

Apio kede Ocen ocako pwonynyo kite me

Kwan kede Cöc

KILACI 1



A Mango Tree Teacher's Guide

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FINAL DRAFT: FOR February—December 2013

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Lango Language Board omoko nĩ cōc i
Lēblango ame tye iyi buk-ki tye kakare.



The Leblango text in this document has been
approved by the Lango Language Board.

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Acknowledgements

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

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

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

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

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

Email: lang_programs_uganda@sil.org.

Website: www.sil.org

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

Loro Primary Teacher College

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

The Oyam District and Lira Municipal Education Offices

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

The Lango Language Board

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

The Pilot Schools

We are grateful for the following schools for allowing us to pilot our methods and materials in their schools in 2011:

- 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

Eyo! Wan obedo
Apio kede Ocen.
Wan obedo rude.
Mwaka nī, wan ocakko
kwanno Kilaci Acël.

Wan otye omittö
pwonynyo kwan kede
cöc! Yin kono? Wan
ducu okwano karacël.



Mango Tree's Local Language Literacy Model

Approach vs. Strategy

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

Let's use a comparison to explain the difference:

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

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

In other words, a teaching approach is broad. It is a mindset or belief system about how to teach.

Teachers generally have strong opinions about their teaching approach and may find it difficult to change.

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

Our Foundation: The 5 Big Ideas of Literacy Instruction

Our instructional model is founded on research-based evidence for effective teaching of literacy. The 5 Big Ideas of Literacy Instruction were developed by a panel of experts who reviewed over 100,000 reading studies to determine the most effective methods for teaching children to read. The final report made it clear. The best approach to literacy instruction is one that incorporates explicit instruction in five fundamental literacy skills. Below is a brief outline of these five skills.

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

These five literacy skills are embedded in all our daily lessons. And like the 5 Big Ideas themselves, our model is committed to being evidence-based. Teachers assess pupils daily, weekly and termly to track progress in acquiring competence in these five core skills. We also use the Early Grade Reading Assessment (EGRA) at the end of the year to assess each school's progress in meeting programmatic goals and we share this data widely, especially with local school and district officials.

Approaches to Teaching Literacy

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

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

Mango Tree's Local Language Literacy Model

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

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

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

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

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

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

These concerned teachers began to develop a new approach to teaching reading and writing that focused on meaning first. Their basic idea was to begin literacy instruction with stories and sentences instead of with letters and syllables. Now, fifty years later, there are just as many top-down programs to teach children to read and write as there are bottom-up approaches.

In recent Ugandan history we have had examples of both approaches introduced into government schools. In 1998 all government primary schools received a Jolly Phonics teaching kit. Jolly Phonics is a very effective teaching program developed in the UK that uses a bottom-up teaching approach.

In the early 2000's Breakthrough to Literacy or BTL was introduced in schools in selected parts of the country including the Lango Sub-region. BTL utilizes a top-down instructional approach.

Mango Tree’s Local Language Literacy Model

Below is a chart that summarizes the two approaches:

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

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

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

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

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

Mango Tree's Local Language Literacy Model

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

	READING	WRITING
Top-Down	Story Reading Time (Lesson 1) <ul style="list-style-type: none">• Reading for fluency and comprehension	Creative Writing Time (Lesson 2) <ul style="list-style-type: none">• Self-directed writing for sharing with the class
Bottom-Up	Word-Building Time (Lesson 3) <ul style="list-style-type: none">• Key Letter and Keyword Lesson• Letters, Syllables and Blending Practice	Word-Building Time (Lesson 4) <ul style="list-style-type: none">• Spelling dictation• Handwriting and letter formation

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

3 Key Teaching Strategies

When explaining our instructional model to teachers we often tell them to imagine that they are leading their pupils on a journey that will last for a full academic year. The 5 Principles represent their destination or end point of that journey. If the journey is successful, pupils will significantly improve their competence in the 5 Principles by the end of the year.

There are three roads they can choose from to reach this destination – the Top-Down Road, the Bottom-Up Road or the road we've chosen that lies somewhere in between – the Integrated Road.

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

Mango Tree's Local Language Literacy Model

1. Children Learn by Doing.

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

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

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

2. I do. We do. You do.

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

3. From Simple to Complex.

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

Other Important Features of Our Model

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

Our model is specially designed for rural Ugandan classrooms

One of the first things you should know as a Ugandan teacher is that Mango Tree's literacy model is designed especially for you. Most literacy models that have found their way to Uganda

Mango Tree's Local Language Literacy Model

were originally developed by educators in Western countries. These models were designed for teachers who had small class sizes and access to many different instructional resources. When these models have been introduced in Uganda, teachers find them challenging to implement. Most teachers in our country, especially in early primary, have large classes and few resources. They need an instructional approach and teaching strategies that fit their reality.

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

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

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

Locally developed instructional materials

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

Leblango is a unique African language. It has special linguistic and cultural features that don't exist in a Western language like English. If we only provide teachers with translated resources, they will not be able to teach the language properly.

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

Using the body to learn sounds

Mango Tree has borrowed a teaching strategy from Jolly Phonics. This strategy is highly effective in teaching children the sounds that letters make. When a letter sound is first introduced, the children learn a movement to do while they make the sound. This movement is related to the keyword. For example, the third letter that children learn in P1 Term 2 is "c". The keyword in Leblango

Primer and Reader

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

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

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

Mango Tree's Local Language Literacy Model

is “mac” or “fire”. When the teacher introduces the “c” sound she has the children pretend to light a match while making the “c” sound. This body movement helps the child remember the sound because they are using three of their five senses to remember the sound:

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

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

English literacy is also built into our model

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

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

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

Mango Tree's Literacy Model and the MoES Curriculum

Mango Tree's Literacy Model and the MoES Curriculum

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

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

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

Literacy Competences in the MoES Curriculum

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

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

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

Ministry of Education and Sports Literacy Lessons

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

Mango Tree's Literacy Model and the MoES Curriculum

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

Mango Tree's Literacy Lessons

Topic (Approach)	Literacy competences addressed	5 Big Ideas	Lessons per week
Story Reading Time (Top-down)	Reading Speaking Listening	Fluency, Comprehension, Vocabulary	5
Creative Writing Time (Top-down)	Writing Speaking Listening	Fluency, Comprehension, Vocabulary	5
Word Building Time (Bottom-up)	Reading and Writing	Phonemic Awareness, Alphabetic Principle	5

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

Mango Tree's Literacy Model and the MoES Curriculum

Thematic Competences

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

Sample Lesson Templates

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

The Weekly Timetable

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

Mango Tree's Literacy Model and the MoES Curriculum

Model Timetable: P1 Term 1

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 1 	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 2 	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 3 	Story Reading Time <ul style="list-style-type: none"> Class Story or Reader Story-Lesson 1 	Story Reading Time <ul style="list-style-type: none"> Class Story or Reader Story-Lesson 2
9:30-10:00	Creative Writing Time	Creative Writing Time	Creative Writing Time	Creative Writing Time	Creative Writing Time
10:00-10:30	Break	Break	Break	Break	Break
10:30-11:00	Pre-Reading & Pre-Writing Time <ul style="list-style-type: none"> Writing Your Name Handwriting Skills 	Pre-Reading & Pre-Writing Time <ul style="list-style-type: none"> Listening Skills Visual Skills 	Pre-Reading & Pre-Writing Time <ul style="list-style-type: none"> Writing Your Name Handwriting Skills 	Pre-Reading & Pre-Writing Time <ul style="list-style-type: none"> Listening Skills Visual Skills 	Pre-Reading & Pre-Writing Time <ul style="list-style-type: none"> Writing Your Name Handwriting Skills

Mango Tree's Literacy Model and the MoES Curriculum

Model Timetable: P1 Terms 2-3

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 1 	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 2 	Story Reading Time <ul style="list-style-type: none"> Primer Story-Lesson 3 	Story Reading Time <ul style="list-style-type: none"> Class Story or Reader Story-Lesson 1 	Story Reading Time <ul style="list-style-type: none"> Class Story or Reader Story-Lesson 2
9:30-10:00	Creative Writing Time	Creative Writing Time	Creative Writing Time	Creative Writing Time	Creative Writing Time
10:00-10:30	Break	Break	Break	Break	Break
10:30-11:00	Word Building Time <ul style="list-style-type: none"> Key Letter and Keyword Lesson Handwriting 	Word Building Time <ul style="list-style-type: none"> Revise Key Letter and Keyword Handwriting Letter Drill Table Spelling practice 	Word Building Time <ul style="list-style-type: none"> Revise Key Letter and Keyword Letter and Syllable Drill Table Spelling practice 	Word Building Time <ul style="list-style-type: none"> Revise Key Letter and Keyword Letter and Syllable Drill Table Spelling practice 	Word Building Time <ul style="list-style-type: none"> Revise Key Letter and Keyword Letter and Syllable Drill Table Games Spelling test

Mango Tree's Literacy Model and the MoES Curriculum

The MoES Guidelines on Continuous Assessment

Introduction to Continuous Assessment

The MoES is moving away from a policy of terminal assessment and toward a continuous assessment model. The MoES recognizes that the best way to assess pupils is continuously. Children can easily fall behind academically, especially in the early primary grades. A continuous assessment model helps teachers identify and support pupils who are not keeping up with the curriculum, leading to reduced drop-out rates.

Research shows that young children who don't acquire a strong foundation in reading and writing early on find it very difficult to catch up later. This is sometimes called "The Matthew Effect" referring to the text in the *Book of Matthew* that says in effect that "the rich get richer and the poor get poorer." It's the same with literacy. The pupils who master reading early on will continue to make positive academic gains while the pupils who lag behind in reading and writing just grow further behind as their schooling continues. Therefore, it's important that teachers monitor pupils' performance closely in early primary and intervene to assist pupils who are not meeting the literacy competences defined by the MoES.

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

The Continuous Assessment Monitoring Form

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

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

Mango Tree's Literacy Model and the MoES Curriculum

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

End-of-Term Assessment

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

Parent Report Cards

We provide teachers with Parent Report Cards using the format suggested by the MoES. The literacy competences on the report card are the very same competences found in the CAM Form and the weekly teacher's guide lesson planning pages. Sample report cards are found at the end of each term next to the CAM Form.

Beyond the Classroom: Parent, School and Community Involvement

Involving parents in their children's literacy learning

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

• Term 1: Parent Orientation Meeting

- Parents receive a general orientation to local language literacy using Mango Tree's ***Literacy Awareness Chart Set*** that outlines 7 key messages for parents
- Parents are given a copy of the ***Parent Report Card*** and trained in how to read and interpret it
- Teachers introduce the ***Take a Book Home Activity*** and set guidelines with parents for storybooks going home with pupils

Mango Tree's Literacy Model and the MoES Curriculum

- **Term 2: Education Week**

- Parents have the opportunity to visit the school and observe classes in session over the course of a week
- Parents have one-on-one meetings with their child's class teacher
- Teachers share our **Parent Assessment Tool** with parents individually
- At the end of the week parents are invited to attend a meeting to follow up issues discussed in Term 1 and the Parent Assessment Tool is distributed to more parents

- **Term 3: Literacy Recognition Day**

- At the end of the academic year the school holds an academic recognition day where pupils demonstrate what they've learned and are awarded prizes for a variety of literacy and other academic achievements

Take a Book Home Activity

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

Parent Assessment Tool

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

Mango Tree's Literacy Model and the MoES Curriculum

Sample of the Parent Assessment Tool

1. Deyo Nuktae

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

2. Deyo Nyigkop

mac	kie	wa	tol	daŋ
cak	kiti	cam	wek	nam
apwony	aman	kede	kec	odok
cukul	dol	maro	duka	okobo
cabun	koŋ	agony	atat	pacu

3. Kwano icina

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

4. Apeny ikom icina

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

What parents are expected to contribute

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

Mango Tree's Literacy Model and the MoES Curriculum

School Management Issues

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

- Classrooms must have good security, i.e. lockable doors and windows
- Provision of desks for all the learners
- Provision of a lockable cupboard in at least one of the two classrooms for instructional materials storage
- Selection of the best early primary teachers to participate in the program
- Budget for adequate chalk, manila and markers for teachers per term (amounts are specified based on school enrolment)
- Organize and implement termly parent meetings for early primary classes

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

Community Involvement

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

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

Mango Tree's Literacy Model and the MoES Curriculum

Language Board Involvement

The Lango Language Board (LLB) is one of our key implementing partners. They have provided important technical assistance in assuring that all our instructional materials are aligned to the orthography.

They also provide lexical coining of new words that are required to implement the thematic curriculum. For example, there was no word in Leblango for “sentence,” an important concept pupils need to understand beginning in P1 Term 1.

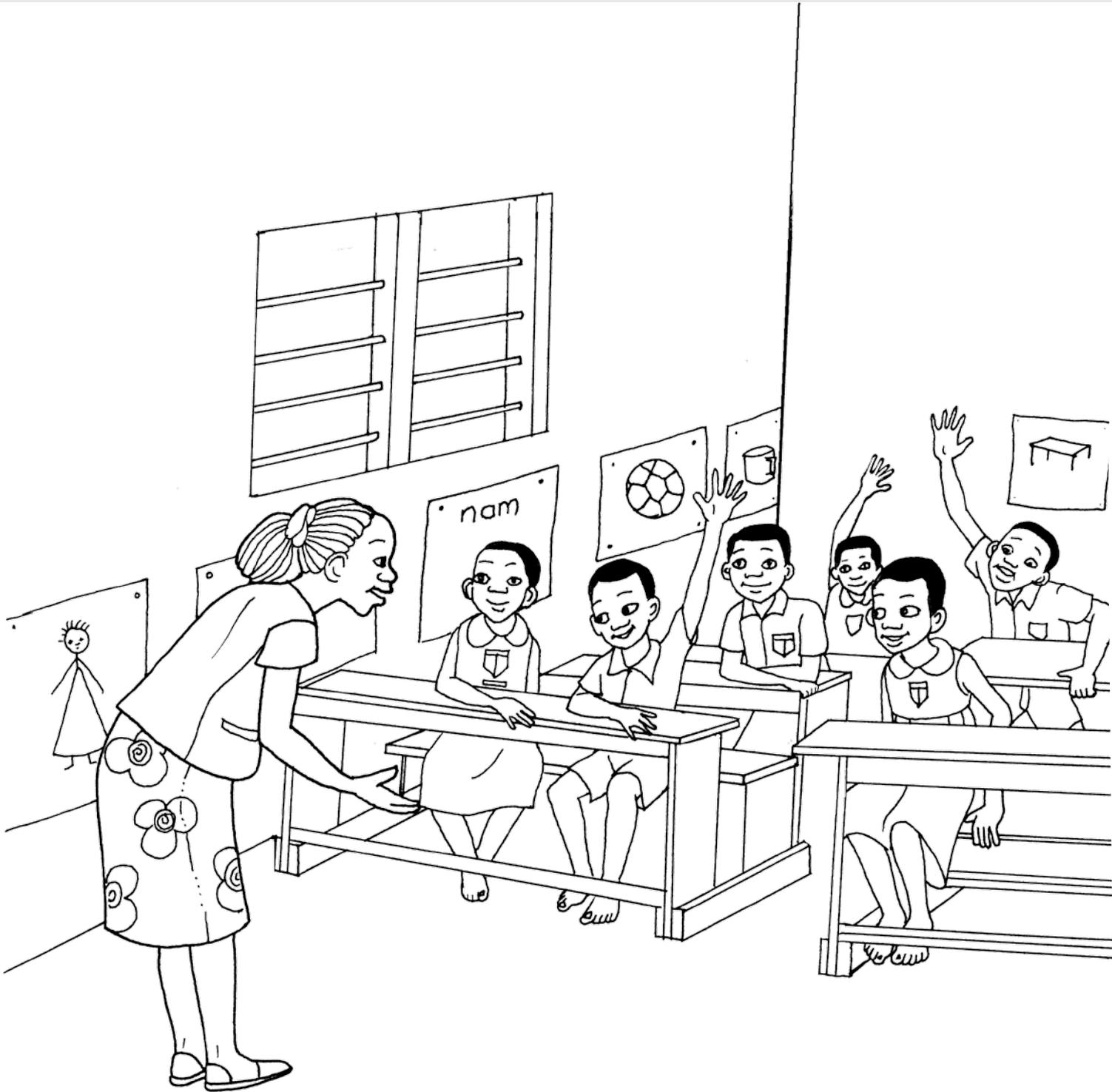
The LLB also does its own community outreach activities that support our messages to parents about the importance of local language instruction in primary schools.

Summary of our Outreach Beyond the Classroom

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

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

How to Teach



How to Teach: Story Reading Time

The CAM Form and Story Reading Time

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

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

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

Introduction

Story Reading Time has three types of lessons:

1. The *Primer* Story Lessons:

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

2. The *Class* Story Lessons:

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

3. The *Reader* Story Lessons:

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

Lesson Plan Templates

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

- Lesson Template 1: Introducing the Primer Story (Monday)
- Lesson Template 2: Story, Sight Words and Vocabulary (Tuesday)
- Lesson Template 3: Using the Primers (Wednesday)
- Lesson Template 4: Writing the Class Story (Thursday)
- Lesson Template 5: Developing the Class Story - Terms 1-2 (Friday)
- Lesson Template 6: The Class Story and Decoding Unfamiliar Text - Term 3 (Friday)
- Lesson Template 7: Introducing the Reader (Thursday)
- Lesson Template 8: The Reader Story Continued (Friday)

How to Teach: Story Reading Time

Lesson Template 1: Introducing the Primer Story (Monday)

Competences

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

Methods

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

Instructional Materials

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

Reading the Primer Story

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

Correcting Mistakes

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



"Wiiny! Amam wa obëkö," Apio okobo. "Amittö nënnö atin amam."

"Ëntö pe orëttë ote wanne?" Ocen openyo.

"An ayitö ate kelli atin amam," Apio ogamo.

How to Teach: Story Reading Time

Teaching Procedure (Monday)

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

How to Teach: Story Reading Time

7 min.	VI.	Comprehension and Linking to the Sub-theme <ul style="list-style-type: none">• Complete the lesson by asking the comprehension questions related to the story and the sub-theme. Suggested questions are provided in the teacher's guide each week.• This is often a good time to use a chart or other teaching aid to explore ideas related to the sub-theme.• If time permits, read the story again with the whole class.	<ul style="list-style-type: none">• Learners answer comprehension questions about the primer story.• Learners explore ideas related to the week's sub-theme.
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A few notes on Lesson Template 1

You can select your own **Story Reading Time Song**. The important thing is that it is the same song every day. It signals that Story Reading Time is beginning. (You should also select special songs for the other local language literacy lessons as well.)

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

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

It may be challenging for pupils to read independently on Monday, especially in Term 1. If so, still select individual pupils to come up and use the pointer but have selected pupils or the whole class read with the pupil.

How to Teach: Story Reading Time

What is a sight word?

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

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

In P1 we expect pupils to learn about 30 sight words in Term 1 (3 words per week). In Term 2 we expect pupils to learn an additional 40 new sight words (4 words per week). In Term 3 we teach 5 sight words each week or about 50 new sight words. This means pupils will have a **minimum** of 120 sight words by the end of P1.

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

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

Competences

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

Methods

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

Instructional Materials

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

How to Teach: Story Reading Time

Teaching Procedure (Tuesday)

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

How to Teach: Story Reading Time

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

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

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

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

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

How to Teach: Story Reading Time

Lesson Template 3: Using the Primers (Wednesday)

Competences

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

Methods

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

Instructional Materials

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

Print Awareness

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

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

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

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

How to Teach: Story Reading Time

Teaching Procedure (Wednesday)

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

How to Teach: Story Reading Time

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

Developing Vocabulary and Sentence Awareness

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

The second purpose of the activity is to get pupils to use sentences. Just as we want pupils in P1 to become familiar with the concepts of a letter and a word, we also want them to know and understand what a sentence is. This knowledge will grow over time as they get used to hearing sentences in class.

If you give a pupil a vocabulary word like "angry" and the pupil responds, "Mother is angry," encourage the pupil to make the sentences longer so that we really understand what the word angry means. A better sentence would be, "Mother is angry because she tore her dress." This helps you as the teacher to see the pupil really understands the meaning of the word.

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

Don't worry about explaining the complexities of complete and incomplete sentences in P1. The important thing is that pupils get used to hearing the word "sentence" ("centen" in Leblango) used alongside many examples.

How to Teach: Story Reading Time

Writing a Fiction Story

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

Writing a Non-fiction Story

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

Lesson Template 4: Writing the Class Story (Thursday)

Competences

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

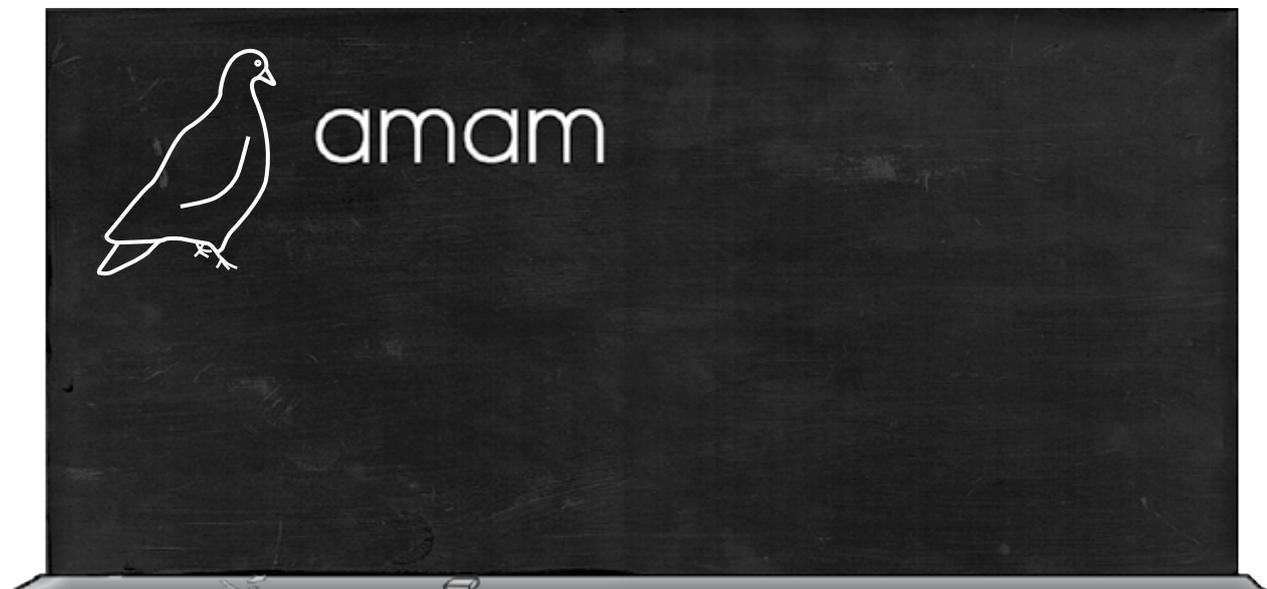
Methods

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

Instructional Materials

- The keyword picture drawn on the chalkboard in advance.

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



How to Teach: Story Reading Time

Teaching Procedure (Thursday)

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

How to Teach: Story Reading Time

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

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

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

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

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

How to Teach: Story Reading Time

Lesson Template 5: Developing the Class Story (Friday - Terms 1-2)

Competences

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

Methods

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

Instructional Materials

- The keyword picture drawn on the chalkboard in advance.
- The Class Story written in advance on the chalkboard. (This story should have been copied into the teacher's guide after the Class Story lesson on Thursday.)
- Sight word flashcards

Friday Class Story Terms 1-2

This Class Story Lesson is taught in Terms 1-2. It is much the same as the Tuesday Primer Story Lesson except that you use the Class Story as your text for teaching.

Practicing sight words and developing pupils' vocabulary are the focus of the lesson.

Friday Class Story Term 3

See the following template on page 45 for the Friday Class Story Lesson Template for Term 3.

How to Teach: Story Reading Time

Teaching Procedure (Friday - Terms 1-2)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Song, Keyword and Story Retelling <ul style="list-style-type: none"> Sing the <i>Story Reading Time Song</i> to signal the beginning of this activity. Ask a learner to read the keyword. Have learners briefly retell the Class Story they composed the previous day. Ask follow up comprehension questions as needed. 	<ul style="list-style-type: none"> Learners sing the <i>Story Reading Time Song</i> with the teacher. Learners retell the Class Story and answer comprehension questions.
5 min.	II.	Teacher Reads Story Alone and with Learners <ul style="list-style-type: none"> Tell the learners that you will read the story aloud to them while they listen carefully. After reading the story aloud, ask the pupils to read along with you 2-3 times. 	<ul style="list-style-type: none"> Learners listen to the teacher as she reads the primer story on the chalkboard. Learners read the story with fluency.
2 min.	III.	Identifying Sight Words - the Keyword <ul style="list-style-type: none"> Erase the keyword from the story. Make an underline where the word was. Read the story together again and let the learners say the word that is missing. Write the missing word in its place again on the line. Learn the word as a sight word. 	<ul style="list-style-type: none"> Learners read the story and identify the missing keyword.
5 min.	IV.	Identifying More Sight Words <ul style="list-style-type: none"> Repeat Step III with several more words from the story. Try to select words that have already been introduced as sight words, if possible. 	<ul style="list-style-type: none"> Learners read the story and identify missing words.
5 min.	V.	Sight Word Drills - Whole Group <ul style="list-style-type: none"> After you have 2-4 sight words underlined in your story, check to see if learners can read the words by sight. Point to all the underlined words in a different order to drill learners. Continue until the learners know how to read all the sight words at first glance. 	<ul style="list-style-type: none"> Learners identify and read words by sight.
5 min.	VI.	Sight Word Drills - Small Groups and Individuals <ul style="list-style-type: none"> Next, have small groups and individuals drill the sight words with the flash cards. If time permits use the sight word flash cards from this week and previous weeks to drill more sight words. 	<ul style="list-style-type: none"> Learners identify and read words by sight.
5 min.	VII.	Vocabulary Development <ul style="list-style-type: none"> Complete the lesson by developing the learners' vocabulary. Discuss words in the story or in the sub-theme the learners may not understand. 	<ul style="list-style-type: none"> Learners develop their vocabulary through discussion.

How to Teach: Story Reading Time

Lesson Template 6: Developing the Class Story and Reading Unfamiliar Text (Friday – Term 3)

Competences

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

Methods

- Whole group reading
- Small group and individual reading

Instructional Materials

- The Class Story written in advance on the chalkboard. (This story should have been copied into the teacher's guide after the Thursday Class Story lesson or left on the board overnight.)
- The list of sentences for decoding practice. (You will have to compose at least 3 of these sentences each week. The sentences should only contain words with the letters the pupils have already been introduced to in P1 or P2.)

How to Teach: Story Reading Time

Teacher Procedure (Friday – Term 3)

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

How to Teach: Story Reading Time

Lesson Template 7: Introducing the Reader (Thursday)

Competences

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

Methods

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

Instructional Materials

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

Note to teachers:

Beginning in about the 6th week of Term 1 (after the parent orientation meeting) learners should start taking the Mango Tree Storybook or primer home on a regular basis to read with their parents. More information about the **Take a Book Home Activity** can be found after Lesson Template 8.

Mango Tree Storybooks

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

The Term 1 reader has almost no text. Pupils look at the illustrations carefully and tell the story based on what they see. In Term 2 and Term 3 the storybooks have more text, but use repetition and illustrations to make it easy for the pupils to read the books independently.

P1 Storybook Titles

Term 1: *Wot Atim i Limo*

Term 2: *Bollo Koc!*

Term 3: *Yää Malo. Bed Piñ.*

How to Teach: Story Reading Time

Teaching Procedure (Thursday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Song and Distribution of Books <ul style="list-style-type: none"> • Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. • Distribute the Mango Tree Storybook for the Term. 	<ul style="list-style-type: none"> • Learners sing the <i>Story Reading Time Song</i> with the teacher. • Learners distribute the readers to the class.
5 min.	II.	Introduction to the Book <ul style="list-style-type: none"> • Review how to handle a book properly. • Have learners show you the front cover of the book. • Point to the title of the book and read it aloud. Have learners do the same. • Discuss the cover page. What does the cover illustration and the title tell you about what the story may be about. Create interest in the book's content. • Point to the author and illustrator of the book and read them aloud. Discuss the meaning of the words "author" and "illustrator". • Open the book to the title page and have the learners identify the title, author(s) and illustrator(s). 	<ul style="list-style-type: none"> • Learners explain and demonstrate how to handle a book properly. • Learners point to the front cover of the book and identify the title. • Learners discuss what the content of the book may be about given the cover illustration and the title. • Learners identify the author and illustrator of the book.
8 min.	III.	Teacher Reads the Book to the Learners <ul style="list-style-type: none"> • Read the storybook to the learners. Read the story with fluency and comprehension. • Have the learners turn the pages of the book with you and try to follow along with the text (when there is text). 	<ul style="list-style-type: none"> • Learners listen attentively as the teacher reads the story, following along with the pictures and text.
5 min.	IV.	Asking Comprehension Questions <ul style="list-style-type: none"> • Ask learners a series of questions to show that they understand the setting, characters, action and vocabulary in the story. 	<ul style="list-style-type: none"> • Learners answer comprehension questions related to the story's setting, characters, plot and vocabulary.
10 min.	V.	Learners Retell/Read the Story <ul style="list-style-type: none"> • Ask learners to turn to the first page of the story. • Have the learners retell/read the story page by page with your help. 	<ul style="list-style-type: none"> • Learners retell/read the story with help from the teacher.

How to Teach: Story Reading Time

Lesson Template 8: The Reader Story Continued

(Friday)

Competences

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

Methods

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

Instructional Materials

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

How to Teach: Story Reading Time

Teaching Procedure (Friday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Song and Distribution of Books <ul style="list-style-type: none"> • Sing the <i>Story Reading Time Song</i> to signal the beginning of the lesson. • Distribute the Mango Tree Storybook for the Term. 	<ul style="list-style-type: none"> • Learners sing the <i>Story Reading Time Song</i> with the teacher. • Learners distribute the readers to the class.
2 min.	II.	Introducing the Book <ul style="list-style-type: none"> • Point to the title of the book and read it aloud. Have learners do the same. • Point to the author and illustrator of the book and read them aloud. • Open the book to the title page and repeat. 	<ul style="list-style-type: none"> • Learners identify the title, author and illustrator of the book.
5 min.	III.	Reading the Book to the Learners <ul style="list-style-type: none"> • Read the storybook to the learners again. Read the story with fluency and comprehension, but use about half the time as the previous day. • Have the learners turn the pages of the book with you and try to follow along with the text (when there is text). 	<ul style="list-style-type: none"> • Learners listen attentively as the teacher reads the story, following along with the pictures and text.
10 min.	IV.	Reading the Book as a Whole Class <ul style="list-style-type: none"> • Ask learners to turn to the first page again. • Select readers to read each page. Provide support and repetition as needed. 	<ul style="list-style-type: none"> • Learners read the story together as a whole class.
10 min.	V.	Reading the Book in Pairs or Small Groups <ul style="list-style-type: none"> • Ask learners to get into pairs or small groups. • Have learners take turns reading pages to each other in their small group. • Move around the room observing individual learners' demonstration of today's competence. 	<ul style="list-style-type: none"> • Learners read the story in pairs or small groups.

How to Teach: Story Reading Time

Taking Books Home

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

Taking a school book home is a big responsibility for a P1 child and you need to prepare them for this activity. Being able to care for other people's property is an important life skill that is featured in the MoES curriculum. Therefore, taking time from your lessons to prepare pupils for this activity is part of your responsibility to fulfill the curriculum.

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

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

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

How to Teach: Creative Writing Time - Term 1-2

The CAM Form and Creative Writing Time

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

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

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

Writing BOTH Names during CWT Term 2

During Term 1 the competence *writing one's surname* was a focus during Pre-Reading and Pre-Writing Time. They also practiced writing their surname during CWT.

In Term 2 the pupils should be introduced to writing BOTH their names. Pupils need to practice this every day during Creative Writing Time. This means teachers need to make new learner name cards for pupils in Term 2. (See the directions for making learner name cards on page 48.)

Introduction

Creative Writing Time (CWT) is scheduled every day immediately after Story Reading Time. Creative Writing Time uses a top-down approach to developing pupils' writing competences. The focus is *not* on perfect handwriting or correct spelling. (These skills are developed in another lesson.) The primary objective for Creative Writing Time is to encourage children to compose their own stories and write them in any way they can, as best they can.

In addition, creative writing has a component of developing pupils' speaking and listening skills. Every day, about five pupils read the stories they've written aloud to the class. The rest of the class listens to the stories and respond with questions and comments.

The Lesson Template for Creative Writing Time: Terms 1-2

There is only one template for Creative Writing Time in Terms 1 and 2. You should teach this lesson every day of the week.

Even though there is only one template, it is important that each day you give pupils new ideas and suggestions for writing a story about the keyword. As you talk to pupils encourage them to write their own stories. Try to link the keyword to real life experiences pupils may have had, as well as to the sub-theme for the week. Praise pupils who demonstrate that they have used their own ideas to write a story.

As the school year progresses, more and more pupils will become comfortable writing their own stories, incorporating the concepts of character, setting and action that they are learning during Class Story Lessons.

In addition to developing pupils' ability to creatively compose a story, the teacher needs to gradually develop pupils' ability to write using words and sentences. Some pupils will independently begin using words (invented or real). In Term 2 pupils will be introduced to the decoding skills they need to spell words. We expect that by the middle of Term 2 pupils should be labeling some of the pictures in their stories with words. The words may not be spelled correctly, but that is secondary at this point.

Again, the Creative Writing Template does not specifically indicate when these gradual developments in pupils' writing will happen. It is you, the teacher, to introduce them to pupils either one-on-one or as a whole class. In Term 3 a new set of Creative Writing templates will be introduced to focus on competences related to sentence writing.

How to Teach: Creative Writing Time - Term 1-2

Lesson Template 1: Creative Writing

(30 minutes)

Competences

- The learners will use the correct sitting posture and handle the writing instrument properly.
- The learners will use pictures and words to represent a meaningful story.
- The learners will write their surname (Term 1); both names (Term 2).
- The learners will read (share) the story with others while demonstrating creativity, sequencing, meaning and free expression.

Methods

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

Instructional Materials

- The keyword and key picture written on the chalkboard in advance
- A slate and chalk for each learner in the class (below is a sample of a completed story about the keyword "olag" in Term 1 and the keyword "kic" in Term 2.)
- Learner name cards (In Term 2 the cards need to have BOTH names).

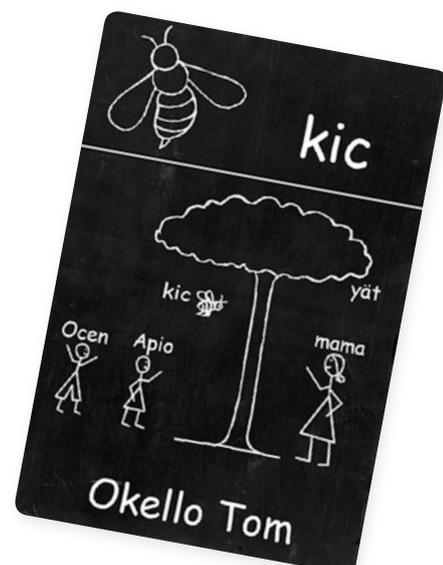
Slates vs. Exercise Books

During *Term 1* pupils will be writing primarily with slates and chalk during Creative Writing Time. By the middle of Term 1 pupils should begin writing their stories using paper and pencils on Fridays. Collect these writing samples and use them to evaluate your pupils' progress. Continue using slates on Monday to Thursday.

Term 2 will look much the same as Term 1: writing on slates from Monday to Thursday and using exercise books and pencils on Friday.



A writing sample from Term 1.



A writing sample from Term 2.

How to Teach: Creative Writing Time - Term 1-2

Teaching Procedure

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Distribute the Slates and Chalk. <ul style="list-style-type: none"> Sing the <i>Creative Writing Time Song</i> to signal the beginning of this lesson while distributing the slates and chalk. 	<ul style="list-style-type: none"> Learners sing the <i>Creative Writing Time Song</i> with the teacher as they distribute the slates and chalk.
5 min.	II.	Learners Write the Key Picture and Keyword <ul style="list-style-type: none"> Point to the keyword on the chalkboard and have the learners read it aloud. Using a slate, show the learners how and where to draw the key picture on their slates. Still using the slate, show learners how and where to draw the keyword on their slates. Note the learners' posture and handling of the chalk. Correct learners who need improvement. 	<ul style="list-style-type: none"> Learners copy the keyword and draw a picture of the keyword on their slate.
12 min.	III.	Learners Write a Story of their Own <ul style="list-style-type: none"> Now tell learners it is time to write their own story about the keyword. Each day give learners story ideas that help them link the keyword to their own experiences or to the week's sub-theme. As learners are writing, move around the classroom encouraging learners and asking questions that help them develop their stories. When there is about 10 minutes of class time remaining, ask learners to finish up their stories and write their name(s) at the bottom of their slates. 	<ul style="list-style-type: none"> Learners write a story of their own using the keyword. Learners practice writing their names. (Note: In Term 2 the second name is introduced.)
7 min.	IV.	Selected Learners Read their Story to the Class <ul style="list-style-type: none"> When most of the learners have completed their stories, ask them to put their slates and chalk down. One at a time, select 5 learners to come up and share their stories with the whole class. The learners should hold their slates for everyone to see and read with a loud voice so that everyone can hear. The rest of the class should listen attentively. After a learner has read a story, ask the pupil a few clarifying questions. Encourage pupils to do so too. 	<ul style="list-style-type: none"> About 5 learners share their story with the large group. All learners listen attentively to the stories being read. Learners ask questions about the story they've heard.
3 min.	V.	Learners Read their Stories in Small Groups <ul style="list-style-type: none"> Now tell learners to take turns reading their stories in small groups of 2-4 learners. Finally, sing the <i>Creative Writing Time Song</i> while pupils erase their slates and tidy up before being dismissed for break time. (Learners will use the slates and chalk again after break time.) 	<ul style="list-style-type: none"> Learners take turns reading their stories in small groups. Learners erase their slates and tidy up the classroom while singing the <i>Creative Writing Time Song</i>.

How to Teach: Creative Writing Time - Term 3

Creative Writing Time Lessons in Term 3

Your pupils have made a lot of progress in their writing skills since the beginning of the year. Here are some writing skills they should have acquired:

- They should now be comfortable writing using a pencil or chalk.
- Pupils should be writing their full name.
- They should be familiar with the shapes of many letters and able to form many letters with ease.
- Pupils should know how to write and spell a growing list of words either by sight or by using decoding skills.

In Term 3 we want to take advantage of all these skills your pupils have acquired to bring them to the next level: writing their own complete sentences. In order to do this Creative Writing Time becomes much more structured in Term 3. Instead of the one lesson template you had in Terms 1-2, you will now have four lesson templates.

Term 3 Lesson Overview

Here is an overview of what the weekly Creative Writing Time lesson cycle will look like during Term 3:

Monday: Modeling Sentence Writing and Handwriting (Template 1)

The teacher models composing a story. She tells the story, draws pictures, labels them and then composes 2-4 sentences that tell the story. Pupils assist the teacher in all these steps. After the sentences are written on the board, pupils copy them with correct handwriting (using the 4 Handwriting Guidelines) in their exercise books.

Tuesday & Thursday: Creative Writing (Template 2)

Pupils write their own stories on slates following the model introduced by the teacher on Monday. The main difference from a Term 2 Creative Writing Lesson is that the pupils will compose 2-3 sentences of their own.

How to Teach: Creative Writing Time - Term 3

Wednesday: Handwriting, Dictation and Spelling (Template 3)

This lesson is fully devoted to developing handwriting skills and ensuring that pupils can write their full name with correct spelling and letter formation. It includes a component of spelling and sentence dictation as well.

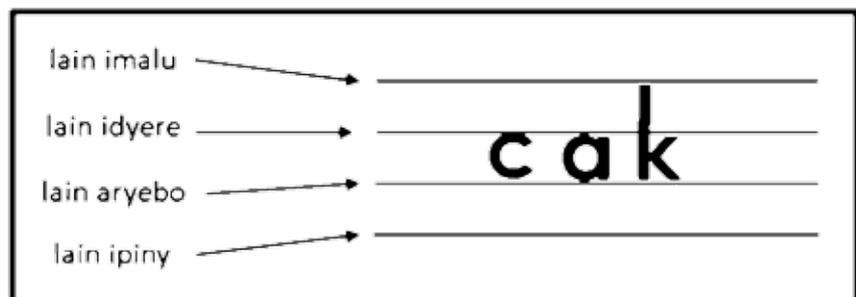
Friday: Creative Writing Using the Exercise Book (Template 4)

This lesson is similar to the Tuesday-Thursday lessons except that you have the learners do their writing in exercise books so that you can collect and assess them.

Handwriting

In Term 3 pupils are also ready to begin a more structured handwriting program. Beginning in the third term, you will introduce the **4 Handwriting Guidelines** to pupils. The Creative Writing Time lessons on Monday, Wednesday and Friday will have a handwriting focus. During these lessons you will show pupils how to use 4 lines in their exercise books to create the guidelines they are to follow when copying text from the board. This will take effort and patience in the beginning, but will eventually result in improved handwriting by pupils. The names of the 4 Handwriting Guidelines are written in Leblango below:

The 4 Handwriting Guidelines



As the teacher, you should start using the 4 Handwriting Guidelines at all times on the chalkboard to demonstrate the correct letter formation. This is NOT just for Creative Writing Time. You should also be using the handwriting guidelines during Word Building Time and even in other non-literacy lessons. By the end of Term 3 pupils should be able to use the 4 Handwriting Guidelines whenever they write in their exercise books to form letters and words correctly.

How to Teach: Creative Writing Time - Term 3

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

Competences

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

Methods

- Teacher storytelling
- Pupil retelling
- Composing sentences
- Copying sentences

Instructional Materials

- The model story written on the chalkboard (see sample on the following page)
- Exercise books and pencils for each learner in the class
- Learner name cards with the pupils' names written using the 4 Handwriting Guidelines

Writing one's full name in Term 3

We want pupils to complete P1 able to write their full name with correct spelling and letter formation. In Term 1 this competence was a focus during Pre-Reading and Pre-Writing Time. In Term 2 the focus shifted to Creative Writing Time.

Now it is Term 3. We have introduced the 4 Handwriting Guidelines so you need to make new learner name cards that show pupils how to write their names using these guidelines.

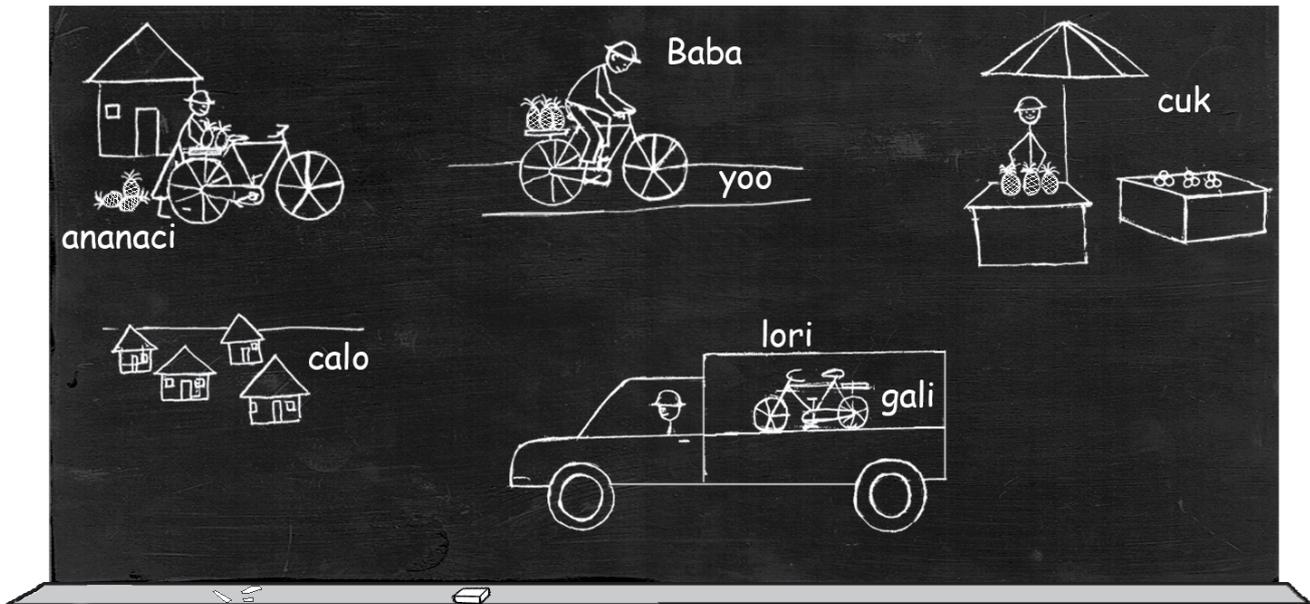
The Wednesday lesson provides time for direct instruction in writing one's name and Friday's lesson gives you an opportunity to make an assessment. Pupils can practice their name all the other days of the week as well.

How to Teach: Creative Writing Time - Term 3

Below is a sample of what the chalkboard should look like after the teacher has finished telling the model story on Monday.

Term 3 - Week 1 - Keyword: ananaci

Theme 9 / Sub-theme 9.1: Our Transport / Types and Names of Transport



Model Story Told by Teacher:

Apio and Ocen's father raises pineapples. When he harvests them he loads them on his bicycle and carries them to Lira to sell at the market. Sometimes he is able to load his bicycle on a lorry and ride the lorry home to the village in the evening.

How to Teach: Creative Writing Time - Term 3

Teaching Procedure (Monday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Distribute the Exercise Books and Pencils <ul style="list-style-type: none"> Sing the <i>Creative Writing Time Song</i> while distributing the exercise books and pencils. 	<ul style="list-style-type: none"> Learners sing the <i>Creative Writing Time Song</i> with the teacher as they distribute the exercise books and pencils.
7 min.	II.	Teacher Tells a Model Story <ul style="list-style-type: none"> Tell a story using the keyword for the week. Try to link your story to the Theme and Sub-theme if possible. As you tell the story illustrate it on the board just as you want your learners to illustrate their stories in their exercise books or slates. 	<ul style="list-style-type: none"> Learners listen to a story told by the teacher that relates to the week's keyword and sub-theme.
2 min.	III.	Learners Retell the Model Story <ul style="list-style-type: none"> Ask learners to retell the story to check for comprehension and sequencing. 	<ul style="list-style-type: none"> Learners retell the teacher's story to demonstrate comprehension and correct sequencing.
3 min.	IV.	Teacher Labels the Pictures in the Model Story with Learners' Help <ul style="list-style-type: none"> Teacher goes through the story labeling as many pictures as possible with the help of the pupils. 	<ul style="list-style-type: none"> Learners assist the teacher in labeling as many parts of the illustrated story as possible.
5 min.	V.	Learners Compose Sentences Based on the Story with Teacher's Help <ul style="list-style-type: none"> Ask the learners to compose sentences about the story that use the words written on the board. Write 2-3 sentences on the chalkboard next to the story that retell the story in a sentence format. REMEMBER TO USE THE 4 HANDWRITING GUIDELINES AS YOU WRITE THE SENTENCES ON THE BOARD. 	<ul style="list-style-type: none"> Learners compose sentences about the story and the teacher writes them on the board.
10 min.	VI.	Learners Copy the Sentences on the Board <ul style="list-style-type: none"> Have the learners copy the sentences on the chalkboard in their exercise books using proper capitalisation, punctuation and spelling. Move around the room checking learners' work and making corrections as needed. Ask pupils to also write their full names in their exercise books using their new learner name cards with the 4 Handwriting Guidelines. 	<ul style="list-style-type: none"> Learners copy the sentences on the chalkboard using proper capitalisation, punctuation and spelling.

How to Teach: Creative Writing Time - Term 3

Preparing the Monday Model Story Lesson

The Monday Creative Writing Time lesson in Term 3 is an “I do” lesson where the teacher models the writing competences he wants his learners to imitate throughout the week. Therefore, as a teacher it is important that your lesson is well prepared.

Begin by composing a simple story using the keyword. The story should be short, related to the week’s sub-theme if possible and easy to illustrate with simple pictures on the chalkboard. In addition you should consider the following:

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

How to Teach: Creative Writing Time - Term 3

Lesson Template 2: Creative Writing

(Tuesday and Thursday)

Competences

- The learners will use the correct sitting posture and handle the writing instrument properly.
- The learners will use pictures and words to represent a meaningful story.
- The learners will compose 2-4 sentences about their story.
- The learners will write their full name with correct spelling and letter formation.
- The learners will read (or share) the story with others while demonstrating creativity, sequencing, meaning and free expression.

Methods

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

Instructional Materials

- The keyword written on the chalkboard in advance
- A slate and chalk for each learner in the class
- Learner name cards with the pupils' names written using the 4 Handwriting Guidelines

On the following page there is an example of what a slate should look like on Tuesday or Thursday.

How to Teach: Creative Writing Time - Term 3

Term 3 - Week 3 - Keyword: owec



Side 1 of slate



Side 2 of slate

If there is not enough room for the full story on one side of the slate, the pupils should complete their work on the back of the slate.

How to Teach: Creative Writing Time - Term 3

Teaching Procedure (Tuesday and Thursday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Distribute the Slates and Chalk <ul style="list-style-type: none"> Sing the <i>Creative Writing Time Song</i> while distributing the slates and chalk. 	<ul style="list-style-type: none"> Learners sing the <i>Creative Writing Time Song</i> with the teacher as they distribute the slates and chalk.
5 min.	II.	Learners Write the Keyword <ul style="list-style-type: none"> Point to the keyword on the chalkboard and have learners read it aloud. Ask learners to write the keyword at the top of their slates. (They no longer need to draw the key picture.) Note the learners' posture and handling of the chalk. Correct learners who need improvement. 	<ul style="list-style-type: none"> Learners read the keyword on the board. Learners write the keyword at the top of their slates using correct posture and handling of the chalk.
15 min.	III.	Learners Write a Story on their Own <ul style="list-style-type: none"> Now tell learners it is time to write a story on their own about the keyword. Give learners story ideas that help them link the keyword to their own experiences or to the week's sub-theme. As learners are writing move around the room encouraging learners and asking questions that help them develop their stories. Remind learners that they must label the pictures in their stories and use these words to compose 2-4 sentences about their story. 	<ul style="list-style-type: none"> Learners write an independent story about the keyword using pictures and words. The story should relate to their experience or to the sub-theme for the week.
8 min.	IV.	Selected Learners Read their Story and Sentences to the Class <ul style="list-style-type: none"> When learners have completed their stories, ask them to put their slates and chalk down. One at a time, ask 5 learners to come up and tell their stories, read the pictures they have labeled and read the sentences they have written. The rest of the class should listen attentively. After a learner has finished, ask the learner a few clarifying questions. Encourage the rest of the class to ask questions too. 	<ul style="list-style-type: none"> Selected learners tell their stories and read their sentences to the whole class. All learners listen attentively to those who are telling their stories and ask questions or make positive comments.
2 min.	V.	Learners Read their Stories in Pairs or Small Groups <ul style="list-style-type: none"> Now tell learners to take turns reading their stories in pairs or small groups. Finally, sing the <i>Creative Writing Time Song</i> to signal the end of the lesson. Learners should erase their slates and tidy up before being dismissed for break time. 	<ul style="list-style-type: none"> All learners tell their stories and read their sentences in pairs or small groups.

How to Teach: Creative Writing Time - Term 3

Modeling Correct Capitalization and Punctuation

Remember that whenever you are writing a sentence on the chalkboard you should point out to your pupils that you are capitalizing the first word in a sentence and using the correct punctuation at the end of the sentence. Make sure your pupils not only SEE you model correct sentence formation but also HEAR you telling them the rules for correct sentence formation EVERYDAY

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

Competences

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

Methods

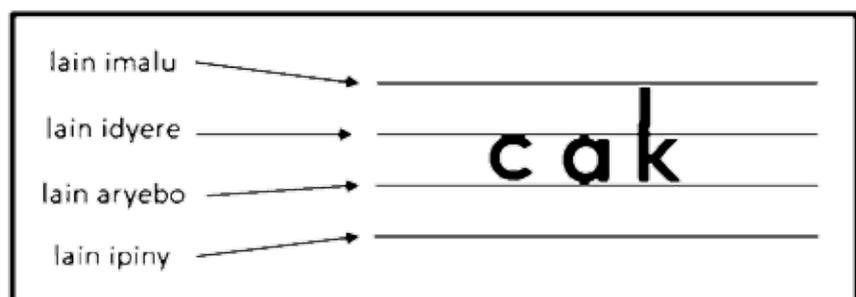
- Whole group handwriting instruction
- Individual handwriting practice
- Sentence dictation

Instructional Materials

- Exercise books and pencils
- Learner name cards with the 4 Handwriting Guidelines
- Chalkboard with 4 guidelines for handwriting instruction
- A simple sentence composed by the teacher that uses only letter sounds and words the pupils have learned to-date.

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

The 4 Handwriting Guidelines



How to Teach: Creative Writing Time - Term 3

Teaching Procedure (Wednesday)

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

How to Teach: Creative Writing Time - Term 3

All Class Correction

As you move around the room observing pupils' handwriting you may notice particular mistakes that many learners are making. The Wednesday lesson is a good opportunity to address these handwriting problems. Take some time during Step II or Step III to have a "mini-lesson" on the specific handwriting problem you are seeing. It may only take one or two minutes to solve these small handwriting mistakes.

How to Teach: Creative Writing Time - Term 3

Lesson Template 4: Creative Writing using the Exercise Book (Friday)

Competences

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

Methods

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

Instructional Materials

- The keyword written on the chalkboard in advance
- An exercise book and pencil for each learner in the class
- Learner name cards with the 4 Handwriting Guidelines

Note to teachers:

You may also want to tell the learners NOT to use their name cards on Friday to see what they can do independently.

Assessing Pupils Using the CAM Form

As you assess your pupils' stories in their exercise books, remember the terminal writing competences we are focusing on in Term 3:

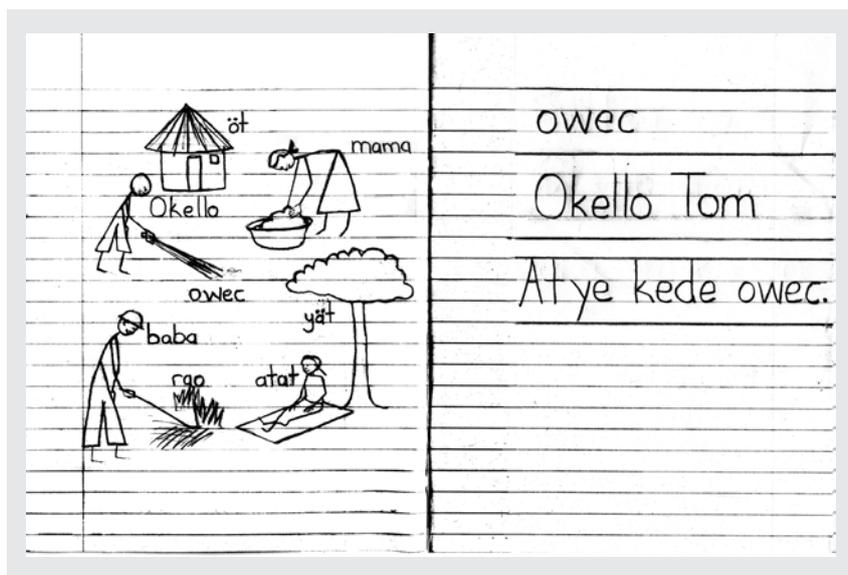
- Using their segmenting skills to spell words correctly (or nearly correctly).
- Writing in full sentences.
- Composing a meaningful story that demonstrates creativity and proper sequencing.
- Capitalizing the first word in a sentence.
- Ending the sentence with the correct punctuation.

Pupils who consistently demonstrate ALL these competences on a regular basis should receive a "+". Pupils who demonstrate MOST of these competences but with varying consistency should receive a "✓". Pupils who do not demonstrate most of these competences with any consistency should receive a "o".

How to Teach: Creative Writing Time - Term 3

Sample Exercise Book

This lesson is very similar to the Tuesday-Thursday lesson except learners will write in their exercise books instead of using slates. You should collect the exercise books at the end of the lesson for assessment. Below is an example of what the exercise book should look like at the end of the Friday lesson:



How to Teach: Creative Writing Time - Term 3

Teaching Procedure (Friday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Distribute the Exercise Books and Pencils <ul style="list-style-type: none"> Sing the <i>Creative Writing Time Song</i> while distributing the exercise books and pencils. 	<ul style="list-style-type: none"> Learners sing the <i>Creative Writing Time Song</i> with the teacher as they distribute the exercise books and pencils.
3 min.	II.	Learners Write the Keyword and their Full Name <ul style="list-style-type: none"> Point to the keyword on the chalkboard and have learners read it aloud. Ask learners to write the keyword at the top of the right-hand page of their exercise books using the 4 Handwriting Guidelines. Below the keyword they should write their full name. Note the learners' posture and handling of the pencil. Correct learners who need improvement. 	<ul style="list-style-type: none"> Learners read the keyword aloud. Learners write the keyword with correct letter formation and spelling. Learners write both their names with correct spelling and letter formation. Learners use correct posture and handling of the pencil.
12 min.	III.	Learners Write a Story on their Own <ul style="list-style-type: none"> Now tell learners it is time to write a story on their own about the keyword. Give learners story ideas that help them link the keyword to their own experiences or to the week's sub-theme. Ask learners to draw a picture of their story on the left-hand page of their exercise book, labeling the story parts with words just as they do with the slates. Tell learners that when they finish their drawing and labeling they should write their story using sentences on the right-hand side of the page under their name. As learners are writing move around the room encouraging learners and asking questions that help them develop their stories and sentences. Remind learners that a sentence always begins with a capital letter and ends with a full stop. 	<ul style="list-style-type: none"> Learners write an independent story about the keyword using pictures and words. The story should relate to their own experience or to the sub-theme for the week.
8 min.	IV.	Selected Learners Read their Story and Sentences to the Class <ul style="list-style-type: none"> When learners have completed their stories, ask them to put their pencils down. Ask 5 learners to come up and tell their stories, read the pictures they have labeled and read the sentences they have written. The rest of the class should listen attentively. After a learner has finished, ask the learner a few clarifying questions. Encourage the rest of the class to ask questions too. 	<ul style="list-style-type: none"> Selected learners tell their stories and read their sentences to the whole class. All learners listen attentively to those who are telling their stories and ask questions or make positive comments.
5 min.	V	Learners Read their Stories in Pairs or Small Groups <ul style="list-style-type: none"> Now tell learners to take turns reading their stories in pairs or small groups. Finally sing the <i>Creative Writing Time Song</i> to signal the end of the lesson. Collect selected learners exercise books for assessment. 	<ul style="list-style-type: none"> All learners tell their stories and read their sentences in pairs or small groups.

How to Teach: Pre-Reading and Pre-Writing Time

Correct Writing Posture



Relax the shoulders and neck, and sit up straight.

Pupils who hunch down over their papers often experience neck, back, and shoulder pain.

Keep the elbow open at more than 90 degrees.

To accommodate this position, pupils who sit in standard classroom desks may need to turn a bit to the side at their desk.

Grip the pen or pencil as lightly as possible.

Squeezing too hard not only causes pain in the hand and fingers, but it also can result in a pupil's grip getting too close to the tip of the pencil.

Use the shoulder, rather than the hand or elbow, to move across the page.

The greater strength of the shoulder muscles mean that they fatigue less quickly than the wrist and elbow.

Introduction

Pre-Reading and Pre-Writing Time is only taught during P1 Term 1. As the title suggests, these lessons are focused on developing the underlying competences learners need to read and write successfully. According to our timetable, Pre-Reading and Pre-Writing Time is always taught directly after the morning break.

The objectives of Pre-Reading and Pre-Writing Time are:

- To develop learners' ability to recognize and write their own name.
- To develop learners' handwriting skills so that they can form letters correctly.
- To develop learners' listening skills so that they can hear and recognize the different sounds in the language.
- To develop learners' visual skills so that they can see and recognize the various shapes of letters, syllables and words.

In P1 Terms 2-3 *Pre-Reading and Pre-Writing Time* will be replaced with *Word Building Time*, a phonics-based "bottom up" approach to reading and writing instruction that includes some handwriting development.

Lesson Plan Templates for Pre-Reading and Pre-Writing Time

There are two lesson plan templates provided.

- **Lesson Template 1** (Mondays, Wednesday and Fridays) is focused on developing learners' name writing and reading skills and general handwriting skills.
- **Lesson Template 2** (Tuesdays and Thursdays) is focused on developing learners' auditory (listening) and visual discrimination skills.

How to Teach: Pre-Reading and Pre-Writing Time

Lesson Template 1: Writing and Reading One's Name and Beginning Handwriting (M, W and F)

Competences

- The learners will use the correct sitting posture and handle the writing instrument properly.
- The learners will write and read their own surname with correct letter formation and spelling.
- The learners will form different shapes, patterns and letters correctly.

Methods

- Practicing the correct sitting posture and pencil/chalk grip
- Practicing writing one's name
- Practicing writing shapes and patterns

Instructional Materials

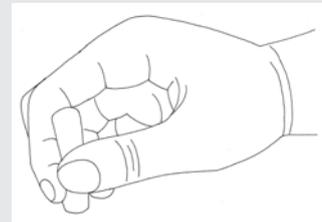
- Slates and chalk for each learner
- Learner name cards for each learner

Note to teachers

How to Grip a Pencil

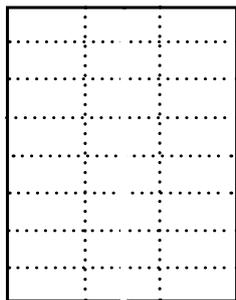


How to Grip a Piece of Chalk



How to make the learner name card

Step 1: Fold the manila like this:



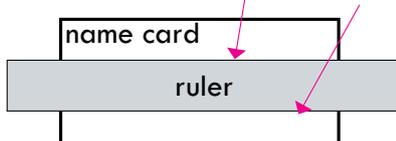
One manila makes 24 learner name cards.

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



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

Make pencil lines here and here



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



Your learner name card is ready to use!

How to Teach: Pre-Reading and Pre-Writing Time

Teaching Procedure (Monday, Wednesday, Friday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Song and Distribution Learner Name Cards <ul style="list-style-type: none"> • Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from their morning break. • At the same time distribute the learner name cards (if they are not in the pupils' desks already). • Slates and chalk should be at the pupils' desks from Creative Writing Time. 	<ul style="list-style-type: none"> • Learners sing the <i>We Learn to Read and Write Song</i> with the teacher as they return from their morning break.
10 min.	II.	Learners Practice Writing Their Names <ul style="list-style-type: none"> • If needed, use the first 1-2 minutes of this step to discuss and address general handwriting problems you are seeing in your classroom. • Next ask learners to practice copying their surname on their slates. • Move around the classroom assisting individual learners. Use the CAM Form to identify the 5 pupils to be assessed that day. • Ask learners to read their name aloud to you. Learners should be able to point to and read aloud their name. • After 10 minutes of practice have learners put their name cards back in their desks or select 3-4 pupils to collect the name cards. 	<ul style="list-style-type: none"> • Learners copy their surname correctly and neatly. • Learners read their surname aloud.
15 min.	III.	Learners Practice Patterns and Letter Formation <ul style="list-style-type: none"> • Slowly demonstrate the first pattern/letter on the board, one step at a time. The learners should copy your work after each step. (See the weekly lesson section of this Teacher's Guide for the week's patterns/letters.) • Between steps move around the room observing the learners and helping them as needed. • Continue with the other patterns/letters in the same way for about 15 minutes. 	<ul style="list-style-type: none"> • Learners complete 2-4 slates of handwriting pattern practice.
2 min.	IV.	Cleaning Slates and Putting them Away <ul style="list-style-type: none"> • Sing the <i>We Learn to Read and Write Song</i> while learners erase their slates. Ask learners to collect the slates and chalk and tidy up the classroom in preparation for a new lesson. 	<ul style="list-style-type: none"> • Learners sing the <i>We Learn to Read and Write Song</i> while tidying up the classroom in preparation for a new lesson.

How to Teach: Pre-Reading and Pre-Writing Time

Lesson Template 2: Auditory and Visual Skill Development (T and Th)

Competences

- The learners will hear, identify and imitate different sounds in Leblango.
- The learners will segment sentences into words and words into syllables.
- The learners will see and distinguish between different pictures, shapes, letters, syllables and words in Leblango.

Methods

- Listening and speaking activities
- Visual puzzles

Instructional Materials

- Pupil Primer (right-hand side of the page)
- Teacher-made charts and picture cards
- Chalkboard and chalk

Sharing Your Culture

Do you have a song, riddle, rhyme or tongue twister that is popular with your learners? These are great for developing your pupils' phonemic awareness skills.

Share these cultural treasures with your fellow P1 teachers and with your Coordinating Centre Tutor. Working together you can create a great collection of cultural resources in Leblango.

Teaching Procedure (Tuesday and Thursday)

Time	Step	Teacher's Activities	Learners' Activities
3 min.	I.	Song and Primer Distribution <ul style="list-style-type: none"> • Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from their morning break. • At the same time distribute the primers (as required). 	<ul style="list-style-type: none"> • Learners sing the <i>We Learn to Read and Write Song</i> with the teacher as they return from their morning break. • Learners distribute the primer.
7 min.	II.	Song, Riddle, Poem or Tongue Twister <ul style="list-style-type: none"> • Teacher or practice a song, riddle, poem or tongue twister. The weekly lessons section of the teacher's guide provides you with samples each week. 	<ul style="list-style-type: none"> • Learners sing a song, learn a new riddle, poem or tongue twister or they practice one that was learned in a previous lesson.
10 min.	III.	Listening Skill Activity <ul style="list-style-type: none"> • Do one listening skill activity with the learners. (See a list of sample listening skill activities below.) 	<ul style="list-style-type: none"> • Learners develop their listening skills.
10 min.	IV.	Visual Skill Activity <ul style="list-style-type: none"> • Do one visual skill activity with the learners either from the primer or from a chart or the chalkboard. (See a description of sample visual skill activities below.) 	<ul style="list-style-type: none"> • Learners develop their visual skills. • Learners sing the <i>We Learn to Read and Write Song</i> while tidying up the classroom in preparation for a new lesson.

How to Teach: Pre-Reading and Pre-Writing Time

Listening Skill Activities

Each of the listening skill activities described below should take about 10 minutes to complete. The activities are divided into simpler (for the first six weeks) and more complex (for the second six weeks). The activities are further divided into two basic types of listening skill activities:

1. Sound Identification and Imitation Activities
2. Segmenting Parts of Speech Activities

Each week should include at least one of each type of listening skill activity. Practically, this means that you should plan to do a Sound Identification and Imitation Activity on Tuesday and a Segmenting Parts of Speech Activity on Thursday.

The First 6 Weeks:

Sound Identification and Imitation Activities

Activity 1: Environmental Sounds

Objective: Learners identify different sounds in the environment.

Steps:

- Bring in different real objects that make a sound (a drum, several rocks in a tin, two sticks, a finger piano, and a plastic bottle with a little water in it are a few examples).
- Put the objects in a box or hide them somehow so your learners can't see them.
- Have the learners listen to the sound the object makes and guess what it is.

You can expand on this activity by imitating other environmental sounds the learners are familiar with, for example the sound of a motorcycle revving up, a clock ticking, a cell phone ringing, someone slashing grass or grinding sim-sim. If the learners can't figure out the sound by hearing alone, mime the activity with your body.

Activity 2: Animal Sounds

Objective: Learners identify and imitate common animal sounds.

Steps:

- Make the sound of an animal, for example a dog barking.
- Have the learners guess what animal sound you are making.
- After you have modelled this for the learners several times, have them make animal sounds and have the class guess the sound.

How to Teach: Pre-Reading and Pre-Writing Time

Activity 3: Tongue Twisters

Objective: Learners imitate tongue twisters and identify the repeated sound.

Steps:

- Share a tongue twister with your pupils while they listen.
- Have the learners imitate the tongue twister. If it is a long tongue twister, break it up into parts.
- When learners become proficient in imitating the tongue twister ask them to identify the main sound (or sounds) that are repeated.
- Repeat the individual sound and have learners explain what their tongue, teeth, lips and mouth do when they make that sound.

Segmenting Parts of Speech Activities

Activity 1: Active Storytelling

Objective: Learners can hear individual words in a sentence or story that you say aloud.

Steps:

- Think of a descriptive noun or active verb and make up an action to represent that word. For example, with the word “rain” (which is both a noun and a verb) you can make a motion with both hands like rain is coming down. Alternatively, think of a noun or an active verb and think of a simple sound that it makes. For example, a “cat” can make the sound “meow”.
- Make up a story where the word you’ve selected is repeated frequently. Tell learners that each time they hear you say the word they either have to do the action you have shown them (use their hands when they hear the word “rain”) or make the sound you’ve taught them (say the word “meow” when they hear the word cat).
- Tell the story and observe learners ability to identify the word you’ve selected.

Activity 2: Sentence Segmentation

Objective: Learners can identify the individual words in a short 3-4 word sentence.

Steps:

- Tell learners, “A sentence is a group of words put together to make meaning.”

What is a sentence?

The word for “sentence” in Leblango is “centen”. A sentence is a group of words put together to create meaning. A sentence is a basic unit of language. It expresses a complete thought. Each language has a set of rules for how to build sentences using words. A sentence always begins with a capital letter and ends with a full stop, question mark or exclamation mark.

Learners in P1 Term 1 need to become familiar with the word “centen” and hear many examples. They should also be able to segment a sentence into its individual words.

How to Teach: Pre-Reading and Pre-Writing Time

- Have learners repeat the sentence with you, 'Today is sunny.'
- Now say, "In the sentence 'Today is sunny' there are three words: "today," "is" and "sunny". (Use your fingers to count each of the words .) Let's all say the sentence together and count the words with our fingers: "Today is sunny."
- Repeat the above with several more sentences. Keep the sentences very short (3-4 words) and simple.
- As learners get better at this activity let them make up their own sentences to segment.

The Second 6 Weeks:

Sound Identification and Imitation Activities

Activity 1: Initial Sound Identification and Imitation

Objective: Learners identify and imitate the first sound in a word.

Steps:

- Say a word slowly emphasizing the first sound, "mmmmaat". Explain that the first sound in the word "mat" is /m/. Have the learners imitate the /m/ sound. Give several more examples of words that begin with the same sound. Ask your pupils to identify and imitate the sound. Have the learners describe what their mouth, tongue, teeth and lips do to make the sound.
- Introduce new words with different sounds. The teacher always uses the "I do. We do. You do." methodology. Always have the learners imitate the sound and describe what their mouth, tongue, teeth and lips do to make the new sound.

Activity 2: Initial Sound Identification Game

Objective: Learners identify and imitate the first sound in a word.

Steps:

- Once your learners become proficient with identifying the first sound in a word you can introduce a variation on the previous activity that is played as a game.
- Tell the learners you are going to say 3 words that all begin with the same sound. Learners must identify the beginning sound and imitate it correctly. Tell learners they will score a bonus point if they can then name a new word that begins with the same sound.

How to Teach: Pre-Reading and Pre-Writing Time

Activity 3: Initial Sound “Odd One Out” Game

Objective: Learners identify the word that does not begin with the same sound as the other words.

Steps:

- This is another game that you can play with your learners once they become proficient at Activity 2.
- Explain to your learners that you are going to say three words. They must listen carefully and identify the one word that does not begin with the same sound as the other two. Give them an example: cat, cane and hat. Explain that hat is the “odd one out”. It starts with the /h/ sound whereas cat and cane both begin with the /k/ sound.

Activity 4: End Sound Identification and Imitation

- This activity is done exactly like Activity 1 except that you are now having learners identify and imitate the end sound in a word. If learners show proficiency in this activity you can continue with Activities 2-3 only substituting end sounds.

Segmenting Parts of Speech Activities

Activity 1: Sentence Segmentation Activity

Objective: Learners can identify the individual words in a sentence.

Steps:

- You can continue sentence segmentation activities as outlined in Activity 2 of the First 6 weeks. Make the activity more difficult by giving your learners longer sentences to segment.

Activity 2: Syllable Segmentation Activity

Objective: Learners can identify the number of syllables in common words.

Steps:

- Tell learners, “Sentences are made of words and words are made of syllables. Just like we can count the number of words in a sentence, we can count the number of syllables in a word.”
- Next say, “I’m going to say a word slowly and I want you to listen carefully. ‘o-ko-bo.’”

What is a syllable?

The word for “syllable” in Leblango is “cilabul”.

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

Teaching pupils to hear and identify a syllable is easy. Here are two simple methods:

1. Ask your pupils to put their hands under their jaws. Say aloud a multi-syllable word. Have the pupils count how many times their jaw drops.
2. Tell pupils you are going to say a word and you will make a clap for each syllable. Say a two syllable word like “owec”. Make a clap for (o-) and a second clap for (-wec). Demonstrate with several more one-, two- and three-syllable words. When pupils begin to understand how to count syllables, let them do it without your help.

How to Teach: Pre-Reading and Pre-Writing Time

- Have learners repeat the word with you, 'o-ko-bo.'
- Now say, "In the word 'okobo' there are three syllables: o-ko-bo (using your fingers to count them off). See how my mouth changes for each syllable?"
- Repeat the above with several more multi-syllable words until learners begin to get the hang of it. (See the Note to teachers for more information about teaching syllables to learners in P1.)
- After learners are becoming confident segmenting words with 2-3 syllables, introduce several one syllable words.

Note: Learners will especially enjoy learning how many syllables are in their names.

Note: Don't worry if learners do not gain full competence in segmenting syllables in Term 1. They will continue to develop this skill in Terms 2-3.

How to Teach: Pre-Reading and Pre-Writing Time

Visual Skill Activities

The Pupil Primer – Term 1

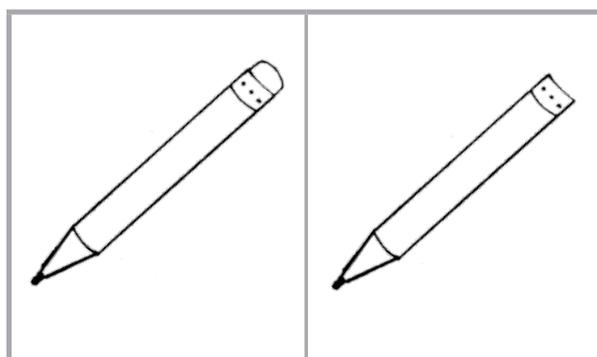
We include a visual skill activity in the pupil primer each week on the right-hand side of the page. In general, you should do one visual skill activity from the primer on Tuesday and one on Thursday. Sometimes, you may complete both the activities on Tuesday. If so, you need to make your own visual skill activities for Thursday.

Although the visual skill activities look different each week, they are actually just modifications of four types of puzzles designed to develop pupils' ability to see small differences in text. Here are the names we have given to each kind of puzzle and examples from the primer:

Matching

			
n	n	n	u
töl	lot	tol	töl

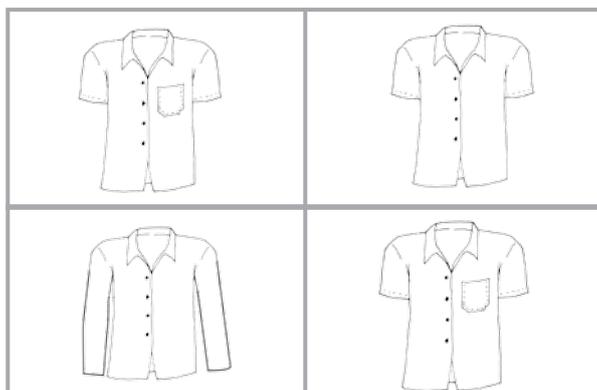
What is Missing?



Odd One Out

			
d	b	d	d
pacu	pacu	paca	pacu

Find the Twins



Once you understand how these four activities work, you can create your own activities on chart paper or the chalkboard.

Always use the "I do. We do. You do." method when teaching visual skill activities from the primer. Visual activities usually come in sets of 4. This means the first one is for you to demonstrate (I do.) The next two are for doing together with the pupils. (We do.) And the last is for pupils to do independently. (You do.)

How to Teach: Pre-Reading and Pre-Writing Time

Other Fun Visual Skill Activities:

Activity 1: What's Missing Game

Place 5-6 objects on a table or desk in the front of classroom. The objects should be easy for all the learners to see clearly. Name the objects one at a time from left to right. Then have learners cover their eyes with their hands. Take away one object. Have the learners open their eyes. Can they identify the missing object? Do this several times. Next, when the learners close their eyes, rearrange one of the objects. Have learners open their eyes and describe what has changed. Continue to increase in complexity as learners' skills improve.

Activity 2: I Spy with My Little Eye

This is a game that builds visual skills while also teaching initial letter sounds. The teacher begins by looking around the classroom and identifying an object that can be easily seen by all the learners, the door, for example. The teacher then says, "I spy with my little eye something that begins with the sound /d/." The learners look around the room and ask the teacher questions like, "Is it a desk?" "Is it the drum?" "Is it David?" "Is it the dog in the alphabet chart?" When a child finally gets the correct answer, he or she then gets to be the one to select an object.

Activity 3: Find the Hidden Object

The teacher selects a small but easy to recognize object and shows it to the class before they are dismissed for their morning break. A bright green plastic pencil sharpener is one good example. During the break the teacher hides the object in plain sight. It should be in a place where all the learners have the ability to see the object from their seats. But it is best if the object is in an unusual place, above the door or resting on top of the chalkboard for example. When the learners return from break the teacher reminds them of the object and asks them to look around the room to see if they can see it. When they see it, they should not say anything; they should simply raise their hand to show that they have found it. This game can be played every day for a week. After the first day, different learners can be selected to hide the object during break time.

How to Teach: Word Building Time - Terms 2-3

The CAM Form and Word Building Time

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

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

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

Introduction

Remember the language hierarchy we talked about in the introduction?

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

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

Word Building Time replaces Pre-Reading and Pre-Writing Time in the timetable. Pupils should now have the basic skills to identify and write individual letter sounds and symbols. Each term we will introduce 8 new letters so that by the end of P1 pupils will know 16 of the letters in the Leblango alphabet. With these letters they will be able to read and write many words. They will learn the balance of the Leblango letters in P2.

The main learning objectives in Word Building Time are:

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

How to Teach: Word Building Time - Terms 2-3

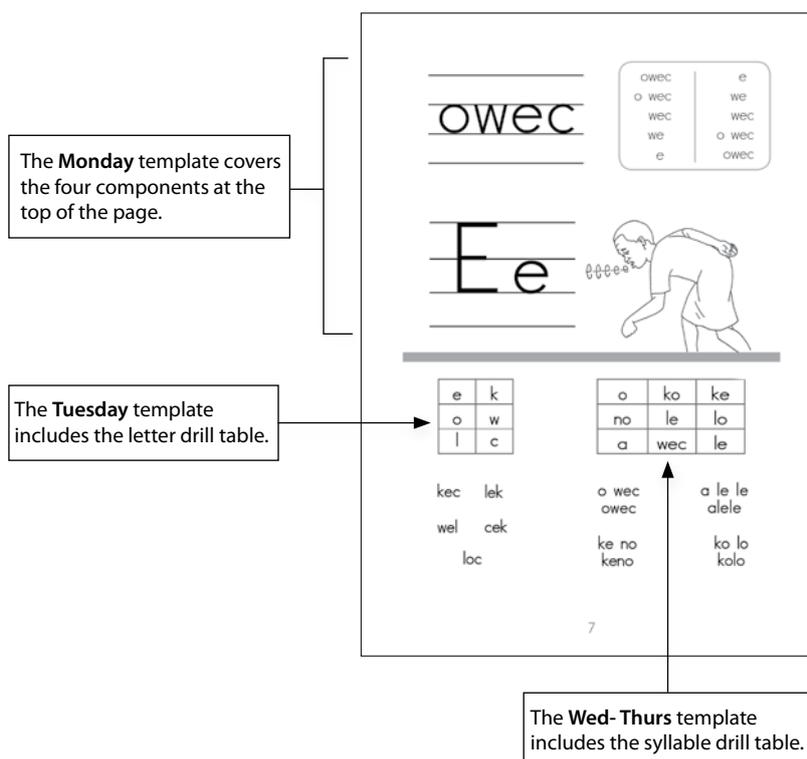
Lesson Templates for Word Building Time

We provide four lesson templates for Word Building Time:

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

The Word Building Time lesson templates are designed like a ladder. On Monday you climb the first rung of the ladder. On Tuesday you still step on the first rung, but you climb to the second rung. Each template adds one more rung to the ladder. By Friday, you have climbed very high. This is a good example of our "simple to complex" teaching method. Another name for it is "scaffolding".

If you look at the right-hand page of the pupil primer you can visually see the progression the teacher makes. The Monday lesson covers the four components at the top of the page: the key word, the break-down/build-up chart, the key letter/sound and the letter/sound sign. On Tuesday the teacher reviews these components but goes below the grey line and introduces the letter drill table. On Wednesday and Thursday the syllable drill table is added. On Friday all the content is reviewed and pupils demonstrate the competence they have acquired by taking a spelling test.



How to Teach: Word Building Time - Terms 2-3

Letter Signs in P1

When introducing a new letter sound, we link that sound to a body movement. This action helps the pupils remember the sound and the letter that represents it because the movement is linked to the keyword.

Always use the body movement when introducing the sound, making sure to clearly link the action to the keyword.

Continue using the body movement until the learners demonstrate that they have mastered the letter-sound correspondence.

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

Competences

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

Methods

- Segmenting the keyword using the "break down and build up" table
- Air writing the shape of the key letter.
- Handwriting practice of the key letter using slates and exercise books.
- Body movement (letter sign) for remembering the sound of the key letter.

Instructional Materials

- Slates OR exercise books for all learners
- Chalk OR pencils for all learners
- The chalkboard (A sample of what the chalkboard should look like is found below.)

How to Teach: Word Building Time - Terms 2-3

This sample is taken from the lesson for the keyword mac and key letter C during Term 2. Remember that in Term 3 you will use the 4 Handwriting Guidelines when writing the keyword and key letter.



What is a built word?

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

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

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

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

How to Teach: Word Building Time - Terms 2-3

Teaching Procedure (Monday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Sing the Introductory Song <ul style="list-style-type: none"> Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from their morning break. (Learners should already have their slates or exercise books from the previous Creative Writing Time lesson.) 	<ul style="list-style-type: none"> Learners sing the <i>We Learn to Read and Write Song</i> with the teacher as they return from the morning break.
3 min.	II.	Read the Primer Story and Identify the Keyword <ul style="list-style-type: none"> Read the Primer Story with the whole class one more time. Point to the keyword above the story. Ask the learners to read the keyword. 	<ul style="list-style-type: none"> Learners read the Primer Story together. Learners identify the keyword.
3 min.	III.	Break Down and Build Up the Keyword <ul style="list-style-type: none"> Break down and build up the keyword with the learners. Drill this several times until the learners can read all of the word segments without your help. 	<ul style="list-style-type: none"> Learners break down and build up the keyword.
1 min.	IV.	Introduce the Key Letter <ul style="list-style-type: none"> Introduce the key letter to the learners on the chalkboard. Tell learners the name of the letter and demonstrate the sound that it makes. Ask the learners to explain or show you what their mouth, tongue, teeth and lips do to form the sound correctly. 	<ul style="list-style-type: none"> Learners say the name and the sound of the key letter correctly. Learners describe how to make the sound.
1 min.	V.	Introduce the Letter Sign <ul style="list-style-type: none"> Demonstrate the key letter sign for the week. (An explanation for how to make the letter sign is found in the weekly lesson section of the teacher's guide). Link the letter sign and sound to the keyword. Have the learners demonstrate the letter sign as they make the sound. 	<ul style="list-style-type: none"> Learners demonstrate the letter sign and link it to the keyword.

How to Teach: Word Building Time - Terms 2-3

5 min.	VI.	<p>Handwriting Practice: Capital Letter</p> <ul style="list-style-type: none"> • Air write the correct formation of the capital letter. Have learners copy you. • Write the capital letter on a slate or the chalkboard. Be sure to say aloud what you do to form the letter properly. • Ask learners to form the capital letter 4-5 times on their slates or in their exercise books. • Move around the room checking for accuracy. 	<ul style="list-style-type: none"> • Learners form the capital letter correctly.
5 min.	VII.	<p>Handwriting Practice: Small Letter</p> <ul style="list-style-type: none"> • Next air write the correct formation of the small letter. Again, have learners copy you. • Then demonstrate how to write the letter on a slate or chalkboard and have the learners write the letter 4-5 times in their slates or exercise books. • Move around the room checking for accuracy. 	<ul style="list-style-type: none"> • Learners form the small letter correctly.
5 min.	VIII.	<p>Handwriting Practice: Capital and Small Letters</p> <ul style="list-style-type: none"> • Finally, have the learners write both the big and small form of the letter next to each other so that they demonstrate the correct size of each letter. Have them write the pair of letters at least 4-5 times. Examples: Ww Ww Ww Ww or Ee Ee Ee Ee. • Move around the room checking for accuracy. • Any learners who are not forming the letters properly need to be corrected immediately. 	<ul style="list-style-type: none"> • Learners form the capital and small letters correctly.
3 min.	IX.	<p>Break Down and Build Up the Keyword Again</p> <ul style="list-style-type: none"> • Return to the Break Down and Build Up Chart. Review breaking down and building up the keyword a few more times. 	<ul style="list-style-type: none"> • Learners review the keyword by breaking it down and building it up
2 min.	X.	<p>Read the Primer Story One Last Time</p> <ul style="list-style-type: none"> • Summarize the lesson by reading the whole story one more time together with the learners. 	<ul style="list-style-type: none"> • Learners review the Primer Story by reading it aloud with the teacher.

How to Teach: Word Building Time - Terms 2-3

How to teach blending:

An easy way to teach children to blend letters to form words is to play the "say it slow - say it fast" game.

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

If they don't get it the first time, try again. "Let's say it slowly: mmm-aaa-c. Now let's say it fast: m-a-c. What word did we make?" Eventually, someone in the class will recognize the word and share it with the others.

Lesson Template 2: The Letter Drill Table (Tuesday)

Competences

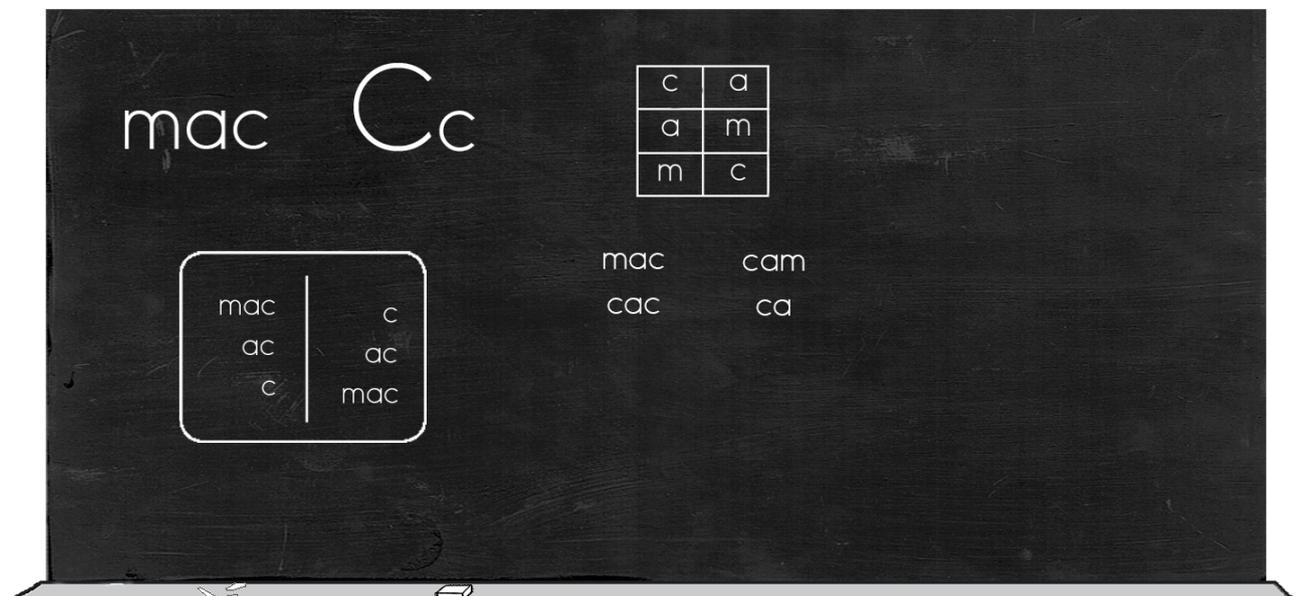
- The learners will break down and build up the keyword.
- The learners will say the name of the key letter and demonstrate the sound that it makes.
- The learners will write the capital and small form of the key letter correctly.
- The learners will blend the known letter sounds to read a variety of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

Methods

- Segmenting the keyword using the "break down and build up" table
- Letter drill table
- Blending the sounds to create built words
- Handwriting and spelling practice

Instructional Materials

- Slates OR exercise books for all learners
- Chalk OR pencils for all learners
- The chalkboard (Below is a sample of what the chalkboard should look like by the end of a Tuesday lesson.)



How to Teach: Word Building Time - Terms 2-3

Teaching Procedure (Tuesday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	Sing the Introductory Song <ul style="list-style-type: none"> Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from the morning break. 	<ul style="list-style-type: none"> Learners sing the <i>We Learn to Read and Write Song</i> with the teacher as they return from the morning break.
1 min.	II.	Break Down and Build Up the Keyword <ul style="list-style-type: none"> Point to the keyword and have learners read it. Break down and build up the keyword with the learners. Drill this several times until the learners can read all of the word segments without your help. 	<ul style="list-style-type: none"> Learners read the keyword for the week. Letters break down and build up the keyword.
1 min.	III.	Review the Key Letter <ul style="list-style-type: none"> Point to the key letter. Have the learners say the name of the letter. Next have learners make the sound of the key letter and explain what their mouth, tongue, teeth and lips do to form the sound correctly. 	<ul style="list-style-type: none"> Learners say the name and the sound of the key letter correctly. Learners describe how to make the sound.
1 min.	IV.	Review the Letter Sign <ul style="list-style-type: none"> Review the key letter sign for the week. Link the letter sign and sound to the keyword. Have the learners demonstrate the letter sign as they make the sound. 	<ul style="list-style-type: none"> Learners demonstrate the letter sign and link it to the keyword.
10 min.	V.	Handwriting Practice: Capital and Small Letters <ul style="list-style-type: none"> Air write the capital and small forms of the key letter with pupils. Next, have the learners write on slates or in exercise books both the big and small form of the letter next to each other so that they demonstrate the correct size of each letter. Move around the room checking for accuracy. Any learners who are not forming the letters properly need to be corrected immediately. Complete this step by having all the pupils show their completed slates. Then ask pupils to put them their writing materials aside so they can focus on the next step in the lesson. 	<ul style="list-style-type: none"> Learners form the capital and small letters correctly.

How to Teach: Word Building Time - Terms 2-3

10 min.	VI.	<p>Letter Drill Table and Built Words</p> <ul style="list-style-type: none"> Point to the key letter in the letter drill table and have the learners say the letter sound together in a chorus. Continue with the other review letters. Repeat as needed. Remember, you should not prompt the learners at this point. They need to say the letter sounds on their own. When the learners can say all of the letter sounds in the drill table with confidence, point to the letters of the first built word in the correct order and have the learners blend them to read the built word. Write the built word under the letter drill table. Have individual learners read the built word. Ask learners to use the built word in a sentence or talk about the meaning of the built word. Continue in the same way with 1-2 more one-syllable built words. Drill the built words so that learners begin to read them by sight. 	<ul style="list-style-type: none"> Learners review the key letter sound for the week along with letter sounds from previous weeks. Learners blend the known letter sounds to make one-syllable built words. Learners practice reading the built words by sight.
5 min.	VII.	<p>Spelling Practice</p> <ul style="list-style-type: none"> Erase the built words from the chalkboard. Tell learners they are to spell one of the built words from memory. Say aloud one of the built words that was introduced today. Repeat the word slowly two or three times, as needed. Move around the room to see how well the learners are spelling the built word. Write the built word on a slate or the chalkboard. Ask learners to compare the word you have written with their word. Do they look the same? Continue with at least one more built word, as time permits. Conclude the lesson by asking learners to read aloud the words they have written on their slate or exercise book. 	<ul style="list-style-type: none"> Learners practice spelling and reading built words introduced today.

How to Teach: Word Building Time - Terms 2-3

Word Building Time Lesson 3 Template

(Wednesday - Thursday)

Competences

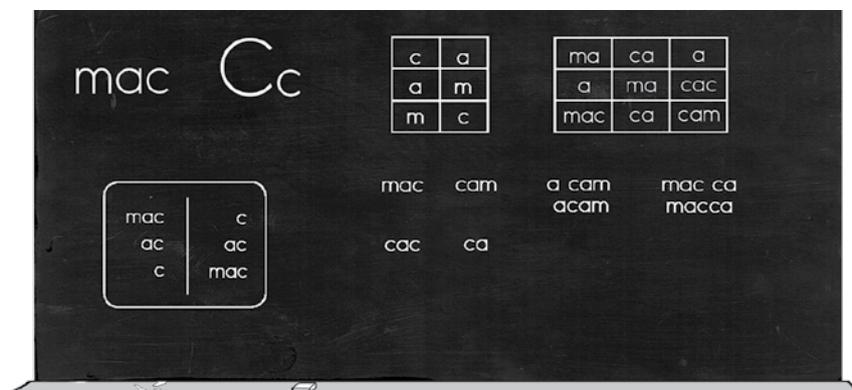
- The learners will break down and build up the keyword.
- The learners will say the name of the key letter and demonstrate the sound that it makes.
- The learners will be able to blend the known letter sounds to read a variety of built words.
- The learners will be able to identify the number of syllables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

Methods

- Breaking down and building up the keyword
- Reviewing the sounds of key letters from past weeks
- Blending the sounds to create built words
- Blending syllables to create multi-syllable built words
- Spelling and handwriting practice

Instructional Materials

- Slates and chalk or exercise books and pencils for all learners
- The chalkboard (Below is a sample of what the chalkboard should look like by the end of a lesson on Wednesday.)



What is a syllable?

The word for "syllable" in Leblango is "cilabul".

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

Teaching pupils to hear and identify a syllable is easy. Here are two simple methods:

1. Ask your pupils to put their hands under their jaws. Say aloud a multi-syllable word. Have the pupils count how many times their jaw drops.
2. Tell pupils you are going to say a word and you will make a clap for each syllable. Say a two syllable word like "owec". Make a clap for (o-) and a second clap for (-wec). Demonstrate with several more one-, two- and three-syllable words. When pupils begin to understand how to count syllables, let them do it without your help. Then ask individual pupils to clap out the syllables in given words.

How to Teach: Word Building Time - Terms 2-3

Teaching Procedure (Wednesday - Thursday)

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

How to Teach: Word Building Time - Terms 2-3

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

How to Teach: Word Building Time - Terms 2-3

Word Building Time Lesson 4 Template (Friday)

Competences

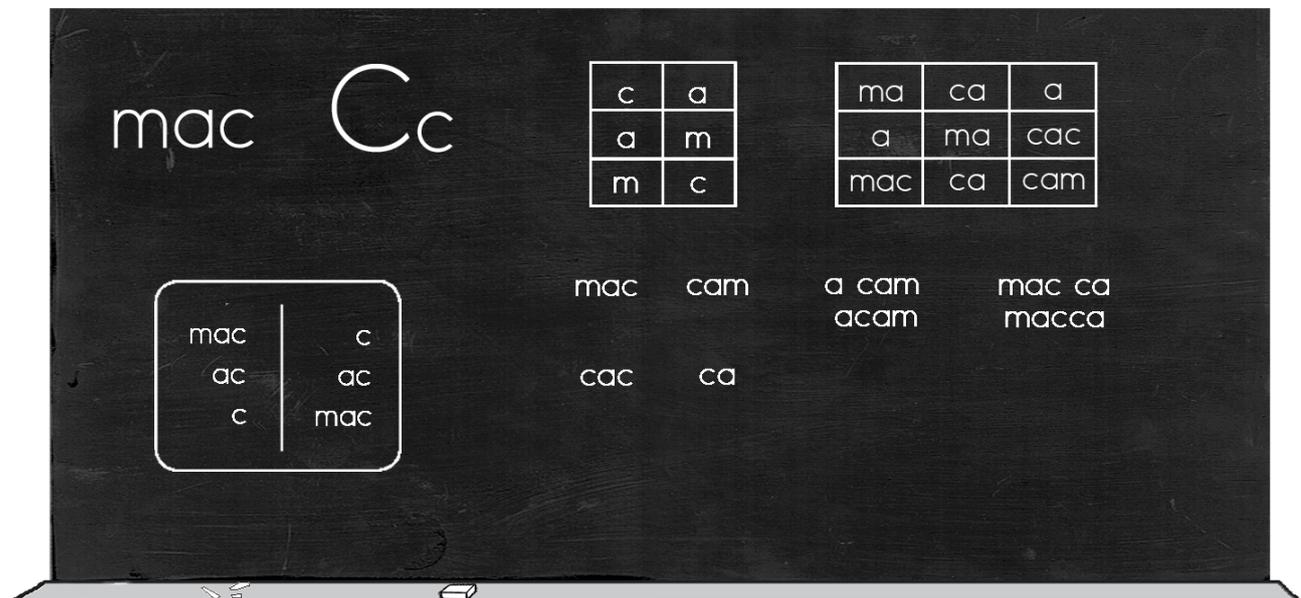
- The learners will break down and build up the keyword.
- The learners will say the name of the key letter and demonstrate the sound that it makes.
- The learners will be able to blend the known letter sounds to read a variety of built words.
- The learners will be able to identify the number of syllables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

Methods

- Breaking down and building up the keyword
- Reviewing the sounds of key letters from past weeks
- Blending the sounds to create built words
- Blending syllables to create multi-syllable built words
- Spelling and handwriting practice

Instructional Materials

- The P1 Primer for all learners
- Individual sheets of exercise paper for taking a spelling test
- Pencils and rubbers for all learners
- The chalkboard (Below is a sample of what the chalkboard should look like by the end of the Friday lesson.)



How to Teach: Word Building Time - Terms 2-3

Teaching Procedure (Friday)

Time	Step	Teacher's Activities	Learners' Activities
2 min.	I.	<p>Sing the Introductory Song and Distribute the Primers</p> <ul style="list-style-type: none"> • Sing the <i>We Learn to Read and Write Song</i> as learners return to the classroom from the morning break. • Distribute the primers as learners sing. 	<ul style="list-style-type: none"> • Learners sing the <i>We Learn to Read and Write song</i> with the teacher as they return from the morning break.
2 min.	II.	<p>Review the Top of the Primer Page with Learners</p> <ul style="list-style-type: none"> • Help the learners to open to the correct page in their primers by having them look for the page that has the chalkboard drawing of the week's keyword. • Help the learners to find, point to and read the keyword. • Next, have the learners point to the "break down and build up" chart. Do the break down and build up of the keyword together. Be sure the learners are following this in the primer with their fingers. • Point to the key letter. Have learners make the sound of the key letter. • Review the formation of the key letter by having the learners trace with their index finger the big and small versions of the key letter <i>in their primers</i>. • Finally, have pupils look at the picture of the letter sign. Have everyone do the letter sign together. 	<ul style="list-style-type: none"> • Learners identify and read the keyword for the week. • Letters break down and build up the keyword. • Learners review the correct formation of the key letter, both its big and small forms.
8 min.	III.	<p>Letter Drill Table Game</p> <ul style="list-style-type: none"> • Now help the learners to find the Letter Drill Table in their primers. Draw the same letter drill table on the chalkboard. • Say the sound of one of the letters aloud to the learners. Ask all the learners to point to the correct letter in their primers. Move around the room checking to see if they are pointing to the correct letter. • Identify one learner who is pointing to the correct letter. Ask that learner to come to the chalkboard and show all the learners the letter that makes that sound. • Then ask that learner to pick another letter sound shown on the drill table and without pointing to it, say the letter sound aloud for all the learners to hear. Again, have the learners point to the correct letter in their primer while you move around to check their accuracy. Select another pupil to come and point to the correct answer. Continue until you have reviewed all the letters. • Now say a word that can be built from the letter sounds in the drill table on the chalkboard. Ask the learners to touch all the sounds that make up that word. Select a learner to come up and show the correct answer and then write the word on the chalkboard. <p>NOTE: There is not enough time to do all 6 letters and 4 built words in the 8 minutes assigned to this game. Just select 2-3 of each.</p>	<ul style="list-style-type: none"> • Learners review the key letter sound for the week along with letter sounds from previous weeks. • Learners blend the known letter sounds to make built words.

How to Teach: Word Building Time - Terms 2-3

8 min.	V.	<p>Syllable Drill Table Game</p> <ul style="list-style-type: none"> The game with Syllable Drill Table is played exactly the same as the game described above. Say a syllable. Have the learners point to it in their primers. Have pupils come up and show the correct answer. Have them say another syllable in the table until you have covered several of the syllables. Then say a word that can be built from two or more syllables and have the learners point to the syllables in their primers. Have a learner demonstrate the correct answer and write the word on the board. <p>NOTE: There is not enough time to do all the syllables and built words in the 8 minutes assigned to this game. Just select 2-3 of each.</p>	<ul style="list-style-type: none"> Learners review the syllables taught during the week. Learners blend the known syllables to make built words.
10 min.	VI.	<p>Spelling Test</p> <ul style="list-style-type: none"> Have learners close their primers and distribute individual sheets from an exercise book. Tell learners to write their names at the top of the page. Erase any words on the chalkboard. Select 3 one-syllable words and 2 multi-syllable words for the spelling test. These must be words the learners have learned during the week. Do NOT select new words. Say each word aloud normally and then again more slowly. Do this at least twice and allow pupils time to write the word. Move around the room checking on their progress. When the test is completed, collect their tests for assessment. If time permits, have learners come up and spell the words on the chalkboard. 	<ul style="list-style-type: none"> Learners spell a selection of built words for the week as a weekly assessment of their progress.

Scoring the Spelling Test

Mark your pupils' spelling test and return it to them on Monday. Use the grading system established for the Parent Report Cards.

BA = All 5 words spelled correctly

BB = 3-4 words spelled correctly

AA = 0-2 words spelled correctly

Ask all pupils who misspelled a word to rewrite the word correctly 3-5 times on their spelling test and return it to you.

Explaining The Teacher's Guide Format

Comprehension Questions

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

Sight Words

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

Vocabulary

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

Theme 7: Living Together

Term 2 Week 9

Comprehension Questions

1. Ɖò ame Apio kede Ocen onènò iwí yát? (Apio kede Ocen onènò bõŋkic ame kic tye iye iwí yát.)
2. Ɖò ame Apio kede Ocen tye atímmò? (Apio kede Ocen tye adèppò owèlò.)
3. Ɖò okènè ame kao jò apát kede kic?
4. Kic tio karacèl pí bër a bõŋ gí. Kit anò ame jò tio kede karacèl me kónnyò kin paccí gí?

Sight Words

- kic
- bõŋkic, Bõŋkic
- owèlò
- kok

Vocabulary

- tedo
- gwök
- kóny
- calo
- cuk
- pok
- kúny
- pí
- pwod



The illustration shows a bee in a black box at the top left. Below it, the word 'kic' is written in a simple font. The main illustration depicts a rural scene with a large tree, a person carrying a basket on their head, and another person kneeling on the ground. There are small houses in the background and a path leading through the scene.

"Nèn! Bõŋkic tye iwí yát malo," Ocen okabo. "Atye anènnò kic tye atware."
 "Obuny deppo owèlò," Apio okabo. "Aworo maca kic okaa ate kok."
 "Mito kic pe kaa," Ocen okabo.

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Competences

Reading

- Identify the letters I, O, K, N, C and M. Know their names and the sounds that they make.
- Identify the number of syllables in a word.
- Blend and segment words using I, O, K, N, C and M.

Writing

- Use words and pictures to write a story about the keyword.
- Write the capital and small letter I correctly.
- Complete the handwriting patterns for the week.
- Write both names correctly.

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Reading and Writing Competences

This is a list of the reading and writing competences that you are to focus on this week. Suggestions for how to assess these competences can be found on the following page in the box named **Continuous Assessment Activities**. The lesson templates in the **How to Teach** section also include daily assessment of reading and writing. We also provide a Continuous Assessment Monitoring (CAM) Form for tracking individual pupils progress in attaining these literacy competences.

Explaining The Teacher's Guide Format

Sub-theme 7.3: Living Together in the Community

Term 2 Week 9



Letter Sign: i
Your right hand is in a flat palm shape. It is next to the right ear making a motion as if shooing away a bee. Your mouth is making the /i/ sound like a buzzing bee in your ear.

Jami ame Yomo yi Otinö
Lemo
Bedo karacël!
Bedo karacël pîrë tæk meicël.
Bedo karacël miö jö bedo agönya.
Kelo kuc, mara kede yom-yic ikin lwak.
Jö myero mar bedo karacël.

i	m	ki	no	ci
n	k	ci	ni	ko
c	o	i	o	na

kic cim i-ci-na ci-ki
min noc icina ciki
ni-no a-ki-ko
nino okiko

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Listening

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

Speaking

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

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Letter Signs

Letter Signs begin with the Word-Building Time lesson in Term 2. Each new sound/letter that the pupils learn is linked to an action that relates to the keyword. This helps pupils remember the letter sound. A short description of how to do the action that represents the key letter of the week is found here.

Child Friendly Activities

In this box you will find a fun language activity for your pupils that relates to the week's sub-theme or the keyword. Activities vary from songs, to riddles, to tongue twisters, to poems, to proverbs. Sometimes they will be part of a literacy lesson. Sometimes you can use them in a Music or Free Activity lessons.

Thematic competences

Identify community rules for living together in peace and harmony.

Listening and Speaking Competences

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

Thematic Competence

In addition to the literacy competences, we also include a thematic competence for the week.

Explaining The Teacher's Guide Format

Continuous Assessment Activities

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

Theme 7: Living Together

Term 2 Week 9

Continuous Assessment Activities

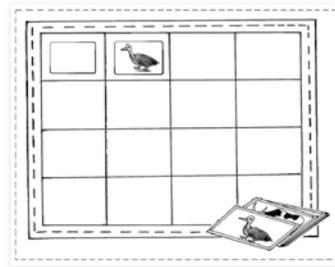
Reading: Memory Spelling Game

Play a blackboard memory game with your pupils. Write a simple 3-letter sight word on the blackboard that the pupils have already learned for example "cam". Ask all the pupils to look carefully at the word and read it silently to themselves. Then erase the word and ask 4 to 5 pupils to come up to the board and write the word on the board. Note the pupils' performance.

Writing: Writing Your Full Name

Give each child a small sheet of paper. Ask everyone to write their name as best as they can on the paper. Note down the pupils who can successfully write both names correctly and those who are still struggling to write their surname.

How to Make and Use a Memory Game with Cards



The object of a memory game is to use your memory to match two like objects. The easiest memory games match two objects that are exactly alike, a cow and a cow for example. As your pupils develop their understanding and skill in playing memory games, you can make the matches more difficult. For example, a picture of a cow can be matched with the word "cow" or a cow is matched with a container of milk.

The rules work like this:

- Players shuffle the memory game cards and lay them out. (It's best to lay the cards out in a grid form, but young players may find this difficult. You can help them by making the grid for them.)
- Players take turns turning over two cards. The cards should be fully turned over so that everyone can see what is on each card and its location.
- If the cards match, the player takes the cards and keeps them in a pile. The player also gets to continue playing.
- If the cards do not match, the player turns them back over, trying to keep the cards in the same place. The next player in the circle then gets a turn.
- Play continues around the circle with each player taking a turn. The game is over when all the matches have been found. The winner is the player with the most matches.

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Instructional Materials

This section features a different instructional material each week. The featured teaching tools are to be made by teachers to assist pupils in developing a specific literacy or thematic competence.

Explaining The Teacher's Guide Format

Sub-theme 7.3: Living Together in the Community

Term 2 Week 1

Handwriting Patterns

I I I I I I I I I I I I I I I I	i i i i i i i i i i i i i i i i	kic kic kic kic kic kic kic kic
cim cim cim cim cim cim cim cim	nini nini nini nini nini nini nini nini	icina icina icina icina icina icina icina icina

Class Story Starters

Type of Story: Fiction

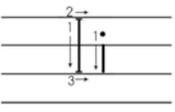
Characters: Children in classroom and a loud buzzing bee

Setting: A P1 classroom

Action: One day there was a very curious bee. He saw many children entering a building. He wanted to know why they went in there and what they were doing. As he entered the classroom, he flew low over the children's heads to look at their exercise books. Many children were afraid of the bee. What happens next?

(Note: You can make a bee from a piece of manila and attach it to the end of a stick. The whole class can be involved in this role play as you make the bee fly over the classroom.)

Handwriting Hints



Before you start your handwriting class this week, try some finger exercises with your pupils. Have them stretch their hands out wide with fingers spread apart. Then they should squeeze their fingers into a fist. Repeat this several times. Next have the pupils press each of the fingers on both hands into their thumbs. Start slowly from index finger to little finger and back. Increase the speed as the children get comfortable with the exercise.

References

NPSCU Teacher's Guide

- Competences for Assessment, page 83
- Scheme of Work, page 286
- Lesson Plan Guidelines, pages 302-307

NPSCU Curriculum Scope and Sequence

- Page 37

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Letter Formation Guidelines

We provide systematic handwriting exercises each week so that by the end of the year pupils are forming all the letters correctly.

Handwriting Hints

Along with handwriting practice on the slates, we offer you advice on teaching handwriting each week. These helpful hints will improve your ability to teach handwriting to your pupils.

References

This box refers the teacher to two documents:

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

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

Class Story Starters

Most weeks during Thursday's Story Reading Time the teacher and pupils compose a story together that forms the basis for the reading lesson for the rest of the week. This box gives the teacher some ideas and structure for how to compose a story together with the pupils using the week's keyword.

Term 1 Lessons

Apio kede Ocen ocako pwonynyo kite me

Kwan kede Cöc

Tam me Acél

Kilaci

1



A Mango Tree Primer

Term 1: Key Literacy Competences

What is a competence?

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

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

The MoES organizes literacy competences into four key skill areas:

- reading
- writing
- listening
- speaking

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

Overview of the Term 1 Literacy Competences

The four tables found on these two pages provide an overview of the key competences we expect pupils to demonstrate during P1 Term 1. The tables are divided into the four basic literacy skills: reading, writing, listening and speaking. Beside each table is a brief overview of the skills you will be working on this term.

The columns in the tables are listed from O (for Orientation Week) to Week 13. Each column represents one week in the term. The shaded boxes indicate the weeks when you will be actively asking pupils to demonstrate these competences in class, evaluating pupils' performance and recording their results in the **Continuous Assessment Monitoring Form (CAM Form)**.

The CAM Form summarizes the competences in these four tables into an easy to use one-page document. More information on how to use the CAM Form is outlined in the **How to Teach section** of this teacher's guide.

At the end of the term you will complete a **Parent Report Card** for each pupil. Once again, the same competences listed here are summarized for parents on a one-page report. (See page 156 for a sample copy of the P1 Term 1 Parent Report Card.) Space is also provided for you to add personal comments about individual pupil's performance.

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

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

Overview: Reading

In Term 1, the focus is on training pupils' eyesight so they can identify individual letters and words.

Your pupils should also be able to give a simple definition for the concepts of **letter** and **word** by the end of term.

Each week pupils will learn three new sight words. By the end of the term pupils should be able to read about 20-30 sight words from flash cards.

TERM 1		WEEK												
NO.	Key Literacy Competences: Reading By the end of Term 1 a pupil will be able to:	0	2	3	4	5	6	7	8	9	10	11	12	13
1	Identify the missing parts of a picture.													
2	Point to the front, back and title of a book.													
3	Handle a book properly.													
4	Point to a letter(s) and say that letters are pictures/symbols that represent a sound.													
5	Point to a word(s) and say that words are made of letters and have spaces between them.													
6	Match pictures, shapes, letters, syllables or words that are the same.													
7	Read correctly from left to right.													
8	Identify 3 new sight words from the Primer Story each week.													

Term 1: Key Literacy Competences

TERM 1		WEEK												
NO.	Key Literacy Competences: Writing <i>By the end of Term 1 a pupil will be able to:</i>	0	2	3	4	5	6	7	8	9	10	11	12	13
1	Sit properly when writing.													
2	Use the chalk and slate correctly.													
3	Complete the handwriting patterns for the week.													
4	Write his/her surname correctly.													
5	Use pictures to write a story about the keyword.													

Overview: Writing

Pupils will be introduced to formal handwriting during Term 1. They need to know how to sit properly and hold a piece of chalk or a pencil correctly. They should also be able to write their surname correctly by the end of the term.

Most importantly, we want pupils to discover that writing and sharing stories is fun and meaningful.

TERM 1		WEEK												
NO.	Key Literacy Competences: Listening <i>By the end of Term 1 a pupil 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 one's name.													
3	Follow simple one-step instructions													
4	Follow simple two-step instructions.													
5	Answer comprehension questions during Story Reading Time.													
6	Listen attentively to other pupils' Creative Writing Stories.													
7	Identify and imitate different sounds in the local language.													

Overview: Listening

There are two basic types of listening skills we will work on in Term 1: listening to the whole (for comprehension) and listening to the parts (to recognize speech sounds).

Listening is also an important life skill. Competences 1 and 4 in the table are focused on the social dimension of listening.

TERM 1		WEEK												
NO.	Key Literacy Competences: Speaking <i>By the end of Term 1 a pupil will be able to:</i>	0	2	3	4	5	6	7	8	9	10	11	12	13
1	Say one's full name correctly.													
2	Say the name of the teacher and the school correctly.													
3	Greet the teacher properly in the local language.													
4	Tell an original story to the whole class that shows creativity, meaning, sequencing and fluency.													
5	Talk about issues related to the week's sub-theme with fluency and comprehension.													
6	Use vocabulary related to the week's sub-theme with meaning and comprehension.													

Overview: Speaking

Speaking competences are related to life skills like greeting and knowing people's names and titles.

Participating in classroom discussions about the thematic topics is another focus of the term. This includes activities that reinforce known vocabulary and build new vocabulary.

Finally, through daily practice pupils will develop the confidence and skill to read their stories in front of the whole class.

Theme: Orientation Week

Term 1 Week 1

Continuous Assessment Activities

Reading: How to Use a Book

- Demonstrate how to turn the pages of the primer properly. Ask individual pupils to demonstrate turning pages in the primer. Make note of any pupils who cannot turn pages properly.

Speaking: Greeting and Saying One's Name

- Make time to greet each child individually during the first week of school. Make note of any pupils who do not know how to greet appropriately.
- After greeting a child, ask the child to tell you his full name. Make note of any child who cannot say his full name.

Listening: Proper Listening Behaviour

- Talk to the pupils about proper listening behaviour in the classroom. Note pupils who are having trouble sitting quietly and attentively.

Orientation Week Activities

The illustration of Apio and Ocen on the following page is found in the Term 1 pupil primer. The very first time you hand out the pupil primers to the learners, use this page to introduce Apio and Ocen to the class. Ideally, this should happen during Orientation Week.

Explain that Apio and Ocen are pupils beginning P1. Just like the pupils in your class, they are very excited about learning to read and write. Tell the learners that this book is specially made to help them learn to read and write their home language, Leblango. Tell them they will get a new book each term.

Take this opportunity to talk to the learners about how a book has a front and a back. Have the learners turn to the first lesson. Demonstrate the proper way to turn a page so that the pages do not get torn. Move briefly through all the lessons, explaining to the learners that every book or newspaper has a beginning, a middle and an ending.

Assess your pupils' understanding of the front and back of a book. Do this by asking them to show you the cover of the book. Then have them show you the last page (the back cover) of the book.

Ask the children for suggestions about how they can care for the book so that it stays clean and nice throughout the whole term. Some good ideas include:

- Turn the pages carefully.
- Pass out the books carefully. No grabbing or throwing books around.
- Only handle books when your hands are clean. If your hands are very dirty ask the teacher for permission to wash your hands.
- Cover the books with newsprint or other paper.

Above all, impress upon your learners the important role books play in learning and the need to treat them respectfully. The most effective way to teach them this is through your own actions. Show them the respect, care and love you have for books in your daily classroom behaviour.

Competences

Reading

- Identify the front and the back of the book.
- Point to the title of the book.
- Handle a book properly. This includes turning the pages properly to avoid bending or tearing the paper and distributing and collecting classroom books in an orderly manner.

Writing

- Sit properly when writing.
- Use the chalk and slate correctly.

Apio kede Ocen



Listening

- Sit quietly with hands to oneself and eyes on the teacher.
- Respond to one's name
- Follow simple, one-step instructions.

Speaking

- Say one's name, the name of the teacher and the name of the school.
- Greet the teacher properly in Leblango.
- Identify dangerous objects in the classroom and outdoors.

Handwriting Hints

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

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

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

References

NPSCU Teacher's Guide

Sample Scheme of Work,
Pages 93-95

Theme: Orientation Week

Term 1 Week 1

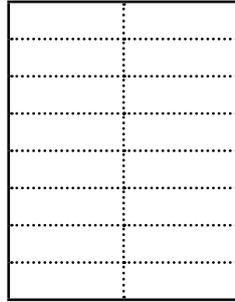
Beginning of the School Year Checklist

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

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

Sight Word Flash Cards

Step 1: Fold the manila like this:

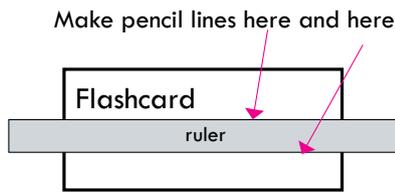


One manila makes 16 sight word flashcards.

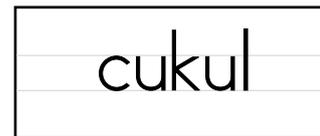
Step 2: Cut out the 16 cards from the sheet.



Step 3: Make lines on the flashcard with a ruler



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



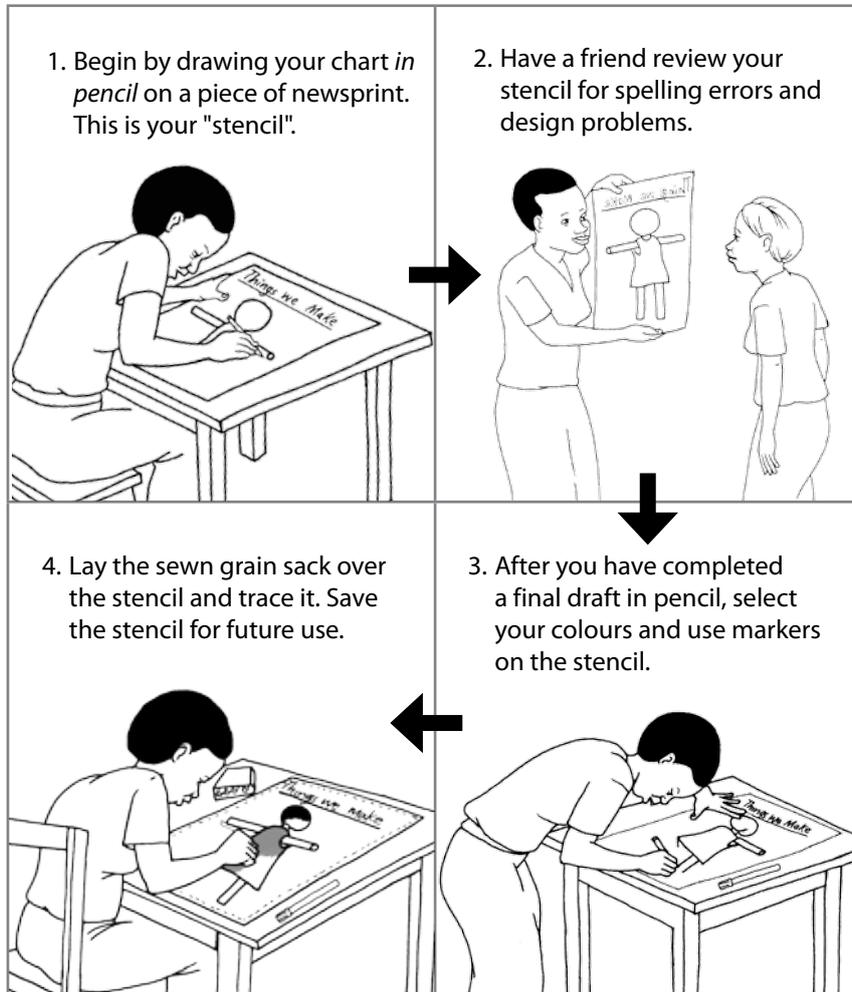
Your sight word flashcard is ready to use!

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

A few things to know about sight word flashcards:

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

How to Make your own Grain Sack Chart



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

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

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

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

Theme 1: Our School

Term 1 Week 2

Comprehension Questions

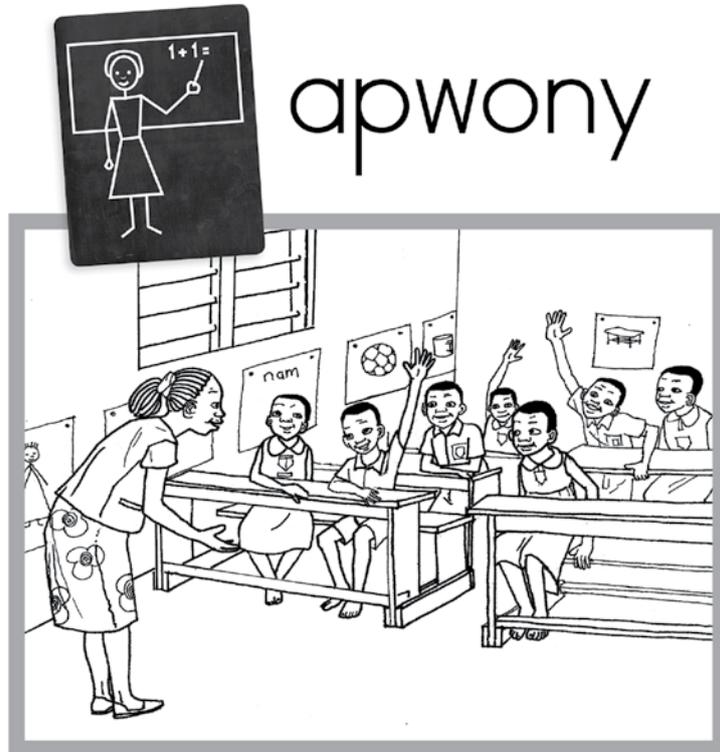
1. Apwony Apio kede Ocen gĩ nyiŋe ŋa? (Apwony gĩ nyiŋe Madam Lilly.)
2. Dö omiö Apio kede Ocen maro apwony gĩ? (Piën apwony gĩ mwol dänj dök maro otinö.)
3. Dö ame ka itimö i cukul miö jö mari?
4. Apät kede apwony, jö mene okenë ame nwoŋere i cukul?

Sight Words

- apwony, Apwony
- cukul
- maro

Vocabulary

- aedi
- rwot
- otinökwan
- apwony
- atedo
- aran
- adwoŋ onywal
- apwony dini



Apwony Apio kede Ocen gĩ nyiŋe Apwony Lilly.

Apwony gĩ mwol dök maro otinö.

Apwony Lilly miö Apio gin Ocen bedo agönya i cukul.

4

Competences

Reading

- Identify the parts of a book and handle a book properly.
- Read from left to right.
- Match pictures and shapes that are the same.
- Identify 3 new sight words from the Primer Story.

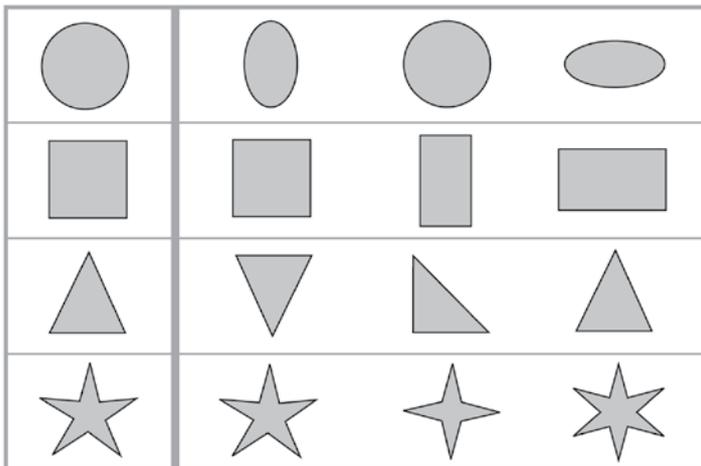
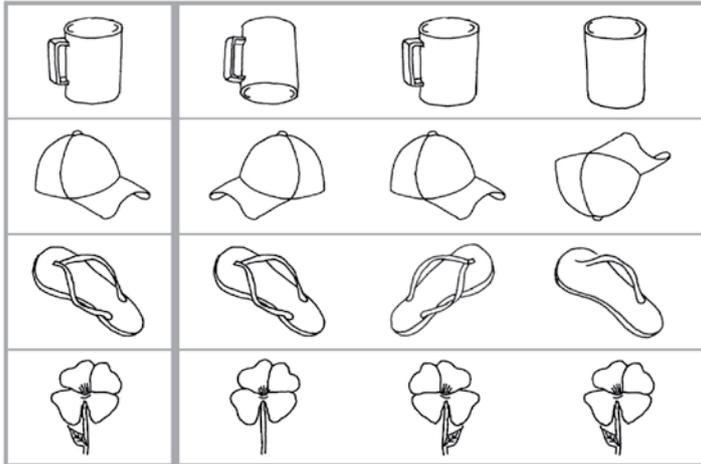
Writing

- Sit properly and use the chalk and slate correctly.
- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 1.1: People in Our School

Term 1 Week 2

Nwojjo cale a rwatte.



5

Jami ame Yomo yi Otino

Wer ikom apwony a yie yom

Apwony a pwonyo wa yie yom.

Nyiye _____
yie yom. (x2)

Ka abino i kwan idikko pe mitti adök tunj wa (x2)

Yie yom ayoma, yie yom pe mitti adök tunj wa. (x2)

Thematic Competence

Identify and name 3 people in our school.

Listening

- Sit quietly with hands to oneself and eyes on the teacher.
- Respond to one's name.
- Answer comprehension questions during Story Reading Time.
- Follow simple, one-step instructions.

Speaking

- Say one's name, the name of the teacher and the name of the school and greet the teacher properly in Leblango.
- Talk about issues related to the week's sub-theme with fluency and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.

Theme 1: Our School

Term 1 Week 2

Continuous Assessment Activities

Writing: Using Slates and Chalk

- Observe pupils as they use the slates and chalk. Note any pupils who are having difficulty with correct sitting posture or who are not holding the chalk correctly.

Listening: Monitoring Pupils' Listening Behaviour

- Continue to monitor proper listening behaviour in the classroom. Note pupils who are having trouble sitting quietly and attentively.

Making Classroom Rules Chart

Cik me Kilaci

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

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

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

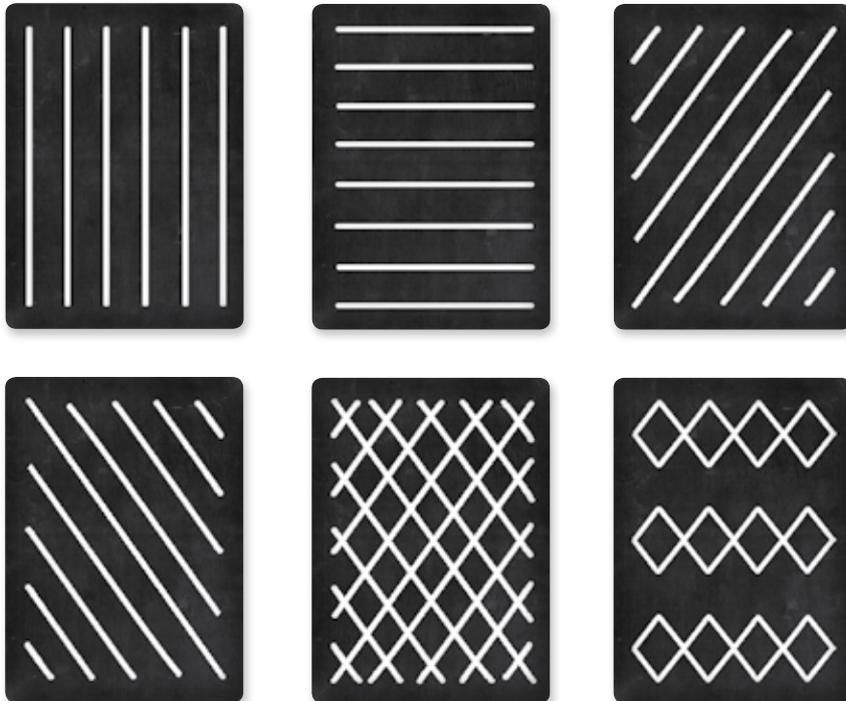
You may have an idea of the rules you want for your classroom, but you should still involve pupils in creating the rules. Let them give their suggestions. You can shape their words so that they cover the issues you want to address.

Once the rules have been written and posted on the wall be sure to talk with your pupils about the consequences of following or not following the rules. Make sure that your pupils understand what you expect from them and use the rules consistently and fairly on a daily basis.

Sub-theme 1.1: People in Our School

Term 1 Week 2

Handwriting Patterns



Handwriting Hints

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

Class Story Starter

Type of Story: Fiction

Characters: Teacher, two P1 pupils

Setting: A Saturday market day

Action: Two pupils are at the local market on Saturday. While walking around looking at the different items on sale they see that their new P1 teacher is also at the market. The pupils have never seen their teacher outside of school. When their teacher comes up to greet them the pupils are nervous. What happens next?

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Page 14

Theme 1: Our School

Term 1 Week 3

Comprehension Questions

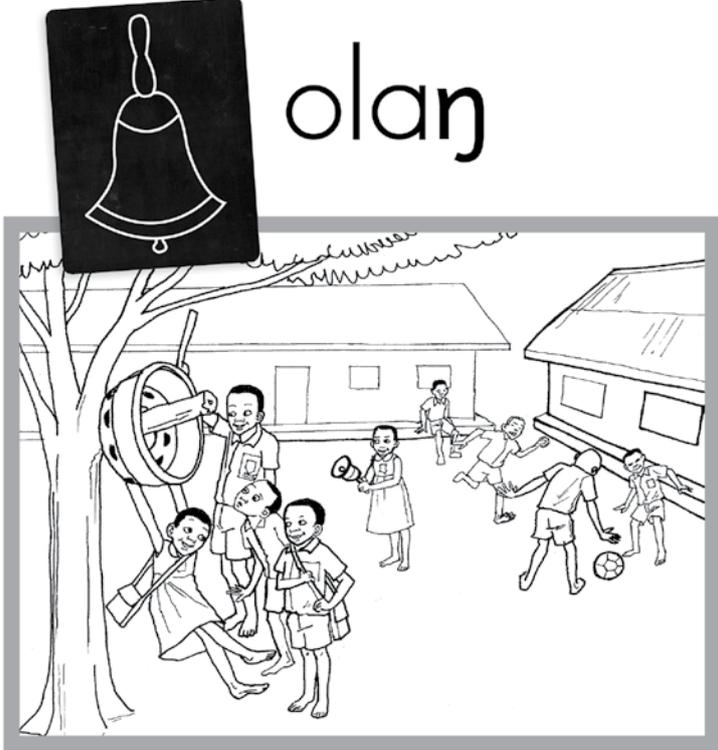
1. Dö ame otio kede me gwökkö cawa i cukul?
(Otio kede olan me gwökkö cawa.)
2. Olan i cukul Apio kede Ocen gi kok idi nino acël?
(Olan gi kok ibicël nino acël.)
3. Tuc kwone tic a papat ame bedo i cukul ame ogö iye olan ka cawa mere orömö?
4. Dö okënë ame nwongere i cukul apät kede olan?

Sight Words

- olan, Olan
- cawa
- opwonye, Opwonye

Vocabulary

- pirin
- golo
- kilaci
- deci
- cökka
- bao cöc
- meja
- köm
- olan



The illustration shows a schoolyard with several children. One child is sitting on a bench, another is standing nearby, and a group of children is playing a game of ball. In the background, there are school buildings and a tree. A large black square icon with a white bell is overlaid on the top left of the illustration. The word 'olan' is written in a large, simple font to the right of the bell icon.

Olan me cukul Apio gi tye onjabo i jan yät.

Opwonye miö otinökwan tic a papat kun lübbö koko olan.

Olan könyö cukul i lübbö cawa.

6

Competences

Reading

- Identify the front, back and title of a book.
- Handle a book properly.
- Identify the missing parts of a picture.
- Identify 3 new sight words from the Primer Story.

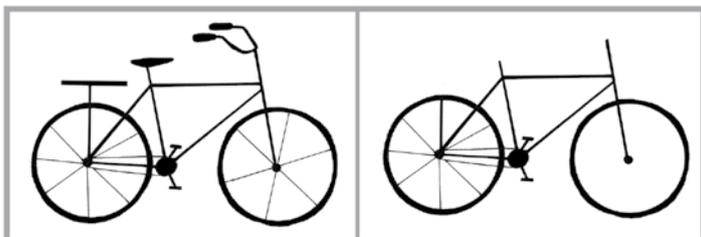
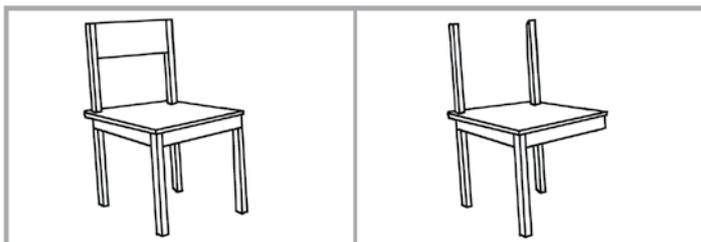
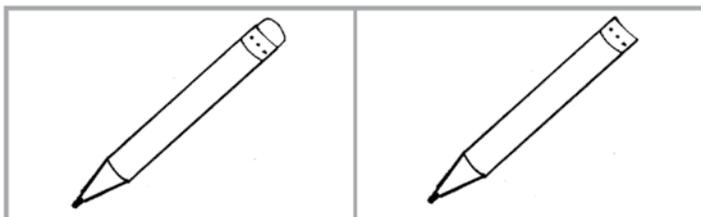
Writing

- Sit properly and use the chalk and slate correctly.
- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 1.2: Things in Our School

Term 1 Week 3

Nwoŋŋo gin orem ikom cale magi.



7

Jami ame Yomo yi Otino

Wer ikom cawa

Apwony cawa orömö okö
me wot tur wa.

Ka owoto tur wa, obedo i
köm wa.

Ka obedo i köm wa,
obaŋŋo moggo wa.

Ka obaŋŋo moggo wa,
omättö pii wa.

Ka omätö pii wa, oyeŋ okö
ba.

Anwoŋŋo pyëra tye malo
amala bala wäŋ pyër
adidde. (x2)

Thematic Competence

Identify and name 5
objects in our classroom.

Listening

- Sit quietly with hands to oneself, eyes on the teacher and respond to one's name.
- Answer comprehension questions during Story Reading Time
- Identify and imitate different sounds in the local language.

Speaking

- Say one's name, the name of the teacher and the name of the school and greet the teacher properly in Leblango.
- Talk about issues related to the week's sub-theme with fluency and comprehension.
- Use vocabulary related to the week's sub-theme with meaning and comprehension.

Theme 1: Our School

Term 1 Week 3

Continuous Assessment Activities

Reading: Matching Pictures and Shapes

- Do picture and shape matching activities on the chalkboard and in the primer. Make note of pupils who are having difficulties.

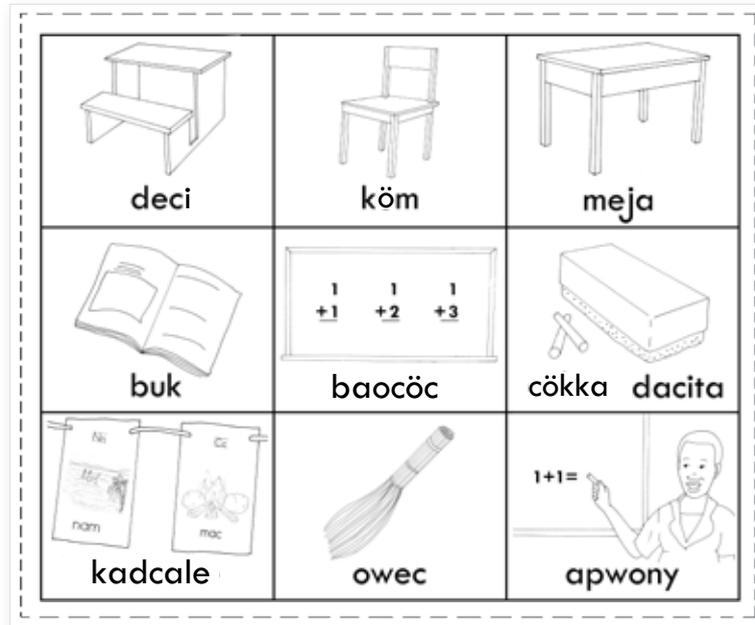
Writing: Posture

- Observe pupils during Creative Writing Time. Are they using correct posture? Are they gripping the chalk correctly?

Speaking: Confidence

- Be sure to note the pupils who lack confidence in speaking during class. Give them special support and attention. If you plan to call them up to read their story at the end of Creative Writing Time, be sure to prepare them in advance and praise them for their effort.

Things Found in School Chart



You can use this chart at the end of Story Reading Time on Monday through Wednesday as you develop concepts and vocabulary related to the sub-theme.

Ask pupils if they can identify and name a picture in the chart. After they have done this correctly ask the children to look for an example of the real object in the classroom. Have one child go and touch the real object, holding it up for the whole class to see.

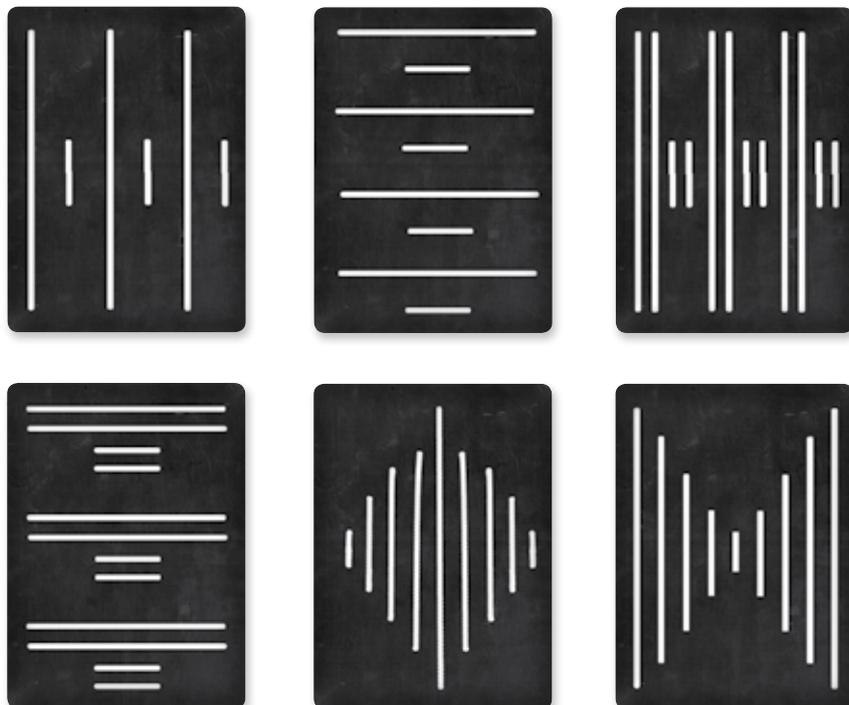
Ask some questions about the object. Here are some sample questions:

- “How is it used?”
- “What is it made of?”
- “Who makes this object?”
- “Who uses this object the most?”
- “How do we take care of this object?”

Sub-theme 1.2: Things in Our School

Term 1 Week 3

Handwriting Patterns



Class Story Starter

Type of Story: Fiction

Characters: Teacher Lilly, Apio and Ocen

Setting: School classroom

Action: Apio and Ocen are late for school. As they are running to class they hear the teacher ring the bell to signal the beginning of lessons. After a few moments Apio and Ocen enter the classroom. The teacher turns around and sees them entering class late. What happens next?

Handwriting Hints

Left-handed children can have some trouble when they first start writing as they have to **push** their chalk or pencil across the page from left to right rather than **pulling** it like a right-hander. Also, as their hand is following the pencil or chalk, it is easy to smudge the work. To solve this problem, left-handed children should try to position their hand and paper to hold the pen at an angle that will keep them both below the line of writing uncomfortable "hook" style of writing - definitely to be avoided!

Here are a few suggestions to help your left-handed writers:

- Rotate the paper about 45 degrees clockwise (move the top to the right).
- Keep the hand and wrist under the writing line.

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Page 14-15

Theme 1: Our School

Term 1 Week 4

Comprehension Questions

1. Tuku njo ame otinö tye atukko? (*Otinö tye atukko tuku me tällö töl.*)
2. Jö mene a tye apyem? (*Awobe tye apyem kede anyira.*)
3. Kit kodi tuku anjo ame imaro tukko pacu?
4. Tällö töl obedo tuku a mit twatwal. Tuc tuku okenë ame otinökwan tuko i cukul.

Sight Words

- töl
- tuku
- okobo

Vocabulary

- tuku
- kwan
- pwony
- cökere
- ticciṅ
- dore
- ṅwëc
- gwëc
- lëgö
- wëyö piṅ



“Tin nino me tuku! Otinö atukko tuku me tällö töl,”
Ocen okobo.

“Awobe apyem kede Anyira i tällö töl,” Apio
okobo.

Yin itämö nī ṅa alöyö?

8

Competences

Reading

- Handle a book properly.
- Match pictures that are the same.
- Identify 3 new sight words from the Primer Story each week.

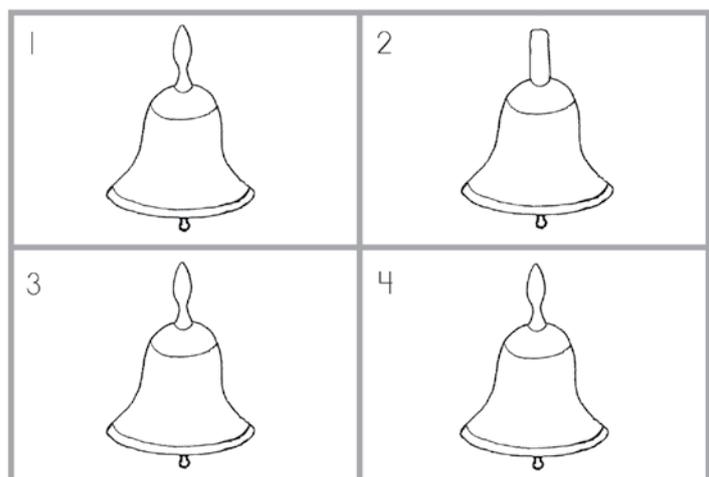
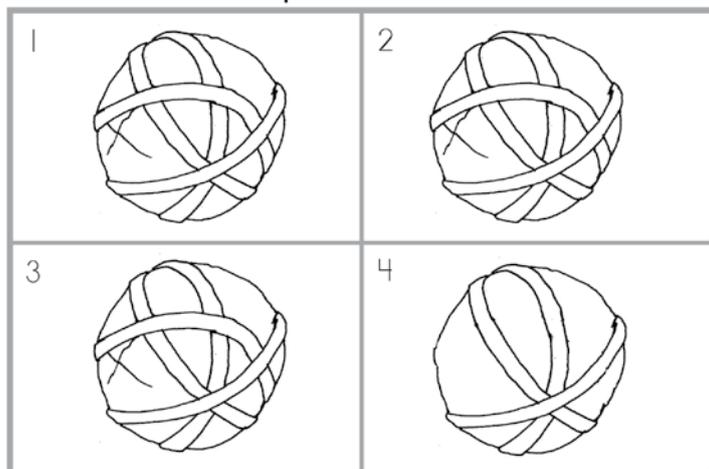
Writing

- Sit properly and use the chalk and slate correctly.
- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 1.3: Activities in Our School

Term 1 Week 4

Nwoŋŋo cale a pokere kede owote mere.



9

Jami ame Yomo yi Otino

Koc

Kocca ba?

Alittö.

Kara ka alittö ni,

Awio töl a bor ame pe gik.

(gudu)

Lëbadwala

Tetto tet obin omiö atet
oteto tet te tii i tic me
tetto tet.

Thematic Competence

Talk about different activities done in our school and identify the person who does them.

Listening

- Answer comprehension questions during Story Reading Time.
- Listen attentively to other pupils' Creative Writing Stories.
- Follow simple, one-step instructions.

Speaking

- Say one's name, the name of the teacher and the name of the school and greet the teacher properly in Leblango.
- Talk about issues related to the week's sub-theme with fluency and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.

Theme 1: Our School

Term 1 Week 4

Continuous Assessment Activities

Reading: Sight Words

- Drill sight words with individual pupils. Pupils who can read all the sight words introduced so far this term should get a “+” in the Continuous Assessment Tracking Form. Those who can read more than 75% should get a “√”. Others should receive an “o” and be retested at a later date.

Speaking: Creativity, Meaning, Sequencing and Fluency

- On Wednesday, ask individual pupils to describe what they see in the picture in the pupil primer. Make note of any pupils who are unable to describe what is happening in the picture with creativity, meaning, sequencing and fluency. Note that some pupils may demonstrate good fluency (they can talk a lot about a given picture) but lack meaning (what they speak about isn't reflected in the picture). Likewise, a pupil may demonstrate lots of creativity but have challenges with sequencing (telling a story in the proper order).

Slates, Chalk and Dusters



The slates, chalk and dusters are important teaching tools. The school should provide each pupil with a slate and a daily supply of chalk. Pupils should be responsible for bringing a simple duster from home made from a rag. As the classroom teacher you are responsible for maintenance, storage and daily distribution of these materials.

Organize a space in your classroom where the slates and daily supply of chalk are stored. This space should be accessible to your pupils. Over the course of Term 1 it is your responsibility to train your pupils to distribute and collect the slates and chalk in an orderly and timely fashion. This responsibility gives pupils practice in a variety of important academic and life skills.

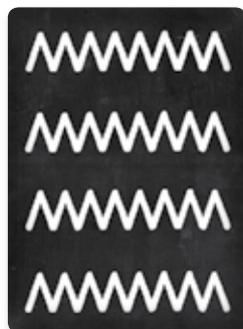
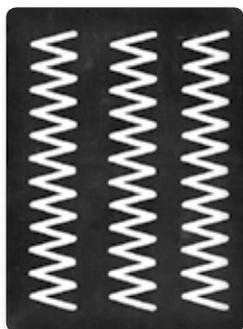
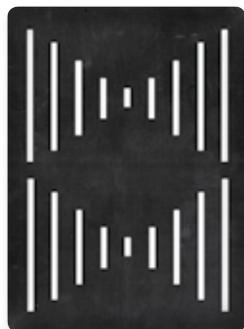
Teachers will come up with their own distribution and collection systems, but a few tips include:

- Organize pupils into groups of about 10-12 based on their seating arrangement.
- Assign one or two pupils in each group to distribute and collect the slates and chalk each week.
- Keep the chalk for each group in simple containers made from empty 500 ml water bottles.

Sub-theme 1.3: Activities in Our School

Term 1 Week 4

Handwriting Patterns



Handwriting Hints

When children struggle with handwriting, it affects their overall performance in school. Creative writing becomes a problem. Spelling becomes a problem. Math becomes a problem. All of the subjects are much easier to learn when good handwriting is an automatic process. So invest the time and energy in P1 Term 1 to help your pupils with their handwriting.

Class Story Starter

Type of Story: Fiction

Characters: Farmer Ojok and his naughty goat

Setting: Grassy field

Action: Farmer Ojok has taken his goat out to grassy field to eat. He has loosely tied the goat to a tree. After a while Farmer Ojok falls asleep. While the farmer is asleep, the naughty goat escapes from his rope. The farmer then wakes up and chases the goat, trying to catch him with the rope. What happens next?

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

- Pages 15

Theme 2: Our Home

Term 1 Week 5

Comprehension Questions

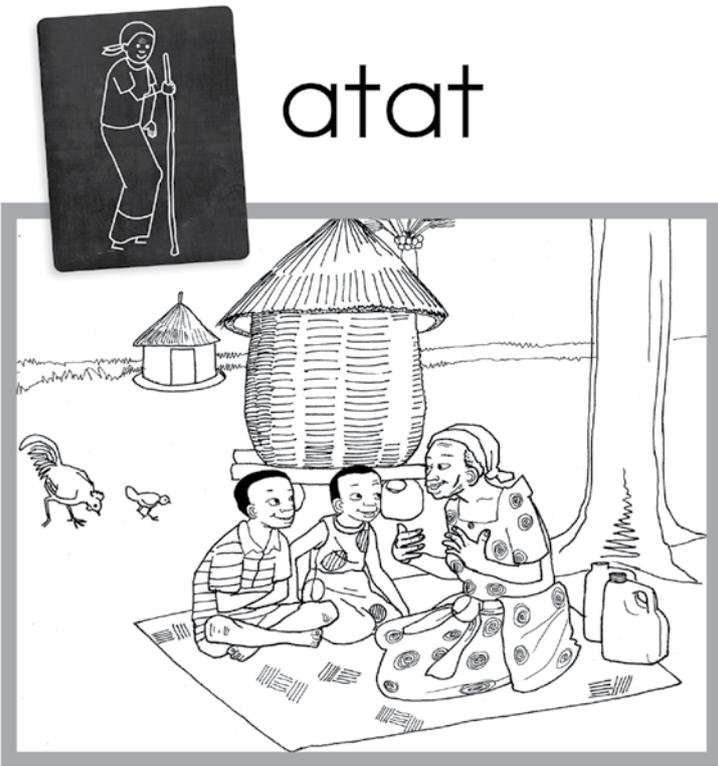
1. Dö ame Atat amittö ni Apio kede Ocen tim?
(Atat tye amittö ni Apio gin Ocen wot wekke pii.)
2. Dö ame Apio kede Ocen amittö ni Atat timmi gi?
(Gin otye omittö ni atat cëkki gi icina.)
3. Kodi icina anjö ame itämö ni atat ocëkki Apio kede Ocen?
4. Apät kede atat, jö mënë ame nwonere pacu?

Sight Words

- atat, Atat
- icina
- ote

Vocabulary

- baba
- mama
- omin
- amin
- nero
- atat
- atin
- kwärö
- wao



atat

“Apio wun Ocen, wot wunu iwek pii,” Atat okobo.

“Atat, köj icëkki wa icina ote wot wekko pii,” Apio ogamo.

“Aco bed wunu piñ wëk acekki wu icina,” Atat oye.

10

Competences

Reading

- Identify the front, back and title of a book.
- Identify pictures that are the same.
- Identify 3 new sight words from the Primer Story.

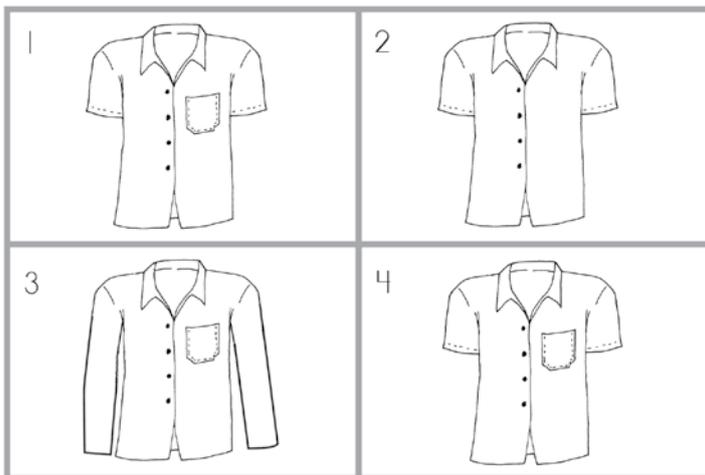
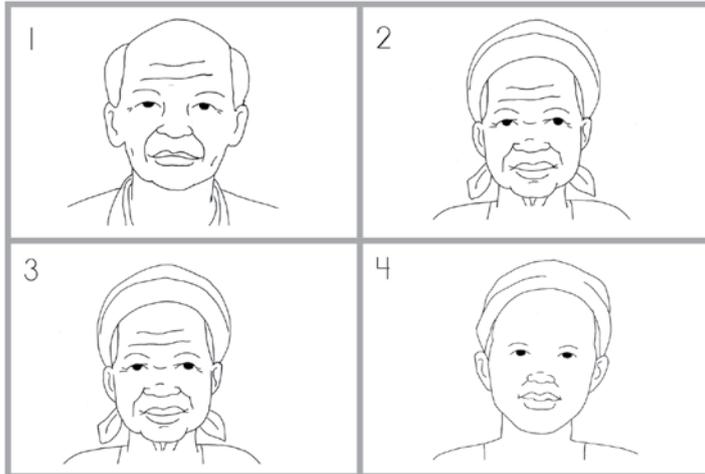
Writing

- Sit properly and use the chalk and slate correctly.
- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 2.1: People in Our Home

Term 1 Week 5

Nwonggo cale a rwatte.



||

**Jami ame Yomo yi
Otino**

Lëbadwala

Atat tye i tawun,

Atin tye atuku ite öt.

Atura otuu ite yät,

Atat odwogo okö i tawun.

Thematic Competence

Identify and name at least 3 people in our home.

Listening

- Answer comprehension questions during Story Reading Time.
- Listen attentively to other pupils' Creative Writing Stories.
- Identify and imitate different sounds in the local language.
- Follow simple, one-step instructions.

Speaking

- Talk about issues related to the week's sub-theme with fluency and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.

Theme 2: Our Home

Term 1 Week 5

Continuous Assessment Activities

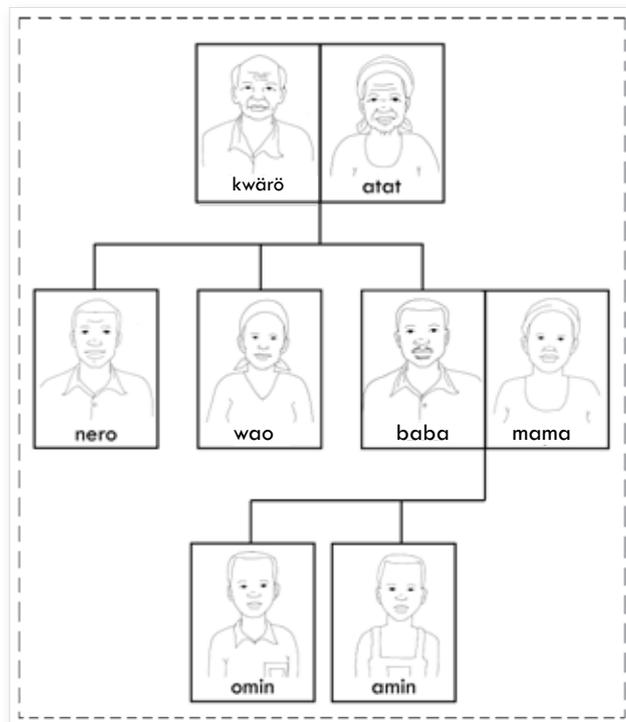
Reading: Understanding the Concept of a Word

- Ask individual pupils to show you a word either on the chalkboard or in a book. Note pupils who do not understand what a word is.
- Think of a simple 3-4 word sentence. Ask pupils to say the sentence out loud and count the number of words as they speak. This activity will give you an idea what percentage of your pupils can correctly segment a sentence into individual words.

Writing: From Left to Right

- During Creative Writing Time this week make a list of all the pupils who are writing backwards or from right to left. Plan some special sessions with these pupils to help them recognize what they are doing wrong. Some pupils may only need simple prompts to change this behavior. Other pupils may have more serious learning challenges that will take time to overcome.

Our Family Chart



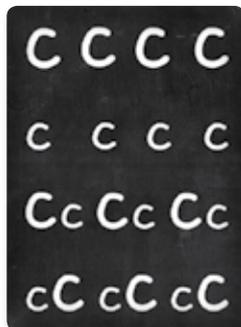
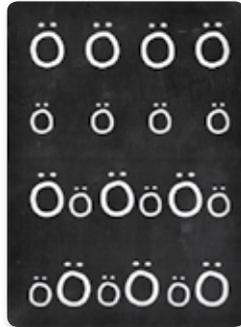
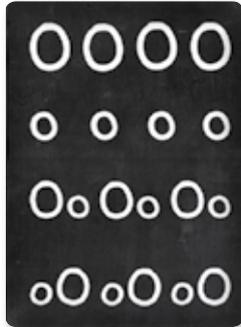
Make a chart to represent a simple “family tree” for Apio and Ocen, the children in the primer stories. This chart can be used to assess your children’s knowledge of vocabulary related to the family.

You can also make sight word flashcards for each of the family names in the chart. Have pupils match the flashcard with the word and picture on the chart. The words *atat*, *amin* and *kwäro* are already keywords used in Term One.

Sub-theme 2.1: People in Our Home

Term 1 Week 5

Handwriting Patterns



Handwriting Hints

This week you begin teaching your pupils letter formation. Be sure to review the letter formation guidelines in the back of this teacher's guide before you teach your pupils.

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

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: Every home needs a grandmother.

Optional Supporting Sentences:

- Grandmothers prepare delicious food.
- Grandmothers tell stories that make us laugh.
- Grandmothers comfort us when we feel sad.

Optional Summarizing Sentence: Families need grandmothers because they keep everyone healthy and happy.

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

- Pages 17

Theme 2: Our Home

Term 1 Week 6

Comprehension Questions

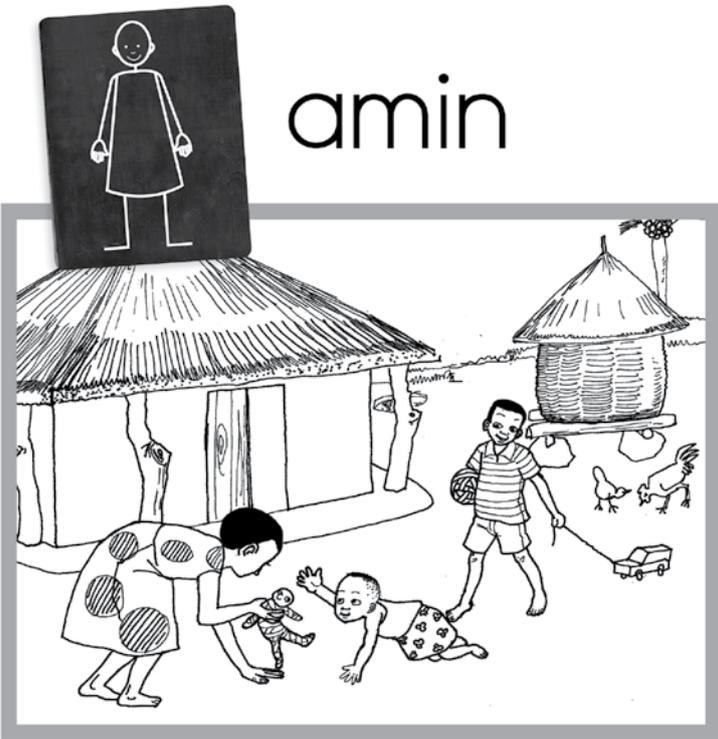
1. Dö ame Apio kede Ocen tye kede? (*Apio kede Ocen tye kede amin gi.*)
2. Dö omiö amin gi pwod pe kwano? (*Amin gi pe kwano piën mwaka mere pwod nö.*)
3. Kono amin gi obedo awobi, onwongo Apio gi alwoŋo ni nö?
4. Mama tedo dek eka te gwökkö pacu bedo a cil. Tuc tic ame Baba timö ka tye pacu.

Sight Words

- amin, Amin
- kwano
- kede

Vocabulary

- tedo
- gedo
- tweyo dyegi
- cirö dyan
- puyo öt
- pur
- lwökkö jami
- twömmö pii
- kwät



amin

Apio gin Ocen tye kede amin gi.
Amin Apio gi pe kwano piën mwaka mere pwod nö.
Gin otuko kede amin gi ka odwogo i cukul.

12

Competences

Reading

- Handle a book properly.
- Match letters that are the same.
- Identify 3 new sight words from the Primer Story.

Writing

- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 2.2: Roles and Responsibilities of Family Members

Term 1 Week 6

Nwoŋŋo nukutae a rwatte.

n	n	n	u
r	n	r	r
b	p	d	b
u	u	n	u

L	L	Γ	┘
B	B	B	P
R	P	Я	R
M	W	M	N

13

Jami ame Yomo yi Otino

Wer ikom Awili

Awili Awili aminna twëre bo, Awili. (x2)

Kom ka idök pacu, Awili.

Wot ikobbi mama ni ya, Awili.

Atin a rik owëkö iwi obur, Awili.

Anwoŋo tye akwayo dyegi mere, Awili.

Lirj tik tikilikiri, Awili.

Thematic Competence

Talk about the different roles and responsibilities of different family members.

Listening

- Answer comprehension questions during Story Reading Time.
- Listen attentively to other pupils' Creative Writing Stories.
- Identify and imitate different sounds in the local language.
- Follow simple, one-step instructions.

Speaking

- Talk about issues related to the week's sub-theme with fluency and comprehension.
- Use vocabulary words related to the week's sub-theme with meaning and comprehension.

Theme 2: Our Home

Term 1 Week 6

Continuous Assessment Activities

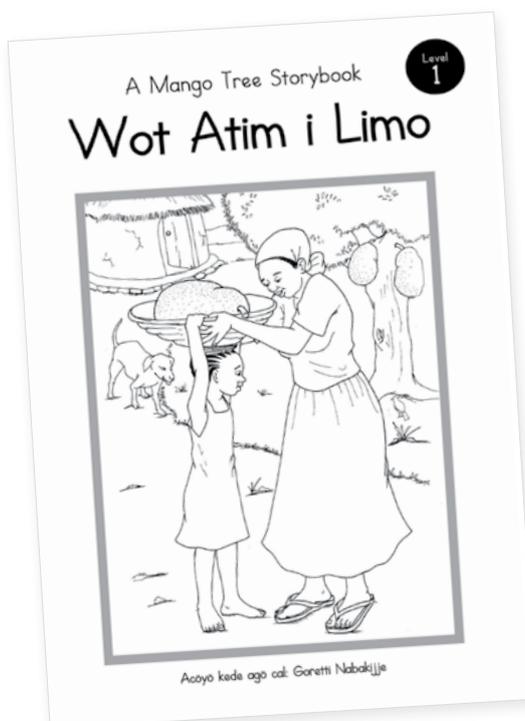
Reading: Matching Sight Word Flashcards

- Do sight word flashcard matching activities on the chalkboard and in the primer. Make note of pupils who are having difficulties.

Listening: Following One-Step Instructions

- Give individual pupils one-step instructions. Examples: "Moses, put your slate on my desk." or "Betty, give this book to Susan." Note any pupils who have difficulty following one-step instructions.

Term 1 Reader: Wot Atim i Limo



This reader has almost no words. It is designed to develop children's creative thinking, sequencing and storytelling skills. It also helps children to learn the parts of a book. You will use this book during the Reader Story Lessons in **Story Reading Time**. (See **How to Teach Story Reading Time** for more information.)

Developing pupils' visual discrimination is an important focus during **Pre-Reading and Pre-Writing Time** lessons on Tuesdays and Thursdays. This book provides a variety of visual discrimination activities you can do with your pupils. For example, there is the same number of birds in each illustration as the number for that page. Challenge pupils to see if they can find all the birds on each page. (Watch out! Some are hiding.) In addition, you can use the book for counting and number formation activities during your daily **Numeracy** lessons.

This week you will use this reader instead of creating a Class Story. After the children are familiar with the story and have practiced telling the story in a small group, they should take the storybook home and "read" it to their parents. Begin preparing your pupils for taking a book home a week or two in advance. (For more information about how to do this, see page 51 in the How to Teach section.)

Sub-theme 2.2: Roles and Responsibilities of Family Members

Term 1 Week 6

Handwriting Patterns



Handwriting Hints

Are your pupils able to make the correct spacing between the letters? One way to help your pupils in the early stages of handwriting is to have them place one finger from their non-dominant hand on the page after each completed letter as they form the new letter. This ensures that they are making a space and that the space between letters is fairly consistent.

Class Story Starter

This week instead of a Class Story you will use the Reader Story provided for Term One, *Wot Atim i Limo*. Pass the book out so all your pupils have a copy. Review how to handle a book properly and point out the Title, Author and Illustrator of the book.

Wot Atim i Limo is a picture book. The only words are the numbers featured on each page. You can make sight word flashcards for the numbers and practice them during your daily Numeracy lessons for the rest of the term if you like.

More importantly is having the pupils understand the story and able to tell the story themselves demonstrating fluency (speaking smoothly) and comprehension (using the correct setting, characters, plot and vocabulary).

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

- Pages 18

Theme 2: Our Home

Term 1 Week 7

Comprehension Questions

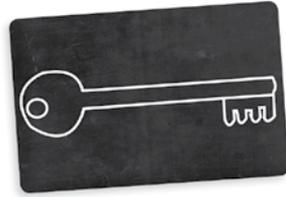
1. Dö ame orwenyo?
(Agöny ën ame orweny.)
2. Da ame orwenyo agöny? (Atat ën ame orwenyo agöny.)
3. Da ame itämö ni anwoŋŋo agöny?
4. Jami a pol apola nwoŋere pacu. Tuc kodi jami a papat ame nwoŋere pacu ame yin ijeo.

Sight Words

- agöny, Agöny
- yot
- Wan

Vocabulary

- öt
- dërö
- keno
- coron
- caŋgat
- dyaŋ
- gwok
- puc
- gwëno
- atudu



agöny



“Agöny öt wa orweny okö. Wan ducu otye oyënyyö,” Ocen okobo.

“Kono agöny loko, kono nwoŋŋo yot,” Atat okobo.

“An däj abino konynyo wu yënyyö agöny,” Apio okobo.

14

Competences

Reading

- Handle a book properly.
- Identify letters that are the same.
- Identify 3 new sight words from the Primer Story each week.

Writing

- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 2.3: Things Found in Our Home

Term 1 Week 7

Nwonṅo nukutae a pokere kede owote mere.

d	b	d	d
ö	ö	ö	ä
e	e	ε	e
g	g	g	Ɔ

ï	i	i	i
c	c	ɔ	c
k	k	ƙ	k
w	m	w	w

15

**Jami ame Yomo yi
Otino**

Yora pe mia agönynya

Icen-ca ikobo ni yora pe
mia agönynya (x2)

Aaa, Sofia Rose, aaa, mia
agönynya (x2) (nwöö)

Thematic Competence

Identify and name 5
objects found in our
home.

Listening

- Answer comprehension questions during Story Reading Time.
- Listen attentively to other pupils' Creative Writing Stories.
- Identify and imitate different sounds in the local language.
- Follow simple, one-step instructions.

Speaking

- Talk about issues related to the week's sub-theme with fluency and comprehension.
- Use vocabulary related to the week's sub-theme with meaning and comprehension.

Theme 2: Our Home

Term 1 Week 7

Continuous Assessment Activities

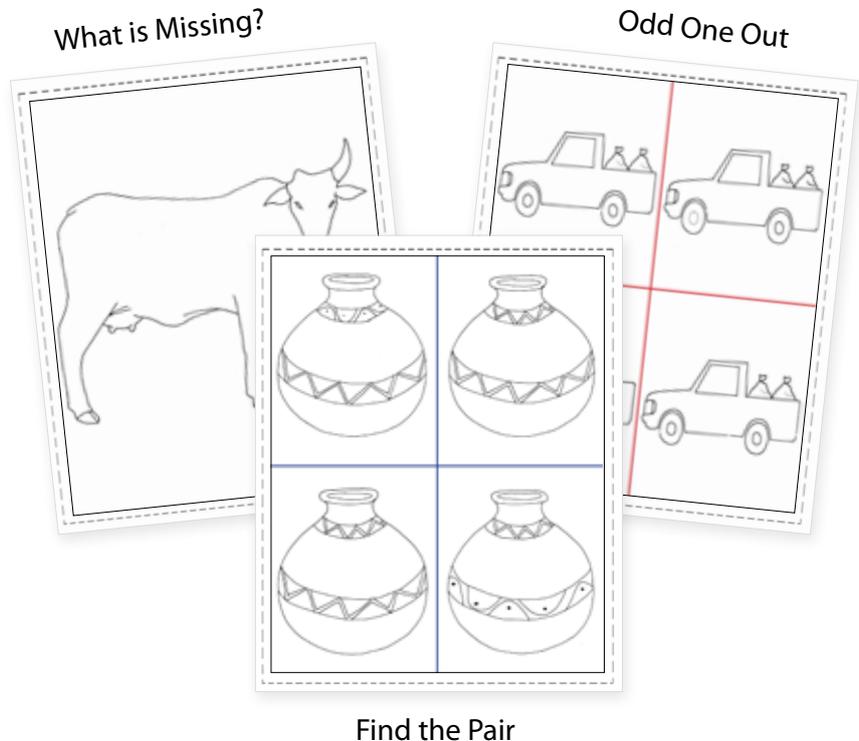
Reading: Sight Words

- Drill sight words with individual pupils. Pupils who can read all the sight words introduced so far this term should get a “+” in the Continuous Assessment Tracking Form. Those who can read more than 75% should get a “√”. Others should receive an “o” and be retested at a later date

Speaking: Vocabulary

- Read aloud one of this week’s vocabulary words to the pupils. Then ask individual pupils to use the vocabulary word in a sentence. After using the word in a sentence ask the child to define the word using his own words. Continue with other vocabulary words. Note any pupils who have difficulty with this task.

Visual Discrimination Picture Cards



These picture cards are designed to help children develop their eyesight so that they can see the small differences in letters like **a** and **u** or **n** and **r**.

These cards should be used during Pre-Reading and Pre-Writing Time when you are focused on developing children’s visual skills on Tuesdays and Thursdays.

The cards present three different types of visual puzzles for the children:

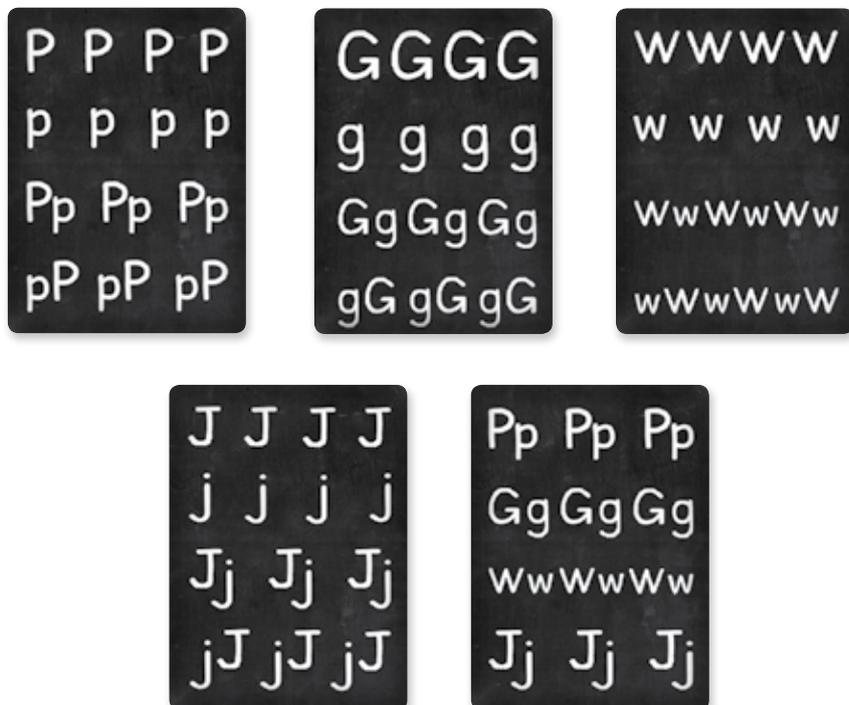
1. What is Missing? Here the children are looking at an object and trying to find what is missing.
2. Find the Match. These cards ask the children to find the two objects (out of four) that are exactly the same.
3. Odd One Out. In this one the children find the one object that is different from the other three.

You can create more of these visual puzzles and put them on the chalkboard or manila cards for children to solve!

Sub-theme 2.3: Things Found in Our Home

Term 1 Week 7

Handwriting Patterns



Handwriting Hints

Bring the letters of the alphabet alive for your pupils by giving letters different personalities based on their appearance. For example, this week you are teaching pupils to write the letters G and P. Point out that the “father” and the “son” for letter P look very much alike, but it’s not the same for letter G. The little g does not resemble his baba at all! Father P has a big head. He must be very intelligent. Father G is big and round. He must like to eat.

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: Locks and keys help us protect our property.

Optional Supporting Sentences:

- Locks protect valuable items in the home from being stolen.
- Keys must be kept in a safe place.
- You must put the key in properly to open the lock.

Optional Summarizing Sentence: Locks and keys keep our homes safe.

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

Comprehension Questions

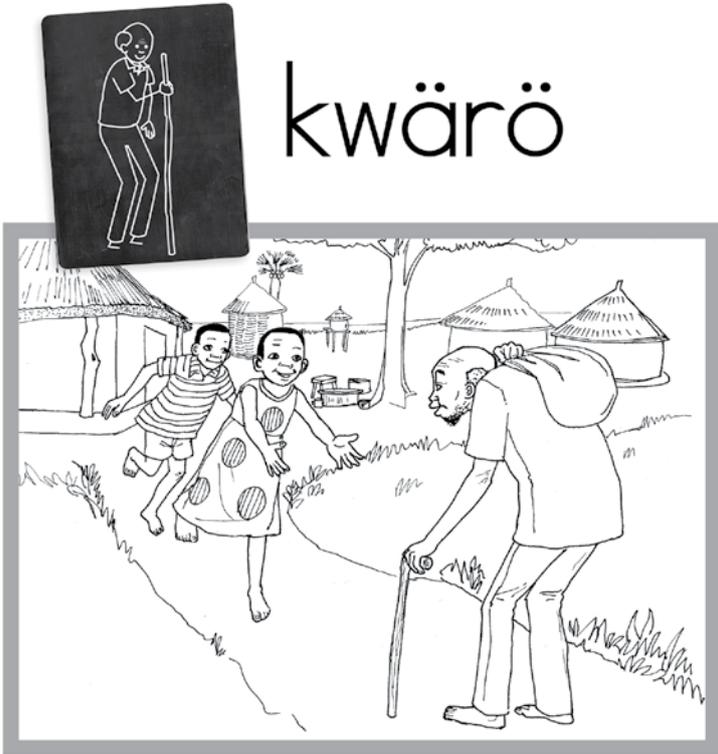
1. Da ame obino tun Apio kede Ocen gi? (Kwäro gi en ame obino.)
2. Dö ame Apio kede Ocen onwojo tye atimmö icawa ame kwäro gi obino? (Apio gin Ocen onwojo tye alwökkö jami.)
3. Dö omiö kwäro päre tük pacu?
4. Otye kede kwone jö a papat ikin pacci wa. Tuc kwone jö ame nwojere ikin pacci wa.

Sight Words

- kwäro, Kwäro
- owot
- bër

Vocabulary

- dakatal
- olöc
- polici
- apwony dini
- otet
- ower
- ogedo
- odön kaka
- ocatwil



“Ocen we, kwäro wa obino,” Apio okobo.

“Kwäro päre tük köj owot omote,” Ocen okobo.

“Mannono täm a bër,” Apio okobo. “Acëkki wa icina a mit däj bala atat.”

16

Competences

Reading

- Begin reading from the correct place and continue reading correctly from left to right.
- Match letters that are the same.
- Point to a letter(s) and say that letters are pictures/symbols that represent a sound.

Writing

- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 3.1: The People in Our Community

Term 1 Week 8

Nwoŋŋo nukutae a rwatte.

†	†	f	‡
ŋ	ŋ	ɑ	ŋ
γ	λ	ϒ	γ
j	ĵ	j	ʔ

m	m	ɱ	ʍ
w	ɰ	w	ɱ
k	ƙ	ƙ	k
a	a	o	ɒ

17

Jami ame Yomo yi Otino

Wer ikom weo

Yin ijöny wökki iparo anö?

An gita aparo weo. (x2)

Kara ka oŋolli weo kono,
an awoto tun atat wa. (x2)

Atat ka oneni ituno aman,
ën woto guru ŋwën. (x2)

Ŋwën kara mit agüla,
agülagüla mit agüla. (x2)

Thematic Competence

Identify and name at least 3 people in our community.

Listening

- Answer comprehension questions during Story Reading Time.
- Identify and imitate different sounds in the local language.
- Follow simple, two-step instructions.

Speaking

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

Theme 3: Our Community

Term 1 Week 8

Continuous Assessment Activities

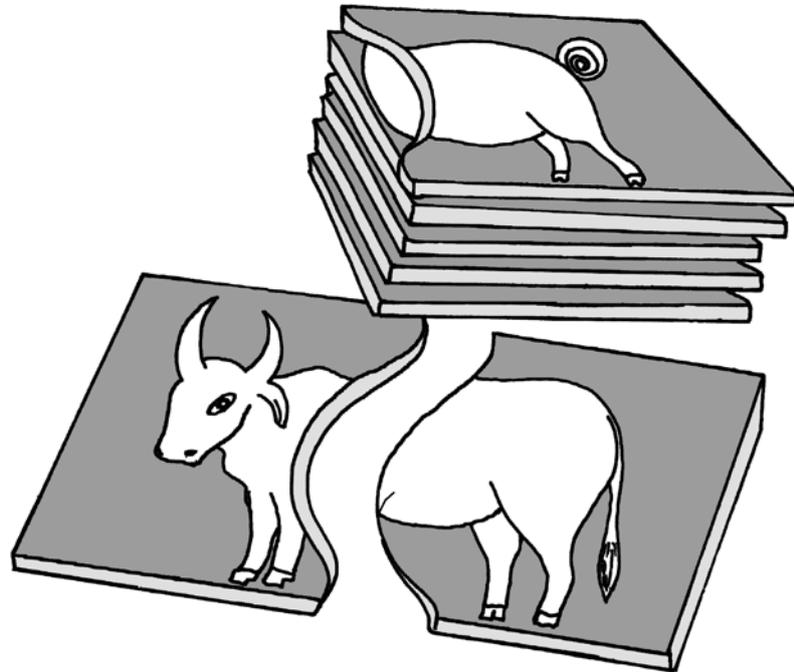
Reading: Understanding the Concept of a Letter

- Ask pupils to point to letters around the room: on the chalkboard, in charts and in books. Have a discussion with pupils about what a letter is. Note pupils who don't understand that letters are symbols that represent sounds.

Speaking: Creativity, Meaning, Sequencing and Fluency

- Take note of the pupils who share their stories during Creative Writing Time. Are they telling their story in a way that demonstrates creativity, meaning, sequencing and fluency? Note any pupils who are having difficulty with this task.

How to Make a 2-Piece Put-Together Puzzle Set



Put-together puzzles develop visual skills, spatial and geometrical awareness and creative problem solving.

Since most children in your class will not be familiar with put-together puzzles, start with simple 2-piece puzzle sets on a topic related to the theme you are teaching. The puzzle set in the illustration is a set of five animals found at home. You could also make 2-piece puzzles on topics like Tools used in the Garden; Fruits found at Home; or Things we use for Cooking.

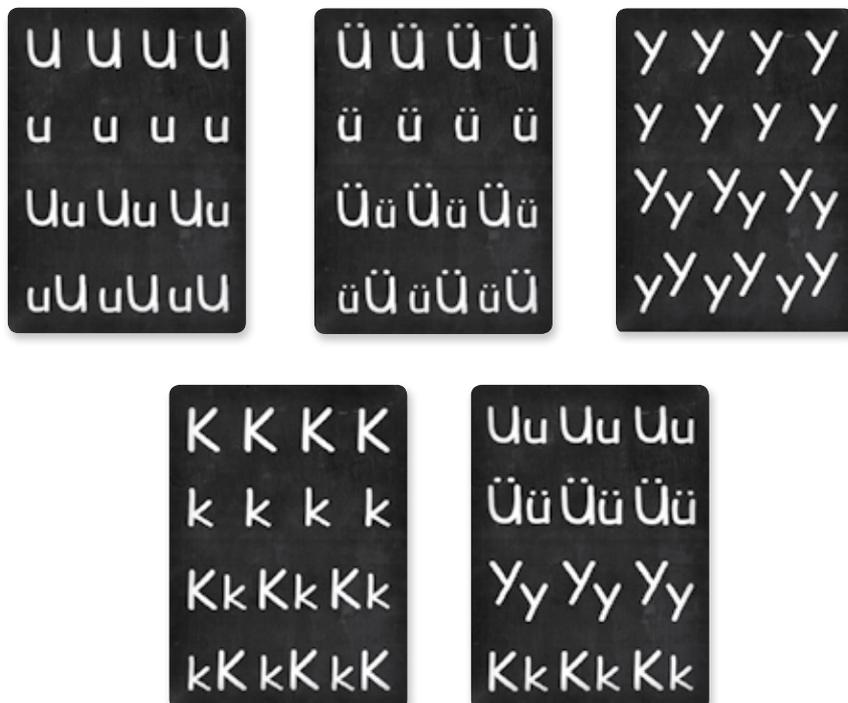
After you have decided on the theme of your puzzle set, cut out a set of cardboard rectangles all the same size (10 cm x 15 cm is a good size). Three to five puzzles is a good number for a set. Next draw a picture on each piece of cardboard that relates to your theme. Draw first in pencil and when you have done it to your satisfaction use markers and coloured pencils to finish the work. Finally, cut each piece of cardboard into two pieces and put all the pieces into a bag.

The child's job is to take all the pieces out of the bag, spread them out on a flat surface and try to match the pieces that fit together.

Sub-theme 3.1: The People in Our Community

Term 1 Week 8

Handwriting Patterns



Handwriting Hints

If a child is having problems with handwriting, he/she may have poor eye sight. If you notice a child squinting or struggling to read what is on the board, try moving that child to the front row during reading and writing activities. Also be sure to write clearly and large enough for words on the board to be seen by the pupils at the back of the room.

Difficulties with vision will affect the child's hand-eye coordination which is required for aspects of spatial and motor control. Poor vision is the cause of many learning difficulties, so teachers should pay attention to pupils who indicate they may have a vision problem.

Class Story Starter

Type of Story: Fiction

Characters: Apio, Ocen and Kwärö

Setting: Apio and Ocen's home

Action: Apio and Ocen are washing dishes. Kwärö arrives and Apio and Ocen rush to greet him. They take his things and bring him a chair under the tree. Grandfather has brought them some gifts. They are excited to see what they are. What happens next?

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Pages 21

Theme 3: Our Community

Term 1 Week 9

Comprehension Questions

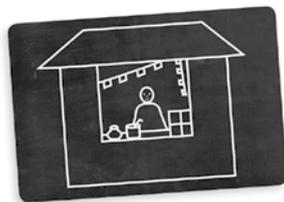
1. Apio gin kede Ocen tye kwene? (*Apio gin Ocen tye i duka.*)
2. Apio gin Ocen owoto willö njo? (*Apio gin Ocen owoto willö cabun.*)
3. Dö ame pol kare yin iwilö i duka?
4. Catto jami i duka obedo tic acël ame nwojere ikin pacci wa. Tuc kwone tic okënë ame tiye ikin pacci wa apät kede catto jami i duka.

Sight Words

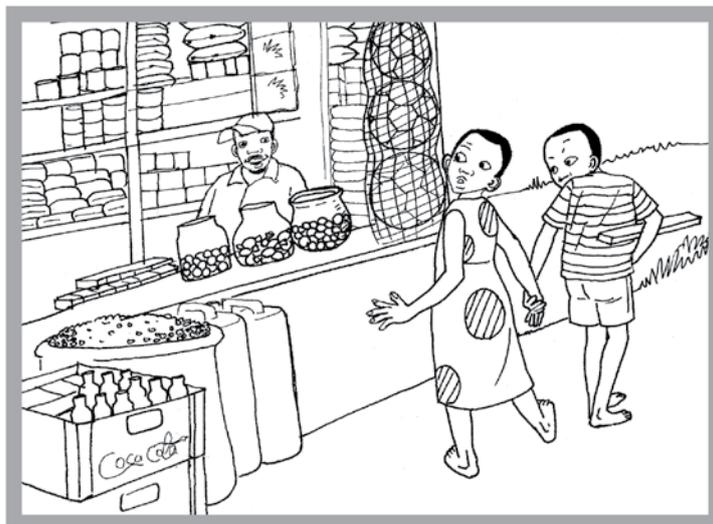
- duka, Duka
- willö
- kékën

Vocabulary

- cattowil
- lëgö
- dwar
- tuku
- kwero nino a dönjo
- puro yoo
- gëro cukul
- göyö wer
- myël
- waddo kulu
- makko rëc



duka



“Eee! Duka-ni tye kede jami a pol kitti!” Apio owuro.

“Apio, wan obino i duka me willö cabun,” Ocen okobo.

“Myero odök bino wil i duka-ni kékën,” Apio okobo.

18

Competences

Reading

- Match syllables that are the same.
- Point to a letter(s) and say that letters are pictures that represent a sound.
- Point to a word(s) and say that words are made of letters and have spaces between them.
- Identify 3 new sight words from the Primer Story each week.

Writing

- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 3.2: Activities in Our Community

Term 1 Week 9

Nwongno cilabul onyo nyigkop a rwatte.

ba	ba	ab	be
pi	gi	pi	ip
cä	cö	cë	cä
ma	ma	mo	me

dö	dä	dö	bö
ne	ne	na	no
it	it	ik	il
te	et	ta	te

19

**Jami ame Yomo yi
Otino**

Lemo

Duka duka duka!

Duka ka catto wil.

Duka duka duka!

Duka ka catto wil.

Duka duka duka!

Duka obedo ka wil.

Duka duka duka!

Duka obedo ka wil.

Thematic Competence

Talk about different activities done in our community.

Listening

- Answer comprehension questions during Story Reading Time.
- Listen attentively to other pupils' Creative Writing Stories.
- Follow simple, two-step instructions.

Speaking

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

Theme 3: Our Community

Term 1 Week 9

Continuous Assessment Activities

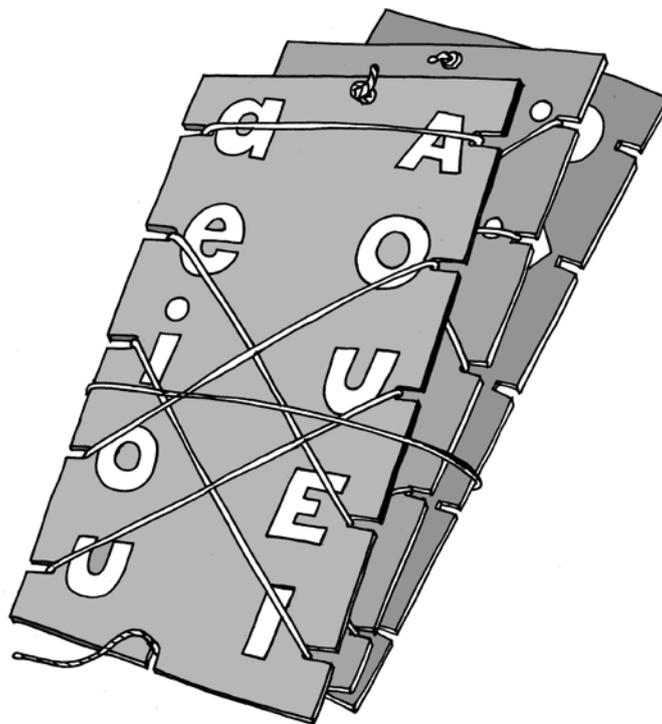
Reading: Understanding the Concept of a Word

- Ask pupils to point to words around the room: on the chalkboard, in charts and in books. Have a discussion with pupils about what a word is. Pupils should understand that while a letter represents a sound, words represent something more. Words represent things and actions. They have meaning. Pupils should also recognize that in the stories they read there are spaces between the individual words. Pupils should also identify that some words are short (One letter can be a word!) and some words are long (Who can find the longest word in the room?)

Writing: Writing Your Name

- Give each child a small sheet of paper. Ask everyone to write their name as best as they can on the paper. Note pupils who can successfully write their surname correctly and those who are still struggling to form letters.

How to Make a Wrap-Up Set



Wrap-ups are easy to make, fun for children and teachers like them because children can find out if they did it correctly without assistance.

To make a wrap up you need to begin by deciding on a topic. Anything that requires matching will work. Next, cut out several pieces of sturdy cardboard. (12 cm x 24 cm is a good size for young children, but your wrap-ups can be larger or smaller.)

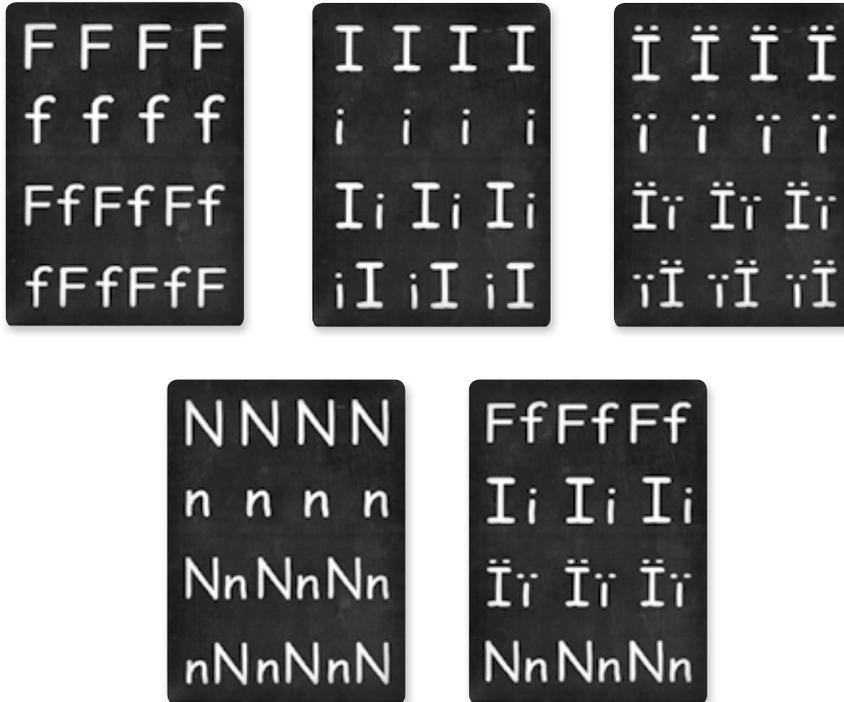
Four to six matching pairs is enough for young children. Divide your wrap-up accordingly and, using a pencil, do the writing on your stencil. When you have it just the way you want it, complete it using markers and coloured pencils.

Finally, you need to punch a small hole at the top of your wrap-up. Then make small notches next to each matching pair. Also make a small slit in the bottom of the wrap up to secure the string. Attach the string and wrap the string around the wrap up so that all the pairs are matched. Then take your pencil and draw lines on the back of the wrap up to show the correct answer to the wrap up. Unwrap the string and use a marker to make the lines darker. Your wrap-up is ready to use!

Sub-theme 3.2: Activities in Our Community

Term 1 Week 9

Handwriting Patterns



Handwriting Hints

This week you will introduce the first letter that is **not** in the Leblango alphabet, letter F. Point this out to your learners. Explain that letter F makes the sound /f/ that we don't have in Leblango. Nevertheless, some people in Lango have English names with letter F, like Fred or Francis. There are also places outside Lango that use F, for example, River Kafu.

Explain that they'll learn more about these non-Lango letters in P2 when they start to read and write English. For now, they just need to know how to write the letter correctly, especially if they have one of these letters in their name.

Class Story Starter

Type of Story: Fiction

Characters: A shopkeeper, 1-2 customers and a thief

Setting: A local shop

Action: The shopkeeper is open for business. Several customers come and purchase items from his shop. Then a thief comes. While the shopkeepers back is turned the thief grabs something and runs. The other customers see this happen. What happens next?

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

- Pages 22

Theme 3: Our Community

Term 1 Week 10

Comprehension Questions

1. Dö ame Apio olwoŋo Ocen iye? (*Apio olwoŋo Ocen me winynyo redio.*)
2. Dö ame Apio kede Ocen tye awinynyo i redio? (*Apio kede Ocen tye awinynyo wer.*)
3. Apät kede wer, nõ okënë ame owinynyo i redio?
4. Tuc kabedo mögö ame iŋeo ame lwak ikin pacci wa nwoŋo kede ŋec ame kwako jami ame tiye i pacci wa.

Sight Words

- redio
- wer, Wer
- otinökwan, Otinökwan

Vocabulary

- cukul
- gomola
- ötlögö
- duka
- cuk
- kilinik
- beŋki
- öt-yät
- polici



“Ocen we, kõŋ iwiny wer otinökwan i redio,” Apio okobo.

“Eee! Wer i redio—no pwod dorŋ amaro,” Ocen ogamo.

“Otinökwan myälö maték ka owero,” Apio okobo.

20

Competences

Reading

- Begin reading from the correct place and continue reading from left to right.
- Match words that are the same.
- Identify 3 new sight words from the Primer Story each week.

Writing

- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 3.3: Important Places and Communication in our Community

Term 1 Week 10

Nwongno nyigkop a rwatte.

can	can	nan	cak
cak	cek	cak	kac
kan	kan	nak	kin
wäc	cäw	wäc	wëc

kin	kin	kan	nik
mak	kam	muk	mak
lim	mil	lim	limi
roa	roa	rao	aro

21

Jami ame Yomo yi Otino

Lemo

Redio redio redio!

Redio kubu lok.

Redio redio redio!

Redio redio rabo kop.

Orabkop tio kede redio me rabbo amut bot lwak.

Thematic Competence

Name important places in our community. Describe how we communicate in our community.

Listening

- Answer comprehension questions during Story Reading Time.
- Listen attentively to other pupils' Creative Writing Stories.
- Identify and imitate different sounds in the local language.
- Follow simple, two-step instructions.

Speaking

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

Theme 3: Our Community

Term 1 Week 10

Continuous Assessment Activities

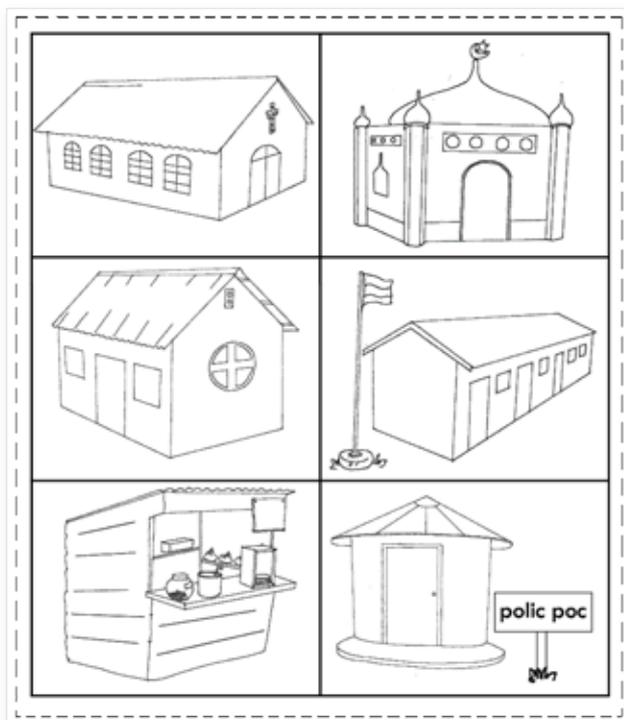
Reading: Assembling a Jig Saw Puzzle

- During Free Activity this week spread out all the jig saw puzzles for pupils to play with. Note how pupils are able to complete this task.

Listening: Initial Sound Identification

- Say three words aloud, for example “dwar, rĕc and noc.” Ask a child to identify which word begins with the n sound. Continue with other words and other sounds. Note the pupils who are having difficulty with this activity. (Remember, in the beginning it is easier for pupils to hear continuing sounds like nnnn, mmmm and ssss. So start with these simple sounds first and build up to more difficult sounds like c, t and p.

Our Community Chart



The Our Community Chart illustrates six important places in the community: church, mosque, clinic, school, shop, and police post.

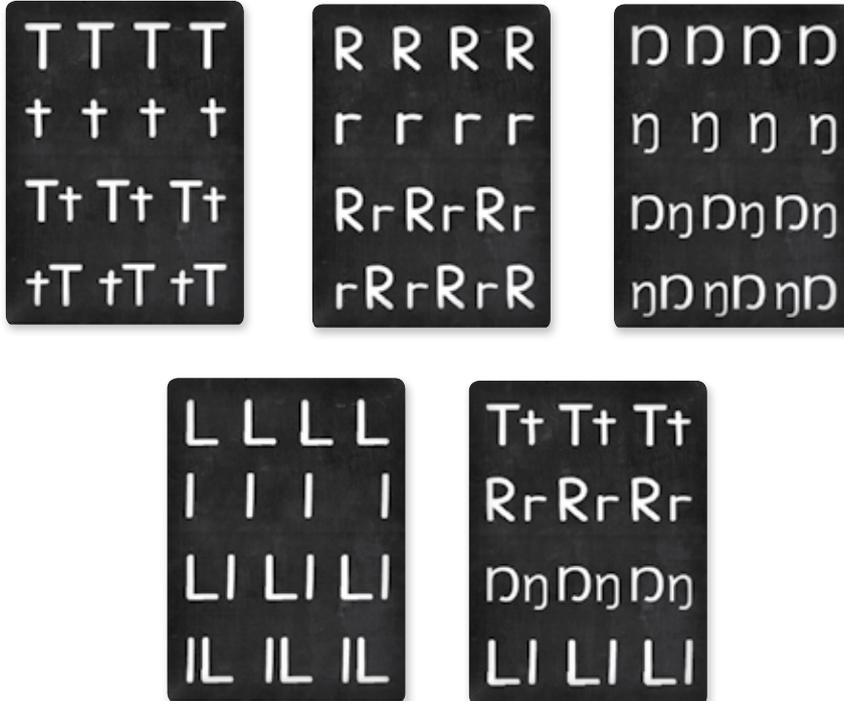
The words for these six places are not labeled on the chart. This gives you an opportunity to play a word game with the chart. Begin by introducing the chart and asking the children to identify the six important places in the community. As children name the places write the answers on pieces of manila (about 6 cm x 12 cm) and pin or tape them to the chart. Review the words so that the children become familiar with them.

The next day, take the manila cards off the chart. Ask children to read the words on the cards and re-attach them to the chart. Do this for several days in a row until children are comfortable reading these words by sight.

Sub-theme 3.3: Important Places and Communication in Our Community

Term 1 Week 10

Handwriting Patterns



Handwriting Hints

By the end of Week 10 we want all the pupils to understand that letters are simple pictures that represent the sounds we make when we talk. As you teach handwriting this week, spend some time asking pupils what they understand about the letters that they are learning to write.

References

NPSCU Teacher's Guide

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

NPSCU Curriculum Scope and Sequence

- Pages 22-23

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: Radios are important to have at home.

Optional Supporting Sentences:

- Radios bring the listener local and national news.
- You can listen to the radio while you work.
- You can enjoy listening to music with your friends.

Optional Summarizing Sentence: Radios bring us important information and also make life more fun.

Theme 4: The Human Body and Health

Term 1 Week 11

Comprehension Questions

1. Apio tye atimmö njö?
(Apio tye awot kede ciŋ.)
2. Ocen tye alworo njö?
(Ocen tye alworo ni etwëro rëttë okö ka ekobo ni ewot kede ciŋe bala Apio.)
3. Kob kwone tuku a yin iŋeo ame jö tuku kede dulkom gi?
4. Tuc nyiŋ dulkom a papat ame iŋeo kede tic gi.

Sight Words

- ciŋ
- kite
- dän

Vocabulary

- wic
- wän
- ŋut
- kor
- bad
- yic
- pyër
- tyen
- cak
- olote
- yit



“Apio yin irëttë ite wanne be,” Ocen okobo.

“Atye anyutti ka kite me wot kede ciŋ,” Apio ogamo.

“Ciŋ pe owoto kede dän pe amittö pwonynyo,” Ocen okobo.

22

Competences

Reading

- Begin reading from the correct place and continue reading from left to right.
- Match words that are the same.
- Identify 3 new sight words from the Primer Story each week.

Writing

- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

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

Term 1 Week 11

Nwoŋŋo nyigkop a rwatte.

töl	lot	tol	töl
ciŋ	ŋic	ciŋ	ceŋ
bul	bul	bol	bal
duka	duku	duka	daku

amin	amin	nima	amina
gulu	guru	gutu	gulu
atat	alal	atat	atot
olaŋ	olaŋ	olon	olin

23

Jami ame Yomo yi Otino

Tic Acwec

Tic Obaŋa, Obaŋa ën otio iwuro awura ba. (x3)

Ka inënö ciŋa, däj ën ocweo iwuru awura ba.

Ka inënö wäŋa,

Ka inënö wia,

Ka inënö tyena.

Thematic Competence

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

Listening

- Answer comprehension questions during Story Reading Time.
- Identify and imitate different sounds in the local language.
- Follow simple, two-step instructions.

Speaking

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

Theme 4: The Human Body and Health

Term 1 Week 11

Continuous Assessment Activities

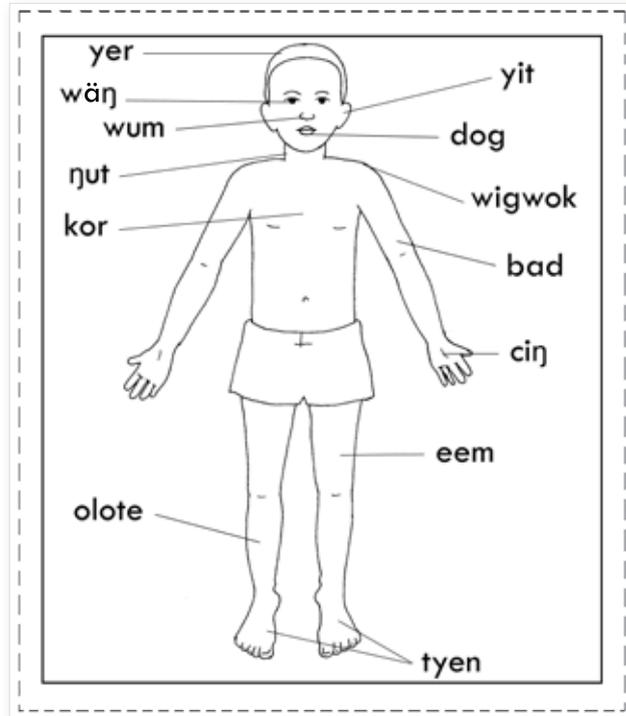
Writing: Handwriting

- Move around the room as pupils are doing their handwriting practice. Note the pupils who are performing very well and very poorly.

Speaking: Retelling a Story

- Ask pupils to retell the Primer or Class Story for this week. Note pupils' ability to retell the story with fluency, accuracy and comprehension.

Our Body Chart



As you teach the words on the Our Body Chart, ask the children to touch that part of the body with their hand. Observe your class carefully to see that all the children are touching the correct part of the body.

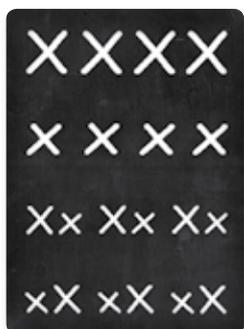
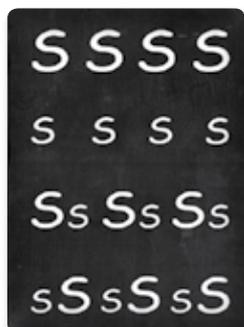
Make a living My Body Chart. Make cards with the names of the body parts on them. Have a child come to the front of the class. Attach the cards to the correct part of the body. Compare with the chart.

Use the Our Body Chart to assess children's knowledge of their body parts. Cover the words on the My Body Chart. Ask selected children to say the names of the body parts as you point to them. Note any children that have difficulty with this task.

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

Term 1 Week 11

Handwriting Patterns



Handwriting Hints

We don't give you time to practice the numbers from 0 to 9 during literacy time. Add some handwriting practice during your numeracy lessons so pupils can form the numbers properly and fluently.

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

- Pages 25

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: We use our hands to perform many daily activities.

Optional Supporting Sentences:

- Hands are used to write and draw stories.
- We use our hands to eat food.
- We also use our hands to grind sim-sim.

Optional Summarizing Sentence: Without hands, life would be difficult.

Theme 4: The Human Body and Health

Term 1 Week 12

Comprehension Questions

1. Apio gi gwökö pii amata kwene? (*Apio gi gwökö pii amata iyi gulu a cil.*)
2. Jö okënë weko pii kede nõ? (*Jö okënë weko pii kede gulu.*)
3. Dö okënë ame oweko kede pii pacu apät kede gulu?
4. Apät kede mättö pii a cil, nõ okënë ame dano twërö timmö me gëñjõ two?

Sight Words

- gulu
- gin
- teje

Vocabulary

- lwök
- logo
- lyedi
- cabun
- pii
- kalaya
- jerikan
- akur



gulu



Inino mörö acël, Ocen owoto gin Apio me mättö pii.

Apio te makko ogwalogwal ite gulu tinjo malo.

Ocen onëno te redo kun pye teje pi lworo ogwalogwal.

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Competences

Reading

- Match words that are the same.
- Identify 3 new sight words from the Primer Story each week.

Writing

- Complete the handwriting patterns for the week.
- Write his/her surname correctly.
- Use pictures to write a story about the keyword.

Sub-theme 4.2: Personal Hygiene

Term 1 Week 12

Nwonggo nyigkop a pokere kede owote mere.

pacu	pacu	paca	pacu
nako	noka	nako	nako
kiti	kito	kiti	kiti
nino	nino	nano	nino

koma	koma	koma	komo
kilo	olik	olik	olik
malo	malo	malo	mola
alem	alem	alam	alem

25

Jami ame Yomo yi Otino

Wer ikom Cilkom

Kilaci acël lwök tyen wu.

Kilaci acël, jwinya balo jö.

Jwinya mii iwoto dama dama dama.

Kilaci acël jwinya balo jö.

Thematic Competence

Explain why it is important to keep the body clean.

Listening

- Answer comprehension questions during Story Reading Time.
- Listen attentively to other pupils' Creative Writing Stories.
- Identify and imitate different sounds in the local language.

Speaking

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

Theme 4: The Human Body and Health

Term 1 Week 12

Continuous Assessment Activities

Writing: Understanding the Concepts of Letters and Words

- Ask all the pupils to write a word on their slates. After giving them time to write, ask the pupils to show you what they have written on their slates and note any pupils who have not completed the task successfully. Next, ask the pupils to circle one letter in their word. After an appropriate amount of time, again have all the pupils show their slates. Again, note any pupils who have difficulty identifying a letter.

Speaking: Vocabulary

- Cover the words on the **My Body** chart. Ask selected pupils to say the names of the body parts as you point to them. Note any pupils that have difficulty with this task.

How to Make a 4-Piece Put-Together Puzzle Set



Once your pupils are successfully completing the 2-piece put-together puzzle sets you have created, you can start to make 4-piece put-together puzzle sets to challenge them.

To make a 4-piece puzzle set you follow the same process you did in making a 2-piece set. One difference is the size of the puzzle. Since you will be cutting this puzzle into four pieces, we recommend that you start with a bigger piece of cardboard. A 20 cm x 20 cm square is a good size for a puzzle that is going to be cut into four (and later six) pieces.

How you decide to cut this puzzle into four pieces is very important. Make sure that each of the four pieces contains a meaningful piece of information to help the child in mastering the puzzle. Making a frame around the puzzle is also recommended. And instead of 10 puzzles in the set, this time only include two or three puzzles in a set.

Finally, here are a few ideas for puzzle sets related to the theme The Human Body and Health.

- Set 1 (Ways of caring for the body): Brushing Teeth, Bathing, Combing Hair
- Set 2 (Things used for cleaning the body): Toothbrush, Soap, Comb
- Set 3 (Insects that spread diseases): Mosquito, Housefly, Cockroach

Sub-theme 4.2: Personal Hygiene

Term 1 Week 12

Handwriting Patterns



Handwriting Hints

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

Class Story Starter

Type of Story: Fiction

Characters: One clean child and one dirty child

Setting: A kitchen with a water jug

Action: Two children come to a kitchen. They are thirsty and want to drink some water. The dirty child hasn't washed his hands and plunges his hand and a dirty cup into the clean water. The clean child sees what's happening. He must explain to the dirty child how to take water from a pot without getting the water dirty. What happens next?

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

- Pages 26

Theme 4: The Human Body and Health

Term 1 Week 13: Assessment

End-of-Term Assessment

The most important assessment for the term is the daily assessment you do using the CAM Form. Nevertheless, you may also want to assess all or a percentage of your class at the end of the term to see if you have met the key literacy competences outlined at the beginning of the term.

The following pages provide you with guidelines for end-of-term assessment activities you can do during the final weeks of the term.

Reading Skills Assessments

Sight Word Test (Individual)

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

15+ correct responses - **bër atëk** (BA) superior performance

10-15 correct responses - **bërbër** (BB) satisfactory performance

≤9 correct responses - **amitto akönyä** (AA) needs more work

Visual Discrimination Test (Whole Group)

See the reproducible handout on page 160-161 entitled in Leblango "Temmo Diro Nemo". Carefully read the directions for administering the test several days beforehand. Complete the test with the whole class. Collect the test and mark as follows:

9-10 points - **bër atëk** (BA) superior performance

7-8 points - **bërbër** (BB) satisfactory performance

≤6 points - **amitto akönyä** (AA) needs more work

Writing Skills Assessments

Writing One's Name (Whole Group)

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

Score as follows:

- Legible (spelling or direction may be wrong, letters may not be formed perfectly but are readable)—2 points
- Writes from left to right—2 points
- Spells name correctly—2 points
- Correct mix of capital and small letters—2 points
- All letters formed correctly—2 points

Mark as follows:

8-10 points - **bër atëk** (BA) superior performance

6-7 points - **bërbër** (BB) satisfactory performance

≤5 points - **amitto akönyä** (AA) needs more work

Writing a Story (Whole Group)

For the final Creative Writing Story of the term (keyword: *gulu*) have the pupils write their story on exercise paper. Collect their stories and mark as follows:

bër atëk (BA) superior performance - The pupil not only writes the keyword correctly, but includes other words on the page (not including "cöc" or their name). The extra words do not need to be spelled correctly.

bërbër (BB) satisfactory performance - The pupil writes the keyword correctly and draws an interesting and detailed picture.

amitto akönyä (AA) needs more work - The pupil does not write the keyword correctly. The picture is crude and hard to interpret.

Sub-theme 4.3: Diseases

Term 1 Week 13: Assessment

Listening Skills Assessments

Initial Sound Test (Individual)

See the reproducible handout and instructions found on pages 162 -163. It has the title "*P1 Term 1 Listening Assessment: Initial Sound Test*". This test needs to be done one-on-one so we suggest you begin assessing individual pupils after the sixth week of the term.

Vocabulary

- cado
- aramayic
- twowäj
- gwönyö
- aöla
- abüru
- töplak
- odeke
- bür
- atipa

Speaking Skills Assessments

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

bër atëk (BA) superior performance - The pupil's story demonstrates excellent creativity, meaning, sequencing and fluency. The pupil speaks loudly and clearly, engaging her fellow pupils with confidence. She holds the slate properly so that everyone can see.

bërbër (BB) satisfactory performance - The pupil's story shows some aspects of creativity, meaning, sequencing and fluency. The pupil speaks so that everyone can hear her.

amitto akönyä (AA) needs more work - The pupil did not write the keyword correctly. The picture was crude or hard to interpret. The pupil did not speak loudly or clearly.

References

NPSCU Teacher's Guide

- Competences for Assessment, pages 79-80
- Sample Scheme of Work, pages 189-190
- Lesson Plan Guidelines, pages 211-217

NPSCU Curriculum Scope and Sequence

- Pages 27

Thematic Competence

Identify 3 common diseases (malaria, diarrhea and flu/cough). Describe their symptoms and identify what causes them.

Assessment Term 1

MINISTRY OF EDUCATION AND SPORTS

MARKS

P1 Term 1 Parent Report Card

SCHOOL: _____ YEAR: _____

PUPIL'S NAME: _____

DAYS ATTENDED: _____ OUT OF _____

BA - BĚR ATĚK

BB - BĚRBĚR

AA - AMĪTTÖ AKÖNYÄ

Learning Area	Competences	%	Comments
Mathematics	Counts numbers 1-40.		
	Writes number names 1-10.		
	Matches number symbols with objects.		
	Adds vertically and horizontally one digit number with sum < 10.		
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.		
	Practices ablution.		
CRE	Mentions gifts from God.		
	Names some of Jesus' followers.		
	Talks about parts of the body as gifts from God.		
PE	Runs in given formations.		
	Skips with ease.		
	Responds to instructions correctly.		

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

TEACHER'S COMMENT: _____

TEACHER'S SIGNATURE: _____

REQUIREMENTS: _____

NEXT TERM BEGINS ON: _____ ENDS ON: _____

HEAD TEACHER'S COMMENTS: _____

HEAD TEACHER'S SIGNATURE: _____

The Parent Report Card

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

How you grade your pupil at the end of the term is based on a combination of the daily, weekly and term assessments you have done.

We will use the following terms to represent the “grade” your pupil achieves:

Grade = Leblango (English)

BA = Bër atëk (Superior performance)

BB = Bërbër (Satisfactory performance)

AA = Amitto akönyä (Needs more work)

The CAM Form

On the following page is a copy of the Continuous Assessment Monitoring Form (CAM Form) that you will use on a daily basis to track pupil competences in your classroom. (You will need to make photocopies of the sheet so that you have enough lines for all the pupils in your class.)

Use the following marking guide:

- + bër atëk / superior performance / exceeds the defined competence
- ✓ bërbër / satisfactory performance / demonstrates the defined competence
- o amitto akönyä / needs more work / has not yet mastered the defined competence

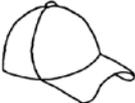
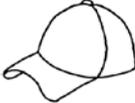
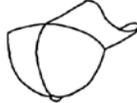
Pupils who receive an o assessment (has not yet mastered the defined competence) should be assessed again later in the term to see if there has been improvement.

End-of-Term Record Keeping Sheet

On the next page there is also included a record keeping sheet you can use to compile the results of your end-of-term assessments.

Temmo Diro Neno

Nwoṅṅo cale arwatte.

			
			
B	B	B	P
r	n	r	r
te	et	ta	te
wäc	cäw	wäc	wëc

Nwoṅṅo nyigkop apokere kede owote mere.

d	b	d	d
cä	cä	cö	cä
ma	ma	mo	ma
kan	kan	kin	kan
olaṅ	oliṅ	olaṅ	olaṅ
duka	duku	duka	daku

Nyiṅ: _____

P1 Term 1 Reading Assessment: Visual Discrimination Test

Directions: Visual Discrimination Test

(A Reading Skills Assessment)

1. Make enough copies of the handout provided on the opposite page so that each pupil has a copy.
2. Make sure the pupils are comfortably arranged around the room so that they can do their own work.
3. Distribute the assessment handout to the pupils and tell them to write their name at the top of the page. Help those pupils who still cannot write their name legibly.
4. Explain to the pupils how to do the first matching exercises. A sample exercise has been provided to assist you. Give the pupils sufficient time to complete the matching exercise.
5. Continue to the "odd man out" exercise. Again, a sample has been provided to help direct the pupils in how to complete the exercise successfully.
6. When the pupils have completed the second exercise, collect the handouts and thank the pupils for their good work.

Scoring the Matching Assessment

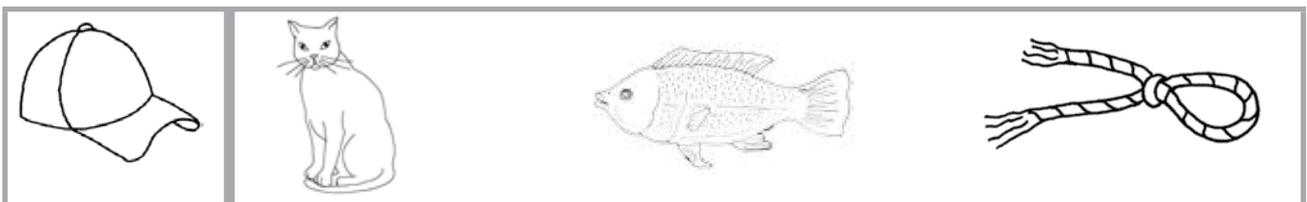
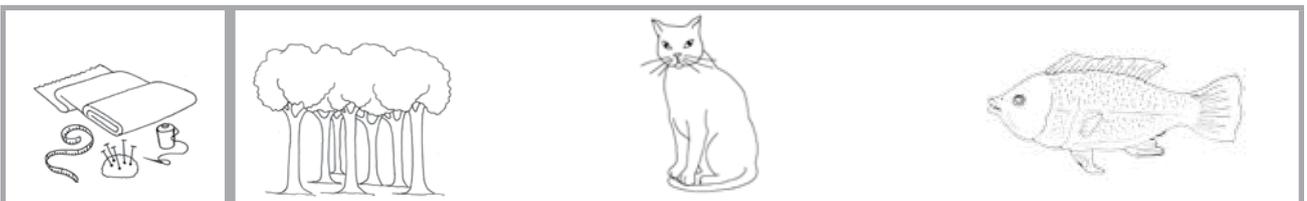
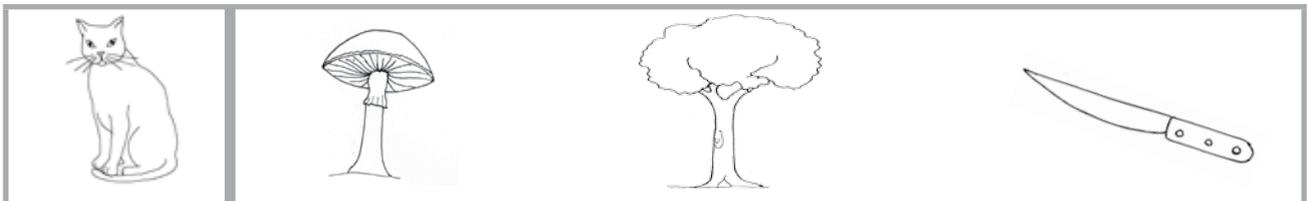
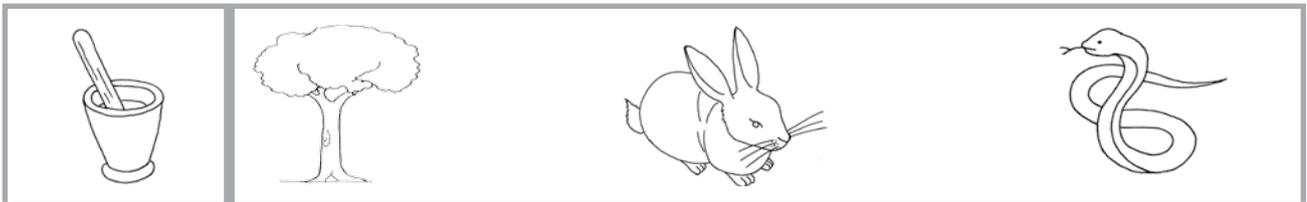
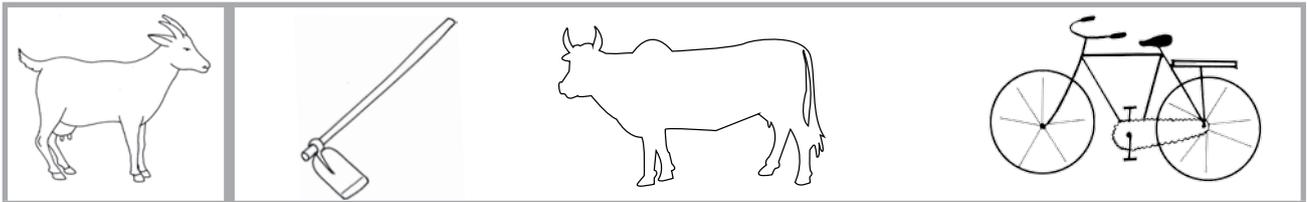
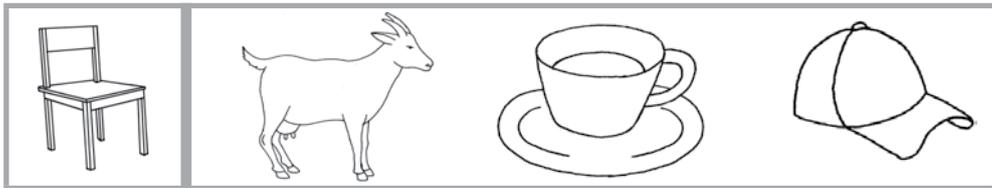
This assessment asks pupils to match 10 pictures, letters, syllables or words. (The first line in each box is for demonstration and practice.) Each test item is worth one point for a total of 10 points.

Marking the Matching Assessment

9-10 points - bër atëk (BA) superior performance

7-8 points - bër bër (BB) satisfactory performance

≤ 6 points - amitto akönyä (AA) needs more work



P1 Term 1 Listening Assessment: Initial Sound Test

Directions: Initial Sound Identification Assessment (A Listening Skills Assessment)

1. Give the pupil the stimuli with the 6 picture sets (see the following page).
2. The first picture set is for demonstration and practice.
3. Say the following to the pupil in Leblango:

Look at the first picture. It is a "kom" (chair). Kom starts with the sound "k". Now I'm going to say three more words. I want you to listen and tell me the other word that starts with the "k" sound.
4. Point to the pictures and say the names for the next three pictures (dyel/goat, kopi/cup and tok/cap). You can repeat the directions once if the pupil doesn't provide the right answer. If the pupil still does not respond or responds with the wrong answer say the following: *The correct answer is kopi. Kom and kopi both start with the "k" sound. Now let's try another one.*
5. Continue with the next five initial sound identification questions in the same way.

Scoring the Initial Sound Identification Assessment

This assessment asks pupils to identify 5 initial sounds. (The first set is for demonstration and practice.) Each test item is worth one point for a total of five points.

Marking the Initial Sound Identification Assessment

5 points - bër atëk (BA) superior performance

3-4 points - bër bër (BB) satisfactory performance

≤2 points - amitto akönyä (AA) needs more work

