MINISTRY OF EDUCATION AND SPORTS

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

Primary 3

Teacher's Guide

Luganda

Nsobola okusoma n'okuwandiika



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

Copyright © 2014 by RTI International

RTI International is a registered trademark and a trade name of Research Triangle Institute.



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.

Primary 3 Teacher's Guide
Luganda

Nsobola okusoma n'okuwandiika

Primary 3 Teacher's Guide
Table of Contents

PAGE

1. Acknowledgements **1**

2. Foreword **3**

3. Introduction **5**

a. The Ministry of Education and Sports Early Grade Reading Model **6**

b. The Foundation: The Five Components of Literacy Instruction **7**

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

c. Major Methods in the Early Grade Reading Model **9**

1. Collaborative Learning
2. Continuous Assessment
3. I Do, We Do, You Do
4. Multisensory Instruction
5. Oral Language: Phonological Awareness and Vocabulary
6. Print Awareness
7. Scaffolding

d. The Reading-Writing Relationship in Primary 3.....**11**

e. The Ministry of Education and Sports Early Grade Reading Model and the MoES Thematic Curriculum **12**

1. The Thematic Curriculum
2. Model Weekly Timetable
3. The Assessment Model
4. Overview of the P3 Continuous Assessment Monitoring Form
5. Using the CAM Form
6. End of Term Assessment
7. Primary 3 Literacy Competences Scope and Sequence

PAGE

4. How to Teach **25**

a. Literacy 1 26
b. Literacy 2 36
c. Oral Literature 46
d. Library 50
e. Local Language Technical Literacy Terms 52

5. Weekly Lesson Support **55**

a. Term 1 55
b. Term 2 125
c. Term 3 195

4. Appendices **265**

a. Grammer Scope and Sequence 266
b. Mini-Lesson Overview 268
c. Handwriting Guidelines 278
d. Primary 3 Writing Approach 280
e. Letter-Sound Chart 298
f. Glossary of Local Language Literacy Terms 299

Acknowledgements

The National Curriculum Development Centre wishes to acknowledge with sincere appreciation various parties whose efforts were very instrumental in the development of the Early Grade Reading materials which are now available to support the implementation of the Thematic Curriculum in Uganda primary schools.

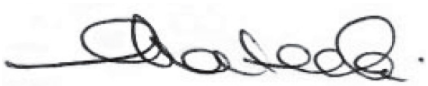
Special gratitude goes to the United States Agency for International Development (USAID) for funding the USAID/Uganda School Health and Reading Program implemented by RTI International which has enabled the development of the materials. Our thanks also go to the Ministry of Education, Science, Technology and Sports (MoES) for providing technical support and guidance, which has contributed to the smooth implementation of the Program.

We wish to recognise the contribution of the team of writers, editors and illustrators who worked tirelessly on the development of the materials in the local languages and English.

Special thanks go to the consultants from SIL LEAD for their expertise and technical guidance, which guided the work on the orthographies and material development.

Last but not least, we wish to acknowledge all those behind the scene who formed part of the team that worked hard to finalise the work on materials developed by the different writing panels.

Connie Kateeba



DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE

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.

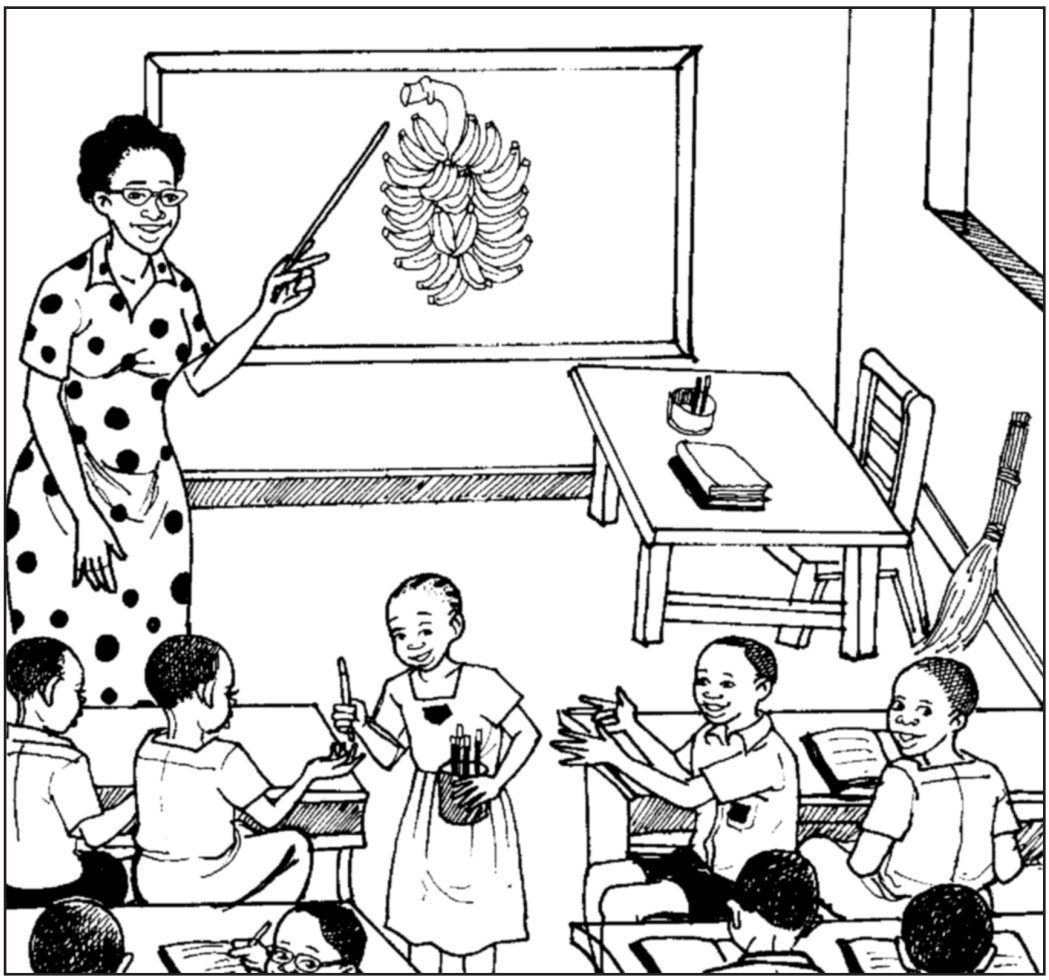
The system's investment will result, ultimately, in the development of primers and teacher guides and training of teachers. District/Municipal Education Officers, District/Municipal Inspectors of Schools, Principals, college tutors and early grade teachers are all key stakeholders in the intervention. 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.

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.

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 is it increases learner's chances to practice new information with others. It also helps manage the reality of large class sizes.

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.

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.

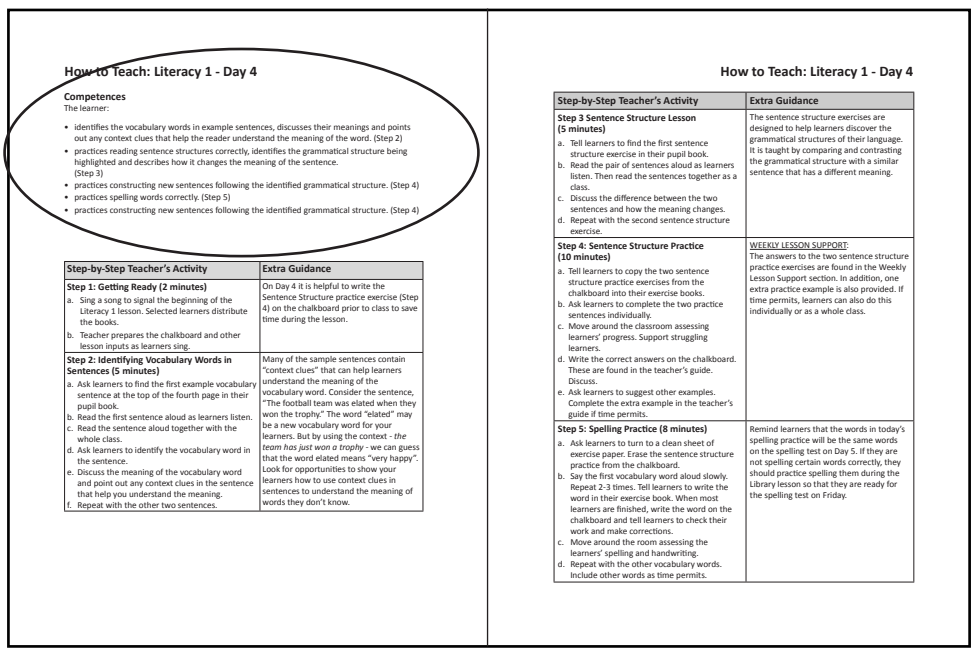
MODEL P3 TIMETABLE

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:

- 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) 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.	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) 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 whole 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." The word "elated" may be a new vocabulary word for your 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.

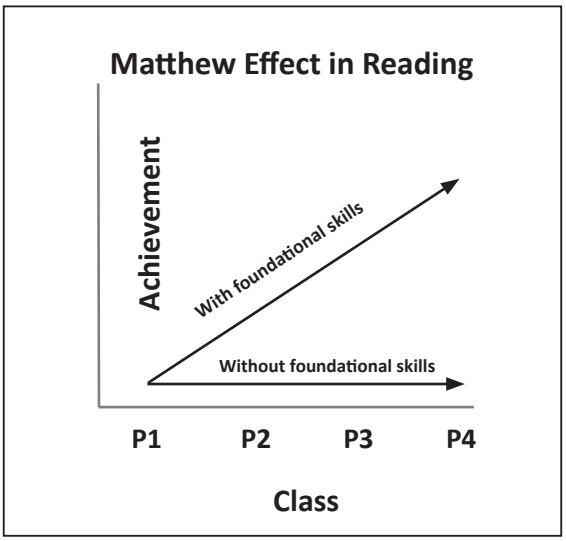
How to Teach: Literacy 1 - Day 4

Step-by-Step Teacher's Activity	Extra Guidance
Step 3 Sentence Structure Lesson (5 minutes) 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.	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.
Step 4: Sentence Structure Practice (10 minutes) 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.	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.
Step 5: Spelling Practice (8 minutes) 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.	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.

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.

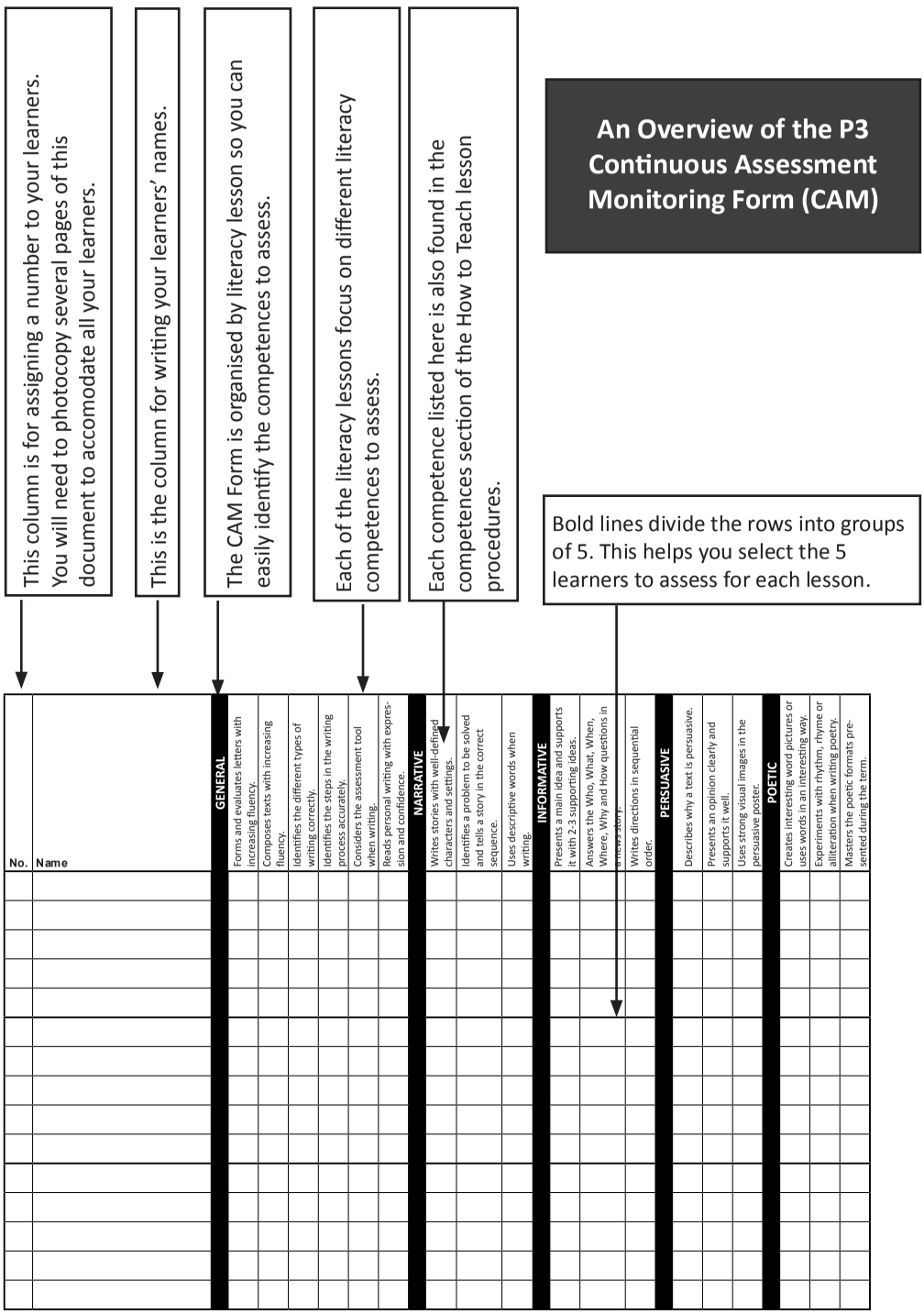
The MoES also recognises that the best way to assess pupils' literacy attainment is through ***continuous daily assessment.*** Children can easily fall behind, especially in the early stages of learning to read and write. Research shows that young children who don't acquire a strong foundation in reading 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.
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.

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.

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 ***In the Text*** questions correctly.
														Answers ***In My Mind*** 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.
														Identifes 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

													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				
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.				
PA-1. Recites a traditional text from memory. (Oral Literature)	Listening			
	Speaking			
ALPHABETIC PRINCIPLE COMPETENCES				
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.				
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

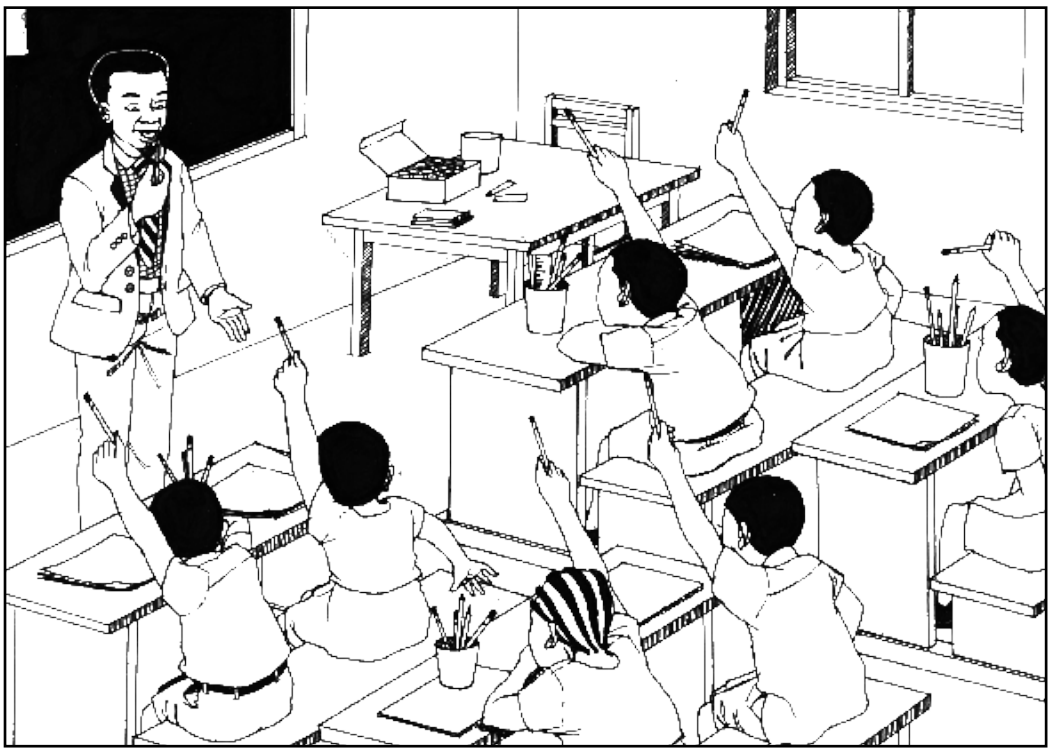
FLUENCY COMPETENCES				
In reading, the ability to read a text with good speed, accuracy and expression. In writing, the focus is on forming letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
F-1. Reads 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				
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.				
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				
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.				
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			
	Speaking			
C-3. Listens to the story read aloud with increasing comprehension. (Literacy 1)	Listening			
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			
	Speaking			
C-6. Brainstorms ideas for writing topics in large and small groups. (Literacy 2)	Listening			
	Speaking			
C-7 Selects a topic and uses the organiser to plan his/her writing for the week. (Literacy 2)	Listening			
	Speaking			
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)	Reading			
C-10. Uses the story title and prior knowledge to make predictions about what will happen in the story. (Oral Literature)	Listening			
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			

COMPREHENSION COMPETENCES				
During Reading or Writing				
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			

After Reading or Writing				
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
Step 4: Before Reading - Reviewing Vocabulary and Asking the Guiding Question (3 minutes) 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.	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.
Step 5: Reading the Story (10 minutes) 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.	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.
Step 6: After Reading - Checking Predictions (5 minutes) a. Ask learners if their predictions about the week's text were correct. b. Ask learners to answer the guiding question.	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.

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
Step 4: Before Reading - Reviewing Vocabulary Words (5 minutes) 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.	This step is similar to the Word Exploration Process used in P2, so learners should be familiar with these steps.
Step 5: Reading the Story (10 minutes) 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.	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.
Step 6: After Reading - Answering Questions (5 minutes) a. Ask the two *In the Text Questions* found in the pupil book. b. Ask the one *In My Mind Question* found in the pupil book. c. Ask the one *In My Mind Question* 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.	<u>WEEKLY LESSON SUPPORT</u>: An additional *In My Mind Question* is found in the Weekly Lesson Support section of this teacher's guide. *In the Text Questions*: These are literal questions. The answers are 'right there' in the text. Learners can point to the answer. *In My Mind Questions*: These questions are inferential and evaluative. Pupils must use their prior knowledge to answer these types of questions.

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) 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.	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) a. 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. b. Read the definition aloud and discuss. c. Ask learners to compose a meaningful sentence using the word. d. 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) a. Write the first word structure on the chalkboard in three columns, just like in the pupil book. Example: *teach* *<u>teach-er</u>* *teacher* b. Emphasise the meaningful segment added in columns two and three as you write. c. Read the three columns aloud to learners. Then have learners read the three columns together with you. d. 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
Step 4: Word Structure Practice (8 minutes) a. Tell learners to copy the word structure practice exercises from their pupil books into their exercise books. b. Ask learners to complete the practice exercises individually. c. Move around the classroom assessing learners' progress and helping learners who are having difficulty. 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 two extra examples in the teacher's guide if time permits.	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.
Step 5: Spelling Practice (8 minutes) a. Ask learners to turn to a clean sheet of exercise paper. Erase the word 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 of the 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 learners' spelling and handwriting. d. Repeat with the other vocabulary words. Include other words as time permits.	Assess learners' spelling performance and modify your spelling practice for the week accordingly based on their performance. 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.

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) 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.	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) 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 whole 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.' The word 'elated' may be a new vocabulary word for your 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.

How to Teach: Literacy 1 - Day 4

Step-by-Step Teacher's Activity	Extra Guidance
Step 3 Sentence Structure Lesson (5 minutes) 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.	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.
Step 4: Sentence Structure Practice (10 minutes) 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.	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.
Step 5: Spelling Practice (8 minutes) 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.	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.

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) 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.	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) a. Tell learners to practice reading the week's story in their pupil books silently for 2-3 minutes. b. Ask learners to practice reading the story in pairs for 3-5 minutes. c. 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:** Level 3: Reads the text with no mistakes and excellent fluency and expression. Level 2: Reads the text with a few mistakes and good fluency and expression. Level 1: Reads the text with many mistakes and poor fluency and expression.
Step 3: Word Structure Assessment (10 minutes) a. Write the Word Structure Assessment Test for the week on the chalkboard. It is found in the Weekly Lesson Support section. b. Review the word structure lesson. c. Ask learners to complete the word structure exercise individually in their exercise books. d. Tell learners to write another example of the word structure on their own if they can. e. Move around the room assessing learners as they complete the test. Mark in the CAM form.	**Marking the CAM Form:** Level 3: The learner completes the Word Structure Application exercise correctly and provides an additional example. Level 2: The learner completes the Word Structure Application exercise correctly. Level 1: 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
Step 4: Sentence Structure Assessment (10 minutes) 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.	**Marking the CAM Form:** Level 3: The learner completes the Sentence Structure Assessment Test correctly with no mistakes. Level 2: The learner completes the Sentence Structure Assessment Test with only small mistakes. Level 1: The learner is unable to complete the Sentence Structure Assessment Test or makes major mistakes.
Step 5: Spelling Test (10 minutes) 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.	**Marking the CAM Form:** Level 3: The learner completes the Spelling Test correctly with no mistakes. Level 2: The learner completes the Spelling Test with only small mistakes. Level 1: The learner makes major mistakes on the Spelling Test.
Step 6: Word-making Game (10 minutes) 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.	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. Summarise the game by reading all of the created words. Challenge learners to use them in sentences if time permits.

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
Step 3: Learners Plan their Writing for the Week (6 minutes) a. Explain to learners that it is their turn to think of ideas to write about. b. Brainstorm writing topics briefly with the whole class. c. Tell learners to work in small groups or pairs to think of more ideas. d. 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.
Step 4: Learners Complete the Writing Organizer (10 minutes) a. Erase the topic specific information in the right-hand column of the Writing Organizer that you filled in in Step 2. b. Review the elements learners need to consider as they plan their text for the week. c. Tell learners to copy the organizer in their Writing Exercise Books and fill in their own topic ideas in the right-hand column. d. 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 only. 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
Step 3: Before Writing - Sharing Writing Ideas (5 minutes) 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.	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. If specific learners are consistently having trouble with topic selection, you may need to provide them with individual support and guidance.
Step 4: During Writing - Drafting (13 minutes) 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.	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.) 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.
Step 5: After Writing - Sharing Drafts (5 minutes) 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. **NOTE: Learners can continue working on their drafts during the Library lesson on Day 2.**	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.

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 *revising step* 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
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.
Step 4: During Writing – Revising (10 minutes.) 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.
Step 5: After Writing - Whisper Read to a Partner (5 minutes) 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 *meaning* 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
Step 3: Before Writing - Mini-lesson (15 minutes) a. Point out the mini-lesson on the chalkboard. b. Briefly review and discuss the Content information with learners. c. Read the "I do" exercise and edit the text accordingly while explaining to learners the reason for your editing. d. Do the first "We do" exercise with learners. Have learners suggest editing changes. Continue with the other "We do" exercises. e. Tell learners to complete the "You do" exercises in their exercise books. Move around the room observing learners' work and assisting as needed. f. When most learners have finished, show the correct answers on the chalkboard.	<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. 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.
Step 4: During Writing - Editing (10 minutes) a. Tell learners to read through their draft with a partner, paying special attention to the content in the mini-lesson. b. Remind learners that editing also means checking for correct spelling, capitalization and punctuation. c. Walk around the room making sure learners are on task. Support learners as necessary. d. When learners have finished reviewing their drafts with a partner, they should begin creating the final draft of their writing assignment. **NOTE: Learners can continue working on their final draft during the Library lesson on Day 4.**	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.

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
Step 4: During Writing - Final Copy and Class Copy (15 minutes) a. 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. b. Distribute clean paper for making the class copy. Remind learners to use their best handwriting. c. 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.
Step 5: After Writing - Publishing (20 minutes) a. Tell learners to stop writing and prepare to share. b. Select 5 learners to come up and share their writing with the whole class. c. 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. d. After a learner has completed reading their text, the teacher and learners should ask questions or make positive comments. e. 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.	WEEKLY LESSON SUPPORT: 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.	*Fiction stories* are about imaginary people or events. *Informative stories* are about real people, facts or events. WEEKLY LESSON SUPPORT: 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.	WEEKLY LESSON SUPPORT: 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
Step 4: Reading the Story Aloud (5 minutes) a. Read the story aloud to learners as they listen attentively. b. Stop and ask the Prediction Question as indicated in the text (fiction stories on Day 1 only). c. Discuss learners' predictions briefly and then continue reading the story aloud to the end.	WEEKLY LESSON SUPPORT: The Oral Literature story is found in the Weekly Lesson Support section of the teacher's guide. 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.
Step 5: After Listening to the Story (5 minutes) a. Repeat the Guiding Question (Day 1) or In the Text Questions (Day 2). Discuss the answers as a class. b. Ask learners whether the story was a fiction story or an informative story. (Day 1) c. For a fiction story, have learners identify the *characters, setting and action*. For an informative story have learners identify the *main idea*.	WEEKLY LESSON SUPPORT: Story Outlines are prepared for both fiction and informative stories in the Weekly Lesson Support section. The words in your language for *characters, setting, action* and *main idea* are provided in the glossary.
Step 6: Vocabulary Development (5 minutes) a. 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. b. 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.	WEEKLY LESSON SUPPORT: Three vocabulary words are provided for you each week in the Weekly Lesson Support section of this teacher's guide. 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.

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
Step 4: Learners Read Stories Aloud in Small Groups (5 minutes) 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.	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.
Step 5: Learners Read Stories Aloud to the Whole Class (10 minutes) 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.	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. 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.
Step 6: Vocabulary Development (5 minutes) 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.	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.

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

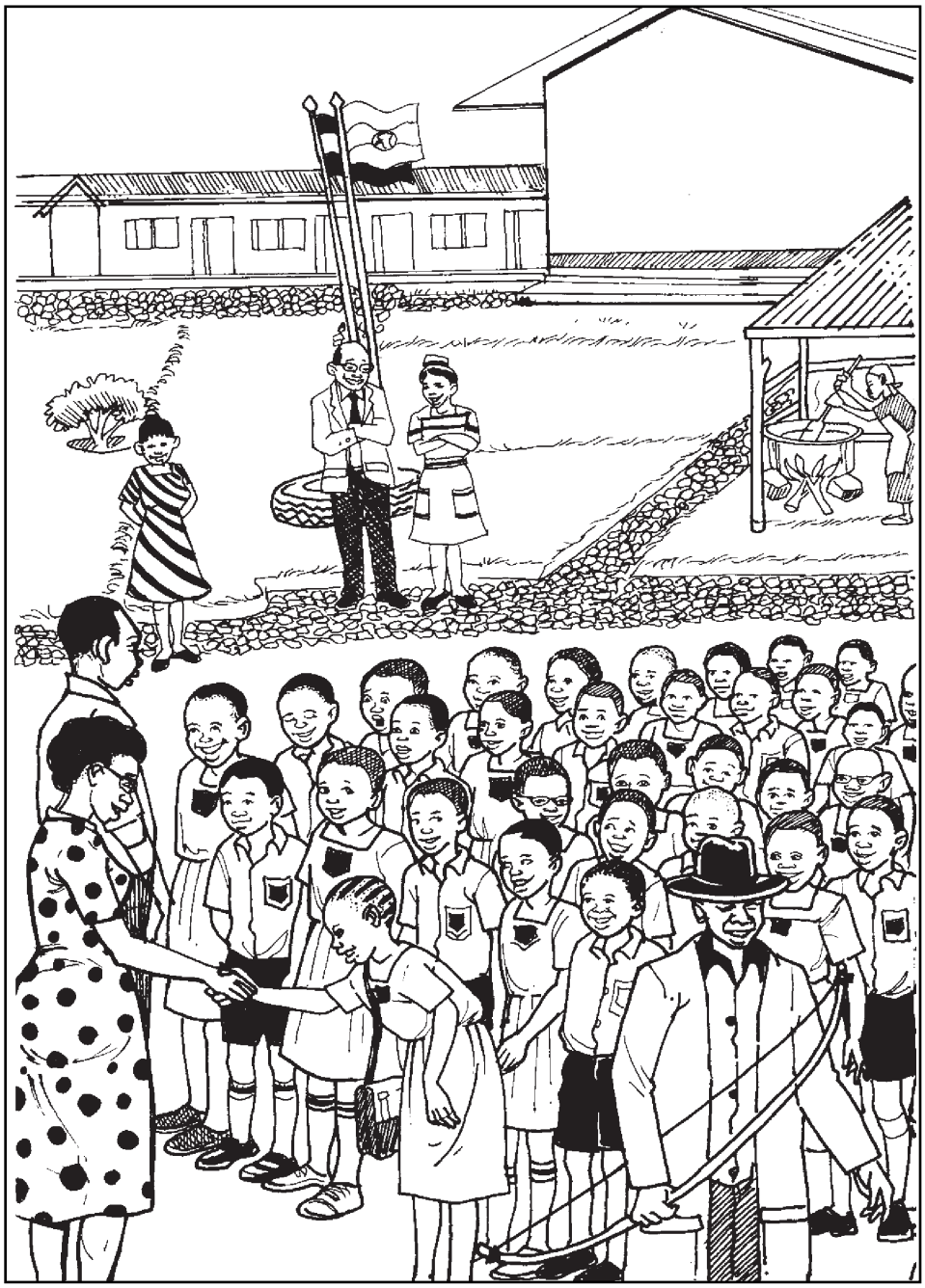
Step-by-Step Teacher's Activity	Extra Guidance
Step 3: Supervising the Library Lesson (5 minutes) a. Move around the room quietly observing learners to see that they all begin working on a task independently. b. Help learners who are struggling with identifying what they want to do.	Be patient with your 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.
Step 4: Independent Work and Individual Assessment (15 minutes) a. When learners are all working quietly, call the first learner to your desk for individual assessment. b. Ask the learner to read a selected text from the pupil book to check their reading fluency. c. Ask the learner to retell what they've read or ask a few questions to check their comprehension. d. Have learners share their writing for the week. Discuss any challenges they are having. e. End the session positively with encouraging words. f. Call up the next learner to be assessed.	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.
Step 5: Concluding the Library Lesson (5 minutes) a. With 7 minutes left in the lesson, tell learners they have 2 minutes to finish up their independent work. b. Move around the room observing learners as they finish up their work for the day. Ask them individually to tell you what they accomplished. c. Tell learners to put their work down. Ask 2-3 learners to share with the class what they accomplished during the Library lesson. d. Praise learners for their ability to work independently.	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.

Luganda Technical Literacy Terms

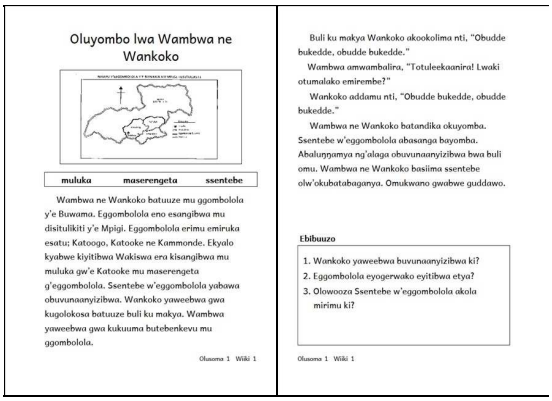
English	Luganda
alphabetic principle (phonics)	okumanya nti buli nnukuta ekola eddobozi limu
choral reading	okusomera awamu mu lwatu
collaborative learning	okuyigira awamu
competency-based assessment	okugezesa obusobozi
comprehension	okutegeera ebisomebwa
continuous assessment	okugezesa ebisomeddwako 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	okugezesa okusembayo
systematic instruction	ensomesa egoberera emitendera
vocabulary	ebigambo n'amakulu gaabyo
whisper reading	okusoma mu kaama

Weekly Lesson Support

Term 1 Lessons



Literacy 1 & 2



Oluyombo lwa Wambwa ne Wankoko

muluka **maserengeta** **ssentebe**

Wambwa ne Wankoko batuuze mu ggombolola y'e Buwama. Eggombolola eno esangibwa mu disitulikiti y'e Mpigi. Eggombolola erimu emiruka esatu; Katooga, Katooke ne Kammonde. Ekyalo kyabwe kiyitibwa Wakiswa era kisangibwa mu muluka gw'e Katooke mu maserengeta g'eggombolola. Ssentebe w'eggombolola yabawa obuvunaanyizibwa. Wankoko yaweebwa gwa kugolokosa batuuze buli ku makya. Wambwa yaweebwa gwa kukuuma butebenkevu mu ggombolola.

Olusoma 1 Wiki 1

Buli ku makya Wankoko akookolima nti, "Obudde bukedde, obudde bukedde."

Wambwa amwambalira, "Totuleekaanira! Lwaki otumalako emirembe?"

Wankoko addamu nti, "Obudde bukedde, obudde bukedde."

Wambwa ne Wankoko batandika okuyomba. Ssentebe w'eggombolola abasanga bayomba. Abaluŋŋamya ng'alaga obuvunaanyizibwa bwa buli omu. Wambwa ne Wankoko basiima ssentebe olw'okubatabaganya. Omukwano gwabwe guddawo.

Ebibuuzo

1. Wankoko yaweebwa buvunaanyizibwa ki?
2. Eggombolola eyogerwako eyitibwa etya?
3. Olowooza Ssentebe w'eggombolola akola mirimu ki?

Olusoma 1 Wiki 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.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi 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 emiti, 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.

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 Tool:	Ebirina okubeera mu 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

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kyalo	bya - lo	byalo
kyayi	bya - yi	byayi
kyama	bya - ma	byama

Sentence Structure Assessment Test

1. eggombolola yaffe nnene
   Eggombolola yaffe nnene.

2. ssentebe Mukasa afaayo
   Ssentebe Mukasa afaayo.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

muluka
maserengeta
ssentebe

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

Oral Literature

Eggombolola y'e Lubaga

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ontegeeze 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 bonna baddamu nti lubaga ennyumba. Okuva olwo ekifo ekyo ne bakituuma 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, Lungujja, 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.

Oral Literature

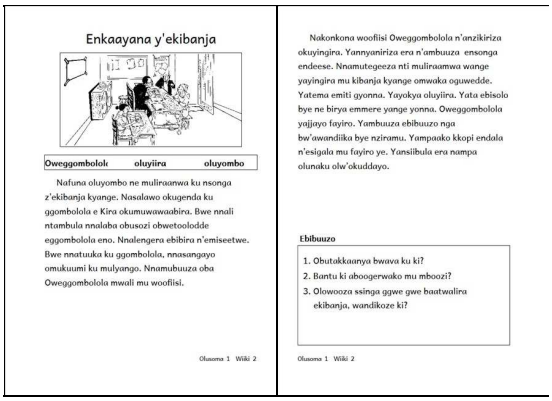
Ekitundu 2

Mu ggombolola eno musangibwamu ebintu bingi wamu n'ebifo ebikozesebwa ng'ebyobulambuzi. 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 kasozi Nabulagala. Abantu bangi okuva e Bule n'e Bweya beesomba okujja okuyiga ebyafaayo bya Buganda ebiri mu kifo ekyo. 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.

Ssentebe w'eggombolola eno bulijjo akubiriza abantu be okukuuma 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?		1. Ssinga ggwe obadde ssentebe w'eggombolola, wandikoledde ki ekitundu kyo?
2. Muluka ki ogusangibwamu amasiro ga Bassekabaka?		2. Ennyanja egasa etya abantu?

Literacy 1 & 2



Enkaayana y'ekibanja

Oweggombolola oluyiira oluyombo

Nafuna oluyombo ne muliraanwa ku nsonga z'ekibanja kyange. Nasalawo okugenda ku ggombolola e Kira okumuwawaabira. Bwe nnali ntambula nnalaba obusozi obwetoolodde eggombolola eno. Nnalengera ebibira n'emiseetwe. Bwe nnatuuka ku ggombolola, nnasangayo omukuumi ku mulyango. Nnamubuuza oba Oweggombolola mwali mu woofiisi.

Olusoma 1 Wiiki 2

Nakonkona woofiisi Oweggombolola n'anzikiriza okuyingira. Yannyaniriza era n'ambuuza ensonga endeese. Nnamutegeeza nti muliraamwa wange yayingira mu kibanja kyange omwaka oguwedde. Yatema emiti gyonna. Yayokya oluyiira. Yata ebisolo bye ne birya emmere yange yonna. Oweggombolola yajjayo fayiro. Yambuuza ebibuuzo nga bw'awandiika bye nziramu. Yampaako kkopi endala n'esigala mu fayiro ye. Yansiibula era nampa olunaku olw'okuddayo.

Ebibuuzo

1. Obutakkaanya bwava ku ki?
2. Bantu ki aboogerwako mu mboozi?
3. Olowooza ssinga ggwe gwe baatwalira ekibanja, wandikoze ki?

Olusoma 1 Wiiki 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 emiti 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

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Olufumo	
Omutwe	
Abali mu lufumo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Enfundikira	

Oral Literature

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

Term 1 Week 2

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	✔
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, byenkola ne bye nnina.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Wankoko yaweebwa gwa kugolokosa batuuze.
2. 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	1. ebiseera byali bya nkuba we nnalabira obuzibu. 2. Ebiseera byali bya nkuba we nnalabira obuzibu.
We do	1. nnagwa n'engoye ne ziyulika 2. Nnagwa n'engoye ne ziyulika.
You Do	1. amangu ago yatema emiti n'atinda omugga kageye. 2. yankwata ku mukono ne tusomoka.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

akasero	obu - sero	obusero
akasozi	obu - sozi	obusozi
akatabo	obu - tabo	obutabo

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

Oral Literature

Olusozi Kira matendo

Ekibuuzo 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 emiti emiwanvu, ebibala ng'amatungulu, nantooke, ensaali n'obukwansokwanso. Mulimu ensulo z'amazzi, enzizi, entobazi, emifulejje, 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 egy'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 ebisangibwa mu Kira.

Oral Literature

Ekitundu 2

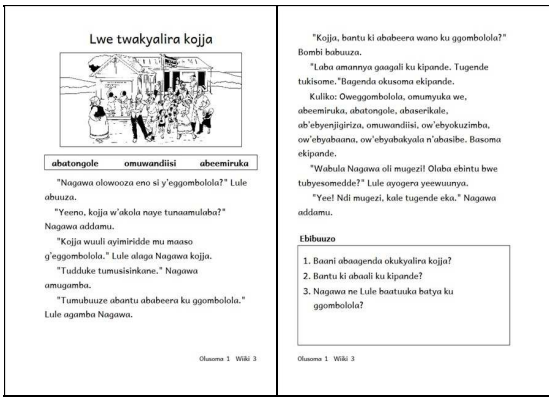
Mu ggombolola eno mulimu amalwaliro, amasomero, amaduuka ne puliisi. Mulimu ekifo ekikulu ennyo mu ggwanga lyaffe ekiyitibwa Namugongo. Wano webaayokera abajulizi era abalambuzi bava e Bule n'e Bweya okulamaga n'okulambula. Ffe wano mu Uganda olunaku lwa ssatu omwezi gwa Ssebaaseka luba lwakulamaga Namugongo. 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 emiti egiva mu bibira. Ensulo, emifulejje n'enzizi biyamba okukuuma 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?		1. Olowooza abalina obulemu babayigiriza mirimu ki?
2. Menya ebintu ebikulu bisatu ebisangibwa mu ggombolola y'e Kira.		2. Olowooza abantu b'e Kira balima birime ki mu ntobazi?

Term 1 Week 2

Literacy 1 & 2



Lwe twakyalira kojja

abatongole omuwandiisi abeemiruka

"Nagawa olowooza eno si y'eggombolola?" Lule abuuza.

"Yeeno, kojja w'akola naye tunaamulaba?" Nagawa addamu.

"Kojja wuuli ayimiridde mu maaso g'eggombolola." Lule alaga Nagawa kojja.

"Tudduke tumusisinkane." Nagawa amugamba.

"Tumubuuze abantu ababeera ku ggombolola." Lule agamba Nagawa.

Okusoma 1 Wiki 3

"Kojja, bantu ki ababeera wano ku ggombolola?" Bombi babuuza.

"Laba amannya gaagali ku kipande. Tugende tukisome."Bagenda okusoma ekipande.

Kuliko: Oweggombolola, omumyuka we, abeemiruka, abatongole, abaserikale, ab'ebyenjigiriza, omuwandiisi, ow'ebyokuzimba, ow'ebyabaana, ow'ebyabakyala n'abasibe. Basoma ekipande.

"Wabula Nagawa oli mugezi! Olaba ebintu bwe tubyesomedde?" Lule ayogera yeewuunya.

"Yee! Ndi mugezi, kale tugende eka." Nagawa addamu.

Ebibuuzo

1. Baani abaagenda okukyalira kojja?
2. Bantu ki abaali ku kipande?
3. Nagawa ne Lule baatuuka batya ku ggombolola?

Okusoma 1 Wiki 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: Yeekandagga

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

Omuserikale: *(yeekandagga)* Musomesa! Lwaki ogobye omwana wange?

Omukulu w'essomero: *(Mu bukambwe)* Tannasasula!

Omuserikale: *(Mu bukkakkamu)* Nkusaba omuleke asome, nja kusasula.

Omukulu w'essomero: Kale, omwana ajje 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

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 emboozi mu bufunze

Writing Organizer: Akazannyo	
Omutwe	
Abali mu kazannyo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Enfundikira	

Oral Literature

Traditional Text
Oluyimba 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.

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	✔
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 bakuuma eggombolola.
2. Abakulembeze babiri basisinkana abakyala.

Sentence Structure — Extra Practice

Omusajja omu akola emirimu.
Abasajja bana bakola emirimu.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson: Obubonero obufundikira emboozi	
I do	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 kabenje 2. Kale omwana ajje asome naye sasula mu bwangu.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

abuuza	ba - buuza	babuuza
asoma	ba - soma	basoma
anyumya	ba - nyumya	banyumya

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 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 11-12

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'ebyalo 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 bonna 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.

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.

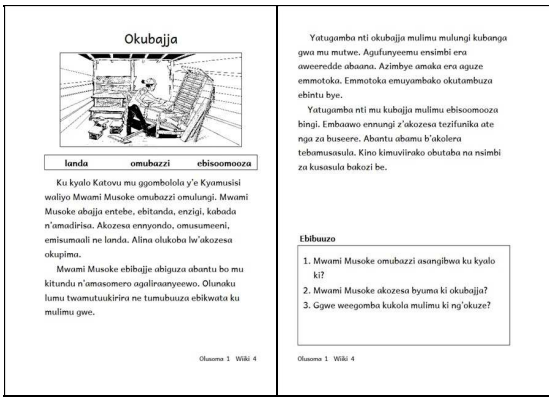
Abakulu bonna bafaayo okuyita enkiiko ne bateesa ku by'obutebenkevu, eby'obulamu, eby'enjigiriza, eddembe ly'abaana, okubudaabuda abalwadde, bannamwandu n'abakadde. Oluusi babafunira ebyokulya, engoye,ebyokwebikka n'ebyokweyambisa ng'obutimba bw'ensiri. Abakulembeze era bavunaanyizibwa okutuukiriza enkola za gavumenti nga, "Bonna basome, okusimba emiti, okukuuma 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 tuyozaayoza 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?		1. Ssinga ggwe Oweggombolola y'e Kira wandikoze mirimu ki?
2. Abakulembeze b'eddiini balina buvunaanyizibwa ki?		2. Olowooza kiki kye wandikoze okukuuma obutebenkevu?

Term 1 Week 3

Literacy 1 & 2



Okubajja

landa	omubazzi	ebisoomooza

Ku kyalo Katovu mu ggombolola y'e Kyamusisi waliyo Mwami Musoke omubazzi omulungi. Mwami Musoke abajja entebe, ebitanda, enzigi, kabada n'amadirisa. Akozesa ennyondo, omusumeeni, emisumaali ne landa. Alina olukoba lw'akozesa okupima.

Mwami Musoke ebibajje abiguza abantu bo mu kitundu n'amasomero agaliraanyeewo. Olunaku lumu twamutuukirira ne tumubuuza ebikwata ku mulimu gwe.

Olusoma 1 Wiiki 4

Yatugamba nti okubajja mulimu mulungi kubanga gwa mu mutwe. Agufunyeemu ensimbi era aweeredde abaana. Azimbye amaka era aguze emmotoka. Emmotoka emuyambako okutambuza ebintu bye.

Yatugamba nti mu kubajja mulimu ebisoomooza bingi. Embaawo ennungi z'akozesa tezifunika ate nga za buseere. Abantu abamu b'akolera tebamusasula. Kino kimuviirako obutaba na nsimbi za kusasula bakozi be.

Ebibuuzo

1. Mwami Musoke omubazzi asangibwa ku kyalo ki?
2. Mwami Musoke akozesa byuma ki okubajja?
3. Ggwe weegomba kukola mulimu ki ng'okuze?

Olusoma 1 Wiiki 4

Day 1

Literacy 1

Thematic Question: Emirimu egikolebwa mu ggombolola yaffe gitugasa gitya?

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

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

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 obuwayi. Nnaalongo akuma omuliro n'assaako ekkalaayi ya butto mw'asiikira muwogo. Muwogo bw'aggya, amussa ku lusaniya n'amamirirako otunnyo. 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 munnyo n'okutunda
Ekigendererwa	Kufuna nsimbi
Enfundikira	Ensimbi ziyamba Nnaalongo okulabirira abaana be.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi 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."

Term 1 Week 4

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 Tool:	Ebirina okubeera mu mboozi 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 baatuma 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 enzijuvu	
I do	1. Nnaalongo asiika muwogo kumpi n'essomero lyaffe (Nnaalongo - asiika muwogo kumpi n'essomero lyaffe)
We do	1. Nnaalongo akuma omuliro. (Nnaalongo- akuma omuliro) 2. Muwogo bw'aggya, amussa ku lusaniya.
You Do	1. Buli luwayi lwa muwogo tulugula siringi kikumi.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

bajja	ta - bajja	tabajja
guza	ta - guza	taguza
kozesa	ta - kozesa	takozesa

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

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 egyali 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 bulijjo.

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.

Oral Literature

Ekitundu 2

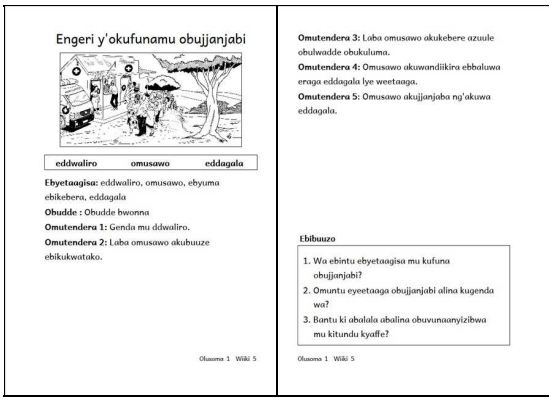
Ekimu ku biraga obutasosola mu mirimu wamu n'obutanyoomagana wakati w'abasajja n'abakazi bwe bukulembeze bw'eggombolola eno. Eggombolola y'e Lubaga ekulemberwa ssentebe ayitibwa Mukyala Ssebuggwaawo. Mu bukulembeze bwe afubye nnyo okuteeka abakyala n'abaami mu bifo ebyobuvunaanyizibwa ng'asinziira ku 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'okukuuma emirembe mu maka gaabwe. Awatali kubuusabuusa , 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?		1. Mirimu ki egitayogeddwako egikolebwa abantu mu ggombolola yammwe?
2. Abantu b'e Lubaga baganyulwa batya mu kukola emirimu?		2. Ggwe bw'onookula, onookola mulimu ki?

Term 1 Week 4

Literacy 1 & 2



Engeri y'okufunamu obujjanjabi

eddwaliro omusawo eddagala

Ebyetaagisa: eddwaliro, omusawo, ebyuma ebikebera, eddagala
Obudde : Obudde bwonna
Omutendera 1: Genda mu ddwaliro.
Omutendera 2: Laba omusawo akubuuze ebikukwatako.

Okusoma 1 Wiiki 5

Omutendera 3: Laba omusawo akukebere azuule obulwadde obukuluma.
Omutendera 4: Omusawo akuwandiikira ebbaluwa eraga eddagala lye weetaaga.
Omutendera 5: Omusawo akujjanjaba ng'akuwa eddagala.

Ebibuuzo

1. Wa ebintu ebyetaagisa mu kufuna obujjanjabi?
2. Omuntu eyeetaaga obujjanjabi alina kugenda wa?
3. Bantu ki abalala abalina obuvunaanyizibwa mu kitundu kyaffe?

Okusoma 1 Wiiki 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
Omutwe	Okutegeka essomero eddungi
Ebyetaagisa	ebitabo, entebe, emmeeza, abasomesa, ebizimbe
Obudde	Obudde obugere
Emitendera	1. Wandiika ebirowoozo byo. 2. Funa ebizimbe ebimala. 3. Teeka entebe n'emmeeza mu bizimbe. 4. Funa abasomesa abalungi. 5. Wandiika abayizi. 6. Bawe obudde obumala okusoma.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagisa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
Oluyimba Oyagala kubeera ki ggwe, ki ggwe, ki ggwe? Oyagala kubeera ki ggwe? Ng'omaze emisomo gyo? Nze njagala kuba musomesa, musomesa, musomesa, Nze njagala kuba musomesa, Nga mmaze emisomo gyange. Nze njagala kuba musawo...

Term 1 Week 5

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 Tool:	Alipoota ennyonnyola emitendera	✔
Alipoota yange eriko omutwe.		
Mpadde olukalala lw'ebikozesebwa.		
Mpadde obudde obwetaagisa.		
Mpandiise emitendera nga bwe giddiriŋŋana.		
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.)

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

twala	n - twala	ntwala
funa	n - funa	nfuna
kebera	n - kebera	nkebera

Sentence Structure Assessment Test

1. Omusawo ajjanjaba abalwadde.
   Omusawo ajjanjaba bulungi abalwadde.

2. Omusomesa asomesa abayizi.
   Omusomesa asomesa bulungi abayizi.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

eddwaliro
omusawo
eddagala

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 51-52

NPSCU Scope and Sequence

- Page 15

Oral Literature

Ekyalo Magoma

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma 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. Ssentebe 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 ŋŋoma. Olwali olwo ku kyalo Magoma ne kujjako bawansolo abalala okusengako.

Story Outline
Abali mu lugero
Ssentebe Wampologoma, abatuuze, bawansolo, omukulu w'ekisulo ne Wakayima
Ekifo
Ku kyalo Magoma
Ebikolebwa
Ku kyalo kuliko abatuuze. Bawansolo abapya basenga ku kyalo ne beeyanjulira ssentebe era balaga enneeyisa eyenjawulo.

Oral Literature

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

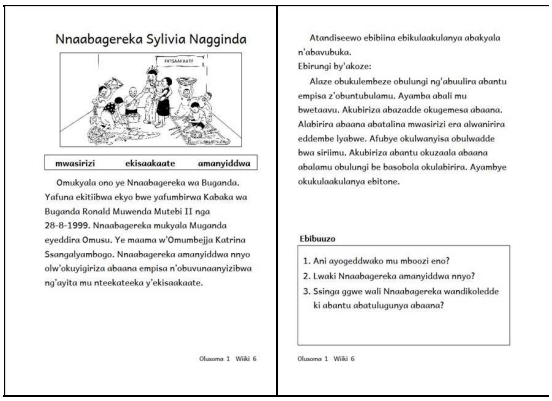
Ekitundu 2

Bawansolo bano baali baasoma. Ebintu byabwe baabikolanga mu ngeri yabuyigirize. Bawansolo bano beeyanjula ewa Ssentebe Wampologoma. Yabaaniriza bulungi era yababuulira engeri abatuuze gye beeyisaamu ku kyalo kino. Yayita abatuuze n'abanjulira abasenze abapya. Abasenze baabuulira bannaabwe engeri bo gye bakolamu ebintu 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'amasimu era n'ensimbi zaabwe bazitereka mu bbanka.

Abatuuze bwe baawulira enkola eno baagisanyukira. Baatandika okuzimba amasomero, amalwaliro, posita n'amasinzizo era ne batandika okubikozesa. Wanjovu yatandika essomero era abatuuze bonna 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 ekiro 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 ajja kugobebwa.

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

Literacy 1 & 2



Nnaabagereka Sylivia Nagginda

mwasirizi ekisaakaate amanyiddwa

Omukyala ono ye Nnaabagereka wa Buganda. Yafuna ekitiibwa ekyo bwe yafumbirwa Kabaka wa Buganda Ronald Muwenda Mutebi II nga 28-8-1999. Nnaabagereka mukyala Muganda eyeddira Omusu. Ye maama w'Omumbejja Katrina Ssangalyambogo. Nnaabagereka amanyiddwa nnyo olw'okuyigiriza abaana empisa n'obuvunaanyizibwa ng'ayita mu nteekateeka y'ekisaakaate.

Olusoma 1 Wiki 6

Atandiseewo ebibiina ebikulaakulanya abakyala n'abavubuka.

Ebirungi by'akoze:

Alaze obukulembeze obulungi ng'abuulira abantu empisa z'obuntubulamu. Ayamba abali mu bwetaavu. Akubiriza abazadde okugemesa abaana. Alabirira abaana abatalina mwasirizi era alwaniriira eddembe lyabwe. Afubye okulwanyisa obulwadde bwa siriimu. Akubiriza abantu okuzaala abaana abalamu obulungi be basobola okulabirira. Ayambye okukulaakulanya ebitone.

Ebibuuzo

1. Ani ayogeddwako mu mboozi eno?
2. Lwaki Nnaabagereka amanyiddwa nnyo?
3. Ssinga ggwe wali Nnaabagereka wandikoledde ki abantu abatulugunya abaana?

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 Ssingo 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.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

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

Oral Literature

Traditional Text
Ekikwate 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.

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

laba	tu - laba	tulaba
yimba	tu - yimba	tuyimba
wandiika	tu - wandiika	tuwandiika

Word Structures — Extra Practice

kuba	tu - kuba	tukuba
tema	tu - tema	tutema

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool:	Alipoota ekwata ku bulamu bw'omuntu	✔
Alipoota erina omutwe.		
Alipoota ennyonnyola obulamu bw'omuntu.		
Alipoota ennyonnyola ekiseera ebintu 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. (Nawume Nalwoga omulimi ye nnamwandu wa Mukasa.
We do	1. Omukyala ono yazaalibwa Katovu mu 1930. (Omukyala ono yazaalibwa Katovu mu 1930.)
You Do	1. Yazaala abaana musanvu. 2. Nalwoga kati mukyala mwatiikirivu.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kola	tu - kola	tukola
soma	tu - soma	tusoma
lima	tu - lima	tulima

Sentence Structure Assessment Test

1. Ekikola kiri kumpi n'omuti.
   Ekikoola kiri kumpi n'omuti.

2. Abana batudde wansi.
   Abaana batudde wansi.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

mwasirizi
ekisaakaate
amanyikiddwa

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 52

NPSCU Scope and Sequence

- Page 16

Oral Literature

Eggombolola y'e Wamivule

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma 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 mwalimu emiruka egiwerako nga Kisenyi, Kibira, Kitoogo, Kirimiro ne Kisambu.

Eggombolola eno yafuuka ekyokulabirako kubanga yalimu amasomero amalungi ate nga ebisale byago bisoboka eri abatuuze bonna. 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 mwalimu 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

Oral Literature

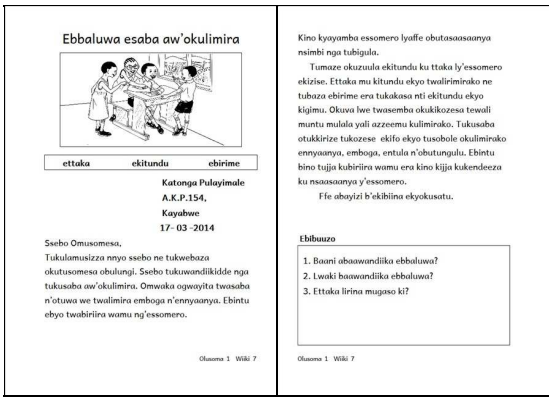
Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira ng'embeera eyonoonese?

Ekitundu 2

Wamivule bwe yayongera okwonooneka, essanyu lyaggwa mu batuuze. Ebyetaago n'ebisale by'amasomero 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 egyali mu ggombolola y'e Wamivule.		1. Abakulembeze b'eggombolola yammwe bakola mirimu ki?
2. Lwaki abatuuze baayita Oweggombolola?		2. Ssinga ggwe wali Oweggombolola abatuuze wandibakoledde ki?

Literacy 1 & 2



Ebbaluwa esaba aw'okulimira

ettaka ekitundu ebirime

Katonga Pulayimale
A.K.P.154,
Kayabwe
17- 03 -2014

Ssebo Omusomesa,
Tukulamusizza nnyo ssebo ne tukwebaza okutusomesa obulungi. Ssebo tukuwandiikidde nga tukusaba aw'okulimira. Omwaka ogwayita twasaba n'otuwa we twalimira emboga n'ennyaanya. Ebintu ebyo twabiriira wamu ng'essomero.

Okusoma 1 Wiki 7

Kino kyayamba essomero lyaffe obutasaasaanya nsimbi nga tubigula.

Tumaze okuzuula ekitundu ku ttaka ly'essomero ekizise. Ettaka mu kitundu ekyo twalirimirako ne tubaza ebirime era tukakasa nti ekitundu ekyo kigimu. Okuva lwe twasemba okukikozesa tewali muntu mulala yali azzeemu kulimirako. Tukusaba otukkirize tukozese ekifo ekyo tusobole okulimirako ennyaanya, emboga, entula n'obutungulu. Ebintu bino tujja kubiriira wamu era kino kijja kukendeeza ku nsaasaanya y'essomero.

Ffe abayizi b'ekibiina ekyokusatu.

Ebibuuzo

1. Baani abaawandiika ebbaluwa?
2. Lwaki baawandiika ebbaluwa?
3. Ettaka lirina mugaso ki?

Okusoma 1 Wiki 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: <u>Mukoka</u>

Mukoka atuyisa bubi. Asimye enkonko mu kisaawe kyaffe. Tetusobola kuzannya kapiira. Tusaba tusimbe omuddo mu kisaawe. Tulowooza nti omuddo gujja kutuyamba okuziyiza 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 kukuuma ettaka n'okuziyiza mukoka.

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Lwaki abantu bazisa ettaka?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Ebbaluwa ewa endowooza	
Okulamusa	
Ennyanjula	
Ensonga	
Ensonga	
Ensonga	
Enfundikira	

Oral Literature

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

Term 1 Week 7

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 Tool:	Ebbaluwa ewa endowooza	✔
Ebbaluwa erimu okulamusa.		
Ennyanjula yange ewa ekinyusi ky'ebbaluwa.		
Mpadde ensonga ezisukka 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:	Okukozesa nakongeza-kikolwa mu mboozi
I do	1. Mukoka atuyisa bubi. 2. Mukoka atuyisa bubi nnyo.
We do	1. Tetusobola kuzannya. 2. Tetusobola kuzannya bulungi.
You Do	1.Tusaba tusimbe omuddo. 2. Omuddo gutuyamba okuziyiza mukoka.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

tulamusa	tulamus - e	tulamuse
twebaza	twebaz - e	twebaze
tulima	tulim - e	tulime

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

NPSCU Teacher's Guide

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

NPSCU Scope and Sequence

- Page 18

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 kyalo kino balimi. Abantu abalala bakola emirimu emirala ng'okusima omusenyu, okukuba amayinja, okulunda, okubumba, okukuba amatoffaali nga kw'otadde n'okumeza emiti. Emirimu gino gyonna bagikolera ku ttaka ly'ekitundu kino.

Abantu bangi bajja ku kyalo 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 kyalo kyaffe osanga abasajja 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.

Ekitundu 2

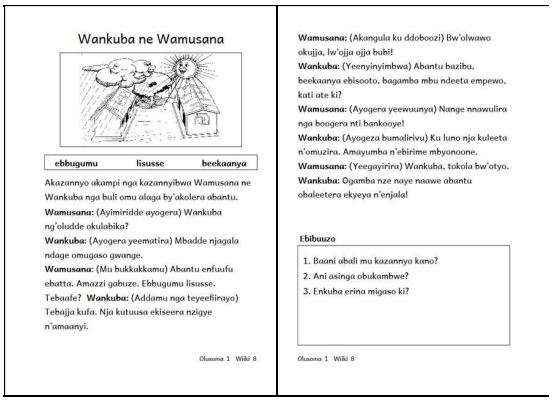
Oluusi osanga abantu b'ekitundu kino nga basiga ensigo zaabwe mu ttaka eriddugavu. Kino bakikola olwokuba ettaka eryo libaza emmere yaabwe. Mu bifo ebimu osanga abasajja n'abakazi nga basima ebyobugagga ebyo mu ttaka. Amayinja n'omusenyu ebisimibwa okuva mu bitundu eby'enjawulo, bifudde ettaka lyaffe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

Ebintu bino byonna biviiriddeko abantu ab'amawanga ag'enjawulo okusenga ku kyalo kyaffe. Bonna ekyabaleeta ly'ettaka lyaffe ery'ebbeeyi. Abantu abamu bagamba nti enkula y'ettaka lyaffe ebasanyusa nnyo era kino kiviiriddeko 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.		1. Ettaka ly'ewammwe mulikozesa ki?
2. Laga ebyobugagga ebisangibwa mu ttaka ebyogeddwako mu lufumo.		2. Ssinga bakuwa ettaka oyinza kulikolerako ki?

Term 1 Week 7

Literacy 1 & 2



Wankuba ne Wamusana

ebbugumu lisusse beekaanya

Akazannyo akampi nga kazannyibwa Wamusana ne Wankuba nga buli omu alaga by'akolera abantu.
Wamusana: (Ayimiridde ayogera) Wankuba ng'oludde okulabika?
Wankuba: (Ayogera yeematira) Mbadde njagala ndage omugaso gwange.
Wamusana: (Mu bukkakkamu) Abantu enfuufu ebatta. Amazzi gabuze. Ebbugumu lisusse. Tebaafe? **Wankuba:** (Addamu nga teyeefiirayo) Tebajja kufa. Nja kutuusa ekiseera nzigye n'amaanyi.

Olusoma 1 Wiki 8

Wamusana: (Akangula ku ddoboozi) Bw'olwawo okujja, lw'ojja ojja bubi!
Wankuba: (Yeenyinyimbwa) Abantu bazibu, beekaanya ebisooto, bagamba mbu ndeeta empewo, kati ate ki?
Wamusana: (Ayogera yeewuunya) Nange nnawulira nga boogera nti bankooye!
Wankuba: (Ayogeza bumalirivu) Ku luno nja kuleeta n'omuzira. Amayumba n'ebirime mbyonoone.
Wamusana: (Yeegayirira) Wankuba, tokola bw'otyo.
Wankuba: Ogamba nze naye naawe abantu obaleetera ekyeya n'enjala!

Ebibuuzo

1. Baani abali mu kazannyo kano?
2. Ani asinga obukambwe?
3. Enkuba erina migaso ki?

Olusoma 1 Wiki 8

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: *(Yeekanga)* Mwasuze wa?
Nalule: Twasuze wa Mwami Lumu.
Namata: Eyo gye munaabeeranga?
Nalule: Nedda. Taata ajja 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.

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 emboozi mu bufunze

Writing Organizer: Akazannyo	
Omutwe	
Abali mu Kazannyo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Enfundikira	

Oral Literature

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

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	✔
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. 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: Enkozesa 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 ajja kuleeta abazimbi okuva e kampala bakazzeeko.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

lima	ya - lima	yalima
gamba	ya - gamba	yagamba
yigiriza	ya - yigiriza	yayigiriza

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.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

ebbugumu
lisusse
kwekaanya

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 bboodabbooda.

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.

Oral Literature

Ekitundu 2

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

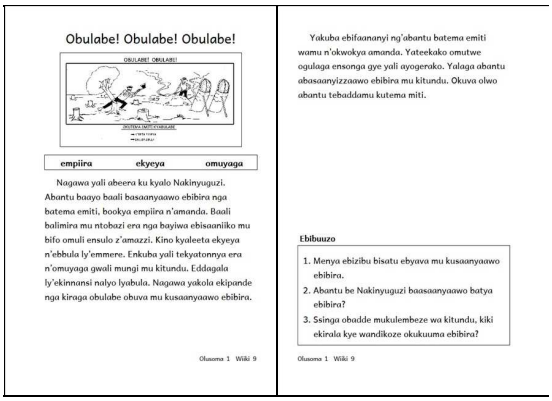
Abantu abamu boonoona obutonde ate nga kino kya bulabe nnyo. Abantu basuula obuveera mu mazzi, batema emiti, bookya amanda, bazimba mu ntobazi, bakuba amatoffaali, bazimba amakolero okumpi n'abantu, bookya n'empiira. Ebintu bino byonna byonoona obutonde. Okutema emiti kya bulabe kuba kuvaamu okusembeza 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 gasaasaanya endwadde nga kkolera, omusujja gwo mu byenda,ttayifoyidi 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.		1. Olowooza biki ebireetera abantu okutema emiti?
2. Biki ebyonoona obutonde?		2. Bulabe ki musisi bw'ayinza okuleeta?

Term 1 Week 8

Literacy 1 & 2



Obulabe! Obulabe! Obulabe!

empiira	ekyeya	omuyaga

Nagawa yali abeera ku kyalo Nakinyuguzi. Abantu baayo baali basaanyaawo ebibira nga batema emiti, bookya empiira n'amanda. Baali balimira mu ntobazi era nga bayiwa ebisaaniiko mu bifo omuli ensulo z'amazzi. Kino kyaleeta ekyeya n'ebbula ly'emmere. Enkuba yali tekyatonnya era n'omuyaga gwali mungi mu kitundu. Eddagala ly'ekinnansi nalyo lyabula. Nagawa yakola ekipande nga kiraga obulabe obuva mu kusaanyaawo ebibira.

Olusoma 1 Wiki 9

Yakuba ebifaananyi ng'abantu batema emiti wamu n'okwokya amanda. Yateekako omutwe ogulaga ensonga gye yali ayogerako. Yalaga abantu abasaanyizzaawo ebibira mu kitundu. Okuva olwo abantu tebaddamu kutema miti.

Ebibuuzo

1. Menya ebizibu bisatu ebyava mu kusaanyaawo ebibira.
2. Abantu be Nakinyuguzi baasaanyaawo batya ebibira?
3. Singa obadde mukulembeze wa kitundu, kiki ekirala kye wandikoze okukuuma ebibira?

Olusoma 1 Wiki 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 ajja.
Kibuyaga amenya emiti.
Asuula amayumba.
Asuula ebitooke.
Twewale okutema emiti.
Mukube ebifaananyi okulaga engeri kibuyaga gy'abayisaamu mu kyalo kyammwe.

Writing Organizer: Ekipande	
Ekinyusi	Obulabe bwa kibuyaga
Ensonga eziwagira	1. Kibuyaga amenya emiti. 2. Asuula amayumba. 3. Asuula ebitooke.

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 eziwagira	1. 2. 3.

Oral Literature

Traditional Text
Oluyimba Eggombolola ya kitiibwa (x3) sirina gadda mu ebyo. Nze ndikola gwa busomesa (x)3 sirina gadda mu ebyo. Nze ndikola gwa busawo (x3) sirina gadda mu ebyo. Nze ndikola gwa mawulire (x3) sirina gadda mu ebyo.

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

batuuma	te - batuuma	tebatuuma
bafiirwa	te - bafiirwa	tebafiirwa
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	✔
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 kibuyaga. 2. Buli lwe tutema emiti ku kyalo kibuyaga ajja.
We do	1. Kibuyaga amenya emiti. 2. Kibuyaga asuula amayumba.
You Do	1. Kibuyaga asuula ebitooke. 2. Twewale okutema emiti.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

balima	te - balima	tebalima
batema	te - batema	tebatema
basimba	te - basima	tebasima

Sentence Structure Assessment Test

1. Nsigula ekikonge.
   Tusigula ebikonge.

2. Nkutte ekikoola.
   Tukutte ebikoola.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

empiira
ekyeya
omuyaga

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 53

NPSCU Scope and Sequence

- Pages 19-20

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

Oral Literature

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

Ekitundu 2

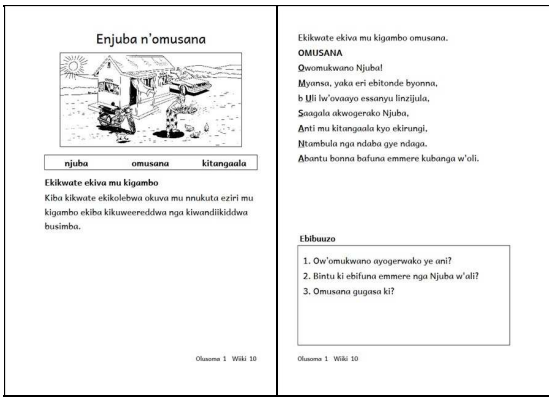
Ekiseera kyatuuka embeera n'ebeerera ddala mbi. Ennyanja yakalira, ekyalo ne kifuuka eddungu, emmere nayo n'ebula. Abaana ba Wambaata baafa, bo aba Wankofu ne basenguka ate aba Wankwale ne batandika okubba.

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 emiti, okugogola emyala, obutazimba mu ntobazi, obutamala gatema miti,okukendeeza ku kwokya amanda, okuyoola kasasiro wamu n'obutazimba makolero mu bantu wakati. Olukiiko bwe lwaggwa abatuuze bonna 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?		1. Ssinga wali mutuuze w'e Kyankusu wandikoze otya nga embeera eyonoonese?
2. Ani yakubiriza olukiiko?		2. Olowooza bintu ki ebirala ebiyinza okwonoona embeera y'ekyalo?

Term 1 Week 9

Literacy 1 & 2



Enjuba n'omusana

njuba omusana kitangaala

Ekikwate ekiva mu kigambo

Kiba kikwate ekikolebwa okuva mu nnukuta eziri mu kigambo ekiba kikuweereddwa nga kiwandiikiddwa busimba.

Olusoma 1 Wiki 10

Ekikwate ekiva mu kigambo omusana.

OMUSANA

Owomukwano Njuba!
Myansa, yaka eri ebitonde byonna,
b **U**li lw'ovaayo essanyu linzijula,
Saagala akwogerako Njuba,
Anti mu kitangaala kyo ekirungi,
Ntambula nga ndaba gye ndaga.
Abantu bonna bafuna emmere kubanga w'oli.

Ebibuuzo

1. Ow'omukwano ayogerwako ye ani?
2. Bintu ki ebifuna emmere nga Njuba w'ali?
3. Omusana gugasa ki?

Olusoma 1 Wiki 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, emiti, enkoko
Ennukuta 4.	W- wano, wali, wulira, wuuma
Ennukuta 5.	O- omuti, omuvule, omwana
Ebigambo ebirondeddwamu	mpewo ppaapaali emiti wulira omuvule

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Omusana gutukosa gutya?

Literacy 2

Writing Process: Okuwandiika emboozi 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.

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 Tool:	Ekikwate ekiva mu kigambo	✔
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

1. Abakyala baawewa ebijanjaalo.
2. Abakozi baagula emmwanyi.

Sentence Structure — Extra Practice

1. Abaana balya emiyembe.
   Abaana baalya emiyembe.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

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

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.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

njuba
omusana
kitangaala

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: page 53

NPSCU Scope and Sequence

- Page 22

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.
Ebikolebwa
Wampewo ne Wamusana balambula bannaabwe mu nnimiro. Ssentebe ayita olukiiko. Wampewo ne Wamusana bannyonnyola emigaso gyabwe.

Oral Literature

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

Ekitundu 2

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

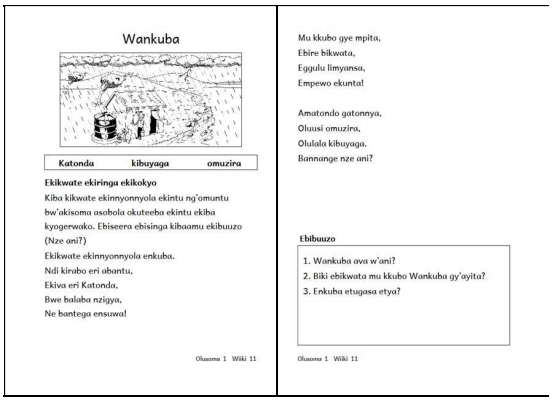
Wano Wamusana yategeeza olukiiko, “Ekyamazima bwe kityo bwe kyandibadde, wabula kyakolebwa olw’okuba twali tuwaayirizibwa nti tetulina mulimu gwe tukola.” Yayongerako nti bo omulimu gwabwe gwa kuyamba kukuza birime era n’okuwa ebintu byonna ebirina obulamu omukka ogw’okussa. Wamusana yayongerako n’agamba 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 bonna beewuunya nnyo era ne bategeera omugaso gwa Wampewo ne Wamusana ku kyalo.

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

Literacy 1 & 2



Wankuba

Katonda kibuyaga omuzira

Ekikwate ekiringa ekikokyo

Kiba kikwate ekinnyonnyola ekintu ng'omuntu bw'akisoma asobola okuteeba ekintu ekiba kyogerwako. Ebiseera ebisinga kibaamu ekibuuzo (Nze ani?)

Ekikwate ekinnyonnyola enkuba.

Ndi kirabo eri abantu,
Ekiva eri Katonda,
Bwe balaba nziga,
Ne bantega ensuwa!

Olusoma 1 Wiki 11

Mu kkubo gye mpita,
Ebire bikwata,
Eggulu limyansa,
Empewo ekunta!

Amatondo gatonnya,
Oluusi omuzira,
Olulala kibuyaga.
Bannange nze ani?

Ebibuuzo

1. Wankuba ava w'ani?
2. Biki ebikwata mu kkubo Wankuba gy'ayita?
3. Enkuba etugasa etya?

Olusoma 1 Wiki 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?

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

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

Oral Literature

Traditional Text
Ekitontome 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...

Term 1 Week 11

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 Tool:	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

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kikulu	bi - kulu	bikulu
kinene	bi - nene	binene
kimpi	bi - mpi	bimpi

Sentence Structure Assessment Test

1. Nalule alina ekitabo ekinene.
   Nalule alina ebitabo ebinene.

2. Lule alina ekikajjo ekiwanvu.
   Lule alina ebikajjo ebiwanvu.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

Katonda
kibuyaga
omuzira

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

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 tebajula. Amayumba gonna gaalina engogo era ng’enkuba bw’etonnya 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, ennimiro, ebibala,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.

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 baategeka 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)

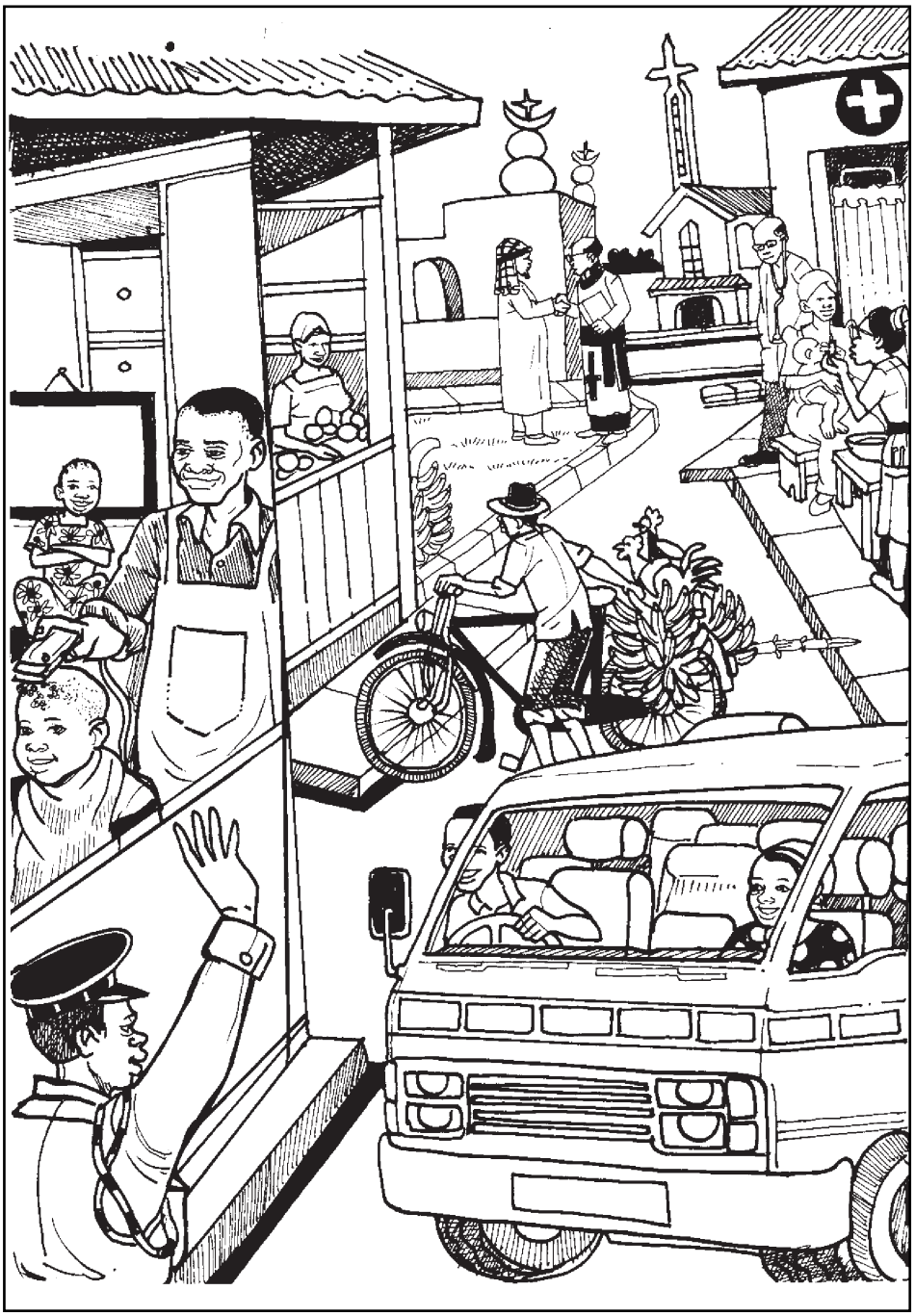
Public Speaking Assessment

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.

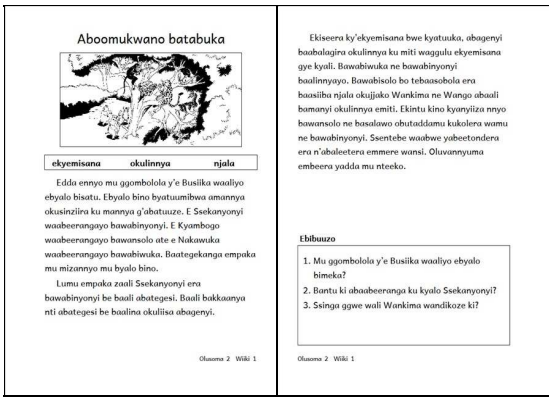
L3: Tells a meaningful, engaging story with excellent confidence and good expression.
L2: Tells a meaningful story to the class with confidence.
L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.

Weekly Lesson Support

Term 2 Lessons



Literacy 1 & 2



Aboomukwano batabuka

ekyemisana **okulinnya** **njala**

Edda ennyo mu ggombolola y'e Busiika waaliyo ebyalo bisatu. Ebyalo bino byatuumibwa amannya okusinziira ku mannya g'abatuuze. E Ssekanyonyi waabeerangayo bawabinyonyi. E Kyambogo waabeerangayo bawansolo ate e Nakawuka waabeerangayo bawabiwuka. Baategekanga empaka mu mizannyo mu byalo bino.

Lumu empaka zaali Ssekanyonyi era bawabinyonyi be baali abategesi. Baali bakkaanya nti abategesi be baalina okuliisa abagenyi.

Olusoma 2 Wiki 1

Ekiseera ky'ekyemisana bwe kyatuuka, abagenyi baabalagira okulinnya ku miti waggulu ekyemisana gye kyali. Bawabiwuka ne bawabinyonyi baalinnyayo. Bawabisolo bo tebaasobola era bausiiba njala okujjako Wankima ne Wango abaali bamanyi okulinnya emiti. Ekintu kino kyanyiiza nnyo bawansolo ne basalawo obutaddamu kukolera wamu ne bawabinyonyi. Ssentebe waabwe yabeetondera era n'abaleetera emmere wansi. Oluvannyuma embeera yadda mu nteeko.

Ebibuuzo

1. Mu ggombolola y'e Busiika waaliyo ebyalo bimeka?
2. Bantu ki abaabeeranga ku kyalo Ssekanyonyi?
3. Ssinga ggwe wali Wankima wandikoze ki?

Olusoma 2 Wiki 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

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

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

Oral Literature

Traditional Text
Oluyimba 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!

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 Tool:	Ebirina okubeera mu 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. Baani abalunda ebisolo?
2. 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

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kuma	kum - ir - a	kumira
kuba	kub - ir - a	kubira
leeta	leet - er - a	leetera

Sentence Structure Assessment Test

1. Ani akulira eggombolola?
   Baani abakulira eggombolola?

2. Ani afumba emmere?
   Baani abafumba emmere?

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

ekyemisana
okulinnya
enjala

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 26-27

Oral Literature

Ebisulo by'ebisolo eby'awaka

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

Ekitundu 1

Edda ennyo mu ggombolola Kuyiiya ku kyalo Tukola, kwaliko ekibira ekyayitibwanga Tukuuma. Ekibira kino kyalimu ensolo ezo mu nsiko. Ensolo zino zaalina obulamu obulungi n'ebyokulya 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 zibirya.

Story Outline
Ekinyusi: Ebisulo by'ebisolo. **Ensonga ewagira 1:** Ebisulo by'ebisolo by'awaka n'ebyo mu nsiko. **Ensonga ewagira 2:** Obuzibu bw'ebisolo byo mu nsiko.

Oral Literature

Ekitundu 2

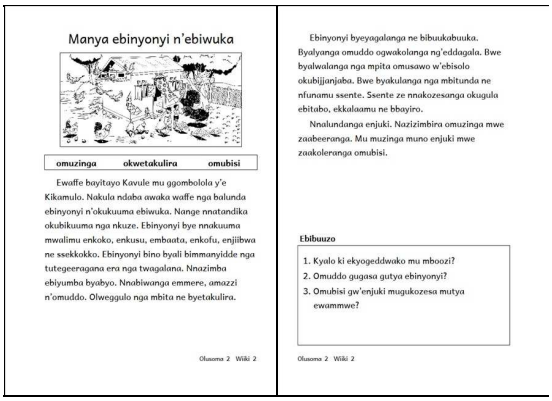
Lwali lumu nannyini bisolo eby'awaka n'akunga abatuuze era n'abategeeza obuzibu obwaliwo. Ensonga enkulu kwali kumalawo buzibu obw'okuttibwa n'okuliibwa kw'ebisolo by'awaka. Abantu abaali mu lukiiko baasalawo buli kisolo kifunirwe aw'okusula. Baateesa embuzi bazizimbire ekisibo. Ente nazo bazikolere 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 ebyateesebwa 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'ebisulo ebyali bizimbiddwa era nabo baddayo ewaabwe ne babizimba. Ebisolo byabwe nabyo byanyirira era ne byala.

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

Term 2 Week 1

Literacy 1 & 2



Manya ebinyonyi n'ebiwuka

omuzinga **okwetakulira** **omubisi**

Ewaffe bayitayo Kavule mu ggombolola y'e Kikamulo. Nakula ndaba awaka waffe nga balunda ebinyonyi n'okukuuma ebiwuka. Nange nnatandika okubikuuma nga nkuze. Ebinyonyi bye nnakuuma mwalimu enkoko, enkusu, embaata, enkofu, enjiibwa ne ssekkokko. Ebinyonyi bino byali bimmanyidde nga tutegeeragana era nga twagalana. Nnazimba ebiyumba byabyo. Nnabiwanga emmere, amazzi n'omuddo. Olweggulo nga mbita ne byetakulira.

Olusoma 2 Wiki 2

Ebinyonyi byeyagalanga ne bibuukabuuka. Byalyanga omuddo ogwakolanga ng'eddagala. Bwe byalwalanga nga mpita omusawo w'ebisolo okubijjanjaba. Bwe byakulanga nga mbitunda ne nfunamu ssente. Ssente ze nnakozesanga okugula ebitabo, ekkalaamu ne bbayiro.

Nnalundanga enjuki. Nazizimbira omuzinga mwe zaabeeranga. Mu muzinga muno enjuki mwe zaakoleranga omubisi.

Ebibuuzo

1. Kyalo ki ekyogeddwako mu mboozi?
2. Omuddo gugasa gutya ebinyonyi?
3. Omubisi gw'enjuki mugukozesa mutya ewammwe?

Olusoma 2 Wiki 2

Day 1

Literacy 1

Thematic Question: Ebinyonyi 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: Ŋŋaali alabika bulungi. Lwali lumu nnasanga Ŋŋaali ku luzzi. Yansanyusa kubanga yalabika bulungi. Ŋŋaali alina amagulu. Alina omutwe oguliko ekisunsu. Ekirevu kye kimyufu ate ensingo ye njeru. Ŋŋaali atambula. Ŋŋaali ayimba. Ŋŋaali alina langi. Ŋŋaali mwagala kubanga ke kabonero ka Uganda.

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

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Olufumo	
Omutwe	
Abali mu lufumo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
Oluyimba Olwatuuka ne ndaba namuŋŋoona, 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.

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

zannya	zannya - zannya	zannyazannya
fumba	fumba - fumba	fumbafumba
kwata	kwata - kwata	kwatakwata

Word Structures — Extra Practice

kuuta	kuuta - kuuta	kuutakuuta
yamba	yamba - yamba	yambayamba

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool: Olufumo	✔
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

1. Ente zisula mu kiraalo.
2. 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	1. Nnasanga ŋŋaali omunene ku luzzi. 2. Ŋŋaali alina amagulu mawanvu.
We do	1. Alina omutwe mutono naye guliko ekisunsu kinene. 2. Ekirevu kye kimyufu bwe mmyu ate ensingo ye njeru bwe ttukuttuku.
You Do	1. Ŋŋaali ayimba bulungi.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

buuka	buuka - buuka	buukabuuka
zimba	zimba - zimba	zimbazimba
gaaya	gaaya - gaaya	gaayagaaya

Sentence Structure Assessment Test

1. Enjuki zisula wa?
   Enjuki zisula mu muzinga.

2. Enkoko zisula wa?
   Enkoko zisula mu kiyonjo.

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 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 27-28

Oral Literature

Obutakkaanya wakati wa bawabinyonyi ne bawabiwuka

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma 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 bawaŋŋaali. Bawambaata ne bawankoko baabeeranga waka w'abantu ate bo bawankofu, bawaŋŋaali 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, baatambuliranga 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 tebakyatambulira 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.

Oral Literature

Ekibuuzo 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!"

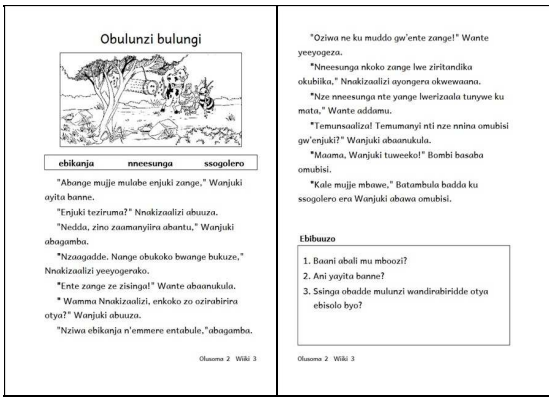
Abatuuze b'ekyalo baasoberwa era ne beebuuza engeri mukwano gw'omuntu gy'adda ku baana ba munne n'ababojja. Oluvannyuma olukiiko lw'ekyalo lwatuula ne lusalawo bawabinyonyi abamu nga bawankoko ne bawambaata bakuumibwe mu maka g'abantu. Baateesa okubazimbira ennyumba n'okubakugira okubojja wamu n'okulya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

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

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

Term 2 Week 2

Literacy 1 & 2



Obulunzi bulungi

ebikanja nneesunga ssogolero

"Abange mujje mulabe enjuki zange," Wanjuki ayita banne.

"Enjuki teziruma?" Nnakizaalizi abuuza.

"Nedda, zino zaamanyiira abantu," Wanjuki abagamba.

"Nzaagadde. Nange obukoko bwange bukuze," Nnakizaalizi yeeyogerako.

"Ente zange ze zisinga!" Wante abaanukula.

" Wamma Nnakizaalizi, enkoko zo ozirabirira otya?" Wanjuki abuuza.

"Nziwa ebikanja n'emmere entabule,"abagamba.

Olusoma 2 Wiki 3

"Oziwa ne ku muddo gw'ente zange!" Wante yeeyogeza.

"Nneesunga nkoko zange lwe ziritandika okubiika," Nnakizaalizi ayongera okwewaana.

"Nze nneesunga nte yange lwerizaala tunywe ku mata," Wante addamu.

"Temunsaaliza! Temumanyi nti nze nnina omubisi gw'enjuki?" Wanjuki abaanukula.

"Maama, Wanjuki tuweeko!" Bombi basaba omubisi.

"Kale mujje mbawe," Batambula badda ku ssogolero era Wanjuki abawa omubisi.

Ebibuuzo

1. Baani abali mu mboozi?
2. Ani yayita banne?
3. Singa obadde mulunzi wandirabiridde otya ebisolo byo?

Olusoma 2 Wiki 3

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 nzirabirira."
"Ozirabirira otya?" Wasswa abuuza.
Kato addamu, "Nziwa omuddo, amazzi, emmere emala era entabule obulungi ate nzijjanjaba."
Wasswa abuuza, "Ebyo tebitwala ssente nnyingi?"
"Bizitwala 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.

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
Oluyimba Ŋŋaali w'e Buganda, Ŋŋaali bw'agwa mu ngabo tabuuka. Kyakula bulungi ssebo, Ggwe tozannyisa ŋŋaali. Bw'okitunuulira bw'oti, Kirabika bulungi. Kabonero ka Uganda ssebo, Ggwe tozannyisa ŋŋaali. Bw'okitunuulira bw'oti, Kirabika bulungi.

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

mubisi	mukalu	
mukulu	muto	
muyonjo	mukyafu	

Word Structures — Extra Practice

mutono	munene	
mujama	muyonjo	

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool:	Ebirina okubeera mu 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. Embaata ebbiri njama!
2. 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.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

musajja mukazi
muwala mulenzi
muwanvu mumpi

Sentence Structure Assessment Test

1. Ŋŋaali omu munene.
   Ŋŋaali omu munene!

2. Embuzi essatu mbi.
   Embuzi essatu mbi!

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

ebikanja
nneesunga
ssogolero

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

Oral Literature

Ekikula kya bawansolo

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

Ekitundu 1

Mu kyalo Nsikozireeta mulimu bawansolo bangi nga be batuuze baayo. Abatuuze bano bakola emirimu egy'enjawulo nga tebafudde ku kikula kyabwe. Nnantebe w'ekyalo kino ye Mukyala Wantulege. Omuwandiisi we ye Mwami Wangabi. Mu kyalo 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 kyalo Nsikozireeta
Ebikolebwa
Bawansolo baakolanga emirimu nga tebafudde ku kikula kyabwe. Wampologoma yategeka okuwasa embaga. Buli eyaweebwa omulimu ku mbaga teyagutuukiriza.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza bawansolo baagabana mirimu ki?

Ekitundu 2

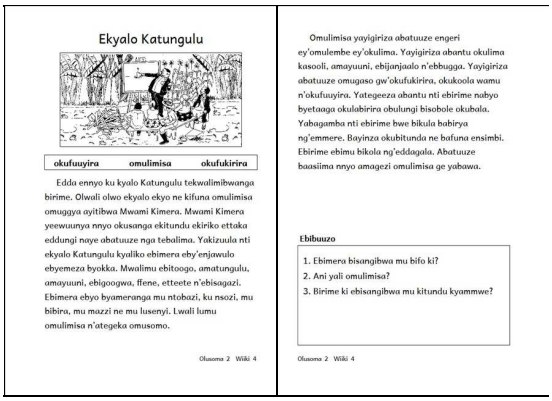
Wambuzi yafuna gwa kufumba, bawantugga baafuna gwa kutimba, Wandogoyi yafuna gwa ntambula. Wambogo ye yali omusibi w'abagole, Wanjovu ye munnaddiini eyagatta abagole ate Wandiga ye kalabaalaba w'omukolo. Bawankima be baagabula abantu ate Wante ye mufumbi wa keeki. Wanvubu ye yali kalabaalaba w'omugole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

Bawaŋŋonge be bagoma ate abazinyi be bawalugave. Omukolo bwe gwatandika, eŋŋoma n'enduulu byavuga. Bawansolo bonna baasanyuka ne bagamba nti Wanjovu awonye obuwuulu. Wandogoyi yatwala abagole mu bifaananyi ewa Wakkapa. Ebyo bwe byaggwa n'abatwala mu maka gaabwe. Bwe baatuuka enduulu, eŋŋoma n'emizira ne byeyongera olw'essanyu. Baatambula mpolampola nga bagenda ku mmeeza yaabwe. Nnantebe yayaniriza abagole era eŋŋoma 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 gatya?
2. Ani yagatta abagole?		2. Olowooza lwaki Wakayima yabba keeki?

Term 2 Week 3

Literacy 1 & 2



Ekyalo Katungulu

okufuuyira omulimisa okufukirira

Edda ennyo ku kyalo Katungulu tekwalimibwanga birime. Olwali olwo ekyalo ekyo ne kifuna omulimisa omuggya ayitibwa Mwami Kimera. Mwami Kimera yeewuunya nnyo okusanga ekitundu ekiriko ettaka eddungi naye abatuuze nga tebalima. Yakizuula nti ekyalo Katungulu kyaliko ebimera eby'enjawulo ebyemeza byokka. Mwalimu ebitooge, amatungulu, amayuuni, ebigoogwa, ffene, etteete n'ebisagazi. Ebimera ebyo byameranga mu ntobazi, ku nsozi, mu bibira, mu mazzi ne mu lusenyi. Lwali lumu omulimisa n'ategeka omusomo.

Olusoma 2 Wiiki 4

Omulimisa yayigiriza abatuuze engeri ey'omulembe ey'okulima. Yayigiriza abantu okulima kasooli, amayuuni, ebijanjaalo n'ebbugga. Yayigiriza abatuuze omugaso gw'okufukiriira, okukoola wamu n'okufuuyira. Yategeeza abantu nti ebirime nabyo byetaaga okulabiirira obulungi bisobole okubala. Yabagamba nti ebirime bwe bikula babirya ng'emmere. Bayinza okubitunda ne bafuna ensimbi. Ebirime ebimu bikola ng'eddagala. Abatuuze baasiima nnyo amagezi omulimisa ge yabawa.

Ebibuuzo

1. Ebimera bisangibwa mu bifo ki?
2. Ani yali omulimisa?
3. Birime ki ebisangibwa mu kitundu kyammwe?

Olusoma 2 Wiiki 4

Day 1

Literacy 1

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

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebintu 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. Afuuka 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 afuuka wa ttutumu.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Emboozi ettottola amawulire	
Omutwe	
Ayogerwako	
Ekifo	
Ekiseera	
Ekikolebwa	
Emitendera	
Ekigendererwa	
Enfundikira	

Oral Literature

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

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

mugavu	mi - gavu	migavu
musasa	mi - sasa	misasa
musizi	mi - sizi	misizi

Word Structures — Extra Practice

muwogo	mi - wogo	miwogo
mumwanyi	mi - mwanyi	mimwanyi

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool:	Emboozi ettottola 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

1. Ekikajjo kiwoomerera nnyo.
2. 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	1. Mwami Mukasa mulimi wa kasooli mwatiikirivu. Alimira ku kyalo Katovu. (Mwami Mukasa ye mulimi wa kasooli omwatiikirivu ku kyalo Katovu.)
We do	1. Kasooli amulima omulundi gumu. Asooka kusaawa. (Kasooli amulima omulundi gumu era asooka kusaawa.)
You Do	1. Kasooli akula. Amukungula.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

muti	mi - ti	miti
muvule	mi - vule	mivule
mutuba	mi - tuba	mituba

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 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 31

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 kyalo Kakejje 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.

Oral Literature

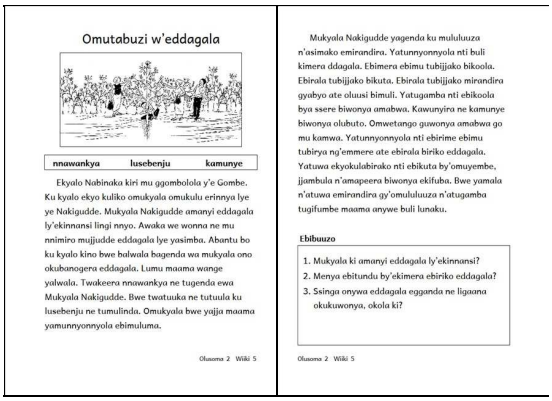
Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Wambogo agobeddwa?

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?		1. Ssinga ggwe wali nannyini birime, Wambogo wandimukoledde ki?
2. Ani yalabula Wambogo?		2. Bizibu ki by'omanyi abalimi b'ewammwe bye basanga?

Literacy 1 & 2



Omutabuzi w'eddagala

nnawankya lusebenju kamunye

Ekyalo Nabinaka kiri mu ggombolola y'e Gombe. Ku kyalo ekyo kuliko omukyala omukulu erinnya lye ye Nakigudde. Mukyala Nakigudde amanyi eddagala ly'ekinnansi lingi nnyo. Awaka we wonna ne mu nnimiro mujjudde eddagala lye yasimba. Abantu bo ku kyalo kino bwe balwala bagenda wa mukyala ono okubanogera eddagala. Lumu maama wange yalwala. Twakeera nnawankya ne tugenda ewa Mukyala Nakigudde. Bwe twatuuka ne tutuula ku lusebenju ne tumulinda. Omukyala bwe yajja maama yamunnyonnyola ebimuluma.

Olusoma 2 Wiki 5

Mukyala Nakigudde yagenda ku mululuuza n'asimako emirandira. Yatunnyonnyola nti buli kimera ddagala. Ebimera ebimu tubijjako bikoola. Ebirala tubijjako bikuta. Ebirala tubijjako mirandira gyabyo ate oluusi bimuli. Yatugamba nti ebikoola bya ssere biwonya amabwa. Kawunyira ne kamunye biwonya olubuto. Omwetango guwonya amabwa go mu kamwa. Yatunnyonnyola nti ebirime ebimu tubirya ng'emmere ate ebirala biriko eddagala. Yatuwa ekyokulabirako nti ebikuta by'omuyembe, jjambula n'amapeera biwonya ekifuba. Bwe yamala n'atuwa emirandira gy'omululuuza n'atugamba tugifumbe maama anywe buli lunaku.

Ebibuuzo

1. Mukyala ki amanyi eddagala ly'ekinnansi?
2. Menya ebitundu by'ekimera ebiriko eddagala?
3. Ssinga onywa eddagala egganda ne ligaana okukuwonya, okola ki?

Olusoma 2 Wiki 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

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 emiyembe. Basooka kumusaba. Balinnya omuti. Banoga emiyembe. Balya basanyuka. Jajja Nakaye abaana bamwagala, abawa emiyembe.

Writing Organizer: Emboozi ettottola amawulire	
Omutwe	Omuyembe omunene
Ayogerwako	Jajja Nakaye
Ekifo	Kiti Kyaddondo
Ekiseera	Buli lunaku
Ekikolebwa	Okufuna emiyembe
Emitendera	1. Basaba emiyembe. 2. Balinnya omuti. 3. Banoga emiyembe. 4. Balya ne basanyuka.
Ekigendererwa	Okulaga omugaso gw'omuyembe
Enfundikira	Jajja Nakaye abaana bamwagala.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Emboozi ettottola amawulire	
Omutwe	
Ayogerwako	
Ekifo	
Ekiseera	
Ekikolebwa	
Emitendera	
Ekigendererwa	
Enfundikira	

Oral Literature

Traditional Text
Ekikwate 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.

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 Tool:	Emboozi ettottola 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

1. Kojja asimba balugu ne kasooli.
2. 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 ekisangibwamu Kyaddondo.)
We do	1. Jajja Nakaye abaana bamwagala alina emiyembe. (Jajja Nakaye abaana bamwagala kubanga alina emiyembe.)
You Do	1. Omuyembe munene muwanvu.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

yasimba	yasimba - nga	yasimbanga
yakoola	yakoola - nga	yakoolanga
yatema	yatema - nga	yatemanga

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

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 kyalo Butamanya kwaliko abalimi bangi naye abasinga nga tebamanyi migaso gya bitundu bya bimera eby'enjawulo. Olwali olwo nga balima ebijanjaalo, ensujju, ebinyeebwa, emiyembe, obummonde, amapaapaali n'emiti gya jjambula.

Abaalimanga obummonde, bwe baalinga babukoola, baatemanga emirandira gyabwo. Kino kyabuviirangako okukala bo ne beebuuza ekibukaza. Abaalimanga ebijanjaalo era baali balunzi ba nkoko. Bwe byamulisanga ng'enkoko zibojjako ebimuli byonna. Abaalimanga ensujju baanogangako essunsa lyonna okufuna enva. Kino kyaviirako ensujju obutabala. Ebinyeebwa olwabisimbanga kaamuje ng'abisima era tebyameranga. Abaana bo baakubanga emiyembe emito 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.

Oral Literature

Ekitundu 2

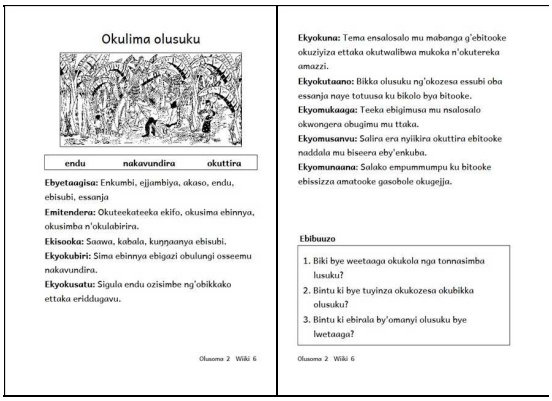
Abaana bwe baalinnyanga amatabi ga jjambula, gaamenyekanga era agaasigalangako gaasuulibwanga kibuyaga. Kino nakyo kyaleeta ebyenfuna okudda emabega. Embuzi zzo zaalyanga emiti gya muwogo n'amalagala. Kino kyaviirako muwogo ne lumonde obutabala bulungi. Abalimi abasinga baalowoozanga nti waliwo abaloga.

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 yeyalemesanga ebinyeebwa okumera kubanga yalyanga ensigo zonna. Yabajjukiza 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?		1. Ssinga wali mutuuze ku kyalo Butamanya, kaamuje wandimukoze ki?
2. Enduli egasa etya ekimera?		2. Olowooza kiki ekyaddirira ng'omulimisa amaze okwogera n'abalimi?

Term 2 Week 5

Literacy 1 & 2



Okulima olusuku

endu nakavundira okuttira

Ebyetaagisa: Enkumbi, ejjambiya, akaso, endu, ebisubi, essanja
Emitendera: Okuteekateeka ekifo, okusima ebinnya, okusimba n'okulabirira.
Ekisooka: Saawa, kabala, kuŋŋaanya ebisubi.
Ekyokubiri: Sima ebinnya ebigazi obulungi osseemu nakavundira.
Ekyokusatu: Sigula endu ozisimbe ng'obikkako ettaka eriddugavu.

Olusoma 2 Wiiki 6

Ekyokuna: Tema ensalosalo mu mabanga g'ebitooke okuziyiza ettaka okutwalibwa mukoka n'okutereka amazzi.
Ekyokutaana: Bikka olusuku ng'okozesa essubi oba essanja naye totuusa ku bikolo bya bitooke.
Ekyomukaaga: Teeka ebigimusa mu nsalosalo okwongera obugimu mu ttaka.
Ekyomusanvu: Salira era nyiikira okuttira ebitooke naddala mu biseera eby'enkuba.
Ekyomunaana: Salako empummumpu ku bitooke ebissizza amatooke gasobole okugejja.

Ebibuuzo

1. Biki bye weetaaga okukola nga tonnasimba lusuku?
2. Bintu ki bye tuyinza okukozesa okubikka olusuku?
3. Bintu ki ebirala by'omanyi olusuku bye lwetaaga?

Olusoma 2 Wiiki 6

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	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.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagibwa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
Olugero N'alima awagonda atera n'annyuka.

Term 2 Week 6

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 Tool:	Alipoota ennyonnyola emitendera	✔
Alipoota yange eriko omutwe.		
Mpadde olukalala lw'ebikozesebwa.		
Mpadde obudde obwetaagisa.		
Mpandiise emitendera nga bwe giddiriŋŋana.		
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. Oluvannyuma lw'ennaku 21 kuula ebbugga erikuze.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kikoola	bi - koola	bikoola
kimuli	bi - muli	bimuli
kibala	bi - bala	bibala

Sentence Structure Assessment Test

Kino kisagazi.
Kiri kisagazi.

Kino kibala.
Kiri kibala.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

endu
nakavundira
okuttira

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

- Pages 32-33

Oral Literature

Okulima ebirime

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire ebintu 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 Ssentebe yategeka omusomo gw'ebyobulimi 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 emiti 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'ebyobulimi 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.

Oral Literature

Ekitundu 2

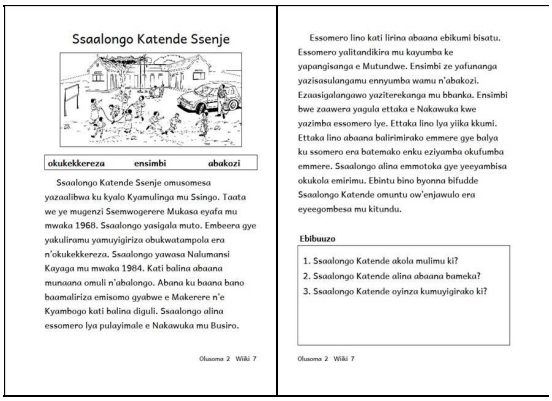
Yayongerako nti kiyamba nnyo okusiga ensigo enkulu nga teziriiriddwa buwuka nga kawuukuumi n'ebisokomi. Omulimi yenna asaana okusiga mu budde obutuufu naddala mu biseera eby'enkuba. Yagamba nti oluusi kyetaagisa okusooka okusimba ensigo mu kifo we zaalulizibwa. Kino kiyamba endokwa okusooka okukula obulungi 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 kyalo ekirala yawanika omukono ng'abuuza oba nabo basobola okufuna omusomo omulungi bwe gutyo ku kyalo kyabwe. Ssentebe yakkiriza era n'asuubiza okukolagana ne ssentebe w'ekyalo 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.		1. Ebirime mubirabirira mutya?
2. Ebimera byetaaga kulabirira bitya?		2. Birime ki ebirimibwa mu kitundu kyammwe?

Term 2 Week 6

Literacy 1 & 2



Ssaalongo Katende Ssenje

okukekkereza ensimbi abakozi

Ssaalongo Katende Ssenje omusomesa yazaalibwa ku kyalo Kyamulinga mu Ssingo. Taata we ye mugenzi Ssemwogerere Mukasa eyafa mu mwaka 1968. Ssaalongo yasigala muto. Embeera gye yakuliramu yamuyigiriza obukwatampola era n'okukekkereza. Ssaalongo yawasa Nalumansi Kayaga mu mwaka 1984. Kati balina abaana munaana omuli n'abalongo. Abana ku baana bano baamaliriza emisomo gyabwe e Makerere n'e Kyambogo kati balina diguli. Ssaalongo alina essomero lya pulayimale e Nakawuka mu Busiro.

Olusoma 2 Wiki 7

Essomero lino kati lirina abaana ebikumi bisatu. Essomero yalitandikira mu kayumba ke yapangisanga e Mutundwe. Ensimbi ze yafunanga yazisasulangamu ennyumba wamu n'abakozi. Ezaasigalangawo yaziterekanga mu bbanka. Ensimbi bwe zaawera yagula ettaka e Nakawuka kwe yazimba essomero lye. Ettaka lino lya yiika kkumi. Ettaka lino abaana balirimirako emmere gye balya ku ssomero era batemako enku eziyamba okufumba emmere. Ssaalongo alina emmotoka gye yeeyambisa okukola emirimu. Ebintu bino byonna bifudde Ssaalongo Katende omuntu ow'enjawulo era eyeegombesa mu kitundu.

Ebibuuzo

1. Ssaalongo Katende akola mulimu ki?
2. Ssaalongo Katende alina abaana bameka?
3. Ssaalongo Katende oyinza kumuyigirako ki?

Olusoma 2 Wiki 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. Ennaku 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.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

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

Oral Literature

Traditional Text
Olugero Eyeeterekera, butera okukya.

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

zimba	to - zimba	tozimba
pangisa	to - pangisa	topangisa
gula	to - gula	togula

Word Structures — Extra Practice

kuba	to - kuba	tokuba
wandiika	to - wandiika	towandiika

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool:	Alipoota ekwata ku bulamu bw'omuntu.	✔
Alipoota erina omutwe.		
Alipoota ennyonnyola obulamu bw'omuntu.		
Alipoota ennyonnyola ekiseera ebintu 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

1. Kato atereka ssente ayagala kugula ggaali.
2. Nagawa asimba kasooli kubanga ayagala kufuna buwunga.

Sentence Structure — Extra Practice

Maama alima. Maama ayagala kufuna mmere.
Maama alina kuganga ayagala kufuna mmere.

Literacy 2

Writing Process: Okugolola ensobi eziri mu mboozi

Mini-Lesson:	Okwawula ebikolwa ebiri mu mboozi
I do	1. Mwami Magala akolera mu katale e Nakasero. (Mwami Magala akolera mu katale e Nakasero)
We do	1. Bwe yafuna ssente, yagula pikipiki. 2. Ennaku zino yagula loole.
You Do	1. Ennyaanya aziteeka ku loole 2. Mwami Magala afunye ebyobugagga.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

bala	to - bala	tobala
tereka	to - tereka	totereka
kozesa	to - kozesa	tokozesa

Sentence Structure Assessment Test

1. Omusajja agaggawadde. Omusajja akola.
   Omusajja agaggawadde kubanga akola.

2. Baaba asimba emiti. Baaba ayagala kufuna nku.
   Baaba asimba emiti 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 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 55-56

NPSCU Scope and Sequence

- Pages 35-36

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 kyalo Kiswa. Mu kyalo kino mwalimu ebibira, emigga, ebisenyi n’enzizi. 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’okukuuma amazzi, emmere, enku n’ensimbi. Yamukuutiranga n’okukuuma ebiseera naye nga Wanseenene teyeefiirayo. Wankuyege yeekozeseza akabookisi mwe yasuulanga ensimbi era oluvannyuma yazitwalanga mu bbanka.

Lwali lumu Wankuyege n’ateesa balime kasooli. Baasaawa ekisambu era enkuba bwe yatonnya 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 kyalo Kiswa
Ebikolebwa
Wankuyege ne Wanseenene balima kasooli. Wanseenene adiibuuda ssente era ayavuwala. Wankuyege atereka era agaggawala nnyo.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Wankuyege aterese ebyagi ebiwera ate nga munne aterese kitono?

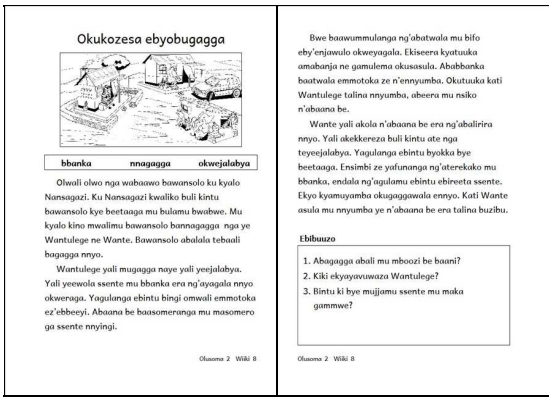
Ekitundu 2

Enjala "Ani-amuwadde-akatebe" teyalwa n'egwa. Wanseenene yalya obumere bwe n'ensimbi ne biggwaawo ekyeya kyo nga kyeyongera bweyongezi. Yali takyalina kyakulya era obulamu bwe bwakendeerera ddala n'akogga ate ng'atya 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'amunnyonnyola. 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.		1. Olowooza Wanseenene yasanyukanga atya?
2. Kiki ekyalwaza Wanseenene?		2. Ssinga ofuna ensimbi ennyingi okola ki?

Literacy 1 & 2



Okukozesa ebyobugagga

bbanka nnagagga okwejalabya

Olwali olwo nga wabaawo bawansolo ku kyalo Nansagazi. Ku Nansagazi kwaliko buli kintu bawansolo kye beetaaga mu bulamu bwabwe. Mu kyalo kino mwalimu bawansolo bannagagga nga ye Wantulege ne Wante. Bawansolo abalala tebaali bagagga nnyo.

Wantulege yali mugagga naye yali yeejalabya. Yali yeewola ssente mu bbanka era ng’ayagala nnyo okweraga. Yagulanga ebintu bingi omwali emmotoka ez’ebbeeyi. Abaana be baasomeranga mu masomero ga ssente nnyingi.

Okusoma 2 Wiiki 8

Bwe baawummulanga ng’abatwala mu bifo eby’enjawulo okweyagala. Ekiseera kyatuuka amabanja ne gamulema okusasula. Ababbanka baatwala emmotoka ze n’ennyumba. Okutuuka kati Wantulege talina nnyumba, abeera mu nsiko n’abaana be.

Wante yali akola n’abaana be era ng’abalirira nnyo. Yali akekkereza buli kintu ate nga teyeejalabya. Yagulanga ebintu byokka bye beetaaga. Ensimbi ze yafunanga ng’aterekako mu bbanka, endala ng’agulamu ebintu ebireeta ssente. Ekyo kyamuyamba okugaggawala ennyo. Kati Wante asula mu nnyumba ye n’abaana be era talina buzibu.

Ebibuuzo

1. Abagagga abali mu mboozi be baani?
2. Kiki ekyayavuwaza Wantulege?
3. Bintu ki bye mujjamu ssente mu maka gammwe?

Okusoma 2 Wiiki 8

Day 1

Literacy 1

Thematic Question: Ngeri ki gye tulina okukozesaamu ebyobugagga 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 ebintu 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’akupimidde mu kikapu oluvannyuma obale ssente z’akuddizza. Twala ebintu eka.

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	Okugula ebintu mu dduuka
Ebyetaagisa	ssente, ekikapu, olupapula, ekkalaamu
Obudde	Obudde obumala
Emitendera	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 ebintu by'akupimidde obiteeke mu kikapu. 6. Bala ssente z'akuddiza. 7. Twala ebintu eka.

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 emboozi mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagisa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
Ekikwate 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, Babikuuma bulungi ne bakulaakulana mu budde, Ayi nnyaffe Uganda kuuma bulungi abaana bo.

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

Day 4

Literacy 1

Sentence Structure — Answers

1. Ebikajjo bino biwanvu.
2. 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

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

yagula	te - yagula	teyagula
yakola	te - yakola	teyakola
yatereka	te - yatereka	teyatereka

Sentence Structure Assessment Test

1. Ekibira kino kinene.
   Ebibira bino binene.

2. Ekyalo kino kirungi.
   Ebyalo bino birungi.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

bbanka
nnagagga
okwejalabya

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 36

Oral Literature

Abantu b’e Wanduli bagaggawala

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

Ekitundu 1

Ekyalo Wanduli kisangibwa mu ggombolola y’e Wamuti. Ekyalo kino kisangibwa ku kasozisozi, kirengerekeka bulungi ebyalo ebiriraanyeewo era kikwasa ensaalwa. Ssentebe 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. Ssentebe yakola nnyo okusomesa abatuuze naye eby’embi yalwala obukulembeze n’abuvaako.

Story Outline
Abali mu lugero
Mwami Ttabi, Ssekayembe, Nakamuli, Nakikolo
Ekifo
Mu nnimiro
Ebikolebwa
Abatuuze basomesebwa enkozesa y'ebyobugagga. Bafuna ssentebe omuggya eyali tafaayo. Ebyobugagga biggwaawo.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Mwami Ttabi avudde ku bukulembeze?

Ekitundu 2

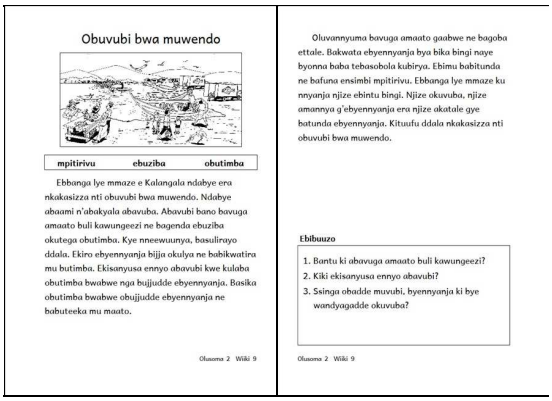
Omwami w'ekyalo omuggya ye yali Mwami Ssekayembe. Obutafaananako Mwami Ttabi, teyafaayo kutwala mu maaso omulimu ogw'okusomesa abatuuze ku by'okukozesa obulungi ebyobugagga. Kino kyaleetera embeera y'ekitundu okukyukakyuka. Abaali balina ebyobugagga baabitunda ne baavuwala. Ekyavaamu, emmere gye baali beerimira baatandika okugigula obuseere. Obujjanjabi n'ebyetaago 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?	1. Ssinga obeera ku kyalo kino wandikoze ki?	
2. Kizibu ki ekyagwa ku kyalo Wanduli?	2. Biki ebiremesa ebyalo okukulaakulana?	

Term 2 Week 8

Literacy 1 & 2



Obuvubi bwa muwendo

mpitirivu ebuziba obutimba

Ebbanga lye mmaze e Kalangala ndabye era nkakasizza nti obuvubi bwa muwendo. Ndabye abaami n'abakyala abavuba. Abavubi bano bavuga amaato buli kawungeezi ne bagenda ebuziba okutega obutimba. Kye nneewuunya, basulirayo ddala. Ekiro ebyennyanja bijja okulya ne babikwatira mu butimba. Ekisanyusa ennyo abavubi kwe kulaba obutimba bwabwe nga bujjudde ebyennyanja. Basika obutimba bwabwe obujjudde ebyennyanja ne babuteeka mu maato.

Olusoma 2 Wiiki 9

Oluvannyuma bavuga amaato gaabwe ne bagoba ettale. Bakwata ebyennyanja bya bika bingi naye byonna baba tebasobola kubirya. Ebimu babitunda ne bafuna ensimbi mpitirivu. Ebbanga lye mmaze ku nnyanja njize ebintu bingi. Njize okuvuba, njize amannya g'ebyennyanja era njize akatale gye batunda ebyennyanja. Kituufu ddala nkakasizza nti obuvubi bwa muwendo.

Ebibuuzo

1. Bantu ki abavuga amaato buli kawungeezi?
2. Kiki ekisanyusa ennyo abavubi?
3. Ssinga obadde muvubi, byennyanja ki bye wandyagadde okuvuba?

Olusoma 2 Wiiki 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 amatoffaali mulimu mulungi ddala.

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

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 emboozi mu bufunze

Writing Organizer: Alipoota eri ku mulamwa	
Omutwe	
Ennyanjula	
Ensonga 1.	
Ensonga 2.	
Ensonga 3.	
Enfundikira	

Oral Literature

Traditional Text
Oluyimba Ekitundu kyaffe kitweyagaza, Kirimu ebirungi ebitusanyusa, Mulimu ebibira omuli emiti, 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.

Term 2 Week 9

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'ebbiri n'ennya eziwagira ekinyusi.	
Enfundikira yange ekkaatiriza ennyanjula yange.	
Nkozesezza 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 emboozi	
I do	1. Okukuba amatoffaali mulimu mulungi.Taata wange gumugaggawazza. (Okukuba amatoffaali mulimu mulungi era taata wange gumugaggawazza.)
We do	1. Taata wange afunye ssente. Taata wange kati mugagga.
You Do	1. Aguze emmotoka. Azimbye ennyumba.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

kikola	kikol - ek - a	kikoleka
kibala	kibal - ik - a	kibalika
kiyiga	kiyig - 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 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 37

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, bboodabbooda 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 bulijjo.

Story Outline

Ekinyusi:
Emirimu egireeta ensimbi mu ggombolola yaffe.

Ensonga ewagira 1:
Abantu abakola emirimu egy’enjawulo.

Ensonga ewagira 2:
Emirimu egy’enjawulo egikolebwa.

Oral Literature

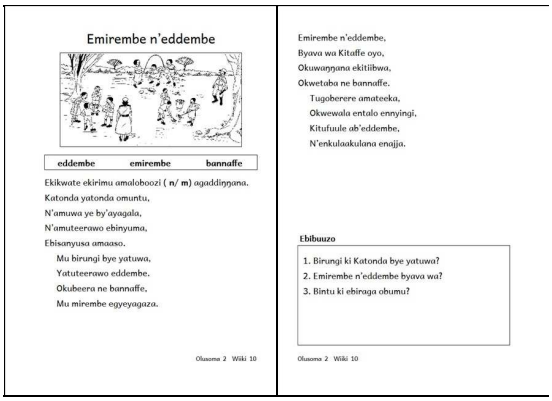
Ekitundu 2

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'emmeeza. 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 tegaliiwo, kiki ekyandituuseewo?
2. Bintu ki ebikolebwa okuva mu mbaawo?	2. Ku kyalo kyammwe bannaddiini babayamba batya?

Term 2 Week 9

Literacy 1 & 2



Emirembe n'eddembe

eddembe emirembe bannaffe

Ekikwate ekirimu amaloboozi (**n/ m**) agaddiŋŋana.

Katonda yatonda omuntu,
N'amuwa ye by'ayagala,
N'amuteerawo ebinyuma,
Ebisanyusa amaaso.
Mu birungi bye yatuwa,
Yatuteerawo eddembe.
Okubeera ne bannaffe,
Mu mirembe egyeyagaza.

Olusoma 2 Wiki 10

Emirembe n'eddembe,
Byava wa Kitaffe oyo,
Okuwaŋŋana ekitiibwa,
Okwetaba ne bannaffe.
Tugoberere amateeka,
Okwewala entalo ennyingi,
Kitufuule ab'eddembe,
N'enkulaakulana enajja.

Ebibuuzo

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

Olusoma 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 eriddiŋŋana

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 eriddiŋŋana
Omutwe	Emirembe
Eddoboozi	/t/
Ebigambo ebirimu eddoboozi	tetuyomba, tetulwana, okutta, tukole, bintu, mateeka
Olunyiriri	1. Tukole bintu ki mu nsi tufune emirembe? 2. Tuteeke amateeka mu nkola. 3. Tetuyomba, tetulwana n'abantu 4. Tetutta bantu era tetubba bintu.

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 eriddiŋŋana
Omutwe	
Eddoboozi	
Ebigambo ebirimu eddoboozi	
Olunyiriri	

Oral Literature

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

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

bimenya	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 Tool:	Ekikwate ekirimu eddoboozi eriddiŋŋana	✔
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 bintu ki tufune emirembe? 2. Tuteeke amateeka mu nkola.
We do	1. Tetuyomba, tetulwana n'abantu 2. Tetubba bintu.
You Do	1. Tetutta bantu. 2. Tulyoke tufune emirembe.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

bikola	bikol - ek - a	bikoleka
bibala	bibal - ik - a	bibalika
biyiga	biyig - ik - a	biyigika

Sentence Structure Assessment Test

1. Tulina emirembe mu kyalo kyaffe.
   Mu kyalo kyaffe, tulina emirembe.

2. Abaserikale bakuuma emirembe mu kyalo.
   Mu kyalo, abaserikale bakuuma 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

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. Ssentebe ng'akolera wamu n'olukiiko lwe, baakola amateeka agaaleeta emirembe mu ggombolola yaffe. Baasinga nnyo okukubiriza abatuuze okuwaŋŋana ekitiibwa. Abatuuze emabegako tebaawaŋŋananga kitiibwa. 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. Ssentebe yayisa amateeka. Ekyalo kitereera empalana ne ziggwaawo.

Oral Literature

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

Ekitundu 2

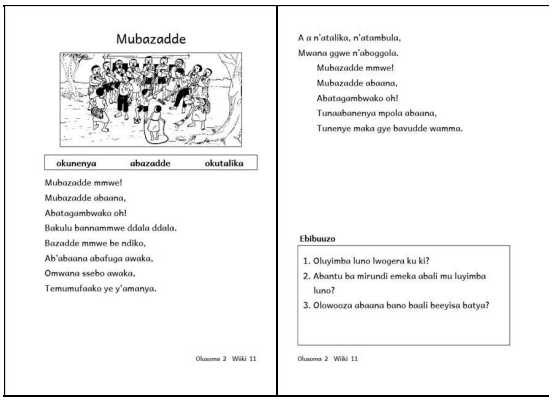
Mu lukiiko, ssentebe mwe yayanjulira amateeka agaasanyusa ennyo abatuuze. Mu gano mwalimu obutanywa mwenge mu biseera ebyokukola. Buli kizimbe kyali kiteekeddwako awayita ab'obugaali bw'abalina obulemu. Emirimu naddala egy'abantu abalina obuyigirize gyali gyakugabibwa okusinziira ku busobozi awatali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

Ssentebe 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 kyalo bwaggwaawo. Abatuuze abaalina empalana nazo zaggwaawo olw'okukolera awamu emirimu n'abantu bonna 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?		1. Olowooza amateeka g'essomero gayamba gatya omuyizi?
2. Mateeka ki agaayisibwa ssentebe?		2. Ggwe olowooza lwaki amateeka gandibadde gagobererwa ku ssomero?

Literacy 1 & 2



Mubazadde

okunenya abazadde okutalika

Mubazadde mmwe!
Mubazadde abaana,
Abatagambwako oh!
Bakulu bannammwe ddala ddala.
Bazadde mmwe be ndiko,
Ab'abaana abafuga awaka,
Omwana ssebo awaka,
Temumufaako ye y'amanya.

Olusoma 2 Wiki 11

A a n'atalika, n'atambula,
Mwana ggwe n'aboggola.
Mubazadde mmwe!
Mubazadde abaana,
Abatagambwako oh!
Tunaabanenya mpola abaana,
Tunenye maka gye bavudde wamma.

Ebibuuzo

1. Oluyimba luno lwogera ku ki?
2. Abantu ba mirundi emeka abali mu luyimba luno?
3. Olowooza abaana bano baali beeyisa batya?

Olusoma 2 Wiki 11

Day 1

Literacy 1

Thematic Question: Oluyimba luno lukwata ku ki?

Guiding Question: Wuliriza oluyimba luno n'obwegendereza n'oluvannyuma 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'ebyensula.
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'ebyensula. 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.

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Oluyimba	
Omutwe	
Oluyimba	
Ebikolwa	
Ekifaananyi	

Oral Literature

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

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	✔
Oluyimba lwange lulina omutwe.	
Mpandiise ebigambo byonna eby'oluyimba.	
Ndaze ennyiriri 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'ebyensula
You Do	1. Oo 2. Kituufu okuzannya 3. Ddala basaanye eddembe

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

okola	mu - kola	mukola
okima	mu - kima	mukima
oyamba	mu - yamba	muyamba

Sentence Structure Assessment Test

1. Olina okubuulirira omwana.
   Mulina okubuulirira abaana.

2. Olina okuwabula omwana.
   Mulina okuwabula abaana.

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

okunenya
abazadde
okutalika

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

Oral Literature

Eddembe ly'abaana

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

Ekitundu 1

Ku kyalo Mabindo ekisangibwa e Kasana mu Bulemeezi, y'esangibwa Mwami Musiitwa wamu ne mukyala we Nakimu. Abantu bano bombi bakozi nnyo naye tebaasoma. 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 lwaki Koomunaku tasoma. Mukyala we yaddamu mu bukambwe, "Ffe tetwasoma naye tetulya oba tetwambala?"

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

Koomunaku baamukeezanga ku makya nnyo n'ayoza engoye, n'asoggola lumonde era n'agenda ku luzzi olwali lwesudde 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 okukuuma eddembe ly'abaana.

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 lwaki Koomunaku baali bamuyisa mu ngeri etyoboola eddembe lye. Baba bakyali awo nga puliisi 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 lwonna lwasanyuka 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?	1. Ssinga obadde wa puliisi n'osanga atyoboola eddembe ly'abaana, okola ki?
2. Menya ebikolwa bibiri ebityoboola eddembe ly'abaana ebiri mu lufumo.	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)

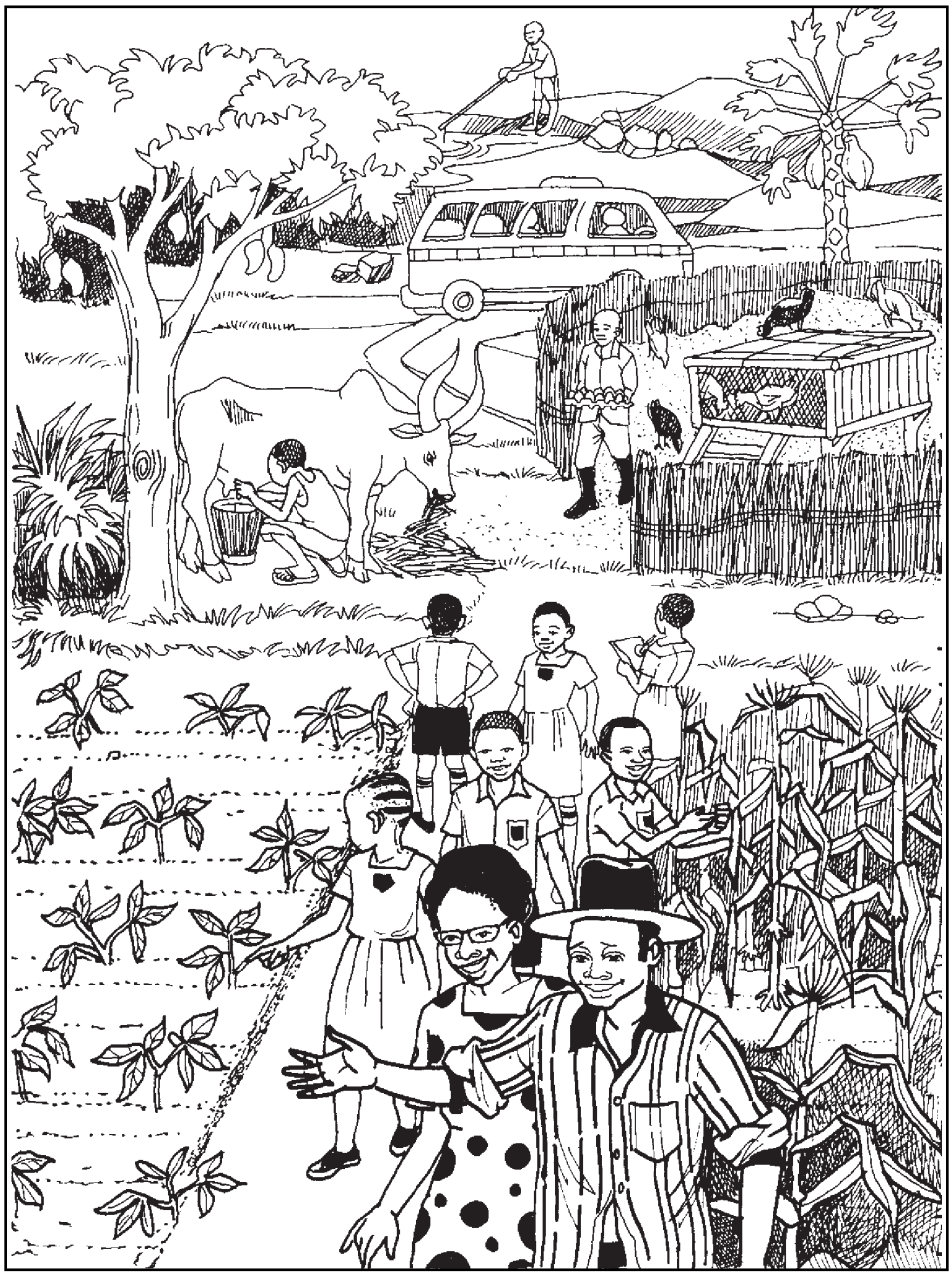
Public Speaking Assessment

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.

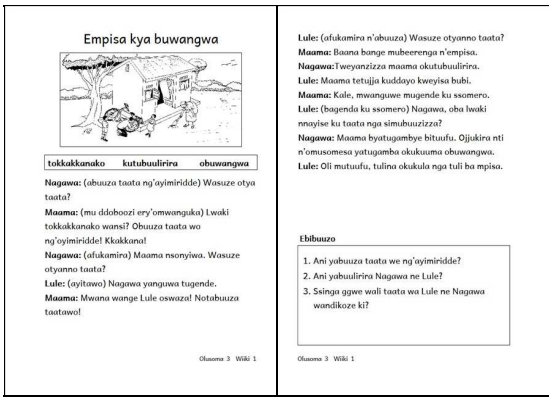
Weekly Lesson Support

Term 3 Lessons



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

Literacy 1 & 2



Empisa kya buwangwa

tokkakkanako kutubuulirira obuwangwa

Nagawa: (abuuza taata ng’ayimiridde) Wasuze otya taata?
Maama: (mu ddoboozi ery’omwanguka) Lwaki tokkakkanako wansi? Obuuza taata wo ng’oyimiridde! Kkakkana!
Nagawa: (afukamira) Maama nsonyiwa. Wasuze otyanno taata?
Lule: (ayitawo) Nagawa yanguwa tugende.
Maama: Mwana wange Lule oswaza! Notabuuza taatawo!

Olusoma 3 Wiiki 1

Lule: (afukamira n’abuuza) Wasuze otyanno taata?
Maama: Baana bange mubeerenga n’empisa.
Nagawa: Tweyanzizza maama okutubuulirira.
Lule: Maama tetujja kuddayo kweyisa bubi.
Maama: Kale, mwanguwe mugende ku ssomero.
Lule: (bagenda ku ssomero) Nagawa, oba lwaki nnayise ku taata nga simubuuzizza?
Nagawa: Maama byatugambye bituufu. Ojjukira nti n’omusomesa yatugamba okukuuma obuwangwa.
Lule: Oli mutuufu, tulina okukula nga tuli ba mpisa.

Ebibuuzo

1. Ani yabuuza taata we ng’ayimiridde?
2. Ani yabuulirira Nagawa ne Lule?
3. Ssinga ggwe wali taata wa Lule ne Nagawa wandikoze ki?

Olusoma 3 Wiiki 1

Day 1

Literacy 1

Thematic Question: Buwangwa ki bwe tulina mu ggombolola yaffe?
Guiding Question: Wuliriza emboozi eno n’obwegendereza, oluvannyuma ombuulire Lule ne Nagawa gye beeyisaamu.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi
Type of Text: Akazannyo
Sample Text: Lwaki abawala tebalinnya miti
(Nalule ne Nalumu bava ku ssomero)
Nalule: (ayayuuya) Enjala ennuma, tulinnye omuyembe.
Nalumu : *(yeekanga)* E,e Nalule, abawala tebalinnya muyembe. Teguddayo kubala!
Nalule: *(akimba)* Ebyo si bituufu, tebinnyamba.
Nalumu: Si bituufu! Tujja kugwa.
Nalule : *(akkakkana)* O! O! Nalumu sijja kulinnya.

Writing Organizer: Akazannyo	
Omutwe	Abawala tebalinnya miti
Abali mu kazannyo	Nalule ne Nalumu
Ekifo	Mu kkubo
Ekisoomooza	Nalule ayagala kulinnya muyembe kubanga enjala emuluma.
Entandikwa	Nalule ayayuuya kubanga enjala emuluma
Ekinyusi	Nalumu abuulira Nalule akabi akali mu kulinnya emiti
Okufundikira	Nalule asalawo obutalinnya muyembe

Literacy 1 & 2

Day 2

Literacy 1

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

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Akazannyo	
Omutwe	
Abali mu kazannyo	
Ekifo	
Ekisoomooza	
Entandikwa	
Ekinyusi	
Okufundikira	

Oral Literature

Traditional Text
Oluyimba Akabombo kaali ka baana, Akabombo nange nkambadde. (x2)

Literacy 1 & 2

Day 3

Literacy 1

Word Structures — Answers

afukamira	ba - fukamira	bafukamira
asoma	ba - soma	basoma
alima	ba - lima	balima

Word Structures — Extra Practice

abuuza	ba - buuza	babuuza
akola	ba - kola	bakola

Literacy 2

Writing Process: Okuyita mu biwandiikibwa mu mboozi nga otereeza

Assessment Tool: Akazannyo	✔
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.)

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!

Mini-lesson Assessment Test

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

Word Making Game

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

Answers:

tokkakkanako
kutubuulirira
obuwangwa

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 kyalo ekirina abaana abeegombesa buli muyise. Abantu abaasooka okubeera ku kyalo kino beewuunya engeri abatuuze gye baakyusaamu enneyisa yaabwe. Edda abaana abaavanga mu kitundu kino baali tebafaayo ku kubuuza bakadde baabwe era nga tebawa kitiibwa 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 bakojja 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’okuluŋŋamya abaana baabwe. Mu bulombolombo buno mwalimu okukugira abaana abawala okulinnya emiti.

Story Outline
Ekinyusi: Enneyisa y’abantu. **Ensonga ewagira 1:** Enkuza y'abaana **Ensonga ewagira 2:** Obulombolombo bulongoosa empisa.

Oral Literature

Ekitundu 2

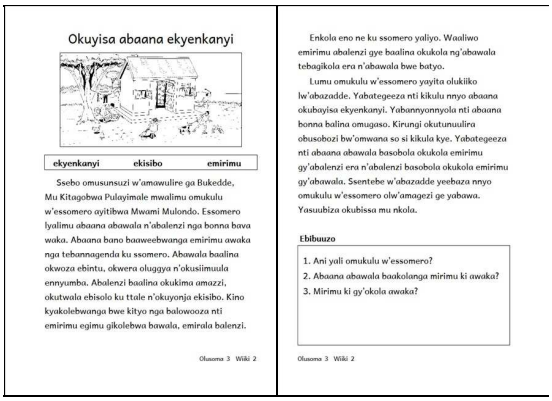
Ekigendererwa mukyo kwali kukuuma kitiibwa kya mukazi wamu n'obutatuusibwako bulabe. Akalombolombo akalala kaali ka kukugira baana kutuula ku masiga. Kino kyagendererwamu kwewala bubenje ng'okwokebwa omuliro. Ekirala kyali butagenda ku luzzi mu ttuntu ng'ekigenderwa kyali kya kutaasa baana bulabe ng'okubojjebwa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

Obulombolombo buno bwonna bwayigirizibwa abaana baabwe wamu n'abo abaasangibwa ku kyalo ekyo. Eno ye yali entandikwa y'okulongoosa enneyisa y'abato n'abakulu abaali mu kitundu ekyo. 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 kyalo 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?

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

Literacy 1 & 2



Okuyisa abaana ekyenkanyi

ekyenkanyi ekisibo emirimu

Ssebo omusunsuzi w'amawulire ga Bukedde, Mu Kitagobwa Pulayimale mwalimu omukulu w'essomero ayitibwa Mwami Mulondo. Essomero lyalimu abaana abawala n'abalenzi nga bonna bava waka. Abaana bano baaweebwanga emirimu awaka nga tebannagenda ku ssomero. Abawala baalina okwoza ebintu, okwera olugya n'okusiimuula ennyumba. Abalenzi baalina okukima amazzi, okutwala ebisolo ku ttale n'okuyonja ekisibo. Kino kyakolebwanga bwe kityo nga balowooza nti emirimu egimu gikolebwa bawala, emirala balenzi.

Olusoma 3 Wiiki 2

Enkola eno ne ku ssomero yaliyo. Waaliwo emirimu abalenzi gye baalina okukola ng'abawala tebagikola era n'abawala bwe batyo.

Lumu omukulu w'essomero yayita olukiiko lw'abazadde. Yabategeeza nti kikulu nnyo abaana okubayisa ekyenkanyi. Yabannyonnyola nti abaana bonna balina omugaso. Kirungi okutunuulira obusobozi bw'omwana so si kikula kye. Yabategeeza nti abaana abawala basobola okukola emirimu gy'abalenzi era n'abalenzi basobola okukola emirimu gy'abawala. Ssentebe w'abazadde yeebaza nnyo omukulu w'essomero olw'amagezi ge yabawa. Yasuubiza okubissa mu nkola.

Ebibuuzo

1. Ani yali omukulu w'essomero?
2. Abaana abawala baakolanga mirimu ki awaka?
3. Mirimu ki gy'okola awaka?

Olusoma 3 Wiiki 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 emboozi

Type of Text: Eggulire

Sample Text: Obwenkanya

Okuyisa abaana bonna ekyenkanyi kirungi. Abawala bwe basoma, basobola okukola emirimu mingi 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.

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza lwaki ssentebe yeebaza omukulu w'essomero?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Eggulire	
Omutwe	
Ennyanjula	
Ensonga1	
Ensonga 2	
Ensonga 3	
Enfundikira	

Oral Literature

Traditional Text
Ekitontome 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 yaluŋŋamya.

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	✔
Omutwe gw'eggulire gutegeerekeka.	
Ekinyusi nkirambise mu nnyanjula.	
Mpadde ensonga ezisukka mu bbiri, eziwagira 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

Kojja yatugamba nti munaabe engalo.
Kojja 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. (Abawala – basobola okukola emirimu ng’abalenzi.)
We do	1. Abawala basobola okubeera abasawo. (Abawala – basobola okubeera abasawo.)
You Do	1. Obwenkanya buleetera abaana okukolera awamu

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

buuza	buuz- ibw-a	buuzibwa
twala	twal- ibw-a	twalibwa
linda	lind- ibw-a	lindibwa

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.

References

NPSCU Teacher's Guide

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

NPSCU Scope and Sequence

- Page 44

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 Mukiibi ne Mukyala Mukubira. Abantu bano baabeeranga mu ggombolola y’e Wakyato era nga balunzi. Mwami Mukiibi yali abeera ku kyalo 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 Mukiibi 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 byakuuma. 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.

Oral Literature

Ekitundu 2

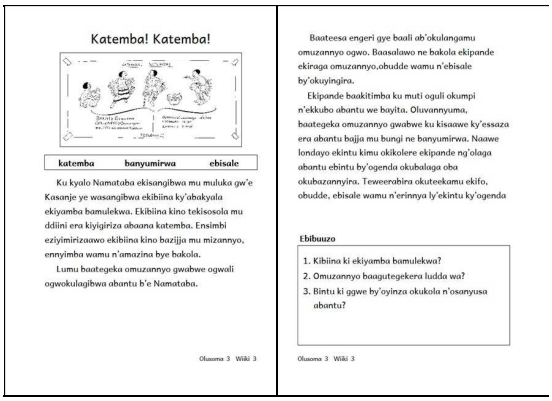
Abapuliisi nabo baaliwo okukuuma emirembe kubanga abantu bajja bangi nnyo. Mukyala Ssajjabbi ye yali omukubiriza w'omwoleso. Mukyala Ssajjabbi yayaniriza abantu abajja era n'alagira abalunzi abasatu okuleeta eby'okwolesa.

Mwami Mukasa ye yasookawo n'aleeta Kamunye eyalaga obukodyo mu kubuuka wamu n'obukambwe ng'enyakula ekifi ky'enkoko ku mwana eyali akirya. Mwami Mukasa yalagira Kamunye asuule ekifi ky'enkoko era mwattu Kamunye n'awulira abantu bonna ne beewuunya. Mwami Mukiibi 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 bonna.

Vocabulary Words		
emizinga	ebisu	obukambwe
In the Text Questions		**In My Mind Questions**
1. Abalunzi aboogeddwako mu lugero be baani?		1. Olowooza tuyinza tutya okukuuma ebintu bye tulunda ne bitabula?
2. Ebinyonyi, ebisolo n'ebiwuka tubikuumira wa?		2. Olowooza lwaki ebinyonyi, ebisolo n'ebiwuka tebyatuusa ku bantu bulabe?

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

Literacy 1 & 2



Katemba! Katemba!

katemba	banyumirwa	ebisale

Ku kyalo Namataba ekisangibwa mu muluka gw’e Kasanje ye wasangibwa ekibiina ky’abakyala ekiyamba bamulekwa. Ekibiina kino tekisosola mu ddiini era kiyigiriza abaana katemba. Ensimbi eziyimirizaawo ekibiina kino bazijja mu mizannyo, ennyimba wamu n’amazina bye bakola.

Lumu baategeka omuzannyo gwabwe ogwali ogwokulagibwa abantu b’e Namataba.

Olusoma 3 Wiiki 3

Baateesa engeri gye baali ab’okulangamu omuzannyo ogwo. Baasalawo ne bakola ekipande ekiraga omuzannyo,obudde wamu n’ebisale by’okuyingira.

Ekipande baakitimba ku muti oguli okumpi n’ekkubo abantu we bayita. Oluvannyuma, baategeka omuzannyo gwabwe ku kisaawe ky’essaza era abantu bajja mu bungi ne banyumirwa. Naawe londayo ekintu kimu okikolere ekipande ng’olaga abantu ebintu by’ogenda okubalaga oba okubazannyira. Teweerabira okuteekamu ekifo, obudde, ebisale wamu n’erinnya ly’ekintu ky’ogenda

Ebibuuzo

1. Kibiina ki ekiyamba bamulekwa?
2. Omuzannyo baagutegekera ludda wa?
3. Bintu ki ggwe by’oyinza okukola n’osanyusa abantu?

Olusoma 3 Wiiki 3

Day 1

Literacy 1

Thematic Question: Bintu ki ebikola obuwangwa?

Guiding Question: Soma emboozi eno n’obwegendereza, oluvannyuma ombuulire ebintu ebiteekeddwa okubeera ku kipande ekiranga.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Ekipande

Sample Text: Obuwangwa bwaffe bulungi
Empisa zaffe nnungi.
Ennyambala yaffe ya kitiibwa.
Amazina gaffe malungi. Olulimi lwaffe lulungi. (Mukube ebifaananyi ebiraga ebintu eby'enjawulo ebiri mu buwangwa bwammwe.)

Writing Organizer: Ekipande	
Ekinyusi	Obuwangwa bwaffe bulungi
Ensonga	1. Empisa zaffe nnungi. 2. Ennyambala yaffe ya kitiibwa. 3. Amazina gaffe malungi. 4. Olulimi lwaffe lulungi.

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 emboozi 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 okukuuma, 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	✔
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. 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 kitiibwa. 2. Amazina gaffe malungi.
You Do	1. Olulimi lwaffe lulungi. 2. Emmere yaffe nnungi.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

buyiiya	bwa - yiiya	bwayiiya
bukola	bwa - kola	bwakola
buzina	bwa - zina	bwazina

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.

Word Making Game

nnyo	ntu	ku	le
e	ka	ba	mba
te	bi	mi	rwa
sa	nyu	za	mu

Answers:

katemba
banyumirwa
ebisale

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: 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 ontegeeze engeri ebyobuwangwa gye byayigirizibwangamu mu ssomero lino.

Ekitundu 1

Ku kyalo 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’okubukuuma. 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’ojjeeko ekyo, mu tterekero mwalimu ebitabo bingi ebikwata ku buwangwa bw'Abaganda.

Story Outline
Abali mu lugero
Obuwangwa bw’Abaganda
Ekifo
Ekyalo Namukuma
Ebikolebwa
Okukuuma ebyobuwangwa. Okusomesa ebyobuwangwa mu ssomero.

Oral Literature

Ekitundu 2

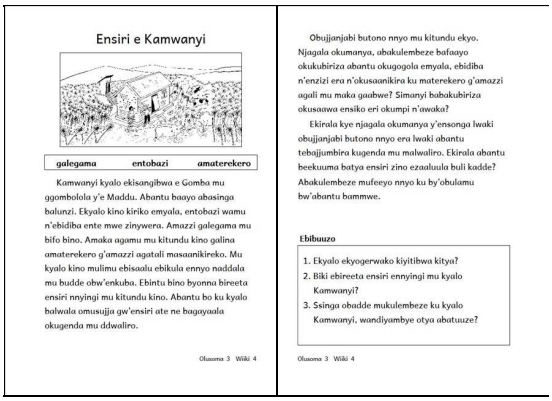
Abaana baasomanga ku mpisa z'obuwangwa omwali okwalula abaana, okwabya ennyimbe, okutuuza n'okutikkira Kabaka n'emikolo emirala mingi. Abaana bwe baasoma ebitabo, baakizuula nti mu buwangwa mwalimu eby'obulabe ng'okuziyiza abakyala okulya ebintu ebimu ebyali eby'omuzizo ng'enkoko, enseenene, amagi n'ebyennyanja 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 okujjula abaana era abantu abamu ne batya nga balowooza nti omutindo gw'eby'ensoma gunaayonooneka. Emitima gyabadda mu nteeko bwe baakizuula nti omutindo gweyongera bweyongezi. 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?	1. Ssinga wali musomesa mu ssomero lino, bintu ki ebirala bye wandisomesezza abaana?
2. Bulabe ki obuli mu kusala emisale?	2. Bulombolombo ki obulala bwe wandyagadde okusomako mu bitabo?

Term 3 Week 3

Literacy 1 & 2



Ensiri e Kamwanyi

galegama **entobazi** **amaterekero**

Kamwanyi kyalo ekisangibwa e Gomba mu ggombolola y'e Maddu. Abantu baayo abasinga balunzi. Ekyalo kino kiriko emyala, entobazi wamu n'ebidiba ente mwe zinywera. Amazzi galegama mu bifo bino. Amaka agamu mu kitundu kino galina amaterekero g'amazzi agatali masaanikireko. Mu kyalo kino mulimu ebisaalu ebikula ennyo naddala mu budde obw'enkuba. Ebintu bino byonna bireeta ensiri nnyingi mu kitundu kino. Abantu bo ku kyalo balwala omusujja gw'ensiri ate ne bagayaala okugenda mu ddwaliro.

Olusoma 3 Wiiki 4

Obujjanjabi butono nnyo mu kitundu ekyo. Njagala okumanya, abakulembeze bafaayo okukubiriza abantu okugogola emyala, ebidiba n'enzizi era n'okusaanikira ku materekero g'amazzi agali mu maka gaabwe? Simanyi babakubiriza okusaawa ensiko eri okumpi n'awaka?

Ekirala kye njagala okumanya y'ensonga lwaki obujjanjabi butono nnyo era lwaki abantu tebajjumbira kugenda mu malwaliro. Ekirala abantu beekuuma batya ensiri zino ezaaluula buli kadde? Abakulembeze mufeeyo nnyo ku by'obulamu bw'abantu bammwe.

Ebibuuzo

1. Ekyalo ekyogerwako kiyitibwa kitya?
2. Biki ebireeta ensiri ennyingi mu kyalo Kamwanyi?
3. Ssinga obadde mukulembeze ku kyalo Kamwanyi, wandiyambye otya abatuuze?

Olusoma 3 Wiiki 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 okuluma ebigere n'engalo. Envunza weerumye wasiiwa nnyo era wazimba. Watujja nnyo era wookya nnyo. Envunza bwe zikuluma 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. Okuluma 2. Okusiiwa 3. Okuzimba 4. Okutujja 5. Okwokya 6. Okuggwaamu omusaayi 7. Okufa
Ekigendererwa	Okwewala envunza
Enfundikira	Okubeera abayonjo tusobole okwewala envunza

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza lwaki ensiri zijja mu mayumba gaffe?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Emboozi ettottola amawulire	
Omutwe	
Ayogerwako	
Ekifo	
Ekiseera	
Ekikolebwa	
Emitendera	
Ekigendererwa	
Enfundikira	

Oral Literature

Traditional Text
Oluyimba Akasiisi kannuma, kannuma nnyo kanzita, Bantwale ewa nnyabo, ssembera tekaakulume. Akavunza kannuma, kannuma nnyo kanzita, Bantwale ewa ssebo, ssembera tekaakulume. Akasiri kannuma, kannuma nnyo kanzita, Bantwale ewa ssenga, ssembera tekaakulume. Akasekere..., Akasanafu..., Akaloolo..., Akatugu...

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 Tool: Emboozi ettottola 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

1. Enkukunyi ziruma embwa.
2. 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 wasiiwa nnyo era wazimba. (Envunza weerumye wasiiwa. Envunza weerumye wazimba.)
You Do	1. Watujja nnyo era wookya nnyo. 2. Tusaanye tubeere bayonjo tusobole okwewala envunza.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

eruma	zi - ruma	ziruma
erina	zi - rina	zirina
ekaaba	zi - kaaba	zikaaba

Sentence Structure Assessment Test

1. omwana Ensiri ziruma.
   Ensiri ziruma omwana.

2. ziruma ente Enkwa.
   Enkwa ziruma ente.

Mini-lesson Assessment Test

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

Word Making Game

te	e	ke	lo
zi	ga	a	la
nto	re	mya	le
ro	kya	ba	ma

Answers:

galegama
entobazi
amaterekero

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: 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 kuwulira 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

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Wajjanzi okusuubiza n'atatuukiriza?

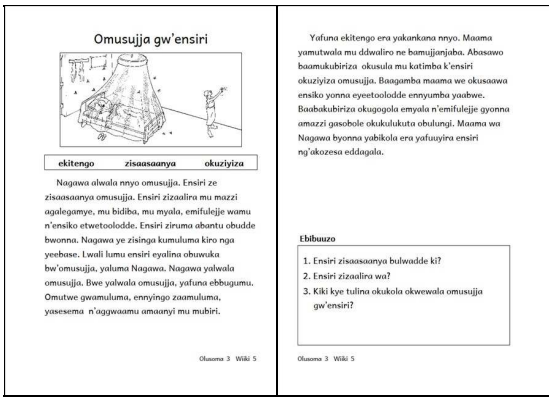
Ekitundu 2

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 okuluma 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'enkukunyi ebinuuna omusaayi. Wajjanzi bwe yateeka mu nkola omusawo omuganga bye yamugamba, embeera yatereera.

Vocabulary Words		
omulaguzi	omuteego	ebidiba
In the Text Questions		**In My Mind Questions**
1. Menya ebiwuka ebyogeddwako mu lugero.		1. Olowooza kiki ekireetera ebiwuka okutambulira ku by'okulya?
2. Ebiku n'ensekere byayiiya ki?		2. Ssinga ggwe wali Wajjanzi, wandikoze ki okwewala omusujja?

Literacy 1 & 2



Omusujja gw'ensiri

ekitengo zisaasaanya okuziyiza

Nagawa alwala nnyo omusujja. Ensiri ze zisaasaanya omusujja. Ensiri zizaalira mu mazzi agalegamye, mu bidiba, mu myala, emifulejje wamu n'ensiko etwetoolodde. Ensiri ziruma abantu obudde bwonna. Nagawa ye zisinga kumuluma kiro nga yeebase. Lwali lumu ensiri eyalina obuwuka bw'omusujja, yaluma Nagawa. Nagawa yalwala omusujja. Bwe yalwala omusujja, yafuna ebbugumu. Omutwe gwamuluma, ennyingo zaamuluma, yasesema n'aggwaamu amaanyi mu mubiri.

Olusoma 3 Wiki 5

Yafuna ekitengo era yakankana nnyo. Maama yamutwala mu ddwaliro ne bamujjanjaba. Abasawo baamukubiriza okusula mu katimba k'ensiri okuziyiza omusujja. Baagamba maama we okusaawa ensiko yonna eyeetoolodde ennyumba yaabwe. Baabakubiriza okugogola emyala n'emifulejje gyonna amazzi gasobole okukulukuta obulungi. Maama wa Nagawa byonna yabikola era yafuuyira ensiri ng'akozesa eddagala.

Ebibuuzo

1. Ensiri zisaasaanya bulwadde ki?
2. Ensiri zizaalira wa?
3. Kiki kye tulina okukola okwewala omusujja gw'ensiri?

Olusoma 3 Wiki 5

Day 1

Literacy 1

Thematic Question: Ndwadde 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 Ssaalongo Mukasa abalwadde. Wasswa alumwa omugongo, omutwe n'olubuto. Kato alumwa ensingo amagulu n'embiro. Lule alina embiro, asesema era tayagala kulya. Ssaalongo 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.

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Biwuka ki ebirala ebisaasaanya endwadde?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

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

Oral Literature

Traditional Text
Olugero Ssekawuka kaali kakulumye, bw'okalaba okadduka.

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 Tool:	Ebirina okubeera mu 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. Ku busa kuliko ensowera.
2. 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.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

lugoye	n - goye	ngoye
luyimba	n - yimba	nyimba
lusozi	n - sozi	nsozi

Sentence Structure Assessment Test

1. Ensiri ziri ku mazzi.
   Ku mazzi kuliko ensiri.

2. Enkwa ziri ku nte.
   Ku nte kuliko enkwa.

Mini-lesson Assessment Test

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

Word Making Game

te	zzi	nya	o
saa	ku	ngo	yi
za	e	zi	jja
ki	su	mu	ko

Answers:

ekitengo
zisaasaanya
okuziyiza

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: page 58

NPSCU Scope and Sequence

- Page 48

Oral Literature

Endwadde ezaaluma abalunzi

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire endwadde ezisaasaanyizibwa ebiwuka.

Ekitundu 1

Edda ennyo ku kyalo Kasankala mu muluka gw'e Kimuli mu ggombolola y'e Kagamba, kwaliko abantu abaayitibwanga abalaalo era ng'omulimu gwabwe omukulu gwali gwa kulunda nte. Abantu bano baasenganga mu bifo eby'enjawulo nga banoonya omuddo ente zaabwe gwe zinaalya. Baagendanga ku nzizi, ku bidiba ne ku nnyanja okunywesa ente zaabwe. Baakamanga ente zaabwe ne bafuna amata ge baatundanga okujjamu 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 ezaagwanga 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.

Oral Literature

Ekitundu 2

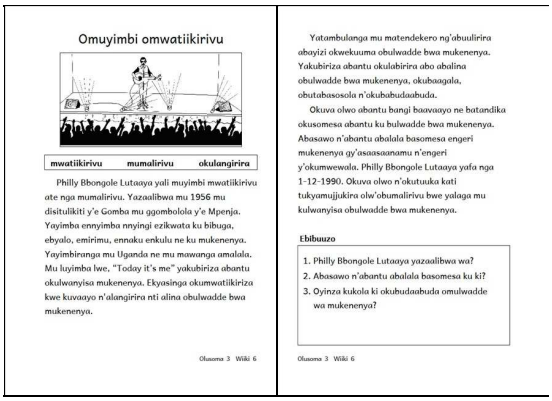
Obutasula mu butimba bwa nsiri kyabaviirako okulwala omusujja kubanga baalina ensiri nyingi. Ensiri zaavanga mu bidiba ente zaabwe mwe zaanywanga amazzi. Olw'okuba baabeeranga wamu n'ente, enkwa zaavanga ku nte ne zibaluma. Kino nakyo kyavangako endwadde. Abantu abalala obulwadde baabufuniranga ku mmere 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 omuggya. 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?		1. Oyinza kwewala otya endwadde ezisaasaanyizibwa ebiwuka?
2. Ndwadde ki ezoogeddwako ezireetebwa ebiwuka?		2. Ng'oggyeko ebiwuka, bintu ki ebirala ebiyinza okuleeta endwadde?

Term 3 Week 5

Literacy 1 & 2



Omuyimbi omwatiikirivu

mwatiikirivu mumalirivu okulangirira

Philly Bbongole Lutaaya yali muyimbi mwatiikirivu ate nga mumalirivu. Yazaalibwa mu 1956 mu disitulikiti y'e Gomba mu ggombolola y'e Mpenja. Yayimba ennyimba nnyingi ezikwata ku bibuga, ebyalo, emirimu, ennaku enkulu ne ku mukenenya. Yayimbiranga mu Uganda ne mu mawanga amalala. Mu luyimba lwe, "Today it's me" yakubiriza abantu okulwanyisa mukenenya. Ekyusinga okumwatiikiriza kwe kuvaayo n'alangirira nti alina obulwadde bwa mukenenya.

Olusoma 3 Wiiki 6

Yatambulanga mu matendekero ng'abuulirira abayizi okwekuuma obulwadde bwa mukenenya. Yakubiriza abantu okulabirira abo abalina obulwadde bwa mukenenya, okubaagala, obutabasosola n'okubabudaabuda.

Okuva olwo abantu bangi baavaayo ne batandika okusomesa abantu ku bulwadde bwa mukenenya. Abasawo n'abantu abalala basomesa engeri mukenenya gy'asaasaanamu n'engeri y'okumwewala. Philly Bbongole Lutaaya yafa nga 1-12-1990. Okuva olwo n'okutuuka kati tukyamujjukira olw'obumalirivu bwe yalaga mu kulwanyisa obulwadde bwa mukenenya.

Ebibuuzo

1. Philly Bbongole Lutaaya yazaalibwa wa?
2. Abasawo n'abantu abalala basomesa ku ki?
3. Oyinza kukola ki okubudaabuda omulwadde wa mukenenya?

Olusoma 3 Wiiki 6

Day 1

Literacy 1

Thematic Question: Tuyinza tutya okwewala obulwadde bwa mukenenya?

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.

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Ssinga obadde muyimbi wandyagadde kuyimba ku ki?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

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

Oral Literature

Traditional Text
Ekitontome 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!…

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 Tool:	Alipoota ekwata ku bulamu bw'omuntu	✔
Alipoota erina omutwe.		
Alipoota ennyonnyola obulamu bw'omuntu.		
Alipoota ennyonnyola ekiseera ebintu ebikulu we byaliwo.		
Ndaze engeri omuntu gwe njogeddeko bwe yavvuunuka ebisoomooza mu bulamu bwe.		
Ndaze engeri omutu gwe njogeddeko bw'ayambye abantu abalala.		
Alipoota yange ettottola ensonga enkulu nga nziva kumu.		

Day 4

Literacy 1

Sentence Structure — Answers

1. Kojja waffe agula ebyokulya.
2. 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 mukuukuutivu ku kyalo Nakibanga. 2. Mu 1992 yalwala nnyo.
We do	1. Omusawo yakizuula nti mulwaddennyo. 2. Yatya nnyo naye omusawo yamubudaabuda.
You Do	1. Yamukuutira okwerabirira obulungi.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

atema	a-ba-tema	abatema
asoma	a-ba-soma	abasoma
ayimba	a-ba-yimba	abayimba

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

Ekibuuzo 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, bonna 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 bakuŋaanye, omukulu w'essomero abannyonnyola ebikwata ku mukenenya. Abayizi babuuza ebibuuzo 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 kuteekebwamu 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.

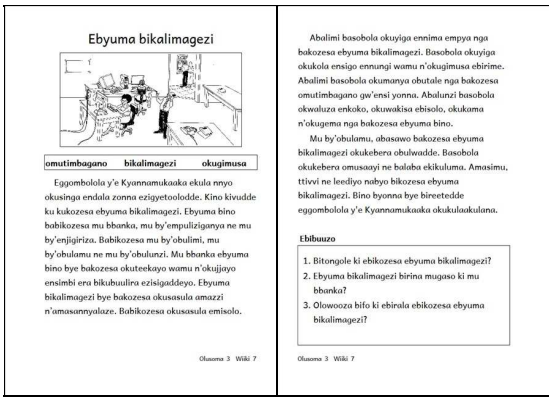
Olunaku olulala omukulu w'essomero n'abayizi baayogera ku ngeri y'okulabirira abantu ababa bakwatiddwa obulwadde bwa mukenenya. Omukulu w'essomero yabakuutira okubaagala, okubayamba n'okubabudaabuda. Abayizi baagamba nti abalwadde ba mukenenya beetaaga okubooleza engoye, ebikopo n'amasowaani wamu n'okubaalira obuliri. Omukulu yabakuutira bulijjo 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?

Term 3 Week 6

Literacy 1 & 2



Ebyuma bikalimagezi

omutimbagano bikalimagezi okugimusa

Eggombolola y'e Kyannamukaaka ekula nnyo okusinga endala zonna ezigyetoolodde. Kino kivudde ku kukozesa ebyuma bikalimagezi. Ebyuma bino babikozesa mu bbanka, mu by'empuliziganya ne mu by'enjigiriza. Babikozesa mu by'obulimi, mu by'obulamu ne mu by'obulunzi. Mu bbanka ebyuma bino bye bakozesa okuteekayo wamu n'okujjayo ensimbi era bikubuulira ezisigaddeyo. Ebyuma bikalimagezi bye bakozesa okusasula amazzi n'amasannyalaze. Babikozesa okusasula emisolo.

Olusoma 3 Wiiki 7

Abalimi basobola okuyiga ennima empya nga bakozesa ebyuma bikalimagezi. Basobola okuyiga okukola ensigo ennungi wamu n'okugimusa ebirime. Abalimi basobola okumanya obutale nga bakozesa omutimbagano gw'ensi yonna. Abalunzi basobola okwaluza enkoko, okuwakisa ebisolo, okukuma n'okugema nga bakozesa ebyuma bino.

Mu by'obulamu, abasawo bakozesa ebyuma bikalimagezi okukebera obulwadde. Basobola okukebera omusaayi ne balaba ekikuluma. Amasimu, ttivvi ne leediyo nabyo bikozesa ebyuma bikalimagezi. Bino byonna bye bireetedde eggombolola y'e Kyannamukaaka okukulaakulana.

Ebibuuzo

1. Bitongole ki ebikozesa ebyuma bikalimagezi?
2. Ebyuma bikalimagezi birina mugaso ki mu bbanka?
3. Olowooza bifo ki ebirala ebikozesa ebyuma bikalimagezi?

Olusoma 3 Wiiki 7

Day 1

Literacy 1

Thematic Question: Amagezi ag'ekikugu gatuyamba gatya mu ggombolola yaffe?

Guiding Question: Wuliriza emboozi eno n'obwegendereza n'oluvannyuma ombuulire ebintu ebyaleetera eggombolola y'e Kyanamukaaka okukulaakulana.

Literacy 2

Writing Process: Okwetegekera okuwandiika emboozi

Type of Text: Alipoota eri ku mulamwa

Sample Text: Emigaso gy'ebyayi

Ebyayi bya mugaso kubanga tubikozesa mu ngeri nnyingi. Ebyayi tubisibisa emmere era tubirukisa emikeeka. Abantu abamu babikozesa okusereka ennyumba ate abalala babikozesa okuluka ebirago. Abaana bakozesa ebyayi okuzinga emipiira ate abalala babikozesa okuluka emiguwa. Wamma ddala ebyayi bya mugaso.

Writing Organizer: Alipoota eri ku mulamwa	
Omutwe	Emigaso gy'ebyayi.
Ennyanjula	Ebyayi bya mugaso kubanga tubikozesa mu ngeri nnyingi.
Ensonga 1	Ebyayi bisiba emmere.
Ensonga 2	Ebyayi tubirukisa emikeeka.
Ensonga 3	Ebyayi tubiseresa ennyumba.
Enfundikira	Ebyayi bya mugaso.

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 emboozi mu bufunze

Writing Organizer: Alipoota eri ku mulamwa	
Omutwe	
Ennyanjula	
Ensonga 1	
Ensonga 2	
Ensonga 3	
Enfundikira	

Oral Literature

Traditional Text
Musibannimi Katemba wa bannakatemba atembagana butembaganyi ku mutimbagano gwa bannakatemba.

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	✔
Alipoota yange eriko omutwe.	
Ekinyusi kya alipoota kiri mu nnyanjula.	
Mpa ensonga eziri wakati w'ebbiri n'ennya eziwagira ekinyusi.	
Enfundikira yange ekkaatiriza ennyanjula yange.	
Nkozesezza bulungi obubonero.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Ekyuma kyaffe kiweddewo.
2. 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.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

ekiyungu	aka - yungu	akayungu
ekibira	aka - bira	akabira
ekinu	aka - nu	akanu

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

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'ebyuma 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'ebyuma bikalimagezi ebiyitibwa kkompyuta.

Story Outline

Ekinyusi:
Okukozesa ebyuma bikalimagezi.

Ensonga ewagira 1:
Okukuguka mu byuma bikalimagezi.

Ensonga ewagira 2:
Ebyuma bireeta enkulaakulana.

Oral Literature

Ekitundu 2

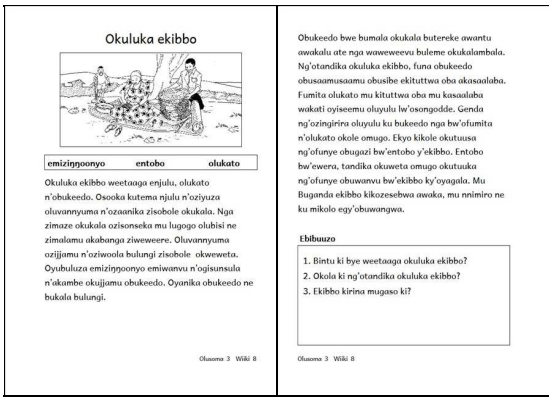
Eby'embi ekiseera kyatuuka abatujju ne batandika okugendayo nga beefuula abasuubuzi. Abatujju baatandika okuwamba abantu, okubabuzaawo, okubatta n'okubba ebyuma byabwe. Bannange embeera n'eyonoonekera ddala abantu ne babeera ku bunkenke. Ettendekero nalyo lyakosebwa kubanga abayizi baakendeera nnyo era n'ebyuma byamu ebikozesebwa ne byonooneka.

Embeera eno yaleetera ab'ebitongole ebikuuma ddembe okusitukiramu bayambe okutereeza embeera. Buli muntu yasitukiramu okulwanyisa obutabanguko buno. Oluvannyuma obukuumi bweyongera embeera n'edda mu nteeko. Ettendekero baaliddaabiriza ne baleeta ebyuma ebipya era n'abayizi ne bakomawo bangi nga mulimu n'abava mu bitundu ebirala. Abantu b'e Kannabulemu bangi 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. Kyalo ki ekyogerwako mu lufumo?		1. Olowooza biki ebiremesa ebyuma bikalimagezi okukozesebwa mu bitundu ebimu?
2. Kiki ekyaleeta obunkenke ku kyalo Kannabulemu?		2. Awatali byuma bikalimagezi bintu ki ebirala bye tusobola okukozesa?

Term 3 Week 7

Literacy 1 & 2



Okuluka ekibbo

emiziŋŋoonyo entobo olukato

Okuluka ekibbo weetaaga enjulu, olukato n'obukeedo. Osooka kutema njulu n'oziyuza oluvannyuma n'ozaanika zisobole okukala. Nga zimaze okukala ozisonseka mu lugogo olubisi ne zimalamu akabanga ziweweere. Oluvannyuma oziijjamu n'oziwoola bulungi zisobole okweweta. Oyubuluza emiziŋŋoonyo emiwanvu n'ogisunsula n'akambe okujjamu obukeedo. Oyanika obukeedo ne bukala bulungi.

Olusoma 3 Wiki 8

Obukeedo bwe bumala okukala butereke awantu awakalu ate nga waweweevu buleme okukalambala. Ng'otandika okuluka ekibbo, funa obukeedo obusaamusaamu obusibe ekituttwa oba akasaalaba. Fumita olukato mu kituttwa oba mu kasaalaba wakati oyiseemu oluyulu lw'osongodde. Genda ng'ozingirira oluyulu ku bukeedo nga bw'ofumita n'olukato okole omugo. Ekyo kikole okutuusa ng'ofunye obugazi bw'entobo y'ekibbo. Entobo bw'ewera, tandika okuweta omugo okutuuka ng'ofunye obuwanvu bw'ekibbo ky'oyagala. Mu Buganda ekibbo kikozesebwa awaka, mu nnimiro ne ku mikolo egy'obuwangwa.

Ebibuuzo

1. Bintu ki bye weetaaga okuluka ekibbo?
2. Okola 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 ojja kuba okoze omupiira omugumu ate omulungi.

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	Okuzinga omupiira gw'ebyayi
Ebyetaagisa	Ebyayi, essanja
Obudde	Essaawa emu
Emitendera	1. Funa ebyayi n'essanja. 2. Zinga essanja. 3. Zingirira ebyayi ku ssanja. 4. Yuza obwayi obulange. 5. Yonda obwayi ku mupiira. 6. Longoosa w'okoledde.

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Enjulu zirina migaso ki emirala?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer:	Alipoota ennyonnyola emitendera
Omutwe	
Ebyetaagisa	
Obudde	
Emitendera	

Oral Literature

Traditional Text
Ekikokyo Kkoyi kkoyi…lya. 1. Serengeta wammanga awo olabe abawala abasensudde enviiri. (ebitoogo) 2. Serengeta wammanga awo olabe obusajja obutikkidde enkuufiira emmyufu. (kaamulali)

Term 3 Week 8

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 Tool:	Alipoota ennyonnyola emitendera	✔
Alipoota yange eriko omutwe.		
Mpadde olukalala lw'ebikozesebwa.		
Mpadde obudde obwetaagisa.		
Mpandiise emitendera nga bwe giddiriŋŋana.		
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 eŋŋoma.

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 kuluka omupiira, sooka ofune ebyayi n'essanja.)
We do	1. Zinga essanja ng'olikkatira n'engalo zo. (Zinga essanja ng' olikkatira n'engalo zo.)
You Do	1. Yuza obwayi obulange. 2. Yonda obwayi ku mupiira gwo.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

aluka mulusi
abumba mubumbi
abajja mubazzi

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.

Word Making Game

nto	zi	lu	ka
nyo	o	go	ŋŋoo
mu	nni	mi	nju
bo	to	ro	e

Answers:

omuziŋŋoonyo
entobo
olukato

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

- Pages 52-53

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 Omutonzi. 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 alondebwa okukulembera okusinza. Kabaka alaga omugaso gw'ebyobutonde. Wammese asuubiza okutona ekiwempe. Wantulege ne mukyala we basuubiza ebyomubulago.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Wambaata okujjukiza kabaka enkuufiira?

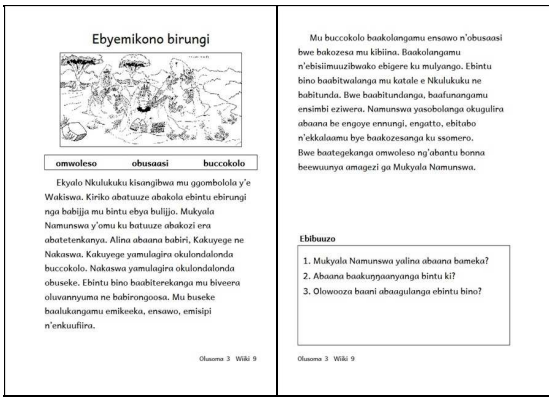
Ekitundu 2

Kabaka Wampologoma yayita omubeezi we amuleetere enkuufiira ye naye teyalwa n'agimuleetera n'agyambala. Nga wayise akaseera katono, okusinza kwatandika. Mu kubuulira kwe Kabaka Wampologoma yategeeza abantu, "Enkuufiira eno erina emigaso egiwerako. 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 okukuuma ennyo obutonde. Yawa ekyokulabirako nti mu ntobazi musangibwamu ebitoogo bye tukozesa entebe, ebiwempe n'okusereka amayumba. 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?		1. Bintu ki ebirala ebikolebwa okuva mu bitoogo?
2. Bintu ki ebikolebwa okuva mu butonde ebyogeddwako mu lugero?		2. Olowooza ensuwa erina mugaso ki awaka?

Literacy 1 & 2



Ebyemikono birungi

omwoleso obusaasi buccokolo

Ekyalo Nkulukuku kisangibwa mu ggombolola y'e Wakiswa. Kiriko abatuuze abakola ebintu ebirungi nga babijja mu bintu ebya bulijjo. Mukyala Namunswa y'omu ku batuuze abakozi era abatetenkanya. Alina abaana babiri, Kakuyege ne Nakaswa. Kakuyege yamulagira okulondalonda buccokolo. Nakaswa yamulagira okulondalonda obuseke. Ebintu bino baabiterekanga mu biveera oluvannyuma ne babirongoosa. Mu buseke baalukangamu emikeeka, ensawo, emisipi n'enkuufiira.

Olusoma 3 Wiki 9

Mu buccokolo baakolangamu ensawo n'obusaasi bwe bakozesa mu kibiina. Baakolangamu n'ebisiimuuzibwako ebigere ku mulyango. Ebintu bino baabitwalanga mu katale e Nkulukuku ne babitunda. Bwe baabitundanga, baafunangamu ensimbi eziwera. Namunswa yasobolanga okugulira abaana be engoye ennungi, engatto, ebitabo n'ekkalaamu bye baakozesanga ku ssomero. Bwe baategekanga omwoleso ng'abantu bonna beewuunya amagezi ga Mukyala Namunswa.

Ebibuuzo

1. Mukyala Namunswa yalina abaana bameka?
2. Abaana baakunyaanyanga bintu ki?
3. Olowooza baani abaagulanga ebintu bino?

Olusoma 3 Wiki 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.

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Bintu ki ebirala bye tuyinza okukola mu buseke?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

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

Oral Literature

Traditional Text
Oluyimba 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.

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	✔
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. Bw'olifuna ccokolo, olikola akamotoka.
2. Bw'olifuna obukeedo, oliruka ekibbo.

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. (Wammese musajja- alina amagezi.)
We do	1. Wammese tamanyi wakutunda bikapu bye (Wammese- tamanyi wakutunda bikapu bye.)
You Do	1. Wammese atwalayo ebikapu.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

osona	o - li-sona	olisona
osoma	o - li-soma	olisoma
obumba	o - li-bumba	olibumba

Sentence Structure Assessment Test

Funa waya.Kola akagaali.
Bw'olifuna waya olikola akagaali.

Funa obuseke. Luka ekikapu.
Bw'olifuna obuseke, oliruka ekikapu.

Mini-lesson Assessment Test

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

Word Making Game

no	cco	so	wo
o	saa	mwo	bu
nsa	bi	ko	e
bu	lo	le	si

Answers:

omwoleso
obusaasi
buccokolo

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

- Pages 53-54

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 kyalo 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'akuŋŋaanya 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 esseffuliya, ebidomola, ebikopo, amasowaani, wuuma n'ebijjiiko. Mu woofiisi 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.

Oral Literature

Ekitundu 2

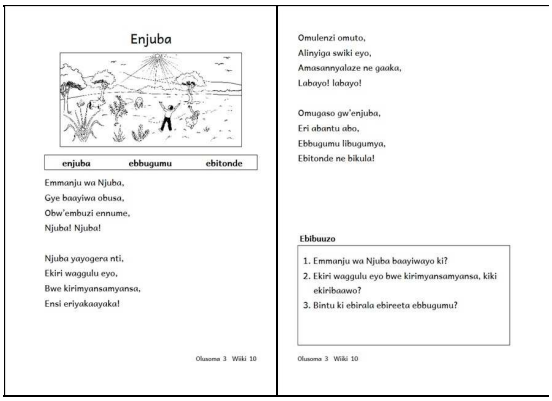
Mu ssomero muno mulimu ebintu Katonda bye yatonda okugeza ettaka kwe baazimba ebizimbe. Amazzi ge banywa n'okuzimbisa, omusenyu n'ebisaawe bikola kinene nnyo okutumbula omutindo gw'essomero. Ebintu ebyo ebimu bya butonde ate ebirala abantu be baabikola naye byonna bifuula essomero lyaffe okuba eddungi era eryeyagaza okusomeramu.

Abasomesa n'abayizi balina okukozesa obulungi ebintu Katonda bye yatonda wamu n'ebyakolebwa 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?		1. Ssinga ebintu ebyogeddwako tebibeera mu ssomero, olowooza kiki ekiyinza okubeerawo?
2. Baani abavunaanyizibwa okuleeta ebintu ku ssomero?		2. Buzibu ki obuyinza okutuuka ku baana abazzibwayo awaka okukima ebikozesebwa by'essomero?

Term 3 Week 9

Literacy 1 & 2



Enjuba

enjuba ebbugumu ebitonde

Emmanju wa Njuba,
Gye baayiwa obusa,
Obw'embuzi ennume,
Njuba! Njuba!

Njuba yayagera nti,
Ekiri waggulu eyo,
Bwe kirimyansamyansa,
Ensi eriyakaayaka!

Olusoma 3 Wiki 10

Omulenzi omuto,
Alinyiga swiki eyo,
Amasannyalaze ne gaaka,
Labayo! labayo!

Omugaso gw'enjuba,
Eri abantu abo,
Ebbugumu libugumya,
Ebitonde ne bikula!

Ebibuuzo

1. Emmanju wa Njuba baayiwaya ki?
2. Ekiri waggulu eyo bwe kirimyansamyansa, kiki ekiribaawo?
3. Bintu ki ebirala ebireeta ebbugumu?

Olusoma 3 Wiki 10

Day 1

Literacy 1

Thematic Question: Bintu ki by'omanyi ebivaamu amaanyi agakozesebwa 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	
Omulamwa	Amaanyi agali mu bbanga
Entunnunsi	Ebigambo ebirimu entunnunsi (Kaggwa yalayira, ensi erikankana)
Amaloboozi agaddiŋŋana	/g/ - Kaggwa ggulu /k/ - ekiri, Kaggwa, kiribwatuka, erikankana
Ebigambo ebiddiŋŋana	Kaggwa, Kaggwa

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Olowooza ssinga enjuba teyaka, tuyinza kufuna buzibu ki?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Ekikwate eky'okusaakaanya	
Omulamwa	
Entunnunsi	
Amaloboozi agaddiŋŋana	
Ebigambo ebiddiŋŋana	

Oral Literature

Traditional Text
Ekitontome 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…

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 Tool:	Ekikwate eky'okusaakaanya	✔
Omulamwa gwange gusikiriza.		
Ekikwate kyange kirimu entunnunsi.		
Ekikwate kyange kirina amaloboozi agaddiŋŋana.		
Mu kikwate mulimu ebigambo ebiddiŋŋanwa.		

Day 4

Literacy 1

Sentence Structure — Answers

1. Towaata mpozzi ng'omuliro gwase.
2. 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. Kaggwa yalayira. 2. Ekiri mu ggulu.
We do	1. Ensi erikankana. 2. Omwana omuto aliyita nnyina.
You Do	1. Omukulu n'ayita engozi. 2. Zaali bbiri okuzaala akaliga.

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

eyokya	te - yokya	teyokya
eyaka	te - yaka	teyaka
ekola	te - kola	tekola

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 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: pages 56-60

NPSCU Scope and Sequence

- Page 56

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.

Ssentebe w'ekyalo Mwami Wankuyege yalaga obweralikirivu 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 kyalo Nvubo
Ebikolebwa
Abatuuze batema ebibira, Abakulembeze bayita olukiiko, Abatuuze basomesebwa enkuuma y'obutonde.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lw'okuyita olukiiko?

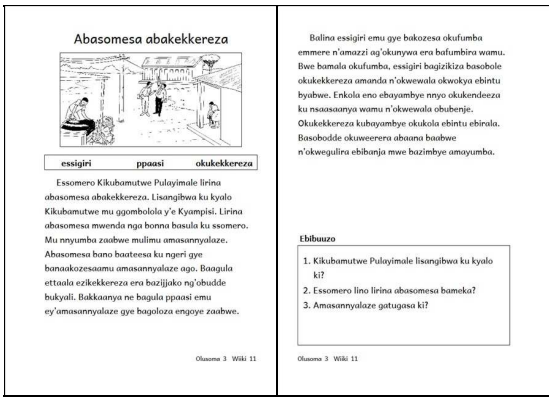
Ekitundu 2

Namunswa yayogera n'abatuuze ku bizibu ebiva mu kusaanyaawo ebibira. Yabalaga ebizibu ebyali bitandise okulabika mu kyalo kyabwe. Yabasaba beewale okutema emiti ekisusse, okwokya amanda era n'abakubiriza okusimba emiti. Yabakubiriza okufukirira ebirime, okubikka ensuku n'okuzittira. Yabayigiriza okukozesa ebigimusa basobole okubaza emmere.

Abatuuze baasanyuka nnyo olw'amagezi n'okuwabulwa kwa Mukyala Namunswa. Baddayo eka ne babiteeka mu nkola. Ensuku zaddawo n'ebibira ne biddamu okukwata. Ebirime nabyo ne bibala okusinga bwe byabalanga olw'ebigimusa bye baakozesanga. Essanyu n'emirembe byeyongera mu kyalo Nvubo.

Vocabulary Words		
ebiyiriro	okuttira ensuku	ebigimusa
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?

Literacy 1 & 2



Abasomesa abakekkereza

essigiri ppaasi okukekkereza

Essomero Kikubamutwe Pulayimale lirina abasomesa abakekkereza. Lisangibwa ku kyalo Kikubamutwe mu ggombolola y'e Kyampisi. Lirina abasomesa mwenda nga bonna basula ku ssomero. Mu nnyumba zaabwe mulimu amasannyalaze. Abasomesa bano baateesa ku ngeri gye banaakozesaamu amasannyalaze ago. Baagula ettaala ezikekkereza era bazijjako ng'obudde bukyali. Bakkaanya ne bagula ppaasi emu ey'amasannyalaze gye bagoloza engoye zaabwe.

Olusoma 3 Wiki 11

Balina essigiri emu gye bakozesa okufumba emmere n'amazzi ag'okunywa era bafumbira wamu. Bwe bamala okufumba, essigiri bagizikiza basobole okukekkereza amanda n'okwewala okwokya ebintu byabwe. Enkola eno ebayambye nnyo okukendeeza ku nsaasaanya wamu n'okwewala obubenje. Okukekkereza kubayambye okukola ebintu ebirala. Basobodde okuweerera abaana baabwe n'okwegulira ebibanja mwe bazimbye amayumba.

Ebibuuzo

1. Kikubamutwe Pulayimale lisangibwa ku kyalo ki?
2. Essomero lino lirina abasomesa bameka?
3. Amasannyalaze gatugasa ki?

Olusoma 3 Wiki 11

Day 1

Literacy 1

Thematic Question: Ngeri ki gye mukekkerezaamu 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 lukekkereza

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 lukekkereza
Ennyanjula	Olusennyente nga lwa mugaso
Ensonga 1	Olusennyente luyamba okufumba emmere
Ensonga 2	Olusennyente balukolamu amanda
Ensonga 3	Olusennyente lukekkereza
Enfundikira	Olusennyente lwa mugaso

Literacy 1 & 2

Day 2

Literacy 1

In My Mind Question: Abasomesa bano tubayigirako ki?

Literacy 2

Writing Process: Okuwandiika emboozi mu bufunze

Writing Organizer: Alipoota eri ku mulamwa	
Omutwe	
Ennyanjula	
Ensonga 1	
Ensonga 2	
Ensonga 3	
Enfundikira	

Oral Literature

Traditional Text
Musibannimi Amasannyalaze gaasannyalaza abasannyalazi abasannyalaza amasannyalaze.

Term 3 Week 11

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	✔
Alipoota yange eriko omutwe.	
Ekinyusi kya alipoota kiri mu nnyanjula.	
Mpa ensonga eziri wakati w'ebbiri n'ennya eziwagira ekinyusi.	
Enfundikira yange ekkaatiriza ennyanjula yange.	
Nkozesezza bulungi obubonero.	

Day 4

Literacy 1

Sentence Structure — Answers

1. Omwami yatugamba nti tetuzimba mu ntobazi.
2. Kojja 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 emboozi	
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

Literacy 1 & 2

Day 5

Literacy 1

Word Structure Assessment Test

akola	a - li - kola	alikola
abala	a - li - bala	alibala
asoma	a - li - soma	alisoma

Sentence Structure Assessment Test

1. Ssentebe yalabula, " Temutema bibira."
   Ssentebe 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

Oral Literature

Kaabasuma ayonooneka

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire ekyaleetera abatuuze okulwala endwadde.

Ekitundu 1

Kaabasuma kyalo 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 kyalo kino balimi, balunzi abamu bookya manda, ssaako n'abasuubuzi. Ekyalo kino kirimu eddwaliro eddene, amasomero mangi, obutale wamu n'amasinzizo. 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'ebikozesebwa n'okugakuuma. **Ensonga ewagira 1:** Okukozesa obubi amaanyi g'ebikozesebwa kya bulabe. **Ensonga ewagira 2:** Okulabirira amaanyi g'ebikozesebwa.

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 ayonoonese 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 bakozesa 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 kyalo 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.

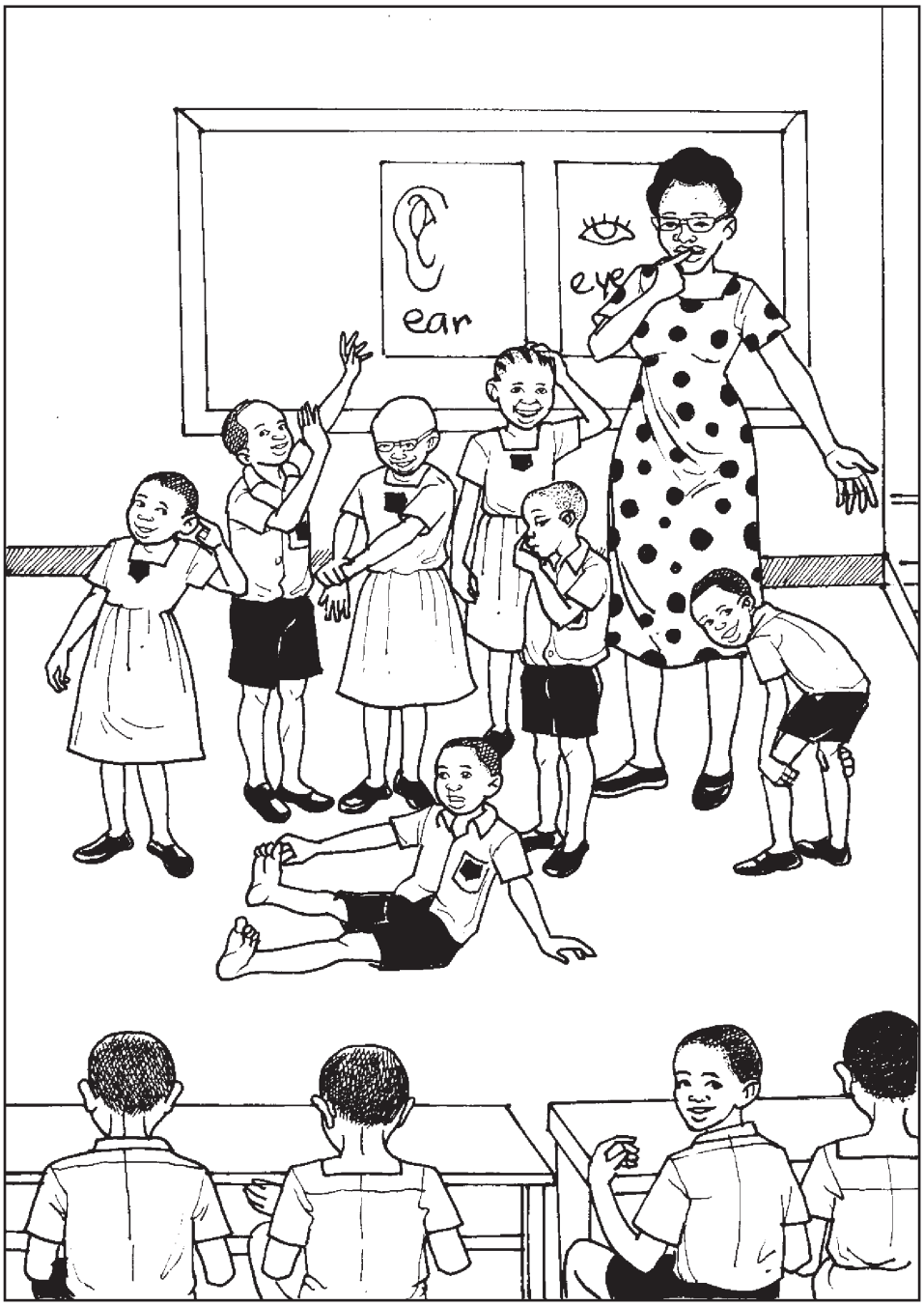
Speaking Assessment (administered individually)

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 tittles. 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** demostrative 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	• 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.	1. my family went to the wedding. 2. he can't wait to go swimming in masaka. 3. riding a bike to arua city park is great fun!
We do.	1. the school is next to the wakiso justice centre. 2. kampala parents' grammar school is really beautiful. 3. the mukasa family has a toyota truck.
You do.	1. my family is going to uchumi supermarket. 2. it takes a lot of money to buy shoes from bata. 3. his sister's name is martha.
	Answers:
I do.	1. *My family went to the wedding.* 2. *He can't wait to go swimming in Masaka.* 3. *Riding a bike to Arua City Park is great fun!*
We do.	1. *The school is next to the Wakiso Justice Centre.* 2. *Kampala Parents' Grammar School is really beautiful.* 3. *the Mukasa Family has a Toyota truck.*
You do.	1. *My family is going to Uchumi Supermarket.* 2. *It takes a lot of money to buy shoes from Bata.* 3. *His sister's name is Martha.*

Mini-lesson Overview

Mini-lesson #2: Using Commas	
Content	• 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 ***outside the quotes*** when the quote is at the end of the sentence. • The comma goes ***inside the quotes*** when the quote starts the sentence.
	Practice:
I do.	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.	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.	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.	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.	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.	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."*

Mini-lesson Overview

Mini-lesson #3: End Punctuation	
Content	• 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.	1. Today is the first day of the week 2. What did you do yesterday 3. Wow, seeing a real lion is exciting
We do.	1. Where did you find your book 2. It was raining all day 3. Stop running in the classroom
You do.	1. The children played all afternoon 2. The fire is coming nearer 3. Where were you this morning
	Answers:
I do.	1. *Today is the first day of the week.* 2. *What did you do yesterday?* 3. *Wow, seeing a real lion is exciting!*
We do.	1. *Where did you find your book?* 2. *It was raining all day.* 3. *Stop running in the classroom!*
You do.	1. *The children played all afternoon.* 2. *The fire is coming nearer!* 3. *Where were you this morning?*

Mini-lesson #4: Using Quotation Marks	
Content	• Put quotation marks around a speaker's exact words.
	Practice:
I do.	1. James said, I don't want to go. 2. I am selling mangos, said the girl. 3. Who ate my banana? asked Mary.
We do.	1. Where is my money? demanded the shopkeeper. 2. The people cried, Let us in! Let us in! 3. Here is my homework, Martin said to his teacher.
You do.	1. John asked, Where is the fruit? 2. That is a beautiful dress! exclaimed Mother. 3. Let's go visit Grandmother, said Betty.
	Answers:
I do.	*1. James said, "I don't want to go."* *2. "I am selling mangos," said the girl.* *3. "Who ate my banana?" asked Mary.*
We do.	*1. "Where is my money?" demanded the shopkeeper.* *2. The people cried, "Let us in! Let us in!"* *3. "Here is my homework," Martin said to his teacher.*
You do.	*1. John asked, "Where is the fruit?"* *2. "That is a beautiful dress!" exclaimed Mother.* *3. "Let's go visit Grandmother," said Betty.*

Mini-lesson Overview

Mini-lesson #5: Writing Complete Sentences (modify according to the rules in your language)	
Content	• 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. *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.*

Mini-lesson Overview

Mini-lesson #6: Simple & Compound Sentences	
Content	• 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.
	From simple to compound:
I do.	1a. The rain lasted for days. There was little flooding. *1b. The rain lasted for days <u>but</u> there was little flooding.*
We do.	2a. The food was left on the table. An animal took it. *2b. The food was left on the table <u>and</u> an animal took it.*
You do.	3a. The dog barked at the girl. The girl was not afraid. *3b. The dog barked at the girl <u>but</u> she was not afraid.*
	From compound to simple:
I do.	1a. Sam wants to visit Nairobi <u>and</u> Tom wants to visit Kigali. *1b. Sam wants to visit Nairobi. Tom wants to visit Kigali.*
We do.	2a. I like to play football <u>and</u> I like to sing in the choir. *2b. I like to play football. I like to sing in the choir.*
You do.	3a. Fred took a photograph <u>but</u> it was too dark. *3b. Fred took a photograph. It was too dark.*

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 don't like learning English. It makes me tired.* *B. I don't like learning English because it makes me tired.*
We do.	Run-on: Don't run in the house it's too dangerous. *A. Don't run in the house. It's too dangerous.* *B. Don't run in the house because it's too dangerous.*
You do.	Run-on: I wrote a letter it didn't get there. *A. I wrote a letter. It didn't get there.* *B. I wrote a letter but it didn't get there.*
	More Practice:
I do.	Run-on: My mother is coming to visit she will arrive next week. *A. My mother is coming to visit. She will arrive next week.* *B. My mother is coming to visit and she will arrive next week.*
We do.	Run-on: I'm going to college I want to be a doctor. *A. I'm going to college. I want to be a doctor.* *B. I'm going to college because I want to be a doctor.*
You do.	Run-on: My car got a puncture I won't make it to the wedding. *A. My car got a puncture. I won't make it to the wedding.* *B. My car got a puncture so I won't make it to the wedding.*

Mini-lesson #8: Identifying Nouns	
Content	**Nouns:** are words that name a person, place or thing. Examples: girl, Aunt Mary, carpenter, ocean, Kampala, home, hat, cow, broom. There are two main types of nouns: • **Proper Nouns:** are names of specific people or places. They begin with a capital letter. Examples: Kampala, Aunt Mary. • **Common Nouns:** begin with lower case letters (unless at the beginning of a sentence). Examples: 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. *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.*

Mini-lesson Overview

Mini-lesson #9: Identifying Verbs	
Content	**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.) • Kayla smiled at the teacher. *What did Kayla do? Kayla smiled.* • The car raced to the hospital. *What did the car do? The car raced.* • Maria was lost in the woods. *What happened to Maria? Maria was lost.*
	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. *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.*

Mini-lesson #10 – Using Describing Words	
Content	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. 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: • The dog barked at the girl. (Nouns underlined once. Verb underlined twice.) Here is a new sentences with describing words added: • The ***angry*** dog barked ***loudly*** at the ***frightened, little*** girl.
	Practice:
I do.	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.	1. The house is on a street. 2. The family ate dinner. 3. The cat walked through the grass.
You do.	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.	1. *The teen-aged boy rode his old, rusty bike to school as slowly as possible.* 2. *The brave police officer ran hastily to the terrible, life-threatening accident.* 3. *The puffy, white clouds moved leisurely through the pink, evening sky.*
We do.	1. *The old, brick house is on a quiet, isolated street.* 2. *The big, bustling family noisily ate their hot, tasty dinner with joy.* 3. *The silent, stalking cat walked noiselessly through the tall, brown grass.*
You do.	1. *The exhausted winner joyously celebrated his hard-won victory.* 2. *A small, wily thief stealthily took the old woman's moth-eaten purse.* 3. *The large, ancient book fell off the marble table with a loud bang.*

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.

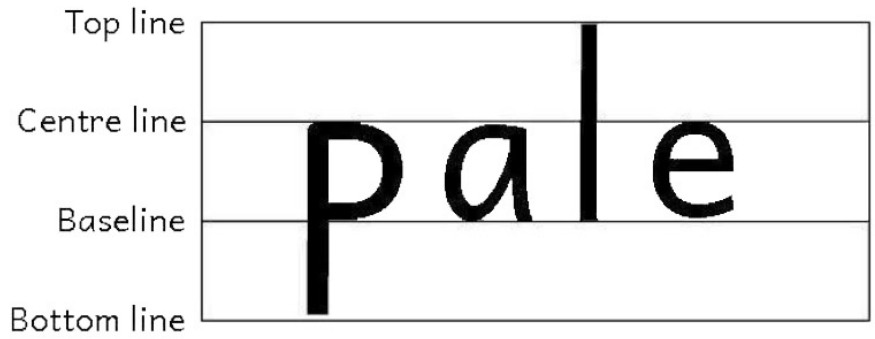
Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

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
2. Using Commas
3. Using End Punctuation
4. Using Quotation Marks
5. Writing Complete Sentences
6. Simple and Compound Sentences
7. Run-on Sentences
8. Identifying Nouns
9. Identifying Verbs
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	• Can you summarise the story in a few attention-grabbing 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*	• 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	• Summarise the report in a few words.
Introduction: Main Idea	• Introduce the main idea of the report.
Supporting Idea 1	• Provide a supporting idea or fact.
Supporting Idea 2	• Provide a supporting idea or fact.
Supporting Idea 3	• Provide a supporting idea or fact.
Conclusion: Main Idea	• 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	• The title usually begins, 'How to…'
Materials	• Describe the materials needed to do the task.
Time	• Describe the amount of time it will take.
Steps	• 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	• The letter begins by addressing the recipient of the letter.
Introduction: Main Idea/Opinion	• Introduce the main idea/opinion.
Supporting Idea 1	• Provide a supporting idea or fact.
Supporting Idea 2	• Provide a supporting idea or fact.
Supporting Idea 3	• Provide a supporting idea or fact.
Conclusion: Main Idea	• 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	• 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	• 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	• The title summarises the idea/opinion.
Introduction: Main Idea/Opinion	• Introduce the main idea/opinion.
Supporting Idea 1	• Provide a supporting idea or fact.
Supporting Idea 2	• Provide a supporting idea or fact.
Supporting Idea 3	• Provide a supporting idea or fact.
Conclusion: Main Idea	• 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	• Select a word to use for the acrostic poem. It can be a name or a thematic vocabulary word.
Letter 1	• List all the words you can think of that start with this letter.
Letter 2	• List all the words you can think of that start with this letter.
Letters 3, 4, 5, etc.	• List all the words you can think of that start with the remaining letters.
Select words	• 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.
St**A**lks the mouse quietly.
A**T**tacks the mouse quickly.

Alliteration Poem: A poem that plays with repeated sounds to convey an idea or emotion.

Writing Organiser: Alliteration Poem	
Topic	• What will the poem describe (person, place, thing)?
Featured Sound	• What sound do you want to feature in the poem?
Words with the Sound	• List all the words you can think of that have the featured sound.
Line 1	• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.
Line 2	• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.
Line 3	• 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	• 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	• 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	• 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	• 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	• What is the title of the song you have selected?
Write down the song	• 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	• Does your song have actions or movement that go along with the song?
Illustrate the song	• 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.

Chorus
Twinkle, twinkle little star,
How I wonder what you are!

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!

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	• Identify the theme of your rhyme poem.
Rhythm	• Experiment with words or phrases that make a good rhythm when said together.
Rhyme	• Decide if you want your rhyme poem to use rhyme. Think about rhyming words you want to use.
Repetition	• 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
Ll	liiso/luguudo	eye/road
Mm/mm	muyembe/mumwa	mango/mouth
Nn/nn	nnaanansi/nnimiro	pineapple/garden
Ny/nny	nnyaanya/nnyumba	tomato/house
Ŋŋ/ŋŋ	Ŋŋoma/ŋŋaali	drum/crested crane
Oo	omupiira/ọmuti	ball/tree
Pp/pp	ppaapaali	pawpaw
Rr	eriiso	eye
Ss	ssaati/ṣsaawa	shirt/clock
Tt/tt	taala/taata	lamp/father
Uu	wuuma	folk
Vv	vvuuvuumira	beetle
Ww	wuzi/wuuma	thread/fork
Yy	ayera	he/ṣhe is sweeping someone sweeping using a broom
Zz	zzike/azina	chimpanzee/he/she is dancing someone dancing

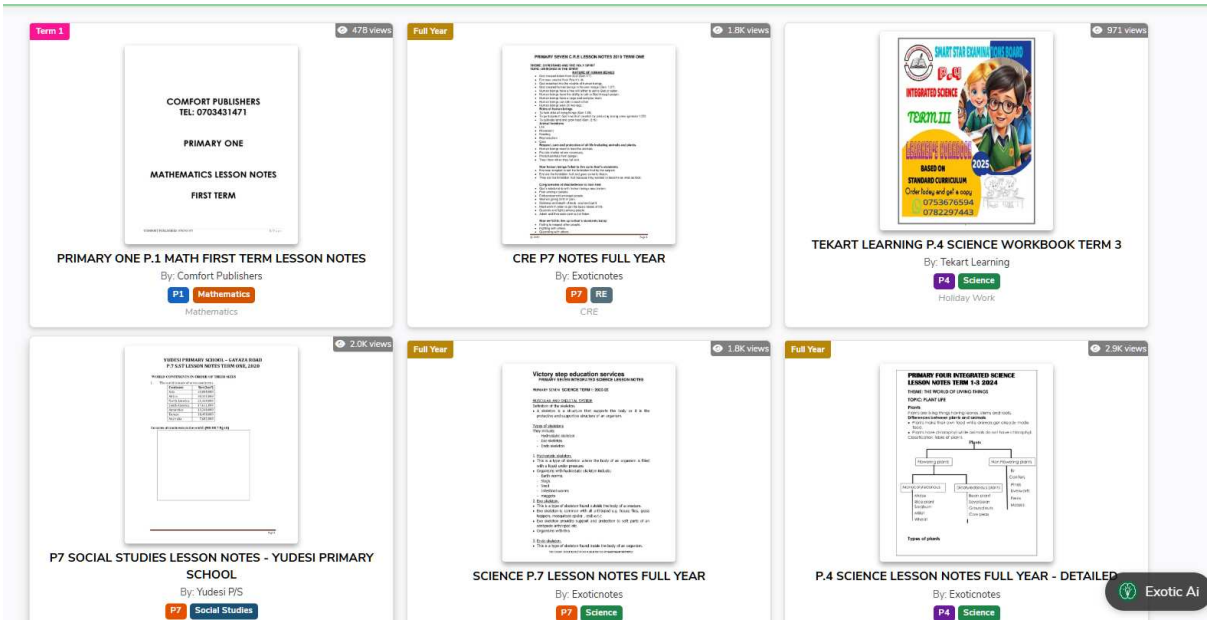
Glossary of Luganda Literacy Terms

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 eriddiŋŋana
assessment tool	ekikozesebwa okugezesa
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	emboozi 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	enkozesa y'olulimi mungeri enyuma
poem	ekikwate
predicting	okwefumiitiriza
prediction	ekyefumiitirizibwako
prediction question	ekibuuzo ekyokwefumiitiriza
proverb	engero ensonge
retelling	okuddamu ebyogeddwa
riddle	ekikokyo
tongue twister	musibannimi
traditional text	ebinyuma eby'edda
vocabulary word	ekigambo ekisimbiddwaako essira

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/