



South Sudan



# Primary National Languages

Teacher's Guide

# 1

## TOPOSA



This book is the Property of the  
Ministry of General Education  
and Instruction.

This Book is not for sale.

Funded by:



How to take care of your books.

**Do's**

1. Please cover with plastic or paper (old newspaper or magazines).
2. Please make sure you have clean hands before you use your book.
3. Always use a book marker, do not fold the pages.
4. If the book is damaged please repair it as quickly as possible.
5. Be careful who you lend your schoolbook to.
6. Please keep the book in a dry place.
7. When you lose your book please report it immediately to your teacher.

**Don'ts**

8. Do not write on the book cover or inside pages.
9. Do not cut pictures out of the book.
10. Do not tear pages out of the book.
11. Do not leave the book open and face down.
12. Do not use pens, pencils or something thick as a bookmark.
13. Do not force your book into your schoolbag when it is full.
14. Do not use your book as an umbrella for the sun or rain.
15. Do not use your book as a seat.







South Sudan

# Primary National Languages

# 1

Primary National Languages has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects Experts. This course book provides a fun and practical approach to the subject of National Languages, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 1 syllabus as developed by **Ministry of General Education and Instruction**.

Each year comprises of a Pupil's Book and Teacher's Guide.

**The Teacher's Books provide:**

- Full coverage of the national syllabus.
- A strong grounding in the basics of National Languages
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how National Languages can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the primary school syllabus, and at the same time equipping the pupils with skills to fit in the modern day global society.

**This book is the Property of the  
Ministry of General Education  
and Instruction.**

**This Book is not for sale.**

**Funded by:**



# National Languages

## Toposa

### Teachers Guide 1

## Nyakutukū Natoposayitī

## Ŋatoposa

© 2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION

All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder.

Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only.

Published by SIL South Sudan.



This book is the property of the Ministry of General Education and Instruction.

Funded by:



THIS BOOK IS NOT FOR SALE

## 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**

# CONTENTS

Introduction .....	2
How to Teach a “Letter Lesson” .....	14
Mini Lessons .....	24
Unit 1: Animals at Home.....	28
Unit 2: Animals in the Forest.....	58
Unit 3: Weather .....	70
Unit 4: Plants at Home.....	84
Unit 5: Plants in the Forest.....	96
Unit 6: Family.....	108
Unit 7: Friends .....	120
Unit 8: Hygiene .....	132
Unit 9: Cultural Celebrations .....	144
Unit 10: Games and Sports.....	156
Unit 11: Jobs That People Do .....	168
Unit 12: Technology We Use.....	178



## **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.

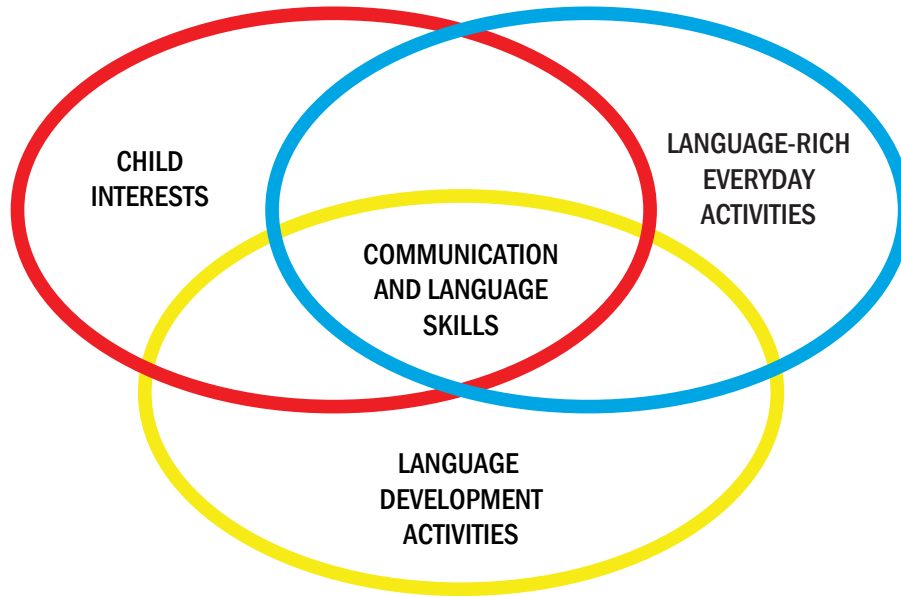
### **Learning Environment for National Languages**

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.

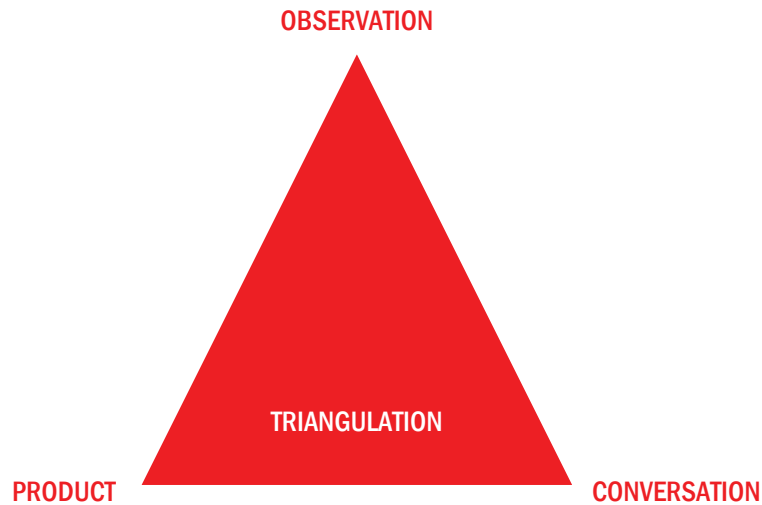
## Assessment:

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.

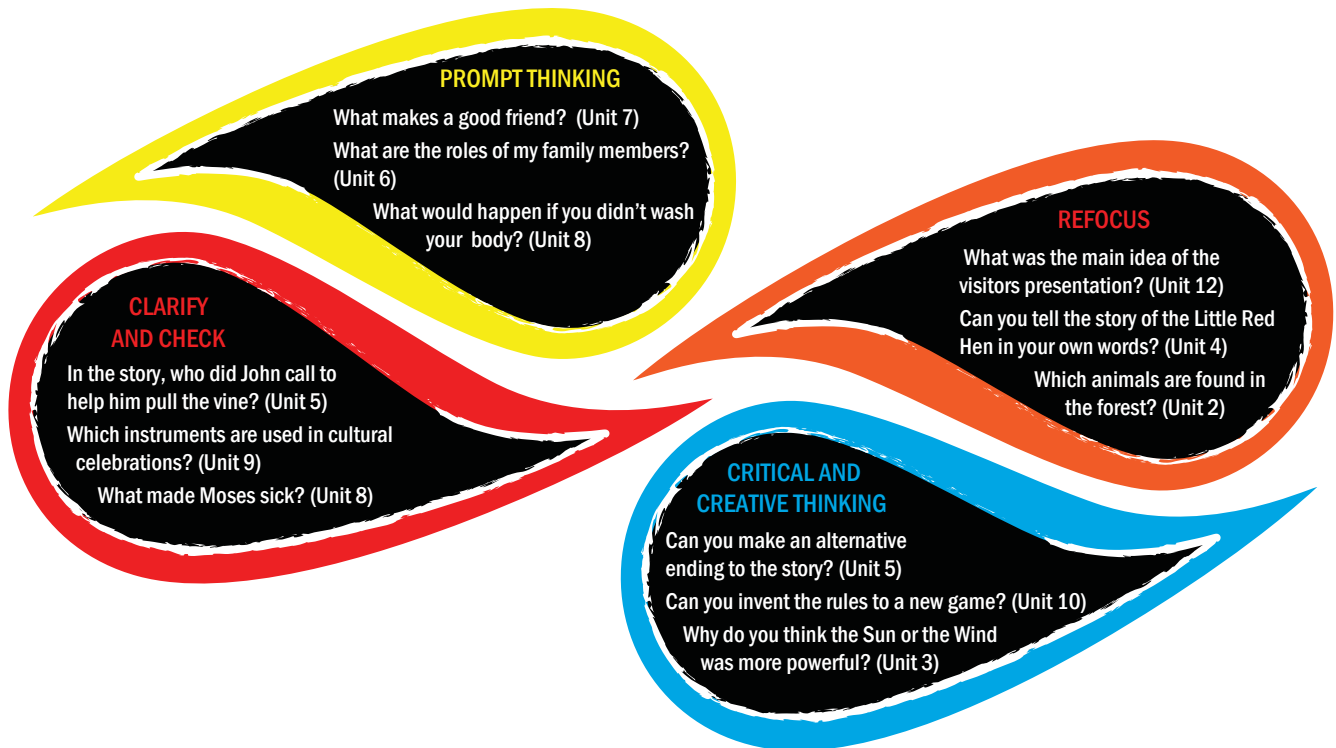
Note that sometimes it's good to record answers for immediate display or to take notes to inform the next lesson.

- What type of questions should I ask?

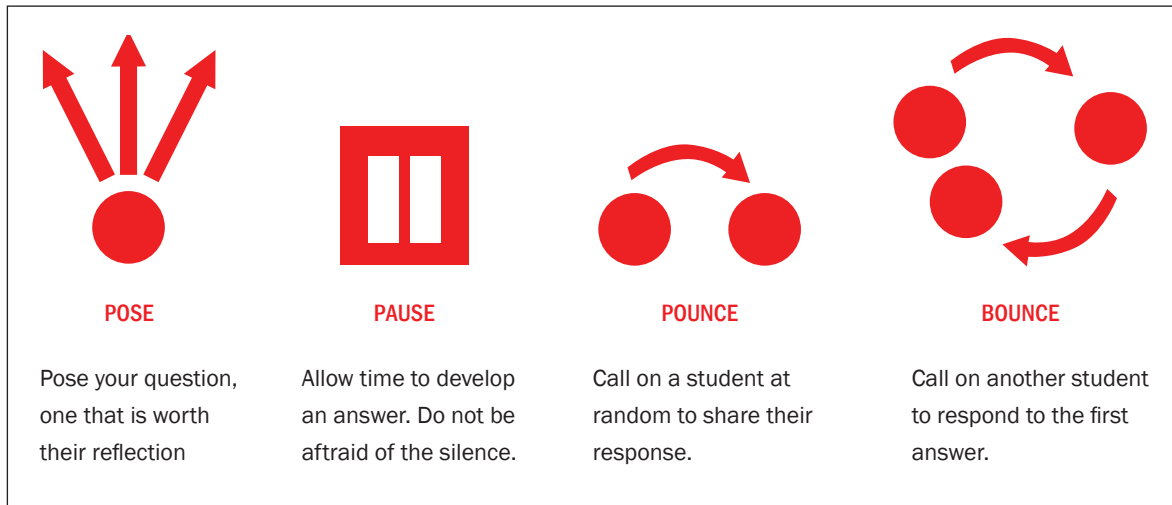
There are four types of quality questions that can be used.

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

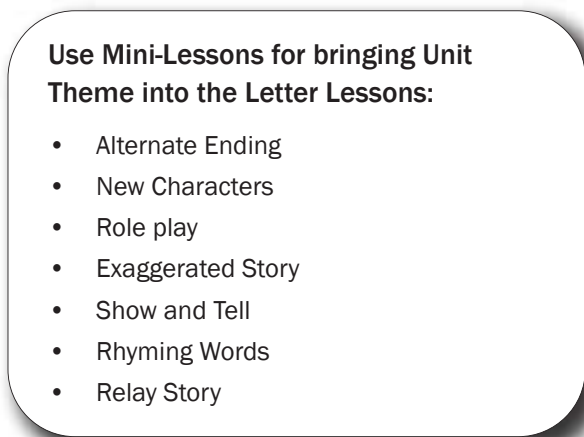
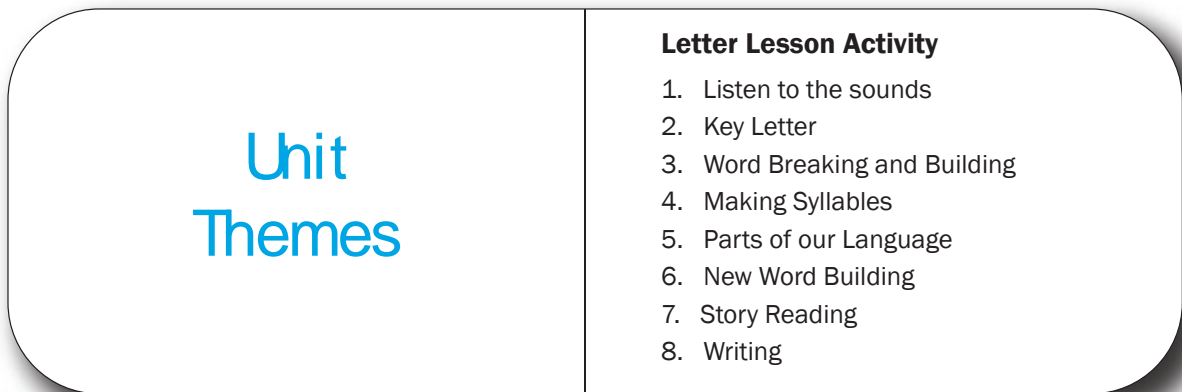
In P1, learners are given opportunity to use their language in various contexts, to build their language abilities in all four strands. Themes, such as “Animals at Home”, “Jobs people do” and “Family” are used as real life, familiar contexts in which young learners can develop competencies in communication,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





## 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.

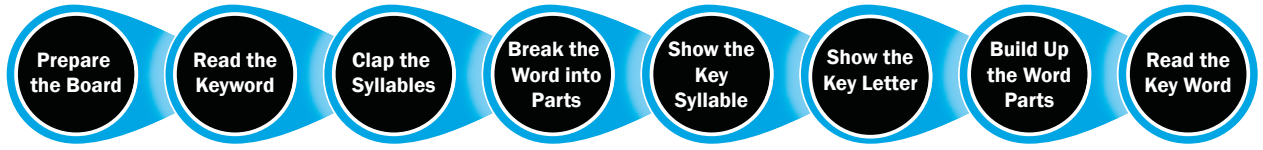
### Assessment Opportunity

#### 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.

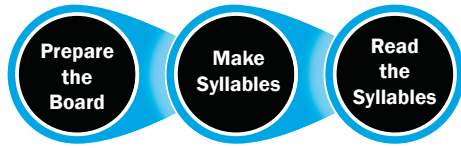
#### Assessment Opportunity:

##### 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:

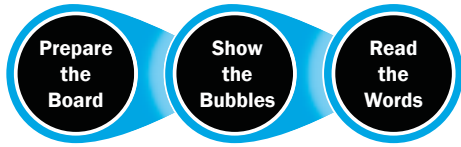
Some Letter Lessons use two different key words to teach two different key letters. Some Letter Lessons use the same key word to teach two key letters.

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. ...."



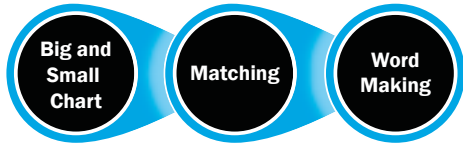
2. Next turn your back to the learners and **draw the small letter in the air** using large motions and explaining your writing motions as you make them. Do this again, asking the learners repeat after you the description of your writing motions as you make them.
3. Erase the letter you drew in the lines, 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.

**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?

Nyeelenjiti loka nuumutwo 5

## Ŋipaalatini ka Nalemũ lukitetea



Unit 1 - Lesson 1

## Read Aloud Story - Ŋipaalatini ka Nalemũ lukitetea

Erai Nalemũ nyakine natukuri na emilimilete ŋajulu, elakara Nalemũ loowo! Kotere erai nyapaaranĩ na, na itemokino elosyo iŋesi nyakilomũ lokoli keŋe lokitetea. Ŋakinei na abu iŋesi toyeniki ka lokibooye keŋe, erai nakaatekeŋe tya ityekenje. Tatama iŋesi nyepitye lo elosyo iŋesi nyaanyuni ka ŋibareŋe tya nyakopo na elona ka nakiboyisi keŋe!

Abu ityekenje ka Nalemũ tonu iŋesi loreete kotere kisilakinea iŋesi. Toeniki Lobai nyelope lokitetea iŋesi nyawuno lomosiriŋi kotere torikorea iŋesi kalopotani nyekidwori. Kaatipeyi, abu Nalemũ todolo lokoli keŋe lokitetea. Na elomunea Nalemũ lore, apotu ŋibareŋe lucye kiŋolibuutu ecamito nyakiyokokini nyibaraata nikitetea ni ayawuni nikece ŋini.

Toruki Nalemũ elakara “Meeee!” Ecamiti nyakimalare ŋibareŋe lucye daani tacamitye nabo nyapaalanikini ka ikesi!

Kinyakaki Nyekokoro namojongo na irukumiti kanabeyei ka narude ebala “Kooko! Kooko!” Kotere emameekori iŋesi nyepitye lokiryamete ka iŋesi kotere ibooyi iŋesi ka nabeyeyi keŋe. Abu Nalemũ kuwokori lobaraata lucye lo iyokokini iŋesi.

Torukī “Meeee!” na iyokokino nyaate namananjiti elosi nyalepyo. Torukī nyaate “Muu, muu,” kotere emamū ijesi nyepitye lowayete kurworikinea. Kotere ayakari ijesi nyibore ne ecamiti nyelote nyakitici.

Kiyokoki Nalemū nyibaraata nyicye, kuwokori inae keṅe erwo “Meeee!” Kiyokoki nyesigirya eenikinitae ḡataaja.

Torukī nyesigirya “ḡooṅṅo, ḡooṅṅo!” Kotere emamū ijesi nyepitye lowayete kurworikinea. Kotere ayakari ijesi ḡiboro lukajokaka lu ecamiti nyakuwokori loroto.

Kuwokori Nalemū erwo lotyenjiti nicye ni iyokokini ijesi “Meeee!” Abu kiyokoki nyaburyayiti eneama ka lokopo nyekicologo ka lokoli.

Taawaniki nyaburyayiti “Miaao, miaao!” kotere emamū ijesi nyepitye lowayete kurworikinea. Irimirimi ijesi neni iwuryariti ḡuumwa.

Kakuu, abu towupiya Nalemū nyakiwanakanini ḡipaalatinī lukitetea, kotere bakini irumitosi ikesi daani. Abu naye ijesi towuryanikini narude kiyana.

Kiira Nalemū ḡibareṅ erukinete ka ḡitoyilyono ka luyelagyela “Meeee, meeee!” “Kooko, Kooko!” “ḡooṅṅo, ḡooṅṅo!” “Miaao, miaao!” Abu naye Nalemū tanaa ḡakonyene keṅe na iirarea ḡibareṅ erukinete ka nidyopei ka ne eperio ijesi. Kotere itemokini nyeelenjiti lo iwudakinotori ikesi kimujata nyakimuju naka nyaripyete.

Abu Nalemū taanyu nyatemari ikwa ta iticiyete ḡibareṅ ḡiticyo keṅe naparani. Arawutu naye daani ḡipaalatinī nakwaare kona!

## ḡakijitaretā

1. Nywo wooni elakaraakarī Nalemū kana kisyakinete ka nyeemutu?  
*Kotere elosi ijesi lokoli keṅe lokitetea tya nabo nyaryamuni ḡipaalatinī lokitetea.*
2. Abu Nalemū kikoki ai na enjeryoto ḡibareṅ daani nyakusurworo ijesi?  
*ḡakinyakuniyata: Tolili, Towuryanikini kiyana.*
3. Nywo nyibwore pa awaatarī kode isurworeta ḡibareṅ Nalemū na imalari ijesi?

*Iticiyete ikesi daani ḡiticyo keṅe – nyakidore ḡabeyeyi, nyalepyo ḡakile, nyakuwuryari ḡimiryo ka loomwa, tya nyakiwoko ḡoogoso.*



### 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’.

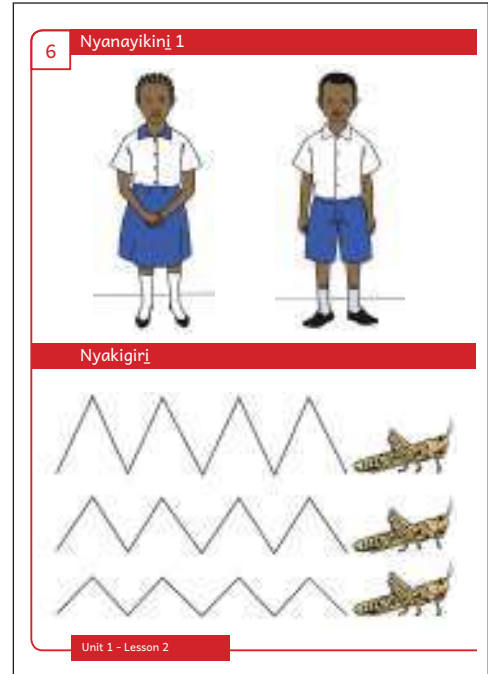
Next point to the image of Ana and ask the class to say the name on their own.



#### 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

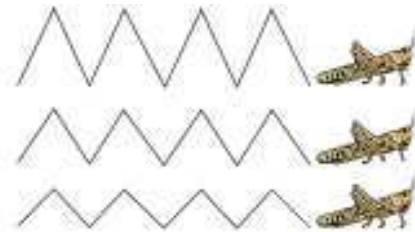
Next, ask the learner to trace the path in their neighbour’s book.

6

Nyanayikini 1



Nyakigiri



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.”



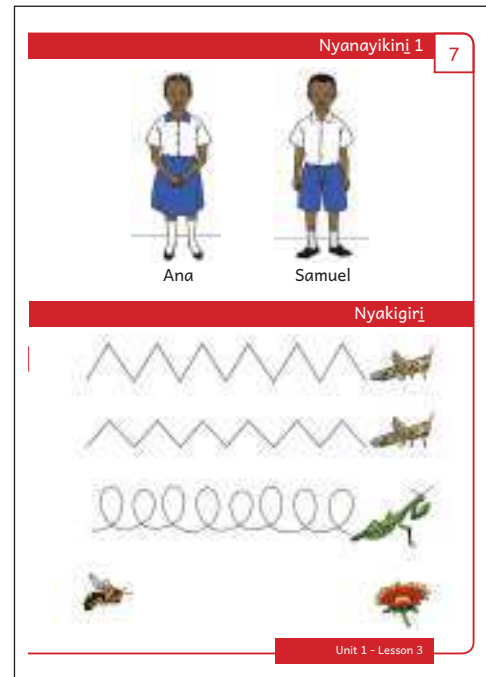
### In Pairs

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,

Nyanayikini 1
7

Ana                      Samuel

Nyakigiri

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.

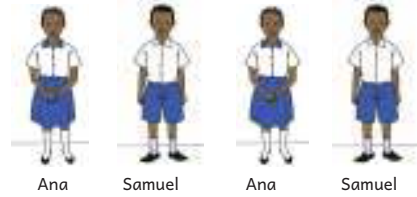
Erase the lines drawn. Demonstrate drawing a line from a name to the corresponding image. Ask a learner to do the same and repeat.



### In Pairs

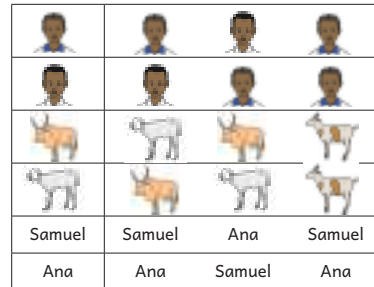
Direct the learners' attention to their books. Direct pairs of children to play the same game with their neighbour. Have one learner point to a name or an image. The other neighbour then says the name. Have pairs change roles and repeat.

### 8 Nyanayikini 1



Ana Samuel Ana Samuel

### Nyanayikini 2



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.



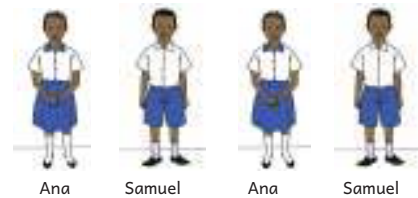
### In Pairs

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 Nyanayikinj 1



Ana Samuel Ana Samuel

### Nyanayikinj 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

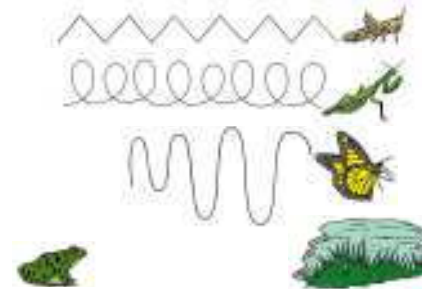
Direct pairs of children to play the same game with their neighbour. Ask one learner tell their neighbour to read the name at the beginning of the line and then to point to the corresponding images. Next, the neighbour will point to all the images that do not correspond. Repeat for the other lines of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

Nyanayikini 2

9

Ana			
Samuel			
Ana			
Samuel			

Nyakigiri



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.

Nyanayikini 2 9

Ana			
Samuel			
Ana			
Samuel			

Nyakigiri

Unit 1 - Lesson 4

## ASSESSMENT OPPORTUNITY

### 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

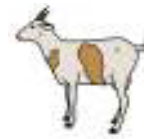
Direct the learners to their books.  
 Ask the learners to point to the picture of the cow and make the cow noise.  
 Repeat for the goat.



### 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 Nyanayikini 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

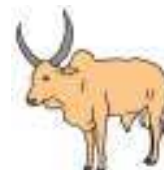
Direct the learners to the picture of the goat with the letter /aaa/ written under it in their books.

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 Nyanayikini 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.

Nyeelenjiti lo eyewore

11



Unit 1 - Lesson 6

**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 Nyanayikini 1



aaa

uuu

aaa

uuu



Ana

Ana

Samuel

Samuel

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.

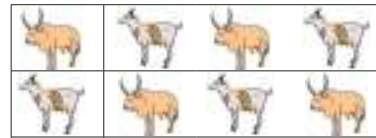


### In Pairs

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

### Nyanayikini 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 Nyanayikinj 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.

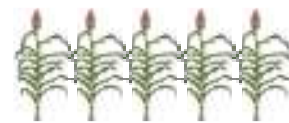
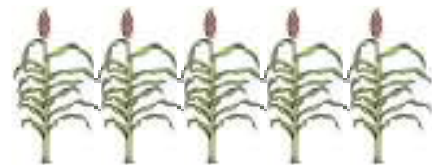
Now draw 5 smaller lines closer together and repeat the process.



### 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?

### Nyakigiri 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 Nyanayikini 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.

### Nyanayikini 2 17

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

### Nyakigiri



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?

Nyanayikini 2 17

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

Nyakigiri



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.



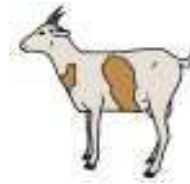
### In Pairs

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 Nyanayikini 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.

Nyanayikini 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.



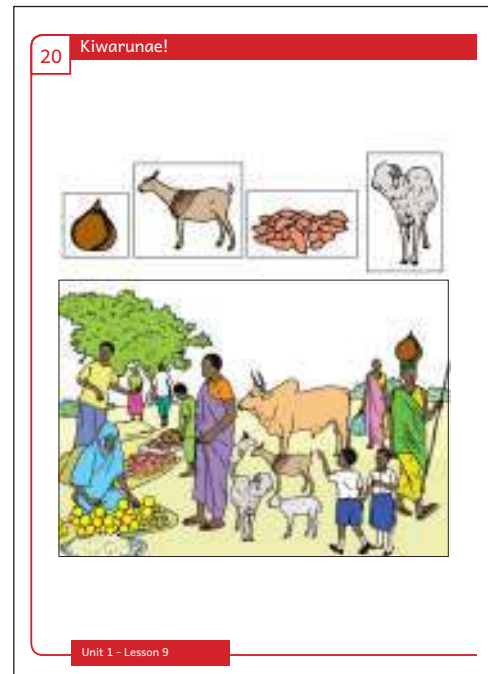
### Individual work

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.

**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 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.

Nyanayikini 3 21

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 Kiwarunae!

Nyeemutu lokitama

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.



### 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**

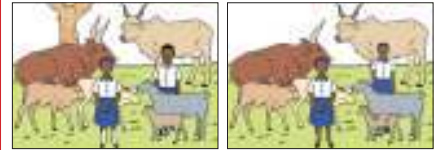
Learners should use a “Language Experience Story” approach to write a class story on the chalkboard about an experience they have had with a domestic animal. They should do “Shared reading” with this class developed story.



**Individual work**

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

22 Kiwarunae!



Nyeemutu lokitatama



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"

a A p P		apa	23
	apa	a	
	pa	pa	
	a	apa	
	apa	p	
	pa	pa	
	p	apa	



a
pa



Unit 1 - Lesson 12

## Teaching Letter Lesson 13


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading"
7. "Writing"

24



apa



Apa.



a A p P apa


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"

t T	ata	25						
	ata ta t	t ta ata						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="margin: 0 auto;"> <tr><td>a</td><td>a</td></tr> <tr><td>ta</td><td>pa</td></tr> </table> </div> <div style="text-align: center;"> <span style="font-size: 2em; color: #4caf50;">2</span> <table border="1" style="margin: 0 auto;"> <tr><td>ta</td></tr> <tr><td>pa</td></tr> </table> </div> </div>			a	a	ta	pa	ta	pa
a	a							
ta	pa							
ta								
pa								
Unit 1 - Lesson 14								

## Teaching Letter Lesson 15

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading"
7. "Writing"

26	 <span style="color: #e91e63;">ata</span>
Ata apa.	
	t T ata
Unit 1 - Lesson 15	

## National Languages Primary 1

## Unit 2: Animals in the Forest

### Learn about

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.

### Key inquiry questions

- How do you write the letters that have been taught?
- Explore the names of wild animals whose names start with the letters taught?
- Tell a story using appropriate language about an animal in the forest.
- How can you predict what comes next in a story?
- How can pictures be sequenced to tell a logical story?

### Learning outcomes

#### Knowledge and understanding

- 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)
- Begin to recognize directionality of print

#### Skills

- Recognize and produce letter shapes
- Understand and respond appropriately to what is heard
- Discuss the meaning of a story and express opinion
- Use pictures to communicate meaning
- Use writing to communicate meaning
- Tell an original short story using correct language
- Re-tell a short story that they have heard
- Sequence pictures to tell a logical 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:** Critically thinking about sequencing of stories, suggesting the order of the stories

**Communication:** Reading and comprehending a story, speak clearly and communicating about forest animals, listening to and comprehending speech, using realia to communicate stories.

**Co-operation:** Working collaboratively and being tolerant of each other to write a story as a class, working in pairs to model and tell stories

**Culture:** Recognize their cultural identity through consideration of the diverse nature of South Sudanese wild animals

### Links to other subjects:

**Science:** Learning about animals

**Social Studies:** Talking about the habitat of the animals

**Arts:** Modelling their story, acting out the story

**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.

Nyeelenjiti loka njuumutwo 27

**Nyebu ka Nyabeere**

Unit 2 - Lesson 16

**Read Aloud Story - Nyebu ka Nyabeere**

Erai Nagira Nyebu locegere loowoi. Na ca iyokokino nyibwore nikitetea, ecamiti nyakiyene nyatemari nywo diri jini. Nyapei paarani, na elosi Nagira lokoli keje, abu kiyokoki nyibwore ineno ka natene ka nyetiiri kana ineawuna. Editi nyibwore ni ineno jini topusyaarite, ikwaana ka lokuteleki nidooci.

Teme Nagira, “Kojina! Aminata ayongo nyabolya kata lokuteleki.” Abu ijesi toloti nidwopei. Ani enaji nidwopei, abu nyibore jini togyalaanu. Kukwaanikini nyelote keje ka loka lokuteleki. Taapiya Nagira nidwopei jiki, abu taanyu nyatemari mere nyibwore jini lokuteleki!

**[Kiñita ka ne: Iyeni pe iyongo nyibwore jini nyatemari erai nywo a?]**

Ecamiti diri Nagira nyakiyene nyibwore ne eyayi tooma nyibore ni ineno jini, abu ijesi kiboyokini kopo tatama. Abu kiñitakini nyakwaana keje aboni, “Nywo diri pe eyayi tooma nyibore eni?” Nyelosi daja, nyecala tani daja

- ineno ka natene pasi. Tonyowu ijesi ecamiti nyaanyuni nyibwore ne eyayi tooma njini! Kitaapiya nyakani keje logee ecamiti nyakitapa nyibore njini.

Na epapikinea ijesi nyakitapa, abu nyibwore njini torjunyakin. Kisyeme Nagira nyibore njini tani ebelasi jawatini keje. Kaneni, abu nyibwore njini daani tobeli! Kumukwo Nagira jakonyene keje kotere ekuryaniti nyibore ne edikino iticikini.

**[Kijita ka ne: Nywo itami iyogo nyatemari iticikini?]**

Na arjarya ijesi jakonyene keje, todo nyabeere nakarupunani lokume keje.

## Jakijitaret

1. Jjae nyekiro ka nyebu?

*Nagira*

2. Eminat Nagira nyabolya ka jjae?

*Lokuteleki*

3. Iyokoki pe iyogo ka nyacye nyakayi ka Lokuteleki a?

*Ikwoni ijesi ai?*

4. Nywo abu topudu ka lokayi ka Lokuteleki?

*Nyabeere*

5. Aanyu pe iyogo ka nyacye nyabeere epuduni ka lokayi ka Lokuteleki a?

*Tolimwokinae isua.*



### Conversation

Can learners make appropriate predictions based on the story?


### Observation

Are learners sequencing the pictures in a logical way? Are their group conversations making meaning from the pictures?

## 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	ny Ny a	nyatapa
	nyatapa nya ny	ny nya nyatapa
	nyatapa pa a	a pa nyatapa

1

a	a	a	a
nya	nya	pa	pa

2

nya
nya
pa
pa

3

nya	nya
pa	pa
ta	ta


Unit 2 - Lesson 17


## Teaching Letter Lesson 18

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. ηæ etapi nyatapa?
  2. Nywo etapea ata nyelapa?
7. "Writing"

29






Tatapa ata nyatapa.

ny Ny a

nyatapa



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

nyenyanya



nyenyanya	e
nye	nye
e	nyenyanya

1

e	e	e
nye	pe	te

2

nye
pe
te

3

nye	pe	te
nya	pa	ta

Unit 2 - Lesson 19

## Teaching Letter Lesson 20

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo etapiti apa?
  2. Nywo etapea apa nyenyanya?
7. "Writing"

ta ta pa  
tatapa

nye nya nya  
nyenyanya

31



Tatapa apa nyenyanya.

e E nyenyanya



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

Nyatamuununi guumutwo



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"

e	nyaepe	33
	nyaepe pe e	e pe nyaepe

**1**

e	e	e
pe	te	nye

**2**

pe
te
nye

**3**

pe	te	nye
pe	pe	nye
pa	ta	nya

Unit 2 - Lesson 22

## Teaching Letter Lesson 23

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. ŋae etapi nyenyanya?
  2. Nywo nyeticī ka nyeepe?
7. "Writing"



34

nye pa e


nyepae

a pe ta

apeta

Atapā nyapae nyaepe.  
Atapā ata nyenyanya.



e nyaepe

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)

Kiteme na iyeniki iyongo
35

**1**

p	_____	ny	_____	e
_____	T	_____	A	_____

**2**

nyatapa

nyenyanya

apa

nyaepe

ata

**3**

a	pe	nya	ta
nye	a	pa	nya
nya	nye	e	ta
te	pa	te	pe

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

Nyatamuununi njuumutwo



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"

k K		nyakapete	37
		nyakapete ka k	k ka nyakapete

1	a	e	ē	ā
	ka	ke	kē	kā

2	ka	3	ka	ke	kē	kā
	ke		pa	pe	pē	pā
	kē		ta	te	tē	tā
	kā		nya	nye	nyē	nyā

Unit 2 - Lesson 26

## Teaching Letter Lesson 27

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Kisyakī kotere nyaletariti nakapoloni na igirea iyoro. (A)
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nyaka ŋae nyakapete na apetakini?
  2. Nywo nyeticī ka nyakapete?
8. "Writing"

38

a pe ta  
apeta

Apeta ata nyakapete.  
apeta ata nyakapete



Apeta ata nyakapete.  
Nyakapete ka apa.

 k K nyakapete


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"

I L
nyelapa
39



nyelapa	I
la	la
l	nyelapa

**1**

a	a	e	e
la	la	le	le

**2**

la
la
le
le

**3**

la	la	le	le
ka	ka	ke	ke
ta	ta	te	te
pa	pa	pe	pe

Unit 2 - Lesson 28

## Teaching Letter Lesson 29

Do activities for:

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

Ŋipitesyo lukigirete – Kuwaaki nyaletariti naapoloni nakisyakinetę ka ŋakiro, tya nyemacari lowayete (.) nasalunete ka ŋakiro.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo apeta?
  2. Nywo elepe ata ka nyelapa?
8. "Writing"

40

nye la pa  
nyelapa

a le pe  
alepe

Alepe ata.  
Alepe ata





Apeta nyelapa.  
Alepe ata ka nyelapa.



I L nyelapa

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.

Nyeelenjiti loka njuumutwo

41

## Nyakopiryo



Unit 3 - Lesson 30

## Read Aloud Story - Nyakopiryo

Nyedominikayiti lo daani, eloseene Namory losukuly kecawu. Kotere etepiititi nyakuru jurwa daani, nyicuri nayi ijesi nyelote losukuly. Nyataparacu na, ecamiti ijesi nyakiswakari inae erija nyakologo. Abu kilota jakani ka nyereete keje kaapei, kimala ityekenje kuwokori nayi ijesi losukuly.

Lopitye lokalemu etepiitori jiki, abu nyakuru totepe nakwaare, tolelewutu jakaawoyi naka nyerotu kalo kalemu itoriititi Namory. Ka neni, abu Namory tanaqa waacye ni erarapaarito jakipi.

**(Kijita: Nywo itamiti iyong nyatemari iticikini Namory?)**

Tarai nyipiiryo loowoi, totwoniki Namory nyakiticikini nyicye bore. Kotere itemokino ijesi ikalaamari lowae locye. Abu kitemoki toporo ka njikilemesi ka daani, kipiiryori lotemi keje. Tarai nyicura ijesi nyakipiiryori nikalonani. Abu tokwamakini nakipi naka jaduwoyo ka nyerotu juna. Abu nyecoto kimodomodaaya jamuku keje. Tanaqito jakipi tani nakunjini, nabo tapapaluunite nyeworu loka nyesukuly keje.



“Keroketa ŋakiro nu ŋitunja! Ekokini kona ayonŋ ai?” abu taawaniki. Nyicura iŋesi nyayakari losukulu kotere apapala nabo kimodomodaara, ani erai kebonjo iŋesi lokoli nyakilonjari, enaji losukulu kecawu.

**(Kijita ka ne: Nywo itemokino Namoru iticikini?)**

Abu nayi Namoru kiyokoki nyakopiryo napusi ka libani ilemolemo ka nakipi. Tomina iŋesi nyakopiryo loowoi kotere nyiyokokino iŋesi ka nyacye. Kumuryaki iŋesi nyatemari eenjoryaaka ŋamuku nabo tapapala ŋuworui keŋe, abu kuwapa nyakopiryo ŋina.

**(Kijita ka ne: Itami iyonŋ nyatemari elelyari nyakopiryo ai?)**

Kaneni, abu nyakolonjo tocawu, apotu ŋakipi nata eya loroto kijiwasi. Tokuta nyekwaama nyakopiryo kidyama, kikamu Namoru nyakopiryo na ekutunea nyekwaama loreete keŋe. Na ikamunea iŋesi nyakopiryo ŋina, abu kiryoo kidyama ecamiti nyakiyene nyibwore ni eyawuni nyekwaama. Kiyanjaki etyalariti nyibwore.

**(Kijita ka ne: Itamiti iyonŋ nywo abu Namoru kiyokoki?)**

Abu Kiyokoki ka lokiŋareni keŋe nyikanyiti niti kapoloni. Ewoyi nyikanyiti ilenyiti tani apakeŋe nabo imukorito iŋesi ŋakopiri nakarupunaka napusiyeki ka libaka. Ikwaana ŋakopiri keŋe ka nyakopiryo na etijiti Namoru ka nakani keŋe.

Tolimū nyikanyiti teme, “Alakara loowoi ka ni inyakunea iyonŋ nyakopiryo kaŋa.”

Kaneni, abu nayi Namoru kisipa ŋamuku keŋe na imodomodaariti nyecoto tya nyapapala ka nyeworu keŋe, kisyaka nyakigorŋ nabo. Kijita nyikanyiti nikapoloni iŋesi teme “Nywo igoro iyonŋ?”

Tatacaki Namoru teme “Aliliti ayonŋ kotere eenjoreka ŋamuku kaŋa nabo epapala ŋiworui kaŋa, nabo akacayiikiniti ayonŋ nyelote losukulu”.

Tolimū nyikanyiti ka nyetoyili ka lokapatanani teme, “Ejoko, emamu ŋicani!”

**(Kijita ka ne: Nywo itami iyonŋ nyatemari iticikini nyikanyiti?)**

Abu nyikanyiti kitoodiki Namoru nyepitye lo ityemokino iŋesi esubea nyakopiryo napusi ka libani kotere tomyatarea nyecoto ka namuku keŋe. Ani emyadari iŋesi nyecoto ka namuku keŋe, abu nayi nyikanyiti kipukupukwoki ŋakaabenuku keŋe logee kitowong nyeworu ka Namoru.

Tolimū nyikanyiti teme, “Ibwa ne”. “Kanapari ayonŋ iyonŋ losukulu!” Abu kikeki Namoru ka nyakaabenukwoto kaku keŋe toporeora kidyama loowoi! Ani na epapuunea nyesukulu, abu nyikanyiti todo kopŋ logee kiŋareni nyesukulu kata Namoru.

Ani na edokunea Namoru ka lokaku ka nyikanyiti, abu toŋolenjoleki keya ŋipaalatin keŋe lu eyokokisi iŋesi enapuni nyikanyiti nikarupunani. Tarai emamu ka lopaalatin keŋe, kode nyeketatamani lu anaŋutu losukulu. Toreeyi nika nyikanyiti ecamiti nyatemari alakara kotere kani ikiyawunea losukulu eriŋa nyakolonjo, tarai ikwa ta keporo nyikanyiti.

Ani na enaŋuneta nyeketatamani tya ŋipaalatin keŋe losukulu, toryamutu Namoru eriŋa irumiti nyakopiryo napusi ka libani nakarupunani ka nakani keŋe.

### ŋakijitaret

1. Enyaritae nyekuro ka nyikoku ka nipese ka nidooci ka ŋini ŋae?

*Namoru.*

2. Nywo ecaanakinea Namoru nyelote losukulu ŋurwa daani?

*Itukuruwoonori nyakuru iŋesi nyelote losukulu nataparacy.*

3. Ikwokini Namoru ipanapanaari nabo imodomodaari ai?

*Ebala iŋesi be epiiriyori lowae locye, tarai abu tokwamakin.*

4. Nywo abu Namoru kiyokoki ilemolemo ka nakipi?

*Abu kiyokoki nyakopiryo nakarupunani napusi ka libani.*

5. Ikwokini Namoru enaji losukulu ai?

*Abu iŋesi todoka kaku ka nyikanyiti ka nikapoloni.*

6. Nywo ikwokini iyonŋ tya tanaŋa losukulu nataparacy loowoi?

*Kiswakaki nataparacy loowoi nabo topogwaanaki ŋaduwoŋ naka ŋakipi.*



**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
i I nyekile



nyekile	i
ki	ki
i	nyekile

**1**

i	i	i	i
ki	nyi	li	ti

**2**

ki
nyi
li
ti

**3**

ki	nyi	li	ti
ka	nya	la	ta
ka	nya	la	ta
ke	nye	le	te

Unit 3 - Lesson 31

## Teaching Letter Lesson 32

Do activities for:

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

Ŋipitesyo lukigirete – kuwaaki nyaletariti  
naapoloni nakisyakinete ka nyakiroyiti.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ŋae alaka nyikale?
  2. Nywo inyakarea nyekile nyikale ka pap?
8. "Writing"

43

nyika le

nyikale

e nya ka

enyaka

Alaka nyekile nyikale.  
alaka nyekile nyikale



Alaka nyekile nyikale.  
Enyaka nyekile nyikale ka apa.

i I nyekile




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
i I
nyikanyiti



nyikanyiti	i
ti	ti
i	nyikanyiti

1

i	i	i	i
ti	ki	nyi	li

2

ti
ki
nyi
li

3

ti	ki	nyi	li
ti	ki	nyi	li
te	ke	nye	le
ta	ka	nya	la

Unit 3 - Lesson 33

## Teaching Letter Lesson 34

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Kisyaki kotere nyaletariti nakapoloni na igirea iyoro.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo ilekileki nyikanyiti?
  2. Nywo ilekilekea nyikanyiti nyenyanya?
8. "Writing"

45



ilekileki

Atepe nyikanyiti.  
atepe nyikanyiti



Atepe nyikanyiti.  
Ilekileki nyikanyiti nyenyanya.

i I nyikanyiti



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 Nyeelenjiti loka nyumutwo

**Nyekwaamq ka Nyakolongo**



Unit 3 – Lesson 35

**Read Aloud Story - Nyekwaamq ka Nyakolongo**

*Edapitae nyeemutu lo ka loomutwo ka Aesopi.*

Nyapei paarani, topegakini Nyekwaamq ka Nyakolongo kotere nyepitye loka njakilocooto ka njikwaamisea. Apotu ikesi tacamuni temasi eyakari nyakilocwolocwo ka njikwaamisea nyagogony na iloci njipityesinea ka njituga. Apotu ikesi topegakini make ebasi nae kona ka niyoko eyakari nyagogony njina nyakilo nicye. Etami Nyekwaamq bee agogony injesi loowoi. Kitepegaki Nyakolongo injesi ebala mere nyekileenu nyagogony.

Tolimu nayi Nyakolongo teme, “Atobolokini teni”. “Kaso ataanyutu nae eyakari nyagogony na iloci nyepitye ka nyeworu ka nyitooni. Apotu kiyokokisi kopo taanyutu nyekile elosi ka loroto. Ilokakiniti narwanitae tanapitye njapokoyi ka nyatamu ka nakou.

Tolimu Nyakolongo teme “Kaso ataanyutu nae ka niyoko egogony nyakilo nicye,” aanyuno injwoni nae eyakari nyagogony na italacari nyitooni narwanitae keje!”

Tolimu Nyekwaamq teme, “Aaaa, ebelenye nayi njuna!” tokutu nayi Nyekwaamq, tokutu nabo loowoi!

Tokutu korococu loowoi kilepu njalupu tya njakiyono kipiripirakisi kidyaama! Todukakisi njatuku ka njokora tolomasi naarumwong ka njipyemwong. Tokutaki njinyia kinapaki kopu, Tobilubilu njatene nabo tadalanyaarite njatara ka nakayisi ka nyaryenje kibiribirakinea kidyaama.

**[Nywo itami iyong nyatemari abu nyekile kiticiki?]**

Abu nyekile toeniki narwanitae keje nakwaana lojojokoni, nabo kimijaki nyatamu nakou keje. Tawanawanaaya Nyekwaama njiborekeya lukaalaka, tarai nyicura nyakitalacari nyekile njworui keje. Abu tarau nyeelejitji ka Nyakolongo lo ikatakinea ijesi danga nyagogonju keje kicuri nyakitalacari nyekile njworui keje kotere toyenere nyatemari ijesi egogonju loowoi.

**[Nywo itami iyong nyatemari iticikini Nyakolongo?]**

Abu nyakolongo tojupu ililini logee ka naaye njadisyong. Abu tocawu loowoi ka naaye njadisyong. Kisyekini pe iyong nyekile nyakilaka nyarwanitayiti keje. Toperiki Nyakolongo ecawuniti loowoi.

**[Nywo itami iyong nyatemari iticikini nyekile peekona?]**

Abu nyekile talacu narwanitae ka losegete keje, ani emonuni abu talaca ka nakwaana keje! Toperiki nyakolongo emonuniti loowoi. Abu nyekile tonjolejoleki keyayi nyetorube nyedwo lomecat. Abu taryamu nyekitoe loti kapoloni, kiboyikini kopu lotorube. Torija ca nyekolongo emonuniti loowoi.

**[Nywo itami iyong nyatemari abu nyekile kiticiki ka neni?]**

Kisyaki nyakinyinyiri nyekile! Tomoniki ijesi Nyakolongo loowoi. Ani nati iyanaritori ka lotelimi, abu talacu narwanitae keje, kisyaki nabo nyakilaca njworui lucye ka nakwaana keje - kisyaki mono ka nyataamu, ani erumwori talucu njamuku keje, tya njapokoyi naka njakejene keje.

Nyenupa Nyekwaama nyepitye lo ilawunea ijesi Nyakolongo ka napegea ka natokona keje. Abu nanyi Nyekwaama kinjita Nyakolongo teme, "Iticikini iyong njuna kwaayi?"

Tolimuj nyakolongo teme, "Ebelenye! Isyaanakini nyagogonju ka nyekile logee".

### Njakiniseta

1. Nywo epegasi Nyakolongo ka Nyekwaama?

*Epegasi nyatemari nae egogonju nyakilo nicye.*

2. Nywo abu Nyekwaama kiticiki kitaanyunea nyagogonju keje?

*Abu ijesi tokutu loowoi.*

3. Nywo abu Nyakolongo kiticiki kitaanyunea nyagogonju keje?

*Abu Nyakolongo tojupu ililini logee ka naaye njadisyong.*

4. Nywo abu nyekile kiticiki na emonunea Nyakolongo?

*Abu Nyakolongo tonomo ijesi loowoi talaca narwanitae keje kalopotani, tya nyatamu ka njapokoyi keje.*

5. Idodiwuni Nyakolongo nyatemari agogonju ijesi kwaayi?

*Ililinea ijesi nyagogonju keje.*

6. Ka nakopu koni, nywo egogonju nyakilo nicye – Nyakolongo kode Nyekwaama?

*Njatacuneta daani naka njitameni itemokino.*



### 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"

η η		ηakile	47																																
		ηakile ηa η	η ηa ηakile																																
1	<table border="1"> <tr> <td>a</td> <td>e</td> <td>i</td> <td>i</td> </tr> <tr> <td>ηa</td> <td>ηe</td> <td>ηi</td> <td>ηi</td> </tr> </table>	a	e	i	i	ηa	ηe	ηi	ηi																										
a	e	i	i																																
ηa	ηe	ηi	ηi																																
2	<table border="1"> <tr> <td>ηa</td> <td>ηe</td> <td>ηi</td> <td>ηi</td> </tr> <tr> <td>ηe</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ηi</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ηi</td> <td></td> <td></td> <td></td> </tr> </table>	ηa	ηe	ηi	ηi	ηe				ηi				ηi				3	<table border="1"> <tr> <td>ηa</td> <td>ηe</td> <td>ηi</td> <td>ηi</td> </tr> <tr> <td>nya</td> <td>nye</td> <td>nyi</td> <td>nyi</td> </tr> <tr> <td>la</td> <td>le</td> <td>li</td> <td>li</td> </tr> <tr> <td>ka</td> <td>ke</td> <td>ki</td> <td>ki</td> </tr> </table>	ηa	ηe	ηi	ηi	nya	nye	nyi	nyi	la	le	li	li	ka	ke	ki	ki
ηa	ηe	ηi	ηi																																
ηe																																			
ηi																																			
ηi																																			
ηa	ηe	ηi	ηi																																
nya	nye	nyi	nyi																																
la	le	li	li																																
ka	ke	ki	ki																																
Unit 3 - Lesson 36																																			

## Teaching Letter Lesson 37

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyemacari lowayete
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo itici ata?
  2. Itami iyong ai eya ηakile?
8. "Writing"

48	 nyikale
Apete nyikale ηakile. Apete nyikale ηakile	
	
Alepe ata. Apete nyikale ηakile.	
	
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)

Kiteme na iyeniki iyongo
49

1

k	_____	i	_____	a
_____	L	_____	Ny	_____

2

nyakapete

nyelapa

nyekile

nyikanyiti

nakile

3

nyi	pa	na	pe
nya	e	ti	li
ki	ka	ta	le
la	pe	nye	te

Unit 3 - Lesson 38

Unit 3 - Weather

79

**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.

50

Nyeemutu lokitatama



Unit 3 – Lesson 39

**ASSESSMENT OPPORTUNITY**

**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"

r R	nyepiri	51																
	nyepiri ri r	r ri nyepiri																
<b>1</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td>i</td><td>i</td><td>e</td><td>e</td></tr> <tr><td>ri</td><td>ri</td><td>re</td><td>re</td></tr> </table>	i	i	e	e	ri	ri	re	re									
i	i	e	e															
ri	ri	re	re															
<b>2</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td>ri</td></tr> <tr><td>ri</td></tr> <tr><td>re</td></tr> <tr><td>re</td></tr> </table>	ri	ri	re	re	<b>3</b>												
ri																		
ri																		
re																		
re																		
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td>ri</td><td>ri</td><td>re</td><td>re</td></tr> <tr><td>pi</td><td>pi</td><td>pe</td><td>pe</td></tr> <tr><td>nyi</td><td>nyi</td><td>nye</td><td>nye</td></tr> <tr><td>ni</td><td>ni</td><td>ne</td><td>ne</td></tr> </table>	ri	ri	re	re	pi	pi	pe	pe	nyi	nyi	nye	nye	ni	ni	ne	ne	
ri	ri	re	re															
pi	pi	pe	pe															
nyi	nyi	nye	nye															
ni	ni	ne	ne															
Unit 3 - Lesson 40																		

## Teaching Letter Lesson 41

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Erai "ka" nyatemari kotere.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo epaki apa?
  2. Nywo nyicye iticiitere nyaepe?
8. "Writing"

52												
<table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">ta</td> <td style="border: 1px solid black; padding: 2px;">pa</td> <td style="border: 1px solid black; padding: 2px;">ka</td> </tr> <tr> <td colspan="3" style="text-align: center;">tapaka</td> </tr> </table> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">nya</td> <td style="border: 1px solid black; padding: 2px;">e</td> <td style="border: 1px solid black; padding: 2px;">pe</td> </tr> <tr> <td colspan="3" style="text-align: center;">nyaepe</td> </tr> </table>	ta	pa	ka	tapaka			nya	e	pe	nyaepe		
ta	pa	ka										
tapaka												
nya	e	pe										
nyaepe												
<div style="background-color: #4caf50; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Tapaka nyepiri ka nyaepe.</div>												
												
Tapaka apa nyepiri. Tapaka nyepiri ka nyaepe.												
 <table style="margin-left: 20px;"> <tr> <td style="border: 1px solid black; padding: 2px;">r</td> <td style="border: 1px solid black; padding: 2px;">R</td> <td style="border: 1px solid black; padding: 2px;">nyepiri</td> </tr> </table>	r	R	nyepiri									
r	R	nyepiri										
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"

o O
ḡakopiri
53



ḡakopiri	o
ko	ko
o	ḡakopiri

**1**

o	o	o	o
ko	ḡo	po	ro

**2**

ko
ḡo
po
ro

**3**

ko	ḡo	po	ro
ka	ḡa	pa	ra
ki	ḡi	pi	ri
kḡ	ḡḡ	pḡ	rḡ

Unit 3 - Lesson 42

## Teaching Letter Lesson 43

Do activities for:

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

Iwanakino nyaletaritiḡ nakapoloni na isyakinere nyakigirakinḡ nyekuro ka nyitooḡ. Bakiniḡ nyaletaritiḡ ka "L" nika nyekuro ka lobe Lokale.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo itinjitiḡ Lokale?
  2. ḡakopiriḡ naysiyekiḡ ai iyeni nabo iyoḡo?
8. "Writing"

54

nyikanyitiḡ

e la la ka

elalaka

Itinjitiḡ Lokopiriḡ ḡakopiriḡ.



Itinjitiḡ Lokopiriḡ ḡakopiriḡ.

Ereḡe ḡakopiriḡ.



o O ḡakopiriḡ

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.

Nyeelenjiti loka nuumutwo 55

### Nyikokoro Nikarejani Nidooci



Unit 4 - Lesson 44

### Read Aloud Story - Nyikokoro Nikarejani Nidooci

Eyayi kolongo Nyikokoro nikarejani nidooci nelomiti nidwopeyi nyakayi. Nyapei paarani, abu Nyikokoro nikarejani nidooci jini toryamu nuumwa njidesi. Abu yaa lotyeni lucye lu eya nidwopeyi nyakayi.

Abu Nyikokoro nikarejani nidooci jini kinjita teme, “Njae ekenarakini ayongo nyakitakini nuumwa nu?”

Tolimū nyaburyayiti teme, “Nyacuri ayongo”.

Tolimū nyemiri teme, “Nyacuri ayongo”.

Tolimū nyaate teme, “Nyacuri ayongo”.

Teme naye Nyikokoro nikarejani nidooci, “Ejoko, etakini ayongo nuumwa ka nyakwaang kana”

Njurwa daani, eloseene Nyikokoro nikarejani nidooci mana nyakitere nuumwa erupete.

Toruputu epoloko towoyaka.

Nyapei paarani, abu Nyikokoro nikarejani nidooci kiyokoki nyatemari akoko nuumwa etyemokini nyalemyo. Abu naye mini nika njityenge ka lucye ka lu eya nidwopeyi nyakayi. Kinjita naye Nyikokoro nikarejani nidooci teme, “Njae ekenarakini ayongo atolema nuumwa?”

Tolimū nyaburyayiti teme, “Nyacuri ayonḡ”.

Tolimū nyemiri teme, “Nyacuri ayonḡ”.

Tolimū nyaate teme, “Nyacuri ayonḡ”.

Teme naye Nyikokoro nikareḡani nidooci, “Ejoko, alemi ayonḡ ḡuumwa ka nyakwaang kaḡa” Toleme naye iḡesi.

Kiḡitari naye Nyikokoro nikareḡani nidooci abonḡ teme, “Etyemokinḡ peekona ḡuumwa nikiryaarete tarata ḡakirya”. Abu naye Nyikokoro nikareḡani nidooci kiḡita, “ḡae pe ekeḡarakini ayonḡ nyakiryaari ḡuumwa tarawuneta ḡakirya?”

Tolimū nyaburyayiti teme, “Nyacuri ayonḡ”.

Tolimū nyemiri teme, “Nyacuri ayonḡ”.

Tolimū nyaate teme, “Nyacuri ayonḡ”.

Teme naye Nyikokoro nikareḡani nidooci, “Ejoko, eryaari ayonḡ ḡuumwa tarawutu ḡakirya ka nyakwaang kaḡa”.

Kiryaaya naye iḡesi.

Kiryaaya Nyikokoro nikareḡani nidooci ḡuumwa tarata ḡakirya. Ani erumori nyakiryere, abu Nyikokoro nikareḡani nidooci ḡini yaa ḡakirya lotyenḡ lucye lu aya nidwopei nyakayi. Kiḡita nyikokoro nikareḡani nidooci teme, “ḡae pe ekeḡarakini ayonḡ kidoroki ḡakirya nu tarata nyatapḡ?”

Tolimū nyaburyayiti teme, “Nyacuri ayonḡ”.

Tolimū nyemiri teme, “Nyacuri ayonḡ”.

Tolimū nyaate teme, “Nyacuri ayonḡ”.

Teme naye Nyikokoro nikareḡani nidooci, “Ejoko, edorokini ayonḡ ḡakirya nu tarata nyatapḡ ka nyakwaang kaḡa”. Ani ekoni nyatapḡ, abu Nyikokoro nikareḡani nidooci yaa nika ḡityenḡ ka lucye ka lu eya nidwopei nyakayi.

Tolimū naye Nyikokoro nikareḡani nidooci teme, “Akono peekona nyatapḡ ecamiti nyakimujwo” “ḡae ekeḡarakini ayonḡ emuja?”

Tolimū nyaburyayiti teme, “Ecuri ayonḡ”.

Tolimū nyemiri teme, “Ecuri ayonḡ”.

Tolimū nyaate teme, “Ecuri ayonḡ”.

Teme naye Nyikokoro nikareḡani nidooci, “Mamu! Emuji ayonḡ daḡa abonḡ”

Kimuju naye iḡesi.

## ḡakiḡitaretā

1. Nywo itakini Nyikokoro nikareḡani nidooci?  
*ḡuumwa*
2. ḡae elimokini Nyikokoro nikareḡani nidooci kiḡarakḡ iḡesi nyakidupu ḡuumwa?  
*Nyaburyayiti, nyemiri tya nyaate*
3. Nywo pa emoreta Nyikokoro nikareḡani nidooci nyatapḡ ka ḡityenḡ lucye?  
*Aḡerete nyakiḡarakini iḡesi nyakitare ka nyakiryare tya nyakupore*
4. Itami iyonḡ nywo eḡeritotorḡ ḡityenḡ lucye nyakiḡarakini Nyikokoro nikareḡani nidooci ka nyeticḡ?



### 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
o O
nyekokoro



nyekokoro	o
ro	ro
o nyekokoro	

**1**

o	o	o	o
nyo	ko	ro	ro

**2**

nyo
ko
ro
ro

**3**

nyo	ko	ro	ro
nyo	ko	ro	ro
nyo	ko	ro	ro
nyo	ko	ro	ro

Unit 4 - Lesson 45

## Teaching Letter Lesson 46

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Itodiwuniti nyakiroyiti " keje" nyatemari erai nyibore njini nyika nyitooi.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo anjoli ata?
  2. Nywo anjolea ata nyekokoro?
8. "Writing"

57

ke je

keje

a ro lo

anjolo

Anjolo ata nyekokoro keje.  
Anjolo apa nyekokoro keje.



Erai nyekokoro nyikanyiti.  
Anjolo ata nyekokoro keje.

o O nyekokoro




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
u U
nyetuko



nyetuko	u
tu	tu
u	nyetuko

**1**

u	u	u	u
tu	nyu	ku	ru

**2**

tu
nyu
ku
ru

**3**

tu	nyu	ku	ru
te	nye	ke	re
to	nyo	ko	ro
ti	nyi	ki	ri

Unit 4 - Lesson 47

## Teaching Letter Lesson 48

Do activities for:

5. "Parts of our Language" (Grammar lesson)
  - Erai "ka" nyatemari "tya" nyetuko ka nyekori.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Alu tyeje ekerete?
  2. Nywo ekereta nyetuko ka nyekori?
8. "Writing"

59



nyekori



ekerete

Ekerete nyetuko ka nyekori.



Ekerete nyetuko ka nyekori.  
Elanya nyetuko nyekori.

u U nyetuko



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.

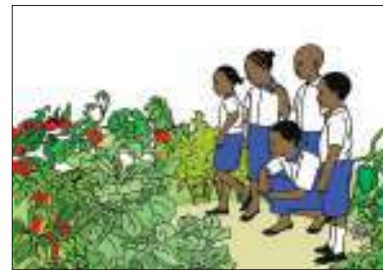


#### As a Class

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

60

Nyeelenjiti lo eyewore



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"

u U
nyekunyuku
61



nyekunyuku	u
ku	ku
u	nyekunyuku

**1**

u	u	u	u
ku	nyu	ru	lu

**2**

ku
nyu
ru
lu

**3**

ku	nyu	ru	lu
ku	nyu	ru	lu
ka	nya	ra	la
ke	nye	re	le

Unit 4 - Lesson 50

## Teaching Letter Lesson 51

Do activities for:

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

Ŋipitesyo lukigirete - kisyaki kotere nyaletariti naapoloni ani enaji losali ka ŋakiro kiwaaki (.) nyemacari lowooyete.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo ilanyi Lopuke?
  2. Nywo itami iyogo nyatemari iticikino Lopuke nyekunyuku?
8. "Writing"

62



alokaki

Elanya nyekunyuku Lopuke  
elanya nyekunyuku Lopuke



Elanyi nyekunyuku Lopuke.  
Alokaki Lopuke nyekunyuku.




u U nyekunyuku

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"

m M	ɲamukɥ	63
	ɲamukɥ mu m	m mu ɲamukɥ

### 1

u	ɥ	a	o
mu	mɥ	ma	mo

### 2

mu
mɥ
ma
mo

### 3

mu	mɥ	ma	mo
ɲu	ɲɥ	ɲa	ɲo
ku	kɥ	ka	ko
ru	rɥ	ra	ro

Unit 4 - Lesson 52

## Teaching Letter Lesson 53

Do activities for:

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

Erai keɲe nyatemari erai nyibore nyika nyitooɲi ka ɲini.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. ɲae epoto ɲamukɥ keɲe?
  2. Nywo eyinakinea Lorika ɲamukɥ keɲe Lokuru?
8. "Writing"

64

ku	po	to
----	----	----

kupoto

to	le	ma
----	----	----

tolema

Kupoto Lokomi ɲamukɥ keɲe.





Kupoto Lokomi ɲamukɥ keɲe.  
Tolema Lomoru ɲamukɥ.



m M ɲamukɥ

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.

Nyeemutṽ lokitatama 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
n N
nyanakanaka



nyanakanaka			
na	no	nu	nga
n			
nyanakanaka			

**1**

a	o	u	ā
na	no	nu	ngā

**2**

na
no
nu
ngā

**3**

na	no	nu	ngā
nya	nyo	nyu	nyā
ka	ko	ku	kā
ma	mo	mu	mā

Unit 4 - Lesson 55

## Teaching Letter Lesson 56

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyapei ka nakaalaka - nyanakanaka(nyapei),  
ɲanakanaka (elalaka).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo itici nyanakanaka?
  2. Ai elomito ɲanakanaka?
8. "Writing"

67



eperi

Eperi nyanakanaka ka lokitoe.  
Eperete ɲanakanaka ka lokitoe.



Eperi nyanakanaka.  
Eperi nyanakanaka ka lokitoe.

n N nyanakanaka




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
b B
nyebu



nyebu	b
bu	bu
b	nyebu

1

u	u	o	e
bu	bu	bo	be

2

bu
bu
bo
be

3

bu	bu	bo	be
nyu	nyu	nyo	nye
mu	mu	mo	me
pu	pu	po	pe

Unit 4 - Lesson 57

## Teaching Letter Lesson 58

Do activities for:



5. "Parts of our Language" (Grammar lesson)  
Nyapei ka elalaka - nyakine (nyapei) yakinei (elalaka).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo etupiti nyebu?
  2. Iyeni pe iyongo nyenyene nyicye lu imujiito nyakirini a?
8. "Writing"

69

e tu pi ti  
etupiti


nya ki ne  
nyakine

Anyama nyebu nyakine.  
Anyama nyebu yakinei.

Etupiti nyebu nyakine.  
Anyama nyebu nyakine.

b B nyebu  
Lobukuyi



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 Nyeelenjiti loka njuumutwo

**Ŋicanj lu ka nyamoni**



Unit 5 - Lesson 59

**Read Aloud Story - Ŋicanj lu ka nyamoni**

Elimonokini ityekenje Lomoni jiiki kuwapa nyapaka na itoriito ntuŋa daanji na eborunio injesi ka losukulu. Temę wo nyiwapu cutu nyerotu lokaapyanj loka nyagule ka na kamutwononj loowoi, kotere emutono nyagule njina. Ecaworu nyerotu loka nyapaka nyakiloyiti nyerotu loka nyagule ka nakamutwononj. Nyapei paaranj, kimokomokakj nyakuru. Abu Lomoni kubunyakinj nyayakarj lore eriŋa nyakuru nyetepa. Tayaka injesj kitoru lorotu loka nyagule ka na ka mutononj.

Abu tobulu Lomoni kotere irwono nyagule njina. Kukomakj ecamiti nyatubworj ka nakurwonutu lowa locye lo ecyai. Topede nyagule nikamutononj, abu kicurutaasi njakiyono nakalibaka tadapala, tokwamakinj injesj kopu. Ani na eyakarj injesj kopu, abu toŋolerolekij keyayij ne epedorya njakonyene ka nakiyono kiyokokino ni ecyayi ka nagule. Abu kiyokokij tetene keŋe, kiyokokij nemiimii topede njakiyono tayaka inae.

Nyiyokokino ijesi nyesali ka nyanjolebonji ka njina. Abu kinjolibiya kedenye, kiyokokj nemiimii topede nyamoni tayaka inae. Nyiyokokino ijesi nyesali ka nyanjolebonji. Abu tatama lokajokoni. Ai pe isyakinitori nyanjolebonji na? Ebayi pe ai? Nywo wooni eyayi losali ka nyanjolebonji ka na?

Abu totinji nyakowu ka nyanjolebonji nabo kilokakina nyacye nakeju kenje kiriya nayi ijesi ecamiti nyakitubu. Abu topotyaki, kitiñaki ijesi nyakiriyari tani epotyakiniti danga. Abu ijesi kitanayana, kotere nyiyokokino ijesi nyadwo kwaari nyanjolebonji nakapotyani. Abu toboño nita abunwo ijesi nyakiwaruni lopaakenje Lotaka. Kotere nyacye pakā ani erai kedacakinosi ikesi icurete nyakiriyari nyanjolebonji tani enanete ne elyawunitori.

Tanyari Lomoni “Lotaka! Lotaka! Bwa napeyina! Bwa kinjarakinae!” Na amotunworj ijesi ka namoni ka naka mutwononi. Kiira Lotaka nyetoyili ka Lomini, tomatarj nyakisiryamaari ijesi. Toriko Lomoni lopakenje tooma nyagule ka nyamoni ni ka mutononi loowoi tani ni eyayi nyanjolebonji. Kinjita Lotaka Lomoni, “Itamiti iyong elyewuniti ka ai? Etapakina ai?”

Kiriyasi nayi ikesi ka njikilinja kece ka daani. Nyicura ikesi nyakiriyari nyanjolebonji!

Temē Lomoni, “Kapana atanyarawutu, Naroto ka Nacebe tya Lomonini potu ikiñarakisi injwoni! Acamiti diri ayong nyakiyeni nyesali ka nyanjolebonji kana!” Tobonosi ikesi losukulu nyanyarare njipaalatini kece.

Kitunupa njipaalatini kece tayakasi ka ikesi nagule na ka mutwononi. Toryañakinosj na iyokokinoto nyanjolebonji nati kapoloni. Totiña ikesi daani nyanjolebonji kiriyasi ka lowatini ka daani. Kiriyasi kiriyasi, kiriyasi nabo... kiriyari nayi nyanjolebonji. Kiriyasi njide nyanjolebonji loowoi tani ikutwokini nyanjolebonji. Nywo itami iyong abu tosubakini?

### ñakijitaretā

1. Nywo ecamitere Lomoni kitoro napaka nitoro nagule?  
*Ekoroco nyagule, ejoko nyapaka.*
2. Ñae isyawuni Lomoni nyanyarare kinjaraki ijesi nyakiriyari nyanjolebonji?  
*Lotaka.*
3. Nywo iriyaryata njide nyanjolebonji?  
*Ecamito nyakiyene nyesali ka nyanjolebonji.*



#### 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"

y Y	loyomo	71												
	loyomo yo y	y yo loyomo												
1	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>o</td><td>o</td><td>a</td><td>a</td></tr> <tr><td>yo</td><td>yo</td><td>ya</td><td>ya</td></tr> </table>	o	o	a	a	yo	yo	ya	ya					
o	o	a	a											
yo	yo	ya	ya											
2	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>yo</td></tr> <tr><td>yo</td></tr> <tr><td>ya</td></tr> <tr><td>ya</td></tr> </table>	yo	yo	ya	ya	3								
yo														
yo														
ya														
ya														
	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>yo</td><td>yo</td><td>ya</td><td>ya</td></tr> <tr><td>mo</td><td>mo</td><td>ma</td><td>ma</td></tr> <tr><td>lo</td><td>lo</td><td>la</td><td>la</td></tr> </table>	yo	yo	ya	ya	mo	mo	ma	ma	lo	lo	la	la	
yo	yo	ya	ya											
mo	mo	ma	ma											
lo	lo	la	la											
Unit 5 - Lesson 60														

## Teaching Letter Lesson 61

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo imuji loyomo?
  2. Iyeni pe iyonḡo ḡikyenyi ḡicye a? Alu ḡulu?
7. "Writing"

72
 <p style="color: #e91e63; font-weight: bold;">eyayi</p> <p style="color: #e91e63; font-weight: bold;">ḡikury</p>


<p>Erai lo loyomo. Eyayi loyomo mana. Iliki loyomo ḡikury.</p>
<div style="display: flex; align-items: center;">  <div style="text-align: center;"> <p>y Y loyomo</p> <p>eyayi</p> </div> </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"

s S
nyesukulū 73



nyesukulū	s
su	su
s	nyesukulū

**1**

u	a	u	e
su	sa	sū	se

**2**

su
sa
sū
se

**3**

su	sa	sū	se
nyu	nya	nyū	nye
ku	ka	kū	ke
yu	ya	yū	ye

Unit 5 - Lesson 62

## Teaching Letter Lesson 63

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Kamagete ka (ibakito) Injesi (elonikina).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ai eyayi nyesukulū?
  2. Nywo elosiitere injwoni losukulū?
8. "Writing"

74


ibakito

nyekimarete

Ibakito nyesukulū kosi ka nyere.  
Elonikina nyesukulū kosi ka nyere.



Erai nyesukulū nyekimarete.  
Ibakito nyesukulū kosi ka nyere.



s S nyesukulū

kosi

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.

Nyeemutŷ lokitatama

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
Kiteme na iyeniki iyogo

**1**

r	_	n	_	s
_	u	_	B	_

**2**

	nyanakanaka
	nakopiri
	nyekokoro
	nyebu
	namuku

**3**


nye	ko	pi	nya
na	tu	ka	ro
ka	ri	ko	mu
ku	na	bu	na

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"

d D	nyedokoro	77																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">nyedokoro</td><td style="padding: 2px;">d</td></tr> <tr><td style="padding: 2px;">do</td><td style="padding: 2px;">do</td></tr> <tr><td style="padding: 2px;">d</td><td style="padding: 2px;">nyedokoro</td></tr> </table>	nyedokoro	d	do	do	d	nyedokoro											
nyedokoro	d																	
do	do																	
d	nyedokoro																	
1	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">o</td> <td style="padding: 2px;">o</td> <td style="padding: 2px;">u</td> <td style="padding: 2px;">u</td> </tr> <tr> <td style="padding: 2px;">do</td> <td style="padding: 2px;">do</td> <td style="padding: 2px;">du</td> <td style="padding: 2px;">du</td> </tr> </table>		o	o	u	u	do	do	du	du								
o	o	u	u															
do	do	du	du															
2	3	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">do</td> <td style="padding: 2px;">do</td> <td style="padding: 2px;">du</td> <td style="padding: 2px;">du</td> </tr> <tr> <td style="padding: 2px;">do</td> <td style="padding: 2px;">bo</td> <td style="padding: 2px;">bu</td> <td style="padding: 2px;">bu</td> </tr> <tr> <td style="padding: 2px;">du</td> <td style="padding: 2px;">to</td> <td style="padding: 2px;">tu</td> <td style="padding: 2px;">tu</td> </tr> <tr> <td style="padding: 2px;">du</td> <td style="padding: 2px;">no</td> <td style="padding: 2px;">nu</td> <td style="padding: 2px;">nu</td> </tr> </table>	do	do	du	du	do	bo	bu	bu	du	to	tu	tu	du	no	nu	nu
do	do	du	du															
do	bo	bu	bu															
du	to	tu	tu															
du	no	nu	nu															
Unit 5 - Lesson 66																		

## Teaching Letter Lesson 67

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Kamagete ka "Aloma" Injesi "apudo".
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo apete Nadokoro?
  2. Nywo itami iyong nyatemari itici Nadokoro ka natabo?
8. "Writing"

78									
<table style="margin: auto;"> <tr> <td style="text-align: center;"> <table border="1" style="background-color: #e91e63; color: white; padding: 2px;"> <tr><td style="padding: 2px;">a</td><td style="padding: 2px;">lo</td><td style="padding: 2px;">ma</td></tr> </table> <p style="color: #e91e63; margin: 0;">aloma</p> </td> <td style="text-align: center; padding: 0 20px;">  </td> <td style="text-align: center;"> <table border="1" style="background-color: #e91e63; color: white; padding: 2px;"> <tr><td style="padding: 2px;">e</td><td style="padding: 2px;">ro</td><td style="padding: 2px;">no</td></tr> </table> <p style="color: #e91e63; margin: 0;">erono</p> </td> </tr> </table>	<table border="1" style="background-color: #e91e63; color: white; padding: 2px;"> <tr><td style="padding: 2px;">a</td><td style="padding: 2px;">lo</td><td style="padding: 2px;">ma</td></tr> </table> <p style="color: #e91e63; margin: 0;">aloma</p>	a	lo	ma		<table border="1" style="background-color: #e91e63; color: white; padding: 2px;"> <tr><td style="padding: 2px;">e</td><td style="padding: 2px;">ro</td><td style="padding: 2px;">no</td></tr> </table> <p style="color: #e91e63; margin: 0;">erono</p>	e	ro	no
<table border="1" style="background-color: #e91e63; color: white; padding: 2px;"> <tr><td style="padding: 2px;">a</td><td style="padding: 2px;">lo</td><td style="padding: 2px;">ma</td></tr> </table> <p style="color: #e91e63; margin: 0;">aloma</p>	a	lo	ma		<table border="1" style="background-color: #e91e63; color: white; padding: 2px;"> <tr><td style="padding: 2px;">e</td><td style="padding: 2px;">ro</td><td style="padding: 2px;">no</td></tr> </table> <p style="color: #e91e63; margin: 0;">erono</p>	e	ro	no	
a	lo	ma							
e	ro	no							
<div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 10px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">Aloma nyedokoro natabo. Apudo nyedokoro ka natabo.</p> </div>									
<p style="margin: 0;">Aloma nyedokoro natabo. Apete nyedokoro Nadokoro. Erono nyedokoro kipesi.</p>									
<div style="display: flex; align-items: center; justify-content: center;">  <div style="border: 1px solid #e91e63; padding: 5px; display: flex; align-items: center;"> <span style="font-size: 2em; font-weight: bold; margin-right: 5px;">d D</span> nyedokoro             </div> </div>									
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?**



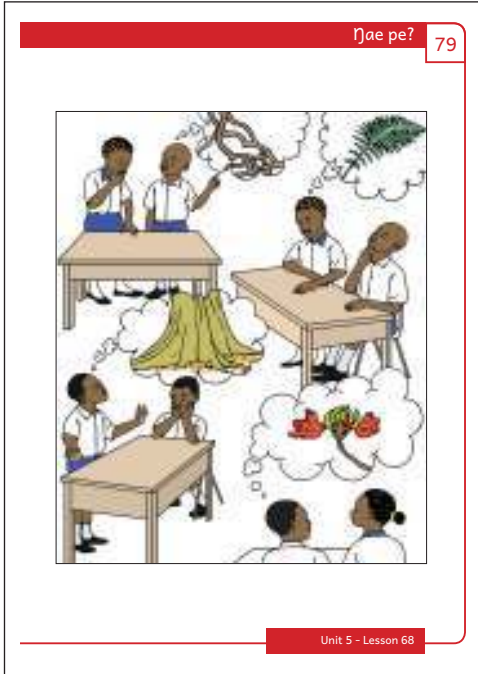
**As a class**

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.



**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
c C
nyecomɔ



nyecomɔ	c
co	co
c	nyecomɔ

**1**

o	o	e	e
co	cɔ	ce	cɛ

**2**

co
cɔ
ce
cɛ

**3**

co	cɔ	ce	cɛ
mo	mɔ	me	mɛ
nyo	nyɔ	nye	nyɛ
to	tɔ	te	tɛ

Unit 5 - Lesson 69

## Teaching Letter Lesson 70

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyapei ka elalaka - nyecomɔ ka njicomini.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ai adoka nyecomɔ?
  2. Anu muja njacye imugiito njicomini?
8. "Writing"

na	la	ma
----	----	----


ɲalamɔ

il	li	ki
----	----	----

iliki

81


Eyayi nyecomɔ lokitoe.  
Eya njicomini lokitoe.



Anyamɔ nyecomɔ nyakoro. Eyayi nyecomɔ lokitoe. Iliki nyecomɔ ɲalamɔ.

c C nyecomɔ

ɲicomini



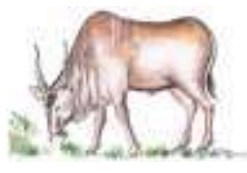
Unit 5 - Lesson 70

## 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
w W nyewapiti



nyewapiti	w
wa	wa
w	nyewapiti

**1**

a	i	i	e
wa	wi	wi	we

**2**

wa
wi
wi
we

**3**

wa	wi	wi	we
nya	nyi	nyi	nye
pa	pi	pi	pe
ma	mi	mi	me

Unit 5 - Lesson 71

## Teaching Letter Lesson 72

Do activities for:

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

ŋipitesyo lukigirete - Kuwaaki nyemacari  
lokinitarete (?) losali ka nyakinisete.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo itici nyewapiti?
  2. Iyeni pe iyongo njitye njicye lu ka nyamoni a?  
Anu njulu?
8. "Writing"

83

lo ka ru pu na ni

lokarupunani

i yo ko ki

iyokoki

Iyokoki pe iyongo nyewapiti a?



Edaka nyewapiti njitya. Eyakari nyewapiti nyelado lokarupunani. Iyokoki pe iyongo nyewapiti a?

w W nyewapiti


Unit 5 - Lesson 72



National Languages Primary 1		Unit 6: Family
<b>Learn about</b> 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.		<b>Key inquiry questions</b> <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>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b> <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>	<b>Skills</b> <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>	<b>Attitudes</b> <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>
<b>Contribution to the competencies:</b> <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>		
<b>Links to other subjects:</b> <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 Nyeelenjiti loka ruumutwo

**Nyakilunyokini napaka ka itwoo**



Unit 6 - Lesson 73

**Read Aloud Story - Nyakilunyokini napaka ka itwoo**

Tonyou Lokolonjo nataparacu loowoi nyakinu ityekenje. Kotere ecamiti ityekenje nyaperori lokoli ka nakaatekenje. Elosi inesi nyakisalā nyedominikayiti nyepi ka inae. Ayeni Lokolonjo ka lokaatekenje tya nakaatekenje tya nabo apakece nyatemari itunete moyi ikesi ityekenje, Tarai anupito ikesi nyatemari icuryo ikesi nyakiricakini jawati kece tani keperoriti ityekenje danja.

Tolimwoki ityekenje ikesi teme, "Kibooyoto ejookasi! Kiciki ityekenje Lokolonjo teme, kuurya nakaatokoni tya lokaatokoni.

Ani nati epudworea ityekenje ka nyekudwori, kisyakini pe iyono lokolonjo nyakitekenyi nakaatekenje tonjyakini nyelote losukulu. Abu inesi kunokaki nyakimi, kilelebiki jakipi natiri, kidara ekulyawunete jakipi kotere tobukokinea nyecayi lotuna lu ka nyekoli.



Ani na erin̄aakar̄i in̄esi idarit̄i ḡakipi tokulyawut̄y, abu tolem̄y bambe lokoloḡo ipoȳi ityekeḡe nacye paaran̄i erin̄a nyeloto. Ecamit̄i nyayawun̄i tamaare nyecaȳi. Tolimwokin̄i nayi Lokoloḡo abon̄i ebala, “Ebelenȳe nyibore en̄i! Icurio isua nyakibooyere ejookaȳi tan̄i keperorit̄i itwokos̄i ḡurwa lukudi nu!”

Abu nakaatekeḡe tokenȳu ka nakapeteḡe keḡe. Abu Lokoloḡo min̄i nikeḡe kilota ḡakonyeneḡe keḡe ani erumwor̄i kitanapik̄i ḡiworui kotere tolosyo losukul̄y.

Toruk̄i nyibore ka lokeno, “Titiri, tiri tillli!”

Abu Lokoloḡo kin̄olibiya napeyina, kiyokok̄i ḡikokora esukete namoni ekodito ta bambe ka ḡakutuka keḡe! Tatamaḡ Lokoloḡo nyibore nyicye ne enyamete nakaatekeḡe ka apakeḡe nyakolon̄it̄i ḡina kotere alemariḡ bambe.

Toruk̄i nabo nyibore ka ni ilon̄aa nakaatekeḡe, Pwaaa! Peooo!

Ani ḡolibaari Lokoloḡo inae, abu kiyokok̄i kebwaḡa ta nakaatekeḡe ḡakipi na eya natubutub̄y, tolelewut̄y nayi ḡakipi ipumasi loowoi toremuni kaȳi. Tobukor̄i ḡakipi daani, abu Lokoloḡo tatamaḡ nyatemariḡ wo atamatar̄i amin̄i namosurwa ayemeḡ ḡakipi ḡacye ayaw̄y lokol̄i erin̄a ayon̄o nyeloto losukul̄y.

Toruk̄i nyibore nyicye ka lokiḡa, kayamaḡ! Kayamaḡ!

Abu Lokoloḡo toosik̄i nyakitamaḡ ḡakiro ka ḡakipi ka natokona abukor̄i, tamatar̄i kalopotan̄i nyakiyokokin̄i nyibore nerwo. Tarai taawanik̄i ebala “ḡabeyeyi!”

Kitam̄y Lokoloḡo ḡuna tya ḡiborekeya daani lu itemokino itici in̄esi nyataparac̄y ḡina, ikwa ta kimuryak̄i in̄esi nyalemuni ḡabeyeyi. Tarai nyiin̄wok̄o abon̄i eyokok̄i in̄esi, Nepedi nyakaȳi ka ḡikokora ani erumwor̄i topedor̄i namoni ekodit̄i ḡabuswoto ka ḡabeyeyi ka nyakutuk̄y.

Peekona alemariḡ ḡabeyeyi daani, Tatamaḡ nayi Lokoloḡo nyibore nyicye nekodete in̄esi kata ikaatekeḡe losukul̄y kumuja. Kaneni, abu apakeḡe ka Lokoloḡo tobon̄y ka namoni ewupit̄i iyaḡa kinyinyirite loowoi, kotere elosit̄i ta nyakikeyenuun̄i ḡakito naka nyakimi.

Kisyemekin̄i Lokoloḡo ka apakeḡe, kikaloyikis̄i ebasi, “Kikokini pe dir̄i ḡwon̄i ai nyedomnikayit̄i lo daani na emameekor̄i itwoyok̄o? Pa kolon̄o kiyeni isua nyatemariḡ iticiitit̄i kolon̄o in̄esi loowoi kotere ikiricakinea ḡwon̄i.

### ḡakin̄itareta

1. Ai elosi ityekeḡe ka Lokoloḡo?

*Nyaripakin̄i nakaatekeḡe.*

2. Nywo abu kiticikin̄i nika bambe kalo ecamitor̄i Lokoloḡo tamaare nyecai?

*Abu nyekokoroḡ kirika.*

3. Nywo inyinyiritor̄i ka nabo ewupitor̄i apakeḡe ka Lokoloḡo?

*Kotere alosit̄i in̄esi nyakikeyeneḡ ḡakito naka nyakimi.*

4. Nywo apot̄y Lokoloḡo ka apakeḡe kiitunoto ityekeḡe?

*Kotere iticiitit̄i kolon̄o in̄esi ka lokol̄i tya kibooyoto ḡitun̄a ejok̄o.*

5. Nywo iticiitit̄i iyon̄o ka lokol̄i kus̄i tya kin̄arakinea ḡitun̄a lu ka nyekal̄i kus̄i?



### 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"

kw Kw
nyekwari 85



nyekwari	kw
kwa	kwa
kw	nyekwari

**1**

a	i	e	o
kwa	kwi	kwe	kwɔ

**2**

kwa
kwi
kwe
kwɔ

**3**

kwa	kwi	kwe	kwɔ
ka	ki	ke	kɔ
wa	wi	we	wɔ
pa	pi	pe	pɔ

Unit 6 - Lesson 74

### Teaching Letter Lesson 75

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyapei ka nakaalakɔ - (nyikoku ka njide).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo imuji nyekwari?
  2. Nywo itami iyoŋɔ nyatemari abu nyapese kiticiki na erylakinori?
8. "Writing"

86

ba
ki
ni

bakini

e
re
ni
ya

ereniya

Ereniya nyekwari nyikoku.  
Ereniya nyekwari njide.



Bakini nyekwari nyekunyuku. Erika nyekwari nyau. Ereniya nyekwari nyikoku.




kw Kw nyekwari

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"

rw Rw		nyerwositị		87
		nyerwositị	rw	
		rwo	rwo	
		rw	nyerwositị	

<b>1</b>	o	i	i	a
	rwo	rwi	rwị	rwa

<b>2</b>	rwo			
	rwi			
	rwị			
	rwa			

<b>3</b>	rwo	rwi	rwị	rwa
	ro	ri	rị	ra
	kwo	kwi	kwị	kwa
	wo	wi	wị	wa

Unit 6 - Lesson 76

## Teaching Letter Lesson 77

Do activities for:

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


Ŋipitesyo lukigiretē - kisyakị kotere nyaletaritị  
naapolonị ani enanjị losalị ka ŋakiro kiwaakị (.)  
nyemacarị lowooyetē.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ŋae itatami ŋide?
  2. Nywo nyicye iticiititị nyerwositị?
8. "Writing"

88


i ta ta mi  
itatami

lo su ku lu  
losukulū

Eminatā nyerwositị ŋide.  
eminatā nyerwositị ŋide



Eminatā nyerwositị ŋide. Itatami nyerwositị ŋide.  
Ecamiti nyerwositị ŋide tolototo losukulū.

 rw Rw nyerwositị

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.



ἦαε πε?

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

**ry Ry**



nyaryeḡe

rye

ry

ry

rye

nyaryeḡe

1

e	e	a	a
rye	rye	rya	rya

2

rye
rye
rya
rya

3

rye	rye	rya	rya
nye	nye	nya	nya
re	re	ra	ra
ye	ye	ya	ya

Unit 6 - Lesson 79

## Teaching Letter Lesson 80

Do activities for:

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

Erai ka nyadocakinetḡ ḡakiro (Narot ka Lomana).

Tarai nabo ka nacye nyaka ( nyaryeḡe).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Tarḡae ayakasi Narus?
  2. Nywo itami iyongḡ nyatemariḡ elosito Narot ka Loamana nyakiticiḡ ka naryeḡe?
8. "Writing"



emilimilete

kiyokokisiḡ

91

Toyakasi Narotḡ ka Lomana.  
Kiyokokisiḡ ḡakayisiḡ ka naryeḡe emilimilete.



Erai Narus nyaryeḡe nati kapoloni. Toyakasi Narotḡ ka Lomana naryeḡe. Kiyokokisiḡ ḡakayisiḡ ka nyaryeḡe emilimilete.

ry Ry nyaryeḡe

naryeḡe



Unit 6 - Lesson 80


## 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

ty Ty
njityenje



njityenje	ty
tye	tye
ty	njityenje

1

e	i	e	i
tye	tyi	tye	tyi

2

tye
tyi
tye
tyi

3

tye	tyi	tye	tyi
te	ti	te	ti
rye	ryi	rye	ryi
ye	yi	ye	yi

Unit 6 - Lesson 81

## Teaching Letter Lesson 82

Do activities for:

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

Erai ka nyakiroyiti na itoodiwuniti nyatemari (eyayi neni).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo eyayi namoni?
  2. Nywo iteedenji njityenje?
8. "Writing"

e
la
la
ka

elalaka

93

pa
ta
na
ka

patanaka

Elalaka njityenje ka namoni.



Elalaka njityenje ka namoni. Eya njityenje lukadenaka. Eya njityenje lu ka patanaka.

ty Ty njityenje



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 Ijumutwo lu ka ityeni



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"

aa Aa	nyekwaamq	95																					
	nyekwaamq kwaa aa	aa kwaa nyekwaamq																					
1	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">aa</td> <td style="padding: 2px 5px;">aa</td> <td style="padding: 2px 5px;">aa</td> <td style="padding: 2px 5px;">aa</td> </tr> <tr> <td style="padding: 2px 5px;">kwaa</td> <td style="padding: 2px 5px;">nyaa</td> <td style="padding: 2px 5px;">maa</td> <td style="padding: 2px 5px;">raa</td> </tr> </table>		aa	aa	aa	aa	kwaa	nyaa	maa	raa													
aa	aa	aa	aa																				
kwaa	nyaa	maa	raa																				
2	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">kwaa</td></tr> <tr><td style="padding: 2px 5px;">nyaa</td></tr> <tr><td style="padding: 2px 5px;">maa</td></tr> <tr><td style="padding: 2px 5px;">raa</td></tr> </table>	kwaa	nyaa	maa	raa	3	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">kwaa</td> <td style="padding: 2px 5px;">nyaa</td> <td style="padding: 2px 5px;">maa</td> <td style="padding: 2px 5px;">raa</td> </tr> <tr> <td style="padding: 2px 5px;">kwa</td> <td style="padding: 2px 5px;">nya</td> <td style="padding: 2px 5px;">ma</td> <td style="padding: 2px 5px;">ra</td> </tr> <tr> <td style="padding: 2px 5px;">kwa</td> <td style="padding: 2px 5px;">nya</td> <td style="padding: 2px 5px;">ma</td> <td style="padding: 2px 5px;">ra</td> </tr> <tr> <td style="padding: 2px 5px;">kwe</td> <td style="padding: 2px 5px;">nye</td> <td style="padding: 2px 5px;">me</td> <td style="padding: 2px 5px;">re</td> </tr> </table>	kwaa	nyaa	maa	raa	kwa	nya	ma	ra	kwa	nya	ma	ra	kwe	nye	me	re
kwaa																							
nyaa																							
maa																							
raa																							
kwaa	nyaa	maa	raa																				
kwa	nya	ma	ra																				
kwa	nya	ma	ra																				
kwe	nye	me	re																				
Unit 6 - Lesson 84																							

## Teaching Letter Lesson 85

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Kamagete ka (epapi) Injesi (eloka).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo abili nyekwaamq?
  2. Nywo nyajokisi ka nyekwaamq ka niyoko?
8. "Writing"

96
 <p style="color: #e91e63; font-weight: bold;">loka poloni</p> <p style="color: #e91e63; font-weight: bold;">arimaaya</p>
Epapiyete njikito ka nyakayi. Eloka njikito ka lokayi.


Ekusi nyekwaamq loka poloni. Arimaaya nyekwaamq njikito. Epapiyete njikito ka nyakayi.
<div style="display: flex; align-items: center;">  <div> <p style="margin: 0;">aa Aa nyekwaamq</p> <p style="margin: 0;">arimaaya</p> </div> </div>
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"

ee Ee	nyekwee	97																												
	nyekwee kwee ee	ee kwee nyekwee																												
<span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="display: inline-table; margin-left: 10px;"> <tr><td>ee</td><td>ee</td><td>ee</td><td>ee</td></tr> <tr><td>kwee</td><td>nyee</td><td>cee</td><td>dee</td></tr> </table>	ee	ee	ee	ee	kwee	nyee	cee	dee	<span style="font-size: 2em; color: #4db6ac;">2</span> <table border="1" style="display: inline-table; margin-left: 10px;"> <tr><td>kwee</td></tr> <tr><td>nyee</td></tr> <tr><td>cee</td></tr> <tr><td>dee</td></tr> </table> <span style="font-size: 2em; color: #4db6ac;">3</span> <table border="1" style="display: inline-table; margin-left: 10px;"> <tr><td>kwee</td><td>nyee</td><td>cee</td><td>dee</td></tr> <tr><td>kwa</td><td>nyaa</td><td>caa</td><td>daa</td></tr> <tr><td>kwa</td><td>nya</td><td>ca</td><td>da</td></tr> <tr><td>kwe</td><td>nye</td><td>ce</td><td>de</td></tr> </table>		kwee	nyee	cee	dee	kwee	nyee	cee	dee	kwa	nyaa	caa	daa	kwa	nya	ca	da	kwe	nye	ce	de
ee	ee	ee	ee																											
kwee	nyee	cee	dee																											
kwee																														
nyee																														
cee																														
dee																														
kwee	nyee	cee	dee																											
kwa	nyaa	caa	daa																											
kwa	nya	ca	da																											
kwe	nye	ce	de																											
Unit 6 - Lesson 86																														

## Teaching Letter Lesson 87

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyapei ka elalakɔ - njikaalei ka nyikale.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nyika ɲae nyikale ekopori nyekwee?
  2. Erai ɲajulu ka ɲakinei ka ɲacye kana iyeni iyonɔ ai?
8. "Writing"

98								
<table style="margin: auto;"> <tr> <td style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #e91e63; color: white;">ni</td><td style="background-color: #4db6ac; color: white;">pu</td><td style="background-color: #4db6ac; color: white;">si</td></tr> </table> <p>ni pu si nipuɲi</p> </td> <td style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #e91e63; color: white;">a</td><td style="background-color: #4db6ac; color: white;">ma</td><td style="background-color: #4db6ac; color: white;">yi</td></tr> </table> <p>a ma yi amayi</p> </td> </tr> </table>	<table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #e91e63; color: white;">ni</td><td style="background-color: #4db6ac; color: white;">pu</td><td style="background-color: #4db6ac; color: white;">si</td></tr> </table> <p>ni pu si nipuɲi</p>	ni	pu	si	<table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #e91e63; color: white;">a</td><td style="background-color: #4db6ac; color: white;">ma</td><td style="background-color: #4db6ac; color: white;">yi</td></tr> </table> <p>a ma yi amayi</p>	a	ma	yi
<table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #e91e63; color: white;">ni</td><td style="background-color: #4db6ac; color: white;">pu</td><td style="background-color: #4db6ac; color: white;">si</td></tr> </table> <p>ni pu si nipuɲi</p>	ni	pu	si	<table border="1" style="border-collapse: collapse;"> <tr><td style="background-color: #e91e63; color: white;">a</td><td style="background-color: #4db6ac; color: white;">ma</td><td style="background-color: #4db6ac; color: white;">yi</td></tr> </table> <p>a ma yi amayi</p>	a	ma	yi	
ni	pu	si						
a	ma	yi						
Anyamɔ nyekwee nyikale nipuɲi. Anyamɔ nyekwee njikaalei lupusiyeki.								
								
Akopo nyekwee nyikale. Alema nyekwee nyikale ka amayi. Anyamɔ nyekwee nyikale nipuɲi.								
<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">  </td> <td style="padding-left: 20px;">                 ee Ee nyekwee nyekweeɲi             </td> </tr> </table>		ee Ee nyekwee nyekweeɲi						
	ee Ee nyekwee nyekweeɲi							
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 Inquiry Questions**

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

**Key Learning Outcome**

Discuss the meaning of a simple story and express ideas about it.

**Story Time**



**As a class**

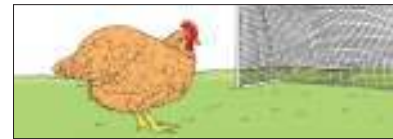
Learners should hear a story about a group of friends. The learners should express their ideas about the characters by answering the comprehension questions. (See Read Aloud Story below)



**In groups**

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

**Nyekokoro ka Naludwo**



**Read Aloud Story - Nyekokoro ka Naludwo**

*Nyeemutu loka nyebuku ka njikurwonoko.*

Epaalanito koloṅo Nyekokoro ka Naludwo loowoi. Tarai ebolonokinosi ikesi jiki. Nyapei paaranj, apotu ikesi tobolyata nyekurya ecamito nyakiyenḡ nyatemari ḡae ebolyana loowoi. Toloto naye ikesi nakeru nyabolyare. Eturwono Nyekokoro tarai eturwono nabo Naludwo kilo.

Topeto naye Nyekokoro nyekurya nikalonani, tarai topeto nabo Naludwo Nyekurya loowoi. Abu Nyekokoro tolili. Apotu ikesi tobolyata nyabolya na epetonokino nyekurya kayi. Kisyawu mono Naludwo kuurya nyakayi kotere nyilomakine Nyekokoro nyekurya. Topetoki Nyekokoro nyekurya kilomaki nyapei.

Abu naye tarau Nyekokoro itemokino emini kuurya nyekurya neloma kayi kenḡ. Topete Naludwo nyekurya kilomaki kayi. Kitupunywoki nabo Naludwo nyekurya kilomaki kayi. Abu Naludwo tanaga nabo nyekurya nyecye ka nyakou tobucu Nyekokoro toloma kayi.

Kilomak<sub>i</sub> Naludwo nyekurya kayi njakilomakineta njakani. Abu nyekokoro<sub>o</sub> tolili loowoi ka ni ilowunea ijesi Naludwo ka nyekurya. Edyakana Nyekokoro<sub>o</sub> loowoi. Abu nayi Naludwo tokyeni kotere nyicuri<sub>i</sub> lopaake<sub>ne</sub> nyakilowuni<sub>i</sub> ijesi ka nyekurya.

Na eliliya nyekokoro<sub>o</sub>, abu tanaama<sub>o</sub> loowoi totodo<sub>o</sub> kiliko Naludwo. Ani nati eboritor<sub>i</sub> nyekokoro<sub>o</sub> lokol<sub>i</sub>, Abu kiryama ka ityeken<sub>e</sub> ka Naludwo loroto<sub>o</sub>.

Abu ityeken<sub>e</sub> ka Naludwo kinjita nyekokoro<sub>o</sub> teme<sub>o</sub>, “Iyokok<sub>i</sub> pe iyongo nyikaakoku a?” Tarai kililinj<sub>i</sub> nyekokoro<sub>o</sub> cek<sub>i</sub> nyetacuna nyibore nyipei dan<sub>a</sub>. Tobulu<sub>o</sub> ityeken<sub>e</sub> ka Naludwo loowoi.

Abu ityeken<sub>e</sub> ka Naludwo kiira nyetoyil<sub>i</sub> ininiya ebala, “Toyiwuna ityeewu!” Tonjole<sub>o</sub>lek<sub>i</sub> ityeken<sub>e</sub> ka Naludwo ecamit<sub>i</sub> nyakiirari lokojokon<sub>i</sub>. Ebunit<sub>i</sub> nyetoyil<sub>i</sub> njolo ka nakook<sub>i</sub> ka Nyekokoro<sub>o</sub>.

Tocalu<sub>o</sub> ityeken<sub>e</sub> ka Naludwo teme<sub>o</sub>, “Kicat<sub>a</sub> lopitye kon<sub>i</sub> nyikaakoku”.

Tomimiru Naludwo ka nabo tababaruunite. Kilele Nyekokoro<sub>o</sub> nyetau. Kiyaru<sub>o</sub> nyekokoro<sub>o</sub> kalopotan<sub>i</sub>. Kiliko ani erumwor<sub>i</sub> kumwaaya. Abu nyekokoro<sub>o</sub> kikaris<sub>i</sub>ya tawalakinitye kotere nyawuris<sub>i</sub> ka Naludwo.

Abu Nyekokoro<sub>o</sub> tawal<sub>a</sub> tan<sub>i</sub> ewalun<sub>i</sub> Naludwo. Todokasi Naludwo ka ityeken<sub>e</sub> lokitoe nyadukakin<sub>i</sub>. Nyapei jik<sub>i</sub> njina, Toremokinos<sub>i</sub> njikokora kata Naludwo.

### Njakinjareteta

1. Ka loomutu<sub>o</sub> ka lo, nywo ecamitor<sub>i</sub> Naludwo ka Nyekokoro<sub>o</sub> nyabolyare nyekurya?

*Kotere taanyunere njae iloyi nicye.*

2. Njyaayi njakilomakineta Naludwo Nyekurya kayi?

*Njakani.*

3. Abu Nyekokoro<sub>o</sub> kikok<sub>i</sub> ai na ilowunea Naludwo ijesi ka nyekurya?

*Abu Nyekokoro<sub>o</sub> tolili loowoi.*

4. Ikokini Naludwo epuduni ka nakook<sub>i</sub> ka Nyekokoro<sub>o</sub> ai?

*Abu tomimiru nabo taabaruunite kikarisu Nyekokoro<sub>o</sub> ijesi kalopotani.*

5. Ikwokini iyongo ai na ikilanyata iyongo njipaalatin<sub>i</sub> kwon<sub>i</sub> daan<sub>i</sub> ai?

6. Nywo itemokino iticikini Nyekokoro<sub>o</sub> kotere tarawuneta njipaalong<sub>o</sub> ka Naludwo?



#### 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

ii Ii
nyetiiri



nyetiiri	ii
tii	tii
ii	nyetiiri

1

ii	ii	ii	ii
nyii	tii	rii	kwii

2

nyii
tii
rii
kwii

3

nyii	tii	rii	kwii
nyi	ti	ri	kwi
ny <sub>i</sub>	t <sub>i</sub>	r <sub>i</sub>	kw <sub>i</sub>
nye	te	re	kw <sub>e</sub>

Unit 7 - Lesson 89

## Teaching Letter Lesson 90

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyapei ka nakaalak<sub>a</sub> - ŋakayis<sub>i</sub> (elalak<sub>a</sub>) tya nyakayi (nyapei).
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo edoketa ŋide lotiiri?
  2. Nywo edukiitotori ŋikenyi ŋakayisi kece lotiira?
8. "Writing"

e
do
kaa
na
re
te

101

edokaanarete

nya
le
mu
ni

nyalemuni

Edukiti nyikanyiti nyakayi lokitoe loka nyetiiri.  
Edukiti nyikanyiti ŋakayisi lokitoe loka nyetiiri.



Edukiti nyikanyiti nyakayi kece lokitoe loka nyetiiri. Edokaanarete ŋide lotiiri nyalemuni ŋabeyeyi ka nyikanyiti. Beenj kimasunj Lotiira ka lotiiri tobilj nyakanj.

ii Ii nyetiiri



Unit 7 - Lesson 90

## Review (Check Your Progress)

Do activities for:






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

102
Kiteme na iyeniki iyogo

**1**

d	_	ry	_	ty
_	Kw	_	C	_

**2**

	nyekwee
	nyecomog
	nyekwari
	nityenje
	nyedokoro

**3**

nye	si	kwe	tye
rye	tii	wa	kwee
ni	rwo	ri	ne
nya	pi	ti	ta

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.

Namunwono 103



Unit 7 - Lesson 92

**ASSESSMENT OPPORTUNITY**

**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
oo Oo
nyapoo



nyapoo	oo
poo	poo
oo	nyapoo

1

oo	oo	oo	oo
nyoo	poo	roo	koo

2

nyoo
poo
roo
koo

3

nyoo	poo	roo	koo
nyo	po	ro	ko
nyo	po	ro	ko
nya	pa	ra	ka

Unit 7 - Lesson 93

## Teaching Letter Lesson 94

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1.  $\eta$ ae emodi nyapoo?
  2.  $\eta$ ywo iticikini na enuketa nyapoo  $\eta$ acinini?
7. "Writing"

to

do

nye

ki

105

todonyoki

ku

mu

de

de

kumudede



Nyapei paarani, tomogo nyapoo nyebu teme, "Todonyoki nyaaboro koni tya nyiboboneera iyogo nyakirini." Ani edinete  $\eta$ acinini nyebu, abu kilala nyapoo ebala "Apaee, talaka karamaaca nyaaboro kaga". Tarai abu nyapoo kumudede loowoi. Ani nati elakea, apoty  $\eta$ acinini toremo nyapoo tonuka eyari.

oo Oo nyapoo

loowoi




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
uu Uu
ɲuukwa



ɲuukwa	uu
ɲuu	ɲuu
uu	ɲuukwa

**1**

uu	uu	uu	uu
ɲuu	kwuu	wuu	ruu

**2**

ɲuu
kwuu
wuu
ruu

**3**

ɲuu	kwuu	wuu	ruu
ɲu	kwu	wu	ru
ɲu	kwu	wu	ru
ɲo	kwo	wo	ro

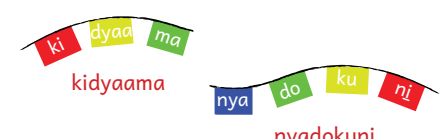
Unit 7 - Lesson 95

## Teaching Letter Lesson 96


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo ecamiti Lokuuda ka lokitoe?
  2. Nywo etwonikinea Lokuuda nyadokuni kopɔ ka lotiiri?
7. "Writing"

107




kidyaama      nyadokuni



Eyakari nyetiiri ɲuukwa luyitayeki. Nyapei paarani, abu Lokuuda todoka lokitoe loka nyetiiri ecamiti nyalemuni ɲide ka nyikanyiti. Ani edokari ɲesi kidyaama, abu tereme nyekwai loti buturu Lokuuda. Taawaniki, totwoniki nyadokuni kopɔ ka lokitoe. Bu apakenje kidoku ɲesi kopɔ ka lotiiri.

uu Uu ɲuukwa

Lokuuda




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.

108 Nyatamuununi nuumutwo

Unit 7 - Lesson 97




**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"

j J	nyajeme	109																
	nyajeme je j	j je nyajeme																
<span style="font-size: 2em; color: #e91e63;">1</span>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>a</td><td>i</td><td>e</td><td>ē</td></tr> <tr><td>ja</td><td>ji</td><td>je</td><td>jē</td></tr> </table>	a	i	e	ē	ja	ji	je	jē									
a	i	e	ē															
ja	ji	je	jē															
<span style="font-size: 2em; color: #4db6ac;">2</span>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>ja</td></tr> <tr><td>ji</td></tr> <tr><td>je</td></tr> <tr><td>jē</td></tr> </table>	ja	ji	je	jē	<span style="font-size: 2em; color: #4db6ac;">3</span>												
ja																		
ji																		
je																		
jē																		
	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>ja</td><td>ji</td><td>je</td><td>jē</td></tr> <tr><td>ca</td><td>ci</td><td>ce</td><td>cē</td></tr> <tr><td>ya</td><td>yi</td><td>ye</td><td>yē</td></tr> <tr><td>nya</td><td>nyi</td><td>nye</td><td>nyē</td></tr> </table>	ja	ji	je	jē	ca	ci	ce	cē	ya	yi	ye	yē	nya	nyi	nye	nyē	
ja	ji	je	jē															
ca	ci	ce	cē															
ya	yi	ye	yē															
nya	nyi	nye	nyē															
Unit 7 - Lesson 98																		

## Teaching Letter Lesson 99

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ilotaanari ityekenje ka Lojore nyajeme ka inywo?
  2. Nywo ewanikinea Lojorena ilotarea ityekenje nyajeme?
7. "Writing"

110


ilotaanari




ejoryanuni

Ilotaanari ityekenje ka Lojore nyajeme ka Lojore ka hakipi tya nyebalanjiti jiiiki. Toloto Lojore ka lopaakenje nyakidonyi ka nalupu ka napuniaka. Todonyo tani ejoryanuni nyajeme kenje. Ani eborjori Lojore lokoji, abu ityekenje kilota nyajeme loowoi. Taawaniki Lojore bakini nyikoku nidooci teme, "Woyityakoi! Woyityakoi!"




j J nyajeme  
Lojore

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"

jy Jy		nyeiyemu		111
		nyeiyemu	jy	
		jye	jye	
		jy	nyeiyemu	

1	e	e	u	a
	jye	jye	jyu	jya

2	jye	3	jye	jye	jyu	jya
	jye		je	je	ju	ja
	jyu		nye	nye	nyu	nya
	jya		ye	ye	yu	ya

Unit 7 - Lesson 100

## Teaching Letter Lesson 101

Do activities for:


5. "Parts of our Language" (Grammar lesson)  
Loiyemu — erai nyatemari eyakari nyeiyemu nyibore.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. ŋae eperi loiyemu ka ata?
  2. Ikwokino Iŋwonj elemario ŋilacj ka loiyemu yokq ai?
8. "Writing"

112


to ko yi ki ni  
tokoyikini

lo jye mu  
loiyemu

Woonj toperq Najale loiyemu ka ata.



Eya ŋilacj loiyemu ka ata. Woonj toperq Najale loiyemu ka ata. Kumuja ŋilacj inesi nyakwaari daani. Na isiparea ca Najale nyeiyemu ŋolo, tokoyikini loowoi.

 jy Jy nyeiyemu  
loiyemu

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.

Nyeelenjiti loka nuumutwo 113

### Edeaka jiki



Unit 8 - Lesson 102

### Read Aloud Story - Edeaka jiki

Bakinj Modinj edekana jiki. Abu ijesi kija napaakenje Nameto napalem ejoko nyakwaang teme, nywo pe adekari ayong jiki?”

Abu napaakenje Nameto tolimwoki ijesi njakiro napa nyiirara ijesi ka nyacye. Tolimwoki Nameto teme, “Apae anie edoe nyecutu nakumuju kwoni, icuri iyong nyadekuni”.

Kijita nabo Modinj “Kotere nywo?”

“Kotere eminat nyecutu njiborekeya luooriki. Icuri toporu ka lokiya ka nitokona ilulumwaa ijesi, ani erumori bu todoo nakumuju kwoni! Ani erai ketapiti njacini, icuri ijesi tokodu njikabele kode njikuru luka njidekesineyi, kuwaki nakumuju kwoni! Edisyaka njikabele njulu, nabo nyecuri iyong nyakiyokokini ikesi. Ani erai kimuju iyong nyakimuju njina, kisurumuni iyong nyedeke!”

Tomuniki Nameto nyakiyene teme, “Ani nayi kipudworiti iyong, tobonu nyilotara njakan kwoni ka nyasabuni, kitedekuni iyong.

Kinjita Modinjī “Kotere nywo?”

“Kotere icuri iyongō nyakodunī njikabele tya njukuru ka nyakanī kwonī erai ta kipudworitī iyongō. Ikwaang njikabele lucikī njulu kalu ekoduuni nyecutu. Kotere edisyakā ikesi loowoi nyicuri iyongō nyakiyokokinī! Ani erai kelomasi nakutuku kwonī kode nakonyene kwonī icuri iyongō nyadekunī”

Tomunikī Nameto nyakiyene teme, “Nabo ani erai imasi iyongō jiiikī njakipi naka nyanjololo na elelete icuri iyongō nyadekunī.”

Kinjita nabo Modinjī “Kotere nywo?”

“Kotere iwokito njakipi na elelete njikabele luunorikī tya njikuru lucikī lu pa nyicuri iyongō nyakiyokokinī. Kotere edisyakā njikabele lowooi. Ani erai kimatā iyongō njakipi njuna, idekuni iyongō!”

Esisyakī Nameto Modinjī njakiro na emini njesi tatamā. Nyapei njina jiiikī kumukwono Modinjī nyakimuju keje kotere nyedoto njicucu. Abu Modinjī kilotaana njakanī keje ka nyasabunī na erumorea nyapudwori. Tapalikī nyamate njakipi naka nyanjololo na elelete. Tamatamatā njakipi naka nyamosura na ilawuna. Tojekere nyakwaang ka Modinjī tapalikī nyadeka kikokī bakinī napaakeje Nameto!

### Njakitaretā

1. Njæ edekuuni jiiikī ka loomutu ka lo?  
*Modinjī.*
2. Nywo itedekuuni njesi jiiikī?  
*Njicucu lu edoyiito nakumuju, nyilotaanari njakanī, nyemate njakipi naanoriki.*
3. Iticiititī pe iyongō njbworekeya luka penakā lu ebakinī luka Modinjī a?
4. Nywo icuri iyongō nyakiticikini kotere kiboyikinori ilawuna nyakwaang bakinī Modinjī?



#### 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
pw Pw
nyawupwali



nyawupwali	pw
pwa	pwa
pw	nyawupwali

1

a	u	a	i
pwa	pwu	pwā	pwī

2

pwa
pwu
pwā
pwī

3

pwa	pwu	pwā	pwī
wa	wu	wā	wī
pa	pu	pā	pī
rwa	rwu	rwā	rwī


Unit 8 - Lesson 103

## Teaching Letter Lesson 104


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo idamidamea Lokiņa?
  2. Nywo njiborekeya njicye lu idamidamiitere?
7. "Writing"

115




kidamadamakj



todipakina

Tolemŭ Lokiņa nyawupwali tya nyakwara nakidamadametę. Ani ikutakinete njikesa keņę iņesi, abu tanapa kidamadamakj toporŭ todipakina. Toporo teteng, ani ebala edamadamaaya kedenyi, abu nyawupwali tobucy tocakakinj kopę. Toņere Lokiņa neni, toporŭ todipakina tolemunite nyawupwali kidamadamakj loowoi.

pw Pw nyawupwali



Unit 8 - Lesson 104

Unit 8 - Hygiene


135

## 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
tw Tw
nyetwo



nyetwo	tw
two	two
tw	nyetwo

**1**

o	e	a	i
two	twe	twa	twi

**2**

two
twe
twa
twi

**3**

two	twe	twa	twi
wo	we	wa	wi
to	te	ta	ti
pwo	pwe	pwa	pwi

Unit 8 - Lesson 105

## Teaching Letter Lesson 106

Do activities for:

5. "Parts of our Language" (Grammar lesson)  
Nyemiri — erai nyepi njimiro — erai lokaalaka.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Njæ eyakari nyetwo lokapoloni?
  2. Nywo nyeticj ka nyetwo?
8. "Writing"

na
ka
mo
na
ka

nakamonaka

117

nye
mi
ri

nyemiri

Toloma nyemiri lotwo.  
Tolomasi njimiro lotwo.

Eyakari Namilo nyetwo loka njakipi. Nyapei paarani, toloma nyemiri lotwo loka Namilo jolo. Abu tobukwoki njakipi nakamonaka lotwo. Totwaniki nyemiri lotwo. Totwaniki nayi njesi nyakipuduni nyemiri ka lotoomi nyetwo. Abu tacakaki nyetwo koge kiyalari.



tw Tw nyetwo

totwaniki



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

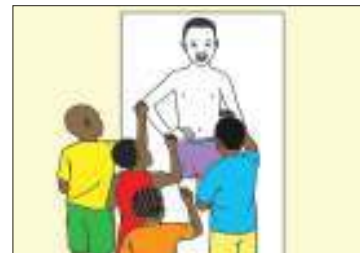
Think of a well-known song in your language about the parts of the body (for example, the English “head and shoulders knees and toes”). After singing the song, discuss all the ways we keep those parts of our bodies clean.



#### 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 Nyeelenjiti lo eyewore



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"

bw Bw	nyabwo	119																												
	nyabwo bwo bw nyabwo	bw bwo nyabwo																												
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="margin: 5px;"> <tr><td>a</td><td>ā</td><td>o</td><td>e</td></tr> <tr><td>bwa</td><td>bwā</td><td>bwo</td><td>bwe</td></tr> </table> </div> <div style="text-align: center;"> <span style="font-size: 2em; color: #00bcd4;">2</span> <table border="1" style="margin: 5px;"> <tr><td>bwa</td></tr> <tr><td>bwā</td></tr> <tr><td>bwo</td></tr> <tr><td>bwe</td></tr> </table> </div> <div style="text-align: center;"> <span style="font-size: 2em; color: #00bcd4;">3</span> <table border="1" style="margin: 5px;"> <tr><td>bwa</td><td>bwā</td><td>bwo</td><td>bwe</td></tr> <tr><td>ba</td><td>bā</td><td>bo</td><td>be</td></tr> <tr><td>wa</td><td>wā</td><td>wo</td><td>we</td></tr> <tr><td>twa</td><td>twā</td><td>two</td><td>twe</td></tr> </table> </div> </div>			a	ā	o	e	bwa	bwā	bwo	bwe	bwa	bwā	bwo	bwe	bwa	bwā	bwo	bwe	ba	bā	bo	be	wa	wā	wo	we	twa	twā	two	twe
a	ā	o	e																											
bwa	bwā	bwo	bwe																											
bwa																														
bwā																														
bwo																														
bwe																														
bwa	bwā	bwo	bwe																											
ba	bā	bo	be																											
wa	wā	wo	we																											
twa	twā	two	twe																											
Unit 8 - Lesson 108																														

## Teaching Letter Lesson 109

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo irworor<sub>i</sub> nyere daan<sub>i</sub> ŋakuro ka nyabwo?
  2. Nywo nyicye iticiitere nyelewo?
7. "Writing"

120
 <p style="text-align: center;">edonyit<sub>i</sub> nyepitye</p>


<p>Erai Natubway<sub>i</sub> nyaberu na kenyuman<sub>i</sub> loowoi, edonyit<sub>i</sub> nyabwo nati iceeretae ka ŋaculo. Irworotor<sub>i</sub> ŋituga ka nyere daan<sub>i</sub> nyabwo ŋina. Nyapei paarani, todo Natubway<sub>i</sub> nyaate keŋe ka nakeru, toporok<sub>i</sub> kipoka nyabwo keŋe loowoi. Tomina nyepitye ŋolo ŋituga daan<sub>i</sub>. Towaa idiirikinito ŋakonyene nikeŋe epori tan<sub>i</sub> iyalaryo nyekoroto.</p>
<div style="display: flex; align-items: center;">  <div> <p style="margin: 0;">bw Bw nyabwo</p> <p style="margin: 0;">Natubway<sub>i</sub></p> </div> </div>
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"

py Py	nyapyere	121																				
	nyapyere pye py	py pye nyapyere																				
<span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">e</td> <td style="padding: 2px 5px;">e</td> <td style="padding: 2px 5px;">a</td> <td style="padding: 2px 5px;">a</td> </tr> <tr> <td style="padding: 2px 5px;">pye</td> <td style="padding: 2px 5px;">pye</td> <td style="padding: 2px 5px;">pya</td> <td style="padding: 2px 5px;">pya</td> </tr> </table>	e	e	a	a	pye	pye	pya	pya														
e	e	a	a																			
pye	pye	pya	pya																			
<span style="font-size: 2em; color: #4caf50;">2</span> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">pye</td></tr> <tr><td style="padding: 2px 5px;">pye</td></tr> <tr><td style="padding: 2px 5px;">pya</td></tr> <tr><td style="padding: 2px 5px;">pya</td></tr> </table>	pye	pye	pya	pya	<span style="font-size: 2em; color: #2196f3;">3</span> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">pye</td> <td style="padding: 2px 5px;">pye</td> <td style="padding: 2px 5px;">pya</td> <td style="padding: 2px 5px;">pya</td> </tr> <tr> <td style="padding: 2px 5px;">jye</td> <td style="padding: 2px 5px;">jye</td> <td style="padding: 2px 5px;">jya</td> <td style="padding: 2px 5px;">jya</td> </tr> <tr> <td style="padding: 2px 5px;">tye</td> <td style="padding: 2px 5px;">tye</td> <td style="padding: 2px 5px;">tya</td> <td style="padding: 2px 5px;">tya</td> </tr> <tr> <td style="padding: 2px 5px;">rye</td> <td style="padding: 2px 5px;">rye</td> <td style="padding: 2px 5px;">rya</td> <td style="padding: 2px 5px;">rya</td> </tr> </table>	pye	pye	pya	pya	jye	jye	jya	jya	tye	tye	tya	tya	rye	rye	rya	rya	
pye																						
pye																						
pya																						
pya																						
pye	pye	pya	pya																			
jye	jye	jya	jya																			
tye	tye	tya	tya																			
rye	rye	rya	rya																			
Unit 8 - Lesson 110																						

## Teaching Letter Lesson 111

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Enyaritae nyikuro ka nakaatekenje ka Lopyemu njae?
  2. Nywo itami iyongo nyatemari iticikini Napwong?
7. "Writing"

122

natunyenyene      toporoporoki

<p>Ikiiyanakini Napwong nyapyere nyekoli kece nataparacy. Injaranakini Lopyemu nyakicunyu natunyenyene na erumorea Napwong nyapyere. Nyapei taparacy icunyi Lopyemu natunyenyene, abu tolemu nyakitoe ka nyakimi ecamiti nyakicunyakini natunyenyene. Tocakakini nyatotole nakeju keje, toporoporoki toowaniki ebala, "Woyityakoi! Woyityakoi! Anomo nyakimi nyakeju kaja!"</p>

py Py nyapyere
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.

ገጽ 123

123



Unit 8 - Lesson 112

**ASSESSMENT OPPORTUNITY**

**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

ky Ky
ɲikyala



ɲikyala	ky
kya	kya
ky	ɲikyala

**1**

a	i	e	ɑ
kya	kyi	kye	kyɑ

**2**

kya
kyi
kye
kyɑ

**3**

kya	kyi	kye	kyɑ
pya	pyi	pye	pyɑ
ka	ki	ke	kɑ
kwa	kwi	kwe	kwɑ

Unit 8 - Lesson 113

## Teaching Letter Lesson 114

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Itatamiititɪ apakerɲe Lokale kwayɪ?
  2. Nywo nyajokisi ka nyakipucɪ ɲikyala yokɔ?
7. "Writing"

nya ki pu cu
nyakipucɪ

125

to lo ko ri
tolokori



Nyeminatɔ Lokale nyakipucɪ ɲikyala. Nyapei paarani, toloto Lokale ka apakerɲe mana. Apotu kiyokokisi ɲicomini ka lomana. Abu Lokale tamatakini ɲicomini, tokwamakini tolokori ɲikyala ɲeaarei. Tarai abu apakerɲe kitonyowu ɲesi kitatama kupucɪ ɲikyala ɲirwa daani kotere nyiloolowunotori.

ky Ky ɲikyala




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
sy Sy
nyesyepẹ



nyesyepẹ	sy
sye	sye
sy	nyesyepẹ

**1**

e	e	a	a
sye	sye	sya	sya

**2**

sye
sye
sya
sya

**3**

sye	sye	sya	sya
se	se	sa	sa
ye	ye	ya	ya
tye	tye	tya	tya


Unit 8 - Lesson 115

## Teaching Letter Lesson 116

Do activities for:


5. "Parts of our Language" (Grammar lesson)  
Nyapei ka nakaalaka – nyesyepẹ ka nisyepyong.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo abu kiticikini nika Lotori na icurutaarori ka lokipetetj ka nyanjololo?
  2. Ani irayi pe iyong Lookoro, nywo iticikini iyong?
8. "Writing"

127




nyanjololo

Topipiliki nyesyepẹ.  
Topipileketa nisyepyong.



Eyakanarete Lotori ka Lookoro nyakicurutaanari ka lokipetetj ka nyanjololo. Nyapei paarani, toloto nyakicurutaanari ka lokipetetj ka nyanjololo. Abu Lotori kicurutaari kopo ka nyesyepẹ. Topipiliki nyesyepẹ toryabakini nayi ijesi loowoi. Abu Lookoro tadaku ijesi ka lokopo, kiteperiki kopo toreto nyesyepẹ kenje. Kilala ijesi teme, "Kililiji ejokerẹ nyesyepẹ koni!"

sy Sy nyesyepẹ


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 Nyeelenjiti loka njuumutwo

### Nyalimokini nyikoku nyekuro



Nywo pe?



Unit 9 - Lesson 117

### Read Aloud Story - Nyalimokini nyikoku nyekuro

Ka nakopo kosi na idounwo nyaberu nyikoku, iboyikini nyaberu tooma nyakayi jurwa juuni kode neerwong nyipuduno nyikoku kalopatani. Yawunutū naye napaalatinī kenje nyayinakineta.

Eyawuni nyaberu nyapei nakipi, yawu nacye nakito.

Ani erumworosi jurwa, epote naberu nakapoloko kipudutu nyikoku kitoodikisi nituṅa. Kisirimwokinae nyikoku lotuṅa tolimwokisi naye nyekuro.

Ani erumoiri, tosewutu naye njakawuryaka ka nyikoku nyekuro lo elimwokinwo nyikoku.

Kupoto naberu nyakimuju tomurito nageye.

Ani naye na ipudunere nyikoku talakarsi nituṅa nyekitoti nolo toyewosi nabo tobolyta kotere epuduni nyikoku.



**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)

Kiteme na iyeniki iyogo
129

**1**

tw	_____	sy	_____	oo
_____	J	_____	Bw	_____

**2**

	ɲikyalā <input type="text"/>
	nyawupwalī <input type="text"/>
	nyapoo <input type="text"/>
	ɲuukwa <input type="text"/>
	nyetwo <input type="text"/>

**3**

nye	ɲu	me	re
ɲi	nya	kya	two
pye	lā	jye	kwa
poo	je	bwo	mu

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	ɲw ɲw	nyiɲwoko	
	nyiɲwoko	ɲw	
	ɲwo	ɲwo	
	ɲw	nyiɲwoko	

1

o	o	i	i
ɲwo	ɲwo	ɲwi	ɲwi

2

ɲwo
ɲwo
ɲwi
ɲwi

3

ɲwo	ɲwo	ɲwi	ɲwi
wo	wo	wi	wi
ɲwo	ɲwo	ɲwi	ɲwi
kwo	kwo	kwi	kwi

Unit 9 - Lesson 119

Teaching Letter Lesson 120

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo eminatā nyabolya ka ɲide?
  2. Nywo eminatotori ɲide nyiɲwoko?
7. "Writing"

131

tamatakinosi      nyekosimi

Eyayi nyiɲwoko lore ka Loɲwokwo ne enyaritae Nyakwaakanj. Epatana nabo eminanɔ ka ɲide loowoi. Nyapei paaranj, bu nyiɲwoko nikaadenanj kitiji Nyakwaakanj. Ani iyokokinete ɲide, apoty tamatakinosi nyiɲwoko kimasaka ka ɲamory kireɲeasi. Kuwokorj nyiɲwoko taawanikj ebala, "Kooko, kooko!" Toborjutj ɲide elakara kani ireɲeareta nyiɲwoko. Tomotunj nayi Nyakwaakanj iyidiyidi nyekosimj elakara. Toborjosi nayi lore kece.

ɲw ɲw nyiɲwoko

Loɲwokwo


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
g G
nyegole



nyegole	g
go	go
g	nyegole

1

o	e	a	i
go	ge	ga	gi

2

go
ge
ga
gi

3

go	ge	ga	gi
ko	ke	ka	ki
no	ne	na	ni
wo	we	wa	wi

Unit 9 - Lesson 121

Teaching Letter Lesson 122

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo abu tosubakin<sub>i</sub> nika Lotogo na imasea nyakayi ka nyegole?
  2. Nywo itami iyong<sub>o</sub> nyatemari<sub>i</sub> iticikini Lotogo peekona?
7. "Writing"

133



nyakiyokokini



tacakakinosi



Nyapei paarani, abu Lotogo kimas<sub>a</sub> nyakayi ka nyegole. Kimasunos<sub>i</sub> nabeyey<sub>i</sub> ka nyegole tocakakinos<sub>i</sub> nakou ka Lotogo temasi, pece! Kumukwo nyedos<sub>o</sub> nyereete<sub>g</sub> ka Lotogo daani, tokuruwo nyakiyokokini nyekopp. Ani ebala Lotogo ejinya nyedos<sub>o</sub> ka loreete<sub>g</sub> kenje, toporu nabo nyegole kiboboniki nyakou kenje. Taramak<sub>a</sub> kolong<sub>o</sub> nyegole ka neni jiiki.

g G nyegole

Lotogo



Unit 9 - Lesson 122

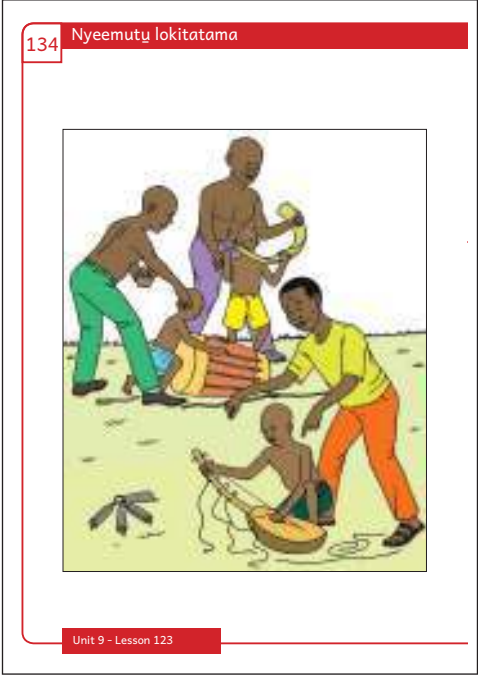
**Key Learning Outcome**  
Understand and respond appropriately to what is heard.

**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.



**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"

gy Gy	nyegyeci 135																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">nyegyeci</td><td style="padding: 2px;">gy</td></tr> <tr><td style="padding: 2px;">gye</td><td style="padding: 2px;">gye</td></tr> <tr><td style="padding: 2px;">gy</td><td style="padding: 2px;">nyegyeci</td></tr> </table>	nyegyeci	gy	gye	gye	gy	nyegyeci														
nyegyeci	gy																				
gye	gye																				
gy	nyegyeci																				
<span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="margin-left: 10px; border-collapse: collapse;"> <tr><td style="padding: 2px;">e</td><td style="padding: 2px;">a</td><td style="padding: 2px;">i</td><td style="padding: 2px;">e</td></tr> <tr><td style="padding: 2px;">gye</td><td style="padding: 2px;">gya</td><td style="padding: 2px;">gyi</td><td style="padding: 2px;">gye</td></tr> </table>	e	a	i	e	gye	gya	gyi	gye													
e	a	i	e																		
gye	gya	gyi	gye																		
<span style="font-size: 2em; color: #4caf50;">2</span> <table border="1" style="margin-left: 10px; border-collapse: collapse;"> <tr><td style="padding: 2px;">gye</td></tr> <tr><td style="padding: 2px;">gya</td></tr> <tr><td style="padding: 2px;">gyi</td></tr> <tr><td style="padding: 2px;">gye</td></tr> </table>	gye	gya	gyi	gye	<span style="font-size: 2em; color: #2196f3;">3</span> <table border="1" style="margin-left: 10px; border-collapse: collapse;"> <tr><td style="padding: 2px;">gye</td><td style="padding: 2px;">gya</td><td style="padding: 2px;">gyi</td><td style="padding: 2px;">gye</td></tr> <tr><td style="padding: 2px;">ye</td><td style="padding: 2px;">ya</td><td style="padding: 2px;">yi</td><td style="padding: 2px;">ye</td></tr> <tr><td style="padding: 2px;">ge</td><td style="padding: 2px;">ga</td><td style="padding: 2px;">gi</td><td style="padding: 2px;">ge</td></tr> <tr><td style="padding: 2px;">kye</td><td style="padding: 2px;">kya</td><td style="padding: 2px;">kyi</td><td style="padding: 2px;">kye</td></tr> </table>	gye	gya	gyi	gye	ye	ya	yi	ye	ge	ga	gi	ge	kye	kya	kyi	kye
gye																					
gya																					
gyi																					
gye																					
gye	gya	gyi	gye																		
ye	ya	yi	ye																		
ge	ga	gi	ge																		
kye	kya	kyi	kye																		
Unit 9 - Lesson 124																					

## Teaching Letter Lesson 125

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo eyakinea Nagye nyegyeci Logye?
  2. Ani irai iyong Logye, ikokini iyong ai na ebiları nyegyeci?
7. "Writing"

136

kitejatejaaya

kigurwoki

Kidoroki Nagye nyatapı kigurwoki ka nyegyeci. Ani erumori abu inaki Logye nyegyeci towenyi. Tonomo nyatapı Logye. Kimasa Logye nyegyeci niti etya ama. Tolemu Nagye nyegyeci kikobaki Logye kitejatejaaya. Ani itejatejakini Logye nyegyeci lokyaala, tobili.

gy Gy nyegyeci

Togyalu

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.

Nyeelenjiti lo eyewore 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
ly Ly
nyalyare



nyalyare	ly
lya	lya
ly	nyalyare

**1**

a	e	i	a
lya	lye	lyi	lyā

**2**

lya
lye
lyi
lyā

**3**

lya	lye	lyi	lyā
la	le	li	lā
ya	ye	yi	yā
rya	rye	ryi	ryā

Unit 9 - Lesson 127

## Teaching Letter Lesson 128

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo abu tosubakinī na elyaarea Lokalyo nakinei?
  2. Nywo itemokino iticikini ityekenje ka Lokalyo kotere nyebukorotori njakile?
7. "Writing"

139



etupakiniti



tolyaaya



Elyana nyikoku ne enyaritae Lokalyo. Nyapei kwaari ecayi nyelapa, toosiki ityekenje ka Lokalyo ijesi tayaka nyakilepe. Tolyaaya Lokalyo kalopotani etupakiniti ityekenje. Ani enani Lokalyo kidini njakinei, apotu njakinei tosurwosi. Toryanjakini Lokalyo taawaniki loowoi. Tadaka apakenje ijesi kayi. Ani iwaakini apakenje kope, abu Lokalyo tolyaaya tobukwo njakile.

ly Ly nyalyare

tolyaaya




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
gw Gw
nyecorogwatā



nyecorogwatā	gw
gwā	gwā
gw	nyecorogwatā

**1**

a	ā	e	ē
gwa	gwā	gwe	gwē

**2**

gwa
gwā
gwe
gwē

**3**

gwa	gwā	gwe	gwē
wa	wā	we	wē
ga	gā	ge	gē
kwa	kwā	kwe	kwē

Unit 9 - Lesson 129


## Teaching Letter Lesson 130

Do activities for:

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

Erai nyakiroyiti (keṅe) nyatemari - nyakeṅe/nyaka nyitooni.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Nywo elemunea Naagwosi nyecorogwatā keṅe?
  2. Nywo itami iyoro nyatemari iticikini erai pa kurumiti Naagwosi nyecorogwatā keṅe?
8. "Writing"

141



nyejatunyu



etwariititi

Etwariititi Naagwosi jibareṅe keṅe ka nyecorogwatā.



Etwariititi Naagwosi jibareṅe keṅe ka nyecorogwatā. Bu nyejatunyu tamatakinii nyibaaratā keṅe nyipei. Tolemū Naagwosi nyecorogwatā keṅe kicumū nyejatunyu nakooki. Kuwokori nyejatunyu namoni icumumū loowoi. Abu Naagwosi toyenṅe nyibaaratā na aari nyejatunyu ka nyecorogwatā.

gw Gw nyecorogwatā

Naagwosi



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 Inquiry Questions**

How can you articulate and sequence the rules of a game?

**Key Learning Outcome**

Discuss the meaning of a simple story and give an opinion about it.

**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 Nyeelenjiti loka nyuumutwo

**Ŋikileesi**



Unit 10 - Lesson 131

**Read Aloud Story - Ŋikileesi**

Erono nyakwaang ka Lowi itemokino ijesi ibooyi ka lokoli nyapaaranj na cuju. Nayi nyeminata ijesi nyakiboyi ka lokoli. Ecamiti ijesi nyabolyare Ŋikileesi kalokapatani. Ebokiti apakenje ŋaduwoŋ naaciki lokoli kece, itemoro ŋaduwoŋ lokileesi. Nayi tobolyaki Lowi kilee ŋimoru ka naduwoŋ kece. Kaneni kanyawuryaanutu abu tatama. Ani pa kaminj atobolya kalo kalopotani, ecuri nyayawuni ŋikileesi tooma kayi atobolya! Tayaka Lowi nyakuwaruny nyagiligili, abu kinadaaya nyakapete ka ŋikicwoloŋo ka lokidinj nyakayi. Ani nayi na aryamunea Lowi nyagiligili, abu tayaka loticj!

Ka nyawuryaanutu, abu Lowi tobokaki ŋikileesi lukajokaka lokoli kece. Abu Lowi tobokaki ŋaduwoŋ nakaalaka kopo elakina nikajokoni kotere nyakilere. Kutumwori Lowi ile ŋikileesi, nyanyuna ijesi nyakoloŋo ikewuni tani itowoniyoori nyecoto kalo kalopotani.

Kaneni abu Lowi kiira nyeruye ka nyibore ka lokidwori, ikwa ityekeṅe elomuniti lokoli! Tada wuni nyeelenjiti lo enukya injesi ṅaduwoṅ. Abu naye Lowi topetaki nyakapete kumukwo ṅikileesi. Abu Lowi tonyowu kidyaama topyaa ṅakunini keṅe. Toṅunyakini nyakipeyowuni itwokosi lokoli. Na elomunea ityekeṅe kayi. Abu nyakeju keṅe naka lotetene kicaka nyakapete, Toloma nyekumwoyini keṅe laka nyakeju lokapolong naduyi. Aponi toripunae Lowi.

Tolimū itwokosi teme, “Nywo ibokakinitori iyongo kidinji nyakayi yokṅ?” Abu naye Lowi kikeeya nyakapete logee kitaanyiki ityekeṅe ṅikileesi keṅe lokitetea. Ani ebuni apakeṅe nyaripyete njina, toryamu njituna ka lokidinji nyakayi ileete ṅikileesi.

### ṅakijitaretā

1. Ani bolya eminatṅ Lowi?  
*ṅikileesi.*
2. Nywo pa eleo Lowi ṅikileesi ka lokalopotani?  
*Kotere etepi nyakuru.*
3. Nywo abu Lowi kiticiki kotere tobolyatari ikesi ṅikileesi ka lokayi?  
*Abu tobokaki ṅikileesi ka nyagiligili toomi nyakayi.*
4. Nywo itami iyongo nyatemari abu apakeṅe kiticiki na erylumnea njituna ka nyekoli keṅe elete ṅikileesi?  
*Tolili, talakari, abu kile.*



#### 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"

dy Dy	adyaka	143																				
	adyaka dya dy	dy dya adyaka																				
<span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">a</td> <td style="padding: 2px 10px;">e</td> <td style="padding: 2px 10px;">a</td> <td style="padding: 2px 10px;">i</td> </tr> <tr> <td style="padding: 2px 10px;">dya</td> <td style="padding: 2px 10px;">dye</td> <td style="padding: 2px 10px;">dya</td> <td style="padding: 2px 10px;">dyi</td> </tr> </table>	a	e	a	i	dya	dye	dya	dyi														
a	e	a	i																			
dya	dye	dya	dyi																			
<span style="font-size: 2em; color: #4caf50;">2</span> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 2px 10px;">dya</td></tr> <tr><td style="padding: 2px 10px;">dye</td></tr> <tr><td style="padding: 2px 10px;">dya</td></tr> <tr><td style="padding: 2px 10px;">dyi</td></tr> </table>	dya	dye	dya	dyi	<span style="font-size: 2em; color: #2196f3;">3</span> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">dya</td> <td style="padding: 2px 10px;">dye</td> <td style="padding: 2px 10px;">dya</td> <td style="padding: 2px 10px;">dyi</td> </tr> <tr> <td style="padding: 2px 10px;">da</td> <td style="padding: 2px 10px;">dye</td> <td style="padding: 2px 10px;">dya</td> <td style="padding: 2px 10px;">dyi</td> </tr> <tr> <td style="padding: 2px 10px;">ta</td> <td style="padding: 2px 10px;">te</td> <td style="padding: 2px 10px;">ta</td> <td style="padding: 2px 10px;">ti</td> </tr> <tr> <td style="padding: 2px 10px;">ya</td> <td style="padding: 2px 10px;">ye</td> <td style="padding: 2px 10px;">ya</td> <td style="padding: 2px 10px;">yi</td> </tr> </table>	dya	dye	dya	dyi	da	dye	dya	dyi	ta	te	ta	ti	ya	ye	ya	yi	
dya																						
dye																						
dya																						
dyi																						
dya	dye	dya	dyi																			
da	dye	dya	dyi																			
ta	te	ta	ti																			
ya	ye	ya	yi																			
Unit 10 - Lesson 132																						

Teaching Letter Lesson 133

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo abu Lodea kiticiki nyapaarani naka njauni?
  2. Ani pe erai iyong Lodea kikokiniti iyong ai?
7. "Writing"


144			
<table style="margin: 0 auto;"> <tr> <td style="background-color: #ffc107; padding: 2px 5px;">nyoo</td> <td style="background-color: #20c997; padding: 2px 5px;">nywo</td> <td style="background-color: #34495e; padding: 2px 5px;">ny</td> </tr> </table> <p style="color: #e91e63; margin-top: 5px;">nyoojwong</p> 	nyoo	nywo	ny
nyoo	nywo	ny	
<p>Nyapaarani naka nyapei ka lodominikayiti, togumu Lodea nyikanyiti ka nyeraaratg todyaka. Nyapaarani naka njaarei, abu taryamu nyapoo ejotoe. Tarama todyaka ka nyatele. Nyapaarani naka njauni, todyaka Lodea nyekunyuku ka nyeraaratg. Abu nyekunyuku topede nakejene keje. Itami iyong, nywo edyaki Lodea nyapaarani naka nyoojwong?</p>			
<div style="display: flex; align-items: center;">  <div> <p style="margin: 0;">dy Dy adyaka</p> <p style="margin: 0;">todyaka</p> </div> </div>			
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"

mw Mw		ɲuumwa 145	
		ɲuumwa	mw
		mwa	mwa
		mw	ɲuumwa

1	a	u	o	e
	mwa	mwu	mwo	mwe

2	mwa	3	mwa	mwu	mwo	mwe
	mwu		ma	mu	mo	me
	mwo		wa	wu	wo	we
	mwe		nwa	nwu	nwo	nwe

Unit 10 - Lesson 134

## Teaching Letter Lesson 135

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo ekwamakinor<sub>i</sub> Loomwa?
  2. Nywo itami iyoro nyatemar<sub>i</sub> abu ityekeɲe kiticik<sub>i</sub> na esisyakinea Loomwa inesi nyibore ni abu kiticikin<sub>i</sub>?
7. "Writing"

146

ki cu ru ta a ri

kicurutaar<sub>i</sub>

ki sj sya ki

kisisyak<sub>i</sub>



Nyapei taparacu etepit<sub>i</sub> nyakuru, kuwoko Loomwa ɲuumwa losuku nyagalar<sub>i</sub>. Kicurutaar<sub>i</sub> Loomwa tobukokin<sub>i</sub> ɲuumwa daan<sub>i</sub> locoto. Tocilon<sub>i</sub> ɲakinei ka ɲikokora tamaryakin<sub>i</sub> ɲuumwa. Totwonik<sub>i</sub> Loomwa nyakikotar<sub>i</sub> ikes<sub>i</sub>. Abu Loomwa kisyeme ca ɲakiney<sub>i</sub> ka ɲikokora ɲulu imujete ɲuumwa keɲe. Tayaka Loomwa lokol<sub>i</sub> igworo. Ani enar<sub>i</sub> inesi lokol<sub>i</sub>, abu kisisyak<sub>i</sub> ityekeɲe ɲakiro na apotu kiticikin<sub>i</sub> nikeɲe ka loroto.



mw Mw ɲuumwa

Loomwa

Unit 10 - Lesson 135

### Key Inquiry Questions

How do you write the letters that have been taught?

#### Key Learning Outcome

Enjoy seeing their own ideas expressed in written form.

Use pictures to communicate meaning.

### 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.

Nyeelenjitj lobolyayete 147



Unit 10 - Lesson 136

**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
lw Lw
nyeelwa



nyeelwa	lw
lwa	lwa
lw	nyeelwa

**1**

e	ē	a	ā
lwe	lwe	lwa	lwa

**2**

lwe
lwe
lwa
lwa

**3**

lwe	lwe	lwa	lwa
le	le	la	la
we	we	wa	wa
rwe	rwe	rwa	rwa

Unit 10 - Lesson 137

Teaching Letter Lesson 138

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo pa epuduno Loolwayi ka loolwa?
  2. Ani erai kirayi iyong Loolwayi Nywo iticikini iyong na egolokinori nyasoto?
7. "Writing"

149

nya ko ko wu ni

nyakokowuni



ni ka nyu mu

njikanyumu

Nyapei paarani, todoka Loolwayi loolwa nyakokowuni njikanyumu ka ityekenje. Ani na alomarea igesi toomj, abu nyeelwa togolokini, kipiyo loolwayi nyanjaari. Kumuju igesi njikanyumu kumwong. Apoty njajo kulura Loolwayi loowoi. Abu igesi tojotoori ka loolwa. Ani eborjuni ityekenje ka nanjololo ecamiti nyalemuni njikanyumu, toryamu Loolwayi ejotoe ka lotoomi nyeelwa. Tolili ityekenje loowoi, kidokuy kopu kidete ka nyakali. Kigoroyiki Loolwayi ebala, "Apalikini ayong nyakokore".

lw Lw nyeelwa

Loolwayi




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
my My nyakimyeṭe



nyakimyeṭe	my
mye	mye
my	nyakimyeṭe

**1**

e	a	i	ḡ
mye	mya	myi	myḡ

**2**

mye
mya
myi
myḡ

**3**

mye	mya	myi	myḡ
me	ma	mi	mḡ
ye	ya	yi	yḡ
tye	tya	tyi	tyḡ

Unit 10 - Lesson 139

## Teaching Letter Lesson 140

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo abu tosubakinḡ nika Nakayi na eboḡuno ka lodukwanḡ?
  2. Ani dea itami iyongḡ nyatemariḡ ipoe ityekeḡe ka Nakayi? Idorokinitoe kwaayiḡ?
7. "Writing"

151

nya gya lu ni

nyagyaluni

to kwa ma ki ni

tokwamakinḡ



Tayaka Nakayi naryeḡe nyagyaluni nyakimyeṭe. Abu togyalu nyakimyeṭe ka lodukwanḡ ka Lobayi. Ani eboḡori igesḡ lore, tokwamakinḡ tobukworḡ nyakimyeṭe ka lotwo. Toboḡo igesḡ naryeḡe nyagyaluni nyakimyeṭe nabo. Tawariyaarḡ Nakayi lore, toryamuḡ ityekeḡe ipoe nyedea.

my My nyakimyeṭe

nyagyaluni



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

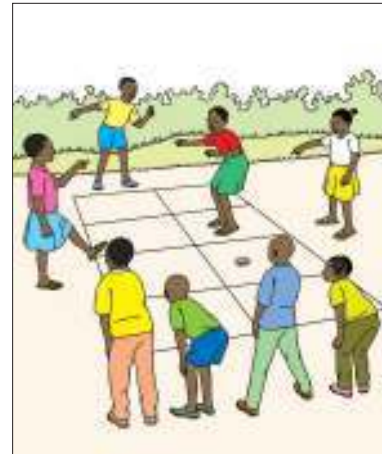


### In groups

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.

152

Nyeelerjiti lobolyayete



Unit 10 - Lesson 141

## 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"

dw Dw	nyadwatā	153																				
	nyadwatā dwa dw	dw dwa nyadwatā																				
<span style="font-size: 2em; color: #e91e63;">1</span> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">a</td> <td style="padding: 2px 5px;">ā</td> <td style="padding: 2px 5px;">u</td> <td style="padding: 2px 5px;">ū</td> </tr> <tr> <td style="padding: 2px 5px;">dwa</td> <td style="padding: 2px 5px;">dwā</td> <td style="padding: 2px 5px;">dwu</td> <td style="padding: 2px 5px;">dwū</td> </tr> </table>	a	ā	u	ū	dwa	dwā	dwu	dwū														
a	ā	u	ū																			
dwa	dwā	dwu	dwū																			
<span style="font-size: 2em; color: #4db6ac;">2</span> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">dwa</td></tr> <tr><td style="padding: 2px 5px;">dwā</td></tr> <tr><td style="padding: 2px 5px;">dwu</td></tr> <tr><td style="padding: 2px 5px;">dwū</td></tr> </table>	dwa	dwā	dwu	dwū	<span style="font-size: 2em; color: #00bcd4;">3</span> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">dwa</td> <td style="padding: 2px 5px;">dwā</td> <td style="padding: 2px 5px;">dwu</td> <td style="padding: 2px 5px;">dwū</td> </tr> <tr> <td style="padding: 2px 5px;">da</td> <td style="padding: 2px 5px;">dā</td> <td style="padding: 2px 5px;">du</td> <td style="padding: 2px 5px;">dū</td> </tr> <tr> <td style="padding: 2px 5px;">wa</td> <td style="padding: 2px 5px;">wā</td> <td style="padding: 2px 5px;">wu</td> <td style="padding: 2px 5px;">wū</td> </tr> <tr> <td style="padding: 2px 5px;">bwa</td> <td style="padding: 2px 5px;">bwā</td> <td style="padding: 2px 5px;">bwu</td> <td style="padding: 2px 5px;">bwū</td> </tr> </table>	dwa	dwā	dwu	dwū	da	dā	du	dū	wa	wā	wu	wū	bwa	bwā	bwu	bwū	
dwa																						
dwā																						
dwu																						
dwū																						
dwa	dwā	dwu	dwū																			
da	dā	du	dū																			
wa	wā	wu	wū																			
bwa	bwā	bwu	bwū																			
Unit 10 - Lesson 142																						

## Teaching Letter Lesson 143

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo abu kiticikinī nika nyikanyitī kani aara Locoto?
  2. Ani pe erai iyongō Locoto kikwoni ka nikwoni ai?
7. "Writing"

154
 <p style="color: #e91e63; font-weight: bold;">iswakanakini</p> 
<p>Iswakanakini Locoto mana nyakinyidakinj nyadwatā na kiteetē. Abu Locoto tayaka kare naka nyamang nyawokunj ḡakipi nakinyidakinete nyadwatā. Abu kikalakj ḡikyenyi ebala, "Aare kuri! Aare aliba!" Kimasa nyadwatā ka nyawosetē currr dwatā! Pupurj. Todokj ka lopyemj nyakidepunj nyakuri, toryamj erija ipetapeta. Tolema todokarea lopyemj. Abu kitumworj eyee nyemong ka nyadwatā, bu nyegole tokopo nyakuri.</p>
 <p style="font-weight: bold; font-size: 1.2em;">dw Dw nyadwatā</p>
Unit 10 - Lesson 143

## Review (Check Your Progress)

Do activities for:






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

Kiteme na iyeniki iyogo 155

1

sy	_____	mw	dw	_____
_____	Gy	_____	_____	Ly

2

	nyecorogwata
	njumwa
	nyiihwokọ
	nyeelwa
	nyalyare

3

nye	lwa	nya	pe
lya	sye	nyii	ci
gye	cwaa	re	ko
dwa	nwo	nyee	ta

Unit 10 - Lesson 144




## Teaching Letter Lesson 145

Do activities for:

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

156

cw Cw
nyecwee



nyecwee	cw
cwee	cwee
cw	nyecwee

1

ee	e	aa	a
cwee	cwe	cwaa	cwa

2

cwee
cwe
cwaa
cwa

3

cwee	cwe	cwaa	cwa
wee	we	waa	wa
cee	ce	caa	ca
mwee	mwe	mwaa	mwa

Unit 10 - Lesson 145

## Teaching Letter Lesson 146

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo eyayi tooma nyecwee?
  2. Nywo alakakinea Nakwee nyecwee?
7. "Writing"



157

nye
nja
le
ke
nyji

nyenalekenyi

to
ci
lu
no
si

tocilunosi

Kuwoko Nakwee nyecwee ka nyenalekenyi naryenje nyakiryaari. Abu ityekeje inaki inesi nyenayimo. Kiyokoki nyecomɔ nyenayimo ka nakanj ka Nakwee, tomotunij ecamitij nyakopori. Tocakaki Nakwee nyenayimo nika nyecomɔ. tolema nyecomɔ nyenayimo tanyama. Abu nyecomɔ totupaki Nakwee kitamarya Nakwee nyecwee. Apotɔ njicomini tocilunosi. Abu tobulu Nakwee talakaki nyecwee kuwokorij lore.

cw Cw nyecwee

nyenalekenyi



Unit 10 - Lesson 146

**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.



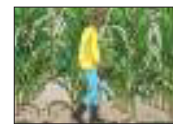
#### In pairs

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

Nyeelenjiti loka njuumutwo

### Nyapeganakini kotere njiticyo



Unit 11 - Lesson 147

### Read Aloud Story - Nyapeganakini kotere njiticyo

Topegakinosi njituna ka lore kotere njiticyo lugelagela. Ebaa nyitooni daani bee, nyetici kenje injesi ejoko nyakilo njiticyo lucye.

Temę nyeketatamanj bee ejoko nyetici kenje nyakilo lucye.

“Kotere ani erai emamu njiketataką, nyicurete njide nyelote losukulu kimara”.

Temę nyekadukwonj bee ejoko nyetici kenje nyakilo lucye.

“Kotere ani erai emamu njikadukwkoko, nyicurio eesi toryamutu njusukulwo ka njakayisi naperoto”.

Temę nyekecyanj njikicolono bee ejoko nyetici kenje nyakilo lucye.

“Korete ani erai emamu njikecyaka njikicologo, nyicuryo eesi nyaryamuni njikicologo ka njipemwono lu ka njakayisi kusi”.

Temę nyeketedekani, bee ejoko nyeticij keņę nyakilo lucye.

“Kotere ani erai emamu njikatedekaka, idekunete eesi totwaka”.

Temę nyeketani, bee ejoko nyeticij keņę nyakilo lucye.

“Kotere ani erai emamu njiketaka, nyicuryo eesi nyaryamuni nyakimuju na imujwo eesi”.

Temasi nyekitatamabee ejoko nyeticij keņę nyakilo lucye.

“Kotere ani erai emamu njikitatama nyicuryo ijwoni toryamunae njiketatakaka, njikadukwoko, njiketedekaka, njiketaka, kode njikecyaka njikicologo.

Apotu njituna daani tonupa nyatemari ejoko njiticyo daani.

Itemokino ijwoni eyakare, njiketatakaka, njikadukwoko, njiketedekaka, njiketaka tya njikecyaka njikicologo. Tarai itemokino naye mono tarawunayi ijwoni daani njika njikitatama!

*Beatrice Inzuku kolono igiriti nyeemutu lo ka njikurwonoko lo nyekaru loka 2015.*

### Njakinjareta

1. Nywo epegaanakinatori njituna ka lore?  
*Ebaa nyitooni daani bee, nyeticij keņę ijesi ejoko nyakilo njiticyo lucye.*
2. Nywo ebaakori nyeketatamani bee ejoko nyeticij keņę loowoi?  
*(Kotere ani erai emamu njiketatakaka, nyicurete njikitatama kimar)*
3. Apotu njituna kaku tacamunosi temasi ai?  
*Apotu njituna daani tonupa nyatemari ejoko njiticyo daani ka lore.*
4. Nywo ejookari nyarawuni njikitatama?  
*Kotere itemokino ijono toloto losukulu tarawu njiketatakaka kode njiketaka kode nyeketicyonij nyeeticij ca daani ka lore.*
5. Ani tici icamiti ijono nyakitici na moyi ipolowuno ijono?  
*Ecamitae njatacunete ca daani.*



### 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?

Teaching Letter Lesson 148

Do activities for:

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

nyw Nyw	nyasunywoni 159																				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">nyasunywoni</td> <td style="padding: 2px;">nyw</td> </tr> <tr> <td style="padding: 2px;">nywo</td> <td style="padding: 2px;">nywo</td> </tr> <tr> <td style="padding: 2px;">nyw</td> <td style="padding: 2px;">nyasunywoni</td> </tr> </table>	nyasunywoni	nyw	nywo	nywo	nyw	nyasunywoni														
nyasunywoni	nyw																				
nywo	nywo																				
nyw	nyasunywoni																				
<p style="font-size: 2em; color: #e91e63; font-weight: bold;">1</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">o</td> <td style="padding: 2px;">u</td> <td style="padding: 2px;">a</td> <td style="padding: 2px;">e</td> </tr> <tr> <td style="padding: 2px;">nywo</td> <td style="padding: 2px;">nywu</td> <td style="padding: 2px;">nywa</td> <td style="padding: 2px;">nywe</td> </tr> </table>	o	u	a	e	nywo	nywu	nywa	nywe													
o	u	a	e																		
nywo	nywu	nywa	nywe																		
<p style="font-size: 2em; color: #4caf50; font-weight: bold;">2</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px;">nywo</td></tr> <tr><td style="padding: 2px;">nywu</td></tr> <tr><td style="padding: 2px;">nywa</td></tr> <tr><td style="padding: 2px;">nywe</td></tr> </table>	nywo	nywu	nywa	nywe	<p style="font-size: 2em; color: #2196f3; font-weight: bold;">3</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">nywo</td> <td style="padding: 2px;">nywu</td> <td style="padding: 2px;">nywa</td> <td style="padding: 2px;">nywe</td> </tr> <tr> <td style="padding: 2px;">nyo</td> <td style="padding: 2px;">nyu</td> <td style="padding: 2px;">nya</td> <td style="padding: 2px;">nye</td> </tr> <tr> <td style="padding: 2px;">wo</td> <td style="padding: 2px;">wu</td> <td style="padding: 2px;">wa</td> <td style="padding: 2px;">we</td> </tr> <tr> <td style="padding: 2px;">yo</td> <td style="padding: 2px;">yu</td> <td style="padding: 2px;">ya</td> <td style="padding: 2px;">ye</td> </tr> </table>	nywo	nywu	nywa	nywe	nyo	nyu	nya	nye	wo	wu	wa	we	yo	yu	ya	ye
nywo																					
nywu																					
nywa																					
nywe																					
nywo	nywu	nywa	nywe																		
nyo	nyu	nya	nye																		
wo	wu	wa	we																		
yo	yu	ya	ye																		
Unit 11 - Lesson 148																					

Teaching Letter Lesson 149

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo iticikino Losunywoni nyekoolonyo?
  2. Nywo iticiitere nyasunywoni?
7. "Writing"

160



kipetapetaki



nyekoolonyo

Kisilakisij Losunywoni ka Lokipi hakinei narolole. Na enapeta nasunywoni kicurwokisij hakinei. Ani na amaata hakinei, tobolyata Losunywoni ka Lokipi ka nasunywoni. Tawada Losunywoni nyasunywoni. Kiyalaki Lokipi nyasunywoni nakwaang ka Losunywoni kuwokori inesi. Abu Losunywoni tolemu nyekoolonyo tacakaki nakou ka Lokipi. Kipetapetaki Lokipi loowoi ka nasunywoni.





nyw Nyw

nyasunywoni

Unit 11 - Lesson 149

## 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.

Nyeemutŭ lokitatama

161



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?

## Teaching Letter Lesson 151

Do activities for:

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

162	cy Cy	nyecyeliti
	nyecyeliti cye cy	cy cye nyecyeliti

1

e	i	a	i
cye	cyi	cya	cyi

2

cye
cyi
cya
cyi

3

cye	cyi	cya	cyi
ce	ci	ca	ci
cwe	cwi	cwa	cwi
sye	syi	sya	syi

Unit 11 - Lesson 151

## Teaching Letter Lesson 152

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Nywo epegyasi nagyaa ka nyecyeliti?
  2. Alu tatami eryamuno ka loomutu kalo?
7. "Writing"

163



lorumworete







Topegyakinj nagyaa ka nyecyeliti ebasi nae eturwono. Abu nagyaa tolimu nyapaaranj nakerete. Tarau nyabokoko nyakatubwonj kece. Toreki nyecyeliti njicyeli loroto neni daani. Ani isyakinete nyakikere, tomudaki nagyaa loowoi kilany nyecyeliti. Kiyokoki nabo nyecyeliti ka lokinarenj keje, kilany. Ani epapikini injesi logerj lorumworete, abu kiyokoki nyecyeliti kidolo ta logerj. Totubu nyabokoko nyakaturwonani.

cy Cy nyecyeliti

njicyeli



Unit 11 - Lesson 152




## Teaching Letter Lesson 153

Do activities for:

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

164
ny ny
nyakinyere



nyakinyere		ny
nye		nye
ny	nyakinyere	

**1**

a	i	e	ε
nya	nyi	nye	nye

**2**

nya
nyi
nye
nye

**3**

nya	nyi	nye	nye
ya	yi	ye	ye
na	ni	ne	ne
nye	nyi	nye	nye

Unit 11 - Lesson 153

## Teaching Letter Lesson 154

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Enomi nyakim<sub>i</sub> njinyia kwaay<sub>i</sub>?
  2. Nywo itami iyong<sub>o</sub> nyatemar<sub>i</sub> kiticikino erai pakepot<sub>u</sub> njikeyokok<sub>o</sub> kitudungeto nyakim<sub>i</sub>?
7. "Writing"

165



toriryawutu

kitudungeto



Toloto Nanyia ka Nakayi nyakinyere njanyia. Abu Nanyia kiboyikin<sub>i</sub> kiriya nyetaba. Tokuta nyekwaamg nyakim<sub>i</sub> naka nyetaba lonyia. Toriryawutu njanyia eriga ikes<sub>i</sub> nyerumoro nyakinyere. Topodok<sub>i</sub> Nakay<sub>i</sub> ebala, "Itopopaya! Itopopaya! Anu kuro nu na enokunea nyanyiyit<sub>i</sub> eriga nyeryara!" Kiyokokis<sub>i</sub> njayoko nyanyiyit<sub>i</sub> eriryawuni, tomotunosi ka losipanin<sub>i</sub> kece tobilutu njateng ka njikito tya njatelei kitudungeto nyakim<sub>i</sub>.

ny ny nyakinyere

toriryawutu



Unit 11 - Lesson 154

**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.

166 *ŋæ pe?*



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?

## Review (Check Your Progress)

Do activities for:






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

Kiteme na iyeniki iyonge 167

1

cw	_____	cy	_____	my
_____	Nyw	_____	ny	_____

2

	nyasunywoni
	nyakinyere
	nyecwee
	nyakimyete
	nyecyeliti

3

nye	ki	nya	ti
su	cye	cwee	dwa
nye	mye	li	nywo
ni	re	ta	te

Unit 11 - Lesson 156



**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.

168

Nyepeyononi



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.

Nyeemutŭ lokitatama 169



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.

170

Nyeelenjiti loka njiborekeya!



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?