Theme 5: Our Environment

Term 2 Week 1

Comprehension Questions

1. Ŋō ame Ocen gi onënō? (Ocen gi onënō puc.)
2. Puc onwoŋo tye atimmō ŋō? (Puc onwoŋo tye ary Emmō oyo.)
3. Apat kede makkō oyo, ŋō okēnē ame puc timō pacu?
4. Tuc kwone leyi kede winynyi ame nwoŋere kan orumo wa. Tuc ka onyo obedo leyi me pacu onyo me tim.

Sight Words
- puc
- oyo
- mwoddo
- dwïr
- cem

Competences

Reading
- Identify the letters in the letter drill table. Know their names and the sounds they make.
- Blend and segment words using the known letters.
- Identify the number of syllables in a word.

Writing
- Use words and pictures to write a story about the key word.
- Write both names correctly.
- Identify the number of syllables in a word.
Listening
- Answer comprehension questions during Story Reading Time.
- Recognise and identify words with the letter sounds introduced in Term 1.

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 demonstrates creativity, meaning, sequencing and fluency.

Vocabulary
- dyāŋ
- dyēl
- gwok
- rōmō
- puc
- pūnū
- ayōm
- lyēc
- inyaṭu

Thematic Competence
Name at least 2 common animals and 2 common birds found and describe characteristics of each.

Reading Unfamiliar Text
1. Puc omark oyo a dīt.
2. Oyo ńwēcō a dwīr tēk onēnō puc.
3. Amone i kīn oyo kede puc pe bino gīk.
Theme 5: Our Environment

Term 2 Week 1

Continuous Assessment Activities

Reading Competence

Use the Leblango Alphabet Chart to review the seven new letters/sounds the pupils learned in Term 1 (NY, B, Ō, Ÿ, Ó, U and J) as well as other letters/sounds learned in P1.

Point out to learners that they have now learned all the 16 consonant sounds in Leblango. See if learners can identify the 16 consonants on the alphabet chart.

Ask learners to identify the letters they have not yet learned. Show them the new letters they will be learning this term: Ï, Ù, and Ÿ. (Note that pupils will also learn three consonant blends – KW, LY and TW – as well as two long vowels, ÌI and OO, which are not shown on the chart.)

Domestic and Wild Animals Chart

Here is a sample chart that divides up common animals and birds into the categories of domestic (pacu) and wild (tim). You can use it as a means to develop vocabulary and concepts around common animals and birds.

You can play a game with your pupils to test their understanding of the concepts of domestic and wild. Say the name of an animal and have pupils raise their hands if they think it is domestic or wild.

You can also make cards with the names of different domestic and wild animals written in Leblango. Show your learners the card, but don’t say the name out loud. Ask a pupil to take the card and put it on either the domestic or wild side of the chart. When they have put it on one side, ask them to read the word aloud. Then have the class agree or disagree with the pupil’s choice of domestic or wild.
Sub-Theme 5.1: Common Animals and Birds

Term 2 Week 1

Letter Formation Guidelines

Class Story Starters
Type of Story: Fiction
Characters: Two goats
Setting: A tree trunk bridge over a river
Action: One day a goat was crossing a narrow bridge. Just at the middle he met another goat. There was no room for both of them to pass. They started to argue. What happens next?

Handwriting Hints
Remember the handwriting warm-up exercises outlined in Term 1 Week 1? Review them and start the new term with some exercises to prepare the body for good handwriting.

References

NPSCU Teacher’s Guide
• Competences for Assessment, page 75
• Scheme of Work, pages 119-120
• Lesson Plan Guidelines, pages 122-123

NPSCU Curriculum Scope and Sequence
• Page 26

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