



South Sudan

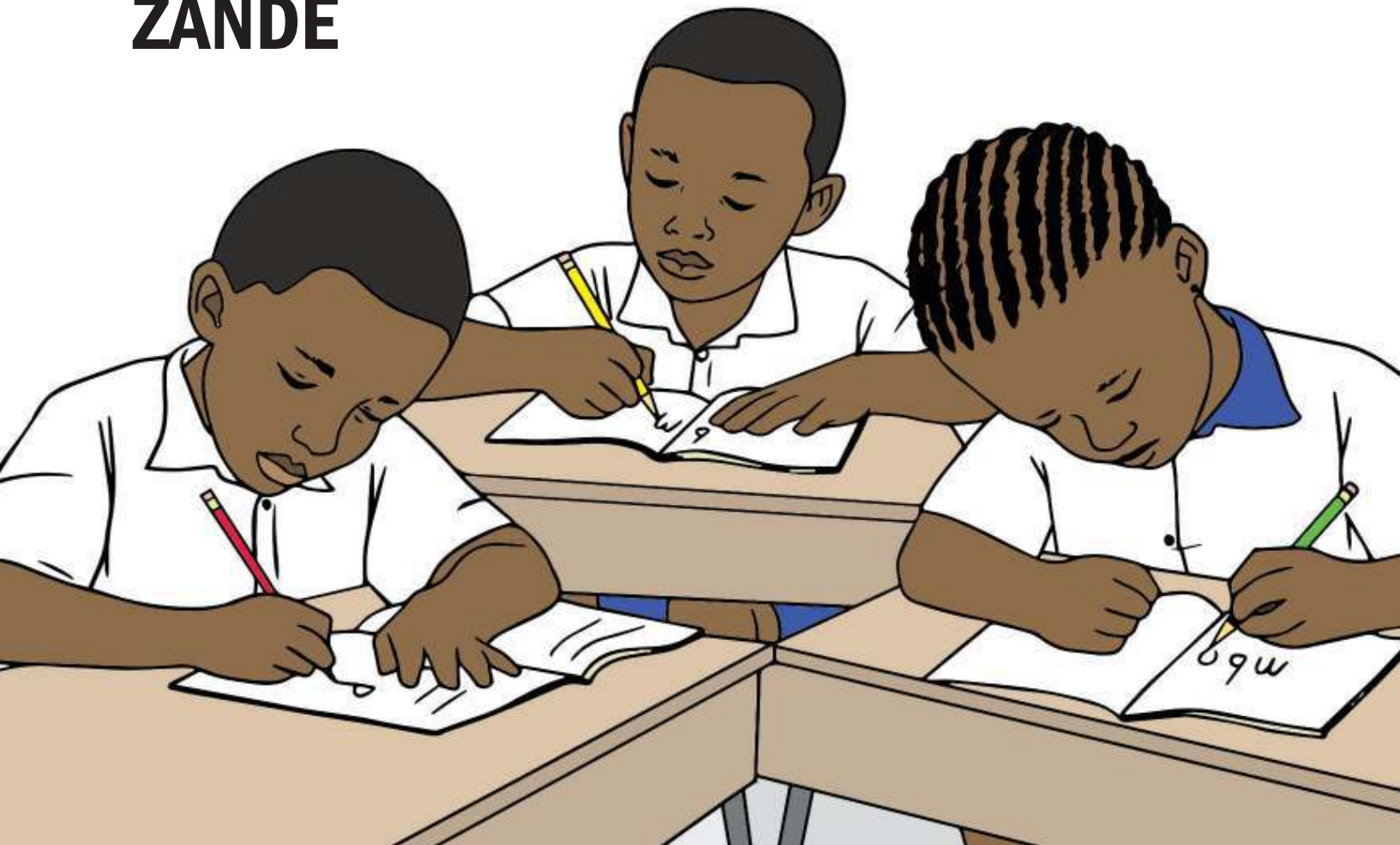


# Primary National Languages

Teacher's Guide

# 1

## ZANDE



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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.

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# National Languages

## Zande

### Teachers Guide 1

Rii pai tipa gu fugo nga ga ringara

Zande

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## FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

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

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## Rationale for National Languages:

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

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

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

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

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

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

### Practical Contexts

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

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

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

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

### **Teacher as a model**

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

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

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

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

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

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

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

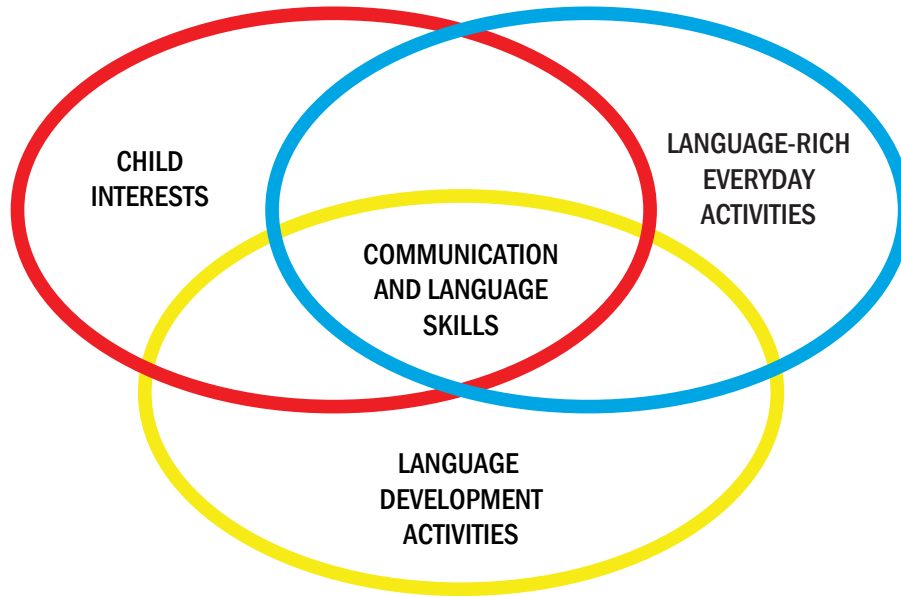
### **Learning Environment for National Languages**

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

A National Languages classroom should not be silent!

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

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



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

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

## Focus on Accuracy or Meaning?

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

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

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

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

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

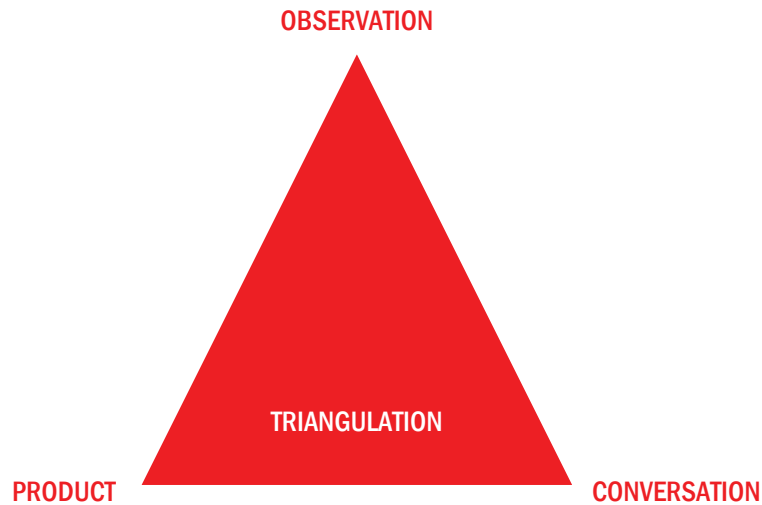
## Assessment:

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

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

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

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



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

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

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

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

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

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



## Quality Questions:

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

### Why should I ask questions?

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

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

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

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

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

## How do I ask quality questions?

- Who do I ask questions to?

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

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

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

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

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

- When should I ask questions?

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

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

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

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

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

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

Teacher can ask a related questions to clarify.

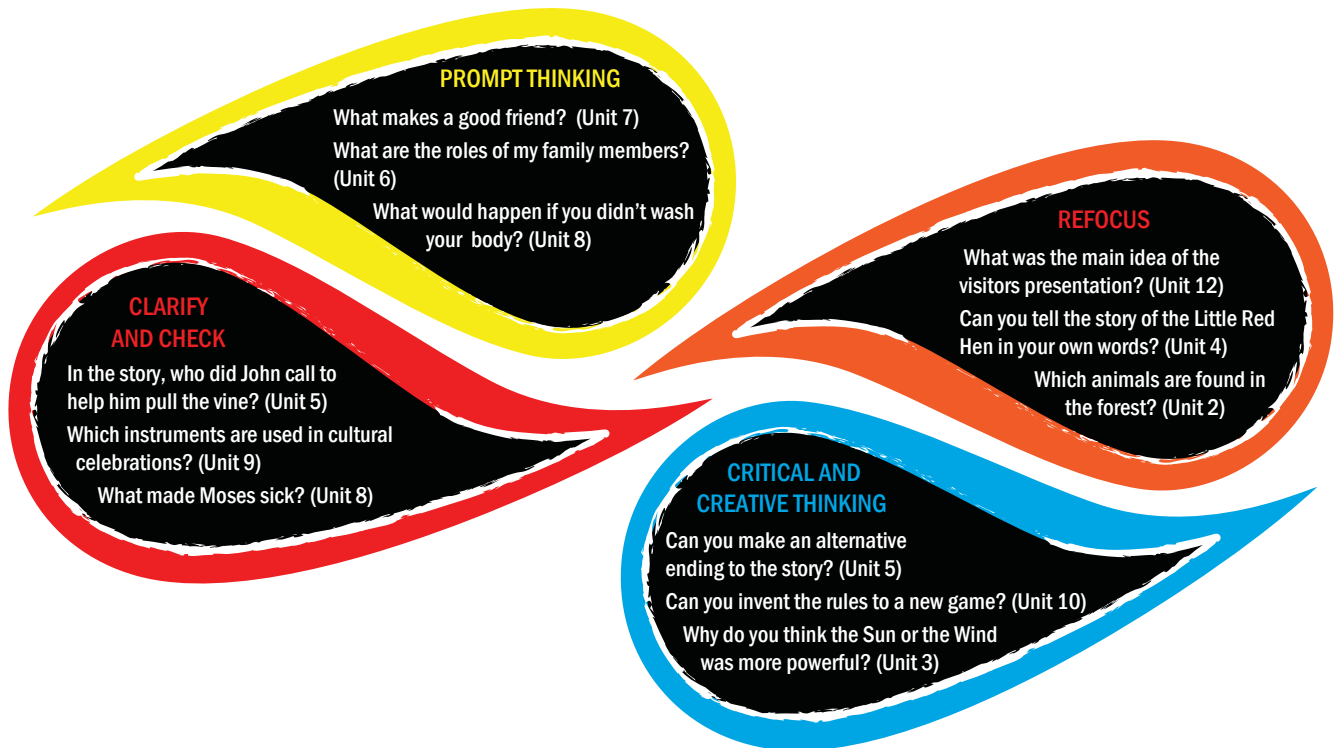
Note that sometimes it's good to record answers for immediate display or to take notes to inform the next lesson.

- What type of questions should I ask?

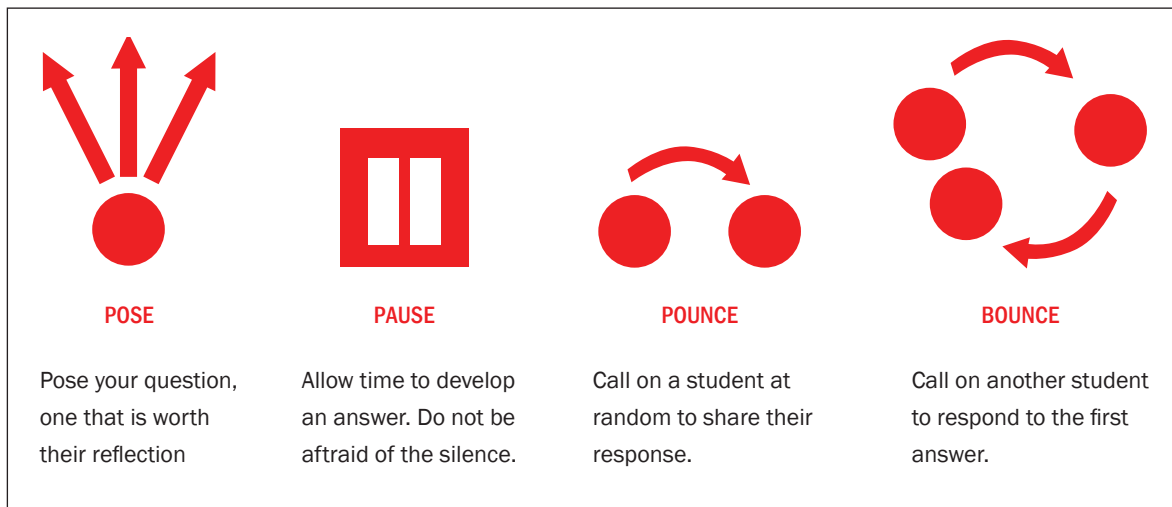
There are four types of quality questions that can be used.

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

Examples from National Languages Units:



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



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

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

## Structure of Materials

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

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

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

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

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

## Unit Themes

### Letter Lesson Activity

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



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

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



## Student Competencies

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



Co-operation



Culture and Identity



Communication



Critical and Creative Thinking

## Class Activities

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



Individual Work



Pair Work



Group Work



Class Work



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

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



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

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



### As a class:

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

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

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

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

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

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

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



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

### Assessment Opportunity:

#### Observation:

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

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

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

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

#### Product:

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



## 2. Key letter (Alphabetic Principle)



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

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

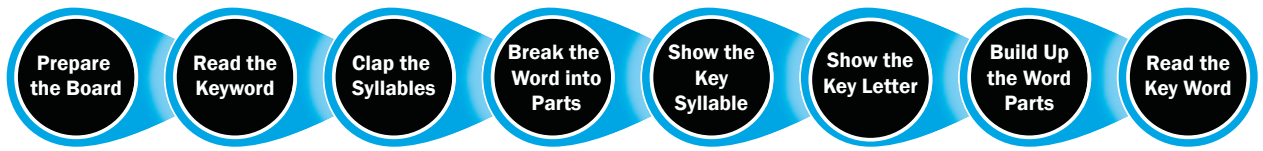
### Assessment Opportunity

#### Conversation:

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

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

### 3. Word Breaking and Building



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

makaka	k
ka	ka
k	makaka

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

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

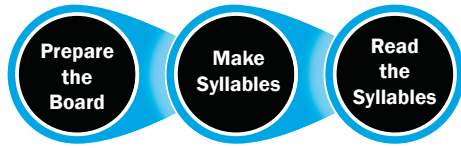
#### Assessment Opportunity:

##### Observation:

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

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

## 4. Making Syllables:



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

a	e	i	o	u
ka	ke	ki	ko	ku

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

### Assessment Opportunity:

#### Observation:

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

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

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

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

## 5. Parts of our Language

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

## 6. New Word Building (Vocabulary)



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



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

### Assessment Opportunity:

#### Observation:

Can learners correctly recognize the taught letters in words?

#### Product:

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

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

## 7. Story Reading



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

### Assessment Opportunity:

#### Conversation:

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

#### Product:

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

## 8. Writing



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



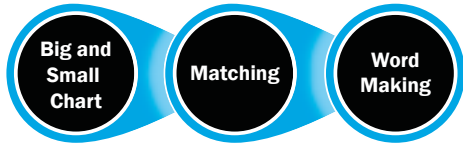
2. Next turn your back to the learners and **draw the small letter in the air** using large motions and explaining your writing motions as you make them. Do this again, asking the learners repeat after you the description of your writing motions as you make them.
3. Erase the letter you drew in the lines,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

### Assessment Opportunity:

#### Product:

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

## Review Lessons (Check Your Progress)



### 1. Capital and small letter box

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

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

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

A	C	G	T	E
a	c	g	t	e

### 2. Picture matching

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

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

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

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



## Shared Reading

Shared reading is useful for:

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

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

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

### Guidelines

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

### Steps (for beginner readers)

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

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

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

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

## Language Experience Story

### Objectives:

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

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

### Matching game (letters):

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

### Matching game (words):

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

### Hide-a-word game:

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

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

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

This model is important in helping learners become independent readers.

#### **I Say:**

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

#### **We say:**

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

#### **You say:**

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

### **Alternative Endings**

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

### **New Characters**

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

### **Exaggerated Story**

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

### **Role Play**

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

### **Show and Tell**

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

## **Rhyming Words**

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

## **Relay Story**

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

**Learn about**

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

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

**Key inquiry questions**

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

**Learning outcomes**

**Knowledge and understanding**

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

**Skills**

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

**Attitudes**

- Enjoy the sounds of their language
- Enjoy shared reading

**Contribution to the competencies:**

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

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

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

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

**Links to other subjects:**

**Science:** Learning about classification of animals

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

### Key Learning Outcome

Discuss meaning and express opinions about a story.

### Key Inquiry Questions

Can you describe sounds you hear around you?

Which animal sounds do you recognize?

### Story Time



#### As a class

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



#### In Pairs

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

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



### Read Aloud Story - Ga Gbategu vovo abakure

Gbategu a du na bakere ngbarago esu esu! Areme nga gu uru ti a du nga u ni ka raka rogo vovo kporo! Gbategu a ngia meme. Kpotoru a du na rangi tini ni pusi he na bibiri he ki ni kikī akikā. Gu yangada ameme u a ini ra rogo gau wiri guru raka a ngia kina unvurāi na nāī. U a du na maa bangirise tipa ka ndu ka gbiā bete vovo anyāā na ka bi gu kura a rago na du gii gau ndugu yo!

Na Gbategu a siri ru kpakpuru yo ni fu sene fu ru. Kumbo nga vovo ira ru, a vo wiri gire goru yo ki kuru na u ngbadimo ndugu. Fuo ndu yo ngbutuko, Gbategu ki da rogo gau vovo kporo. Wa Gbategu a rimi ku vurukporo yo, kura anyāā a aria tira dunduko ka bi ru, ka wisigā pai tipa gi vovo nyāā na a ye fuo ra re.

“Mee eee” Gbategu ki kpāri na bakere ngbarago. U aá ngera tipa ka fu sene fu anyāā ni ba sā sā na ka zio bakure na ami dunduko!

“Para para para” Gu gbinza nakondo na sungu rii para rogo dukuri ti tukpu bāmbu ki karaga pai. Ono nakondo aá du nga na regbo be ru ka ngi mbaro te, bambiko u a du na gu sunge nga ga kpe apara. Gbategu ki oro fuo gu nyāā u a bi ru hō mbembei.

“Mee eee” U ki pai hō u a bi wiri bagara ni u ni ndu regete regete tipa ka ndu ka hā mā.

“Moo moo” Nabagara ki karaga pai, ono regbo a du nga beru ka ru ka fura te. U a du na nyānyāki ringbisa pai nga gu u aá banda regbo tipa ha.

Gbategu ki oro fuo gu kura nyāā u a bi ru na mbei hō. “Mee eee” U ki kpāri u na bi gu bakere dongi na aá tinda abaga.

“Hōō, hīī” Dongi ki karaga pai, ono ka regbo a du nga beru tipa ka ru ka fura ya. U a du na nyānyāki pa atindiro ka ndu na ni ku gene yo.

Gbategu ki oro fuo kura nyāā u a bi ru. “Mee eee” U ki kpāri, wa u a bi pusu na aá kura yee tii mbata yo vuru kporo.

“Miāū, miāū” Pusu ki karaga pai, ono ka regbo a du nga beru ka ru na ka fura ya. U a du na sunge banda zende ahēē.

Fuo tooni regbo, ga Gbategu bakere ngbarago tipa ka du na vovo abakure ki gbandaka ku sayo. Ti na wira gu pai nga agu anyāā dunduko na a du rogo ga Gbategu vovo kporo aá du nga na regbo be ra tipa ru te. U ki pi seende ka ongoda.

“Moo moo”, “Para para para”, “Hōō, hīī, hōō hīī”, “Miāū, miāū”! Bangiri Gbategu ki zāki be gu tunguo tunguo tatangba na a du mbembei na gu ba u a pi rogo ka ra. Uru aá ti regbo ki da tipa anyāā dungarā tira ka ri riahēē nga ga nyemu.

Gbategu a wiriki gu pai nga, wa du agu nyāā dū du uru na asunge, ami dunduko na sa tira ni wene abakure yuru!

### Asananhēē

1. Gine Gbategu a du ti ni na bakere ngbarago ti tona tona pangbanga?

*U a ndu ku rogo gu vovo ba na a du na vovo abakure.*

2. Gini pai Gbategu aá bera ha hō anyāā aá ru nga ni ka fura na u ya?

*Agu a karaga pai rengbe: U a du na gberārago, U a berē hē nga i a ima mbu ru*

3. Gine nyāā sā a ru nga ti ni dagba anyāā yo ka fura na Gbategu ti ni hō u aá fu sene ni fu ra ya?

*Ami a du na sunge, ki ni māngi ga ami nyānyāki pa sunge, ma apara, āga awira, banda zende ahēē be akuri, na tinda atindiro.*



#### 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

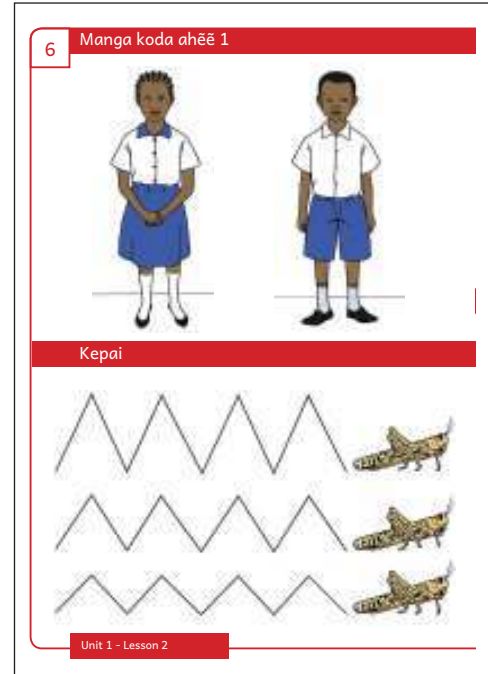
##### As a class

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.



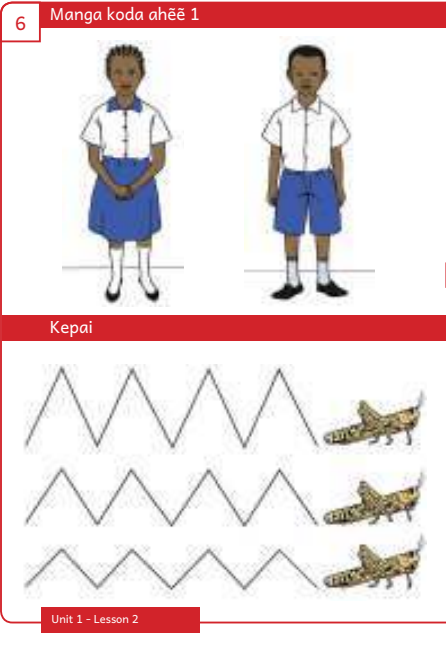
### Individual work

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.



**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.”



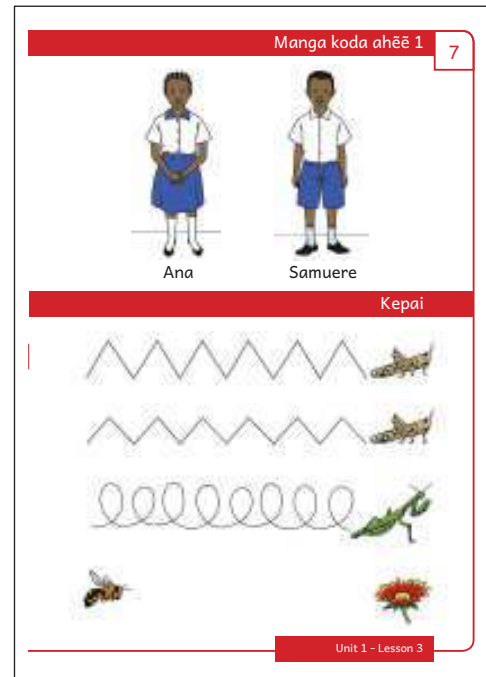
#### In Pairs

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,

Manga koda ahēē 1 7






Ana





Samuere

---

Kepai

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?

**ASSESSMENT  
OPPORTUNITY**

### 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.

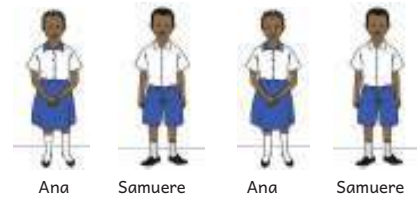


#### In Pairs

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.

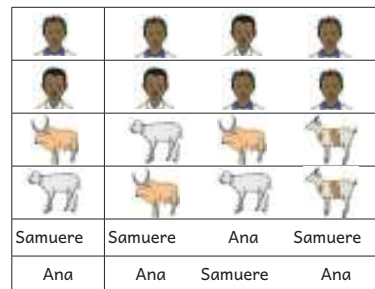
8

Manga koda ahēē 1



Ana Samuere Ana Samuere

Manga koda ahēē 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.



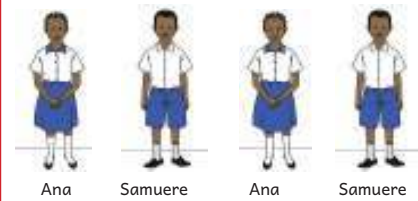
#### In Pairs

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 Manga koda ahēē 1



#### Manga koda ahēē 2

Samuere	Samuere	Ana	Samuere
Ana	Ana	Samuere	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.

Manga koda ahēē 2 9

Ana			
Samuere			
Ana			
Samuere			

Kepai

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.

Manga koda ahēē 2 9

Ana			
Samuere			
Ana			
Samuere			

Kepai

Unit 1 - Lesson 4



#### Observation

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

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

#### Conversation

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

#### Product

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

### Making Connections 1



#### Purpose

- Connect printed images with sounds.

#### As a class

Draw the picture of the cow on the board.

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

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

Choose some individuals to say ‘muuu’.

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



#### Individual Work

Direct the learners to their books.

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

Repeat for the goat.



#### In Pairs

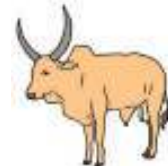
Ask the learners to point to the picture of the cow in their neighbour’s book and make the cow noise.

Repeat for the goat.

10 Manga koda ahēē 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’. Chose 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 Manga koda ahēē 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



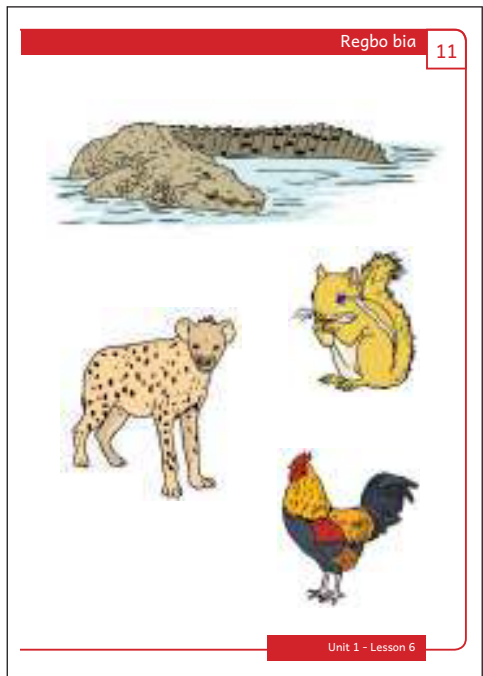
#### As a class

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.



### 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.

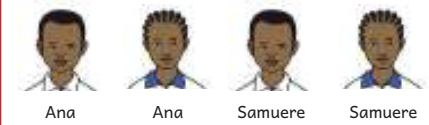
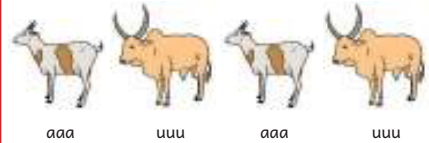
Follow the steps to teach "Making Connections 1", page 34, to make connections between the letters and words and their matching pictures.



#### In Pairs

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

### 12 Manga koda ahēē 1



Unit 1 - Lesson 7

### Making Connections 2



#### Purpose

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



#### As a Class

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



#### Individual work

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



#### In Pairs

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

### Manga koda ahēē 2 13

aaa	aaa	uuu	aaa
uuu	aaa	uuu	aaa
Ana	Samuere	Ana	Ana
Samuere	Samuere	Ana	Samuere

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 Manga koda ahēē 2

	aaa	uuu	aaa
	aaa	uuu	uuu
aaa			
uuu			
	Ana	Samuere	Ana
	Ana	Samuere	Samuere
Samuere			
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?

### Kepai 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 Manga koda ahēē 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.

#### Manga koda ahēē 2 17

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

#### Kepai



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?



Manga koda ahēē 2 17

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

Kepai



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 Manga koda ahêê 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.

Manga koda ahēē 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.



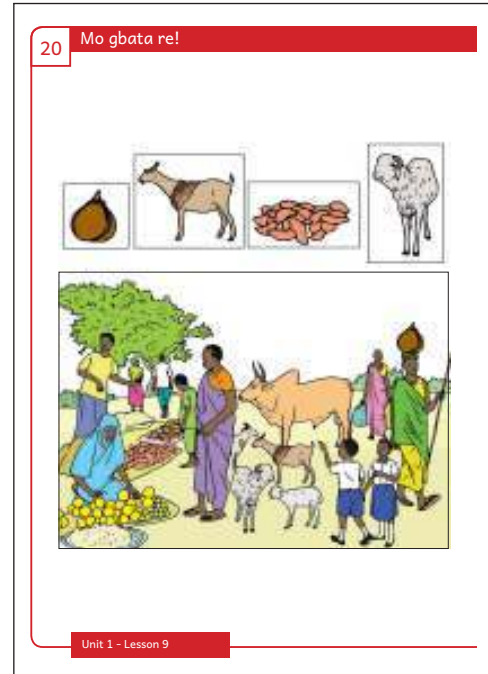
#### Individual work

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.

Manga koda ahēē 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 Mo gbata re!

Inā pa pangbanga

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

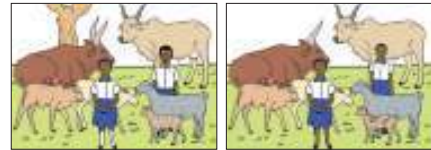
Learners should use a “Language Experience Story” approach to write a class story on the chalkboard about an experience they have had with a domestic animal. They should do “Shared reading” with this class developed story.



#### Individual work

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

22 Mo gbata re!



Inā pa pangbanga



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"


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Unit 1 - Lesson 12											

### Teaching Letter Lesson 13


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ana na ndu ku bawirikapai yo?
  2. Ya mo Ana na tame ri?
  3. Ana na raka wäri?
7. "Writing"


24



Ana



Ana.



a A ana


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"

r R
ra
25



ra	r
r	ra

**1**

a	a
ra	na

**2**

ra
na


Unit 1 - Lesson 14


### Teaching Letter Lesson 15

Do activities for:


5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da ra?
  2. Gine Ana ara ti ni?
7. "Writing"

26





Ana ra.



r	R	Ana
ra		

Unit 1 - Lesson 15

**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)

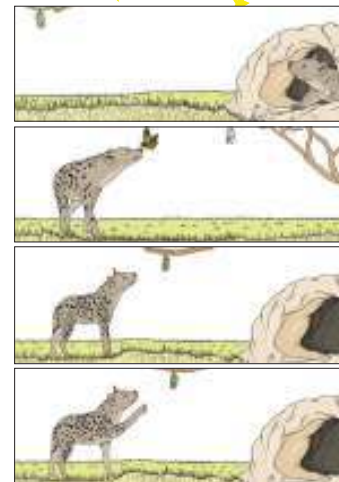


#### In groups

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.

Regbo Pangbanga 27

### A Zege na Fufurāfu



Unit 2 - Lesson 16

### Read Aloud Story - A Zege na Fufurāfu

Anyāāri nga kangara zege. Hō u a bi hēē ni ni vovo ho, u na ida ka inā gini hēē du nzūnzū nga ha. Uru sā wa u a ndu ku rogo gau sima, u a bi hēē ni āsiāsi he ku seende ti be ngua kasia. Gu hēē na a du ni āsiāsi he ti be ngua a du ni tooni he ni kāyāā ha wa bakiā tooni kingorō.

"Wāwā" U ki berē he ni ti ru ki ya, "Mi na ka ngi na gi kingorō re!" U ki mbedi fuo ru tooni. Ono gu hēē re a du akiā. Gi kingorō re aá wo nga wa gu kura akingorō naá wo dedede te. Si du anyāāri a da mbembei, u ki bi gu pai nga gi kingorō re a ngia nga kingorō te!

[Mo sana hēē hērē: Mo ini pai tipa gini hēē na a ngia ha?]

U a du na bakere ru bangirise tipa gu hēē na a du rogo gi äsiäsi hēē na du ti be ngua re. Anyääri a sungu seende tipa bete regbo ka berä pai tipa gi vovo hēē re. U ki berē ni ti ru ki ya, “Ti iriwo ti re gine du rogo gi hēē re?” Ti a wo nga te, ti a kusa nga fugo aa te. Ono ti ni äsiäsi he ti be ngua.

Ti digidä ho ka u a gberesa nga regbo berewe ya! Anyääri aá ida ka bi gine du vuru he yo, u ki täi wiri beru yee ki da ti ni. Hō u aá mbeda ka zada ha ni, ti ki tona ka wo. Anyääri ki bi he ya gu käyää kpoto ho re tona ka sapa. Ni ba sä fuo sara gi hēē re ti ki zäki!

Anyääri ki kisi bangiriru be bakere gunde ka inä gini pai ni ka manga fuo gere.

**[Mo sana hēē hērē: Mo na berä gini pai na aá manga?]**

Fuo guru regbo, hō u a zäki bangiriru ni berewe, bawene fufuräfu ki ye ki sungu rii hōru.

### Asasanahēē

1. Rimo zege na a ngia da?
2. Gini hēē Anyääri a kpi nyemu ka ngi mbaro na ni?
3. Mo a bi nga sisi para fufuräfu? Si na ngera wa gini hēē?
4. Gine na a kuru rogo sisi para fufuräfu yo?
5. Mo a bi nga fufuräfu u ni kuru rogo sisiru? Mo pe nga paha fu rani.



### 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
i I ira



ira  
i

i  
ira

1

i	i
ri	ni

2

ri
ni

3

i	ri	ni
a	ra	na

Unit 2 - Lesson 17

### Teaching Letter Lesson 18

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da du na ira?
  2. Ga ira sunge nga gine?
7. "Writing"

29



i I ira

Ana na ira.

i I ira




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
k K
kiri



kiri	k
ki	ki
k	kiri

Unit 2 - Lesson 19

### Teaching Letter Lesson 20

Do activities for:

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

Rogo gi yugo gi yugopai re nni na yugo (gu tooni fugo nga (na) nga gu na koda fugo.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Gine du be Kana?
  2. Tipagine zadi Kana kiri tini?
8. "Writing"

31



Kana na kiri .  
Ana na ira.



Kana na kiri.

k K kiri

akiri



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.



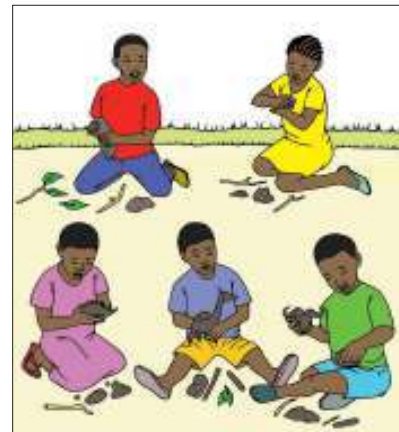
#### In pairs

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

Mbakada pangbanga



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"

t T	tita	33												
	tita ti t	t ti tita												
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i	a													
ti	ta													
ti														
ta														
ti	ta													
ni	na													
ri	ra													
Unit 2 - Lesson 22														

### Teaching Letter Lesson 23

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da du rogo gi kpiahěě re?
  2. Gine namo na ida ha?
7. "Writing"

34						
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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)

Mo wisigi pa sona gamo ināhēē
35

**1**

N		I		A
	r		k	

**2**

	ra
	kiri
	Ana
	ira
	tita

**3**

ti	i	a	ni
ri	ra	ta	ki
ta	a	na	ka

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

Mbakada pangbanga



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"

g G	gita		37
	gita	g	
	gi	gi	
	g	gita	

1

ē	o
yē	yo

2

gi
ga

3

gi	ga
ti	ta
ki	ka
ni	na

Unit 2 - Lesson 26

### Teaching Letter Lesson 27

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ga da gita du?
  2. Tipagine du gita be nina ti ni?
7. "Writing"

38

gi	ta
----	----

gita



Ga nina gita.




g	G	gita
---	---	------

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"




b B	baga	39
	baga ba b	b ba baga
<b>1</b>	a i e ba bi be	
<b>2</b>	ba bi be	<b>3</b>
	ba bi be ga gi ge ta ti te ka ki ke	
Unit 2 - Lesson 28		

### Teaching Letter Lesson 29

Do activities for:

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

Rogo gi yugopai re mo yugu pai tipa bangisa hēē na dungu ahēē. Gu hēē na yugo gu pai nga ahēē ni dungu he nga koda a kuti rimo gu hēē re ki sa ha ni dungu he. Kpiapai: бага, abaga.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Gine a Rita na Ana a бага ha?
  2. Tipagine a Rita na Ana a бага abaga ti ni?
8. "Writing"

40	 abaga
<div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 10px;">                     Rita na бага бага.                      Rita na бага abaga.                 </div>	
	
A Rita na Ana na бага abaga.	
	b B бага
Unit 2 - Lesson 29	



**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.

Regbo Pangbanga

41

#### Sue



Unit 3 - Lesson 30

### Read Aloud Story - Sue

Rogo gi poso re Naguru na da bawirikapai yo ti auru dū kina ku sa. Auru dū maĩ na na, ki fu gu kpararapai fu ri nga ka ri da nga bawirikapai yo ti wene regbo ya. Rogo gi wiso re, wa vura du he wo ri na ida ka da yo ti wene regbo. Ri a zundu beri na kpakpuri ni ipo, ki pāi ku ti nari, ki tona ka ora ku bawirikapai yo.

A wa si na aá manga rogo agu ayuru na a susi ku sayo maĩ a na rogo gu yuru na a du mbata, si ki kusi wiri di si ki ni fu bangiri gene wiriwiri ku paadi yo ngba gu gene Naguru aá ndu ngba ha. Ni ipo Naguru ki da rogo kīkī barugudi nga gu na hīisī gene dunduko.

**[Mo sana hēē nga gini pai Naguru á ka manga ha?]**

Si a du nga gbanga gu na kīkī dagba nduse. Ono kura pai hō ka Naguru a māngi he te. Ri a kpara ku banduru gene ku pati ime ku bāni. Ri ki fu omeri ki nyākāsi ti ri na ome, ki gu ku mbata yo wa si a rengbe na omeri. Ono ri aá rengba nga ka gu tuturū gbē te. Ri ki ti na bakere woro ime ku rogo barugudi.



A nga kina gari rakata na birikā te, ono ri a ti ku ime yo da ti rukusiri, na ngba gari roko ku sende ki zirī be ime. Ri ki kpāri ki ya, “Ako so! Awere mi na ka manga wāi?” Ri aá rengba nga na ndu ku bawirikapai yo te mbiko ri a ima zirā be ime. Ono ka ri karaga ti ri ku kporo yo ka mbida ime, regbo nduge ku bawirikapai yo á susa susa be ri.

**[Mo sana nga tiro hērē: Gini pai ka Naguru a māngi?]**

Fuo gi pai re Naguru ki bi bawene sue na du bibiri na ki du wa kpe, sue zire na aá ya rii ime. Gere a du ni gu bawene sue zire Naguru aá bi nga ha mbata ya. Wa bangiri ri a go fuo gari bibirikā rakata na zirī roko, Naguru a merē fuo gi mange zire re.

**[Mo sana nga tiro hērē: Mo na berā ha nga gu mange zire re na ka ndu ku wāri?]**

Fuo bete regbo, uru ki kuru, na gu wiridi ri aá peka ha ki ugu. Tooni yuge ki ya, ki ya na gu sue zire re ku ari yo, Naguru ki zi he wa si aá ya mbembedi na kpakpu ri. Wa ri a zi gi pupa zire re nyānyāki ku kpaberi yo, ri a ngere ku ari yo ka bi gu hēē na a sa gu yuge re si ni ya.

Ri ki mbu pa berā gu pai re.

**[Mo sana hēē nga: Mo na berā ha nga gini hēē Naguru a bi?]**

Mbembedi bara bangiriri ri a bi bakere zire. Basona ru a susi basona bari na u ki du na bawene asueru, bi he na gu du wa kpe, teketeke wa kina gu ri a zādi he be ri. Gu zire re ki ya, “Tambuahēē foro gbē tipa wa karaga mo sue re fere.”

Ni ba sā Naguru ki berē pa gari bibiri rakata na gari zirī roko, fuo ho ri ki tona ka kpara.

Gu bakere zire re ki sana hēē, “Gini gbēgbērē pai du?”

Naguru ki karaga pai ki ya, “Mi na gbērārāgo bambiko wa ti mi, ku ime yo gimi rakata na gimi roko gi zirī na ki birikā, na awere mi na ka da ku sa bawirikapai yo.”

Zire ki ya fu ri rogo wene fugoru, “Naguru, Īi pai hō te!”

**[Mo sana hēē hērē: Mo na berā ha nga gini pai gu zire re á ka manga ha?]**

U ki yugu wāi fu ri ka manga pai na gu wene sue du ni bibiri he ki du wa kpe re, tipa ka girisā gu dogoro re ti gari rakata. Hō dogoro a guari ni ti gari rakata, ri a pidi gari roko na pupāru yee ni kina ipo, gari roko ki ugu na ba ha.

U ki ya fu ri, “Mo ye kono mi na ka tumba ro ki ndu na mo ku bawirikapai yo.” Nyānyāki pupāru ki tumba Naguru ku auru ngongoru, na ku ngba ima te i ki ni gu tuturū ku yuge yo!

Hō ri a tona ka bi gari tooni bawirikapai ni, gu zire re ki gitā yee ku seende barangba gari bawirikapai. Ku ngba ima te, hō Naguru a zorō ni rii ngongo zire, ri a ngere kirikiri ka inā ha ka ngia boro dagba abakureari a bi ri hō ri aá gu ni na gari bawene zire.

Ono boro aá du nga hō sā dagba abakureari zavura gari bayugupai na a da bawirikapai yo te. Ri ki sa ti ri ka fu tambuahēē fu gu zire re tipa wa u a undo ri, ri ki da bawirikapai yo wiso, ono gu zire re a ima gu. Wa abayugupai na abakureari a tona ka da bawirikapai yo, Naguru a zādi gu bawene sue na a du wa kpe na ni bibiri he re be ri.

### Asananhēē

1. Rimo gu tooni degude re a ngia da?

*Naguru.*

2. Gini pai na a sa Naguru ri ni da bawirikapai yo ku sa dedede?

*Maī na a kpakarāsi pai fu ri ka ri a rengba nga na da bawirikapai yo ti regbo ya.*

3. Gini pai na a māngi Naguru ri zirī na ki du na fuka?

*Ri a asādi ka gu rii barugudi, ku ngba ima te ri ki ti ku rogo ho.*

4. Gini hēē Naguru a bi si ni fu rii ime?

*Ri a bi bawene sue zire ni bibiri he na wa kpe.*

5. Naguru a da bawirikapai yo wāi?

*Ri a ndu rii ngongo bazire*

6. Ka a ngia mo ka mo a māngi wāi ka da bawirikapai yo ti wene regbo?

*Ka mi a guari wiso gbē, na ki ndu kina pati barugudi ku bāni.*



**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

o O
boko



boko	o
bo	bo
o	boko

1

o	o	o	o
bo	go	to	ko

2

bo
go
to
ko

3

bo	go	to	ko
ba	ga	ta	ka
bi	gi	ti	ki
be	ge	te	ke

Unit 3 - Lesson 31

### Teaching Letter Lesson 32


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine tita na Ana a ri?
  2. Tipagine tita na Ana a ri boko ti ni?
7. "Writing"

43

a
ri

ari



Tita na Ana ari boko i ki ra.

o O boko

aboko




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
d D
dari



dari	d
da	da
d	dari

1

a	o	i	e
da	do	di	de

2

da
do
di
de

3

da	do	di	de
ba	bo	bi	be
ga	go	gi	ge

Unit 3 - Lesson 33

### Teaching Letter Lesson 34


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ani a bi dari wäri?
  2. Gine dari a du ti ni baga yo?
7. "Writing"

45

ro go  
rogo

o ro  
oro



Ani a bi dari rogo baga. Ani ki ta dari, dari ki oro.

d D dari

Dabira



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

Regbo Pangbanga

### Yuge na uru



Unit 3 - Lesson 35

### Read Aloud Story - Yuge na uru

*I a di he rogo gu pa rika anyää nga ga Aesop*

Rogo uru sä, yuge na uru aá saka pai tipa gu ome nga ga waĩ rago a saka tihe. I ue ki idi gu pai nga pa du rago na ome, nga gu pai na sa aboro i ni mäangi pai ngba dungu agene. I ki ti kango dagba yo rii gu pai nga da du na bakere ome.

Yuge ki berē he nga ti du na bakere ome. Uru ki ti kango ki ya ndikidi ome nga gu du rogo pa du nyänyäki. Uru ki ya, “Ani ba waraga. Ani bi nga da du na ome ti ni ka aria ga aboro aroko.”

Ni basā i ki ngere ku sende yo ki bi kumba ko ni ndu ti bagene. Ko a kaĩ tiko na fäfäi roko zere, amängunduse na fäfäi kpakpari. Uru ki ya, “Ani bi nga gini boro nyäki dagba rani.” Ani na ka bi gu boro du na gu ome ti ni rengbe ka sa gi kumba re ko di gako fäfäi aroko tiko ku sa yo!”

Yuge ki ya, “Ako gu re nga taata pai.” Ko ki vudi rago ki vudi he berewe!

Ko a vudi rago nyānyāki ti ki sa nvutu na akpe si tona ka ya yuge yo! Abagara na akondo ki gbugbuku. Anvuō ki nunugā, ki gbura mbembei ku ti sende. Abe angua ki kuādi rogo yuge na arii abāmbu ki mofo ti agu abāmbu na a du gbata yo.

**[Mo na berā ha nga kumba a māngi gini pai?]**

Kumba ki gbidi gako rokozere nyānyāki ku ti kpotoko wa si aā kiā be zere, na ko ki ini he nga gako kpakpari a sungu riko yo nyānyāki. Yuge a ima ye na bakere gberesa pa rago, ono si aā rengba nga ka sa gu kumba re ko aria gako aroko te. Fuo gere, ga uru regbo na a du ka asada ka sa gu kumba re ko uru bete gako fāfāi aroko tipa ka yugo gu pai nga, ko nga gu nyānyāki ome nga ga rago.

**[Mo na berā ha nga gini pai uru aā ndu ka manga ha?]**

Uru ki kuru yee gii rungbutā rungbutā māi yo. Si ki tona gu pai gbua nga ka faya kurēkurē rogo bibiri ngbangbaturū. Gu kumba na a du sende no ki tona ka zaka gako aroko zere. Uru ki ni fāi kindi.

**[Mo na berā ha nga gu kumba re na ka manga gini pai awere?]**

Kumba ki kusi abeko ku sayo rogo abe rokozere, na ki uru gako rokozere ku sayo! Uru ki ni fāi kindi. Kumba ki ngere kirikiri tipa nzereme tipa ka ongoda. Ko ki bi bakere ngua, ki sungu seende nzereme he. Uru ki ni fāi kindi.

**[Mo na berā ha nga gini pai kumba a māngi fuo gere?]**

Kumba ki tona ka randa! Ko aā faya gbē tii gu fāfāi uru re. Wa ko a sungu tii nzereme ka ongoda, ko ki tona ka ura kura gako fāfāi aroko. Kpakpari ni bambata ha, fuoho rakata, fuo gure gako amāngunduse.

Yuge aā ida nga gu pai nga uru nga di be pai te. Yuge ki sana uru ki ya, “Mo ni māngi gi pai re wāi?”

Uru ki ya, “Si ni du ni taata pai. Ndikidi ome na ye rogo nyāka?”

### Asananhēē

- Gini pai uru na yuge aā ti kango tipa ha?  
*I aā ti kango ti ngia watadu uru na zere gini gu du nyānyāki susi kura ha.*
- Gini pai yuge a māngi ka asada ka yugo pa gaha nyāka?  
*Ko a vudi rago nyānyāki.*
- Gini pai uru a māngi ka asada ka yugo pa gaha nyāka?  
*Ko a kuru yee gii rungbutā rungbutā māi yo ki tona ka faya.*
- Gini pai kumba a māngi he hō uru aā faya ni?  
*Ko a fāi ko ki uru gako rokozere, kpakpari na māngunduse.*
- Uru a yugu he wāi nga ko nyāki ki susi?  
*Ko a du yee zanga fuo.*
- Rogo gaoni rago, gini hēē mo a berā pa ha ya si nyāki gbe. Uru watadu yuge?  
*Gu ruru karaga pai ka du hō si ni wene he.*

**ASSESSMENT OPPORTUNITY**

#### 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"

u U		gugu		47
		gugu	u	
		gu	gu	
		u	gugu	

**1**

u	u	u	u
gu	du	bu	nu

**2**

gu
du
bu
nu

**3**

gu	du	bu	nu
go	do	bo	no
ga	da	ba	na

Unit 3 - Lesson 36


### Teaching Letter Lesson 37

Do activities for:

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


Rogo gi yugopai re, mo yugu gu fugo fu agude nga "ki ni" ni gu fugo na yugo gu pai na manga kindi ti gu regbo re.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Gine buba a manga?
  2. Ginepai buba a ta gugu tini?
8. "Writing"

48




buba      bia

Nina ki ni bi bia.  
ki ni bi bia  
ki ni



Buba na ta gugu. Nina ki ni bi bia.

 u U gugu

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)

Mo wisigi pa sona gamo inähēē
49

**1**

G	_____	B	_____	U
_____	o	_____	d	_____

**2**

	dari	<input type="checkbox"/>
	gugu	<input type="checkbox"/>
	gita	<input type="checkbox"/>
	boko	<input type="checkbox"/>
	baga	<input type="checkbox"/>

**3**

gi	ro	ba	gu
ti	ga	bi	ko
bo	ku	ta	du
gu	da	ki	ri

Unit 3 - Lesson 38



### Key Inquiry Questions

How do you write the letters that have been taught?

How do we recognize parts of words?

#### Key Learning Outcome

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

Use pictures to communicate meaning.

### Experience Story



#### As a class

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



#### In groups

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



#### Individual work

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

50

Inā pa pangbanga



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"

e E	gude			51
	gude	e		
	de	de		
	e	gude		

**1**

e	e	e	e
de	be	te	re

**2**

de
be
te
re

**3**

de	be	te	re
da	ba	ta	ra
du	bu	tu	ru
di	bi	ti	ri

Unit 3 - Lesson 40

### Teaching Letter Lesson 41


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine gude a ri na nako?
  2. Tipagine i a ri age ti ni?
7. "Writing"


52

a ge      na ko

age      nako



Nina na gude. Ko na ri age na nako.




e E gude  
age nako

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"

m M	meme	53																
	meme me m	m me meme																
<b>1</b>	<table border="1"> <tr> <td>a</td> <td>e</td> <td>i</td> <td>o</td> </tr> <tr> <td>ma</td> <td>me</td> <td>mi</td> <td>mo</td> </tr> </table>	a	e	i	o	ma	me	mi	mo									
a	e	i	o															
ma	me	mi	mo															
<b>2</b>	<table border="1"> <tr> <td>ma</td> </tr> <tr> <td>me</td> </tr> <tr> <td>mi</td> </tr> <tr> <td>mo</td> </tr> </table>	ma	me	mi	mo	<b>3</b>												
ma																		
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mo																		
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ma	me	mi	mo															
na	ne	ni	no															
ba	be	bi	bo															
ra	re	ri	ro															
Unit 3 - Lesson 42																		

### Teaching Letter Lesson 43

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine na a māngi ga Atoroba ba meme?
  2. Gine amama a riti ga Atoroba ba meme ti ni?
7. "Writing"

54
 Atoroba
 amama

Atoroba a du na ameme be ko. Amama a riti ga Atoroba ba meme. Atoroba ki do amama.

m M meme Atoroba amama
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.

Regbo Pangbanga 55

### Zamba wiri nakondo



Unit 4 - Lesson 44

### Read Aloud Story - Zamba wiri nakondo

Kura regbo a du hõ, zamba wiri nakondo aá raka mbembei na kporo. Uru a du ho sã, zamba wiri nakondo a bi wiri zende mangbagu. U a di he ki ndu na ni fuo gu kura anyãã na a du mbembei na gu kporo re.

Zamba wiri nakondo ki sana hẽẽ ki ya, “Da ni ka undo re ti rũ gi mangbagu re?”

Pusu ki ya, “Õ, õ mi te.”

Kuri ki ya, “Õ, õ mi te.”

Bagara ki ya, “Õ, õ mi te.”

Zamba wiri nakondo ki karaga pai ki ya, “Ka si du wo mi ni ka rũ gimi mangbagu a rũ ni sãna re. Fuo ho u ki rũ he.”

Auru du zamba wiri nakondo aá ndu ku äti yo ka makia waĩ mangbagu aá sona.

Ti aá sona ni kikingi he na ni ruku ruku he. Uru a du sã zamba wiri nakondo a bi mangbagu ti na a da tipa de he. Fuo ho u ki ndu fuo gu kura anyãã na a du mbembei na gu kporo re.

Zamba wiri nakondo ki sana hẽ ki ya, “Da ni ka undo re ti de mangbagu?”

Pusu ki ya, “Ō, ǒ mi te.”

Kuri ki ya, “Ō, ǒ mi te.”

Bagara ki ya, “Ō, ǒ mi te.”

Zamba wiri nakondo ki karaga pai ki ya, “Ka si du wo mi a de gimi mangbagu a de ni sāna re. Fuo ho u ki tona de he.”

Zamba wiri nakondo ki pe pai fu tiru ki ya, “Regbo mangbagu ima da awere tipa ka sā ha ni ngungä.” Zamba wiri nakondo ki sana he ki ya, “Da ni ka undo re na sā mangbugu ti kusi ngungä.”

Pusu ki ya, “Ō, ǒ mi te.”

Kuri ki ya, “Ō, ǒ mi te.”

Bagara ki ya, “Ō, ǒ mi te.”

Zamba wiri nakondo ki ya, “Ka si du wo mi á sā mangbagu a sā ni ngungä.”

Fuo ho ri ki sā ha.

Zamba wiri nakondo ki sā mangbagu ni ngungä. Ho ngungä a kuru ni, zamba wiri nakondo ki di he ki fu he fu gu kura anyāā na a du mbembei na gu kporo re. Zamba wiri nakondo ki sana hē ki ya, “Da ni ka undo re ka hū gimi ngungä mangbagu ni kpakutä?”

Pusu ki ya, “Ō, ǒ mi te.”

Kuri ki ya, “Ō, ǒ mi te.”

Bagara ki ya, “Ō, ǒ mi te.”

Zamba wiri nakondo ki karaga pai ki ya, “Ka si du wo mi á hū gimi kpakutä á hū ni sāna re. Fuo ho u ki tona de he.”

Ho kpakutä a da ni, zamba wiri nakondo ki di he ki ndu na ni fuo gu kura anyāā na a du mbembei na kporo. Zamba wiri nakondo ki pe pai ki ya, “Regbo ima da tipa ri kpakutä. Da ni ka undo re ti ri kpakutä?”

Pusu ki ya, “Mi.”

Kuri ki ya, “Mi.”

Bagara ki ya, “Mi.”

Zamba wiri nakondo ki ya, “Ō, ǒ! Mi na ka ri he ni sāna re.”

Fuo ho u ki ri he.

### Asananhēē

1. Gine zamba wiri nakondo a rū he?

*Mangbagu .*

2. Da zamba wiri nakondo a sana ni ni undo ru ti sopa ba mangbagu?

*Pusu, kuri na bagara.*

3. Gini pai zamba wiri nakondo aá ri nga kpakutä ti ni na kura anyāā ya?

*Ami aá undo nga ru ti sopa ba mangbagu te. Si ngia sā ha na hū he aa te.*

4. Gini berā mo a berā tipa agu anyāā na aá ida nga ka undo zamba wiri nakondo ti manga sunge ya?



#### 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
w W
waku



waku	w
wa	wa
w	waku

1

a	e	u	o
wa	we	wu	wo

2

wa
we
wu
wo

3

wa	we	wu	wo
ma	me	mu	mo
na	ne	nu	no
ra	re	ru	ro

Unit 4 - Lesson 45

### Teaching Letter Lesson 46

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine awaku a ri?
  2. Gine Nakarama a mäangi na wiri waku?
7. "Writing"

57

Na	ka	ra	ma
----	----	----	----

Nakarama

wi	ru
----	----


wiru



Nakarama a du na aboko rogo gari bino. Awaku ki ri ga Nakarama boko. Waku ki ba wiru ki oro. Nakarama ki bi wiri waku.

w W waku

Nakarama wiru



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
ä Ä
däkädä



däkädä	ä
dä	dä
ä	däkädä

**1**

ä	ä	ä	ä
wä	mä	tä	kä

**2**

wä
mä
tä
kä

**3**

wä	mä	tä	kä
wa	ma	ta	ka
we	me	te	ke
wi	mi	ti	ki


Unit 4 - Lesson 47


### Teaching Letter Lesson 48

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine däkädä a ri he?
  2. Tipagine däkädä a ri rute ti ni?
7. "Writing"

59






Adäkädä na ri rute dedede. Nabate a du na go rute be ri. Bate ki bi däkädä u ni ri ga nako rute. Ko ki do däkädä.

ä Ä däkädä

rute



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.

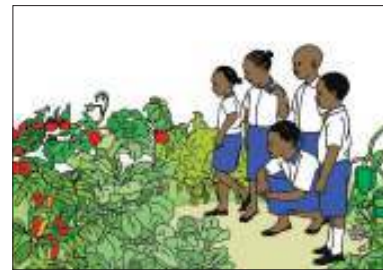


#### As a Class

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

60

Regbo bia



Unit 4 - Lesson 49

# UNIT 4

## 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"

ě Ě		ětě	61
		ětě ě	ě ětě
1	ě ě ě ě	wě mě tě bě	
2	wě mě tě bě	3	wě mě tě bě we me te be wä mä tä bä wa ma ta ba
Unit 4 - Lesson 50			

### Teaching Letter Lesson 51

Do activities for:


5. "Parts of our Language" (Grammar lesson)  
Rogo gi yugopai re, Mo yugu "auru" ni gu fugo na yugo bara hěě.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ga ětě barame wai?
  2. Gine du gi zire ti ni re ni bakindo azire?
8. "Writing"

62	ba ra me barame	a u ru auru
Ětě na ra auru barame. auru barame auru		
		
Ětě ni kiki ru. Ti du ětě na ra ti ni auru wene barame. U na ri kina akaka.		
 ě Ě ětě barame auru		
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"

ng Ng		ngerē		63
		ngerē	ng	
		nge	nge	
		ng	ngerē	

<b>1</b>	ē	e	ä	a
	ngē	nge	ngä	nga

<b>2</b>	ngē			
	nge			
	ngä			
	nga			

<b>3</b>	ngē	nge	ngä	nga
	nē	ne	nä	na
	gē	ge	gä	ga
	mē	me	mä	ma

Unit 4 - Lesson 52

### Teaching Letter Lesson 53

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Wäri ngerē a raka ni?
  2. Gini pai ngerē a raka ti ni kina ime yo?
7. "Writing"

64

ra	ka	we	ne
raka		wene	


Ngerē na raka rogo ime. U a ira nga te. Ono ngerē na ri kina wene arigo. U na ma a ma ka batika.


ng	Ng	ngerē
raka	wene	

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.



Inā pa pangbanga

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
y Y
yangiriya



yangiriya	y
ya	ya
y	yangiriya

**1**

a	ē	i	ä
ya	yē	yi	yä

**2**

ya
yē
yi
yä

**3**

ya	yē	yi	yä
ra	rē	ri	rä
wa	wē	wi	wä
nga	ngē	ngi	ngä

Unit 4 - Lesson 55

### Teaching Letter Lesson 56

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Ada na a ngi yangiriya?
  2. Gine giri yangiriya a kāti ti ni?
7. "Writing"

kä	ti
----	----

kāti

a	gu	de
---	----	----

agude

67



Ga agude yangiriya a du äti yo. Agude ki ta ba yangiriya ki ni ngi. Yangiriya ki kāti na gude. Gude ki ti. Kura agude ki oro. Nako ki ye ki ga na ko.

y Y yangiriya

kāti agude




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
p P
pāngu



pāngu	p
pā	pā
p	pāngu

**1**

ā	ē	e	u
pā	pē	pe	pu

**2**

pā
pē
pe
pu

**3**

pā	pē	pe	pu
yā	yē	ye	yu
bā	bē	be	bu
wā	wē	we	wu


Unit 4 - Lesson 57

### Teaching Letter Lesson 58

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da na a tere ga tita gita?
  2. Ka Pāngu a tera nga gita ya, gine kaa mangi?
7. "Writing"

69




tere

Pāngu nga boro birī. Pāngu a terē ga tita gita. Ga tita gita ki ti ni wene he. Tita ki ga na gako gita.

p P pāngu

tere



Unit 4 - Lesson 58



**Learn about**

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.

**Key inquiry questions**

- How do you write the letters that have been taught?
- Use appropriate language to describe plants.
- How can we listen and respond appropriately to a guest speaker?
- How can we visually represent what we learned about plants?
- Can you name plants that begin with the same sound?

**Learning outcomes**

**Knowledge and understanding**

- Begin to recognize that sentences are composed of words and that words are composed of syllables and letters
- Recognize newly taught letters in 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 opinions about it
- Use pictures to communicate meaning
- Use writing to communicate meaning
- Recognize a number of sight words
- Using increasingly complex words/vocabulary
- Predict the outcome of a story
- Recognize all the taught letters
- Begin to read and write simple texts with accuracy
- Build simple words from letters
- Convey meaning to listeners

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Enjoy reading and writing about forest plants

**Contribution to the competencies:**

- Critical thinking:** Learners will use prediction skills
- Communication:** Reading and comprehending a story, speak clearly and communicate about plants, listening to and comprehending speech, using emergent writing to communicate ideas about plants
- Co-operation:** Working collaboratively and being tolerant of each other to write a story as a class, contribute to environmental sustainability
- Culture:** Build understanding of their heritage and traditional uses of plants

**Links to other subjects:**

Science  
Environment and Sustainability

### 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 Regbo Pangbanga

### Baiiriwo pai Bire yo



Unit 5 - Lesson 59

### Read Aloud Story - Baiiriwo pai Bire yo

Na Kinaregu a naá pe pai fuko dedede nga, ko pe gu gene na kura äti yo ka ko aá yegä bawirikapai yo ku kporo yo. Ka ko na aá ndu nga ti gu guru gene kuru rogo nanaga bire ya. Gu häü rago du äti yo du ni wene he ki susi ti nanaga bire. Rogo uru sä, Kinaregu aá ida ka ipisä tiko ka da kporo yo mbata fu na maí. Ni ba sä, ko ki ndu ku rogo gu bire na a du na bitimo ki du zezere.

Kinaregu a gunde a gunde be bitimo, wa ko a du ni sänako, si du ko a ipisi tiko ti ni ki asädi ka kura bire yo ku härago yo pavuru bire ku bäni. Ko aá turä ngä te, ni basä hëë ki zi ko ti nduko, ko ki ti rii giri mbäkuo na a du na bakindigi akpehe.

Wa ko aá wirigä seende, Kinaregu a ngere wa ka ko bi digidä giri mbäkuo. Ko a ngere ku kumba bee tipa ka bi digidä giri mbäkuo, kina bangiriko ki digi rogo tätäitä imarago. Ko aá bi nga digidä giri mbäkuo te. Si du ko ki ngere ku gare, ka bi bagizä giri mbäkuo kina bangiriko ki digi rogo tätäitä imarago. Ko aá bi ngä digidä giri mbäkuo te.

Awere ko ki fu tiko ka inä gini hēē na a du. Wāri giri mbäkuo aá ye ni? Bagizä ha wāi? Gine na a du ti digidä giri mbäkuo yo? Ni ba sä ko ki zi gu giri mbäkuo na a zi anduko ki tona ka gbe he. Wa ko a vura asada ka gbe he na omeko dū, ka giri mbäkuo a wo nga ya. Gere ki sa ko berewe ko berē nyānyāki ka inä nga, ko aá bi nga giri mbäkuo mbata na nyāki wa gure te!

Ni ba sä ko ki oro ku sayo ngba gu gene ko a ye ti ni ka gbata bakureako nga Atoroba. Isoke ka i a rengbe ka du na ome ti yo ka gbe giri mbäkuo ka bi gu hēē na a du ti digidä ho yo. Kinaregu ki yāmbu hēē wa ko aá ora ti gene bire yo ki ya, “Atoroba, Atoroba! Mo ye ni ipo! Mo ye ka undo re!”

Atoroba ki ye ni oto fuo giā ko fugo Kinaregu ka gbiā ko. Kinaregu ki ngbe mbatayo fu bakureako rogo nanaga bire koyo giri mbäkuo a wāgi ni rii gene. Atoroba a ta ngbako ku ari fu Kinaregu, “Mo na berā ha ya si na ndu ku wāri? Gini hēē kpira ha tiru ku ti ni?”

Si du agi agude ue re ki gbe he a gbe na omeyo dū. Ka yo a rengba nga na wo ti giri mbäkuo ya. Kinaregu ki ya “Ani ndu ka ye na Anibie, Siro na Bakosā tipa i undo rani! Nirengo, nirengo mi na ida ka inä gini hēē du ti digidä gi giri mbäkuo re!”

Agi akumbagude ue re ki oro ku sayo ku bawirikapai yo tipa ka ye na dungu akurayo. Ti digidä ho i ki sa abakureayo i ye fuo yo ku nanaga bire yo. Si a iriwo ti yo dunduko wa i a bi bakikī giri mbäkuo nga gu kpoto ho a du wa kpe. Agi abakure re na ba yo dunduko ki zi giri mbäkuo ki tona ka gbe he. I ki gbe he giri mbäkuo ki tona ka wo. Agi agude re ki ni gbe giri mbäkuo, giri mbäkuo ki ni wo a wo kindi.

Mo na berā ha nga gine na a māngi fuo gure?

### Asasanahēē

1. Tipagine si aá ida ti ni Kinaregu ni ndu rogo äti ku kporo yo a ngia nga rogo bire ya?

*Bire a du ni kere he, äti na a du wenengaī.*

2. Da Kinaregu a yāmbu ni mbata i gbe giri mbäkuo na ni?

*Atoroba.*

3. Tipagine agude aá gbe giri mbäkuo ti ni?

*I a idi ka inä bagizä ha na gu hēē na a du ti digidä giri mbäkuo.*



### 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"

s S	sangu	71																
	sangu sa s	s sa sangu																
<b>1</b>	<table border="1"> <tr> <td>a</td> <td>u</td> <td>e</td> <td>ē</td> </tr> <tr> <td>sa</td> <td>su</td> <td>se</td> <td>sē</td> </tr> </table>	a	u	e	ē	sa	su	se	sē									
a	u	e	ē															
sa	su	se	sē															
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sa	su	se	sē															
pa	pu	pe	pē															
ya	yu	ye	yē															
ta	tu	te	tē															
Unit 5 - Lesson 60																		

### Teaching Letter Lesson 61

Do activities for:


5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da na suka mapunga?
  2. Gine mo na ida ka ri he na gamo mapunga?
7. "Writing"

72	<table border="1"> <tr> <td>ma</td> <td>pu</td> <td>nga</td> </tr> </table> <p style="text-align: center;">mapunga</p>	ma	pu	nga	<table border="1"> <tr> <td>su</td> <td>ka</td> </tr> </table> <p style="text-align: center;">suka</p>	su	ka	
ma	pu	nga						
su	ka							
								
<p>Tita a du na wene sangu be ri. Nina ki suka mapunga rogo ga tita sangu. Agude ki ri mapunga na gadia. Agude ki piki ka ra.</p>								
								
<table border="1"> <tr> <td>s</td> <td>S</td> <td>sangu</td> </tr> <tr> <td>mapunga</td> <td>suka</td> <td></td> </tr> </table>			s	S	sangu	mapunga	suka	
s	S	sangu						
mapunga	suka							
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"



nd Nd		ndäkutä		73
		ndäkutä ndä nd	nd ndä ndäkutä	
1	ä u e ë	ndä ndu nde ndë		
2	ndä ndu nde ndë	3	ndä ndu nde ndë ngä ngu nge ngë nä nu ne në dä du de dë	
Unit 5 - Lesson 62				

### Teaching Letter Lesson 63

Do activities for:

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

Rogo gi yugo pai re, Mo yugu "a tere" ni gu fugo na yugo gu pai na a ima manga.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Gini nyãã nga ira tatamana?
  2. Gini pai na du ngbadu kidingi fuo batasa kuri ru?
8. "Writing"

74	ta ta ma na	du ngu
	tatamana	dungu
Pängu a tere ga tita gita. a tere ga tita gita a tere		
		
Ndäkutä a batäsi kuri be Kidingi. Kidingi a ti ku due yo, kuri ki kusi ru. Ndäkutä ki bi Kidingi u ni idi ka ri kuri. Ndäkutä ki sikä Kidingi ku due yo. Gere nga wäi kuri a bäti.		
		
nd Nd ndäkutä tatamana dungu		
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.

Inā pa pangbanga 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
Mo wisigi pa sona gamo inähēē

**1**

_____	Ng	_____	S	_____
m	_____	ä	_____	ē

**2**

	sangu	<input type="radio"/>
	ētē	<input type="radio"/>
	däkädä	<input type="radio"/>
	ngerē	<input type="radio"/>
	meme	<input type="radio"/>

**3**

nge	sa	de	dä
ē	gu	kä	rē
ngu	me	ta	ku
dä	ri	tē	me


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"

h H	hua	77																					
	hua hu h	h hu hua																					
1	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td>u</td> <td>a</td> <td>ē</td> <td>i</td> </tr> <tr> <td>hu</td> <td>ha</td> <td>hē</td> <td>hi</td> </tr> </table>		u	a	ē	i	hu	ha	hē	hi													
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hu																							
ha																							
hē																							
hi																							
hu	ha	hē	hi																				
yu	ya	yē	yi																				
ku	ka	kē	ki																				
gu	ga	gē	gi																				

Unit 5 - Lesson 66

### Teaching Letter Lesson 67

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da na a ngia bakure ku hua?
  2. Tipagine hua a raka ti ni rogo ayaro?
7. "Writing"

78

  
dedede



A hua na ango a ngia wene abakure. Kura uru, ango a tindi hua ami ndu ka ri riahēē. Naira ango ki ta hua, u ki oro. Pa ga ami bakure ki digi.



h	H	hua
dedede		

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.

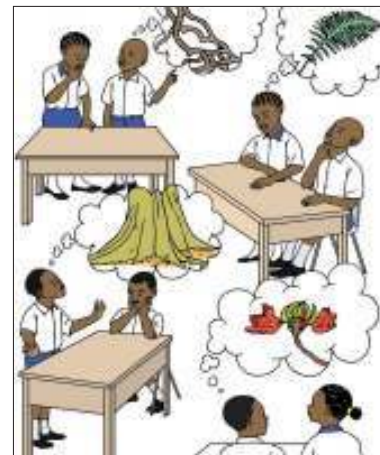


#### In pairs

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.

Mo ini da du?

79



Unit 5 - Lesson 68

**ASSESSMENT OPPORTUNITY**

#### Conversation

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

#### Observation

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

### Teaching Letter Lesson 69

Do activities for:

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

80	mb Mb	mbasa	
	mbasa mba mb	mb mba mbasa	
1	a u i ä	mba mbu mbi mbä	
2	mba mbu mbi mbä	3	mba mbu mbi mbä ma mu mi mä ba bu bi bä nda ndu ndi ndä
Unit 5 - Lesson 69			

### Teaching Letter Lesson 70

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da du na mbasa?
  2. Ga tita mbasa a mangi waï ka inga be Tutuo?
7. "Writing"

81
 ida   ambasa

<p>Tungaa nga ba seke wene ambasa. Kura uru, tita a di wene mbasa be ko. Ga tita mbasa ki ingi be Tutuo. Tutuo a idi ka tumo pa ga tita mbasa. Ka tita a ida nga ha ya. Tita nga wene sinä boro.</p>
<p>mb Mb mbasa</p> <p>ida ambasa</p>


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
ā Ā
mbarā



mbarā	ā
rā	rā
ā	mbarā

**1**

ā	ā	ā	ā
rā	hā	ndā	mbā

**2**

rā
hā
ndā
mbā

**3**

rā	hā	ndā	mbā
ma	ha	nda	mba
mē	hē	ndē	mbē
me	he	nde	mbe

Unit 5 - Lesson 71

### Teaching Letter Lesson 72

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine mbarā a māngi he āti yo?
  2. Gini pai ka māngi ka mbarā a ri nga tarā ya?
7. "Writing"

83

ta	rā
----	----

tarā

sī	mbi
----	-----


simbi



Rogo uru sā, mbarā a ndu ku āti yo. Mbarā ki riti ga Bakote tarā. Mbarā ki simbi gako awande. Bakote ki do mbarā, u ki oro.

ā Ā mbarā

tarā simbi



Unit 5 - Lesson 72



**Learn about**

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.

**Key inquiry questions**

- How do you write the letters that have been taught?
- How can you describe and categorize the roles of family members?
- How would you describe your family using poetry and song?
- How can we express appreciation through writing?
- How can we use body language to communicate meaning?

**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 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 express opinions about it
- Use pictures to communicate meaning
- Recognize, understand and read out familiar words in simple contexts related to family
- Begin to use increasingly complex words/vocabulary
- Predict the outcome of a story
- Respond to patterns in language
- Talk about matters of immediate interest
- Communicate meaning through simple words and phrases

**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 poetry and music

**Contribution to the competencies:**

- Critical thinking:** Learners will use prediction skills, sort information about family roles, communicating creatively using body language and song
- Communication:** Reading and comprehending a story, speak clearly and communicate about family, listening to and comprehending speech, using emergent writing to communicate ideas about family
- Co-operation:** Working collaboratively and being tolerant of each other to write lists of family roles and create a song about family and play charades
- Culture:** Build understanding of their heritage and traditional family roles, and develop a song in a traditional style

**Links to other subjects:**

**Music and Arts:** Developing a new song

### 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 Regbo Pangbanga

### Bairiwo pai Bire yo



Unit 6 - Lesson 73

### Read Aloud Story - Hīīsā ga Nina Rakata

Yakobo a zingi ti wene wiso ki dungā nako ki fu sene fu ri. Nako aā ndu nunguro ka bi unvurari, ri na ka raka koyo tipa poso sā! A Yakobo na tameko gbiāti dāwiriko na bayo a ima inā nga i ni ka zanga bi ri tipa wiri bete regbo. Ono i a ima inā gu pai nga ka ri á vura nga du hō ya i á rengba á rengba ka ngera fuo tiyo.

Nayo ki ya fuyo, “Oni sungu wenengaī. Yakobo mo du wa kamo ngere fuo rukutu atamero na dāwiro!” Ni basā fuo kura nayo ngbadimo ndugu ku zegi, Yakobo ki tona zingisa a dāwiriko rame yo tipa i mbakādi ti yo ka ndu ku bawirikapai yo.

Ko ki gindā we, ki uka ime ku pere yo ki māi he ngba we ti ba, tipa ko māngi fafāiime na ni fu gako aboro kporo i urā ha. Wa ko aā pidā ime ti ba, ko a ndu ki di gu tarā nayo a ima rā hā tipa i urā fāfāi ime na ni ni gu wiso re.



Yakobo ki ya fu tiko, “Gere nga taata pai, ani na ka raka raka wenengaī tipa bete arame na zingā nina!”

Dāwiriko ki zingi rame yo yee. Yakobo ki undo ri tipa ri zundu kpākpuri na ki vo roko tipa nduge ku bawirikapai yo. Bakere woro hēē ki pāi ku ba manga riahēē yo nga wa, Gbuu! Gbāgārārā! Yakobo ki ya tuka bangiri ko ka ngera, ko ki bi kina bakondo na ana akondo ue ami ni oro na tarā ngbarā ku nvuō yo!

Awere nga tarā ima uka te, Yakobo ki ni asādi tiko ka bi gini hēē ko ka manga ha fu dāwiriko na bako i ri he ni gu wiso re. Bakere woro hēē ki pāi kuari rogo gu ba dāwiriko aā mbeda ime rogo nga “Kpungu! Kpuee!”

Yakobo ki ya aria tiko, ko ki bi gu pai nga dāwiriko a ima sikā akorogirā kina ime ki ni fu seende dimo yo kpaii. Gere nga ime a ima kusukā dū, Yakobo ki ni asādi tiko ka bi he singia regbo á du be ko wa ka ko ipisi tiko ka ndu ka tu gu ime i a suka a suka rii ngbiī yo, fu gako aborokporo mbata fu ndu ko ku bawirikapai yo. Bakere woro hēē ki pāi ku vuru kporo yo, wa kpāā! Kpaa!

Yakobo ki ya di berāko tigu pai nga ga nduge ka tu ime ka bi gu hēē na a pāi ku zegi yo. Ko ki kpari kuari nga, “Apara kondo du!” Ni ba sā Yakobo ki tingidi gu pai nga, dagba agu ahēē ti aā ida ko mbakādi baha ni gu wiso re, bangiriko a ima go ti rogoda parakondo.

Gu pai ko a bi he nga ango a ima rimā ku dimo yo fuo kondo, ki gba na kina sisi aparakondo ngbaru kpetekpete kaá ora ku nvuō yo. Awere nga aparakondo a ima kpikā dunduko, Yakobo ki tona kaá berā pa gu hēē ka ko ndu na ni tipa i ri he na dawiriko ti gu regbo riahēē nga ga bebere uru bawirikapai.

Ni basā ti kina gu regbo re, ba Yakobo ki da ki ni rāndi kpakpakpa na ki ni ongo voroko voroko, ko aā yegā nvuō yo gene kuā nyake yo. Yakobo na bako a ngere bangiri yo ki kpāri ki ya, “Ani a manga waī ka raka tipa gi poso re na zingā narani? Ani a inā nga pa gu kere sunge ri na aā manga ha tipa ka ngera fuo rani te!”

### Asananhēē

1. Na Yakobo a ndu ku wāri?  
*Ka bi unvurari.*
2. Gine na a māngi gu tarā Yakobo aā ida ka ri he ti regbo gu riahēē nga ga wiso?  
*Akondo a ye ki riti he.*
3. Tipagine ba Yakobo aā randa ti ni na ki ni ongo voroko voroko?  
*Bambiko ko a ndu ka kuā nyake.*
4. Gini pai a Yakobo na bako a rugu tiyo na ni tipa nayo?  
*Ri aā manga sunge nyānyāki ka ngera fuo aboro kporo.*
5. Gini pai mo naā manga ha kporo yo ka ngera fuo gamo aboro kporo?



#### 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"

gb Gb	gbuku	85																												
	gbuku gbu gb	gb gbu gbuku																												
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Unit 6 - Lesson 74																														

### Teaching Letter Lesson 75

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gini regbo gbuku naá ta ti ni ?
  2. Ka gbuku ta uru gini pai ka mängi?
7. "Writing"

86						
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<p>Gbuku na kindigi bangiriru na ba riru. Gbuku a ta nga uru te. U na ta kina yuru. Gbuku na ri akuri na kura agbiro. Dungu agude a bi nga ru te na i a inä nga ru aa te.</p>						
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gb	Gb	gbuku				
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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"

aa Aa	gbaada		87
	gbaada	aa	
	gbaa	gbaa	
	aa	gbaada	

1

aa	aa	aa	aa
gbaa	daa	haa	ndaa

2

gbaa
daa
haa
ndaa

3

gbaa	daa	haa	ndaa
gba	da	ha	nda
gbä	dä	hä	ndä
gbo	do	ho	ndo

Unit 6 - Lesson 76

### Teaching Letter Lesson 77

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine sungu Nako auru he?
  2. Gine na a mäangi ga Nako ndu gbaada ti kiti?
7. "Writing"

88



auru

mbori

Rogo uru sā, Nako a sungu auru gbaada ka gbinda bakinde. Ndu gbaada ki kiti, ri ki ti. Gari ngua bakinde ki kuo. Rago a gberē ti ri, ri ki ba kitiri gbaada ku sayo. Ono i ki ri bakinde.





aa Aa gbaada

auru mbori

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.



Mo ini da du? 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
ō ō
kingorō



kingorō	ō
rō	rō
ō	kingorō

**1**

ō	ō	ō	ō
rō	mbō	hō	pō

**2**

rō
mbō
hō
pō

**3**

rō	mbō	hō	pō
ro	mbo	ho	po
rā	mbā	hā	pā
raa	mbaa	haa	pa

Unit 6 - Lesson 79

### Teaching Letter Lesson 80

Do activities for:

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

Rogo gi yugopai re, mo yugu pai tipa gu fugo du dagba agu agbāki gbāki ahēē du ue "....." na yugo pai tipa gu fugo na kura ngba boro teketeke wa ga ira ha.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Ga da māngu kingorō a du rogo ho?
  2. Gine kingorō a ga tini ku rogo ga Nabate māngu?
8. "Writing"

91



**bawirikapai**



**Nabate**

I ki pāi ku ari ki ya, "Kingorō na kura rogo gamo māngu."



Kingorō a ga ku rogo ga Nabate māngu. Hō ri a da ni bawirikapai yo, akurari ki bi kingorō u ni kuru māngu yo. I ki pāi ku ari ki ya, "Kingorō na kura rogo gamo māngu." Nabate ki ba gari māngu ki oro. Kingorō ki kuru rogo gari māngu.

ō ō kingorō

Nabate bawirikapai




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	ngb Ngb	ngbagida						
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1

a	ō	e	u
ngba	ngbō	ngbe	ngbu

2

ngba
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ngbe
ngbu

3

ngba	ngbō	ngbe	ngbu
gba	gbō	gbe	gbu
nga	ngō	nge	ngu
na	nō	ne	nu

Unit 6 - Lesson 81

### Teaching Letter Lesson 82

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da na ndu ka ngbe ngbagida?
  2. Ka ko a ngbe nga ngbagida ya gine ka a māngi?
7. "Writing"

ta mbu a

tambua

ndu ge

nduge

93



Ngbagida nga wene hūū nduge. Tandu a ndu ka ngbe gako ngbagida Yambio yo. Wa ko a yego, aboro a tambua gako ngbagida. Hō ko a da ni, rago ki ngba ti gako aboro. Diako ki pāsi kondo i ki ri ru, i ki tambua Mbori.

ngb Ngb ngbagida

tambua nduge



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

Ruru kepai



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"

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te	ta	ti	tē																			
de	da	di	dē																			
Unit 6 - Lesson 84																						

### Teaching Letter Lesson 85

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine Maku a gbia ha gene?
  2. Kamo gbia zege mo mangi wāi?
7. "Writing"


96												
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<p>Zege nga ira gunde. Rogo uru sā, Maku a ndu ka bi tita ko. Rago ki biri ko, ko ni yegä. Ko ki gbiā zege gene na meme ngba ru. Maku ki wa hēē be gunde. Zege ki ba meme ki oro. Maku ki ta kiō a kiō ki ni oro kua bako yo.</p>												
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	z Z zege kidingi päσιο											
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"

oo Oo
woo
97



woo	oo
oo	woo

**1**

oo	oo	oo	oo
woo	zoo	ngboo	gboo

**2**

woo
zoo
ngboo
gboo

**3**

woo	zoo	ngboo	gboo
wo	zo	ngbo	gbo
wu	zu	ngbu	gbu
wō	zō	ngbō	gbō

Unit 6 - Lesson 86

### Teaching Letter Lesson 87

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine Mbiko a ta woo tini?
  2. Ka woo a dewa nga akondo ya, gine ka a māngi?
7. "Writing"


98

gbe
gbe
rē


gbegberē

gbi
ro

gbiro



Woo nga kere gbiro. Kura yuru sā, woo a ga ku rogo ga Mbiko nduru. U a dewe akondo ki mbifi wiri akondo. Mbiko ki ye ki bi woo kina nduru yo. Ngbaduko ki imi, ko ki ta woo ki imi ru. Ko ki zo kangba ru na we.



oo Oo woo

gbegberē gbiro

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.

Regbo Pangbanga 99

### A Kondo na Nganganangu



Unit 7 - Lesson 88

### Read Aloud Story - A Kondo na Nganganangu

*Ga Biaboro Sunge ke buku Pangbanga*

A Kondo na Nganganangu a ngia abakure. Ono i a na aá manga dagbariru dagba tiyo dedede. Rogo kura uru sã, i a idi ka ta kãndi tipa ka inã da na a ngia wene boro ta kãndi. I kindu ku vuru kporo batakãndi yo ki tona ka ta kãndi. Kondo a ipi, ono Nganganangu ki ipi a ipã ki susi.

Kondo ki de kãndi tuturũ, ono Nganganangu ki de ru tuturũ ki susi. Rago ki tona ka gberã ti kondo. Ami ki da ku ti gu pai nga ka de kãndi ti dagba ndue bawe na sã kuti pio. Ti tonatona ha Nganganangu na a ru bangiri pio yo. Kondo ki zo kãndi sã gbua. Ti ki da ti gu regbo nga kondo ndu ka banda bangiri pio.

Nganganangu ki de kãndi u ki gbi. Nganganangu ki sãki kãndi ki de kãndi u ki gbi. Nganganangu ki fõ kãndi na riru u ki gbi. Nganganangu a zo kãndi bara bisue! Kondo ki du na gbërãrago mbiko wa i a zo ru. U a ima zanga gbëgbërë.

Nganganangu a tona ka mama bambiko bakurearu aá kpakana hēē. Ngbadu kondo ki imi u ki aka ngbaru ni bakere he ki mbiri Nganganangu. Hō kondo aá ndu ni ku kporo yo, u ki gbiā na Nganganangu.

Na Nganganangu ki sana hēē ki ya, “Mo bi nga wire?” Ka kondo a karaga nga pai ya.

Na Nganganangu ki du na baka bangirise. Fuo ho na Nganganangu ki gi tooni fugo na aá ya, “Nina mo undore!” Na Nganganangu ki ngereke pati ru kirikiri ki ni dege turi nyānyāki.

Gu fugo re a kuru vuru kondo yo. Na Nganganangu ki ta ngbaru, “Wire, mo māngi pai na gamo tandu!”

Nganganangu rengbe na gu pai nga ka kusa fuōru ni gbēgbērē he susi nga gu du aa ni hihi he. Kondo ki tona ka waka. Kondo ki ziri gbēgbērē fuōhēē. Fuo mbira u he, u ki suku sure. Fuo ho u ki zikā ki kora ṅa ki kora berewe. Hīā Nganganangu a du ni gbēgbērē he!

Kondo ki kora da hō u a suku Nganganangu ni. Na Nganganangu na wiru ki biti ngua ka gbu. Tona ti gu regbo re, akondo na a Nganganangu ki sa mungu dagba tira.

### Asananahēē

1. Tipagine kondo na Nganganangu a idi ka ta kändi ti ni rogo gi pangbanga re?

*Ka bi bawene ba ta kändi.*

2. Nganganangu a zo kändi bara waī?

*Bara 5.*

3. Gini pai na a du rogo kondo yo fuo zo Nganganangu kändi?

*U a du na bakere gbērārago.*

4. Nganganangu a māngi waī ka kura vuru kondo yo?

*U a māngi kere fuōru ni hihi he kondo ki suku ru.*

5. Gini pai káa du kpotoro yo ku ti bakureamo ka ni māngi pai wenengaī ki susi ro?

6. Gini pai ka kondo a māngi he kiā tipa ami nye ni abakure kindi na Nganganangu?



### 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
f F
fufuräfu



fufuräfu	f
fu	fu
f	fufuräfu

**1**

u	oo	ä	e
fu	foo	fä	fe

**2**

fu
foo
fä
fe

**3**

fu	foo	fä	fe
bu	boo	bä	be
pu	poo	pä	pe
wu	woo	wä	we

Unit 7 - Lesson 89

### Teaching Letter Lesson 90

Do activities for:

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

Fugo na tona na bakere bangiri fugo ki ni digi na nogodinogodi he.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Gini arangi du ti fufuräfu?
  2. Kura arangi ho berewe ti fufuräfu?
8. "Writing"

101



kenekene



arangi

Fufuräfu ni kenekene ru.  
Fufuräfu ni kenekene ru.



Fufuräfu ni kenekene ru. Kura garä a du sä afufuräfu a ndu gaami nunguro ku uro yo. Wa ami a ndu, ami a batika awira yo i ki yämbu rimora nga arume. Arume nga agu asangba na ndu seende garä.

f F fufuräfu

kenekene arangi



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
Mo wisigi pa sona gamo inähēē

**1**

H	_____	Ä	_____	Aa
_____	ngb	_____	oo	_____

**2**

		woo
		fufuräfu
		hua
		ngbagida
		zege

**3**

gi	ze	fu	da
ra	ki	hu	rõ
woo	a	ngo	fu
fu	ngba	so	ge

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.



Asanza 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

ī ĩ

iradiī



iradiī		ī	
ī		iradiī	

1

ī	ī	ī	ī
fī	zī	ngbī	gbī

2

fī
zī
ngbī
gbī

3

fī	zī	ngbī	gbī
fi	zi	ngbi	gbi
fe	ze	ngbe	gbe
faa	zaa	ngbaa	gbaa

Unit 7 - Lesson 93

### Teaching Letter Lesson 94

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da na dī ga aboro ahēē?
  2. Tipagine iradiī na dī ga aboro ahēē ti ni?
7. "Writing"


gba	ta
-----	----

gbata

mbu	sa
-----	----

mbusa


105



Iradiī nga kere boro. Ni na dī ga aboro ahēē.  
 Aboro a ida nga iradiī te. Ti du i a zi iradiī ti ni  
 gbata yo ki ta ni. Ka boro merē fuo diī, i a fu  
 mbusa fu ni. Ngba nga diī te.

ī ĩ iradiī

gbata mbusa



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	kp Kp	kpinga						
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kpi
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kpo
kpē

3

kpi	kpō	kpo	kpē
ki	kō	ko	kē
pi	pō	po	pē

Unit 7 - Lesson 95

### Teaching Letter Lesson 96

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da du na tītī kpinga be ni?
  2. Ka buba a ndu nga kua nagbioko yo ya, gine ka māngi?
7. "Writing"

na gbi o ko

nagbioko

nze de

nzede


107



Kura garā a du hō sā, buba a ndu kua nagbioko yo. Ko ki bi kumba ko ni tere marā asunge. Ko ki fu gako kpinga ko tere he. Ko ki tere ga buba kpinga ti ki tī nzede nzede.

kp Kp kpinga

nagbioko nzede



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

Mbakada pangbanga



Unit 7 - Lesson 97

**ASSESSMENT OPPORTUNITY**

#### Observation

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

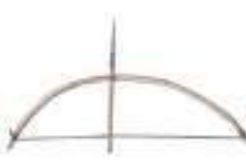
#### Product

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

### Teaching Letter Lesson 98

Do activities for:

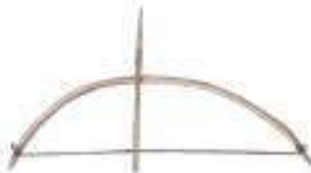

1. "Listen to the Sounds" (Phonemic Awareness)
2. "Key Letter" (Alphabetic Principle)
3. "Word Breaking and Building"
4. "Making Syllables"

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	zii		sīī    zīī    tīī    kīī	
	tii		si    zi    ti    ki	
	kii		soo    zoo    too    koo	
Unit 7 - Lesson 98				

### Teaching Letter Lesson 99

Do activities for:


5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Mingārā a nō kuri na gine?
  2. Gini kura ahēē ka i imi akuri na ni?
7. "Writing"

110	Mi nga rā	ba ke re
	Mingarā	bakere
		
<p>Siida nga wene hū nō akuri. Rogo uru sā, Mingārā a di gako siida ka ndu ka nō akuri. Mingārā ki nō bakere kuri na siida. Ko ki māi ru ku māngu yo. Atika wari, kuri a kpi nga te. Kuri ki ri ga Mingārā māngu ki kuru ki ti. Fuo da Mingārā kporo yo, ka ko a bi ngā kuri ya.</p>		
		
ii Ii siida Mingārā bakere		
Unit 7 - Lesson 99		

### Teaching Letter Lesson 100

Do activities for:

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


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yo	yī	ya	yoo																													
ngo	ngī	nga	ngoo																													
Unit 7 - Lesson 100																																

### Teaching Letter Lesson 101

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine nyorōpara a manga ha na para?
  2. Gine ka a māngi ka nyorōpara a nyorā nga para ya?
7. "Writing"

112


<p>Nyorōpara nga gbēgbērē woo. Rogo yuru sā nyorōpara a rimi ku dimo kua Māngu yo. U a bi ga Māngu nakondo rii pararu. Nyorōpara ki do nakondo ki nyorō pararu dū. Māngu ki du na gbērārago ti ko tipa gako parakondo. Māngu ki ta nyorōpara ki imi ru.</p>

<p>ny Ny nyorōpara gbēgbērē gbērārago</p>
Unit 7 - Lesson 101





**Learn about**

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

**Key inquiry questions**

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

**Learning outcomes**

**Knowledge and understanding**

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

**Skills**

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

**Attitudes**

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

**Contribution to the competencies:**

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

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

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

**Culture:** Adapting traditional hygiene practices

**Links to other subjects:**

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

**Science:** Learning about hygiene

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

### Key Inquiry Questions

How can pictures be sequenced to describe a logical process

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

### Story Time



#### As a class

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



#### In pairs

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

Regbo Pangbanga 113

### Kaza dedede



Unit 8 - Lesson 102

### Read Aloud Story - Kaza dedede

Si wa Toto a nāa kaza dedede. Ko ki sana nakureako nga Māmu na wiri gu boro na a du a du ngawiā ki ya, “Tipagine, tipagine du mi a kaza ti ni dedede?” Nakureako ki tona peka bete apai fu ko nga gu ko aá giā nga ha mbata ya.

Ri a tona ha ki ya, “Bakureami ka zīi sungu rii gamo riahēē, kaza regbe ka zio ro azio.”

Toto ki sana hēē ki ya, “Tipagine?”

“Bambiko zīi na ida na bibiriko ahēē. Si na ngera wa u ni do gbera a do mbata bāmbuageno yo mbata u ni ka ye ka sungā rii gamo riahēē. Ka u māngi wo, u rengbe ka tinda rukutu biriko gbiākuti gu rukutu agbiro kaza du bāmbu ageno yo ki ye na ami ku rii gamo riahēē! Gi rukutu biriko, gbiāti agbiro kaza gu du a du tooni gbē, i a rengba nga ka bi ra ni bangirise te. Ono hō mo a ri gamo riahēē ni, ami rengbe ka fu kaza foro!”

Ri ki susi ku mbata yo ki ya, “Kamo ndu ku bāmbu ageno yo na kamo aá zunda nga bero na sabuna ya, kaza rengbe ka zio ro a zio.”

Toto ki sana hēē, “Tipagine?”

“Bambiko mo rengbe ka du na rukutu agbiro kaza gbiāti rukutu biriko ti bero bara hō mo a ndu ni ku bāmbu ageno yo. Wa kina gu rukutu agbiro kaza rengbe zīī na tinda ra, ami rengbe ka du misimisi gbē ka mo arengba nga ka bi ra ya! Ono ka ami ga ku ngbaro yo watadu bangiro yo, ami rengbe ka fu kaza foro!”

Māmu ki susi ku mbata yo na fugo kindi ki ya, “Ka mo mbiri gu ime i ni tu he di yo naime yo, mo rengbe a rengba ka ti na kaza.”

Toto ki sana hēē, “Tipagine?”

“Bambiko gu ime du di yo rengbe ka tinda rukutu biriko gbiati misimisi agbiro kaza. Gi rukutu biriko re gbiāti gi misimisi agbiro kaza re kamo bi nga ra te! Ono ka mo mbiri ra, ami rengbe ka fu kaza foro!”

Māmu a ima fu bete apai fu Toto ko berē pa ha. Fuo gayo fugo nyāsi, ko ki tona káa dada gako riahēē tipa ka aziī sungu ngā ti ni ya. Ko ki tona manga gu pai nga kaá zunda abeko na sabuna dedede kindi fuo kura ko bāmbuageno yo.

Ko ki mbu mbira gu ime i a tu he di yo, ki tona ka mbira kina gu gigirī ime i a suka ha a suka. Ni basā, ko ki bi he ya kaza aá zio nga ko te! Ko a du ngawiā wa kina nakureako nga Māmu!

### Asananhēē

1. Da na aá kaza dedede?

*Toto.*

2. Gine na aá manga ko, ko ni kaza?

*Aziī aá sungā ti gako riahēē, zanga zunda abeko mbata fu ko ri riahēē, mbira bibiriko ime.*

3. Ya mo, gbēgbērē pai hō mo a manga dagba agu apai Toto aá manga ha? Gine kamo māngi he ka du ngawiā wa Toto?



#### 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
ee Ee
dee



dee	ee
ee	dee

1

ee	ee	ee	ee
dee	kpee	fee	nyee

2

dee
kpee
fee
nyee

3

dee	kpee	fee	nyee
de	kpe	fe	nye
dē	kpē	fē	nyē
dēē	kpēē	fēē	nyēē

Unit 8 - Lesson 103


### Teaching Letter Lesson 104

Do activities for:

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

Rogo gi yugo pai re, mo yugu **ga** du rogo **gari** nga ti na yugo gu pai du tipa ira hēē.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Gini hēē Ngbarago a manga ha fu aboro na adee?
  2. Gini pai ka mǎngi ka Ngbarago a undo aboro na adee ya?
8. "Writing"


115



Ngbarago


Aboro na ngbarago ka bi **gari** sinā raka.  
gari sinā raka.  
gari

Dee nga ira kporo. Ngbarago nga wene sinā dee ki du ni na māi kporo. Ri na wirikapai aa. Ngbarago na sungā kporo ki ni ngere fuo kporo wenengāi. Ri na undo adee, ki ni ngere fuo agude, agume na kura aboro. Gari manga apai ni dee na yugo wene sinā raka fu adee. Aboro na ngbarago ka bi gari sinā raka.



ee Ee dee

Ngbarago




Unit 8 - Lesson 104

### Teaching Letter Lesson 105

Do activities for:

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

116
ū Ū
bahū



bahū
hū
ū

ū
hū
bahū

1

ū	ū	ū	ū
wū	rū	nū	pū

2

wū
rū
nū
pū

3

wū	rū	nū	pū
wu	ru	nu	pu
wō	rō	nō	pō
wūū	rūū	nūū	pūū

Unit 8 - Lesson 105

### Teaching Letter Lesson 106


Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Da na imi zigba?
  2. Gine ka mängi ka azege a ri nga pä시오 zigba ya?
7. "Writing"

117

gba nda ka  
gbandaka


gbu ngu  
gbungu



Bahū nga nyāā rinde. Bahū agunde nga te. U na zio anyāā ki ni ri ra. Bahū a zi zigba ki ri pä시오u u ki ra. Azege biata ki ye, ki tona ka ri surungba bahū. Fuo zinga bahū rame yo, u ki gbungu ku ari gbē. Azege ki gbandaka ni oto ka bahū a do nga ra ya.

ū Ū bahū

gbanaka gbungu



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

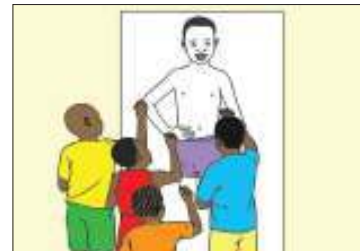
Think of a well-known song in your language about the parts of the body (for example, the English “head and shoulders knees and toes”). After singing the song, discuss all the ways we keep those parts of our bodies clean.



#### 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 Regbo bia



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"

v V		avure		119
		avure	v	
		vu	vu	
		v	avure	

1	u	ū	ä	e
	vu	vū	vä	ve

2	vu	3	vu	vū	vä	ve
	vū		wu	wū	wä	we
	vä		fu	fū	fä	fe
	ve		mu	mū	mä	me


Unit 8 - Lesson 108


### Teaching Letter Lesson 109

Do activities for:


5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Gine Bazingbi a igi he ku pere yo?
  2. Bazia a ini do avure wai?
7. "Writing"


120

 **gbugbu**

 **bazingbi**

Avure na a na yugo gbugbu apai mbata. Kura garā a du hō sā, Bazingbi a yāmbu Bazia ko do avure. Atika wāri, Bazingbi a māi kpoto mbarā ku pere yo. Bazia ki do avure ki yāmbu rimo kpoto mbarā. Fuo ho, Bazia ki gu ku ari ni do avure kindi, da hō ko a ingi ni ti bangiri aboro. Kina gako hū avure ki tiwi ku sende no.






v V avure  
gbugbu bazingbi

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"

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ze	zū	zo	zi															
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Unit 8 - Lesson 110																		

### Teaching Letter Lesson 111

Do activities for:

5. "New Word Building" (vocabulary)
6. "Story Reading" (with comprehension questions below)
  1. Anzengu waĩ na bāti be Nyāki?
  2. Gini ka māngi ka i riti agu anyāā du nvuō yo dunduko?
7. "Writing"

122	<table border="1"> <tr> <td>ya</td> <td>nga</td> <td>da</td> </tr> </table> yangada	ya	nga	da
ya	nga	da		
				
	Nzengu nga gu zire du na wene zēru. Nyāki a rēke gbina anzengu bire yo. Ko ki uru anzengu biata ki ga na ami. Ono mbata fu da ko kporo yo, anzengu ue ki bāti be ko ki gu. Ko ki ipisi tiko na gu yangada nzengu na nye beko ki fu ru fu diako. Diako ki di ru be ko na ngbarago ki pāsi ru. Aboro kporo ki ri ru na ngbarago.			
	nz Nz nzengu yangada			
Unit 8 - Lesson 111				

## Key Inquiry Questions

How do you write the letters that have been taught?

### Key Learning Outcome

Recognize a number of sight words related to hygiene.

## True Writing



### Individual work

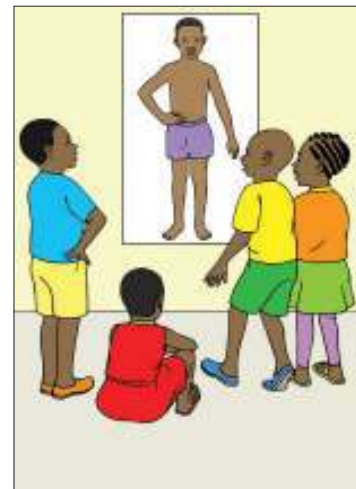
From what they have learned from the true story about Moses, the song and posters, learners should choose one aspect of keeping their bodies clean that they would like to express their ideas about. Using their poster from week 23, write a sentence about why they should keep that part of the body clean.



### 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.

Ruru kepai 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

nv Nv
nvuāā



nvuāā	nv
nvu	nvu
nv	nvuāā

1

u	ū	o	ā
nvu	nvū	nvo	nvā

2

nvu
nvū
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nvā

3

nvu	nvū	nvo	nvā
vu	vū	vo	vā
nu	nū	no	nā
nzu	nzū	nzo	nzā

Unit 8 - Lesson 113

### Teaching Letter Lesson 114

Do activities for:

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

Rogo gi yugo pai re, mo yugu **aá** ni gu fugo na yugo gu pai na aá manga ro gu regbo susi kusayo.
6. "New Word Building" (vocabulary)
7. "Story Reading" (with comprehension questions below)
  1. Gine na a māngi Maria hō ri aá ndu ni ku bawirikapai?
  2. Anvuāā na saka zerā tipagine?
8. "Writing"

du ngu rā  
dungurā

gba nda ka  
gbandaka


125

Maria aá ndu ku bawirikapai yo.  
aá ndu ku bawirikapai yo.  
aá



Nvuāā na saka zēru dedede. U na raka nvuō yo. Maria aá ndu ku bawirikapai yo, ri ki bi nvuāā u ki gu rii gene. Ho nvuāā a bi Maria ni, u ki ru. Nvuāā ki aria zērū wa kina gari roko. Maria ki gu kuari ki ta ngbari be gunde ki oro ku bawirikapai yo. Wa Maria aá ora gari giri māngu ki kāti, māngu ki ti. Maria ki dungurā a gu ahēē na a gbandaka māngu yo ki susi ku bawirikapai yo.

nv Nv nvuāā  
dungurā gbandaka



Unit 8 - Lesson 114

**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.

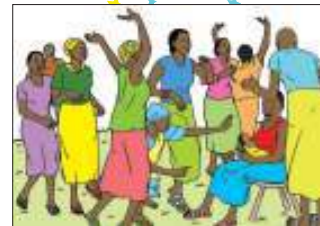


#### Individual Work

Learners should think of a question they would like to ask a visitor next week about cultural musical instruments.

126 Regbo Pangbanga

### Yamba rimo gude



Mo ini gini hēē du?



Unit 9 - Lesson 117

### Read Aloud Story - Yamba rimo gude

Rogo gaani rago, hō dee a batika gude ni, gu dee vungu ri du wa ka ri ongodi tipa rame biata watadu biama zanga kusa gude ku zegi. Anakureari ki ni ye kaá bi ri na agamahēē.

Kura dee ni ye na ime, gu ri ki ye na nyake.

Fuo bete arame, nyānyāki adee ki kusi gude ku zegi fu aboro gu rago re. Gude ki tona ka tanga ngba be aboro, i ki tona kaá fuka arimo ku rii gu gude re.

Fuo gure, avungu gude ki sia rimo ku rii wiriyo.

Adee ki māngi riahēē na kura mbiri mbiri ahēē.

Aboro ki du na ngbarago, ki ni bi bia ni do gbere fuo kusa yo gudee ku zegi fu aboro gu rago re.

**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)

Mo wisigi pa sona gamo ināhēē
127

1

Ū	_____	V	_____	Kp
_____	nz	_____	nv	_____

2

	nvuāā	
	bahū	
	avure	
	nzengu	
	kpinga	

3

a	ngu	rā	ba
hū	te	nze	ze
nga	vu	kpi	āā
nvu	ge	ru	re

Unit 9 - Lesson 118

**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.

128

Inā pa pangbanga



Unit 9 - Lesson 123

**ASSESSMENT OPPORTUNITY**

#### Conversation

As learners are asking questions and responding to the guest speaker, are they listening attentively? Are they asking appropriate questions?

#### Product

Watch as learners are following instructions on how to make their own instruments. Have they followed the instructions correctly?

### 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.

Regbo bia 129



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?

**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.

130 Regbo Pangbanga

### Mbaro Tiakoyo



Unit 10 - Lesson 131

### Read Aloud Story - Mbaro Tiakoyo

Zanga a du na gberārago bambiko ti a du nga ko ni sungu kina kporo na auru da ti ti uru, ono ko aá ida nga na sungā kporo wo te! Gu pai ko aá ida ha nga káa ngi gu mbaro nga tiakoyo zegi. Bako a ima geteka due vuru kporo, bakindigo ho ki rengbe a rengba tipa ngi tiakoyo. Zanga a na aá dia gbanga regbo na zumudā gako tiakoyo ki ni asādi ti ni ti ku rogo ringbisiringbisi adue he.

Ni ba sā, berā ki ye ku riiko yo. Wa gene aá du nga beko ka ngi mbaro tiakoyo zegi yo ya, si a idi ko ye na gako mbaro tiakoyo kina ku dimo yo! Zanga ki ndu ka ngera tipa rikare, fuo ho ko ki kusi aira na ambata bebere bāmbu ku zegi yo na rugati na pai. Gumba ha ima, fuo bi Zanga rikare, ko ki ndu sa sunge! Vuru tooni regbo, Zanga a ima geteka bawene adue tiakoyo kina vuru bāmbu seende dimo yo!

Zanga ki ima geteka ba dungu rukutu wiri adue kina kuti bakindigā ha nzūnzū na bagizā rago dagba ha, ringbisi he na bazumudā tiakoyo. Zanga aá ngi gako vovo mbaro tiakoyo na omeko dū, ka ko a rengba nga ka inā gu pai nga uru ima gba zegi yo ki tona ugusa fuka ya.



Gumba ha ima, Zanga ki gi woro ngbadimo ndugu, atikawāri nako du naá yegā ku kporo! Regbo aá du nga beko ka kpsidā agu adue na a du dimo yo te. Si du Zanga atuka kina ira ti ni ni ipo ki ba ha rii due mbaro tiakoyo. Zanga ki ru ku ari ka wega gu biriko na a du ngbarukusiko yo, ki du regerege ka dia nako ku gume ri ni yegā ku kporo.

Ono gu bambata pai nako a māngi he hō ri a da ni kporo yo nga, ri a rimi ku dimo yo ki ru ni ba sā bebere ga Zanga due tiakoyo, ri ki bafu wirianduri ku rogo gu dudungurā adue tiakoyo na a du dimo yo. Ri ki kuru bara gako birī. Nako ki ya ni fugori kuari, “Māngimo pa vuru bāmbu yo wāi?” Zanga ki tumba ira na bakere gunde ki yugu gako vovo due tiakoyo.

Hō ba yo a yegā ni āti yo ni gu nyemu rē, ko a bi aborokporo dunduko kina dimo yo seende ini ngi tiakoyo.

### Asananhēē

1. Gini mbaro na a ngba ti Zanga ki susi?

*Tiakoyo.*

2. Gine Zanga aá rengba nga ti ni ka ngi tiakoyo zegi yo ya?

*Bambiko māi aá na a na.*

3. Gini pai Zanga a māngi he tipa i tona ka ngi tiakoyo dimo yo?

*Ko a geteke adue dimo yo na rikare tipa ka mbakada mbaro tiakoyo.*

4. Mo na berā ha nga ga bayo berā a du wāi bara hō ko a ye ni ka bi gako aboro-kporo i ni ngi tiakoyo?

*Ko a du na zinga, ko a du na ngbarago, ko a ndu fuo yo i ngi tiakoyo ...*



### 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?

### 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.

Regbo mbaro 131



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?



### 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?

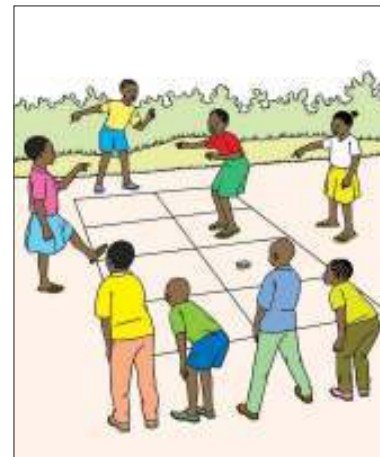
### Game Time



#### 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.

132 Regbo mbaro



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?



**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.

Regbo Pangbanga 133

### Tikango Tipa Ngbatunga Asunge



Unit 11 - Lesson 147

### Read Aloud Story - Tikango Tipa Ngbatunga Asunge

Rogo kura kirikiri gbaria aboro a ti kango dagba tiyo tipa angbatunga asunge. Aboro ni ba sā sā aá berā gu pai nga kina gani sunge kīī paha ki susi. Bayugupai a ya kina gani sunge kīī pa ha ki susi.

“Na zingā bayugupai ka boro ndu nga ku bawirikapai yo ki wiriki hēē te.” Bameke ahēē ki ya kina gani sunge kīī paha ki susi.

“Na zingā bameke ahēē oni a rengba nga ka du na bawirikapai tipa wirika pai te watadu abāmbu tipa ra tii he te.”

Bagbangua ki ya kina gani sunge kīī paha ki susi.

“Na zingā bagbangua oni a du nga na abasungā watadu ambisa rogo gaoni akporo na bawirikapai yo te.”

Munganga ki ya kina gani sunge kiĩ pa ha ki susi.

“Na zingā amunganga na anafungua boro rengbe ka kaza ki kpi a kpi.”

Nasopo bino ki ya kina gari sunge kiĩ pa ha ki susi.

“Na zingā anasopo bino mo a rengba nga ka du na riahēē tipa ka ri he te.”

Gude bawirikapai ki ya kina gani sunge kiĩ pa ha ki susi.

“Na zingā agudewirikapai, ka bayugupai du nga te, abameke ahēē aa te, amunganga aa te, abasopo bino watadu agbangua aa te.”

Ti yangada ha aboro dunduko ki idi gu pai nga asunge dunduko kiĩ pa ha akiä. Ani na ida abayugupai, abameke ahēē, amunganga, abasopo bino watadu agbangua. Ono aboro dunduko du wa ka i wiriki pai mbata!

*Gu boro na a ke gi Pangbanga re nga Biaterisi Inzikuru ; Rogo gu garā nga 2015, rogo gu Buku Apangbanga nga ga Ringara biaboro*

### Asananhēē

1. Gine aboro ringara a zanga giä tiyo ti ni?

*I dunduko aá berā gu pai nga gayo sunge kiĩ pa ha ki susi.*

2. Gine bayugupai a berē hē ti ni ki ya kina gani sunge kiĩ paha ki susi?

*Bambiko zanga abayugupai, agude bawirikapai a rengba nga ka ndu ku bawirikapai yo ka wirika pai te.*

3. Ti digido ho, gini pai aboro a idi ku ti ni?

*I a idi ku ti gu pai nga angbatunga asunge dunduko rogo kirikiri gbaria nyāki pa ha anyāka.*

4. Gini pai kiĩ pa gu gude ti ni du bawirikapai yo?

*Bambiko ti na ida mo ndu ku bawirikapai yo mbata mo ni ka kura ni bayugupai watadu basopo bino na gu kura asunge nga ga kirikiri gbaria.*

5. Gini sunge mo ka ida ka manga ha mo na sono?

*Akaraga pai dunduko ni kina ruru he.*



### Conversation

As learners answer questions and discuss the story, are they showing understanding and responding appropriately to what is heard? Are they expressing their opinions about jobs that they have seen around them? Can they accurately predict the outcome of the story?

Are learners able to share their ideas with each other about the jobs they would like to do in the future?

### Key Inquiry Questions

How can you express your ideas about jobs people through writing?

#### Key Learning Outcome

Enjoy expressing ideas about jobs in their own language.

### Experience Story



**Before class, prepare to take learners to the market.**



#### As a class

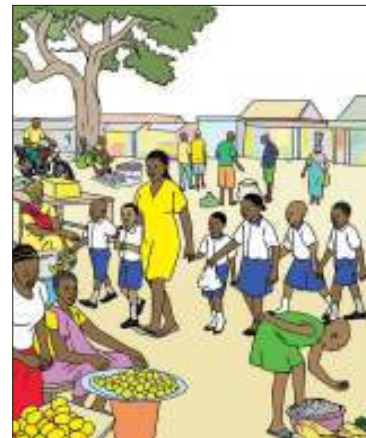
Take the learners to the market or another local area where people are doing a variety of jobs. Learners should ask some workers about what they like about their jobs.



#### As a class

Following the trip to the market (or other location), learners should write a Language Experience Story (see pg. 24) together about their time in the market.

134 Inā pa pangbanga



Unit 11 - Lesson 150

## ASSESSMENT OPPORTUNITY

#### Observation

As learners are interacting with workers in the market, are they using respectful and appropriate language to express their ideas?

#### Conversation

While writing the class story, are learners able to use increasingly complex vocabulary and sentence structures?



### Key Inquiry Questions

How do you write the letters that have been taught?

How can you use drama to represent jobs that people do?

### Key Learning Outcome

Communicate meaning through simple words and phrases.

### 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.

Mo ini da du? 135



Unit 11 - Lesson 155

## ASSESSMENT OPPORTUNITY

### Product

Look at the individual's pictures and sentences about a job they would like to do. Are they effectively communicating their own ideas and thoughts in simple words and phrases? Are they enjoying expressing themselves in written form?

### Observation

As learners act out their chosen jobs, have they been able to act out the main part of the job?





**Learn about**

Give opportunity for learners to hear a story using shared reading in a big book about technology in the community and explore the topic through various activities and literacy games. Learners should be given opportunity to go out into the community to explore tools and technologies that are used in their community. Learners should write a class story about their experience.

Students should listen to a presentation about traditional tools used in their community, and ask questions to the presenter. Learners can work together to write a short report of what they have heard. Students should expand their vocabulary, learning new words related to technology. Learners should explore the next 3 letters of their language using the ABC Book or other similar language specific resource, and investigate words within sentences and syllables within words.

**Key inquiry questions**

- How do you write the letters that have been taught?
- How do you make a model of a tool, creatively using available materials and describe it?
- How do you listen attentively to a speaker to find out important information?

**Learning outcomes**

**Knowledge and understanding**

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

**Skills**

- Form letters that are clearly shaped and correctly oriented
- Listen attentively to others and respond
- Discuss the meaning of a simple story and express opinions on it
- Use models to communicate meaning
- Use knowledge of letters and sounds to read words and establish meaning
- Develop the skill of debating using appropriate language
- Recognize, understand and read out familiar words in simple context
- Use increasingly complex words/vocabulary
- Predict the outcome of a story

**Attitudes**

- Enjoy reading and writing, know that reading and writing is fun
- Appreciate the system of their language
- Enjoy seeing their own ideas expressed in written and modelled form
- Value knowledge and experience shared by others

**Contribution to the competencies:**

- Critical thinking:** Using a range of sources to find information by taking a field trip and listening to a speaker, suggesting and developing solutions to a problem by developing a new tool
- Communication:** Reading and comprehending a story, speak clearly and communicate about technology in the community, listening to and comprehending speech, using writing to communicate ideas about jobs people do
- Co-operation:** Working collaboratively and being tolerant of each other and negotiating with each other to listen to a speaker and write a report of the presentation and to write a class story
- Culture:** Build understanding of South Sudanese heritage by hearing about a traditional tool

**Links to other subjects:**

- Science:** Talking about technology
- Art:** Drawing pictures and making clay models
- TVET:** Talking about how we use technology in our work

### Key Inquiry Questions

How do you listen attentively to a guest speaker to find out important information?

### Key Learning Outcome

Listen attentively to others and respond.

### Visitor



#### As a class

Invite a guest speaker from the community to come to the class to talk about different traditional tools that are used in the community (for example, hoes or machetes for cultivation, blacksmith tools, or utensils used for preparing food). Before the speaker comes you will have discussed what kinds of things they would like to learn from the speaker. Encourage them to listen for the various kinds of tools he uses and how tools make his work easier.



#### In groups

Ask learners to work in small groups to record what they learned from the guest speaker. Each group can share their report with the rest of the class.

136 Geno



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 Learning Outcome**  
Value knowledge and experience shared by others.

### Key Inquiry Questions

How do you write the letters that have been taught?

### 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.

Inā pa panganga 137



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.

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Regbo hū sunge



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?