

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

Teaching Reading Using the Primary Literacy Program (PLP) *Grade 1*



USAID
FROM THE AMERICAN PEOPLE

Copyright © 2020 by Ministry of General Education,
Republic of Zambia.

This work is licensed under the Creative Commons Attribution-No Derivatives 4.0 International License (CC BY-ND 4.0). To view a copy of this license, visit <https://creativecommons.org/licenses/by-nd/4.0/> Creative Commons — Attribution-NoDerivatives 4.0 International — CC BY-ND 4.0

Under the following terms: Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
creativecommons.org

Under the Creative Commons Attribution-No Derivatives license, you are free to copy and redistribute the material in any medium or format under the following conditions:

Attribution—If you copy and distribute this work in whole or in part please cite the work as follows: Reproduced based on an original work developed by the Ministry of General Education and licensed under the Creative Commons Attribution-No Derivatives 4.0 International License.

No Derivatives—You may not distribute the material if you make any changes to the original, including remixing it with other works, building upon it to create a new work, or transforming it in any other way.

Table of Contents

Section A: The Five Key Competencies of Reading.....	1
Phonemic Awareness.....	2
Phonics.....	4
Vocabulary.....	6
Fluency.....	8
Comprehension.....	9
Section B: The Five Basic Steps of a Literacy Lesson.....	11
Step 1: Talk about what they think the book is about or do a picture walk.....	12
Step 2: Model fluent reading.....	13
Step 3: Guide learners when they make errors. Pause to ask questions about what is being read.....	14
Step 4: Give learners the opportunity to read.....	15
Step 5: Give learners a chance to use the information which they read by writing, drawing, or answering questions.....	16
Section C: Conducting a Read-Aloud	17
Section D: Picture Card Lesson Guidance	20
Section E: Participation of All Learners - Tip Sheet.....	25
References.....	27
Annex: Alphabet Sounds	28

Teaching Reading Using the Primary Literacy Program (PLP)

Section A: The Five Key Competencies of Reading

The Primary Literacy Program is based on the National Literacy Framework. The National Literacy Framework focuses on preparing learners to read and write by exposing them to skills building activities that promote good literacy habits and these habits are related to reading, writing, speaking and listening.

Reading is an essential skill and the foundation for all other academic learning. Learning to read does not happen naturally. As a complex skill, it requires careful instruction to support learners through to the ultimate goal of comprehension. As a teacher, you are key to this process.

The skills of reading, writing, speaking and listening are supported by five key competencies. These competencies are the building blocks of reading and each of them should be a part of every literacy lesson. The five key competencies are:

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Competencies/ Skill	Description
Phonemic awareness	Ability to “hear” sounds and manipulate them orally, e.g., put sounds together, break words apart into sounds, identify rhyming words, identify likenesses and differences in spoken words
Phonics	Ability to put written letters and their sounds together
Vocabulary	Ability to understand the meaning of words and use them orally and in writing
Fluency	Ability to read with expression, accuracy, and speed
Comprehension (Listening/Reading)	Ability to understand the meaning of what is heard or read



NOTE: Teaching reading to young learners is a lengthy process. It begins with reading to them – daily – and bringing their attention to the sounds in the language, talking about new words and talking about the story. Reading stories many times is interesting to Learners and does not bore them. They hear something new each time.

Phonemic Awareness

Phonemic Awareness is the knowledge that words are made up of different sounds and that these sounds can be put together to make words. Therefore, we can call it “sound awareness”. Sound awareness is important to teach reading and writing. It is a listening skill. Teachers should recognize that phonemic awareness is a means rather than an end, important only in helping learners understand and use the alphabet to read and write.¹

To teach the sounds of the alphabet, follow these steps;

1. Teach the vowels first: /a/, /e/, /i/, /o/, /u/ Use a key picture, flash card or an object.
2. You have taught all the vowels, and now it’s time to bring in the consonant sounds. Remember to **follow the frequently used sounds schedule for the language of instruction in your area**. This is included in the annex at the back of this book. According to the language schedule for Cinyanja, the first consonant is /k/ sound followed by /m/. Next is /t/ sound and so on.
3. The teacher shows the whole class a picture or object that begins with the letter-sound of the day. For example, /k/= kapu. Draw or show a picture of “kapu” or say the 2 or 3 words beginning with the same initial sound. After Learners say the word, reinforce by saying the same “kapu” twice.
4. Ask learners to listen to the first sound as you say the word slowly, stressing the first sound “kkkkkapu”. Do this several times so that they hear the beginning sound.
5. Isolate the beginning sound: Say only the first sound of the word “kapu” □ /k/.../k/.../k/ and ask the learners to repeat. Try to do this without adding a vowel sound as in /ka/
6. Ask learners to repeat the sound together without you so you can listen.
7. Ask individual learners to repeat the sound, check whether they are making the correct sound. Correct them by repeating the sound if they are doing it incorrectly. If they are doing it correctly, congratulate them for doing so.

¹ Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, National Reading Panel, Executive Summary, 2000

Sample Activities:

Activity A: Teacher shows several pictures or objects and the learners identify which picture or object begins with the letter sound

Activity B: Teacher says a word and learners say whether that word begins with the sound. For example, agogo ... kapu ... avula ... keke ... kiti (DO NOT WRITE) Ask learners to clap if they hear /k/ at the beginning of the word.

Activity C: Have Learners create a list with you of words with same beginning sound eg., kumudzi, keke, koswe, kaya, kena. DO NOT give the words. Learners should try to come up with words on their own before support is provided.

8. Practice the sound by following one or two of the suggested activities.

Up to now, instruction has been oral. Learners should hear the sound(s) FIRST before the letter form is introduced.

Effective phonemic awareness instruction, teaches learners to notice, think about and work with sounds in spoken language. As a teacher, you need to use many activities to build phonemic awareness, including:

1. **Phoneme Identification-** Ask learners to identify first sound in a word, eg., "Tell me the first sound you hear in the word kuti" (/k/). You can also ask them to identify the same sound in two or three different words, for example, the same sound that is in "kale, koma and keka" is (/k/).
2. **Phoneme Isolation-** Ask learners to recognize individual sounds in a given word. For example, what is the third sound in the word "luse" /s/.
3. **Phoneme Segmentation-** Ask a learner to separate the different sounds in a word, eg., "kuti," becomes, /k/, /u/, /t/ and /i/.
4. **Phoneme Substitution** - Ask a learner to replace one sound with another to make a different word. For example, the word "kuti" replace (/k/) with (/f/). What is the new word made now? "futi". /k/ replaced with /f/ in the word "kuti" becomes "futi".

At time the substitution can occur at the end by replacing the last syllable with another to make a new word. For example, the word "kuti" replace the syllable /ti/ with /fa/. "kuti" becomes "kufa".

5. **Phoneme Deletion** –learners recognize the word that remains when a phoneme is removed from the word - The teacher says "what is "mano" without /m/?. Learner/s say "ano". You can also remove a syllable to make a new word. For example, teacher will say, what is "kanono" without the last "no"? "kano" after removing the last syllable "no".

6. **Blending**- Learners listen to the sequence of separately spoken phoneme and ask the learner to combine to form a word. For example, /m/,/a/,/n/,/o/ becomes “mano”.
7. **Phoneme categorization**- learners recognize the word in a set of three or four words that has a different initial sound. For example, which word is different? Buku, bola, koko. Learner responds “koko” does not begin with /b/.



NB: Teaching phonemic awareness instructions helps Learners learn to spell, particularly how to segment words into phonemes. Phonemic awareness instruction also improves learner’s ability to read words. However, teachers should know that phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types on a day.

Phonics

Phonics teaches learners about the relationship between written language and sounds. These sounds correspond to spelling patterns that represent them as well as word recognition.

Phonics instruction is important because it leads to an understanding of the alphabet principle-the systematic and predictable relationships between written letters and spoken sound. Phonic s instructions are effective when they are;

- **Systematic**-the plan of instruction includes a carefully selected set of letter-sounds relationships that are organized into a logical sequence. For example, each language has a set of frequently used sounds and when teaching; you start with all the vowels before you come to consonant sounds. Further instructions are given on how many letters sounds are supposed to be covered per term: teaching only two consonant sounds each week, leaving enough time for revision of these sounds.
- **Explicit**-the program provides you as a teacher with precise directions for the teaching of these relationships. Letter sound, syllables, words and finally sentences.

You have previously introduced the sound /k/ orally. Learners now need to see the shape of this sound by writing it on the board as follows;

1. Write “kK” on the board or show the learners a sound/letter card. Begin by writing the small letter followed by a big letter.
2. Say the sound /k/..k/ several times as you point to the letter on the board or show letter card, followed by learners repeating the sound . Listen carefully for any mispronunciations or mistakes. Repeat the correct pronunciation immediately if needed and praise/congratulate correct attempts.
3. Practice writing the letter for the sound /kK/ in air, on the floor, on the desk with the learners
4. Ask learners to list words with same /k/sound at any position. For example, nena ... ona ... kufuna ... wasoka ... gaga
5. Use letter cards to make syllables; remember to sound each letter before you combine them. K+a =ka, k+o=ko, k+e=ke, k+i= ki, k+u= ku. And read with learners.
6. Write on the board all the sounds (a e i o u) and also the syllables (ka, ko, ku, ki , ke). As a teacher demonstrate how to make words using the sounds and syllables.
7. Using the sounds and syllables teacher and learners are able to make the following words; aka, ako, uko, kaka, koka, keka, kuka, ika and read the words with accuracy. Learners will use the words formed in sentences to display their comprehension.

Learners can see the entire alphabet at the beginning of the year and then learn individual sounds. Teach each consonant sound, while reviewing old sounds that have already been introduced.



Remember, the goal of phonics is to enable beginning readers to decode unfamiliar written words by sounding them out. It is important that you begin building words as soon as sounds have been introduced. Each sound, when combined with one or two other sounds, creates a **syllable** – the building blocks of words in language – and combining those syllables will make words.

Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking, or recognize in listening. Reading vocabulary refers to words we recognize or use in print. Vocabulary plays an important part in learning to read. Pupils use the words they have heard to make sense of the words they see in print. Vocabulary is also very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As pupils learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Fostering vocabulary development

A lot of vocabulary is learned indirectly, through conversation and reading. Pupils learn the meaning of most words this way through everyday experiences with oral and written language

How can you help pupils learn words indirectly?

Reading aloud to pupils is an excellent way to develop vocabulary. Pupils of all ages learn words from hearing texts read to them. Reading aloud works best when you read the text several times over the course of several days. Each time, the read-aloud serves a different purpose. In the case of fiction and other narratives, it is important for learners to have a chance to hear a text at least once for the pure enjoyment and appreciation of the story. Talk with pupils about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences. Independent reading also fosters learning of vocabulary. It is important to encourage pupils to read extensively on their own. Encourage pupils to read more outside of school.

Direct vocabulary learning - Specific word instruction

Some vocabulary must be directly taught. It is important to teach those key words that pupils will need to comprehend texts. Words are taught by directly teaching word meanings and discussing word use, combined with a lot of reading. Teachers can explicitly teach word meanings to improve comprehension. However, to know a word means knowing it in all of the following dimensions:

- The ability to define a word
- The ability to recognize when to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that word.

Teachers cannot directly teach all the unfamiliar words in a text. Teaching only a few new words per week thoroughly is more effective. You can extend pupils' encounters with these words over time.

The following teaching strategies will help you develop your learners' vocabulary:

- **Teaching specific words before reading** helps both vocabulary learning and reading comprehension. Before pupils read a text, it is helpful to teach them specific words they will see or hear in the text. Teaching important vocabulary before reading can help pupils learn new words and comprehend the text.
- **Difficult words:** Provide some instruction for words that are particularly difficult for your pupils. Repeated exposure to vocabulary in many forms aids word learning. Pupils learn new words better when they encounter them often and in various places. For example, imagine a student who sees the word, 'right' on a sign, on a screen, in a book and written by the teacher in their notebook. Once a learner notices this pattern, the same word written in different places, you can talk about the different meanings of the word 'right'. The more pupils see, hear and work with specific words, the better they seem to learn them.

Word-learning strategies and activities

Learning lists of words out of context is of limited use. It is better to learn words in context, and it is important to provide learners with opportunities for purposeful communication, for example:

- Pre-teach words and phrases related to a new topic before you begin
- Use flashcards with pictures and/or words
- Define new words in the pupils' first language
- Play games and puzzles
- Introduce word or phrase of the day/week related to stories and discussions
- Build talking walls using vocabulary from stories, texts, events and shared experiences

Pupils need to learn the meaning of new words independently also. Effective word-learning strategies include:

- Dictionary skills to learn word meanings and deepen familiarity with alphabetic sequence.
- Using context clues to determine words meanings.

Fluency

Fluency has been defined as “the ability to read a text quickly, accurately, and with proper expression” (National Institute of Child Health and Human Development, 2000, pp. 3-5). As skillful readers develop, their recognition skills move from simple patterns to more complicated ones, and they transition from understanding simple letter patterns to mastering patterns of language structure (Meyer & Rose, 1999). Quick and accurate word identification is essential for skillful reading and allows cognition to shift to comprehending the text, yet it is just one facet of comprehension (Torgesen et al., 2007).

Fluency develops gradually over considerable time and through regular sustained practice. It is better to read a few minutes each day than to read for a long period only once a week. At the earliest stage of reading development, learners’ oral reading is slow and labored because they are just learning to break the code, that is attaching sounds to letters and blend the letter sounds into recognizable words.

Even when learners recognize many words automatically, their oral reading still may be expressionless, not fluent.

Ways of helping learners to become fluent readers

1. By providing them with models of fluent reading: Read aloud to learners. Ask learners to read aloud to their friends and classmates. Ask them to read aloud to family when they go home.
2. By having learners repeatedly read passages as you, the teacher offer guidance.
3. By combining reading instruction with opportunities for them to read books of their reading ability.
4. Rereading text containing mostly words that they know or can decode easily- The text should be at learners’ independent reading level. (if the text is more difficult, learners will focus so much on word recognition and that they will not have an opportunity to develop fluency.
5. Pair reading- reading aloud with a more fluent reader/partner who will provide a model of fluent reading.
6. Engage learners in reading what they already know by heart. Show learners song lyrics, poetry, tongue twisters, sayings, and other commonly known phrases so that they can match their normal rhythm of speech with the written word.

Comprehension

Comprehension is a process that involves strategic action before, during, and after reading. Before reading, the learner sets a purpose for reading, makes predictions or formulates questions. During reading, predictions may be confirmed and questions answered; however, the learner may also reformulate or add questions and predictions. A “good comprehender” also self-regulates by monitoring understanding, clarifying confusions, and repairing comprehension. After reading, the learner reflects on the reading and summarizes or synthesizes the new information. Knowledge-building, active reading for specific purposes and applying the new knowledge gained deepen comprehension.

Researchers have identified three types of comprehension processing (Block, Rodgers, & Johnson, 2004):

- Literal:** This form of processing happens before inferential comprehension and includes tasks such as searching and finding details from the text and recognizing the author’s purpose for writing. It usually relies on stated information (such as facts, the main idea, the sequence of events, and characters) in the text.
- Inferential:** In this type of processing, readers must combine information from the text with their own knowledge, information, and thoughts. When they do this, they will be able to go beyond what is stated to draw conclusions.
- Metacognitive:** This form of processing gets the reader to think about one’s thinking and personal understanding of the text.

There are several ways to build comprehension in lessons:

1. Encourage learners to use new and different vocabulary words. A large and varied vocabulary helps a reader to understand what they hear or read.
2. Encourage learners to respond to reading. Asking questions, planning time for class discussions and having them write about what they read are ways of building comprehension.
3. Set objectives for each reading session.

Comprehension strategies that can be incorporated into reading lessons:

- Role play a scene - Things to do before role playing:
 - With learners, identify all the characters in the story.
 - With learners, identify the setting so that they understand how to act out the scene.
 - Tell the learners to act out the story using their own words.
 - With learners, identify all the important parts of the story.
- Discuss questions about the story. This can be done before, during and after. “Who? What? Where? Why?” Questions can be asked.
- Story sequencing (Learners rearrange the jumbled sentences to make the correct flow of story).
- Illustrate the reading (Learners draw the main parts of the reading).
- Story sequence in picture form (Learners rearrange the jumbled pictures that make the story).
- Re-tell the reading or what you learned in your own words.
- Small group debate on the reading
- Reread texts (Look back through the text for answers to the question)
- Life experience of a learner (Did any character on the reading remind you of yourself/relation? How or why?).
- Draw characters found on the reading (Learners draw one favourite character from the reading).
- Make a Prediction before and during reading (What do you think will happen to character.....? Why?)
- Close sentences (Learners fill in the blanks with correct answers from the passage).
- Summarize what they read (identify main ideas from the reading).
- Use the vocabulary words learned in sentence (Learners make sentences using the new vocabulary learned).
- Determine the important ideas in the text.
- Word generation (learners come up with a list of words in the story that have a specific blend or sound).
- Draw a new cover page for the story based on the title



NB: Comprehension is taught by interacting with the text. Read it, reread it, ask questions, look at the pictures if there are any, relate it to your everyday life and use it to inspire your writing.

Section B: The Five Basic Steps of a Literacy Lesson






During a reading lesson, the teacher helps learners to develop the skills and strategies for more independent reading.

Key components:

1. Teacher models good reading behaviors; fluency, modeling how to get to comprehension and recognizing print features.
2. Learners have many and varied opportunities to read and interact with the text.

A reading lesson has many pieces and those pieces may vary from day to day and lesson to lesson. The most important thing to remember is that the learner is at the center of his or her own learning and so must be the most active participant in the classroom.

Here are 5 steps in a literacy lesson:

1		PRESENT Explain the topic or do a picture walk with learners	(5-10 minutes)
2		MODEL Read a text: Teacher models fluent reading	(3-5 minutes)
3		GUIDE Guided reading: Teacher guides readers to understand errors, pauses to ask questions about what is read, and checks for understanding	(20 minutes)
4		PRACTICE Learners read in pairs	(10 minutes)
5		INTERACT Learners write, draw, or answer questions based on what they read	(10-15 minutes)

This guide will explain each step in the, "What to Do" section. The suggestions are only a few of the many ways you can conduct each step in your lessons.

Step 1: Talk about what they think the book is about or do a picture walk

In the early grades, books will have many pictures. The pictures build interest in the story and help learners to understand the text. Sometimes pictures will help learners sort out vocabulary words so that, for example, a picture of a learner running will cue the learner to understand that one of the words must be the equivalent of “running” or something similar and not “sleeping” or “eating”.

What to Do...

- Before reading the book, talk about the cover and ask learners what they think the book is about.
- Do not worry about wrong or right answers and do not tell them whether they are wrong or right. Simply ask the question and let them answer.
- Turn each page and talk about what they see in the picture, what they think is happening and why – what in the picture makes them think that a certain action is taking place. Make sure to talk about parts of the illustration that are mentioned in the text.
- Introduce vocabulary words that might be new to the learners.
- Talk about how the pictures do or do not relate to events in their lives.



NOTE: Asking “I wonder” questions is a great way to model to learners that, it is okay to ask questions and not immediately have answers.

Explaining a topic will also cue learners to look for certain vocabulary words. If, for example, a teacher is about to read a book about fruits, s/he could ask learners about their favorite fruits, fruits they see in the market or even the fruits they don’t like to eat as a way of producing the vocabulary of fruits.

What to Do...

When reading non-fiction text, even with the simplest of topics, as a teacher you can talk to learners about what they know. For topics that might be new to the learners;

- Explain what they already know
- Ask a colleague about the topic
- Invite someone – a parent, a colleague or community member/leader.

When reading fiction stories, it is helpful to talk about the story or character or setting.

- Learners should speak and the teacher should just listen.
- Ask if other learners agree or disagree or if they had the same experience.
Again, there are no rights or wrong answers.

The objective is to (1) allow learners to develop their oral language confidence by speaking and listening and (2) prepare them to pay attention to certain aspects of the text.

Step 2: Model fluent reading

Fluency simply means reading as if speaking. It means reading with speed, accuracy, and expression with understanding of what is being read. Reading too slow may become difficult to understand what you have read. The only way to practice and improve fluency is to read. Reading out loud and reading silently are both strategies for developing fluency. Therefore, learners have to practice reading daily. This may mean:

- Learners open a book and looking at the pictures for non-readers.
- Learners read with the help of a teacher or participating in choral reading while they track with their fingers for emergent readers.
- Learners hear adults reading fluently for learners to know what fluent reading sounds like.

Finally, fluency builds comprehension and comprehension builds fluency. The better you understand what you are reading, the easier it is to read. If you have read and understood the text, your reading will be fluent.

What to Do...

...if the teacher does not read fluently.

- As a teacher, you too have to practice reading so that it is fluent. It is what all readers do when they have a new text. You need to practice reading before you teach the class.
- Take note of the words that you had difficult to pronounce and go over them.
- Practice the difficult words with other native speakers.
- If you are not a native speaker to that region, find someone nearby – at the school or near your home – who speaks the local language.
- Asking for help is a sign that you, as a teacher, are serious about what you do. Asking for help shows that you want to improve and you are willing to make the effort to improve.
- Talk about the story – who is in the book, what happens in the story, where does it take place, and what did they like or dislike about the story.

When you as a teacher read fluently, you will be able to make the appropriate voice changes for punctuation. Point out what you are doing as you approach punctuation marks. Eg. “See, here is a full stop. I stop and take a breath before going on.”

...**if the learners do not read fluently.**

- As a teacher, read and reread the text several times. Go through the text word by word, slowly and then again immediately after a little faster.
- Talk about the words in the text and point out the words that you discuss.
- Put learners into small groups or with partners to read. This is especially helpful with large classes where it is difficult for every learner to have a chance to read out loud.
- In smaller classes, as a teacher you can choose a different learner each day to read to you privately or to the whole class. In all classes, large and small select different learners to read.

Have fun with reading

Tongue twisters are a great way to have fun with language and challenge learners to develop greater fluency.

Here are two English language tongue twisters. Ask other teachers and community members to teach you a new tongue twister in their language. You can write these down in the annex to share with your learners.

Fuzzy wuzzy was a bear. Fuzzy wuzzy had no hair. Fuzzy wuzzy wasn't fuzzy, was he?

Peter Piper picked a peck of pickled peppers
A peck of picked peppers Peter Piper picked
If peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?

Step 3: Guide learners when they make errors. Pause to ask questions about what is being read.

When working with learners in small groups you as teacher can support them in a number of ways. If your learner comes across a difficult word and struggling to figure out the correct word, you might help the learner by saying:

What to Do...

- Can the picture give you a clue? (If there is a picture on the page).
- Let's skip that word and then go back and try it again.
- What word would make sense there?
- Look at the first letter of the word. Can you think of a word that begins with that letter and would make sense in the sentence?
- Breaking the word into sounds; /S/e/k/a/ and ask the learner to sound each and then blend them.
- Do you see any little words or chunks inside that word that you know?(breaking the word into syllables; /se/ka/)
- Try blending the sounds together.

Step 4: Give learners the opportunity to read

As a teacher, you need to understand that the cornerstone of all reading instruction is putting a book in a learner's hand and asking them to read. Learners often pretend to read before they know that there are words on the page. They read the picture, simple words in simple books and gradually become fluent, understanding what they are reading.

The optimum reading lesson divides teacher talk time to around 25% of the class time while learner talk time is around 75% of the class time. That means in a 50-minute lesson, learners are reading, discussing, writing, etc. for about 37 minutes.

What to Do...

- Make sure that learners read from 'just right text'.
- Arrange for class time so that the learners read – read alone, read to one another, read out loud. Choose one of those activities for each day.
- Learners should read and reread the same book several times over a period of a week or two.

Choosing the right reading material for learners

To know whether the text is at the right level, ask the learner to read a page and count how many words they miss.

Independent level: Learner can read all of the words in the book.

Instructional level: Learner cannot read 1-5 words per page.

Challenge/frustration level: Learner cannot read 6 or more words on the page.



NB: If a learner reads but is not comprehending, stop them after a few sentences and ask them to tell you what they just read. Do not allow them to repeat word for word what they just read. They should use their own words. It is only through using their own words that they show comprehension.

Step 5: Give learners a chance to use the information which they read by writing, drawing, or answering questions

For readers to master a book they must interact with it. They must think about it, talk about it, compare it or contrast it to their own lives, etc. Encourage your readers to interact with what they read.

What to Do...

Start with the simple and vary the activities.

The following activities contribute to learners' ability to comprehend what they read.

- Role plays a scene- Things to do before role playing:
 - a. With learners, identify all the characters in the story.
 - b. With learners, identify the setting so that they understand how to act out the scene.
 - c. Tell the learners to act out the story using their own words.
 - d. With learners, identify all the important parts of the story.
- Ask questions about the story and discuss. This can be done before, during and after. "Who? What? Where? Why?" Questions can be asked.
- Story sequencing (Learners rearrange the jumbled sentences to make the correct flow of story).
- Illustrate the reading (Learners draw the main parts of the reading).
- Story sequence in picture form (Learners rearrange the jumbled pictures that make the story).
- Ask learners to re-tell the reading or what you learned in your own words.
- Small group debate on the reading
- Reread texts (Look back through the text for answers to the question)
- Life experience of a learner (Did any character on the reading remind you of yourself/relation? How or why?).
- Draw characters found on the reading (Learners draw one favourite character from the reading).
- Make a Prediction before and during reading (What do you think will happen to character.....? Why?)
- Close sentences (Learners fill in the blanks with correct answers from the passage).
- Summarize what they read (identify main ideas from the reading).

- Use the vocabulary words learned in sentence (Learners make sentences using the new vocabulary learned).
- Determine the important ideas in the text.
- Word generation (learners come up with a list of words in the story that have a specific blend or sound).
- Draw a new cover page for the story based on the title.

Similarities between the 5 key competencies and 5 basic steps

5 Key Competencies		5 Basic Steps-Reading	
Skill		Step	
Phonemic Awareness	Discuss the picture/s	Step 1-Picture walk	Discuss the picture
Phonics	Reading the new sound as a role model	Step 2-Teacher reads	Reading the text as role model, review some sounds
Vocabulary	Guiding learners as they make words with syllables and read in small groups or whole class	Step 3- Teacher and learners read	Guiding learners as they read in small groups or whole class, break difficult word in small chunks to help them read.
Fluency	Individual learners or pairs read for understanding, accuracy, and expression.	Step 4- Learners read in pairs or individually	Individual learners or pairs read for understanding, with accuracy and expression. Self - correction when they make mistakes.
Comprehension	Drawing, writing, answering questions.....	Step 5- Give learners a chance to interact with the text	Answer questions, writing, drawing, role play, retell.....

Section C: Conducting a Read-Aloud

Read-aloud stories are designed to provide learners with a variety of text types (fiction and nonfiction), on a variety of topics. The goal is not only to model reading for learners and to develop their interest in reading, but also to build their oral vocabulary and comprehension skills. Texts for read-aloud books are grounded in the curriculum's scope and sequence but also provide learners with a richer exposure to a greater number of vocabulary words and structures than are present in their learner books. Read-aloud texts provide appropriate challenges, taking into account that learners can understand more sophisticated text than they can read.

For read-aloud texts, teachers can modify or translate open source materials or create original texts, considering the standards, the scope and sequence, and the word list as materials are developed.

What is a Read-Aloud?

- ✓ These are stories that the teacher read to learners
- ✓ These stories are longer than passages used in reading comprehension
- ✓ Learners do not need to read, but listen for understanding
- ✓ Discuss with learners before, during and after reading
- ✓ Stop and discuss any parts learners may not understand
- ✓ May use traditional stories

Before Reading

Teachers should preview the story before they read it to the class so they can anticipate questions or reactions. It is important that teachers practice reading the story so they can decide where to pause for emphasis and where to elicit questions, predictions or reactions. Before reading, the teacher should introduce the story to the class, point out the cover illustration and title, and invite the pupils to predict what the story is about.

During Reading

Teachers should read with expression and let their voice reflect the tone of the story or the personalities of the characters. Teachers should not read too fast; instead, they should vary their pace so they can pause for emphasis at appropriate points in the story. They should allow time for pupils to study the pictures as they read, make comments and ask questions about the story. During reading the teacher can encourage predictions from the class by asking the pupils what they think will happen next.

After Reading

After reading, it is important for teachers to allow time to discuss the story with the class. The teacher may ask comprehension questions and open-ended questions; for example, they may ask what the pupils liked (or disliked) about the story and why. The teacher may ask what the pupils thought about the characters or how the problem was solved. The teacher may show the pupils special language patterns or phrases in the story. The pupils may also want to share thoughts of any personal experiences or other stories they have heard or read.

Choose one of the objectives below. There are five different options for objectives when conducting a Read-Aloud. As teachers become more accomplished they will be able to combine more than one objective in a lesson.

1. Conduct a Read-Aloud for fluency

Pre-read a story silently. Tell the group you are going to read a story and that you are going to try to read as smoothly as possible. You are going to read as if you are speaking. Ask the participants to listen for this, because you will ask them some questions when you are finished. Read the story to the group. Make sure to react to punctuation marks and dialogue with changes in voice. Attempt to make different characters sound unique. Be sure to continue the reading from page to page not stopping at the bottom of the page.

2. Conduct a Read-Aloud to improve awareness of sounds

Read a poem, song or book with words specially chosen to rhyme or begin with the same sounds, point this out to teachers.

Ask learners what they hear. Ask them if they can point out which sounds are repeated. After the Read-Aloud ask them to think of new words that have the same sound. Ask them to listen as you continue to read and see if they can pick out other rhyming sounds.

3. Conduct a Read-Aloud to teach new vocabulary

“The little girl challenged² her opponents³ to a race.”

Read a story. Teacher should highlight new or potentially difficult vocabulary. They can either, teach the vocabulary before reading and then talk about it as they approach the words while reading. Teachers can also ask what the learners think the words might mean, trying to use the surrounding words to help them figure out the meaning.

4. Conduct a Read-Aloud to teach and monitor comprehension

Read a story. As the teacher reads, the teacher should ask the learners to summarize what they learned. For example, “Who are the characters?” “What did the rabbit do when the elephant arrived in the village?” “Where is the story taking place?”

5. Conduct a Read-Aloud to “read” illustrations and graphics

Using a learner story book.

² Challenge: to invite someone to a contest, make a rival claim or threaten someone’s claim or invite someone to do something difficult.

³ Opponent: rival, critic, enemy, someone who disagrees, contender

Look at the cover picture and ask learners what they think the book will be about.

Read the book. Turn the page and ask learners to (1) describe what they see and (2) interpret what might be happening in the story. Read the story, stopping at the pictures and compare what learners thought would happen to what is actually happening in the story.

During Read-Aloud is a chance for the teacher to model good reading behavior.

Conducting a Read-Aloud is similar to reading out loud but has many components. Simple reading out loud to learners is important and pleasurable and can be conducted at the beginning of the reading cycle. A Read-Aloud teaches specific skills. The teacher can spend several days on one piece of text, each time highlighting one skill that learners need to become readers. Maybe one day it is punctuation and the teacher talks to the learners about what his voice does each time he meets a certain punctuation mark on the page.



Points to remember:

The teacher should always

- *Read the text before reading it to the class*
- *Discuss book knowledge – cover, title, illustrator, where to begin reading, and so forth*
- *Engage the learners in the story by asking questions*
- *Share the joy of reading*

Section D: Picture Card Lesson Guidance

Objectives: Build vocabulary and oral language skills
Develop critical thinking skills

Extension Objectives: Beginning writing skills

National Literacy Framework 2013; Ministry of Education, Science, Vocational Training and Early Education, 2013:

Reading instructions thrives on the learner's knowledge of a language's sound system, vocabulary and structure. (page 4)

Vocabulary refers to a set of words a learner acquires. In order to develop vocabulary learners should understand (receptive) and use (expressive) words to acquire and convey meaning.

Vocabulary knowledge is a key component of reading comprehension. (page 9)

Developing oral language vocabulary contributes significantly to literacy. Additionally, research shows that early vocabulary acquisition, or the number of words a child has in their working vocabulary greatly impacts reading success or difficulties and that this further impacts success in school. Since learners come from different language backgrounds, it is very important that teachers conduct oral language lessons in order to expand their learners' working vocabulary in familiar languages which are used for instruction. (page 10)

Directions

The picture cards are to be used throughout the school year and the recommended sequence is; Cards 1 and 2 during Term 1; Cards 3 and 4 during Term 2; and Card 5 during Term 3. You are not limited to the five picture cards in the pack. You are encouraged to extend the activities presented here with other interesting photographs, illustrations, and pictures you find on your own. General directions are given for any picture card lesson, as well as specific directions to guide lessons using the pictures provided in the pack.

General Teaching Notes for Any Picture Cards

1. Have Learners look at the picture and identify things they see. For objects whose name begins with a sound/letter the class is learning that week, highlight those objects and list the words on the board.
2. If there is a theme to the picture, try to draw it out. For example: going to the market, celebrating holidays, visiting family, and the like.
3. If there are several objects/items from the same category such as foods, animals, people, and so on, have Learners compare (share things that are alike) and contrast (share things that are different) about them. Learners can then generate oral sentences to describe these items, such as, "The elephant is big, but the rabbit is small." "The man is tall, but the boy is short." "My Father is tall and so is a giraffe."
4. Learners can describe what they think is happening in the picture. They can share examples of experiences they have had related to the topic of the picture.
5. The class create their own story about the picture. You can write the story on the board as Learners dictate what happens first, next, then, and last. Copy the story on paper. Share the story again on a different day. Encourage Learners to tell or write their own stories about the picture.
6. Learners can draw objects or scenes from the picture and then label them. Some Learners will be able to write the words, while other learners may only be able to write the letter for the beginning sound(s) they hear. Both efforts should be praised.

Suggested Guidance for Specific Picture Cards

1. Fruit Market/Stall

“Look at the picture. What do you see?”

After Learners name several fruits, choose one fruit and have them describe the fruit’s characteristics.

For example, a banana – “What color is it?” “How does it feel?” How does it taste?” “What are some ways you use this fruit?”

Ask Learners about their favorite fruits? **Compare** (share what is the same) and **contrast** (share what is different) the characteristics of two or more fruits.



Ask Learners to share experiences they have had going to the market. Have Learners draw a picture of their experience or create a story about a trip to the market. Encourage the Learners to label their drawing.

2. Milking a Cow

“What do you think is happening in this picture?” (milking a cow)

Ask the Learners if there is anything in the picture that is not true or doesn’t usually happen? (Cows don’t eat from plates.)

“Have any of you ever milked a cow?” “Can you explain how it is done?”

“How many of you drink milk?” “Where do you get/buy your milk?”

If Learners say they get their milk from the store, ask, “How do you think the milk got into the carton at the store?” Discuss the process from farm to market.



Talk about other foods we get from animals – eggs from hens, beef from cows, honey from bees, etc.

Discuss different ways animals help us live better lives.

Make up a class story based on the picture – some ideas:

The cow that would not give milk; My important chore; Things we make from milk; My pet cow; My father (or brother) teaches me how to milk a cow.

3. Wild Animals

“Look at the picture.” “What animals do you see?”

Have you ever seen any of these wild animals before?” “Which ones?” “Where?” “Tell the class about your experience.”

“Let’s look at the elephants.” “How many are there?” “Let’s compare the elephants. “What is the same about them?” (Both are gray, big ears, 4 legs, a trunk.) “What is different about them?” (One has tusks, but the other does not; one is big and one is small.) Discuss the characteristics of the other animals in the picture.



“How would you feel if you were riding in that car?” (excited, scared, curious) “Why would you feel that way?”

4. Big Blue Bus

“Look at the picture.” “What is happening? What do you see?” If Learners don’t notice, point out that the people seem to be upset or excited about something. Ask Learners to brainstorm why the people may be upset/excited. Possible responses – the dust that is following the bus; maybe the bus went by without stopping or left someone behind; maybe the bus was late. What could have caused the bus not to stop? (Maybe it was full or very late.)



Ask Learners if they have ever ridden on a bus – to where? Have Learners share their experiences (short trips to town, to school, long trips to visit relatives or move to a new place). Discuss how it costs money to ride the bus.

Have Learners develop a class story about what might be happening in this picture. Write the story on the board as it is being developed.

5. School Field Trip

In this picture, a teacher is taking her Learners on a field trip. “Where do you think they are?” “What are the Learners learning about?” (Farming, growing corn, watering plants, etc.)

Ask Learners what they know about farming (planting seeds, tending the seedlings, watering them, weeding, harvesting). Ask Learners if they have gardens at home and what they plant. Ask about what things plants/gardens need to grow (sunlight, water/rain, soil)

Make a list on the board of all the things that might grow on a farm or in a garden. Have Learners identify the beginning sound (and then let them make that sound) of each item on the list.

Bring in different seeds to grow and take care of at school (or let learners bring them home). Seeds can come from pumpkin, maize, or beans. They can be grown in a paper cup or jar to start and then transferred into a garden.



Image credits: all from www.africanstorybook.org

Fruit Market/Stall: From *O Meu Primeiro Dia No Mercado*, Author – Timothy Kabare and Ursula Nafula, Translation – Translators without Borders and Hauke Christian Hartje, Illustration – Catherine Groenewald, Language – Portuguese, Level – Read aloud, © African Storybook Initiative, 2014 Creative Commons: Attribution 4.0

Milking a Cow: From *Ng’Ombe Yesu Jiinga Pendo*, Author - Ruth Odoni, Translation - Vision Milimo, Illustration - Rob Owen, © African Storybook Initiative and Molteno Institute, 2014 Creative Commons: Attribution 4.0

Wild Animals: From *Mupumuno Abankaaka*, Author - Violet Otieno, Translation - Vision Milimo, Illustration - Catherine Groenewald, Language – ChiTonga, Level - Longer paragraphs, © African Storybook Initiative 2015, Creative Commons: Attribution 4.0

Big Blue Bus: From *Basi Ikulu Yobilibila*, Author - Mecelin Kakoro, Translation - Bether Mwale Moyo, Illustration - Mango Tree, Language – CiNyanja, Level - First paragraphs © African Storybook Initiative 2015. Creative Commons: Attribution 4.0

School Field Trip: From *Bakafundisha Ba Akinyi*, Author - Lawrence A. Konjuro, Translation - Edith Sikota Habwanda and Eunice MukondeMulenga, Illustration - Vusi Malindi, Language – IciBemba, Level - First sentences, © African Storybook Initiative 2015 Creative Commons: Attribution 4.0

Section E: Participation of All Learners - Tip Sheet⁴

An active classroom promotes learning and dialogue. When all learners⁵ participate, it can result in a display of insightful comments, multiple perspectives, interesting connections, and various learning opportunities. It can also create an atmosphere that encourages high levels of energy and enthusiasm for learning.

Below are some additional insights and pointers on how to make these elements come alive in a literacy classroom.

Activating Prior Knowledge

As learners are exposed to more learning materials and learn more about the world, they develop a large network or bank of information that is connected to one another. This bank of information continuously evolves and grows as the learner gains more experience and acquire new information. Activating this knowledge is critical so learners will be able to make connections that will enable them to contribute to conversations, participate in new learning experiences, and generally make sense of the world around them. Using K-W-L charts, class brainstorming, and semantic mapping can aid in helping learners activate prior knowledge and interests.

Inclusive Classroom

Learners come to class from different backgrounds, sets of experiences, resources, prior knowledge, cultural context, and abilities. Teachers must take all these into consideration and create an inclusive classroom where differences can be celebrated and used to advance learning. Opportunities for differentiated instruction, grouping activities, using multiple contexts and multicultural themes, and ensuring all have equal access to participation can help in valuing individual differences.

Engaging Learners

Active learning and listening is crucial for instruction success. For learners to be active learners and listeners, they should be engaged in what is being presented to them or they are asked to do. Here are some strategies to keep learners engaged:

- Vary teaching styles – whole class instruction, grouping activities, learner led instruction, etc.
- Regularly ask questions
- Provide meaningful activities
- Give brief and concise instructions

⁴ Excerpts from USAID Basa Pilipinas project: Enabling Effective Literacy Instruction Training Guide based on EDC's Read Right Now framework for Literacy

⁵ Girls, boys, children with disabilities and special learning needs, and marginalized populations

- Allow for movement and collaboration
- Use multi-sensory learning
- Promote and build intrinsic motivation for learning

Wait Time

Providing wait time is an important tool in helping learners prepare during discussions. Processing information to come up with an answer is a complex task that takes time, especially when using language that is not the first language of most learners. After asking a question, give learners 3-5 seconds to process and formulate a response before calling on anyone to answer. The more complex the question or task, the more wait time should be given. It is also important to provide a few seconds of wait time after learners answer before responding to give them the chance to clarify or revise their response.

References

Block, C. C., Rodgers, L. L., & Johnson, R. B. (2004). *Comprehension process instruction: Creating reading success in grades K-3*. New York: Guilford.

Lehr, F., Osborn, J., & Hiebert, E. H. (2004). Research-based practices in early reading series: A focus on vocabulary. Honolulu, HI: Pacific Resources for Education and Learning. Retrieved March 17, 2009, from <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED483190>

Meyer, A., & Rose, D. H. (1999). *Learning to read in the computer age*. Cambridge, MA: Brookline Books.

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Nagy, W. E., & Scott, J. A. (2000). Vocabulary processes. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 269-284). Hillsdale, NJ: Lawrence Erlbaum Associates.

Read Right Now! An Early Literacy Approach for Children and Youth in Resource-Less Contexts. (2018) Developed by EDC's International Basic Education and Literacy Team.

Torgesen, J., Houston, D., Rissman, L., & Kosanovich, M. (2007). Teaching all students to read in elementary school: A guide for principals. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved January 13, 2009, from <http://www.centeroninstruction.org/files/Principals%20Guide%20Elementary.pdf>

Torgesen, J. K. (2005). Dyslexia, and other things that make it difficult to learn to read

USAID Basa Pilipinas project: Enabling Effective Literacy Instruction: A Training for School Heads – Part 2, (2017) Philippines Department of Education.


USAID Literacy Language and Learning (L3) project: Primary I English Teacher's Guide, (2013) Rwanda Education Board.

Zambia National Literacy Framework (2013). Ministry of Education, Science, Vocational Training and Early Education.

Annex: Alphabet Sounds

Chitonga

A	E	I	O	U
N	K	L	M	B
W	Y	T	S	Z
D	C	G	P	J
BB	V	F	KK	CC
H	η			



Read each schedule from left to right, top to bottom.

Silozi

A	E	I	O	U
L	N	B	K	M
T	S	Z	W	Y
H	P	F	C	

Lunda

A	E	I	O	U
N	K	M	H	W
T	Y	D	ñ	P
F	S	V	J	L

Luvale

A	E	I	O	U
N	K	M	L	H
W	T	V	Y	S
J	P	Z	F	

Kiikaonde

A	E	I	O	U
L	K	N	B	S
M	T	P	W	Y
F	D	V		

Icibemba

A	E	I	O	U
N	B	M	K	L
P	C	T	S	F
W	Y	J		

CiNyanja

A	E	I	O	U
K	M	T	B	N
L	P	C	W	F
D	S	G	J	Z
V	Y	R		

This instructional is made possible by the support of the American People through the United States Agency For International Development (USAID) and provided under the USAID Let's Read Project. The contents of this material are the sole responsibility of Education Development Center (EDC) and do not necessarily reflect the views of USAID or the United States Government.

