A Mango Tree Teacher’s Guide

A Mango Tree Primer

A Mango Tree Teacher’s Guide
Mango Tree’s Northern Uganda Literacy Program
Primary Literacy Project, Lango Sub-region
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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 2012:

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

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

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

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

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

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

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

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

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

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

Below is a chart that summarizes the two approaches:

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top-Down</strong></td>
<td><strong>Bottom-Up</strong></td>
</tr>
<tr>
<td>• Starts with meaningful stories and works down to teach letters and syllables</td>
<td>• Starts by teaching letters, phonics and decoding skills and works up to sentences, paragraphs and stories</td>
</tr>
<tr>
<td>• Focuses on whole, natural reading</td>
<td>• Focuses on letter-sound correspondence</td>
</tr>
<tr>
<td></td>
<td>• Focuses on developing handwriting and letter formation skills</td>
</tr>
<tr>
<td></td>
<td>• Focuses on spelling and dictation</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Top-Down</th>
<th>Bottom-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Story Reading Time (Lesson 1)</td>
<td>Creative Writing Time (Lesson 2)</td>
</tr>
<tr>
<td>• Reading for fluency and comprehension</td>
<td>• Self-directed writing for sharing with the class</td>
</tr>
<tr>
<td>Word-Building Time (Lesson 3)</td>
<td>Word-Building Time (Lesson 3)</td>
</tr>
<tr>
<td>• Key Letter and Keyword Lesson</td>
<td>• Spelling dictation</td>
</tr>
<tr>
<td>• Letters, Syllables and Blending Practice</td>
<td>• Handwriting and letter formation</td>
</tr>
</tbody>
</table>

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

**3 Key Teaching Strategies**

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

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

Continuing this metaphor further, we explain that while on this journey the teachers will use the following three teaching strategies as their daily means of transport – these are the
Mango Tree’s Local Language Literacy Model

simple techniques they use each day to slowly move their pupils toward increasing competence in the 5 Principles. These strategies can be summarized as follows:

1. **Children Learn by Doing.**

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

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

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

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

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

3. **From Simple to Complex.**

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

**Other Important Features of Our Model**

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

Our model is specially designed for rural Ugandan classrooms

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

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

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

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

Locally developed instructional materials

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

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

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

Primer and Reader

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

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

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

**Using the body to learn sounds**

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

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

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

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

**English literacy is also built into our model**

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

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

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

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

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

Literacy Competences in the MoES Curriculum

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

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

The table that follows outlines the MoES guidelines on instruction in the literacy competences on a weekly basis:
Mango Tree's Literacy Model and the MoES Curriculum

Ministry of Education and Sports Literacy Lessons

<table>
<thead>
<tr>
<th>Topic</th>
<th>Literacy competences</th>
<th>Lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy 1</td>
<td>Reading</td>
<td>5</td>
</tr>
<tr>
<td>Literacy 2</td>
<td>Writing</td>
<td>5</td>
</tr>
<tr>
<td>News</td>
<td>Speaking (and Listening)</td>
<td>3</td>
</tr>
<tr>
<td>Oral Literature</td>
<td>Listening (and Speaking)</td>
<td>2</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Literacy competences</th>
<th>5 Big Ideas</th>
<th>Lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Reading Time</td>
<td>Reading, Speaking, Listening</td>
<td>Fluency, Comprehension, Vocabulary</td>
<td>5</td>
</tr>
<tr>
<td>Creative Writing Time</td>
<td>Writing, Speaking, Listening</td>
<td>Fluency, Comprehension, Vocabulary</td>
<td>5</td>
</tr>
<tr>
<td>Word Building Time</td>
<td>Reading, Writing</td>
<td>Phonemic Awareness, Alphabetic Principle</td>
<td>5</td>
</tr>
</tbody>
</table>

Note that we’ve included the 5 Big Ideas in our lesson plan model since they form the foundation of our teaching approach.
Mango Tree's Literacy Model and the MoES Curriculum

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

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

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

### Model Timetable: P2

<table>
<thead>
<tr>
<th>Time / Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td><strong>Story Reading Time</strong></td>
<td><strong>Story Reading Time</strong></td>
<td><strong>Story Reading Time</strong></td>
<td><strong>Story Reading Time</strong></td>
<td><strong>Story Reading Time</strong></td>
</tr>
<tr>
<td></td>
<td>• Primer Story</td>
<td>• Primer Story</td>
<td>• Primer Story</td>
<td>• Class Story or Reader Story</td>
<td>• Class Story or Reader Story</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td><strong>Creative Writing Time</strong></td>
<td><strong>Creative Writing Time</strong></td>
<td><strong>Creative Writing Time</strong></td>
<td><strong>Creative Writing Time</strong></td>
<td><strong>Creative Writing Time</strong></td>
</tr>
<tr>
<td></td>
<td>• Teacher modelling</td>
<td>• Story writing</td>
<td>• Handwriting</td>
<td>• Story writing</td>
<td>• Story writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Story sharing</td>
<td>• Sentence dictation</td>
<td>• Story sharing</td>
<td>• Story writing (with self-evaluation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Story sharing</td>
<td>• Story sharing</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td><strong>Word Building Time</strong></td>
<td><strong>Word Building Time</strong></td>
<td><strong>Word Building Time</strong></td>
<td><strong>Word Building Time</strong></td>
<td><strong>Word Building Time</strong></td>
</tr>
<tr>
<td></td>
<td>• Introduce the Key Letter and Keyword</td>
<td>• Revise Key Letter and Keyword</td>
<td>• Revise Key Letter and Keyword</td>
<td>• Revise Key Letter and Keyword</td>
<td>• Primer Story</td>
</tr>
<tr>
<td></td>
<td>• Handwriting</td>
<td>• Letter Drill Table</td>
<td>• Letter Drill Table</td>
<td>• Letter Drill Table</td>
<td>• Revise Key Letter and Keyword</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Handwriting</td>
<td>• Syllable Drill Table</td>
<td>• Syllable Drill Table</td>
<td>• Letter Drill Table</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spelling Practice</td>
<td>• Spelling Practice</td>
<td>• Spelling Practice</td>
<td>• Syllable Drill Table</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Spelling Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Spelling Test</td>
</tr>
</tbody>
</table>
Mango Tree's Literacy Model and the MoES Curriculum

The MoES Guidelines on Continuous Assessment

Introduction to Continuous Assessment

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

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

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

The Continuous Assessment Monitoring Form

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

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

You are expected to use the CAM Form every day during your literacy lessons to track individual pupil’s progress in attaining the competences set out for the term. A CAM Form template is provided for each of the three terms of the school year in this teacher’s guide. You will need to make enough copies so that all your pupils are listed on the form. Below you will find more information about the layout of the CAM Form and how to use it:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>L</th>
<th>S</th>
<th>S</th>
<th>R</th>
<th>W</th>
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<th>W</th>
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<th>L</th>
<th>L</th>
<th>S</th>
<th>R</th>
<th>W</th>
</tr>
</thead>
</table>

The CAM Form is organized by lesson so that you can easily identify the competences to assess.

The letters, R, W, L and S at the top of the form refer to the 4 key literacy competences:

- Reading
- Writing
- Listening
- Speaking

The competences listed here can also be found in the Key Literacy Competences tables at the beginning of each term.

This column is for writing the names of your pupils.

This column is for assigning numbers to your pupils.

The bold horizontal lines divide pupils into groups of 5. This allows you to assess 5 pupils during a given lesson.

Each individual box can be divided into 4 smaller boxes so that you can assess pupils multiple times.

Use the following symbols in the CAM Form:

- + ber atek / superior performance - exceeds the defined competence
- ✓ beber / satisfactory performance - demonstrates the defined competence
- o amito akényä / needs more work - has not yet mastered the defined competence

Pupils who receive an o assessment should be assessed again later in the term to see if there has been improvement.
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:
What parents are expected to contribute

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

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

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

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

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

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

Story Reading Time has three types of lessons:

1. The Primer Story Lessons:
   • These three lessons are taught on Monday, Tuesday and Wednesday throughout the term.
   • “Primer Story” refers to the short story in the pupils’ primer.

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

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

Lesson Plan Templates

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

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

Competences

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

Methods

• Whole group reading
• Small group reading
• Individual reading
• Comprehension questions

Instructional Materials

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

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

Reading the Primer Story

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

Correcting Mistakes

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

## Teaching Procedure (Monday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min.</td>
<td>I.</td>
<td><strong>Song and Keyword</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Sing the <em>Story Reading Time Song</em> to signal the</td>
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<td></td>
<td></td>
<td>beginning of the lesson.</td>
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<td></td>
<td></td>
<td>• Show the learners the picture of the keyword</td>
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<td>written on the chalkboard.</td>
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<td>• Ask the learners if they can identify the picture.</td>
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<td>(If the learners don’t identify the keyword</td>
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<td>after 2-3 attempts, tell them the keyword.)</td>
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<td></td>
<td>• Learners sing the <em>Story Reading Time Song</em> with the</td>
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<td></td>
<td></td>
<td>teacher.</td>
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<td>• Learners look at the picture of the keyword and try to</td>
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<td></td>
<td></td>
<td>identify it.</td>
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<tr>
<td>5 min.</td>
<td>II.</td>
<td><strong>Teacher Reads the Story Alone</strong></td>
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<td>• Tell the learners that you will read the story aloud to</td>
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<td>them. They should listen carefully for the keyword.</td>
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<td></td>
<td>• Read the story again. This time tell the learners to</td>
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<td></td>
<td></td>
<td>clap when they hear the keyword.</td>
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<td>• You can read the story a third time if you feel the</td>
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<td>pupils need to hear it again before proceeding to</td>
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<td>Step III.</td>
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<td></td>
<td></td>
<td>• Learners listen to the teacher as she reads</td>
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<td></td>
<td></td>
<td>the primer story on the chalkboard.</td>
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<td></td>
<td></td>
<td>• Learners clap when they hear the keyword read by the</td>
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<td></td>
<td></td>
<td>teacher.</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>III.</td>
<td><strong>Teacher Reads the Story with All the Learners</strong></td>
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<td></td>
<td></td>
<td>• Read the story 2-3 more times with all the learners</td>
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<td></td>
<td></td>
<td>joining in.</td>
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<td></td>
<td>• Remember to read smoothly and naturally.</td>
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<td>• When the learners are beginning to become</td>
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<td></td>
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<td>confident in reading along with you, continue to</td>
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<td>Step IV.</td>
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<td></td>
<td></td>
<td>• Learners read along with the teacher as she reads</td>
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<td></td>
<td></td>
<td>aloud the primer story from the chalkboard.</td>
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<tr>
<td>5 min.</td>
<td>IV.</td>
<td><strong>Teacher Reads the Story with Selected Learners</strong></td>
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<td>• Continue reading the story aloud but ask small</td>
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<td>groups to read together with you.</td>
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<td></td>
<td></td>
<td>• Selected learners read along</td>
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<td></td>
<td></td>
<td>with the teacher as she reads aloud the primer story.</td>
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<tr>
<td>5 min.</td>
<td>V.</td>
<td><strong>Reading Fluency Assessment</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Next, hand the pointer to an individual learner you</td>
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<td></td>
<td></td>
<td>want to assess and have her read the story</td>
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<td></td>
<td></td>
<td>aloud on her own.</td>
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<td>• Praise the learner for her attempt.</td>
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<td>• If a child becomes flustered and cannot continue say,</td>
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<td></td>
<td>‘Okay everybody let’s help (Child’s Name) read the</td>
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<td></td>
<td></td>
<td>story,’ and lead the whole group in finishing the</td>
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<tr>
<td></td>
<td></td>
<td>story. Thank the child for trying.</td>
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<td></td>
<td>• Do this with about 2-5 pupils, as time permits.</td>
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<td></td>
<td>• Individual learners read the primer story independently.</td>
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<td></td>
<td></td>
<td>• Other learners listen to their peers as they read the</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>story.</td>
<td></td>
</tr>
</tbody>
</table>
## How to Teach: Story Reading Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 min.</td>
<td>VI.</td>
<td><strong>Comprehension and Linking to the Sub-theme</strong></td>
<td>• Learners answer comprehension questions about the primer story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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.</td>
<td>• Learners explore ideas related to the week’s sub-theme.</td>
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<tr>
<td></td>
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<td>• This is often a good time to use a chart or other teaching aid to explore ideas related to the sub-theme.</td>
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<tr>
<td></td>
<td></td>
<td>• If time permits, read the story again with the whole class.</td>
<td></td>
</tr>
</tbody>
</table>

### Notes to Lesson Template 1

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

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

Always read the story together with the pupils until Step V when individual pupils read independently. The pupils need to hear your voice clearly, especially on Monday when the story is still very new.
Lesson Template 2: Story, Sight Words and Vocabulary (Tuesday)

Competences

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

Methods

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

Instructional Materials

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

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

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

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

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

Ultimately, all words should become sight words as pupils learn to read fluently, i.e. with speed and accuracy.
### How to Teach: Story Reading Time

#### Teaching Procedure (Tuesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min.</td>
<td>I.</td>
<td><strong>Song, Keyword and Story Retelling</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sing the <em>Story Reading Time Song</em> to signal the</td>
<td>• Learners sing the <em>Story Reading Time Song</em> with the teacher.</td>
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<tr>
<td></td>
<td></td>
<td>beginning of the lesson.</td>
<td>• Several learners read the keyword aloud.</td>
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<td></td>
<td></td>
<td>- Point to the picture of the keyword on the chalkboard</td>
<td>• A learner retells the keyword story.</td>
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<td>with the keyword written beside it.</td>
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<td>- Ask several learners to read the keyword.</td>
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<td></td>
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<td>- Ask one learner to briefly retell the story.</td>
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<tr>
<td>5 min.</td>
<td>II.</td>
<td>Teacher Reads Story Alone and with Learners</td>
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<tr>
<td></td>
<td></td>
<td>- Next, tell the learners that you will read the story</td>
<td>• Learners listen carefully as the teacher reads the story aloud.</td>
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<tr>
<td></td>
<td></td>
<td>aloud to them while they listen carefully.</td>
<td>• Learners read the story aloud with the teacher.</td>
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<td></td>
<td></td>
<td>- After reading the story 1-2 times, ask the pupils</td>
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<td>to read along with you 2-3 times.</td>
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<tr>
<td>2 min.</td>
<td>III.</td>
<td>Identifying Sight Words - the Keyword</td>
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<tr>
<td></td>
<td></td>
<td>- Erase the keyword from the story. Make an</td>
<td>• Learners read the story and identify the missing keyword.</td>
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<td></td>
<td></td>
<td>underline where the word was.</td>
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<td></td>
<td>- Read the story together again and let the learners</td>
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<td></td>
<td>identify the word that is missing.</td>
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<td></td>
<td>- Write the missing word in its place on the line.</td>
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<td></td>
<td>Continue reading the story to the end.</td>
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<tr>
<td>5 min.</td>
<td>IV.</td>
<td>Identifying More Sight Words</td>
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<tr>
<td></td>
<td></td>
<td>- Repeat Step III with the other sight words for the</td>
<td>• Learners read the story and identify other missing sight words.</td>
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<tr>
<td></td>
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<td>week. The sight words for each week are in the teacher's</td>
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<td>guide. They vary from 4 words in Term 1 to 5 words in</td>
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<td></td>
<td></td>
<td>Terms 2-3.</td>
<td></td>
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<tr>
<td>5 min.</td>
<td>V.</td>
<td><strong>Sight Word Drills - Whole Group</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- After you have the 4-5 sight words underlined in your</td>
<td>• Learners read the sight words over and over until they can identify and read them by</td>
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<tr>
<td></td>
<td></td>
<td>story, drill them until learners can recognize them</td>
<td>sight, both in the text on the chalkboard and on flashcards.</td>
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<td></td>
<td></td>
<td>by sight.</td>
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<td></td>
<td>- Point to the underlined words in the story as pupils</td>
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<td></td>
<td></td>
<td>read them aloud. Vary the order in which you point</td>
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<td></td>
<td></td>
<td>to them.</td>
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<td></td>
<td></td>
<td>- Show the pupils the sight word flashcards</td>
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<tr>
<td></td>
<td></td>
<td>and have them say the words aloud. Drill the</td>
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<td></td>
<td></td>
<td>flashcards until pupils know them by sight.</td>
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<tr>
<td>3 min.</td>
<td>VI.</td>
<td><strong>Sight Word Drills - Small Groups and Individuals</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Next, have small groups read the sight words aloud for</td>
<td>• Small groups and individual learners identify and read words by sight.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>you.</td>
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<td></td>
<td>- Finally, ask individual learners to read the sight</td>
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<tr>
<td></td>
<td></td>
<td>words from the story and from the flashcards.</td>
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</tr>
</tbody>
</table>
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.
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)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher's Activities</th>
<th>Learners' Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>I.</td>
<td><strong>Song, Primer Distribution, Keyword and Story Retelling Using the Primer Picture</strong></td>
<td>• Learners sing the <em>Story Reading Time Song</em> with the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sing the <em>Story Reading Time Song</em> to signal the beginning of the lesson.</td>
<td>• Several learners read the keyword aloud.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Distribute the Pupil Primers so that all children have a book of their own.</td>
<td>• Learners retell the primer story by describing what they see in the story illustration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Show learners the picture of the keyword on the chalkboard with the keyword written beside it. Find the keyword in the Primer. Compare with the picture and keyword in the primer.</td>
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<td></td>
<td></td>
<td>• Ask several learners to point to the keyword in their primers and read the keyword aloud.</td>
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<td></td>
<td></td>
<td>• Ask learners to look at the story illustration and describe what they see, retelling the story at the same time.</td>
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<tr>
<td></td>
<td>II.</td>
<td><strong>Teacher Reads Story Alone and with Learners</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Next, tell the learners that you will read the story aloud to them while they follow the story with their finger in the primer.</td>
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<tr>
<td></td>
<td></td>
<td>• 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.</td>
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<tr>
<td></td>
<td></td>
<td>• 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.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Learners read the story silently using their finger to follow the text as the teacher reads the primer story on the chalkboard.</td>
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<tr>
<td></td>
<td></td>
<td>• Learners read the story aloud with the teacher using their finger to follow the text as they read.</td>
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</tr>
<tr>
<td></td>
<td>III.</td>
<td><strong>Identifying Sight Words - the Keyword</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Show learners the keyword flashcard for the week. Ask several learners to read it aloud.</td>
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<td></td>
<td></td>
<td>• Have one pupil come up and use the pointer to identify the keyword in the text on the chalkboard.</td>
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<td></td>
<td>• Have ALL the learners point to the keyword in their text.</td>
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<td></td>
<td>• Read the primer story again with an emphasis on the keyword.</td>
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<td></td>
<td></td>
<td>• Learners should continue to read the story from their primers, using their fingers to follow the text.</td>
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<td></td>
<td>IV.</td>
<td><strong>Identifying More Sight Words</strong></td>
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<td></td>
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<td>• Repeat Step III with each of the sight words for the week.</td>
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<td></td>
<td></td>
<td>• Learners identify sight words in the primer story.</td>
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<td></td>
<td></td>
<td>• Learners read the story aloud with the teacher using their finger to follow the text as they read.</td>
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</tbody>
</table>

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Developing Vocabulary and Sentence Awareness

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

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

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

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher's Activities</th>
<th>Learners' Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>V.</td>
<td><strong>Sight Word Drills - Whole Group, Small Groups and Individuals</strong></td>
<td>• Learners identify and read words by sight.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• After you have completed all the sight words for the week, drill them using the flashcards until learners recognize them all by sight.</td>
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<td>• Add sight word flashcards from previous weeks for review.</td>
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<td></td>
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<td>• After drilling sight words with the whole group, repeat with small groups and individuals.</td>
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</tr>
<tr>
<td>5 min.</td>
<td>VI.</td>
<td><strong>Vocabulary Development</strong></td>
<td>• Learners demonstrate their understanding of sight words and vocabulary words by using them in sentences.</td>
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<tr>
<td></td>
<td></td>
<td>• Complete the lesson by asking learners to demonstrate their understanding of sight words and other vocabulary words by using them in sentences.</td>
<td></td>
</tr>
</tbody>
</table>

**Developing Vocabulary and Sentence Awareness**

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

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

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

Don't worry about explaining the complexities of complete and incomplete sentences in P2. The important thing is that pupils get used to hearing the word “sentence” ("centen" in Leblango) used alongside many examples.
Lesson Template 4: Writing the Class Story
(Thursday)

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

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

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

Here is an example of what should be on the chalkboard when you begin the Class Story Lesson:
## How to Teach: Story Reading Time

### Teaching Procedure (Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>I.</td>
<td><strong>Song and Keyword</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Sing the <em>Story Reading Time Song</em> to signal the</td>
<td>• Learners sing the <em>Story Reading Time Song</em> with the</td>
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<tr>
<td></td>
<td></td>
<td>beginning of the lesson.</td>
<td>teacher.</td>
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<td></td>
<td></td>
<td>• Point to the keyword and ask several learners to</td>
<td>• Several learners read the keyword.</td>
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<tr>
<td></td>
<td></td>
<td>read it.</td>
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<td></td>
<td></td>
<td>• Explain to learners that today the class will</td>
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<td></td>
<td></td>
<td>write a story together using the keyword.</td>
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<tr>
<td>9 min.</td>
<td>II.</td>
<td><strong>The Class Story Starter</strong></td>
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<tr>
<td></td>
<td></td>
<td>• The weekly teacher’s guide provides you with</td>
<td>• Learners participate in the Class Story Starter.</td>
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<tr>
<td></td>
<td></td>
<td>guidance on the Class Story Starter for the</td>
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<tr>
<td></td>
<td></td>
<td>week.</td>
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<td></td>
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<td>• You will either do a Class Story Starter for a</td>
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<td></td>
<td></td>
<td>Fiction or Non-fiction Story.</td>
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<td></td>
<td></td>
<td>• A Story Starter for a Fiction Story will generally</td>
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<td></td>
<td></td>
<td>be a role play or drama. (See the teacher tips on</td>
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<td></td>
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<td>the following page for how to do this successfully.)</td>
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<tr>
<td></td>
<td></td>
<td>• A Story Starter for a Non-fiction Story will</td>
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<td></td>
<td></td>
<td>usually be a class discussion. (See the teacher</td>
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<td></td>
<td></td>
<td>tips that follow for how to do this successfully.)</td>
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<td></td>
<td>• After completing the Class Story go to either</td>
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<td>Step IIIA (for Fiction Stories) or Step IIIB (for</td>
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<td></td>
<td></td>
<td>Non-fiction Stories)</td>
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<tr>
<td>10 min.</td>
<td>III.</td>
<td><strong>Writing the Class Story: FICTION</strong></td>
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<td></td>
<td></td>
<td>• Tell learners it is time to compose the story. Explain</td>
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<td></td>
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<td>that a good story has a clear beginning, middle and</td>
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<td></td>
<td></td>
<td>ending.</td>
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<td></td>
<td>• Ask learners, “What happened first in the story?”</td>
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<td>Compose a good opening sentence.</td>
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<td>• Continue asking, “What happened next?”</td>
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<td>Compose the body of the story in 2-3 sentences. Be</td>
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<td></td>
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<td>sure the learners tell the story in the proper</td>
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<td></td>
<td></td>
<td>sequence.</td>
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<td></td>
<td>• Finally ask learners, “How can we end our story with a</td>
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<td></td>
<td></td>
<td>good sentence?” Complete the story with a final</td>
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<tr>
<td></td>
<td></td>
<td>sentence.</td>
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<td></td>
<td></td>
<td>• Learners work together with the teacher to write a</td>
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<td></td>
<td>Class Story.</td>
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<td></td>
<td>• Learners write sentences that tell the beginning,</td>
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<td></td>
<td></td>
<td>middle and end of the story.</td>
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<td></td>
<td>• Learners write a story that includes characters, setting</td>
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<td></td>
<td></td>
<td>and action.</td>
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</tr>
</tbody>
</table>
### How to Teach: Story Reading Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>III B.</td>
<td><strong>Writing the Class Story: NON-FICTION</strong>&lt;br&gt;• Tell learners that they will be composing a non-fiction story. Therefore, the story should be based on facts they know are true.&lt;br&gt;• Introduce the topic for discussion by either presenting learners with the thesis sentence or by developing a thesis sentence together as a class.&lt;br&gt;• Once the thesis sentence has been established have a general class discussion considering facts they know that support the thesis sentence. As these facts emerge compose 2-3 supporting sentences with your class.&lt;br&gt;• Finally, conclude your non-fiction story by restating the thesis sentence in a new way. This is called the summary sentence.</td>
<td>• Learners work together with the teacher to write a Class Story.&lt;br&gt;• Learners compose sentences to tell the beginning, middle and end of the story.&lt;br&gt;• Learners write a story that includes a thesis sentence, supporting sentences, and a summarizing sentence.</td>
</tr>
<tr>
<td>5 min.</td>
<td>IV</td>
<td><strong>Reading the Class Story - Whole Class</strong>&lt;br&gt;• Read the full Class Story aloud to the learners 1-2 times while they listen.&lt;br&gt;• Correct any awkward places in the story.&lt;br&gt;• Read the story 2-3 more times while all the learners read along with you.</td>
<td>• Learners listen to the teacher as she reads the Class Story.&lt;br&gt;• Learners read the Class Story aloud along with the teacher.</td>
</tr>
<tr>
<td>5 min.</td>
<td>V</td>
<td><strong>Reading the Class Story - Small Groups and Individuals</strong>&lt;br&gt;• Next have small groups read the Class Story with you.&lt;br&gt;• Finally have individuals read the Class Story aloud on their own.</td>
<td>• Small groups and individual learners read along with the teacher as she reads aloud the keyword story.&lt;br&gt;• Other learners listen to their peers as they read the story.</td>
</tr>
</tbody>
</table>

### 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.
Lesson Template 5: Developing the Class Story
(Friday)

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

Methods
• Whole group reading
• Small group and individual reading

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

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

Teaching Procedure (Friday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>I.</td>
<td><strong>Song and Story Retelling</strong></td>
<td>• Learners sing the Story Reading Time Song with the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sing the Story Reading Time Song.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have one learner briefly retell the Class Story from Thursday.</td>
<td></td>
</tr>
<tr>
<td>4 min.</td>
<td>II.</td>
<td><strong>Teacher Reads Class Story Alone and with Learners</strong></td>
<td>• Learners read the story aloud with the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tell the learners that you will read the class story aloud to them while they listen.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• After reading the story 1 time, ask the learners to read along with you 2-3 times.</td>
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</tr>
<tr>
<td>4 min.</td>
<td>III.</td>
<td><strong>Reading the Class Story – Individuals</strong></td>
<td>• Individual learners read the class story on their own.</td>
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<tr>
<td></td>
<td></td>
<td>• Now ask several individual learners to read the story aloud.</td>
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<tr>
<td></td>
<td></td>
<td>• Note their performance in the CAM Form.</td>
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</tr>
<tr>
<td>5 min.</td>
<td>IV.</td>
<td><strong>Reading Unfamiliar Text – I DO</strong></td>
<td>• Learners observe the teacher reading a new sentence, using her decoding skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Now tell learners they are going to practice reading new sentences.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Write the first sentence of the week on the chalkboard and read it aloud to learners demonstrating how to decode words within a sentence. Be sure to read slowly and fluently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Then read the sentence together with all learners.</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>V.</td>
<td><strong>Reading Unfamiliar Text – WE DO</strong></td>
<td>• Learners observe other pupils reading a new sentence using decoding skills as needed.</td>
</tr>
<tr>
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<td>• Now write the second sentence on the chalkboard.</td>
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<td></td>
<td>• Ask 2-3 pupils to come up to the board to read the sentence. Assist learners when they need help.</td>
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<td></td>
<td>• Read the sentence together with all learners.</td>
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</tr>
<tr>
<td>5 min.</td>
<td>VI.</td>
<td><strong>Reading Unfamiliar Text – YOU DO.</strong></td>
<td>• Learners reading a new sentence using decoding skills as needed.</td>
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<td></td>
<td></td>
<td>• Finally write the last sentence on the chalkboard.</td>
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<td></td>
<td>• Give learners about 1 minute to read the sentence silently.</td>
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<td>• Call on several learners to read the sentence. Mark their performance in the CAM Form.</td>
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<td></td>
<td></td>
<td>• Finally, read the last sentence together with all the learners.</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>VII.</td>
<td><strong>Writing Unfamiliar Text</strong></td>
<td>• Learners write a new sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If time permits, ask learners to write their own sentence for other pupils to read.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Choose one pupil to show you their sentence. Write it on the board and ask the other pupils to read it.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Template 6: Introducing the Reader
(Thursday)

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

Methods
• Teacher reading aloud to the class
• Comprehension questions

Instructional Materials
• Copies of the Mango Tree Storybook for the term for each pupil.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>I.</td>
<td><strong>Song and Distribution of Books</strong></td>
<td>• Learners sing the <em>Story Reading Time Song</em> with the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sing the <em>Story Reading Time Song</em> to signal the beginning of the lesson.</td>
<td>• Learners distribute the readers to the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Distribute the Mango Tree Storybook for the term.</td>
<td></td>
</tr>
<tr>
<td>3 min.</td>
<td>II.</td>
<td><strong>Introduction to the Book</strong></td>
<td>• Learners identify the title of the book and the author and illustrator of the story they will read this week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point to the title of the book and read it aloud.</td>
<td>• Learners use the Table of Contents to locate the story they will read.</td>
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<tr>
<td></td>
<td></td>
<td>• Have learners do the same.</td>
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<tr>
<td></td>
<td></td>
<td>• Turn to the Table of Contents (<em>Gin iyi Buk</em>). Read the title of the week’s story and have the learners point to it. Read the names of the author and illustrator of the story for the week. Have learners do the same.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask learners to tell you the page on which the story can be found. Have everyone turn to that page in the book.</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>III.</td>
<td><strong>Picture Talk</strong></td>
<td>• Learners identify key parts of the story - characters, setting and action - by interpreting the pictures that accompany the story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Starting with the first picture in the story, have the learners look at the picture and tell you what they see and what they think is happening. Try to have learners identify the key parts of the story: <strong>characters, setting and action</strong>.</td>
<td></td>
</tr>
<tr>
<td>3 min.</td>
<td>IV.</td>
<td><strong>Teacher Reads the Book to the Learners</strong></td>
<td>• Learners listen attentively as the teacher reads the story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read the story to the learners as they listen attentively. Read the story just one time but be sure to read with fluency and comprehension.</td>
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<tr>
<td></td>
<td></td>
<td>• Have the learners read silently with you as best they can. Each time you move to a new page, let the learners know so they can keep up with you.</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>V.</td>
<td><strong>Asking Comprehension Questions</strong></td>
<td>• Learners answer comprehension questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask learners a series of questions to show that they understand the setting, characters, action and vocabulary in the story. Four questions have been included at the end of each story.</td>
<td></td>
</tr>
<tr>
<td>8 min.</td>
<td>VI.</td>
<td><strong>Reading the Story as a Whole Class</strong></td>
<td>• Learners read the story with help from the teacher.</td>
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<td></td>
<td>• Slowly reread the story sentence by sentence. Have the learners read the sentence aloud after you.</td>
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</tr>
<tr>
<td>4 min.</td>
<td>VII.</td>
<td><strong>Reading the Story Silently</strong></td>
<td>• Learners read the story silently.</td>
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<td></td>
<td></td>
<td>• To end the lesson, have the learners read the story silently to themselves. Move around the room asking individual learners to read for you.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Template 7: The Reader Story Continued
(Friday)

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

Methods
• Teacher reading aloud to the class
• Comprehension questions
• Whole class retelling the story

Instructional Materials
• Copies of the Mango Tree Storybook for the term for each pupil.
## How to Teach: Story Reading Time

### Teaching Procedure (Friday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 2 min. | I.   | **Song and Distribution of Books**  
- Sing the *Story Reading Time Song* to signal the beginning of the lesson.  
- Distribute the Mango Tree Storybook for the Term. |  
- Learners sing the *Story Reading Time Song* with the teacher.  
- Learners distribute the readers to the class. |
| 3 min. | II.  | **Introduction to the Book**  
- Point to the title of the book and read it aloud. Have learners do the same.  
- Turn to the Table of Contents (Gin iyi Buk). Read the title of the week’s story and have the learners point to it. Read the names of the author and illustrator of the story for the week. Have learners do the same.  
- Ask learners to tell you the page on which the story can be found. Have everyone turn to that page in the book. |  
- Learners identify the title of the book and the author and illustrator of the story they will read this week.  
- Learners use the Table of Contents to locate the story they will read. |
| 3 min. | III. | **Retelling the Story**  
- Ask selected learners to retell the story they read yesterday. Be sure they include information about the characters, setting and action. |  
- Learners identify key parts of the story - characters, setting and action - by retelling the story. |
| 2 min. | IV.  | **Teacher Reads the Book to the Learners**  
- Read the story to the learners as they listen attentively. Read the story just one time but be sure to read with fluency and comprehension.  
- Have the learners read silently with you as best they can. Each time you move to a new page, let the learners know so they can keep up with you. |  
- Learners listen attentively as the teacher reads the story.  
- Learners follow along with the text as the teacher reads. |
| 2 min. | V.   | **Asking Comprehension Questions**  
- Ask learners a few new or review comprehension questions about the story. |  
- Learners answer comprehension questions. |
| 8 min. | VI.  | **Reading the Story as a Whole Class**  
- Reread the story paragraph by paragraph. Have the learners read the paragraph aloud after you. |  
- Learners answer comprehension questions. |
| 5 min. | VII. | **Reading the Story in Pairs or Small Groups**  
- Ask learners to get into pairs or small groups.  
- Have the learners take turns reading aloud to each other.  
- Move around the room listening to learners read. |  
- Learners read the story in small groups. |
| 5 min. | VIII.| **Individual Learners Read the Story to the Class**  
- To end the lesson, ask individual learners to come to the front of the class and read all or part of the story aloud to everyone. |  
- Individual learners read the story aloud to the class. |
Taking Books Home

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

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

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

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

The first time you send books home with pupils should ideally be immediately after you have held the P1 Parents’ Orientation which is scheduled for the middle of Term 1. After this you should send a book home with pupils on a regular basis, at least twice a month or six times during a full term.
Introduction to Term 3

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

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

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

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

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

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

Instructional Materials
- The pupil primers
- The primer story written on the chalkboard in advance
- A long pointer for following the text while reading the story on the chalkboard
- Comprehension questions from the teacher’s guide
### How to Teach: Story Reading Time Term 3

#### Teaching Procedure (Monday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min.</td>
<td>I.</td>
<td><strong>Song and Keyword</strong></td>
<td>• Learners sing the <em>Story Reading Time Song</em> with the teacher as they distribute the pupil primers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sing the <em>Story Reading Time Song</em> to signal the beginning of this lesson.</td>
<td>- Learners read the keyword for the week.</td>
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<td>- At the same time distribute the pupil primers.</td>
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<td>- Ask learners to read the keyword written on the chalkboard and at the top of the page in their primers.</td>
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<td></td>
<td>- Tell learners to find the story with the same keyword in their primers.</td>
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</tr>
<tr>
<td>3 min.</td>
<td>II.</td>
<td><strong>Picture Talk</strong></td>
<td>• Learners use the illustration to describe the story and predict the characters, setting and action.</td>
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<td></td>
<td></td>
<td>- Have learners look at the picture that illustrates the week’s story and describe what they see.</td>
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<td></td>
<td></td>
<td>- Ask learners to identify the main characters and the setting of the story.</td>
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<td></td>
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<td>- Ask learners to predict what the action of the story will be about.</td>
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<tr>
<td>2 min.</td>
<td>III.</td>
<td><strong>Teacher Reads the Story Aloud</strong></td>
<td>• Learners read silently, tracking the text with their fingers, as the teacher reads aloud.</td>
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<td></td>
<td>- Tell pupils to follow the text of the story with their finger as you read the story aloud.</td>
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</tr>
<tr>
<td>5 min.</td>
<td>IV.</td>
<td><strong>Silent Reading</strong></td>
<td>• Learners read the primer story silently.</td>
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<td></td>
<td>- Now ask learners to read the story silently.</td>
<td>• Individual learners read aloud to the teacher.</td>
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<td></td>
<td></td>
<td>- As learners read silently, select individual pupils to come up and read aloud to you in a quiet voice. (Read 1-2 sentences only)</td>
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<tr>
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<td></td>
<td>- Mark the individual learner’s reading competence in the CAM Form.</td>
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</tr>
<tr>
<td>7 min.</td>
<td>V.</td>
<td><strong>Small Group Reading</strong></td>
<td>• Learners read the primer story in small groups.</td>
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<tr>
<td></td>
<td></td>
<td>- Ask learners to work as a desk to read the story aloud. Each learner should read one sentence. Good readers should help the slow readers.</td>
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<td></td>
<td>- As the pupils read in small groups, the teacher moves around listening to selected groups reading aloud.</td>
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<td>- After 5 minutes select one desk to read the story aloud to the whole class, each learner at the desk reading one sentence.</td>
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<tr>
<td>3 min.</td>
<td>VI.</td>
<td><strong>Whole Group Reading</strong></td>
<td>• Learners read the story as a whole group.</td>
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<td></td>
<td>- Teacher reads the story in the primer one time as pupils follow in their primers.</td>
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<td>- The whole class reads the story 2-3 times.</td>
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<tr>
<td>7 min.</td>
<td>VII.</td>
<td><strong>Comprehension and Linking to the Sub-theme</strong></td>
<td>• Learners answer questions about the primer story.</td>
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<tr>
<td></td>
<td></td>
<td>- Ask comprehension questions related to the story and the sub-theme. Suggested questions are provided in the teacher’s guide each week.</td>
<td>• Learners explore ideas related to the sub-theme for the week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If time permits, read the story again as a whole class.</td>
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</tr>
</tbody>
</table>
Lesson Template 2: Teacher Models Decoding Skills (Tuesday)

Competences

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

Methods

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

Instructional Materials

• The pupil primers
• The primer story written on the chalkboard in advance
• A long pointer for following the text while reading the story on the chalkboard
• Sight words from the teacher’s guide
## How to Teach: Story Reading Time Term 3

### Teaching Procedure (Tuesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 2 min. | I. | **Song and Keyword**  
- Sing the *Story Reading Time Song* to signal the beginning of this lesson.  
- At the same time distribute the pupil primers. |  
- Learners sing the *Story Reading Time Song* with the teacher as they distribute the pupil primers. |
| 3 min. | II. | **Retelling the Story**  
- Have individual learners retell the primer story for the week in their own words.  
- Ask guiding questions to help the learners identify the main characters, setting and action of the story. |  
- Learners retell the primer story for the week in their own words. |
| 8 min. | III. | **Teacher Models Reading the Story using Decoding Skills**  
- Tell the learners that you are going to read the story aloud and they should follow you on the chalkboard.  
- When you come to the identified sight words for the week pretend that you cannot read the word by sight. Underline the word and then model decoding skills to read the word correctly.  
- When you are finished point to the 5 underlined words and have pupils read them by sight.  
- Take out flash cards for the 5 sight words and have pupils read them by sight. |  
- Learners read the primer story silently.  
- Individual learners read aloud to the teacher. |
| 5 min. | IV. | **Silent Reading**  
- Ask learners to read the story silently.  
- As learners read silently, select individual pupils to come up and read aloud to you in a quiet voice (Read 1-2 sentences only)  
- Mark the individual learner’s reading competence in the CAM Form. |  
- Learners read the primer story silently. |
| 5 min. | V. | **Small Group Reading**  
- Ask learners to work as a desk to read the story aloud. Each learner should read one sentence. Good readers should help the slow readers.  
- As the pupils read in small groups, the teacher moves around listening to selected groups reading aloud. |  
- Learners read the story in small groups. |
| 7 min. | VI. | **Individual Reading from the Primer**  
- Complete the lesson by having individual pupils stand up and read the story from the primer.  
- If time permits review the sight words for this week and for other previous weeks. |  
- Learners read the story individually for the whole class from the primer.  
- Learners practice reading the sight words. |
Lesson Template 3: Reading the Primer Story and Vocabulary Development (Wednesday)

Competences

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

Methods

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

Instructional Materials

• The pupil primers
• The primer story written on the chalkboard in advance
• A long pointer for following the text while reading the story on the chalkboard
• Sight words and vocabulary words from the teacher’s guide
# How to Teach: Story Reading Time Term 3

## Teaching Procedure (Wednesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>I.</td>
<td><strong>Song and Keyword</strong></td>
<td><strong>Learners sing the <em>Story Reading Time Song</em> with the teacher as they distribute the pupil primers.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sing the <em>Story Reading Time Song</em> to signal the beginning of this lesson.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• At the same time distribute the pupil primers.</td>
<td></td>
</tr>
<tr>
<td>2 min.</td>
<td>II.</td>
<td><strong>Retelling the Story</strong></td>
<td><strong>Learners retell the primer story for the week in their own words.</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Have individual learners retell the primer story for the week in their own words.</td>
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<tr>
<td></td>
<td></td>
<td>• Ask guiding questions to help the learners identify the main characters, setting and action of the story.</td>
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</tr>
<tr>
<td>7 min.</td>
<td>III.</td>
<td><strong>Silent Reading</strong></td>
<td><strong>Learners read the primer story for the week in their own words.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask learners to read the story silently.</td>
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<td></td>
<td>• As learners read silently, select individual pupils to come up and read aloud to you in a quiet voice.</td>
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<td></td>
<td></td>
<td>• Mark the individual learner’s reading competence in the CAM Form.</td>
<td></td>
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<tr>
<td>5 min.</td>
<td>IV.</td>
<td><strong>Small Group Reading</strong></td>
<td><strong>Learners read the story in small groups.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask learners to work as a desk to read the story aloud. Each learner should read one sentence. Good readers should help the slow readers.</td>
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<td></td>
<td></td>
<td>• As the pupils read in small groups, the teacher moves around listening to selected groups reading aloud.</td>
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</tr>
<tr>
<td>7 min.</td>
<td>V.</td>
<td><strong>Small Group Reading Competitions</strong></td>
<td><strong>Learners compete to read the story or sight words with fluency.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Select several small groups to read the story aloud. Select the group that reads the story best.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Select several other small groups to read the sight words aloud. Select the group that reads the sight words the best.</td>
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</tr>
<tr>
<td>7 min.</td>
<td>VI.</td>
<td><strong>Vocabulary Development</strong></td>
<td><strong>Learners use new and existing sight words in meaningful ways.</strong></td>
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<td></td>
<td>• Complete the lesson by developing the pupils’ vocabulary.</td>
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<td>• Discuss 1-2 words in the story that the pupils may not understand or that have multiple meanings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talk about other vocabulary words related to the story or the sub-theme for the week. Use charts or other teaching aids to assist you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask learners to use the vocabulary words in a sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask learners to identify other words that have similar meanings or opposite meanings.</td>
<td></td>
</tr>
</tbody>
</table>
How to Teach: Creative Writing Time

**The CAM Form and Creative Writing Time**

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

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

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

**Introduction**

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

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

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

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

**Handwriting**

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

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

The 4 Handwriting Guidelines

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

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

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

What does a pupil in P2 need to know about sentences?
The word for “sentence” in Leblango is “centen”.

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

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

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

**Methods**
- Teacher storytelling
- Retelling
- Composing sentences
- Copying sentences

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

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

This story was composed based on the following:

Term 1 Week 1

Keyword: gali

Theme 1: Our School and Neighbourhood

Sub-theme 1.1: Location, symbols and benefits of our school
Model story told by teacher:

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

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

I ride a bike when I go to school.

I like to ride a bike.
How to Teach: Creative Writing Time

Teaching Procedure (Monday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min.</td>
<td>I.</td>
<td>Distribute the Exercise Books and Pencils</td>
<td>• Learners sing the Creative Writing Time Song with the teacher as they distribute the exercise books and pencils.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sing the Creative Writing Time Song while distributing the exercise books and pencils (if necessary).</td>
<td></td>
</tr>
<tr>
<td>7 min.</td>
<td>II.</td>
<td>Teacher Tells a Model Story</td>
<td>• Learners listen to a story told by the teacher that relates to the week’s keyword and sub-theme.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tell a model story using the keyword for the week. Try to link it to the Theme and Sub-theme if possible.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• As you tell the story illustrate it on the board just as you would like learners to illustrate their stories in their exercise books.</td>
<td></td>
</tr>
<tr>
<td>4 min.</td>
<td>III.</td>
<td>Learners Retell the Model Story</td>
<td>• Learners retell the story to demonstrate comprehension and correct sequencing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask learners to retell the story to check for comprehension and sequencing.</td>
<td></td>
</tr>
<tr>
<td>4 min.</td>
<td>IV.</td>
<td>Teacher Labels the Pictures in the Model Story with Learners’ Help</td>
<td>• Learners assist the teacher in labeling as many parts of the illustrated story as possible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher goes through the story labeling as many pictures as possible with the help of the pupils.</td>
<td></td>
</tr>
<tr>
<td>4 min.</td>
<td>V.</td>
<td>Learners Compose Sentences Based on the Story with Teacher’s Help</td>
<td>• Learners compose sentences about the story and the teacher writes them on the board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask the learners to compose sentences about the story that use the words written on the board.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Write 2-3 sentences on the chalkboard next to the story that retells the story in a sentence format. (Be sure to use the 4 Handwriting Guidelines when you write the sentences.)</td>
<td></td>
</tr>
<tr>
<td>8 min.</td>
<td>VI.</td>
<td>Learners Copy the Sentences on the Board</td>
<td>• Learners copy the sentences on the chalkboard using correct letter formation and proper capitalization, punctuation and spelling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have the learners copy the sentences on the chalkboard into their exercise books. They should use proper capitalization, punctuation and spelling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Move around the room checking learners’ work and making corrections as needed.</td>
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<tr>
<td></td>
<td></td>
<td>• Collect work from selected learners for assessment and feedback.</td>
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</tbody>
</table>

I do. We do. You do.

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

• The story is meaningful, well sequenced and creative.
• The illustrations accurately represent the story you have told.
• Many of the pictures in the story are labeled with words the learners can spell.
• The sentences you write on the board after telling the story should begin with a capital letter have the correct punctuation at the end and the letters should be formed properly and spelled correctly.
Lesson Template 2: Creative Writing (Tuesday, Thursday and Friday)

Competences

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

Methods

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

Instructional Materials

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

Creative Writing Lessons

The lessons on Tuesday, Thursday and Friday do not vary in terms of the teaching procedure, however you should see your pupils’ ability to write a complete story improve gradually from day to day. For example, on Tuesday a pupil may struggle to write a story that demonstrates creativity and meaning. They may only be able to label 2-3 words and their sentence is incomplete and has words spelled incorrectly.

Each day pupils will listen to other children’s stories at the end of the lesson. They will also get feedback from you as you move around the room observing their work. This input will help pupils make gradual improvements so that by Friday the story they compose should be more creative and more clearly sequenced. They should also be able to correctly label a few more words in their drawing each day. The sentence(s) they write will also improve in completeness and quantity.

The following page has an example of what the exercise book should look like on Tuesday, Thursday and Friday.
Example of a pupil's exercise book on Tuesday, Thursday and Friday:

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

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

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

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

• First have them compare how they wrote their name and the keyword on Tuesday and compare it with Friday. Can they see any improvements in their letter formation and handwriting?

• Next have them compare their story drawings on Tuesday and Friday. Did their drawings/stories get more interesting and creative? Count how many pictures they labeled on Tuesday and compare with how many words they labeled on Friday. Did they label more words on Friday than they did on Tuesday?

• Finally, have them compare the sentence(s) they wrote on Tuesday with the ones they wrote on Friday. Can they see improvement in their sentences?

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

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

## Teaching Procedure (Tuesday, Thursday and Friday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>I.</td>
<td><strong>Distribute the Exercise Books and Pencils</strong>&lt;br&gt;• Sing the <em>Creative Writing Time Song</em> while distributing the exercise books and pencils (if necessary).</td>
<td>• Learners sing the <em>Creative Writing Time Song</em> with the teacher as they distribute the exercise books and pencils.</td>
</tr>
<tr>
<td>3 min.</td>
<td>II.</td>
<td><strong>Learners Write the Keyword and their Name</strong>&lt;br&gt;• Point to the keyword on the chalkboard and have learners read it aloud.&lt;br&gt;• Ask learners to write the keyword at the top right-hand side of their exercise book. (They no longer need to draw the key picture.)&lt;br&gt;• Next, have learners write their full name below the keyword. (Remember that pupils should be using the <a href="#">4 Handwriting Guidelines</a> at all times.)&lt;br&gt;• Note the learners’ posture and handling of the pencil. Correct learners who need improvement.</td>
<td>• Learners read the keyword on the board.&lt;br&gt;• Learners write the keyword and their name at the top of their exercise books using correct posture and handling of the pencil.</td>
</tr>
<tr>
<td>12 min.</td>
<td>III.</td>
<td><strong>Learners Write a Story on their Own</strong>&lt;br&gt;• Now tell learners it is time to write a story on their own about the keyword.&lt;br&gt;• Give learners story ideas that help them link the keyword to their own experiences or to the week’s sub-theme.&lt;br&gt;• As learners are writing move around the room encouraging learners and asking questions that help them develop their stories.&lt;br&gt;• Remind learners that they should be drawing their story and labeling the pictures on the left-hand side of the page and composing sentences about their story on the right-hand side of the page under their name.</td>
<td>• Learners write an independent story about the keyword using pictures and words.</td>
</tr>
<tr>
<td>8min.</td>
<td>IV.</td>
<td><strong>Selected Learners Read their Story and Sentences to the Class</strong>&lt;br&gt;• When learners have completed their stories, ask them to put their exercise books and pencils down.&lt;br&gt;• Ask 5 learners to come up and tell their stories. They should also read all the pictures they have labeled and sentences they have written.&lt;br&gt;• The rest of the class should listen attentively.&lt;br&gt;• After a learner has finished, ask the learner a few clarifying questions. Encourage the rest of the class to ask questions too.</td>
<td>• Selected learners tell their stories and read their sentences to the whole class.&lt;br&gt;• All learners listen attentively to those who are telling their stories and ask questions or make positive comments.</td>
</tr>
<tr>
<td>5 min.</td>
<td>V.</td>
<td><strong>Learners Read their Stories in Pairs or Small Groups</strong>&lt;br&gt;• Now tell learners to take turns reading their stories in pairs or small groups.&lt;br&gt;• Finally sing the <em>Creative Writing Time Song</em> to signal the end of the lesson.</td>
<td>• All learners tell their stories and read their sentences in pairs or small groups.</td>
</tr>
</tbody>
</table>
Lesson Template 3: Handwriting, Sentence Dictation and Spelling (Wednesday)

Competences

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

Methods

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

Instructional Materials

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

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

The 4 Handwriting Guidelines

```
lain imalu
lain idyere
lain aryebo
lain ipiny
```

ck
# How to Teach: Creative Writing Time

## Teaching Procedure  (Wednesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>I.</td>
<td><strong>Distribute the Exercise Books and Pencils</strong></td>
<td><strong>Learners sing the Creative Writing Time Song with the teacher as they distribute the exercise books and pencils.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sing the <em>Creative Writing Time Song</em> while distributing the exercise books and pencils (if necessary).</td>
<td></td>
</tr>
</tbody>
</table>
| 8 min. | II.  | **Learners Write the Keyword**                                                        | **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.** |
|        |      | • Point to the keyword (which has been written using the 4 guidelines). Have the learners read it aloud. |                                                                                      |
|        |      | • Ask learners to write the keyword at the top of the page of their exercise book. Emphasize correct letter formation. |                                                                                      |
|        |      | • Below the keyword ask learners to write their names. Again focus on correct letter formation. (Some learners may still need a Name Card to help them write their full name correctly.) |                                                                                      |
|        |      | • Note the learners’ posture and handling of the pencil. Correct learners who need improvement. |                                                                                      |
|        |      | • Move around the room assisting learners who are not forming their name correctly. |                                                                                      |
| 5 min. | III. | **Learners Write Other Words**                                                        | **Learners write 1-2 other words using correct letter formation and spelling.**      |
|        |      | • Now demonstrate how to write 1-2 other words using correct letter formation and spelling. Refer to the teacher’s guide section on Letter Formation Guidelines for suggested words for the week. Be sure to use the four guidelines as a reference as you demonstrate. |                                                                                      |
|        |      | • Have learners write these words in their exercise books below their name.             |                                                                                      |
|        |      | • Move around the room guiding learners in correct letter formation.                  |                                                                                      |
| 5 min. | IV.  | **Learners Write a Dictated Sentence**                                                | **Learners write a sentence dictated by the teacher.**                                |
|        |      | • 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. |                                                                                      |
| 10 min.| V.   | **Learners Self-correct the Dictated Sentence**                                       | **Learners self-correct the dictated sentence.**                                     |
|        |      | • 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.     |                                                                                      |
Introduction

Remember the language hierarchy we talked about in the introduction?

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

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

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

The main learning objectives in Word Building Time are:

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

The CAM Form and Word Building Time

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

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

Each Friday you give the whole class a spelling test. This test can be collected and used to assess pupils' performance as well.
Lesson Plan Templates for Word Building Time

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

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

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

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

A built word is one that a pupil can read by sounding out the letters. Over time, built words should become sight words.
Lesson Template 1: The Keyword and Key Letter
(Monday)

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

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

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

This sample is taken from the lesson for the keyword gali and key letter G.
## How to Teach: Word Building Time

### Teaching Procedure (Monday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 2 min. | I. | Sing the Introductory Song  
- Sing the *We Learn to Read and Write Song* as learners return to the classroom from their morning break.  
- Distribute exercise books and pencils as required.  | Learners sing the *We Learn to Read and Write Song* with the teacher.  |
| 3 min. | II. | Read the Primer Story and Identify the Keyword  
- Read the Primer Story with the whole class once.  
- Point to the keyword above the story. Ask the learners to read the keyword.  
- Ask a learner to come to the chalkboard and point out the keyword in the story.  | Learners read the Primer Story together.  
Learners identify the keyword.  |
| 5 min. | III. | Break Down and Build Up the Keyword  
- Break down and build up the keyword with the learners. Drill this several times until the learners can read all of the word segments without your help.  
- After you’ve drilled the Break Down and Build Up Table with the whole class, have small groups and individuals demonstrate their competence.  | Learners break down and build up the keyword.  |
| 2 min. | IV. | Introduce the Key Letter Sound  
- Introduce the key letter to the learners on the chalkboard. Tell learners the name of the letter and demonstrate the sound that it makes.  
- Ask the learners to explain to you what their mouth, tongue, teeth and lips do to form the sound correctly.  | Learners say the name of the key letter and make the sound of the key letter correctly.  
Learners explain how to make the key letter sound correctly using their mouth, tongue, teeth and lips.  |
| 4 min. | V. | Handwriting Practice: Capital Letter Formation  
- Air write the correction formation of the capital letter. Have learners copy you.  
- Write the capital letter on the chalkboard using the 4 Handwriting Guidelines. Be sure to use the guidelines to help orient the learners to the correct formation. Ask learners to form the capital letter 4-5 times in their exercise books. Be sure they use the guidelines to correctly form the letter.  
- Move around the room checking for accuracy.  | Learners form the capital letter form of the keyword correctly.  |
| 4 min. | VI. | Handwriting Practice: Small Letter Formation  
- Next air write the correct formation of the small letter. Again, have learners copy you. Then demonstrate how to write the letter on the chalkboard and have the learners write the letter 4-5 times in their exercise books.  
- Move around the room checking for accuracy.  | Learners form the small letter form of the keyword correctly.  |
## How to Teach: Word Building Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
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<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>VII.</td>
<td><strong>Handwriting Practice: Capital &amp; Small Letter Formation</strong></td>
<td>• Learners form the capital and small letter form of the keyword correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Finally, have the learners write both the big and small form of the letter next to each other on one line in their exercise book so that they demonstrate the correct size of each letter. Have them write the pair of letters at least 4-5 times. Examples: Ww Ww Ww Ww or Ee Ee Ee Ee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Move around the room checking for accuracy.</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>VIII.</td>
<td><strong>Handwriting Practice: Keyword</strong></td>
<td>• Learners form the keyword correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Demonstrate how to write the keyword using the 4 guidelines.</td>
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<tr>
<td></td>
<td></td>
<td>- Have learners write the keyword 4-5 times using the guidelines.</td>
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<td></td>
<td></td>
<td>- Collect the exercise books. Review them after school and return them the following day. Any learners who are not forming the letters properly need to be corrected immediately.</td>
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</tr>
<tr>
<td>2 min.</td>
<td>IX.</td>
<td><strong>Break Down and Build Up the Keyword Again</strong></td>
<td>• Learners review the keyword by breaking it down and building it up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Return to the Break Down and Build Up Chart. Review breaking down and building up the keyword a few more times.</td>
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</tr>
<tr>
<td>1 min.</td>
<td>X.</td>
<td><strong>Read the Primer Story One Last Time</strong></td>
<td>• Learners read the story aloud with the teacher.</td>
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<tr>
<td></td>
<td></td>
<td>- Summarize the lesson by reading the whole story one more time together with the learners if time permits.</td>
<td></td>
</tr>
</tbody>
</table>

Sample of the handwriting exercise book

![Sample of the handwriting exercise book](image)
Lesson Template 2: The Letter Drill Table
(Tuesday)

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

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

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

How to teach blending:
Learners in P1 were taught to blend sounds using a simple game called “Say it Slow - Say it Fast”.
Take the example of the word “mac”. The class will first say the individual sounds slowly: “mmm-aaa-c”. When the class can say the three sounds confidently in the correct order tell them, “Now say it fast!” Their response should sound something like “m-a-c”. After they say it fast, they should try to identify the word the sounds make together, "mac".
If they don’t get it the first time, try again. Eventually someone in the class will recognize the word and share it with the others.
## How to Teach: Word Building Time

### Teaching Procedure (Tuesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 2 min. | I.   | Sing the Introductory Song and Distribute the Exercise Books  
• Sing the *We Learn to Read and Write Song* as learners return to the classroom from their morning break.  
• At the same time, distribute the exercise books that you collected on Monday with corrections. | • Learners sing the *We Learn to Read and Write Song* with the teacher as they return from the morning break. |
| 1 min. | II.  | Break Down and Build Up the Keyword  
• 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. | • Learners read the keyword for the week.  
• Letters break down and build up the keyword. |
| 2 min. | III. | Review the Key Letter  
• Point to the key letter. Have learners say the name of the letter and make the sound of the key letter. Then have them explain what their mouth, tongue, teeth and lips do to form the sound correctly. | • Learners say the name of the key letter and make the sound of the key letter correctly.  
• Learners explain how to make the key letter sound correctly using their mouth, tongue, teeth and lips. |
| 10 min.| IV   | Handwriting Practice  
• Have learners open their exercise books to the letters they wrote the previous day and note any corrections you made. Discuss any general problems learners had in forming the big or small forms of the key letter.  
• Review the formation of the key letter by air writing both big and small forms. Have the learners air write the big and small forms of the letter with you and then alone as you watch.  
• Have learners write a line of big and small letters in their exercise books. Be sure they use the 4 Handwriting Guidelines. Move around the room to observe learners’ competence.  
• Have learners write the key word 2-3 times in their exercise book using the 4 Handwriting Guidelines. Move around the room to observe learners’ competence. | • Learners practice writing the correct formation of the key letter and keyword. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher's Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 10 min.| V.   | **Letter Drill Table and Built Words**  
- 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 2-3 letters together and have the learners blend them to make one of the built words.  
- Write the built word under the letter drill table. Have individual learners read the built word. Ask learners to use the built word in a sentence or talk about the meaning of the built word.  
- Continue in the same way with 2-3 more one-syllable built words.  
- Drill the built words so that learners begin to read them by sight. | • Learners review the key letter sound for the week along with letter sounds from previous weeks.  
• Learners blend the known letter sounds to make one-syllable built words.  
• Learners practice reading the built words by sight. |
| 5 min. | VI.  | **Spelling Practice**  
- Erase the built words from the chalkboard.  
- Say aloud one of the built words that was introduced today. Tell learners they are to spell this word in their exercise books. Repeat two or three times, as needed. Move around the room to see how well the learners are writing the built word.  
- Write the built word on the chalkboard. Ask learners to compare the word on the board with their word. Do they look the same?  
- Continue with at least one more built word, as time permits.  
- Conclude the lesson by asking learners to read aloud the words they have written in their exercise books. | • Learners practice spelling and reading built words introduced today. |
What is a syllable?
A syllable is a unit of spoken language. It represents a single uninterrupted sound. A syllable can be made up of either a single vowel (the “a” in the word amam) or a combination of a vowel and one or more consonants (the “mam” in amam). Syllables are sometimes called the building blocks of words.

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

1. Ask your learners to put their hands under their jaws. Say aloud a multi-syllable word. Have the learners count how many times their jaw drops. That will tell you the number of syllables in the word.

2. Say a two syllable word like “a-mam”. Clap your hands once for each syllable. Demonstrate with several more one-, two- and three-syllable words. When learners begin to understand how to count syllables, let them do the clapping without your help. Then ask individual learners to clap out the syllables in given words.

The word for syllable in Leblango is “cilabul”.

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

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

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

Instructional Materials
- Exercise books and pencils for all learners
- The chalkboard (below is a sample of what the chalkboard should look like by the end of a lesson on Thursday)
### How to Teach: Word Building Time

#### Teaching Procedure (Wednesday-Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 1 min. | I. | Sing the Introductory Song  
- Sing the *We Learn to Read and Write Song* as learners return to the classroom from their morning break. | Learners sing the *We Learn to Read and Write Song* with the teacher as they return from the morning break. |
| 1 min. | II. | Break Down and Build Up the Keyword  
- 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. | Learners identify and read the keyword for the week.  
Learners break down and build up the keyword. |
| 1 min. | III. | Review the Key Letter  
- Point to the key letter. Have learners make the sound of the key letter and explain what their mouth, tongue, teeth and lips do to form the sound correctly.  
- Review the formation of the key letter by air writing both big and small forms. | 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  
- Point to the key letter in the drill table and have the learners say the letter *sound* together in a chorus. Continue with the 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 2-3 letters together and have the learners blend them to make one of the built words.  
- Write the built word below the table. Have learners use the built word in a sentence or talk about the meaning of the built word.  
- Continue this activity until the learners have built 4-6 one-syllable built words.  
- Drill the built words so that learners begin to read them by sight.  
- 2-3 of the built words should be review words from the previous day and the rest should be new built words. | 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher's Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 10 min. | V. | **Syllable Drill Table and Built Words**  
- When the learners have demonstrated that they can confidently blend and read the one-syllable built words in the Letter Drill Table, move on to the Syllable Drill Table.  
- Point to the syllables (and one syllable words) in the drill table and have learners say them aloud. *Remember that learners need to read these syllables on their own. Do not prompt them.*  
- When learners show they can read these syllables fluently have them blend the syllables to make new multi-syllable words.  
- After the learners blend the syllables, write the word below the Syllable Drill Table. Have learners use the built words in a sentence or talk about the meaning of the built words.  
- When writing the multi-syllable built words created by your learners, first write the individual syllables with spaces between the syllables and then write the word as a whole below it.  
- After learners have built several multi-syllable words, have them read the words on the chalkboard. First they should read the word segmenting it into syllables. Then they should read it as a whole word.  
- Ask the learners to identify how many syllables there are in each word. (Remember to refer back to the built words under the Letter Drill Table. Ask learners how many syllables are in these words.) |  
- 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. |

**NOTE:** On Wednesday the focus will be on mastering the Syllable Drill Table and creating 1-3 multi-syllable words. On Thursday you will review the Syllable Drill Table and built several more multi-syllable words.

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher's Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 10 min. | VI. | **Spelling Practice and Handwriting**  
- The remainder of the class is time for learners to both practice spelling and handwriting using their exercise books.  
- Say one of the built words aloud. Move around the room to see how the learners are performing.  
- Write the built word on the chalkboard. Ask learners to compare the word on the board with their word. Do they look the same?  
- Continue with 2-4 more built words.  
- Conclude the lesson by asking individual learners to read all the words they have written in their exercise book. |  
- Learners practice spelling words using the key letter for the week as well as other letters learnt in previous weeks.  
- Learners practice correct letter formation and handwriting as they spell.  
- Learners read the built words they have spelled. |
Lesson Template 4: Revision and Final Spelling Test (Friday)

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

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

Instructional Materials
• The termly primer for all learners
• Paper and pencils for all learners
• The chalkboard (It will look the same as on the Wednesday-Thursday lesson.)
# Teaching Procedure (Friday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>I.</td>
<td>Sing the Introductory Song and Distribute the Primers</td>
<td>• Learners sing the <em>We Learn to Read and Write Song</em> with the teacher as they return from the morning break.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sing the <em>We Learn to Read and Write Song</em> as learners return to the classroom from their morning break.</td>
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<tr>
<td></td>
<td></td>
<td>• Distribute the Primers as learners sing.</td>
<td>• Distribute the Primers as learners sing.</td>
</tr>
<tr>
<td>2 min.</td>
<td>II.</td>
<td>Break Down and Build Up the Keyword</td>
<td>• Learners identify and read the keyword for the week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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.</td>
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<tr>
<td></td>
<td></td>
<td>• Help the learners to find and point to the keyword on the Word Building page of their primer.</td>
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<tr>
<td></td>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>1 min.</td>
<td>III.</td>
<td>Review the Key Letter</td>
<td>• Learners review the correct formation of the key letter, both its big and small forms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point to the key letter. Have learners make the sound of the key letter.</td>
<td>• Learners review the correct formation of the key letter, both its big and small forms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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 <em>in their primers</em>.</td>
<td></td>
</tr>
<tr>
<td>7 min.</td>
<td>IV.</td>
<td>Letter Drill Table Game</td>
<td>• Learners review the key letter sound for the week along with letter sounds from previous weeks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Now help the learners to find the Letter Drill Table in their primers. Draw the same letter drill table on the chalkboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say a word that can be built from the letter sounds in the letter drill table on the chalkboard. Ask the learners to touch all the sounds that make up that word in their primer as they say them quietly to themselves. Move around the room to observe learners completing this task.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Select a learner to come up and show the correct answer. Have the learner write the word on the chalkboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• That learner then says another word and selects a learner to demonstrate the correct answer.</td>
<td>• Learners blend the known letter sounds to make built words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learners review the key letter sound for the week along with letter sounds from previous weeks.</td>
<td>• Learners blend the known letter sounds to make built words.</td>
</tr>
</tbody>
</table>
## How to Teach: Word Building Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activities</th>
<th>Learners’ Activities</th>
</tr>
</thead>
</table>
| 8 min. | V.   | **Syllable Drill Table Game**  
- The game with Syllable Drill Table is played exactly the same as the game described above. Say a word that can be built from two or more syllables and have the learners point to the boxes that build that word. Move around the room observing learners  
- Select a learner to demonstrate the correct answer and write the word on the board.  
- That learner then says another word and selects a learner to demonstrate the correct answer. | - Learners review the syllables taught during the week.  
- Learners blend the known syllables to make built words. |
| 10 min. | VI.  | **Spelling Test**  
- Have learners close their primers and distribute individual sheets from an exercise book. Tell learners to write their names at the top of the page.  
- Erase any words on the chalkboard.  
- Select 3 one-syllable words and 2 multi-syllable words for the spelling test. These must be words the learners have learnt during the week. Do NOT select new words.  
- Say each word aloud slowly at least twice and allow learners time to write the word. Move around the room checking on learners’ progress.  
- When the test is completed, collect their tests for assessment.  
- If time permits, have learners come up and spell the words on the chalkboard. | - Learners spell a selection of built words for the week as a weekly assessment of their progress. |
Explaining The Teacher’s Guide Format

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

Theme 1: Our School and Neighborhood
Term 1 Week 2

Comprehension Questions
1. Pinjö Ocen okobo n’Apijo avang’ (Apijo amwinya ny akobta tara av bubuku kan come (nyar n’ok))
2. ḅo ame epano keke Apijo gi i cukul kich come tara? (Opano Apos gi me geyaleki ko aya aya epi keke tara)
3. Prewey avil ame dano rinë amewuppo i cukul obodo kitz me kwëkk tara, Tus kony dëkall ame jë a bedo cii i cukul amewuppo.

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

Sight Words
- tara
- yi
- amako
- oti

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

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

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

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

Term 1 Week 2

Vocabulary
- tlc
- kaaakere
- tok toku
- kaikalma

Thematic Competence
Identify 3 benefits of a neighbourhood having a school nearby.

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

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

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

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

Competences: Listening and Speaking
This is a list of the listening and speaking competences for the week. Suggestions for how you can assess these competences can be found on the next page in the box called Continuous Assessment Activities. The lesson templates in the How to Teach section also include daily assessment of listening and speaking.
Explaining The Teacher’s Guide Format

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

Theme 1: Our School and Neighborhood

Term 1 Week 2

Continuous Assessment Activities

Making Classroom Rules Chart

Writing Competences
Get all your pupils to write their names on a piece of paper. Sort the results into 3 groups:
1. Pupils who can spell their names and form the letters correctly.
2. Pupils who have some small problems with spelling or letter formation.
3. Pupils who have major problems with spelling or letter formation.
Correct the spelling and formation mistakes on your pupils’ papers and return them. Use this as the basis for focused handwriting practice. Pupils who are in Group 1 can be paired with a pupil in Group 3 to help them catch up with the rest of the class.

Cik me Kilaci
1. Bin i kilaci ame iyu bere pi pwonere.
2. Tir ci ji kilaci ka apwony okanyi elka li lek.
3. Gwok jani iy ki kilaci aber keke kilaci day all.
4. Peny twero ame pwindi dink akó onyo donyicyi i kilaci.
5. Pe iter gi ame pe meg.

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

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

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

Once the rules have been written and posted on the wall be sure to talk with your pupils about the consequences of following or not following the rules. Some teachers use a merit system where the class is rewarded for positive behaviour while other teachers prefer a debit system where pupils lose privileges for bad behaviour.

Regardless of the method, the teacher needs to clearly explain the consequences both good and bad, ensure that pupils understand what is expected of them and use the rules consistently and fairly on a daily basis.

Instructional Materials
This section features a different instructional material each week. Teachers are expected to make these instructional materials during their prep periods. Many of the instructional materials featured here will help you elaborate on the theme for the week or help you in assessing your pupils’ performance.
Explaining The Teacher’s Guide Format

Sub-theme 1.2: Benefits to the Neighbourhood from School

Letter Formation Guidelines

<table>
<thead>
<tr>
<th>T</th>
<th>A</th>
<th>R</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>W</td>
<td>O</td>
</tr>
</tbody>
</table>

Class Story Starters

Type of Story: Non-fiction

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

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

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

Handwriting Hints

Air writing is a great method to teach handwriting. Have your pupils practice writing the letters you are teaching in the air before they begin practice in their exercise books. These large muscle movements will help your pupils process what they are writing and improve retention. As they write the letter in the air, have them repeat after you the directions for writing the letter. For example, for the letter ‘T’, you might say, “Start at the top and go straight down.” (Pupils repeat as they make the first line.) “Now, I pick up my pencil and cross it.” (Again pupils repeat your sentence as they cross the T.)

References

- National Primary School Curriculum Uganda (NPSCU) Teacher’s Guide
- NPSCU Curriculum Scope and Sequence
- NPSCU Curriculum Scope and Sequence, pages 99-98
- Competences for Assessment, page 71
- Scheme of Work, pages 91-92
- Lesson Plan Guidelines, pages 98-98
- NPSCU Scope and Sequence
- Pages 14-15

Letter Formation Guidelines

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

Handwriting Hints

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

References

This box refers the teacher to two MoES documents:
- National Primary School Curriculum Uganda (NPSCU) Teacher’s Guide
- NPSCU Scope and Sequence document

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

Class Story Starters

During Thursday’s Story Reading Time lesson the teacher and pupils often compose a story together that forms the basis for the reading lesson for the rest of the week. This box gives the teacher some ideas for how to get your pupils excited about writing a story using the week’s keyword.
Term 1 Lessons

Api o kede Oceno ocako pwonyayo kite me

Kwan kede Cöc

A Mango Tree Primer
Overview of the Term 1 Literacy Competences

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

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

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

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

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

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO.</td>
<td>Key Lebangelo Competences: Reading By the end of Term 1 a pupil will be able to:</td>
</tr>
<tr>
<td>1</td>
<td>Identify the letters introduced in P1.</td>
</tr>
<tr>
<td>2</td>
<td>Identify the letter NY. Knows its name and the sound that it makes.</td>
</tr>
<tr>
<td>3</td>
<td>Identify the letter B. Knows its name and the sound that it makes.</td>
</tr>
<tr>
<td>4</td>
<td>Identify the letter ï. Knows its name and the sound that it makes.</td>
</tr>
<tr>
<td>5</td>
<td>Identify the letter E. Knows its name and the sound that it makes.</td>
</tr>
<tr>
<td>6</td>
<td>Identify the letter ë. Knows its name and the sound that it makes.</td>
</tr>
<tr>
<td>7</td>
<td>Identify the letter K. Knows its name and the sound that it makes.</td>
</tr>
<tr>
<td>8</td>
<td>Identify the letter L. Knows its name and the sound that it makes.</td>
</tr>
<tr>
<td>9</td>
<td>Identify the number of syllables in a word.</td>
</tr>
<tr>
<td>10</td>
<td>Segment words using the known letters.</td>
</tr>
<tr>
<td>11</td>
<td>Blend words using the known letters.</td>
</tr>
<tr>
<td>12</td>
<td>Read with fluency (speed and accuracy).</td>
</tr>
<tr>
<td>13</td>
<td>Identify 4 new sight words from the primer story each week.</td>
</tr>
</tbody>
</table>
Term 1: Key Literacy Competences

**Overview: Writing**

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

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

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

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO.</td>
<td>Key Leblango Competences: Writing By the end of Term 1 a pupil will be able to:</td>
</tr>
<tr>
<td>1</td>
<td>Write the capital and small letter NY correctly.</td>
</tr>
<tr>
<td>2</td>
<td>Write the capital and small letter B correctly.</td>
</tr>
<tr>
<td>3</td>
<td>Write the capital and small letter Ŗ correctly.</td>
</tr>
<tr>
<td>4</td>
<td>Write the capital and small letter E correctly.</td>
</tr>
<tr>
<td>5</td>
<td>Write the capital and small letter Ū correctly.</td>
</tr>
<tr>
<td>6</td>
<td>Write the capital and small letter U correctly.</td>
</tr>
<tr>
<td>7</td>
<td>Write the capital and small letter J correctly.</td>
</tr>
<tr>
<td>8</td>
<td>Write the capital and small form of the letters introduced in P1 correctly.</td>
</tr>
<tr>
<td>9</td>
<td>Write an original, meaningful story using pictures, words and sentences.</td>
</tr>
<tr>
<td>10</td>
<td>Compose sentences about their story</td>
</tr>
<tr>
<td>11</td>
<td>Write both names correctly.</td>
</tr>
<tr>
<td>12</td>
<td>Spell the weekly spelling words correctly.</td>
</tr>
</tbody>
</table>

**Overview: Listening**

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

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>WEEK</th>
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</thead>
<tbody>
<tr>
<td>NO.</td>
<td>Key Leblango Competences: Listening By the end of Term 1 a pupil will be able to:</td>
</tr>
<tr>
<td>1</td>
<td>Recognize and identify other words with the letter sounds introduced in P1.</td>
</tr>
<tr>
<td>2</td>
<td>Recognize and identify other words with the NY sound.</td>
</tr>
<tr>
<td>3</td>
<td>Recognize and identify other words with the B sound</td>
</tr>
<tr>
<td>4</td>
<td>Recognize and identify other words with the Ŗ sound.</td>
</tr>
<tr>
<td>5</td>
<td>Recognize and identify other words with the E sound</td>
</tr>
<tr>
<td>6</td>
<td>Recognize and identify other words with the Ū sound</td>
</tr>
<tr>
<td>7</td>
<td>Recognize and identify other words with the U sound</td>
</tr>
<tr>
<td>8</td>
<td>Recognize and identify other words with the J sound</td>
</tr>
<tr>
<td>9</td>
<td>Answer comprehension questions during Story Reading Time</td>
</tr>
</tbody>
</table>

**Overview: Speaking**

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

- Contribution to class discussions.
- Vocabulary knowledge and use.
- Telling stories that demonstrate creativity, meaning, sequencing and fluency.
Most pupils should be able to write both names, spelling their names correctly and forming the letters properly, by the time they complete P1. Nevertheless, one of the first assessments you should do at the beginning of the school year is to find out which pupils have retained this competence and which will need your support.

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

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

1. Begin by drawing your chart in pencil on a piece of newsprint. This is your "stencil".

2. Have a friend review your stencil for spelling errors and design problems.

3. After you have completed a final draft in pencil, select your colours and use markers on the stencil.

4. Lay the sewn grain sack over the stencil and trace it. Save the stencil for future use.

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

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

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

Charts made from grain sacks are more durable and portable. They can last for several years if properly cared for. If you start by making a stencil, then you can make multiple copies of the same chart to share with other teachers in your grade level.
Theme 1: Our School and Neighborhood

Term 1 Week 1

Comprehension Questions

1. Apio gin ominnere Ocen woto i cukul kede nö? (Apio gin ominnere Ocen woto i cukul kede gali.)

2. Yoo mënë ame i lübö me wot i cukul Apio gi? (Lübö yoo a dit acël këkën ka i wot i cukul Apio gi.)

3. Köñ ipor kan ame cukul Apio gi nwoñere iyé?

4. Itämö nî köny anjö ame jö me cukul Apio gi nwoño i öt-yät ame cók kede nî?

Sight Words

- gali
- wot
- nyönö
- dit

Competences

Reading

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

Writing

- Use words and pictures to write a story about the keyword.
- Write both names correctly.
- Write the capital and small form of the letters introduced in P1 correctly.
Listening
- Answer comprehension questions during Story Reading Time.
- Recognize and identify words with the letter sounds introduced in P1.

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

Vocabulary
- yen
- janjago
- wäntic
- cainpoc
- böŋökwan
- otinökwan
- akön
- cem
- lobo
- otic

Thematic Competence
Talk about what a sign post is and how it helps visitors locate where they are. Identify what is on the school sign post at their school.
Theme 1: Our School and Neighborhood

Term 1 Week 1

Continuous Assessment Activities

Reading Competences

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

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

Sight Word Flash Cards

Step 1: Fold the manila like this:

<table>
<thead>
<tr>
<th>...</th>
<th>...</th>
<th>...</th>
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</thead>
<tbody>
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<td></td>
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</tr>
<tr>
<td>One manila makes 16 sight word flashcards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

A few things to know about sight word flashcards:

- You should use your best handwriting when making these cards.
- Do NOT hang these cards up on strings or paste them to the wall. They are designed to hold in your hand, flipping quickly from one card to the next.
- Save your sight word flashcards from week to week. Each week you should review a few words from the previous week. At the end of the term you can test the pupils using a representative sample of all the sight words.
- Pupils can use the sight word flashcards from the previous term during free activity time.
Sub-theme 1:1 Location, Symbols and Benefits of Our School

Letter Formation Guidelines

<table>
<thead>
<tr>
<th>Gg</th>
<th>Aa</th>
<th>Li</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tt</td>
<td>Pp</td>
<td>Ee</td>
</tr>
<tr>
<td>g a l i</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class Story Starter

**Type of Story:** Fiction

**Characters:** Apio and Ocen

**Setting:** On their way to school

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

References

**NPSCU Teacher's Guide**
- Competences for Assessment, page 71
- Scheme of Work, pages 83-85
- Lesson Plan Guidelines, pages 85-91

**NPSCU Curriculum Scope and Sequence**
- Page 14

Handwriting Hints

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

- Stretch the fingers of both hands as wide apart as possible then squeeze the fingers into a fist.
- Wriggle 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 anticlockwise.
- Rotate the shoulders forward for about 15 seconds. Repeat rotating the shoulders backwards.
- Sit with feet flat on the floor and back straight. Arch your back and look up at the ceiling. Now roll your back forward and look down at your desk. Repeat a few times.

Now your body is warmed up and ready to start handwriting!
Theme 1: Our School and Neighborhood

Term 1 Week 2

Comprehension Questions

1. Piŋö Ocen okobo ni Apio awān? (Apio onwoŋo tye aketto tara iwi puku kan ame lanye okō.)
2. Ñö ame opwonyo kede Apio gi i cukul ikom tara? (Opwonyo Apio gi me gwökkë ka otye otic kede tara.)
3. Pwony acēl ame dano rōmō nwoŋŋo i cukul obedo kite me gwökkō kwō, Tuc köny okēnē ame jō a bedo cōk i cukul nwoŋŋo.

Sight Words
- tara
- yin
- amako
- otic

Competences

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

Writing
- Use words and pictures to write a story about the keyword of the week.
- Write the capital and small form of the letters introduced in P1 correctly.
- Spell the weekly spelling words correctly.
Sub-theme 1.2: Benefits to the Neighbourhood from School

Term 1 Week 2

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

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

Vocabulary
- tic
- kacökërë
- lek tuku
- kakwan

Thematic Competence
Identify 3 benefits of a neighbourhood having a school nearby.
Continuous Assessment Activities

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

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

Correct the spelling and formation mistakes on your pupils’ papers and return them. Use this as the basis for focused handwriting practice.

Pupils who are in Group 1 can be paired with a pupil in Group 3 to help them catch up with the rest of the class.

Making Classroom Rules Chart

Cik me Kilaci
1. Bin i kilaci ame iyubere pi pwonyere.
2. Tir ciŋi malo ite kūrō ka apwony okwanyi eka ite lok.
3. Gwōk jamti iyil kilaci aber kede kilaci dāŋ acil.
4. Peny twero ame pwod pe i dōnyō ōkō onyo donynyo i kilaci.
5. Pe iter gin ame pe megi.

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

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

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

Once the rules have been written and posted on the wall be sure to talk with your pupils about the consequences of following or not following the rules. Some teachers use a merit system where the class is rewarded for positive behaviour while other teachers prefer a debit system where pupils lose privileges for bad behaviour. Regardless of the method, the teacher needs to clearly explain the consequences both good and bad, ensure that pupils understand what is expected of them and use the rules consistently and fairly on a daily basis.
Sub-theme 1.2: Benefits to the Neighbourhood from School

Term 1 Week 2

Class Story Starter

Type of Story: Non-fiction

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

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

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

Letter Formation Guidelines

Handwriting Hints

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

References

NPSCU Teacher's Guide
- Competences for Assessment, page 71
- Scheme of Work, pages 91-92
- Lesson Plan Guidelines, pages 93-98

NPSCU Curriculum Scope and Sequence
- Pages 14-15
Theme 1: Our School and Neighbourhood

Term 1 Week 3

**Competences**

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

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

**Comprehension Questions**

1. Đō ame Apio tye omako i ciñe? (Apio tye omako nyollo i ciñe.)
2. Piŋō jō tye acēllō wāŋlobo Apio gi? (Otye acēllō wāŋlobo Apio gi pi gēŋjō lara.)
3. Wāŋpoto ocēlō pi gēŋjō lara. Kodi ŋō okēnē ame dōk twērō kello ayela ikin cukul kede jō a bedo cōk?

**Sight Words**
- nyollo
- ame
- Atero, atero
- lara

"Itero nyollo-no kwene?" Ocen openyo.
"Atero bot jō ame tye agoyo cēl i wāŋlobo wa ca," Apio ogamo.
"Ketto cēl konyo," Baba okobo. Ênēnō kit ame ogēnō lara lobo ikin cukul kede jō ilanjete.
Sub-theme 1.3: Causes of Problems between School and Neighbourhood

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

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

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

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

Term 1 Week 3
Theme 1: Our School and Neighbourhood

Term 1 Week 3

Our School and Neighbourhood Chart

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

<table>
<thead>
<tr>
<th>Farmer</th>
<th>Transporter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Shopkeeper</td>
</tr>
<tr>
<td>Nurse</td>
<td>Preacher</td>
</tr>
</tbody>
</table>

Help pupils identify the important role each occupation plays in the community and how they are interrelated. For example, a nurse’s job is to see that people in the community stay healthy. Farmers help nurses by providing healthy food for people to eat. Teachers help nurses by educating children about making healthy choices. Transporters help nurses by bringing sick people to the clinic. Shopkeepers help nurses by selling drugs people need when they are sick. Preachers help nurses by giving individuals and families spiritual support when someone is sick.
Sub-theme 1.3: Causes of Problems between School and Neighbourhood

The Reader Story

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

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

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

References

NPSCU Teacher’s Guide
• Competences for Assessment, page 71
• Scheme of Work, pages 98-99
• Lesson Plan Guidelines, pages 100-104

NPSCU Curriculum Scope and Sequence
• Page 15
Theme 2: Our Home and Community

Term 1 Week 4

Comprehension Questions

1. Apio kede Ocen tye alărō kop ikom ṅọ? (Apio kede Ocen tye alărō kop ikom Baba.)
2. Ñọ ame Ocen tye amittō ñeyo a kwakó Baba? (Ocen tye amittō ñeyo ñat ame onywalo Baba.)
3. Apio gī myero Iwoŋ toto a Baba gī nī ṅa?
4. Mama onywalo Apio kede Ocen. Wat aŋō ame tye ikin Apio kede Ocen?

Sight Words
- Baba, baba
- ogedo
- ite
- omin

Competences

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

Writing
- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter B correctly.
- Spell the weekly spelling words correctly.
Sub-theme 2.1: Relationships among Family Members

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

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

Vocabulary
• wät i pacu
• wät i öt
• jö öt
• apap
• mama
• omin
• amin
• nero
• atat
• atín
• kwärö
• wayo

Thematic Competence
Identify what a relationship is and talk about the ones that exist in their own family.
Continuous Assessment Activities

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

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

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

My Family Chart

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

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

This chart and vocabulary was introduced in P1. This year you can build on the understanding established in P1 by exploring more about the roles and responsibilities of each family member.
Sub-theme 2.1: Relationships among Family Members

Letter Formation Guidelines

Class Story Starter

Type of Story: Non-fiction

Thesis Sentence: Fathers are important to every family.

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

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

Handwriting Hints

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

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

References

NPSCU Teacher’s Guide
- Competences for Assessment, page 72
- Scheme of Work, page 105
- Lesson Plan Guidelines, pages 106-108

NPSCU Curriculum Scope and Sequence
- Page 17
Theme 2: Our Home and Community

Term 1 Week 5

Comprehension Questions

1. Ñö omiö wii öt Apio gi okët? (Ajürü ën okëtö wii öt Apio gi.)
2. Ña ame Apio gi tye akönynyö? (Apio gi tye akönynyö Baba)
3. Pol a jö tye kede tic a papat i kinpacci. Tuc ticcoro kêkën ame yin iñeo eka ite tucco jö ame tio.

Sight Words
- öt
- ajürü
- Odikko, odikko
- yïkkö

Competences

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

Writing
- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter Ö correctly.
Sub-theme 2.2: Roles of Different People in the Community

Term 1 Week 5

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

Thematic Competence
Identify the roles of 4 different people in the community.

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

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

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

Here are the four messages the chart intends to convey:

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

Continuous Assessment Activities
Reading Competence
Are your pupils able to blend the letter sounds they know to make words? Your pupils’ performance during Word Building Time is the best daily way to assess them.

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

Type of Story: Fiction

Characters: Grandfather, LC1 Chairperson, Apio and Ocen

Setting: Outside their house

Action: Apio and Ocen are sitting outside their house listening to Grandfather’s stories. While they are sitting outside, the LC1 chairperson stops by to greet Grandfather. After the LC1 Chairperson leaves, Ocen asks Grandfather what the LC1 chairperson does in the community. What happens next?
Theme 2: Our Home and Community

Term 1 Week 6

**Competences**

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

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

**Comprehension Questions**

1. Wät anjö ame tye ikin Sarah kede Ocen gi? *(Sarah obedo amaro Ocen gi.)*
2. Sarah owoto i calo te nwoŋŋo ŋò a tye atimére? *(Sarah onwoŋŋo nyaro nínō ocēk matēk.)*
3. Tic bala nyaro nínō kede pwoddo piny tye ikin tic a pol ame jo timo ikinpacu. Nó okēnē ame jō tímō ikinpacu ame yin ijeo?
4. Jō ikinpacu maro cammo karama kede kwer a papat ka tic odōkō nōk. Tit kwone kwer a papat ame jō ikinpacu maro bedo ije kede kit ame kwer magi könyō wa kede.

**Sight Words**
- nyaro
- limo
- Ėn, Ėn
- piŋō

Sarah, amaro Ocen gi owoto i limo i calo.
Èn te nwoŋŋo nyaro nínō ocēk matēk.
Sarah te wuru piŋō jō pe tye atic kede pala pwoddo piny.
Apio onyērō kun kobbe ni “Man nyaro nínō êntō pe pwoddo piny.”
Sub-theme 2.3: Cultural Practice and Values in the Community

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

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

Vocabulary
• tëkwářó
• karama
• ruk
• tedo
• myël
• wer
• mot
• kwer

Thematic Competence
Name at least 2 cultural practices that take place in their culture.
Cëkkā Awiny

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

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

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

• Handling a book properly
• Identifying the parts of a book – title, author, illustrator, table of contents, page numbers
• Appreciating Lango cultural stories
• Reading to and sharing stories with family members
• Reading silently for pleasure
Sub-theme 2.3: Cultural Practice and Values in the Community

Term 1 Week 6

Letter Formation Guidelines

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

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

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

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

References

NPSCU Teacher’s Guide
• Competences for Assessment, page 72
• Scheme of Work, pages 109-110
• Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence
• Page 18

References
Theme 3: Human Body and Health

Term 1 Week 7

**Competences**

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

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

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**Comprehension Questions**

1. Apiö tye atîmmò ñô? (Apiö tye ocuŋ kede tyënë acël.)
2. Piŋö Apiö tye acuŋ kede tyënë acël? (Pi nyuttì Ocën dirò a patap me tic kede dul kom.)
3. Apät kede tyën, tuc dulkom a patap ame yin inëp kede tic gi?

**Sight Words**
- tyënë
- oñimô
- Kara, kara
- cuŋ

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**tyënë**

Ocën: Apiö, ñô oñimô tyeni?
Apiö: Ginnörë gite pe oñimô tyënë.
Ocën: Kara piŋö itye icuŋ kede tyeni acël?
Apiö: Manno me nyuttì nì atwëro cuŋ i tyënë acël abonjë réttë.
Ocën: Kono ite réttë anyeri màthèk.
Sub-theme 3.1: Parts of the Body and their Functions

Listening
• Answer comprehension questions during Story Reading Time.
• Recognize and identify words with the letter sound Œ.

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

Vocabulary
- dulkom
- wic
- lēb
- cōŋ
- wāŋ
- yic
- dōg
- cak
- nūt

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

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Continuous Assessment Activities

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

• At the end of a Story Reading Time lesson take a few minutes to point to individual letters in the Primer Story that is written on the chalkboard.

• Ask the pupils to say the sound the letters make as you point to them.

• Alternatively, you can ask individual pupils to come to the chalkboard and say to them, “Show me a letter that makes the /m/ sound. Show me a letter that makes the /ŋ/ sound.” And so on.

Alphabet Letter Picture Cards

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

The picture card should demonstrate the correct formation of the capital and small letter. The picture card should also represent a keyword (and picture) that contains the letter sound.
Sub-theme 3.1: Parts of the Body and their Functions

Term 1 Week 7

Letter Formation Guidelines

Class Story Starter

Type of Story: Non-fiction

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

Optional Supporting Sentences:
• Some people have accidents that hurt their legs.
• Other people get diseases like polio that damage their legs.
• Others are born with legs that don’t work.

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

Handwriting Hints

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

References

NPSCU Teacher’s Guide
• Competences for Assessment, page 73
• Scheme of Work, page 111
• Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence
• Page 20
Theme 3: Human Body and Health

Term 1 Week 8

**Comprehension Questions**

1. Ṇa ame owanne?  
   (*APIO ėn ame owanne.*)
2. Dul kom APIO mënë ame owanne? (*Cön APIO ėn ame owanne.*)
3. Ṇö ame dano tímö ka dulkome owanne?

**Sight Words**

- Cön, cön
- tuku
- lit
- owanne

**Competences**

**Reading**

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

**Writing**

- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter ŋ correctly.
- Spell the weekly spelling words correctly.
Sub-theme 3.2: Sanitation

Term 1 Week 8

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

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

Vocabulary
- cîlpacu
- pwoddo piny
- pur
- wë yö piny
- jwayo öt
- lwökkö bõŋõ
- pii
- cabun
- owec
- paŋŋa

Thematic Competence
Talk about the importance of keeping your body clean and how to do it.
Continuous Assessment Activities

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

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

Sanitation Chart

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

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

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

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

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

Type of Story: Fiction

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

Setting: An open field next to the house

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

Handwriting Hints

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

References

NPSCU Teacher’s Guide
- Competences for Assessment, page 73
- Scheme of Work, page 112
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence
- Pages 20-21
Theme 3: Human Body and Health

Term 1 Week 9

Competences

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

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

Comprehension Questions

1. Apio onwoŋo tye atimumo aminnere kede ṅo? (Apio onwoŋo tye alwʊkkọ aminnere.)
2. Ṇo ame Ocen otimumo me konynyọ Apio? (Ocen oliyẹ pii me loggo wαŋe.)
3. Cabun könynọ i gwʊkkọ cɨlkom. Tuc jami okẹnẹ ame oti o kede i gwʊkkọ cɨlkom apẹt kede cabun.

Sight Words
- Cabun, cabun
- kir
- onwoŋo
- loggo

Inino mọrọ acẹl, Apio onwoŋo tye alwʊkkọ aminnere. Cabun te kir dọnyọ i wάn Apio. Ocen ame onwoŋo tye alwʊkkọ cɨnẹ kede cabun te iliyẹ pii me loggo wαŋe.

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Sub-theme 3.3: Personal Hygiene

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

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

Vocabulary
• cílkom
• rüddö lak
• lwökkö kom
• lwökkö böŋö
• ṇaddo lwet
• pii a cíl
• mättö taba
• kuddi
• tanarwa

Thematic Competence
Identify and describe at least 3 good health habits.
Theme 3: Human Body and Health

Term 1 Week 9

Continuous Assessment Activities

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

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

Alphabet Chart

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

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

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

Refer to the alphabet chart on a regular basis. Talk about the individual letters and have your pupils identify as many words as possible that contain that letter/sound. Talk about the position of the letter in the alphabet so learners start to become aware of alphabetical order. Can you teach your pupils a song that will help them remember all the letters in the correct order?
Sub-theme 3.3: Personal Hygiene

Term 1 Week 9

Letter Formation Guidelines

<table>
<thead>
<tr>
<th>Uu</th>
<th>Cc</th>
<th>Öö</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mm</td>
<td>Ii</td>
<td>Ww</td>
</tr>
<tr>
<td>ca</td>
<td>bu</td>
<td></td>
</tr>
</tbody>
</table>

The Reader Story

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

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

References

NPSCU Teacher’s Guide
- Competences for Assessment, page 73
- Scheme of Work, page 113
- Lesson Plan Guidelines, page 114

NPSCU Curriculum Scope and Sequence
- Page 21

Handwriting Hints

Spend some time this week with the pupils in your class who are having the most trouble with handwriting. Find some free time to give them personal instruction “under the mango tree”. Have each child find a big stick. Select a letter that many pupils are having trouble with. Demonstrate how to write the letter in the sand with the stick. Make the letter very big – 60 cm or more tall. After they have formed the letter with the stick, have them trace the letter with their big toe. Then have them get down on the ground and trace the letter with their finger. Then repeat in the same order 2-3 more times (stick-toe-finger-stick-toe-finger). Now go back into the classroom and give the pupils their exercise books and have them write the same letter in their book several times. Any improvement? For some pupils this may help. Encourage the pupils that show improvement to continue the same practice with other letters they are having trouble with.
Theme 4: Food and Nutrition

Term 1 Week 10

Comprehension Questions

1. Apio onwojo tye ayėnynyō ḋo i jokon? (Apio onwojo tye ayėnynyō gin acama i jokon.)
2. Mama odwogo i poto te miyō Apio gi ḋo me acama? (Mama omiō gi aemme me acama.)
3. Mama okobo ni gin acama ducu pe bedo ka i jokon. Tye kبدو a papat i pacō ame jami acama nwoŋere iyē?

Sight Words
- jokon
- adwogo
- mörō
- Jami, jami

Competences

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

Writing
- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letter J correctly.
- Spell the weekly spelling words correctly.
Sub-theme 4.1: Classification of Foods

Term 1 Week 10

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

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

Vocabulary
- popoko cem
- cem a miö gupu
- moggo
- ocere
- icök
- cem a gërö kom
- cak
- töngwënö
- réc
- oraŋŋa
- cem a lîlô kom
- potdek
- nyig-yen

Thematic Competence
Name at least 5 different types of local food and describe how they are similar or different from each other.
This chart shows pupils a simple way to classify or group foods that addresses three of the most important functions of food:

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

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

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

Class Story Starter

**Type of Story:** Non-fiction

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

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

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

**Handwriting Hints**

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

**References**

*NPSCU Teacher’s Guide*
- Competences for Assessment, page 74
- Scheme of Work, pages 115-116
- Lesson Plan Guidelines, not available

*NPSCU Curriculum Scope and Sequence*
- Page 23
Comprehension Questions

1. Mama tye amittö nï Apio könyë tìmmò ńo? (Mama tye amittö nï Apio könyë kede ñwëddö alayu.)
2. Ðó ame Apio tye amittö cammo a pât kede alayu? (Èn tye amittö cammo rinò nyo rèc.)
3. Piŋò piĕ těk me cammo potdek bala alayu?
4. Itâmò nï ńo a rõmò timmi ka icamo kwone cem acèl këkën pi kare a lac?

Sight Words
- Alayu, alayu
- aol
- dëk
- këc

Competences

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

Writing
- Use words and pictures to write a story about the keyword of the week.
- Write both names correctly.
- Write the capital and small letters Ê, ñ, Ù and J correctly.
- Spell the weekly spelling words correctly.
Sub-theme 4.2: Good Feeding

Term 1 Week 11

Vocabulary
- pït a bër
- yotkom
- döŋö

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

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

Speaking
- Talk about issues related to the week’s sub-theme with fluency, accuracy and comprehension.
- Use vocabulary words related to the week’s sub-theme with fluency, accuracy and comprehension.
- Tell an original story to the whole class that demonstrates creativity, meaning, sequencing and fluency.
Theme 4: Food and Nutrition

Term 1 Week 11

Continuous Assessment Activities

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

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

Chalkboard Game: PIG

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

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

Rules of Play
1. Begin by thinking of a simple word that your pupils are familiar with.
2. Count the number of letters in the word and make a blank space for each letter on the chalk board.
3. Challenge your pupils to discover the word by guessing the letters. Call on pupils one at a time to select a letter.
4. If the letter the child says is found in the word, fill that letter in the correct space. Remember, if a letter is repeated several times in the word you must fill in ALL the spaces. For example if the word is ALELE and the child guesses letter “L” then the word will now look like this: __ L __ L __.
5. If the child selects a letter that is not in the word, write the incorrect letter to the side (so pupils will remember which letters have been guessed incorrectly) and draw one part of the pig. Begin with the body (a large oval), then draw the head (a circle), an ear (a triangle), the snout (a rectangle), an eye (a small circle), a mouth, four legs and last of all the curly tail. This gives the pupils about ten guesses to identify the word.
6. Continue until the pupils figure out the word or you have drawn the tail and they all become pigs!
Sub-theme 4.2: Good Feeding

Class Story Starter

Type of Story: Fiction

Characters: Mother and Apio

Setting: Kitchen grinding sim sim paste

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

Handwriting Hints

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

References

NPSCU Teacher’s Guide

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

NPSCU Curriculum Scope and Sequence

- Pages 23-24
Theme 4: Food and Nutrition

Term 1 Week 12

Writing Skills Assessments

Writing One’s Full Name (Whole Group)

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

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

Mark as follows:

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

Spelling Test (Whole Group)

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

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

Writing a Full Sentence (Whole Group)

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

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

Mark as follows:

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

Listening Skills Assessments

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

Speaking Skills Assessments

There is no end-of-term assessment for speaking skills. You need to be sure that every pupil has an opportunity to read their story to you during Creative Writing Time.
Sub-theme 4.3: Effects of Poor Feeding

Reading Skills Assessments

Sight Word Test (Individual)
Select 20 sight word flashcards from Term 1. Show them one at a time to a pupil. Put correct responses in one pile and incorrect or no responses in another (if a pupil does not read the word within 5 seconds it is counted as a no response). Record the number of correct responses out of 20.
- 16+ correct responses - ber atek (BA) superior performance
- 11-15 correct responses - beber (BB) satisfactory performance
- ≥ 10 correct responses - amito akönyä (AA) needs more work

Reading Fluency Test (Individual)
Administer the Reading Fluency Test outlined on pages 146-148 to each pupil in your class over the final weeks of the term. After completing the fluency test use the following guide for assigning marks:
- 24+ words per minute - ber atek (BA) superior performance
- 15-23 wpm - beber (BB) satisfactory performance
- ≥ 14 wpm - amito akönyä (AA) needs more work

Vocabulary
- pit a rac
- tööwäŋ
- jöny
- töö
- kwotkom
- lökërë a yerkom

References
NPSCU Teacher’s Guide
- Competences for Assessment, page 74
- Scheme of Work, pages 117-118
- Lesson Plan Guidelines, not available

NPSCU Curriculum Scope and Sequence
- Page 24

Thematic Competence
Talk about the effects of poor feeding and describes what happens to the body.
## Assessment

### Term 1

**MINISTRY OF EDUCATION AND SPORTS**

**P2 Term 1 Parent Report Card**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Competences</th>
<th>%</th>
<th>Comments/Areas of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Adds 2-digit numbers vertically without carrying up to sum &lt;100.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counts, writes number symbols up to 600.</td>
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<tr>
<td></td>
<td>Multiplies by 2,3,4 and 5 correctly.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Competences</th>
<th>Mark</th>
<th>Comments/Areas of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy 1:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Identifies the number of syllables in words.</td>
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<tr>
<td></td>
<td>Reads with fluency.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Identifies the letters NY, B, Ö, Ë, Ŋ and J and the sounds they make.</td>
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<tr>
<td></td>
<td>Reads sight words.</td>
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<tr>
<td><strong>Literacy 2:</strong></td>
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<tr>
<td><strong>Writing and</strong></td>
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<tr>
<td><strong>Speaking</strong></td>
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<tr>
<td></td>
<td>Writes full name.</td>
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<tr>
<td></td>
<td>Writes full sentences.</td>
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<td></td>
<td>Tells an original story to the whole class that demonstrates creativity,</td>
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<tr>
<td></td>
<td>meaning and fluency.</td>
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<tr>
<td><strong>English</strong></td>
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<td></td>
<td>Reads words with correct pronunciation.</td>
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<td></td>
<td>Writes short sentences.</td>
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<tr>
<td></td>
<td>Copies short sentences.</td>
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<tr>
<td><strong>CPA</strong></td>
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<tr>
<td></td>
<td>Sings a song related to Our home and community.</td>
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<td></td>
<td>Models a human body.</td>
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<tr>
<td></td>
<td>Draws, colours atleast 3 different types of food.</td>
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<tr>
<td><strong>IRE</strong></td>
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<td></td>
<td>Recites Surat Al-Falaq.</td>
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<td>Describes atleast 3 characteristics of Angels of Allah.</td>
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<td></td>
<td>Tells the meaning of the Kaaba.</td>
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<td><strong>CRE</strong></td>
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<tr>
<td></td>
<td>Talks about the importance of prayer.</td>
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<td></td>
<td>Identifies atleast 5 uses of things that God created.</td>
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<tr>
<td></td>
<td>Identifies atleast 3 ways in which Jesus meets our daily needs.</td>
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<tr>
<td><strong>PE</strong></td>
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<td></td>
<td>Hops freely.</td>
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<td></td>
<td>Bends and stretches body parts as instructed.</td>
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<tr>
<td></td>
<td>Swings with ease.</td>
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</table>

**PUPIL’S CONDUCT: (SHARING AND RESPECTING OTHERS)**

**TEACHER’S COMMENTS:**

**SIGN:**

**REQUIREMENTS:**

**NEXT TERM BEGINS ON:**

**ENDS ON:**

**HEAD TEACHER’S COMMENTS:**

**SIGN:**
Parent Involvement in Term 1

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

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

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

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

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

Assessment

Note to teachers:

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

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

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

Grade Lëblaŋo (English)

BA = Ber Atek (Superior performance)

BB = Beber (Satisfactory performance)

AA = Amito Akönyä (Needs more work)

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

Directions for P2 Term 1 Letter Name Knowledge Assessment

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

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

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

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

How do I fill in the Pupil Record Sheet?

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

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

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

Letter Name Knowledge Test: Pupil Recording Sheet
Name: **Opio Isaac**  Score: **51**

<table>
<thead>
<tr>
<th>m</th>
<th>o</th>
<th>D</th>
<th>c</th>
<th>A</th>
<th>w</th>
<th>n</th>
<th>X</th>
<th>e</th>
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<tbody>
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<td>C</td>
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<td>c</td>
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</tbody>
</table>

Letter Name Knowledge Test: Pupil Recording Sheet
Name: **Akello Mariam**  Score: **42**

<table>
<thead>
<tr>
<th>m</th>
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<th>D</th>
<th>c</th>
<th>A</th>
<th>w</th>
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<th>k</th>
<th>e</th>
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<td>C</td>
<td>Y</td>
<td>b</td>
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</table>
Directions for P2 Term 1 Reading Fluency Test

What do I need to do the Reading Fluency Assessment?

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

How do I assess a pupil’s reading fluency?

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

How do I fill in the Pupil Record Sheet?

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

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

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

Samples of Completed Pupil Record Sheets
Apio kede Ocen

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

Gïn owoto i cukul karacēl. Gïn omaro kwan twatwal.

Apio kede Ocen ŋeo tic a pol.

Gin wëö piŋ, weko pii, kede nyaro cem.

Apio kede Ocen ryēk dāŋ owōr.
### Assessment

#### P2 Term 1 Teacher Recording Tool

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Score: ________ wpm</th>
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</table>

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Score: ________ wpm</th>
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</table>

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<th>Name: __________________________</th>
<th>Score: ________ wpm</th>
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<th>Name: __________________________</th>
<th>Score: ________ wpm</th>
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<tr>
<th>Name: __________________________</th>
<th>Score: ________ wpm</th>
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</table>
## Record Keeping Sheet

<table>
<thead>
<tr>
<th>Number</th>
<th>Date</th>
<th>Letter Name Knowledge (Number Correct Out of 50)</th>
<th>Sight Word Test (Number Correct Out of 20)</th>
<th>Reading Fluency Test (Words per minute)</th>
<th>Writing One’s Full Name (Number Correct Out of 8)</th>
<th>Final Spelling Test (Number Correct Out of 20)</th>
<th>Writing a Full Sentence (Number Correct out of 6)</th>
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Assessment: CAM Form, Term 1

The Continuous Assessment Monitoring Form

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

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

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

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

<table>
<thead>
<tr>
<th>Performance</th>
<th>Symbol in CAM Form</th>
<th>Symbol in Parent Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ber Atek (superior performance)</td>
<td>+</td>
<td>BA</td>
</tr>
<tr>
<td>Beber (satisfactory performance)</td>
<td>✓</td>
<td>BB</td>
</tr>
<tr>
<td>Amito Akönyä</td>
<td>o</td>
<td>AA</td>
</tr>
</tbody>
</table>

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

The Literacy Report Card has been developed from the CAM Form, so with the completed CAM Form at the end of the term (along with the results of the end-of-term assessments) it will be fairly easy to complete the Parent Report Card for each pupil.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
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<tr>
<td>STORY READING TIME</td>
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<tr>
<td>1. Answers comprehension questions about the stories read during the week.</td>
<td></td>
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<tr>
<td>2. Talks about thematic topics with fluency and comprehension.</td>
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<tr>
<td>3. Reads with fluency, tracking individual words.</td>
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<tr>
<td>4. Uses vocabulary words with meaning and comprehension.</td>
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<tr>
<td>5. Reads at least 70% of sight words correctly.</td>
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<td>CREATIVE WRITING TIME</td>
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<tr>
<td>1. Writes an original, meaningful story using pictures, words and sentences.</td>
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<tr>
<td>2. Spells both names correctly and uses correct letter formation too.</td>
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<tr>
<td>3. Speaks clearly and confidently to the whole class.</td>
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<tr>
<td>WORD BUILDING TIME</td>
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<tr>
<td>1. Correctly forms the letters introduced during the week</td>
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<tr>
<td>2. Identifies the P1 review letters and NY, B and Ö. Also knows the sounds they make.</td>
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<tr>
<td>3. Identifies the letters Ė, Ŋ, U and J. Also knows the sounds they make.</td>
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<tr>
<td>4. Blends sounds using the known letters to make words.</td>
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<tr>
<td>5. Identifies the number of syllables in a word.</td>
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<tr>
<td>6. Spells at least 3 out of 5 words correctly.</td>
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<td>ENGLISH</td>
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<tr>
<td>1. Identify vocabulary words by pointing to the picture or miming action words.</td>
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<tr>
<td>2. Asks and answers questions correctly.</td>
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<tr>
<td>3. Blends sounds using the known letters to read words.</td>
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<tr>
<td>4. Segments words in order to spell correctly.</td>
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</table>
Appendix 2: Sound Signs

Sound Signs

**Mm**
mama

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

**Aa**
mama

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

**Nn**
nam

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

**Cc**
mac

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

**Kk**
cak

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

**Oo**
koko

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

**Ww**
wic

**Letter Sign: W**
Both hands above the head, fingers spread apart. You are miming rain coming down on your head. Your mouth is making the /w/ sound.
Appendix 2: Sound Signs

Sound Signs

**Ll**  
*lam*

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

**Ee**  
*owec*

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

**Rr**  
*rao*

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

**Gg**  
*gara*

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

**Pp**  
*kopi*

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

**Dd**  
*dok*

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

**Tt**  
*tandaro*

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

**Yy**  
*yago*

**Letter Sign: Y**
Both your arms are extended upward making a Y-shape with the whole body (palms flat). Make the /y/ sound and dance around. You are dancing under the yago tree like the girls in the story.
## Appendix 1: English-Lëblaŋo Literacy Glossary

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## Appendix 1: English-Lëblaŋo Literacy Glossary

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