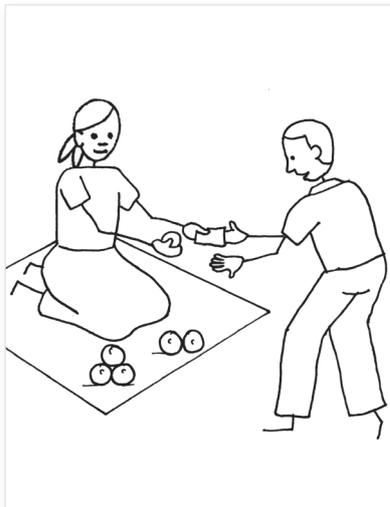
4.



5.



6.



## Vocabulary Guide

1. pur
2. pittää
3. döyö
4. weero
5. kwöyö
6. cättö

## References

### NPSCU Teacher's Guide

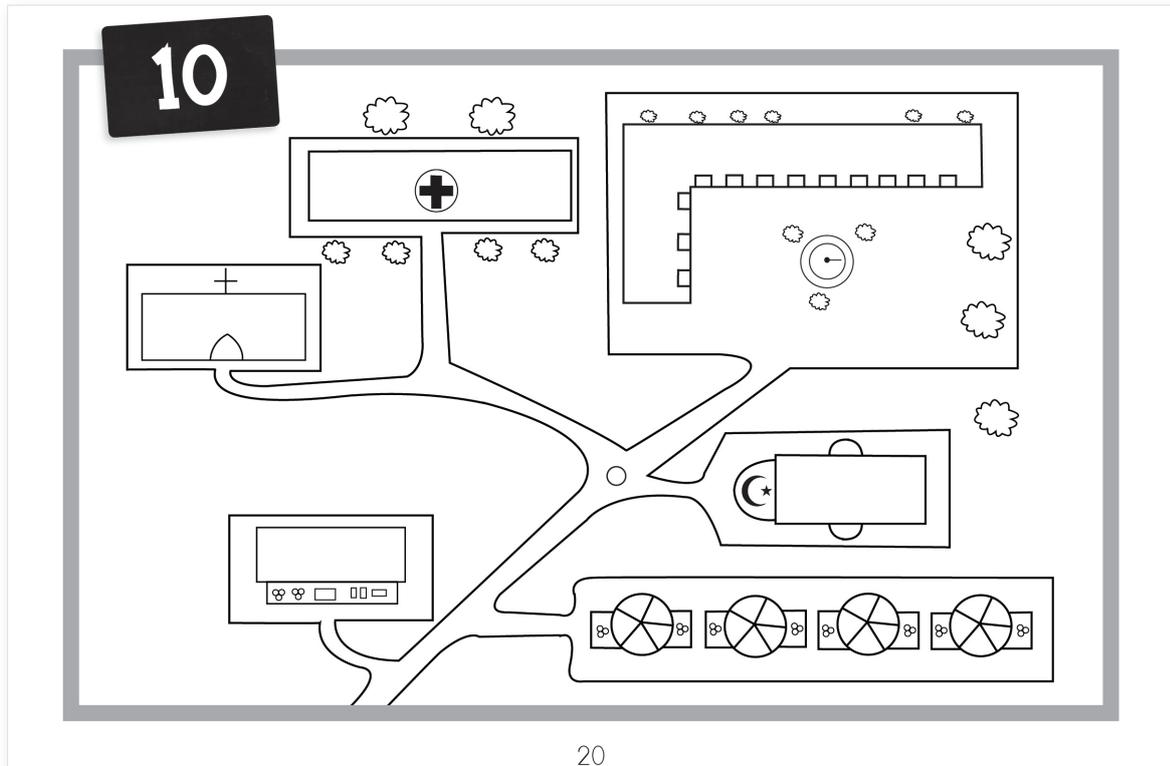
- Competences for Assessment, pages 78-79
- Sample Scheme of Work, page 156
- Lesson Plan Guidelines, pages 167-176

### NPSCU Curriculum Scope and Sequence

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# Theme 3: Our Community

Term 1 Week 10



## Listening Competences

- Respond to simple one-step commands.
- Identify vocabulary words by pointing to the picture cards in the primer.
- Respond to the question, "Where is a/the \_\_\_?" by pointing to the map in the primer.

## Speaking Competences

- Use the structure, "Where is a/the \_\_\_?" to ask a question.
- Use the structure, "The \_\_\_ is here/there" to respond to a question.
- Respond to the question, "Can you see a/the \_\_\_?" by saying either, "Yes, I can" or "No, I cannot."

## Picture Description

### Setting

- The picture is a simple map of James and Sarah's neighborhood in Kampala.
- The map shows important places in the community.
- Each place corresponds to a vocabulary word for the week.

### Characters

- Sarah and James know these places very well.
- They pass them each day as they walk to school together.

### Action

- Point to the different places on the map while identifying the vocabulary words.

# Sub-theme 3.3: Important Places in Our Community

Term 1 Week 10

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye gini kwene?
4. Otye otimmö njö?

## Dialogue

**Teacher:** Can you see the clinic?

**Learners:** Yes, we can.

**Teacher:** Where is the clinic.

**Learners:** The clinic is here.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say "Teacher says point to the church". All learners should point to the church on the map in their primer. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Here vs. There

This week we are talking about maps and location. Make sure that your learners understand that something which is here is close to them, they can reach out and touch it. Something that is there is further away.

## Grammar Note : Contractions

It is important that learners first learn the complete words before learning contractions. Do not teach learners "can't", they must first learn "cannot".

## Vocabulary

1. market
2. shop
3. clinic
4. school
5. church
6. mosque

## Vocabulary to Revise

- head teacher
- teacher
- farmer
- shopkeeper
- nurse
- teaching
- learning
- farming
- selling
- buying
- praying

## Structures

Where is a/the \_\_\_?

The \_\_\_ is here/there.

Can you see a/the \_\_\_?

Yes, I/we can.

No, I/we cannot.

## Structures to Revise

What is this/that?

It is a \_\_\_.

Point to a/the \_\_\_.

# Theme 3: Our Community

Term 1 Week 10

## Continuous Assessment Activities

### Listening: Vocabulary

- Call out 3 of the vocabulary words. Have learners draw the vocabulary words on their slates. Make note of learners who do not draw the correct pictures.
- Ask learners, "Where is the \_\_\_?" Make note of learners who cannot identify the vocabulary words using the map in their primer.

### Speaking: Structures

- Using the map in the primer ask learners, "Where is the \_\_\_?" Make note of learners who cannot respond using the structure, "The \_\_\_ is here/ there".
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and mime the actions correctly.

## Song: Can You See The Market?

*Tune: Come By Me, Oh Lord*

Can you see the **market**?

Yes I can.

Can you see the **market**?

Yes I can.

Can you see the **market**?

Yes I can. Yes I can. Yes I can.

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

- Learners make their hands form glasses when they say, "see".
- Learners nod when they say, "Yes I can".

# Sub-theme 3.3: Important Places in Our Community

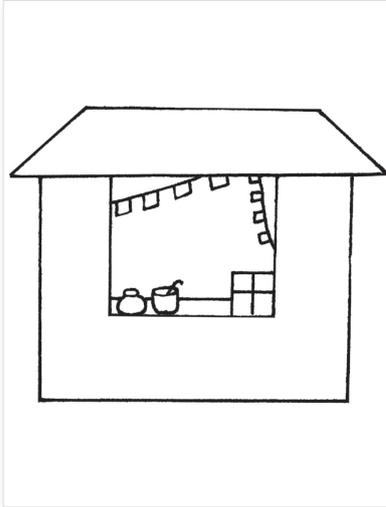
Term 1 Week 10

## Vocabulary Picture Cards

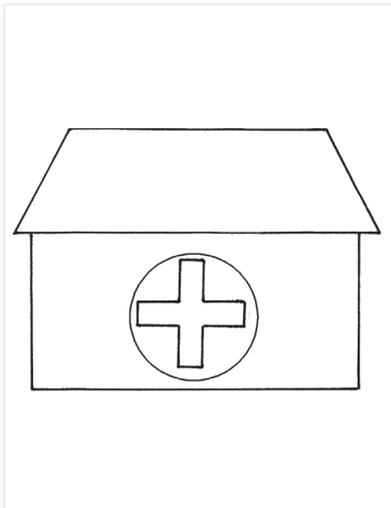
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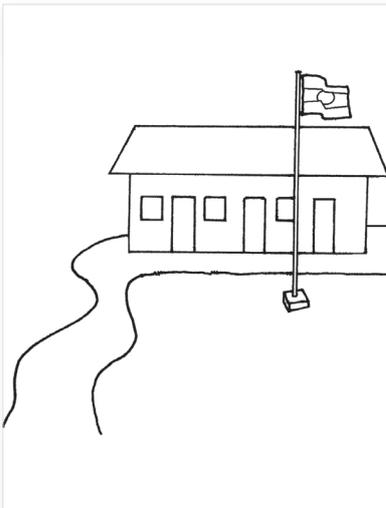
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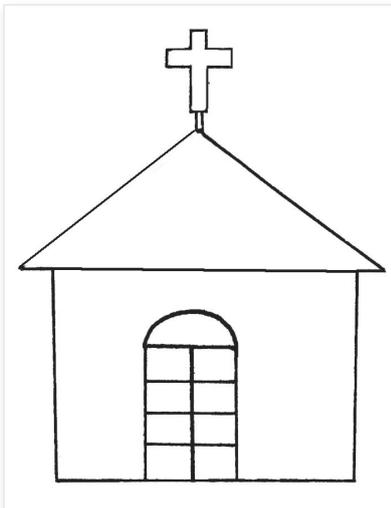
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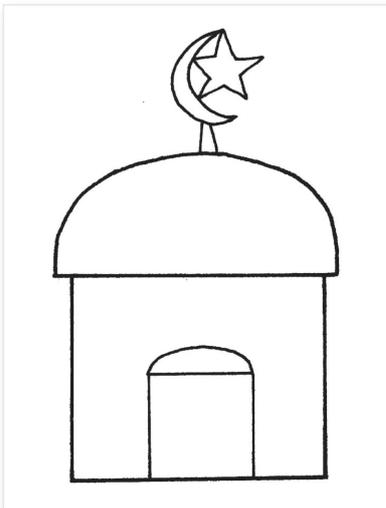
4.



5.



6.



## Vocabulary Guide

1. cuk
2. duka
3. kilinik
4. cukul
5. kanica
6. mocikiti

## References

*NPSCU Teacher's Guide*

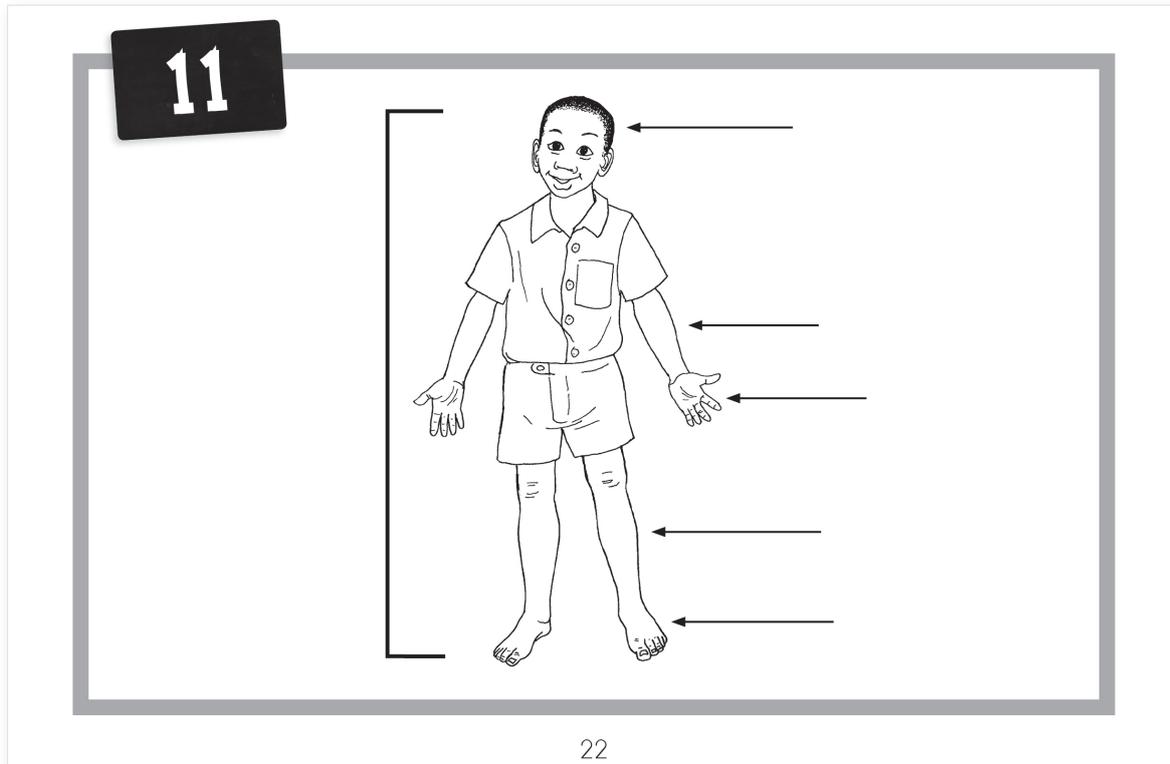
- Competences for Assessment, pages 78-79
- Sample Scheme of Work, page 157
- Lesson Plan Guidelines, pages 177-186

*NPSCU Curriculum Scope and Sequence*

- Pages 22-23

# Theme 4: The Human Body and Health

Term 1 Week 11



22

## Listening Competences

- Respond to simple one-step commands.
- Respond to the structure, "Point to your \_\_\_."
- Identify vocabulary words by pointing to the picture cards in the primer.

## Speaking Competences

- Use the structure, "How many \_\_\_ do you have?" to ask a question.
- Use the structure, "I have \_\_\_" to answer a question.
- Count body parts to identify the number of toes, legs, arms, etc.

## Picture Description

### Setting

- This is simple picture of the human body.
- This week we are going to learn about different body parts.

### Characters

- The picture is of James.

### Action

- Have learners point to the different body parts as you teach them the vocabulary words.

### Note to teacher

In your P1 Leblango teacher's guide these body parts are labeled in Leblango.

# Sub-theme 4.1: Parts of the Body and Their Functions

Term 1 Week 11

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye ginii kwene?
4. Otye otimmö njö?

## Dialogue

**Sarah:** Show me your hand.

**James:** This is my hand.

**Sarah:** How many fingers do you have?

**James:** I have 5 fingers.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say, "Teacher says touch your arm". All learners should touch their own arm. Follow this procedure with all of the vocabulary words. This is a fun way to practise the vocabulary words. You can also revise vocabulary taught in previous weeks!

## Vocabulary

1. body
2. head
3. arm
4. leg
5. hand/fingers
6. foot/toes

## Vocabulary to Revise

- boy
- girl
- man
- woman
- learner
- counting 1-10

## Note to teacher

Use the picture cards for hand and foot to also teach fingers and toes. You can count the fingers and toes on the picture cards.

## Structures

How many \_\_\_ do you have?

I have \_\_\_.

How many \_\_\_ does he/ she have?

He/she has \_\_\_.

Show me your \_\_\_.

This is my \_\_\_.

These are my \_\_\_.

## Structures to Revise

Point to your \_\_\_.

# Theme 4: The Human Body and Health

Term 1 Week 11

## Continuous Assessment Activities

### Listening: Vocabulary

- Ask learners to point to different parts of their own bodies. Make note of learners who cannot identify their own body parts correctly.
- Call out 3 of the vocabulary words. Have learners draw the vocabulary words on their slates. Make note of learners who do not draw the correct body parts.

### Speaking: Structures

- Review counting using the body parts vocabulary. Ask learners how many legs, arms, hands, feet, fingers, toes, etc. they have. Make note of learners who cannot respond correctly using the structure, "I have \_\_\_."
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and mime the actions correctly.

## Song: Head and Shoulders

<b>Verse 1</b>	<b>Head</b> and shoulders Knees and <b>toes</b> Knees and <b>toes</b> Knees and <b>toes</b>
<b>Verse 2</b>	<b>Head</b> and shoulders Knees and <b>toes</b> Ears, eyes, nose and mouth!

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing.  
*Suggested variation: since you cannot change the vocabulary words easily in this song, try to sing it at a faster speed once your learners have mastered the words. This is a fun way to challenge them!*
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

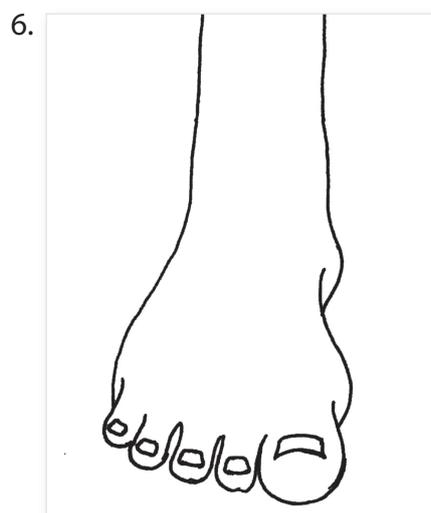
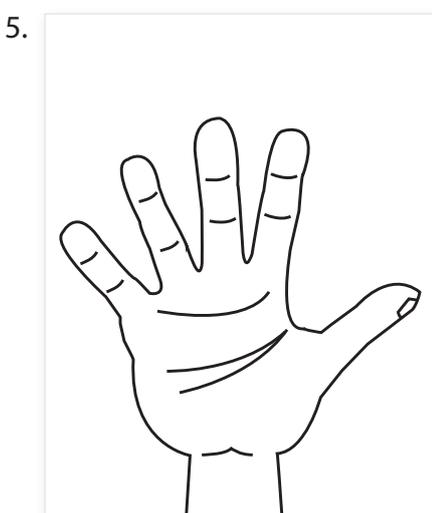
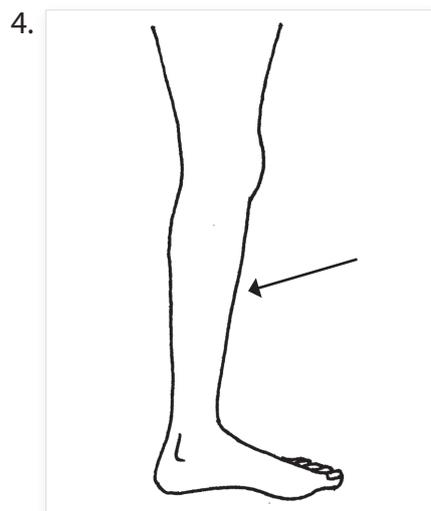
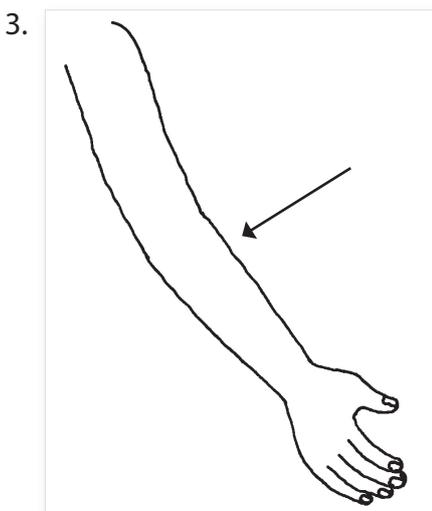
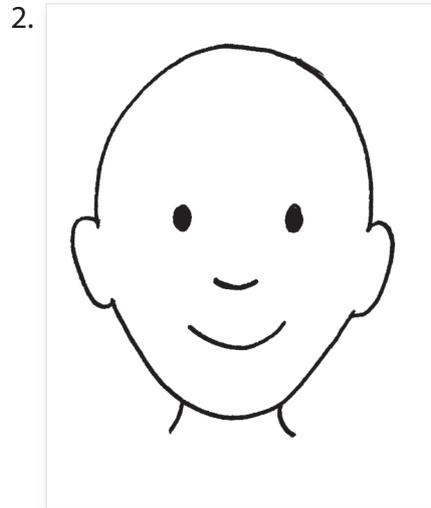
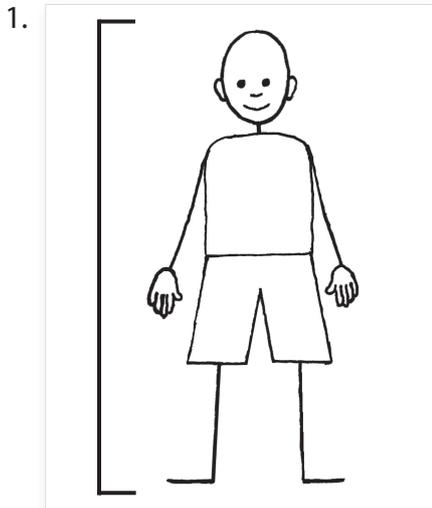
Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

- Learners touch every body part when they sing it by name. (This means that when learners repeat knees and toes three times they also touch their knees and toes three times.)

# Sub-theme 4.1: Parts of the Body and Their Functions

Week 11

## Vocabulary Picture Cards



## Vocabulary Guide

1. kom
2. wic
3. bad
4. olote
5. cîṅ/anyiraciṅ kede twönciṅ
6. tyën/anyiratyën kede twöntyën

## References

### NPSCU Teacher's Guide

- Competences for Assessment, pages 79-80
- Sample Scheme of Work, pages 187-188
- Lesson Plan Guidelines, pages 191-200

### NPSCU Curriculum Scope and Sequence

- Page 25

# Theme 4: The Human Body and Health

Term 1 Week 12



24

## Listening Competences

- Respond to simple one-step commands.
- Identify vocabulary words by pointing to the picture cards in the primer.
- Respond to commands by miming actions related to personal hygiene and cleanliness.

## Speaking Competences

- Use the structure, "Where is the \_\_\_?" to ask a question.
- Use the structure, "The \_\_\_ is here/there" to answer a question.
- Name the different items used to maintain personal hygiene.

## Picture Description

### Setting

- James is standing inside a simple bathing room, like one would find in a boy's quarters.
- He has a basin of water, soap and a towel.
- It's bathing time!

### Characters

- It is Sarah's job to make sure that James bathes properly each day.
- James thinks bathing is boring, so he likes to sing to make it more fun.

### Action

- James is brushing his teeth.
- Sarah is checking on James to make sure he is bathing.

# Sub-theme 4.2: Personal Hygiene

Term 1 Week 12

## Picture Discussion

1. Nö ame itye inännö i cal?
2. Jö mënë ame itye inännö i cal?
3. Otye gini kwene?
4. Otye otimmö njö?

## Dialogue

**Sarah:** What are you doing?

**James:** I am bathing.

**Sarah:** Where is the basin?

**James:** The basin is here.

## Game: Teacher Says

Revise the vocabulary words by playing the game 'Teacher Says'. Tell learners that you are going to play a game. You will give a series of commands and they must follow your directions. In English say "Teacher says point to the towel". All learners should point to the towel picture card. Follow this procedure with all of the vocabulary picture cards. This is a fun way to practise the 6 vocabulary words. You can also revise vocabulary taught in previous weeks!

## Vocabulary

1. brushing (teeth)
2. bathing
3. soap
4. water
5. basin
6. towel

## Vocabulary to Revise

- father
- mother
- brother
- sister
- washing

## Structures

Where is the \_\_\_?

The \_\_\_ is here/there.

## Structures to Revise

How many \_\_\_ do you have?

I have \_\_\_.

What are you doing?

I am \_\_\_-ing.

What is he/she doing?

He/she is \_\_\_-ing.

# Theme 4: The Human Body and Health

Term 1 Week 12

## Continuous Assessment Activities

### Listening: Vocabulary

- Call out the vocabulary words and have learners identify them by pointing to the picture cards in their primers. Make note of learners who cannot identify the vocabulary words.
- Call out 3 of the vocabulary words. Have learners draw the vocabulary words on their slates. Make note of learners who do not draw the correct pictures.

### Speaking: Structures

- Ask learners, "Where is the \_\_\_?" Make note of learners who cannot respond correctly using the structure, "The \_\_\_ is here/there".
- Have pairs or small groups sing the song and mime the correct actions. Make note of learners who are unable to sing the song and mime the actions correctly.

## Song: Brush Every Day!

*Tune: Comb Your Hair*

**Brush, brush, brush** your teeth.

**Brush** them every day!

Father, mother, brother, sister

**Brush** them every day!

## Song Guide

1. All songs in Term 1 are taught using the 'I do. We do. You do.' method. First, you sing the song for your learners. Next, learners repeat after you. Then, learners sing together with you. Finally, you listen as learners sing the song for you.
2. Teach the song first as whole language, modeling it for learners from beginning to end. Then teach it using a bottom-up approach. You sing one line at a time and learners repeat after you.
3. At the beginning of the week make sure that your learners can master this simple verse. Hold up the relevant vocabulary picture card for learners while singing. By Wednesday you should be able to change the vocabulary words using the picture cards. This will allow you to use the song to practise the different vocabulary words.  
*Suggested variations: bathe with soap and/or bathe with water*
4. Throughout the week you should be using your CAM Form to record learner performance. Look at the continuous assessment activities. There is always one song-based activity for you to use in order to assess your learners.

## Song Actions

Remember, when you include actions in the song it makes the activity more fun for your learners and helps them learn the song and understand the meaning of the song faster! You can be creative and make up your own actions. Here are some suggested actions for this week's song to help you:

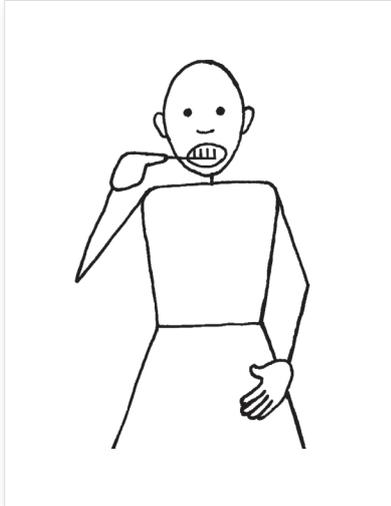
- Learners mime the actions (brushing, bathing).

# Sub-theme 4.2: Personal Hygiene

Term 1 Week 12

## Vocabulary Picture Cards

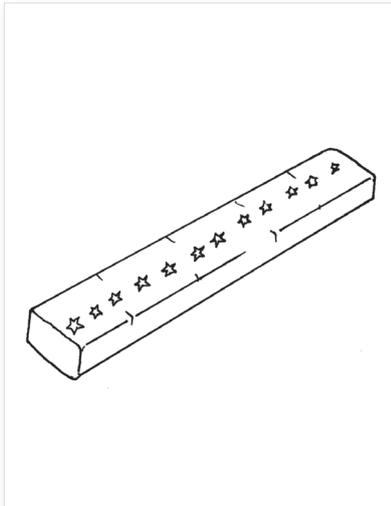
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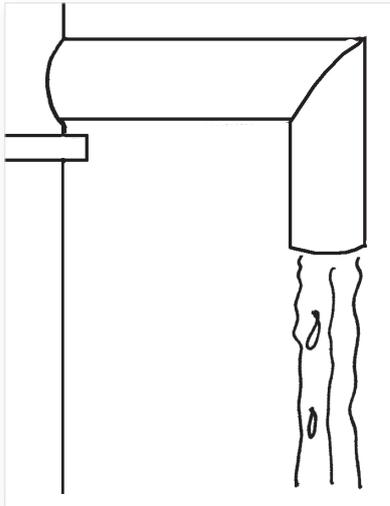
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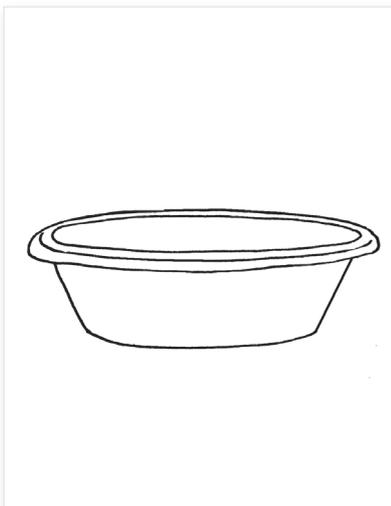
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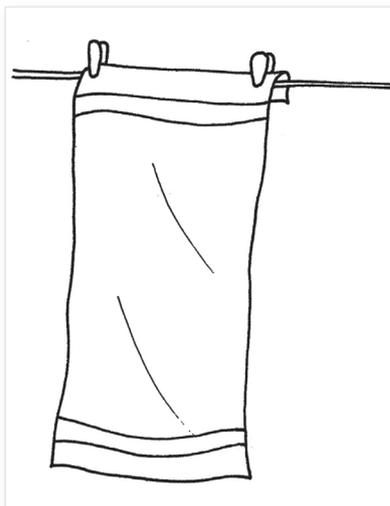
4.



5.



6.



## Vocabulary Guide

1. rüddö
2. lwökkö kom
3. cabun
4. pii
5. becen
6. tawulu

## References

### NPSCU Teacher's Guide

- Competences for Assessment, pages 79-80
- Sample Scheme of Work, pages 188-189
- Lesson Plan Guidelines, pages 201-210

### NPSCU Curriculum Scope and Sequence

- Page 26

# Term 1 Summative Assessments

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## Term 1 Week 13

### Note to teachers

You should start assessing learners on these skills beginning in the fifth week of the term. Many of the weekly continuous assessment activities in this teacher's guide are similar to the summative assessments in Week 13. Learners are asked to demonstrate similar competences each week in class with new structures and vocabulary words. By the end of the term, you should have assessed your learners on all of these tasks.

### Note to teachers

In your teacher's guide you have been provided with a Summative Assessment Record Keeping Sheet on page 101. This is a tool for you to record your observations. Don't forget to register learners' scores here.

## Listening Skills Assessments

In this assessment you will conduct two whole class listening activities where learners respond to simple commands.

### Responding to Commands (Whole Class)

Tell learners that you are going to play a game. You will tell them a series of commands and they must follow your directions.

1. Say this series of simple one-step commands. Note learners who are slow to follow directions or cannot.
  - Stand up.
  - Sit down.
  - Open your book.
  - Close your book.
2. Say this series of commands using the term's learned structures. Note learners who are unable to perform the action.
  - Show me washing.
  - Show me cooking.
  - Show me sweeping.
  - Show me bathing.
  - Show me digging.
  - Show me planting.
  - Point to your fingers.
  - Point to your arm.
  - Point to your leg.
  - Point to your hand.
  - Point to your foot.

### Score as follows:

- Give learners 2 points for each command they follow correctly.
- There are 30 possible points in this section.

### Mark as follows:

- 20-30 points - ber atek (BA) superior performance
- 11-19 points - beber (BB) satisfactory performance
- less than 10 points - amito akönyä (AA) needs more work

# Term 1 Summative Assessments

Term 1 Week 13

## Speaking Skills Assessments

In this assessment you will conduct small group speaking activities where learners name people in their communities. Go around the classroom assessing groups of 8-10 learners at a time. Once you have finished the exercise with one group of learners move on to the next.

### Naming People in Our Community (Small Group)

1. Ask a small group of 8-10 learners to look at the big pictures in Week 5 (page 10) and Week 8 (page 16) of the primer.
2. Using the structure, "Who is he/she?" ask learners to name each of the following people in the picture.
3. Learners should reply using the structure, "He/she is a/the \_\_\_\_" to identify the person in the picture.

#### Week 5:

- Father
- Mother
- Grandmother
- Grandfather
- Sister
- Brother

#### Week 8:

- Headmaster
- Policeman
- Farmer
- Shopkeeper
- Tailor
- Nurse

## Vocabulary

1. cough
2. flu
3. sick
4. fever
5. malaria
6. mosquito

## Vocabulary to Revise

- nurse
- doctor
- clinic

## Structures

Are you well/ill?  
Yes I am.  
No I am not.

## Structures to Revise

What is this/that?  
That/this is a/the \_\_\_\_.

How are you?  
I am fine.

# Term 1 Summative Assessments

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## Term 1 Week 13

### Note to teacher

You should use Week 13 to complete these summative assessment activities with learners who have not had a chance to demonstrate the competences to you during the term.

## Speaking Skills Assessments

In this assessment you will conduct small group speaking activities where learners name activities in their communities. Go around the classroom assessing groups of 8-10 learners at a time. Once you have finished the exercise with one group of learners move on to the next.

### Naming Activities in Our Community (Small Group)

1. Ask a small group of 8-10 learners to look at the big pictures in Week 8 (page 16) and Week 9 (page 18) of the primer.
2. Using the structure, "What is he/she doing?" ask learners to name the action each person in the picture is doing.
3. Learners should reply using the structure, "He/she is \_\_\_ ing" to say what the person is doing.

#### Week 8:

- Tailor – Sewing
- Farmer – Selling

#### Week 9:

- Apio and Ocen's Mother – Planting
- Grandmother – Weeding
- James – Digging

#### Score as follows:

- Give learners 1 point each time they use the structure correctly. Give learners 1 point each time they use the correct vocabulary word.
- There are 34 possible points in this section (17 points for structures and 17 points for vocabulary).

#### Mark as follows:

- 24-34 points - ber atek (BA) superior performance
- 13-23 points - beber (BB) satisfactory performance
- less than 12 points - amito akönyä (AA) needs more work

## Speaking Skills Assessment

In this assessment you will conduct small group speaking assessments using the term's structures and vocabulary words. Go around the classroom assessing groups of 8-10 learners at a time. Once you have finished the exercise with one group of learners move on to the next.

# Term 1 Summative Assessments

Term 1 Week 13

## Using Structures and Pronouncing Vocabulary Words (Small Group)

Using the big pictures and vocabulary picture cards in the primer, learners will use learned structures and pronounce vocabulary words from Term 1.

### Part 1:

1. Ask a small group of 8-10 learners to turn to page 6 (week 3) in their primers.
2. Ask the question, "What is this/that?" while pointing to the different vocabulary items.
3. Have learners answer the question using the structure, "It is a/the \_\_\_" and the vocabulary word (blackboard, chalk, table, chair, desk, book).

### Part 2:

1. Ask a small group of 8-10 learners to turn to page 15 (week 7) in their primers.
2. Ask the question, "What is this/that?" while pointing to the different vocabulary picture cards.
3. Have learners answer the question using the structure, "It is a/the \_\_\_" and the vocabulary word (cow, cup, chicken, plate, latrine, house).

### Part 3:

1. Ask a small group of 8-10 learners to turn to page 20 (week 10) in their primers.
2. Using the map in the primer, ask the question, "Where is the \_\_\_?"
3. Have the learners answer the question using the structure, "The \_\_\_ is here/there" and the vocabulary word for each place on the map (market, shop, clinic, school, church, mosque).

### Score all three parts of this test as follows:

- Give learners 1 point each time they use the structure correctly. Give learners 1 point each time they use the correct vocabulary word.
- There are 36 possible points in this section (18 points for structures and 18 points for vocabulary).

### Mark all three parts of this test as follows:

- 26-36 points - ber atek (BA) superior performance
- 16-35 points - beber (BB) satisfactory performance
- less than 15 points - amito akönyä (AA) needs more work

## References

### NPSCU Teacher's Guide

- Competences for Assessment, page 80
- Sample Scheme of Work, pages 189-190
- Lesson Plan Guidelines, pages 211-217

### NPSCU Curriculum Scope and Sequence

- Pages 25-28

# Term 1 Summative Assessments

Term 1 Week 13

## MINISTRY OF EDUCATION AND SPORTS

### P1 Term 1 Parent Report Card

### MARKS

SCHOOL: ..... YEAR: .....

BA = BĚR ATĚK

LEARNER'S NAME: .....

BB = BĚBĚR

DAYS ATTENDED: ..... OUT OF:.....

AA = AMİTTÖ AKÖNYÄ

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

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

TEACHER'S COMMENTS: .....  
 .....TEACHER'S SIGNATURE: .....

REQUIREMENTS: .....

NEXT TERM BEGINS ON: ..... ENDS ON: .....

HEAD TEACHER'S COMMENTS: .....  
 .....HEAD TEACHER'S SIGNATURE:.....





