



Primary
3

Teacher's Guide
Luganda

Nsobola okusoma n'okuwandiika



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Ministry of Education, Science, Technology and Sports, Uganda
National Curriculum Development Centre

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Connie Kateeba



DIRECTOR
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Foreword

Reading ability and its long term consequence of learning effectiveness is a leading issue in the current quality education debate. Government of Uganda recognises that learning to read and write effectively is a good reason for children to stay in school, and fundamental not only to their completion of the basic education cycle but also to their future personal, academic and social success. However, recent research has constantly revealed that Uganda's children are unable to read in both their mother tongue and English. These revelations constitute a threat that universalisation of basic education without systematic reading instruction will not offer Uganda's children the benefit of literacy.

To make schooling more beneficial for the participants of the Universal Primary Education program, leaders need to champion interventions focused on quality instruction. The United States Agency for International Development (USAID) and Government of Uganda have through a cooperative agreement, supported the USAID/Uganda School Health and Reading Program (SHRP) in the implementation of a tested early grade reading methodology across the first four years of primary school. The five year program is being implemented to deliver high quality technical assistance and material inputs to strengthen the education system's capacity to improve the mother tongue and English reading abilities of children. This target will be attained through the production of materials in 12 local languages and English and training of teachers to develop the foundational skills of:

- a) Phonemic awareness;
- b) Alphabetic principle;
- c) Vocabulary;
- d) Fluency, and
- e) Comprehension.

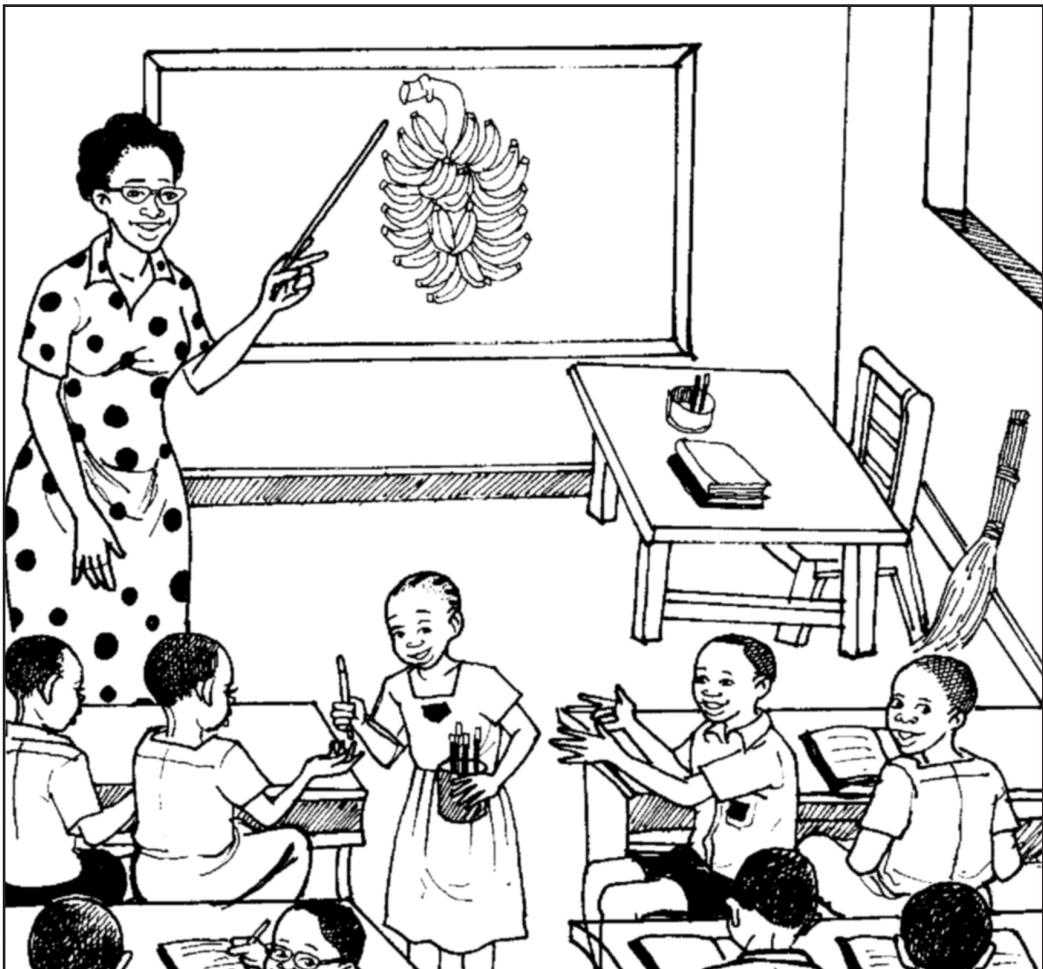
The system's investment will result, ultimately, in the development of primers and teacher guides and training of teachers. District/Municipal Education Officers, District/Municipal Inspectors of Schools, Principals, college tutors and early grade teachers are all key stakeholders in the intervention. Their implementation efforts will determine the impact of the intervention that will be measured when the Program conducts its local language and English Early Grade Reading Assessment (EGRA) in the intervention districts.

The intervention could not have come at a better time; the nation and her development partners are waiting to witness the change as the children of Uganda reap the benefits! We must all therefore support the school level implementation to maximise the benefit of these materials.



Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)
Minister of Education and Sports

Introduction



The **Introduction** section to the teacher's guide provides you with an overview of the Ministry of Education and Sports' early grade reading model.

It includes information on the following:

- the six foundational principles upon which the model is built;
- the five key components of literacy instruction;
- the major methods that teachers use in the classroom on a daily basis, and
- how the literacy model supports the thematic curriculum, including an overview of the continuous assessment model.

Introduction

The Ministry of Education and Sports' Early Grade Reading Model

Young learners in Uganda want and need to become successful readers and writers. The School Health and Reading Program is designed to help make that happen. The Program, in partnership with the Ministry of Education and Sports (MoES), the National Curriculum Development Centre (NCDC) and local language boards, developed the following literacy model. You, as a classroom teacher, are key to this model's success. The literacy model is built on the following principles:

First, the model is research-based and aligns with other successful literacy models from around the world.

Second, the model uses the foundational components of literacy to help learners achieve literacy competences. The five literacy components – phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension – are described in the next section. They align with the MoES' reading, writing, speaking and listening competences.

Third, the thematic curriculum and the MoES' language of instruction policy frame the model. Learners are taught and practice new content in both local languages and English.

Fourth, the model supports the idea that literacy skills developed in one language help a learner gain literacy skills in a second language. This is similar to the concept of working from the known to the unknown. In other words, the model helps children learn to read first in the language they speak best before learning to read in a language they do not know.

Fifth, the model recognises that children learn to read better if they have a well-developed understanding of their languages' sound system. In practice, this means that learners should have strong phonological awareness (understanding of syllables and sounds) and vocabulary knowledge before they receive phonics instruction. Because learner's local language oral skills are further developed, instruction with print in the local language begins sooner than it does in English.

Sixth, the model values explicit and systematic instruction. Systematic instruction means that skill development begins with simple foundational skills before adding more complex skills. The order for teaching learners new skills is planned so that all of the important skills are taught first. Explicit instruction means that information is clearly described and modelled by you, the teacher. Then, learners' practice their new skills as you support them.

Above all, the Ministry of Education and Sports' early grade reading model is designed to help your learners. By following this model you will provide your learners with the foundational skills that they need to be successful readers and writers.

The Foundation: The Five Components of Literacy Instruction

Experts agree that there are five components to always include in successful literacy instruction. To help learners become independent readers and writers, you need to teach these components explicitly and systematically.

Explicit means that you model.

Systematic means that your instruction moves from easier to more difficult skills, without skipping any important ones.

The five components are:

1. Phonemic Awareness
2. Alphabetic Principle (Phonics)
3. Fluency
4. Vocabulary
5. Comprehension

Phonemic Awareness

What: Phonemic awareness is the ability to identify, change around and break apart sounds that make up words. You need to help your learners' notice that sounds (phonemes) make up words. Learners without this awareness may struggle with reading. Before learners can identify individual letter sounds, they benefit from instruction with larger units of sounds at the sentence, word and syllable level.

Why: Learners need to become aware of sounds (phonemes) to help their reading and spelling.

How: Phonemic awareness can be developed through rhymes, songs and working with individual letters. A learner who has phonemic awareness can identify that the words 'map' and 'mother' both begin with the same sound, /m/.

Alphabetic Principle (Phonics)

What: Successful reading requires an understanding of the alphabetic principle - that letters (or groups of letters) represent sounds in words. Phonics is the method for teaching learners how to relate printed letters and sounds.

Why: Phonics instruction gives your learners the skills to be able to sound out (decode) and spell (encode) words that you did not tell them directly.

How: You can help your learners by teaching individual letters, letter patterns and syllables. You also want to give them lots of chances to blend (put together) and segment (take apart) letters. Learners who have been taught phonics can read and spell unfamiliar words such as 'swirl' even if they don't know the word's meaning.

Introduction

Fluency

What: Fluency is the ability to read text with speed, accuracy and expression.

Why: It helps your learners make meaning from text. It also helps them become aware of sentence structures, which helps their writing.

How: The more learners interact with text the more likely it is that they will become fluent readers. A combination of echo, choral, partner and whisper reading helps your learners become more fluent (see box below). A fluent reader changes their voice and pace to match the words and punctuation.

Echo Reading: Used when a new text is first introduced. The teacher reads first and then the class reads.

Choral Reading: Everyone reads the text together. The teacher's voice helps the learners.

Partner Reading: Several learners read the text together.

Whisper Reading: Beginning readers are not ready to read silently. But they can 'whisper read' (quietly and softly read) the text.

Vocabulary

What: Vocabulary helps learners understand what they hear and read. Vocabulary also helps learners speak and write.

Why: Learners need a big vocabulary so they can understand what they read and so they can express themselves.

How: You can teach vocabulary both directly and indirectly. Lessons using total physical response (TPR, or using physical movement to act out a word like 'dancing'), pictures and read alouds provide opportunities for learners to hear and use words. Your classroom should be a language-rich environment, with lots of text displayed for learners to read. A learner who has been taught vocabulary understands more of what they hear and read. Learners can also use vocabulary in their writing.

Comprehension

What: Comprehension is the ability to understand and take meaning from text. There are two main types. Literal comprehension is the ability to recall facts from the text (like the colour of a character's shirt, or what happened in the story). Inferential comprehension requires the reader to understand information that is not stated directly in the text (like how they thought a character felt, or what they would have done if they were a character in the story).

Why: It is the main goal of reading.

How: Comprehension should be taught to even the youngest learners. It is taught before, during and after reading. A learner who has been taught comprehension skills can make predictions about a story, check their understanding of the story along the way and evaluate the text after they read.

Major Methods in the Early Grade Reading Model

Several major methods of teaching underlie the instructional model used in the School Health and Reading Program.

- Collaborative Learning
- Continuous Assessment
- I Do, We Do, You Do
- Multisensory Instruction
- Oral Language: Phonological Awareness and Vocabulary
- Print Awareness
- Scaffolding

Collaborative Learning

Collaborative means working together. Collaborative learning provides opportunities for learners to work with their classmates for regular, short periods during literacy lessons. It forms part of the "I Do, We Do, You Do" sequence either before or after working on a task. Collaborative learning strengthens learning, as it increases learner's chances to practice new information with others. It also helps manage the reality of large class sizes.

Introduction

Continuous Assessment

Continuous assessment activities are built into the daily teaching lessons. The Friday lessons are designed as review and assessment lessons. The activities on Fridays are mostly “You Do” tasks that learners should be able to perform on their own since they will do similar activities throughout the week. This provides an opportunity for you to assess and record the developing literacy competences of learners as they complete assigned tasks.

I Do, We Do, You Do

The gradual release method is known informally as “I Do, We Do, You Do.” Learners first see the teacher perform a task alone. Next, learners perform the task with the teacher and the rest of the class. Finally, learners do the task alone. This model is followed for most of the learning activities, as indicated in the How to Teach section of this teacher’s guide. The method supports learning as it builds learners’ confidence in carrying out new tasks.

Multisensory Instruction

Instruction that is multisensory includes activities that involve learners in using two or more senses to gain new information. It includes guiding learners to use seeing, hearing, speaking and moving. Multisensory instruction is used throughout the lessons. Instruction that connects the visual, auditory, kinaesthetic and tactile senses (VAKT) has long been used for those with learning difficulties; it is now understood that it benefits all learners.

Oral Language: Phonological Awareness and Vocabulary

The ability to read words easily comes from well-developed oral language skills. Developing learners’ phonological awareness and vocabulary provides a foundation for literacy. Phonological awareness means having an understanding of the relationships between sounds in a language, and of things like syllables and rhymes. Learners also need many opportunities to learn and practice vocabulary. A good vocabulary helps learners when they start to read.

Print Awareness

Seeing written language helps learners understand how print works and what it can do. Learners must have opportunities to interact with books and print so they become used to different types of information. This method will help learners understand that print represents speech and carries meaning.

Scaffolding

This method directly supports the idea of moving from the known to the unknown. With scaffolding, learners gain new information that builds from their present understanding. In practice, instead of just hearing the correct answer, the learner is supported to reach the correct answer. Learners should be supported with scaffolding using corrective feedback. For example, the learner who incorrectly reads the word “boy” as “ball” is told, “You have the first sound right. Let’s look at the rest of the word.” Or, the learner who points to a red pen and says, “blue pen” is told, “You are correct, it is a pen. But it is red, not blue.”

The Reading - Writing Relationship in Primary 3

Reading and writing are interdependent. A learner’s literacy development is dependent on this connection. One of the best strategies for improving learners’ reading comprehension is to teach them the structures of different types of text. The best way to help learners understand different types of text is to give them practice writing the texts independently. In P3 the literacy model introduces four major “genres”, or types of writing, in Literacy 1. They are:

1. Narrative Writing
2. Informative Writing
3. Persuasive Writing
4. Poetic Writing

The Ministry of Education and Sports' early grade reading model makes an explicit reading-writing connection by having learners write the same type of texts that they read during the week. Learners will experience writing a wide range of stories, from first-person personal narratives, to skits and plays, to reports with a science or social studies theme, to newspaper editorials and poetry.

In addition, Literacy 2 uses a five-day writing approach that allows learners to move through the writing process step by step. The five steps are:

1. Monday: Planning
2. Tuesday: Drafting
3. Wednesday: Revising
4. Thursday: Editing
5. Friday: Publishing

For more information about the approach to Literacy 2 in Primary 3, see the special section on the 5-day writing approach in the appendix at the back of this teacher’s guide.

Introduction

The Ministry of Education and Sports' Early Grade Reading Model and the MoES Thematic Curriculum

The Thematic Curriculum

In 2005, the MoES made significant reforms in Uganda's early primary education system through a major national curriculum overhaul. The reforms brought several key improvements:

- a curriculum focused on three core subjects in lower primary: literacy, numeracy and life skills;
- a thematic approach to instruction in the core subjects;
- use of a local language as the language of instruction from Primary 1 to Primary 3, with a transition to English as the medium of instruction beginning in Primary 4;
- first literacy acquisition in a local language from Primary 1 to Primary 3;
- two hours of literacy instruction every day from Monday to Friday, and
- a competence-based assessment model with a focus on daily, continuous assessment of pupils.

The Ministry of Education and Sports' early grade reading model was developed to support all of these initiatives.

Model Weekly Timetable

Below is a suggested weekly timetable for allocating your literacy lessons into the available periods for each strand of the thematic curriculum in Primary 3. It is important for the Literacy 1 and Literacy 2 lessons to follow each other as they form the basis for the Literacy Hour. The daily English lessons should follow one another, and they both should always follow the local language literacy lessons.

MODEL P3 TIMETABLE

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE
9:00-9:30	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:30-10:00	Literacy 1	Literacy 1	Literacy 1	Literacy 1	Literacy 1
10:00-10:30	Literacy 2	Literacy 2	Literacy 2	Literacy 2	Literacy 1
10:30-11:00	BREAK	BREAK	BREAK	BREAK	BREAK
11:00-11:30	Oral Literature	Oral Literature	Oral Literature	Oral Literature	Literacy 2
11:30-12:00	English 1	English 1	English 1	English 1	Literacy 2
12:00-12:30	English 2	English 2	English 2	English 2	English 1
12:30-1:00	Mathematics	Mathematics	Mathematics	Mathematics	English 2
1:00-2:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2:00-2:30	RE	RE	CAPE 3: Arts/ Technology	CAPE 1:MDD	RE
2:30-3:00	CAPE 1:MDD	Library		Library	CAPE 1:MDD

The Assessment Model

Assessment in the Ministry of Education and Sports' early grade reading model follows the MoES' guidelines for competency-based assessment. A competency-based model focuses on assessing specific skills through classroom demonstrations by individuals or small groups of pupils. A competency-based assessment activity should answer the question, "What can my learners do?"

For every literacy lesson the model provides a list of literacy competences to be taught. These are found at the top of the first page of each How to Teach lesson template. In addition, after each competence it gives the step in the lesson where that competence is taught or assessed in parentheses. Here is a sample How to Teach template with the competences circled:

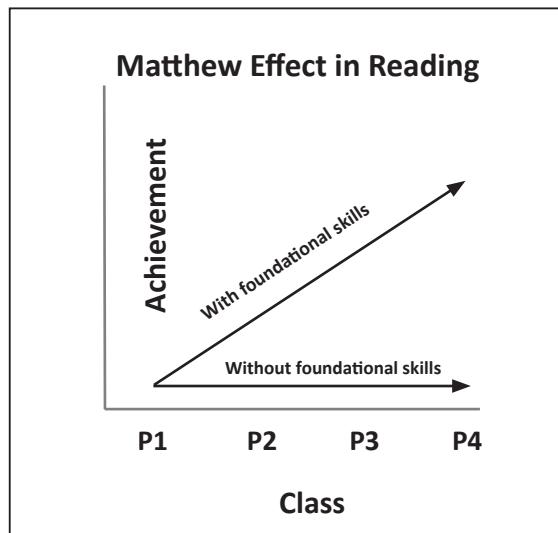
How to Teach: Literacy 1 - Day 4	
Competences The learner:	
<ul style="list-style-type: none"> • identifies the vocabulary words in example sentences, discusses their meanings and points out any context clues that help the reader understand the meaning of the word. (Step 2) • practices reading sentence structures correctly, identifies the grammatical structure being highlighted and describes how it changes the meaning of the sentence. (Step 3) • practices constructing new sentences following the identified grammatical structure. (Step 4) • practices spelling words correctly. (Step 5) • practices constructing new sentences following the identified grammatical structure. (Step 4) 	
Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) <ul style="list-style-type: none"> a. Sing a song to sing the beginning of the Literacy 1 lesson. Selected learners distribute the books. b. Teacher prepares the chalkboard and other lesson inputs as learners sing. 	On Day 4 it is helpful to write the Sentence Structure practice exercise (Step 4) on the chalkboard prior to class to save time during the lesson.
Step 2: Identifying Vocabulary Words in Sentences (5 minutes) <ul style="list-style-type: none"> a. Ask learners to find the first example vocabulary sentence at the top of the fourth page in their pupil book. b. Read the first sentence aloud as learners listen. c. Read the sentence aloud together with the class. d. Ask learners to identify the vocabulary word in the sentence. e. Discuss the meaning of the vocabulary word and point out any context clues in the sentence that help you understand the meaning. f. Repeat with the other two sentences. 	Many of the sample sentences contain "context clues" that can help learners understand the meaning of the vocabulary word. Consider the sentence, "The football team was elated when they won the trophy." This word "elated" may be unfamiliar to learners. But by using the context – the team has just won a trophy – we can guess that the word elated means "very happy". Look for opportunities to show your learners how to use context clues in sentences to understand the meaning of words they don't know.
Step 3 Sentence Structure Lesson (5 minutes)	Extra Guidance
	<p>The sentence structure exercises are designed to help learners discover the grammatical structures of their language. It is taught by comparing and contrasting the grammatical structure with a similar sentence that has a different meaning.</p>
Step 4: Sentence Structure Practice (10 minutes) <ul style="list-style-type: none"> a. Tell learners to copy the two sentence structure practice exercises from the chalkboard into their exercise books. b. Ask learners to complete the two practice sentences individually. c. Move around the classroom assessing learners' progress. Support struggling learners. d. Write the correct answers on the chalkboard. These are found in the teacher's guide. e. Ask learners to suggest other examples. Complete the extra example in the teacher's guide if time permits. 	<p>WEEKLY LESSON SUPPORT</p> <p>The answers to the two sentence structure practice exercises are found in the Weekly Lesson Support section. In addition, one extra practice example is also provided. If time permits, learners can also do this individually or as a whole class.</p>
Step 5: Spelling Practice (8 minutes)	Extra Guidance
	<p>Remind learners that the words in today's spelling practice will be the same words on the spelling test on Day 5. If they are not spelling certain words correctly, they should practice spelling them during the Library lesson so that they are ready for the spelling test on Friday.</p>

The MoES organizes literacy competences into four areas: **reading, writing, listening and speaking**. Literacy 1 focuses on reading competences. Literacy 2 lessons are devoted to writing competences. Oral Literature is for developing listening and speaking competences.

This model builds on the MoES competences by integrating the **five Components of Literacy Instruction** into the competences. So the writing competence, "practices spelling words correctly" is also an alphabetic principle competence and "identifies vocabulary words found in a story" is a reading competence that also develops learners vocabulary.

Introduction

The MoES also recognises that the best way to assess pupils' literacy attainment is through **continuous daily assessment**. Children can easily fall behind, especially in the early stages of learning to read and write. 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 that "the rich get richer and the poor get poorer."



It is the same with literacy. Learners who master the foundational skills of reading early on will continue to make positive academic gains, while learners who lag behind in literacy skills in P1 just grow further behind as their schooling continues. Therefore, it is very important that teachers monitor learners' performance closely in early primary and modify their teaching to make sure that as many learners as possible acquire the foundational literacy skills required to become successful readers.

The Ministry of Education and Sports' early grade reading model encourages continuous assessment by building assessment activities into every lesson template. In addition, the Friday lessons are specially designed so teachers can do extra assessments of learners.

It is also important for teachers to keep records of the continuous assessment data they gather every day. A Continuous Assessment Monitoring Form, or CAM Form for short, has been designed to help you with this. On the opposite page is an overview of the CAM Form with some of the features explained. On the next page is a large format version of the CAM Form for easier reading.

This column is for assigning a number to your learners. You will need to photocopy several pages of this document to accomodate all your learners.

This is the column for writing your learners' names.

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

Each of the literacy lessons focus on different literacy competences to assess.

Each competence listed here is also found in the competences section of the How to Teach lesson procedures.

An Overview of the P3 Continuous Assessment Monitoring Form (CAM)

Bold lines divide the rows into groups of 5. This helps you select the 5 learners to assess for each lesson.

Introduction

Using the CAM Form

You should keep your CAM form with your prep book. At the beginning of each lesson, select five learners to assess. The CAM Form is designed so that learners' names are in groups of five to make it easy for you to identify learners to assess. Select five learners for Literacy 1, five different learners for Literacy 2 and so on throughout the day.

If you assess five learners on a given competence every day, this is equal to 25 learners per week or 100 learners per month. Ideally, you should assess all of your learners at least twice for each competence during the term. But, it's most important that you follow up with learners who are not achieving the competence.

The CAM Form uses a 3-level marking system. Here are the three levels and the symbols used to represent them on the CAM Form:

Level 3: The learner's performance exceeds the competence. Symbol: Δ

Level 2: The learner's performance meets the competence. Symbol: Λ

Level 1: The learner's performance does not yet meet the competence. Symbol: /

The first time a learner is assessed they may not perform the competence adequately and therefore receive a (/). Later in the term this learner may have improved and now performs the competence adequately. You can add a second (\) to the mark so that it now shows that the learner is competent (Λ). If by chance you observe this learner again and they are now performing the competence exceedingly well, you can add a final (_) to complete the triangle.

Some learners will demonstrate a competence the first time you assess them. That is not a problem. Give them a (Λ) immediately. Some outstanding learners may even earn a three-sided triangle the first time you assess them. The point is that you want a majority of your learners to attain at least a Level 2 mark (Λ) by the end of the academic year for all of the competences on the CAM Form.

It may be difficult to record directly in the CAM Form during the lesson. Instead, you may want to keep records on a small sheet of paper or do all of your recording during the break time or after school. The important thing is to use the CAM Form every day.

End-of-Term Assessment

Continuous assessment is the most important form of classroom assessment. But teachers can also benefit from end-of-term assessment of their learners. End-of-term assessment is one provides a snapshot of the whole class's progress at a particular point in time. It can also involve the testing of several competences at a time. Therefore the teacher's guide provides a set of assessments in reading, writing, listening and speaking that can be administered at the end of term. See Week 12 of each term in the Weekly Lesson Support section for more information.

Introduction

P3 CONTINUOUS ASSESSMENT MONITORING FORM: Literacy 1, Oral Literature, Library and English

											No. Name
LITERACY 1											
											Uses illustration, context and prior knowledge to make predictions.
											Reads new vocabulary with fluency.
											Answers <i>In the Text</i> questions correctly.
											Answers <i>In My Mind</i> questions correctly.
											Identifies and combines meaningful segments to read whole words.
											Reads text with fluency and meaning.
											Uses new vocabulary correctly in sentences.
											Constructs new sentences using the appropriate rules of writing and grammar.
ORAL LITERATURE											
											Recites a traditional text from memory.
											Retells a story read in class from memory.
											Uses vocabulary in meaningful sentences.
											Reads or tells an original story to the class.
LIBRARY											
											Self-selects the tasks to work on.
											Works independently on reading and writing tasks.
ENGLISH											
											Identifies and verbalizes thematic vocabulary words and sentence structures correctly.
											Answers comprehension questions correctly.
											Identifies the onset and rime in decodable words.
											Builds and spells words using known letters.
											Reads sentences with decodable, sight and high frequency words.
											Writes sentences using sentence structures and decodable, sight and high frequency words.

P3 CONTINUOUS ASSESSMENT MONITORING FORM: Literacy 2

Introduction

No.	Name
GENERAL	
	Forms and evaluates letters with increasing fluency.
	Composes texts with increasing fluency.
	Identifies the different types of writing correctly.
	Identifies the steps in the writing process accurately.
	Considers the assessment tool when writing.
	Reads personal writing with expression and confidence.
NARRATIVE	
	Writes stories with well-defined characters and settings.
	Identifies a problem to be solved and tells a story in the correct sequence.
	Uses descriptive words when writing.
INFORMATIVE	
	Presents a main idea and supports it with 2-3 supporting ideas.
	Answers the Who, What, When, Where, Why and How questions in a news story.
	Writes directions in sequential order.
PERSUASIVE	
	Describes why a text is persuasive.
	Presents an opinion clearly and supports it well.
	Uses strong visual images in the persuasive poster.
POETIC	
	Creates interesting word pictures or uses words in an interesting way.
	Experiments with rhythm, rhyme or alliteration when writing poetry.
	Masters the poetic formats presented during the term.

Primary 3 Local Language Literacy Competences

The table below outlines the literacy competences learners are expected to demonstrate in Primary 3 in Literacy 1, Literacy 2, Oral Literature and Library. The table indicates the type of competence (listening, speaking, reading and writing) and the term in which the competence is assessed. Competences are grouped by the five components of literacy instruction (phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension) so you can see how the abilities learners demonstrate in the continuous assessment activities link to the development of these key literacy skills. At the end of each competence the lesson in which the competence is taught is indicated in brackets.

COMPETENCES:	Term		
	1	2	3
PHONEMIC AWARENESS COMPETENCES			
<i>The ability to hear and use sounds in spoken language, including words, syllables and individual letter sounds. Phonemic awareness is a listening and speaking skill.</i>			
PA-1. Recites a traditional text from memory. (Oral Literature)	Listening		
	Speaking		
ALPHABETIC PRINCIPLE COMPETENCES			
<i>The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.</i>			
AP-1. Practices using meaningful word segments to create new words. (Literacy 1)	Reading		
AP-2. Practices spelling words correctly. (Literacy 1)	Writing		
AP-3. Edits his/her writing for spelling, capitalisation and punctuation errors. (Literacy 2)	Writing		
AP-4. Spells letters, syllables or words with increasing accuracy. (Literacy 2)	Writing		

Introduction

FLUENCY COMPETENCES				
<i>In reading, the ability to read a text with good speed, accuracy and expression. In writing, the focus is on forming letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.</i>				
F-1. Reads the story silently with increasing fluency and comprehension. (Literacy 1)	Reading			
F-2. Reads the story aloud with increasing fluency and comprehension. (Literacy 1)	Reading			
F-3. Writes with fluency and creativity. (Literacy 2)	Reading			
F-4. Forms and evaluates letters with increasing fluency. (Literacy 2)	Writing			
F-5. Reads his/her stories aloud in small and large groups. (Oral Literature)	Writing			
VOCABULARY COMPETENCES				
<i>The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.</i>				
V-1. Identifies vocabulary words found in the story. (Literacy 1)	Reading			
V-2. Composes meaningful sentences using the week's vocabulary words. (Literacy 1)	Speaking			
	Reading			
V-3. Identifies words or phrases that mean the same as or the opposite of the week's vocabulary words. (Literacy 1)	Reading			
V-4. Identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Literacy 1)	Reading			
V-5. Identifies vocabulary words in simple sentences, discusses their meaning and points out any context clues that help the reader understand the meaning of the word. (Literacy 1)	Reading			
V-6. Identifies vocabulary words from the story and uses them in a meaningful sentence. (Oral Literature)	Listening			
	Speaking			
	Reading			
V-7. Identifies new or interesting vocabulary words used during the lesson, discusses their meanings and uses them to make new sentences. (Oral Literature)	Listening			
	Speaking			
	Reading			

COMPREHENSION COMPETENCES				
<p><i>In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.</i></p>				
Before Reading or Writing				
C-1. Shares what he/she knows about the theme and sub-theme. (Literacy 1)	Speaking			
C-2. Uses the story title, illustration, context and prior knowledge to make predictions before reading a story. (Literacy 1)	Listening			
C-3. Listens to the story read aloud with increasing comprehension. (Literacy 1)	Speaking			
C-4. Listens attentively as the teacher models how to use the writing elements to compose a text. (Literacy 2)	Listening			
C-5. Identifies the type of writing for the week and its key elements. (Literacy 2)	Listening			
C-6. Brainstorms ideas for writing topics in large and small groups. (Literacy 2)	Speaking			
C-7 Selects a topic and uses the organiser to plan his/her writing for the week. (Literacy 2)	Listening			
C-8. Shares writing topic ideas in small groups and with the whole class. (Literacy 2)	Speaking			
C-9. Identifies the criteria on which their writing will be assessed. (Literacy 2)	Speaking			
C-10. Uses the story title and prior knowledge to make predictions about what will happen in the story. (Oral Literature)	Reading			
C-11. Listens attentively to the teacher to determine the independent study options available during the library lesson. (Library)	Listening			
C-12. Selects the independent tasks he/she will work on during the library lesson. (Library)	Listening			

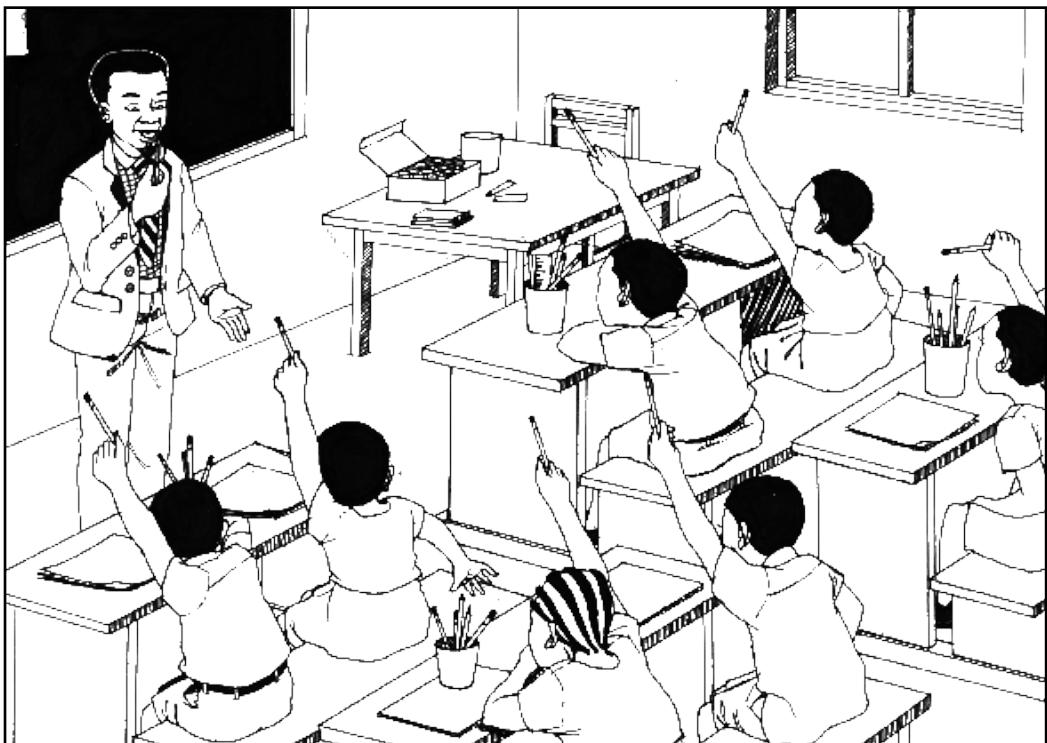
Introduction

COMPREHENSION COMPETENCES				
<i>During Reading or Writing</i>				
C-13. Reads the story silently with increasing fluency and comprehension. (Literacy 1)	Reading			
C-14. Reads the story aloud with increasing fluency and comprehension. (Literacy 1)	Speaking			
	Reading			
C-15. Practices reading sentence structures correctly, identifies the grammatical structure being highlighted and describes how it changes the meaning of the sentence. (Literacy 1)	Listening			
	Reading			
C-16. Shares his/her writing in small groups and with the whole class. (Literacy 2)	Listening			
	Reading			
C-17. Practices making revisions in a sample draft document. (Literacy 2)	Writing			
C-18. Works with a partner to identify revisions in a writing draft. (Literacy 2)	Listening			
	Reading			
C-19. Makes revisions to a draft. (Literacy 2)	Writing			
C-20. Uses context to make predictions about what will happen next in the story. (Oral Literature)	Listening			
C-21. Shares a traditional text he/she has been taught at home in small and large groups. (Oral Literature)	Speaking			
C-22. Listens attentively to stories read by the teacher and other learners. (Oral Literature)	Listening			
C-23. Works independently on reading and writing tasks. (Library)	Reading			
	Writing			
C-24. Identifies where to stop his/her independent work for the lesson. (Library)	Reading			

Introduction

<i>After Reading or Writing</i>				
C-25. Identifies whether his/her predictions were correct. (Literacy 1)	Listening			
C-26. Answers the guiding question correctly. (Literacy 1)	Listening			
C-27. Retells the main ideas from the week's story. (Literacy 1)	Listening			
	Speaking			
C-28. Answers In the Text Questions correctly. (Literacy 1)	Listening			
	Speaking			
C-29. Answers In My Mind Questions appropriately. (Literacy 1)	Listening			
	Speaking			
C-30. Practices constructing new sentences following the identified grammatical structure. (Literacy 1)	Writing			
C-31. Self-evaluates a revised draft by whisper reading it aloud to a partner. (Literacy 2)	Speaking			
	Reading			
C-32. Participates in a mini-lesson on a grammar-related topic and uses the information to edit or revise a writing draft for the week. (Literacy 2)	Listening			
	Writing			
C-33. Identifies the five steps in the weekly writing process. (Literacy 2)	Listening			
C-34. Identifies the type of writing for the week, its key elements and when it is used in real life. (Literacy 2)	Listening			
	Reading			
C-35. Prepares a final draft of a writing assignment for the week for assessment. (Literacy 2)	Writing			
C-36. Gives and receives good feedback for writing. (Literacy 2)	Listening			
	Speaking			
C-37. Answers questions related to the story. (Oral Literature)	Listening			
	Speaking			
C-38. Identifies whether a story is a fiction or informative story. (Oral Literature)	Listening			
	Speaking			
C-39. Demonstrates comprehension by identifying the main characters, setting and action in a fiction story or the main idea in an informative story. (Oral Literature)	Listening			
	Speaking			

How to Teach



The **How to Teach** section of this teacher's guide provides lesson templates to help you plan all of the local language literacy lessons taught each week. Each template is four pages long. The first two pages give you an overview of the entire lesson. The second two pages provide you with a detailed explanation of how to deliver the lesson to your learners.

How to Teach: Literacy 1 - Day 1

Competences

The learner:

- shares what he/she knows about the theme and sub-theme. (Step 2)
- uses the story title, illustration, context and prior knowledge to make predictions before reading a story. (Step 3)
- identifies the vocabulary words found in the story. (Step 4)
- listens to the story read aloud with increasing comprehension. (Step 5)
- reads the story silently with increasing fluency and comprehension. (Step 5)
- identifies whether his/her predictions were correct. (Step 6)
- answers the guiding question correctly. (Step 6)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) a. Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books. b. Teacher prepares the chalkboard and other lesson inputs as learners sing.	Train your learners to distribute the books quickly and quietly. Rotate the responsibility so that all learners get a chance to distribute the books.
Step 2: Before Reading - Discussing the Theme and Sub-theme (5 minutes) a. Tell learners the theme for the week and read the sub-theme for the week from the chalkboard. b. Ask learners to share what they know about the theme and sub-theme. c. Ask learners the thematic question. Discuss their answers and expand upon them as time allows.	WEEKLY LESSON SUPPORT: The theme, sub-theme and a thematic question for each story are provided in the Weekly Lesson Support section of this teacher's guide. Link the day's text to the theme and sub-theme when appropriate.
Step 3: Before Reading - Making Predictions (5 minutes) a. Read the title of the story. b. Ask learners to look at the picture and share what they see. Ask them to predict what the story will be about based on the title and illustration. c. Ask learners to scan the text and predict the type of text they will be reading this week.	Predicting is an important comprehension skill. It actively engages learners in the reading process and encourages them to monitor their comprehension as they read.

How to Teach: Literacy 1 - Day 1

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Before Reading - Reviewing Vocabulary and Asking the Guiding Question (3 minutes)</p> <ul style="list-style-type: none">a. Read the three vocabulary words for the story that are written on the chalkboard. Move your finger or pointer under the words as you read them.b. Ask learners to repeat the words after you as you read them a second time.c. Tell learners to pay special attention to these words as they read and listen to the story.d. Read the guiding question found in the teacher's guide or create another guiding question of your own. Tell learners they should be ready to answer this question after they have finished reading the story.	<p>WEEKLY LESSON SUPPORT: A guiding question for each story is provided in the Weekly Lesson Support section of this teacher's guide. Asking guiding questions about a story helps motivate learners to read with comprehension.</p>
<p>Step 5: Reading the Story (10 minutes)</p> <ul style="list-style-type: none">a. Read the story aloud to learners while they listen and follow along in their books.b. If there is time remaining, ask learners to read the story silently to themselves.	<p>It is important that when you read aloud to learners you model good fluency and expression. This means that each week you should practice reading the text aloud prior to class.</p>
<p>Step 6: After Reading - Checking Predictions (5 minutes)</p> <ul style="list-style-type: none">a. Ask learners if their predictions about the week's text were correct.b. Ask learners to answer the guiding question.	<p>Learners need to evaluate whether the predictions they made in Step 3 were correct. They also need to answer the guiding question posed in Step 4.</p>

How to Teach: Literacy 1 - Day 2

Competences

The learners:

- shares what he/she has learned about the theme or sub-theme. (Step 2)
- retells main ideas from the week's story. (Step 3)
- composes meaningful sentences using the week's vocabulary words. (Step 4)
- identifies words or phrases that mean the same as, or the opposite of, the week's vocabulary words. (Step 4)
- reads the story aloud with increasing fluency and comprehension. (Step 5)
- answers In the Text Questions correctly. (Step 6)
- answers In My Mind Questions appropriately. (Step 6)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) a. Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books. b. Teacher prepares the chalkboard and other lesson inputs as learners sing.	Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark as appropriate.
Step 2: Before Reading - Reviewing the Theme and Sub-theme (3 minutes) a. Ask learners to identify the theme and sub-theme. b. Ask selected learners to share something new they have learned about the theme or sub-theme from the previous day's lesson.	Help learners to make connections between the text they are reading for the week and the theme and sub-theme.
Step 3: Before Reading - Retelling the Story (5 minutes) a. Read the title of the week's text. b. Ask selected learners to retell the main ideas of the story from memory.	Retelling the story is an important comprehension skill in reading. It requires learners to focus on the story's main ideas, or "big picture", and allows the teacher to see how well the learners understand the story as a whole.

How to Teach: Literacy 1 - Day 2

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Before Reading - Reviewing Vocabulary Words (5 minutes)</p> <ul style="list-style-type: none"> a. Read the first vocabulary word for the week. b. Use the word in a meaningful sentence. c. Ask learners to share their own sentences using the word. d. Ask learners to think of other words or phrases that mean the same (or the opposite) of the vocabulary word. e. Repeat with the other two vocabulary words. 	<p>This step is similar to the Word Exploration Process used in P2, so learners should be familiar with these steps.</p>
<p>Step 5: Reading the Story (10 minutes)</p> <ul style="list-style-type: none"> a. Read the whole story with the class as they read along with you in chorus. b. Ask learners to read the story to each other in pairs. Move around the room listening and assess individual learners' fluency. Mark in the CAM Form. 	<p>At the beginning of the year you may need to read a phrase or sentence and then have learners read together with you. As the year progresses, learners should be able to read along with you in chorus without hearing you read the text first.</p>
<p>Step 6: After Reading - Answering Questions (5 minutes)</p> <ul style="list-style-type: none"> a. Ask the two <i>In the Text Questions</i> found in the pupil book. b. Ask the one <i>In My Mind Question</i> found in the pupil book. c. Ask the one <i>In My Mind Question</i> found in the teacher's guide. d. Assess individual learner's comprehension as they answer the questions. Mark in the CAM form. e. If time permits, ask learners to come up with their own questions about the text and share them with the class. 	<p>WEEKLY LESSON SUPPORT: An additional <i>In My Mind Question</i> is found in the Weekly Lesson Support section of this teacher's guide.</p> <p><i>In the Text Questions:</i> These are literal questions. The answers are 'right there' in the text. Learners can point to the answer.</p> <p><i>In My Mind Questions:</i> These questions are inferential and evaluative. Pupils must use their prior knowledge to answer these types of questions.</p>

How to Teach: Literacy 1 - Day 3

Competences

The learner:

- composes meaningful sentences using the week's vocabulary words. (Step 2)
- identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Step 3)
- practices using meaningful word segments to create new words. (Step 4)
- practices spelling words correctly. (Step 5)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) <ol style="list-style-type: none">Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.Teacher prepares the chalkboard and other lesson inputs as learners sing.	Identify a theme song for Literacy 1 to sing each day. This helps learners know that the Literacy Hour has begun.
Step 2: Vocabulary Definitions (5 minutes) <ol style="list-style-type: none">Point to the first vocabulary word on the chalkboard. Ask learners to find the word at the top of the third page in their pupil book.Read the definition aloud and discuss.Ask learners to compose a meaningful sentence using the word.Repeat with the other two vocabulary words.	Each week the pupil book has four pages of content. Today the learners will focus on the content on the third page of the pupil book. This step looks at the vocabulary definitions at the top of the page.
Step 3: Word Structure Lesson (7 minutes) <ol style="list-style-type: none">Write the first word structure on the chalkboard in three columns, just like in the pupil book. Example: teach <u>teach-er</u> teacherEmphasise the meaningful segment added in columns two and three as you write.Read the three columns aloud to learners. Then have learners read the three columns together with you.Discuss how the word's meaning changes when you add the meaningful segment. Repeat with the other word structure examples.	This exercise helps learners recognise meaningful word segments (also called 'morphemes') in their language. As learners become skilled in identifying and understanding these word segments, their fluency and comprehension will improve.

How to Teach: Literacy 1 - Day 3

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Word Structure Practice (8 minutes)</p> <ol style="list-style-type: none">Tell learners to copy the word structure practice exercises from their pupil books into their exercise books.Ask learners to complete the practice exercises individually.Move around the classroom assessing learners' progress and helping learners who are having difficulty.Write the correct answers on the chalkboard. These are found in the teacher's guide. Discuss.Ask learners to suggest other examples. Complete the two extra examples in the teacher's guide if time permits.	<p>WEEKLY LESSON SUPPORT: The answers to the three word structure practice exercises are found in the Weekly Lesson Support section. In addition, two extra practice examples are provided. If time permits, learners can also do these individually or as a whole class.</p>
<p>Step 5: Spelling Practice (8 minutes)</p> <ol style="list-style-type: none">Ask learners to turn to a clean sheet of exercise paper. Erase the word structure practice from the chalkboard.Say the first vocabulary word aloud slowly. Repeat 2-3 times. Tell learners to write the word in their exercise book. When most of the learners are finished, write the word on the chalkboard and tell learners to check their work and make corrections.Move around the room assessing learners' spelling and handwriting.Repeat with the other vocabulary words. Include other words as time permits.	<p>Assess learners' spelling performance and modify your spelling practice for the week accordingly based on their performance.</p> <p>Step 5 is also an opportunity for you to assess and develop learners' handwriting. Encourage learners to use their best handwriting and point out common handwriting errors when you write the word on the chalkboard.</p>

How to Teach: Literacy 1 - Day 4

Competences

The learner:

- identifies the vocabulary words in example sentences, discusses their meanings and points out any context clues that help the reader understand the meaning of the word. (Step 2)
- practices reading sentence structures correctly, identifies the grammatical structure being highlighted and describes how it changes the meaning of the sentence. (Step 3)
- practices constructing new sentences following the identified grammatical structure. (Step 4)
- practices spelling words correctly. (Step 5)
- practices constructing new sentences following the identified grammatical structure. (Step 4)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) <ol style="list-style-type: none">Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.Teacher prepares the chalkboard and other lesson inputs as learners sing.	On Day 4 it is helpful to write the Sentence Structure practice exercise (Step 4) on the chalkboard prior to class to save time during the lesson.
Step 2: Identifying Vocabulary Words in Sentences (5 minutes) <ol style="list-style-type: none">Ask learners to find the first example vocabulary sentence at the top of the fourth page in their pupil book.Read the first sentence aloud as learners listen.Read the sentence aloud together with the whole class.Ask learners to identify the vocabulary word in the sentence.Discuss the meaning of the vocabulary word and point out any context clues in the sentence that help you understand the meaning.Repeat with the other two sentences.	Many of the sample sentences contain 'context clues' that can help learners understand the meaning of the vocabulary word. Consider the sentence, 'The football team was elated when they won the trophy.' The word 'elated' may be a new vocabulary word for your learners. But by using the context - <i>the team has just won a trophy</i> - we can guess that the word elated means 'very happy'. Look for opportunities to show your learners how to use context clues in sentences to understand the meaning of words they don't know.

How to Teach: Literacy 1 - Day 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3 Sentence Structure Lesson (5 minutes)</p> <ol style="list-style-type: none">a. Tell learners to find the first sentence structure exercise in their pupil book.b. Read the pair of sentences aloud as learners listen. Then read the sentences together as a class.c. Discuss the difference between the two sentences and how the meaning changes.d. Repeat with the second sentence structure exercise.	<p>The sentence structure exercises are designed to help learners discover the grammatical structures of their language. It is taught by comparing and contrasting the grammatical structure with a similar sentence that has a different meaning.</p>
<p>Step 4: Sentence Structure Practice (10 minutes)</p> <ol style="list-style-type: none">a. Tell learners to copy the two sentence structure practice exercises from the chalkboard into their exercise books.b. Ask learners to complete the two practice sentences individually.c. Move around the classroom assessing learners' progress. Support struggling learners.d. Write the correct answers on the chalkboard. These are found in the teacher's guide. Discuss.e. Ask learners to suggest other examples. Complete the extra example in the teacher's guide if time permits.	<p>WEEKLY LESSON SUPPORT: The answers to the two sentence structure practice exercises are found in the Weekly Lesson Support section. In addition, one extra practice example is also provided. If time permits, learners can also do this individually or as a whole class.</p>
<p>Step 5: Spelling Practice (8 minutes)</p> <ol style="list-style-type: none">a. Ask learners to turn to a clean sheet of exercise paper. Erase the sentence structure practice from the chalkboard.b. Say the first vocabulary word aloud slowly. Repeat 2-3 times. Tell learners to write the word in their exercise book. When most learners are finished, write the word on the chalkboard and tell learners to check their work and make corrections.c. Move around the room assessing the learners' spelling and handwriting.d. Repeat with the other vocabulary words. Include other words as time permits.	<p>Remind learners that the words in today's spelling practice will be the same words on the spelling test on Day 5. If they are not spelling certain words correctly, they should practice spelling them during the Library lesson so that they are ready for the spelling test on Friday.</p>

How to Teach: Literacy 1 - Day 5

Competences

The learner:

- reads texts with increasing fluency. (Step 2)
- identifies and combines meaningful word segments with accuracy. (Step 3)
- identifies and uses grammatical features of the language correctly. (Step 4)
- spells words correctly. (Step 5)
- uses syllables to construct meaningful words. (Step 6)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) <ol style="list-style-type: none">Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.Teacher prepares the chalkboard and other lesson inputs as learners sing.	Extra time is provided for the first step on Friday because the teacher has a lot of information to write on the chalkboard prior to the lesson.
Step 2: Fluency and Comprehension Assessment (15 minutes) <ol style="list-style-type: none">Tell learners to practice reading the week's story in their pupil books silently for 2-3 minutes.Ask learners to practice reading the story in pairs for 3-5 minutes.Select individual learners to read short selections from the story to the whole class. Assess and mark in the CAM Form.	Marking the CAM Form: <u>Level 3</u> : Reads the text with no mistakes and excellent fluency and expression. <u>Level 2</u> : Reads the text with a few mistakes and good fluency and expression. <u>Level 1</u> : Reads the text with many mistakes and poor fluency and expression.
Step 3: Word Structure Assessment (10 minutes) <ol style="list-style-type: none">Write the Word Structure Assessment Test for the week on the chalkboard. It is found in the Weekly Lesson Support section.Review the word structure lesson.Ask learners to complete the word structure exercise individually in their exercise books.Tell learners to write another example of the word structure on their own if they can.Move around the room assessing learners as they complete the test. Mark in the CAM form.	Marking the CAM Form: <u>Level 3</u> : The learner completes the Word Structure Application exercise correctly and provides an additional example. <u>Level 2</u> : The learner completes the Word Structure Application exercise correctly. <u>Level 1</u> : The learner is unable to complete the Word Structure Application exercise.

How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Sentence Structure Assessment (10 minutes)</p> <ul style="list-style-type: none"> a. Write the Sentence Structure Assessment Test for the week on the chalkboard. It is found in the Weekly Lesson Support section. b. Review the sentence structure lesson. c. Read the sentence structure assessment aloud as learners listen. Then read the sentence structure assessment together with learners. d. Tell learners to rewrite the sentences in their exercise books. e. Move around the room assessing learners as they complete the test. 	<p>Marking the CAM Form:</p> <p><u>Level 3:</u> The learner completes the Sentence Structure Assessment Test correctly with no mistakes.</p> <p><u>Level 2:</u> The learner completes the Sentence Structure Assessment Test with only small mistakes.</p> <p><u>Level 1:</u> The learner is unable to complete the Sentence Structure Assessment Test or makes major mistakes.</p>
<p>Step 5: Spelling Test (10 minutes)</p> <ul style="list-style-type: none"> a. Tell learners it is time for the weekly spelling test. b. Say the first vocabulary word aloud slowly. Repeat 2-3 times. Tell learners to write the word in their exercise book using their best handwriting. c. Repeat with the rest of the week's spelling words. When the spelling test is completed, collect the exercise books of selected learners for assessment. 	<p>Marking the CAM Form:</p> <p><u>Level 3:</u> The learner completes the Spelling Test correctly with no mistakes.</p> <p><u>Level 2:</u> The learner completes the Spelling Test with only small mistakes.</p> <p><u>Level 1:</u> The learner makes major mistakes on the Spelling Test.</p>
<p>Step 6: Word-making Game (10 minutes)</p> <ul style="list-style-type: none"> a. Write the syllable chart found in the Weekly Lesson Support section of the teacher's guide on the chalkboard. b. Model for learners how to build a word using syllables in the boxes. Write the words you create on the chalkboard. c. Have learners create their own words from the syllables and write them on the chalkboard. 	<p>You can make this more of a game by having small groups see how many words they can make in a given time period. The group that makes the most words wins.</p> <p>Summarise the game by reading all of the created words. Challenge learners to use them in sentences if time permits.</p>

How to Teach: Literacy 2 - Day 1 / Planning

Competences

The learner:

- identifies that he/she is beginning the planning stage of the writing process. (Step 2)
- identifies the type of writing for the week and its key elements as outlined in the Writing Organizer. (Step 2)
- listens attentively as the teacher models how to use the writing elements to compose a text. (Step 2)
- brainstorms ideas for writing topics in large and small groups. (Step 3)
- shares his/her ideas for writing topics with the whole class. (Step 3)
- selects a topic and uses the organizer to plan his/her writing for the week. (Step 4)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Transition Song (2 minutes) a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.	Prepare the blank Writing Organizer on the chalkboard prior to class.
Step 2: Teacher Models How to Plan and Compose a Text (12 minutes) a. Introduce the name and type of writing learners will practice during the week. b. Explain that today they will plan their writing. c. Discuss the key elements of the week's type of writing by reviewing the left-hand column of the Writing Organizer on the chalkboard. d. Tell learners that you have an idea for a writing topic. Describe your idea briefly. Then model for learners how to fill in each of the boxes in the right-hand column of the Writing Organizer with the basic ideas you need to compose your text. e. Demonstrate how to take the information in the Writing Organizer and turn it into a short model text (3-5 sentences) Write your sample text next to the Writing Organizer on the chalkboard. Talk through your creative process (think aloud) as you write the sample texts. f. When you have completed your sample text, read the whole text aloud and make any final changes.	<u>WEEKLY LESSON SUPPORT:</u> The type of writing for the week is identified in the Weekly Lesson Support section of this teacher's guide (real life story, fiction story, thematic report, etc.). The Writing Organizer for the week is found in the Weekly Lesson Support section along with a sample text for modelling. Use the sample as is, revise it as you see fit, or create your own writing sample to share with learners. It is important to think aloud as you compose your model text. Thinking aloud helps learners "hear" what is going on in the head of a literate adult when they write.

How to Teach: Literacy 2 - Day 1 / Planning

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Learners Plan their Writing for the Week (6 minutes)</p> <ol style="list-style-type: none">Explain to learners that it is their turn to think of ideas to write about.Brainstorm writing topics briefly with the whole class.Tell learners to work in small groups or pairs to think of more ideas.Share the ideas created in small groups with the whole class.	For brainstorming to be successful, learners need to feel comfortable expressing their ideas. The teacher should always provide supportive comments and encourage learners to listen carefully to their classmates and respond positively. The focus during brainstorming is to generate as many ideas as possible.
<p>Step 4: Learners Complete the Writing Organizer (10 minutes)</p> <ol style="list-style-type: none">Erase the topic specific information in the right-hand column of the Writing Organizer that you filled in in Step 2.Review the elements learners need to consider as they plan their text for the week.Tell learners to copy the organizer in their Writing Exercise Books and fill in their own topic ideas in the right-hand column.Move around the room assisting learners as they work.	Each week learners begin developing their writing by completing the Writing Organizer in an exercise book that is set aside for use in Literacy 2 <u>only</u> . This book should have a special name. In this teacher's guide we call it the Writing Exercise Book. You can give it your own name in the local language. Make sure learners also put their name and date on this page of their Writing Exercise Book.

How to Teach: Literacy 2 - Day 2 / Drafting

Competences

The learner:

- identifies that he/she has completed the planning stage and is beginning the drafting stage of writing. (Step 2)
- identifies the type of writing for the week and its key elements as outlined in the Writing Organizer. (Step 2)
- shares writing topic ideas in small groups and with the whole class. (Step 3)
- writes with fluency and creativity. (Step 4)
- shares his/her writing in small groups and with the whole class. (Step 5)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Transition Song (2 minutes) a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.	Prepare the blank Writing Organizer on the chalkboard prior to class.
Step 2: Before Writing - Review the Writing Type and Organizer for the Week (5 minutes) a. Tell learners that on Day 2 they are completing the planning step and beginning the drafting step in the weekly writing process. Ask learners to describe what happens in the drafting step of the writing process. b. Ask learners to name the type of writing they are working on this week. c. Point to the Writing Organizer on the chalkboard and have learners identify the key elements found in this type of writing.	Encourage learners to identify where they might find the week's type of writing in real life. For example, fiction stories are found in storybooks while persuasive writing or biography might be found in a newspaper. When appropriate, have learners use their imaginations and pretend they are different types of writers for the different type of texts - newspaper reporters, storybook authors, government officials, etc. Have them "think" like one of these writers as they complete the drafting step of the writing process.

How to Teach: Literacy 2 - Day 2 / Drafting

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Before Writing - Sharing Writing Ideas (5 minutes)</p> <ul style="list-style-type: none"> a. Tell learners to share what they have written in their Writing Organizer for the week in small groups. b. Ask selected learners to share what they will be writing about this week with the whole class. 	<p>Identify learners who are having difficulty selecting a topic to write about for the week. Be ready with topic ideas to assign to these learners.</p> <p>If specific learners are consistently having trouble with topic selection, you may need to provide them with individual support and guidance.</p>
<p>Step 4: During Writing - Drafting (13 minutes)</p> <ul style="list-style-type: none"> a. Tell learners to begin writing their “sloppy copy” draft in their Writing Exercise Books. b. Encourage learners to write with fluency and creativity and not worry so much about handwriting and spelling. c. Move around the room observing learners as they write. Support and encourage learners as needed. 	<p>The first draft is called the “sloppy copy” because the focus is on getting as many creative ideas down on paper as possible and <u>not</u> on perfect handwriting, spelling and grammar. (This will come at a later stage.)</p> <p>As you move around the room observing learner’s writing, pay attention to learners who are demonstrating good writing skills that you want all learners to develop. Select these learners to read their drafts to the class during Step 5.</p>
<p>Step 5: After Writing - Sharing Drafts (5 minutes)</p> <ul style="list-style-type: none"> a. Tell learners to read their drafts in pairs or small groups. b. After learners have shared in small groups for 2 minutes, select one or two learners to read their drafts aloud to the class. <p>NOTE: Learners can continue working on their drafts during the Library lesson on Day 2.</p>	<p>When learners share their writing drafts with the class, be sure to model positive and supportive feedback. Point out the good things you like about the learner’s writing. Ask questions that may help the learner improve their draft as they move forward. Thank the learner for their good work.</p>

How to Teach: Literacy 2 - Day 3 / Revising

Competences

The learner:

- identifies that they are beginning the revising stage of the writing process. (Step 2)
- identifies the type of writing for the week and its key elements. (Step 2)
- identifies the criteria on which their writing will be assessed. (Step 3)
- practices making revisions in a sample draft document. (Step 3)
- works with a partner to identify revisions in their writing drafts. (Step 4)
- makes revisions to their draft. (Steps 4)
- self evaluates their revised draft by whisper reading it aloud to a partner. (Step 5)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Transition Song (2 minutes) a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.	Prepare both the Assessment Tool and Writing Sample on the chalkboard prior to class.
Step 2: Before Writing - Review the Writing Type and Organizer for the Week (3 minutes) a. Tell learners that on Day 3 they begin the revising step in the writing process. Ask learners to describe what happens during the revising process. b. Ask learners to name the type of writing they are working on this week. c. Ask learners to identify the elements found in this type of writing from memory.	In Term 1 you will need to repeatedly explain to learners that Day 3 is the <i>revising step</i> in the writing process and describe briefly what that means. By Terms 2 and 3 learners should be able to do this independently. You have discussed the Writing Organizer on Days 1-2 by writing the elements on the chalkboard. Today, see if learners can remember the elements on their own or find them in their exercise books.
Step 3: Before Writing - Introduce the Assessment Tool (10 minutes) a. Review the criteria for assessment listed in the Assessment Tool written on the chalkboard. b. Point to the writing sample on the chalkboard. Tell learners to evaluate the writing sample using the Assessment Tool as you read it aloud.	<u>WEEKLY LESSON SUPPORT:</u> The Assessment Tool that you will use each week is found in the Weekly Lesson Support section of this teacher's guide. It is designed to help learners evaluate and revise their writing. Feel free to revise the Assessment Tool to reflect issues you want your learners to focus on.

How to Teach: Literacy 2 - Day 3 / Revising

Step-by-Step Teacher's Activity	Extra Guidance
<ul style="list-style-type: none">a. Read the sample text aloud to learners.b. Read the first criterion for assessment listed in the Assessment Tool. Model how to make revisions to the text based on this criterion.c. Read the next criterion. Encourage learners to help you make revisions. Continue with the remaining criteria until you have revised the full text.	You can create a sample text to revise by using the text from the Day 1 lesson and creating errors that you want learners to correct.
<p>Step 4: During Writing – Revising (10 minutes.)</p> <ul style="list-style-type: none">a. Tell learners to find a partner. They should work together to read through their drafts to identify revisions they can make to improve their writing based on the Assessment Tool.b. Once they are done, partners should work independently to make the identified revisions to their writing.c. Move around the room observing learners as they revise. Provide feedback and assist individual learners as needed.	During this step you may want to call individual learners up to your desk to work with them on the revision process. Each week select different learners so that by the end of the term you have worked with each learner individually at least once.
<p>Step 5: After Writing - Whisper Read to a Partner (5 minutes)</p> <ul style="list-style-type: none">a. Tell learners to reread their writing very quietly to their partner after they have completed their revisions. Encourage partners to listen carefully.b. Tell learners to review the Assessment Tool and evaluate if their revisions have improved the text.	Whisper reading was encouraged in P1 and P2 because early readers need to hear their voice as they read a text. In P3 we use whisper reading to help learners evaluate their own writing. Hearing your writing spoken aloud helps you to identify errors or unclear writing in the text.

How to Teach: Literacy 2 - Day 4 / Editing

Competences

The learner:

- identifies that they are beginning the editing step in the writing process. (Step 2)
- identifies the type of writing for the week and its key elements. (Step 2)
- participates in a mini-lesson on a grammar-related topic and uses the information to edit and revise their writing draft for the week. (Step 3)
- edits his/her writing for spelling, capitalisation and punctuation errors. (Steps 4)
- begins writing a final draft. (Step 4)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Transition Song (2 minutes) a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.	Prepare the Mini-lesson on the chalkboard prior to class.
Step 2: Before Writing - Review the Writing Type and Organizer for the Week (3 minutes) a. Tell learners that on Day 4 they begin the editing step in the writing process. Ask learners to describe what happens during the editing process. b. Ask learners to name the type of writing they are working on this week. c. Ask learners to identify the elements found in the writing organizer from memory.	The editing process involves making corrections in a text that focus primarily on punctuation, capitalization, spelling, grammar and handwriting; in other words, the mechanics of writing. Editing is different than revising. Revising is focused on improving the <i>meaning</i> of the text, whereas editing is concerned about making sure the text aligns with the languages' generally recognised writing standards or rules. Even though the focus of editing may vary each week depending on the mini-lesson, the teacher should <u>always</u> ensure that learners are checking their text for spelling, punctuation, capitalization and handwriting.

How to Teach: Literacy 2 - Day 4 / Editing

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Before Writing - Mini-lesson (15 minutes)</p> <ol style="list-style-type: none">Point out the mini-lesson on the chalkboard.Briefly review and discuss the Content information with learners.Read the “I do” exercise and edit the text accordingly while explaining to learners the reason for your editing.Do the first “We do” exercise with learners. Have learners suggest editing changes. Continue with the other “We do” exercises.Tell learners to complete the “You do” exercises in their exercise books. Move around the room observing learners’ work and assisting as needed.When most learners have finished, show the correct answers on the chalkboard.	<p><u>WEEKLY LESSON SUPPORT:</u> The Weekly Lesson Support section suggests a mini-lesson for the week, but the teacher is free to select another mini-lesson that may be more relevant.</p> <p>A mini-lesson is a short, explicit instruction focusing on one writing skill or strategy. There are 10 suggested mini-lessons included in this teacher’s guide. Each mini-lesson includes the content to be taught and sample exercises laid out for the teacher in an “I do/We do/ You do” format. The teacher can revise or create more sample exercises as needed.</p>
<p>Step 4: During Writing - Editing (10 minutes)</p> <ol style="list-style-type: none">Tell learners to read through their draft with a partner, paying special attention to the content in the mini-lesson.Remind learners that editing also means checking for correct spelling, capitalization and punctuation.Walk around the room making sure learners are on task. Support learners as necessary.When learners have finished reviewing their drafts with a partner, they should begin creating the final draft of their writing assignment.	<p>It is important to be very clear with learners about what their final draft should look like. A good suggestion is to use the sample text you presented on Day 1. Revise and edit it and then make a copy of this text and display it for the whole class to see. It should include a place for the learner’s name and the date as well as an illustration if that is appropriate.</p>
<p>NOTE: Learners can continue working on their final draft during the Library lesson on Day 4.</p>	

How to Teach: Literacy 2 - Day 5 / Publishing

Competences

The learner:

- identifies that they are beginning the editing step in the writing process. (Step 2)
- identifies the type of writing for the week and its key elements. (Step 2)
- participates in a mini-lesson on a grammar-related topic and uses the information to edit and revise their writing draft for the week. (Step 3)
- edits his/her writing for spelling, capitalization and punctuation errors. (Steps 4)
- begins writing a final draft. (Step 4)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Transition Song (2 minutes) a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.	Prepare the mini-lesson on the chalkboard prior to class.
Step 2: Handwriting Assessment (15 minutes) a. Direct learners to the words they built during the Word Making Game in Literacy 1. b. Tell learners to select words they built in the game and compose their own sentences. c. Remind them to use their best spelling and handwriting. d. After 15 minutes, tell learners to put down their pencils and hand in their work for assessment.	Collect these handwriting assessments and mark them using the 3-point scale on the Continuous Assessment Monitoring form. For learners who are consistently making the same handwriting errors, provide them with individual handwriting exercises to improve their performance.
Step 3: Before Writing - Review the Writing Type and Process for the Week (8 minutes) a. Ask learners to name the 5 steps in the weekly writing process. b. Ask learners to describe what happens during the publishing step. c. Ask learners to name the type of writing they worked on this week. d. Ask learners to identify the elements in this type of writing. e. Ask learners to identify when this type of writing is used in real life. f. Ask learners to identify the things they enjoyed about this type of writing and challenges to creating this type of writing.	Publishing in this model refers to sharing a final draft with an audience - both through reading the story aloud and by handing in a class copy for everyone to read in their free time. This step provides you with an opportunity to assess learners on the competence "Identifies various types of writing" found in the CAM Form on Literacy 2.

How to Teach: Literacy 2 - Day 5 / Publishing

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: During Writing - Final Copy and Class Copy (15 minutes)</p> <ol style="list-style-type: none">Explain to learners that they are expected to hand in two copies of their writing assignment for the week. The first copy is the “final copy” in their Writing Exercise Book and is for the teacher to use for assessment and feedback. The second copy is a “class copy” that is published and goes in the class book for everyone to read during the Library lesson.Distribute clean paper for making the class copy. Remind learners to use their best handwriting.Move around the room ensuring that learners are on task and completing their final drafts.	It is important to be very clear with learners about what their final draft should look like. A good suggestion is to use the sample text you presented on Day 1. Revise and edit it and then make a copy of this text and display it for the whole class to see. It should include a place for the learner’s name and the date as well as an illustration if that is appropriate.
<p>Step 5: After Writing - Publishing (20 minutes)</p> <ol style="list-style-type: none">Tell learners to stop writing and prepare to share.Select 5 learners to come up and share their writing with the whole class.Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the reader.After a learner has completed reading their text, the teacher and learners should ask questions or make positive comments.When the 5 learners have finished reading, have learners get into small groups and read their own stories aloud to each other.	Use the CAM Form to select learners who will share their stories each week. Make sure that every learner shares their text at least once per term.

How to Teach: Oral Literature - Days 1 and 2

Competences

The learner:

- recites a traditional text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory. (Step 2)
- uses the story title and prior knowledge to make predictions about what will happen in the story. (Step 3)
- uses context to make predictions about what will happen next in the story. (Step 4)
- answers questions related to the story. (Step 5)
- identifies whether the story is a fiction or informative story. (Step 5)
- demonstrates comprehension by identifying the main characters, setting and action in a fiction story or the main idea in an informative story. (Step 5)
- identifies vocabulary words from the story and uses them in meaningful sentences. (Step 6)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Introductory Song (1 minute) a. Sing a song to signal the beginning of the lesson.	Select one song to sing at the beginning of the Oral Literature lesson.
Step 2: Recite a Traditional Text (9 minutes) a. Recite the traditional text for the week alone as learners listen. b. Recite the traditional text together with learners 3 times. c. Ask small groups and individuals to recite the text from memory. Assess and mark in the CAM Form.	<u>WEEKLY LESSON SUPPORT:</u> A sample traditional text is provided in the teacher's guide in the Weekly Lesson Support section. The sample is only a recommendation. You may substitute with another text of your choice.
Step 3: Before Listening to the Story - Day 1 (5 minutes) a. Day 1: Read the title of the week's story aloud. Ask learners what they think the story will be about. Ask them to predict if it is a fiction or informative story. b. Day 1: the Guiding Question and ask learners to listen for the answer as you read.	<i>Fiction stories</i> are about imaginary people or events. <i>Informative stories</i> are about real people, facts or events. <u>WEEKLY LESSON SUPPORT:</u> A Guiding Question is found in the Weekly Lesson Support section.
Step 3: Before Listening to the Story - Day 2 (5 minutes) a. Day 2: Ask learners to retell the story they listened to on Day 1. b. Day 2: Read the two In the Text Questions aloud before you read the story and ask learners to listen for the answers as you read.	<u>WEEKLY LESSON SUPPORT:</u> In the Text and In My Mind Questions are provided in the Weekly Lesson Support section.

How to Teach: Oral Literature - Days 1 and 2

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Reading the Story Aloud (5 minutes)</p> <ol style="list-style-type: none">Read the story aloud to learners as they listen attentively.Stop and ask the Prediction Question as indicated in the text (fiction stories on Day 1 only).Discuss learners' predictions briefly and then continue reading the story aloud to the end.	<p>WEEKLY LESSON SUPPORT: The Oral Literature story is found in the Weekly Lesson Support section of the teacher's guide.</p> <p>Be sure to practice reading the story several times before class so that you can read it with fluency and expression. Reading aloud with fluency and expression helps learners comprehend the meaning of the story and adds to the overall enjoyment of the listening experience.</p>
<p>Step 5: After Listening to the Story (5 minutes)</p> <ol style="list-style-type: none">Repeat the Guiding Question (Day 1) or In the Text Questions (Day 2). Discuss the answers as a class.Ask learners whether the story was a fiction story or an informative story. (Day 1)For a fiction story, have learners identify the <i>characters, setting and action</i>. For an informative story have learners identify the <i>main idea</i>.	<p>WEEKLY LESSON SUPPORT: Story Outlines are prepared for both fiction and informative stories in the Weekly Lesson Support section.</p> <p>The words in your language for <i>characters, setting, action</i> and <i>main idea</i> are provided in the glossary.</p>
<p>Step 6: Vocabulary Development (5 minutes)</p> <ol style="list-style-type: none">Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Discuss the meaning of the word. Repeat with the other 2 words. Then ask learners to use the word in a sentence.On Day 2, review the three vocabulary words from Day 1. You can also ask learners to identify other new words in the story they want to discuss.	<p>WEEKLY LESSON SUPPORT: Three vocabulary words are provided for you each week in the Weekly Lesson Support section of this teacher's guide.</p> <p>You can create flashcards for all of the vocabulary words in the Oral Literature stories. Hang them on a story tree or make a word wall in your classroom.</p>

How to Teach: Oral Literature - Days 3 and 4

Competences

The learner:

- shares a traditional text he/she has been taught at home in small and large groups. (Step 2)
- listens attentively to stories read by the teacher and other learners. (Steps 3-5)
- reads his/her stories aloud in small and large groups. (Steps 3-5)
- identifies new or interesting vocabulary words used during the lesson, discusses their meanings and uses them to make new sentences. (Step 6)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Introductory Song (1 minute) a. Sing a song to signal the beginning of the lesson.	Select one song to sing at the beginning of the Oral Literature lesson.
Step 2: Share a Traditional Text (4 minutes) a. Share a new traditional text with learners. b. Invite learners to share a traditional text that they know from home. Select learners to share their traditional text with the class.	Remind learners the day prior to this lesson to come with traditional texts to share.
Step 3: Teacher Reads a Story Aloud (5 minutes) a. Prepare a story for today's lesson that reflects the type of writing for the week. b. Read your story aloud to learners. c. Model for learners how to revise or edit the story after reading it aloud.	One option is to read aloud the story you have modelled in Literacy 2. You may want to expand on that story or create a new one for this step in the lesson.

How to Teach: Oral Literature - Days 3 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Learners Read Stories Aloud in Small Groups (5 minutes)</p> <ul style="list-style-type: none"> a. Tell learners to take turns reading their Literacy 2 stories in small groups of 2-4 people. b. Encourage learners to help each other to revise and edit their stories. c. Move around the room supporting learners who are having difficulty participating in small groups. 	<p>Encourage learners to appreciate their friend's stories. Tell them to say thank you and good work. This is a good integration of life skills education.</p>
<p>Step 5: Learners Read Stories Aloud to the Whole Class (10 minutes)</p> <ul style="list-style-type: none"> a. Tell learners to finish their small group work and prepare to listen to their classmates' stories. b. Select 3-4 learners to come up and share their stories with the whole class. c. Ask learners to speak clearly and with expression. d. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the reader. e. After a learner has completed reading their story, the teacher and learners should ask questions or make comments. f. Thank the reader at the end of their turn. Assess the learner in the CAM Form and ask the next learner to present. 	<p>Reading your work aloud to the class can be scary, so put in the effort to make this step fun and engaging for your learners. Establish a few basic rules for sharing stories right away that encourage positive listening behaviours and enforce them consistently.</p> <p>Always be supportive and positive with learners who read aloud to help them gain confidence in their writing and be more willing to read aloud to the class.</p>
<p>Step 6: Vocabulary Development (5 minutes)</p> <ul style="list-style-type: none"> a. Select 1-2 words from the stories read aloud today to discuss with learners. b. Say the identified vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Discuss the meaning of the word. Repeat with the other word. Then ask learners to use the word in a sentence. 	<p>Don't wait until the end of the lesson to identify the new vocabulary words. As you or the learners read a story and come across an interesting word, write it on the chalkboard. When you come to Step 6, you will be ready to talk about the new vocabulary words you noted down.</p>

How to Teach: Library - Days 2 and 4

Competences

The learner:

- listens attentively to the teacher to determine the independent study options available during the Library lesson. (Step 2)
- selects the independent tasks he/she will work on during the Library lesson. (Step 2)
- works independently on reading and writing tasks. (Steps 3-4)
- identifies where to stop his/her independent work for the lesson. (Step 5)
- shares what he/she accomplished during the Library lesson. (Step 5)

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Introductory Song (1 minute) a. Sing a song to signal the beginning of the lesson.	Always sing the same song to begin the Library lesson. This routine will help learners mentally prepare for the lesson.
Step 2: Introducing the Library Lesson (4 minutes) a. Give learners 3-4 options to work on during the Library lesson. Options can include working on the Literacy 2 writing assignment for the week as well as any other outstanding work from other lessons. If your school has a Library and your learners have been taught how to use it, you can send a small group (4-6 learners) to the Library to select a book to read. b. Write the options on the chalkboard. c. Encourage learners to ask questions. d. Ask 3-4 learners to share what they have decided to work on during this lesson with the class.	It is important to ask several learners to share what they will do during the lesson. This encourages all of the learners to mentally prepare their plan for the lesson. It also gives you an idea of how well the learners in your classroom are able to be self-directed in their reading.

How to Teach: Library - Days 2 and 4

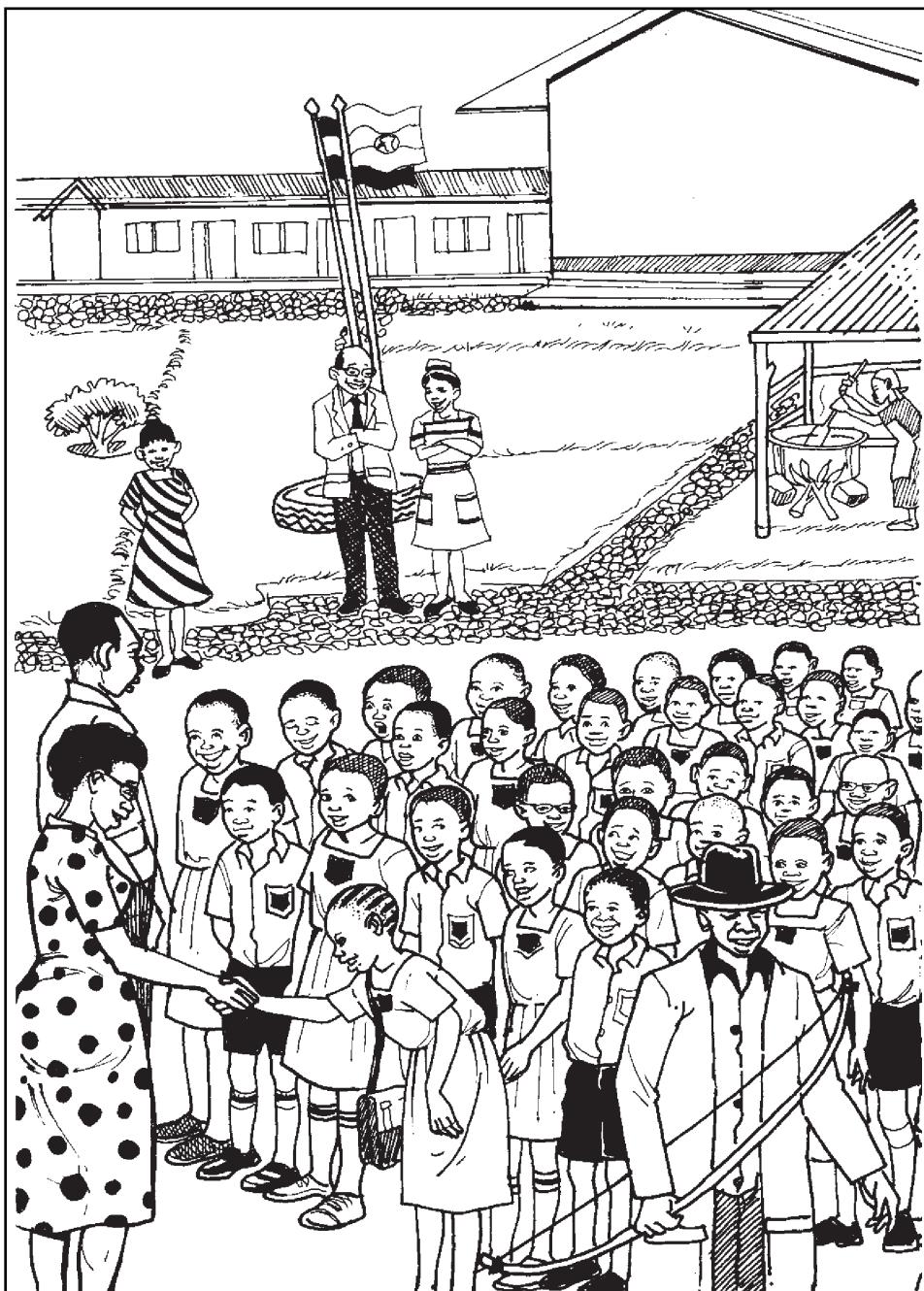
Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Supervising the Library Lesson (5 minutes)</p> <ol style="list-style-type: none">Move around the room quietly observing learners to see that they all begin working on a task independently.Help learners who are struggling with identifying what they want to do.	<p>Be patient with your P3 learners. In Term 1 you may find you need to use more than 5 minutes to supervise the class and help individual learners. As the year progresses, more and more learners will become used to self-directed learning and you will need less time for this step.</p>
<p>Step 4: Independent Work and Individual Assessment (15 minutes)</p> <ol style="list-style-type: none">When learners are all working quietly, call the first learner to your desk for individual assessment.Ask the learner to read a selected text from the pupil book to check their reading fluency.Ask the learner to retell what they've read or ask a few questions to check their comprehension.Have learners share their writing for the week. Discuss any challenges they are having.End the session positively with encouraging words.Call up the next learner to be assessed.	<p>Create a system for selecting learners for individual assessment to ensure that all of your learners meet with you at least once per term during this lesson. Ideally, you should be able to meet individually with 10 learners per week during the Library lesson. Your class size determines how frequently you will be able to meet with each learner.</p>
<p>Step 5: Concluding the Library Lesson (5 minutes)</p> <ol style="list-style-type: none">With 7 minutes left in the lesson, tell learners they have 2 minutes to finish up their independent work.Move around the room observing learners as they finish up their work for the day. Ask them individually to tell you what they accomplished.Tell learners to put their work down. Ask 2-3 learners to share with the class what they accomplished during the Library lesson.Praise learners for their ability to work independently.	<p>This step is important. It gives you more information on how well learners are using their time during this self-directed lesson. Because learners know you are going to call on them at the end of the lesson to be accountable to the whole class for how they used their time, it motivates them to use their time productively.</p>

Luganda Technical Literacy Terms

English	Luganda
alphabetic principle (phonics)	okumanya nti buli nnukuta ekola eddboizi limu
choral reading	okusomera awamu mu lwatu
collaborative learning	okuyigira awamu
competency-based assessment	okugezesza obusobozi
comprehension	okutegeera ebisomebwा
continuous assessment	okugezesza ebisomeddwako buli kiseera
differentiated learning	okusomesa nga tugoberera obusobozi bw'abayizi obw'enjawulo
echo reading	okuddamu omuntu by'asoma
explicit instruction	okusomesa okutegeerekeka
fluency	okusoma okujjayo amakulu
multisensory	okukozesa obusimu obw'enjawulo
orthography	amateeka agafuga empandiika y'olulimi
partner reading	okusoma kw'ababiri oba mu kabinja
phonemic awareness	okumanya nti buli kabonero ddobozi eryetongodde
phonological awareness	okumanya n'okutegeera amaloboozi
print awareness	obumanyi ku bikwata ku kusoma
scaffolding	okuwagira oba okuyamba
summative assessment	okugezesza okusembayo
systematic instruction	ensomesa egoberera emitendera
vocabulary	ebigambo n'amakulu gaabyo
whisper reading	okusoma mu kaama

Weekly Lesson Support

Term 1 Lessons



1 Eggombolola yaffe

Literacy 1 & 2

Oloyombo lwa Wambwa ne Wankoko



muluka moserempeta ssentebé

Wambwa ne Wankoko batzuu mu ggombolola v'e Biwoma. Eggombolola eno esomjibwa mu distrikiliti y'e Mpigi. Eggombolola erinu emiruka esata Kotogo. Kotooke ne Kammonde. Ekyolo kyabve kiyiliba Wuliswu era kisangibwa mu muluka gw' Kotooke mu moserengeta g'eggombolola. Ssentebé w'eggombolola yabowa obvununyizilwa. Wankoko yoweebwa gwa kugolokosa batzuu bili ku mukya. Wambwa yoweebwa gwa kukutu batebenkevu mu ggombolola.

Oluoma 1 | Wikí 1

Bili ku mukya Wankoko okookolima nti. "Obudde bukedde, obudde bukedde." Wambwa omwambalira, "Totuleekaa nira! Lwaki otumaloko emirembe?" Wankoko oddimu nti. "Obudde bukedde, obudde bukedde." Wambwa ne Wankoko batandika okuyomba. Ssentebé w'eggombolola obusanga hayomba. Abalupijima ny'olapa obvununyizilwa hwa bili omu. Wambwa ne Wankoko basima ssentebé olw'okubutuhaganya. Omukwano gwabwe guddavo.

Ebibuuzo

1. Wankoko yoweebwa buvununyizilwa ki?
2. Eggombolola eyogervako eyitithwa etya?
3. Oluoma 1 Ssentebé w'eggombolola okola mirimu ki?

Oluoma 1 | Wikí 1

Day 1

Literacy 1

Thematic Question: Miruka ki egisangibwa mu ggombolola yammwe?

Guiding Question: Wuliriza emboozi eno n'oluvannyuma ombuulire ekyavaako oluyombo lwa Wankoko ne Wambwa.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi
Type of Text: Olugero
Sample Text: Okwewandiisa
Olwaleero lwa kwewandiisa. Mukasa ne mukyala we banaalaga wa?
Babuuza mukwano gwabwe Wamala.
Twewandiisiza wa? Wamala abalagirira ku ggombolola e Lubaga.
Bwe batuuka ku ggombolola bababuuza oba balina ebiboogerako.
Babijjayo ne babibalaga. Beewandiisa era ne babakuba ebifaananyi.
Baddayo eka nga basanyufu.

Writing Organizer: Olugero	
Omutwe	Okwewandiisa
Abali mu lugero	Mukasa, mukyala we ne Wamala
Ekifo	Ku ggombolola
Ekisoomooza	Mukasa ne mukyala we tebamanyi kifo we beewandiisiza.
Entandikwa	Babuuza Wamala
Ekinyusi	Bagenda ku ggombolola, babawandiika era babakuba ebifaananyi.
Okufundikira	Baddayo eka nga basanyufu.

Term 1 Week 1

1.1 Erinnya ly'eggombolola yaffe ne gy'esangibwa

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Mu ggombolola yammwe mulimu emiruka emeka?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Olugero

Omutwe	
Abali mu lugero	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text

Oluyimba

Eggombolola yaffe etweyagaza,
Erimu ebirungi ebitusanyusa,
Mulimu ebibira omuli emitı,
N'entobazi mwe tutema ebitoogo,
Ensuku zaffe mwe tusala ebyayi,
Wamu n'enzizi mwe tukima amazzi,
Tulina ettaka kwe tulima emmere,
Amaduuka mangi mwe tugula ebintu.

1 Eggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

kyapa	bya - pa	byapa
kyagi	bya - gi	byagi
kyangwe	bya - ngwe	byangwe

Word Structures — Extra Practice

kyato	bya - to	byato
kyaffe	bya - ffe	byaffe

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Ebirina okubeera mu	✓
Tool:	lugero	
Omutwe gw'olugero lwange gusikiriza.		
Abali mu lugero lwange banyumisa.		
Ekifo n'ekiseera mbirambise bulungi.		
Nnambise bulungi ekisoomooza.		
Olugero lwange lulina entandikwa, ekinyusi n'enfundikira.		
Mpandiise mu mukono ogusomeka.		

Day 4

Literacy 1

Sentence Structure — Answers

1. Lino ssomero lyaffe.
2. Kino kyalo kyaffe.

Sentence Structure — Extra Practice

mukibbomulimuebyayi
Mu kibbo mulimu ebyayi.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Obubonero obufundikira emboozi		
I do	1. Olwaleero lwa kwewandiisa 2. Mukasa ne Mukyala we banaalaga wa	
We do	1. Twewandiisiza wa 2. Wamala abalagirira ku ggombolola e Lubaga	
You Do	1. Mulina ebiboogerako 2. Bajjayo ebiboogerako 3. Baddayo eka nga basanyufu	

Term 1 Week 1

1.1 Erinnya ly'eggombolola yaffe ne gy'esangibwa

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kyalo	<u>bya - lo</u>	<u>byalo</u>
kyayi	<u>bya - yi</u>	<u>byayi</u>
kyama	<u>bya - ma</u>	<u>byama</u>

Sentence Structure Assessment Test

1. eggombolola yaffe nnene

Eggombolola yaffe nnene.

2. ssentebi Mukasa afaayo

Ssentebi Mukasa afaayo.

Word Making Game

o	ma	ta	be
se	mu	kya	kya
nge	re	lu	bu
nte	sse	e	ka

Answers:

muluka

maserengeta

ssentebi

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 51

NPSCU Scope and Sequence

- Page 9

1 Eggombolola yaffe

Oral Literature

Eggombolola y'e Lubaga

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ontegeeeze ekyavaako eggombolola okugituuma Lubaga.

Ekitundu 1

Eggombolola Lubaga esangibwa mu Ssaza ly'e Kyaddondo mu disitulikiti y'e Kampala. Ebyafaayo by'eggombolola eno biraga nti erinnya Lubaga lyava ku mmuli abatuuze b'ekitundu ekyo mu biseera ebyo ze baakubirizibwanga ennyo okusimba. Emmuli zino zaakozesebwanga mu kuzimba wamu n'okubaga ennyumba. Bwe baabuuzibwanga omugaso gw'olumuli nga bona baddamu nti lubaga ennyumba. Okuva olwo ekifo ekyo ne bakituma Lubaga.

Eggombolola y'e Lubaga yeetooloddwa amagombolola amalala. Mu buvanjuba waliyo eggombolola ya Central. Ebugwanjuba waliyo eggombolola y'e Nsangi. Mu maserengeta waliyo eggombolola y'e Makindye ate mu mambuka waliyo eggombolola y'e Kawempe. Eggombolola y'e Lubaga ekolebwa emiruka egiwerako omuli Kasubi, Lunguilla, Mutundwe n'emirala mingi. Enkolagana y'eggombolola y'e Lubaga n'amagombolola amalala eyambye nnyo abatuuze okukulaakulana n'okusoolooba ku magombolola amalala.

Story Outline

Ekinyusi:

Ebikola eggombolola Lubaga.

Ensonga ewagira 1:

Erinnya ly'eggombolola liva mu byafaayo.

Ensonga ewagira 2:

Emiruka n'ebifo ebyobuvunaanyizibwa.

Term 1 Week 1

1.1 Erinnya ly'eggombolola yaffe ne gy'esangibwa

Oral Literature

Ekitundu 2

Mu ggombolola eno musangibwamu ebintu bingi wamu n'ebifo ebikozesebwa ng'ebiyobulambuzi. Abantu ab'enjawulo okuva mu Lubaga n'awalala bajja ne balambula ebifo bino. Mu muluka gw'e Kasubi musangibwamu amasiro ga Bassekabaka ba Buganda ku kasazi Nabulagala. Abantu bangi okuva e Bule n'e Bweya beesomba okujja okuyiga ebyafaayo bya Buganda ebiri mu kifo ekkyo. Mu muluka gw'e Kibuye musangibwamu ennyanja ya Kabaka. Kigambibwa nti ennyanja eno yasimibwa na mikono ku biragiro bya Ssekabaka Mwanga eyalina ekigendererwa eky'okusaabalirako okutuuka e Munyonyo. Ennyanja eno y'emu ku bifudde eggombolola y'e Lubaga ey'enjawulo. Amasinzizo, amasomero, leediyo obutale wamu n'enguudo byonna bisangibwa mu Lubaga. Ebintu ebyo byonna biyambye okusitula abantu baayo mu mbeera ezitali zimu.

Ssentebbe w'eggombolola eno bulijjo akubiriza abantu be okukuma omutindo gwa Lubaga wamu n'okwagazisa abalala eggombolola eyo.

Vocabulary Words		
eggombolola	ebuvanjuba	amasiro
In the Text Questions	In My Mind Questions	
1. Wa emiruka egisangibwa mu ggombolola y'e Lubaga? 2. Muluka ki ogusangibwamu amasiro ga Bassekabaka?	1. Ssinga ggwe obadde ssentebbe w'eggombolola, wandikoledde ki ekitundu kyo? 2. Ennyanja egasa etya abantu?	

Term 1 Week 1

1 Eggombolola yaffe

Literacy 1 & 2

Enkaayana y'ekibanja



Owegombolok oluyira oluyombo

Nafuna oluyombo ne muliraawku ku nsonga z'ekibanja kynge. Nasalawo okugenda ku ggombolola o Kira okumuwaaabiro. Bwe nnali ntambula nnaluba obusoz obwetoolode eggombolola eno. Nnulenera ehibira n'emiseetwe. Bwe nnostuka ku ggombolola, nnasangayo omukumi ku malyango. Nnubuuza oha Eggombolola mwoli mu woofisi.

Olusoma 1 | Wili 2

Nakonkona woofisi Eggombolola n'anzikiriza okuyingira. Yannyiniriza era n'ambuuza ensonga endesse. Nnumutgezeza nti muliraawku wange yayingira mu kibanja kynge omwaka oguwede. Yatemo emitii gyonna. Yeyokya oluyira. Yata ehisolo bye ne birya emmere yenge yonna. Eggombolola yajjayo fayiro. Yambuza ehibuuzo nja bw'awondika bye nizramu. Yampaako kkopi endala n'esigula mu fayiro ye. Yonsibula era nompa olunaku olw'okudiro yo.

Ehibuuzo

- 1. Obutakkanya bwava ku ki?
- 2. Bantu ki oboggerwako mu mboozi?
- 3. Olowooza ssinga gye gwe baatwallina ekibanja, wondikoze ki?

Olusoma 1 | Wili 2

Day 1

Literacy 1

Thematic Question: Eggombolola yaffe yakula etya?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire ekyavaako enkaayana.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Olufumo

Sample Text: Nfuna obuzibu mu kkubo

Ebiseera byali bya nkuba we nnalabira obuzibu. Nnali nva ku ssomero ne nseerera ku kasozi Kassanda. Nnagwa n'engoye ne ziyulika. Bwe nnagenda mu maaso, nnasanga omugga Kageye gusaze. Nnakaaba. Mwami Musoke yansanga nkaaba. Amangu ago yatema emitii n'atinda Kageye. Yankwata ku mukono ne tusomoka.

Writing Organizer: Olufumo	
Omutwe	Nfuna obuzibu mu kkubo
Abali mu lufumo	Nze ne Mwami Mukasa
Ekifo	Mu kkubo
Ekisoomooza	Obuzibu mu kkubo
Entandikwa	Nseerera ku kasozi Kassanda
Ekinyusi	Nsoberwa olw'omugga ogusaze n'obudde okuziba
Enfundikira	Mwami Musoke atema omuti n'atinda omugga Kageye

Term 1 Week 2

1.2 Enkula y'eggombolola yaffe

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza kiki ekyabaawo nga Oweggombolola atuuuzizza aboomuliraano bombi?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer: Olufumo

Omutwe	
Abali mu lufumo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Enfundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Ka nnyimbe nga neebaza, Ntendereze nga neebaza, Kannyimbe nga neebaza, Wolololo Katonda waffe, Uganda ng'ogyagala!</p> <p>Djenda ne ntunuulira ensozi, Djenda ne ntunuulira ennyanja, Djenda ne ntunuulira ebingi, Neewuunya Katonda waffe, Uganda ng'ogyagala!</p>

Term 1 Week 2

1 Eggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

akati	obu - ti	obuti
akawuka	obu - wuka	obuwuka
akatebe	obu - tebe	obutebe

Word Structures — Extra Practice

akakumbi	obu - kumbi	obukumbi
akakoola	obu - koola	obukoola

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Olufumo	<input checked="" type="checkbox"/>
Omutwe gw'olufumo Iwange gusikiriza.	
Mu lufumo mwendi.	
Ekifo nkirambise bulungi.	
Nnambise bulungi ekisoomooza.	
Olufumo Iwange lulina entandikwa, ekinyusi n'enfundikira.	
Olufumo Iwange lukwata ku nze, byenkola ne bye nnina.	

Day 4

Literacy 1

Sentence Structure — Answers

- Wankoko yaweebwa gwa kugolokosa batuuze.
- Eggombolola eyogerwako eyitibwa Kira.

Sentence Structure — Extra Practice

Nagawa abeera wa?

Nagawa abeera mu ggombolola y' e Kira.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Okukozesa ennukuta ennene	
I do	<ol style="list-style-type: none">ebiseera byali bya nkuba we nnalabira obuzibu.Ebiseera byali bya nkuba we nnalabira obuzibu.
We do	<ol style="list-style-type: none">nnagwa n'engoye ne ziyulikaNnagwa n'engoye ne ziyulika.
You Do	<ol style="list-style-type: none">amangu ago yatema emit n'atinda omugga kageye.yankwata ku mukono ne tusomoka.

Term 1 Week 2

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

akasero	<u>obu - sero</u>	<u>obusero</u>
akasozi	<u>obu - sozi</u>	<u>obusozi</u>
akatabo	<u>obu - tabo</u>	<u>obutabo</u>

Sentence Structure Assessment Test

1. Oluyombo lwava ku ki?

Oluyombo lwava ku muliraanwa kuyingira
kibanja kya munne.

2. Abantu abali mu mboozi bali bameka?

Abantu abali mu mboozi bali basatu.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

lo	ra	mbo	mbo
ggo	o	yo	ba
lu	bu	yii	na
we	lu	la	nda

Answers:

Oweggombolola
oluyiira
oluyombo

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 51

NPSCU Scope and Sequence

- Pages 10-11

1 Eggombolola yaffe

Oral Literature

Olusozzi Kira matendo

Ekibuuozo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire ebintu ebyobutonde ebiri mu ggombolola y'e Kira.

Ekitundu 1

Eggombolola y'e Kira nnene ddala era ekitebe kyayo ekikulu kiri ku lusozi Kira. Mu ggombolola eno musangibwamu ebirungi bingi okugeza ekibira Nammanve, ensozi, ebiwonvu n'emiseetwe.

Ekibira Nammanve mulimu emitii emiwanvu, ebibala ng'amatungulu, nantooke, ensaali n'obukwansokwanso. Mulimu ensulo z'amazzi, enzizi, entobazi, emifuleje, omusenyu, ebbumba n'obuteebe. Mu Kira era mulimu obusozi bungi nga Kasokoso, Kakajjo, Kitikifumba, Namugongo, Bukasa, Kirinnya ne Kazinga. Wakati w'olusozi Kireka ne Bweyogerere waliwo ekyalo Namboole okuli ekisaawe gaggadde ekiyitibwa Mandela. Ku lusozi Kireka kuliko amasomero abiri agalabirira abaana abaliko obulemu. Abaana bano basomesebwa emirimu eg'y'okweyimirizaawo. Ku lusozi Kitikifumba kuliko ettendekero ly'abasomesa. Ku lusozi Kazinga kuliko amakolero g'emifaliso ne pulasitiika ssaako n'ekyuma ekikuba kasooli. Ebikolebwa mu makolero gano biyamba abantu mu maka gaabwe n'okuvaamu omusolo oguyimirizaawo eggwanga.

Story Outline

Ekinyusi:

Enkula y'eggombolola y'e Kira.

Ensonga ewagira 1:

Eggombolola w'esangibwa.

Ensonga ewagira 2:

Eby'obutonde ebrisangibwa mu Kira.

Term 1 Week 2

1.2 Enkula y'eggombolola yaffe

Oral Literature

Ekitundu 2

Mu ggombolola eno mulimu amalwaliro, amasomero, amaduuka ne puliisi. Mulimu ekifo ekikulu ennyo mu ggwanga lyaffe ekiyitibwa Namugongo. Wano webaayokera abajulizi era abalambuzi bava e Bule n'e Bweya okulamaga n'okulambula. Ffe wano mu Uganda olunaku lwa ssatu omwezi gwa Ssebaaseka luba lwakulamaga Namugongo. Mu ddiini y'Abakatoliki ne ba Paapa basitukiramu ne balamaga kuno olw'abajulizi.

Mu ggombolola y'e Kira mulimu abantu ab'enjawulo abakozesa ebintu by'obutonde okukola emirimu egy'okwekulaakulanya. Waliwo abakuba amatoffaali mu bisenyi, abaluka ebibbo, ababumba ensuwa, wamu n'abaluka emikeeka n'ebiwempe nga bakozesa ebitoogo. Waliyo abalala abakola ebibajje nga bakozesa emitii egiva mu bibira. Ensulo, emifulejje n'enzizi biyamba okukuma amazzi mu biseera by'ekyeya.

Vocabulary Words		
gaggadde	e Bule n'e Bweya	obuteebe
In the Text Questions	In My Mind Questions	
1. Ekitebe ky'eggombolola y'e Kira kisangibwa ku lusozi ki? 2. Menya ebintu ebikulu bisatu ebisangibwa mu ggombolola y'e Kira.	1. Olowooza abalina obulemu babayigiriza mirimu ki? 2. Olowooza abantu b'e Kira balima birime ki mu ntobazi?	

Term 1 Week 2

1 Eggombolola yaffe

Literacy 1 & 2

Lwe twakyalira koja



abutongole omuwandisi abeemiruka

"Nagawa olowooza eno si y'eggombolola?" Lule obuuza.
Nagawa addomo.
"Koja wuuil ayimiridde mu maaso g'eggombolola." Lule alaga Nagawa koja.
"Tuduke tumusisinkare." Nagawa omugumba.
"Tumuhauze obantu abubeera ku ggombolola." Lule agumba Nagawa.

Olusoma 1 | Wili 3

"Koja, bantu ki abubeera wano ku ggombolola?"
Bombi bobuuza.
"Loba amonya gsagali ku kipande. Tugende tukisome, "Bagenda okusoma ekipande.
Kuliko: Oweggombololo, omuyuka we, abemiruka, abutongole, abaserikole, ab'ebenyajiriza, omuwandisi, ow'ebokuzimba, ow'ebiyabuone, ow'ebiyabakalya n'abasibe. Basomo ekipande.
"Wabula Nagawa oli mugezil! Oluba ebintu hwe tubyesomedde?" Lule oyogero yeewuunya.
"Yee! Nil mugezi, kale tugende eko." Nagawa addomo.

Elibuuze

1. Banni aboagenda okukyalira koja?
2. Bantu ki abantu ku kipande?
3. Nagawa ne Lule bantua ka batya ku ggombolola?

Olusoma 1 | Wili 3

Day 1

Literacy 1

Thematic Question: Olowooza bantu ki abasangibwa mu ggombolola yaffe?

Guiding Question: Wuliriza emboozi eno n'oluvannyuma ombuulire abantu abasangibwa ku ggombolola.

Literacy 2

Writing Process: Okwetegekera

okuwandiika emboozi

Type of Text: Akazannyo

Sample Text: Yekandagga

(Omuserikale n'Omukulu w'essomero bali ku ssomero.)

Omuserikale: (yekandagga)

Musomesa! Lwaki ogobye omwana wange?

Omukulu w'essomero: (Mu bukambwe) Tannasasula!

Omuserikale: (Mu bukkakkamu)

Nkusaba omuleke asome, nja kusasula.

Omukulu w'essomero: Kale, omwana aje asome naye sasula mu bwangu.

Writing Organizer: Akazannyo

Omutwe	Yeekandagga
Abali mu kazannyo	Omuserikale n'Omukulu w'essomero
Ekifo	Ku ssomero
Ekisoomooza	Omwana w'omuserikale agobwa ku ssomero olw'obutasasula
Entandikwa	Omuserikale ajja ku ssomero
Ekinyusi	Omuserikale yeegayirira omukulu w'essomero akkirize
Enfundikira	Omukulu w'essomero akkiriza omwana w'omuserikale okusoma

1.3 Abantu abasangibwa mu ggombolola yaffe

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ssinga ggwe wali Lule oba Nagawa wanditegedde otya abantu abakola ku ggombolola?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer: Akazannyo

Omutwe	
Abali mu kazannyo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Enfundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Eggombolola yaffe etweyagaza, Atagibeeramu yekka yatagitegeera. Mawanga agali muno mangi gatweyagaza, Wadde Abaganda mu bungi be bagisingamu. Ssentebe waffe atweyagaza, Olw'emirimu gye ffe tuli basanyufu. Bakulembeze abalungi batweyagaza, Ffe tututumuse olw'abo bo bye bakola.</p>

Term 1 Week 3

1 Eggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

agenda	ba - genda	bagenda
alima	ba - lima	balima
afuga	ba - fuga	bafuga

Word Structures — Extra Practice

atambula	ba - tambula	batambula
alya	ba - lya	balya

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Akazannyo	<input checked="" type="checkbox"/>
Omutwe gw'akazannyo gusikiriza omusomi.	
Abali mu kazannyo kange banyumisa.	
Ekifo n'ekiseera mbirambise bulungi.	
Nnambise bulungi ekisoomooza.	
Akazannyo kange kalina entandikwa, ekinyusi n'enfundikira.	
Nsoosezza amannya g'abazannyi ne bye bakola mu bukomera.	
Nkozesezza akalazi oluvannyuma lwoyo azannya.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Abaserikale mukaaga bakuumma eggombolola.
2. Abakulembeze babiri basisinkana abakyala.

Sentence Structure — Extra Practice

Omusajja omu akola emirimu.

Abasaja bana bakola emirimu.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

I do	Mini-Lesson: Obubonero obufundikira embooz 1. Musomesa! Lwaki ogobye omwana wange 2. Tannasasula
We do	1. Nkusaba omuleke asome, nja kusasula 2. Lwaki ggwe wakwata emmotoka yange
You Do	1. Nnali nkuwonya kabenne 2. Kale omwana ajje asome naye sasula mu bwangu.

Term 1 Week 3

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

abuuza	<u>ba - buuza</u>	<u>babuuza</u>
asoma	<u>ba - soma</u>	<u>basoma</u>
anyumya	<u>ba - nyumya</u>	<u>banyumya</u>

Sentence Structure Assessment Test

1. Omutongole omu alambula abatuuze.
Abatongole kkumi balambula abatuuze.

2. Omuwala omu asoma ekipande.
Abawala munaana basoma ebipande.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

ba	wa	le	ri
mu	to	mi	ndii
o	a	lu	ru
si	bee	ngo	ka

Answers:

abatongole
omuwandiisi
abeemiruka

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 51

NPSCU Scope and Sequence

- Pages 11-12

1 Eggombolola yaffe

Oral Literature

Abantu abasangibwa mu ggombolola yaffe

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza, oluvannyuma ombuulire obuvunaanyizibwa bw'abakulembeze mu Kira.

Ekitundu 1

Mu ggombolola y'e Kira musangibwamu abantu ab'amawanga ag'enjawulo. Mulimu Abaganda, Abateeso, Abanyoro, Abakiga, Abatooro, Abayindi n'abalala bangi. Abaganda be basinga obungi era balina ebika eby'enjawulo okugeza Abalangira n'abambejja, abeddira enkima, emmamba, engabi, engo, effumbe, enjovu, ente, embwa n'ebika ebirala. Abantu bano bakola emirimu egy'enjawulo. Abamu bakulembeze okugeza Ssentebe n'omumyuka we. Waliwo abaami abeemiruka n'abamyuka baabwe. Waliwo bassentebe b'ebyalu n'abakulembeze b'ebitongole. Mu bitongole mulimu ebyenjigiriza, ebyobulamu, ebyobuwangwa, ebyobulimi, eby'abavubuka n'abakyala. Mulimu abakulembeze ab'enzikiriza ez'enjawulo okugeza Abasiraamu, Abakatoliki, Abaseveniside, Abakulisitaayo n'Abalokole. Bano bona balina obuvunaanyizibwa obw'enjawulo mu bitundu byabwe. Abakulembeze b'eddiini balina obuvunaanyizibwa bw'okulyowa emyoyo. Kino kizimba abantu mu kutya Katonda. Bayigiriza abantu ku by'obulamu, okwagalana n'okuziyiza emize emibi mu ggombolola y'e Kira.

Story Outline

Ekinyusi:

Obukulembeze mu ggombolola y'eKira.

Ensonga ewagira 1:

Abakulembeze b'amawanga n'amadiini.

Ensonga ewagira 2:

Obuvunaanyizibwa bw'abakulembeze.

Term 1 Week 3

1.3 Abantu abasangibwa mu ggombolola yaffe

Oral Literature

Ekitundu 2

Ow'eggombolola n'omumyuka we bakola ku nsonga z'eggombolola yonna. Ab'emiruka bakola ku miruka ate n'ab'ebitongole bafaayo okutuukiriza emirimu mu bitongole byabwe.

Abakulu bona bafaayo okuyita enkiiko ne bateesa ku by'obutebenkevu, eby'obulamu, eby'enjigiriza, eddembe ly'abaana, okubudaabuda abalwadde, bannamwandu n'abakadde. Oluusi babafunira ebyokulya, engoye, ebyokwebikka n'eb yokweyambisa ng'obutimba bw'ensiri. Abakulembeze era bavunaanyizibwa okutuukiriza enkola za gavumenti nga, "Bonna basome, okusimba emit, okukuma obutonde bw'ensi wamu n'okugemesa abaana." Balina n'okutawulula enkaayana mu batuuze.

Abakulembeze bano balina okulabirira enguudo zireme okwonooneka wamu n'okukubiriza abatuuze okugogola enzizi n'emyala babeere n'amazzi amayonjo. Wamma ggwe tuyozaa yoza abakulembeze b'eggombolola y'e Kira olw'omulimu ogw'ettendo n'amazima bye bakola.

Vocabulary Words		
obuvunaanyizibwa	okutawulula	okubudaabuda
In the Text Questions	In My Mind Questions	
1. Bantu ki abasinga obungi mu ggombolola y'e Kira? 2. Abakulembeze b'eddiini balina buvunaanyizibwa ki?	1. Ssinga ggwe Oweggombolola y'e Kira wandikoze mirimu ki? 2. Olowooza kiki kye wandikoze okukuma obutabenkevu?	

Term 1 Week 3

2 Emirimu gye tukola okwebeezaawo

Literacy 1 & 2



Okubajja

londa omubazzi ebisoomooza

Ku kyalu Katova mu ggombolola y'e Kyomusisi wallyo Mwami Musoke omubazzi omsulungi. Mwami Musoke obajja entebe, ebitanda, enzigi, kobada n'amadifrisa. Akozesia ennyondo, omususementi, emisumusali ne londa. Alina olukoba bw'akozesia okupimo.

Mwami Musoke ebibajje obigaza abantu bo mu kitundu n'amassomero ogaliranyewe. Olunoku lumu twamatuukirira ne tumubuzza ebikwata ku mulimu gwe.

Olusoma 1 | Wili 4

Yatugomba nt! okubajja mulimu mulungi kubonga gwa mu mutwe. Agufunyeemu ensimbi era awereendie abaana. Arizibye amaka era apuze emmotoka. Emmotoka emuyambako okutambuba ebintu bye.

Yatugomba nt! mu kubajja mulimu ebisoomooza bingi. Embawao enunungi z'akozesia tezifunika ate nja za busere. Abantu abamu b'okolera tebamusiusula. Kino kimuvirako obutuba na nsimbi za kususulu hakozi be.

Ebibuuza

1. Mwami Musoke omubazzi asongibwa ku kyalu ki?
2. Mwami Musoke akozesia byuma ki okubajja?
3. Ggwe weegombba kukola mulimu ki ng'okuze?

Olusoma 3 | Wili 4

Day 1

Literacy 1

Thematic Question: Emirimu egikolebwa mu ggombolola yaffe gitugasa gitya?

Guiding Question: Wuliriza emboozu eno n'oluvannyuma ombuulire Mwami Musoke bye yafuna mu kubajja.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozu

Type of Text: Amawulire

Sample Text: Omusiisi wa muwogo
Nnaalongo asiikira muwogo kumpi
n'essomero lyaffe. Nnaalongo
n'abaana be bakeera kuwaata
muwogo ne bamusalaasala obuwai.
Nnaalongo akuma omuliro n'assaako
ekkalaayi ya butto mw'asiikira
muwogo. Muwogo bw'aggya, amussa
ku lusaniya n'amamirirako otunnoy.
Buli luwayi lwa muwogo tulugula
siringi kikumi. Nnaalongo afuna
ensimbi ezimuyamba okulabirira
abaana be.

Writing Organizer: Amawulire	
Omutwe	Omusiisi wa muwogo
Ayogerwako	Nnaalongo
Ekifo	Kumpi n'essomero
Ekiseera	Buli lunaku
Ekikolebwa	Kusiika muwogo
Emitendera	Kukola, kusalaasala, kukuma omuliro, kusiika, kussa ku lusaniya, kumamirirako munno n'okutunda
Ekigendererwa	Kufuna nsimbi
Enfundikira	Ensimbi ziyamba Nnaalongo okulabirira abaana be.

Term 1 Week 4

2.1 Emirimu egikolebwa mu ggombolola yaffe n'emigaso gyagyo

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Birungi ki ebiri mu kukola emirimu?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Amawulire

Omutwe	
Ayogerwako	
Ekifo	
Ekiseera	
Ekikolebwa	
Emitendera	
Ekigendererwa	
Enfundikira	

Oral Literature

Traditional Text
Olugero
1. "Ogutateganya, teguzza nvuma." 2. "Keweerimidde, kakira mbegeraako."

2 Emirimu gye tukola okwebeezaawo

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

lima	ta - lima	talima
zimba	ta - zimba	tazimba
twala	ta - twala	tatwala

Word Structures — Extra Practice

koola	ta-koola	takoola
zannya	ta-zannya	tazannya

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Ebirina okubeera mu mboozi	✓
Tool:	ettottola	
Emboozi yange erina omutwe.		
Emboozi yange eyogera ku muntu era eraga ekifo.		
Emboozi yange ettottola ebikolebwa.		
Emboozi yange eraga ensonga.		
Emboozi yange esengeka ebikolebwa.		
Emboozi yange efundikiddwa.		
Ebigambo byonna mbiwandiise bulungi.		

Day 4

Literacy 1

Sentence Structure — Answers

1. Abasomesa baatumma abaana entebe.
2. Abakozi baalanda embaawo.

Sentence Structure — Extra Practice

Abasajja babajja emmeeza.

Abasajja baabajja emmeeza.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Okuwandiika emboozi enzijuvi		
I do	1. Nnaalongo asiika muwogo kumpi n'essomero lyaffe <u>(Nnaalongo - asiika muwogo kumpi n'essomero lyaffe)</u>	
We do	1. Nnaalongo akuma omuliro. <u>(Nnaalongo- akuma omuliro)</u> 2. Muwogo bw'aggya, amussa ku lusaniya.	
You Do	1. Buli luwayi lwa muwogo tulugula siringi kikumi.	

Term 1 Week 4

2.1 Emirimu egikolebwa mu ggombolola yaffe n'emigaso gyagyo

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

bajja	<u>ta - bajja</u>	<u>tabajja</u>
guza	<u>ta - guza</u>	<u>taguza</u>
kozesha	<u>ta - kozesa</u>	<u>takozesa</u>

Sentence Structure Assessment Test

1. Abantu bagula ebibajje.

Abantu baagula ebibajje.

2. Abayizi batuukirira omubazzi.

Abayizi baatuukirira omubazzi.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

la	e	o	za
mi	lu	li	bi
ku	soo	mu	ba
zzi	jje	moo	nda

Answers:

landa

omubazzi

ebisoomooza

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 51

NPSCU Scope and Sequence

- Page 14

2 Emirimu gye tukola okwebeezaawo

Oral Literature

Emirimu mu ggombolola y'e Lubaga

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire ebirungi abantu bo mu Lubaga bye bafuna mu kukola emirimu.

Ekitundu 1

Lubaga y'eggombolola yaffe. Esangibwa mu disitulikiti y'e Kampala. Abantu bo mu Lubaga bakozi nnyo. Bakola emirimu egy'enjawulo awatali kusosola mulimu gwonna. Ekyewuunyisa, osanga abakazi nga bakola emirimu egiali gimanyiddwa ng'egy'abasajja ate n'abasajja nga bakola egy'abakazi. Mu mirimu gino mulimu okuluka ebintu eby'enjawulo, okubajja, okutunga, okuzimba, okulima, okukuba amatoffaali, okusomesa, okujjanjaba, okutunda mu butale wamu n'okubuulira enjiri. Kino kireetedde abantu b'e Lubaga okukulaakulana wamu n'okukyusa embeera zaabwe eza bulijo.

Emirimu gino gyonna abantu bagikola nga beesigama ku bwagazi bwa buli omu oluusi n'obuyigirize bwe. Kino kibafudde abantu ab'obuvunaanyizibwa ku mirimu gyabwe era kimaliddewo ddala obwa kireereese mu kitundu.

Story Outline

Ekinyusi:

Emirimu mu ggombolola y'e Lubaga.

Ensonga ewagira 1:

Emirimu egikolebwa.

Ensonga ewagira 2:

Obumu mu kukola emirimu.

Term 1 Week 4

2.1 Emirimu egikolebwa mu ggombolola yaffe n'emigaso gyagyo

Oral Literature

Ekitundu 2

Ekimu ku biraga obutasosola mu mirimu wamu n'obutanyoomagana wakati w'abasajja n'abakazi bwe bukulembeze bw'eggombolola eno. Eggombolola y'e Lubaga ekulemberwa ssentebe ayitibwa Mukyala Ssebuggwawo. Mu bukulembeze bwe afubye nnyo okuteeka abakyala n'abaami mu bifo ebyobuvunaanyizibwa ng'asinziira ku busobozi bwabwe.

Waliwo lw'osanga abaami, abakyala wamu n'abaana baabwe nga bakolera wamu emirimu okugeza, okukuba amatoffaali. Omwami bw'aba akuba amatoffaali, omukyala omusanga abikka. Bwe babeera bakozi ba ccapati, osanga omwami akanda ng'omukyala bw'asiika, ggwe wamma omulimu ne gunyuma. Kino kiyambye nnyo abatuuze bo mu Lubaga naddala abafumbo okwekuuma endwadde n'okukuumma emirembe mu maka gaabwe. Awatali kubuuusabuusa , okukola emirimu n'obumu bireeta enkulaakulana.

Vocabulary Words		
emirimu	okukulaakulana	kireereese
In the Text Questions	In My Mind Questions	
1. Mirimu ki egikolebwa mu ggombolola y'e Lubaga? 2. Abantu b'e Lubaga baganyulwa batya mu kukola emirimu?	1. Mirimu ki egitayogeddwako egikolebwa abantu mu ggombolola yammwe? 2. Ggwe bw'onookula, onookola mulimu ki?	

Term 1 Week 4

2 Emirimu gye tukola okwebeezaawo

Literacy 1 & 2

Engeri y'okufunamu obujjanjabi



eddaliro omusowo eddagala

Ebyetaagisa: eddaliro, omusowo, ebyuma
ebikebera, eddagala

Obudde : Obudde hwonne.

Omutedera 1: Genda mu ddwaliro.

Omutedera 2: Labu omusowo okubuuze
ebikukwato.

Olusoma 1 | Wili 5

Omutedera 3: Labu omusowo okukebere ozuale
obuwadde obukutuma.

Omutedera 4: Omusowo okuwandilikira ebbauluwa
eraga eddagala lye weetanga.

Omutedera 5: Omusowo okujianjaba ng'akwa
eddagala.

Ebibuuzo

- 1. Wa ebantu ebyetaagisa mu kufuna
obujjanjabi?
- 2. Omuntu eyeteaga obujjanjabi alina kugenda
wi?
- 3. Bantu ki obalala obolina obuvunaonyizibwa
mu kitundu kyaffe?

Olusoma 1 | Wili 5

Day 1

Literacy 1

Thematic Question: Buweereza ki obusangibwa mu ggombolola yaffe?

Guiding Question: Wuliriza emboozi eno n'oluvannyuma ombuulire emitendera omulwadde
gy'ayitamu ng'atuuse mu ddwaliro.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Alipoota ennyonnyola
emitendera

Sample Text: Okutegeka essomero
eddungi

Ebyetaagisa: ebitabo, entebe,
emmeeza, ekisaawe, abasomesa,
ebizimbe

Obudde: Obudde obugere

Emitendera

1. Wandiika ebirowoozo byo.
2. Funa ebizimbe ebimala.
3. Teekamu entebe n'emmeeza.
4. Funa abasomesa abalungi.
5. Wandiika abayizi.
6. Bawe obudde obumala okusoma
n'okuzannya.

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutive	Okutegeka essomero eddungi
Ebyetaagisa	ebitabo, entebe, emmeeza, abasomesa, ebizimbe
Obudde	Obudde obugere
Emitendera	<ol style="list-style-type: none"> 1. Wandiika ebirowoozo byo. 2. Funa ebizimbe ebimala. 3. Teekamu entebe n'emmeeza mu bizimbe. 4. Funa abasomesa abalungi. 5. Wandiika abayizi. 6. Bawe obudde obumala okusoma.

Term 1 Week 5

2.2 Empeereeza y'emirimu n'emigaso gyagyo

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza lwaki abalwadde abapya bafuna ebbaluwa?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagisa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Oyagala kubera ki ggwe, ki ggwe, ki ggwe? Oyagala kubera ki ggwe? Ng'omaze emisomo gyo?</p> <p>Nze njagala kuba musomesa, musomesa, musomesa, Nze njagala kuba musomesa, Nga mmaze emisomo gyange. Nze njagala kuba musawo...</p>

Term 1 Week 5

2 Emirimu gye tukola okwebeezaawo

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

soma	n - soma	nsoma
yimba	n - yimba	nyimba
yamba	n - yamba	nyamba

Word Structures — Extra Practice

kama	n - kama	nkama
sima	n - sima	nsima

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Alipoota ennyonnyola	<input checked="" type="checkbox"/>
Tool:	emitendera	
	Alipoota yange eriko omutwe.	
	Mpadde olukalala lw'ebikozesebw.	
	Mpadde obudde obwetaagisa.	
	Mpandiise emitendera nga bwe giddirijjana.	
	Nkozesezza emboozi ennyimpi ezitegeerekeka.	
	Mpandiise mu mukono omulungi ogusomeka.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Omuvuzi avuga bulungi bbaasi.
2. Omuyizi awandiika bulungi mu kitabo.

Sentence Structure — Extra Practice

Maama awaata ettooke.

Maama awaata bulungi ettooke.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okukozesa akabonero akawummuza
I do	1. Funa ebitabo entebe emmeeza. (Funa ebitabo, entebe, n'emmeeza.)
We do	1. Weetaaga ekisaawe ebizimbe abasomesa. (Weetaaga ekisaawe, ebizimbe n'abasomesa.)
You Do	1. Teeka ebitabo entebe emmeeza mu bizimbe (Teeka ebitabo, entebe n'emmeeza mu bizimbe.)

Term 1 Week 5

2.2 Empeereeza y'emirimu n'emigaso gyagyo

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

twala	<u>n - twala</u>	<u>ntwala</u>
funa	<u>n - funa</u>	<u>nfuna</u>
kebera	<u>n - kebera</u>	<u>nkebera</u>

Sentence Structure Assessment Test

1. Omusawo ajianjaba abalwadde.
Omusawo ajianjaba bulungi abalwadde.

2. Omusomesa asomesa abayizi.
Omusomesa asomesa bulungi abayizi.

Word Making Game

li	o	ga	la
ddwa	lu	ro	wo
wa	sa	e	u
bu	mu	bba	dda

Answers:

eddwaliro
omusawo
eddagala

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: pages 51-52

NPSCU Scope and Sequence

- Page 15

2 Emirimu gye tukola okwebeezaawo

Oral Literature

Ekyalo Magoma

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'olvannyuma omenye emirimu abazadde bo mu kyalo Magoma gye baakolanga.

Ekitundu 1

Awo olwatuuka ku kyalo kya bawansolo ekiyitibwa Magoma ne wabaawo abatuuze abaali bateredde entende era nga bakolagana. Ssentebi w'ekyalo kino ye yali Mwami Wampologoma. Bawansolo bano ebintu byonna bye baakolanga ne bye baagobereranga byali byesigamye ku buwangwa. Ensimbi zaabwe baaziterekanga mu busuwa. Bwe baalwalanga nga bagenda wa basawo ab'ekinnansi okubakebera n'okubawa eddagala. Abaabanga bamenyese baagendanga wa bayunzi. Abakyala abazaala nga bagenda wa bazaalisa. Emikolo, empisa n'okusinza byesigamizibwanga ku buwangwa bwabwe. Amasomero gaabeeranga waka ku byoto, abazadde b'abaana nga be basomesa. Baatambuzanga bigere ate nga mu mpuliziganya bakuba njoma. Olwali olwo ku kyalo Magoma ne kujjako bawansolo abalala okusengako.

Story Outline

Abali mu lugero

Ssentebi Wampologoma, abatuuze, bawansolo, omukulu w'ekisulo ne Wakayima

Ekifo

Ku kyalo Magoma

Ebikolebwa

Ku kyalo kuliko abatuuze. Bawansolo abapya basenga ku kyalo ne beeyanjulira ssentebi era balaga enneeyisa eyenjawulo.

Term 1 Week 5

2.2 Empeereeza y'emirimu n'emigaso gyagyo

Oral Literature

Ekituuzo eky'okwefumiitiriza: Kiki ekyabaawo nga bawansolo abapya bazze ku kyalo Magoma?

Ekitundu 2

Bawansolo bano baali baasoma. Ebantu byabwe baabikolanga mu ngeri yabuyigirize. Bawansolo bano beeyanjula ewa Ssentebi Wampologoma. Yabaaniriza bulungi era yababuulira engeri abatuuze gye beeysaamu ku kyalo kino. Yayita abatuuze n'abanjulira abasenze abapya. Abasenze baabuulira bannaabwe engeri bo gye bakolamu ebantu byabwe. Baabagamba nti bwe balwala bagenda mu malwaliro. Abaana baabwe bagenda mu masomero era bagenda mu masinzizo okusinza. Baayongerako nti mu by'empuliziganya balina leediyo, ttivvi n'amasi mu era n'ensimbi zaabwe bazitereka mu bbanka.

Abatuuze bwe baawulira enkola eno baagisanyukira. Baatandika okuzimba amasomero, amalwaliro, posita n'amasinizo era ne batandika okubikozesa. Wanjovu yatandika essomero era abatuuze bona baatwalamu abaana baabwe. Amasomero gano gaabangamu abayizi abava awaka wamu n'abekisulo. Waalingawo amateeka g'essomero agagobererwa. Abaana abasula mu kisulo baali tebakkirizibwa kuleeta kintu kyonna kya mpuliziganya omwali leediyo, essimu ne ttivvi. Mu bayizi abapya ab'ekisulo mwalimu Wakayima eyali omujagujagu ennyo. Yasoma amateeka gonna ag'essomero agaamuweebwa. Ekyewuunyisa yakukusa kaleediyo n'ayingira nako mu kisulo. Bwe bwatuuka ekiru n'akateekako banne ne bazuukuka. Omukulu w'ekisulo bwe yawulira, yamugamba aleete kaleediyo. Yakamujjako era n'amulabula obutaddamu kuleeta kintu kyonna ekyagaanibwa. Yamukuutira okugoberera amateeka g'essomero oba si ekyo aija kugobebwa.

Vocabulary Words		
abatuuze	empuliziganya	ekisulo
In the Text Questions	In My Mind Questions	
1. Ani yali ssentebi w'ekyalo Magoma? 2. Abatuuze n'abasenze bakkiriziganya kukola ki?	1. Olowooza abazadde baayigirizanga ki abaana baabwe nga bali ku kyoto? 2. Olowooza obulamu bw'abatuuze bwali butya nga abasenze bazze?	

Term 1 Week 5

2 Emirimu gye tukola okwebeezaawo

Literacy 1 & 2

Nnaabagereka Sylvia Nagginda



mwasirizi ekisaakoste amanyiddwa

Omukyala ono ye Nnaabagereka wa Buganda. Yafuna ekitilawa ekyo hwe yafumbirwa Kabaka wa Buganda Ronald Muwenda Mutebi II njo 29-8-1999. Nnaabagereko mukyala Muganda eyedidina Omusa. Ye mauma w'Omumbejja Katrina Ssangalayamhogo. Nnaabagereko amonyiddwa nnyo ol'w'okuyajiriza abana empisira n'obuvuunaonyizibwa ng'oyita miitakeeteekha y'ekisaakoste.

Olusoma 1 Wiki 6

Atardisseewo ebilibina ebikulaakulonya abakyala n'obuvubuka.
Ebirungi by'okoze:

Alaze obukulembeze obulungi ng'obulilla abantu empisira z'obutubulamu. Ayumba aboli mu bwetavvu. Akubiriza obuzadde okujemesa abana. Alubiriza abana abatalina mwasirizi era olunirira eddembe lybwe. Afubye okulunya obulwidde bwo siriimi. Akubiriza abantu okuzaza abana obulima obulungi be basobola okulabirira. Ayombye okukulaakulonya ebitone.

Ebibuuzo

- 1. Ari ayogeddwako mu mboozi eno?
- 2. Lwaki Nnaabagereko amonyiddwa nnyo?
- 3. Ssingi ggwe walli Nnaabagereko wundikoledde ki abantu abutulugunya abana?

Olusoma 1 Wiki 6

Day 1

Literacy 1

Thematic Question: Biki ebisoomooza empeereza y'emirimu mu ggombolola yaffe?

Guiding Question: Wuliriza emboozi eno n'oluvannyuma ombuulire ebirungi Nnaabagereka by'akoledde eggwanga.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota ekwata ku bulamu bw'omuntu

Sample Text: Nnamwandu omumalirivu

Nawume Nalwoga omulimi ye nnamwandu wa Mukasa Semwogerere. Omukyala ono yazaalibwa Katovu mu 1930. Kitaawe ye mugenzi Kyowola. Yafumbirwa e Kyamulinga mu Ssingi mu 1948 n'azaala abaana musanvu. Wadde teyasoma nnyo naye asobodde okuweerera abaana be bonna. Mu baana be mulimu abasawo, abasomesa ne bamakanika. Nalwoga kati ye mukyala eyeebuuzibwako.

Writing Organizer:	Alipoota ekwata ku bulamu bw'omuntu
Omutwe	Nnamwandu omumalirivu
Ayogerwako	Nnamwandu Nawume Nalwoga
Gy'abeera	Kyamulinga
Obudde	Omwaka guno
Ebikolebwa	Asobodde okuweerera abaana be.
Engeri	Alima
Ensonga	Akola n'amaanyi okweyimirizaawo n'abaaana be.
Enfundikira	Nalwoga kati ye mukyala eyeebuuzibwako.

Term 1 Week 6

2.3 Ebisoomooza empeereza y'emirimu n'enjeri gye tubivvuunuka

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ssinga ggwe wali Nnaabagereka wandikoledde ki eggwanga lyo?

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer:	Alipoota ekwata ku bulamu bw'omuntu
Omutwe	
Ayogerwako	
Gy'abeeera	
Obudde	
Ebikolebwa	
Engeri	
Ensonga	
Enfundikira	

Oral Literature

Traditional Text
<p>Ekikwate</p> <p>Abange (x2) mujje tukole n'amaanyi twenyigiremu, Tukole n'amaanyi nga tetweganya, Abakyala n'abaami nga tetweganya, Abakadde n'abaana nga tetweganya, Ebizibu bye tusanga nga tetweganya, Tukolere wamu abange nga tetweganya, Mu ggombolola yaffe eno kwe kuwangula.</p>

Term 1 Week 6

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

laba	<u>tu - laba</u>	tulaba
yimba	<u>tu - yimba</u>	tuyimba
wandiika	<u>tu - wandiika</u>	tuwandiika

Word Structures — Extra Practice

kuba	<u>tu - kuba</u>	tukuba
tema	<u>tu - tema</u>	tutema

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Alipoota ekwata ku bulamu	<input checked="" type="checkbox"/>
Tool:	bw'omuntu	
Alipoota erina omutwe.		
Alipoota ennyonnyola obulamu bw'omuntu.		
Alipoota ennyonnyola ekiseera ebantu ebikulu we byaliwo.		
Ndaze engeri omuntu gwe njogeddeko bwe yavvuunuka ebisoomoza mu bulamu.		
Ndaze engeri omuntu gwe njogeddeko bw'ayambye abantu abalala.		
Alipoota yange ettottola ensonga enkulu nga nziva kumu.		

Day 4

Literacy 1

Sentence Structure — Answers

1. Nagawa asiika muwogo.
2. Lule asaalira ku mukeeka.

Sentence Structure — Extra Practice

Omusajja asiga kasooli.

Omusajja asiiga kasooli.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okwawula amannya agali mu mboozi
I do	1. Nawume Nalwoga omulimi ye nnamwandu wa Mukasa. (<u>Nawume</u> <u>Nalwoga</u> <u>omulimi</u> ye <u>nnamwandu</u> wa <u>Mukasa</u> .)
We do	1. Omukyala ono yazaalibwa Katovu mu 1930. (<u>Omukyala</u> ono yazaalibwa <u>Katovu</u> mu 1930.)
You Do	1. Yazaala <u>abaana</u> _musanvu. 2. <u>Nalwoga</u> kati <u>mukyala</u> mwatiikirivu.

Term 1 Week 6

2.3 Ebisoomooza empeereza y'emirimu n'engeri gye tubivvuunuka

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kola	<u>tu - kola</u>	<u>tukola</u>
soma	<u>tu - soma</u>	<u>tusoma</u>
lima	<u>tu - lima</u>	<u>tulima</u>

Sentence Structure Assessment Test

1. Ekikola kiri kumpi n'omuti.

Ekikoola kiri kumpi n'omuti.

2. Abana batudde wansi.

Abaana batudde wansi.

Word Making Game

ri	a	ki	ddwa
saa	si	maa	te
zi	e	kaa	ye
mwa	nyi	ki	ma

Answers:

mwasirizi

ekisaakaate

amanyikiddwa

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 52

NPSCU Scope and Sequence

- Page 16

2 Emirimu gye tukola okwebeezaawo

Oral Literature

Eggombolola y'e Wamivule

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'olvannyuma ombuulire ebisoomooza empeereza y'emirimu.

Ekitundu 1

Obukulembeze mu ggombolola y'e Wamivule ku mitendera egy'enjawulo bwali nga bulungi. Ssentebe ye yali Mwami Ssere ate omumyuka we nga ye Mukyala Nnanda. Mu ggombolola eno mwalmu emiruka egiwerako nga Kisenyi, Kibira, Kitoogo, Kirimiro ne Kisambu.

Eggombolola eno yafuuka ekyokulabirako kubanga yalimu amasomero amalungi ate nga ebisale byago bisoboka eri abatuuze bona. Mwalimu amalwaliro mangi omwali abasawo abatuukiriza obulungi emirimu gyabwe ate nga gaalimu n'eddagala erimala. Enguudo zo mu Wamivule zaali nnungi ekyaleetera eggombolola eno okukulaakulana. Mu kitundu mwalmu amazzi agamala ate nga mayonjo. Ebyempuliziganya ng'empapula z'amawulire, leediyo, ttivvi n'essimu nga bisoboka. Obukuumi nabwo bwali bwa maanyi mu ggombolola eno. Wabula ekiseera kyatuuka ne bakyusa obukulembeze embeera mu ggombolola y'e Wamivule n'etandika okwonooneka.

Story Outline

Abali mu lugero

Ssere, Nnanda, abatuuze

Ekifo

Mu ggombolola y'e Wamivule

Ebikolebwa

Okukyusa obukulembeze, embeera okwonooneka, okuyita olukiiko n'abakulembeze beeyama okutereeza.

Term 1 Week 6

2.3 Ebisoomooza empeereza y'emirimu n'engeri gye tubivvuunuka

Oral Literature

Ekituuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira ng'embeera eyonoonese?

Ekitundu 2

Wamivule bwe yayongera okwonooneka, essanyu lyaggwa mu batuuze. Ebyetaago n'ebisale by'amasonero nga tebikyasoboka. Eddagala mu malwaliro lyaggwaamu olw'ensimbi okuba entono. Enguudo zaayonooneka n'entambula n'ekaluba. Ebyempuliziganya byayonooneka olw'obubbi obwali obungi mu kitundu. Amazzi nago gaabula nga n'enzizi tezikyagogolwa embeera ya Wamivule ggwe wamma n'eyonoonekera ddala. Abatuuze b'e Wamivule kino tekyabasanyusa. Baayita Oweggombolola ne bamubuulira ebizibu byabwe. Oweggombolola amangu ddala yayita olukiiko. Mu lukiiko abatuuze baayogera ensonga zonna ezaali zibaluma. Abakulembeze beetonda era ne beeyama okutereeza embeera. Abatuuze baasanyuka nabo ne basuubiza okukolera awamu.

Vocabulary Words		
okugogola	ebisale	emiruka
In the Text Questions	In My Mind Questions	
1. Menya emiruka egiali mu ggombolola y'e Wamivule. 2. Lwaki abatuuze baayita Oweggombolola?	1. Abakulembeze b'eggombolola yammwe bakola mirimu ki? 2. Ssinga ggwe wali Oweggombolola abatuuze wandibakoledde ki?	

Term 1 Week 6

3 Ebitwetoolodde mu ggombolola yaffe

Literacy 1 & 2



Ebbaluwa esaba aw'okulimira

ettaka ekitundu ebirime

Katonga Palayimale
A.K.P.154,
Kavabwe
17 - 03 - 2014

Ssebo Omusomesa.
Tukulamusiza nyio ssebo ne tukwebazo okutusomesa obulungi. Ssebo tukuwandiikkide nja tukusoba aw'okulimira. Omwika ogwayita twassuba n'otowa we twallimira emboga n'enyananya. Ebintu abyto twabirira wamu era kino kijja kukendeeza kina kyayamba essomero lyaffe obutasoosaanya nsimbi nja tubigula.

Tumaze okuzula ekitudu ku ttaka lyessomero ekizise. Ettoke mu kitundu ekyo twallimiroko ne tubaza ebirime era tukokosa nti ekitudu ekyo kigimu. Okuva lwe twasembu okukozesa tewali muttu mufala yoli azzeemu kulumiroko. Tukusoba otukirizze tukozes ekyo ekyo tusbole okullimiroko enyananya, emboga, entula n'obutungulu. Ebintu bino tujja kubirlira wamu era kino kijja kukendeeza kina kyayamba essomero.

Ffe abayizi b'ekibiina kyokusatu.

Ebbaluwa

- 1. Bauni abawandikiko ebbaluwa?
- 2. Lwaki haawandikiko ebbaluwa?
- 3. Ettaka lirina mugaso ki?

Olusoma 1 | Wili 7

Kino kyayamba essomero lyaffe obutasoosaanya nsimbi nja tubigula.

Tumaze okuzula ekitudu ku ttaka lyessomero ekizise. Ettoke mu kitundu ekyo twallimiroko ne tubaza ebirime era tukokosa nti ekitudu ekyo kigimu. Okuva lwe twasembu okukozesa tewali muttu mufala yoli azzeemu kulumiroko. Tukusoba otukirizze tukozes ekyo ekyo tusbole okullimiroko enyananya, emboga, entula n'obutungulu. Ebintu bino tujja kubirlira wamu era kino kijja kukendeeza kina kyayamba essomero.

Ffe abayizi b'ekibiina kyokusatu.

Ebbaluwa

- 1. Bauni abawandikiko ebbaluwa?
- 2. Lwaki haawandikiko ebbaluwa?
- 3. Ettaka lirina mugaso ki?

Olusoma 1 | Wili 7

Day 1

Literacy 1

Thematic Question: Biki bye tufuna mu ttaka ery'enjawulo?

Guiding Question: Wuliriza ebbaluwa eno n'oluvannyuma ombuulire lwaki abayizi baasaba ettaka.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Ebbaluwa ewa endowooza

Sample Text: Ebbaluwa eyawandiikibwa abayizi
Ssebo omukulu w'essomero,
Ensonga: Mukoka
Mukoka atuyisa bubi. Asimye enkonko mu kisaawe kyaffe. Tetusobola kuzannya kapiira.
kuzannya kapiira. Tusaba tusimbe omuddo mu kisaawe. Tulowooza nti omuddo gujja kutuyamba okuyiziya mukoka n'okukuuma ettaka.
Ffe abayizi b'ekibiina ekyokusatu.

Writing Organizer: Ebbaluwa ewa endowooza

Okulamusa	Ssebo omukulu w'essomero
Ennyanjula	Mukoka atuyisa bubi.
Ensonga	Mukoka asimye enkonko mu kisaawe.
Ensonga	Tetusobola kuzannya kapiira.
Ensonga	Tusimbe omuddo.
Enfundikira	Okusimba omuddo kukuma ettaka n'okuyiziya mukoka.

Term 1 Week 7

3.1 Ettaka: ebirimu, ebika byalyo n'enkula yaalyo

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Lwaki abantu bazisa ettaka?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Ebbaluwa ewa endowooza

Okulamusa	
Ennyanjula	
Ensonga	
Ensonga	
Ensonga	
Enfundikira	

Oral Literature

Traditional Text
<p>Musibannimi</p> <p>Akataka ka Kitaka abataka b'e Bakka ke baatakula obutakuzi katta ettaka lya Nabitaka ku ttaka.</p>

3 Ebitwetoolodde mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

tusula	tusul - e	tusule
tusaba	tusab - e	tusabe
tasanyuka	tasanyuk - e	tusanyuke

Word Structures — Extra Practice

tulya	tuly - e	tulye
tusoma	tusom - e	tusome

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment	Ebbaluwa ewa endowooza	✓
Tool:	Ebbaluwa erimu okulamusa.	
	Ennyanjula yange ewa ekinyusi ky'ebbaluwa.	
	Mpadde ensonga ezsukka mu bbiri eziwagira ekinyusi.	
	Mu kufundikira nzizeemu okukkaatiriza ensonga enkulu.	
	Nkozesezza bulungi obubonero mu mboozi.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Abayizzi bayigga.
2. Ndeetera omuggo ogwo.

Sentence Structure — Extra Practice

Omusajja akuba ebintu.

Omusajja akubba ebintu.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson:	Okukoza nakongeza-kikolwa mu mboozi
I do	1. Mukoka atuyisa bubi. 2. Mukoka atuyisa <u>bubi nnyo.</u>
We do	1. Tetusobola kuzannya. 2. Tetusobola kuzannya <u>bulungi.</u>
You Do	1. Tusaba tusimbe omuddo. 2. Omuddo gutuyamba okuziyiza mukoka.

3.1 Ettaka: ebirimu, ebika byalyo n'enkula yaalyo

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

tulamusa	<u>tulamus - e</u>	<u>tulamuse</u>
twebaza	<u>twebaz - e</u>	<u>twebaze</u>
tulima	<u>tulim - e</u>	<u>tulime</u>

Sentence Structure Assessment Test

1. Maama asa obulo.

Maama assa obulo.

2. Mwanje akuma omuliro.

Mwanje akumma omuliro.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

e	ki	bi	so
ka	o	ndu	mwa
tu	tta	mu	ka
sa	ntu	ri	me

Answers:

ettaka

ekitundu

ebirime

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

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- Oral Lit Competences: page 52

NPSCU Scope and Sequence

- Page 18

3 Ebitwetoolodde mu ggombolola yaffe

Oral Literature

Ettaka ly'ewaffe

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire emigaso gy'ettaka.

Ekitundu 1

Ekyalo kyaffe kiyitibwa Kaabasanda. Kisangibwa mu ggombolola y'e Kalamba mu disitulikiti y'e Mpigi. Abantu abasinga ku kyallo kino balimi. Abantu abalala bakola emirimu emirala ng'okusima omusenyu, okukuba amayinja, okulunda, okubumba, okukuba amatoffaali nga kw'otadde n'okumeza emit. Emirimu gino gyonna bagikolera ku ttaka ly'ekitundu kino.

Abantu bangi bajja ku kyallo kyaffe olw'ettaka eddungi lye tulina. Ntera okubawulira nga banyumya nti ettaka lyaffe erimu lya musenyu, waliwo ery'oluyinjayinja, eddala liddugavu ate ng'eddala lya bbumba erisangibwa mu bisenyi n'entobazi. Bw'oyitayita mu kyallo kyaffe osanga abasaja bangi nga basima omusenyu. Omusenyu guno baguzimbisa amayumba n'okukola amatoffaali. Abantu abalala basima ebbumba okuva mu ntobazi. Ebbumba lino balikozesa okubumba ensuwa, essigiri, ebikopo n'ebifaananyi by'abantu.

Story Outline

Ekinyusi:

Enkula y'ettaka.

Ensonga ewagira 1:

Ebika by'ettaka.

Ensonga ewagira 2:

Ebyobugagga ebisangibwa mu ttaka.

Term 1 Week 7

3.1 Ettaka: ebirimu, ebika byalyo n'enkula yaalyo

Oral Literature

Ekitundu 2

Oluusi osanga abantu b'ekitundu kino nga basiga ensigo zaabwe mu ttaka eriddugavu. Kino bakikola olwokuba ettaka eryo libaza emmere yaabwe. Mu bifo ebimu osanga abasajja n'abakazi nga basima ebyobugagga ebyo mu ttaka. Amayinja n'omusenyu ebisimibwa okuva mu bitundu eby'enjawulo, bifudde ettaka lyaffe okuba ery'ebbeeyi.

Ebintu bino byonna biviirideko abantu ab'amawanga ag'enjawulo okusenga ku kyallo kyaffe. Bonna ekyabaleeta ly'ettaka lyaffe ery'ebbeeyi. Abantu abamu bagamba nti enkula y'ettaka lyaffe ebasanyusa nnyo era kino kiviirideko abantu abamu okuzimba ku nsozi n'abalala mu biwonvu. Bagamba nti ekibazimbisa ku nsozi kwe kwagala okulengera ebitundu ebirala, okwewala mukoka wamu n'okufuna empewo ennungi.

Vocabulary Words		
ebbumba	okubumba	ebiwonvu
In the Text Questions	In My Mind Questions	
1. Wa ebika by'ettaka ebyogerwako mu lufumo. 2. Laga ebyobugagga ebisangibwa mu ttaka ebyogeddwako mu lufumo.	1. Ettaka ly'ewammwe mulikozesa ki? 2. Ssinga bakuwa ettaka oyinza kulikolerako ki?	

Term 1 Week 7

3 Ebitwetoolodde mu ggombolola yaffe

Literacy 1 & 2

Wankuba ne Wamusana

ebugumu lisusse beekaanya

Akozannyo okampli nga kozamnyilwa Wamusana ne Wankuba nga buli omu olaga by'oklera obantu.

Wamusana: (Ayimiridde ayogera) Wankuba ng'oludde okulabika?

Wankuba: (Ayogera yeematria) Mbadde njogala ndage omugaso gwange.

Wamusana: (Mu bukkakkamu) Abantu enfaufu ebatta. Amazzi gobuze. Ebhujumu lisusse.

Tehoof! **Wankuba:** (Addamu nga teyefiliryo) Tehoofia kufa. Nja kutusso ekiseera nzigie n'amcaayi.

Wamusana: (Akangula ku ddobooz) Bw'olwawa okuja, lw'ojja ojja bub!

Wankuba: (Yieninyimbwa) Abantu baziba, beekaanya ebiisooto, bagamba mbu ndeeta empewo, kati ate ki?

Wamusana: (Ayogera yeweuunyo) Nonge nnuwulira nga bougura ati honkooy!

Wankuba: (Ayogera bumolirivo) Ku luno nja kuleesta n'omuziro. Amayumba n'ebirime mbyonoone.

Wamusana: (Yeegayirin) Wankuba, tokla bw'otyo.

Wankuba: Ojumba nze noye nsawwe obantu oboleetera ekveya n'enjalaf!

Ebibuuzo

1. Bauni oboli mu kozaronyo keno?
2. Ani osinga obukumbwe?
3. Enkubo erina migaso ki?

Day 1

Literacy 1

Thematic Question: Enkuba n'omusana bitugasa bitya?

Guiding Question: Wuliriza emboozi y'abantu bano n'oluvannyuma ombuulire ebirungi n'ebibi ebireetebwa enkuba n'omusana.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Akazannyo

Sample Text: Akasolya katikkuse
(Namata ne Nalule bali ku ssomero, biseera bya kyamisana.)

Namata: Lwaki toli musanyufu?

Nalule: (Akutte ku ttama) Munnange kibuyaga yatikudde akasolya kaffe.

Namata: (Yekanga) Mwasuze wa?

Nalule: Twasuze wa Mwami Lumu.

Namata: Eyo gye munaabeeranga?

Nalule: Nedda. Taata aija kuleeta abazimbi okuva e Kampala bazzeeko akasolya.

Writing Organizer: Akazannyo	
Omutwe	Akasolya katikkuse
Abali mu kazannyo	Namata ne Nalule
Ekifo	Ku ssomero mu biseera by'ekyemisana
Ekisoomooza	Kibuyaga atikkula akasolya ka ba Nalule.
Entandikwa	Namata abuuza Nalule
Ekinyusi	Nalule annyonnyola obuzibu bwe baafunye nga kibuyaga atikkudde akasolya k'enju yaabwe.
Enfundikira	Taata aleeta abazimbi okuzzaako akasolya.

Term 1 Week 8

3.2 Enkyukakyuka mu bitwetoolodde eretebwa obutonde

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza enkuba bw'etonnya oluvannyuma lw'ekyeya kiki ekibaawo?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Akazannyo

Omutwe	
Abali mu Kazannyo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Enfundikira	

Oral Literature

Traditional Text
<p>Oluyimba Omusana, Gutuyamba nnyo, Kubanga gwaka bulungi, Tewali kutya a! Laba Katonda atukulembedde, Ali kumpi nnyo mu bulamu bwaffe...</p>

Term 1 Week 8

3 Ebitwetoolodde mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

laga	ya - laga	yalaga
mira	ya - mira	yamira
seka	ya - seka	yaseka

Word Structures — Extra Practice

tuma	ya - tuma	yatuma
yambala	ya - yambala	yayambala

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Akazannyo	<input checked="" type="checkbox"/>
Omutwe gw'akazannyo gusikiriza omusomi.	
Abali mu kazannyo kange banyumisa.	
Ekifo n'ekiseera mbirambise bulungi.	
Nnambilise bulungi ekisoomooza.	
Akazannyo kange kalina entandikwa, ekinyusi n'enfundikira.	
Nsoosezza amannya g'abazannyi ne bye bakola biri mu bukomera.	
Nkozesezza akalazi oluvannyuma lw'oyo azannya.	

Day 4

Literacy 1

Sentence Structure — Answers

1. E Wakiso waliyo amasomero
n'amalwaliro.
2. Genda mu kayumba k'enkoko.

Sentence Structure — Extra Practice

Nagawa atudde ku kaliba ka embuzi.
Nagawa atudde ku kaliba k'embuzi.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Enkozesza y'ennukuta ennene	
I do	1. Lwaki toli musanyufu? 2. Munnange kibuyaga yatikkudde akasolya k'ennyumba yaffe.
We do	1. Mwasuze wa? 2. Twasuze mu ddiiro lya mwami musoke.
You Do	1. Eyo gye munaabeeranga? 2. Nedda. Taata aija kuleeta abazimbi okuva e kampala bakazzeeko.

Term 1 Week 8

3.2 Enkyukakyuka mu bitwetoolodde eretebwa obutonde

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

lima	<u>ya - lima</u>	<u>yalima</u>
gamba	<u>ya - gamba</u>	<u>yagamba</u>
yigiriza	<u>ya - yigiriza</u>	<u>yayigiriza</u>

Sentence Structure Assessment Test

1. Kato alina enku ne amatoffaali.

Kato alina enku n'amatoffaali.

2. Omuyizi akutte akatimba ka ensiri.

Omuyizi akutte akatimba k'ensiri.

Word Making Game

wa	li	mu	kwe
mu	bbu	sse	nya
e	nku	kaa	sa
na	su	ba	gu

Answers:

ebbugumu

lisusse

kwekaanya

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: pages 52-53

NPSCU Scope and Sequence

- Pages 18-19

Oral Literature

Ekyalo Kifundikwa

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire enkyukakyuka ereetebwa obutonde.

Ekitundu 1

Mu kyalo Kifundikwa abantu bateredde ntende. Abantu baayo bakozi ddala era bakeera ne bagenda okulima. Balima emmere ey'okutunda n'eyokulya era bakola n'emirimu emirala omuli okulunda, okukomaga n'okuvuga bboodabooda.

Bwe baba bakola emirimu gino embeera y'obudde oluusi eyonooneka era n'etaataaganya enkola y'emirimu. Oluusi wabaawo enkuba lw'etonnya, olulala omusana ne gwaka. Kibuyaga olumu akunta ate olulala obudde ne buba bwa kiddedde. Musisi ayita, eggulu ligwa, amataba gajja, mukoka akulugguka n'ekyeya ne kijja. Embeera eno ereeta enkyukakyuka mu nkola y'emirimu.

Abantu bo mu Kifundikwa bakola emirimu egimu okusinziira ku mbeera y'obudde. Okw'enkuba, abalimi basiga ensigo ate ku bw'omusana bakungula ebirime.

Story Outline

Ekinyusi:

Embeera y'obudde.

Ensonga ewagira 1:

Emirimu egikolebwa mu budde obw'enjawulo.

Ensonga ewagira 2:

Ebireeta enkyukakyuka mu mbeera y'obudde.

3.2 Enkyukakyuka mu bitwetoolodde eretebwa obutonde

Oral Literature

Ekitundu 2

Obudde obw'empewo bawewa ebirime bibeere biyonjo nga bajjamu ebisusunku. Ekiddedde kiyamba abakozi okukola nga tebalina kibatawaanya anti obudde bubeera buweweeyu.

Abantu abamu boonoona obutonde ate nga kino kya bulabe nnyo. Abantu basuula obuveera mu mazzi, batema emit, bookya amanda, bazimba mu ntobazi, bakuba amatoffaali, bazimba amakolero okumpi n'abantu, bookya n'empira. Ebintu bino byonna byonoona obutonde. Okutema emit kya bulabe kuba kuvaamu okusembeza eddungu. Okwokya empiira kuleetera ettaka okuggwaamu obugimu. Okuzimba mu ntobazi kuleeta amazzi okwanjaala mu mayumba g'abantu ng'enkuba etonnye.

Enkyukakyuka mu mbeera y'obudde nakyo kya bulabe. Amataba gasasaanya endwadde nga kkolera, omusujja gwo mu byenda, tlayifoyidi wamu n'endwadde z'amaaso. Ekyeya nakyo kivaako enjala era abantu bakonziba. Ebisolo nabyo bwe bityo era n'ebimera tebidda bulungi. Laddu etta abantu era eyonoona n'ebintu. Omukka omubi guleeta endwadde mu mawuggwe ne mu kiwanga.

Vocabulary Words		
amataba	ekiddedde	musisi
In the Text Questions		In My Mind Questions
1. Menya embeera y'obudde eyogeddwako mu lufumo.	2. Biki ebyonoona obutonde?	1. Olowooza biki ebireetera abantu okutema emit? 2. Bulabe ki musisi bw'ayinza okuleeta?

Term 1 Week 8

3 Ebitwetoolodde mu ggombolola yaffe

Literacy 1 & 2



Obulabe! Obulabe! Obulabe!

empiira ekyeya omuyaga

Nagawa yoll obervo ku kyalo Nakinyugazi. Abantu baayo baall baasaanyawo ebibira nja botema emit, bookya empiira n'omanda. Baall bolimira mu ntobozzi era nja bayiwa ebisanliko mu bifo omuli ensulu z'amazzi. Kino kyleeta okeya n'ebbulu ly'emmere. Enkuiba yalli tekystonnyera n'omuyaga gwali munji mu kitundu. Eddagala ly'ekinnorsi nalyo iyubula. Nagawa yokolo ekipande nja kiriga obulabe obuva mu kusaanyaawo ebibira.

Oluosoma 1 Wili 9

Yakuba ebifaanomyi nj'abantu batema emit
wamu n'okwokya amunda. Yateekoko omritwe
ogulaga ensonga gye yali ayogeroko. Yaluga abantu
abossoonyizaawo ebibira mu kitundu. Okuva olwo
abantu tebadukumu kutema milti.

Ebibuuza

1. Menya ebibibu bisatu ebyava mu kusaanyaawo ebibira.
2. Abantu be Nakinyugazi baasaanyaawo batuya ebibira?
3. Sisingu obadde mukulembeze wa kitundu, kiki ekirola kye wondikoze okukuma ebibira?

Oluosoma 1 Wili 9

Day 1

Literacy 1

Thematic Question: Biki ebikolebwa mu kitundu kyaffe ebireeta enkyukakyuka mu bitwetoolodde?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebizibu ebiva mu kusaanyaawo ebibira.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Ekipande

Sample Text: Obulabe bwa kibuyaga
Buli lwe tutema omuti mu kyalo,
kibuyaga aija.

Kibuyaga amenya emit.

Asuula amayumba.

Asuula ebitooke.

Twewale okutema emit.

Mukube ebifaananyi okulaga engeri
kibuyaga gy'abayisaamu mu kyalo
kyammwe.

Writing Organizer: Ekipande	
Ekinyusi	Obulabe bwa kibuyaga
Ensonga eziwigira	<ol style="list-style-type: none">1. Kibuyaga amenya emit.2. Asuula amayumba.3. Asuula ebitooke.

Term 1 Week 9

3.3 Enkyukakyuka mu bitwetoolodde ereetebwa emirimu gy' abantu

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ssinga obadde mukulembeze wa kitundu, kiki ekirala kye wandikoze okuziyiza okusaanyaawo ebibira.

Literacy 2

Writing Process: Okuwandiika
emboozi mu bufunze

Writing Organizer: Ekipande

Enkinyusi	
Ensonga eziwigira	1. 2. 3.

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Eggombolola ya kituibwa (x3) sirina gadda mu ebyo. Nze ndikola gwa busomesa (x3) sirina gadda mu ebyo. Nze ndikola gwa busawo (x3) sirina gadda mu ebyo. Nze ndikola gwa mawulire (x3) sirina gadda mu ebyo.</p>

3 Ebitwetoolodde mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

batuumma	te - batuumma	tebatuumma
bafiiirwa	te - bafiiirwa	tebafiiirwa
bayomba	te - bayomba	tebayomba

Word Structures — Extra Practice

bakuba	te - bakuba	tebakuba
balwana	te - balwana	tebalwana

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Kipande	<input checked="" type="checkbox"/>
Ekipande kyange kirina omutwe ogusikiriza.	
Nkozesezza ebifaananyi okujjayo ekinyusi ky'ekipande.	
Ekipande kyange kiraga bulungi omulamwa gw'ekyo kye njogerako.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Tusalira ebitooke.
2. Tukuba ebifaananyi.

Sentence Structure — Extra Practice

Nsoma ekitabo.
Tusoma ebitabo.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okwawula amannya agali mu mboozi
I do	1. Obulabe bwa <u>kibuyaga</u> . 2. Buli lwe tutema <u>emiti</u> ku <u>kyalo kibuyaga</u> aija.
We do	1. <u>Kibuyaga</u> amenya <u>emiti</u> . 2. <u>Kibuyaga</u> asuula <u>amayumba</u> .
You Do	1. <u>Kibuyaga</u> asuula <u>ebitooke</u> . 2. Twewale okutema <u>emiti</u> .

Term 1 Week 9

3.3 Enkyukakyuka mu bitwetoolodde ereetebwa emirimu gy' abantu

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

balima	<u>te - balima</u>	<u>tebalima</u>
batema	<u>te - batema</u>	<u>tebatema</u>
basimba	<u>te - basima</u>	<u>tebasima</u>

Sentence Structure Assessment Test

1. Nsigula ekikonge.

Tusigula ebikonge.

2. Nkutte ekikoola.

Tukutte ebikoola.

Word Making Game

pi	mpe	mpii	o
wo	kye	o	ssa
e	na	mu	ga
sa	ya	ku	ra

Answers:

empiira

ekyeya

omuyaga

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

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NPSCU Scope and Sequence

- Pages 19-20

3 Ebitwetoolodde mu ggombolola yaffe

Oral Literature

Ekyalo Kyankusu

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ontegeeze obuzibu abantu b'e Kyankusu bwe baafuna oluvannyuma lw'embeera y'obudde okukyuka.

Ekitundu 1

Ekyalo Kyankusu kisangibwa mu bizinga by'e Wamiti mu nnyanja Nalubaale. Ekyalo kino kiriko abantu bangi okugeza Wampungu, Wambaata, Wankwale ne Wankofu. Abantu bano bakozi era basanyufu. Bakola emirimu okugeza okulunda, okuluka, okuzimba, okwokya amanda, okukuba amatoffaali okukola enguudo wamu n'okuzimba amakolero. Emirimu gino gye bakola givaamu ensimbi n'ebintu ebirala bingi. Mu bino mulimu amanda, enku, embaawo, amabaati, amatoffaali n'emmere. Abantu basobodde okuzimba amakolero, amalwaliro, amasinzizo wamu n'amatendekero.

Wadde nga abantu bafuna ebirungi bingi, bafunamu n'ebibi bingi. Mu bibi mulimu ekyeya, amataba, omuyaga, enkuba erimu omuzira, okubumbulukuka kw'ettaka n'endwadde. Bino biviiriddeko ekyalo Kyankusu okwonooneka.

Story Outline

Abali mu lugero

Wampungu, Wambaata, Wankwale, Wankofu

Ekifo

Ku kizinga

Ebikolebwaa

Abatuuze bakozi. Emirimu gye bakola gireeta enkyukakyuka mu mbeera y'obudde mu kitundu. Abatuuze batuula mu lukiiko ne bateesa ekyokukola.

Term 1 Week 9

3.3 Enkyukakyuka mu bitwetoolodde ereetebwa emirimu gy' abantu

Oral Literature

Ekituuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira ku kyalo Kyankusu?

Ekitundu 2

Ekiseera kyatuuka embeera n'ebeerera ddala mbi. Ennyanja yakalira, ekyalo ne kifuuka eddungu, emmere nayo n'ebula. Abaana ba Wambaata baafa, bo aba Wankofu ne basenguka ate aba Wankwale ne batandika okubba.

Embeera bwe yakyuka ku kyalo Kyankusu, abatuuze baatuula ne bateesa ekyokukola okutereeza embeera. Wampungu ye yakubiriza olukiiko luno. Abatuuze baaleeta ebiteeso eby'enjawulo ebinaayamba okutereeza embeera. Mu byo mwalimu okusimba emit, okugogola emyala, obutazimba mu ntobazi, obutamala gatema miti, okukendeeza ku kwokya amanda, okuyoola kasasiro wamu n'obutazimba makolero mu bantu wakati. Olukiiko bwe Iwaggwa abatuuze bona bakkiriziganya era ne beeyama okussa mu nkola byonna ebyasalibwawo. Kino kyaleetera ekyalo Kyankusu okuddamu okutebenkera.

Vocabulary Words		
ebizinga	eddungu	entobazi
In the Text Questions	In My Mind Questions	
1. Biki ebyayonoona embeera mu kyalo Kyankusu? 2. Ani yakubiriza olukiiko?	1. Ssinga wali mutuuze w'e Kyankusu wandikoze otya nga embeera eyonoonese? 2. Olowooza bintu ki ebirala ebiyinza okwonoona embeera y'ekyalo?	

Term 1 Week 9

4 Ebitwetoolodde n'embeera y'obudde mu ggombolola yaffe

Literacy 1 & 2

Enjuba n'omusana

njuba omusana kitangala

Ekikwate ekiva mu kigambo
Kiba kikwete ekikolebwa okuva mu nnukuta eziri mu
kigambo ekiba kikauweredwa naga kiwendikkidwa
busimba.

OMUSANA
Qwomukwuno Njuba!
Myunsa, yuka eri ebitonde byonna,
b Uli lw'ovayoy essonyu linzjula,
Saagula okwosgerako Njuba,
Anti mu kitangala kyo ekirungi,
Ntumbula naga ndaba gye ndaga.
Abantu bonna bafuna emmere kubanga w'oli.

Ebibuuzo

1. Ow'omukwuno ayogewako ye om?
2. Bintu ki ebifuna emmere nja Njuba w'all?
3. Omusana gugasu ki?

Oluoma 1 - Wili 10 Oluoma 5 - Wili 10

Day 1

Literacy 1

Thematic Question: Birungi ki bye tufuna mu musana n'empewo?

Guiding Question: Wuliriza ekikwate kino n'obwegendereza, oluvannyuma ombuulire ebikolwa ebyogeddwako.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Ekikwate ekiva mu
kigambo

Sample Text: Mpewo

Mpewo, Mpewo, Mpewo!

Ppaapaali ligudde!

Emiti giwogose, obusolya butikkuse!

Wulira empewo ewuuma!

Omuvule guyuuga, engoye zigudde!

Oo! Mpewo ng'oli w'amaanyi!

Writing Organizer: Ekikwate ekiva mu kigambo	
Ekigambo ekirondeddwa	Mpewo
Ennukuta 1.	M- Matovu, muzira, mpewo, musezi
Ennukuta 2.	P- pikipiki, ppaapaali, pakasa, puliisi
Ennukuta 3.	E- enkuba, emigga, emitii, enkoko
Ennukuta 4.	W- wano, wali, wulira, wuuma
Ennukuta 5.	O- omuti, omuvule, omwana
Ebigambo ebirondeddwamu	mpewo ppaapaali emiti wulira omuvule

Term 1 Week 10

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Omusana gutukosa gutya?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Ekikwate ekiva mu kigambo

Ekigambo ekirondeddwa	
Ennukuta 1.	
Ennukuta 2.	
Ennukuta 3.	
Ennukuta 4.	
Ennukuta 5.	
Ebigambo ebirondeddwamu	

Oral Literature

Traditional Text
Musibannimi
1. Empewo ewewula ebiwewufu n'ebiwewulira ddala mu bbanga. 2. Empewo ewewula ebiwewufu n'ebiwewula bwe wu.

4 Ebitwetoolodde n'embeera y'obudde mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

laba	baa - laba	baalaba
genda	baa - genda	baagenda
bala	baa - bala	baabala

Word Structures — Extra Practice

wandiika	baa - wandiika	baawandiika
sirika	baa - sirika	baasirika

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Ekikwate ekiva mu kigambo	<input checked="" type="checkbox"/>
Nnonze ekigambo.		
Nnonze ebigambo ebirala ebikola ekikwate.		
Ekikwate kijjayo ekigambo kye nnalonze bwe nkisoma obusimba.		
Mpandiise mu mukono omulungi era ogusomeka.		

Day 4

Literacy 1

Sentence Structure — Answers

- Abakyala baawewa ebijanjaalo.
- Abakozi baagula emmwanyi.

Sentence Structure — Extra Practice

- Abaana balya emiyembe.
Abaana balya emiyembe.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Okwawula ebikolwa mu mboozi	
I do	1. Eppaapaali ligudde. (Eppaapaali <u>ligudde</u> .)
We do	1. Obusolya butikkuse. (Obusolya <u>butikkuse</u> .) 2. Empewo ewuuma. (Empewo <u>ewuuma</u> .)
You Do	1. Omuvule guyuuga. (Omuvule <u>guyuuga</u> .) 2. Engoye zigudde. (Engoye <u>zigudde</u> .)

Term 1 Week 10

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

wulira	baa - wulira	baawulira
wuuna	baa- wuuna	baawuuna
lagira	baa - lagira	baalagira

Sentence Structure Assessment Test

1. Abaana bawulira empewo.

Abaana baawulira empewo.

2. Abayizzi bawuunira mu nsiko.

Abayizzi baawuunira mu nsiko.

Word Making Game

bi	nju	nyu	la
ba	ki	o	ssa
e	na	mu	ngaa
sa	lo	ta	ka

Answers:

njuba

omusana

kitangaala

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

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- Oral Lit Competences: page 53

NPSCU Scope and Sequence

- Page 22

4 Ebitwetoolodde n'embeera y'obudde mu ggombolola yaffe

Oral Literature

Wamusana ne Wampewo ku kyalo Kabira

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza oluvannyuma ombuulire obulungi bwa Wamusana ne Wampewo.

Ekitundu 1

Edda ennyo waaliwo aboomukwano babiri, Wampewo ne Wamusana era nga babeera ku kyalo Kabira. Ku kyalo ekyo kwaliko abatuuze abalala nga be bawanswa, bawanjuki ne bawante. Omulimu omukulu ku kyalo kino kwali kulima. Abantu bano baasinganga kulima kasooli, amatooke ne muwogo. Oluusi baalundanga ebisolo. Wamusana ne Wampewo tebaalina mulimu gwa nkalakkalira. Bannaabwe bwe baagendanga okulunda ebisolo n'okulima nga bo basigala waka. Oluusi baagendanga okulambula ku bannaabwe abakola emirimu.

Lumu abantu b'ekyalo baanenya Wamusana ne Wampewo olw'okubalambulanga ku mirimu. Ekintu ekyo kyanyiiza nnyo aboomukwano olw'abatuuze obutamanya mugaso gwabwe. Enkeera Wamusana ne Wampewo baasalawo okusiiba ne bannaabwe mu nnimiro nga bakola. Kino baakikozesa busungu okukkakkana ng'ebirime ebimu biwotose ebirala nga empewo ebifuuye ne bimenyeka era enzizi n'emigga byakalira.

Story Outline

Abali mu lugero

Wampewo, Wamusana, bawanswa, bawanjuki, bawante

Ekifo

Ku kyalo Kabira ne mu nnimiro.

Ebikolebwaa

Wampewo ne Wamusana balambula bannaabwe mu nnimiro. Ssentebé ayita olukiiko.

Wampewo ne Wamusana bannyonnyola emigaso gyabwe.

Term 1 Week 10

Oral Literature

Ekituuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lw'enzizi n'emigga okukalira?

Ekitundu 2

Amangu ago abatuuze baayita olukiiko okuteesa ku byagwawo. Ssentebi yayanja ensonga ng'abatuuze bavunaana Wamusana ne Wampewo okwonoona ebirime byabwe wamu n'okukaliza enzizi.

Wano Wamusana yategeeza olukiiko, "Ekyamazima bwe kityo bwe kyandibadde, wabula kyakolebwa olw'okuba twali tuwaayirizibwa nti tetulina mulimu gwe tukola." Yayongerako nti bo omulimu gwabwe gwa kuyamba kukuza birime era n'okuwa ebintu byonna ebirina obulamu omukka ogw'okussa. Wamusana yayongerako n'agamba nti tewali kimera kisobola kumera wadde okukula we batali.

Wampewo naye yaweebwa omukisa okwogera era n'annyonnyola nti ssinga abulawo bwati tewali muntu n'omu aba asobola okussa wadde okuba omulamu. Yayongerako nti engoye n'ebijanjaalo be babiyamba okukala. Wano abantu bona beewuunya nnyo era ne bategeera omugaso gwa Wampewo ne Wamusana ku kyaloo.

Vocabulary Words		
biwotose	nkalakkalira	okukaliza
In the Text Questions		In My Mind Questions
1. Aboomukwano ababiri be baani?		1. Ssinga ggwe wali Wamusana bintu ki ebirungi bye wandikoledde abatuuze?
2. Abatuuze baakolanga mulimu ki omukulu?		2. Omusana gulina kabi ki?

Term 1 Week 10

4 Ebitwetoolodde n'embeera y'obudde mu ggombolola yaffe

Literacy 1 & 2

Wankuba

Katonda kibuyaga omuzira

Elikwate ekirinu ekkokyoo
Kiba kikwate ekinnonyoya okintu ng'omuntu
bw'ikisoma asobola okuteba okintu ekiba
kyogewako. Ebiseera ebisinga kibaamu ekibuuzo
(Nze ani?)
Elikwate ekinnonyoya enkuba.
Ndi kirubo eri abantu,
Ekive eri Katonda,
Bwe bolaba nzijayi,
Ne bontega ensuwal

Mu kkubo gye mpito,
Ebire bikwata,
Eggulu limyanya,
Empewo ekunta!

Amatondo gatonna,
Olusisi omuzina,
Olulala kibuyaga,
Bonnange nze ani?

Ebibuuzo

1. Wankuba ava w'oni?
2. Biki ekikwata mu kkubo Wankuba gy'ayito?
3. Enkuba etugosa etyo?

Oluoma 1 - Wilki 11 Oluoma 3 - Wilki 11

Day 1

Literacy 1

Thematic Question: Myezi ki enkuba gy'etera okutonnyeramu?

Guiding Question: Wuliriza ekikwate kino n'obwegendereza n'oluvannyuma ombuulire ebizibu ebireetebwa enkuba.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Ekikwate ekiri mu ngeri y'ekikokyo

Sample Text:

Ndi mugonvu!
Naye bwe nkusanga nkutwala.
Nkuluggusa n'ettaka.
Nze ani?

Writing Organizer:	Ekikwate ekiri mu ngeri y'ekikokyo
Ekigambo ekirondeddwa	Mukoka
Endagiriro	1. Ndi mugonvu 2. Naye bwe nkusanga nkutwala 3. Nkuluggusa ettaka
Ekibuuzo	Nze ani?

Term 1 Week 11

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza kiki ekituuka ku bintu ng'omuzira gugudde?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer:	Ekikwate ekiri mu ngeri y'ekikokyo
Ekigambo ekirondeddwa	
Endagiriro	
Ekibuuzo	

Oral Literature

Traditional Text
<p>Ekitontome</p> <p>Enkuba enkuba enkuba, Katonda yatuwa enkuba! Eggulu likwata, Anti ng'enkuba ejja, Ate olundi libwatuka, Era ng'enkuba ejja. Enkuba enkuba enkuba, Katonda yatuwa ekkula! Enkuba ekyusa obudde, Enkuba ekyusa ebifo...</p>

4 Ebitwetoolodde n'embeera y'obudde mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

kikadde	bi - kadde	bikadde
kiwanvu	bi - wanvu	biwanvu
kikaawa	bi - kaawa	bikaawa

Word Structures — Extra Practice

kiwooma	bi - wooma	biwooma
kirungi	bi - rungi	birungi

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Ekikwate ekiri mu ngeri y'ekikokyo	✓
	Nnonze ekigambo ekitegeerekeka.	
	Mpadde endagiriro ezimala okunnyonnyola ekigambo kye nnalonze.	
	Nkozesezza bulungi obubonero.	
	Buli mboozi ngitandisizza nnukuta nnene.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Nagawa alina ebikopo ebirungi.
2. Mukasa alina ebitabo ebikadde.

Sentence Structure — Extra Practice

Maama alina ekisawo ekitukula.
Maama alina ebisawo ebitukula.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Obubonero obufundikira emboozi	
I do	1. Ndi mugonvu 2. Bwe nkusanga nkutwala
We do	1. Ntambula nsaatuuka 2. Nkuluggusa n'ettaka
You Do	1. Nze ani 2. Mukoka nga w'amaanyi

Term 1 Week 11

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kikulu	<u>bi - kulu</u>	<u>bikulu</u>
kinene	<u>bi - nene</u>	<u>binene</u>
kimpi	<u>bi - mpi</u>	<u>bimpi</u>

Sentence Structure Assessment Test

1. Nalule alina ekitabo ekinene.

Nalule alina ebitabo ebinene.

2. Lule alina ekikajjo ekiwanvu.

Lule alina ebikajjo ebiwanvu.

Word Making Game

bo	re	bi	ki
mu	Ka	bu	ra
to	o	jje	e
ga	nda	ya	zi

Answers:

Katonda

kibuyaga

omuzira

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: pages 27-28
- Oral Lit Competences: pages 53-54

NPSCU Scope and Sequence

- Pages 23-24

4 Ebitwetoolodde n'embeera y'obudde mu ggombolola yaffe

Oral Literature

Amazzi nga malungi

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ekyalwaza abantu.

Ekitundu 1

Mu ggombolola y'e Waffumbiro waaliyo ekyalo Wantamu ekyalimu essanyu eringi olw'amazzi amangi ng' abantu tebjula. Amayumba gonna gaalina engogo era ng'enkuba bw'etonna abantu balembeka. Wantamu kyalimu enzizi nnyingi okugeza Nnamasiga, Ssenku, Nnamuliro ne Wamanda. Enzizi zaali za nsulo nga ne mu musana tezikalira. Mwalimu emigga nga Nakabanyi, Ssekambe, Nakyoto n'emirala kuno nga kw'otadde obuyanja obutonotono nga Kakopo, Kajiiko ne Lujjo nabwo obutaakaliranga. Kino kyaleetera Wantamu okubeera n'ensuku, ennimo, ebibal, ebisolo n'ebinyonyi. Abatuuze bo mu Wantamu baakozesanga ebintu bino byonna ne babeera balamu bulungi n'ekyalo ne kifuna abalambuzi. Wabula obuzibu bwajja abantu bwe baalwala embiro n'okusesema.

Story Outline

Abali mu lugero

abatuuze, abalambuzi, abakulembeze

Ekifo

Ku kyalo Wantamu

Ebikolebwa

Ekyalo kyalimu enzizi, emigga n'obuyanja obutonotono. Abantu baalwala embiro ne kkolera. Abakulembeze baanonyereza.

Term 1 Week 11

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira ku kyalo Wantamu oluvannyuma lw'abantu okulwala?

Ekitundu 2

Abantu beeyongera okulwala amalwaliro ne gajjula. Abakulembeze bo mu kitundu n'abasawo baanoonyereza ne bakizuula nti yali kkolera eyava ku kunywa amazzi agataali mafumbe. Abakulembeze baakizuula nti emyala gyali gikulukutira mu nzizi. Baakizuula nti abantu abamu baali banaabira n'okwoleza mu nzizi. Oluvannyuma abakulembeze n'abasawo baategeeka olukiiko ne balabula abantu okugogola emyala n'enzizi wamu n'obutazinaabiramu. Baabakubiriza okufumba amazzi ag'okunywa n'okuyonja awaka. Abantu kyabasanyusa era ne beeyama okubituukiriza. Oluvannyuma ekyalo kyaddamu essanyu.

Vocabulary Words		
okugogola	kkolera	engogo
In the Text Questions		In My Mind Questions
1. Kyalo ki ekyogeddwako mu lugero luno?		1. Bintu ki ebirala ebitera okuleeta endwadde mu kitundu?
2. Lwaki ekyalo Wantamu kyali kisanyusa?		2. Ssinga wali mutuuze ku kyalo Wantamu wandimazeewo otya endwadde?

END-OF-TERM ASSESSMENT TERM 1

Introduction

Below are end-of-term assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

Level 3 (L3): The learner's performance exceeds the competence expected. Symbol: Δ

Level 2 (L2): The learner's performance meets the competence. Symbol: Λ

Level 1 (L1): The learner's performance does not meet the competence. Symbol: /

Learners with sight and hearing challenges can give their answers orally for assessments that involve reading or writing.

Reading Assessments (administered individually)

Comprehension and Fluency Assessment

Select a text from the term for a learner to read aloud. Create three comprehension questions about the story. Have learners read the story and answer the comprehension questions.

L3: Reads the story and answers all questions correctly.

L2: Reads the story and answers 1-2 questions.

L1: Cannot read any sentence in the story.

Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask them to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.

L2: Successfully completes the task for 3-4 vocabulary words.

L1: Completes the task for 2 or fewer vocabulary words.

Spelling Assessment (administered as a group)

Listening Comprehension Assessment

Compose a story to tell to the class or find a story to read. Create three comprehension questions about the story. Tell/read the story to the class and then ask the question one at a time. Have learners draw or write their answers on a piece of paper. Collect and assess.

L3: Answers all three questions correctly.

L2: Answers 1-2 questions correctly.

L1: Does not answer any questions correctly.

Writing Assessments (administered as a group)

Creative Writing Assessment

Select a topic related to a sub-theme for the term. Tell learners to write a story about that sub-topic using a specific kind of writing (genre). Put the writing organizer for that genre on the chalkboard. Tell learners to use the writing organizer to plan and write their story. Make sure learners write their name. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.

L2: Writes a meaningful, well organised story with at least 1 sentence.

L1: The story does not include a full sentence.

Listening Comprehension Assessment

Select 10 words. Dictate the words one at a time and have learners write them in their exercise books. Collect and assess.

L3: Spells 8-10 words correctly.

L2: Spells 6-8 words correctly.

L1: Spells 5 or less words correctly.

Speaking Assessment (administered individually)

Public Speaking Assessment

By the end of Week 10 you should have observed and assessed all your learners' speaking competences during the News lesson. During Weeks 11 and 12 select learners who have not told a News story to the class or who have not yet attained the competence.

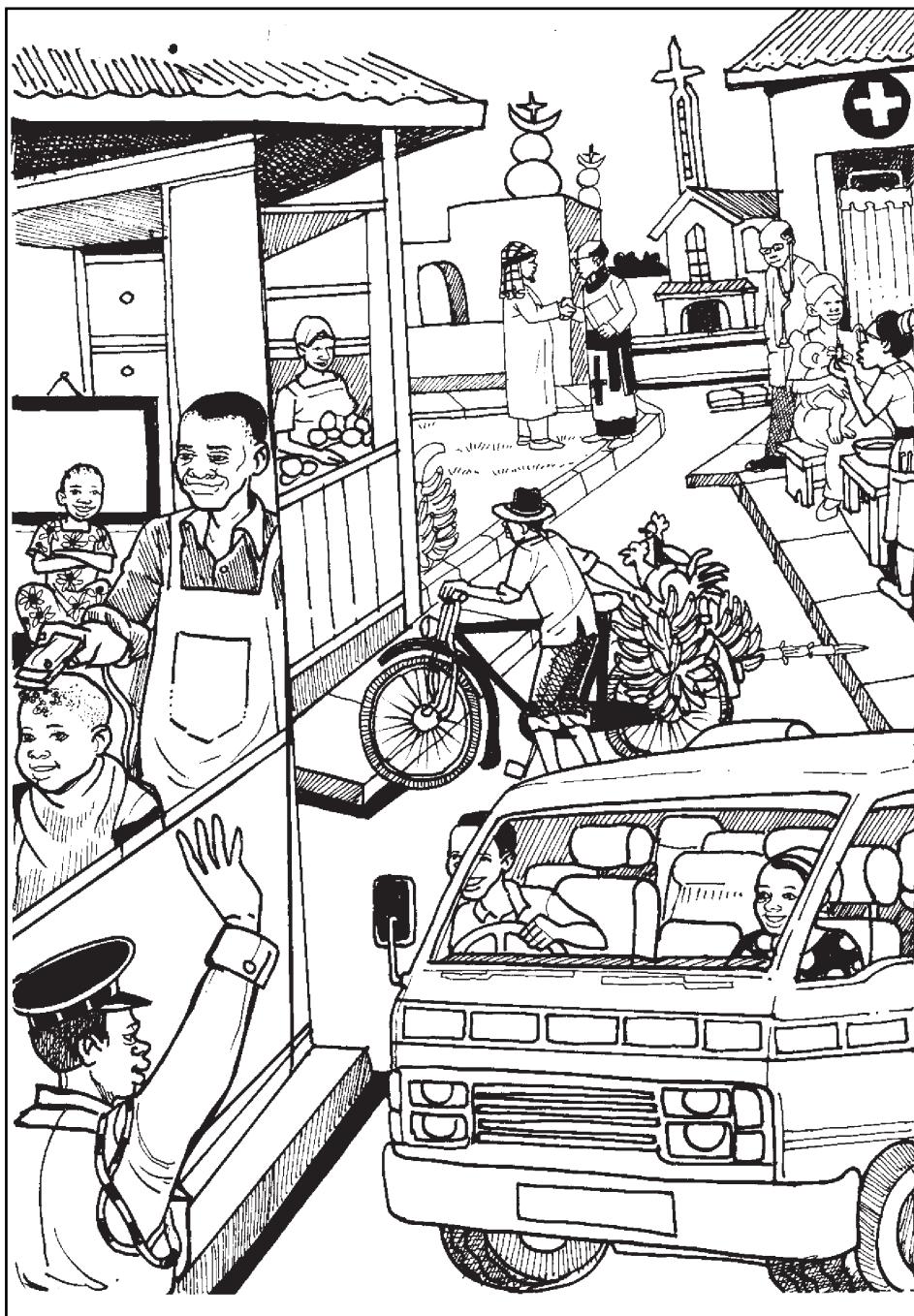
L3: Tells a meaningful, engaging story with excellent confidence and good expression.

L2: Tells a meaningful story to the class with confidence.

L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.

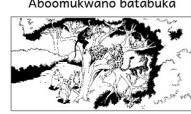
Weekly Lesson Support

Term 2 Lessons



5 Ebantu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Literacy 1 & 2



ekyemisanu **okulinnyu** **njala**

Edda ennyo mu ggombolola y'e Busika wadlyo ebyalo bisatu. Ebalo bino hyatsumilwa amamya okusinzira ku manya q'obutuze. E Sekonyonyi waabeeranpayo bawahinyonyi. E Kyombojo waabeeranpayo bawansolo ote e Nukawaka waabeeranpayo bawahiwuka. Bantegekanga empaka mu mizamnyo mu byalo bino.

Lumu empaka zaili Sekonyonyi era bowehinyonyi be basi abotegesi. Basi bakkanya nti abotegesi be basina okulisa obagenyi.

Olusoma 2 Wili 1

Ektiseru ky'ekyemisanu bwe kytutuka, obagenyi baubolajina okulinya ku mitti wagulu ekyemisanu gye kylli. Bawabivuka ne bawahinyonyi baubimnyayo. Bawabisolo bo tebasobola era bausiba njala okujako Wankima ne Wango obaali bomonyi okulinya emitit. Ektintu kino kyunyiliza nnyo bawansolo ne basolovo obutaddamu kuklera wanu ne bawahinyonyi. Ssentebbe waadwe yobectondera era n'abobetetera emmere wonsi. Oluvannyuma embeera yadda mu nteeko.

Ebibuuze

1. Mu ggombolola y'e Busika wadlyo ebyalo himeka?
2. Bantu ki odaabeeranga ku kyalo Sekonyonyi?
3. Ssinga gywe wali Wankima wandikozie ki?

Olusoma 2 Wili 1

Day 1

Literacy 1

Thematic Question: Wa enjawulo eri wakati w'ebinyonyi, ebisolo n'ebiwuka.

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ekyaviirako bawansolo okunyiiga.

Literacy 2

Writing Process: Okwetegekera

okuwandiika emboozi

Type of Text: Olugero

Sample Text: Amazina amayigirire

Wambwa agenda ku mbaga. Ku mbaga waliyo amazina. Amazina nga mazibu!

Wakisaanyi ng'azina bulungi!

Wambwa ye tamanyi kuzina.

Wambwa ayigirira amazina ga

Wakisaanyi. Omugongo gwa

Wambwa gwekaaka bwe kka!

Wambwa akaaba nti wuuwi nfudde!

Wambwa alayira obutaddayo

kuyigirira mazina.

Writing Organizer: Olugero

Omutwe gw'olugero	Amazina amayigirire
Abali mu lugero	Wambwa ne Wakisaanyi
Ekifo	Ku mbaga
Ekisoomooza	Wambwa ayigirira amazina
Entandikwa	Wambwa agenda ku mbaga
Ekinyusi	Wambwa ayigirira amazina era omugongo gwe gwekaaka
Okufundikira	Wambwa alayira obutaddayo kuyigirira mazina

Term 2 Week 1

5.1 Ebika by'ebintu ebiramu; ebisolo by'awaka ne gye bisangibwa

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Wa enjawulo eri wakati w'ebinyonyi n'ebisolo.

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer: Olugero

Omutwe	
Abali mu lugero	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Mwami Musanje yalina ebisolo, yiya, yiya oh! Mwalimu ente, mwalimu embuzi ze, yiya yiya oh! Mwalimu obumyu, mwalimu obuliga, yiya yiya oh! Mwalimu embwa, mwalimu kkapa ze, yiya yiya oh! Mwalimu embaata, mwalimu enkoko ze, yiya yiya oh! Byonna bikaaba myu, mee, baa, yiya yiya oh! Byonna bikaaba boo, myu, bye, yiya yiya oh!</p>

Term 2 Week 1

5 Ebintu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

twala	twal - ir - a	twalira
yimba	yimb - ir - a	yimbira
soma	som - er - a	somera

Word Structures — Extra Practice

kama	kam - ir - a	kamira
laga	lag - ir - a	lagira

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Ebirina okubeera mu	<input checked="" type="checkbox"/>
Tool:	lugero	
Omutwe gw'olugero lwange gusikiriza.		
Abali mu lugero lwange banyumisa.		
Ekifo n'ekiseera mbirambise bulungi.		
Nnambise bulungi ekisoomooza.		
Olugero lwange lulina entandikwa, ekinyusi n'enfundikira.		
Mpandiise mu mukono ogusomeka		

Day 4

Literacy 1

Sentence Structure — Answers

- Baani abalunda ebisolo?
- Baani abakoola ebijanjaalo?

Sentence Structure — Extra Practice

Ani alunda embuzi?

Baani abalunda embuzi?

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Obubonero obufundikira emboozi		
I do	1. Wambwa agenda ku mbaga 2. Ku mbaga waliyo amazina 3. Amazina nga mazibu	
We do	1. Wakisaanyi ng'azina bulungi 2. Wambwa ye tamanyi kuzina 3. Wambwa ayigirira amazina ga Wakisaanyi	
You Do	1. Wakisaanyi ng'azina bulungi 2. Wambwa ye tamanyi kuzina	

Term 2 Week 1

5.1 Ebika by'ebintu ebiramu; ebisolo by'awaka ne gye bisangibwa

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kuma	<u>kum - ir - a</u>	<u>kumira</u>
kuba	<u>kub - ir - a</u>	<u>kubira</u>
leeta	<u>leet - er - a</u>	<u>leetera</u>

Sentence Structure Assessment Test

1. Ani akulira eggombolola?

Baani abakulira eggombolola?

2. Ani afumba emmere?

Baani abafumba emmere?

Word Making Game

bya	ku	kya	e
nja	o	sa	la
li	lo	mi	ka
nnya	kye	tuu	na

Answers:

ekyemisana

okulinnya

enjala

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 54

NPSCU Scope and Sequence

- Pages 26-27

5 Ebantu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Oral Literature

Ebisolo by'ebisolo eby'awaka

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ontegeeeze ebisolo by'awaka gye bisula.

Ekitundu 1

Edda ennyo mu ggombolola Kuyiya ku kyallo Tukola, kwaliko ekibira ekyayitbwanga Tkuuma. Ekibira kino kyalimu ensolo ezo mu nsiko. Ensolo zino zaalina obulamu obulungi n'ebiyokulya ebimala. Zaalyanga ebibala, ebiwuka, ebikoola wamu n'obuwuka obutonotono obwabeeranga mu kibira. Ekyalo Tukola era kyaliko amaka agaabeerangamu ebisolo eby'enjawulo. Mwalimu embuzi, ente, endiga, embizzi wamu n'obumyu. Ebisolo bino byasulanga mu luggya kubanga tebyalina nnyumba yankalakkalira.

Olwali olwo abalimi ne batema ekibira. Emiti n'ebisaka ebyasigalawo ne babyokya. Ensolo ezaabeeranga mu kibira ezimu zaafa ate endala ne zidduka ekibabu. Ensolo ezadduka zaagenda mu nnimiro z'abantu ne zoonoona ebirime. Ensolo zino zaateeka abantu ku bunkenke kubanga ekiro zaagendanga mu maka g'abantu ne zitawaanya ebisolo by'awaka. Oluusi zaabittanga olulala nga zibiry.

Story Outline

Ekinyusi:

Ebisolo by'ebisolo.

Ensonga ewagira 1:

Ebisolo by'ebisolo by'awaka n'ebyo mu nsiko.

Ensonga ewagira 2:

Obuzibu bw'ebisolo byo mu nsiko.

Term 2 Week 1

5.1 Ebika by'ebintu ebiramu; ebisolo by'awaka ne gye bisangibwa

Oral Literature

Ekitundu 2

Lwali lumu nannyini bisolo eby'awaka n'akunga abatuuze era n'abategeeza obuzibu obwaliwo. Ensonga enkulu kwali kumalawo buzibu obw'okuttibwa n'okuliibwa kw'ebisolo by'awaka. Abantu abaali mu lukiiko baasalawo buli kisolo kifunirwe aw'okusula. Baateesa embuzi bazizimbire ekisibo. Ente nazo bazikolere ekiraalo mwe zisobola okubeera n'endiga. Embwa n'obumyu baasalawo babizimbire obuyumba okuli obuggi n'obudirisa. Akayumba k'obumyu kko nga kaliko we bawanika omuddo. Embizzi zzo baasalawo bazizimbire ekiyumba ky'amakooko era baziteeremu akafulejje akatwala omusulo.

Ebintu ebyateesewba mu lukiiko abatuuze baabissa mu nkola era buli kisolo kyafuna we kisula. Embuzi zaafuna ekisibo. Ente n'endiga zaafuna ekiraalo. Embizzi zaafuna ekiyumba. Obumyu n'embwa nabyo byafuna obuyumba. Kino kyataasa ebisolo obutatawaanyizibwa nsolo za mu nsiko era byanyirira ne kireetera abantu bo mu byalo ebiriraanyeewo okujja okufuna amagezi. Abantu abo baakoppa ebika by'ebisolo ebyali bizimbiddwa era nabo baddayo ewaabwe ne babizimba. Ebisolo byabwe nabyo byanyirira era ne byala.

Vocabulary Words		
ekibabu	obunkenke	akafullejje
In the Text Questions	In My Mind Questions	
1. Lwaki omwami yayita olukiiko? 2. Kiki ekyabaawo ng'ebibira babitemye?	1. Olowooza lwaki ensolo zo mu nsiko zaagenda mu maka g'abantu? 2. Ssinga oyita abantu mu lukiiko ne batajja, okola ki?	

Term 2 Week 1

5 Ebantu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Literacy 1 & 2



Manya ebinonyi n'ebiwuka

omuzinga okwetakulira omubisi

Ewaffo bayitayo Kovule mu ggombolola y'e Kikumbu. Nakula ndibba awaka waffle nja balunda ebinonyi n'okukuma ebiwuka. Nunge nnantidika okubikuma nja nkue. Ebinyonyi bye nnukumua mwilim u enkoko, enkuusi, embauta, enkufo, enjibawa ne ssekkekko. Ebinyonyi bino byali himanayide nge tuteseerapana era nja twapalana. Nnuzimba ebinyimbio byobyo. Nnuzimba emmere, amazzi n'omuddo. Olweggulu nja mbita ne hyetakulira.

Oluoma 2 | Wili 2

Ebinonyi byeyagolonga ne bibusakobuka. Byeyagolonga omuduo ogwakolonga ng'eddapala. Bwe byawalolonga nja mptta omusoso w'ebisolo okubijunjobo. Bwe byakolonga nja mbintunda ne nfinamnu sente. Sente ze nnukozesanga okugula ebitubo, ekkaloxmu ne bbyiro.

Nnulundanga enjuki. Nnuzimbiha omuzinga mwe zaabeeranga. Mu muzinga muno enjuki mwe zaokoleranga omubisi.

Ebibuuze

1. Kyalo ki ekyogeddwako mu mboazi?
2. Omuddo gugusa gutu ebinyonyi?
3. Omubisi gw'enjuki miugukozesa mutya ewammwe?

Oluoma 2 | Wili 2

Day 1

Literacy 1

Thematic Question: Ebinonyi n'ebiwuka birabirirwa bitya?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire by'olina okukola okulabirira ebinyonyi n'ebiwuka.

Literacy 2

Writing Process: Okwetegekera

okuwandiika emboozi

Type of Text: Olufumo

Sample Text: ♂jaali alabika bulungi.

Lwali lumu nnasanga ♂jaali ku luzzi.
Yansanyusa kubanga yalabika
bulungi. ♂jaali alina amagulu. Alina
omutwe oguliko ekisunsu. Ekirevu kye
kimyufu ate ensingo ye njeru. ♂jaali
atambula. ♂jaali ayimba. ♂jaali
alina langi. ♂jaali mwagala kubanga
ke kabonero ka Uganda.

Writing Organizer: Olufumo	
Omutwe	♂jaali alabika bulungi
Abali mu lufumo	Nze ne ♂jaali
Ekifo	Ku luzzi
Ekisoomooza	Kunnyonnyola enkula ya ♂jaali
Entandikwa	Nsanga ♂jaali ku luzzi
Ekinyusi	Obulungi bwa ♂jaali
Okufundikira	♂jaali kabonero ka Uganda

Term 2 Week 2

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza omusawo ajjanjaba atya ebisolo nébinyonyi?

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer: Olufumo

Omutwe	
Abali mu lufumo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Olwatuuka ne ndaba namunjoona, Ku muti omuwanvu, Ng'ayambadde bulungi ddala, Ng'akutte n'amata ga bbongo, Yayimbanga bulungi ddala, Mu ddoboozi eddungi, Nti ekyokulya kyange nkifunye, Kale bannange mweraba.</p>

5 Ebuntu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

zannya	<u>zannya -</u> <u>zannya</u>	zannyzazanny a
fumba	<u>fumba -</u> <u>fumba</u>	fumbafumba
kwata	<u>kwata -</u> <u>kwata</u>	kwatakwata

Word Structures — Extra Practice

kuuta	<u>kuuta -</u> <u>kuuta</u>	kuutakuuta
yamba	<u>yamba -</u> <u>yamba</u>	yambayamba

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Olufumo	<input checked="" type="checkbox"/>
Omutwe gw'olufumo lwange gusikiriza.	
Mu lufumo mwendi.	
Ekifo nkirambise bulungi.	
Nnambise bulungi ekisoomooza.	
Olufumo lwange lulina entandikwa, ekinyusi n'enfundikira.	
Olufumo lwange lukwata ku nze, bye nkola ne bye nnina.	

Day 4

Literacy 1

Sentence Structure — Answers

- Ente zisula mu kiraalo.
- Embuzi zisula mu kiyumba.

Sentence Structure — Extra Practice

Obumyu buliira wa?

Obumyu buliira mu kayumba.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Ebigambo ebyongera amakulu	
I do	<ol style="list-style-type: none"> Nnasanga njaaali <u>omunene</u> ku luzzi. Djaali alina amagulu <u>mawanvu</u>.
We do	<ol style="list-style-type: none"> Alina omutwe <u>mutono</u> naye guliko ekisunsu <u>kinene</u>. Ekirevu kye kimyufu <u>bwe mmyu</u> ate ensingo ye njeru <u>bwe ttukuttuku</u>.
You Do	1. Djaali ayimba <u>bulungi</u> .

Term 2 Week 2

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

buuka	<u>buuka - buuka</u>	<u>buukabuuka</u>
zimba	<u>zimba - zimba</u>	<u>zimbazimba</u>
gaaya	<u>gaaya - gaaya</u>	<u>gaayagaaya</u>

Sentence Structure Assessment Test

1. Enjuki zisula wa?
Enjuki zisula mu muzinga.

2. Enkoko zisula wa?
Enkoko zisula mu kyonjo.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

ra	ku	li	e
nyi	zi	kwe	bi
mu	ta	bi	si
ddo	nyo	nga	o

Answers:

omuzinga
byetakulira
omubisi

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 54

NPSCU Scope and Sequence

- Pages 27-28

5 Ebuntu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Oral Literature

Obutakkaanya wakati wa bawabinyonyi ne bawabiwuka

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'olvannyuma ombuulire ekyavaako obutakkaanya wakati wa bawabinyonyi ne bawabiwuka.

Ekitundu 1

Edda ennyo ku kyalo Nakibira kwaliko abatuuze bawabinyonyi ne bawabiwuka. Mu bawabinyonyi abaasenga ku kyalo kino mwalimu bawankoko, bawambaata, bawankofu, bawajjuba ne bawanjaali. Bawambaata ne bawankoko baabeeranga waka w'abantu ate bo bawankofu, bawanjaali ne bawajjuba baabeeranga mu nsiko.

Mu bawabiwuka mwalimu bawabikennembi, bawanswa, bawankuyege, bawanseenene ne bawabiwojjolo. Abantu bano mu kusooka baali ba mukwano era nga babeera wamu ku mikolo egy'essanyu n'egyennaku. Engoye baayambalanga zimu, baatambiliranga wamu, baakoleranga wamu emirimu, emmere baagiriiranga wamu n'abaana baabwe baazannyiranga wamu. Bawabiwuka baasulanga mu nnyumba zaabwe eziyitibwa biswa, nkulukuku, mpompogoma ne mu ttaka. Bawabinyonyi bo baasulanga mu nnyumba zaabwe eziyitibwa bisu mu matabi g'emiti n'abalala mu maka g'abantu. Lumu abantu bonna ab'ekyalo beewuunya bwe baalaba nga aboomukwano bano tebakyatambilira wamu.

Story Outline

Abali mu lugero

Bawabinyonyi ne bawabiwuka

Ekifo

Ku kyalo Nakibira

Ebikolebwa

Bawabinyonyi ne bawabiwuka baali ba mukwano. Bawabinyonyi baasulanga mu bisu ne mu maka g'abantu. Bawabiwuka bannyonnyola ebyali bibaluma. Bawabinyonyi abamu baasalawo babakuumire mu maka.

Term 2 Week 2

5.2 Ebinyonyi n'ebiwuka

Oral Literature

Ekituuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira?

Ekitundu 2

Kino kyabawaliriza okubuuza bawabiwuka be baasisinkana ku olwo. Bawabiwuka baatandikira mu kunyeenya mitwe nga bwe bagamba nti, "Mukwano ki ogwo ng'omuntu adda ku baana bo n'abojja? N'atuuka n'okubanoonya wansi mu bisubi!"

Abatuuze b'ekyalo baasoberwa era ne beebuuza engeri mukwano gw'omuntu gy'adda ku baana ba munne n'ababojja. Oluvannyuma olukiiko lw'ekyalo lwatuula ne lusalawo bawabinyonyi abamu nga bawankoko ne bawambaata bakuumibwe mu maka g'abantu. Baateesa okubazimbira ennyumba n'okubakugira okubojja wamu n'okulya abaana ba bawabiwuka.

Okuva olwo n'okutuuka kati, bawabinyonyi olubawa emmere basooka kugitakulatakula nga eno bwe babojja wansi nga banonya abaana ba bawabiwuka okubalya.

Vocabulary Words		
maka	nkulukuku	mpompogoma
In the Text Questions	In My Mind Questions	
1. Batuuze ki abaabeeranga ku kyal Nakibira? 2. Kiki ekiraga nti bawabinyonyi ne bawabiwuka baali ba mukwano?	1. Ssinga wali omu ku bawabiwuka, bawabinyonyi ne balya abaana bo wandikoze ki? 2. Ggwe olowooza kiki ekyaleetera bawabinyonyi okulya abaana ba bawabiwuka?	

Term 2 Week 2

5 Ebuntu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Literacy 1 & 2



Obulunzi bulungi

ebikanja nneesunga ssogolero

"Abunge mujje mulube enjuki zonge," Wanjuki oyito bonne.

"Enjuki teziruma?" Nnakizalizi abuza.

"Nedda, zino zaamonyira obantu," Wanjuki obagomba.

"Nzioagiddé, Nunge obukoko bwange bukuze," Nnakizalizi yeeyogeroko.

"Ente zonge ze zisingi!" Wante oboanukula.

- * Wamma Nnakizalizi, enkoko zo oziribirira otya?" Wanjuki abuza.
- *Nziwa ebikanja n'emmere entabule, "obagomba.

Oluoma 2 | Wiki 3

"Oziwa ne ku muddo gw'ente zonge!" Wante yeeyogenza.

"Nneesunga nkoko zonge lwe zirtandika okubika," Nnakizalizi oyongera okwewauna.

"Nze nneesunga ate yonge lverizaala tunwe ku matta," Wante addame.

*Temunsaulizi Temumonyi ntí nze nnina omubisi gw'enjiki?" Wanjuki oboanukula.

"Mama, Wanjuki tuweeko!" Bombi basaba omubisi.

"Kole mujje mbawé," Batombula budda ku ssogolero era Wanjuki obhowa omubisi.

Elibuuuzo

1. Bauni aboli mu mbooz?
2. Ani yoyita bonne?
3. Ssingi obudde mulunzu wondirobiridde otya ebisolo hyo?

Day 1

Literacy 1

Thematic Question: Ngeri ki gye tuyinza okulabiriramu ebinyonyi n'ebisolo obulungi?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire abantu abalimu emirimu gye bakola.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Olugero

Sample Text: Okulunda bugagga

"Kato enkoko zo nga zibiika amagi amanene!" Wasswa yeewuunya.

Kato addamu, "Anti nziribirira."

"Oziribirira otya?" Wasswa abuuza.

Kato addamu, "Nziwa omuddo, amazzi, emmere emala era entabule obulungi ate nzijjanjaba."

Wasswa abuuza, "Ebyo tebitwala ssente nnyingi?"

"Bitezwala naye ssente zenfuna mu magi zimala era nfissaako amagoba mangi, "Kato yeewaana.

Writing Organizer: Olugero	
Omutwe	Okulunda bugagga.
Abali mu lugero	Wasswa ne Kato.
Ekifo	Mu kiyumba ky'enkoko.
Ekisoomooza	Wasswa tamanyi kulabirira nkoko.
Entandikwa	Wasswa abuuza ebikwata ku kufuna amagi amanene.
Ekinyusi	Endabirira y'enkoko.
Okufundikira	Wasswa afuna amagezi ag'okufuna amagoba mu nkoko z'amagi.

Term 2 Week 3

5.3 Endabirira ennungi ey'ebinyonyi, ebiwuka n'ebisolo

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ssinga obadde mulunzi, bintu ki bye wandikoledde ebisolo byo?

Literacy 2

Writing Process: Okuwandiika
emboozi mu bufunze

Writing Organizer: Olugero	
Omutwe	
Abali mu lugero	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Djaali w'e Buganda, Djaali bw'agwa mu ngabo tabuuka. Kyakula bulungi ssebo, Ggwe tozannyisa njaali. Bw'okitunuulira bw'oti, Kirabika bulungi. Kabonero ka Uganda ssebo, Ggwe tozannyisa njaali. Bw'okitunuulira bw'oti, Kirabika bulungi.</p>

Term 2 Week 3

5 Ebintu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

mubisi	<u>mukalu</u>	
mukulu	<u>muto</u>	
muyonjo	<u>mukyafu</u>	

Word Structures — Extra Practice

mutono	<u>munene</u>	
mujama	<u>muyonjo</u>	

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment	Ebirina okubeera mu lugero	<input checked="" type="checkbox"/>
Omutwe gw'olugero lwange gusikiriza.		
Abali mu lugero lwange banyumisa.		
Ekifo n'ekiseera mbirambise bulungi.		
Nnambise bulungi ekisoomooza.		
Olugero lwange lulina entandikwa, ekinyusi n'enfundikira.		
Mpandiise mu mukono ogusomeka.		

Day 4

Literacy 1

Sentence Structure — Answers

- Embaata ebbiri njama!
- Endiga ebbiri nnene!

Sentence Structure — Extra Practice

Abawala bano balungi.

Abawala bano nga balungi!

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson:	okukozesa obubonero obuwaabi "
I do	1. Kato enkoko zo nga zibiika Wasswa yeewuunya. "Kato enkoko zo nga zibiika!" Wasswa yeewuunya.
We do	1. Ozirabirira otya? Wasswa abuuza. "Ozirabirira otya?" Wasswa abuuza.
You Do	1. Ebyo byokka by'okola? Wasswa ayongera okubuuza.

Term 2 Week 3

5.3 Endabirira ennungi ey'ebinyonyi, ebiwuka n'ebisolo

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

musaja	<u>mukazi</u>
muwala	<u>mulenzi</u>
muwanvu	<u>mumpi</u>

Sentence Structure Assessment Test

1. Djaali omu munene.

Djaali omu munene!

2. Embuzi essatu mbi.

Embuзи essatu mbi!

Word Making Game

e	o	sso	ro
nnee	ka	su	go
a	bi	bu	le
nja	nte	nga	ko

Answers:

ebikanja

nneesunga

ssogolero

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 54

NPSCU Scope and Sequence

- Pages 28-30

5 Ebuntu ebiramu: Ebisolo ebisangibwa mu ggombolola yaffe

Oral Literature

Ekikula kya bawansolo

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza oluvannyuma ontegeeeze bawansolo bye baakola nga tebafudde ku kikula kyabwe.

Ekitundu 1

Mu kyalu Nsikozireeta mulimu bawansolo bangi nga be batuuze baayo. Abatuuze bano bakola emirimu egy'enjawulo nga tebafudde ku kikula kyabwe. Nnantebe w'ekyalu kino ye Mukala Wantulege. Omuwandiisi we ye Mwami Wangabi. Mu kyalu muno mulimu abayizzi nga be bawampisi ate bawango babazzi. Abazimbi be bawankima ate bawambuzi be bafumbi ku mikolo. Abasomesa be bawazzike. Lwali lumu, Mwami Wampologoma yayagala okuwasa. Bawansolo baasanyuka nnyo kubanga yali amaze ebbanga ddene nga talina mubeezi. Nnantebe yayita abatuuze bateese ku mbaga y'omutuuze we. Mu lukiiko luno, bawansolo baateesa era ne bagabana emirimu nga tebafudde ku kikula kyabwe.

Story Outline

Abali mu lugero

Bawansolo, Nnantebe

Ekifo

Ku kyalu Nsikozireeta

Ebikolebwa

Bawansolo baakolanga emirimu nga tebafudde ku kikula kyabwe. Wampologoma yategeka okuwasa embaga. Buli eyaweebwa omulimu ku mbaga teyagutuukiriza.

Term 2 Week 3

5.3 Endabirira ennungi ey'ebinyonyi, ebiwuka n'ebisolo

Oral Literature

Ekibuuozo eky'okwefumiitiriza: Olowooza bawansolo baagabana mirimu ki?

Ekitundu 2

Wambuzi yafuna gwa kufumba, bawantugga baafuna gwa kutimba, Wandogoyi yafuna gwa ntambula. Wambogo ye yali omusibi w'abagole, Wanjobu ye munnaddiini eyagatta abagole ate Wandiga ye kalabaalaba w'omukolo. Bawankima be baagabula abantu ate Wante ye mufumbi wa keeki. Wanvubu ye yali kalabaalaba w'omugole omusajja ate ow'omukazi ye yali Wankula.

Bawanjongo be bagoma ate abazinyi be bawalugave. Omukolo bwe gwatandika, ennjoma n'enduulu byavuga. Bawansolo bona baasanyuka ne bagamba nti Wanjobu awonye obuwuulu. Wandogoyi yatwala abagole mu bifaananyi ewa Wakkapa. Ebyo bwe byaggwa n'abatwala mu maka gaabwe. Bwe baatuuka enduulu, ennjoma n'emizira ne byeyongera olw'essanyu.

Baatambula mpolampola nga bagenda ku mmeeza yaabwe. Nnantebe yayaniriza abagole era enjoma ne zivuga. wabula abazinyi bajja beekwata anti bawalugave balina ensonyi. Abagole baasala keeki wabula Wakayima eyali agabula teyagituusa mu kidaala. Yagitwala n'agikweka mu kasiko n'awaako Wakamyu yekka. Bawampisi nabo olw'amaddu amangi babba ennyama era baagabula ntono nnyo. Wandiga yayita Wakayima ne Wampisi n'abanenya era ne beetonda. Wandiga yalagira okufumba enva endala abantu ne balya bulungi emmere.

Vocabulary Words		
kalabaalaba	munnaddiini	obuwuulu
In the Text Questions	In My Mind Questions	
1. Ani yali agenda okuwasa?	1. Olowooza amaka ga bawansolo bano gaali gafaanana gatyा?	
2. Ani yagatta abagole?	2. Olowooza Iwaki Wakayima yabba keeki?	

6 Ebantu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Literacy 1 & 2



Ekyalo Katungulu

okufuuyira omulimisa okufukirira

Edda ennyo ku kyalo Katungulu tekwallibwanga birime. Olwali olwo ekyalo ekyo ne kifuna omulimisa omusugya oyilbwa Mwami Kimeru. Mwami Kimeru yeewunuya nnyo okusonja ekitundu ekiriko ettaka eddingi naye abatuuze nga tebollima. Yakkzula nti ekyalo Katungulu kyalliko ebimera eby'jenjwalo ebyemeza byokka. Mwalmu ebitooqo, omatungulu, omayuumi, ebigoogawa, flene, etteete n'ebisagazi. Ebimera ebyo hyamerenga mu ntobazi, ku nsazi, mu bibiro, mu mazzi ne mu lusenyo. Lwali lumu omulimisa n'atogeka omusoma.

Olusoma 2 Wiki 4

Omulimisa yayigiriza abatuuze emperi ey'omulimbe ey'okulima. Yayigiriza obantu okulima kasooli, amayuumi, ebijajalo n'ebbugga. Yayigiriza abatuuze omuguso gw'okufukirira, okukoola wamu n'okufuuyira. Yatgezeza obantu nti ebirime nabyo byetouga okulabirira obulungi bisbole okubola. Yabagamba nti ebirime hwe bikula babiryra ng'emmere. Bayinza okubintunda ne bufuna ensimbi. Ebirime ebimu bikola ng'eddagala. Abatuuze baasiima nnyo amagezi omulimisa ge yabawa.

Ebibuuzo

- 1. Ebimera bisongibwa mu bifo ki?
- 2. Ani yoli omulimisa?
- 3. Birime ki ebisangibwa mu kitundu kyammwe?

Olusoma 2 Wiki 4

Day 1

Literacy 1

Thematic Question: Wa ebimera ebisangibwa mu bifo eby'enjawulo.

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebantu omulimisa bye yayigiriza abatuuze.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Emboozi ettottola amawulire

Sample Text: Omulimi wa Kasooli nnaggagga
Mwami Mukasa mulimi wa kasooli mwatiikirivu. Alimira ku kyalo Katovu. Kasooli amulima omulundi gumu mu mwaka. Asooka kusaawa. Akabala. Asimba. Akoola. Kasooli akula. Amukungula. Amutunda ku ssomero. Afuna amagoba mangi. Afuuaka wa ttutumu.

Writing Organizer: Emboozi ettottola amawulire	
Omutwe	Omulimi wa kasooli nnaggagga
Ayogerwako	Mwami Mukasa
Ekifo	Kyalo Katovu
Ekiseera	Omulundi gumu mu mwaka
Ekikolebwa	Kulima kasooli
Emitendera	1. Kusaawa 2. Kukabala 3. Kusimba 4. Kukoola 5. Kukungula 6. Kutunda
Ekigendererwa	Kufuna magoba
Enfundikira	Mwami Mukasa afuna amagoba mangi era afuuaka wa ttutumu.

Term 2 Week 4

6.1 Ebimera ne gye bisangibwa

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ngeri ki endala gye tulabiriramu ebirime.

Literacy 2

Writing Process: Okuwandiika emboozí mu bufunze

Writing Organizer: Emboozí ettottola amawulire

Omutwe	
Ayogerwako	
Ekifo	
Ekiseera	
Ekikolebwa	
Emitendera	
Ekigendererwa	
Enfundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Amazima Uganda eno twafuna kkula, Katonda yatonda eno n'ayitiriza. Yagiteekamu ebirungi ebya buli langi, Ggwe atagimanyi Uganda ojje ogituukemu.</p> <p>Ebibira n'obusozi twafuna nkumu, Ebibala n'enva ebyo tetubibala. Emmere erimwa nnyingi ddala kya ssanyu, Ggwe atagimanyi Uganda ojje ogituukemu.</p>

Term 2 Week 4

6 Ebuntu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

mugavu	<u>mi</u> - gavu	migavu
musasa	<u>mi</u> - sasa	misasa
musizi	<u>mi</u> - sizi	misizi

Word Structures — Extra Practice

muwogo	<u>mi</u> - wogo	miwogo
mumwanyi	<u>mi</u> - mwanyi	mimwanyi

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Emboozi ettottola	<input checked="" type="checkbox"/>
Tool:	amawulire	
Emboozi yange erina omutwe		
Emboozi yange eyogera ku muntu oba ekintu era eraga ekifo.		
Emboozi yange ettottola ebikolebwa.		
Emboozi yange eraga ensonga.		
Emboozi yange esengeka ebikolebwa.		
Emboozi yange efundikiddwa.		
Ebigambo byonna mbiwandiise bulungi.		

Day 4

Literacy 1

Sentence Structure — Answers

- Ekikajjo kiwoomerera nnyo.
- Ejjobyo likaawa nnyo.

Sentence Structure — Extra Practice

Amenvu gengedde.

Amenvu gengedde nnyo.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Okugatta emboozi	
I do	<ol style="list-style-type: none"> Mwami Mukasa mulimi wa kasooli mwatiikirivu. Alimira ku kyalo Katovu. (Mwami Mukasa <u>ye</u> mulimi wa kasooli omwatiikirivu ku kyalo Katovu.)
We do	<ol style="list-style-type: none"> Kasooli amulima omulundi gumu. Asooka kusaawa. (Kasooli amulima omulundi gumu <u>era</u> asooka kusaawa.)
You Do	<ol style="list-style-type: none"> Kasooli akula. Amukungula.

Term 2 Week 4

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

muti	<u>mi - ti</u>	<u>miti</u>
muvule	<u>mi - vule</u>	<u>mivule</u>
mutuba	<u>mi - tuba</u>	<u>mituba</u>

Sentence Structure Assessment Test

1. Amatungulu gawooma.
Amatungulu gawooma nnyo.
2. Kaamulali abaalaala.
Kaamulali abaalaala nnyo.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

fu	e	li	ra
ki	mi	ma	o
sa	bi	fuu	mu
yi	ku	me	ri

Answers:

okufuuyiira
omulimisa
okufukirira

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 55

NPSCU Scope and Sequence

- Page 31

6 Ebantu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Oral Literature

Ebimera bya Wansonzi ne Wangabi

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ensonga eyatuuzisa olukiiko.

Ekitundu 1

Edda ennyo waaliwo Mwami Wansonzi ne mukyala we Wangabi. Wansonzi yabeeranga ku kyallo Kakeje ate Wangabi mu kibira Wandeku. Wansonzi yalimanga kasooli, entula, ebikajjo, ebijanjaalo, amayuuni, lumonde, amatooke ne balugu. Wangabi yalabiriranga ekibira omwali amatungulu, enkenene, amatugunda, kalittunsi, ebikindukindu, katazzamiti n'emisambya. Ebimera ebyo byakulanga bulungi wadde ebimu byafanga. Wansonzi ne Wangabi baakyazanga abagenyi abajjanga okulambula ebimera byabwe. Mu bantu abajjanga mwalimu Wambogo eyasalawo okutemanga n'okulya ebirime okubisaanyaawo. Kino kyaleetawo obutategeeragana Wansonzi ne Wangabi ne basalawo okugoba Wambogo.

Story Outline

Abali mu lugero

Wansonzi, Wangabi, Wambogo, Wantugga

Ekifo

Nnimiro

Ebikolebwa

Okulima ebirime. Okusimba enkomera. Okutuuza olukiiko.

Term 2 Week 4

6.1 Ebimera ne gye bisangibwa

Oral Literature

Ekituuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Wambogo agobeddwa?

Ekitundu 2

Mwami Wambogo ng'agobeddwa, yaddayo mu nsiko ng'ajjudde obusungu. Yagenda mu maaso n'okwonoona ebimera by'abantu abalala. Bannannyini bimera baatuuza olukiiko ne basalawo okumutega ekyuma bamutte. Wantugga mu lukiiko yalimu era bwe lwaggwa n'agenda amulabule. Wambogo yasoberwa era n'addayo mu birime bya Wansonzi ne Wangabi naye bo baali baamulabuukiridde. Yagenda okutuukayo nga baasimbye dda enkomera ku birime byabwe. Wambogo kino kyamuyigiriza okulima ebibye era oluvannyuma yafuuka omulimi ow'amaanyi ekyamufuula ow'ettutumu.

Vocabulary Words		
ow'ettutumu	ebimera	okusaanyaawo
In the Text Questions	In My Mind Questions	
1. Baani abaalima ebimera? 2. Ani yalabula Wambogo?	1. Ssinga ggwe wali nannyini birime, Wambogo wandimukoledde ki? 2. Bizibu ki by'omanyi abalimi b'ewammwe bye basanga?	

Term 2 Week 4

6 Ebantu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

Omutabuzi w'eddagala



nnawankya lusebenju kamunye

Mukyla Nakigudde yagenda ku müluluza n'asimako emirundira. Yatumyonyolya nti bili kimeru ddagala. Ebimera ebimur tubijjako hikoola. Ebimura tubijjako hikuta. Ebimura tubijjako mirondira gydyo ate olusi bimuli. Yatugumba nti ebikoola bta seere biwonya omabwa. Kowunyira ne komunye biwonya olubuto. Omwetongo guwonya omabwa go mu komwa. Yatumyonyolya nti ebirime ebimu tubiyya n'gommere ate ebimura birko ddagala. Yatuwu ekyokulbirako nti ebikuta by'omuyembe, jiombulu n'amapero biwonya ekifuba. Bwe yomila n'attuwa emirondiq'gy'omululuza n'tutugumba tugufumbe masoma onywe bili lunoku.

Ebibuzzo

1. Mukyla ki omemyi eddagala ly'ekinnors?
2. Menya ebitindu by'ebimera ebiriko eddagala?
3. Ssingi onywa eddagala egganda ne ligoma okukuwonya, okola ki?

Olusoma 2 | Wili 5

Mukyla Nakigudde yagenda ku müluluza n'asimako emirundira. Yatumyonyolya nti bili kimeru ddagala. Ebimera ebimur tubijjako hikoola. Ebimura tubijjako hikuta. Ebimura tubijjako mirondira gydyo ate olusi bimuli. Yatugumba nti ebikoola bta seere biwonya omabwa. Kowunyira ne komunye biwonya olubuto. Omwetongo guwonya omabwa go mu komwa. Yatumyonyolya nti ebirime ebimu tubiyya n'gommere ate ebimura birko ddagala. Yatuwu ekyokulbirako nti ebikuta by'omuyembe, jiombulu n'amapero biwonya ekifuba. Bwe yomila n'attuwa emirondiq'gy'omululuza n'tutugumba tugufumbe masoma onywe bili lunoku.

Ebibuzzo

1. Mukyla ki omemyi eddagala ly'ekinnors?
2. Menya ebitindu by'ebimera ebiriko eddagala?
3. Ssingi onywa eddagala egganda ne ligoma okukuwonya, okola ki?

Olusoma 2 | Wili 5

Day 1

Literacy 1

Thematic Question: Ebimera birina migaso ki eri abantu?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire emigaso gy'ebitundu by'ebimera eby'enjawulo.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Emboozi ettottola amawulire
amawulire

Sample Text: Omuyembe omunene
Jajja Nakaye mutuuze ku kyalo Kiti mu
Kyaddondo. Jajja ono abaana
bamwagala, alina emiyembe. Waliwo
omuyembe oguli mu luggya lwe
omunene omuwanvu. Buli lunaku
abaana bajja awaka banoge
emyembe. Basooka kumusaba.
Balinnya omuti. Banoga emiyembe.
Balya basanyuka. Jajja Nakaye
abaana bamwagala, abawa
emyembe.

Writing Organizer: Emboozi ettottola amawulire	
Omutwe	Omuyembe omunene
Ayogerwako	Jajja Nakaye
Ekifo	Kiti Kyaddondo
Ekiseera	Buli lunaku
Ekikolebwa	Okufuna emiyembe
Emitendera	<ol style="list-style-type: none">1. Basaba emiyembe.2. Balinnya omuti.3. Banoga emiyembe.4. Balya ne basanyuka.
Ekigendererwa	Okulaga omugaso gw'omuyembe
Enfundikira	Jajja Nakaye abaana bamwagala.

Term 2 Week 5

6.2 Ebitundu by'ekimera n'emigaso gyabyo

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ebitundu by'ekimera eby'enjawulo babikolamu batya eddagala?

Literacy 2

Writing Process: Okuwandiika
emboozzi mu bufunze

Writing Organizer: Emboozzi ettottola amawulire

Omutwe	
Ayogerwako	
Ekifo	
Ekiseera	
Ekikolebwa	
Emitendera	
Ekigendererwa	
Enfundikira	

Oral Literature

Traditional Text
<p>Ekikwate</p> <p>Ebimera bannange bya mugaso, Ebimera bannange bitusanyusa, Birina ebitundu bingi bya mugaso, Tubifunamu era ffe tubikozesa. Enduli eyo eyetuzze tugikozesa, Amatabi wamma ggwe ne tufumbisa, Emirandira bangi bagirya emmere, Amakoola n'ebimuli nva ze tufuna.</p>

6 Ebuntu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

yabikka	yabikka - nga	yabikkanga
yanoga	yanoga - nga	yanoganga
yasima	yasima - nga	yasimanga

Word Structures — Extra Practice

yatuma	yatuma - nga	yatumanga
yaluma	yaluma - nga	yalumanga

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment	Emboozi ettottola	✓
Tool:	amawulire	
Emboozi yange erina omutwe.		
Emboozi yange eyogera ku ani era eraga ekifo		
Emboozi yange ettottola ebikolebwa.		
Emboozi yange eraga ensonga.		
Emboozi yange esengeka ebikolebwa.		
Emboozi yange efundikiddwa.		
Ebigambo byonna mbiwandiise bulungi		

Day 4

Literacy 1

Sentence Structure — Answers

- Kojja asimba balugu ne kasooli.
- Baaba alina kasooli ne muwogo.

Sentence Structure — Extra Practice

Omwana akutte ekitabo. Omwana akutte bbayiro.
Omwana akutte ekitabo ne bbayiro.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson:	Okulongoosa emboozi engotteke nga tukozesa obuyunzi
I do	1. Jajja mutuuze ku kyalo Kiti Kyaddondo. (Jajja mutuuze ku kyalo Kiti <u>ekisangibwamu</u> Kyaddondo.)
We do	1. Jajja Nakaye abaana bamwagala alina emiyembe. (Jajja Nakaye abaana bamwagala <u>kubanga</u> alina emiyembe.)
You Do	1. Omuyembe munene muwanvu.

Term 2 Week 5

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

yasimba	<u>yasimba - nga</u>	<u>yasimbanga</u>
yakoola	<u>yakoola - nga</u>	<u>yakoolanga</u>
yatema	<u>yatema - nga</u>	<u>yatemanga</u>

Sentence Structure Assessment Test

1. Maama alima kawo. Maama alima ssoya.
Maama alima kawo ne ssoya.
2. Taata alina muwogo. Taata alina lumonde.
Taata alina muwogo ne lumonde.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

wa	e	kya	ka
lu	nna	dda	mu
nye	se	nkya	la
a	be	nju	ga

Answers:

nnawankya
lusebenju
kamunye

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 55

NPSCU Scope and Sequence

- Page 32

6 Ebantu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Oral Literature

Ebitundu by'ekimera n'emigaso gyabyo

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza oluvannyuma ombuulire emigaso gy'ebitundu by'ekimera.

Ekitundu 1

Ku kyallo Butamanya kwaliko abalimi bangi naye abasinga nga tebamanyi migasogya bitundu bya bimera eby'enjawulo. Olwali olwo nga balima ebijanjaalo, ensuju, ebinyeebwa, emiyembe, obummonde, amapaapaali n'emiti gyajjambula.

Abaalimanga obummonde, bwe baalinga babukoola, baatemanga emirandira gyabwo. Kino kyabuviirangako okukala bo ne beebruza ekibukaza. Abaalimanga ebijanjaalo era baali balunzi ba nkoko. Bwe byamulisanga ng'enkoko zibojjako ebimuli byonna. Abaalimanga ensuju baanogangako essunsa lyonna okufuna enva. Kino kyaviirako ensuju obutabala. Ebinyeebwa olwabisimbanga kaamuje ng'abisima era tebyameranga. Abaanbo baakubanga emiyembe emitio era gyayengeranga mitono nnyo. Kino kyaleeta obwavu mu kitundu kuba baagitundanga okufuna ensimbi.

Story Outline

Ekinyusi:

Emigaso gy'ebitundu by'ekimera.

Ensonga ewagira 1:

Omulimu gwa buli kitundu ku kimera.

Ensonga ewagira 2:

Ebimera ebirimibwa n'endabirira yaabyo.

Term 2 Week 5

6.2 Ebitundu by'ekimera n'emigaso gyabyo

Oral Literature

Ekitundu 2

Abaana bwe baalinnnya amatabi ga jjambula, gaamenyekanga era agaasigalangako gaasuulbwanga kibuyaga. Kino nakyo kyaleeta ebyenfuna okudda emabega. Embuzi zzo zaalyanga emitii gya muwogo n'amalagala. Kino kyavirako muwogo ne lumonde obutabala bulungi. Abalimi abasinga baalowoozanga nti waliwo abaloga.

Abalimi baategeeza omulimisa ebizibu bino era yajja ne bamulambuza ebirime byabwe. Omulimisa yategeeza abatuuze nti emirandira gya mugaso nnyo ku kimera kubanga gye gisika amazzi okuva mu ttaka ekimera ge kikozesa. Yabategeeza nti kaamuje yeylemesanga ebinyeebwa okumera kubanga yalyanga ensigo zonna. Yabajukiza nti enduli ya mugaso nnyo kubanga y'ewanirira ekimera. Yabasaba basibe embuzi zireme kwonoona muwogo ne lumonde.

Vocabulary Words		
enduli	essunsa	omulimisa
In the Text Questions	In My Mind Questions	
1. Bimera ki ebyogeddwako mu lufumo? 2. Enduli egasa etya ekimera?	1. Ssinga wali mutuuze ku kyalo Butamanya, kaamuje wandimukoze ki? 2. Olowooza kiki ekyaddirira ng'omulimisa amaze okwogera n'abalimi?	

Term 2 Week 5

6 Ebuntu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

 <p>Okulima olusuku</p> <p>endu nakavundira okuttira</p> <p>Ebyetaogisa: Enkumbi, ejombyja, okaso, endu, ebisubi, essanjy.</p> <p>Emitendero: Okuteeksteeka ekito, okusima ebiny, okusimbina n'okulabiririna.</p> <p>Ekisoneka: Sianwa, kabola, kumpanganya ebisubi.</p> <p>Ekyokubiri: Sina ebinya ebagazi obulungu osseemu nakavundira.</p> <p>Ekyokusot: Sigula endu ozisimbe ng'obikkako ettuka erididagevu.</p> <p>Olusona 2 Wili 6</p>	<p>Ekyokuna: Tema ensolosolo mu malongu g'ebitooke okurizyza ettuka okutwalibwa mukoka n'okutreka amazzi.</p> <p>Ekyokutano: Blikka olusuku ng'okozesa essubi oba essenja noye totusa ku bikolo bya bitooke.</p> <p>Ekyomakaga: Teeko ebijimuso mu nsolosolo okwongero obuguni mu itaka.</p> <p>Ekyomusaravu: Salina era nyikiro okuttira ebitooke naddala mu biseera eby'enkuva.</p> <p>Ekyomuanane: Soloko empumimpumu ku bitooke ebissizza amutooke gasobole okugejja.</p> <p>Ebibuuzo</p> <ul style="list-style-type: none"> 1. Biki bye weetaoga okukola nga tonnisimba lusuku! 2. Bintu ki bye tuyinza okozesa okubikla olusuku? 3. Bintu ki ehirola by'omanyi olusuku bye lwetauga? <p>Olusona 2 Wili 6</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Day 1

Literacy 1

Thematic Question: Ngeri ki ennungi gye tuyinza okulabiriramu ebirime byaffe?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire endabirira y'olusuku ennungi.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota ennyonnyola emitendera

Sample Text: Okulima ebbugga

Ebyetaagisa : Ettaka ery'ekyokero, ensigo z'ebbugga

Obudde: Ennaku 21

Omutendera 1: Longoosa ekyokero.

Omutendera 2: Mansa ensigo

Omutendera 3: Ebbugga bwe limera, kuulamu omuddo.

Omutendera 4: Mansa evvu ku makoola okuziyiza obuwuka.

Omutendera 5: Oluvannyuma lw'ennaku 21, kuula ebbugga erikuze.

Omutendera 6: Siba ebbugga mu biganda, tunda ofune ssente.

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	Engeri y'okulima ebbugga
Ebyetaagibwa	Ettaka ly'ekyokero, ensigo z'ebbugga, evvu
Obudde	Ennaku 21
Emitendera	<ol style="list-style-type: none"> 1. Okulongoosa ekifo. 2. Okumansa ensigo. 3. Okukoola. 4. Okumansira evvu. 5. Okukuula ebbugga erikuze. 6. Okusiba ebbugga mu biganda. 7. Tunda ebbugga ofune ssente.

Term 2 Week 6

6.3 Engeri y'okulima ebirime

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Bintu ki ebirala by'omanyi bye balima?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagibwa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
<p>Olugero N'alima awagonda atera n'annyuka.</p>

Term 2 Week 6

6 Ebuntu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

kiti	bi - ti	biti
kibajjo	bi - bajjo	bibajjo
kikuta	bi - kuta	bikuta

Word Structures — Extra Practice

kitabo	bi - tabo	bitabo
kiwuka	bi - wuka	biwuka

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Alipoota ennyonnyola	<input checked="" type="checkbox"/>
Tool:	emitendera	
	Alipoota yange eriko omutwe.	
	Mpadde olukalala lw'ebikozesebwa.	
	Mpadde obudde obwetaagisa.	
	Mpandiise emitendera nga bwe giddirijjana.	
	Nkozesezza emboozi ennyimpi ezitegeerekeka.	
	Mpandiise mu mukono omulungi ogusomeka.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Kiri kikoola.
2. Kiri kimuli.

Sentence Structure — Extra Practice

Kino kisero.

Kiri kisero.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson:	Okukozesa akabonero akawummuza
I do	1. Ettaka ly'ekyokero ensigo z'ebbugga evvu (Ettaka ly'ekyokero, ensigo z'ebbugga n'evvu.)
We do	1. Ebbugga bwe limera kuulamu omuddo. (Ebbugga bwe limera, kuulamu omuddo.)
You Do	1. Oluvannyma lw'ennaku 21 kuula ebbugga erikuze.

Term 2 Week 6

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kikoola	<u>bi - koola</u>	<u>bikoola</u>
kimuli	<u>bi - muli</u>	<u>bimuli</u>
kibala	<u>bi - bala</u>	<u>bibala</u>

Sentence Structure Assessment Test

Kino kisagazi.

Kiri kisagazi.

Kino kibala.

Kiri kibala.

Word Making Game

ra	o	tti	nku
ndi	vu	lu	ndu
ka	saa	e	mbi
ku	na	wa	su

Answers:

endu
nakavundira
okuttira

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

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NPSCU Scope and Sequence

- Pages 32-33

6 Ebantu ebiramu: Ebimera ebisangibwa mu ggombolola yaffe

Oral Literature

Okulima ebirime

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire ebantu ebikulu omulimi by'atekeddwa okukola nga yeetegekera okulima.

Ekitundu 1

Ekyalo Kyamulinga kisangibwa mu ggombolola y'e Bukuya mu ssaza ly'e Ssingo. Abatuuze baakwo baagala nnyo ebyobulimi. Ekyalo kino kifuna ebirabo bingi okuva ku ggombolola y'e Bukuya nga bayita mu kuwangula ebyobulimi. Kino kivudde ku ssentebe waabwe Mwami Ssenje afaayo ennyo okuyigiriza abatuuze engeri ennungi ey'okulima.

Lumu Ssentebi yategeka omusomo gw'ebiyobulimi ku kyalo era yasomesa bwati, "Nga tonnatandika kulima sooka ofune ebikozesebwa ebituufu mu kulima nga; enkumbi, ensigo ennungi, embazzi, oluso ne najjolo. Bw'oba osaawa kyetaagisa okutema emitii ng'okozesa embazzi oba ejjambiya. Okukabala n'okukuba amavuunike kiyamba nnyo okwongera ku bungi wamu n'obugimu bw'ettaka. Kino kireetera ebirime okukula obulungi." Ow'ebiyobulimi yayongerako nti nga weetegekera okusiga, sooka ofune ensigo ennungi ey'embala.

Story Outline

Ekinyusi:

Ebyobulimi.

Ensonga ewagira 1:

Ebikozesebwa mu kulima.

Ensonga ewagira 2:

Emitendera gy'okulima.

Term 2 Week 6

6.3 Engeri y'okulima ebirime

Oral Literature

Ekitundu 2

Yayongerako nti kiyamba nnyo okusiga ensigo enkulu nga teziriiriddwa buwuka nga kawuukuumi n'ebisokomi. Omulimi yenna asaana okusiga mu budde obutuufu naddala mu biseera eby'enkuba. Yagamba nti oluusi kyetaagisa okusooka okusimba ensigo mu kifo we zaalulizibwa. Kino kiyamba endokwa okusooka okukula obulungi nga zifukirirwa amazzi n'okufuuyirako ekiriisa ekimala olwo ne ziryoka zisimbulizibwa. Abatuuze baawandiika mu bitabo byabwe ebyali bibasomesebwa. Kino kyabayamba nnyo okubitegeera obulungi n'okubissa mu nkola.

Omutuuze omu eyava ku kyallo ekirala yawanika omukono ng'abuuza oba nabo basobola okufuna omusomo omulungi bwe gutyo ku kyallo kyabwe. Ssentebé yakkiriza era n'asuubiza okukolagana ne ssentebé w'ekyallo kyabwe ku nsonga eyo. Olukiiko lwayabuka nga buli omu ayize endabirira y'ebirime ennungi.

Vocabulary Words		
endokwa	ensigo	najjolo
In the Text Questions	In My Mind Questions	
1. Menya ebintu bibiri ebikozesebwa mu kulima. 2. Ebimera byetaaga kulabirira bitya?	1. Ebirime mubirabirira mutya? 2. Birime ki ebirimibwa mu kitundu kyammwe?	

Term 2 Week 6

7 Enkozesza y'ebiobugagga ebiri mu ggombolola yaffe

Literacy 1 & 2

Ssaalongo Katende Ssenje

okukkekereza ensimbi abakozi

Ssaalongo Katende Ssenje omusmesa yizabolibwa ku kyolo Kymullinga mu Sisingo. Taata we ye mugenzi Seemwoogere Mukasa eyafa mu mwaka 1961. Ssaalongo yisipalo muto. Embeera gye yakiliremu yamuyijiriza obukwampola era n'okukkekerezo. Ssaalongo yewossa Nalumansi Kayaga mu mwaka 1984. Kati bolina obaan munaxaa omulli n'aholongo. Abano ku basaa bano baanafaririza emisora qaybewe e Makereere n'e Kymbogo kati bolina diguli. Ssaalongo olinna essomero lya palupimale e Nakawuka mu Busiro.

Essomero lino katte lirina obaan ekikumi bisatu. Essomero yollonlikira mu kayumba ke yupangisanga e Mutandwe. Ensimbi ze yafunanga yozissisulungamu ennyumbu wanu n'abakozi. Ezauisigulanguwo yaziterenkangi mu bbunka. Ensimbi bwe zaawera yugula ettaka e Nakawuka kwe yazimba essomero lye. Ettaka lino lya yilka kkumi. Ettaka lino obaan bollimirkoo emmere gye balyku ku ssomero era botemeko enku ezyumba okufumba emmere. Ssaalongo alina emmotoka gye yeyembisa okukola emirumu. Ebantu bino byonna bifidde Ssaalongo Katende omuntu ow'enjawulo era eyegombesa mu kitandu.

Ebibuuzo

1. Ssaalongo Katende okola mulimu ki?
2. Ssaalongo Katende alina obaan bameka?
3. Ssaalongo Katende oyinza kumuyijiroko ki?

Oluoma 2 | Wili 7

Day 1

Literacy 1

Thematic Question: Ebyobugagga tubikekkereza tutya?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire ebintu ebifudde Ssaalongo Katende omuntu ow'enjawulo.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota ekwata ku bulamu bw'omuntu

Sample Text: Mwami Magala mugagga muvundu.

Mwami Magala musuubuzi wa nnyaanya. Omwami ono akolera mu katale e Nakasero. Ennyaanya yasooka kuzitambuliza ku ggaali. Bwe yafuna ssente n'agula pikipiki. Ennakku zino yagula loole. Ennyaanya aziteeka ku loole n'azitwala mu katale e Nakasero. Mwami Magala afunye ebyobugagga bingi mu kusuubula ennyaanya.

Writing Organizer:	Alipoota ekwata ku bulamu bw'omuntu
Omutwe	Mwami Magala mugagga muvundu
Ayogerwako	Mwami Magala
Gy'abeera	Nakasero
Obudde	Buli lunaku
Ebikolebwa	Kusuubula nnyaanya
Engeri	Mwami Magala atambuza ennyaanya okuzitwala mu katale.
Ensonga	Mwami Magala afuna ssente.
Enfundikira	Mwami Magala afunye ebyobugagga bingi mu kusuubula.

Term 2 Week 7

7.1 Okukuma ebyobugagga

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza emmotoka za Ssaalongo azikozesa mirimu ki?

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer:	Alipoota ekwata ku bulamu bw'omuntu
Omutwe	
Ayogerwako	
Gy'abeeera	
Obudde	
Ebikolebwa	
Engeri	
Ensonga	
Enfundikira	

Oral Literature

Traditional Text
<p>Olugero Eyeetererekera, butera okukya.</p>

7 Enkozesza y'ebiyobugagga ebiri mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

zimba	<u>to - zimba</u>	tozimba
pangisa	<u>to - pangisa</u>	topangisa
gula	<u>to - gula</u>	togula

Word Structures — Extra Practice

kuba	<u>to - kuba</u>	tokuba
wandiika	<u>to - wandiika</u>	towandiika

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment	Alipoota ekwata ku bulamu	<input checked="" type="checkbox"/>
Tool:	bw'omuntu.	
Alipoota erina omutwe.		
Alipoota ennyonnyola obulamu bw'omuntu.		
Alipoota ennyonnyola ekiseera ebantu ebikulu we byaliwo.		
Ndaze engeri omuntu gwe njogeddeko bwe yavvuunuka ebisoomooza mu bulamu bwe.		
Ndaze engeri omuntu gwe njogeddeko bw'ayambye abantu abalala.		
Alipoota yange ettottola ensonga enkulu nga nziva kumu.		

Day 4

Literacy 1

Sentence Structure — Answers

- Kato atereka ssente ayagala kugula ggaali.
- Nagawa asimba kasooli kubanga ayagala
kufuna kuganga

Sentence Structure — Extra Practice

Maama alima. Maama ayagala kufuna mmere.

Maama alima kuganga ayagala kufuna mmere.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson:	Okwawula ebikolwa ebiri mu mboozi
I do	<ol style="list-style-type: none"> Mwami Magala akolera mu katale e Nakasero. (Mwami Magala <u>akolera</u> mu katale e Nakasero)
We do	<ol style="list-style-type: none"> Bwe yafuna ssente, yagula pikipiki. Ennaku zino yagula loole.
You Do	<ol style="list-style-type: none"> Ennyaanya aziteeka ku loole Mwami Magala afunye ebyobugagga.

Term 2 Week 7

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

bala	<u>to - bala</u>	<u>tobala</u>
tereka	<u>to - tereka</u>	<u>totereka</u>
kozesha	<u>to - kozesha</u>	<u>tokozesa</u>

Sentence Structure Assessment Test

1. Omusajja agaggawadde. Omusajja akola.
Omusajja agaggawadde kubanga akola.
2. Baaba asimba emitii. Baaba ayagala kufuna nku.
Baaba asimba emitii kubanga ayagala kufuna nku.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

kke	e	o	la
ka	a	ku	za
re	ko	zi	mbi
ba	ke	nsi	mba

Answers:

okukekkereza
ensimbi
abakozi

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: pages 55-56

NPSCU Scope and Sequence

- Pages 35-36

7 Enkozesza y'ebiyobugagga ebiri mu ggombolola yaffe

Oral Literature

Wankuyege eyeeterekera

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma onnyonnyole obukulu bw'okutereka.

Ekitundu 1

Wankuyege ne Wanseenene baali baamukwano nnyo era nga baabera mu kyallo Kiswa. Mu kyallo kino mwalimu ebibira, emigga, ebisenyi n'enzi. Wankuyege ne Wanseenene baakoleranga wamu emirimu. Mu mirimu mwalimu okutyaba enku, okukima amazzi, okutta enswa wamu n'okulima emmere. Wankuyege yakolanga n'amaanyi ate ye Wanseenene nga munafu. Emirimu egisinga Wankuyege ye yagimalirizanga nga Wanseenene apaala.

Wankuyege yakubirizanga Wanseenene okweterekeranga n'okukuma amazzi, emmere, enku n'ensimbi. Yamukuutiranga n'okukuma ebiseera naye nga Wanseenene teyeffirayo.

Wankuyege yeekozeseza akabookisi mwe yasuulanga ensimbi era oluvannyuma yazitwalanga mu bbanka.

Lwali lumu Wankuyege n'ateesa balime kasooli. Baasaawa ekisambu era enkuba bwe yatonna ne basiga anti, "Awagwa enkuba waagala ssooli." Kasooli yabala nnyo ne balya era ne bamutundako. Nga empisa ya Wankuyege bwe yali, yatereka ensimbi nnyingi. Ye Wanseenene yatereka kitono nnyo anti ezisinga yazimalira mu kwesanyusa. Kasooli eyasigalawo baamutereka olw'ekiseera ky'ekyeya. Wankuyege yakola nnyo era n'atereka ebyagi ebiwera. Wanseenene ye n'ekyagi ekimu tekyajjula.

Story Outline

Abali mu lugero

Wankuyege ne Wanseenene

Ekifo

Ku kyallo Kiswa

Ebikolebwa

Wankuyege ne Wanseenene balima kasooli. Wanseenene adiibuuda ssente era ayavuwala.

Wankuyege atereka era agaggawala nnyo.

Term 2 Week 7

7.1 Okukuuma ebyobugagga

Oral Literature

Ekibuuozo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Wankuyege atere se ebyagi
ebiweria ate nga munne atere se kitono?

Ekitundu 2

Enjala "Ani-amuwadde-akatebe" teyalwa n'egwa. Wanseenene yalya obumere bwe n'ensimbi ne biggwaawo ekyeya kyo nga kyeyongera bwetyongezi. Yali takyalina kyakulya era obulamu bwe bwakendeerera ddala n'akogga ate ng'aty a okusaba Wankuyege. Abatuuze b'e Kiswa n'emiriraano bajjanga ewa Wankuyege okusaka n'okugula emmere. Wankuyege yafuna ensimbi nnyingi n'ayongera okutereka. Oluvannyuma yazimba ennyumba ey'omulembe n'ateekamu buli kintu ekirungi. Lwali lumu Wankuyege yagendako ewa mukwano gwe Wanseenene n'amusanga nga mulwadde. Yamusaasira era n'amutwala mu ddwaliro. Baamukebera ne bamuwa ekitanda Wankuyege n'asasula ensimbi zonna. Wanseenene yeebaza mukwano gwe era n'amusuubiza obutaddamu kukola nsobi eyo.

Wanseenene yasaba Wankuyege amuyigirize okubalirira wamu n'okutereka ensimbi naye teyali mubi n'amunnyonyola. Yamutegeeza nti yeetaaga okukekkereza ensimbi, emmere, amafuta, amazzi, enku wamu n'okukuuma obudde. Wanseenene ebyo yabikola era okuva olwo obulamu bwe ne bukyuka.

Vocabulary Words		
okusaka	ekisambu	okutereka
In the Text Questions	In My Mind Questions	
1. Menya ebintu mukaaga Wankuyege bye yaterekanga. 2. Kiki ekyalwaza Wanseenene?	1. Olowooza Wanseenene yasanyukanga aty? 2. Ssinga ofuna ensimbi ennyingi okola ki?	

Term 2 Week 7

7 Enkozesza y'ebiyobugagga ebiri mu ggombolola yaffe

Literacy 1 & 2

Okukozesa ebiyobugagga



bbanka	nnagaga	okwejalabya
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Olwali olwo ngor wabawo bowansolo ku kyalo Nansapazi. Ku Nansapazi kwaliko buli kintu bowansolo kye bheettaiga mu bulamu bwabwe. Mu kyalo kino mwilimi bowansolo bonnagagga ngor ye Wantulege ne Wante. Bowansolo obalila teboli bagagga ngor.

Wantulege yoli mugugua naye yoli yeejelobya. Yoli yeeewola ssente mu bbanka era n'oyagala nnyo okweraaga. Yagulanga ebantu hingi omwadi emmotaka e'ebheeyi. Abusua be buasomerenga mu masomero go ssente nyinjig.

Olusoma 2 Wiki 8

Bwe baumummulonga ng'obatwala mu bifo eby enjawulo okweryagala. Ekiseria kyutuuka amisambua ne gumulema okusasula. Abubbanka baatwala emmotaka ze n'enyumba. Okutukka kati Wantulege talina nnyumba, obsera mu nsiko n'obsa be.

Wante yoli akola n'obsa be era n'absalirira myo. Yali asekerezo buli kitu atete ngor teyejalabya. Yagulanga ebantu byikko bie bee tangwa. Ensimbizi ze yafuruniga ng'aterekako mu bbanka, endala ngor igulumu ebantu ehibreeta ssente. Ekyo kyomayumba okugoggiwala enyo. Kati Wantulege talina nnyumba ye n'obsa be era tallina buzzbu.

Ebibuuza

1. Abogagga obali mu mbozi be bauni?
2. Kiki ekuyuvuvuza Wantulege?
3. Bantu ki hye mujuamu ssente mu moka gammwe?

Olusoma 2 Wiki 8

Day 1

Literacy 1

Thematic Question: Ngeri ki gye tulina okukozesaamu ebiyobugagga byaffe?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire enneyisa ya Wankuba ne Wamusana.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota ennyonnyola emitendera

Sample Text: Okugula ebantu mu dduuka

Ebyetaagisa: Ssente, ekikapu, olupapula n'ekkalaamu obudde: Obudde obumala

Funa olupapula n'ekkalaamu

owandiike by'onaagula. Balirira

ssente z'onookozesa. Funa ssente n'ekikapu ogende ku dduuka.

Ow'edduuka mubuulire by'oyagala era musasule. Teeka by'akupimidle

mu kikapu oluvannyuma obale ssente z'akuddizza. Twala ebantu eka.

Writing Organizer:	Alipoota ennyonnyola emitendera
Omwtwe	Okugula ebantu mu dduuka
Ebyetaagisa	ssente, ekikapu, olupapula, ekkalaamu
Obudde	Obudde obumala
Emtendera	<ol style="list-style-type: none"> 1. Funa olupapula n'ekkalaamu owandiike by'ogenda okugula. 2. Balirira ssente z'onookozesa. 3. Funa ssente n'ekikapu ogende ku dduuka. 4. Ow'edduuka mubuulire by'oyagala era omusasule. 5. Funa ebantu by'akupimidle obiteeke mu kikapu. 6. Bala ssente z'akuddizza. 7. Twala ebantu eka.

Term 2 Week 8

7.2 Okukozesa ebyobugagga

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olabirira otya ebintu ebyobugagga bye mulina ewammwe oba ku kyalo kyammwe?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagisa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
<p>Ekikwate</p> <p>Ayi nnyaffe Uganda kuuma bulungi abaana bo, Na buno obugagga bwonna kuuma ntende, Tewali akusinga so tewaliyo akunyooma, Ayi nnyaffe Uganda kuuma bulungi abaana bo. Mu nnyaffe Uganda ebyobugagga bingi, N'abantu bangi ababikozesa mu ddembe, Babikuumma bulungi ne bakulaakulana mu budde, Ayi nnyaffe Uganda kuuma bulungi abaana bo.</p>

Term 2 Week 8

7 Enkozesza y'ebiyobugagga ebiri mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

yalunda	te - yalunda	teyalunda
yasoma	te - yasoma	teyasoma
yagaba	te - yagaba	teyagaba

Word Structures — Extra Practice

yalaba	te - yalaba	teyalaba
yanaaba	te - yanaaba	teyanaaba

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Alipoota ennyonnyola	✓
Tool:	emitendera	
	Alipoota yange eriko omutwe.	
	Mpadde olukalala lw'ebikozesebwa.	
	Mpadde obudde obwetaagisa.	
	Mpandiise emitendera nga bwe giddirijjana.	
	Nkozesezza emboozi ennyimpi ezitegeerekeka.	
	Mpandiise mu mukono omulungi ogusomeka.	

Day 4

Literacy 1

Sentence Structure — Answers

- Ebikajjo bino biwanvu.
- Ebibanja bino bigimu.

Sentence Structure — Extra Practice

Ekisawo kino kikadde.
Ebisawo bino bikadde.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Obubonero obufundikira emboozi		
I do	1. Sooka ofune olupapula n'ekkalaamu owandiike 2. Balirira ssente zoonookozesa	
We do	1. Funa ssente n'ekikapu ogende ku dduuka 2. Ow'edduuka mubuulire by'oyagala era musasule	
You Do	1. Bala ssente ze bakuddiza 2. Twala ebintu eka	

Term 2 Week 8

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

yagula	<u>te - yagula</u>	<u>teyagula</u>
yakola	<u>te - yakola</u>	<u>teyakola</u>
yatereka	<u>te - yatereka</u>	<u>teyatereka</u>

Sentence Structure Assessment Test

1. Ekipira kino kinene.

Ebibira bino binene.

2. Ekyalo kino kirungi.

Ebyalo bino birungi.

Word Making Game

ba	la	gga	lo
o	nka	ja	bba
ga	wa	baa	bya
vu	kwe	nna	nso

Answers:

bbanka

nnagagga

okwejalabya

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

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- Oral Lit Competences: page 56

NPSCU Scope and Sequence

- Page 36

7 Enkozesza y'ebyobugagga ebiri mu ggombolola yaffe

Oral Literature

Abantu b'e Wanduli bagaggawala

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza oluvannyuma ontegeeeze ekyavaako abantu b'ekitundu okwavuwala.

Ekitundu 1

Ekyalo Wanduli kisangibwa mu ggombolola y'e Wamuti. Ekyalo kino kisangibwa ku kasozisozi, kirengerekka bulungi ebyalo ebiriraanyeewo era kikwasa ensaalwa. Ssentebi w'ekyalo ekyo Mwami Ttabi yali musajja mugezigezi nnyo. Yayigiriza abatuuze be engeri ennungi ey'okukozesaamu ebyobugagga. Yayitanga mikwano gye abayivu okumuyambako okusomesa abatuuze. Mu basomesa mwalimu Mukyala Nakikolo ne Nakamuli. Abatuuze baayigirizibwa engeri ennungi ey'okukozesaamu eby'obugagga omuli okukola embalirira, obutagula bintu bya buseere wamu n'okugula ebisinga obukulu. Ssentebi yakola nnyo okusomesa abatuuze naye eby'embii yalwala obukulembeze n'abuvaako.

Story Outline

Abali mu lugero

Mwami Ttabi, Ssekayembe, Nakamuli, Nakikolo

Ekifo

Mu nnimiro

Ebikolebwa

Abatuuze basomesebwa enkozesza y'ebyobugagga. Bafuna ssentebi omuggya eyali tafaayo. Ebyobugagga biggwaawo.

Term 2 Week 8

7.2 Okukozesa ebyobugagga

Oral Literature

Ekitundu 1: Ekibuuozo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Mwami Ttabi avudde ku bukulembeze?

Ekitundu 2

Omwami w'ekyalo omuggya ye yali Mwami Ssekayembe. Obutafaananako Mwami Ttabi, teyafaayo kutwala mu maaso omulimu ogw'okusomesa abatuuze ku by'okukozesa obulungi ebyobugagga. Kino kyaleetera embeera y'ekitundu okukyukakyuka. Abaali balina ebyobugagga baabitunda ne baavuwala. Ekyavaamu, emmere gye baali beerimira baatandika okugigula obuseere. Obujjanjabi n'ebjetaago ebirala ne bifuuka bya bbula.

Emyaka nga giyiseewo Mwami Ttabi yassuuka era n'addamu okulondebwa ku bukulembeze. Ku mulundi guno Mwami Ttabi yafaayo nnyo okulongoosa ebyenfuna by'abantu be. Abaali baavuwadde yabakubiriza okukola n'amaanyi, okutereka ensimbi wamu n'okugula ebintu ebikola amagoba. Obugagga n'enkulaakulana byaddawo ku kyalo Wanduli.

Vocabulary Words		
ensaalwa	enkulaakulana	ebyobugagga
In the Text Questions	In My Mind Questions	
1. Omwami w'ekyalo eyasooka ye yali ani? 2. Kizibu ki ekyagwa ku kyalo Wanduli?	1. Ssinga obeera ku kyalo kino wandikoze ki? 2. Biki ebiremesa ebyalo okukulaakulana?	

Term 2 Week 8

7 Enkozesza y'ebiyobugagga ebiri mu ggombolola yaffe

Literacy 1 & 2

Obuvubi bwa muwendo



mpitirivu ebuziba obutimba

Ebbonga lye mmaze e Kalangala ndabye era nkakosizza nti obuvubi bwa muwendo. Ndabye obaami n'abaskyalu obavuba. Abuvubi bonuva omasto bali kowungeezi ne boganda ebuziba okuteega obutimba. Kye mnewanya, basuliryo ddala. Ekiro ebennyanya bijla okulya ne babikwatira mu butimba. Ekisanusa ennyo obuvubi kwe kuloba obutimba bwobwe ngyo bujiidde ebennyanya. Bosika obutimba bwobwe obijjuidde ebennyanya ne hohuteeka mu maasto.

Oluomma 2 Wiki 9

Oluvannyuma bovuga omasto giubwe ne bogobu ettole. Bakwata ebennyanya bya bika bingi moye byonna baba febusobola kubuya. Ebimu bubitunda ne baftuna ensimbi mpitirivu. Ebbonga lye mmaze ku myanya njize ebantu bingi. Njize okuvuba, njire amonya g'ebennyanya era njize okatole gye batunda ebennyanya. Kituufu dddlo nkakosizza nti obuvubi bwa muwendo.

Ebibuuzo

- 1. Bantu ki abovuga omasto bali kawungeez?
- 2. Kiki ekisanusa ennyo obuvubi?
- 3. Ssinga obudde mwubibi, hyemnyanja ki bye wondyagadde okuvuba?

Oluomma 2 Wiki 9

Day 1

Literacy 1

Thematic Question: Mirimu ki egireeta ensimbi mu kitundu kyaffe?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebibaddemu.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota eri ku mulamwa

Sample Text: Omulimu omulungi
Okukuba amotoffaali mulimu
mulungi. Taata wange
gumugaggawazza.

Taata wange afunye ssente nnyingi.
Taata wange kati mugagga. Aguze
emmotoka. Azimbye ennyumba.
Aweeredde abaana. Aguze attaka.
Okukuba amotoffaali mulimu mulungi
ddala.

Writing Organizer: Alipoota eri ku mulamwa	
Omutwe	Omulimu omulungi
Ennyanjula	Okukuba amotoffaali mulimu mulungi.
Ensonga 1.	Taata wange afunye ssente nnyingi.
Ensonga 2.	Taata wange aguze emmotoka.
Ensonga 3.	Taata wange aweeredde abaana.
Enfundikira	Okukuba amotoffaali mulimu mulungi.

Term 2 Week 9

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ssinga obadde muvubi ngeri ki endala gye wandivubyemu ebyennyanja?

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer: Alipoota eri ku mulamwa

Omutwe	
Ennyanjula	
Ensonga 1.	
Ensonga 2.	
Ensonga 3.	
Enfundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Ekitundu kyaffe kitweyagaza, Kirimu ebirungi ebitusanyusa, Mulimu ebibira omuli emiti, N'entobazi mwe tutema ebitoogo, Ensuku zaffe mwe tusala ebyayi, Wamu n'enzi mwe tukima amazzi, Tulina ettaka- kwe tulima emmere, Amaduuka mangi- mwe tugula ebintu.</p>

7 Enkozesza y'ebiyobugagga ebiri mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

kitereka	kiterek-ek-a	kiterekeka
kimenya	kimeny-ek-a	kimenyeka
kitegeera	kitegeer-ek-a	kitegeereka

Word Structures — Extra Practice

kisoma	kisom-ek-a	kisomeka
kiwandiika	kiwandiik-ik-a	kiwandiikika

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool: Alipoota eri ku mulamwa ✓
Alipoota yange eriko omutwe.
Ekinyusi kya alipoota kiri mu nnyanjula.
Mpa ensonga eziri wakati w'ebbir n'enny eziwigira ekinyusi.
Enfundikira yange ekkaatiriza ennyanjula yange.
Nkozesessa bulungi obubonero.

Day 4

Literacy 1

Sentence Structure — Answers

1. Nagawa munene naye asobola okudduka.
2. Omuyembe munene naye tegubala.

Sentence Structure — Extra Practice

Akambe kanene. Akambe tekasala.
Akambe kanene naye tekasala.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Okugatta embooz	
I do	1. Okukuba amatoffaali mulimu mulungi.Taata wange gumugaggawazza. (Okukuba amatoffaali mulimu mulungi <u>era</u> taata wange gumugaggawazza.)
We do	1. Taata wange afunye ssente. Taata wange kati mugagga.
You Do	1. Aguze emmotoka. Azimbye ennyumba.

Term 2 Week 9

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kikola	<u>kikol</u> - ek - a	kikoleka
kibala	<u>kibal</u> - ik - a	kibalika
kiyiga	<u>kiyig</u> - ik - a	kiyigika

Sentence Structure Assessment Test

1. Mukasa afuna ssente. Mukasa tatereka.
Mukasa afuna ssente naye tatereka.

2. Kamagu alya nnyo. Kamagu tagejja.
Kamagu alya nnyo naye tagejja.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

e	mba	vu	lo
ti	a	mpi	maa
zi	bu	wa	ri
to	ku	o	ba

Answers:

mpitirivu
ebuziba
obutimba

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

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NPSCU Scope and Sequence

- Page 37

7 Enkozesza y'ebiyobugagga ebiri mu ggombolola yaffe

Oral Literature

Emirimu egireeta ensimbi mu ggombolola yaffe

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire emirimu egireeta ensimbi.

Ekitundu 1

Eggombolola yaffe eyitibwa Kira. Esangibwa mu ssaza ly'e Kyaddondo mu disitulikiti y'e Wakiso. Erimu emiruka egy'enjawulo omuli Kireka, Kimwanyi, Bweyogerere ne Kirinnya. Emiruka gino girimu abantu abakola emirimu egy'enjawulo ng'abasomesa, abasawo, bamakanika, abavuzi b'ebidduka, abalimi, bannaddiini n'abalala bangi.

Abasomesa abamu bakola mu masomero ga gavumenti ate abalala mu g'obwannannyini n'abasawo nabo bwe batyo. Bamakanika bo baddaabiriza emmotoka, pikipiki n'obugaali. Mulimu abavuzi b'emmotoka, bbloodabooda n'obugaali abayamba mu kusaabaza abantu n'emigugu gyabwe. Abalimi balima emmere, enva, ebibala era basimba n'emiti. Waliwo abalunda ente, enkoko, embuzi, embizzi, obumyu n'endiga ebivaamu ensimbi. Abasuubuzi bo basuubula buli kintu abalimi n'abalunzi kye batunda okwo ssaako ebintu ebirala nga ssukaali, ssabbuuni n'ebintu ebirala bye twetaaga mu bulamu obwa bulijo.

Story Outline

Ekinyusi:

Emirimu egireeta ensimbi mu ggombolola yaffe.

Ensonga ewagira 1:

Abantu abakola emirimu egy'enjawulo.

Ensonga ewagira 2:

Emirimu egy'enjawulo egikolebwa.

Term 2 Week 9

7.3 Emirimu egireeta ensimbi

Oral Literature

Ekitundu 2

Waliwo abafumba keeki n'emigaati buli muntu bye yettanira. Waliwo n'abakola mu birombe nga basima omusenyu, amayinja wamu n'okukuba amatoffaali. Abalusi baluka ebyemikono eby'enjawulo. Bannaddiini bo balyowa emyoyo ate bo abaweesi bakola obwambe, essigiri, embazzi, ebbinika, enzigi n'ebirala bingi. Abasalamala basala embaawo ezeeyambisibwa mu kukola enzigi, amadirisa, entebe n'emmeza. Tulina n'abalamuzi abayamba mu kuwoza emisango n'okutawulula enkaayana mu bantu bo mu ggombolola yaffe. Abantu bano bonna emirimu gye bakola yadde nga givaamu ensimbi ezibayamba okweyimirizaawo naye batuyamba nnyo okukulaakulanya eggombolola yaffe.

Vocabulary Words		
okusaabaza	ebirombe	okulyowa emyoyo
In the Text Questions		In My Mind Questions
1. Menya emirimu ena egy'enjawulo egireeta ensimbi mu ggombolola y'e Kira.		1. Olowooza ssinga amasomero ag'obwannannyini tegaliwo, kiki ekyandituuseewo?
2. Bintu ki ebikolebwa okuva mu mbaawo?		2. Ku kyalo kyammwe bannaddiini babayamba batya?

Term 2 Week 9

8 Okukuuma emirembe mu ggombolola yaffe

Literacy 1 & 2

Emirembe n'eddembe



eddembe emirembe bannaffe

Elikwate ekirimu omiloboozi (n / m) agoddingga.
Katonda yotonda omintu.
N'amusve ye by'ayapla.
N'amusve ebinyuma.
Ebisyonyusa omaaso.
Mu birungi bye yatuwa.
Yatuteroow eddembe.
Okubeera ne bannaffe.
Mu mirembe egypteyagaza.

Oluoma 2 | Wiki 10

Emirembe n'eddembe,
Byava wa Kitaffe oyo.
Okuwanya ekitilwa,
Okwetuba ne bannaffe.
Tugoberere amateekoo,
Okwewala entalo ennyingi,
Kitufuule ob'eddembe,
N'enkuulaakuluna enoija.

ebibuuuzo

1. Birungi ki Katonda bye yatuwa?
2. Emirembe n'eddembe byava wa?
3. Bantu ki ehiroga obumu?

Oluoma 2 | Wiki 10

Day 1

Literacy 1

Thematic Question: Bintu ki ebituyamba okubeera mu mirembe ne bannaffe?

Guiding Question: Wuliriza ekikwate kino n'obwegendereza, oluvannyuma ombuulire ebintu bye tulina okukola okubeera mu mirembe ne bannaffe.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Ekikwate ekirimu eddoboozi eriddinjana

Sample Text: Emirembe

Tukole bintu ki mu nsi tufune emirembe?

Tuteeke amateeka mu nkola.

Tetuyomba, tetulwana n'abantu.

Tetutta bantu era tetubba bintu.

Tulyoke tufune emirembe.

Writing Organizer:	Ekikwate ekirimu eddoboozi eriddinjana
Omutwe	Emirembe
Eddoboozi	/t/
Ebigambo ebirimu eddoboozi	tetuyomba, tetulwana, okutta, tukole, bintu, mateeka
Olunyiriri	<ol style="list-style-type: none"> 1. Tukole bintu ki mu nsi tufune emirembe? 2. Tuteeke amateeka mu nkola. 3. Tetuyomba, tetulwana n'abantu 4. Tetutta bantu era tetubba bintu.

Term 2 Week 10

8.1 Okubeera mu mirembe ne bannaffe

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Bintu ki ebirala Katonda bye yatonda?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer:	Ekikwate ekirimu eddoboozi eriddinjana
Omutwe	
Eddoboozi	
Ebigambo ebirimu eddoboozi	
Olunyiriri	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Tulina ebbanja fenna lya kwagalana, Kye kirabo Katonda ky'awa ffe abantu. Okwagalana fenna kye kitugatta, Kye kiraga nti Katonda akola mu ffe.</p>

8 Okukuuma emirembe mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

bimanya	bimeny-ek-a	bimenyeka
bitereka	biterek-ek-a	biterekeka
bikuuma	bikuum-ik-a	bikuumika

Word Structures — Extra Practice

bisoma	bisom-ek-a	bisomeka
biwandiika	biwandiik-ik-a	biwandiikika

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Ekikwate ekirimu eddoboozi Tool: eriddingga	<input checked="" type="checkbox"/>
Nnonze omutwe gw'ekikwate omulungi.	
Nkozesezza ebigambo ebirimu eddoboozi lye nnalonze.	
Ebigambo bye nkozesezza bigenda n'omutwe gw'ekikwate kyange.	
Mpandiise bulungi ebigambo byonna.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Mu ssomero lyaffe, tulina emirembe.
2. Mu ggwanga lyaffe, waliwo eddembe.

Sentence Structure — Extra Practice

Mulimu entebe mu kibiina kyaffe.

Mu kibiina kyaffe mulimu entebe.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okwawula amannya agali mu mboozi
I do	1. Tukole <u>bintu</u> ki tufune <u>emirembe</u> ? 2. Tuteeke <u>amateeka</u> mu nkola.
We do	1. Tetuyomba, tetulwana <u>n'abantu</u> 2. Tetubba <u>bintu</u> .
You Do	1. Tetutta <u>bantu</u> . 2. Tulyoke tufune <u>emirembe</u> .

Term 2 Week 10

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

bikola	<u>bikol</u> - ek - a	<u>bikoleka</u>
bibala	<u>bibal</u> - ik - a	<u>bibalika</u>
biyiga	<u>biyg</u> - ik - a	<u>biyigika</u>

Sentence Structure Assessment Test

1. Tulina emirembe mu kyallo kyaffe.

Mu kyallo kyaffe, tulina emirembe.

2. Abaserikale bakuumma emirembe mu kyallo.

Mu kyallo, abaserikale bakuumma emirembe.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

wa	maa	o	ffe
ntu	re	nna	yo
e	dde	mi	a
ba	mu	so	mbe

Answers:

eddembe

emirembe

bannaffe

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 56

NPSCU Scope and Sequence

- Page 40

8 Okukuuma emirembe mu ggombolola yaffe

Oral Literature

Obulungi bw'amateeka

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ebirungi ebiva mu kubeera n'amateeka mu kitundu.

Ekitundu 1

Ebitundu bingi ebitwetoolodde tebirina mirembe. Kino kiva ku butaba n'amateeka agamanyiddwa abatuuze. Kassanda y'eggombolola yaffe era ssentebe waayo ye Mwami Wakamyu. Ssentebi ng'akolera wamu n'olukiiko lwe, baakola amateeka agaaleeta emirembe mu ggombolola yaffe. Baasinga nnyo okukubiriza abatuuze okuwanjana ekitiibwa. Abatuuze emabegako tebaawanjananga kitiiibwa. Bawambaata baanyoomanga bawankoko ne bawante baanyoomanga bawambuzi. Abatuuze abaalina obulemu ku mibiri gyabwe oluusi baasosolwanga ku mirimu ne mu bifo ebimu. Wano ssentebe Mwami Wakamyu we yayitira olukiiko olwamangu.

Story Outline

Abali mu lugero

Wakamyu, bawankoko, bawante, bawambaata

Ekifo

Mu ggombolola y'e Kassanda ne mu lukiiko

Ebikolebwa

Bawankoko ne bawambaata banyoomagana. Bawante banyoomagana ne bawambuzi. Ssentebi yayisa amateeka. Ekyalo kitereera empalana ne ziggwaawo.

Term 2 Week 10

8.1 Okubeera mu mirembe ne bannaffe

Oral Literature

Ekibuuozo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa ssentebe okuyita olukiiko?

Ekitundu 2

Mu lukiiko, ssentebe mwe yayanjulira amateeka agaasanyusa ennyo abatuuze. Mu gano mwalimu obutanywa mwenge mu biseera ebyokukola. Buli kizimbe kyalii kiteekeddwako awayita ab'obugaali bw'abalina obulemu. Emirimu naddala egy'abantu abalina obuyigirize gyali gyakugabibwa okusinziira ku busobozi awatali kufa ku nkula oba butonde bwa muntu.

Eggombolola yagula ettaka ku Mwami Wammese. Ettaka lino lyakolebwamu ebisaawe eby'enjawulo. Bawankoko ne bawambaata baafunako ekisaawe mwe baazanyiranga akapiira n'okudduka. Kino kyayamba nnyo abatuuze okubeera obumu. Omutima ogw'okukolera awamu gwayigirizibwa n'abaana. Buli Lwamukaaga abatuuze baakoleranga wamu okugogola enzizi n'okulima amakubo.

Ssentebi Mwami Wakamyu yayongerako etteeka ery'okuyambanga abalina obuzibu naddala okufiirwa n'okulwaza. Abatuuze mu ggombolola eno baasanyukira nnyo amateeka gano era ne beewuunya nnyo amagezi ga ssentebe waabwe. Mu bbanga ttono abatuuze baatandika okulaba emigaso egiva mu mateeka agaaleetebwa. Obubbi obwali butandikirizza ku kyaloo bwaggwaawo. Abatuuze abaalina empalana nazo zaggwaawo olw'okukolera awamu emirimu n'abantu bona yadde abalina obulemu. Kino kyaleetera eggombolola okutinta.

Vocabulary Words		
amateeka	emirembe	abalina obulemu
In the Text Questions	In My Mind Questions	
1. Ani yali ssentebe w'eggombolola y'e Kassanda? 2. Mateeka ki agaayisibwa ssentebe?	1. Olowooza amateeka g'essomero gayamba gatyia omuyizi? 2. Ggwe olowooza lwaki amateeka gandibadde gagobererwa ku ssomero?	

Term 2 Week 10

8 Okukuma emirembe mu ggombolola

Literacy 1 & 2

 <p>Mubazadde</p> <p>okunanya abazadde okutalika</p> <p>Mubazadde mmwel! Mubazadde abaana, Abatagambwako ohi! Bokulu bonnammwee ddala ddala. Bazadde mmwe be ndiko, Ab'abaana abatuga awaka, Omwoona ssebo awaka, Temumufauko ye y'amanya.</p> <p>Oluooma 2 / Wili 11</p>	<p>A a n'atalika, n'otambula, Mwana gye n'aboggola. Mubazadde mmwel! Mubazadde abaana, Abatagambwako ohi! Tunaubononya mpola abaana, Tunenye maka gye havudde wamma.</p> <p>Ebibuuzo</p> <p>1. Oluyimba luno lwogera ku ki? 2. Abantu ba mirundi emeka aboli mu luyimba luno? 3. Olowooza abaana bano badli beeyisa butya?</p> <p>Oluooma 2 / Wili 11</p>
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Day 1

Literacy 1

Thematic Question: Oluyimba luno lukwata ku ki?

Guiding Question: Wuliriza oluyimba luno n'obwegendereza n'olvannyuma ombuulire abantu berwogerako.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Oluyimba

Sample Text: Eddembe ly'abaana
Abaana bantu ddala!
Basaanye okuweebwa emirembe.
Abaana basaanye okusoma.
Obujjanjabi n'ebiyensula.
Oo! Kituufu okuzannya.
Ddala basaanye eddembe.

Writing Organizer: Oluyimba	
Omutwe	Eddembe ly'abaana
Oluyimba	Ennyiriri 1. Abaana bantu ddala. 2. Basaanye okuweebwa emirembe. 3. Abaana basaanye okusoma. 4. Obujjanjabi n'ebiyensula. 5. Oo! Kituufu okuzannya. Ekiddibwamu: Ddala basaanye eddembe.
Ebikolwa	Oluyimba luyimbibwe nga bakuba mu ngalo nga kuliko n'ebivuga.
Ekifaananyi	Abaana bakube ekifaananyi okulaga ebikolebwa.

Term 2 Week 11

8.2 Eddembe ly'abaana, obukulu bwalyo

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza oluyimba luno lugasa lutyा abazadde abaluwulira?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Oluyimba

Omutwe	
Oluyimba	
Ebikolwa	
Ekifaananyi	

Oral Literature

Traditional Text
<p>Ekikwate</p> <p>Ataakolenga taalyenga, Bwatyo Mukama bw'agamba, Ka naffe tukole nnyo nnyo, Tufune ku bye nkatika.</p> <p>Emirimu gy'abaana, Kwoza bintu bya mu maka, Okutumibwa abakulu, Okulima n'okufumba.</p>

Term 2 Week 11

8 Okukuuma emirembe mu ggombolola

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

owulira	mu - wulira	muwulira
owaata	mu - waata	muwaata
ofuna	mu - funa	mufuna

Word Structures — Extra Practice

owakana	mu - wakana	muwakana
oluka	mu - luka	muluka

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Oluyimba	<input checked="" type="checkbox"/>
Oluyimba Iwange lulina omutwe.	
Mpandiise ebigambo byonna eby'oluyimba.	
Ndaze enyiriri n'ekiddibwamu.	
Ebikolebwa mu luyimba mbinnyonnyodde.	
Nkozesezza bulungi obubonero.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Mulina okusomesa abaana.
2. Mulina okwewala abaana abalalu.

Sentence Structure — Extra Practice

Olina okwoza engoye.

Mulina okwoza engoye.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okukozesa obubonero obufundikira emboozi
I do	1. Abaana bantu ddala 2. Basaanye okuweebwa emirembe
We do	1. Abaana basaanye okusoma 2. Obujjanjabi n'ebiyensula
You Do	1. Oo 2. Kituufu okuzannya 3. Ddala basaanye eddembe

Term 2 Week 11

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

okola	<u>mu - kola</u>	<u>mukola</u>
okima	<u>mu - kima</u>	<u>mukima</u>
oyamba	<u>mu - yamba</u>	<u>muyamba</u>

Sentence Structure Assessment Test

1. Olina okubuulirira omwana.

Mulina okubuulirira abaana.

2. Olina okuwabula omwana.

Mulina okuwabula abaana.

Word Making Game

mwa	ta	ka	a
ba	dde	o	lu
nya	ne	na	mu
ku	baa	li	za

Answers:

okunenya

abazadde

okutalika

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: pages 56-57

NPSCU Scope and Sequence

- Pages 40-41

8 Okukuma emirembe mu ggombolola

Oral Literature

Eddembe ly'abaana

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza oluvannyuma ombuulire engeri Koomunaku gye yayisibwangamu.

Ekitundu 1

Ku kyallo Mabindo ekisangibwa e Kasana mu Bulemeezi, y'esangibwa Mwami Musiitwa wamu ne mukyala we Nakimu. Abantu bano bombi bakozi nnyo naye tebasoma. Bombi baakoma mu kibiina kyakusatu. Awaka waabwe baabeerangawo n'omuwala atasoma Koomunaku ow'emyaka kkumi n'esatu. Lwali lumu omwami w'ekyalo n'abuuza Musiitwa Iwaki Koomunaku tasoma. Mukyala we yaddamu mu bukambwe, "Ffe tetwasoma naye tetulya oba tettwambala?"

Omwami yamuddamu mangu, "Mpulidde nnyabo," munda ye nga bwallowooza ekyokukola.

Koomunaku baamukeezanga ku makya nnyo n'ayoza engoye, n'asoggola lumonde era n'agenda ku luzzi olwali lvesudde ebbanga okuva awaka. Yalinanga okukima amazzi agajjuza eppipa. Eky'ennaku Koomunaku tebaamukkirizanga kulya kantu konna okutuuka ku kyemisana kye baalyanga ku ssaawa mwenda nga bavudde mu nnimiro.

Story Outline

Ekinyusi:

Eddembe ly'abaana.

Ensonga ewagira 1:

Ebityoboola eddembe ly'abaana.

Ensonga ewagira 2:

Ebikolebwa okukuma eddembe ly'abaana.

Term 2 Week 11

8.2 Eddembe ly'abaana, obukulu bwalyo

Oral Literature

Ekitundu 2

Enkola eno yamuleetera okulwala alusa n'anafuwa nnyo ate nga tebamutwala mu ddwaliro. Ensonga zino zonna omwami w'ekyalo yazitegeeza abaakakiiko era amangu ddala baayita Mwami Musiitwa ne mukyala we. Abaakakiiko baabuuza abantu bano Iwaki Koomunaku baali bamuyisa mu ngeri etyoboola eddembe lye. Baba bakyali awo nga pulisi ezze okubatwala bavunaanibwe. Baasaba basonyiyibwe kuba baali bakikola mu butamanya. Mwami Musiitwa yakakasa nti yali agenda kutwala Koomunaku mu ssomero erisinga obulungi mu kitundu wamu n'okumutwala mu ddwaliro bamujjanjabe.

Olukiiko Iwonna Iwasanyuka olw'obukkakkamu n'obwetowaze bwa Musiitwa era baamusonyiwa. Koomunaku yalabika nga musanyufu era yatandika okusoma. Omwana ono bwe yaddanga okuva ku ssomero ng'ayoza ebintu, ayera oluggya, akima amazzi nga tewali amuwaliriza ate nga musanyufu. Ebyatuuka mu maka ga Musiitwa byayigiriza abatuuze abalala nti kikulu nnyo obutatyoboola ddembe ly'abaana.

Vocabulary Words		
eddembe	okutyoboola	okuwaliriza
In the Text Questions	In My Mind Questions	
1. Koomunaku yalina emyaka emeka? 2. Menya ebikolwa bibiri ebityoboola eddembe ly'abaana ebiri mu lufumo.	1. Ssinga obadde wa pulisi n'osanga atyoboola eddembe ly'abaana, okola ki? 2. Ssinga eddembe lyo lityoboolwa, okola ki?	

Term 2 Week 11

END-OF-TERM ASSESSMENT TERM 2

Introduction

Below are end-of-term assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

Level 3 (L3): The learner's performance exceeds the competence expected. Symbol: Δ

Level 2 (L2): The learner's performance meets the competence. Symbol: Λ

Level 1 (L1): The learner's performance does not meet the competence. Symbol: /

Learners with sight and hearing challenges can give their answers orally for assessments that involve reading or writing.

Reading Assessments (administered individually)

Comprehension and Fluency Assessment

Select a text from the term for a learner to read aloud. Create three comprehension questions about the story. Have learners read the story and answer the comprehension questions.

L3: Reads the story and answers all questions correctly.

L2: Reads the story and answers 1-2 questions.

L1: Cannot read any sentence in the story.

Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask them to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.

L2: Successfully completes the task for 3-4 vocabulary words.

L1: Completes the task for 2 or fewer vocabulary words.

Spelling Assessment (administered as a group)

Listening Comprehension Assessment

Compose a story to tell to the class or find a story to read. Create three comprehension questions about the story. Tell/read the story to the class and then ask the question one at a time. Have learners draw or write their answers on a piece of paper. Collect and assess.

L3: Answers all three questions correctly.

L2: Answers 1-2 questions correctly.

L1: Does not answer any questions correctly.

Writing Assessments (administered as a group)

Creative Writing Assessment

Select a topic related to a sub-theme for the term. Tell learners to write a story about that sub-topic using a specific kind of writing (genre). Put the writing organizer for that genre on the chalkboard. Tell learners to use the writing organizer to plan and write their story. Make sure learners write their name. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.

L2: Writes a meaningful, well organised story with at least 1 sentence.

L1: The story does not include a full sentence.

Listening Comprehension Assessment

Select 10 words. Dictate the words one at a time and have learners write them in their exercise books. Collect and assess.

L3: Spells 8-10 words correctly.

L2: Spells 6-8 words correctly.

L1: Spells 5 or less words correctly.

Speaking Assessment (administered individually)

Public Speaking Assessment

By the end of Week 10 you should have observed and assessed all your learners' speaking competences during the News lesson. During Weeks 11 and 12 select learners who have not told a News story to the class or who have not yet attained the competence.

L3: Tells a meaningful, engaging story with excellent confidence and good expression.

L2: Tells a meaningful story to the class with confidence.

L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.

Weekly Lesson Support

Term 3 Lessons



9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Literacy 1 & 2

Empisa kya buwangwa		
tokkakanako <i>Nagowa: (obuuza taata ng'ayimiridde) Wasuze otyanno taata?</i> <i>Maama: (mu ddobozzi ery'omwonguka) Lwaki tokkakanako wans? Obuuza taata wo ng'ayimiridde! Kkakkan!</i> <i>Nagawae: (afukamira) Maama nsonyiwa. Wasuze otyanno taata?</i> <i>Lule: (ayitayo) Nagawa yongwa tugende.</i> <i>Maama: Mwana wange Lule oswoz! Notabuza taatow!</i>	kutubuulirira <i>Nagawa: (ayeyonizza misama oktubuulirira.</i> <i>Lule: Maama tetujja kudayo kweyisa bubi.</i> <i>Maama: Kale, mwongewe mugende ku ssomero.</i> <i>Lule: (bogenda ku ssomero) Nagawa, oba lwaki nnosye ku taata nga simuhuzizza?</i> <i>Nagawa: Maama hyutugombe bituufu. Ojjukiro nti n'omusomesa yutugumba okukuma obiwongwa.</i> <i>Lule: Oli mutuufu, tulina okaklo nja tuli ba mpika.</i>	obuwangwa <i>Lule: (afukamira n'obuuza) Wasuze otyanno taata?</i> <i>Maama: Baana bange mubeerenga n'empisa.</i> <i>Nagawa: (ayeyonizza misama oktubuulirira.</i> <i>Lule: Maama tetujja kudayo kweyisa bubi.</i> <i>Maama: Kale, mwongewe mugende ku ssomero.</i> <i>Lule: (bogenda ku ssomero) Nagawa, oba lwaki nnosye ku taata nga simuhuzizza?</i> <i>Nagawa: Maama hyutugombe bituufu. Ojjukiro nti n'omusomesa yutugumba okukuma obiwongwa.</i> <i>Lule: Oli mutuufu, tulina okaklo nja tuli ba mpika.</i>
Ebbauzo 1. Ani yobuuza taata we ng'ayimiridde? 2. Ani yobauulirira Nagawa ne Lule? 3. Sininga ggwe walli taata wa Lule ne Nagawa wondikoze ki?		
Olusoma 3 Wili 1		

Day 1

Literacy 1

Thematic Question: Buwangwa ki bwe tulina mu ggombolola yaffe?

Guiding Question: Wuliriza emboozie eno n'obwegendereza, oluvannyuma ombuulire Lule ne Nagawa gye beeiyisaamu.

Literacy 2

Writing Process: Okwetegekera

okuwandiika emboozie

Type of Text: Akazannya

Sample Text: Lwaki abawala tebalinnya miti

(*Nalule ne Nalumu bava ku ssomero*)

Nalule: (ayayuuya) Enjala ennuma, tulinnye omuyembe.

Nalumu : (yekanga) E,e Nalule, abawala tebalinnya tuyembe.

Teguddayo kubala!

Nalule: (akimba) Ebyo si bituufu, tebinnyamba.

Nalumu: Si bituufu! Tujja kugwa.

Nalule : (akkakkana) O! O! Nalumu sijja kulinnya.

Writing Organizer: Akazannya

Omutwe	Abawala tebalinnya miti
Abali mu kazannya	Nalule ne Nalumu
Ekifo	Mu kkubo
Ekisoomooza	Nalule ayagala kulinnya tuyembe kubanga enjala emulumma.
Entandikwa	Nalule ayayuuya kubanga enjala emulumma
Ekinyusi	Nalumu abuulira Nalule akabi akali mu kulinnya emitii
Okufundikira	Nalule asalawo obutalinnya tuyembe

Term 3 Week 1

9.1 Obulombolombo mu ggombolola yaffe

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Omwana atalina mpisa omulabira ku ki?

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer: Akazannyo

Omutwe	
Abali mu kazannyo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
<p>Oluyimba Akabombo kaali ka baana, Akabombo nange nkambadde. (x2)</p>

Term 3 Week 1

9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

afukamira	<u>ba</u> - fukamira	bafukamira
asoma	<u>ba</u> - soma	basoma
alima	<u>ba</u> - lima	balima

Word Structures — Extra Practice

abuuza	<u>ba</u> - buuza	babuuza
akola	<u>ba</u> - kola	bakola

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool: Akazannyo	<input checked="" type="checkbox"/>
Omutwe gw'akazannyo gusikiriza omusomi.	
Abali mu kazannyo kange banyumisa.	
Ekifo n'ekiseera mbirambise bulungi.	
Nnambise bulungi ekisoomooza.	
Akazannyo kange kalina entandikwa, ekinyusi n'enfundikira.	
Nsoosezza amannya g'abazannyi ne bye bakola biri mu bukomera.	
Nkozesezza akalazi oluvannyuma lw'oyo azannya.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Omwana ng'akola emirimu!
2. Omwana ng'asoma bulungi!

Sentence Structure — Extra Practice

Omukazi ayomba.
Omukazi ng'ayomba!

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Okulongoosa emboozi engotteke	
I do	1. Enjala ennuma tulinnye omuyembe. (Enjala ennuma. Tulinnye omuyembe)
We do	1. Ebyo si bituufu tebinnyamba. (Ebyo si bituufu. Tebinnyamba.)
You Do	1. Si bituufu tujja kugwa. (Si bituufu. Tujja kugwa.)

Term 3 Week 1

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

atema	ba-tema	batema
akola	ba-kola	bakola
abuuza	ba-buuza	babuuza

Sentence Structure Assessment Test

1. Omwana alina empisa.

Omwana ng'alina empisa!

2. Omwana abuuza.

Omwana ng'abuuza!

Word Making Game

nsi	ku	ri	ko
to	ga	o	tu
bu	kka	buu	li
ra	ngwa	na	wa

Answers:

tokkakkanako

kutubuulirira

obuwangwa

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 57

NPSCU Scope and Sequence

- Page 43

9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Oral Literature

Enkuza y'abaana

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire obulombolombo obwogerwako.

Ekitundu 1

Kyampisi kye kyallo ekirina abaana abeegombesa buli muyise. Abantu abaasooka okubeera ku kyallo kino beewuunya engeri abatuuze gye baakyusaamu enneyisa yaabwe. Edda abaana abaavanga mu kitundu kino baali tebafaayo ku kubuuza bakadde baabwe era nga tebawa kitiibwya muntu yenna. Kino kyavanga ku nkuza n'endabirira y'abaana bano. Bangi ku bazadde bano tebaawanga baana baabwe budde bumala era nga nabo enneyisa yaabwe mbi. Bassenga ne bakoija tebaatuukirizanga buvunaanyizibwa bwabwe, bwe batyo abaana ne bafuuka bakyetwala.

Nga wayise ekiseera abasenze bettanira nnyo ekyalo Kyampisi olw'ettaka lyakyo eddungi ate nga bannannyini lyo tebaalikozesanga. Abantu bano bajja n'obulombolombo obwa bayamba ennyo okugunjula, okukugira wamu n'okulunjamya abaana baabwe. Mu bulombolombo buno mwalimu okukugira abaana abawala okulinnya emitit.

Story Outline

Ekinyusi:

Enneyisa y'abantu.

Ensonga ewagira 1:

Enkuza y'abaana

Ensonga ewagira 2:

Obulombolombo bulongoosa empisa.

Term 3 Week 1

9.1 Obulombolombo mu ggombolola yaffe

Oral Literature

Ekitundu 2

Ekigendererwa mukyo kwali kukuma kitiiibwa kya mukazi wamu n'obutatuusibwako bulabe. Akalombolombo akalala kaali ka kukugira baana kutuula ku masiga. Kino kyagendererwamu kwewala bubenje ng'okwokebwa omuliro. Ekirala kyali butagenda ku luzzi mu ttuntu ng'ekigenderwa kyali kya kutaasa baana bulabe ng'okubojjebwa emisota. Okubuuza abantu wamu n'okubassaamu ekitiiibwa nako kaali kalombolombo kakulu nnyo.

Obulombolombo buno bwonna bwayigirizibwa abaana baabwe wamu n'abo abaasangibwa ku kyallo ekayo. Eno ye yali entandikwa y'okulongoosa enneyisa y'abato n'abakulu abaali mu kitundu ekayo. Abazadde baagunjula bulungi abaana baabwe era ne bategeera omugaso gw'empisa n'obulombolombo.

Vocabulary Words		
obulombolombo	empisa	bakyetwala
In the Text Questions		In My Mind Questions
1. Abaana abaabeeranga ku kyallo Kyampisi beeyisanga batya?		1. Birungi ki ebiva mu kugoberera obulombolombo?
2. Wa obulombolombo abasenze bwe bajja nabwo.		2. Olowooza obulombolombo bwonna obuli mu kitundu kyammwe bulungi?

Term 3 Week 1

9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Literacy 1 & 2

Okuyisa abaana ekyenkanyi



ekyenkanyi ekisibo emirimu

Sebo omusomusozi u'momallire ga Bukedde, Mu Kitigowwa Pulyimale myalima omukulu w'essomero ayifiba Mwoni Mulondo. Essomero lyallina abaana obawala n'abolenzi nga bona biva woka. Abawala buna buuweewangu emirimu awaka niga tebhannagenda ku ssomero. Abawala basalina okwaza ebantu, okwera olugya n'okusimula emnyumba. Abalenzi basalino okukima omazzi, okutwala ebisolu ku ttale n'okuyanja ekisibo. Kino kyakoletwangi bwe kityo nja bolwoozza nti emirimu egimu gikolebwa bowala, emirala balenzi.

Oluoma 3 | Wili 2

Enkola eno ne ku ssomero yallyo. Waaliwo emirimu abolenzi gye baolina okukola ng'abawala tebagikola era n'abawala bwe batyo.

Lumi omukulu w'essomero yayita bauleebwa okukola l'abolenzi. Yabotegenza nti abaana obawala basobola okukola emirimu gy'abawala. Sientebe w'abozadde yeebaa nyoo omukulu w'essomero olw'amagezi ge yubawa. Yasubuziba okubibesa mu nkola.

Ebbauzo

1. Ani yoli omukulu w'essomero?
2. Abawala obawala basokolanga mirimu ki awaka?
3. Mirimu ki gy'okola awaka?

Oluoma 3 | Wili 2

Day 1

Literacy 1

Thematic Question: Mirimu ki egikolebwa abaana abalenzi mu kyalo kyammwe?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire lwaki Omukulu w'essomero yayita olukiiko lw'abazadde.

Literacy 2

Writing Process: Okwetegekera

okuwandiika emboozia

Type of Text: Eggulire

Sample Text: Obwenkanya

Okuyisa abaana bona ekyenkanyi kirungi. Abawala bwe basoma, basobola okukola emirimu mingu ng'abalenzi. Abawala basobola okubeera abasawo, abaserikale, abasomesa ne bannamateeka. Abaana abalina obulemu nabo basobola okusoma obulungi ne bafuuka ab'omugaso. Obwenkanya buleetera abaana okukolera awamu n'okwagalana. Tusaanidde okukuza obulungi abaana n'okubayisa ekyenkanyi.

Writing Organizer: Eggulire

Omutwe	Obwenkanya
Ennyanjula	Okuyisa abaana ekyenkanyi
Ensonga 1	Abawala bwe basoma basobola okukola emirimu ng'abalenzi.
Ensonga 2	Abaana abalina obulemu nabo basobola okuba ab'omugaso.
Ensonga 3	Obwenkanya buleetera abaana okukolera awamu.
Enfundikira	Tusaanidde okuyisa abaana ekyenkanyi.

Term 3 Week 2

9.2 Obuvunaanyizibwa bw'abantu ab'enjawulo

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza lwaki ssentebe yeebaza omukulu w'essomero?

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer: Eggulire

Omutwe	
Ennyanjula	
Ensonga1	
Ensonga 2	
Ensonga 3	
Enfundikira	

Oral Literature

Traditional Text
<p>Ekitontome</p> <p>Ebikolebwa mu kitundu bisanyusa, Mulimu ebibumbe, ebiruke n'ebitimbibwa. Tubikozesa awaka ne ku myoleso, Era tufunamu ensimbi ze tweyambisa. Bannange otunuulira ebibajje ebikolebwa, N'otendereza Lugaba bwe yalunjamya.</p>

9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

sanga	sang - ibw - a	sangibwa
tuuza	tuuz - ibw - a	tuuzibwa
siika	siik - ibw - a	siikibwa

Word Structures — Extra Practice

siima	siim - ibw - a	siimibwa
lima	lim - ibw - a	limibwa

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool: Eggulire	<input checked="" type="checkbox"/>
Omutwe gw'eggulire gutegeerekeka.	
Ekinyusi nkirambise mu nnyanjula.	
Mpadde ensonga ezisukka mu bbiri, eziwigira ekinyusi.	
Mu kufundikira nzizeemu okukkaatiriza ekinyusi.	
Buli mboozi ngitandise n'ennukuta ennenne.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Jajja yagamba, "Abawala batyaba enku."
2. Omukulu w'essomero yagamba, "Abalenzi nabo booza engoye."

Sentence Structure — Extra Practice

Koja yatugamba nti munaabe engalo.
Koja yagamba, "Munaabe engalo."

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Okuwandiika emboozi enzijuvu	
I do	1. Abawala basobola okukola emirimu ng'abalenzi. (<u>Abawala – basobola okukola</u> emirimu ng'abalenzi.)
We do	1. Abawala basobola okubeera abasawo. (<u>Abawala – basobola okubeera</u> abasawo.)
You Do	1. Obwenkanya buleetera abaana okukolera awamu

Term 3 Week 2

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

buuza	<u>buuz-</u> ibw-a	<u>buuzibwa</u>
twala	<u>twal-</u> ibw-a	<u>twalibwa</u>
linda	<u>lind-</u> ibw-a	<u>lindibwa</u>

Sentence Structure Assessment Test

1. Taata yatugamba nti abakazi bazimba.
Taata yagamba, "Abakazi bazimba."
2. Maama yatugamba nti abalenzi bafumba.
Maama yagamba, "Abalenzi bafumba."

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

e	mi	si	ba
nzi	nka	nyi	bo
mu	le	wa	kye
la	ri	ki	a

Answers:

kyenkanyi
ekisibo
emirimu

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

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NPSCU Scope and Sequence

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9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Oral Literature

Okulunda bugagga

Ekibuuzo ekirambika: Wuliriza olufumo luno oluvannyuma ombuulire ebintu ebyalundibwanga.

Ekitundu 1

Awo olwatuuka nga wabaawo abomukwano basatu Mwami Mukasa, Mwami Mukiiibi ne Mukyala Mukubira. Abantu bano baabeeranga mu ggombolola y'e Wakyato era nga balunzi. Mwami Mukiiibi yali abeera ku kyallo Wankima era ng'alunda bisolo. Ye Mwami Mukasa yabeeranga Wakasanke ng'alunda binyonyi. Mukyala Mukubira yabeeranga Kakubansiri era ng'alunda biwuka. Ku kibanja kya Mwami Mukiiibi kwaliko ensiko, ekidiba n'ekifo ensolo we zisula. Ku kibanja kya Mwami Mukasa kwaliko emiti ebinyonyi kwe bizimba ebisu. Ku kya Mukyala Mukubira kwo kwaliko emiti egiriko ebimuli n'emizinga gy'enjuki.

Mu mboozi z'abalunzi bano buli omu yali yeewaana nga bw'alunda ebintu ebikambwe. Baategeka omwoleso gw'okulaga asinga okutegeeragana ne byakuumma. Olunaku lw'omwoleso terwalwa ne lutuuka era baagutegekera mu kisaawe nga Ssentebe w'ekyalo ye mugenyi omukulu.

Story Outline

Ekinyusi:

Engeri gye tulabiriramu ebisolo, ebinyonyi n'ebiwuka.

Ensonga ewagira 1:

Ebifo we balabirira ebisolo, ebinyonyi n'ebiwuka.

Ensonga ewagira 2:

Endabirira ennungi ey'ebisolo, ebinyonyi wamu n'ebiwuka.

Term 3 Week 2

9.2 Obuvunaanyizibwa bw'abantu ab'enjawulo

Oral Literature

Ekitundu 2

Abapuliisi nabo baaliwo okukuuma emirembe kubanga abantu bajja bangi nnyo. Mukyala Ssajjabbi ye yali omukubiriza w'omwoleso. Mukyala Ssajjabbi yayaniriza abantu abajja era n'alamira abalunzi abasatu okuleeta eby'okwolesa.

Mwami Mukasa ye yasookawo n'aleeta Kamunye eyalaga obukodyo mu kubuuka wamu n'obukambwe ng'enyakula ekifi ky'enkoko ku mwana eyali akiry. Mwami Mukasa yalagira Kamunyeasuule ekifi ky'enkoko era mwattu Kamunye n'awulira abantu bona ne beewuunya. Mwami Mukabi yasobola okulagira engo okukaaba n'okusirika ekintu ekyewuunyisa ennyo abalabi. Mukyala Mukubira yasobola okulagira enjuki okulumba abantu abaali mu kisaawe ate mu bwangu n'aziyita ne zidda mu muzinga gwazo. Omwoleso nga guwedde abantu baddayo eka nga batendereza obukugu bw'abalunzi bano bona.

Vocabulary Words		
emizinga	ebisu	obukambwe
In the Text Questions	In My Mind Questions	
1. Abalunzi aboogeddako mu lugero be baani? 2. Ebinyonyi, ebisolo n'ebiwuka tubikuumira wa?	1. Olowooza tuyinza tutya okukuuma ebantu bye tulunda ne bitabula? 2. Olowooza lwaki ebinyonyi, ebisolo n'ebiwuka tebyatuusa ku bantu bulabe?	

Term 3 Week 2

9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Literacy 1 & 2

Katembal Katemba!

katemba bonyumirwa ebisole

Ka kyalo Namataba ekisangibwa mu muluka gw'e Kusanje ye wasangibwa ekibina ky'obakyala ekyombi bomulekwa. Ekibina kino tekisosola mu diliit ena kiyijiriza obantu katemba. Ensimali ezyimirizauwo ekibina kino bazija mu mizonnyo, emyimbwa wamu n'omuzima by' hokola.

Lumu baitegeka omuzimmyo gwiibwe ogwali ogwokulagibwa obantu b'e Namataba.

Baateesa engeri gye baoli ob'okulongamu omuzimmyo ogwo. Basalawo ne bakola ekipande ekiraga omuzimmyo, obudde wamu n'ebisole by'okujingira.

Ekipande bookitimba ku muti oguli okumpi n'ekukho obantu we bayita. Oluvannyuma, baitegeka omuzimmyo gwiibwe ku kisanwe ky'essaza era obantu bajja mu bungi ne bonyumirwa. Naswe londayo ekintu kimu okikolere ekipande ng'olaga obantu obantu by'ogendo okubalaga obs' okubazimmyira. Tewenerabira okutesekumu ekiflo, obudde, ebisole wamu n'erinya ly'ekintu ky'ogenda

Ebisole

1. Kibina ki ekiyimba bomulekwa?
2. Omuzimmyo baitegekera ludda wa?
3. Bantu ki ggwe by'oyinza okukola n'esonyusa obantu?

Olusoma 3 Wiki 3

Day 1

Literacy 1

Thematic Question: Bintu ki ebikola obuwangwa?

Guiding Question: Soma emboozি eno n'obwegendereza, oluvannyuma ombuulire ebantu ebiteekeddwa okubeera ku kipande ekitiranga.

Literacy 2

Writing Process: Okwetegekera

okuwandiika emboozি

Type of Text: Ekipande

Sample Text: Obuwangwa bwaffle bulungi

Empisa zaffe nnungi.

Ennyambala yaffe ya kitiiwbwa.

Amazina gaffe malungi. Olulimi

Iwaffe lulungi. (Mukube ebifaananyi
ebiraga ebantu eby'enjawulo ebiri mu
buwangwa bwammwe.)

Writing Organizer: Ekipande

Ekinyusi	Obuwangwa bwaffle bulungi
----------	---------------------------

Ensonga	<ol style="list-style-type: none"> 1. Empisa zaffe nnungi. 2. Ennyambala yaffe ya kitiiwbwa. 3. Amazina gaffe malungi. 4. Olulimi lwaffe lulungi.
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Term 3 Week 3

9.3 Engeri y'okukulaakulanya n'okukuumma obuwangwa bwaffe

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza abantu bonna abanaasoma ekirango kino banajja mu kivvulu?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Ekipande

Ekinyusi

Ensonga
eziwagira

Oral Literature

Traditional Text

Oluyimba

Obuwangwa bw'Abaganda bwayitirira wamma,
Bwegombesa n'abava ebunaayira,
Mwana wange bulungi okukuumma,
Mu nnyimba bwebwo, mu mazina ggwe wamma n'otunuulira amazima,
Obuwangwa bw'Abaganda bwonna bwa makulu ddala.

9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

bu - yimba	bwa - yimba	bwayimba
bu - lima	bwa - lima	bwalima
bu - zimba	bwa - zimba	bwazimba

Word Structures — Extra Practice

bu - fumba	bwa - fumba	bwafumba
bu - kola	bwa - kola	bwakola

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool: Ekipande	<input checked="" type="checkbox"/>
Ekipande kyange kirina omutwe ogusikiriza	
Nkozesessa ebifaananyi okujjayo ekinyusi ky'ekipande.	
Ekipande kyange kiraga bulungi omulamwa gw'ekyo kye njogerako.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Taata aguze ekkanzu, ekkooti n'engatto.
2. Oluwombo lulimu enkoko, kawo n'entula.

Sentence Structure — Extra Practice

Mu kibiina mulimu entebe abaana ne ebitabo.

Mu kibiina mulimu entebe, abaana
n'ebitabo.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Okukozesa ennukuta ennene	
I do	1. Obuwangwa bwaffe bulungi. 2. Empisa zaffe nnungi.
We do	1. Ennyambala yaffe ya kitiiibwa. 2. Amazina gaffe malungi.
You Do	1. Olulimi lwaffe lulungi. 2. Emmere yaffe nnungi.

Term 3 Week 3

9.3 Engeri y'okukulaakulanya n'okukuma obuwangwa bwaffe

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

buyiya	<u>bwa - yiya</u>	<u>bwayiyya</u>
bukola	<u>bwa - kola</u>	<u>bwakola</u>
buzina	<u>bwa - zina</u>	<u>bwazina</u>

Sentence Structure Assessment Test

1. Katemba alimu amazina ennyimba ne emizannyo.

Katemba alimu amazina, ennyimba
n'emizannyo.

2. Maama alina gomesi ekikooyi ne ekikomo.

Maama alina gomesi, ekikooyi n'ekikomo.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

Word Making Game

nnyo	ntu	ku	le
e	ka	ba	mba
te	bi	mi	rwa
sa	nyu	za	mu

Answers:

katemba
banyumirwa
ebisale

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page29
- Oral Lit Competences: page 58

NPSCU Scope and Sequence

- Pages 45-46

9 Ebyobuwangwa n'obuvunaanyizibwa bw'abantu ab'enjawulo mu ggombolola yaffe

Oral Literature

Ebyobuwangwa mu ssomero

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza oluvannyuma ontegeeeze engeri ebyobuwangwa gye byayigirizibwangamu mu ssomero lino.

Ekitundu 1

Ku kyallo Namukuma ekisangibwa mu ggombolola y'e Ngogwe waaliyo essomero Bugandabuladde. Bannannyini ssomero lino baali Baganda era nga baagala nnyo obuwangwa bwabwe. Baafubanga nnyo okulaba nti byonna bye bakola ku ssomero bibeera byakukulaakulanya buwangwa bw' Abaganda n'okubukuma. Mu ssomero mwalimu abasomesa Abaganda nga; Mukyala Nampijja, Mukyala Nakabira, Mukyala Nabakka ne Mwami Kagudde. Ebyobuwangwa baabiyigirizanga nga bayita mu kuyimba, katemba, amazina, okukokya, okutontoma n'okufuma. Engeri endala yali yakusimba muddo ng'olweza, ebbombo, ekigaji ne kayaayaana bye baakozesanga ng'eddagala.

Abasomesa baafubanga nnyo okukubiriza abaana okweyisa ng'Abaganda. Mu kino baabakubirizanga okubuuza abantu nga bafukamidde, okwebaza, okuba abawombeefu, okuba abeegendereza, abakkakkamu n'okussaamu abantu ekitiibwa. Ng'ojeeko ekyo, mu tterekero mwalimu ebitabo bingi ebikwata ku buwangwa bw'Abaganda.

Story Outline

Abali mu lugero

Obuwangwa bw'Abaganda

Ekifo

Ekyalo Namukuma

Ebikolebwa

Okukuma ebyobuwangwa. Okusomesa ebyobuwangwa mu ssomero.

Term 3 Week 3

9.3 Engeri y'okukulaakulanya n'okukuumma obuwangwa bwaffe

Oral Literature

Ekitundu 2

Abaana baasomanga ku mpisa z'obuwangwa omwali okwalula abaana, okwabya ennyimbe, okutuuza n'okutikkira Kabaka n'emikolo emirala mingi. Abaana bwe baasoma ebitabo, baakizuula nti mu buwangwa mwalimu eby'obulabe ng'okuziyiza abakyala okulya ebintu ebimu ebyali eby'omuzizo ng'enkoko, enseenene, amagi n'ebennyanja ebimu ate nga birimu ekiriisa. Abaana baasoma ne ku bulombolombo obw'obulabe ennyo ng'okusala emisale. Baakizuula nti emisale gisobola okusaasaanya obulwadde bwa mukenenya.

Olw'enkola ennungi ey'okusomesa abaana eby'obuwangwa, buli muzadde yayaayaana okuleeta omwana we mu ssomero lino. Kino kyaleetera essomero okujula abaana era abantu abamu ne batya nga balowooza nti omutindo gw'eb'yensoma gunaayonooneka. Emitima gyabadda mu nteeko bwe baakizuula nti omutindo gweyongera bwneyongezi. Kino kyalabikira mu kuzimba bizimbe bipya, okwongerako abakozi n'ebitabo. Ggwe wamma Bugandabuladde n'atutumukira ddala.

Vocabulary Words		
obuwangwa	okufuma	okuyaayaana
In the Text Questions	In My Mind Questions	
1. Bannannyini ssomero baali ba ggwanga ki? 2. Bulabe ki obuli mu kusala emisale?	1. Ssinga wali musomesa mu ssomero lino, bintu ki ebirala bye wandisomesezza abaana? 2. Bulombolombo ki obulala bwe wandyagadde okusomako mu bitabo?	

Term 3 Week 3

10 Ebyobulamu mu ggombolola yaffe

Literacy 1 & 2

Ensiri e Kamwanyi



galegama entabazi amaterkero

Kamwanyi kyalo ekisongibwa e Gomba mu ggombolola y'e Maddu. Abantu banyo obasinga bolunzi. Ekyalo kino kiriko emyalo, entabazi wamu n'ebilba ente mwe zinyero. Amazzi galegama mu bifo bino. Amaka ogama mu kitundu kino galina amaterkero g'amazzi agattu musanukireko. Mu kyalo kine mullmu ebisaulu ebikulu ennyo nadalla mu budde obwenkuho. Ebintu bino hyonna hireeta ensiri mnyingi mu kitundu kina. Abantu bu ku kyalo bulwala omusujia gw'ensiri ate ne bagayadla okugenda mu dhalwalo.

Oluoma 3 Wili 4

Obujianjabi butono nnyo mu kitundu ekyo. Njagala okumanya, abokulembeze baflowo okukubiriza obantu okugopoga emyalo, ebilba n'enzi era n'okusaanikira ku materekerero g'amazzi agadi mu muka gaabwe? Simanyi bubokubiriza okusaawu ensiko eri okumpi n'awoka?

Ekirala kye njagala okumanya y'ensonga Iwaki obujianjabi butono nnyo era Iwaki obantu tebjumimbra kugendu mu malwalivo. Ekirala obantu beekeuma batya ensiri zino ezazolula buli kadde? Abakulembeze mufeeyo nnyo ku by'obulamu bw'abantu hummwe.

Ebibuzzo

- 1. Ekyalo ekyogerwako kiyitibwa kitya?
- 2. Biki ebireeta ensiri ennyingi mu kyalo Kamwanyi?
- 3. Ssingi obudde mukulembeze ku kyalo Kamwanyi, wondiyambe otya obatuuze?

Oluoma 3 Wili 4

Day 1

Literacy 1

Thematic Question: Biwuka ki ebisaasaanya endwadde mu ggombolola yaffe?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebifa ku nsiri z'e Kimwanyi.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Emboozi ettottola amawulire

Sample Text: Envunza nnamutta Envunza kawuka katono naye nga kaabulabe nnyo. Envunza zibeera mu bifo ebijama ate nga birimu enfuufu. Envunza zitera okulumu ebigere n'engalo. Envunza weerumye wasiwa nnyo era wazimba. Watujja nnyo era wookya nnyo. Envunza bwezikuluma ennyingi ennyo, oggwaamu omusaayi era n'ofa. Tusaanye tubeere bayonjo tusobole okwewala envunza.

Writing Organizer: Emboozi ettottola amawulire	
Omutwe	Envunza nnamutta
Ayogerwako	Envunza
Ekifo	Ebifo ebijama ebirimu enfuufu
Ekiseera	Obudde bwonna
Ekikolebwa	Envunza ziruma abantu
Emitendera	1. Okulumu 2. Okusiwa 3. Okuzimba 4. Okutujja 5. Okwokya 6. Okuggwaamu omusaayi 7. Okufa
Ekigendererwa	Okwewala envunza
Enfundikira	Okubeera abayonjo tusobole okwewala envunza

Term 3 Week 4

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza lwaki ensiri zija mu mayumba gaffe?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer: Emboozì ettottola amawulire

Omutwe	
Ayogerwako	
Ekifo	
Ekiseera	
Ekikolebwa	
Emitendera	
Ekigendererwa	
Enfundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Akasiisi kannuma, kannuma nnyo kanzita, Bantwale ewa nnyabo, ssembera tekaakulume.</p> <p>Akavunza kannuma, kannuma nnyo kanzita, Bantwale ewa ssebo, ssembera tekaakulume. Akasiri kannuma, kannuma nnyo kanzita, Bantwale ewa ssenga, ssembera tekaakulume.</p> <p>Akasekere..., Akasanafu..., Akaloolo..., Akatugu...</p>

10 Ebyobulamu mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

enywa	zi - nywa	zinywa
ebiika	zi - biika	zibiika
etujja	zi - tujja	zitujja

Word Structures — Extra Practice

ekaaba	zi - kaaba	zikaaba
erya	zi - rya	zirya

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Emboozi ettottola	✓
Tool:	amawulire	
Emboozi yange erina omutwe.		
Emboozi yange eyogera ku muntu oba ekintu era eraga ekifo.		
Emboozi yange ettottola ebikolebwa.		
Emboozi yange eraga ensonga.		
Emboozi yange esengeka ebikolebwa.		
Emboozi yange efundikiddwa.		
Ebigambo byonna mbiwandiise bulungi.		

Day 4

Literacy 1

Sentence Structure — Answers

- Enkukunyi ziruma embwa.
- Enkoko zirina obuloolo.

Sentence Structure — Extra Practice

Ekookolima enkoko ku makya.
Enkoko ekookolima ku makya.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Okukutula mu mboozi	
I do	1. Akavunza kawuka katono naye kaabulabe. (Akavunza kawuka katono. Akavunza kaabulabe.)
We do	1. Envunza weerumye wasiwa nnyo era wazimba. (Envunza weerumye wasiwa. Envunza weerumye wazimba.)
You Do	1. Watujja nnyo era wookya nnyo. 2. Tusaanye tubeere bayonjo tusobole okwewala envunza.

Term 3 Week 4

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

eruma	<u>zi</u> -ruma	<u>ziruma</u>
erina	<u>zi</u> -rina	<u>zirina</u>
ekaaba	<u>zi</u> -kaaba	<u>zikaaba</u>

Sentence Structure Assessment Test

1. omwana Ensiri ziruma.

Ensiri ziruma omwana.

2. ziruma ente Enkwa.

Enkwa ziruma ente.

Word Making Game

te	e	ke	lo
zi	ga	a	la
nto	re	mya	le
ro	kya	ba	ma

Answers:

galegama

entobazi

amaterekero

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

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- Oral Lit Competences: page 58

NPSCU Scope and Sequence

- Page 47

Oral Literature

Ebiwuka ebisaasaanya endwadde

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ebiwuka eby'enjawulo ebireeta obulwadde.

Ekitundu 1

Edda ennyo ku kyalo Ziriba kwaliko omwami eyayitibwanga Wajjanzi. Omwami ono yali mulamu bulungi era nga buli omu amwesiimisa. Obudde bwatuuka Wajjanzi n'alwala nga takyayagala kulya na kunywa mazzi. Yanoonya eddagala ne libula kuba buli lye yanywangako nga limwongera kuwlira bubi.

Olwali olwo Wajjanzi n'agenda eri omulaguzi amuwe ku magezi. Omulaguzi yamusindika eri Wakka Kabaka w'ebiwuka. Wajjanzi yeeyama okuwa Kabaka enju ssinga anaamuvumula kubanga obulwadde bwali bumuluma nnyo. Wakka yamuwa eddagala era n'awona. Bwe yawona teyafaayo kuwa Kabaka nju nga bwe yamusuubiza.

Story Outline

Abali mu lugero

Wajjanzi, Wakka, omuganga

Ekifo

Ku kyalo Ziriba

Ebikolebwa

Wajjanzi alwala n'agenda ewa Wakka, alemwa okutuukiriza era buli kiwuka kiyiiya engeri y'okumulumyamu. Wajjanzi agoberera amateeka g'omusawo era awona.

Oral Literature

Ekiuuozo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Wajjanzi okusuubiza n'atatuukiriza?

Ekitundu 2

Wakka bwe yabanja n'akoowa ekyavaamu kwe kusindika abantu be bagende mu nju ya Wajjanzi bamukoleko obulabe. Mu baasindikibwa mwalimu bawansiri, bawansowera, bawabiyenje, bawankwa, bawansekere, bawabivu, bawabikennembi ne bawabiku. Buli kiwuka kyayiiya okulumya Wajjanzi. Wansiri ne banne baayiiya okulumya abantu ba Wajjanzi balwale omusujja. Bawabubu, bawabiyenje ne bawansowera baasalawo okutambulira ku byokulya balekeko obuwuka obuleeta endwadde. Bawansekere, bawabivu, bawabiku ne bawankukunyi baasalawo okunuuna omusaayi mu bantu ba Wajjanzi.

Wajjanzi bwe yasoberwa kwe kuyita mugandawe omuganga. Yamunnyonnyola ng'ebiwuka bwe byali bibalwazizza era nga gwali muteego ogwali gusindikiddwa Wakka okubatta. Omuganga yamuwabula nti ebiwuka ebyo bye byaleeta obulwadde si muteego. Yamuwa amagezi okusaawa ensiko eyeetoolodde awaka, okuziba ebidiba ebiregamamu amazzi n'okusula mu butimba bw'ensiri okwewala omusujja. Yayongerako nti obubu, ensowera n'ebiyenje biva ku bujama. Yamukuutira okukuuma obuyonjo n'okubikka ku byokulya okwewala endwadde era n'okufuuyira ebibajje okwewala ebiwuka ng'ebiku n'enkuunyi ebinuuna omusaayi. Wajjanzi bwe yateeka mu nkola omusawo omuganga bye yamugamba, embeera yatereera.

Vocabulary Words		
omulagazi	omuteego	ebidiba
In the Text Questions	In My Mind Questions	
1. Menya ebiwuka ebyogeddwako mu lugero. 2. Ebiku n'ensekere byayiiya ki?	1. Olowooza kiki ekireetera ebiwuka okutambulira ku by'okulya? 2. Ssinga ggwe wali Wajjanzi, wandikoze ki okwewala omusujja?	

10 Ebyobulamu mu ggombolola yaffe

Literacy 1 & 2

Omusujja gw'ensiri

ekitengo zisaasaanya okuziyiza

Nagawa olwala nylo omusujja. Ensiri ze zisaasaanya omusujja. Ensiri zizaxura mu mazzi ogolegomye, mu bidiba, mu mylo, emfulejejye wamu n'enisko etwetoolodde. Ensiri ziruma obantu obudde bwonna. Nagawa ye zisiga kumuluma kiro nja yeebose. Iwall lumu ensiri eyolino obuwaka bw'omusujja, yoluma Nagawa. Nagawa yolwala omusujja. Bwe yolwala omusujja, yafuna ebugumu. Omutwe gwamuluma, ennyingo zaamuluma, yasesema n'aggwoamu amasinyi mu mubirri.

Olusoma 3 | Wiki 5

Yafuna ekitengo era yakonkona myo. Maama yomutwalo mu ddwaliro ne komijinjanba. Abusovo baamukubiriza okusula mu katimba k'ensiri okuziyiza omusujja. Baangumba maama we okusawwa ensiro yonna eyetoolodee ennyumba yaabwe. Baabakubiriza okugogolo emyala n'emfulejejye gyonna amazzi gasobole okukulukata obulungi. Maama wa Nagawa byonna yibikolo era yafuyuiru ensiri ng'okozeso eddagala.

Ebibuuzo

1. Ensiri zisaasaanya bulwadde ki?
2. Ensiri zizaxura wa?
3. Kiki kye tulina okukolo okewala omusujja gw'ensiri?

Olusoma 3 | Wiki 5

Day 1

Literacy 1

Thematic Question: Ndawadde ki ezisaasaanyizibwa ebiwuka?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire obulwadde obusaasaanyizibwa ensiri.

Literacy 2

Writing Process: Okwetegekera

okuwandiika emboozi

Type of Text: Olugero

Sample Text: Endwadde mu maka

Wasswa, Kato ne Lule baana ba

Saalongo Mukasa abalwadde.

Wasswa alumwa omugongo, omutwe

n'olubuto. Kato alumwa ensingo

amagulu n'embiro. Lule alina embiro,

asesema era tayagala kulya.

Saalongo bw'abatwala mu ddwaliro,

omusawo akizuula nti balina omusujja

gw'ensiri. Omusawo abakuba empiso,

abawa amakerenda n'eddagala.

Oluvannyuma abawa amagezi

okusula mu katimba k'ensiri.

Writing Organizer: Olugero

Omutwe	Endwadde mu maka
Abali mu lugero	Ssaalongo Mukasa, Wasswa, Kato ne Lule
Ekifo	Mu ddwaliro
Ekisoomooza	Abaana balwadde.
Entandikwa	Abaana bano balwadde.
Ekinyusi	Obubonero bw'endwadde.
Okufundikira	Omusawo abawa amagezi okusula mu katimba k'ensiri.

Term 3 Week 5

10.2 Endwadde ezisaasaanyizibwa ebiwuka

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Biwuka ki ebirala ebisaasaanya endwadde?

Literacy 2

Writing Process: Okuwandiika
emboozí mu bufunze

Writing Organizer: Olugero	
Omutwe	
Abali mu lugero	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
<p>Olugero Ssekawuka kaali kakulumye, bw'okalaba okadduka.</p>

10 Ebyobulamu mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

luku	n - ku	nku
luso	n - so	nso
luviiri	n - viiri	nviiri

Word Structures — Extra Practice

lusu	n - su	nsu
lutobazi	n - tobazi	ntobazi

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Ebirina okubeera mu	✓
Tool:	lugero.	
Omutwe gw'olugero lwange gusikiriza.		
Abali mu lugero lwange banyumisa.		
Ekifo n'ekiseera mbirambise bulungi.		
Nnambise bulungi ekisoomooza.		
Olugero lwange lulina entandikwa, ekinyusi n'enfundikira.		
Mpandiise mu mukono ogusomeka.		

Day 4

Literacy 1

Sentence Structure — Answers

- Ku busa kuliko ensowera.
- Ku ssowaani kuliko ekiyenje.

Sentence Structure — Extra Practice

Enswa ziri ku kiswa.

Ku kiswa kuliko enswa.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okukozesa akabonero akawummuza
I do	1. Wasswa Kato ne Lule baana ba Ssaalongo Mukasa. (Wasswa, Kato ne Lule baana ba Ssaalongo Mukasa.)
We do	1. Kato alumwa ensingo amagulu n'embiro. (Kato alumwa ensingo, amagulu n'embiro.)
You Do	1. Omusawo alina empiso amakerenda n'eddagala.

Term 3 Week 5

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

lugoye	<u>n - goye</u>	<u>ngoye</u>
luyimba	<u>n - yimba</u>	<u>nyimba</u>
lusozi	<u>n - sozi</u>	<u>nsozi</u>

Sentence Structure Assessment Test

1. Ensiri ziri ku mazzi.
Ku mazzi kuliko ensiri.

2. Enkwa ziri ku nte.
Ku nte kuliko enkwa.

Word Making Game

te	zzi	nya	o
saa	ku	ngo	yi
za	e	zi	jja
ki	su	mu	ko

Answers:

ekitengo
zisaasaanya
okuziyiza

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

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- Oral Lit Competences: page 58

NPSCU Scope and Sequence

- Page 48

Oral Literature

Endwadde ezaaluma abalunzi

Ekibuuzo ekirambika: Wuliriza olufumo luno n'olvannyuma ombuulire endwadde ezisaasaanyizibwa ebiwuka.

Ekitundu 1

Edda ennyo ku kyalo Kasankala mu muluka gw'e Kimuli mu ggombolola y'e Kagamba, kwaliko abantu abaayitbwanga abalaalo era ng'omulimu gwabwe omukulu gwali gwa kulunda nte. Abantu bano baasenganga mu bifo eby'enjawulo nga banooonya omuddo ente zaabwe gwe zinaalya. Baagendanga ku nzizi, ku bidiba ne ku nnyanja okunywesa ente zaabwe. Baakamanga ente zaabwe ne bafuna amata ge baatundanga okujamu ensimbi ez'okugula emmere. Amata agaasigalangawo baagaterekanga ne bagakolamu omuzigo.

Ekyewuunyisa abantu bano baasulanga wamu n'ente zaabwe. Ekintu kino kyabaleetera okufuna endwadde ng'omusujja gwo mu byenda , embiro, mongoota, akafuba, kkolera n'okuzimba ebigere. Endwadde zino zaaleetebwanga bujama n'ebiwuka ng'enkwa, ensowera n'ebivu ebyajjanga okuluma ente. Embiro ne kkolera byavanga ku nsowera ezaaggwanga ku mata ge baabanga bakamye ne ku muzigo.

Story Outline

Ekinyusi:

Endwadde ezisaasaanyizibwa ebiwuka.

Ensonga ewagira 1:

Ebiwuka ebisaasaanya endwadde.

Ensonga ewagira 2:

Engeri ebiwuka gye bisaasaanyaamu endwadde ezo.

10.2 Endwadde ezisaasaanyizibwa ebiwuka

Oral Literature

Ekitundu 2

Obutasula mu butimba bwa nsiri kyabaviirako okulwala omusujja kubanga baalina ensiri nyigi. Ensiri zaavanga mu bidiba ente zaabwe mwe zaanywanga amazzi. Olw'okuba baabeeranga wamu n'ente, enkwa zaavanga ku nte ne zibaluma. Kino nakyo kyavangako endwadde. Abantu abalala obulwadde baabufuniranga ku mmere gye baalyanga. Ensowera zaatambuzanga obuwuka nga zigwa ku mmere eyabanga erekeddwa awo nga simbikkekko. Omuntu yenna eyalyanga emmere eno eriko obuwuka ng'alwala embiro, kkolera oba omusujja gwo mu byenda.

Nga wayise ekiseera, abalaalo baalaba balwala nnyo ne beebuuza ku basawo. Baakizuula nti endwadde ezisinga zaali ziva ku mulimu gwe baali bakola. Baasalawo okulonda omwami w'ekyalo omugya. Omwami ono yabakuutira okuyonja awaka waabwe n'ebintu bye bakozesa, okufuuyira ebisolo byabwe, okusula mu butimba bw'ensiri n'okusaawanga ensiko eriraanye enju zaabwe. Kino kyayamba okukendeeza ebiwuka ebyali bireeta endwadde obulamu ne butereera.

Vocabulary Words		
endwadde	mongoota	embiro
In the Text Questions	In My Mind Questions	
1. Abalaalo baakolanga mulimu ki omukulu? 2. Ndwadde ki ezoogeddwako ezireetebwa ebiwuka?	1. Oyinza kwewala otya endwadde ezisaasaanyizibwa ebiwuka? 2. Ng'oggyeko ebiwuka, bintu ki ebirala ebiyinza okuleeta endwadde?	

Term 3 Week 5

10 Ebyobulamu mu ggombolola yaffe

Literacy 1 & 2

Omuyimbi omwatiikiru



mwatikiru mumaliru okulangirira

Philly Bbongole Lutaaya yali myimbi mwatikiru ote nga mumaliru. Yazoollibwa mu 1956 mu disitulikiti y'e Gomba mu ggombolola y'e Mpanga. Yayimbi ennyimbi nyinji ezikwata ku bibusga, ebyalo, emirimu, ennuku enkuu ne ku mukenerya. Mu layimbranga mu Uganda ne mu moswanga amolala. Mu layimba lwe, "Today it's me" yokubiriza obantu okulangirisa mukenerya. Ekyasinga okumwatiikiriza kwe kuvuayo n'alongirira nti alima obulwadde bwa mukenerya.

Oluosoma 3 | Wili 6

Yatombulanga mu matendekero ng'okbulirira aboyizi okwekuuma obulwadde bwa mukenerya. Yakubiriza obantu okulabirira abo abulina obulwadde bwa mukenerya, okubisogala, obutubasosola n'okulabudaabuda.

Okure olwo obantu bonji buawayo ne batondika okusomesa obantu ku bulwadde bwa mukenerya. Abusowu n'obantu obulila basomesa engeri mukenerya gy'assassanamu n'engeri y'okumewewalo. Philly Bbongole Lutaaya yafa nja 1-12-1990. Okura olwo n'okutuuka kati tukyamujukira olwo'obuliriva hwe yalaga mu kulangiyiso obulwadde bwa mukenerya.

Ebibuuze

1. Philly Bbongole Lutaaya yazoolliba wa?
2. Abusowu n'obantu obulila basomesa ku ki?
3. Oyinza kukola ki okulabudaabudo omulwadde wa mukenerya?

Oluosoma 3 | Wili 6

Day 1

Literacy 1

Thematic Question: Tuyinza tutya okwewala obulwadde bwa mukenerya?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire ensonga eyasinga okwatiikiriza Philly Bbongole Lutaaya.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota ekwata ku bulamu bw'omuntu

Sample Text: Omukyala omuwanguzi

Namukasa Ttendo mutuuze mukuukuutivu ku kyalo Nakibanga.

Mu 1992 yalwala nnyo. Omusawo bwe yamukebera yakizuula nti mulwadde wa siriimu. Yatya nnyo naye omusawo yamubudaabuda.

Yamukuutira okwerabirira obulungi. Kati mulamu bulungi era ayambye abantu abalwadde ba siriimu.

Writing Organizer:	Alipoota ekwata ku bulamu bw'omuntu
Omutwe	Omukyala omuwanguzi
Ayogerwako	Namukasa Ttendo
Gy'abeera	Nakibanga
Obudde	Kati
Ebikolebwa	Yalwala siriimu
Engeri	Yagoberera amateeka g'omusawo
Ensonga	Awangadde wadde mulwadde wa siriimu
Enfundikira	Ayambye abantu bangi abalwadde ba siriimu.

Term 3 Week 6

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ssinga obadde muyimbi wandyagadde kuyimba ku ki?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer:	Alipoota ekwata ku bulamu bw'omuntu
Omutwe	
Ayogerwako	
Gy'abeeera	
Obudde	
Ebikolebwa	
Engeri	
Ensonga	
Enfundikira	

Oral Literature

Traditional Text
<p>Ekitontome</p> <p>Mukenenya annuma, Olumbe lunnuma nnyo! Simanyi nnaawona nze, Ye nze nnaaba ntya? Baleete ku mmere eyo, Simanyi nnaalyako! Olumbe lunnuma nnyo, Ku ssaawa eno. Mugongo gunnuma nze, Maama gunnuma nyo!...</p>

10 Ebyobulamu mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

alya	a - ba - lya	abalya
atambula	a - ba - tambula	abatambula
alaga	a - ba - laga	abalaga

Word Structures — Extra Practice

agenda	a - ba - genda	abagenda
aseka	a - ba - seka	abaseka

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Alipoota ekwata ku bulamu	<input checked="" type="checkbox"/>
Tool:	bw'omuntu	
Alipoota erina omutwe.		
Alipoota ennyonnyola obulamu bw'omuntu.		
Alipoota ennyonnyola ekiseera ebantu ebikulu we byaliwo.		
Ndaze engeri omuntu gwe njogeddeko bwe yavvuunuka ebisoomooza mu bulamu bwe.		
Ndaze engeri omuntu gwe njogeddeko bw'ayambye abantu abalala.		
Alipoota yange ettottola ensonga enkulu nga nziva kumu.		

Day 4

Literacy 1

Sentence Structure — Answers

- Kojja waffe agula ebyokulya.
- Ssenga waffe anywa eddagala.

Sentence Structure — Extra Practice

Baaba wange akola emirimu.

Baaba waffe akola emirimu.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okukozesa ebigambo ebyongera amakulu mu mboozi
I do	1. Namukasa Ttendo mutuuze <u>mukuukuutivu</u> ku kyalo Nakibanga. 2. Mu 1992 yalwala <u>nnyo</u> .
We do	1. Omusawo yakizuula nti <u>mulwaddennyo</u> . 2. Yatya <u>nnyo</u> naye omusawo yamubudaabuda.
You Do	1. Yamukuutira okwerabirira <u>obulungi</u> .

Term 3 Week 6

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

atema	<u>a-ba-tema</u>	<u>abatema</u>
asoma	<u>a-ba-soma</u>	<u>abasoma</u>
ayimba	<u>a-ba-yimba</u>	<u>abayimba</u>

Sentence Structure Assessment Test

1. Maama wange mulwadde.

Maama waffe mulwadde.

2. Taata wange amira eddagala.

Taata waffe amira eddagala.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

mi	la	li	ra
mwa	ri	mu	ki
ngi	ma	e	ku
nna	vu	tii	o

Answers:

mwatiikirivu

mumalirivu

okulangirira

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: pages 29-30
- Oral Lit Competences: pages 58-59

NPSCU Scope and Sequence

- Page 49

Oral Literature

Mukenenya

Ekibuuozo ekirambika: Wuliriza olufumo luno n'obwegendereza oluvannyuma onnyonnyole ebikwata ku mukenenya.

Ekitundu 1

Endwadde ezijoonyesa abantu nkumu. Ensangi zino waliwo endwadde etiisa ennyo abantu ate ng'abalala tebagitya. Endwadde eno eyitibwa mukenenya oba ssiriimu. Mukenenya tataliza muntu mukulu oba muto, mukadde oba muvubuka, bona abaluma.

Mu disitulikiti y'e Kayunga mu ggombolola y'e Busaana, waliyo essomero eriyitibwa Kiryammuli Pulayimale. Omukulu w'essomero ye Mukyala Mikolo era ayagala nnyo abayizi be. Buli wiiki ku Lwokuna ne ku Lwokutaano ku makya ng'abaana bakujaanye, omukulu w'essomero abannyonnyola ebikwata ku mukenenya. Abayizi babuuza ebibuuozo n'okwogera bye bamanyi ku ndwadde eno. Abayizi boogera ku bireeta mukenenya omuli okwegatta n'omuntu alina akawuka ka mukenenya, okukozeseza awamu ebintu ebisala ng'eggirita, okwo ssaako ebifumita ng'empiso n'ebikwaso. Engeri endala, kwe kutekebwamu omusaayi ogulimu akawuka akaleeta mukenenya. Abaana abamu bafuna akawuka ka mukenenya okuva ku bannyaabwe nga bazaalibwa.

Story Outline

Ekinyusi:

Obulwadde bwa mukenenya.

Ensonga ewagira 1:

Engeri mukenenya gy'asaasaanamu.

Ensonga ewagira 2:

Okulabirira abalwadde ba mukenenya.

Oral Literature

Ekitundu 2

Olumu Mukyala Mikolo yabuuza abaana obuzibu obuleetebwa mukenenya. Omuyizi omu ayitibwa Musaasizi yaddamu nti ye ne mwannyina baasigala nfuuzi oluvannyuma lw'okufa kwa bazadde baabwe. Abayizi abalala baayongerako obutafuna byetaago bimala, obutasoma wamu n'ab'ekika okubba ebintu bya bamulekwa. Kato ye yababuulira nti okufa kw'abazadde kuleetera abaana okwawukana nga babagabana.

Olunaku olulala omukulu w'essomero n'abayizi baayogera ku ngeri y'okulabirira abantu ababa bakwatiddwa obulwadde bwa mukenenya. Omukulu w'essomero yabakuutira okubaagala, okubayamba n'okubabudaabuda. Abayizi baagamba nti abalwadde ba mukenenya beetaaga okuboleza engoye, ebikopo n'amasowaani wamu n'okubaalira obuliri. Omukulu yabakuutira bulijo okukozesanga enkampa ssinga babeera bayamba abalwadde era n'okwewala okukozeseza awamu ebintu eby'obwogi. Kino kiyamba okwewala okusaasaanya akawuka ka mukenenya.

Yategeeza abayizi nti abantu abalina akawuka ka mukenenya beetaaga okulya emmere erimu emigaso gyonna, okumira eddagala mu budde wamu n'okwekebezanga omusaayi. Yabakubiriza nnyo okwewala okwegatta n'omuntu yenna okutuusa nga bamaze okusoma era nga bafunye abantu abatuufu.

Vocabulary Words		
okujoonyesa	enkampa	enfuuzi
In the Text Questions		In My Mind Questions
1. Omukulu w'essomero n'abayizi boogera ddi ku mukenenya?		1. Lwaki tusaana okutya mukenenya?
2. Menya obuzibu obuleetebwa mukenenya mu baana.		2. Ssinga awaka wammwe waliwo omulwadde wa mukenenya, omuyamba otya?

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Literacy 1 & 2

Ebyuma bikalimagezi



omutimbagano bikalimagezi okugimusa

Eggombolola y'e Kyanamukaaka ekula myo okusangi endulu zonna ezisayetosolode. Kino kivudde ku kukoza ebyuma bikalimagezi. Ebyuma bino babikozesa mu bhaniko, mu by'empulizipanya ne mu by'enjijiriza. Babikozesa mu by'obulimi, mu by'obulamu ne mu by'obulunzi. Mu bhaniko ebyuma bino hye bokoza okuteekayo wama n'okujijyo ensimbi era bikubutillo ezisigadeyo. Ebyuma bikalimagezi hye bokoza okusosulu omazzi n'omasannyaloze. Bokoza okusosulu emisolo.

Oluoma 3 | Wili 7

Abalimi basobola okuyiga ensima empya naga bokoza ebyuma bikalimagezi. Basobola okuyiga okukolo ensigo ennungi wama n'okujimusa ebirine. Abalimi basobola okumanya obutale naga bokoza omutimbagano gw'ensi yonna. Abaluni basobola okukolwa enkoko, okukwakisa ebisol, okukoma n'okugema naga bokoza ebyuma bino.

Mu by'obulamu, obasawo bokoza ebyuma bikalimagezi okukebera obulwadde. Basobola okukebera omusayi ne baluba ekikuluma. Amasimu, ttivi ne leedjo nyabu bikoza ebyuma bikalimagezi. Bino byonna hye bireetedde eggombolola y'e Kyanamukaaka okukulakulana.

Ebibuuzo

1. Bitongole ki ebikozesa ebyuma bikalimagezi?
2. Ebyuma bikalimagezi birinu muguso ki mu bhaniko?
3. Olowooza bifo ki ebirila ebikozesa ebyuma bikalimagezi?

Oluoma 3 | Wili 7

Day 1

Literacy 1

Thematic Question: Amagezi ag'ekikugu gatuyamba gatyा mu ggombolola yaffe?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebintu ebyaleetera eggombolola y'e Kyanamukaaka okukulakulana.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Alipoota eri ku mulamwa

Sample Text: Emigaso gy'ebayi
Ebayi bya mugaso kubanga
tubikozesa mu ngeri nnyingi.
Ebayi tubisibisa emmere era
tubirukisa emikeeka. Abantu abamu
babikozesa okusereka ennyumba ate
abalala babikozesa okuluka ebirago.
Abaana bakozesa ebayi okuzinga
emipiira ate abalala babikozesa
okuluka emiguwa. Wamma ddala
ebayi bya mugaso.

Writing Organizer: Alipoota eri ku mulamwa	
Omutwe	Emigaso gy'ebayi.
Ennyanjula	Ebayi bya mugaso kubanga tubikozesa mu ngeri nnyingi.
Ensonga 1	Ebayi bisiba emmere.
Ensonga 2	Ebayi tubirukisa emikeeka.
Ensonga 3	Ebayi tubiseresa ennyumba.
Enfundikira	Ebayi bya mugaso.

Term 3 Week 7

11.1 Ebikulu mu magezi ag'ekikugu

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ebyuma bikalimagezi biyamba bitya abantu bo mu kitundu kyaffe?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Alipoota eri ku mulamwa

Omutwe	
Ennyanjula	
Ensonga 1	
Ensonga 2	
Ensonga 3	
Enfundikira	

Oral Literature

Traditional Text
<p>Musibannimi Katemba wa bannakatemba atembagana butembaganyi ku mutimbagano gwa bannakatemba.</p>

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

eki - koola	aka - koola	akakoola
eki - simu	aka - simu	akasimu
eki - biriiti	aka - biriiti	akabiriiti

Word Structures — Extra Practice

eki - wuka	aka - wuka	akawuka
eki - ti	aka - ti	akati

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Alipoota eri ku mulamwa	<input checked="" type="checkbox"/>
Alipoota yange eriko omutwe.	
Ekinyusi kya alipoota kiri mu nnyanjula.	
Mpa ensonga eziri wakati w'ebbirin'nyanya eziwigira ekinyusi.	
Enfundikira yange ekkaatiriza ennyanjula yange.	
Nkozesessa bulungi obubonero.	

Day 4

Literacy 1

Sentence Structure — Answers

- Ekyuma kyaffe kiweddewo.
- Ekinu kyaffe kyatise.

Sentence Structure — Extra Practice

Ekitabo kyange kiyulise.

Ekitabo kyaffe kiyulise.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Okwawula emboozi	
I do	1. Ebyayi bya mugaso kubanga tubikozesa mu ngeri nnyingi. (Ebyayi bya mugaso. Tubikozesa mu ngeri nnyingi.)
We do	1. Ebyayi tubisibisa emmere era tubirukisa emikeeka. (Ebyayi tubisibisa emmere. Ebyayi tubirukisa emikeeka.)
You Do	1. Abantu bakozesa ebyayi okusereka ennyumba n'okuluka ebirago.

Term 3 Week 7

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

ekiungu	<u>aka - yungu</u>	<u>akayungu</u>
ekibira	<u>aka - bira</u>	<u>akabira</u>
ekinu	<u>aka - nu</u>	<u>akanu</u>

Sentence Structure Assessment Test

1. Ekyoto kyange kikekkereza enku.

Ekyoto kyaffe kikekkereza enku.

2. Ekibira kyange kiweddewo.

Ekibira kyaffe kiweddewo.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

gi	bi	ga	ka
ti	zi	ma	o
ge	mu	byu	ku
sa	li	no	mba

Answers:

omutimbagano

bikalimagezi

okugimusa

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 59

NPSCU Scope and Sequence

- Page 51

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Oral Literature

Kannabulemu akulaakulana

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire ekyaleetera Kannabulemu okukulaakulana.

Ekitundu 1

Kannabulemu kyalo ekisangibwa mu ggombolola y'e Kiyebe mu Rakai disitulikiti. Abantu baayo balimi, balunzi ate abalala bavubi. Eky'amaanyi kye bakola kwe kuweerera abaana baabwe n'okubaagazisa okukulaakulana okw'amaanyi. Abantu bano baazimba amalwaliro n'amasomero mangi okwo ssaako enkolagana ennungi n'eggwanga lya Tanzania eribaliraanye.

Ku bino baayongerako okuzimba ettendekero gaggadde eribangula abayizi mu kukola n'okukanika ebyuma bikalimagezi, leediyo, ttivvi, amasimu n'ebyma ebisika amaloboozi okuva ewala. Abayizi bano baakuguka nnyo era beetandikirawo emirimu egy'enjawulo egireeta ensimbi. Kino kyaleetera abatuuze b'e Kannabulemu okugaggawala n'okufuna ebyuma bikalimagezi mu buli maka. Ebyuma bino byabayamba nnyo mu bulamu bwabwe obwa bulijjo. Ebyuma bino byaleetera ebyempuliziganya byabwe okulongooka nga bakozesa amasimu, leediyo, ttivvi n'ebyma bikalimagezi ebiyitibwa kkompyuta.

Story Outline

Ekinyusi:

Okukozesa ebyuma bikalimagezi.

Ensonga ewagira 1:

Okukuguka mu byuma bikalimagezi.

Ensonga ewagira 2:

Ebyuma bireeta enkulaakulana.

Term 3 Week 7

Oral Literature

Ekitundu 2

Eby'embí ekiseera kyatuuka abatujju ne batandika okugendayo nga beefuula abasuubuzi. Abatujju baatandika okuwamba abantu, okubabuzaawo, okubatta n'okubba ebyuma byabwe. Bannange embeera n'eyonoonekera ddala abantu ne babeera ku bunkenke. Ettendekero nalyo lyakosebwa kubanga abayizi baakendeera nnyo era n'ebyma byamu ebikozesebwa ne byonooneka.

Embeera eno yaleetera ab'ebitongole ebikuuma ddembe okusitukiramu bayambe okutereeza embeera. Buli muntu yasitukiramu okulwanyisa obutabanguko buno. Oluvannyuma obukuumi bwetyongera embeera n'edda mu nteeko. Ettendekero baaliddaabiriza ne baleeta ebyuma ebipyá era n'abayizi ne bakomawo bangí nga mulimu n'abava mu bitundu ebirala. Abantu b'e Kannabulemu bangí baafuna obukugu mu kukozesa ebyuma bikalimagezi ekyayamba ennyo okwanguya emirimu gyabwe gyonna.

Vocabulary Words		
ebyuma bikalimagezi	abatujju	obunkenke
In the Text Questions		In My Mind Questions
1. Kyaló ki ekyogerwako mu lufumo?		1. Olowooza biki ebiremesa ebyuma bikalimagezi okukozesebwa mu bitundu ebimu?
2. Kiki ekyaleeta obunkenke ku kyaló Kannabulemu?		2. Awatali byuma bikalimagezi bintu ki ebirala bye tusobola okukozesa?

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Literacy 1 & 2



Okuluka ekibbo

emirizipponyo entobo olukato

Okuluka ekibbo weetaaga enjulu, olukato n'obukedo. Osooka kutema njulu n'oziyaza oluvannyuma n'ozannika zisobole okuluka. Nga zimaze okuluka ozisoneka mu lugopo olubisi ne zimalumu okabonga ziweere. Oluvannyuma ozijumu n'ozivoola bulungi zisobole okweweta. Oyubulaza emirizipponyo emiwamu n'ogisunsula n'akambé okujamu obukedo. Oyonika obukeedo ne bukala bulungi.

Olusoma 3 Wiki 8

Obukendo bwe humala okuluka butereke awantu awokoli ate nga woneevu buleme okulalambala. Ng'otandika okuluka ekibbo, funa obukedo obusaamusamu obusibe ekittutwa oba okusalabá. Fumita olukato mu kitutitwa oba mu kasaalaba wakati oyiseemu oluyolu bw'osongodde. Genda ng'ozinjirin oluyolu ku bukedo nga bw'ofumita n'olukato okole omugó. Ekyo kikole okutusa ng'ofunye obugazi bw'entobo y'ekibbo. Entobo bw'ewera, tandika okuvereta omugo okutusa ng'ofunye obuwamu bw'ekibbo ky'ayagalo. Mu Bugundi ekibbo kikozesewha awaka, mu mlimiro ne ku mikolo eg'y'obuwangwa.

Elibuuza

- 1. Bintu ki hye weetaaga okuluka ekibbo?
- 2. Okulu ki ng'otandika okuluka ekibbo?
- 3. Ekibbo kirina mugaso ki?

Olusoma 3 Wiki 8

Day 1

Literacy 1

Thematic Question: Ebyobutonde bye tukozesa ebyemikono tubijja wa?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire emitendera egigobererwa mu kuluka ekibbo.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota ennyonnyola emitendera

Sample Text: Okuzinga omupiira ogw'ebyayi

Ebyetaagisa : Ebyayi, essanja

Obudde: Essaawa emu

Sooka ofune ebyayi n'essanja. Zinga essanja ng'olikkatira n'engalo zo.

Funa ebyayi ebigazi obizingirire ku ssanja okole omupiira. Yuza obwayi obulange. Yonda obwayi ku mupiira gwo gusobole okuguma. Longoosa w'okoledde. Olwo oija kuba okoze omupiira omugumu ate omulungi.

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	Okuzinga omupiira gw'ebyayi
Ebyetaagisa	Ebyayi, essanja
Obudde	Essaawa emu
Emitendera	<ol style="list-style-type: none"> Funa ebyayi n'essanja. Zinga essanja. Zingirira ebyayi ku ssanja. Yuza obwayi obulange. Yonda obwayi ku mupiira. Longoosa w'okoledde.

Term 3 Week 8

11.2 Ebikolebwa okuva mu bintu eby'obutonde

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Enjulu zirina migaso ki emirala?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagisa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
<p>Ekikokyo Kkoyi kkoyi...lya.</p> <p>1. Serengeta wammanga awo olabe abawala abasensudde enviiri. (ebitoogo)</p> <p>2. Serengeta wammanga awo olabe obusajja obutikkidde enkuufiira emmyufu. (kaamulali)</p>

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

alunda	mulunzi	
akola	mukozi	
avuga	muvuzi	

Word Structures — Extra Practice

asoma	musomi	
alima	mulimi	

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Alipoota ennyonnyola	✓
Tool:	emitendera	
	Alipoota yange eriko omutwe.	
	Mpadde olukalala lw'ebikozesebwa.	
	Mpadde obudde obwetaagisa.	
	Mpandiise emitendera nga bwe giddirijjana.	
	Nkozesezza emboozi ennyimpi ezitegeerekeka.	
	Mpandiise mu mukono omulungi ogusomeka.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Ssinga ofuna ensansa, osobola okuluka omukeeka.
2. Ssinga ofuna amaliba, osobola okuleega ejnjoma.

Sentence Structure — Extra Practice

Funa ebbumba. Bumba ensuwa.
Ssinga ofuna ebbumba, osobola okubumba ensuwa.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Okulaga ebikolwa mu mboozi	
I do	1. Okuluka omupiira, sooka ofune ebyayi n'essanja. (O <u>kuluka</u> omupiira, sooka <u>ofune</u> ebyayi n'essanja.)
We do	1. Zinga essanja ng'olikkatira n'engalo zo. (<u>Zinga</u> essanja ng' <u>olikkatira</u> n'engalo zo.)
You Do	1. Yuza obwayi obulange. 2. Yonda obwayi ku mupiira gwo.

Term 3 Week 8

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

aluka	<u>mulusi</u>
abumba	<u>mubumbi</u>
abajja	<u>mubazzi</u>

Sentence Structure Assessment Test

1. Funa enjulu. Luka ekibbo.

Ssinga ofuna enjulu, osobola okuluka
ekibbo.

2. Funa ebyayi. Zinga omupiira.

Ssinga ofuna ebyayi, osobola okuzinga
omupiira.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

Word Making Game

nto	zi	lu	ka
nyo	o	go	ŋŋoo
mu	nni	mi	nju
bo	to	ro	e

Answers:

omuziŋŋoonyo

entobo

olukato

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 59

NPSCU Scope and Sequence

- Pages 52-53

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Oral Literature

Kabaka Wampologoma mu ssinzizo

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza oluvannyuma ombuulire ebintu ebikolebwa okuva mu bintu by'obutonde.

Ekitundu 1

Edda ennyo ku kyalo Kusinza abatuuze baateesa ne balonda olunaku olw'okutendererezaako Omuronzi. Baateesa nti olunaku olwo teruukolebwengako mulimu gwonna. Wampologoma eyali Kabaka waabwe ebiseera ebyo ye yalondebwa okukulembera okusinza. Lumu kabaka Wampologoma yali agenda okutandika okusinza, Wambaata eyali Omukebezi n'amujjukiza nti, "Ssebo, weerabidde okwambala enkuufiira eyalukibwa mu nsansa."

Story Outline

Abali mu lugero

Abatuuze, Kabaka Wampologoma, Omukebezi Wambaata, Wammese, Wantulege.

Ekifo

Mu ssinzizo.

Ebikolebwa

Abatuuze balonda olunaku olw'okusinzizaako. Kabaka alonddebwa okukulembera okusinza.

Kabaka alaga omugasoo gw'ebiyobutonde. Wammese asuubiza okutona ekiwempe.

Wantulege ne mukyala we basuubiza ebyomubulago.

Term 3 Week 8

11.2 Ebikolebwa okuva mu bintu eby'obutonde

Oral Literature

Ekituuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Wambaata okujukiza kabaka enkuufiira?

Ekitundu 2

Kabaka Wampologoma yayita omubeezi we amuleetera enkuufiira ye naye teyalwa n'agimuleetera n'agyambala. Nga wayise akaseera katono, okusinza kwatandika. Mu kubuilira kwe Kabaka Wampologoma yategeeza abantu, "Enkuufiira eno erina emigaso egjiverako. Ekisooka eraga ekitiibwa ekyawukana ku ky'abalala. Ekirala, omuntu yenna ayambala enkuufiira emuwonya okwokebwa omusana mu mutwe gwe." Yagenda mu maaso ne yeegayirira abantu okutendereza ennyo Katonda. Yannyonnyola nti kino kiva ku ngeri gye yatondamu ebintu eby'enjawulo ate nga buli kimu kyamugaso nnyo. Kabaka Wampologoma yasaba abakkiriza okukuma ennyo obutonde. Yawa ekyokulabirako nti mu ntobazi musangibwamu ebitoogo bye tukozesa entebe, ebiwempe n'okuserekamayumba. Yabalaga nti mu bisenyi tujjamu ebbumba lye tukozesa okubumba ensuwa, ensumbi, ebikopo, essigiri n'ebifaananyi.

Kabaka yawa abantu ba Katonda omukisa okubaako kye boogera. Wammese yasiima enjiri ennungi era yeeyama okuleetayo ekiwempe ekyokuteeka mu ssinzizo abaana abato batuulengako. Wantulege ye ne yeeyama okuleetera mukyala w'omubuulizi ekyomubulago ekyakolebwa mu nsigo eza langi ennyingi. Wano abantu bonna baakuba mu ngalo ne bakakasa nti ebintu byonna Katonda bye yatonda bya mugaso nnyo.

Vocabulary Words		
enkuufiira	ebisenyi	okusinza
In the Text Questions	In My Mind Questions	
1. Ani yalondebwa okukulembera okusinza? 2. Bintu ki ebikolebwa okuva mu butonde ebyogeddwako mu lugero?	1. Bintu ki ebirala ebikolebwa okuva mu bitoogo? 2. Olowooza ensuwa erina mugaso ki awaka?	

Term 3 Week 8

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Literacy 1 & 2



Ebyemikono birungi

omwoleso obusaasi buccokolo

Ekyo Nkulukuku kisengiwa mu ggombolola y'e Wakissa. Kiriko obatuaaze obakola ebintu ebirungi nja babijja mu bintu ebyo bulijo. Mukyala Namunswa y'omu ku batuuze obakozira era obatetekanya. Alina abouna babiri. Kokuyeghe ne Nakossa. Kokuyeghe yamulajira okulondalonda buccokolo. Nakawa yamulajira okulondalonda obuseke. Ebintu bino baaditeerekanga mu biveera oluvannyuma ne habirongposa. Mu buseke buulungamru emikeeka, ensawo, emisipi n'entukulifira.

Oluosoma 3 | Wili 9

Mu buccokolo buakolongamu ensawo n'obusassi bwe bukozesza mu kibline. Buakolongamu n'ebisimuziwbwoko ebijere ku mulyango. Ebintu bino baabitwalonga mu katile e Nkulukuku ne bobintunda. Bwe baabitundanga, buafunangamu ensimbi ezivera. Namunswa yasebolanga okugulira abouna be enjoye ennungi, engatto, ehitabo n'ekkolaamu bye bukozesanga ku ssomero. Bwe baotegekanga omwoleso nj'abantu bona beewuuya amagezi ga Mukyala Namunswa.

Ebibuuzo

1. Mukyala Namunswa yalina abouna homeka?
2. Abouna buakorppanyanya bintu ki?
3. Olowoozo haani aboagulanga ebintu bino?

Oluosoma 3 | Wili 9

Day 1

Literacy 1

Thematic Question: Bintu ki ebitali bya butonde bye tukozesa okukola ebyemikono?

Guiding Question: Wuliriza emboozi eno n'obwegendereza, oluvannyuma ombuulire ebintu bye tusobola okukola mu buseke ne ccokolo.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi
Type of Text: Olugero
Sample Text: Wammese omugezi
Wammese musajja alina amagezi mangi. Wammese aluka ebikapu mu buseke bwa sooda. Wammese tamanyi wakutunda bikapu bye. Mukwano gwe Wakamyu amulagirira akatale ku Mabanda. Wammese atwalayo ebikapu buli Lwakuna. Abantu bagula ebikapu okuteekamu ebintu bye baguze. Wammese afuna ssente nnyingi.

Writing Organizer: Olugero	
Omutwe	Wammese omugezi
Abali mu lugero	Wammese ne Wakamyu
Ekifo	Mu katale
Ekisoomooza	Wammese tamanyi wakutunda bikapu bye.
Entandikwa	Wammese aluka ebikapu mu buseke bwa sooda.
Ekinyusi	Wakamyu alagirira Wammese akatale gy'atwala ebikapu okubitunda.
Okufundikira	Wammese afuna ssente nnyingi.

Term 3 Week 9

11.3 Ebikolebwa okuva mu bintu ebitali bya butonde

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Bintu ki ebirala bye tuyinza okukola mu buseke?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer: Olugero

Omutwe	
Abali mu lugero	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
<p>Oluyimba</p> <p>Ntunga, ntunga ssaati yange- mulabe bwe ntunga. Mumba, mumba nsuwa yange- mulabe bwe mumba. Mbajja, mbajja ntebe yange- mulabe bwe mbajja. Nduka, nduka mukeeka gwange- mulabe bwe nguluka.</p>

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

osala	o - li - sala	olisala
obajja	o - li - bajja	olibajja
okola	o - li - kola	olikola

Word Structures — Extra Practice

okaaba	o - li - kaaba	olikaaba
onywa	o - li - nywa	olinywa

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Olugero	<input checked="" type="checkbox"/>
Omutwe gw'olugero lwange gusikiriza.	
Abali mu lugero lwange banyumisa.	
Ekifo n'ekiseera mbirambise bulungi.	
Nnambise bulungi ekisoomooza.	
Olugero lwange lulina entandikwa, ekinyusi n'enfundikira.	
Mpandiise mu mukono ogusomeka.	

Day 4

Literacy 1

Sentence Structure — Answers

- Bw'olifuna ccokolo, olıkola
akamotoka.
- Bw'olifuna obukeedo, oliruka ekabbo.

Sentence Structure — Extra Practice

Funa ensansa. Luka omukeeka.

Bw'olifuna ensansa, oliruka omukeeka.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okwawula akola n'ebikolebwa mu mboozi
I do	1. Wammese musajja alina amagezi. (<u>Wammese</u> _musajja- <u>alina</u> amagezi.)
We do	1. Wammese tamanyi wakutunda bikapu bye (<u>Wammese</u> - <u>tamanyi wakutunda</u> bikapu bye.)
You Do	1. Wammese atwalayo ebikapu.

Term 3 Week 9

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

osona	<u>o - li-sona</u>	<u>olisona</u>
osoma	<u>o - li-soma</u>	<u>olisoma</u>
obumba	<u>o - li-bumba</u>	<u>olibumba</u>

Sentence Structure Assessment Test

Funa waya. Kola akagaali.

Bw'olifuna waya olikola akagaali.

Funa obuseke. Luka ekikapu.

Bw'olifuna obuseke, oliruka ekikapu.

Word Making Game

no	cco	so	wo
o	saa	mwo	bu
nsa	bi	ko	e
bu	lo	le	si

Answers:

omwoleso

obusaasi

buccokolo

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 59

NPSCU Scope and Sequence

- Pages 53-54

11 Amagezi ag'ekikugu agasookerwako mu ggombolola yaffe

Oral Literature

Essomero lyaffe ddungi

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma omenye ebintu ebisangibwa mu ssomero lino.

Ekitundu 1

Mu ggombolola y'e Nsangi ku kyalu Nakasozi waliyo essomero eriyitibwa Nsangi Pulayimale eryatandikibwa Mukyala Nakitende mu mwaka 2010. Essomero lino liriko ebizimbe bisatu. Mu ssomero lino mulimu abasomesa, omufumbi, abayonja wamu n'akunjaanya ebisale by'essomero. Munda mu bibiina mulimu entebe, emmeeza, ebitabo, seeti, ekkalaamu ne kabada. Wabweru waliyo ebyesuubo, ttanka z'amazzi, ggoolo, emipiira n'ebyokuzannyisa by'abaana bingi ddala. Mu ffumbiro waliyo eseffuliya, ebidomola, ebikopo, amasowaani, wuuma n'ebijjiko. Mu woofiiisi y'omukulu w'essomero waliyo kompyuta, kabada, entebe n'emmeeza. Ebintu bino byonna byakolebwa bantu.

Mu ssomero lino abaana bakola ebyemikono bya ngeri nnyingi omuli okuluka ebibbo, ebiwempe, ebitambaala, emikeeka, okutunga ensawo n'okubumba. Ebintu bino byonna babikola nga bakozesa ebbumba, ensansa, enjulu, ebyayi wamu n'obuseke. Abaana bwe baba bazannya bakozesa emipiira, emiguwa, ebyesuubo, empanka n'ebyuma bya gogolo.

Story Outline

Ekinyusi:

Ebikozesebwa mu ssomero.

Ensonga ewagira 1:

Ebyemikono ebikozesebwa mu ssomero.

Ensonga ewagira 2:

Engeri ebintu eby'enjawulo gye bifunibwamu ne gye biva.

Term 3 Week 9

11.3 Ebikolebwa okuva mu bintu ebitali bya butonde

Oral Literature

Ekitundu 2

Mu ssomero muno mulimu ebintu Katonda bye yatonda okugeza ettaka kwe baazimba ebizimbe. Amazzi ge banywa n'okuzimbisa, omusenyu n'ebisaawe bikola kinene nnyo okutumbula omutindo gw'essomero. Ebintu ebyo ebimu bya butonde ate ebirala abantu be baabikola naye byonna bifuula essomero lyaffe okuba eddungi era eryeyagaza okusomeramu.

Abasomesa n'abayizi balina okukozesa obulungi ebintu Katonda bye yatonda wamu n'ebiyakolebwa abantu ebiri mu ssomero. Bwe biggwaawo abazadde n'omukulu w'essomero balina okugula ebirala awo essomero ne litambula bulungi. Ebikozesebwa bwe biggwaawo, oluusi abayizi babazzaayo awaka okubireeta. N'olwekyo ebintu ebyobutonde n'ebitali bya butonde bye biyimirizaawo essomero.

Vocabulary Words		
gogolo	seeti	kompyuta
In the Text Questions	In My Mind Questions	
1. Bintu ki ebitali bya butonde ebyogeddwako mu lufumo? 2. Baani abavunaanyizibwa okuleeta ebintu ku ssomero?	1. Ssinga ebintu ebyogeddwako tebibeera mu ssomero, olowooza kiki ekiyinza okubeerawo? 2. Buzibu ki obuyinza okutuuka ku baana abazzibwayo awaka okukima ebikozesebwa by'essomero?	

Term 3 Week 9

12 Amaanyi mu ggombolola yaffe

Literacy 1 & 2

enjuba

Emmanju wa Njuba,
Gye baoziyu obusa,
Obw'embuzi emmune,
Njubol Njuba!

Njuba yoyogera nti,
Ekiri waggulu eyo,
Bwe kirimyonsamysansa,
Ensi eriyokasyakol

ebbugumu

Omulenzi omuto,
Allinyipi swiki eyo,
Amusomnyolaze ne gaaka,
Labayol labayo!

Omugiso gw'enjuba,
Eri obantu abo,
Ebbugumu libugumya,
Ebitonde ne bikula!

ebitonde

Oluoma 3 Wiki 10

Ebibuzzo

1. Emmanju wa Njuba baoziwayo ki?
2. Ekiri waggulu eyo bwe kirimyonsamysansa, kiki ekiribawo?
3. Bintu ki ebirola ebireeta ebbugumu?

Oluoma 3 Wiki 10

Day 1

Literacy 1

Thematic Question: Bintu ki by'omanyi ebivaamu amaanyi agakozesebwu mu bintu eby'enjawulo?

Guiding Question: Wuliriza ekikwate kino n'obwegendereza, oluvannyuma ombuulire emigaso gy'amaanyi agoogeddwako.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Ekikwate eky'okusaakaanya

Sample Text: Kaggwa

Kaggwa, Kaggwa

Kaggwa yalayira,

Ekiri mu ggulu,

Bwe kiribwatuka,

Ensi erikankana,

Omwana omuto,

Aliyita nnyina omukulu,

N'ayita engozi.

Writing Organizer: Ekikwate eky'okusaakaanya	
Omulumwa	Amaanyi agali mu bbanga
Entunnunsi	Ebigambo ebirimu entunnunsi (Kaggwa yalayira, ensi erikankana)
Amaloboozi agaddinnana	/g/ - Kaggwa ggulu /k/ - ekiri, Kaggwa, kiribwatuka, erikankana
Ebigambo ebiddinnana	Kaggwa, Kaggwa

Term 3 Week 10

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza ssinga enjuba teyaka, tuyinza kufuna buzibu ki?

Literacy 2

Writing Process: Okuwandiika emboozì mu bufunze

Writing Organizer: Elikwate eky'okusaakaanya	
Omulamwa	
Entunnunsi	
Amaloboozi agaddiññana	
Ebigambo ebiddiññana	

Oral Literature

Traditional Text
<p>Ekitontome</p> <p>Nnali njokya gonja, Mu kyoto ky'Abayima, Kitange n'ava eri, N'ankuba omuggo, Ne gunsiriikiriza, Ne nfuluma ebweru, Ne mpita Bayita, Bayita n'agaana, Busungu bwa Muyima, Busookera ku mutwe...</p>

12 Amaanyi mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

ewandiika	te - wandiika	tewandiika
esala	te - sala	tesala
ezimba	te - zimba	tezimba

Word Structures — Extra Practice

etema	te - tema	tetema
esima	te - sima	tesima

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment	Ekikwate	<input checked="" type="checkbox"/>	
Tool:	eky'okusaakaanya		
Omulamwa gwange gusikiriza.			
Ekikwate kyange kirimu entunnunsi.			
Ekikwate kyange kirina amaloboozi agaddinjana.			
Mu kikwate mulimu ebigambo ebiddinjanwa.			

Day 4

Literacy 1

Sentence Structure — Answers

- Towaata mpozzi ng'omuliro gwase.
- Tosimba bijanjaalo mpozzi ng'enkuba etonnya.

Sentence Structure — Extra Practice

Tolima. Enkuba ekedde.

Tolima mpozzi ng'enkuba ekedde.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson:	Okwawula amannya agali mu mboozi
I do	1. <u>Kaggwa</u> yalayira. 2. Ekiri mu <u>ggulu</u> .
We do	1. <u>Ensi</u> erikankana. 2. <u>Omwana</u> omuto aliyita <u>nnyina</u> .
You Do	1. <u>Omukulu</u> n'ayita <u>engozi</u> . 2. Zaali bbiri okuzaala <u>akaliga</u> .

Term 3 Week 10

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

eyokya	<u>te - yokya</u>	<u>teyokya</u>
eyaka	<u>te - yaka</u>	<u>teyaka</u>
ekola	<u>te - kola</u>	<u>tekola</u>

Sentence Structure Assessment Test

1. Tonaaba. Amazzi gookya.
Tonaaba mpozzi ng'amazzi gookya.
2. Toyoza ngoye. Enjuba evuddeyo.
Toyoza ngoye mpozzi ng'enjuba evuddeyo.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

Word Making Game

nju	e	ba	bi
nsi	wa	o	sa
gu	ggu	bu	lu
nde	bbu	to	mu

Answers:

enjuba
ebbugumu
ebitonde

Literacy 2

Writing Process: Okuwandiika embooz esembayo

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: pages 56-60

NPSCU Scope and Sequence

- Page 56

12 Amaanyi mu ggombolola yaffe

Oral Literature

Obulamu bw'abantu b'e Nvubo butereera

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ontegeeze ebyavaako okulongoosa embeera z'abantu b'ekyalo Nvubo.

Ekitundu 1

Mu ggombolola y'e Wakiswa waliyo ekyalo Nvubo. Ekyalo kino kyaliko omugga omunene abavubi kwe baavubiranga. Mwalimu enzizi z'amafuta ge baakozesanga okutambuza ebidduka byabwe. Kwaliko ebiyiriro ebikola amasannyalaze. Ekyalo Nvubo kyaliko ebibira bingi abatuuze mwe baasennyanga enku n'okwokya amanda ge baakozesanga okufumba.

Ssentebi w'ekyalo Mwami Wankuyege yalaga obveralikirivu olw'abatuuze okutandika okutema ebibira n'ebimu byasaanawo. Kino kyavaako enkuba okukendeerera ddala n'ekyeya ne kitandika. Emmere yatandika okubula mu kitundu. Omukulu w'abakyala Namunswa yateesa ne Mukyala Wanswa ne bayita olukiiko lw'ekyalo basale amagezi olw'ebbula ly'emmere mu maka gaabwe.

Story Outline

Abali mu lugero

Wankuyege, Namunswa, Wanswa

Ekifo

Mu kyaliko Nvubo

Ebikolebwaa

Abatuuze batema ebibira, Abakulembeze bayita olukiiko, Abatuuze basomesebwa enkuuma y'obutonde.

Term 3 Week 10

Oral Literature

Ekituuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lw'okuyita olukiiko?

Ekitundu 2

Namunswaya n'yogera n'abatuuze ku bizibu ebiva mu kusaanyaawo ebibira. Yabalaga ebizibu ebyali bitandise okulabika mu kyalo kyabwe. Yabasaba beewale okutema emitia ekisusse, okwokya amanda era n'abakubiriza okusimba emitia. Yabakubiriza okufukirira ebirime, okubikka ensuku n'okuzittira. Yabayigiriza okukozesa ebirimusa basobole okubaza emmere.

Abatuuze baasanyuka nnyo olw'amagezi n'okuwabulwa kwa Mukyala Namunswaya. Baddayo eka ne babiteeka mu nkola. Ensuku zaddawo n'ebibira ne biddamu okukwata. Ebirime nabyo ne bibala okusinga bwe byabalanga olw'ebirimusa bye baakozesanga. Essanyu n'emirembe byeyongera mu kyalo Nvubo.

Vocabulary Words		
ebiyiriro	okuttira ensuku	ebirimusa
In the Text Questions		In My Mind Questions
1. Ani yali omukulu w'ekyalo?		1. Bizibu ki by'olowooza ebiyinza okugwa ku kyalo kyammwe?
2. Bizibu ki ebyali mu kyalo Nvubo?		2. Ssinga ggwe wali Mukyala Wanswa wandikoledde ki abatuuze?

12 Amaanyi mu ggombolola yaffe

Literacy 1 & 2

Abasomesa abakekkereza



essigiri ppasi okukekkereza

Essomero Kikubomatwe Pulayimale lirina abasomesa abakekkereza. Lisanjibwa ku kyalo Kikubomatwe mu ggombolola y'e Kyampli. Lirina abasomesa mwenda nga bona basula ku ssomero. Mu nyeyumba zaabu mulimu amasannyaalize. Abasomesa bona houtesseu ku ngeri gye banokokesaa amasannyaalize ago. Baagula ettoula ezelikkereza era bozijiko ng'obudde bakyoli. Bakauanya ne bagula ppasi emu ey'amasannyaalize gye hogololo enyoge zaabu.

Oluoma 3 | Wili 11

Balina essigiri emu gye bukoresa okufumba emmere n'amaazi ag'okunywa era baftumira wamu. Bwe hamala okufumba, essigiri bagizikiza basobole okukekkereza amanda n'okewala okwoxya ebintu byabwe. Enkola eno ebyobugbye nyio okukendeenza ku nsaoosaanya wamu n'okewala obubenje. Okukekkereza kuhayimbye okukola ebintu ebirala. Bosobodde okuwererera obuna baswbe n'okwegulira ebbanja mwe bazimbye amayumba.

Ebibuuzo

1. Kikubamatwe Pulayimale lisanjibwa ku kyalo ki?
2. Essomero lino lirina abasomesa bameka?
3. Amasannyaalize gutugisa ki?

Oluoma 3 | Wili 11

Day 1

Literacy 1

Thematic Question: Ngeri ki gye mukekerezaamu ebyobugagga awaka?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebintu ebiraga okukekkereza kw'abasomesa.

Literacy 2

Writing Process: Okwetegekera
okuwandiika emboozi

Type of Text: Alipoota eri ku mulamwa

Sample Text: Olusennyente
lukkekereza

Olusennyente nga lwa mugaso!
Olusennyente luyamba okufumba
emmere. Olowooza abantu abamu
bakyafumbisa enku? Baddira
olusennyente ne balutabulamu
ettaka ne bakola amanda. Amanda
ago ge bafumbisa ate nga gaaka
mpola. Tolaba nga kiyamba
okukekkereza? Wamma olusennyente
lwa mugaso.

Writing Organizer: Alipoota eri ku mulamwa	
Omutwe	Olusennyente lukkekereza
Ennyanjula	Olusennyente nga lwa mugaso
Ensonga 1	Olusennyente luyamba okufumba emmere
Ensonga 2	Olusennyente balukolamu amanda
Ensonga 3	Olusennyente lukkekereza
Enfundikira	Olusennyente lwa mugaso

Term 3 Week 11

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Abasomesa bano tubayigirako ki?

Literacy 2

Writing Process: Okuwandiika
emboozì mu bufunze

Writing Organizer: Alipoota eri ku mulamwa

Omutwe	
Ennyanjula	
Ensonga 1	
Ensonga 2	
Ensonga 3	
Enfundikira	

Oral Literature

Traditional Text
<p>Musibannimi Amasannyalaze gaasannyalaza abasannyalazi abasannyalaza amasannyalaze.</p>

12 Amaanyi mu ggombolola yaffe

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

asomesa	a - li - somesa	alisomesa
awaata	a - li - waata	aliwaata
adduka	a - li - dduka	alidduka

Word Structures — Extra Practice

azimba	a - li - zimba	alizimba
asaawa	a - li - saawa	alisaawa

Literacy 2

Writing Process: Okuyita mu biwandiikibwa
mu mboozi nga otereeza

Assessment Tool: Alipoota eri ku mulamwa	<input checked="" type="checkbox"/>
Alipoota yange eriko omutwe.	
Ekinyusi kya alipoota kiri mu nnyanjula.	
Mpa ensonga eziri wakati w'ebbirin'nyya eziwigira ekinyusi.	
Enfundikira yange ekkaatiriza ennyanjula yange.	
Nkozesessa bulungi obubonero.	

Day 4

Literacy 1

Sentence Structure — Answers

- Omwami yatugamba nti tetuzimba mu ntobazi.
- Koja yatulagira nti tetutema miti.

Sentence Structure — Extra Practice

Omutongole yagamba, "Temwokya luyiira."

Omutongole yatugamba nti tetwokya luyiira.

Literacy 2

Writing Process: Okugolola ensobi eziri mu
mboozi

Mini-Lesson: Obubonero obufundikira embooz	
I do	1. Olusennyente nga lwa mugaso (Olusennyente nga lwa mugaso!)
We do	1. Olowooza abantu abamu bakyafumbisa enku (Olowooza abantu abamu bakyafumbisa enku?)
You Do	1. Amanda ago ge bafumbisa 2. Ewammwe mufumbisa ki

Term 3 Week 11

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

akola	<u>a - li - kola</u>	<u>alikola</u>
abala	<u>a - li - bala</u>	<u>alibala</u>
asoma	<u>a - li - soma</u>	<u>alisoma</u>

Sentence Structure Assessment Test

1. Ssentebi yalabula, " Temutema bibira."
Ssentebi yatulabula nti tetutema bibira.

2. Owoomuluka yagamba, " Mugende
 musome."
Owoomuluka yatugamba nti tugende tusome.

Mini-lesson Assessment Test

Create 2-3 questions to assess learners using
 the competencies in the mini-lesson.

Word Making Game

ke	kke	ttaa	ppaa
mu	e	su	re
gi	la	o	si
ssi	za	ri	ku

Answers:

essigiri
 ppaasi
 okukekkereza

Literacy 2

Writing Process: Okuwandiika emboozi esembayo

Learners complete a final draft of their writing
 for the week and share their stories in small
 and large groups.

Handwriting

Learners form sentences from the Word
 Making Game and write them with their best
 handwriting. Collect and assess.

References

NPSCU Teacher's Guide

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 60

NPSCU Scope and Sequence

- Pages 57-59

12 Amaanyi mu ggombolola yaffe

Oral Literature

Kaabasuma ayonooneka

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire ekyaleetera abatuuze okulwala endwadde.

Ekitundu 1

Kaabasuma kyallo ekisangibwa mu ggombolola y'e Mpenja mu ssaza ly'e Ggomba. Ekyalo kino kyalinga kirungi nnyo nga kirimu ebibira, ebitoogo, omugga n'obugimu bw'ettaka. Abantu bo ku kyallo kino balimi, balunzi abamu bookya manda, ssaako n'abasuubuzi. Ekyalo kino kirimu eddwaliro eddene, amasomero mangi, obutale wamu n'amasinzi. Ebyenfuna by'abantu bano byesigamye nnyo ku kwokya amanda n'okutunda enku bye bakozesa mu kufumba wamu n'okubitunda mu bitundu ebirala. Abantu abamu bakozesa masannyalaze mu mayumba gaabwe. Abalala bakozesa gyenereeta ate abandi maanyi ga njuba wamu n'abakozesa amafuta g'ettaala. Buli mutuuze akozesa amaanyi gano nga bw'ayagala.

Story Outline

Ekinyusi:

Okukozesa obulungi amaanyi g'ebikozesebwwa n'okugakuuma.

Ensonga ewagira 1:

Okukozesa obubi amaanyi g'ebikozesebwwa kya bulabe.

Ensonga ewagira 2:

Okulabirira amaanyi g'ebikozesebwwa.

Term 3 Week 11

Oral Literature

Ekitundu 2

Essanyu teribeerera. Abantu b'e Kaabasuma okukozesa ebintu bino nga bwe baagala kyabaviirako okutema ebibira basobole okufuna amanda n'enku ez'okutunda. Ebyo nga biri bityo, obuuma bwa kasooli n'obw'emmwanyi bwabuna buli kifo. Kino kyaviirako empewo embi okulwaza abantu. Waliwo n'ababbiriranga amasannyalaze ng'oluusi gookya amayumba. Ebimotoka ebikadde nabyo byafuumuulanga agakka agabi okwo ssaako sitoovu n'obutaala butadooba obwayokyanga amayumba. Ebintu bino byavaako n'okulwaza abatuuze endwadde z'amawuggwe, amaaso n'entunnunsi.

Olw'okutema ebibira, ekyeya kyabuna wonna ekyavaako ebbula ly'amazzi, enjala n'ente zaafa kumpi Kaabasuma kufuuka ddungu. Abakulembeze b'ekyalo n'eggombolola baagenda okulaba nga Kaabasuma ayoononese kwe kutuuza olukiiko lw'abatuuze. Mu lukiiko luno ensonga nnyingi ezaayogerwako ezavaako ekyeya. Abatuuze bwe baamala okuwuliriza byonna ne bakizuula nti baali bakola nsobi. Bonna beetonda ne basuubiza okusimba emiti, okukendeeza obuuma bwa kasooli n'emmwanyi n'okujja ebimotoka ebikadde ku nguudo. Beeyama okwegendereza ennyo nga bakoza amasannyalaze okwewala obulabe obuva mu kugabbirira. Oluvannyuma lw'omwaka gumu, Kaabasuma yadda mu mbeera ennungi.

Vocabulary Words		
amawuggwe	gyenereeta	amaanyi g'enjuba
In the Text Questions		In My Mind Questions
1. Lwaki Kaabasuma yayonooneka?		1. Ssinga ggwe wali Oweggombolola y'e Mpenja wandikoledde ki abatuuze?
2. Abatuuze baakola ki Kaabasuma okudda mu mbeera ennungi?		2. Biki bye muyinza okukola ku kyalu kyammwe okuziyiza okwonoona amaanyi g'ebikozesebwa?

END-OF-TERM ASSESSMENT TERM 3

Introduction

Below are end-of-term assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

Level 3 (L3): The learner's performance exceeds the competence expected. Symbol: Δ

Level 2 (L2): The learner's performance meets the competence. Symbol: Λ

Level 1 (L1): The learner's performance does not meet the competence. Symbol: /

Learners with sight and hearing challenges can give their answers orally for assessments that involve reading or writing.

Reading Assessments (administered individually)

Comprehension and Fluency Assessment

Select a text from the term for a learner to read aloud. Create three comprehension questions about the story. Have learners read the story and answer the comprehension questions.

L3: Reads the story and answers all questions correctly.

L2: Reads the story and answers 1-2 questions.

L1: Cannot read any sentence in the story.

Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask them to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.

L2: Successfully completes the task for 3-4 vocabulary words.

L1: Completes the task for 2 or fewer vocabulary words.

Spelling Assessment (administered as a group)

Listening Comprehension Assessment

Compose a story to tell to the class or find a story to read. Create three comprehension questions about the story. Tell/read the story to the class and then ask the question one at a time. Have learners draw or write their answers on a piece of paper. Collect and assess.

L3: Answers all three questions correctly.

L2: Answers 1-2 questions correctly.

L1: Does not answer any questions correctly.

Writing Assessments (administered as a group)

Creative Writing Assessment

Select a topic related to a sub-theme for the term. Tell learners to write a story about that sub-topic using a specific kind of writing (genre). Put the writing organizer for that genre on the chalkboard. Tell learners to use the writing organizer to plan and write their story. Make sure learners write their name. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.

L2: Writes a meaningful, well organised story with at least 1 sentence.

L1: The story does not include a full sentence.

Listening Comprehension Assessment

Select 10 words. Dictate the words one at a time and have learners write them in their exercise books. Collect and assess.

L3: Spells 8-10 words correctly.

L2: Spells 6-8 words correctly.

L1: Spells 5 or less words correctly.

Speaking Assessment (administered individually)

Public Speaking Assessment

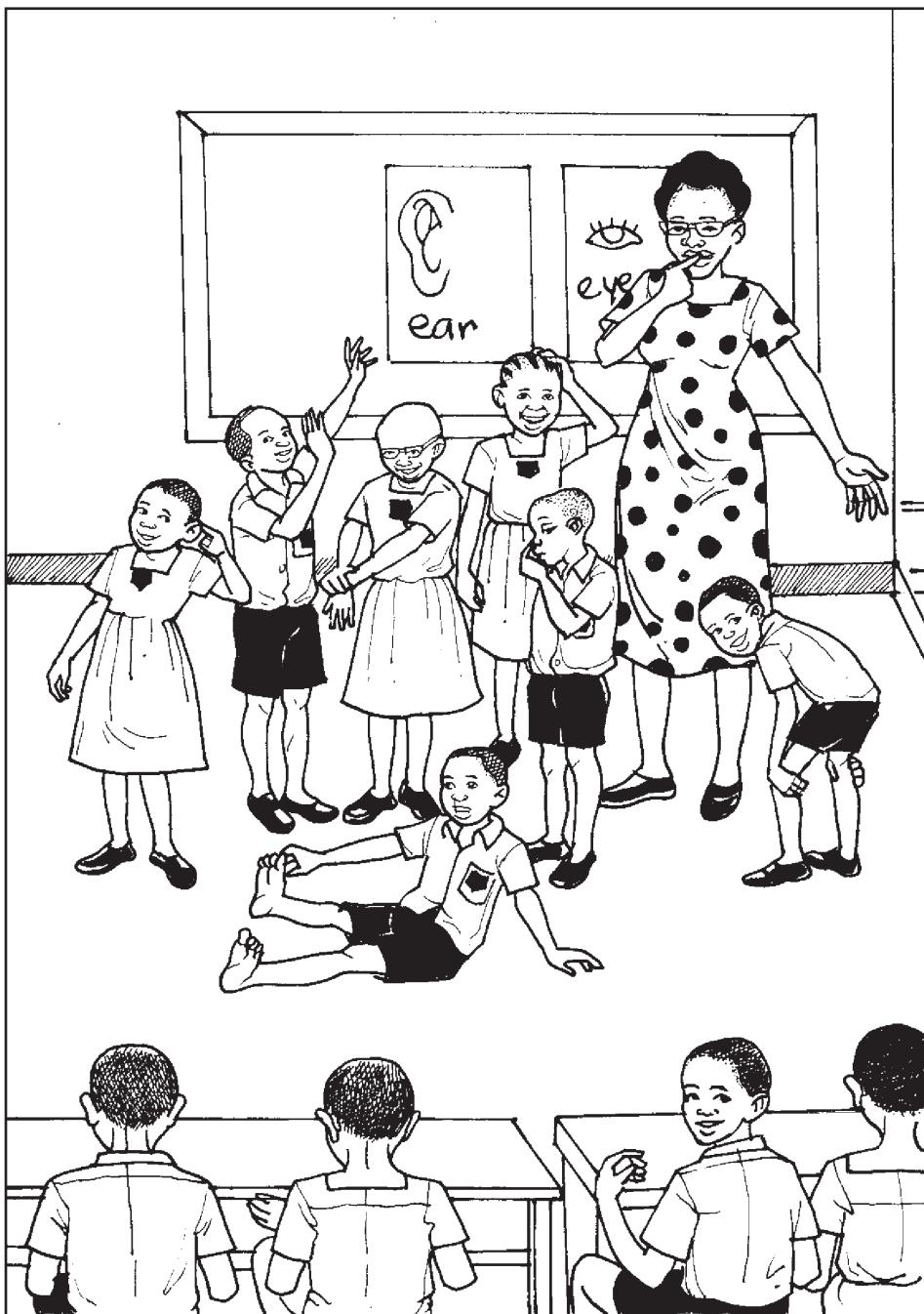
By the end of Week 10 you should have observed and assessed all your learners' speaking competences during the News lesson. During Weeks 11 and 12 select learners who have not told a News story to the class or who have not yet attained the competence.

L3: Tells a meaningful, engaging story with excellent confidence and good expression.

L2: Tells a meaningful story to the class with confidence.

L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.

Appendices



Luganda Grammar Scope and Sequence

Term 1	Lesson Topic
Week 1	Replacing kya- prefix with bya prefix to form plurals from singular nouns.
Week 2	Substituting aka- prefix with obu- prefix to change common nouns from singular to plural.
Week 3	Adding ba- to the verb root with a prefix to change verbs from singular to plural forms.
Week 4	Adding ta- prefix to the root to make the verbs negative.
Week 5	Adding n- prefix to the verb root to show an action being done by a first person (myself).
Week 6	Adding tu- prefix to the verb root to show plural form.
Week 7	Replacing -a suffix , with -e suffix to change the tense from present to near future.
Week 8	Adding ya- prefix to the root of an imperative to form past tense words.
Week 9	Adding te- prefix to show a negative form of a second person plural pronoun
Week 10	Adding baa- prefix to the root of the verb to make past tense words.
Week 11	Substituting ki- prefix with bi- prefix to change countable nouns from singular to plural.
Term 2	Lesson Topic
Week 1	Adding -ir- or -er- infix to the verb root and the final vowel 'a' to form a prepositional verb.
Week 2	Reduplicating the root of the verb, to form words for actions repeatedly done.
Week 3	Using different words that show the opposites of likeliness for people.
Week 4	Replacing mu- with mi- prefix to change collective nouns from singular to plural form.
Week 5	Adding -nga suffix to an action word to change it from past tense to past continuous tense.
Week 6	Replacing ki- with bi- prefix to change common nouns from singular to plural form.
Week 7	Adding to- prefix to the verb root to form a command given by someone else.
Week 8	Adding te- prefix to the verb root, for an action that did not take place or not performed.
Week 9	Adding -ik- or -ek- infix to the verb root and its final vowel, a, to form an adjective.
Week 10	Adding -ik or -ek- infix to the verb root and its final vowel, a, to form plural words.
Week 11	Replacing o with mu prefix to the verb root to change first person subject pronouns, from singular to plural.
Term 3	Lesson Topic
Week 1	Adding a- or ba- prefix to the verb root to change second person subject pronouns, from singular to plural.
Week 2	Adding -ibw- infix in between the verb stem and its final vowel, a , to change from active to passive form.
Week 3	Substituting bu- prefix with bwa- prefix before the verb root to change the verb from present to past tense.
Week 4	Substituting e with zi- prefix marker at the beginning of animal noun to change the noun from singular to plural.
Week 5	Substituting lu- prefix with n- or m- prefix to change countable nouns from singular to plural.
Week 6	Adding -ba- infix between the subject prefix 'a' and the verb stem to form a plural noun.
Week 7	Substituting eki- prefix with aka- prefix for common nouns.
Week 8	Forming nouns from simple present verbs.
Week 9	Adding -li- infix in between the verb root and its initial vowel, o , to change a word from present tense to a future tense.
Week 10	Substituting e prefix, for an object pronoun, with te to form verbs negative.
Week 11	Adding -li- infix between the verb root and its third person pronoun vowel, a , to change from present tense to a future tense.

Luganda Grammar Scope and Sequence

Term 1	Lesson Topic
Week 1	Using a capital letter at the beginning of a sentence, names or titles. Adding space between two different words. Adding full stop (.) at the end of a complete sentence.
Week 2	Using a question mark (?) for questions and providing an answer in full sentence.
Week 3	Changing common nouns from singular to plural.
Week 4	Using a infix to change a sentence's tense from present to past simple.
Week 5	Adding bulungi to compliment a verb, subject and add meaning to the sentence.
Week 6	Using double and single vowels in verbs to show a contrast in the meaning.
Week 7	Using double and single consonants in verbs to show a contrast in the meaning.
Week 8	Using an apostrophe to join ne or ka conjunction with a common noun.
Week 9	Using n or tu person pronouns to change sentences from singular to plural.
Week 10	Using a infix to change from present continuous tense to far past simple tense.
Week 11	Changing adjectives and countable nouns from singular to plural.
Term 2	Lesson Topic
Week 1	Adding ba to ani to change a question sentence from singular to plural.
Week 2	Using wa question marker and providing an answer in full sentence.
Week 3	Using an exclamation mark at the end of sentence that shows wonder or surprise.
Week 4	Using nnyo to emphasise actions or events that the verb refers to in a sentence.
Week 5	Using ne conjunction to form one sentence from two related clauses.
Week 6	Using kiri or kino demonstrative pronouns in a singular form to show a contrast.
Week 7	Using kubanga adverb to join two sentences into one.
Week 8	Using kino or bino demonstrative pronouns to show a contrast between two sentences.
Week 9	Using naye conjunction, that indicates "a reason for" to join two sentences.
Week 10	Using mu preposition and a comma (,) to join two related clauses into one sentences.
Week 11	Using olina or mulina subject pronouns to change a sentence from singular to plural.
Term 3	Lesson Topic
Week 1	Adding nga adjective to a clause to change it to a sentence expressing wonder or surprise. An apostrophe is used if a proceeding word after nga starts a, e, o vowels.
Week 2	Using quotation marks to indicate the direct speech.
Week 3	Using a comma (,) for a list of different items mentioned in a sentence.
Week 4	Organising jumbled words to make a meaningful sentence.
Week 5	When ku preposition proceeds either subject or object in a sentence, kuliko demonstrative pronoun replaces ziri used when the subject changes to an object.
Week 6	Using wange or waffe first person possessive pronouns to show singular/plural ownership.
Week 7	Using kyange or kyaffe first person possessive pronouns to show ownership for an item.
Week 8	Joining two clauses to form one conditional sentence using singa subject and osobola conditional conjunction.
Week 9	Joining two clauses (in present tense) into one conditional sentence using subject and object pronouns for a future simple tense.
Week 10	Joining two clauses to form one conditional sentence using mpozzi nga conditional conjunctions.
Week 11	Using quotation marks and nti conjunction to change a sentence from reported form to direct speech.

Mini-lesson Overview

Mini-lesson #1: Capitalisation	
Content	<ul style="list-style-type: none">The first word in a sentence is always capitalized.Proper nouns are always capitalized.Proper nouns are the names of people and places.Proper nouns can also be the names of a business or organisation.
	Practice:
I do.	<ol style="list-style-type: none">my family went to the wedding.he can't wait to go swimming in masaka.riding a bike to arua city park is great fun!
We do.	<ol style="list-style-type: none">the school is next to the wakiso justice centre.kampala parents' grammar school is really beautiful.the mukasa family has a toyota truck.
You do.	<ol style="list-style-type: none">my family is going to uchumi supermarket.it takes a lot of money to buy shoes from bata.his sister's name is martha.
	Answers:
I do.	<ol style="list-style-type: none"><i>My family went to the wedding.</i><i>He can't wait to go swimming in Masaka.</i><i>Riding a bike to Arua City Park is great fun!</i>
We do.	<ol style="list-style-type: none"><i>The school is next to the Wakiso Justice Centre.</i><i>Kampala Parents' Grammar School is really beautiful.</i><i>the Mukasa Family has a Toyota truck.</i>
You do.	<ol style="list-style-type: none"><i>My family is going to Uchumi Supermarket.</i><i>It takes a lot of money to buy shoes from Bata.</i><i>His sister's name is Martha.</i>

Mini-lesson Overview

Mini-lesson #2: Using Commas	
Content	<ul style="list-style-type: none">• Use a comma to separate items in a series of three or more items. (Do NOT put a comma before or after “and” or “or”.)• Use a comma to separate a direct quotation from the rest of a sentence.• The comma goes <i>outside the quotes</i> when the quote is at the end of the sentence.• The comma goes <i>inside the quotes</i> when the quote starts the sentence.
	Practice:
I do.	<ol style="list-style-type: none">1. Joseph Jane Mary and James went to the park.2. Mary said “I am tired and I want to go home.”3. “That is my hat” said Paul.
We do.	<ol style="list-style-type: none">1. The teacher said “Take out your books.”2. There were apples bananas mangos and pineapples for sale.3. “Let’s go to the market” suggested Martha.
You do.	<ol style="list-style-type: none">1. Dogs cats chickens and ducks were near the house.2. “I like bananas” said Tom.3. Mother said to Mary “Time to wash your clothes.”
	Answers:
I do.	<ol style="list-style-type: none">1. <i>Joseph, Jane, Mary and James went to the park.</i>2. <i>Mary said, “I am tired and I want to go home.”</i>3. <i>“That is my hat,” said Paul.</i>
We do.	<ol style="list-style-type: none">1. <i>The teacher said, “Take out your books.”</i>2. <i>There were apples, bananas, mangos and pineapples for sale.</i>3. <i>Let’s go to the market,” suggested Martha.</i>
You do.	<ol style="list-style-type: none">1. <i>Dogs, cats, chickens and ducks were near the house.</i>2. <i>“I like bananas,” said Tom.</i>3. <i>Mother said to Mary, “Time to wash your clothes.”</i>

Mini-lesson Overview

Mini-lesson #3: End Punctuation	
Content	<ul style="list-style-type: none">• A full stop is used at the end of most sentences. It tells the reader to make a long pause.• An exclamation mark is used to show a command: "STOP!" It is also used to show surprise or excitement: "Oh no!"• A question mark is used to show that a person is asking a question: "Are you feeling okay?"
	Practice:
I do.	<ol style="list-style-type: none">1. Today is the first day of the week2. What did you do yesterday3. Wow, seeing a real lion is exciting
We do.	<ol style="list-style-type: none">1. Where did you find your book2. It was raining all day3. Stop running in the classroom
You do.	<ol style="list-style-type: none">1. The children played all afternoon2. The fire is coming nearer3. Where were you this morning
	Answers:
I do.	<ol style="list-style-type: none">1. <i>Today is the first day of the week.</i>2. <i>What did you do yesterday?</i>3. <i>Wow, seeing a real lion is exciting!</i>
We do.	<ol style="list-style-type: none">1. <i>Where did you find your book?</i>2. <i>It was raining all day.</i>3. <i>Stop running in the classroom!</i>
You do.	<ol style="list-style-type: none">1. <i>The children played all afternoon.</i>2. <i>The fire is coming nearer!</i>3. <i>Where were you this morning?</i>

Mini-lesson Overview

Mini-lesson #4: Using Quotation Marks	
Content	<ul style="list-style-type: none">Put quotation marks around a speaker's exact words.
	Practice:
I do.	<ol style="list-style-type: none">James said, I don't want to go.I am selling mangos, said the girl.Who ate my banana? asked Mary.
We do.	<ol style="list-style-type: none">Where is my money? demanded the shopkeeper.The people cried, Let us in! Let us in!Here is my homework, Martin said to his teacher.
You do.	<ol style="list-style-type: none">John asked, Where is the fruit?That is a beautiful dress! exclaimed Mother.Let's go visit Grandmother, said Betty.
	Answers:
I do.	<ol style="list-style-type: none"><i>James said, "I don't want to go."</i><i>"I am selling mangos," said the girl.</i><i>"Who ate my banana?" asked Mary.</i>
We do.	<ol style="list-style-type: none"><i>"Where is my money?" demanded the shopkeeper.</i><i>The people cried, "Let us in! Let us in!"</i><i>"Here is my homework," Martin said to his teacher.</i>
You do.	<ol style="list-style-type: none"><i>John asked, "Where is the fruit?"</i><i>"That is a beautiful dress!" exclaimed Mother.</i><i>"Let's go visit Grandmother," said Betty.</i>

Mini-lesson Overview

Mini-lesson #5: Writing Complete Sentences (modify according to the rules in your language)	
Content	<ul style="list-style-type: none">• A sentence has to tell a whole thought. It has to make sense.• Every sentence has two main parts: the subject and the predicate.• The subject is the person, place or thing that is doing something or being described. The subject has a noun.• The predicate tells what happens in the sentence. It has a verb.
	Practice:
I do.	1. My friend Rosa came to my house. 2. The football player scored a goal. 3. My cat caught a mouse.
We do.	1. My brother eats ice cream. 2. My grandmother lives with us. 3. Dust falls from the sky.
You do.	1. Your dog barked all night. 2. The school was closed yesterday. 3. The screaming children scared the dog.
	Answers:
I do.	1. <i>My friend Rosa - came to my house.</i> 2. <i>The football player - scored a goal.</i> 3. <i>My cat - caught a mouse.</i>
We do.	1. <i>My brother - eats ice cream.</i> 2. <i>My grandmother - lives with us.</i> 3. <i>Dust - falls from the sky.</i>
You do.	1. <i>Your dog - barked all night.</i> 2. <i>The school - was closed yesterday.</i> 3. <i>The screaming children - scared the dog.</i>

Mini-lesson Overview

Mini-lesson #6: Simple & Compound Sentences	
Content	<ul style="list-style-type: none">• A simple sentence tells one complete thought.• A compound sentence is made up of two simple sentences whose ideas are related.• They are joined by a conjunction (and, or, but, etc.).• Sometimes it is better to write two simple sentences. Sometimes a compound sentence is better.• The exercises below give learners the opportunity to combine two simple sentences into one compound sentence AND to take one compound sentence and make two simple sentences.
	<i>From simple to compound:</i>
I do.	1a. The rain lasted for days. There was little flooding. 1b. <i>The rain lasted for days <u>but</u> there was little flooding.</i>
We do.	2a. The food was left on the table. An animal took it. 2b. <i>The food was left on the table <u>and</u> an animal took it.</i>
You do.	3a. The dog barked at the girl. The girl was not afraid. 3b. <i>The dog barked at the girl <u>but</u> she was not afraid.</i>
	<i>From compound to simple:</i>
I do.	1a. Sam wants to visit Nairobi <u>and</u> Tom wants to visit Kigali. 1b. <i>Sam wants to visit Nairobi. Tom wants to visit Kigali.</i>
We do.	2a. I like to play football <u>and</u> I like to sing in the choir. 2b. <i>I like to play football. I like to sing in the choir.</i>
You do.	3a. Fred took a photograph <u>but</u> it was too dark. 3b. <i>Fred took a photograph. It was too dark.</i>

Mini-lesson Overview

Mini-lesson #7: Run-on Sentences	
Content	A run-on sentence is a sentence with two or more complete thoughts which are not joined together properly. To correct these sentences, you can: A. Separate the thoughts using punctuation. B. Separate the thoughts using a conjunction.
	Practice:
I do.	Run-on: I don't like learning English it makes me tired. A. <i>I don't like learning English. It makes me tired.</i> B. <i>I don't like learning English because it makes me tired.</i>
We do.	Run-on: Don't run in the house it's too dangerous. A. <i>Don't run in the house. It's too dangerous.</i> B. <i>Don't run in the house because it's too dangerous.</i>
You do.	Run-on: I wrote a letter it didn't get there. A. <i>I wrote a letter. It didn't get there.</i> B. <i>I wrote a letter but it didn't get there.</i>
	More Practice:
I do.	Run-on: My mother is coming to visit she will arrive next week. A. <i>My mother is coming to visit. She will arrive next week.</i> B. <i>My mother is coming to visit and she will arrive next week.</i>
We do.	Run-on: I'm going to college I want to be a doctor. A. <i>I'm going to college. I want to be a doctor.</i> B. <i>I'm going to college because I want to be a doctor.</i>
You do.	Run-on: My car got a puncture I won't make it to the wedding. A. <i>My car got a puncture. I won't make it to the wedding.</i> B. <i>My car got a puncture so I won't make it to the wedding.</i>

Mini-lesson Overview

Mini-lesson #8: Identifying Nouns	
Content	<p>Nouns: are words that name a person, place or thing. <u>Examples:</u> girl, Aunt Mary, carpenter, ocean, Kampala, home, hat, cow, broom.</p> <p>There are two main types of nouns:</p> <ul style="list-style-type: none">• Proper Nouns: are names of specific people or places. They begin with a capital letter. <u>Examples:</u> Kampala, Aunt Mary.• Common Nouns: begin with lower case letters (unless at the beginning of a sentence). <u>Examples:</u> girl, ocean, hat.
	Practice: I do. 1. John likes to play football. 2. Joe eats an apple. 3. The flowers are in the vase. We do. 1. The team has won three games. 2. The dog sleeps in the house. 3. The doctor lives in my village. You do. 1. Sarah lost her book. 2. The fish swims in the Lake Victoria. 3. The car is driving to Kampala.
	Answers: I do. 1. <u>John likes to play football.</u> 2. <u>Joe eats an apple.</u> 3. <u>The flowers are in the vase.</u> We do. 1. <u>The team has won three games.</u> 2. <u>The dog sleeps in the house.</u> 3. <u>The doctor lives in my village.</u> You do. 1. <u>Sarah lost her book.</u> 2. <u>The fish swims in the Lake Victoria.</u> 3. <u>The car is driving to Kampala.</u>

Mini-lesson Overview

Mini-lesson #9: Identifying Verbs	
Content	<p>Verbs are action words. A verb tells what the subject does, is, or what happens to it. (Ask: What is subject doing? Answer: A verb.)</p> <ul style="list-style-type: none">• Kayla smiled at the teacher. <i>What did Kayla do? Kayla <u>smiled</u>.</i>• The car raced to the hospital. <i>What did the car do? The car <u>raced</u>.</i>• Maria was lost in the woods. <i>What happened to Maria? Maria <u>was lost</u>.</i>
	Practice:
I do.	1. The dog barked at the car. 2. The student studied for the test. 3. The bicycle crashed into the wall.
We do.	1. Sally read the book for 30 minutes 2. The teacher taught a math lesson. 3. I sing in the choir with my friends.
You do.	1. The cat ran up the tree. 2. The dog sat on the rug. 3. The baby cries when Mary teases him.
	Answers:
I do.	1. <i>The dog <u>barked</u> at the car.</i> 2. <i>The student <u>studied</u> for the test.</i> 3. <i>The bicycle <u>crashed</u> into the wall.</i>
We do.	1. <i>Sally <u>read</u> the book for 30 minutes</i> 2. <i>The teacher <u>taught</u> a math lesson.</i> 3. <i>I <u>sing</u> in the choir with my friends.</i>
You do.	1. <i>The cat <u>ran</u> up the tree.</i> 2. <i>The dog <u>sat</u> on the rug.</i> 3. <i>The baby <u>cries</u> when Mary teases him.</i>

Mini-lesson Overview

Mini-lesson #10 – Using Describing Words	
Content	<p>One way to improve your writing is to include more describing words. Describing words help the reader understand the characters and setting better. They can make the action of the story more interesting, exciting or suspenseful.</p> <p>Tell learners to look for the nouns and verbs in their stories. Ask them to think of describing words that can be added to the noun or verb to give a clearer picture of what is happening. Here is an example:</p> <ul style="list-style-type: none">• The <u>dog</u> <u>barked</u> at the <u>girl</u>. (<u>Nouns</u> underlined once. <u>Verb</u> underlined twice.) <p>Here is a new sentence with describing words added:</p> <ul style="list-style-type: none">• The angry dog barked loudly at the frightened, little girl.
Practice:	
I do.	<ol style="list-style-type: none">1. The boy rode his bike to school.2. The police officer ran to the accident.3. The clouds moved through the sky.
We do.	<ol style="list-style-type: none">1. The house is on a street.2. The family ate dinner.3. The cat walked through the grass.
You do.	<ol style="list-style-type: none">1. The winner celebrated his victory.2. A thief took the woman's purse.3. The book fell off the table.
Possible Answers:	
I do.	<ol style="list-style-type: none">1. <i>The teen-aged boy rode his old, rusty bike to school as slowly as possible.</i>2. <i>The brave police officer ran hastily to the terrible, life-threatening accident.</i>3. <i>The puffy, white clouds moved leisurely through the pink, evening sky.</i>
We do.	<ol style="list-style-type: none">1. <i>The old, brick house is on a quiet, isolated street.</i>2. <i>The big, bustling family noisily ate their hot, tasty dinner with joy.</i>3. <i>The silent, stalking cat walked noiselessly through the tall, brown grass.</i>
You do.	<ol style="list-style-type: none">1. <i>The exhausted winner joyously celebrated his hard-won victory.</i>2. <i>A small, wily thief stealthily took the old woman's moth-eaten purse.</i>3. <i>The large, ancient book fell off the marble table with a loud bang.</i>

Handwriting Guidelines for Primary 3

What are the handwriting competences in P3?

P3 learners should be able to demonstrate two competences.

- sit properly and holds the pencil correctly when writing.
- write letters with correct starting point, formation and direction (left to right).

These two competences can be translated into 6 observable handwriting behaviours to assess:

1. Sitting posture (This may not be possible to assess if learners don't sit at desks.)
2. Pencil grip
3. Starting point
4. Letter formation
5. Direction (left to right)
6. Spacing between letters and words

The literacy component addressed during handwriting is primarily handwriting ***fluency***. Regular practice of letter formation will also support learners' knowledge of ***alphabetic principle***.

What instructional methods do we use to teach handwriting in P3?

Air Writing: Before writing with a pencil, learners practice writing in the air.

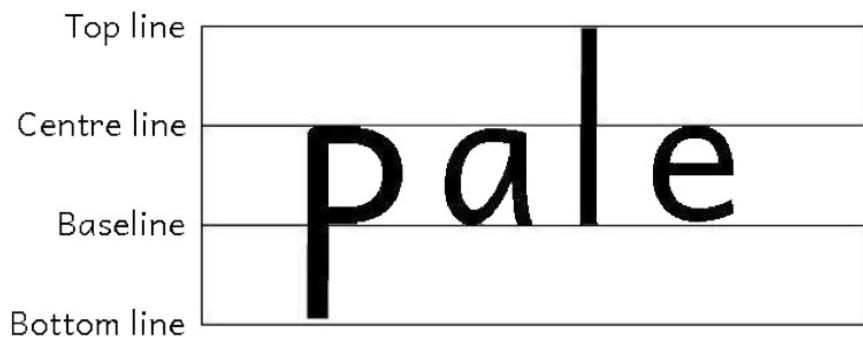
Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

The Letter Formation Phrase: When forming the letter in the air or on the chalkboard the teacher uses a simple phrase to help learners remember the correct formation.

I Do-We Do-You Do: Handwriting instruction follows this standard model of 1) teacher demonstration; 2) whole class practice; 3) individual assessment.

The Four Guidelines: These lines correspond to the lines in the exercise book. Pupils use the guidelines to support correct letter formation. The four guidelines are illustrated on the following page.

The 4 Handwriting Guidelines



The names for these four lines have been translated into your local language. They can be found in the glossary of this teacher's guide.

Don't expect learners to master using the guidelines until the middle of Term 2.
Be patient. Learning good handwriting takes daily practice over many, many months.

What about left-handed writers and other special needs learners?

Learners who favour their left-hand for writing should not be forced to use their right hand.
Special considerations for left-handed learners include:

- Identify left-handed writers as early as possible so that appropriate interventions can begin.
- Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
- Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.

P3 Writing Approach

Primary 3 is a very important year for our learners. It marks the transition from ‘learning to read’ to ‘reading to learn’. This year also means preparing the pupils for Primary 4 where the content will be subject-based and presented in English textbooks.

In P3, pupils will be exposed to a wide variety of different types of texts, also known as ‘genres’. Literacy 1 and Literacy 2 are integrated through the stories, reports and poems in the pupil book. Each week the Literacy 1 text provides a model of the pupils’ writing task for the week. Primary 3 introduces four major types of writing learners will interact with. Each of these types has several sub-types, all of which will help P3 pupils ‘read to learn’. Here is an outline of the types of writing P3 learners will address in both Literacy 1 and 2:

1. Narrative Writing

- Fiction Story
- Real Life Story
- Play writing/drama

2. Informative Writing

- Thematic Report
- News Story
- ‘How To’ Report
- Biography

3. Persuasive Writing

- Opinion Letter
- Persuasive Poster
- Editorial

4. Poetic Writing

- Acrostic Poem
- Alliteration Poem
- Riddle Poem
- Song
- Rhyme Poem

The Primary 2 writing process used on Days 1 and 3 had three steps (plan, draft, revise). In P3 this process is extended to include two more steps (plan, draft, revise, edit and publish). By using a five-step process (one step for each day of the week) the learners experience taking a piece of writing through all the steps in the writing process. Each week pupils will receive a writing organiser, an assessment tool and a mini-lesson to ensure they understand and can implement the writing assignment for the week.

A brief description of the activities on each day of the Literacy 2 writing process, as well as a description of the writing organisers, assessment tools and mini-lessons teachers will use with their pupils is found on the pages that follow.

Outline of the Weekly Writing Process

Day 1: Planning

- Teacher defines and describes the type of writing for the week.
- Teacher models the use of the writing organiser.
- Teacher and learners brainstorm possible topic ideas.
- Learners use the writing organiser to plan their writing topic.

Day 2: Drafting

- Teacher reviews the writing organiser for the week.
- Learners write their first draft, also known as the ‘sloppy copy’.
- Learners focus on getting as many creative ideas down on paper as possible and do NOT focus on writing conventions like handwriting or spelling which will be addressed later in the week.

Day 3: Revising

- Teacher introduces the assessment tool.
- Learners read and review their first draft individually and with a partner using the assessment tool.
- Learners make changes to improve the content of their writing.

Day 4: Editing

- Teacher presents a mini-lesson to the class on a topic determined by the teacher.
- Learners check their writing for spelling, Capitalisation and punctuation.
- Learners begin writing a final copy. This is when they focus more on spelling and handwriting.

Day 5: Publishing

- Teacher helps learners prepare their final writing and illustrations.
- Learners prepare a final draft for the ‘class book’.
- Learners illustrate their final text when appropriate.
- Learners share their writing in small and large groups.
- Teacher displays classroom writing.
- Everyone celebrates the creation of a new story, text or report in their local language!

Other Teacher Support Tools for Literacy 2

Writing Organisers

Writing organisers (also known as graphic organisers) are tools that help writers plan their writing for the week. The writing organiser is introduced on Day 1. Teachers will find a complete list of writing organisers in this appendix along with a brief definition of the type of writing and a model text. Each week the specific writing organiser used is found in the Weekly Lesson Support section of the teacher's guide along with a sample text.

Teachers may be inclined to fill in the writing organiser from top to bottom, starting with the title and working down. This is not how the writing organiser is intended to be used. In fact, the title is often the *last* line to be filled in, even though it is on the first line of the organiser. Instead, the writing organiser should be filled in as ideas for a topic develop. For example, you may have a specific problem you want to address in your fiction story, so this is the first row you fill in. Another week, you may know that you want to write a story that takes place in a certain setting so you begin from that row. Ultimately, the writing organiser is just a tool to help the learners outline their ideas. Once a first draft is completed on Tuesday there should no longer be a need to focus on the writing organiser. Instead, the focus turns to the draft itself and the assessment tool.

Assessment Tools

Assessment tools (also known as rubrics) help the teacher and learners identify and evaluate key elements in the writing for the week. Each writing organiser has a corresponding assessment tool, which is included in this appendix. The assessment tools make it possible for pupils to identify how to improve their writing. They also help the teacher to assess learners' work. The teacher presents the assessment tool to learners on Day 3. As the pupils do their revising and editing they check their writing against the assessment tool as they develop their final draft.

Mini-lessons

A mini-lesson is a 15 minute whole class activity presented on Day 4 as part of the editing process. The mini-lesson provides direct instruction on a variety of conventions related to good writing. Teachers can also develop their own mini-lessons on other topics. Here is a list of the ten mini-lesson topics provided in this teacher's guide.

Mini-lesson topics:

- | | |
|-------------------------------|----------------------------------|
| 1. Capitalisation | 6. Simple and Compound Sentences |
| 2. Using Commas | 7. Run-on Sentences |
| 3. Using End Punctuation | 8. Identifying Nouns |
| 4. Using Quotation Marks | 9. Identifying Verbs |
| 5. Writing Complete Sentences | 10. Using Describing Words |

TYPE OF WRITING #1: NARRATIVE WRITING

Learners create original stories from their imaginations, retell familiar cultural stories and write stories about events in their own lives. Narrative writing can be fiction or non-fiction. The learners' writing should have a beginning, middle and ending. It should have well-developed characters, setting and action (or plot).

Fiction Story: A made-up story that is created from the writer's imagination.

Writing Organiser: Fiction Story	
Title	<ul style="list-style-type: none">• Can you summarise the story in a few attention-grabbing words?
Character(s)	<ul style="list-style-type: none">• Who are the actors in the story?
Setting	<ul style="list-style-type: none">• When and where does story take place?
Problem	<ul style="list-style-type: none">• What problem does the main character face?
Action: Beginning	<ul style="list-style-type: none">• Introduce the characters and setting.
Action: Middle	<ul style="list-style-type: none">• Describe the problem the characters face.
Action: Ending	<ul style="list-style-type: none">• Find a solution to the problem and conclude the story.

Assessment Tool: Fiction Story	✓
My story has an eye-catching title.	
My story has interesting characters.	
I identify the setting of my story.	
I introduce a problem to be solved.	
My story has a beginning, middle and an ending.	
I use my best handwriting.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Fiction Story: Mary's Tears

Mary is six years old. She is usually happy, but today she is crying. Tomorrow is her first day of school. She is scared.

Mary's friend Faridah comes to visit. Faridah says she will walk with Mary to school. Mary dries her tears. She is happy to walk to school with her friend.

Real Life Story: A story that relates an experience that has happened to the writer in his or her real life. A real life story is told in the first person, i.e. uses the pronouns 'I' and 'me'.

Writing Organiser: Real Life Story	
Title	• Can you summarise the story in a few words?
Character(s)	• Who are the actors in the story?
Setting	• When and where does story take place?
Problem	• What problem does the main character face?
Action: Beginning	• Introduce the characters and setting.
Action: Middle	• Describe the problem the characters face.
Action: Ending	• Describe the solution to the problem.

Assessment Tool: Real Life Story	✓
My story has an interesting title.	
I am a character in the story.	
I describe the setting of my story.	
I introduce a problem to be solved.	
My story has a beginning, middle and an ending.	
My story uses the pronouns 'I' and 'me'.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Real Life Story: A Great Rainy Day!

One day it rained like crazy! My friend Susan and I decided to slide down a muddy hill on banana leaves. Susan went first. I followed behind her. We slid down the hill fast. Susan slid into a tree! Then I slid into Susan.

'Are you hurt?' I asked.

'No,' she said. 'Let's do it again!'

Susan and I had a lot of fun sliding down the hill that day.

Play writing/drama: A short play. A play is made up of dialogue between characters. The characters' names are indicated along the left-hand margin. Directions for the characters should be written inside brackets.

Writing Organiser: Play	
Title	• Can you summarise the play in a few words?
Character(s)	• Who are the characters in the play?
Setting	• When and where does the play take place?
Problem	• What problem does the main character face?
Action: Beginning	• Introduce the characters and setting.
Action: Middle	• Describe the problem the characters face.
Action: Ending	• Describe the solution to the problem.

Assessment Tool: Play	✓
My play has a title that will interest the reader.	
My play has interesting characters.	
I describe the setting of my play.	
I introduce a problem to be solved.	
My play has a beginning, middle and an ending.	
The character names are written first, followed by a colon. Directions are in brackets.	
I use a colon after the character's name.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Play: A True Friend

(Betty and Mary are in P3. They are at school. It is break time.)

MARY: (sounding worried) Oh, no!

BETTY: What's the matter?

MARY: (frantically searching her pockets) I can't find my money! I will have nothing to eat!

BETTY: Calm down. It will be okay. How much money did you lose?

MARY: (relaxing) 200 shillings.

BETTY: I found 200 shillings at the school gate this morning. It must be yours.

TYPE OF WRITING #2: INFORMATIVE WRITING

Learners write texts that inform, instruct or explain something to the reader. P3 learners will write thematic reports, news stories, biographies and ‘how to’ reports.

Thematic Report: A thematic report provides the reader with factual information about a topic. It usually relates to the theme or sub-theme for the week.

Writing Organiser: Thematic Report	
Title	<ul style="list-style-type: none">Summarise the report in a few words.
Introduction: Main Idea	<ul style="list-style-type: none">Introduce the main idea of the report.
Supporting Idea 1	<ul style="list-style-type: none">Provide a supporting idea or fact.
Supporting Idea 2	<ul style="list-style-type: none">Provide a supporting idea or fact.
Supporting Idea 3	<ul style="list-style-type: none">Provide a supporting idea or fact.
Conclusion: Main Idea	<ul style="list-style-type: none">Restate the main idea.

Assessment Tool: Thematic Report	✓
My report has a title.	
I state the main idea in the introduction.	
I provide 2-4 ideas that support the main idea.	
My conclusion restates the main idea in a new way.	
I use correct punctuation at the end of a sentence.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Thematic Report: Parts of an Elephant

The body of an elephant has many interesting features. Each body part helps the elephant in a different way.

An elephant’s ears are very large. They help the elephant stay cool. The elephant’s tusks can be used for defence. They are made of ivory. The trunk is probably the elephant’s most famous feature. Elephants use their trunk like we use our hands. With their trunks elephants eat food, greet friends and caress their babies.

Elephants are amazing animals with body parts that each have a special job to do.

News Story: A news story provides a factual report about something the learner has seen and heard. News stories usually focus on current events in the community.

Writing Organiser: News Story	
Title	• Summarise the news story in a few words.
Who?	• Who are the main characters?
Where?	• Where did the event happen?
When?	• When did it happen?
What?	• What interesting things happened?
How?	• How did the event unfold, step-by-step?
Why?	• Why did the event take place?
Conclusion	• Summarise or restate the main ideas in the story.

Assessment Tool: News Story	✓
My news story has a title.	
My news story tells the main characters and setting.	
My news story explains what happens.	
My news story explains why it happened.	
My news story tells the events in time order.	
My news story has a conclusion.	
I have spelled all the words correctly in my news story.*	

* The teacher can substitute another assessment criterion in the last box.

Sample News Story: Making Bricks for Profit

Mr Mudondo is a successful brick maker. His brick-making business is next to the swamp near the main road into town.

Every day except Sunday you can find Mr. Mudondo making bricks for sale. He begins by mixing the clay with water using his feet. Then he puts the soft clay into the wooden frame. He lays the new bricks on grass to dry them. When they are dried, he fires them in a kiln.

Mr. Mudondo sells his finished bricks for 300 shillings each. With this money he has built a house and sent his children to good schools. Making bricks is hard work but it is profitable.

Biography: The true story of a person's life. It describes the important events in a person's life and shows how the person influenced the lives of others.

Writing Organiser: Biography	
Title	• Summarise the person's life in a few words.
Who?	• Who is this biography about?
Where?	• Where was the person born and raised?
When?	• When did the main events in the person's life happen?
What?	• What challenges did the person face in his/her life?
How?	• How did the person meet challenges in his/her life?
Why?	• Why is this person's life important?
Conclusion	• Summarise and restate the main ideas in the biography.

Assessment Tool: Biography	✓
My biography has a title.	
My biography describes the main characters.	
My biography tells the main events in the person's life and when and where they happened.	
My biography includes some challenges the person faced and how he or she solved them.	
My biography explains why the person was important in the lives of others.	
My biography tells the events in time order.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Biography: My Grandmother the Leader

My grandmother's name is Akello Martha. She is a strong woman. She has been a leader all her life.

My grandmother was born about 50 years ago in Apac District. She was the first girl in her village to go to school. She trained to be a primary school teacher. Then she became a head mistress. Now she runs her own nursery school in Lira.

My grandmother has helped to educate many people in her lifetime, including me. I am grateful to have such a strong and educated woman as my grandmother.

'How To' Report: A step-by-step description of how to do or make something. It is usually written using short, imperative sentences. Learners write two forms. The 'step-by-step' form uses numbered steps. The 'paragraph form' is written like a report.

Writing Organiser: 'How To' Report	
Title	<ul style="list-style-type: none"> The title usually begins, 'How to...'
Materials	<ul style="list-style-type: none"> Describe the materials needed to do the task.
Time	<ul style="list-style-type: none"> Describe the amount of time it will take.
Steps	<ul style="list-style-type: none"> Describe the first step. Continue with the other steps in order. The final step should include a summary statement.

Assessment Tool: 'How To' Report	✓
I have given the report a good title.	
I have described the materials needed to do the task.	
I have described how long it will take.	
I give the instructions in the right order.	
My sentences are short and easy-to-understand.	
I used my best handwriting.*	

* The teacher can substitute another assessment criterion in the last box.

Sample 'How To' Report (step-by-step): How to Boil Eggs

Materials: saucepan, water, eggs, cooking source **Time:** 30 minutes

Step 1: Put the eggs in the saucepan. Pour enough water to cover the eggs.

Step 2: Put the pan on the cooking source and let the water boil.

Step 3: After the water has boiled for 10 minutes take the saucepan off the heat.

Step 4: Add cold water. Let the eggs cool for 5-10 minutes.

Step 5: Peel the eggshells and eat the eggs with salt. Enjoy your delicious eggs!

Sample 'How To' Report (paragraph form): Traveling to St Mary's Primary School

Cost: UGX 1,200

Time: About 1 hour

If you are in Arua and you want to visit St Mary's P/S you first need to go to the taxi park. Ask for the Yumbe Road Taxi. Tell the conductor you want to get off at the village called Owiny. The taxi will cost UGX 700. When you reach Owiny, find a boda-boda. Tell him you want to go to St Mary's. He will charge you UGX 500. Good luck and enjoy the trip!

TYPE OF WRITING #3: PERSUASIVE WRITING

In persuasive writing the author tries to convince the reader to support his/her point of view using logic, values and emotion. Posters are also considered a form of persuasive writing that use strong visual images as well as words to convince the viewer of something.

Opinion Letter: A letter addressed to someone whose opinion you want to influence.

Writing Organiser: Opinion Letter	
Greeting	<ul style="list-style-type: none">The letter begins by addressing the recipient of the letter.
Introduction: Main Idea/Opinion	<ul style="list-style-type: none">Introduce the main idea/opinion.
Supporting Idea 1	<ul style="list-style-type: none">Provide a supporting idea or fact.
Supporting Idea 2	<ul style="list-style-type: none">Provide a supporting idea or fact.
Supporting Idea 3	<ul style="list-style-type: none">Provide a supporting idea or fact.
Conclusion: Main Idea	<ul style="list-style-type: none">Restate the main idea.

Assessment Tool: Opinion Letter	✓
My opinion letter starts with the proper greeting.	
I state the main idea in the introduction.	
I provide 2-4 ideas that support the main idea.	
My conclusion restates the main idea in a new way.	
I use correct punctuation at the end of a sentence.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Opinion Letter: School Feeding at Alule Primary School

Dear Head Teacher,

RE: School Feeding at Alule Primary School

I believe that Alule Primary School should provide porridge for the pupils at break time. Good feeding is an important part of education. Without food, children's brains aren't able to work well. Food gives us the energy to study hard at school. Therefore, I suggest that the school make a plan to provide children with porridge during break time.

Sincerely,
Otim Bob, P3 pupil

Persuasive Poster: A persuasive poster encourages the viewer to change a behaviour or try something new. A poster can also encourage people to attend an event. Posters need to use eye-catching visual information and brief, simple text to capture the viewers attention.

Writing Organiser: Persuasive Poster	
Main Idea Title/Heading	<ul style="list-style-type: none"> • What is it you want the viewer to do, try or attend? • Can you capture this idea in a short title? • How can you represent this idea visually?
Supporting Ideas Sub-headings	<ul style="list-style-type: none"> • What are the supporting ideas that support the main idea? How do you represent them with pictures? • For an event poster, can you answer the who, what, when, where and how much questions?

Assessment Tool: Persuasive Poster	✓
My poster has an attention-grabbing title.	
The main idea of my poster is clear and well-represented in words and pictures.	
My poster has powerful visual information that supports the main message and helps to inform and persuade the viewer.	

* The teacher can substitute another assessment criterion in the last box.

Sample Persuasive Poster: Plant a Tree Today!



Editorial: An article in a newspaper that gives an opinion on an important issue in the news.

Writing Organiser: Editorial	
Title	<ul style="list-style-type: none">• The title summarises the idea/opinion.
Introduction: Main Idea/Opinion	<ul style="list-style-type: none">• Introduce the main idea/opinion.
Supporting Idea 1	<ul style="list-style-type: none">• Provide a supporting idea or fact.
Supporting Idea 2	<ul style="list-style-type: none">• Provide a supporting idea or fact.
Supporting Idea 3	<ul style="list-style-type: none">• Provide a supporting idea or fact.
Conclusion: Main Idea	<ul style="list-style-type: none">• Restate the main idea.

Assessment Tool: Editorial	✓
My editorial has a good title.	
I state the main idea in the introduction.	
I provide 2-4 ideas that support the main idea.	
My conclusion restates the main idea in a new way.	
I capitalised the first word in every sentence.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Editorial: We Need Our Trains Back

Uganda used to have a good rail system, but it has broken down. The government needs to invest in fixing our trains and railways.

Trains are a cheap and safe way to move bulky goods from place to place. They reduce the number of trucks on our busy roads. A country with a good rail system can attract new industries.

It will take a lot of work and a lot of money to bring our trains back, but the effort will reward our country with improved movement of goods, safer highways and new business. Our leaders need to act now to improve our rail system for a brighter future.

TYPE OF WRITING #4: POETIC WRITING

Poetry is a form of writing that uses word pictures and plays with rhythm, rhyme, alliteration and other stylistic devices to express a feeling or emotion.

Acrostic Poem: A poem that spells out a featured word when read vertically.

Writing Organiser: Acrostic Poem	
Featured word	<ul style="list-style-type: none">• Select a word to use for the acrostic poem. It can be a name or a thematic vocabulary word.
Letter 1	<ul style="list-style-type: none">• List all the words you can think of that start with this letter.
Letter 2	<ul style="list-style-type: none">• List all the words you can think of that start with this letter.
Letters 3, 4, 5, etc.	<ul style="list-style-type: none">• List all the words you can think of that start with the remaining letters.
Select words	<ul style="list-style-type: none">• Select the most appropriate word for each letter of your featured word from the list and complete the poem.

Assessment Tool: Acrostic Poem	✓
I have selected a good featured word for my acrostic poem.	
I have selected appropriate words to describe the featured word.	
The acrostic poem spells out the featured word when read vertically.	
I have used my best handwriting.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Acrostic Poem #1: CAT

Curious
Aggressive
Temperamental

Sample Acrostic Poem #2: CAT

Catches mice.
StAlks the mouse quietly.
ATtacks the mouse quickly.

Alliteration Poem: A poem that plays with repeated sounds to convey an idea or emotion.

Writing Organiser: Alliteration Poem	
Topic	<ul style="list-style-type: none">• What will the poem describe (person, place, thing)?
Featured Sound	<ul style="list-style-type: none">• What sound do you want to feature in the poem?
Words with the Sound	<ul style="list-style-type: none">• List all the words you can think of that have the featured sound.
Line 1	<ul style="list-style-type: none">• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.
Line 2	<ul style="list-style-type: none">• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.
Line 3	<ul style="list-style-type: none">• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.

Assessment Tool: Alliteration Poem	✓
I have selected a good topic for my alliteration poem.	
I have selected descriptive words that use the featured sound.	
I have selected appropriate words to describe the topic.	
I have spelled the words correctly.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Alliteration Poem #1: River (featuring the sound /R/)

Rough, roiling rapids.

Restless water, rushing downstream.

The river rises and rises with the relentless rain.

Sample Alliteration Poem #2: Sand (featuring the sound /S/)

My feet slip softly across the silky sand.

My toes caress the sandy grains.

Slowly, slowly my mind goes silent.

Riddle Poem: A poem that uses word pictures to describe a mystery object. The standard riddle poem has three clues and then the question, ‘What am I?’

Writing Organiser: Riddle Poem	
Featured word	<ul style="list-style-type: none"> Select a word to use for the riddle. It can be a person, place or thing related to the theme for the week.
Clue 1	<ul style="list-style-type: none"> Identify a recognisable property of the person, place or thing that is the subject of your poem. Use it to make a clue.
Clues 2 and 3	<ul style="list-style-type: none"> Identify a second and third property of the person, place or thing that is the subject of your poem. Use them to make clues.
Question	<ul style="list-style-type: none"> End your poem with the question, ‘Who am I?’ or ‘What am I?’

Assessment Tool: Riddle Poem	✓
I have selected a good featured word for my riddle poem.	
I have created three good clues that describe recognisable properties that belong to my person, place or thing.	
I have used end punctuation correctly.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Riddle Poem #1 (person): Politician

I work in Parliament House in Kampala.
I make laws and govern the country.
Every five years I want your vote.
Who am I?

Sample Riddle Poem #2 (place): Kampala

I am noisy, dirty and sometimes smelly.
You can find me on a map.
I sit beside Lake Victoria.
What am I?

Sample Riddle Poem #3 (thing): Cat

I keep your household free of rats.
I like to purr and meow.
My favourite treat is a bowl of fresh milk.
What am I?

Song: A poem that is set to music. Each word or syllable in a song corresponds to a different note. These notes when sung together create a melody that is enjoyable to listen to.

Writing Organiser: Song	
Song Title	<ul style="list-style-type: none"> • What is the title of the song you have selected?
Write down the song	<ul style="list-style-type: none"> • Transcribe the song word-for-word from your memory or make up your own song. • Can you organize the song into lines? • Can you identify if there are verses and a chorus?
Identify actions	<ul style="list-style-type: none"> • Does your song have actions or movement that go along with the song?
Illustrate the song	<ul style="list-style-type: none"> • Create an illustration for your song.

Assessment Tool: Song	✓
My song has a title.	
I have written down all the words to the song.	
I have organized the words into lines, chorus and verses.	
I have illustrated my song.	
I have used end punctuation correctly.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Song #1: Are you Sleeping? (with lines only and actions included)

Are you sleeping, (x2) *Hold your hands next to your face to mime sleeping.*
Brother John? (x2)

Morning bells are ringing! (x2) *Pretend to ring a bell.*
Ding, dong, ding! (x2)

Sample Song #1: Twinkle, Twinkle Little Star (with chorus and verses)

Verse 1

Twinkle, twinkle little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

Verse 2

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle all the night!

Chorus

Twinkle, twinkle little star,
How I wonder what you are!

Chorus

Twinkle, twinkle little star,
How I wonder what you are!

Rhyme Poem: A very old form of poetry that uses rhythm, rhyme and repetition to create a fun poem to say (or shout!) aloud. A rhyme poem is like a song but without a melody. A good rhyme poem will have a strong, easily recognisable beat. Children sometimes use rhyme poems when skipping rope or playing other games.

Writing Organiser: Rhyme Poem	
Theme	<ul style="list-style-type: none"> Identify the theme of your rhyme poem.
Rhythm	<ul style="list-style-type: none"> Experiment with words or phrases that make a good rhythm when said together.
Rhyme	<ul style="list-style-type: none"> Decide if you want your rhyme poem to use rhyme. Think about rhyming words you want to use.
Repetition	<ul style="list-style-type: none"> Identify the phrases or sentences you want to repeat and where in the poem they should be repeated.

Assessment Tool: Rhyme Poem	✓
My rhyme poem has an interesting or fun theme.	
I have used rhythm in my rhyme to make it interesting and fun to say aloud.	
I have used rhyme in my rhyme to make it interesting and fun to say aloud. (optional)	
I have used repeated text in my rhyme to make it interesting and fun to say aloud.	
I have used my best handwriting.*	

* The teacher can substitute another assessment criterion in the last box.

Sample Rhyme Poem #1: Going to the Market

Mary went to the market to buy a loaf of bread,
But on the way home she fell, and broke her little head.
She fell and broke her head, oh yes, she fell and broke her head!

Sample Rhyme Poem #2: Bounce the Ball

Bounce the ball, bounce the ball, bounce the ball high!
Bounce the ball, bounce the ball, let the ball fly!

Sample Rhyme Poem #3: Down by the River

Down by the river, down by the sea,
Johnny broke a bottle and blamed it on me.
I told Ma and Ma told Pa.
Johnny got a spanking so ha ha ha!

Luganda Letter-Sound Chart

Letter	Luganda Word	English Word
Aa/aa	abaana/amaka	children/homestead
Bb/bb	bana/abaana	four/children
C/cc	ccupa/ccokolo	bottle/bottle top
Dd/dd	ddobo/ddirisa	hook/window
Ee	enjovu/enkoko	elephant/hen
Ff/ff	ffumu/ffirimbi	spear/whistle
Gg/gg	ggaali/ggiraasi	bicycle/glass
Ii	omuti/omuliro/obuliri	tree/fire/bed
Jj/jj	jajja/jjambiya	grandmother/panga
Kk/kk	Kabaka/kambe	king/knife
Li	liiso/luguudo	eye/road
Mm/mm	muyembe/mumwa	mango/mouth
Nn/nn	nnaanansi/nnimiro	pineapple/garden
Ny/ny	nnyaanya/nnyumba	tomato/house
ŋŋ/ŋŋ	ŋŋoma/ŋŋaali	drum/crested crane
Oo	omupiira/ŋmuti	ball/tree
Pp/pp	ppaapaali	pawpaw
Rr	eriiso	eye
Ss	ssaati/ssaawa	shirt/clock
Tt/tt	taala/taata	lamp/father
Uu	wuuma	folk
Vv	vvuvuumira	beetle
Ww	wuzi/wuuma	thread/fork
Yy	ayera	he/she is sweeping someone sweeping using a broom
Zz	zzike/azina	chimpanzee/he/she is dancing someone dancing

Glossary of Luganda Literacy Terms

English	Luganda
LITERACY 1 (Reading)	
blending	okuyunga ennyingo oba ennukuta
consonant	ennukuta ensirifu
context clues	ebirambika amakulu
guiding question	ekibuuzo ekirambika
In my Mind Question	ekibuuzo ekirambika
In the Text Question	ekibuuzo ekiri mu lugero
informative writing	okuwandiika eby'ensonga
narrative writing	empandiika ettottola
persuasive writing	okuwandiika ebisikiriza
poetic writing	empandiika y'ekitontome oba ekikwate
segmenting	okukutula ebigambo oba ennyingo
sentence structure	okuzimba emboozi
spelling (noun)	esengeka y'ennukuta mu kigambo
spelling (verb)	okusengeka ennukuta okukola ekigambo
sub-theme	ekitundu ky'omulamwa
syllable	ennyingo
thematic question	ekibuuzo ekiri ku mulamwa
theme	omulamwa
vocabulary word	ekigambo ekisimbiddwaako essira
vowel	ennukuta enjogeza oba enjatuza
word	ekigambo
word making game	akazannyo akalimu okukola ebigambo
word structure	enkula y'ebigambo
LITERACY 2 (Writing)	
acrostic poem	ekikwate ekiva mu kigambo
action (plot)	ekikolwa
adjective	nakongeza linnya
adverb	nakongeza kikolwa
alliteration poem	ekikwate ekirimu eddoboozi eriddinjana
assessment tool	ekikozesebea okugezesza
baseline	omusittale okutuula ennukuta
biography	alipoota ekwata ku bulamu bw'omuntu
bottom line	omusittale ogwa wansi
brainstorm (verb)	buli muntu okuwa endowooza ye
centre line	omusittale ogwa wakati

chant poem	ekikwate ekyokusaakaanya
character (in a story)	ayogerwako mu lugero
chorus	okwogerera awamu
clue	ekintu ekituyamba okutegeera
colon	akabonero akanjuzi
comma	akabonero akawummuza
complete sentence	emboozi enzijujuzu
compound sentence	emboozi engatte
conclusion	okufundikira
describing words	ebigambo ebyongera amakulu mu mboozi
drafting	okubaga
editing	okulongosa
exclamation mark	akabonero akeewuuyi
fiction story	olugero
full stop	akabonero akafundikira emboozi
handwriting (noun)	empandiika
handwriting (verb)	okuwandiika mu mukono
handwriting guidelines	ennambika y'empandiika
how	ngeri oba emitendera
"how to" report	alipoota ennyonnyola emitendera
introduction	ennyanjula
letter	ebbaluwa oba ennukuta
letter formation	empandiika y'ennukuta
main idea	ekinyusi
mini-lesson	ekyokuyiga
news story	emboozi ewa amawulire
opinion letter	ebbaluwa ewa endowooza
pencil grip	enkwata y'ekkalaamu
planning	okuteekateeka
publishing	okufulumya
question mark	akabonero akabuuza
real life story	olufumo
revising	okwejjukanya
rhyme	ebigambo ebifaanaganya enjatula
rhythm	entunnusi
riddle poem	ekikwate ekiri mu ngeri y'ekikokyo
run-on sentence	emboozi engotteke
sentence	emboozi ey'amakulu
setting (time and place)	embeera y'ekifo

LITERACY 2 (Writing)	
English	Luganda
simple sentence	emboozzi ey'ekitundu ekimu
skit	akazannyo
song	oluyimba
step (1, 2, 3...)	omutendera
supporting idea	ensonga ewagira
thematic report	alipoota eri ku mulamwa
title	omutwe
top line	omusittale ogwa waggulu
verse	olunyiriri
what	kiki
when	ddi
where	wa
who	ani
why	lwaki
writing exercise book	ekitabo ekiwandiikibwamu
writing organizer	ebigobererwa mu kuwandiika
ORAL LITERATURE AND LIBRARY	
fiction story	olugero
In my Mind Question	ekibuuzo eky'okwefumiitiriza
In the Text Question	ekibuuzo ekiri mu lugero
informative story	olufumo
library	etterekero ly'ebitabo
oral literature	enkozesza y'olulimi mungeri enyuma
poem	ekikwate
predicting	okwefumiitiriza
prediction	ekyefumiitirizibwako
prediction question	ekibuuzo ekyokwefumiitiriza
proverb	engero ensonge
retelling	okuddamu ebyogeddwaa
riddle	ekikokyo
tongue twister	musibannimi
traditional text	ebinyuma eby'edda
vocabulary word	ekigambo ekisimbiddwaako essira

