

# National Languages

## Dinka

### Teachers Guide 1

Këde pööc ë thoŋ baai

Thuŋjän

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## FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been developed and edited thoroughly by our National Language writing teams and is deemed to be fit for the purpose. It has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, Mr. Moses Mading Marial, the Director General for the National and Foreign Languages Centre, for providing guidance throughout the process of the development of the National Languages curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I thank SIL South Sudan for working closely with the Ministry, the National Languages Writers, UNICEF and the Curriculum Foundation UK to write the new textbooks. I also wish to thank the team at Dreamiles Artworks for creating the beautiful South Sudanese illustrations in the books. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

**Minister of General Education and Instruction, Republic of South Sudan**

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## Rationale for National Languages:

South Sudan's education policy supports South Sudan's rich multilingual environment, recognizing each of South Sudan's languages as "National Languages", and allowing for each language to be respected, developed and promoted.

The language and education policy in the Education Act, says that learning should begin in the language that the learners are most familiar with: their own home language / mother tongue / National Language. Thus, the medium of instruction for P1 – P3 is the National Language which is selected by the school.

Language is fundamental to communication. Communication is fundamental to learning. It is essential that young learners begin to communicate through the reading and writing first in their own national language before transferring those skills to literacy in additional languages such as English.

Thus, learning in the National Languages subject is focused on four main areas of communication: speaking, listening, reading and writing. Research and evidence from both South Sudan and around the world have shown that the knowledge, skills and attitudes developed in these areas in the language the child speaks and understands best form the foundation for life long learning—even learning in additional languages such as English. Therefore, the emphasis of learning in P1 – P3 is on communication and building the skills that can be transferred to learning in English in P4.

National Languages makes an important contribution to the four framework competencies (Co-operation, Culture and Identity, Communication, Critical and Creative Thinking). First and foremost, communication, which is the purpose of language, is developed. Abilities in language then form the basis for critical and creative thinking, providing the tools for thought and imagination. Language also allows for cooperation with others, allowing them to exchange thoughts and ideas with people within their school, communities and beyond. Additionally, language, culture and identity are intertwined; national languages are gateways to a national culture.

## Key Features of Teaching National Languages to Young Children:

### Practical Contexts

Children develop their abilities in any language by using it in practical contexts. The four strands, speaking, listening, reading and writing, are best practiced in real situations, where learners communicate with others for a purpose.

Learners should be given as many opportunities as possible to express their ideas, ask and answer questions, explain what they are doing and join discussions and conversations. Context for communication can be provided through role-play and drama. Being able to express themselves through speaking, and listening attentively to others, is an essential step towards developing their writing abilities.

Young children should be encouraged to communicate in writing, even when their attempts may look like "scribbles". This is an important part of the development of the necessary fine motor control which will lead to formal writing.

Young learners also need to be exposed to familiar and enjoyable stories and books, and the opportunity to talk about and express their ideas about what they find in them. They need to be encouraged to engage with stories and different types of texts, interacting with the characters, information and meaning they find in the text.

### **Teacher as a model**

In all of these areas, the teacher is the model for the development of speaking, listening, reading and writing. When reading a text out loud for the class, teachers should read the text with expression, ensuring the story comes to life for the listeners, and using expression to help learner's understanding of the story. Before reading a story, ask learners what they expect to hear in the story, based on the title or any illustrations.

As the teacher is reading the story, stop at interesting parts of the story to talk about thoughts and questions related to the text. Ask questions that help the learner to connect the story they are listening to with their own experience or with other stories they have heard. Examples of questions might be,

- How would that make you feel?
- That surprised me! Did that surprise you?
- What would you have done if you were in the situation?
- Have you experienced something similar before?

While reading, the teacher can also stop to ask questions to help learners develop their skills in prediction and using clues from the text to engage more with the story. For example, before the climax of the story, the teacher can stop to ask the learners, "What do you think will come next?"

After reading the text, ask the learners what they thought about the story. Examples of questions might be:

- Did it have a surprising or unexpected ending?
- How did it make you feel?

When writing words and texts, the teacher needs to model good writing habits, forming letters correctly and using appropriate language to express thoughts and ideas, showing enthusiasm and enjoyment in using the National Language for written communication.

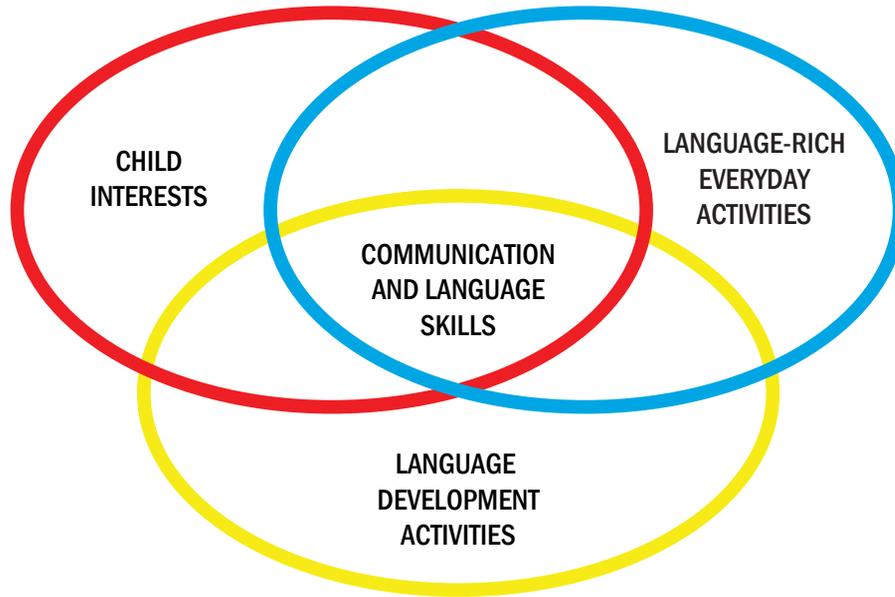
### **Learning Environment for National Languages**

In the National Languages classroom, learners will be developing their language in four areas: speaking, listening, reading and writing. The class environment needs to reflect these language development areas and give learners opportunities to be immersed in an environment which encourages them to speak, listen, read and write.

A National Languages classroom should not be silent!

Learners should be given opportunities in the classroom to speak to each other, to be listened to by both the teacher and other learners, and to listen to the teacher and to other learners. They should be encouraged to talk and share their ideas, while being listened to and engaged with. Asking learners to answer and develop quality questions is a key part of this process (see page X) and important for developing learner's speaking and listening skills.

Talking with learners about their interests, reading them stories, using open ended questions, allowing learners to explain, retell and express their opinions all leads to language and vocabulary development, which in turn leads to overall success in learning. Communication and language skills are developed in an environment where activities that cater to the interests of the child, language-rich every day activities and language development activities intersect. See the diagram on the following page.



Creating a “print rich” environment is key to helping learners develop their reading and writing skills. A National Languages classroom should be full of things for learners to read. Resources in this area can be limited, but with some creativity, teachers can ensure the classroom environment is encouraging literacy skills. A few simple ideas to turn your classroom into a “print rich environment” include:

- Get old cartons from local shops. Cut them into large squares and write the letters of your alphabet on the squares to hang around the classroom walls. Or, write the class’ Language Experience Story on the carton to hang up on the walls so learners can read it over again and again. Or, cut the carton into smaller cards, and write the names of objects that you have in the classroom on them to label the objects around the classroom. For example, you can use a piece of cardboard to label the “door” or “table” or “chair” (in your national language, of course!).
- Get used papers from the office or a local business. Use the back side of the papers for learners to draw pictures or fold into small books that learners (or the teacher) can write their own stories in. These booklets can be collected into a folder and kept as a small class library. You can also write “sight words” or other common words in your national language to post on a “word wall”
- Get sugar, flour, bean bags from the market. Using markers, write class’ language experience stories, or songs or other sentences related to the unit themes on them to hang around the classroom.
- Create a word line. Hang a string / rope along one end of the room. As learners learn to read new words, such as key words, built words or sight words from Experience Stories, write these words on small pieces of paper or carton. Hang them up on the word line, using laundry pegs or paper clips.
- Post the daily schedule for the learners, and refer to it often, modeling the use of the printed text as useful information.
- Encourage school leadership / PTA to include written notices and poster (in the national language) to be posted in key places in the school. The alphabet or other inspirational messages can be painted in prominent locations in the school.

## Focus on Accuracy or Meaning?

As learners are developing their abilities in the four areas of communication (speaking, listening, reading and writing), there are times when it is necessary for the focus of the learning to be on accuracy and correctness. But there are other times when the focus of the learning needs to be on meaning and expression of ideas. While it's important for learners to be able to spell correctly, develop grammatically correct sentences and practice neat and tidy handwriting, it is equally important for learners to gain confidence in their creative expression of ideas and thoughts, both orally and in written form.

This means that when learners are asked to express themselves, their ideas and creativity should be praised, and they should be encouraged to draw or write as best as they can, even if they are unsure of exactly how to spell a word or draw a picture. At the beginning, the learner's work may look like "scribbles" to you! But if you ask the learner what it means or what they are trying to express, they will be able to tell you exactly what that "scribble" means to them! Activities such as shared reading, the "Language Experience Story", role plays, re-telling of stories, drawing and creative writing all contribute to building learners' confidence and creativity in this area.

However, when learners are doing activities in the "Letter Lessons", the emphasis needs to be on accuracy, where learners focus on decoding the correct sounds for letters and syllables, and reading accurately what has been written. In the activities that focus on accuracy, learners should be encouraged to use correct grammar, pronunciation and neat hand writing.

	<b>Emphasis on <i>meaning</i> (Focus on whole texts)</b>	<b>Emphasis on <i>accuracy</i> (Focus on parts of the language)</b>
<b>Listening</b>	Learners listen in order to understand and respond to what they hear	They recognize and distinguish sounds, syllables, words and sentences
<b>Speaking</b>	They speak in order to communicate their thoughts and ideas to others	They use correct vocabulary, pronunciation and grammar
<b>Reading</b>	They read for enjoyment and to understand and use new ideas and information	They recognize parts of words (letters, syllables, tone marks, etc.), sentences and paragraphs, and can sound them out.
<b>Writing</b>	They write in order to communicate their thoughts and ideas	They form letters properly and neatly, spell words correctly, and use correct grammar

Table from: Susan & Dennis Malone (2013), "Two-Track Approach to Reading and Writing in Students' First Language." SIL.

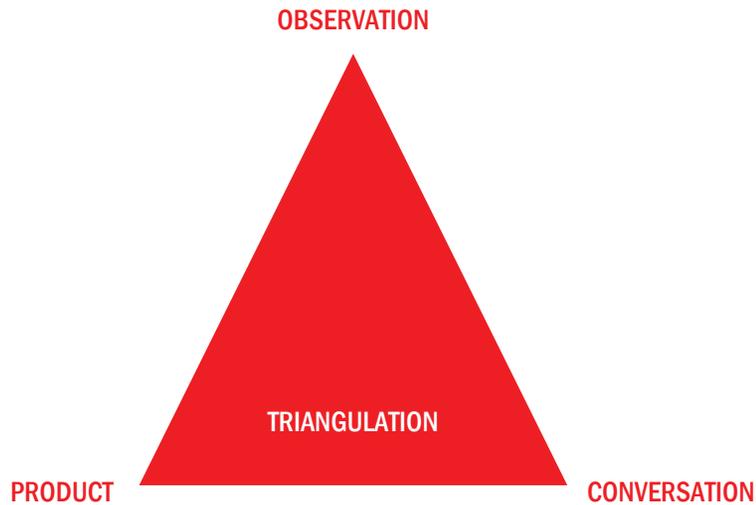
## Assessment:

Assessment is the process of finding out what a student has learned. If assessment is done only at the end of the year (in a summative assessment), it is too late for the teacher to do anything about what may or may not have been learned! On-going, classroom-based assessment is much more effective in ensuring that learners are achieving the outcomes, as set out in the syllabus.

On-going formative assessment is an integral part of the teaching and learning process. This assessment becomes part of the everyday learning, not just sitting an exam at the end of the term. Knowledge, skills and attitudes can be assessed using three different types of opportunities:

1. Observation – watching students working (good for assessing skills)
2. Conversation – asking questions and talking to students (good for assessing knowledge and understanding)
3. Product – appraising learner’s work (physical products such as drawings, posters, written stories, models etc.).

All three types of assessment can be used and the information checked against the other two forms of assessment. This is called ‘triangulation’



Feedback based on the three types of assessment should be given to the learners. This feedback can come in the form of written comments, general comments to the class, or having a conversation with individual learners. Having a conversation with the learner is often the most effective way of giving feedback.

Feedback will help learners to know what they need to improve in order to achieve the learning outcome, clarify any misunderstandings or gaps in the learning, help learners understand what they have done well, and clarify what they need to do next.

Any feedback that is given should be both honest and encouraging. It should also be specific, and come as soon as possible. It should also be “actionable” so learners know what it is that they need to do in order to improve.

Please refer to the “Assessment Guidance” document to find out more.

Assessment opportunities exist for each of the activities in National Languages, and should be used on a daily basis to assess learning. Through Conversation, Observation and Products created, the teacher can continually assess if learning outcomes are being achieved. This ongoing assessment should be used to inform ongoing learning. It will help the teacher to know what competencies and outcomes the teacher should emphasize in the next days’ learning.

An example of this is from a Product Assessment Opportunity from the “Listen to the Sound” activity which says, “Can learners think of words that contain the key sound and correctly pronounce the sound in different positions in words?” If the teacher finds that many learners are having trouble to do this, the teacher can plan to spend more time the following day on reviewing the key sound and helping learners to hear that sound in different contexts.

## Quality Questions:

Asking good questions throughout the lesson, and not just at test time or at the end of the lesson, is an important part of effective learning. Asking good questions to the learners is an essential part of class-room based on-going assessment. Good questions also promotes the development of higher level thinking skills, giving learners the opportunity to develop deeper knowledge and understanding.

### Why should I ask questions?

- **Engaging learners.** Young learners need to participate in their own learning. Asking good questions throughout the lesson engages the learners in the lesson. Giving learners the opportunity to both answer and ask questions ensures that the learners' ideas and opinions are listened to and valued. Asking and answering good questions is also a lot of fun for young learners and will lead to better behaviour and better learning.
- **Gives opportunity to practice speech.** National Languages subject is all about communication. Answering and asking questions gives the learners opportunities to practice and rehearse appropriate forms of communication and interaction with both their peers and others.
- **Develops listening skills.** When learners are given a chance throughout the lesson to answer interesting questions, they are practicing both listening carefully to the questions being asked, but also practicing listening to responses given by their classmates and others.
- **Assessment.** Asking good questions, listening to the answers and listening to questions that the learners have, helps the teacher to identify any misconceptions or misunderstandings in the lesson. This then helps to shape the appropriate next steps in learning.
- **Reflect competencies.** Asking good questions helps to develop learner's competencies in National Languages. These competencies can be thought of as:  
knowledge & understanding + skills + attitudes = competency.

*Critical and Creative Thinking:* Learners can use questions to find out new things, to make judgements, to make comparisons and contrasts and to develop new solutions and approaches to their problems. Questions allow learners to explore new ideas, and develop their own creativity based on questions they hear from others.

*Cooperation:* In asking and answering questions, learners are showing that they can work collaboratively towards common goals, and to value others' responses and ideas. This fosters the development of the skill of respect and tolerance for others and for different ideas and ways of thinking.

*Communication:* Asking and answering good questions is a key to good communication. Developing skills in this area help learners develop their skills in expressing themselves clearly and in formulating ways to communicate to different audiences. Having models of good questions and allowing learners to develop their own questions also gives them practice in listening and finding ways to ask their own questions.

*Culture & Identity:* Giving learners opportunity to engage with good questions can help learners to build their understanding not just of their own culture and heritage, but of the culture and heritage of others. This contributes to the development of respect and understanding, among a diversity of cultures and world-views.

## How do I ask quality questions?

- Who do I ask questions to?

*Disengaged learners:* Asking good questions can help inattentive learners to engage and participate with the learning.

*Expert learners:* Some learners may have better understanding or more experience with a particular topic. These learners can be asked to share with the rest of the class.

*Those who have struggled in a previous activity:* Some learners may have had a hard time to understand an earlier activity in the classroom. Asking questions to these learners can help you to know if they have caught up or if you need to re-visit a particular topic.

*Less confident learners:* Some learners are quiet and may be less confident of what they know. Asking these learners to answer questions, or ask their own, can help build their confidence and share their ideas and thoughts with the class.

**\*\*Don't only ask the children who always have their hands up!**

- When should I ask questions?

*Frequently and regularly:* Don't wait until the end of the lesson to ask questions! Ask questions throughout the lesson.

*When starting new activities:* Asking questions and allowing learners to ask their own questions at the beginning of a new activity will help engage the learners and ensure they know what is expected in the activity.

- What do I do with the answers to the questions?

Ask a question, and then wait for 5 seconds for learners to think about a response. Some learners need some time to think and process a good contribution.

Praise effort rather than every answer. Say, "Thank you for your contribution". Show an interest in the response by listening carefully to each response. Don't interrupt as the learners are answering or asking a further question.

Ask other learners to comment and / or ask an additional related question.

Teacher can ask a related questions to clarify.

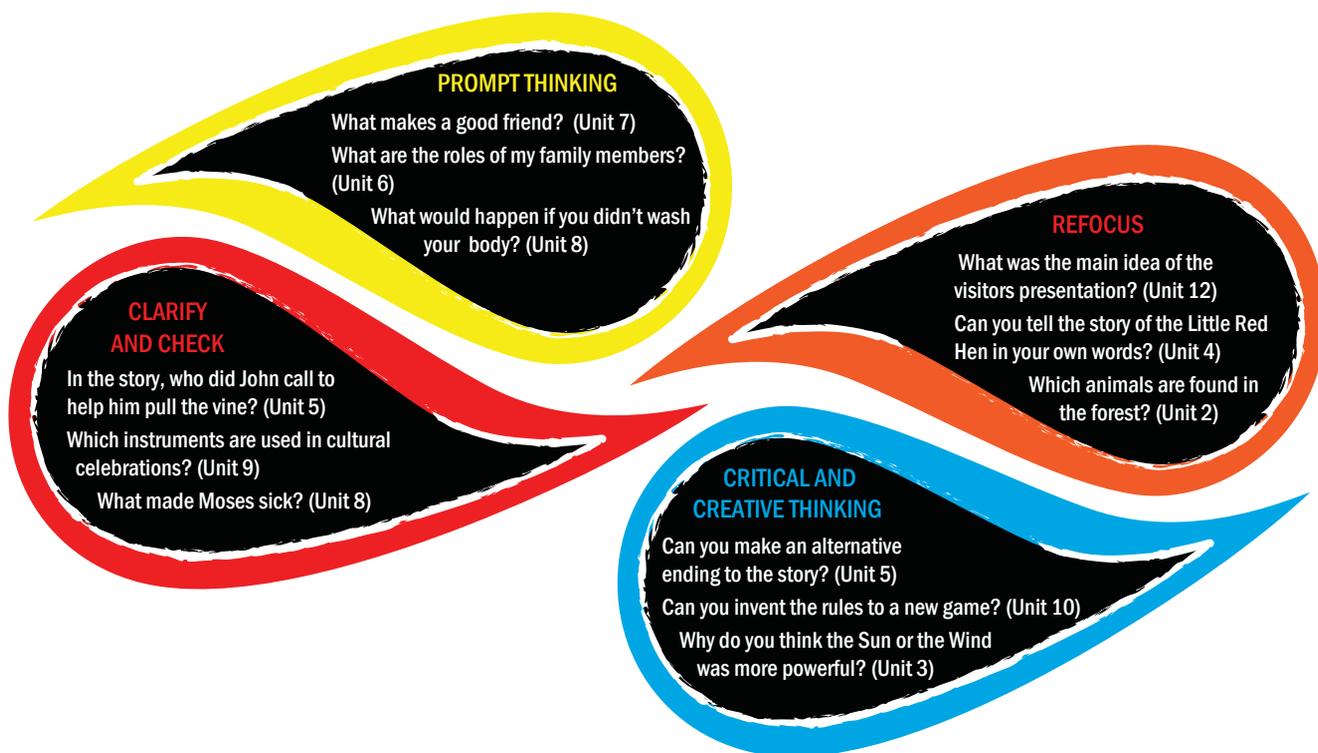
Note that sometimes it's good to record answers for immediate display or to take notes to inform the next lesson.

- What type of questions should I ask?

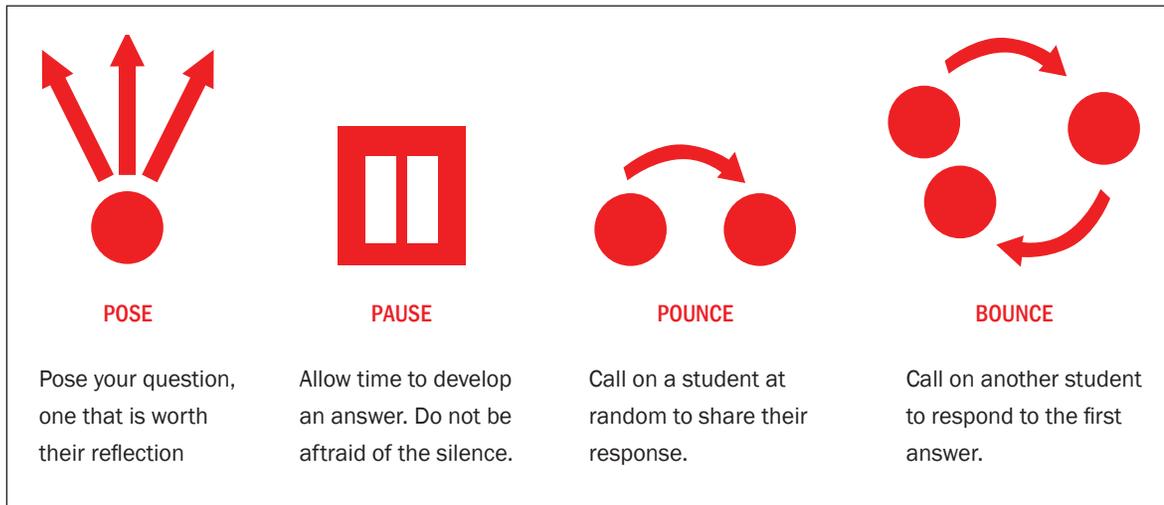
There are four types of quality questions that can be used.

1. *To clarify and check*  
 “Can you recall...”  
 “When did \_\_\_\_\_ happen?”  
 “Who did...”
2. *To refocus:*  
 “What can you say about...”  
 “What is the main idea of...”  
 “How can you say this in your own words....”
3. *To prompt thinking:*  
 “What examples can you find to...”  
 “What would happen if...”  
 “What questions would you ask....”
4. *To promote critical / creative thinking*  
 “Why do you think...”  
 “What is your opinion about....”  
 “Can you propose an alternative to...”

Examples from National Languages Units:



One good strategy that you can use in your classroom to ask quality questions is a “Pose, Pause, Bounce, Pounce” activity.



(Source: McGill, R. M. (2011). *How to move your lessons from good to outstanding.*)

1. Pose: Ask a good question for learners to think about and reflect on.
2. Pause: Stay silent and wait for 5 – 10 seconds while learners are thinking about their answer to the question.
3. Pounce: Call on a learner at random to let them give their answer to the question. Learners will not have their hands raised, but the teacher chooses a learner to give an answer.
4. Bounce: As soon as the first learner (A) has given their answer, call on a second learner (B) to ask what learner B thought about learner A’s answer. Or, possibly, B has a further question based on A’s response. You can keep asking other learners to respond and bounce their own questions and responses back to the other learners several times before you go back to Step 1 and Pose a new question.

### Structure of Materials

In P1, learners are given opportunity to use their language in various contexts, to build their language abilities in all four strands. Themes, such as “Animals at Home”, “Jobs people do” and “Family” are used as real life, familiar contexts in which young learners can develop competencies in communication, critical and creative thinking, cooperation, and of course, culture and heritage.

There are 12 units to be taught in the National Language subject. Each unit has activities which will give learners opportunity to explore some Key Inquiry Questions. These questions are meant to guide the learning, to ensure the learning outcomes for that unit are achieved. These questions are not meant to be explicitly asked to the learners, but should be kept in the mind of the teacher to guide the learning throughout that Unit.

Through stories, games, drama, creative writing, guest speakers, debates and class experiences, learners will interact with the various topics of the units, while at the same time learning how to read and write the specific letters and features of their own language. It is anticipated that each Unit will take 3 weeks to work through all of the activities.

Because many children come to school without having much experience with books and literacy, the first part of Unit 1 focuses on preparing children to understand some of the basic concepts of print awareness, and the fact that what they see printed on a page has a connection to real language. The fine motor skills needed to begin writing letters shapes are also developed.

Following these activities in the first part of Unit 1, learners are then introduced, very slowly, to the individual letters of their own alphabet in a “letter lesson”. The emphasis in the lessons is on decodability - that is, only introducing words and sentences that contain only letters that they have already been taught. This allows learners to be able to read independently from a very early stage, giving them the joy of discovering the meaning of the written word on their own!

## Unit Themes

### Letter Lesson Activity

1. Listen to the sounds
2. Key Letter
3. Word Breaking and Building
4. Making Syllables
5. Parts of our Language
6. New Word Building
7. Story Reading
8. Writing



### Use Mini-Lessons for bringing Unit Theme into the Letter Lessons:

- Alternate Ending
- New Characters
- Role play
- Exaggerated Story
- Show and Tell
- Rhyming Words
- Relay Story

## Student Competencies

Student competencies are developed in different activities throughout the National Languages subject. These competencies are highlighted throughout the book using the following icons:



Co-operation



Culture and Identity



Communication



Critical and Creative Thinking

## Class Activities

These icons are used throughout the book to indicate different types of class activities.



Individual Work



Pair Work



Group Work



Class Work



"Letter Lessons" follow the same type of pattern each week. Each letter of the alphabet has one or two pages in the pupil book. You will use the same pages in the Pupil Book for two different lessons. The first day, you will do activities relating to some parts of the pupil book, and the second day you will review what you did the previous day, and then continue to do activities with other parts of the pupil book. Each lesson follows the same pattern, so you and your learners will know what to expect and how to do each of the activities very well! Teaching through the steps for the lesson should take 30–40 minutes total.

## Before each "Letter Lesson", Teacher Responsibilities Before Coming to Class:



1. Arrive early to prepare the blackboard before class.
2. **Prepare a riddle, story, visual aid** and/or other technique for introducing the key word to the learners. You will need to use this for the "Listen to the Sound" activity.
  - **Riddle:** Be creative! Think up with a creative riddle to help the learners guess what the key word of the day might be. For example, if the key word is "snake", you might tell the class: "My body is covered with scales, but when I move I crawl on the ground". If the word is "egg", you might tell the class: "An ostrich's is very big. A chicken's one can be quite small. It is something that you can eat, which you can boil or scramble."
  - **Short Story:** Tell an interesting or funny story about the key word. It might be an experience that you had with that object, or it might be a story that you have heard about it. You can even make up your very own story out of your imagination! It only has to take a minute or two to tell the story, so make sure it is not very long. For example, if the key word is "egg", you might tell about seeing the chicks hatch from the eggs.
  - **Visual Aid:** Bring the item that the key word describes into the classroom. For example, if the key word for the day is, "egg", bring in some type of egg to show the class. If the key word is a particular type of tree, bring in some of the leaves from that tree.
3. **Prepare a list of six words** to be used in the "Listen to the Sounds (phonemic awareness)" activity, three of which contain the new sound/letter and three which do not. Of the three words containing the new sound, one should contain the new sound at the beginning of the word, another in the middle and another at the end.
4. **Read through the comprehension questions** for the story (if there is one for that lesson) and make sure you know the expected answers.
5. **Practice reading** the story for today's lesson so that you can read it fluently to the class.
6. Learners will have practiced handwriting in the previous lesson by writing in their notebooks. These notebooks will have been given to the teacher to be checked. **Check and comment on the learners' hand writing** in their notebooks and have the notebooks ready to give back to the learners at the beginning of class for the writing activity.

## Begin each lesson with a review of the previous two lessons:



### As a class:

1. Prepare the board by clearly writing the key words and the built words from the previous two lessons. **Randomly select learners to read aloud the key words and built words.** If learners struggle to read these familiar words, then the teacher should identify the syllable of the word that is causing the difficulty and break that syllable into its constituent letters. The learner is then asked to pronounce each of the letters until the problematic letter is identified. This letter can be reviewed by reminding the learner of the key word used to demonstrate the sound of that letter and by contrasting it with other letters that could be causing confusion.
2. Erase the words and draw the lines for letter and word writing. **Ask for volunteers to come write the letters** and the key words of the previous two lessons on the lines drawn.
3. Select learners to **read the story** from the last lesson. Each learner can read one sentence. Select new learners to read one sentence until the text is completely read. Select a learner to read the entire text, if the text is not too long. Finally, the teacher reads the entire text fluently.

### After you have done the Review, use the following pattern for each lesson:

On the **first day** of teaching a letter lesson, you will do the following activities. All of these activities, along with the review, should take 30–40 minutes, total. However, especially early in the year, there may be some lessons that look a little bit different because of some of the unique things in your language! You will be shown how to teach those small differences at the appropriate place in this Teachers Guide.

1. “Listen to the Sounds” (Phonemic Awareness)
2. “Key Letter” (Alphabetic Principle)
3. “Word Breaking and Building”
4. “Syllable Making”

The **second day** of teaching a letter lesson, you will do the following activities. All of these activities, along with the review, should take 30–40 minutes, total.

5. “Parts of our Language” (Grammar lesson)
6. “New Word Building” (vocabulary)
7. “Story Reading” (with comprehension questions)
8. “Writing”

**1. Listen to the sounds (Phonemic awareness):**



1. **Introduce the key word** provided for the lesson using a riddle, story, or visual aid (see pg. 10 for how to do this). If there are two key words in the lesson prepare an introduction for each word.
2. Tell the class that the new sound is heard in the key word. (If the key word has only one syllable, then skip down to step 2.) **Break the key word into syllables** by clapping the parts. Tell the class which part of the key word contains the new sound. Have the class break the key word into syllables using the 'I Say, We Say, You Say' activity (pg. 26).
3. **Pronounce the new sound** and have the learners repeat it using the 'I Say, We Say, You Say' activity. Be careful to give the sound of the letter and not the name of the letter. Ask the learners if the new sound occurs at the beginning or end of the word and of the syllable which contains the sound.
4. Using the list of words that you have prepared before class, explain to the learners that you will now **pronounce some words** and that the words may or may not contain the new sound. Tell the learners to raise their hand each time they hear the new sound pronounced in one of the words and not to raise their hand each time they do not hear the new sound pronounced in one of the words. Pronounce the first word to the learners. Wait for them to respond. Correct them, if necessary. If the word contains the new sound, ask where the new sound is heard; at the beginning, middle or end. Repeat for each word.
5. Ask the learners to **think of words that contain the new sound**. Ask volunteers to pronounce their word to the class. If the word contains the new sound, ask the learners where the sound is heard. If the word offered does not contain the new sound, pronounce the new sound again carefully and ask the same volunteer for another word. Take volunteers until 4-5 words containing the new sound are given.

**Assessment Opportunity:**

**Observation:**

Can learners correctly identify the different parts of the word (syllables) by breaking the key word into syllables during the first "I say, we say, you say" activity?

Can learners read and pronounce the key word correctly during the "I say, we say, you say" activities?

Are learners able to identify whether the key sound comes at the beginning, middle or end of the word?

Are learners raising their hands to show that they have identified the sound of the key letter in different positions in the word as you say the words?

**Product:**

Can learners think of words that contain the key sound and correctly pronounce the sound in different positions in words?

## 2. Key letter (Alphabetic Principle)



Write the small and capital letter on the board. “This is the letter that makes the sound [x]”. Point to the small letter and say, “This is the little brother. It says [x]”. Point to the capital letter and say, “This is the big brother. It also say [x]”. “See how they look alike. They must be brothers!”

In pairs, ask learners to point to the capital letter in their books and tell their neighbour the sound of that letter. Then, ask them to point to the small letter in their books and tell their neighbour the sound of that letter.

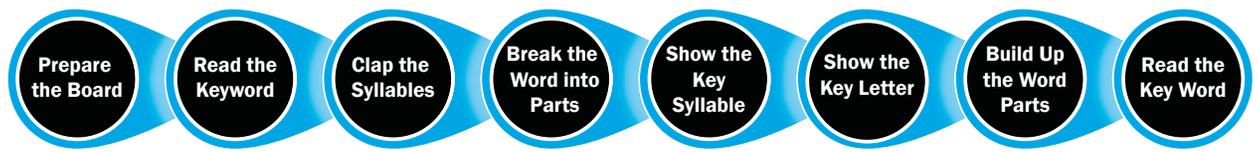
### Assessment Opportunity

#### Conversation:

Can learners produce the correct sound of the key letters when they are read in their books?

Do they recognize how some of the key features of their language are written (for example, tone, breathiness and vowel quality?)

### 3. Word Breaking and Building



1. **Prepare the board** for the word breaking and word building activity (as shown in the Pupil book) For example: here the new letter /k/ is being taught.

makaka	k
ka	ka
k	makaka

Tell the learners that the key word on the board is the written form of the key word from the previous phonetic awareness activity and pronounce it for the class while pointing to the word.

2. Ask the class to **read the key word** makaka using the 'I Say, We Say, You Say' activity (on pg. 26).
3. Break the key word by **clapping its parts** and show where the new letter is located in the key word. Point out how many parts (syllables) the word has and the sound of the letter in those parts. Say something like, "The word makaka has three parts. The letter that makes the sound /k/ is in the middle part and in the last part."
4. Ask the class to **break the key word into parts** using the 'I Say, We Say, You Say' activity and point to the parts as the class responds.
5. Ask two learners to come to the board to **point to the new letter** in the key word.
6. Show the syllable below the key word and say that this part of the key word, /ka/, contains the new letter. Ask the class to read the remaining part, /ka/. Ask some individuals to read /ka/. Ask if the new letter is found at the beginning or the end of this part.
7. Show that the box below is the new letter /k/ and remark that the new letter is the part of the key word that gives the sound 'k' and the shape of /k/ in the key word.
8. Build up to the key word in the column immediately to the right, beginning with the new letter on top. Begin at the top of the column and tell the learners that the new letter combines with the other letter to form part of the key word immediately below. Ask the class to read this newly built part. Ask some individuals to read this newly built part.
9. Tell the learners that the new part combines with another part to make the key word immediately below. Ask the class to read the key word. Ask some individuals to read the key word.
10. In pairs: As learners to turn to their neighbour and read the word breaking and building exercise together, out of their books.

#### Assessment Opportunity:

##### Observation:

Can learners correctly identify the key letter in the key word as it is written on the board?

As learners are working in pairs, can they correctly read the syllables and key word?

## 4. Making Syllables:



1. **Prepare the board** for syllable making (as you see in the Pupil Book) For example:

a	e	i	o	u
ka	ke	ki	ko	ku

2. Show the letter at the top of the first column and say that it combines with the new letter to **form a new syllable**. “/a/ and /k/ make /ka/” (In lessons 1 and 2, have the class repeat this with you using the ‘I Say, We Say, You Say’ activity. This should not be necessary in later lessons. In later lessons, do not read the syllables for the learners but have the learners read the syllables for themselves.)
3. Repeat this for each column.
4. Ask the class to **read the entire syllable making table** as you point to each syllable moving by columns from top to bottom and then from left to right. Have two individuals read the entire table as you point to each syllable. Have two more individuals read as you point to any letter or syllable randomly.
5. In pairs, have the **learners repeat** the activity in step 4. One neighbour can point to a random letter or syllable while the other reads it out. Repeat steps 1-5 with syllable boxes 2 and 3 in the Pupil’s Book.

### Assessment Opportunity:

#### Observation:

Are learners able to correctly read the letters and syllables in the Making Syllables exercise?

#### Letter Lessons with Two Key Words or Two Key Letters:

Some Letter Lessons use two different key words to teach two different key letters. Some Letter Lessons use the same key word to teach two key letters.

If you see a lesson like this, simply follow the steps for the “**Listen to the Sounds**” activity, followed by the “**Key Letter**” activity and the “**Word Breaking and Building**” activity for the first key word that you see. Then, start again at the “**Listen to the Sounds**” activity, through to “**Word Breaking and Building**” for the second key word. Then move on to the “**Making Syllables**” activity as normal. You will see that the Making Syllables and Word Building activities in the Pupil Book contain both of the new Key Letters for that lesson.

## 5. Parts of our Language

This is an activity which appears in some, but not all, lessons. Usually, it will be a series of short, decodable words, phrases or sentences, which will help highlight a part of the grammar of your language. When it appears, there will be specific instructions in this Teacher's Guide on how to lead the learners in this activity.

## 6. New Word Building (Vocabulary)



1. Prepare the board for the vocabulary and word building activity, copying what you see in the pupil book for this section. For example:



2. Show the class that the bubbles contain syllables and that the bubbles combine to form a word below.
3. Ask the class to read the syllables in the bubbles as you point to them from left to right. Show how the same syllables are part of the word below. Have several individuals read the syllables and then read the word below as you point to them.
4. Explain the meaning of the built words. Ask the learners to give words that mean the same as the built word. Ask the learners to give words that mean the opposite of the built word. For example: The opposite of "big" is "small" or the opposite of "wet" is "dry".
5. Say that these built words will be found in the story below and that they will recognize them there.

### Assessment Opportunity:

#### Observation:

Can learners correctly recognize the taught letters in words?

#### Product:

Are learners showing an increasing complex vocabulary as they give words that have the same or opposite meaning as the Built Words?

Can learners read the built words fluently, showing their recognition that the words are made up of different syllables?

## 7. Story Reading



1. Individual work: Direct the learners' attention to the story in their pupil book. Confirm that all learners have found the story in their pupil books. Do NOT read the story to the class yet.
2. Ask all **individuals to read the story silently** to themselves. They can mumble as they read but not such that the other learners can understand what they are reading.
3. As a class: **Ask the comprehension questions** that you will find in the Teachers Guide to the learners. If the learners cannot answer a question, show them where in the text the answer can be found. Do NOT read the text to the learner. Then ask that same learner to read that section of text and ask the same question once again. If the learner still cannot answer the question, ask the same question to another learner. If the question asks for the learners to imagine something outside of the text, accept all answers that make sense.
4. Ask **one learner to read the first sentence of the story aloud**. If the learner cannot read a word, help that learner break the word into parts and then have the student read each part. If the learner cannot read a word part, break that part into letters and have the learner read the letters. If the learner cannot read a letter, remind the learner of the key word that was used when that letter was introduced in the primer. Show the learner the letter in question and pronounce it for them. Have the student point to the letter and pronounce it. Ask the learner to read the part of the word from the story that they could not read before. Have the learner read the whole word that they could not read before. Ask the learner now to read the entire sentence.
5. Repeat until all the sentences are read.
6. Now the teacher reads the entire story with expression and fluency
7. Ask as many learners as possible to read the entire story.

### Assessment Opportunity:

#### Conversation:

Can learners correctly answer the comprehension questions, showing that they have understood what they have read on their own?

#### Product:

Can learners read familiar and simple words and sentences, and show they understood their meaning by expressing their ideas and opinions about the story?

## 8. Writing



1. Draw only the writing lines on the board. Draw them large. Next **write the letter in the lines, describing the motions of your hand** as you draw them. "For the small letter, first I start on the middle line and draw a straight line down to the bottom line. Then I come back almost to the top of that line and draw a hook up to the middle line and then down to the bottom line. ...."



2. Next turn your back to the learners and **draw the small letter in the air** using large motions and explaining your writing motions as you make them. Do this again, asking the learners repeat after you the description of your writing motions as you make them.
3. Erase the letter you drew in the lines, but do not erase the lines. **Moisten a sponge** or cloth with water and **use it to draw the small letter in the lines**, leaving the trace of moisture to outline the form of the letter. Ask a volunteer to come to the board and trace the outline with the chalk. Ask them to describe the motions of their hands as they do so. Make another trace of the letter in the lines drawn on the board and ask another volunteer to come to the board and trace the outline with the chalk. Ask them to describe the motions of their hands as they do so. Repeat for several other volunteers.
4. Hold up your pupil's book and indicate the writing exercise for this lesson. Tell the learners to point to the exercise and hold up their books to show that they have found it. Ask those that have found the exercise to help those around them that did not. Ask the learners to use their fingers to **trace the large, bold letters at the top of the first page** of the lesson in their pupil books.
5. Pass back the learners' notebooks and give them time to see your comments on their handwriting from the last class.
6. Individual Work: Ask the learners to write two lines of the new letter and one line of the key word. When finished, collect the notebooks and check the work of the learners before the next class. Have the notebooks ready to return to the learners at the beginning of the next class.

### Assessment Opportunity:

#### Product:

As learners are tracing the letters in their textbooks, are they able to accurately follow the lines? When you collect and check their notebooks, are they neatly and accurately forming the letters that have been taught?

## Review Lessons (Check Your Progress)



### 1. Capital and small letter box

This box has two rows. The first box holds small letters, and the second box holds capital letters.

**Individual Work:** Where the box in the top row is empty, ask students to fill in the small letter that corresponds to the capital letter immediately below. When the box in the second row is empty, ask students to fill in the capital letter that corresponds to the small letter immediately above. They can write the box in their exersize books.

For example, the completed box should look like this, written in the exersize book:

A	C	G	T	E
a	c	g	t	e

### 2. Picture matching

**In Pairs:** Learners should use their fingers to draw a line between the picture and the corresponding word.

### 3. Syllable/Letter Box (Making words)

The grid contains parts of words, either syllables or letters.

**In groups:** Learners should work in groups to choose letters or syllables of one box in the grid to combine with the contents of other boxes of the grid to make a complete word.

## Shared Reading

Shared reading is useful for:

- encouraging prediction in reading
- helping new readers and writers learn about the relationship between print and speech
- providing an enjoyable learning experience, and
- teaching sight words.

The story must have print that is large enough for everyone in the group to see.

- Simple stories can be written on the blackboard.
- For a small group, use a book with large print.

### Guidelines

- Discuss the story and any illustrations with the learners
  - before reading the story to build anticipation, or
  - after reading the story to help comprehension.
- Teachers should read the story fluently and with expression.
- The Teacher should always track the words being read with a pointer.

### Steps (for beginner readers)

1. When introducing a new story, talk about the title and the kind of story (is it a true story, or a folk tale or another type of story?). From what you have talked about, and any illustrations you might have, ask the learners what they think the story might be about?
2. The teacher by him/herself reads the story 2-4 times, reading fluently and with expression. The teacher should track the words with a pointer as he/she reads.
3. Everybody in the class reads together 2-4 times, as the teacher points to the words.
4. The teacher and different individual students read together, as the teacher points to the words.
5. Individual students take turns pointing and reading out loud by themselves. The teacher must praise the students.
6. The teacher and the entire class read the story together again.

Use some of the following activities to help the students learn some individual words and review taught letters:

- Write individual words on the board and test the learners with them. See if the learners can identify the sight words. If there are words from the story containing letters that have been taught already (decodable) you can ask the learners to read those.
- Make flash cards with letters from one of the decodable words in the story. See if learners can put the letters in order to make the word. Or, let learners make up their own words, using those same letters.
- Make flash cards with some of the sight words or decodable words. You can write individual words on flashcards and see if learners can make sentences with them.
- Use flash cards to play 'matching games.'

The next time you read this story, repeat all the above steps: Fewer repeat readings of the whole story may be required. At step 6 focus in detail on pages not covered before in this way. As the learners get to know the story better, individuals may also be asked to read larger portions of the story on their own.

## Language Experience Story

### Objectives:

(a) To encourage students in thinking of and telling a story; oral language development. (b) To show by example how to write a story. (c) To show by example how to read a story fluently. (d) To show that reading and writing is meaningful. (e) To learn to read sight words in context.

1. Give the learners an opportunity to take part in an experience, as outlined in the Teachers' Guide for each Unit. This might involve taking the class outside to experience the weather or the market, or bringing something new to the class for the learners to see or smell or taste.
2. After the experience, the students need to think up a good story together (e.g. about the experience) and tell it to the teacher who writes the students' story on the board, saying each word as it is written. It is important to remember that it is the learners who work together to make up the story. The teacher does not direct or dictate the story! The teacher should just write what the class tells the teacher to write.
3. Follow the "Shared Reading" Mini Lesson.
4. Now play word games with the story (example games are explained below):

### Matching game (letters):

The teacher writes 3–5 of the previously taught letters from the story on flash cards. Let individual students come to the front and match the letter cards with letters they see in the story, while saying the sound of that letter. Gently correct as necessary. Everybody should look at the card and say the sound of the letter together. Drill the letters in different order.

### Matching game (words):

The teacher writes any 3-5 words from the story on flash cards. Let individual students come to the front and match the word cards with the same word in the story. Gently correct as necessary. Everybody should look at the card and read the word together. Drill the words in different order. Learn the card words as sight words.

### Hide-a-word game:

Erase any word in the story. Put an underline where the word was. Read the story again together and let the students say what word is missing. Write the missing word in its place again on the line. Learn the word as a sight word. Erase and learn several more long and short words. Point to all the underlined words in different order to drill them until the students know how to read them at first glance.

*If possible, after class or during the break, the teacher can write the story on big paper with a crayon or marker and attach it to the wall of the classroom for the next day and for decorating the classroom and enhancing "print environment".*

### **I Say, We Say, You Say**

This model is important in helping learners become independent readers.

#### **I Say:**

First, the teacher reads (or says) the sound of letter or the word that they are teaching in order to model the reading activity.

#### **We say:**

Next, the teacher invites the class to join them in reading (or saying) the sound of the letter or word that they are teaching. The teacher and learners do the reading activity together. Remember not to have the learners “parrot” or simply repeat after you. Make sure you don’t read the word first, but let the learners read the word when you point to it.

#### **You say:**

Finally, learners are given the opportunity to read (or say) the sound of the letter or word independently on their own, in pairs or in small groups.

### **Alternative Endings**

After reading the story in their text books, ask the learners to change the ending of the story, based on the theme for the Unit. Learners can work in groups or pairs and then share their ideas with the rest of the class. For example, if the unit theme is Animals in the Forest, learners could create an ending where an elephant comes and tramples the crops instead of the farmer harvesting the crops.

### **New Characters**

After reading the story in their textbooks, ask learners to introduce a new character to the story, based on the theme for the Unit. For example, if the unit theme is “Jobs People Do”, learners could re-tell the story, adding the character of a nurse or a driver or any other occupations that have been discussed in the unit.

### **Exaggerated Story**

Ask learners to create an exaggerated story based on the Unit Theme. You can offer a story starting sentence, and ask the learners to finish the story. For example, if the theme is Animals at Home, you can start a story by saying “Mary had 50 cats at home. What happened next?”

### **Role Play**

Ask learners to work in small groups to act out a story that they have heard or read.

### **Show and Tell**

Ask learners to bring something related to the theme into the class. Learners can take turns telling each other about their object and asking questions about others’ objects.

## **Rhyming Words**

Tell the class one word related to the Unit Theme. Ask learners to take turns thinking of additional words that rhyme. For example for the Unit on “Animals at Home”, you can say, “Dog” and the learners could think of words such as, “fog, log, bog...” (All this will be done in your National Language!).

## **Relay Story**

Make a small ball out of plastic bags or scrap paper. Ask learners to make a circle, either in small groups or as a class. Using the Unit Theme, think of a story starter sentence. After you have started the story, throw the ball to a learner. That learner makes up a sentence that follows the starter. That learner then throws the ball to another learner. That learner makes up the next sentence for the story. Learners continue throwing, catching and making up sentences to the story until the story comes to a conclusion or everyone has had a turn. For example, if the Unit Theme is “Weather”, the teacher can say, “One day, I was caught outside in a terrible rain storm.” She then throws the ball to a learner, who might then say, “I was having a lot of fun, because the rain was making a lot of puddles on the road.” Etc.

**National Languages Primary 1**

**Unit 1: Animals at Home**

**Learn about**

Give opportunity for learners to hear a story about a familiar animal using shared reading in a big book and use appropriate language to investigate domestic animals. Give learners opportunity to listen closely to the sounds they hear around them. Learners should sing a well-known song about domestic animals. Learners should share an experience of a domestic animal and write a short story about it together as a class. Learners should be given opportunity to draw a picture related to the story.

Learners should be given opportunity to compare and contrast characteristics of domestic and wild animals through discussion, looking at pictures, imitating their sounds. Learners should identify letter sounds, and be given opportunity to explore 3 letters of their language through an ABC Book or similar language specific resource and be given opportunity to recognize and copy their own first name.

**Key inquiry questions**

- Can you describe sounds you hear around you?
- Which animals do you recognize?
- Which pictures represent domestic animals?
- What sounds are at the beginning of the names of domestic animals?
- Choose some words to describe your favourite animal.
- Describe an experience you had with a domestic animal.

**Learning outcomes**

**Knowledge and understanding**

- Begin to identify the sound at the beginning, middle and end of a simple word
- Know the names and sounds of the first 3 letters in their language
- List the names of the animals at home and pronounce the first sound in their names
- Begin to know the direction of reading of a text (left to right, up and down)

**Skills**

- Begin to produce letter sounds at the beginning, middle and end of words
- Write a story as a class about a familiar domestic animal
- Draw various shapes
- Listen attentively to others and respond appropriately
- Talk about matters of immediate interest
- Begin to use language appropriately in song
- Recognize and copy their own written name
- Use writing to communicate meaning.
- Hold a pencil correctly
- Handle a book and care for it properly
- Discuss meaning and express opinion about a story

**Attitudes**

- Enjoy the sounds of their language
- Enjoy shared reading

**Contribution to the competencies:**

**Critical thinking:** Sorting and analyzing characteristics of domestic and wild animals

**Communication:** Reading and comprehending a story, speak clearly and communicate about domestic animals, listening to and comprehending speech

**Co-operation:** Working collaboratively and being tolerant of each other to write a story as a class

**Culture:** Recognize their cultural identity through consideration of domestic animals at home and their cultural representation of sounds

**Links to other subjects:**

**Science:** Learning about classification of animals

**Arts:** Singing a familiar song about animals

## Key Learning Outcome

Discuss meaning and express opinions about a story.

## Key Inquiry Questions

Can you describe sounds you hear around you?

Which animal sounds do you recognize?

## Story Time



### As a class

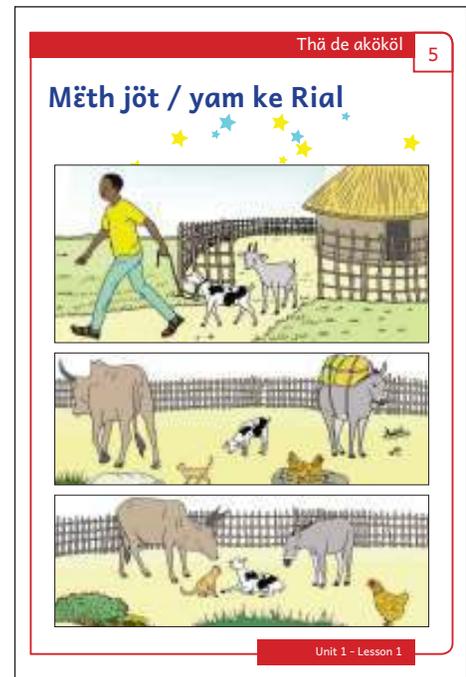
Learners should listen to a story about “Duma’s new friends”. Ask some comprehension questions about the story. (See *Read Aloud Story* below)



### In Pairs

Learners should share with each other their favourite animal from the story.

Ask learners to close their eyes and listen carefully. Do they hear any animal sounds around them? In pairs, ask learners to imitate the sound of an animal they heard. Can their partner guess which animal they heard?



## Read Aloud Story - Mëth jöt/yam ke Rial

Rial ee cī piū miēt ēñu! Yen ēye akölē, ke ye aköl ben ke lo ciej panjöt! Rial ee ye thäk beu/apayem. Ku yen eye thäk rial yeerē nhīm ē biäkē ku col nhīm ē biäkē aye. Ku thök aapayem kök/ nyic keek akööl lik ken ke pīr, aaye yīk nyan kēnē ku man. Ku yen ee yuic/wic bē lo ayeer ago lo röm kekē thök kök, ku bē pinydē lo tīj tē wēēc yen kenē rōj tō yen thīn!

Rial aciī man bēnē nyan nhom luelde, ee loor yīn lääu. Madöl ye raan jöt jöt Rial, aci Rial bēnē mac yeth ē yuīn thiin kor ku thel ayeer, tēēk ē rök thok lekkī ayeer. Nē kaam cī yic mec, ke Rial aci guc yet panden jöt. Na yon lo Rial ē baai cielic, go läi kök eke tō baai liec kedhie ē bēn, dēi kī ē yen ku them kī bīk deet yen län jöt cī rot māt ēke yīc.

Go Rial dhiaau, “Mēēēē!” ke cī piū miēt, dēi ē keek bē ke müöth ku bē mäāth looi kenē keek kedhie ē bēn.

Go ajinh diit boj toj e gukic etene gam, "Kɔ! kɔ! kɔ!" ku yen ajith ee cin tha jiem yen kenē Rial enju, yen abuwɔj e toj. Go Rial ket tene lai kɔk cē ke tij.

Etēen, Rial aci bar bene dhiaau, "Mεεεε!" wēn cien wɛj kai tij, ke keth tim kɔu piny, cieth ke leer raak.

Go wɛj Rial bɛer gam, "Muu! Muu!" ke yen ecin tha ben jam ekē cieth yen ke nɔj lon ril lee looi.

Go Rial bɛer ket tene ländē cī tij, ku dhieeu, "Mεεεε!" dhieeu ē wēt cien akaja cuai diit cī duōt kɔu akuōp/gäac tij.

Go akaja Rial bɛer gam, "Mihä! Mihä!" Ku cin tha kēc yen bē jam kekē Rial. Yen anɔj ka thiekiic lee ke yaac ē kuer kɔu etene.

Go Rial ket tene ländē cī tij, ku dhieeu, "Mεεεε!" wēn cien anɔu tij ke liip rɔt ē jōj cōk.

Go anɔu gam, "Meow! Meow!" Ku yen ee cin tha ē jam, yen ee cieeth baai, ku bē rap gēl.

Etēen, Rial akēc pišu bɛer miēt ekē kēc yen mēth eke kɔɔr keek bɛer yōk. Acī tij ke lai ē ben tō pan jōt cien ben thīn, alui arēt. Go tēc ē kuakic/gukic ben lōj thīn.

Na wēn ke Rial puōc amuōm ē lai tē den wēn cien tēc thīn. "Muu! Muu!", "Kɔ! Kɔ! Kɔ!", "Mihä! Mihä! Mihä!", "Meow! Meow!" Akōl acol ku ke tha bī lai guēr ē tē bī kek lɔ cam thīn.

Yen aci Rial jāl bene nyic, alan ye lai luui kedhie akōl, ku na ye wakōu eke ye mēth kek path arēt.

## Käke thiēc

1. Yeju ye Rial pišu miēt ē gōl de akököl/anyiköl?

*Yen ee lɔ tē jōt ben mēth jōt lɔ yōk thīn.*

2. Cē Rial pišu bene yiēndī ɔɔn cin yen län tōj cē bene yaac kōc bē jam ke ye?

*Alēu bī dhuk, Rial aci nyin bene ɔj.*

3. Yeju ē yen cien län tōjē ēye kōc bē jam kekē Rial, ɔɔn yen ye them bē ke muōth?

*Keek aake lui ē loi looi thiekiic-cit yik dhiēth ku boj ē toj, gemde ca, gēl de rap ē riēc, ku jōtde ka lee yaac.*



### Conversation:

Can learners correctly answer the comprehension questions about the story?  
Can learners accurately imitate the sounds of the animals that they hear?

### Observation:

Can learners distinguish animals sounds in their environment?  
Can learners properly care for and hold a book?

## Making Connections 1



### Purpose

- Recognize that print has meaning.
- Recognize that print represents sound.

### Steps

#### As a class

Draw Ana on the board.

Hold up your book and show that the image on the board is the same as in the book. Have the learners hold up their books so that you can verify that they are in the right place in their books.

“This is a girl. Her name is Ana.

Listen to me say it, ‘Ana’. Again, ‘Ana’.

Now you all say it after me, ‘Ana’. Again ‘Ana’.

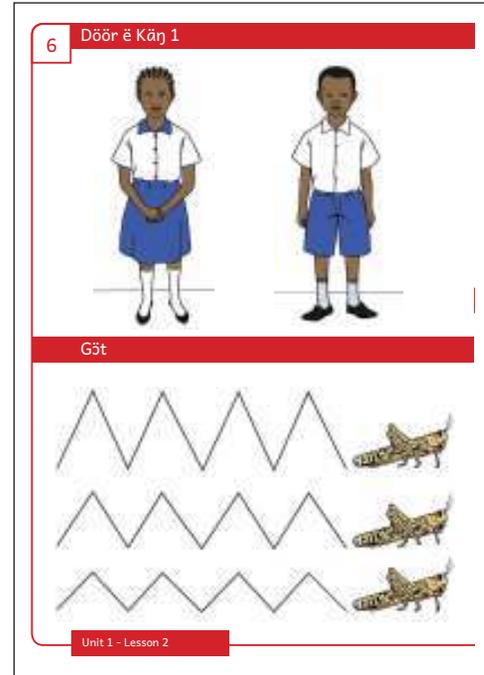
Next point to the image of Ana and ask the class to say the name on their own.



#### In pairs

Point to the picture of Ana in your book. Show your neighbour the picture of Ana and say the name ‘Ana’ to your neighbour.

Choose several individuals in the class to say the name out loud to the whole class. Repeat this procedure for “Samuel”.



## Hide and Say



### Purpose

- Connect printed images with sound and meaning.

### As a Class

**Draw Ana and Samuel on the board.** Draw them side by side. “These are people that we know; Ana and Samuel.” Do not point to the drawings as you say them.

Point to the picture of Ana and ask if this is Ana or Samuel. Point to the picture of Samuel and ask if this is Ana or Samuel. If there is any problem associating the pictures with their names, then review the names of each.

Next, stand in front of both images so that the learners cannot see either of them. Tell the students to say the name of the person that they see when you stand to one side. Stand to one side, revealing one person or the other, but not both. Learners should say the name of the revealed image. Do this for both images and then repeat in random order.





### In groups

Divide the students into groups and have the groups respond as you **repeat the procedure**. Divide the students into pairs and have the pairs respond as you repeat the procedure. Finally, choose several individuals to respond as you repeat the procedure for each individual.



### In Pairs

Show the learners the corresponding activity in the book. Direct pairs of children to **play the same game with one of their neighbours**. Have one neighbour cover both images with their hands. Tell them to uncover only one of the images. The other neighbour then says the name of the image. Have pairs change roles and repeat.

## Writing



### Purpose

- Develop fine motor skills for writing.



### As a class

Draw the drawing/writing exercise on the board. Draw it large. Trace the path of the insect with your finger, describing the motions as you do so; “up, down, up, down”. Chose a learner to come to the board and trace the path. Choose a few other learners to repeat.

Take a wet sponge or cloth and erase the path, leaving the trace of the path created by the wet of the sponge or cloth. Draw in the path with chalk, following the trace of wet left by the sponge or cloth. Describe the motions of the chalk as you follow the path; “up, down, up, down”. Erase the path made by the chalk, leaving again a trace of wet. Chose a learner to come to the board and draw in the path with chalk by following the trace of wet, describing their motions as they do so. Choose a few other learners to repeat.



### Individual work

Show the learners the drawing / writing exercise in their books. Tell them to trace the path of the insect with their finger, describing their motions as they do so.



### In pairs

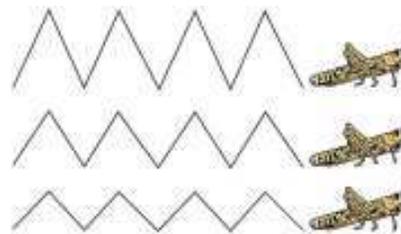
Next, ask the learner to trace the path in their neighbour’s book.

6

Döör ë Käñ 1



Gët



Unit 1 - Lesson 2

**Observation**

Learners can show that they recognize and recall images by pointing to the requested image.

**Conversation**

Learners can orally reproduce the names of images when requested in interaction with the teacher and with other learners.

**Product**

Learners can trace simple writing motions.

## Making Connections 1



### Purpose

- Connect printed images with printed abstract shapes and meaning.



### As a class

Draw Ana and Samuel on the board. Write their names large under their drawings on the board. “Ana’s name is now written under her picture just like it is in your book.” Indicate Ana’s name where you have written it on the board and hold up the book to show where it is written in their books.

“Touch Ana’s name in your books like I am touching it in my book. Hold up your book and touch Ana’s name.”



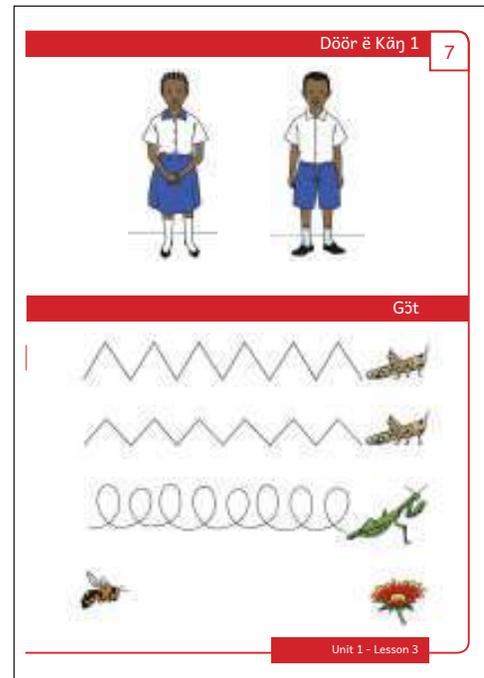
### In Pairs

Tell learners: “Look at your neighbour to see if she is touching Ana’s name.”

“Touch Ana’s name again and say “Ana” to your neighbour.”

Each neighbour should touch Ana’s name and say Ana.

Repeat with the name of Samuel.



## Finding Shapes



### Purpose

- Recognize whole word shapes.



### As a class

“Look at the name of Ana written here on the board. See how it is shorter than the name for Samuel. Ana’s name starts with a tall letter that looks like the roof of a house.” Point to the /A/ in Ana’s name. Do not say the name or sound of any of the letters. “The roof is then followed by two smaller letters.” Point to the other letters.

Repeat the entire procedure for Samuel’s name. Note to the class that Samuel’s name is longer and starts with a letter that looks like a snake, is followed by several small letters and ends with a tall single line.

With a chalk, trace around the shape of Ana’s name under her image, making a silhouette of her name. With your finger, trace around the shape of each word, describing the motions of your finger as you go; “First I start at the highest point at the beginning of Ana’s name. Then I drop down to the next part and trace underneath until I come back to where I started.” Repeat, then choose a learner to come to the board and do the same thing, describing their motions as they trace.

Next, erase the silhouette trace, leaving the letters intact. Trace again around the name with a chalk, describing your motions as you go. Erase the track of chalk you have just

drawn. Choose a learner to come to the board and trace the track around the word with a chalk, describing their motions as they go. Choose other learners to repeat, as time allows.

Repeat the procedure for Samuel.

## Making Connections 1



### Purpose

- Connect whole word shapes with meaning.



### As a class

Erase the pictures of Ana and Samuel, leaving only the names. Point to each name and ask the learners to say the name indicated. Write the names twice more each on the board in random order. Point to each name and ask the learners to say the name indicated. Repeat and point to the names in a random order.



### In groups

Divide the students into groups and have the groups respond as you repeat the procedure. Divide the students into pairs and have the pairs respond as you repeat the procedure. Finally, choose several individuals to respond as you repeat the procedure for each individual.



### In Pairs

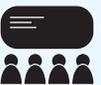
Show the learners the corresponding activity in the book. Direct pairs of children to play the same game with their neighbour. Have one learner point to names. The other neighbour then says the name. Have pairs change roles and repeat.

## Writing



### Purpose

- Develop fine motor skills for writing.
- Develop creativity in drawing shapes.



### As a Class

Draw the first drawing/writing exercise on the board. Draw it large. Trace the path of the second insect with your finger, describing the motions as you do so; “up, down, up, down”. Choose a learner to come to the board and trace the path. Choose a few other learners to repeat.

Draw the second drawing/writing exercise on the board. Draw it large. Trace the path of the first insect with your finger, describing the motions as you do so; “around and around and around”. Choose a learner to come to the board and trace the path,

Döör ë Käñ 1
7

Göt

Unit 1 - Lesson 3

describing their motions as they do so. Choose a few other learners to repeat. Take a wet sponge or cloth and erase the path of the second exercise, leaving the trace of the path created by the wet of the sponge or cloth. Draw in the path with a chalk, following the trace of wet left by the sponge or cloth. Describe the motions of the chalk as you follow the path; “around and around and around”. Erase the path made by the chalk, leaving again a trace of wet. Chose a learner to come to the board and draw in the path with chalk by following the trace of wet. Tell the learner to describe their motions as they do so. Choose a few other learners to repeat.



### Individual Work

Show the learners the drawing/writing exercise in their books. Tell them to trace both paths of the insects with their finger, describing their motions as they do so.



### In Pairs

Next, ask learners to trace the paths in their neighbour’s book.



### Individual Work

Ask the learners to imagine how a bee will fly. What path might the bee take to get to a flower?



### Observation

Learners can show that they recognize and recall images by pointing to the requested image. Observe learners creatively explore their own idea of a new insect path and the proficiency with which they express themselves through freedom of motion.

### Conversation

Learners can orally reproduce the names of images when requested in interaction with the teacher and with other learners.

### Product

Learners can trace simple writing motions. If learners were allowed to write in their books, then tracings of word shape and circling of choices would be evidence of learning outcomes.

## Making Connections 1



### Purpose

- Review the connection of whole word shapes with meaning.

### As a Class

Draw two images of Ana and two images of Samuel on the board in random order. Write the names of Ana and Samuel twice on the board in random order.

Point to the images of Ana and Samuel one at a time in random order, asking the class to give the correct name as you point to it.

Point to the names of Ana and Samuel one at a time in random order, asking the class to give the correct name of each word as you point to it.

Draw a line from an image to the corresponding name. Ask a learner to come to the board and draw a different line from an image to the corresponding name. Repeat with another learner.

Erase the lines drawn. Demonstrate drawing a line from a name to the corresponding image. Ask a learner to do the same and repeat.



### In Pairs

Direct the learners' attention to their books. Direct pairs of children to play the same game with their neighbour. Have one learner point to a name or an image. The other neighbour then says the name. Have pairs change roles and repeat.

8
Döör ë Käñ 1

Ana
Samuel
Ana
Samuel

Döör ë Käñ 2

Samuel	Samuel	Ana	Samuel
Ana	Ana	Samuel	Ana

Unit 1 - Lesson 4

## Making Connections 2



### Purpose

- Recognize and say similarities and differences in pictures and word shapes.



### As a Class

Draw the first line of the table on the board. Show how the first item is either the same or different from the following items. Demonstrate how to point to each item that is the same. Next demonstrate how to point to each item that is different.

Choose a learner to come to the board. Ask them to point to the items that are the same as the first shape. Next, ask them to point to the items that are different from the first shape. If the item is a word, ask them to read the word. Repeat with another learner.



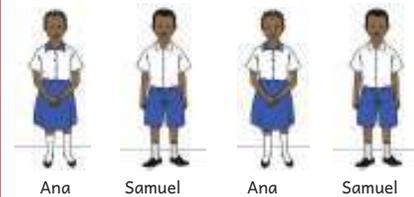
### In Pairs

Direct the learners' attention to their books. Direct them to the first line of the table. Tell them to touch the first line of the table.

Tell each learner to point in their books to the items that are the same as the first item in the line. Next, tell each learner to point in their books to the items that are different from the first item. Repeat for each line of the table. If the item is a word, ask them to read that word out loud as they point to it.

Direct pairs of learners to play the same game with their neighbour. Have one learner tell their neighbour to point to the items that are the same as the first item and then to point to the items that are different. Have pairs change roles and repeat.

### 8 Döör ë Käñ 1



### Döör ë Käñ 2

Samuel	Samuel	Ana	Samuel
Ana	Ana	Samuel	Ana

Unit 1 - Lesson 4

## Making Connections 2



### Purpose

- Connecting words with pictures.

### As a class

Draw the first line of the table on the board. Point to the first name of the line and ask a learner to read it.

Next, ask a learner to come to the board to read the name and to point to all the images that correspond to the name of Ana. Then ask the learner point to all the images that do not correspond to the name of Ana. Repeat with another learner.



### Individual Work

Direct the learners' attention to their books. Direct them to the first line of the table. Tell them to touch the first line of the table.

Tell each learner to read the name at the beginning of the line and then to point to all the images that correspond. Next, tell each learner to point in their books to the images that do not correspond to the name. Repeat for the other lines of the table.



### In Pairs

Direct pairs of children to play the same game with their neighbour. Ask one learner tell their neighbour to read the name at the beginning of the line and then to point to the corresponding images. Next, the neighbour will point to all the images that do not correspond. Repeat for the other lines of the table. Have pairs change roles and repeat.

Döör ë Käñ 2 9

Ana			
Samuel			
Ana			
Samuel			

Göt

Unit 1 - Lesson 4

## Writing



### Purpose

- Develop fine motor skills for writing.
- Develop creativity in drawing shapes.



### As a Class

Follow the steps to teach “Writing”, page 32.



### Individual Work

Ask the learners to imagine how a frog will jump. What path might the frog take to get to the pond?

Have the learners draw it in their exercise book and trace that path in the air with their fingers.

Döör ë Käñ 2 9

Ana			
Samuel			
Ana			
Samuel			

Göt

Unit 1 - Lesson 4



### Observation

Learners can show that they recognize and recall images and work shapes by pointing to the requested images and shapes.

Observe learners creatively explore their own idea of a new insect path and the proficiency with which they express themselves through freedom of motion.

### Conversation

Learners can orally reproduce the names of images when requested in interaction with the teacher and with other learners.

### Product

Learners can trace simple writing motions. If learners were allowed to write in their books, then tracings of word shape and circling of choices would be evidence of learning outcomes.

## Making Connections 1



### Purpose

- Connect printed images with sounds.

### As a class

Draw the picture of the cow on the board.

“This is a picture of a cow. What sound does a cow make?” The learners will say that a cow says ‘muuu’. If not, tell the class that in this book a cow says ‘muuu’.

“Repeat after me, ‘muuu’. Again, ‘muuu’.”

Choose some individuals to say ‘muuu’.

Repeat this procedure for the goat, using the sound ‘maaa’.



### Individual Work

Direct the learners to their books.

Ask the learners to point to the picture of the cow and make the cow noise.

Repeat for the goat.

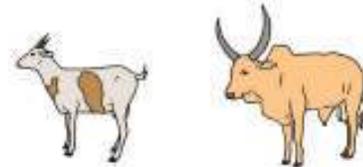
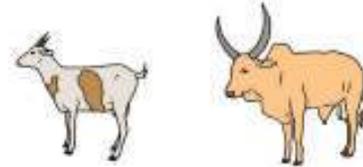


### In Pairs

Ask the learners to point to the picture of the cow in their neighbour’s book and make the cow noise.

Repeat for the goat.

10 Döör-ë Kāñ 1



aaa

uuu

aaa

uuu

Unit 1 - Lesson 5

## Making Connections 1



### Purpose

- Connect images with sounds.



### As a class

Direct the learners’ attention to the drawings on the board.

Point to each drawing and ask the learners to make the corresponding sound. Make corrections, if necessary.

Now, point to the images in random order, asking the learners to give the correct sound.

Next, rapidly point to the images in random order, asking the learners to give the correct sound.

Finally, choose several learners, one at a time, to respond as you point rapidly at the images on the board in random order.

## Making Connections 1



### Purpose

- Connect letter shapes with sounds and pictures.

### As a class

Say “A goat makes the sound ‘maaa’.

This is the letter that makes the sound ‘a’.” Write large the letter /aaa/ written under the picture of the goat and say ‘aaa’. “Now, repeat after me, ‘aaa’. Again, ‘aaa’. Choose several learners to come to the board and point to the letter /a/ while saying ‘aaa’.

Repeat this with the picture of the cow and the letter /uuu/, using the sound ‘muuu’.



### In Pairs

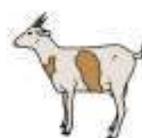
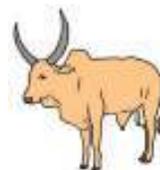
Direct the learners to the picture of the goat with the letter /aaa/ written under it in their books.

Tell each learner to point to the letter /aaa/ and say ‘aaa’.

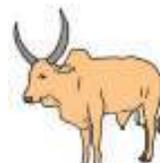
Tell each learner to point to the letter /aaa/ in their neighbour’s book and say ‘aaa’.

Repeat this procedure using the picture of the cow and the letter /uuu/ in the learners’ books.

10 Döör ä Käñ 1



aaa



uuu

aaa

uuu

Unit 1 - Lesson 5

## Hide and Say



### Purpose

- Connect letter shapes with sounds.



### As a class

Erase the pictures of the cow and goat and draw a large “aaa” and a large “uuu” on the board and stand in front of them so that the learners cannot see them. Next, stand in front of both images so that the learners cannot see either of them. Tell the students to say the sound of the letter that they see when you stand to one side. Stand to one side, revealing one letter or the other, but not both. Learners should say the sound of the revealed letter. Do this for both letters and then repeat several times.

### In groups

Repeat in groups.



### In Pairs

Show the learners the corresponding activity in the book. Direct pairs of children to play the same game with their neighbour. Ask one neighbour to cover both letters with their hands. Then tell them to uncover only one of the letters. The other neighbour then says the sound of the letter. Have pairs change roles and repeat.



**Observation**

Learners can show that they recognize and recall images and their sounds by pointing to the requested images and shapes.

**Conversation**

Learners can orally reproduce the sounds associated with images and with letters when requested in interaction with the teacher and with other learners.

**Product**

If learners were allowed to write in their books, then circling of choices would be evidence of learning outcomes.

## Key Learning Outcome

Begin to use language appropriately in song.

## Key Inquiry Questions

Which pictures represent domestic animals?

What sounds are at the beginning of the names of domestic animals?

## Song Time



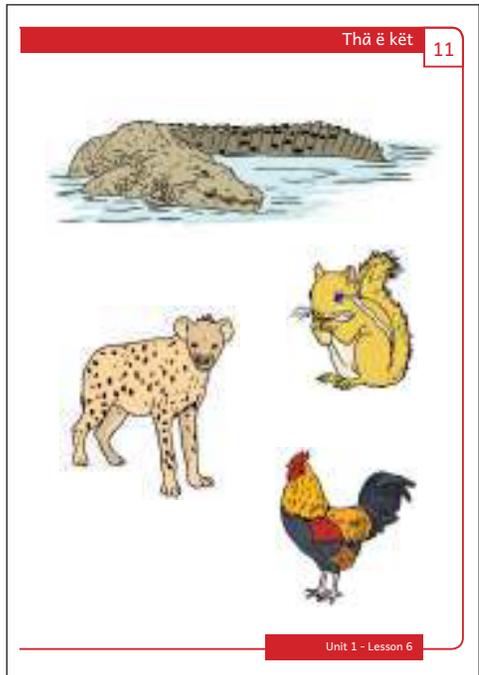
### As a class

Learners should sing a song about domestic animals. Help them listen closely to the letter sounds at the beginning of the names of the animals in the song. Can learners think of other animals that start with the same sound?



### In small groups

Learners should look at pictures of domestic and wild animals, to compare and contrast their characteristics.



## ASSESSMENT OPPORTUNITY

### Conversation

Listen to conversation as learners compare and contrast different animals. Are they interacting well with each other and asking good questions about the characteristics of the different types of animals?

### Product

Can learners distinguish different letter sounds at the beginning of words by producing words that begin with the same sounds?

## Making Connections 1



### Purpose

- Review the connection of whole word shapes with meaning and letter shapes with meaning.



### As a class

Draw two images of cow and two images of goat on the board in random order.

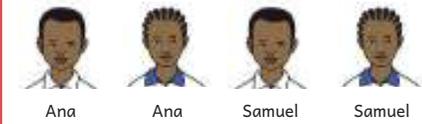
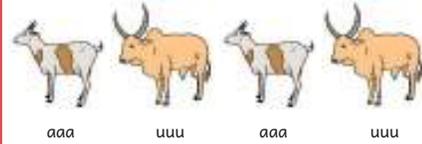
Follow the steps to teach "Making Connections 1", page 34, to make connections between the letters and words and their matching pictures.



### In Pairs

Follow the steps to teach "Making Connections 1", page 34.

12 Döör ë Käñ 1



Unit 1 - Lesson 7

## Making Connections 2



### Purpose

- Recognize and say similarities and differences in pictures, word and letter shapes.



### As a Class

Draw the first line of the table on the board. Follow the steps to teach "Making Connections 2", page 38, to find differences and similarities.



### Individual work

Follow the steps to teach "Making Connections 2", page 38.



### In Pairs

Follow the steps to teach "Making Connections 1", page 38.

Döör ë Käñ 2 13

aaa	aaa	uuu	aaa
uuu	aaa	uuu	aaa
Ana	Samuel	Ana	Ana
Samuel	Samuel	Ana	Samuel

Unit 1 - Lesson 7

## Making Connections 2



### Purpose

- Connecting pictures with letters, sounds and words.



### As a class

Draw the first line of the table on the board. Follow the steps to teach “Making Connections 2”, page 38.



### In pairs

Follow the steps to teach “Making Connections 2”, page 38.

## 14 Döör ë Käñ 2

	aaa	uuu	aaa
	aaa	uuu	uuu
aaa			
uuu			
	Ana	Samuel	Ana
	Ana	Samuel	Samuel
Samuel			
Ana			

Unit 1 - Lesson 7

## Writing



### Purpose

- Develop fine motor skills for writing.
- Develop creativity in drawing shapes.



### As a class

Draw 3 large unconnected vertical lines on the board with a chalk. Trace over these lines with your finger, describing your motions as you do so. “Follow the motions of my finger as I trace over the lines drawn on the board. I start at the top of the first line and I go straight down. I raise my finger off the board and place it at the top of the next line and again I go straight down.”

Follow the steps to teach “Writing” page 32. Choose several learners, one at a time, to come to board to trace the lines with their finger, describing their motions as they do so.

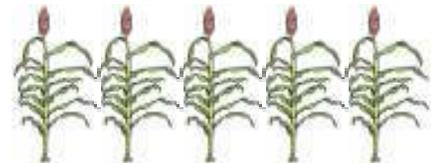
Now draw 5 smaller lines closer together and repeat the process.



### Individual Work

Ask the learners to practice drawing lines by drawing a picture of the animals they have at home. What things can they draw using lines?

## Göt 15



Unit 1 - Lesson 7



**Observation**

Can learners accurately trace the lines with their fingers in their books?

**Product**

Have learners been creative in using lines to draw animals at home?

## Making Connections 1



### Purpose

- Review the connection of letters to sounds.



### As a class

Draw two images of cow and two images of goat on the board in random order. Write the letters aaa and uuu twice on the board in random order.

Follow the steps to teach “Making Connections 1”, page 37 to make the connections between the picture and the letter sounds.

### 16 Döör ë Käñ 1



uuu



aaa



uuu



aaa

Unit 1 - Lesson 8

## Making Connections 2



### Purpose

- Recognize and say similarities and differences in abstract shapes and letter shapes.



### As a class

Draw the first line of the table on the board. Show how the first item is either the same or different from the following items. The item can be either an image or a letter.

Follow the steps to teach “Making Connections 2”, page 38.



### In Pairs

Follow the steps to teach “Making Connections 2”, page 38.

### Döör ë Käñ 2 17

A	A	M	A
S	T	W	S
F	L	F	F
C	K	C	C

### Göt



Unit 1 - Lesson 8

## Writing



### Purpose

- Develop fine motor skills for writing.
- Develop creativity in drawing shapes.



### As a class

Draw 3 large unconnected circles on the board with a chalk. Trace over these lines with your finger, describing your motions as you do so. “Follow the motions of my finger as I trace over the lines drawn on the board. I start at the top of the first circle and I go around until I come back to where I started. I raise my finger off the board and place it at the top of the next circle and again I go around until I come back to where I started.”

Follow the steps to teach “Writing”, page 32.

### Individual Work

Ask the learners to practice drawing round shapes by drawing a picture of their favourite animals they have at home. Where do they see round shapes in those pictures?



Döör ë Käñ 2 17

A	A	M	A
S	T	W	S
F	L	F	F
C	K	C	C

Göt



Unit 1 - Lesson 8

**ASSESSMENT OPPORTUNITY**

### Observation

Are learners accurately matching the written letters with the sounds that they represent?  
Can learners accurately trace the circles with their fingers in their books?

### Product

Have learners been creative in using circles to draw their favourite animals?

## Making Connections 1



### Purpose

- Review the connection of letter sounds with letter shapes.



### As a class

Draw the cow and two other things that have the same sound 'uuu', or 'u', on the board.

"All these things have the same cow sound, 'u', in their names. Repeat after me." Pronounce the names of each item, beginning with the cow, emphasizing the 'u' sound in each name. Repeat.

Choose some learners, one at a time, to say the name of each item as you point to it.

Do not erase the board. Now draw the goat and two other things that have the same sound 'aaa', or 'a', on the board.

"All these things have the same goat sound, 'a', in their names. Repeat after me." Pronounce the names of each item, beginning with the goat, emphasizing the 'a' sound in each name.

Choose some learners, one at a time, to say the name of each item as you point to it.

Demonstrate drawing a line from the cow to another image that has the same sound. Have a learner come to the board and draw a different line from the cow to another image that has the same sound. Choose some other learners, one at a time, to repeat.

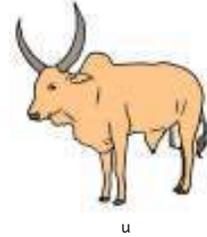
Erase the lines drawn by the learners. Demonstrate drawing a line from the goat to another image that has the same sound. Have a learner come to the board and draw a different line from the goat to another image that has the same sound. Choose some other learners, one at a time, to repeat.



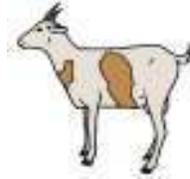
### In Pairs

Direct the learners' attention to their books. Tell neighbours to check each other to make sure they are focused on the right activity. Direct pairs of children to play the same game with their neighbour. Have one learner point to an image and say its name or sound. Now tell the neighbour to point to the same image, say its name or sound,

18 Döör ë Käñ 1



u



a

Unit 1 - Lesson 9

and then draw a line with her finger from that image to another image that has the same sound. The neighbour says the name of the image chosen. Repeat until all the images are linked. Have pairs change roles and repeat.

## Making Connections 3



### Purpose

- Connect letter sounds to names of familiar objects.
- Help learners to hear individual sounds in familiar words.



### As a class

Ask the students to name each picture on the top half of the page. Repeat the words, emphasizing the vowel sound in each word. Ask the class which pictures have the same sound “u” in them. Repeat the same for the pictures on the bottom half of the page, asking the class to listen for the words that have the sound “a” in them.



### In Pairs

Ask the learners to say the names of the pictures in their books. Using their fingers, they should trace a line matching the pictures with the letter sound that they hear in the names of the pictures.

Döör ä Käñ 3
19

u

a

Unit 1 - Lesson 9

## Find Me!



### Purpose

- Find small parts of a picture from the larger picture.



### As a class

Ask learners to look at the row of small pictures in their books on page 20. They should say the names of the items in the small pictures.



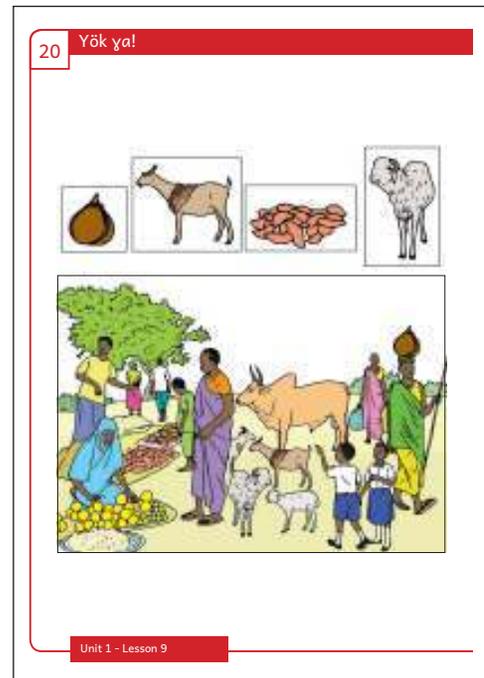
### Individual work

Learners should look at the larger picture and find each of the individual items in the larger picture.



### In Pairs

Learners should work together with their neighbour to make sure they have found all of the items in the larger picture.



## Writing



### Purpose

- Develop fine motor skills for writing.
- Beginning to express ideas in drawing.



### Individual Work

Ask learners to draw a picture of their favourite thing that has the letter sound "a" in it.



### Observation

Are learners accurately matching the sounds they hear in the names of the objects with the letter sounds?

Are learners able to identify individual parts of the larger picture?

### Product

Have learners been creative in their drawing of a picture that contains an object with the letter sound of "a"?

## Making Connections 3



### Purpose

- Connect letter sounds to names of familiar objects.
- Help learners to hear individual sounds in familiar words.



### As a class

Ask the students to name each picture. Repeat the words, emphasizing the vowel sound in each word. Ask the class to identify which pictures have the sound “a” in them and which pictures have the sound “u” in them.



### In pairs

Ask the learners to say the names of the pictures in their books. Using their fingers, they should trace a line matching the pictures with the letter sound that they hear in the names of the pictures.

Döör ë Käñ 3 21

a

u

Unit 1 - Lesson 10

## Find Me!



### Purpose

- Connect letter sounds to names of familiar objects.
- Help learners to hear individual sounds in familiar words.



### Individual work

Ask learners to look at the two pictures in their books. The pictures are almost the same, but there are some things that are different. Learners should try to find 5 things that are different in the pictures.



### In Pairs

After individuals have had a chance to look at the pictures on their own, they can work together in pairs to make sure they can identify 5 differences between the two pictures.

22 Yök ya!

Nyic akököl

Unit 1 - Lesson 10 & 11

## Writing



### Purpose

- Develop fine motor skills for writing.
- Beginning to express ideas in drawing.



### Individual Work

Ask learners to draw a picture of their favourite thing that has the letter sound “u” in it.

**ASSESSMENT  
OPPORTUNITY**

### Observation

Are learners accurately matching the sounds they hear in the names of the objects with the letter sounds?

Are learners able to differences in detail in the picture?

### Product

Have learners been creative in their drawing of a picture that contains an object with the letter sound of “u”?

### Key Learning Outcome

Write a story as a class about a familiar domestic animal.

### Key Inquiry Questions

Choose some words to describe your favourite animal.

Describe an experience you had with domestic animals.

### Experience Story



#### As a class

Learners should use a “Language Experience Story” approach to write a class story on the chalkboard about an experience they have had with a domestic animal. They should do “Shared reading” with this class developed story.

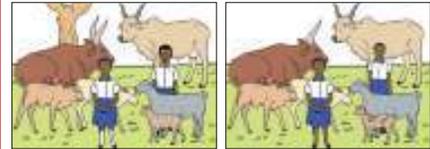


#### Individual work

Learners should draw their own picture to illustrate the class story and describe their picture in groups.

22

Yök ya!



Nyic akököl



Unit 1 - Lesson 10 & 11

**ASSESSMENT  
OPPORTUNITY**

#### Observation

Can learners hold a pencil correctly and make appropriate shapes and pictures? Can they communicate the meaning behind their drawings and connect it to the class story?

#### Product

Can learners produce the names and sounds of 3 letters in their alphabet?

## Teaching Letter Lesson 12

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

k K a A	kak	23
	kak a	a kak
	kak k	k kak
	kak k	k kak

**1**

a	a
ka	ka
kak	kak

**2**

ka
kak

Unit 1 - Lesson 12

## Teaching Letter Lesson 13

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ye län nju jiεm yok?
  2. Yeñu ye tak ë looi kak?
7. "Writing"

24



aka



Kak aka.



k K a A kak

Unit 1 - Lesson 13

## Teaching Letter Lesson 14

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

c C ca
25



ca	c
c	ca

1

a	a	a
ca	ca	ca
cak	cac	

2

ca
cak
cac

3

ca	cak	cac
ka	kak	cak

Unit 1 - Lesson 14

## Teaching Letter Lesson 15

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ye ŋu jiεem yok anie?
  2. Yeku ca yök tēno?
7. "Writing"

26



akak



Ca akak.



c C cak

Unit 1 - Lesson 15

National Languages Primary 1		Unit 2: Animals in the Forest
<p><b>Learn about</b></p> <p>Give opportunity for learners to hear a story using shared reading in a big book about wild animals and explore appropriate language to describe wild animals. Learners should collaboratively use available resources to model their ideas about wild animals and present them to the large group. Learners should be given opportunity to work in pairs to tell an original short story about the models. Learners can then be given opportunity to listen to others' stories and retell them. Learners should be given a series of pictures of a story about animals in the forest and learners will be given opportunity to sequence the pictures and re-tell the story. Learners can work collaboratively with the teacher to write one of these stories on the board for shared reading. Learners should explore the next 3 letters in their language through an ABC Book or similar language specific resource.</p>		<p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>• How do you write the letters that have been taught?</li> <li>• Explore the names of wild animals whose names start with the letters taught?</li> <li>• Tell a story using appropriate language about an animal in the forest.</li> <li>• How can you predict what comes next in a story?</li> <li>• How can pictures be sequenced to tell a logical story?</li> </ul>
<p><b>Learning outcomes</b></p>		
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Recognize that print has meaning</li> <li>• Begin to recognize the sounds of the letters at the beginning, middle and end of simple words</li> <li>• Begin to recognize differences in sounds and apply that awareness to distinguishing words when listening</li> <li>• Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)</li> <li>• Begin to recognize directionality of print</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize and produce letter shapes</li> <li>• Understand and respond appropriately to what is heard</li> <li>• Discuss the meaning of a story and express opinion</li> <li>• Use pictures to communicate meaning</li> <li>• Use writing to communicate meaning</li> <li>• Tell an original short story using correct language</li> <li>• Re-tell a short story that they have heard</li> <li>• Sequence pictures to tell a logical story</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Enjoy reading and writing, know that reading and writing is fun</li> <li>• Appreciate the system of their language</li> <li>• Appreciate their own creativity and the creativity of others</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Critically thinking about sequencing of stories, suggesting the order of the stories</p> <p><b>Communication:</b> Reading and comprehending a story, speak clearly and communicating about forest animals, listening to and comprehending speech, using realia to communicate stories.</p> <p><b>Co-operation:</b> Working collaboratively and being tolerant of each other to write a story as a class, working in pairs to model and tell stories</p> <p><b>Culture:</b> Recognize their cultural identity through consideration of the diverse nature of South Sudanese wild animals</p>		
<p><b>Links to other subjects:</b></p> <p><b>Science:</b> Learning about animals</p> <p><b>Social Studies:</b> Talking about the habitat of the animals</p> <p><b>Arts:</b> Modelling their story, acting out the story</p>		

**Key Learning Outcome**  
 Sequence pictures to tell a logical story.  
 Re-tell a short story.

## Key Inquiry Questions

How can pictures be sequenced to tell a logical story?

How can you predict what comes next in a story?

### Story Time



#### As a class

Learners should be given opportunity to hear a story about animals in the forest. Ask observation and sequencing questions and as they listen, stop often to ask, “What do you think will happen next?” to help learners predict what will happen in the story.

(See *Read Aloud Story* below)



#### In groups

Learners should look at the pictures about an animal in the forest and put the pictures in a logical order. They should be given opportunity to re-tell the story, using the pictures.

Thä de akököl 27

### Aṅui ku Dhök / Pärpär

Unit 2 - Lesson 16

### Read Aloud Story - Aṅui ku Dhök / Pärpär

Aṅun cöl malek ee puṣu tiit të cien kë jöt tṅ. Ka yuic bi nyic pacök alcn yen kërju/këno. Akältök, ke lo yöönde, kë tṅ kë jöt ke cī nöök ë këerë tim cöl pëny.

Yen ë kë nöökë në këer akor ku kee malbu, ku anöṅ guṣp cīt guṣp apël. “Wää, yin aca tṣṣṅ.” Go ye nhom thṣṣṅ ku jjeem, “ṅen anhiar riänṅ/pol kek ë riny aapël!” Ku cut rot.

Ku yenë këne, ee kë thiin loi thok. Acie cath të yaa apël cieeth thün. Tëen kë Malek cut rot, go moth alan cie kënie yaa apël!

*(Thiëc tëen: nṅ nhom atëk lcn ye kän ṅu?)*



## Teaching Letter Lesson 17

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

28
n N
nak



nak	n
n	nak

1

a	a
na	na
	nak

2

na
nak

3

na	nak
ka	kak
ca	cak

Unit 2 - Lesson 17

## Teaching Letter Lesson 18

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ye kãñu karou cii jaamiic?
  2. Ye nak yök tēno?
7. "Writing"

29



akak



Nak akak.  
Ca akak.

n N nak



Unit 2 - Lesson 18

## Teaching Letter Lesson 19

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

30
e E ken



ken	e
e	ken
ken	n
n	ken

1

e	e	e	e
ke	ne	ce	ke
ken	nen	cen	kek

2

ke	ken
ne	nen
ce	cen

3

ke	ne	ce	ken
ka	na	ca	kan

Unit 2 - Lesson 19

## Teaching Letter Lesson 20

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Yeṅu ṅṅ nak?
  2. Ye diɛt k̄k ko ṅṅ nak?
7. "Writing"

31



akan

Ken akan.  
Nak ken akak.

e

E

ken



Unit 2 - Lesson 20

## Key Inquiry Questions

Tell a story using appropriate language about an animal in the forest.

### Key Learning Outcome

Tell an original story using correct language.

## Story Making



### Individual work - A Wild Animal Story

Tell learners they will be making up their own stories about animals in the forest. To help make their stories, they will model an animal for their stories.

Learners should use available resources (stones, sticks, clay) to model a wild animal.

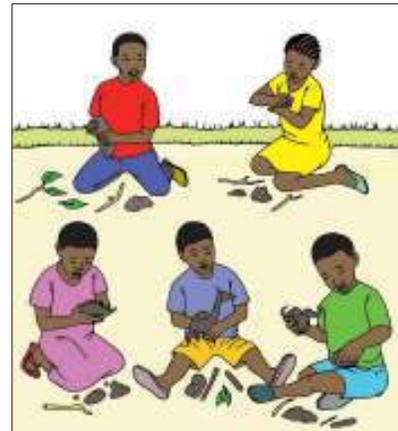


### In pairs

Learners can use their models to create their own stories about the wild animals, retelling their stories with the models in small groups.

Note: These stories will be used in Lesson 25.

32 Lusi akékòl



Unit 2 - Lesson 21

**ASSESSMENT  
OPPORTUNITY**

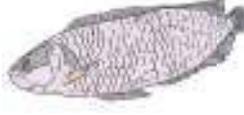
### Product

Ask learners to tell an original story, using appropriate language about their model? Have they expressed appreciation for others' creativity?

## Teaching Letter Lesson 22

Do activities for:

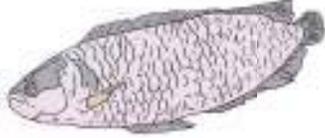
1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

l L	lek	33												
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ke	ka	kek	kak											
ce	ca	cek	cak											
Unit 2 - Lesson 22														

## Teaching Letter Lesson 23

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ye kãj karou ko ë ke cĩ cak?
  2. Ye lek cienj tẽno?
7. "Writing"

34				
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a	ke			
a	ca			
				
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l	L	lek		
Unit 2 - Lesson 23				

### Review (Check Your Progress)

Do activities for:

1. "Capital and Small Letter Box"
2. "Picture Matching"
3. "Syllable / Letter Box" (Making Words)

Car lo tuengdu
35

**1**

k	n	_	_
_	_	c	L

**2**

	nak
	ken
	kak
	lek
	ca

**3**

a	k	c	k
e	n	n	l

Unit 2 - Lesson 24

**Key Learning Outcome**

Re-tell a short story.  
 Appreciate their own creativity  
 and the creativity of others.

**Key Inquiry Questions**

Explore the names of wild animals  
 whose names start with letters taught.  
 How do you write the letters that have  
 been taught?

**Story Making**



**As a class**

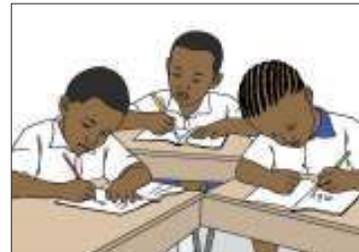
Together learners should choose a story they heard about animals in the forest in the previous week from their classmates and work with the teacher to write it on the board for Shared Reading activities. See pg. 24 for Shared Reading Mini Lesson.



**Individual work**

Learners should identify the letter sounds they hear at the beginning of the names of wild animals. Learners should practice writing the letters with the names of wild animals. Ensure the animals named include all the letters that have been taught.

36 Luoi akéköl



Unit 2 - Lesson 25

**ASSESSMENT OPPORTUNITY**

**Product**

Can learners write, using correct letter shapes, the letters that have been taught?

## Teaching Letter Lesson 26

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

u U	kul		37
	kul u	u kul	
	kul l	l kul	

1

u	u	u	u
ku	lu	ku	cu
		kul	cun

2

ku	kul
lu	cun
nu	nuk

3

ku	lu	nu	kul
ke	le	ne	kel
ka	la	na	kal

Unit 2 - Lesson 26

## Teaching Letter Lesson 27

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Dööcë kãṅ: e kë dööcë kãṅ.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye kulë ṅa cïï ṅok jam?
  2. Yeṅu ye kul looi?
8. "Writing"

38

  
Akec

Kul e kul Akec.



Kul e kan.  
 Kul e kul Akec.



u	U	kul
Akec		

Unit 2 - Lesson 27

## Teaching Letter Lesson 28

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

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	tuk t	t tuk																																		
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Unit 2 - Lesson 28																																				

## Teaching Letter Lesson 29

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ye dan ë tim niin jïεεmë?
  2. Ye tiim kök ko ye luk ë dεεu?
7. "Writing"

40
<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">a</div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">kan</div> </div> <p style="color: #e91e63; font-weight: bold;">akan</p>

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Unit 2 - Lesson 29



**National Languages Primary 1**

**Unit 3: Weather**

**Learn about**

Give opportunity for learners to hear a story to hear a story using shared reading in a big book about the weather and explore appropriate language to describe the weather patterns. Learners should experience something about the weather and work together to use appropriate language to express their ideas about the weather by writing a class story on the board. Learners should explore parts of the story by engaging in activities related to recognizing sight words and syllables within words. Give opportunity for learners to debate their ideas about the weather, based on a story about the Wind and Sun. Learners should then be given opportunity to draw pictures and do creative writing about the results of the debate. These stories should be shared with the rest of the class. Learners should explore the next 3 letters of their language and investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- Use appropriate language to debate ideas about the weather.
- How can you predict what comes next in a story?
- How do we recognize parts of word (syllables)?

**Learning outcomes**

**Knowledge and understanding**

- Begin to recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize that print has meaning
- Begin to recognize the sounds of the letters at the beginning, middle and end of simple words
- Begin to recognize differences in sounds and apply that awareness to distinguishing words when listening
- Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)

**Skills**

- Recognize and produce letter shapes
- Understand and respond appropriately to what is heard
- Discuss the meaning of a simple story and express the opinion of a story
- Use pictures to communicate meaning
- Use writing to communicate meaning
- Recognize 5 sight words
- Show the directionality of print
- Begin to use increasingly complex words/vocabulary
- Begin to predict the outcome of a story
- Express opinions about a story

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Appreciate the system of their language
- Appreciate their own creativity and the creativity of others

**Contribution to the competencies:**

- Critical thinking:** Learners will use prediction skills, evaluating different ideas and opinions
- Communication:** Reading and comprehending a story, speak clearly and communicate about the weather, communicating ideas through emergent creative writing, listening to and comprehending speech
- Co-operation:** Working collaboratively and being tolerant of each other to write a story as a class, negotiating and respecting others in debate

**Links to other subjects:**

**Science:** Climate

**Key Inquiry Questions**

How can you predict what comes next in a story?

**Key Learning Outcome**

Begin to predict the outcome of a story.

Recognize sight words.

**Story Time**



**As a class**

Learners should be given opportunity to engage in “shared reading” with a story about weather in a Big Book. If a Big Book is not available, read the story from the Teachers Guide and ask the questions that follow. As you read the story, stop and ask the questions in the story.

(See *Read Aloud Story* below)

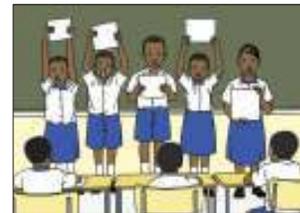


**In groups**

Make flashcards of 3 common words (for example, “the”, “a”, “and”). In groups, learners should match the cards to the where they see the words in the story. This activity should be done with the Big Book, or if no big book is available, the teacher should write part of the story on the board to do this activity with.

Thā de Akēkōl 41

**Nɔk**



Unit 3 - Lesson 30

**Read Aloud Story - Nɔk**

Anɔk ecī gāāu lo ē thukulic akōl tōk, ye wikē yic, deŋ aye tueny akōl kōl acī ye bēnē cɔl aye yēēt ē thukulic ecī gāāu.

Ye mēnhiākē, na cɔk alɔn wic yen en ku bē lac yet, acī ye cin lac loɔk ku loɔk ye nyin ku tōŋ man. Ku jɔɔk kat ke kuany dhelic leer ē thukulic. Cīmēnē wēēr kōk cī jāāl ēbēn. Deŋ ecī tueny ye wēērē. Ku dhēl awēn ket Anɔk thīn anɔŋic piū cī kuēer looi cīt nyin kor. Anɔk acī guɔ yet tē cīi adhuōmdīt nɔŋic piū cī dhēl thiōŋic ēbēn.

**[Thiēc: Yeŋu ye tak bii Anɔk looi?]**

Ee ye kac bāric, ku Anɔk ee cī nɔŋ tē deen dēt. Ee ku bī dhiel teem adhuōm alɔŋ tui. Acī rielde kusic ēbēn ku jɔl kac tē cīt tē bē lēu. Ku ee kēc kēc tē mec, ee cie cōk yāny adhuōm cielic abī piū thiec yiic. Aacie waarke ē rot kek cī dōŋ ē tiōkic, piū aake cī pēk ēye nhiɔl, ku jabonde acī thok jool ka tiɔpthok.

“Go dhiaau yei! Mao! Yeŋu ca looi ye mënë?” Ee cii lëu bi lo ë thukulic ke tiök eye guöp ku alëthke aatiop/alaluak ë piu. Ku na leer baai bi lo lok ka ci thukul bë dööt.

**[Thiëc ëtëën: Yeŋu bi Anok looi?]**

Ku ëlä, go Anok noŋ dhëëŋ apeï noŋ kin maŋök ku malou tiŋ ke thor adhuömic. Ee noŋ dhëëŋ këc Anok kaŋ tiŋ akäl tök. Wën tiŋ yen nok, ke mër nom ë wët warken noŋic acuol ku alëthke ë ke tiop ku buoth nok.

**[Thiëc ëtëën: Ye tak lon bi nok lo di?]**

Të thiin wën, ke aköl bö nyin ku döu kuëër wën yen buoath Anok. Go koor thiin ril nok gap nhial aliiric, go Anok gopic wën teem yen rot eye nyin ë pä. Nok eye cin ka cë döm ë riel, go nhial jäl tiŋic yeŋu yen col koor alooi rot. Acï gai, ku jol wëi diëc nhial.

**[Thiëc tëën: Ye tak lon yen nu yen ci Anok tiŋ?]**

Dindit apeï ee kääc eye nom tueer. Ku aabär tënë wun Anok ku anok köu naak dhëŋ apeï mëlööth ku mëŋöök, cit ka muk Anok eye cin. Go dit lueel, “Yin aca leec apeï ë rin cin naaŋdië dhuök ciëën.”

Ëe kaamë, Anok aca acuol waarke ku laluar alëthke jäl tak, go jal dhiaau. Go dindit këne thiëc, “Yeŋu ci wääc?”

Go Anok lueel, “Yen aci puöu jäl dak erin ci yen lööny adhuömic ku alëthkië ku waarkië aaci döc ku aatiop ku ye mënë yen aci gäü ëlo thukulic.”

“Apath, kân acie kërac,” acii dit jäl lueel ëröl dik apeï.

**[Thiëc tëën: Yeŋu ye tak kabii dit looi?]**

Go dit Anok nyuööth të yenë noŋ dhëëŋ malou ku maŋök luoci thün, ë lën lën/ ë määth ku bi tiök wëëc bei ë waaric. Wën ci tiök jäl bën bei ë waar ke yiic, ka jol ye wuk yir amääth, go alëth Anok guo thiaaŋ ëbën ë bën.

Ee cii dit lueel, “Bär yin aba yäth ë thukulic.” Ku jol Anok jat ye köu ë wuök ken ril go kë guo pëër aliiric të mec!

Wën tiŋ kek thukul yik Anok, go dit jäl nyuc piiny ke muk rot ë thukulic. Të wën këc Anok piny ëdit köu, go piny caath bi tiŋ lon ci mëthke ye tiŋ ë për ëdin dhëëŋë. Ee cin mäth den töŋ ci yëët ë thukulic ku cin dëpöny töŋ cë bën.

Go ye nom wel bi dit dhuök alëc ë wët cii yen ye kony bi lac/dac yëët ëthukulic ke yök dit ëci guo jäl.

Na wën yëët depiöc kek mëthke ë thukulic, ka Anok ee nuctë muk noŋ dhëëŋ noŋ kin malou ku maŋök eye cin.

## Käke thiëc

1. Ye nyan thii col ŋa?  
*Acöl Anok.*
2. Yeŋu ye Anok gäü ëlo ëthukulic Aköl köl?  
*Ee deŋ yen eye gël bi cii loc yëët ë thukulic.*
3. Ye kadï yök Anok atiö öp ku tiök?  
*Ee ci them ba adhuöm liir nom, go lööny thün.*
4. Yeŋu ci Anok tiŋ ke thor ë piu nhüim?  
*Ee ci noŋ dhëëŋ noŋ kin malou ku maŋök tiŋ.*
5. Anok Yet ë thukulic kadï?  
*Ee ci këc dindit köu.*
6. Yeŋu yen ba looi ku ba lac lo ë thukulic?  
*Ee ku ba lac rial ku ye adhuum, waan...*



**Conversation**

Can learners make appropriate predictions about the story?

**Observation**

Can learners correctly identify whole common words using the flashcards?

## Teaching Letter Lesson 31

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

42

t
kat



kat
t

t
kat

1

a	e	u	a
ka	ke	nu	la
kat	ket	nut	lat

2

kat
ket
nut
lat

3

kat	ket	nut	lat
kal	kel	nul	lal
kak	kek	nuk	lak

Unit 3 - Lesson 31

## Teaching Letter Lesson 32

Do activities for:

5. "Parts of our Language" (Grammar lesson)
  - e - Kë looi rot aluööt.
  - a - kë lökkë ë looi rot e men.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye ña kat?
  2. Yeñu ye ken kat?
8. "Writing"

43

Ken e kat.

Ken a kat.





Ken e kat.

Ken e kat kak.

t \_ kat



Unit 3 - Lesson 32

## Teaching Letter Lesson 33

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

44
r R
rec



rec	r
r	rec

**1**

e	e	u	a
re	re	ru	ra
rec	ret	run	rak

**2**

re	rec
ra	rak
ru	run

**3**

re	ra	rec	rak
le	la	lec	lak
ke	ka	kec	tak

Unit 3 - Lesson 33

## Teaching Letter Lesson 34

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Kërë rin ë cît dît.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu ket Acen?
  2. Yeŋu yen e rec can?
8. "Writing"

45



Acen



aket

Acen aket kak ku rec.  
Acen a can rec.



Acen aket kak ku rec.  
Kur e rec tal.  
Acen a can rec.

r R rec

kur



Unit 3 - Lesson 34

**Key Learning Outcome**  
 Discuss the meaning of a simple story and express the opinion of a story.

**Key Inquiry Questions**

Can you use appropriate language to debate ideas about weather?

How can you predict what comes next in a story?

**Story Time**



**As a class**

Learners should be given opportunity to listen to a story about the weather. As you read the story to the learners, stop and ask the questions in the story.  
 (See *Read Aloud Story* below)

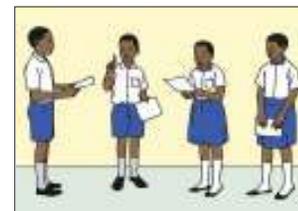


**In groups**

In small groups, learners should prepare for a debate about the story to answer the question – what is stronger: the sun or the wind? The debate can be presented to the class.

46 Thā de Akëkööl

**Yom ku Ruel**



Unit 3 - Lesson 35

**Read Aloud Story - Yom ku Ruel**

Aa Lömke akëkööl ciekic theer “Ë yān kōk”

Ƴon akältök, Yom ku Ruel aa ke jam ë riel a liir. Aacik gam kedhië lan nõj aliir riel dīt yien koc ca loi kajuëc wāac ë kuer kuöt. Ku cik thook ber mat, ë ran nõj rieldit apei ë kamken. Aye Yom tak len ee yien nõj rieldit. Ku lueel Ruel riel yic ee tō ke lodiü.

“Yen apath buk röt wuör,” aci Ruel lueel. “Tiŋku ye ña ë Ƴo yiic nõj rieldit ku bë alëth waar ë koc kōth!” Ë tēën, go kí piny tiŋ kēke tiŋ ran cath kueer. Ee cë röt dol na lanh ë yuir, alanh ëcök ku geŋ.

“Tiŋku ye ña tōj nõj riel ë Ƴo yiic, aci Ruel lueel, “Yen abuk jāl tiŋ, ye ña nõj rieldit ben ran cathë bëëi kōu bei alëthke!”

“Ƴou, ee kë puolic!” aci Yom lueel. Ku jol Yom gəl, jol yom, ku ber yom! Ací yom apei arëk bë tur ku yīth ë tīim liäap aliiric nhial! Yom aci dīt apei abë ajiith ku Ƴök röt gōr tē guk kek röt thiin. Yom acë yom abë noon ë bën röt yuīth, teŋ alëth piny. Këer aci yiëer nhial ku puoath Ƴōöt nhiim wei ë penic.

**[Yeŋu ye tak ë cii ye ranë looi?]**

Go ye ranë aläth ke duööt ë guöpden lethic, ku miit gerj ë ye nhom apeidit duök bi yom ke gap wei. Yom acë kajuëc rac arëët, ku yen acie dar bë alëth waar ë ye ranë köu. Dë pei, Ruel ajol rielde ber them bë raan nyaai köu alëth ke, ku bi nyic alan eyen noŋ rieldit a wër yom.

**[Yeŋu ye tak kë bi Ruel looi?]**

Ruel aci bën bei ë määhth ë pölic. Acë gol bë ruel ë määhth në nhial jöc yic të ye maliën. Go ye ranë alath döc thok. Ruel aŋuot ë ruel.

**[Ye ŋu ye tak ë bi ranë looi?]**

Raan a cie kök miëët bei a lathic ku bi alath bei ë ye köu. Ruel aŋuot ë ruel. Ranë acie nyin caath ë të noŋ atiëp ben löŋ thin. Go timdit yök, leer ku nyuc atiëpic. Ruel aŋuot ë ruel.

**[Ye ŋu ye tak ë bi ye ranë looi?]**

Raan aci guöp kuër ë tuc arëët! Yen ee cë guöp tuöc apei atiëpic në kë cii aköl ruel ë börbör. Wën cien nyuc ë tim cök atiëpic bi löŋ, go alëth tuc ë bën bëëi bei – kë tueeŋ, ee gerj, ku war ku ber alanh ë cök bëëi bei.

Akëc Yom gam alan cii Ruel naŋ rieldit cii ye tiaam ë mëen dënic. “E yi looi ë kån kädī?” yom acë Ruel thiëëc.

“Ee ye kë puolic,” acii Ruel lueel. Në yic, “Riel ee bën ë määhth ku lee diu.”

**Käke thiëc**

1. Yeŋu ë teer Ruel kekë yom?

*Keek aake teer ë ran töŋ de keek noŋ a liir ril.*

2. Yeŋu ë cii yom looi ben rielde nyuöoth?

*Yen ee cë yom apeidit.*

3. Yeŋu ci Ruel looi ben rieldit de nyuöoth?

*Ee cë bën piny ë pölic ë määhth ku ruel apeidit.*

4. Yeŋu ë ci raan looi wën cii Ruel tuöc apeidit?

*Yen aci guöp tuöc apeidit go alëth ke bëëi bei ëbën ëye köu, bi gerj bei ë ye nhom ku bi alanh ë cök bei ë ye cök.*

5. Cë Ruel rieldit de nyuöoth kadī?

*Yen acë rieldit de nyuöoth ke lo diu.*

6. Në baai duön, yeŋa noŋ rieldit ë kaam ë Ruel ku Yom?

*Të noŋ yen kë de dhuk ë nhom puöoth cii deetic ee ka ŋuot ë gam.*



**Conversation**

Can learners make accurate predications about the story? Can they tell you what clues they used to help them predict what came next?

**Product**

Are learners using relevant language to talk about the weather in their debate presentation? Do their arguments show that they have listened to the opposing view of their classmates?

## Teaching Letter Lesson 36

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

m M		mac	47																		
		mac m	m mac																		
<b>1</b>	<table border="1"> <tr><td>a</td><td>e</td><td>u</td><td>a</td></tr> <tr><td>ma</td><td>me</td><td>mu</td><td>ma</td></tr> <tr><td>mac</td><td>mel</td><td>mun</td><td>mak</td></tr> </table>	a	e	u	a	ma	me	mu	ma	mac	mel	mun	mak								
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ma	mac	mel	mun																		
na	nac	nel	nun																		
ra	rac	rel	run																		
Unit 3 - Lesson 36																					

## Teaching Letter Lesson 37

Do activities for:

5. "Parts of our Language" (Grammar lesson)
  - Wët cɔl kek , e kë ye kööc ë nyin ë riniic.
  - Kë ye kööc ë nyin riniic – (pronoun)
  - Kek—akäac ë nyin ( kak-ku -ken)
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye läi ko man mac?
  2. Ye teno ye kak ku ken rëer thïn?
8. "Writing"

48
<p>akat</p>
<p>Kek a kat mac. Kak ku ken akat mac.</p>

<p>Mac a kan. Kak ku ken a man mac. Kek akat mac.</p>

<p>m M mac</p> <p>man</p>
Unit 3 - Lesson 37

### Review (Check Your Progress)

Do activities for:

1. "Capital and Small Letter Box"
2. "Picture Matching"
3. "Syllable / Letter Box" (Making Words)

Car lo tuejdu 49

**1**

r	_	m	_	u
_	K	_	T	_

**2**

	kat
	rec
	kul
	mac
	tuk

**3**

m	t	l	u
k	l	a	n
r	e	n	c

Unit 3 - Lesson 38

**Key Inquiry Questions**

How do you write the letters that have been taught?  
 How do we recognize parts of words?

**Key Learning Outcome**

Enjoy reading and writing, know that reading and writing is fun!

Use pictures to communicate meaning.

**Experience Story**



**As a class**

Take the learners outside, no matter what the weather! Ask the learners to describe how they feel when the sun or the wind or the rain hits their faces. Discuss how the weather might change and what that will feel like. Go through the steps to write a Language Experience Story (pg. 25) about the weather. Read the story using Shared Reading (pg. 24).



**In groups**

The teacher should make flash cards of 2 key “weather” words. Learners should match the cards to where they see the words in the story.



**Individual work**

Learners should draw their own picture to illustrate the story. As they are able, they can label their picture with one of the key words.



**Conversation**

Can learners express ideas and opinions as they develop a class story?

**Observation**

Can learners correctly identify whole key words, using flashcards?

**Product**

Are learners able to form the letters that they have learned correctly in their weather pictures?

## Teaching Letter Lesson 40

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

o O cor
51



cor	o
o	cor
cor	r
r	cor

**1**

o	o	o	o
co	ro	lo	mo
cor	roc	lol	mor

**2**

co	cor
ro	roc
mo	mor

**3**

co	cor	lol	mor
ca	car	lal	mar
cu	cur	lul	mur

Unit 3 - Lesson 40

## Teaching Letter Lesson 41

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Ke - ee    kë    yenë    kãŋ dăc ka nãŋke.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu looi cor?
  2. Ye cor ŋu cam?
8. "Writing"

52

a kac  
akac

a nak  
anak

Anak ke cor.



Cor akan.  
 Anak ke cor.  
 Cor akac.



o O cor

Unit 3 - Lesson 41

## Teaching Letter Lesson 42

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

y Y
yom
53



yom	y
y	yom

**1**

o	a	u	e
yo	ya	yu	ye
yom	yar	yun	yet

**2**

yo	yom
ya	yar
yu	yun
ye	yet

**3**

yo	ya	yom	yar
mo	ma	mom	mar
ro	ra	rom	rar
ko	ka	kom	kar

Unit 3 - Lesson 42

## Teaching Letter Lesson 43

Do activities for:

5. "Parts of our Language" (Grammar lesson)
  - Ke: kekë or atök
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu ye akan yer?
  2. Ye yom ɣo kuɔny ë ŋu? Ku ye kadi?
8. "Writing"

54



akat



arac

Cor akat ke yom.



Yom arac.  
Yom aca akan yer.  
Cor akat ke yom.



y Y yom

yer

Unit 3 - Lesson 43



**Learn about**

Give opportunity for learners to hear a story about a cultivation using shared reading in a big book, for example, “The Little Red Hen” and retell the story using drama and role play. Learners should experience receiving and giving instructions on planting a garden and write a class story about this experience. Learners can use flashcards and pictures to match words with various plants. They should sort and categorize various types of seeds and work together with teachers to label the seeds. Learners can sing together a well-known song about plants and cultivation. Learners should explore the next 3 letters of their language through an ABC Book or similar language specific resource, and investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- Explore words that you can find the taught letters in.
- How do you give instructions for planting a garden?
- How can you predict what comes next in a story?
- What patterns of language are used in song?
- How can a story be retold using drama?

**Learning outcomes**

**Knowledge and understanding**

- Begin to recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize taught letters in words
- Recognize that print has meaning
- Begin to recognize the sounds of the letters at the beginning, middle and end of simple words
- Begin to recognize differences in sounds and apply that awareness to distinguishing words when listening
- Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)

**Skills**

- Form letters that are clearly shaped and correctly oriented
- Express instructions clearly to another hearer
- Discuss the meaning of a simple story
- Use pictures to communicate meaning
- Use writing to communicate meaning
- Recognize a number of sight words
- Begin to use increasingly complex words/vocabulary
- Predict the outcome of a story
- Retell a story through drama
- Communicate meaning through simple words and phrases
- Begin to read and write simple texts with accuracy
- Build simple words from letters

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Appreciate the system of their language
- Appreciate their own creativity and the creativity of others
- Enjoy seeing their own ideas expressed in written form

**Contribution to the competencies:**

- Critical thinking:** Learners will use prediction skills, breaking an activity into logical steps
- Communication:** Reading and comprehending a story, speak clearly and communicate about plants, giving and receiving instructions, listening to and comprehending speech
- Co-operation:** Working collaboratively and being tolerant of each other to write a story as a class, responding to instructions, contribute to environmental sustainability
- Culture:** Responding in a culturally appropriate way to instructions

**Links to other subjects:**

**Science and Agriculture:** Cultivation

**Key Learning Outcome**  
Retell a story through drama.

## Key Inquiry Questions

How can a story be retold using drama?  
How can you predict what comes next in a story?

### Story Time



#### As a class

Learners should listen to the story of the “Little Red Hen”. As you read stop to ask, “What do you think will happen next? Why?”  
(See *Read Aloud Story* below)

Point out to learners, this is a traditional story.



#### In groups

Learners should retell the story of the Little Red Hen, using role play. Each group can present their re-telling to the class.

### Aluɛɛl thiin ajĩth



### Read Aloud Story - Aluɛɛl thiin ajĩth

Wäär theer ɛla aluɛɛl thiin ajĩth ɛciɛŋ ɛ baai lɔ̃m. Na ɣɔn akāl tɔk, go aluɛɛl thiin ajĩth nhom ɛ rap yɔk. Go aluɛɛl thiin ajĩth nhom ɛ rap lɔ̃m ku ɣɛth tɛnɛ lai kɔk wɛn ciɛŋ ɛ baai lɔ̃m kek ɛ ye.

Go aluɛɛl thiin ajĩth thiɛc, “Ye ŋa bĩ ya kony ɛ cum ɛ rap?”

Go aŋau lueel, “Acie ɣɛn.”

Ku lueel riɛc, “Acie ɣɛn.”

Ku lueel weŋ, “Acie ɣɛn.”

Go aluɛɛl thiin ajĩth lueel, “Apath, aaba com ɣɛn ɛ rot.” Ku lɔ̃ny thĩn ku com ke.

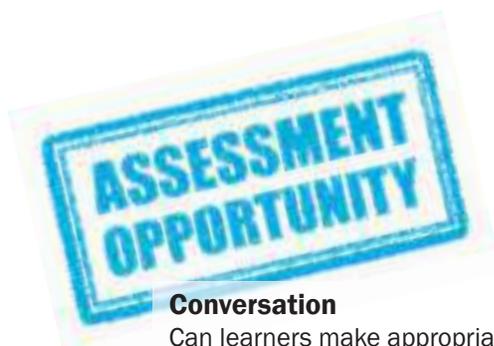
Go aluɛɛl thiin ajĩth ya la dom yic akɔlakɔl bĩ tɛ dīt rap thĩn ya la tĩŋ. Go rap cil ku dīt kɛ ɛ ke loc. Na ye akāl tɔk go aluɛɛl thiin ajĩth tĩŋ lɔn cĩ rap thɔk ɛ luok bĩ ke tem. Go aluɛɛl thiin ajĩth la tɛnɛ lai kɔk wɛn ciɛŋ ɛ baai lɔ̃m kek ɛ ye.

Go aluɛɛl thiin ajĩth thiɛc, “Ye ŋa bĩ ya la kony ɛ tɛm ɛ rap?”

Go aṅau lueel, “Acie ɣen.”  
 Ku lueel riēc, “Acie ɣen.”  
 Ku lueel weɲ, “Acie ɣen.”  
 Go aluɛɛl thiin ajiṅh lueel, “Apath, rap aaba tem ɣen ɛ rot.” Ku lööny thɪn ku tem keek. Go Aluɛɛl thiin ajiṅh lueel ɛ ye puḅu, “Rap aawic bi ke guur bik ya abik. Ye na bi ɣa kony ɛ guḅr ɛ rap bik ya abik?”  
 Go aṅau lueel, “Acie ɣen.”  
 Ku lueel riēc, “Acie ɣen.”  
 Ku lueel weɲ, “Acie ɣen.”  
 Go Aluɛɛl thiin ajiṅh lueel, “Apath, rap aaba guur ɣen ɛ rot.” Ku lööny thɪn ku guur keek.  
 Go aluɛɛl thiin ajiṅh rap guur bik ya abik. Na wɛn aci rap jäl ya abik go aluɛɛl thiin ajiṅh abik lööm ku ɣɛth tɛnɛ läi kök wɛn ciɛŋ ɛ baai lööm kek ɛ ye ku le thiēc, “Ye na bi ɣa kony ɛ luɔi abik bi ya ayup?”  
 Go aṅau lueel, “Acie ɣen.”  
 Ku lueel riēc, “Acie ɣen.”  
 Ku lueel weɲ, “Acie ɣen.”  
 Go Aluɛɛl thiin ajiṅh lueel, “Apath, abik aba looi bi ya ayup ɣen ɛ rot.” Ku le thɪn ku looi.  
 Na wɛn aci ayup nyop, go aluɛɛl thiin ajiṅh lööm ku ɣɛth tɛnɛ läi kök wɛn ciɛŋ ɛ baai lööm kek ɛ ye. Ku lueel, “Ayup akin aci thök ɛ nyup. Ye na bi ɣa kony ɛ cämde?”  
 Go aṅau lueel, “Ee ɣen.”  
 Ku lueel riēc, “Ee ɣen.”  
 Ku lueel weɲ, “Ee ɣen.”  
 Go aluɛɛl thiin ajiṅh lueel, “Ei! Aba cam ɣen ɛ rot.” Acii Aluɛɛl thiin ajiṅh kɛde cam.

## Käkë thiēc

1. Yeŋu cii aluɛɛl thiin ajiṅh com?  
*Ee rapjäŋ.*
2. Ye yiik na cii aluɛɛl thiin ajiṅh thiēc bik ye kuony ɛ puḅr?  
*Ee Aṅau, riēc ku weɲ.*
3. Yeŋu kɛc aluɛɛl thiin ajiṅh ayupde rom ke läi kök?  
*Ee wɛt kɛc kek ye kuony nɛ puḅr, guḅr ku kut abik.*
4. Ye ŋu ye yin ye tak, kɛ ye läi kök kuc ɛ kony ɛ luɔi kekɛ aluɛɛl thiin ajiṅh?  
*Ee wɛt ɛ dɛɛkɛ röt, kek läi kök ci mɛnɛ aṅau, riēc ku weɲ.*



### Conversation

Can learners make appropriate predictions about the story?

### Observation

Are learners creatively, yet accurately, communicating the main parts of the story of the Little Red Hen through drama? Are learners appreciating the creativity of their classmates while watching the presentations?

## Teaching Letter Lesson 45

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

56
i I cin



cin	i
i	cin

**1**

i	i	i	i
ci	yi	ti	ri
cin	yin	tir	rit

**2**

ci	cin
yi	yin
ti	tir
ri	rit

**3**

ci	yi	tir	rit
co	yo	tor	rot
ce	ye	ter	ret
cu	yu	tur	rut

Unit 4 - Lesson 45

## Teaching Letter Lesson 46

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Rin ke kɔc aaye gɔl ɛ cɪndit cɛ mɛnɛ Maluku.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yɛŋa rac cin?
  2. Ye wɛt ɛŋu ye kɔc ke cin cau?
8. "Writing"

57

Ma luk

Maluk

a col

acol

Maluk arac cin.  
Cin Maluku acol.



Maluk arac cin.  
Cin Maluku acol.  
Yen ace cin lok.

i I cin



Unit 4 - Lesson 46

## Teaching Letter Lesson 47

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

58

ī Ī
yīr



yīr	ī
ī	yīr

1

ī	ī	ī	ī
yī	mī	lī	rī
yīc	mīc	līt	rīk

2

yī	yīc
mī	mīc
lī	līt

3

yī	yīc	mīc	līt
yi	yic	mic	lit
ye	yec	mec	let

Unit 4 - Lesson 47

## Teaching Letter Lesson 48

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Cīndīt ayenē wēt ɔl ku kēde thök ciēen.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu yīr tim?
  2. Ye ŋu ye tak ē lēu bī rōt luōi rak?
8. "Writing"

59

a
yīr

ayīr

Yom ayīr.  
yom ayīr



Yom ayīr.  
Yom ayīr tim.  
Yom ayīr rak.

ī ī yīr



Unit 4 - Lesson 48

**Key Inquiry Questions**

What patterns of language are used in song?

**Key Learning Outcome**

Use pictures to communicate meaning.  
 Appreciate the system of their language.

**Song Time**



**As a class**

Learners should sing a well-known song about plants and cultivation. The teacher can write a verse on the chalkboard for “shared reading” activities (pg. 24).



**Individual work**

Learners should be given different types of seeds that are used in the area. In their notebooks, they can draw which type of plant the seeds will grow into. Learners can share their pictures with the class and discuss what they have drawn. Write the names of the different types of seeds on the board help learners match the names with their seeds.

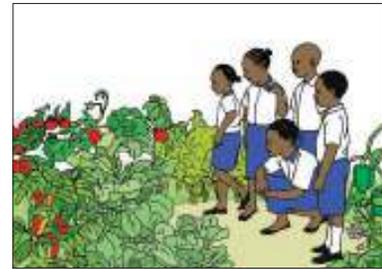
Highlight the letters and sounds learners have already learned.



**As a Class**

Make up a new song that uses some of the words about seeds that the class generated.

60 Thā ē kēt



Unit 4 - Lesson 49

# UNT4..... Lesson 49 cont....



## **Observation**

Can learners join in with the proper rhythm of the singing? Are they enjoying the use of language in the song?

## **Product**

Look at the pictures learners have drawn. Can learners express their ideas about seeds and plants in their drawings? Are they able to recognize some parts of the names of the seeds enough to match them to their pictures?

## Teaching Letter Lesson 50

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

ä Ä	kät	61																		
	kät ä	ä kät																		
<span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td>ä</td><td>ä</td><td>ä</td><td>ä</td></tr> <tr><td>kä</td><td>yä</td><td>mä</td><td>nä</td></tr> <tr><td>kät</td><td>yät</td><td>mäk</td><td>näl</td></tr> </table>	ä	ä	ä	ä	kä	yä	mä	nä	kät	yät	mäk	näl								
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kät	yät	mäk	näl																	
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kä	kät																			
yä	yät																			
mä	mät																			
kä	kät	mäk	näl																	
ka	kat	mak	nal																	
ko	kot	mok	nol																	
Unit 4 - Lesson 50																				

## Teaching Letter Lesson 51

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Cändit ayenë wët gəl ku thök.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeṇa ë ruk kät?
  2. Yeṇu ye looi ë kät?
8. "Writing"

62				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #4caf50; color: white;">Ma</td><td style="background-color: #2196f3; color: white;">yak</td></tr> </table> <p>Mayak</p> </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #4caf50; color: white;">a</td><td style="background-color: #e91e63; color: white;">nin</td></tr> </table> <p>anin</p> </div> </div>	Ma	yak	a	nin
Ma	yak			
a	nin			
Mayak acī kät ruk. mayak acī kät ruk				
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 40%;"> <p>Mayak acī kät ruk. Kät e kän Mayak. Mayak anin kätic.</p> </div> <div style="width: 30%; text-align: center;">  </div> </div>				
<div style="display: flex; align-items: center;">  <div> <p>ä Ä kät</p> <p>kätic</p> </div> </div>				
Unit 4 - Lesson 51				

## Teaching Letter Lesson 52

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

d D	dit	63												
	dit d	d dit												
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di	dit	dät	dïr											
ti	tit	tät	tïr											
ri	rit	rät	rïr											
Unit 4 - Lesson 52														

## Teaching Letter Lesson 53

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Kë cïï döcc tënë kädë(yik) aye nyuwoth ke ye këden.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋa noŋ dom?
  2. Ye köth ko ye yik Madit puur dom den?
8. "Writing"

64						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <table border="1" style="background-color: #2196f3; color: white; padding: 2px;"> <tr><td>Ma</td><td>dit</td></tr> </table> <p style="color: #e91e63;">Madit</p> </div> <div style="text-align: center;"> <table border="1" style="background-color: #4caf50; color: white; padding: 2px;"> <tr><td>a</td><td>tit</td></tr> </table> <p style="color: #e91e63;">atit</p> </div> </div>	Ma	dit	a	tit		
Ma	dit					
a	tit					
<div style="background-color: #4caf50; color: white; padding: 5px; border-radius: 10px; display: inline-block;">                 Kän e dom yik Madit.             </div>						
						
Kän e dom yik Madit. Madit atit dom dit. Madit atit dit kät nom.						
<div style="display: flex; align-items: center; justify-content: center;">  <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">d</td> <td style="border: 1px solid black; padding: 2px 5px;">D</td> <td style="padding: 2px 5px;">dit</td> </tr> <tr> <td colspan="3" style="padding: 2px 5px;">Madit</td> </tr> </table> </div>	d	D	dit	Madit		
d	D	dit				
Madit						
Unit 4 - Lesson 53						

**Key Learning Outcome**  
Express instructions clearly.

### Key Inquiry Questions

How do you give instructions for planting a garden?

How do you write the letters that have been taught?

### Experience Story



#### As a class

Learners should go outside to the school garden. Give the learners step by step instructions to follow to plant some seeds in the garden (or, do the weeding or whatever is needed for work in the garden).



#### In pairs

Learners can take turns giving instructions for their classmates to follow as they do some aspect of working in the garden.



#### As a class

Learners should write a class story about their experience using the steps for Language Experience on pg. 25 and read it using Shared Reading on pg. 24.

Highlight the sequencing words (“firstly”, “secondly” etc) and familiar already taught letters.



Nyĩc akəköl 65

Unit 4 - Lesson 54

## ASSESSMENT OPPORTUNITY

### Observation

Are learners responding appropriately to given instructions in the garden? Are learners appropriately giving instructions to their classmates?

### Conversation

Can learners express ideas and opinions as they develop a class story?

## Teaching Letter Lesson 55

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

66
ɔ ɔ
kər



kər	ɔ
ɔ	kər

**1**

ɔ	ɔ	ɔ	ɔ
kɔ	dɔ	yɔ	mɔ
kər	dət	yək	mər

**2**

kɔ	kər
dɔ	dər
yɔ	yək

**3**

kɔ	kər	yɔk	mɔr
ko	kor	yok	mor
ku	kur	yuk	mur

Unit 4 - Lesson 55

## Teaching Letter Lesson 56

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Acī: - Yen ë nyanë, akäac ë nyin Adut yic.  
yen wët cɔl acī.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu cī rət looi Adut kər?
  2. Yeŋu ye tak bī Adut loi emen?
8. "Writing"

A
dut  
Adut

a
rem  
arem

67

Adut acī kät kem kər.  
Adut arem kər.



Adut arem kər.  
Acī kät kem kər.  
Adut e kər dəm.

ɔ ɔ kər

dəm



Unit 4 - Lesson 56

## Teaching Letter Lesson 57

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

68
cc ꞑꞑ
atccm



atccm	cc
tccm	tccm
cc	atccm

**1**

cc	cc	cc	cc
tcc	dc	yc	mc
tccm	dc	ycl	mc

**2**

tcc	tccm
dc	dc
yc	ycl

**3**

tcc	dc	ycl	mc
t	d	y	m
ko	dot	yol	mor

Unit 4 - Lesson 57

## Teaching Letter Lesson 58

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

E cam: yen aciëm: yic de, ekë lök looi röt.

A cam: aciëm emen: Yic de, ekë looi röt, ku lök ë looi röt.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋa tit dom atccm?
  2. Ye tēno ye tak tiit Dut dom thīn?
8. "Writing"

69



acam



atit

Kak e cam atccm.  
Kak acam atccm.



Dut atit dom atccm.  
Kak e cam atccm.  
Dut acam atccm.

cc ꞑꞑ atccm

atit



Unit 4 - Lesson 58

National Languages Primary 1		Unit 5: Plants in the Forest
<p><b>Learn about</b></p> <p>Give opportunity for learners to hear a story about plants in the forest using shared reading in a big book and explore appropriate language to describe the plants. They should be asked to imagine alternate endings to the story. Learners should discover the usefulness of some plants through listening to a guest speaker. They should work together to make a visual representation of what they learned about those plants, and display it in the classroom. Teachers should use descriptive language to tell the class about a specific plant. Learners should take turns guessing which plant the teacher is describing. Learners can then take turns describing and guessing other plants. Learners should explore the next 3 letters of their language through an ABC Book or similar language specific resource, and investigate words within sentences and syllables within words.</p>		<p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>• How do you write the letters that have been taught?</li> <li>• Use appropriate language to describe plants.</li> <li>• How can we listen and respond appropriately to a guest speaker?</li> <li>• How can we visually represent what we learned about plants?</li> <li>• Can you name plants that begin with the same sound?</li> </ul>
<p><b>Learning outcomes</b></p>		
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Begin to recognize that sentences are composed of words and that words are composed of syllables and letters</li> <li>• Recognize newly taught letters in words</li> <li>• Begin to recognize differences in sounds and apply that awareness to distinguishing words when listening</li> <li>• Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize and produce letter shapes</li> <li>• Understand and respond appropriately to what is heard</li> <li>• Discuss the meaning of a simple story and express opinions about it</li> <li>• Use pictures to communicate meaning</li> <li>• Use writing to communicate meaning</li> <li>• Recognize a number of sight words</li> <li>• Using increasingly complex words/vocabulary</li> <li>• Predict the outcome of a story</li> <li>• Recognize all the taught letters</li> <li>• Begin to read and write simple texts with accuracy</li> <li>• Build simple words from letters</li> <li>• Convey meaning to listeners</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Enjoy reading and writing, know that reading and writing is fun</li> <li>• Enjoy reading and writing about forest plants</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Learners will use prediction skills</p> <p><b>Communication:</b> Reading and comprehending a story, speak clearly and communicate about plants, listening to and comprehending speech, using emergent writing to communicate ideas about plants</p> <p><b>Co-operation:</b> Working collaboratively and being tolerant of each other to write a story as a class, contribute to environmental sustainability</p> <p><b>Culture:</b> Build understanding of their heritage and traditional uses of plants</p>		
<p><b>Links to other subjects:</b></p> <p><b>Science</b>  <b>Environment and Sustainability</b></p>		

**Key Inquiry Questions**

Can you use appropriate language to describe plants?

**Key Learning Outcome**

Discuss the meaning of a story and express opinions about it.  
Use increasingly complex vocabulary.

**Story Time**



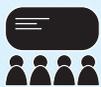
**As a class**

Learners should hear a story about plants in the forest. The learners should express their opinions about the story by answering the comprehension questions.  
(See *Read Aloud Story* below)



**In pairs**

Learners should be asked to come up with different endings for the story and draw a picture of it. They can then share their alternative endings with another pair.

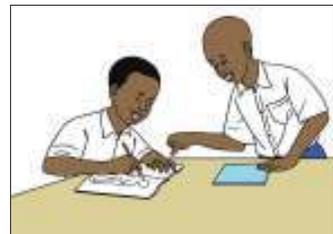


**As a Class**

Learners should be told to prepare for a guest speaker the following week. Ask them to prepare questions to ask the speaker about plants in the forest.

70 Thā de Akéköl

**Kë muɔny rokiɔ**



Unit 5 - Lesson 59

**Read Aloud Story - Kë muɔny rokiɔ**

Kon aye man lëk aluɔɔt bë kuer domic bãric bë yaa kuanyic të len bën bei ë thukulic ke lo baai. Yen aci lëu kuer ciekic de ror colic lëu ë kuëny ë yic. Kuer domic yenë ka lääu në kuer roor colic. Në köl tök ke Kon akor/wic bë dap lo baai, ke derj ɲoot ke këc thuat. È tëën, ee bë tëëk në kuer de ror cool liriɔ.

Kon ë tëën eyic bë guɔ naɲ riööc kor në wët de cuol ë piny. Yen ë rɔtde aci bë them bë cath arëët rokiɔ. Ago lo akölic/ruelic në biäk tui. Ke ɲoot ke këc rɔt cuot tueɲ, go köth yuüik në abin puɔth töc dît yüith. Ke ɲoot ke yal rɔt piiny, go Kon them bë abiei caar pëk nhom tëno. Go liec cuëc buɔthiɔc ëye nyin të pëk abiei nhom thïn, agut të ben nyinde lo gut në ke lee piny mär-mär/dur-dur.

Kon akëc të pëk abiei nhom thïn tïj. Yen ë tëën, aci ber liec ciëem buɔth të pëk abiei nhom thïn, guötë të ben nyin lo guut thïn, ë wët lee piny mär- mär/dur -dur. Kon akëc abiei bënë dööt nhom ë tïj. Kon aci bënë gäi bë abiei tëno? Yïn bërde dî? Yeɲu tö në ye nhom agut?

Yen ë t  n, ee bi k de abiei b n  r k  ye c k, ku them miit. Yen ak c r t b  l u aci b  them n  rielde   b n, ku k  r c  r k ak c r t b  miit. Ye k n, ee Kon b  g  i gu p ar  t, n  k  c n yen abin c  kan y k ke ril c t ye abin !

Kon ee r t b  dak ci  n, dhuk   kuer w n b i yen ke kat b  m th  lo c l, m th  c l Magot. Tekd  keek karou bik abiei b  l u n  mi t, ago k  k  t  n  abiei l jtui t j.

Yen ac  b n  lo ku c l m th  w n cien dhuk ci  n ke kat, kueny rokic, “Magot, Magot! dac/lac b n!  en ak r/yu c ku ny t  n j y n!”

Na w n c  Magot Kon pi  r l go b n ke kat, bik y k. Kon aci m th  b  n  r kuer de ror colic bikk  t  cien  abiei yu ik th n ke ri  u r t kueric.  t  n, Magot ee Kon b n  thi  c ke c  g i, “Ye tak ke t  t no? C  r t kan  ju?”

Keek karou aaci abiei b n  them bik miit n  rielden   b n, ku ka k c abiei b n  l u  nyu    c k   path/abac! Na w n ke Kon jam, “Dokku r t ci  n, lok c l ku Ad u, Acol ku Lual bik  o b n  ku ny. N  yic, akaar ba k  t  n  yaa abin  nhom nyic!”

Keek dh kk  aaci b n  dhuk   thukulic bik m th ken k k lo c l. N  jam den kek  m thken, keek aam th ken b n  wel nh im bik cath ken  keek, lek ror colic n jic ri  c. Keek kedhie aaci b n  g i w n t j kek abin t  c d t.   t  n, n k n  keek, ee bi kda abiei b  d m ku golk  n  mi t. Yen ac k b n  them   mi t, “Mitk , Mitk ”. Na w n ke abiei nyon  r t ku leer dh l j l m th guo l u   mi t. Keek m thk  aaci abiei b n  thel ku ci th keke.

Yeju ye tak ke c  r t b  looi?

### K ke thi c

1. Yeju yen  ye tak alan d  ke Kon l u b  lo baai   kuer   duumiic, ku c  t k   kuer rokic?

*Ror colic an jic ri  c ku duum aacin yuic ri  c.*

2. Yeja c i Kon lo c l b  ye kony   mi t abiei?

*Magot.*

3. Yeju ye m th abiei miit?

*Keek aake ril pu  th bik t  p k yen nhom th n t j, ku t jki k  t  abiei nhom.*



#### Product

Does the ending that the learners made up make sense with the rest of the story?

Are learners enjoying using their language and being creative as they develop their own endings for the story they heard?

#### Conversation

Can learners express ideas and opinions as they answer questions about the story?

## Teaching Letter Lesson 60

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

b B	but	71												
	but u	u but												
<b>1</b>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>u</td><td>ɔ</td><td>ɔɔ</td><td>ä</td></tr> <tr><td>bu</td><td>bɔ</td><td>bɔɔ</td><td>bä</td></tr> <tr><td>but</td><td>bɔt</td><td>bɔɔk</td><td>bän</td></tr> </table>	u	ɔ	ɔɔ	ä	bu	bɔ	bɔɔ	bä	but	bɔt	bɔɔk	bän	
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bu	bɔ	bɔɔ	bä											
but	bɔt	bɔɔk	bän											
<b>2</b>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>bu</td><td>but</td></tr> <tr><td>bɔ</td><td>bɔt</td></tr> <tr><td>bɔɔ</td><td>bɔɔk</td></tr> </table>	bu	but	bɔ	bɔt	bɔɔ	bɔɔk	<b>3</b>						
bu	but													
bɔ	bɔt													
bɔɔ	bɔɔk													
	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>bu</td><td>bɔɔk</td><td>bɔt</td><td>bän</td></tr> <tr><td>du</td><td>dɔɔk</td><td>dɔt</td><td>dän</td></tr> <tr><td>mu</td><td>mɔɔk</td><td>mɔt</td><td>män</td></tr> </table>	bu	bɔɔk	bɔt	bän	du	dɔɔk	dɔt	dän	mu	mɔɔk	mɔt	män	
bu	bɔɔk	bɔt	bän											
du	dɔɔk	dɔt	dän											
mu	mɔɔk	mɔt	män											
Unit 5 - Lesson 60														

## Teaching Letter Lesson 61

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

ic: A nueetë ciëñ- ë wët thok, yicde akënythïn

Dëkde: But + ic = butic
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye läi ko karou jieem akökölë?
  2. Ye läi ko bïi Amuk kekë adil lo yök ë butic?
8. "Writing"

72
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Amuk</p> </div> <div style="text-align: center;">  <p>butic</p> </div> </div>
<div style="background-color: #4caf50; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Amuk ku adil aci lo butic.</div>

<p>Kän e but. But aci kot. Amuk ku adil aci lo butic.</p>
 <div style="margin-left: 20px;"> <p>b B but</p> <p>butic</p> </div>
Unit 5 - Lesson 61

### Teaching Letter Lesson 62

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

ee Ee		beek		73
		beek ee	ee beek	
<b>1</b>	ee ee ee ee bee dee yee mee beek deet yeen meel			
<b>2</b>	bee beek dee deet yee yeel	<b>3</b>	bee yeel meel deet be yel mel det bi bil mil dit	
Unit 5 - Lesson 62				

### Teaching Letter Lesson 63

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

E cam- yicde(e mïth)- ku yen ekë ya rot looi aluööt.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu ye beek cam?
  2. Ye beek din yïndi?
8. "Writing"

74	
	dindit
	Beek ee cam rec ku kãm.
	
	Beek akan. Beek ee dindit bär. Beek ee cam rec ku kãm.
	ee Ee beek dindit
Unit 5 - Lesson 63	

**Key Learning Outcome**  
 Understand and respond appropriately to what is heard.  
 Use pictures to communicate meaning.

**Key Inquiry Questions**

How can you listen and respond appropriately to a guest speaker?  
 How can you visually represent what you learned about plants?

**Experience Story**



**As a class**

Invite a guest speaker to the class to share about some of the uses of wild plants. Learners should be prepared to ask questions and interact with the speaker, using polite and appropriate language.



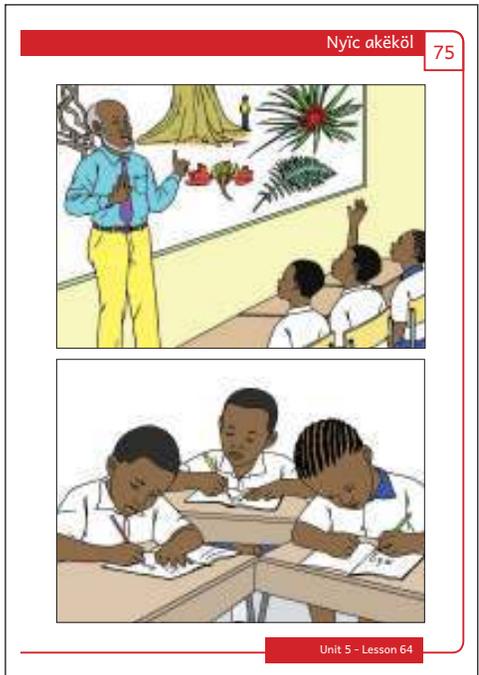
**Individual work**

Learners should draw a picture and begin to write some short words to represent something they learned from the guest speaker about plants.



**In groups**

Learners can share their pictures and what they learned.



Nyic akököl 75

Unit 5 - Lesson 64

**ASSESSMENT OPPORTUNITY**

**Observation**

Are learners able to understand and respond appropriately to what they hear from the guest speaker?

**Product**

Look at the pictures the learners have drawn. Have they accurately communicated something they learned from the guest speaker?

## Review (Check Your Progress)

Do activities for:

1. "Capital and Small Letter Box"
2. "Picture Matching"
3. "Syllable / Letter Box" (Making Words)

76
Car lo tuengdu

**1**

ä	_____	d	_____	o
_____	Y	_____	B	_____

**2**

		kər
		cor
		beek
		atoom
		cin

**3**

d	o	a	n
b	k	i	oo
y	ee	ï	t
c	ä	r	m

Unit 5 - Lesson 65

## Teaching Letter Lesson 66

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

ny Ny	nya	ny	77
	nya ny	ny nya	

### 1

ee	cc	c	ä
nyee	nycc	nyc	nyä
nyeeek	nycccn	nycc	nyär

### 2

nyee	nyeeek
nycc	nycccn
nyä	nyär

### 3

nyee	nycccn	nyär	nycc
nee	nccn	när	nc
yee	yccn	yär	yc

Unit 5 - Lesson 66

## Teaching Letter Lesson 67

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Këk ë löj ku thök.

Cindit ayenë wël gəl. Ku kë de thök aye wët thok thök.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yerja cī nyok dōm?
  2. Yerju ye nyok nya ban?
8. "Writing"

78



aci



adit

Nyok aci nya ban.  
nyok aci nya ban



Nyok aci nya ban.  
Adit aci nyok dōm.  
Adit aci nyok mac ë kät.



ny Ny nya

nyok

Unit 5 - Lesson 67

**Key Learning Outcome**

Use increasingly complex vocabulary.

**Key Inquiry Questions**

Can you name plants that begin with the same sound?

How do you write the letters that have been taught?

**Guess Who?**



**As a class**

Think of some familiar wild plants that are found in the area. One by one, give the class a description of the plant, along with the sound that the plant begins with. Learners take turns guessing which plant you are describing.

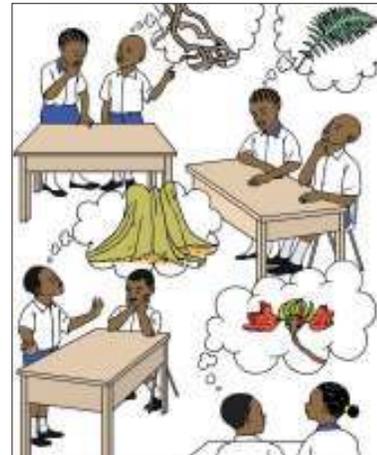


**In pairs**

Learners should take turns describing wild plants, along with the sound at the beginning of their names, and try to guess what the other is thinking of.

Thōōŋ è ye ŋa?

79



Unit 5 - Lesson 68

**ASSESSMENT OPPORTUNITY**

**Conversation**

As learners are guessing the names of plants, can they identify the plants based on the description and sounds at the beginning of their names?

**Observation**

As learners are describing plants to each other, are they using appropriate language? Are they enjoying thinking about creative ways to use descriptive language?

## Teaching Letter Lesson 69

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

80
ë Ë
bël

/

bël	ë
ë	bël

1

ë	ë	ë	ë
bë	nyë	dë	lë
bël	nyët	dëk	lën

2

bë	bël
nyë	nyët
dë	dëk

3

bë	bël	nyët	dëk
be	bel	nyet	dek
bee	beel	nyeeet	deek

Unit 5 - Lesson 69

## Teaching Letter Lesson 70

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Anyi – ekë looi rət ku aɲətë lo tueɲ.

U nyi ekë cī rət looi.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeɲa yer yär ë bël?
  2. Ye kaɲu lëu bīke looi ë bël.
8. "Writing"

a

yer

ayer

a

diny

adiny

Bol anyi bël.  
 Bol acī bël nyi.



Bol ayer yär ë bël.  
 Bol anyi bël.  
 Bël adiny.

ë Ë bël  
 ayer adiny

✍️

Unit 5 - Lesson 70

Unit 5 - Plants in the Forest

105

## Teaching Letter Lesson 71

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

82
ëë Ëë
rëët



rëët	ëë
ëë	rëët

**1**

ëë	ëë	ëë	ëë
nyëë	bëë	dëë	lëë
nyëël	bëëk	dëër	lëët

**2**

nyëë	nyëël
bëë	bëëk
dëë	dëër

**3**

nyëë	bëëk	lëët	dëër
nyë	bëk	lët	dër
nyee	beek	leet	deer

Unit 5 - Lesson 71

## Teaching Letter Lesson 72

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Cīt dīt aye tō ke rin adöoc, ku wët gplë aber ë wël cīt Dut ke ye ri:n adöoc.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋa cii rëët teem cin?
  2. Ye kaŋu ye rëët luŋi yo?
8. "Writing"

83

a

lāk

alāk

a

ye

në

ayenë

Rëët aci Dut teem cin.  
rëët aci Dut teem cin



Rëët alāk a rëët.  
Rëët ayenë keet teem.  
Rëët aci Dut teem cin.

ëë Ëë rëët

ayenë



Unit 5 - Lesson 72



National Languages Primary 1		Unit 6: Family
<p><b>Learn about</b></p> <p>Give opportunity for learners to hear a story about family using shared reading in a big book. Learners should discuss their opinions and ideas about the story. Learners should work together to make a list on the board about the roles of various members of their family to create repetitive phrases for shared reading. They should work in groups to act out these activities and others guess which family role they are acting. Learners should collaborate to develop lyrics for a simple song from what they have discussed. Learners should be given opportunity to illustrate a card/note of appreciation to a member of their family. Learners should explore the next 3 letters of their language through an ABC Book or similar language specific resource, and investigate words within sentences and syllables within words.</p>		<p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>• How do you write the letters that have been taught?</li> <li>• How can you describe and categorize the roles of family members?</li> <li>• How would you describe your family using poetry and song?</li> <li>• How can we express appreciation through writing?</li> <li>• How can we use body language to communicate meaning?</li> </ul>
<p><b>Learning outcomes</b></p>		
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Begin to recognize that sentences are composed of words and that words are composed of syllables and letters</li> <li>• Recognize taught letters in words.</li> <li>• Recognize the sounds of the letters at the beginning, middle and end of simple words</li> <li>• Recognize differences in sounds and apply that awareness to distinguishing words when listening</li> <li>• Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Form letters that are clearly shaped and correctly oriented</li> <li>• Discuss the meaning of a simple story and express opinions about it</li> <li>• Use pictures to communicate meaning</li> <li>• Recognize, understand and read out familiar words in simple contexts related to family</li> <li>• Begin to use increasingly complex words/vocabulary</li> <li>• Predict the outcome of a story</li> <li>• Respond to patterns in language</li> <li>• Talk about matters of immediate interest</li> <li>• Communicate meaning through simple words and phrases</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Enjoy reading and writing, know that reading and writing is fun</li> <li>• Appreciate the system of their language</li> <li>• Enjoy seeing their own ideas expressed in written form</li> <li>• Enjoy expressing themselves through poetry and music</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Learners will use prediction skills, sort information about family roles, communicating creatively using body language and song</p> <p><b>Communication:</b> Reading and comprehending a story, speak clearly and communicate about family, listening to and comprehending speech, using emergent writing to communicate ideas about family</p> <p><b>Co-operation:</b> Working collaboratively and being tolerant of each other to write lists of family roles and create a song about family and play charades</p> <p><b>Culture:</b> Build understanding of their heritage and traditional family roles, and develop a song in a traditional style</p>		
<p><b>Links to other subjects:</b></p> <p><b>Music and Arts:</b> Developing a new song</p>		

**Key Inquiry Questions**

How can you describe and categorize the roles of family members?

**Key Learning Outcome**

Recognize, understand and read out familiar words in simple contexts related to family.

Talk about matters of immediate interest.

**Story Time**



**As a class**

Learners should hear a story about a family. The learners should express their opinions about the story by answering the comprehension questions. The teacher can write some of the family work on the board. (See Read Aloud Story below)



**Individual work**

Based on what was written on the board in Story Time, write simple sentences on the board, for example:

- My \_\_\_\_ looks after the animals.
- My \_\_\_\_ brings water.
- My \_\_\_\_ washes clothes.
- My \_\_\_\_ cooks food.
- My \_\_\_\_ protects us.
- My \_\_\_\_, \_\_\_\_, \_\_\_\_ loves me!

Write one or two as a demonstration.

Learners can use their notebooks to fill in the family member who does the various roles in the family.

84 Thā de Akëköl

**Kööc ë nyin Moorik**



Unit 6 - Lesson 73

**Read Aloud Story - Kööc ë nyin Moorik**

Makër acī röt jöt nhiäkdur ku ciim manthok bi tööŋ. Man ee jiël alo nyankënë tiŋ. Ku abi lo naŋ wik tök. Makër ku mīth ë man ke wunden, anyickë alon bi kek manden dak, ku deet kë ke puöth alan bi kek röt muk ke pëc të cīn manden.

“Bak piath!” acī manden lëk kek mīth, ku beric jiëem, “Makër nyic yiŋ nhom lon bin nyin lök tiit në mīth thii ë moor.”

Na wën acī Manden lo beec ɣöt thok, go Makër mīth man pušöc bīk lo nē thukulic. Yen acī mac took, ku thiššöj tönj nē pīiu, ku tiitke bīk kaŋ pušör, nē wēt ben cāi luši kac ke. Nē kaam niē tiit yen tönj meec bī kaŋ pušör, go mabundee wēer cī Manden juērke lo bēēi bei bīi mīth cāai yööp.

“Kän apuolic,” lueel Makër eye pušu. “Yok aabi piath ke mada liu ē keye ee nīn reenē!” Amäath, go nyankēnē päac. Ku lo Makër bī lo cau nyin, ku ruk alēth bī lo ē thukulic.

Acīriethic! Yähyäi! Ee röldīt cī bēn yönē thät. Na wën a lieec Makër ciēen, kē tīj thon ajīth ku ŋuut karou kēke cī mabundee jot ē ke thook ku riŋkē roor ē butic! Nē ye men cī mabundee jāäl, go Makër themic ye ŋu bē looi bī ya ciēm ē kac ken nhiäkdur.

Acīkuēr! Acīkuēr! Go röldīt bēn tēnē ciēu nyan kēnē thīn. Go Makër rot wel, kē tīj nyankēnē ke cī pīiu ciēer wei nē jerdelic, go piēu kuēr tē lo ɣöön den. Emen pīiu acī liu, ku athem Makër bē takic nē thā ben riŋ yuūr bī pīu yiēn kac ke ke kēc guo lo nē thukulic.

Acīdhoŋ! Acīriethic! Go röi bēn aɣeer ē rok köu. Go Makër ye nhom waar ē wēt ē pīu cī kuēr wei yiic, ku riŋ beec bī ayiei looi rot lo tīj. Go kuui, “Aatoŋ!” Nē kaam thiindē, go Makër ye nhom tak a lon cien nhom määär nē ka juēc ē luonde ē mēnhiäkē, nē kē kēc yen toj kuššitiic.

Käk cī tīj ebēn ee rual ē jök cī yön a jīith dhoŋ thok ku riŋkē roor kē ke cī thook thiāŋ nē toj cī kuem. Emen toj acī liu ebēn, go Makër yiēk tēk nē kē bīi mīth lo cam ē thukulic aköl. Nē ye mēthiinē, go wun Makër bēn ke kuēr ē tuc ku a mēth, ē dhukde roor tēnē kuēny ē tiim ē mac.

Makër kekē wun aacī ke nyiīn jāi tīj, ku dhiēu kē wei, “Buk jāi pīr kadī nē ye wikē yic ebēn ke mada liu? A cuk jāi nyic alon ye Maada lon rilic looi aluššöt buk pīr!”

### Käke thiēc

1. Ye tēno cī man Makër lo thīn?  
*Acī nyankēnē lo neem.*
2. Ye ŋu cī rot luši mabunde wën yuic Makër bī yiēk mīth man bīk cam nhiäkdur?  
*Acī ajīith bēnē cam.*
3. Ye ŋu ye wun Makër bēn roor ke kuēr gušp ē tuc ku a mēth?  
*Ee wēt cien lo kuany ē tiim ē mac roor.*
4. Ye ŋu cī Makër kekē wun deetic ē luoi mandenic?  
*Ee luui arēt baai ku deetic alon ben koc nyiec muk baai abēn.*
5. Ye ŋu ye looi baai ba kac ku kuony ē muššök?  
*Yīn aye luui arēt ba kē cam yaa bēēi.*



#### Conversation

Listen to the answers to the questions given by the learners. Are they using increasingly complex vocabulary related to families? Can they use appropriate language to talk about matters of immediate interest?

#### Product

Look at the phrases written in the learners' notebooks about their families. Are learners able to write simple words related to “family” correctly?

## Teaching Letter Lesson 74

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

၇   ၇	၇any	85												
	၇any ၇	၇ ၇any												
<span style="font-size: 2em; color: #e91e63;">1</span>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td>ḗḗ</td> <td>ḗ</td> <td>၁</td> <td>i</td> </tr> <tr> <td>၇ḗḗ</td> <td>၇ḗ</td> <td>၇၁</td> <td>၇i</td> </tr> <tr> <td>၇ḗḗc</td> <td>၇ḗn</td> <td>၇၁၁</td> <td>၇ik</td> </tr> </table>	ḗḗ	ḗ	၁	i	၇ḗḗ	၇ḗ	၇၁	၇i	၇ḗḗc	၇ḗn	၇၁၁	၇ik	
ḗḗ	ḗ	၁	i											
၇ḗḗ	၇ḗ	၇၁	၇i											
၇ḗḗc	၇ḗn	၇၁၁	၇ik											
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၇ḗḗ	၇ḗḗc													
၇ḗ	၇ḗn													
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၇ḗḗ	၇ḗn	၇၁၁	၇ik											
nyḗḗ	nyḗn	ny၁၁	nyik											
nḗḗ	nḗn	n၁၁	nik											
Unit 6 - Lesson 74														

## Teaching Letter Lesson 75

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Kḗ looi rḗt e mḗn: Ku kḗ lḗkḗ looi rḗt.

A ciḗm                      A lḗkḗ ciḗm
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye ၇u ye ၇any cam?
  2. Ye cḗno ye cḗn de ၇any?
8. "Writing"

86
 <p style="color: #e91e63;">ace</p>
<div style="background-color: #4caf50; color: white; padding: 5px; border-radius: 10px;">                 ၇any e cam ḗ kḗm. ၇any acam kḗm.             </div>

၇any e cam ḗ kḗm. ၇any e cḗt ke kḗr tḗ rḗḗr yen thḗn. ၇any ace dac b.

၇   ၇   ၇any ace
Unit 6 - Lesson 75

## Teaching Letter Lesson 76

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

uu Uu	kuur	uu	kuur	87																			
	kuur uu	uu kuur																					
<b>1</b>	<table border="1" style="border-collapse: collapse;"> <tr><td>uu</td><td>uu</td><td>uu</td><td>uu</td></tr> <tr><td>nyuu</td><td>nyuu</td><td>buu</td><td>yu</td></tr> <tr><td>nyuur</td><td>nyuul</td><td>buut</td><td>yuuny</td></tr> </table>	uu	uu	uu	uu	nyuu	nyuu	buu	yu	nyuur	nyuul	buut	yuuny										
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nyuur	nyuul	buut	yuuny																				
<b>2</b>	<table border="1" style="border-collapse: collapse;"> <tr><td>nyuu</td><td>nyuur</td></tr> <tr><td>nyuu</td><td>nyuul</td></tr> <tr><td>buu</td><td>buut</td></tr> </table>	nyuu	nyuur	nyuu	nyuul	buu	buut	<b>3</b>	<table border="1" style="border-collapse: collapse;"> <tr><td>nyuu</td><td>nyuul</td><td>buut</td><td>yuuny</td></tr> <tr><td>nyu</td><td>nyul</td><td>but</td><td>yuny</td></tr> <tr><td>nyoo</td><td>nyool</td><td>buut</td><td>yuny</td></tr> </table>	nyuu	nyuul	buut	yuuny	nyu	nyul	but	yuny	nyoo	nyool	buut	yuny		
nyuu	nyuur																						
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nyoo	nyool	buut	yuny																				
Unit 6 - Lesson 76																							

## Teaching Letter Lesson 77

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Rin ke kɔc aaye ɔl nē cīt dīt ku ajök ë wël.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye rin ë kuur cöl dī?
  2. Nɔŋ kur kök ye cöl kɔc?
8. "Writing"

88						
 <b>Abuk</b>						
Kän e kuur Abuk. kän e kuur abuk.						
						
Kän e kuur Abuk. Yen e kuur dīt. Nɔŋ kuur ca kaŋ tiŋ?						
 <table style="margin-left: 20px;"> <tr><td>uu</td><td>Uu</td><td>kuur</td></tr> <tr><td colspan="3"><u>Abuk</u></td></tr> </table>	uu	Uu	kuur	<u>Abuk</u>		
uu	Uu	kuur				
<u>Abuk</u>						
Unit 6 - Lesson 77						

### Key Learning Outcome

Respond to patterns in language.

Enjoy expressing themselves through poetry and music.

### Key Inquiry Questions

How can we use body language to communicate meaning?

How can you describe your family using poetry and song?

### Guess Who?



#### In groups

Using the phrases written in Lesson 73, learners can play “charades”. Each individual will silently read one of the phrases and then act out (role play) what they have read. The rest of the group should guess what family role they are acting out.



#### Pair work

Based on the family roles they have acted out, pairs can create their own song. Learners should accompany the song with related actions.

Th35ŋ ë ye ŋa?

89



Unit 6 - Lesson 78

**ASSESSMENT OPPORTUNITY**

#### Observation

As learners are doing the charade activity, are they able to read simple phrases well enough to act them out? When learners are working together to write songs, are they enjoying using language creatively?

## Teaching Letter Lesson 79

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

90
p P
puur



puur	p
p	puur

1

uu	ëë	ë	i
puu	pëë	pë	pi
puur	pëëc	pëny	pit

2

puu	puur
pëë	pëëc
pi	pit

3

puu	pëëc	pit	pëny
buu	bëëc	bit	bëny
yuu	yëëc	yit	yëny

Unit 6 - Lesson 79

## Teaching Letter Lesson 80

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

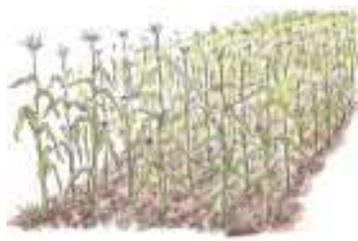
Adöt wël: Ku—ayenë wël karou ku diäk döt.  
Akon ku Deḡ.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye yik ḡa pur domic?
  2. Ye këno dët lëu buk looi ë pur?
8. "Writing"

do
mic  
domic

a
pur  
apur

91

Akon ku Deḡ apur domic.



Puur anḡ cit bär.  
Akon ku Deḡ apur domic.

p P puur

apur



Unit 6 - Lesson 80

114

Teachers Guide - P1

## Teaching Letter Lesson 81

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

92
aa Aa
anyaar



anyaar	aa
nyaar	nyaar
aa	anyaar

1

aa	aa	aa	aa
nyaa	paa	ɲaa	caa
nyaar	paak	ɲaan	caany

2

nyaa	nyaar
paa	paak
ɲaa	ɲaan

3

nyaa	paak	ɲaan	cany
nya	pak	ɲan	cany
nyä	päk	ɲän	cäny

Unit 6 - Lesson 81

## Teaching Letter Lesson 82

Do activities for:

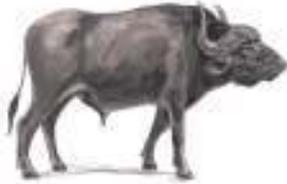
5. "Parts of our Language" (Grammar lesson)
  - Tök ku kajuëc
  - Tuɲ: tök
  - Tuɲ: kajuëc
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nɔɲ tuɲ anyaar cīt yīndī?
  2. Ye läi roor kök ko nyic ke?
8. "Writing"

ro
kic  
rokic

a
col  
acol

93

Anyaar acol tuɲ.  
 Anyaar acol tuɲ.



Anyaar e läɲ ë rokic.  
 Anyaar acol tuɲ.  
 Anyaar e köc bāk ku nāk raan ë ye tuɲ.

aa Aa

anyaar

raan



Unit 6 - Lesson 82

**Key Learning Outcome**

Communicate meaning through simple words and phrases.

Enjoy seeing their own ideas expressed in written form.

**Key Inquiry Questions**

How can you express appreciation through writing?

How do you write the letters that have been taught?

**True Writing**



**As a class**

Learners should discuss some of the things they appreciate about their families. For example, they might be thankful that their parents provide them with good food, or pay their school fees, or tell them stories before they go to sleep.



**Individual work**

Learners should write and deliver “Thank you” cards to their family members, expressing appreciation for them. These notes can include pictures and any words they are able to write. The focus should be on the learner’s expression of ideas and not on the correctness of the spelling or grammar.

94

Göt akököl yic



Unit 6 - Lesson 83

**ASSESSMENT OPPORTUNITY**

**Product**

Look at the notes and cards that the learners have created. Are learners using pictures, simple words and phrases to express their appreciation?

## Teaching Letter Lesson 84

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

ää Ää		amääl		95																		
		amääl määl ää	ää määl amääl																			
<b>1</b>	<table border="1"> <tr><td>ää</td><td>ää</td><td>ää</td><td>ää</td></tr> <tr><td>mää</td><td>ḡää</td><td>bää</td><td>nyää</td></tr> <tr><td>määl</td><td>ḡään</td><td>bäär</td><td>nyääl</td></tr> </table>	ää	ää	ää	ää	mää	ḡää	bää	nyää	määl	ḡään	bäär	nyääl									
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mää	ḡää	bää	nyää																			
määl	ḡään	bäär	nyääl																			
<b>2</b>	<table border="1"> <tr><td>mää</td><td>määl</td></tr> <tr><td>ḡää</td><td>ḡään</td></tr> <tr><td>bää</td><td>bäät</td></tr> </table>	mää	määl	ḡää	ḡään	bää	bäät	<b>3</b>	<table border="1"> <tr><td>mää</td><td>ḡään</td><td>bäär</td><td>nyääl</td></tr> <tr><td>mä</td><td>ḡän</td><td>bär</td><td>nyäl</td></tr> <tr><td>maa</td><td>ḡaan</td><td>baar</td><td>nyaal</td></tr> </table>	mää	ḡään	bäär	nyääl	mä	ḡän	bär	nyäl	maa	ḡaan	baar	nyaal	
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mää	ḡään	bäär	nyääl																			
mä	ḡän	bär	nyäl																			
maa	ḡaan	baar	nyaal																			

Unit 6 - Lesson 84

## Teaching Letter Lesson 85

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Ke cī loi, "aca amääl raak"

Kë loi rɔt ë mɛn = a rak
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeḡa ca amääl raak?
  2. Ye läi ko yenë ca yök thïn?
8. "Writing"

96

Akuur      a      kuur  
a      nɔḡ  
anɔḡ

Akuur aca amääl raak.  
Akuur a rak amääl.



Amääl anɔḡ ca.  
Akur aca amääl raak.  
Ca aye ka ke Deḡ.

      ää Ää amääl  
raak

Unit 6 - Lesson 85

## Teaching Letter Lesson 86

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

ă ă 	kôm ă kôm	kôm ă kôm	97
---------	-----------------	-----------------	----

1

ă	ă	ă	ă
kă	pă	bă	ňă
kôm	pöny	bôn	ňök

2

kă	kôm
pă	pöny
bă	bôn

3

kă	pöny	bôn	ňök
ka	pony	bon	ňok
ko	pony	bon	ňok

Unit 6 - Lesson 86

## Teaching Letter Lesson 87

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Käkë nyooth: Cîmënë: Akîn—athiök ke yî.  
Akan—amec ke yî.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye ńu ye kôm cəl yôt kuňny ńo?
  2. Ye kâm ka dî nyieckë?
8. "Writing"

98

a	rel
---	-----

arel

Yôt akan.  
Yôt akîn.

Yôt akan.  
Yôt ee kôm ë rel.  
Yôt ee kôm ye koc cam.

ă ă kôm

yôt

Unit 6 - Lesson 87



**Learn about**

Give opportunity for learners to hear a story about friends using shared reading in a big book. Learners should do a role-play in small groups, imagining they are characters from the story. Give opportunity for learners to tell a story about their friends and explore appropriate language to describe the level of friendships/ emotion

Learners can be given opportunity to analyze some well-known proverbs / rhymes about friendship. These proverbs / rhymes can be written on the board for shared reading. Learners can work in groups to discuss what they learn about friendship from the proverbs.

Learners should be given opportunity to write creatively about their best friend.

Learners should explore the next 3 letters of their language through an ABC Book or similar language specific resource, and should investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- Use appropriate language to describe the qualities of a good friend?
- Can you name friends whose names begin with the same sound?
- How can you interpret a character in a story?
- How can we analyze and understand traditional proverbs / rhymes?

**Learning outcomes**

**Knowledge and understanding**

- Recognize that sentences are composed of words and that words are composed of syllables and letters.
- Recognize newly taught letters in words.
- Recognize differences in sounds and apply that awareness to distinguishing words when listening.
- Recognize relevant features of their language (ie, tone, breathy vowels, heavy/light vowels)

**Skills**

- Form letters that are clearly shaped and correctly oriented, and recognize all the taught letters.
- Understand and respond appropriately to what is heard.
- Discuss the meaning of a simple story and express ideas about it.
- Use pictures to communicate meaning and emotions.
- Communicate meaning through simple words and phrases.
- Recognize a number of sight words.
- Use increasingly complex words/vocabulary.
- Predict the outcome of a story.
- Talk about matters of immediate interest.
- Convey meaning to a range of listeners.

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun.
- Appreciate their own creativity and the creativity of others.
- Enjoy reading and writing about friends.
- Respect others by using positive words.

**Contribution to the competencies:**

**Communication:** Reading and comprehending a story, speak clearly and communicate about friends, listening to and comprehending speech, using emergent writing to communicate ideas about friends.

**Cooperation:** Working collaboratively and being tolerant of each other to discuss proverbs about friends, and to create a role-play.

**Culture:** Value and respect diversity in classmates, build understanding of cultural ways of interacting with people.

**Critical Thinking:** Learners will use prediction skills, analyze proverbs to come to conclusions about friendship.

**Links to other subjects:**

**Life Skills:** Talking about behaviour and human interaction.

**Key Learning Outcome**  
 Discuss the meaning of a simple story and express ideas about it.

**Key Inquiry Questions**

How can you interpret (understand) a character in a story?

**Story Time**



**As a class**

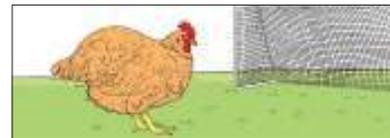
Learners should hear a story about a group of friends. The learners should express their ideas about the characters by answering the comprehension questions. (See Read Aloud Story below)



**In groups**

Learners should work in groups to develop a role play, retelling the story they heard.

**Manh ajith ku döljiet / köndök**



**Read Aloud Story - Manh ajith ku döljiet/köndök**

*Luci Athör anyiköl / Akëdköl Aprika.*

Manh ajith kekë döljiet aake määth. Kek aye tëër aluööt ë kam ken. Aköltök ee cïk tak bik thuëec ë kura ë rin bik tïñ yena yen thuëec apei. Aaci lo riänj ë kura yïc ku jökkï pol/ thuëec. Manh ajith ee puol ku köndök döljiet ee puol apei.

Manh ajith ee wec të mec, ku köndök/ döljiet ee wec të mec a rëët. Manh ajith ecï puöu dak. Ee cïk tak bik thuëec ë wëc wëc. Tueej köndök/döljiet ee käac bi döm. Go manh ajith guon tök ë path bëëi. Go jäl bën ë kaam manh ajith bi bënë kööc ku döm.

Köndök/döljiet ecï kura wec ku biï goon. Ecï kura gopic ku biï goon, ku ber kura deeny ye nhom ku ber goondë bëëi. Köndök / döljiet ecï guon kedhiëc bëëi! Manh ajith ecï puöu riääk ë wët cienë ye tiaam, tiämde ee rac apei.

Go köndök / döljiëet mäthde döl ë ka loi kï.

Manh ajïth ecï puðu riääk apeï. Go ye thok ñaam apeï ku liek köndök / döljiëet. Wën lee manh ajïth baai, ke räm kekë man köndök.

Go Man köndök thiëc, “Ca manhdië tiñ?” Manh ajïth ee cïn kë cï lueel. Go Man köndök / döljiëet diëer.

Të wën ke Man köndök piñ röl kor “Ma! Kony yën.” Go Man köndök piñy caath ku piñy ye yïith. Ke röl bö bei ë manh ajïthic.

Go Man köndök jam alë, “Nyucöthë riëdu mahndië.”

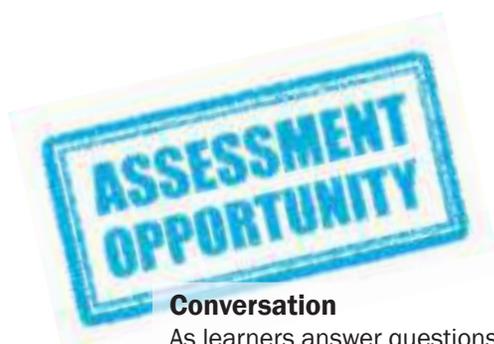
Köndök/ döljiëet aanoñ pol rac ku të bil yin ke, aapuöl apeï. Ètëën, go manh ajïth rot yök ke tuaany. Manh ajïth ecï jär ku liek köndök / döljiëet ku ñok wei.

Ee cï thiim/tiim ku yool ku ben yool. Ku lueel biëel ë köndök awäac! Manh ajïth ecï yool arëk abï köndök /döljiëet lo ciel beec ye thok.

Go köndök/ döljiëet ke manhde mool nhial ë tim nhom bik lo thiaan. Yen aaye miith ajïth nañ ater kekë köndök/ döljiëet agut ee köölë.

## Käke thiëc

1. Ye ñu lee manh ajïth ku köndök/ döljiëet thuëec ëye anyikölë yic?  
*Ee ku bik tiñ yeña thuëec apeï ëke yiic.*
2. Ye goon kädi cï köndök/ döljiëet bëëi?  
*Aagon ka dhiëc, 5.*
3. Cïi manh ajïth yiëndi wën cïi köndök yen wuör ë thuëec ë kura?  
*Ecï puðu riääk apeï.*
4. Köndök bö bei ka di ë manh ajïth yäc?  
*Wën cien ye bil go piäl apeï, go manh ajïth köndök/döljiëet ñök bei.*
5. Ye yiëndi të ye mëthku kapath wër kek yin luoci?
6. Ye ñu ëdë cïi manh ajïth looi ke ye kë looi thok bik ñuot ë ke mäath kek köndök/ döljiëet?



### Conversation

As learners answer questions and discuss the story, are they showing understanding and responding appropriately to what is heard? Are they expressing their opinions appropriately?

### Observation

While watching the role play, are learners listening attentively?

## Teaching Letter Lesson 89

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

100
th Th
thök



thök	th
th	thök

**1**

ä	e	o	i
thä	the	tho	thi
thök	thec	thon	thit

**2**

thö	thök
the	thec
tho	thon

**3**

thö	thec	thon	thit
tö	tec	ton	tit
dö	dec	don	dit

Unit 7 - Lesson 89

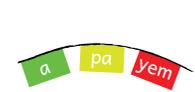
## Teaching Letter Lesson 90

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Adötwël: ku ekë yenë wël döt.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye läi kaḅu ye Thön mac?
  2. Ye tēno dë ye Thön thök mac thïn?
8. "Writing"



riḅde



apayem

101

Thök ee yic tēk amääl ku apayem.



Thön acī thök mac.  
Thök ee yic tēk, amääl ku apayem.  
Thök aye raak ë ca, ku cam riḅde.

th Th thök

thön



Unit 7 - Lesson 90

## Teaching Letter Lesson 91

Do activities for:

1. "Capital and Small Letter Box"
2. "Picture Matching"
3. "Syllable / Letter Box" (Making Words)

102
Car lo tuedu

**1**

ny	_____	p	_____
_____	Th	_____	ë

**2**







amääl

ᵐany

nya

kõm

anyaar

**3**

m	a	k	l
p	ë	ᵐ	b
th	õ	t	ny
ää	uu	r	ëë

Unit 7 - Lesson 91

**Key Learning Outcome**

Enjoy reading and writing about friends

Communicate meaning through simple words and phrases.

**Key Inquiry Questions**

How can you analyze and understand traditional proverbs / rhymes?

Can you name friends whose names begin with the same sound?

**Proverbs**



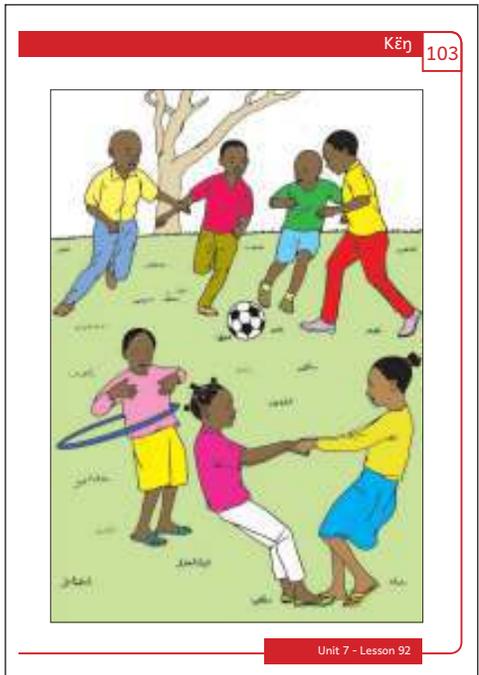
**As a class**

Think of 2 – 3 short, traditional proverbs on the topic of “friendship”. Starting with the first one, write it on the blackboard. Do Shared Reading activities as on pg. 24. Then do the same with the other proverbs. List key themes of friendship that come out of the proverbs.



**In pairs**

Learners should find a classmate whose name begins with the same sound as their own. Using the list of friendship themes, learners should create their own proverbs about friendship.



**Observation**

During shared reading, are learners engaged and able to follow along? Can they recognize sight words from the flashcards?

**Conversation**

Did learners find a partner with a matching sound in their names? As they are discussing the proverbs, do they understand their meanings and their uses?

## Teaching Letter Lesson 93

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

104

ii Ii
miir

miir
ii

ii
miir

1

ii	ii	ii	ii
thii	pii	ɲii	nyii
thiin	piic	ɲiik	nyiit

2

thii	thiin
pii	piic
ɲii	ɲiik

3

thii	piic	ɲiik	nyiit
thi	pic	ɲik	nyit
thĩ	pĩc	ɲĩk	nyĩt

Unit 7 - Lesson 93

## Teaching Letter Lesson 94

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Tök ku ka juéc:tëmëñë: - tiim (juéc) - tim - (tök)
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeɲu ye miir cam?
  2. Ye läi ko kök ciëɲ rokiç kekë miir?
8. "Writing"

a rëët  
arëët

ro kic  
rokiç

105

Miir e cam ë yïth ke tiim.  
Miir e cam ë yïth ke tim.

Miir e län ë rokiç bär arëët.  
Miir abär yeth.  
Miir anɔɲ çit dik.  
Miir e cam ë yïth ke tiim.

ii Ii miir

tiim

Unit 7 - Lesson 94

## Teaching Letter Lesson 95

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

106

ii Ii
tiiit



tiiit	ii
ii	tiiit

1

ii	ii	ii	ii
thii	bii	rii	nii
thiic	biil	riik	niin

2

thii	thiic
bii	biil
rii	riik

3

thii	biil	riik	niin
thii	biil	riik	niin
thi	bil	rik	nin

Unit 7 - Lesson 95

## Teaching Letter Lesson 96

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Ajuæɛr ë jam: käke tö jam ku löŋ ë röi ku këde thök (.)
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye tēno ye tiiit cil thīn?
  2. Ye tiim kök ko ye ku yök roor?
8. "Writing"

aa
ye

aaye

li
lic

lilic

107

Tiiit aye cil ë lilic.  
tiiit aye cil ë lilic



Tiiit e tim. Yen e tim dit bär.  
Tiiit aye cil ë lilic.  
Tiiit kök aaye cil ë toc yic.

ii Ii tiiit

lilic



Unit 7 - Lesson 96

**Key Learning Outcome**  
 Respect others by using positive words.  
 Appreciate their own creativity and the creativity of others.

**Key Inquiry Questions**  
 How do you write the letters that have been taught?  
 Can you use appropriate language to describe the qualities of a good friend?

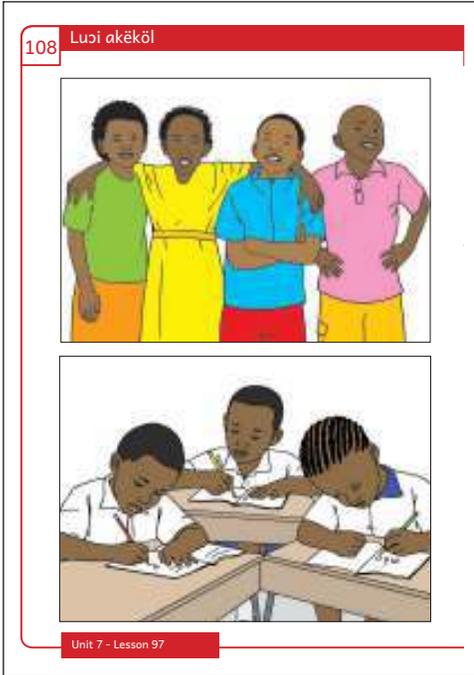
**Story Making**



**In groups**  
 Learners should work together to tell a story about their best friend. What qualities make them a good friend?



**Individual work**  
 Based on their group discussion, learners should write their own proverb / rhyme about their best friend. The emphasis should be on their creativity, rather than their correctness. Learners should be given opportunity to share their compositions with their classmates.



**Observation**  
 Are learners respecting each other and using positive words during their group discussion?

**Product**  
 Are learners using language creatively as they write their own proverbs / rhymes about friendship?

## Teaching Letter Lesson 98

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

g G	gaak	109																		
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Unit 7 - Lesson 98																				

## Teaching Letter Lesson 99

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Tök, ku kajüec: cïmëñë:- Gaak e cam - tök.  
Gak aa cam - juac.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu ye gaak cam?
  2. Ye diet ko ye cam atööm ku rap?
8. "Writing"

110



gänygäny

Gaak ee cam atööm ku rap.  
Gak aa cam atööm ku rap.



Gaak elo gänygäny. Gaak e cam atööm ku rap.  
Gaak etë ye raan ceŋ thïn neem të näk cok e.



g G gaak

gänygäny

Unit 7 - Lesson 99

## Teaching Letter Lesson 100

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

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Unit 7 - Lesson 100

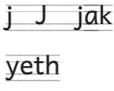
## Teaching Letter Lesson 101

Do activities for:

5. "Parts of our Language" (Grammar lesson)

Cït karou aaye met bik röl bæei . Të cï kënë rot looi, kë cïtkë karou aaye dac cöl atök. Kë ke cï tëkiic në thä ë yic tök. (Nyoth ku kuen cït karou në ajök de jït tök. Dac ke kuen në röl tök. Matë röl thin bï wët bëëi. beric në jït jït ë rou yic.)

6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeņa ca atuur rum tënë jak?
  2. Yeņa ye tak bïi jak looi?
8. "Writing"

112										
	<table border="1"> <tr><td>ei</td><td>eu</td><td>aa</td></tr> <tr><td>be i</td><td>de u</td><td>baa i</td></tr> <tr><td>bei</td><td>deu</td><td>baai</td></tr> </table>	ei	eu	aa	be i	de u	baa i	bei	deu	baai
ei	eu	aa								
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bei	deu	baai								
										
	<p>Jak abär yeth. Jak aci atuur döm ë pulic. Në ye kaam thinë, go lith atuur rum në jak thok ku go pär lo roric. Ye kënë, aciï jak bënë maan arët.</p>									
	 									

Unit 7 - Lesson 101



**Learn about**

Give opportunity for learners to hear a story about hygiene and resulting diseases using shared reading in a big book. Learners should be given opportunity to work in pairs to sequence pictures from the story. Learners should be given opportunity to sing a well-known song about the parts of the body and hygiene. Learners should work together to create a poster with the parts of the body from the song labelled on it. Learners should ask and answer where, when, what, why, how questions about the poster and song. After listening to the song, learners can discuss in pairs and draw pictures about hygiene and how to avoid disease. Learners should be given opportunity to present their ideas to the class. Learners should expand their vocabulary, learning new words about hygiene and parts of the body using flashcards and the body poster. Learners should explore the next 3 letters of their language through an ABC Book or similar language specific resource, and investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- How can we communicate causes of disease and prevention through pictures or actions?
- Can you describe ways of keeping your body clean using appropriate language?
- How can pictures be sequenced to describe a logical process?

**Learning outcomes**

**Knowledge and understanding**

- Recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize taught letters in words
- Recognize the sounds of the letters at the beginning, middle and end of simple words
- Recognize differences in sounds and apply that awareness to distinguishing words when listening
- Recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)

**Skills**

- Form letters that are clearly shaped and correctly oriented
- Discuss the meaning of a simple story and give their opinion on it
- Use pictures to communicate meaning
- Communicate meaning through simple words and phrases
- Recognize a number of sight words related to hygiene
- Begin to use increasingly complex words/vocabulary
- Predict the outcome of a story
- Respond to patterns in language
- Talk about matters of immediate interest

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Appreciate the system of their language
- Enjoy seeing their own ideas expressed in written form
- Enjoy expressing themselves through music

**Contribution to the competencies:**

**Critical thinking:** Analyze information, suggest solutions to problems of hygiene

**Communication:** Reading and comprehending a story, speak clearly and communicate about hygiene, listening to and comprehending speech, using emergent writing to communicate ideas about hygiene

**Co-operation:** Working collaboratively and being tolerant of each other to create a poster about body parts and hygiene, and to communicate their ideas about hygiene and how to avoid disease

**Culture:** Adapting traditional hygiene practices

**Links to other subjects:**

**Music and Arts:** Singing songs about hygiene

**Science:** Learning about hygiene

**Key Learning Outcome**  
Predict the outcome of a story.

### Key Inquiry Questions

How can pictures be sequenced to describe a logical process

How can you communicate causes of disease and prevention through pictures and actions?

### Story Time



#### As a class

Learners should listen to the true story of Moses, about the causes and effects of good hygiene. During the story, the teacher should stop to ask learners what they think will come next. Answer comprehension questions.



#### In pairs

Using the pictures in their textbooks, learners should work together to re-tell the story and put the pictures in the right order.

### Cool ë tuaany



### Read Aloud Story - Cool ë tuaany

Mothe ee cīt ke ye cool ë tuaany. “Ye ɲu, ye ɲu ye ɣen cool ë tuaany?” Acë mëthë Thära thiëc, ye ɲa ye cool kë puɔl guõp. Go mëthë lëk ka këc kaɲ piɲ aluõõt.

“Mäthdië,” acī lueel, “Të nyuc luaɲ ë miëthdu nhom, ke yīn adhil ë tuaany.”

“Ye ɲu?” acī Mothe thiëc.

“Ee wët nhieer luaɲ ka nɔɲ yiic acuɔl. Tekdë, ka cī kaɲ lo nyuc adhuõm ë lo rooric ku ber bënë nyuc ë miëth dun kōl nhom! Të cī, yen ee looi ë keye, eka muk kām thii thoi nyiīn, ke acuɔl ku tēëu ke ë miëthdu nhom ë ye cōk! Keek ë kām nɔɲ acuɔl kë, aaye kur arëët keek aacie tiɲ ë kɔc nyiīn. Ku na cam miëthdu, kë keek aayik yī tuaany!”

Acī lo tueɲ ke jam, “Të cīn lo adhuõm ë lo rooric ku cī yī cin cau athabun, ke yīn adhil ë tuaany.”

“Ye ɲu?” acī Mothe thiëc.

“Tekdë, kë yïn adhil cin naŋ kām thii kor nyiïn acuɔɔ cë löny ë yï cin adhuöm ë lo rooric. Aathöŋ ke kām thii ye luaŋ muk ë ye cök, aakor nyiïn arëët aacie lëu ë tiŋ! Ku na yök ke ëyï thok ka yïn yaa yï nyin, kë yïn adhil ë tuaany!”

Go Thära lökë jam, “Na dek pïu aagöric ke yïn adhil ë tuaany.”

“Ye ŋu?” acï Mothe thiëc.

Pïu aagöric aaye yiic naŋ kām thii ku karɛɛc kuöt nŋ acuɔɔ. Kekë karɛɛc aacuɔɔkë, ku kām thii aaye kur arëët, aacie tiŋ! Ku na deke, kaa cök yï atuaany!”

Thära acë Mothe tāk nhom ka bë ke yaa takiic, yien acï gɔɔ be miëthde kum nhom bë luaŋ tiɛɛt wei.”

Yen aye, acë muk ëye nhom arëët bë ye cin ya cau të bï yien bei adhuöm ë lo rooric athabun. Yen aye, akëc ber ya dek ë pïu aagöric, ku jɔɔ yaa dek ë pïu puɔɔth ke dŋkï. Ee mëttöŋë, go cuök ber yaa tuaany! Ku jɔɔ guöp pial cë mënë mëthë Thära!

### Kake thiëc

1. Ye ŋa ye cool ë tuaany ëye këkölə yic?  
*Mothe.*
2. Ye ŋu ë yen cool ë tuaany?  
*Luaŋ eye nyuc ë miëthde nhom, yen ecie ye cin ë cau athabun, ku ye dek ë pïu aagöric.*
3. Nŋ kake cuök pial ë guöp ye looi cë mënë Mothe?
4. Ye ka ŋu ye ke looi bik yï ca puöl guöp cë Mothe?



#### Conversation

As learners are sharing their predictions and answering questions, check that they are using increasingly complex vocabulary and can make appropriate predictions.

#### Observation

As learners are re-telling the story, are they able give their opinion on the story and talk appropriately about hygiene?

## Teaching Letter Lesson 103

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

114

ö Ö
köt



köt	ö
ö	köt

1

ö	ö	ö	ö
gö	jö	bö	pö
göl	jöny	bön	pök

2

gö	göl
jö	jöny
bö	bön

3

gö	jöny	bön	pök
go	jony	bon	pok
gö	yony	bon	pök

Unit 8 - Lesson 103

## Teaching Letter Lesson 104

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Kë looi rɔt e mɛn ku kë cɨ rɔt looi thɛɛr:  
 Cɨmɛnɛ: Matur anɔŋ - kë loi rɔt e mɛn  
 Matur e nɔŋ - kë cɨ rɔt looi thɛɛr.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋa nɔŋ kɔn path arɛt?
  2. Yeŋu ye baai guɛɛr bɨk bɛnɛ daai ɛ tɛ gɔr Matur thɨn?
8. "Writing"

a k l ɛ  
akölɛ

a nɔŋ  
anɔŋ

115

Matur anɔŋ kɔn path arɛt.  
 Matur e nɔŋ kɔn path arɛt.

Matur anɔŋ kɔn path arɛt.  
 Kɔnɛ Matur e kɔn bɔŋ anyaar. Akölɛ pol dɨt ɛ baai, kɔc aaye pol päl piny bɨk kaŋ tɨŋ tɛ lui Matur kɔt tɛnɛ gɔr. Tɛ gɔr Matur ɛ kɔt kɔc aaye daai ɛ gɔr ɛ Matur kekɛ kɔc kɔk.



ö Ö köt

ākölɛ



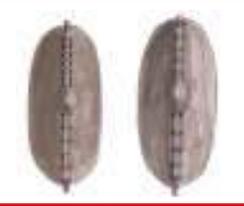
Unit 8 - Lesson 104

## Teaching Letter Lesson 105

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

116
öö Öö
kööt



kööt	öö
öö	kööt

1

öö	öö	öö	öö
köö	nyöö	cöö	döö
kööt	nyööl	cööc	dööñ

2

köö	kööt
nyöö	nyööl
cöö	cööc

3

köö	nyööl	cööc	dööñ
kö	nyöl	cöc	dön
kɔɔ	nyɔɔl	cɔɔc	dɔɔñ

Unit 8 - Lesson 105

## Teaching Letter Lesson 106

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Tök ku kajuec—köt (kööntök) ku kööt (koot juéc.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu ye Aköök looi ë kööt ye ke liir?
  2. Yeŋu ye tak ke bii kɔc yer lo looi ë kööt?
8. "Writing"

gu
ruuc

guruuc

löm
ki

lömkí

117

Aköök ee kööt path arët liir.  
Aköök ací köt path arët liir.



Aköök ee kööt path arët liir. Tënë kaa jol Aköök gam tënë kɔc gör ke ë guruuc. Aköl kɔk ke kɔc ke jur mec bɔ pan Aköök ku lömkí kööt ë guruuc. Aköök ací guruuc jál bënë yök ago guruuc kith jɔt ë kiith.

öö Öö kööt

Aköök



Unit 8 - Lesson 106

### Key Inquiry Questions

Can you describe ways of keeping your body clean using appropriate language?

#### Key Learning Outcome

Enjoy expressing themselves through music.

Respond to patterns in language.

### Song Time



#### As a class

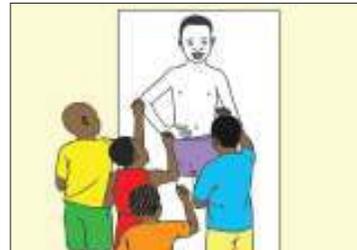
Think of a well-known song in your language about the parts of the body (for example, the English “head and shoulders knees and toes”). After singing the song, discuss all the ways we keep those parts of our bodies clean.



#### In groups

Learners can work in small groups to create a poster, labelling the different parts of the body. For each body part, learners should discuss what the parts are, and how and why we keep them clean.

118 Thà è kèt



Unit 8 - Lesson 107

## ASSESSMENT OPPORTUNITY

#### Observation

As learners are singing, are they enjoying expressing themselves through music? Are they interested in expressing their ideas about hygiene?

#### Product

When learners are working together to make their posters, can they write words and short phrases to express their thoughts and ideas about hygiene? Can they recognize some sight words related to the body and hygiene?

## Teaching Letter Lesson 108

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

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gë	mën	jër	nèt																	
Unit 8 - Lesson 108																				

## Teaching Letter Lesson 109

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyooth de ka juëc—kääk (kä thiäk ke ran jam)  
ku kääk (ka mec ke ran jam).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeṇa nṇṇ gek pan ë yik Deṇ?
  2. Ye kaṇu kök tö panë yik Deṇ?
8. "Writing"

120						
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man	dft					
<div style="background-color: #4caf50; color: white; padding: 10px; border-radius: 10px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">Kääk aa gek. Kääk aa gek.</p> </div>						
						
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ε	ε	gek				
mandit						
Unit 8 - Lesson 109						

## Teaching Letter Lesson 110

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

ë ě
ręc
121



ręc	ë
ë	ręc

**1**

ë	ë	ë	ë
ręc	thęc	nęc	jęc
ręc	thęc	nęc	jęc

**2**

ręc	ręc
thęc	thęc
nęc	nęc

**3**

ręc	thęc	nęc	jęc
re	them	nek	jec
re	them	nek	jec

Unit 8 - Lesson 110

## Teaching Letter Lesson 111

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Kęcęc jam: jam thęc – ee gęc (ee yuęc) ku jam ee men – a gęc (a yuęc).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeңu cęc ręc ě Gel looi?
  2. Yeңu ye tak ke bęc Gel jęc looi emen?
8. "Writing"

122

pęc ric

ręc

a gęc tho kęc

agęcthokic

Gel ee gęc bęc cam ě ręc.  
Gel a gęc bęc cam ě ręc.



Gel ee gęc bęc cam ě ręc. Gel acęc lo ě pęc bęc lo dęc ě rec. Go ręc lo dęc, ku jet beec ě pęc. Nęc kaam thin dęc yen ręc thok bei agęcthokic. Go ręc poc cin ku yęc pęc. Go Gel ye thok thany.



ë ě ręc

pęc agęcthokic

Unit 8 - Lesson 111

**Key Learning Outcome**  
Recognize a number of sight words related to hygiene.

**Key Inquiry Questions**

How do you write the letters that have been taught?

**True Writing**



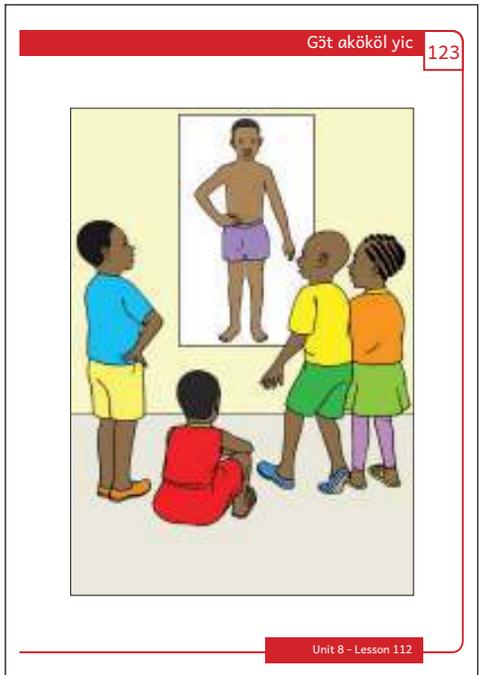
**Individual work**

From what they have learned from the true story about Moses, the song and posters, learners should choose one aspect of keeping their bodies clean that they would like to express their ideas about. Using their poster from week 23, write a sentence about why they should keep that part of the body clean.



**In groups**

Learners can share their work with each other in small groups. In the groups, learners should discuss the different sentences and put them in order of most to least important. There is not one answer only. The discussion is more important.



**Product**

Look at the pictures the learners create. Are they able to form some key letters correctly? Are they enjoying the process of writing down their ideas and thoughts?

**Observation**

Can learners effectively communicate the meaning of their pictures and sentences to their groups?

## Teaching Letter Lesson 113

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

124
ĕĕ ĕĕ
akĕĕr



akĕĕr	ĕĕ
kĕĕr	kĕĕr
ĕĕ	akĕĕr

1

ĕĕ	ĕĕ	ĕĕ	ĕĕ
kĕĕ	yĕĕ	gĕĕ	pĕĕ
kĕĕr	yĕĕr	gĕĕc	pĕĕn

2

kĕĕ	kĕĕr
yĕĕ	yĕĕr
gĕĕ	gĕĕc

3

kĕĕ	yĕĕr	gĕĕc	pĕĕn
kee	yeer	geec	peen
kĕĕ	yĕĕr	gĕĕc	pĕĕn

Unit 8 - Lesson 113

## Teaching Letter Lesson 114

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Ajök ĕ jam, ku rin ke koc aayeke jök nĕ cĕtdĕt.

Cĕmĕnĕ: Akuur ku Adeenj aaye rin ke koc.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu ca akĕĕr göp apac nom?
  2. Yeŋu ye Akuur ku Adeenj akĕĕr kuöth yĕth aliir?
8. "Writing"

a
kă
mic

akămic

a
liir

aliir

125

Aköl dĕ, Akuur ku Adeenj aaci lo ĕ pörĕc.  
aköl dĕ, akuur ku adeenj aaci lo ĕ pörĕc.



Aköl dĕ, Akuur ku Adeenj aaci lo ĕ pörĕc. Acĕ akĕĕr tĕŋ nĕ akăm yĕc. Nĕ kaam thiinĕ, go lith akĕĕr göp bei akămic. Kaam koric kĕ lith pĕr, go akĕĕr pöc cin ku lööny ĕ pör thok. Go Akuur ku Adeenj akĕĕr döm ku kuth kĕ yĕth aliir ku pĕl kĕ bĕ lo.

ĕĕ ĕĕ akĕĕr

Adeenj



Unit 8 - Lesson 114

## Teaching Letter Lesson 115

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

126

w W

wut
w



wut
w

w
wut

1

u	ëë	aa	i
wu	wëë	waa	wi
wut	wëër	waac	wit

2

wu	wut
wëë	wëër
waa	waac

3

wëë	wën	waac	wit
yëë	yën	yaac	yit
mëë	mën	maac	mit

Unit 8 - Lesson 115

## Teaching Letter Lesson 116

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Adöt wël ku (Awël ku Aweŋ).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye yik ŋa cī lo wut?
  2. Yeŋu ye tak ke ye kë bënë mac yor?
8. "Writing"

A weŋ  
Aweŋ

A wël  
Awël

127

Në ye runë, ke Awël ku Aweŋ aacī lo wut.



Në ye runë, ke Awël ku Aweŋ aacī lo wut. Në aköl töŋë, go Awël ku Aweŋ pol ë wut cök këke ceŋ nakke wuut. Na wën ke yom gop nak ë macic ëke nïim. Eyadë, kal den acī mac bënë döm. È tëën, raan ë bën acī bënë riŋ arët bik mac lo gël.

w W wut  
Aweŋ Awël



Unit 8 - Lesson 116



**Learn about**

Give opportunity for learners to hear a story using shared reading in a big book about a cultural celebration such as the harvest / first crop. Learners can compare and contrast their own traditions / celebrations with what is described in the story. A visitor can be invited into the class to show them how to make traditional instruments. Learners can follow instructions to make their own instruments using locally available materials. Learners will then be given opportunity to prepare songs and dances used in different cultural celebrations such as planting, hunting, naming, marriage etc. Each group can share their song with the other groups. Learners should work together as a class to write one of the songs on the board to use for shared reading and flash card activities. Give learners opportunity to individually draw pictures of traditional dress / costume / body decoration which is used for their favourite cultural celebration. Learners can then share their pictures with the group.

**Key inquiry questions**

- How do you write the letters that have been taught?
- How is language used effectively in songs for cultural celebrations?
- How can you use different channels to communicate messages?
- How do you respond appropriately to instructions?

**Learning outcomes**

**Knowledge and understanding**

- Recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize newly taught letters in words
- Recognize differences in sounds and apply that awareness to distinguishing words when listening
- Recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)
- Realize that songs have meaning

**Skills**

- Form letters that are clearly shaped and correctly oriented
- Discuss the meaning of a simple story and give their opinion on it
- Understand and respond appropriately to what is heard
- Use increasingly complex words/vocabulary
- Predict the outcome of a story
- Recognize all the taught letters
- Listen attentively to others and respond
- Use knowledge of letters and sounds to read words and establish meaning
- Recognize, understand and read out familiar words in simple contexts

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Enjoy singing songs together in their own language

**Contribution to the competencies:**

- Critical thinking:** Compare and contrast their own cultural celebrations with those of other cultures  
**Communication:** Using a range of media  
**Co-operation:** Working collaboratively and being tolerant of each other to sing songs about culture  
**Culture:** Appreciate and contribute to the development of South Sudanese culture through celebration

**Links to other subjects:**

**Religious Education**

**& Social Studies:** Talking about social issues

**Arts and Music:** Singing songs appropriate to cultural celebrations

### Key Inquiry Questions

How can you use different channels to communicate messages?

#### Key Learning Outcome

Use increasingly complex vocabulary.

Recognize, understand and read out familiar words in simple contexts.

### Guess What?



#### As a class

Learners should do “shared reading” with a story about a cultural celebration in a Big Book (or from the board). Learners should discuss with each other how their own cultural celebrations are the same or different from what they read in the story. (See *Read Aloud Story* below)



#### In Groups

Learners should write their favourite aspect of a cultural celebration on a flashcard. Individuals can then draw a flashcard and describe what’s on the card without saying the word. Group members guess what the word is.



#### Individual Work

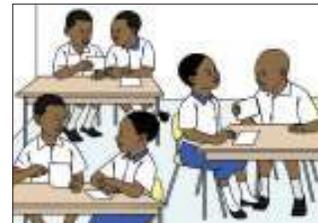
Learners should think of a question they would like to ask a visitor next week about cultural musical instruments.

128 Thä de Akëköl

### Ciëk ë Meth



Thöngë yeju



Unit 9 - Lesson 117

### Read Aloud Story - Ciëk ë Meth

Të nõj kóc ke baai da, na cī tik meth dhiëëth, ke man meth ka jol kaṅ rëer yöt ë nin ka diäk ka ṅuan ke cī go manh puöc dhiëëth bëëi bei. Nyir mäãth ke ye, aaye möc bëëi të nõj yen yöt.

Tieṅ tök ee piü bëëi, ku biī tiṅ dë tiim ë mac.

Të cīi nin thök, ke diärdit theer ka jol meth nyuöth kóc ke baai. Meth ka jol yaa gäm kóc, ku jol kī rin ya lueel rin binë ke meth cäk.

Në ye kënë cök, ke amëdhiëëth kaa jol rin ke manhdën loc.

Kë diär ajol miëth thaal ku juir kī ka deke.

Kóc aaye puöth jäl miët, kët kī ku diërkī të cīnë manh puöc dhiëëth jäl nyuöth kóc ke baai.

**Conversation**

As learners are discussing their cultural practices, are they using appropriate and respectful language?  
Are they listening to others attentively and responding appropriately?

**Product**

When learners have posted their pictures on the wall, see if they have used both pictures and words to express their ideas.

**Observation**

While learners are looking at others' pictures, are they enjoying reading what others have produced?

### Review (Check Your Progress)

Do activities for:

1. "Capital and Small Letter Box"
2. "Picture Matching"
3. "Syllable / Letter Box" (Making Words)

Car lo tuengdu
129

1

ö	_____	w	_____	g
_____	Ii	_____	J	_____

2

	gaak
	rĕc
	miir
	akĕĕr
	köt

3

a	t	ö	ii
m	k	ĕ	j
öö	u	iï	c
t	ĕĕ	n	r

Unit 9 - Lesson 118

## Teaching Letter Lesson 119

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

130
dh Dh dhök



dhök	dh
dh	dhök

**1**

ëë	ë	uu	ĩ
dhëë	dhë	dhuu	dhĩ
dhëëk	dhët	dhuul	dhĩn

**2**

dhëë	dhëëk
dhë	dhët
dhuu	dhuul

**3**

dhëë	dhët	dhuul	dhĩn
dëë	dëët	duul	đĩn
thëë	thëët	thuul	thĩn

Unit 9 - Lesson 119

## Teaching Letter Lesson 120

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Këkë jam: Jam theer lök looi rot - ee lökë rök.  
Jam theer aci rök wën theer.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu cök dhök acuet akolonj ë ca wei?
  2. Të yen yin yeŋu ëdë ca looi?
8. "Writing"

wëë ra kól

wëëraköl

wël piny

wëlpiny

131

Wëëraköl dhök ee rak wej.  
Wëëraköl dhök aci wej raak.



Wëëraköl dhök ee rak wej. Go akal læc dhöth ku bii të reekë man thĩn. Dhök aciĩ akal kác cök abi akolonj lööny piny ke ca, wël ca wei abën. Go dhök nyin ŋõŋ.

dh Dh dhök

wëëraköl wëlpiny



Unit 9 - Lesson 120

## Teaching Letter Lesson 121

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

132
γ γ̄
γöt



γöt	γ
γ	γöt

1

ö	ë	u	ii
γö	γë	γu	γii
γöt	γën	γur	γiit

2

γö	γöt
γë	γën
γu	γur

3

γö	γën	γur	γiit
jö	jën	jur	jiit
gö	gën	gur	giit

Unit 9 - Lesson 121

## Teaching Letter Lesson 122

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Yerju cii Col kekë Adut waan γööt?
  2. Yerju ye tinjdīt rot muk ë këj de γöt thok?
7. "Writing"

tinj
dit

tinjdīt

pi
njic

pijic

133



Në aköl tök ke Col ku Adut aaci γön den waan ke këcë gur. γön këñë ee tš rñj thñ. Go jö lo γööt ku lööm rñj ku leer aγeer. Ke jö tš ke këc lo aγeer, go tinjdīt rñj ðom ë jö thok ku them bñ nyaai ë jö thok. È tēēñ, jö akëc rñj pušl, go tinjdīt rñj muk ë cindë ku ðom këj ë cindë, ku kuui bñ pij ku bñ dööt. Go Col ku Adut kun ë tinjdīt pijic ku bñkñ këke kat ku copkë jö wei.

γ	γ̄	γöt
γööt	aγeer	



Unit 9 - Lesson 122

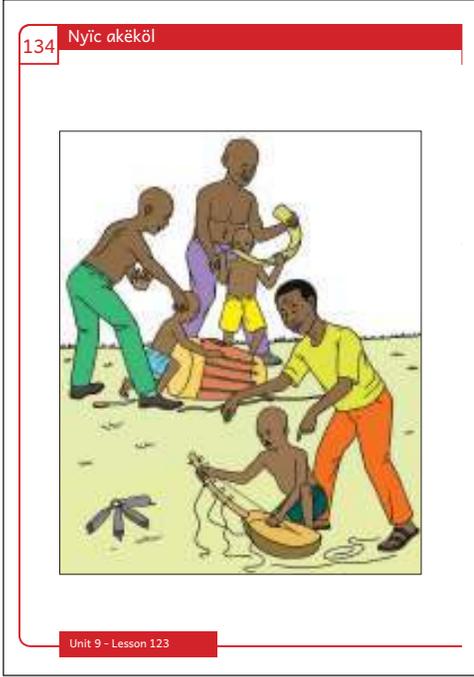
**Key Learning Outcome**  
Understand and respond appropriately to what is heard.

**Key Inquiry Questions**  
How do you respond appropriately to instructions?

**Experience Story**

**As a class**  
Invite a local musical instrument maker to the class. He should show the class, step by step, how to make a simple instrument. Learners should be given opportunity to ask questions about the process and about the work of the instrument maker.

**Individual work**  
Using locally available resources, learners can follow step-by-step instructions from the guest speaker to make their own simple instruments. As learners make their instruments, they can begin to note down the different steps in their notebooks as they are able.  
These instruments need to be kept for activities in Lesson 126.



**ASSESSMENT OPPORTUNITY**

**Conversation**  
As learners are asking questions and responding to the guest speaker, are they listening attentively? Are they asking appropriate questions?

**Product**  
Watch as learners are following instructions on how to make their own instruments. Have they followed the instructions correctly?

## Teaching Letter Lesson 124

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

oo Oo	këroor	135												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">këroor</td><td style="padding: 2px;">oo</td></tr> <tr><td style="padding: 2px;">roor</td><td style="padding: 2px;">roor</td></tr> <tr><td style="padding: 2px;">oo</td><td style="padding: 2px;">këroor</td></tr> </table>	këroor	oo	roor	roor	oo	këroor							
këroor	oo													
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oo	oo	oo	oo											
yoo	yoo	doo	goo											
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yoo	yoon													
yoo	yooc													
doo	door													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">yoo</td><td style="padding: 2px;">yooc</td><td style="padding: 2px;">door</td><td style="padding: 2px;">gool</td></tr> <tr><td style="padding: 2px;">yo</td><td style="padding: 2px;">yoc</td><td style="padding: 2px;">dor</td><td style="padding: 2px;">gol</td></tr> <tr><td style="padding: 2px;">yö</td><td style="padding: 2px;">yöc</td><td style="padding: 2px;">dör</td><td style="padding: 2px;">göl</td></tr> </table>	yoo	yooc	door	gool	yo	yoc	dor	gol	yö	yöc	dör	göl	
yoo	yooc	door	gool											
yo	yoc	dor	gol											
yö	yöc	dör	göl											
Unit 9 - Lesson 124														

## Teaching Letter Lesson 125

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Yerju ëye Akoor yoot agen dupöoc nom?
  2. Yerju ë dö ca looi tënë tö yin ë yönë götë yic?
7. "Writing"

136
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Aber</p> </div> <div style="text-align: center;">  <p>këecpiny</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  </div> <p style="font-size: 0.8em; margin-top: 10px;">             Aköl tök, piny ee tuc ë bääk ë piny ë thukul cəl Aber. Go këroor lã yön tön ë götic. Go mith mööt beec. Na wën a tijn nyan thiin cəl Akoor, ke keec agen ë göt ë dupöoc nom ben rot kuony thiin ë këroor. Ë tëën, dupöoc acı këroor bënë that ë tim bär arëk bi thou, ku kət ayeer yönë pöoc. Mith aaci bënë dhuk yönë pöoc ëke dal, ku jəl Akoor këecpiny agen ë göt ë dupöoc nom. Go mith Akoor bui.         </p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>oo Oo këroor</p> <p>Akoor</p> </div> </div>
Unit 9 - Lesson 125

### Key Learning Outcome

Enjoy singing songs together in their own language.

### Key Inquiry Questions

How is language used effectively in songs for cultural celebrations?

How do you write the letters that have been taught?

### Song Time



#### In groups

Learners should work together in groups to choose a cultural celebration that includes song and dance. Using the instruments made in Lesson 123, learners should compose a song in a traditional style. They should present this song to the class.



#### As a class

Learners should choose the best song, and the teacher can write part of the song on the board. The class can learn the song, using “shared reading” activities.

Thả ã kệt 137



Unit 9 - Lesson 126

## ASSESSMENT OPPORTUNITY

### Observation

Are learners working well together as they compose their songs and dances? Are they enjoying using their language in their songs?

### Product

As learners perform their songs and dances, are they using appropriate and increasingly complex vocabulary?

Teaching Letter Lesson 127

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

138
nh Nh
nhom



nhom	nh
nh	nhom

1

o	öö	u	ä
nho	nhöö	nhu	nhä
nhom	nhöön	nhuk	nhäc

2

nho	nhom
nhöö	nhöön
nhu	nhuk

3

nho	nhöön	nhuk	nhäc
tho	thöön	thuk	thäc
dho	dhöön	dhuk	dhäc

Unit 9 - Lesson 127

Teaching Letter Lesson 128

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Cītē nyooth- Kē de gāi (!) - ee kē de nyooth.  
Kä ke gāi, tuöc ë guöp, ku miētē puöu.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye kaṅu ke diäk ye yön nom?
  2. Yeṅu yenë nhiem cööl geṅ ë nom?
8. "Writing"

139



adik

Nhom! Nhom! Nhom!



Nhom! Nhom! Nhom! Nhom yin adik arët. Yin ee yön ë nyin ku yith. Nhom yin adik arët. Yin ee yön ë thok ku lec. Nhom yin adik arët. Yin ee yön ë wum ku gëm. Nhom yin adik arët. Nhīm aa geṅ ë nom. Nhom! Nhom! Nhom yin adik arët.

nh Nh nom

adik



Unit 9 - Lesson 128

## Teaching Letter Lesson 129

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

140

εε Ξε

πει



πει	εε
πεε	πεε
εε	πει

1

εε	εε	εε	εε
πεε	nhεε	γεε	bεε
πει	nhεεt	γεεm	bεεk

2

πεε	πει
nhεε	nhεεt
γεε	γεεm

3

πεε	nhεεt	γεεm	bεεk
πε	nhεt	γεm	bεk
pee	nhεet	γem	bek

Unit 9 - Lesson 129

## Teaching Letter Lesson 130

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Cinë nyooth. Cinë nyooth ë jam randë - ("").
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye dienju cï kek mïth ket?
  2. Yeñu yakë looi të cïi pei yer?
8. "Writing"

γεεr dït  
γεεrdït

tak tak  
taktak

141

"Peei! Peei! Magöt kony γa ë taktak banke lo böök ë thök."



Peei ee dëp ke γεεrdït nhial ë nhial jöc. Mïth aa tuk ë γεεr ë peei yic. Mïth aa dinë peei ë ket jamkë, "Peei! Peei! Magöt kony γa ë taktak banke lo böök ë thök!" Kek mïth aaye röt gööl ku wan kï röt ë tuk eke ket ë dinë eke cï ke cin döm ë γεεr ë peei yic.

εε Ξε πει  
γεεrdït



Unit 9 - Lesson 130



**Learn about**

Give opportunity for learners to hear a story using shared reading in a big book about games and sport and explore the topic through various activities and literacy games. Learners should be given opportunity to play a game together. They should then work together to write a list of the rules on the board and do shared reading with the finished list. The learners should be given opportunity to explore procedural text by ordering / sequencing the list of rules. Learners should creatively write and illustrate about their favourite game / sport. The learners should share their writing with the class. They can then choose a game / sport to play as a class and practice recording the scores for each team. Learners should be given opportunity to work in groups to invent a new kind of game / sport. They could then orally explain the game to the class and show to them how to play it. Learners should expand their vocabulary, learning new words related to sport, explore the next 3 letters of their language using the ABC Book or other similar language specific resource, and investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- How can you articulate and sequence the rules of a game?
- How are questions framed correctly?
- How can you create or invent your own game?

**Learning outcomes**

**Knowledge and understanding**

- Recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize the sounds of the letters at the beginning, middle and end of simple words
- Recognize differences in sounds and apply that awareness to distinguishing words when listening
- Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)

**Skills**

- Form letters that are clearly shaped and correctly oriented
- Discuss the meaning of a simple story and give their opinion on it
- Use pictures to communicate meaning
- Communicate meaning through simple words and phrases
- Learn to write a new genre – rules of a game
- Recognize and read out familiar words in simple contexts
- Use increasingly complex words/vocabulary
- Predict the outcome of a story

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Appreciate the system of their language
- Enjoy seeing their own ideas expressed in written form

**Contribution to the competencies:**

- Critical thinking:** Sorting and ordering the rules of the games, using imagination to create new games/sports
- Communication:** Reading and comprehending a story, speak clearly and communicate about games and sports, listening to and comprehending speech, using emergent writing to communicate ideas about games and sport
- Co-operation:** Working collaboratively and being tolerant of each other to play and invent games and sports, working together towards common goal in playing games as a team
- Culture:** Taking pride in South Sudanese identity by playing traditional games

**Links to other subjects:**

- Physical Education:** Playing sports and games

**Key Learning Outcome**

Discuss the meaning of a simple story and give an opinion about it.

**Key Inquiry Questions**

How can you articulate and sequence the rules of a game?

**Story Time**



**As a class**

Learners should hear a story about a game that is being played. Learners should explore the topic through answering comprehension questions.  
(See *Read Aloud Story* below)



**As a class**

Write the rules for a well-known game on the board and read them, using shared reading. The rules should be “out of order”. Read the rules using shared reading.

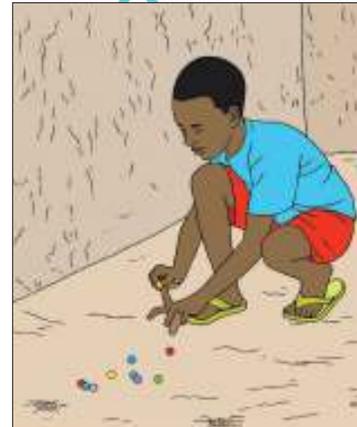


**In pairs**

Learners should work together to put the rules in a logical order and record them in their notebooks.

142 Thä de Akëköl

**Thëec në Bili**



Unit 10 - Lesson 131

**Read Aloud Story - Thëec në Bili**

Dej ee këc rëer baai në ye köölë nhiaar nënju, yen aman cool baai! Kë nhizer ëben ee bë thëec ayeer në thëec deende bilii. Wun ee cī käl thii kor wec të de acuol panda, kälthii nyot lëu bë bili tøk jot, ku yen Dej ee ye nan thää juëc ke thëec në bilii, yee ke wec në kee käl thii kë yiic.

Ë mëtonjë, ke tënj jöt bö në ye nom. Na cī lëu bë lo thëec në bilii, ke yen alëu bë thëec ë bilii yöt! Ëtëën, Dej ee rot bë jot lee thial koor / wic, bii ku nyieci ayik ku wëu kök eke tō në yöt cielic ëmääth. Na wën cī Dej thial yök, go luçi jäl gol. Në kaam thiin koor, ke Dej acī të dhënj arëet në piny-nhom acī bë wec, të de thëec de bilii acī bë wec yöt. Dej ee cë käl thii juëc wec yöt käl thöj kenë dīt de bili tøk, ku kaam pucoth de raan bë bili cuat.

Yen Dej ee rot bë luösi arëet ke pol në bilii të deen jöt/yam cī piac looi, arëk abii nhom määar në ruel aköl, ku thiaa de tiop ayeer. Në kaam cī mec, go Dej ayieci piñ në rok thok; man baai abö! Ëtëën, ee bë ciën kaam benë Dej käl thii cī ke wec yöt bëer nuökiic, yen ee rot bë puur ku lööm ayieek ku kum ka ken ke thëec nhim.

Deŋ ee rɔt jəl bē jɔt ku weec tur nē ye nɦɔl, juiir rɔt bē mada loor. Na wēn akēc man Ƴɔt thok, go ka ke Deŋ ken ke thēēc de bilii kăc yiic, ku ɔ cɔk nhĩmke ɔ bot ē kăl thii ke bilii yiic: kē ẽlooi Deŋ acĩ Ƴɔk.

Yen acĩ man bē thiēc ke cĩ pişu riăăk, “Yeŋu ca looi ee Ƴɔn daanē yic?” Ɛtēēn, Deŋ acĩ ayieek bēnē nyuaar nɦal ke cĩ guşp Ƴăr, ku nyuth man ka ken jɔt ke thēēc de bilii. Na wēn alɔ wun baai bēn Ƴɔn thēēn, go kɔc ke paande Ƴɔk kedɦie, eke rēēr ē Ƴɔt cielic thēēc kĩ ē bilii Ƴɔt.

### Kakē Thiēc

1. Ye thēēc puɔɔth ŋu / pol nɦieer Deŋ?

*Thēēc de bilii.*

2. Yeŋu ẽye Deŋ cuşk thēēc aƳeer?

*Deŋ ee tueny.*

3. Yeŋu cĩ Deŋ looi ago kē Ƴa thēēc nē bilii Ƴɔt?

*Yen acĩ kălthii wec Ƴɔt nē thial ku looi ka ke thēēc de bilii.*

4. Yeŋu ye tak ke cĩ rɔt bē looi nē bēn de wun Deŋ ku Ƴɔk kɔc ke pande ēke pol nē bilii?

*Yen acĩ rɔt bē mat nē polic, yen acĩ pişu bē riăăk, yen acĩ pişu bē miɛt....*



### Conversation

As learners answer questions and discuss the story, are they showing understanding and responding appropriately to what is heard? Are they expressing their opinions appropriately?

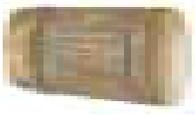
### Observation

As learners work to sequence the rules, are they showing understanding of the importance of sequence and logical ordering?

## Teaching Letter Lesson 132

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

<p>ḥḥ ḥḥ</p> 		<p>lḥḥr</p> <p>ḥḥ</p>		<p>lḥḥr</p> <p>ḥḥ</p>	<p>143</p>																				
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Unit 10 - Lesson 132

## Teaching Letter Lesson 133

Do activities for:

5. "Parts of our Language" (Grammar lesson)
 

Cḥḥḥḥ ee tḥ ḥ ḡḡl ḥ wḥḥ aber ḥ wḥl ku rin ḥ raan, ku jḡl yaa cḥn ḥ kḥḥc ḥ thḥk aber wḥl.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nyiḥḥc ḥ polḥ lḥḥr Ajḥk cḥ ye kuḥny kadḥ?
  2. Yeḡu cḥi Ajḥk looi bḥ ye cḡk anyic pol ḥ lḥḥr?
8. "Writing"

<p>144</p> <p>A jḥk</p> <p>Ajḥk</p>	<p>pan tḥḥ</p> <p>pantḥḥ</p>
<p>Ajḥk ee nyan ḥ pol panda. Ajḥk anyic pol ḥ lḥḥr panden.</p>	
	
<p>Ajḥk ee nyan ḥ pol panda. Ajḥk anyic pol ḥ lḥḥr panden. Pol Ajḥk acḥnḥ ye ḡḥḥḥ ḥ ḡḥn kḥḥḥic. Wḥḥḥr ḥ tḥḥḥn, Ajḥk acḥi cḡḡl bḥ lḡ pol ḥ lḥḥr pantḥḥ. Go kḥc dḥḥt akuma bḥn lḥḥr ku jḡlkḥ pol Ajḥk gam apḥi. Gokḥ lḥk koc pan yḥk Ajḥk bḥi ḡḥḥḥ ḥ pol ḥ dhḥḥḥḡ dhḥḥḥḡ geu. ḥḥc ḥ lḥḥr acḥ Ajḥk cḡl apḥiḡ rin apḥi.</p>	
<p> ḥḥ ḥḥ lḥḥr</p> <p>Ajḥk pandḥḥ</p>	

Unit 10 - Lesson 133

## Teaching Letter Lesson 134

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

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le	nhel	dhek	jem																		
Unit 10 - Lesson 134																					

## Teaching Letter Lesson 135

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Yeŋa ca awan path thaal?
  2. Yeŋu ëdë cï rɔt looi tënë këc yen awai bil?
7. "Writing"

146	
	
	<p>Tiŋë Makuur Maliep, eca awan path arët thaal, ku kɔŋ bil ëye liep ɣɔnthëen. Yen awan path, aye tik nyic ëye liep alan cien mëlä thöŋ thïn ku jɔl piïc. Aliec aca wande piïc ku liep ɣöt thok ku jɔt ɣööt.</p>
	
	<p>ie Ie liep Maliep</p>
Unit 10 - Lesson 135	

**Key Learning Outcome**

Enjoy seeing their own ideas expressed in written form.  
Use pictures to communicate meaning.

**Key Inquiry Questions**

How do you write the letters that have been taught?

**Game Time!**



**As a class**

Ask the class to decide which game or sport they would like to play together as a class. Play the game together. As the class is playing, help them record the scores on the blackboard. Highlight aspects of the game and record keeping.



**Individual work**

Learners should think about their favourite game or sport. They should draw a picture of it, and write two sentences about why they like that sport. The focus should be on the learner's creativity and expression, rather than correctness in spelling.

136



Aköl tók, piny ee tuc ë bääk ë piny ë thukul cöl Aber. Go këroor lő yön tøj ë götic. Go mīth mööt beec. Na wën a tīj nyan thiin cöl Akoop, ke keec agen ë gət ë dupöc nom ben rot kuony thiin ë këroor. Ë tēēn, dupöc aci këroor bënë that ë tim bär arëk bi thou, ku kot ayeer yönë pöc. Mīth aaci bënë dhuk yönë pöc äke dal, ku jöl Akoop keecpiny agen ë gət ë dupöc nom. Go mīth Akoop bui.



oo Oo këroor  
Akoop

Unit 9 - Lesson 125

**ASSESSMENT OPPORTUNITY**

**Product**

While playing the game / sport, were learners accurately recording the scores? Look at the individual's pictures and sentences about their favourite game / sport. Are they effectively communicating their own ideas and thoughts in simple words and phrases? Are they enjoying expressing themselves in written form?

## Teaching Letter Lesson 137

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

148
iě Iě
diěr



diěr	iě
iě	diěr

1

iě	iě	iě	iě
diě	yiě	dhiě	thiě
diěr	yiět	dhiěn	thiēm

2

diě	diěr
yiě	yiět
dhiě	dhiěn
thiě	thiēm

3

diě	yiět	dhiěn	thiēm
diē	yiet	dhiēn	thiēm
di	yit	dhin	thim
dě	yēt	dhen	them

Unit 10 - Lesson 137

## Teaching Letter Lesson 138

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Cītē jam cök (tim cök) yic de aatiepic ē tim.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Yeŋu cī Adeer looi ɣɔn cien diěr yök ke nin?
  2. Yeŋu ye Adeer ye thok thany?
8. "Writing"

149



aköltök

Go lo ku yök diěr ke nin ē tim cök.



ɣɔn aköltök, ke Adeer ecī lo yäp rokiç. Go lo ku yök diěr ke nin ē tim cök. Go Adeer them bë diěr thör / lëk ē tɔŋ, go wöçc ku kat diěr. Go Adeer köçc ke thany ye gëm ku jiëem, "Na ber diěr bën ku tēc, ke ba ber wöçc!" Ku diěr acī jääal, acī ber lo bën.

iě Iě diěr

jiëem



Unit 10 - Lesson 138

## Teaching Letter Lesson 139

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

150

iä Iä
riäl



riäl	iä
iä	riäl

1

iä	iä	iä	iä
riä	giä	nhiä	miä
riäl	giäl	nhiäc	miät

2

riä	riäl
giä	giäl
nhiä	nhiäc
miä	miät

3

riä	giä	nhiäc	miät
rië	gië	nhiëc	miët
rie	gie	nhiec	miet
ria	gia	nhiac	miat

Unit 10 - Lesson 139

## Teaching Letter Lesson 140

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Wël cii kaam piny (" ") aanyooth jam ë raan akökölic të kë lueel.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ye rëc coldi yen cï Mabiör kac cin?
  2. Ye kök ko njic lëu bik koc kac?
8. "Writing"

ë tëën  
ëtëën

Ma biör  
Mabiör

151

"Döt kë yen! Döt kë yen! Yen acii cam!"



Aköltök Mabiör ecï kër com wüir ku jol rial nhiäk dur bi kër jäl lo tijic. Ètëën, riäl ecï dhiëth ë diëër nom wäric. Go riäl kac ku kéc riöp Mabiör bei. Arëk abï Mabiör röl bën wüir ku jieem, "Döt kë yen! Döt kë yen! Yen acii cam!" Koc aacï bënë bën ku jol riäl nõk ku bii ë Mabiör bei wüir. Agut akälë ke Mabiör liu riöp ë cin cam de. Mabiör akëc bar lo mei wüir agut akölë.

iä Iä riäl

nhiäk



Unit 10 - Lesson 140

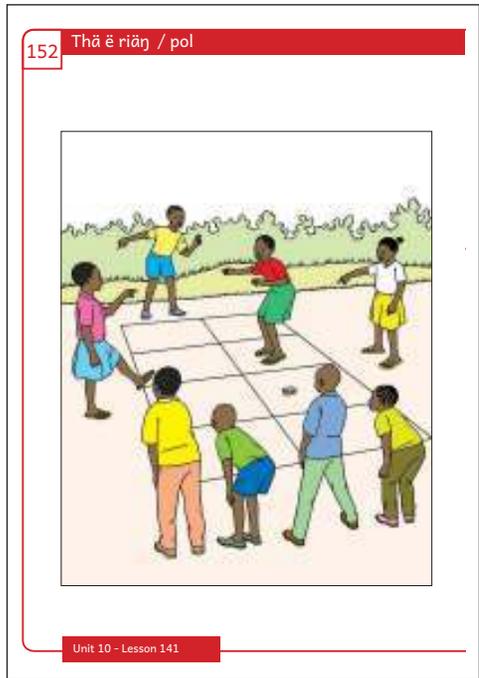
**Key Learning Outcome**  
Learn to write a new genre – rules of a game.

**Key Inquiry Questions**  
How can you invent your own game?  
How are questions framed correctly?

**Game Time**




**In groups**  
Ask learners to work in groups to invent a new game / sport, using locally available resources. Each group should then teach the class how to play their game by explaining the rules in a logical sequence. Other learners should be given opportunity to ask any questions they may have about the rules of the game.

**ASSESSMENT OPPORTUNITY**

**Observation**

While learners are working together in groups to develop their games, are they coming up with rules in a logical order?  
As learners are being taught a new game, are they able to articulate and form reasonable questions about the rules?

## Teaching Letter Lesson 142

Do activities for:

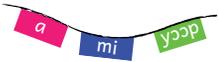
1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

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giä	liä	tiän	jiäc															
Unit 10 - Lesson 142																		

## Teaching Letter Lesson 143

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Yeru cī rot luši guak?
  2. Yeru kony amiyöpp din cöl guak awan thok?
7. "Writing"

154
 wëëraköl  amiyöpp

<p>Wëëraköl, yok aa yo cī guak tñj è wär thok. Guak acī kul dhuöcöj ku ye wuk aye. Guak ecī awan däm kul. Go guak thör abī rot puöc bei è awan thok. Na wën alö amiyöpp bën gokī guak kony. Nè ye kënë, go ran tön den jam, "Guak apath abii dhuök kəc ye läi roor mac bīk lo cak apir. Na cī guak pīr kabii dhuök tède."</p>
 ua Ua guak dhuök
Unit 10 - Lesson 143

Teaching Letter Lesson 144

Do activities for:

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Syllable Making"

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guä	muä	kuän	cuäl															
Unit 10 - Lesson 144																		

Teaching Letter Lesson 145

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Yeṇa ë kony dhök ke wun?
  2. Yeṇu ye ajuṇṇ kat?
7. "Writing"

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wënde			monydīt								
											
	<p>Kuny cīi Aguek meth kony ke wun. Yon makōu meth ke wun aake cath eke keny. Monydīt ee nēk cōṅ ë tap arēt, ku cīn mac ben tap maath. Na wën ayet kī roor, go monydīt mac tīṅ ë but thok. Go wënde tooc bë mac diēc, na wën alo meth yet go yök ke ye kör. Meth aci riöök ku jīeem, "Yīn aye wä cōl." Gokī bēn ku buōth Aguek ke cök. Jam kör, "Wek aca cam akäl." Go Aguek lueel, "Camke ku ba we jäl liek ë we nūēn kōṣṣth." Go kör kat.</p>										
											
	ue Ue aguek lueel										
Unit 10 - Lesson 145											

## Review (Check Your Progress)

Do activities for:

1. "Capital and Small Letter Box"
2. "Picture Matching"
3. "Syllable / Letter Box" (Making Words)

Car lo tuerjdu
157

**1**

dh	_____	γ	öö	_____
_____	Nh	_____	_____	ëë

**2**

pæi

nhom

läär

γöt

këroor

**3**

nh	ë	i	t
k	oo	o	εε
γ	l	r	dh
p	ö	öö	ro

Unit 10 - Lesson 146

**National Languages Primary 1**

**Unit 11: Jobs That People Do**

**Learn about**

Learners should listen to stories using shared reading in a big book about jobs people do and explore the topic through various activities and literacy games. They should discuss what they see in pictures about various jobs, and investigate aspects of the language through flashcard games with the story. Learner should make a tour to the local market to discover various jobs in the market and discuss them in appropriate language. They should work together to write a class story about the highlights of the market tour. They should express their own ideas about what they have seen in the market, creatively through pictures and words, and share these with the class.

Learners should work in groups to perform a drama of a chosen job using language as a tool for expressing ideas. Learners should explore the next 3 letters of their language using the ABC Book or other similar language specific resource, and investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- How do we describe the jobs people do?
- How can you use drama to represent jobs that people do.
- How can you express your ideas about jobs that people do through writing?

**Learning outcomes**

**Knowledge and understanding**

- Recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize differences in sounds and apply that awareness to distinguishing words when listening
- Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)
- Realize that drama has meaning

**Skills**

- Form letters that are clearly shaped and correctly oriented
- Recognize, understand and read out familiar words in simple contexts
- Using increasingly complex words/vocabulary
- Predicting the outcome of a story
- Discuss the meaning of a simple story and give their opinion on it
- Communicate meaning through simple words and phrases

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Enjoy expressing ideas about jobs in their own language

**Contribution to the competencies:**

- Critical thinking:** Creatively making up a drama about jobs that people do
- Communication:** Reading and comprehending a story, speak clearly and communicate about jobs people do
- Co-operation:** Working collaboratively and being tolerant of each other and negotiating with each other to do a drama and to write a class story.
- Culture:** Take pride in South Sudanese heritage by talking about jobs people do within the community

**Links to other subjects:**

- Economics and Social Studies:** Talking about various jobs
- Arts and Music:** Acting/playing out jobs appropriately

**Key Inquiry Questions**

How do you describe the jobs that people do?

**Key Learning Outcome**

Use increasingly complex vocabulary.

Discuss the meaning of a simple story and give their opinion about it.

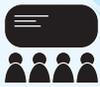
**Story Time**



**As a class**

Learners should hear a true story about jobs that people do.

(See Read Aloud Story below)



**As a class - Guess Who?**

The teacher should read out some descriptions of various jobs. Learners can take turns guessing which job is being described.



**In pairs**

Using the pictures in the student book, learners should talk about what jobs they see people doing in each picture. They should tell each other which job they would like to do when they get older and which job would be most difficult.

158 Thā de Akəkōl

**Cučk mēt ě Loi Looi**



Unit 11 - Lesson 147

**Read Aloud Story - Cučk mēt ě Loi Looi**

Ně baai yic acī naŋ cučk mēt ě loi looi wāac yiic ě kɔc. Raan abĕn ee rɔt yök ke luonde thiekic.

Go dĕpöoc jam, ake yen anɔŋ lon thiekic.

“Tĕ cĭn dupöoc, ka cĭn ran lo thukulic bĭ lo pöc.”

Go amĕbuth jam, ke yen anɔŋ lon thiekic.

“Tĕ cĭn yen amĕbuuth ka cĭn yööt cĭ buth ye mĭth ke gôt thĭn, ku yööt ě baai ye kɔc ke niin thĭn.”

Go amĕguĕŋ jam, ke yen anɔŋ lon thiekic.

“Tĕ cĭn yen amĕguĕĕŋ, kĕ week acĭ lĕu bak naŋ thöoc ku kanabaa ě thukulic, ke agen ye weke tĕc baai.”

Go akĭim yuic ku lueel, ke yen anɔŋ lon thiekic.

“Të cîn akîm ku amëc ë pan akîim, kë tuaany adöm ku bö thuucu.”

Go amëpur jam, ke yen anöj lon thiekic.

“Të cîn amëpur, ke week alëu bak ciën miëth yakë cam.”

Go manh ë thukuul këde kuanyic alan nöj kek lon thiekic.

“Të cîn yen miith ë thukuul, ka cîn dupöoc, amëbuuth, akîm, amëpur ku amëguëëj.”

Ëmëtöjë, aci raan ë bën gam alan thiek loi looi yiic ë bën. Yok aagöör ë dupöoc, amëbuuth, akîm, amëpuur, ku amëguëëj. Ku alan biï raan ëbën kañ yaa manhë thukul.

*Kän akëköl Akuur Majak të de luci käk Aprika.*

### Käke thiëc

1. Ye ñu ye koc ë baai wuöcc këke cï mët?

*Acik tak alon ye loi looi ken käk thiekiic abën.*

2. Yeñu ye dupöoc ye tak alan thiek luci de yic?

*Ëñu Të cîn yen dëpöoc ke manh ë thukul ka cë lo ë thukulic bi lo pöc.*

3. Ye ñu cï koc jäl bënë met thïn?

*Keek aaci bënë mat alan thiek lon ë raan ë bën yic baai.*

4. Ye ñu ye lon ye yin manhë thukul yic thiek?

*Ke wët ye yin kañ lo ë thukulic tueej ke yi këc guo ya dupöoc ka yiëñë yaa amëpur ku loi looi kök baai.*

5. Ye luci yindi yuic ba looi të ler yin dhiop?

*Bëer abën ayee gam.*



### Conversation

As learners answer questions and discuss the story, are they showing understanding and responding appropriately to what is heard? Are they expressing their opinions about jobs that they have seen around them? Can they accurately predict the outcome of the story?

Are learners able to share their ideas with each other about the jobs they would like to do in the future?

## Key Inquiry Questions

How can you express your ideas about jobs people through writing?

### Key Learning Outcome

Enjoy expressing ideas about jobs in their own language.

## Experience Story



Before class, prepare to take learners to the market.



### As a class

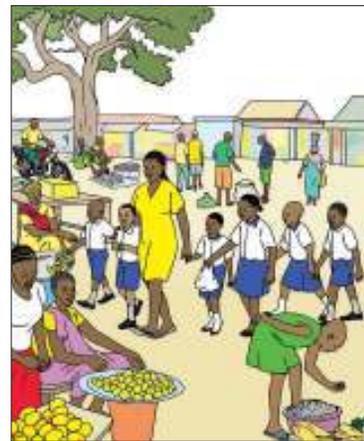
Take the learners to the market or another local area where people are doing a variety of jobs. Learners should ask some workers about what they like about their jobs.



### As a class

Following the trip to the market (or other location), learners should write a Language Experience Story (see pg. 24) together about their time in the market.

Nyĩc akèköl 159



Unit 11 - Lesson 150

## ASSESSMENT OPPORTUNITY

### Observation

As learners are interacting with workers in the market, are they using respectful and appropriate language to express their ideas?

### Conversation

While writing the class story, are learners able to use increasingly complex vocabulary and sentence structures?

**Key Learning Outcome**  
 Communicate meaning through simple words and phrases.

**Key Inquiry Questions**

How do you write the letters that have been taught?

How can you use drama to represent jobs that people do?

**Guess Who?**



**Individual Work**

Based on the different jobs they have thought about in previous weeks, learners should draw a picture of what job they would like to do when they are older. They should write 1 – 2 sentences describing why they would like to do that job.



**In groups**

Learners should take turns acting out their chosen job. Other members of their group should guess what job they are acting out. The actor can show their picture and story to show if the guesses are correct or not.



**Individual Work**

Learners should think of a question they want to ask next week's visitor on the topic of traditional tools.

160 Thöñj ë ye ña?



Unit 11 - Lesson 155

**ASSESSMENT OPPORTUNITY**

**Product**

Look at the individual's pictures and sentences about a job they would like to do. Are they effectively communicating their own ideas and thoughts in simple words and phrases? Are they enjoying expressing themselves in written form?

**Observation**

As learners act out their chosen jobs, have they been able to act out the main part of the job?



**Learn about**

Give opportunity for learners to hear a story using shared reading in a big book about technology in the community and explore the topic through various activities and literacy games. Learners should be given opportunity to go out into the community to explore tools and technologies that are used in their community. Learners should write a class story about their experience.

Students should listen to a presentation about traditional tools used in their community, and ask questions to the presenter. Learners can work together to write a short report of what they have heard. Students should expand their vocabulary, learning new words related to technology. Learners should explore the next 3 letters of their language using the ABC Book or other similar language specific resource, and investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- How do you make a model of a tool, creatively using available materials and describe it?
- How do you listen attentively to a speaker to find out important information?

**Learning outcomes**

**Knowledge and understanding**

- Recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize the sounds of the letters at the beginning, middle and end of simple words
- Recognize differences in sounds and apply that awareness to distinguishing words when listening
- Begin to recognize relevant features of their language (i.e. tone, breathy vowels, heavy/light vowels)

**Skills**

- Form letters that are clearly shaped and correctly oriented
- Listen attentively to others and respond
- Discuss the meaning of a simple story and express opinions on it
- Use models to communicate meaning
- Use knowledge of letters and sounds to read words and establish meaning
- Develop the skill of debating using appropriate language
- Recognize, understand and read out familiar words in simple context
- Use increasingly complex words/vocabulary
- Predict the outcome of a story

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Appreciate the system of their language
- Enjoy seeing their own ideas expressed in written and modelled form
- Value knowledge and experience shared by others

**Contribution to the competencies:**

- Critical thinking:** Using a range of sources to find information by taking a field trip and listening to a speaker, suggesting and developing solutions to a problem by developing a new tool
- Communication:** Reading and comprehending a story, speak clearly and communicate about technology in the community, listening to and comprehending speech, using writing to communicate ideas about jobs people do
- Co-operation:** Working collaboratively and being tolerant of each other and negotiating with each other to listen to a speaker and write a report of the presentation and to write a class story
- Culture:** Build understanding of South Sudanese heritage by hearing about a traditional tool

**Links to other subjects:**

- Science:** Talking about technology
- Art:** Drawing pictures and making clay models
- TVET:** Talking about how we use technology in our work

### Key Inquiry Questions

How do you listen attentively to a guest speaker to find out important information?

#### Key Learning Outcome

Listen attentively to others and respond.

#### Visitor



#### As a class

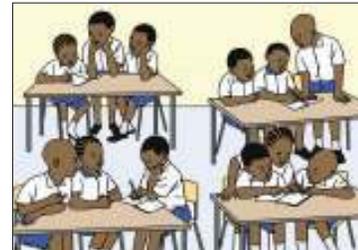
Invite a guest speaker from the community to come to the class to talk about different traditional tools that are used in the community (for example, hoes or machetes for cultivation, blacksmith tools, or utensils used for preparing food). Before the speaker comes you will have discussed what kinds of things they would like to learn from the speaker. Encourage them to listen for the various kinds of tools he uses and how tools make his work easier.



#### In groups

Ask learners to work in small groups to record what they learned from the guest speaker. Each group can share their report with the rest of the class.

Abakeny / Amëkeny 161



Unit 12 - Lesson 159

### ASSESSMENT OPPORTUNITY

#### Observation

Are learners able to understand and respond appropriately to what they hear from the guest speaker?  
Are they valuing and respecting the experience of the guest speaker?

#### Product

Look at the reports the learners have written. Have they accurately communicated something they learned from the guest speaker?

### Key Inquiry Questions

How do you write the letters that have been taught?

### Key Learning Outcome

Value knowledge and experience shared by others.

### Experience Story



#### As a class

Find a place where tools are being used. Learners should be taken to that place, and given opportunity to ask those who are using the tools questions. For example, how has the tool made the work easier? Where do you get your tools? Do you have any ideas for how you can make the tools better?



#### As a class

Write a Language Experience Story about the trip to where they saw the tools in use.

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Nyic akëköl



Unit 12 - Lesson 164

**ASSESSMENT OPPORTUNITY**

#### Observation

While learners are interacting with people who are using tools in the market, are they using appropriate language? Are they able to communicate their questions effectively?

#### Conversation

While writing the class story, are learners able to use increasingly complex vocabulary and sentence structures?

## Key Inquiry Questions

How do you make a model of a tool, creatively using available materials?  
How do you describe that tool?

### Key Learning Outcome

Enjoy seeing their own ideas expressed in written and modelled form.

### Tool Time!



#### In pairs

Learners should talk about an idea they have for a tool that can make some of their work easier. They can then use available materials to make a model of that tool. They should give their tool a name and make a sign for it, explaining what how it works. Each pair can then display their model tools for the rest of the class.

Thā ē wēth!

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Unit 12 - Lesson 169

**ASSESSMENT OPPORTUNITY**

#### Product

Look at the signs made for each tool. Have the learners communicated their ideas about how the tools work and what problem the tools are meant to solve? Have they been creative in their projects?

#### Observation

While learners look at the different projects, are they able to read the explanations and understand the use of the tools? Do they appreciate the contributions of their classmates?