Theme 5: Weather

Term 2 Week 1

Comprehension Questions
1. Œó ame Apio kede Ocen onwoŋo i poto? (Apio kede ocen Onwoŋo okëñö i poto.)
2. Œó omiï okëñö Apio gi odõŋø a dit? (Köt èn omiï okëñö Apio gi odõŋø a dit.)
3. Tuc kwone okëñö a papat ame ijeo?
4. Apat kede kót, nö okëñë ame köñö okëñö me dõŋø a dit i poto?

Sight Words
• okëñö, Okëñö
• bin
• cammó
• kót

Vocabulary
• kót
• alele
• yamo
• apua
• koyo
• oro
• cerj
• ikuna
• lyeto
• ajürü

Competences

Reading
• Match words that are the same.
• Identify 4 new sight words from the primer story.

Writing
• Use pictures to write a story about the key word.
• Complete the handwriting patterns for the week.

"Ocen bin inéné! Köt omiï okëñö wa odõŋø a dit dittorö," Apio okobo.
"Okëñö donj odõŋø bala gulü pii," Ocen ogamö.
"Omuk okëñö-nï me mana wot teddi wa me cammó dëk."
Sub-Theme 5.1: Types and Elements of Weather

Listening
- Answer comprehension questions during Story Reading Time.

Speaking
- Talk about issues related to the week’s sub-theme with fluency and comprehension.
- Use vocabulary words related to the week’s sub-theme with meaning and comprehension.
- Tell an original story to the whole class that shows creativity, meaning, sequencing and fluency.

Jami ame Yomo yi Otinö
Wer ikom köt
Köt acwe.
Ceŋ aryēny.
Odyek anywal ite abolo.

Thematic Competence
Identify the 4 types of weather (sunny, windy, cloudy and rainy) and the 4 elements of weather (the sun, wind, clouds and rain).
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Continuous Assessment Activities

Speaking: Describing the Weather Chart

- Show learners the Weather Chart. Ask them to describe what they see. Make note of the learners who can talk about the weather and use proper weather vocabulary.

Reading: Sight Words

- Along with the 4 new sight words for this week, review selected sight words from Term 1. Do your learners still remember them?

The Weather Chart illustrates the four types and four elements of weather that learners in P1 are supposed to learn:

<table>
<thead>
<tr>
<th>Type of Weather</th>
<th>Elements of Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunny</td>
<td>sun, sunshine</td>
</tr>
<tr>
<td>windy</td>
<td>wind, air</td>
</tr>
<tr>
<td>cloudy</td>
<td>clouds, water vapour, thunder and lightning</td>
</tr>
<tr>
<td>rainy</td>
<td>rain, water, thunder and lightning</td>
</tr>
</tbody>
</table>

The words are not written on the chart. You can create your own labels and have the learners match the type of weather to the correct box. You can also make labels for the weather elements and match them to the corresponding illustration in the chart.

The chart also shows a girl wearing different types of clothing depending on the type of weather. This gives you an opportunity to talk about what clothes are appropriate for different weather types.

Cut a piece of manila in the shape of an arrow. Neatly write the word *tin* (today) on the manila with a black marker. Each morning before you begin class, have the learners tell you what kind of day it is. Pin or tape the manila sign with the arrow pointing to the appropriate picture.
Handwriting Patterns

Class Story Starter

Type of Story: Fiction

Characters: Apio, Ocen and Atat

Setting: Grandmother’s garden

Action: Atat takes Opio and Acen to her garden to see the biggest pumpkin Grandmother has ever grown. While there, they decide to take it home for Mother to cook. Apio and Ocen take turns helping Grandmother carry it. Before they reach their home it starts raining very hard. What happens next?

Handwriting Hints

Term 2 has begun and children are returning to school. The slates for this week are a review of letters from Term 1, Weeks 11 and 12. Use this week to review the important handwriting skills taught last term. These skills include:

- correct letter formation
- correct spacing between letters
- correct body posture and pencil grip

References

NPSCU Teacher’s Guide
- Competences for Assessment, page 81
- Scheme of Work, page 222
- Lesson Plan Guidelines, pages 225-234

NPSCU Curriculum Scope and Sequence
- Page 29