MODULE

Teaching Reading in Primary Schools

UNESCO
Acknowledgements

This training module resulted from a joint initiative of the Primary Education Section and the Cross-cutting Project on Information and Communication Technology (ICT) Used Training in Basic Education for Social Development. We wish to thank the ICT project team for its contribution and co-operation.

Special thanks are due to Dr. Elaine Carter, UNESCO consultant, who prepared the draft of the module and who has been a trainer in the series of training workshops for teacher trainers on reading in Uganda.

We are indebted to the International Reading Association (IRA), in particular to Dr. Charles Temple and his team for the Active Learning Project in Tanzania, and Ms. Jennifer Bowser who has been a catalyst in the process. This module drew on their guidebook and benefited from the wide experience of the IRA.

Mention must be made of Ms. Mirla Olores, the Department of Education of the Philippines, Dr. Tinsiri Siribodhi, St. John’s Group of Institutions in Thailand and UNESCO Office Dar es Salaam for their invaluable inputs to the review of the module, thus giving it a more global perspective.

Thanks are also due to the following institutions for their co-operation during the recording of video scenes: Uganda Ministry of Education and Sports, National Commission for UNESCO in Uganda, Media Plus LTD. We are also grateful to the audio-visual team of UNESCO for their contribution to the project.

Finally, we owe a depth of gratitude to the educators in Africa who shared their ideas and experiences in teacher-training, so that the module and the accompanying CD-ROM would be relevant to their training needs.

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Primary education is the basic education which aims at preparing children to attain the competence needed to advance further in making a worthwhile contribution to society, which is constantly undergoing changes. In order to fulfil this objective, teachers must keep abreast with current thinking, and engage in training that will enhance the teaching–learning process.

Central to the success of the teaching–learning process is the level of attainment by children in the area of reading. Unfortunately, this has created cause for concern in many societies, as the high rate of illiteracy continues to adversely affect the progress of a technological advancing world.

Since reading forms the basis for all other areas of learning, it is necessary to ensure that children of the primary grades attain proficiency in reading. This implies that teachers in the primary grades will have to vary traditional methods of teaching, and improve their knowledge base by engaging in training, including information communication technology (ICT) training.

The objective of this module, is to provide teacher trainers with the knowledge, and strategies that will enable them to gain insight into the changing concept of the reading process, and how to utilize the knowledge, and apply the strategies to facilitate the teaching–learning process. Additionally, the module emphasizes the engagement of the children at the different stages, thereby making the task of teaching child-centred, rather than children being passive recipients.

The module is offered as a resource for trainers, and each unit provides information concerning the interactive process of facilitating reading in the primary school with emphasis at the early grades, and with a view to modifying texts and strategies as children progress. The various aspects of
reading that are included in the module were intended to encourage reading across the curriculum at all levels.
The first unit provides an overview of the changing concept of the reading process, from a set of skills to be learnt in a certain order, to an interactive process involving the reader, the text, and the context. The interactive process of reading has encouraged a change in the teaching of reading from the traditional approaches to emphasis on approaches which reflect cognitive principles. Critical to these principles are the areas of language development, children’ interest, self concept, emotional and physical factors.

Unit two emphasizes that fostering early literacy development in the home helps the progress of children at school. Guidance is provided in enhancing early literacy development, and beginning reading acquisition.

Unit three provides approaches to the teaching of reading based on the interactive process, and reflecting cognitive principles. The approaches emphasize methodologies which can foster literacy development through the grades, and the importance of providing effective reading instruction for beginners.

Unit four offers strategies for comprehending texts. Many children continue to experience problems in comprehending texts, and this affects their performances in the various subject areas. This unit provides a variety of strategies to enable the readers to obtain the appropriate message intended by the authors of texts, if the strategies are applied appropriately.

Writing and reading are inter-related, and Unit five offers strategies to use writing to promote thinking, and learning across the curriculum. Additionally, children should be given the opportunity to share their writing, and to use writing to communicate with others.

In Unit six, guidance is provided in the process of gathering data, in order to better understand the strengths and weaknesses of children. The suggestions made for assessment will enable teachers to become more adept in carrying out the process in relation to the method of instruction, and using information gathered to modify instruction where necessary.

Unit seven gives examples of material and activities that will be useful in enhancing the process of teaching reading. The teaching aids can be made
from discarded or inexpensive materials, and can be done at home by parents and children, or at school by teachers and students.

Unit eight emphasizes that social and physical factors are important for creating an appropriate environment for success in literacy acquisition and development.

In putting together this module, the writer wanted to share with educators the enthusiasm to be experienced as each unit is followed, and new and creative ideas are revealed from the reading, as well as from the educators’ own thinking. It is anticipated that this will evoke creative ideas among children, thereby making the teaching – learning process enjoyable and fulfilling.

V. Elaine Carter, Ph.D.
# TRAINING MODULE

## Teaching Reading in Primary Schools

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UNIT 1

The Changing Concept of 
the Reading Process

RATIONALE

The purpose of this unit is to provide information on the changing nature of 
the reading process and what must be done in the teaching of reading to 
meet global acceptance of literacy for the development of the individual in 
society.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- identify the components of the interactive process of reading;
- state the current view of the engagement of the learner, based on 
cognitive principles;
- explain how readers can be assisted in interpreting written languages for 
a variety of purposes;
- identify the strategies supported by research findings which enable 
readers to interpret text;
- compare and contrast aspects of the traditional approaches to reading 
based on the behavioral view and the integrated approaches to reading 
based on the cognitive view;
- tell how the children’s state of language development affects reading in 
your class;
- discuss how the literacy development of young children can be fostered 
to encourage and accelerate effective reading acquisition.
This unit includes the following:

**Topic 1:** The Changing Concept of Reading  
**Topic 2:** Cognitive Principles for Encouraging and Accelerating Literacy Development

**Topic 1.**  
**THE CHANGING CONCEPT OF READING**

**From Behavioural to Cognitive**  
Reading forms the basis for all other areas of learning, and it is expected that children succeed in the process. Children are able to apply reading competencies independently as they try to obtain and utilize information from a variety of sources.

Unfortunately, this expectation has not become a realization for many children, and the high rate of illiteracy continues to have adverse effect in many nations.

There is increasing demand from societies that schools meet the obligation to produce graduates with the required competence in reading. The impact of globalization, and the technological advances and social changes being experienced worldwide, are strengthening the links between knowledge and development. This global acceptance of literacy for the development of the individual in society has created the need to ensure that teachers are able to support literacy development in all children.

The changing concept of reading as a set of skills to be learnt in a certain order, to an interactive process involving the reader, the text and the context, has led to efforts to determine instructional processes that enable children to foster literacy growth.

The current view of reading, based on cognitive principles, emphasizes the children as an active learner, capable of integrating information with existing knowledge, and capable of engaging in self-monitoring procedures, thereby making the process child-centred. Traditional approaches to the teaching of
reading, based on the behaviourist theory, viewed the process as teacher-directed, as skills taught in isolation, and regarded children as passive learners.

The characteristics of both theories given below provide an overview of aspects of the traditional (behavioural) and the integrated (cognitive) approaches.

**A Comparison of Behavioural and Cognitive Views of the Reading Process**

<table>
<thead>
<tr>
<th>Behavioural</th>
<th>Cognitive</th>
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<tr>
<td>♦ Learning is based on the analysis of language skills</td>
<td>♦ Learning is based on the learner’s state of language development</td>
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<tr>
<td>♦ The learner reproduces meaning</td>
<td>♦ The learner constructs meaning</td>
</tr>
<tr>
<td>♦ Learning activated by others is common</td>
<td>♦ Learner-activated learning is stressed</td>
</tr>
<tr>
<td>♦ Motivation tends to be directed by others</td>
<td>♦ Motivation is self directed</td>
</tr>
<tr>
<td>♦ Learning is text driven</td>
<td>♦ Learning is learner driven</td>
</tr>
<tr>
<td>♦ Learning stresses stimulus-response</td>
<td>♦ Learning stress meta-cognitive mediation</td>
</tr>
<tr>
<td>♦ Learning is linear and ordered</td>
<td>♦ Learning is holistic and patterned</td>
</tr>
<tr>
<td>♦ Learning features skill development</td>
<td>♦ Learning features problem solving</td>
</tr>
<tr>
<td>♦ Effective comprehension requires automatic basic skills</td>
<td>♦ Effective comprehension relates learning to prior knowledge and experience</td>
</tr>
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</table>

Source: The Literacy Dictionary – The Vocabulary of Reading and Writing, International Reading Association

**Interactive model of the reading process**

The three basic models of the reading process, namely: bottom-up, top-down, and the interactive are summarized below.

The bottom-up model emphasizes the recognition of words, and considers comprehension as information obtained solely from the text. The top-down model relates to an extension of the language acquisition process, and views the process of reading as predictions confirmed by inspecting the text, and comprehension is obtained by reorganizing the meaning given to the reading. The interactive model views reading as involving both the bottom-
up and top-down models, and the process of reading comprehension as the interaction of the reader and the text, depending on the particular situation.

Despite the context in which reading takes place, the nature of the reading process changes as children mature. Specific processes may vary among individuals and according to purpose. During the early stages of reading the identification of words demands greater concentration. As readers progress they should be able to use their ability to interpret written language for a variety of purposes. In order to attain this level of competence readers must use appropriate strategies before, during, and after reading, such as applying schema, or integrating new information with prior knowledge, and engaging in meta-cognitive or self monitoring procedures. These strategies supported by research findings reflect cognitive views of the reading process.

Activity 1.1: The Changing Concept of Reading

1. Explain the interactive model of teaching reading to a colleague who is not familiar with the term.
2. Identify two strategies supported by research findings which enable readers to interpret text, and explain how beneficial these were while you were engaged in reading the text.
3. List some of the characteristics based on cognitive view reflecting the current view of reading or the integrated approach.

Topic 2.
Cognitive Principles for Enhancing Literacy Development

The changing concept of reading, which emphasizes the interactive model, has encouraged a shift from traditional approaches in teaching reading to a greater emphasis on methodologies reflecting cognitive principles. Research findings stress the importance of language exposure and experience to children’s growth and cognitive development, helping to arouse interest in modifying reading experience of young children, and fostering literacy development across grades.
More recently, the areas of **emergent literacy** (the literacy behaviours and concepts of young children that precede conventional reading and writing), and **phonemic awareness** (the awareness of the sounds – phonemes that make-up spoken words) are being emphasized to encourage and accelerate the literacy development of young children. The need for rich language experiences is critical to the cognitive and language development of young children, and while this must be encouraged in homes, teachers also need to continue to provide these experiences for children when they start their formal education.

Utilizing cognitive aspects of the reading process include the application of elements that can enable the reader to achieve the basic function of reading which is communication, and engaging in effective reading as a meaning – getting problem – solving process requiring thinking – and reasoning. These elements include utilizing appropriate strategies to activate prior knowledge, knowing and applying appropriate word identification strategies:

- interpreting graphs and illustrations
- making predictions and reading to confirm or reject them
- monitoring
- linking information to life experience
- responding to the text

In addition, aspects of **affective domain** (emotions and behaviour) related to reading success, which teachers should ascertain before beginning formal literacy instruction, and continue to monitor changes include, children’s interests, self concept, personality or emotional factors, and physical factors. These can be ascertained from previous teachers, parents, observation by teachers and the completion of appropriate checklists and inventories. Without the appropriate affective conditions, cognitive responses to printed material may not occur.

**Guide to Applying Cognitive Aspects of Reading:**

**Before you read**
- elicit background information from children to help them tie the book to personal experiences.
- read the title, the author’s name and the illustrator’s name, and use the terms.
As you read
- make sure all children can see the illustrations.
- read with expression and joy.
- encourage children to make predictions and listen to confirm them.
- invite children to chime in or complete sentences that are repetitive.

After you read
- discuss predictions.
- link the information in books to real life experiences.
- make connections between other familiar books.
- re-read favourite books at children’s request.
- allow children to respond through activities.

Shared Reading: Text – Greetings Sun:

Before Reading of Story

- Teacher shows the book to the class, and informs the children that it will be read to the class.

- Teacher invites individual children to show and name the parts of the book to reveal the following:
  
  - front of book
  - back of book
  - cover
  - title
  - how to hold book correctly when reading
  - how to turn pages left and right
  - printed letters and words.
  - directionality

- Teacher points to the title, and tells the children to watch as the title is read and the words are pointed out.
  Teacher: “The title of the story is, Greetings, Sun”.

- Teacher points to the names of the authors, and reads the names to the children.
Teacher: “The authors are, Phillis and David Gershator”.

- Teacher asks: “How many persons wrote this book”? 
- Children respond, and teacher will confirm or clarify.

- Teacher repeats the names of the authors, and comments that Phillis is a female, and David Gershator is a male.

- Teacher asks: “Do you think Phillis has a last name”? If the answer is “yes”, then the teacher will ask: “Do you think it is the same as David’s”? If the answer is “yes”, then the teacher will ask: “Do you think they are the same family”?

- Teacher explains that the authors became interested in writing the book about the sun because of songs of praise from Africa, but the authors live in the Virgin Islands, in the West Indies where the sun shines every day.

- Teacher points to the words: Synthia Saint James. Then states: “The person who painted the picture on the cover and on the pages is Synthia Saint James”.

- Teacher shows the picture on the front cover to the children, and asks: “What do you see in the picture”?

- Teacher shows the picture on the back cover, and asks the children to describe what they see.

- Teacher shows the children the words on the inside jacket of the book, and explains that the writing tells what the story is about.

- Teacher reads: “One sun, two children – and a whole day to greet and celebrate”.

- Teacher repeats the title of the story, and asks the children to think about the title. Teacher shows the pictures on the front and back of the book, and thinks aloud what the story is about by saying: “I wonder if it is about two children telling how they spend their time greeting others from sunrise to sunset set”. Teacher asks the children what they think.

- The children are expected to share their predictions.
During Reading

- Teacher reads the short poem on the first page once. Then, reads a second time, pausing to prompt completion of line by the children.

- Teacher reads the next page, and shows the picture opposite, and continues reading succeeding pages, showing the pictures and asking the children to tell what the pictures depict.

- Teacher thinks aloud about aspects of the story, making predictions, drawing conclusions to enable the children to develop an understanding of the reading process as thinking with text.

- Teacher pauses at predictable parts in the text, and allows the children to fill in words. Occasionally, teacher asks the children, who or what they think might be greeted next.

- Because the reading is in poetic form with predictable rhymes, the teacher will read a second time pointing to words while the children read along.

After Reading:

- Teacher and children discuss key ideas in the text to reflect on reading, to apply and to relate events in their lives. Example: Greeting members of the family on waking time, greeting friends and teachers on arrival at school.

- Focus children’s attention on patterns in the text. Example: Repeated words. Repeated letters, punctuation marks, and describing favourite sections.

- The children will dramatize greeting different individuals at different times during the day. The children will engage in Language Experience Approach, retelling the story.

Reading Informational Text
Before Reading

Utilize before – reading strategies to:

- activate prior knowledge
- set goals for reading
- make initial predictions

Example: Activate appropriate background knowledge by thinking about what is known about the topic, set goals for what is to be learned, make initial predictions about the meaning of the text by examining the vocabulary, sentence structure, sub-sections, sequence of information and graphic aids. The KWL strategy explained on page 60 can be utilized.

During Reading

Utilize during-reading strategies to conduct an interpretation of the author’s message.

Example: Utilize monitoring strategies to ascertain accuracy of predictions, and to note new information. When there is a match between author’s message and initial predictions, the meaning-getting process is continuous. When the author’s message does not match the text information, the meaning-getting process slows down. Self questioning is done to connect prior knowledge with new information. The prediction is now modified or changed to facilitate the process of obtaining meaning. During reading, unknown words or difficult segment of a sentence may affect the process of obtaining the author’s message. The reader must be able to apply any or all of the strategies described below:

Context Clue Strategy: Using what is known about the topic, the reader figures out inter-relationships between clues in the text, sentence structure clues, definitions, experience clues, and concepts described in the text.

Structural Analysis: Breaking the unknown word apart by its structural units: prefixes, root word, suffixes, and inflectional endings.
**Phonics:** Identifying and blending known letter/sound associations at the beginning, middle, or end of the word.

Sometimes readers experience problems during reading because of difficult associations in the paragraph, such as, comparisons, casual relations, and difficult sequence of events. The reader must attend to casual clues and information which is provided before and after the clues, and relating this with what is known about the topic, and make an inference against the author’s message.

**After Reading:**

After reading strategies e.g. summarizing, are used to restructure the author’s message, or make judgement about the use of facts in relation to what is already known about the topic. Engaging in research on the topic.

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### Activity 1.2: Cognitive Principles for Enhancing Literacy Development

1. How can teachers determine aspects of the affective domain related to reading success before beginning formal literacy instruction?
2. What are some of the cognitive principles that are being emphasized to enhance the literacy development of young children?

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### How to Ascertain Student’s Interest

Both informal observation and structured self-report may be used to assess interests.
1. The interest inventory can be an open-ended questionnaire which examines different aspects of the student's life. Suggested areas:

   a. leisure activities
   b. family interactions
   c. pets
   d. visits
   e. TV
   f. children's groups or club
   g. the library
   h. favourite books
   i. wishes
   j. sports

2. The following activities can be used to determine student's reading interests:

   a) observe games which children play
   b) observe log of daily activities
   c) observe materials children like to read
   d) observe articles which children take to school
   e) TV characters or stories
   f) listen to children's conversations with peers
   g) favourite food

Activity 1.3: How to Ascertain Students' Interest:

1. Read the suggested areas listed in Item 1. above, and develop an interest inventory for a specific grade in the primary school.
2. Name the grade for which the inventory was designed, and tell how you would use it.
Fostering early literacy development in the home helps the progress of children at school. Teachers encounter a wide range of individual differences among beginners, and this increases the difficulty of providing instruction to meet individual needs.

This unit is intended to develop awareness of activities to enable children to succeed in reading.

**LEARNING OUTCOMES**

By the end of the unit, you should be able to:

- understand how early literacy development in the home helps the progress of children at school;
- discuss how children's memory of texts, their experiments in writing and drawing support understanding about reading, writing and print;
- be able to develop a balance of activities to enhance the process of reading.

**CONTENT**

This unit includes the following:

**Topic 1:** Early Literacy Development  
**Topic 2:** Home – School Partnership and Parental Involvement  
**Topic 3:** Assessing Young Readers Literacy Knowledge  
**Topic 4:** A Guide to Beginning Reading Acquisition  
**Topic 5:** Word Identification  
**Topic 6:** Sight Words  
**Topic 7:** Developing Vocabulary
Topic 1.
EARLY LITERACY DEVELOPMENT

Research has shown that for many children literacy development begins early, this is ongoing, and should be encouraged to continue throughout life. This developmental perspective of literacy brings new challenges. In any classroom, teachers encounter a wide range of individual differences among beginners, and this increases the difficulty of providing instruction to meet individual needs.

The findings of research indicate that children who have had earlier meaningful experiences with print, including: being read to often, seeing print in their daily lives, and experimenting with writing, are better prepared for literacy learning than those who lack such experiences. Consequently, no single approach is likely to benefit all children. Parents, who are often the first teachers, must be encouraged to help prepare children for literacy.

Although there are various types of resources and degrees of support for early literacy in many homes, conversation takes place in all families. Since language development begins in the home, and is learned through practice, learning can be fostered in this setting, and help to accelerate the process of communication when children go to school.

Young children’s literacy concepts develop from experiences with print and other media showing the written words. They remember what is written in texts, and their experiments in writing and drawing support development in understanding about reading, writing and print, namely:

- It represents speech.
- It reads from the left to the right, in some languages from right to left, and from top to bottom in other languages.
- Books have a front, back, beginning, middle and an end.
- The minimal units of writing are letters, and these are grouped together to form words.

Activity 2.1: Early Literacy Development
1. Identify some early literacy activities that can be done in the home to prepare children for literacy learning.
2. Discuss how children’s memory of text’s, their experiments in writing and drawing, support understanding about reading.
Topic 2.
HOME-SCHOOL PARTNERSHIP AND PARENTAL INVOLVEMENT

Parental involvement must be fostered if literacy and learning are to be attained, and this should begin in the early years.

Parents are the first teachers, and efforts must be made by the school to encourage families to share literacy activities with children, and encourage conversation in the home.

In cultures that are rich in oral traditions, parents can share folk tales with the children. This enables them to appreciate story telling in the classroom, and helps to foster literacy in the language of the school. At all times, and particularly when teachers find themselves with much diversity in the classroom, attention must be given to what children bring with them as a framework, building on these experiences in order to introduce them to more global forms of literacy. The activities of the school can be extended to the home, where parents can become partners in the learning process.

Partnership between the home and the school can be achieved if there is trust between teachers and parents, and efforts must be made to establish and maintain this understanding. An advantage of such a relationship is that teachers can know more about the home environment and the children, and be better able to help them to learn. Parents will also be more comfortable when visiting the school, and participating in parental activities.

Teachers must provide the structure for parents to help their children with reading, through suggested guidelines and activities. Parents also need to monitor homework, the selection and duration of television viewing, and listening to radio programmes, and provide materials to encourage reading and writing in the home, and establish family reading time.

Parental Activities:
Activity to Develop Print Awareness:

1. Before reading to a child, the parent can ask the child to show the front of the book, the back of the book, or where the story begins.
2. The parent indicates by pointing that reading is done from left to right.

3. The child will identify the top and bottom of the page.

4. The parent must indicate the beginning and the end of the story.

5. The child will be asked to point to a word that appears in the story more than once.

Other activities are listed in Unit 7.

**What Parents Can Do To Help Children To Learn:**

- Listen to them and pay attention to their problems.
- Read with them.
- Tell family stories.
- Limit their television watching.
- Ensure that their use of the telephone does not reduce their study time.
- Have books and other reading materials in the house.
- Look up words in the dictionary with them.
- Encourage them to use an encyclopedia.
- Share favourite poems and songs with them.
- Take them to the library – get them their own library cards.
- Let them see parents engaging in reading and writing.
- Take them to the museums and historical sites, when possible.
- Discuss the daily news with them.
- Go exploring with them and learn about plants, animals, and local geography.
- Find a quiet place for them to study.
- Praise their efforts.
- Review their homework.
- Meet with their teachers.
- Set a reading time in weekends.

**Topic 3.**
ASSESSING YOUNG READERS LITERACY KNOWLEDGE

The literacy experiences of young children vary according to their experiential background. As a result, it is advisable to ascertain the knowledge level of each child as it relates to literacy by determining: concepts about print, assessing essential elements of literacy, and engaging in naturalistic observation, individual discussion with child and parents, and examining written reports.

Aspects of the elements of literacy listed below can be used to develop a checklist to assess each student in each area of the early primary grades. The outcome of the assessment will determine the strengths or weaknesses in each area, and will guide the teacher’s plan for the student.

J Richard Gentry (2000), suggests the following as elements of Literacy for Kindergarten, but they are also appropriate for Grades 1 and 2:

- Listening Comprehension
- Exposure to Print
- Reading Comprehension
- Phonemic Awareness
- Knowledge of the Alphabet
- Beginning Phonics Knowledge
- Word Specific Knowledge
- Writing
- Spelling
- Ideas and World Knowledge
- Attitudes about Reading and Writing

Begin the assessment at the start of the school year, and follow through at 4-month intervals. Starting at the beginning of the school year will enable the teacher to establish a baseline from which to commence individual instruction.
Marie Clay (1993), developed running records, a structured method of observing and noting strategies used by readers through assessment of oral reading and comprehension. See a sample below:

**Guidelines for Recording Running Records**:  

1. Note the correct reading of each word with a check mark (✓).

2. If a child reads incorrectly, the child’s word is written above a horizontal line, and the word in text is written below the line.
   - Child: *clear*
   - Text: *clean*  
   (One error)

3. Note all of a child’s attempts to read a word.
   - Child: *cl...... class*
   - Text: *cleaner*  
   (One error)
   - Child: *clean er.... cleaner*
   - Text: *cleaner*  
   (No error)

4. When a child succeeds in correcting an error, record as self-correction (SC).
   - Child: *clear clean SC*
   - Text: *cleaner*  
   (No error)

5. If a child omits a word, a dash is recorded over the line.
   - Child: ____
   - Text: *cleaner*  
   (One error)

6. If a child inserts a word, the inserted word is written over the line, and a dash is recorded under the line.
   - Child: *great*
   - Text: _____  
   (One error)

7. If the child is unable to proceed, he or she is told the word (T).

8. When a child appeals for help, he is asked to try again before telling him as in item 7.

---

1 In a large class, it is suggested that children work in groups. After working with a sample of children in each group, the teacher works along with the groups to facilitate peer interaction in each group.
Child:  
A clean

Text: cleaner  
(One error)

9. If a child gets confused, he is told to “Try that again,” and TTA is marked on the record.  
(One error — only, the second attempt is scored)

10. Repetition is sometimes used to confirm a previous attempt, often resulting in self correction.

Child: Inside the clean class

Text: Inside the cleaner class  
(No error)

Steps to Conduct a Running Record:

1. Use the sample above as a guide, and conduct a running record.
2. Count all the words in the text or passage used. Do not include the title. This gives the running record.
3. Count the number of errors and subtract the total from the total number of running words.
4. Multiply by 100 to get percentage.

\[
\frac{\text{Running words - Errors}}{\text{Running words}} \times 100 = \text{______}\% 
\]

Independent - 95% or above  
(If the percentage is 95% or above, the text is at the child’s independent level.)

Instructional - 90-94%  
(If the percentage is 90-94%, the text is at the child’s instructional level.)

Too difficult - 89% or below  
(If the percentage is 89% or below, the text is too difficult.)

Note appropriate and inappropriate reading strategies
Further assess comprehension with comprehension questions or by conducting a retelling.
Topic 4.
A GUIDE TO BEGINNING READING ACQUISITION

If beginning reading acquisition is to be effective, there must be a balance of activities designed to improve word recognition. These should include: opportunities to use the oral language, rapid recognition of the letters of the alphabet through association, the association of sound pattern in speech, and phonics teaching provided in a connected, formative manner, often engaging the use of text. Children should be able to learn sight vocabulary in context rather than in isolation. Providing opportunities for children to listen to stories read to them, or for them to read to the teacher, and reading individually, and in groups, will encourage progress in literacy, and stimulate an interest in learning the language of the school.

Writing and spelling activities are also part of learning to reading. Encouraging children to make invented spellings, helps the development of phonemic awareness, and increases knowledge of patterns in spelling.

ACTIVITY 2.4: A Guide to Beginning Reading Acquisition

1. Discuss activities in which primary grade students could engage to use oral language.

Topic 5.
WORD IDENTIFICATION

Research in word recognition emphasizes the difficulty of helping children to become skilled in identifying words. Although book reading, listening to stories at an early age, and learning to read simplified stories, appear to encourage and accelerate reading development, children must develop phonemic awareness, i.e. an awareness of the sounds that make up spoken words by being able to segment some of the sounds of words in initial
medial and final positions, understand spelling - to sound correspondence, and progress to apply knowledge of letter patterns and syllables. Literacy requires awareness that words in books, on signs, and elsewhere are intended to convey a message. Children first become aware that language can be observed, and broken into words and letters, by seeing its written form in familiar contexts in the home or the community.

Children’s learning of word identification involves marked developmental stages. They usually change from identifying words, one by one, to identifying words using different approaches based on knowledge of context, letter sounds and syllable patterns. Phonics knowledge enables children to understand the alphabet principle, that the order of letters in a written word represents the order of sounds in a spoken word. As children observe others read, and try to read by themselves, they realize that printed words can be differentiated on a page. They might remember words by the initial letter, which are often words with the same letter as their names. In the initial stage of writing they might overuse letter names, example - spelling “see” as C. Hearing nursery rhymes, stories, interesting words, engaging in inventing spelling and writing, tend to relate to early reading performance. Context cues, provided by pictures and sentences, make it easier for beginners to identify words.

Another activity, that could prove helpful in word identification, is the introduction of initial sounds of words through the use of alphabet books for young children, highlighting the first letter in a word, and the ending sounds of words through rhymes. Breaking spoken words into syllables by clapping or drumming could be useful for beginners, and individual phonemes could be introduced.

Steps in Teaching Initial Consonant Sound: (suggested for early learners)

Select or write a poem or story, emphasizing a specific sound, repeated at the beginning of most of the words.
1. Display the poem or story on chalkboard or chart.
2. Read the text to the class, emphasizing the target words.
3. Ask individuals to identify words with the same sound at the beginning.
4. Ask the children to stand, or raise the right hand each time they hear a word with the same sound at the beginning.
Betty Botter
Betty Botter bought some butter,
"But", she said, "This butter's bitter;
If I put it in my batter,
It will make my batter bitter.

But a bit of better butter
Will make my batter better".
Bought a bit of better butter.

Author Unknown.

Other activities could include selecting words from word wall\(^2\), with same sound at the beginning. Identifying words with similar sound from storybooks. Circle the words with the same sound at the beginning, egg. bag, book, bell, ball, bench.

Activity to Promote and Assess Phonemic Awareness:
Identifying Sounds from One-Syllable Words: (suggested for early learners)
Steps:
1. Present a picture of a one-syllable word.
2. Ask the children to identify the picture.
3. Teacher identifies the picture, while the children listen.
4. Teacher identifies the number of sounds in the word.
5. Children will identify other pictures prepared for the class.
6. Children will say each word, and identify the number of sounds by clapping.
   Example: each word below has three sounds.

\begin{itemize}
\item cat
\item cake
\item rake
\end{itemize}

\(^2\) Word walls are large sheets of paper on which the teacher and children write important words from texts that they are reading. There are many kinds of word walls: ABC word walls for phonemic awareness, high frequency word walls, words from a theme, walls of frequently misspelled words, and words that are used in a particular subject. They may be placed wherever children can read them.
**Invented Spelling:**

Young children often exhibit patterns of spelling which depict their level of development, as well as their exposure to print and opportunities to write. When children are at the stage where they spell words by substituting a letter, or grouping of letters, or match some of the sounds in the words with an appropriate letter correspondence, this is described as invented spelling.

When children engage in invented spelling, they develop the habit of listening to sounds in words, and relating letters to sounds. This encourages young children to think and write freely. Particularly, when they are aware that their work will be accepted.

Children’s knowledge of phonemic awareness, and phonemic patterns can be determined by examining their invented spelling, and these are important facets of learning to read.

Example: My littl brthr is sik
       My little brother is sick.

**Writing:**

Writing samples can be used to assess other facets of reading, namely: phonemic awareness, phonics patterns, word knowledge, spelling, and the mechanics of writing. Additionally, writing promotes creative thinking and learning across the curriculum. Children should be encouraged to share this writing, and to use writing to communicate with others. Children must spend time daily engaging in writing.

**Daily Writing Workshop:**

Share the writing time into three periods, each period being about 15-20 minutes.

Designate the first period to whole-class activity, where children and teacher can select a topic for Language Experience Approach writing. Or, recall a story which was read to the class, and dictate a Language Experience Approach activity. The teacher facilitates decision-making and modeling of the way children think as they write. The teacher writes and reads while
observing conventions of writing, such as use of capital letters, punctuation, and sentence structure.

Another activity could include model writing of a letter, or the daily message, or compiling a log of books which have been read, emphasizing title, author, and illustrator, and expressing feelings about the book.

The second period could be devoted to Guided Writing. Here, the children are in small-group instruction, or writing independently. Teacher guides the children in the process of writing, helping in the development of specific skills or strategies needed by the group or individual to enable children to experience success in the writing process.

In the third period the children are encouraged to write by recording what is personally meaningful. Recording in journals, diaries, completing weather chart assignment, writing news, or invitation cards to events. Children can write their own books using a language pattern similar to the one in the original book of their choice.

Adequate arrangements must be made to enable children to work independently while the teacher is engaged with one group. Sample charts:

- Example: Guide depicting elements of story writing to encourage free writing. See page 67.
  Steps to follow in writing for publication. See page 98.
  Guide to enable students to edit their own writing. See page 96.

**Activity Based on News:**

Obtaining and recording news from observation, listening to the radio, watching television, and reading newspapers.

**Activity:**

Children of different ages can be assigned activities to observe, read or listen to the news, and report daily.

**Materials:** News Board entitled: News From Around The World, with a space for each of the following:
News – What, When, Who, Where
World map, atlas, globe.

Steps:
1. Teacher will assign the children to observe, listen to the radio, watch television, and read items of news and report daily.
2. Beginners can illustrate and relate news items orally.
3. Oral presentations can be written on news board by the teacher, and illustrations can be labeled and displayed on news boards.
4. Older children can complete columns on news board.
5. Teacher and children will discuss news items, noting items which exemplify positive attitudes, and suggesting ways by which other items could be improved to give positive views. Children will use maps to locate places in the news.


Activity 2.5: Word Identification

1. Each student can associate the first letter of his/her name with the corresponding letter of the alphabet; identify other activities to encourage similar association.
2. Develop activities for teaching and assessing sounds of words in initial medial and final positions.
3. List the ways in which children can identify words as indicated in the reading.

Topic 6.
SIGHT WORDS

Children need a set of words that they recognize instantly. These should be words used in speech, or frequently heard. These much used words are often irregular in spelling or pronunciation. These words are taught as sight words. Basic sight words lists include words as: the, and, you, was, with, they, have, in, on.

It is recommended that basic sight words should not be taught in isolation, but in a phrase or sentence used both orally and in written form.

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Teaching Sight Words:

Different strategies can be used in teaching sight words. For example: High imagery words – “house”, “table”, “tree”, lend themselves readily to visual clues (pictures) as reinforcement. Other strategies include: the use of word family approach, games or word cards, sentence strip highlighting the word. Whatever strategy is used, the development of a sight word vocabulary should be done through the use of natural language, in phrases or sentences to keep the words in context.

Steps in Teaching Sight Words: (suggested for early learners)

1. Teacher reads a printed sentence to the children from a story containing the sight word.
2. The children read after the teacher.
3. The teacher reads the sentence aloud, but leaves out the word to be supplied by the children.
4. The children read the sentence, without the teacher.
5. The children write the sentence.
6. The children write a new sentence, containing the sight word.
7. The teacher develops or selects the text containing repeated use of the sight word for children to read.
   The material will be added to Independent Reading Collection.

Activity 2.6  Teaching Sight Words

1. Discuss reasons why words should not be taught in isolation.

Topic 7.
DEVELOPING VOCABULARY

It is not possible to teach children many words in a fixed period of time. Words must be acquired informally, and outside of the school environment, mainly through voluntary reading. Children who engage in a wide range of reading, and other experiences, encounter many words in meaningful context, and learn from many of them. Teachers should encourage voluntary reading, and assist and motivate children to acquire vocabulary knowledge.
of their own. This is important in all areas of learning, since word recognition and a knowledge of meanings, lead to text comprehension.

As a starting point for vocabulary learning, teachers need to determine what partial, or analogous knowledge children have relating to the words which they are going to learn. This could be done by brainstorming and displaying children's knowledge of keywords or concepts. This can be followed by initiating a discussion on the relationship of words/concepts to a larger schema (cognitive structures that are abstract representations of events or objects stored in the brain).

In order to encourage and accelerate comprehension, and provide a basis for active reasoning about the meaning of new words relating to various contexts, instruction must build on concepts. For example, in an exposition, or a field trip, words related to the main concept would link new words to background knowledge, a larger schema and the contexts of instruction.

Another learning component to encourage and accelerate comprehension, and familiarize children with patterns in the language is to read many stories to them and discuss words and meanings in context. Teachers also need to know that not all words in a text can, or should be taught. Children must be helped to understand unfamiliar words. After reading a story, allow children to look back, identify a word and guide them to reason about its meaning.

Many strategies are needed for identifying words, and for building vocabulary knowledge. Simple processes of memorization, letter sound association, or word meanings, are insufficient. Teachers must ensure that children are fascinated with words, and are motivated to develop their vocabulary.

Activity 2.7: Developing Vocabulary

1. Describe two strategies for vocabulary learning, mentioned in the reading; choose a partner, and take turn in implementing one strategy.
Developing Vocabulary

Semantic Mapping

Take one key word, example: "Water", and develop categories and sub-categories of words and related words. Children can add to the map as they read.

A sample of semantic mapping:
UNIT 3
Approaches to Beginning Reading Acquisition

RATIONALE

The changing concept of reading emphasizes the interactive process reflecting cognitive principles. If children are to experience success in reading, teachers need to be kept abreast with current thinking, and engage in methodologies which can foster literacy development through the grades. This can be achieved, if beginning reading acquisition is effective.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- identify approaches to foster literacy development in young children;
- identify strategies to engage young children in writing.

CONTENT

This unit includes the following:

Topic 1: Read Alouds
Topic 2: Shared Reading
Topic 3: Guided Reading
Topic 4: Language Experience Approach
Topic 5: Independent Reading
Topic 6: Directed Listening – Thinking Activity (DLTA)
Topic 7: Supporting the Use of the Mother Tongue and the official language
Topic 8: Using Multiple Intelligences for Literacy Learning
**Topic 1**

**READ ALOUDS**

Beginning readers’ literacy concepts develop from experiences with print which include being “read to” from favourite texts. Children need to be read to each day.

In using this approach, the teacher selects a book with repetitive texts and illustrations at a level that matches children’s reading ability. Gradually, the selection should be at a level just beyond what children can read independently to expand children’s engagement in print. Selections should include folktales and different literacy styles.

Information texts can also be incorporated into regular read aloud periods with the teacher modelling thinking strategies.

**Steps of Read Alouds:** (suggested for early learners)
1. Discuss title and author’s name.
2. Discuss the cover picture.
3. Children will identify parts of the book.
4. Allow children to see the text, as you read.
5. Engage children in oral language, as they interact while listening.
6. Slow down at times, and point to a word, as you read it aloud.
7. Children will join in on the repetitive language.
8. Place copies of the book read in “Book Box” to encourage reading.
9. Respond to story orally, or by writing, or drawing, or role playing.
10. Guide children to work with parts of the language – alphabet and words, or word parts. For example: letter name association with word.
11. Remaking one or two words from the story by scrambling letters.

**Extended Activities:** (suggested for early learners)
1. Children will retell story
2. Role-play
3. Respond to story, both orally and in writing
4. Responding to story through drawing
5. Sharing books with peers
6. Where possible, organize a Character Day
7. Children will dress like the character from a story.
Activity 3.1: Read Alouds

1. What are some of the advantages of engaging young children in Read Alouds?

Topic 2
SHARED READING

Shared reading is an interactive process of reading, involving the whole class. Children participate in the process by reading key words and phrases they know, while the teacher reads aloud.

TEXTS: Big Books and Predicable Books:

Big books are large books with large illustrations, and large print, and like predictable texts, they contain strong rhythm and rhyme, repeated patterns, refrains, logical sequences, supportive illustrations, and traditional story structures. Conventional readers may share informational big books with the teacher in reading; modelling strategies, such as story mapping, searching for important facts.

Steps of Shared Reading Lesson: (suggested for early learners)

1. Show the front of the book, and discuss title, identify author and illustrator.
2. Discuss cover picture.
3. Model directionality – left to right, top to bottom.
4. Model concept of word in print.
5. Name the parts of the book, cover, page, and back.
6. Discuss illustrations.
7. Read the book all the way through.
8. Pause before a word which is heavily cued by the picture and text. Allow children to fill in the word.
9. Repeat reading the book, using a pointer to each word as it is read. Have children join in.
10. Show a letter or syllable of a word to aid identification of the word.
Encourage questions and comments.
Model confirming answer or prediction using pictures and or the text.
Discuss word patterns, punctuation plot structure characterization.
Some children will point and read along with the others.
Have the children read the book with you again.

Extended Activities: (suggested for early learners)

1. Teacher writes a sentence from guided reading on a strip of paper, modelling thinking by talking aloud. For example: “I am beginning a sentence, and I must start with a capital letter”. Teacher reads while writing. Children read the sentence aloud. Teacher cuts the sentence into words. Individual student will rearrange, other children will approve accuracy, giving reasons.
2. Children will construct a sentence about the story, and try to write and read it with the assistance of the teacher.
3. Other shared writing activities can include collaborative writing of experience charts, composing invitations and thank you notes.
4. Dictate, illustrate and compile a “Big Book”.
5. Write a response.
6. Retell a story.
7. Engage in identification of key words selected in sentences.
8. Identifying other given words with similar initial sound.
9. Place new key words on A B C word wall to study letter/sound correspondences.

Activity 3.2: Shared Reading

1. Identify the features which you expect to see in selecting a book for a Shared Reading lesson.

Topic 3
GUIDED READING

Guided reading is an approach in which the teacher provides the structure and purpose of reading, and for responding to the material being read.
Children work together in small groups to read, think, and talk about what is read. Monitoring, and evaluating processes are done during this reading.

Books, with some control of vocabulary give the children practice in identifying words in a variety of contexts, and allow for multiple exposures.

**Steps of a Guided Reading Lesson:** (suggested for early learners)

1. Teacher plans lesson designed to help children develop reading strategies.
2. Teacher and children discuss pictures, book parts and concepts.
3. Teacher assigns groups, discusses the structure and purpose for reading.
4. Children read and discuss what they have read.
5. Readers share different opinions and perceptions. Children can read with a partner, alternating pages as the teacher monitors.
6. Readers learn strategies for effective reading from peers, and models.
7. Teacher observes individual children's strategies, as each child reads and interacts with ideas from the text.
8. Teacher forms small group to work on particular strategies.
9. Teacher interacts with groups for peer demonstration, explanation and support.
10. Teacher encourages comprehension strategy development through guided questions, discussions about words and their sounds, and opportunities to locate target words in text.
11. Teacher engages in ongoing assessment to inform literacy planning for guided reading and writing experiences.

**Extended Activities:** (suggested for early learners)

1. Children will write their own sentences about the text.
2. Teacher will form groups to work on specific areas of writing development. For example: writing conversation, using more interesting words.
3. A group can discuss developing, beginning, middle and end of a story.

**Activity 4.3 Guided Reading:**

1. Develop two group activities to engage children in writing, following a Guided Reading lesson.
The Language Experience Approach (LEA) is a comprehensive beginning reading method which integrates children's language and background knowledge. It provides a more natural way in which children understand the features and functions of the written language. This is an excellent procedure for teaching varying aspects of reading.

In the beginning, children's experiences are recorded by the teacher who reads while writing, and this forms part of the reading material. These may include labels, stories, directions on "how to do" activities. As children progress, each child will relate individual experiences. Later, they can illustrate and write experiences, read to the class, and display in the classroom.

**Steps of Language Experience Approach:** (suggested for early learners)

1. Provide a stimulus. For example: A fish in a big jar. Caution children not to touch, but they can talk about the fish.
2. Children engage in five minutes discussion.
3. Tell children that you will write what they say about the experience.
4. Ask the children to give a title.
5. Write the title at the top of the page, and pronounce each word.
6. Invite the children to say something about the topic.
7. Starting at the left margin, write the student's name and exactly what was said, pronouncing each word naturally as you write.
8. Invite other contributions, treating each in the same manner.
9. Teacher reads the text aloud, pointing to each word.
10. Teacher and children choral read the text twice.
11. Individual children will read lines.
12. Display the text, and repeat the reading activity next day, with the whole group, small group, and individuals.

**Extended Activities:** (suggested for early learners)

1. Children will illustrate the experience. The title will be added.
2. Children will point to words as they say them.
3. Locate specific words within a line of print.
4. Teacher displays word card with specific word from the text. Children will name the word card, and find a match in the text.
5. Using a language experience story to teach phonics.

Steps for Using a Language Experience Story for Teaching Phonics:
(suggested for early learners)
1. Teacher writes and speaks each word, dictated for Language Experience, emphasizing initial, medial, and final sounds while writing.
2. Children read story with the teacher.
3. Children read the story by themselves.
4. Children engage in creative writing, experimenting with sound symbol relationship as they use invented spelling to write words.
5. Children are encouraged to listen to sounds they hear in the word, and associate letters to make the sounds.
6. Children develop generalizations about sound symbol relationships.
7. Teacher analyzes invented spellings to determine each student’s skills and needs in phonics.
8. Analysis provides an indication of proficiency in initial, medial, and final sounds.
9. Teacher plans appropriate strategies to help with problem area.

A Language Experience Approach: (suggested for early learners)

A language experience approach can take the form of a structured overview in teaching Guided Writing to encourage children to contribute at each stage, and develop a clear understanding of what a sentence is, and become aware of how ideas are connected to form an interesting story.

Many children of African heritage are familiar with Anancy the Spider, and an illustration depicting the topic will prompt children to talk about Anancy the Spider. The teacher writes what each child says under appropriate headings. The procedure can be enhanced by the reading of the rhyme: “One Two Anancy”, two or three times, and then have the children repeat numerical lines at the start.
Poem - *One Two Anancy* - by John Agard:

One Two
*Anancy to you*
Three Four
*Never trust the score*
Five Six
*Always up the tricks*
Seven Eight
*Can't play de game straight*
Nine Ten
*Anancy, your tricky friend.*

**Steps for Teaching Language Experience Approach Using Structured Overview:** (suggested for early and intermediate learners)

1. Teacher provides illustration labelled: *Anancy The Spider*
2. Teacher reads nursery rhyme – “One Two Anancy” twice, pointing to the words.
3. Teacher and children will read nursery rhyme together.
4. Teacher and children will read lines alternately.
5. Teacher and children will repeat lines alternately and swiftly.
6. Teacher draws the attention of the children to the illustration of Anancy the Spider, and asks the children to tell what they know.
7. Teacher writes what the children say on the chalkboard.
8. Teacher and children will name each group, and decide the order in which each will make up the story.
9. Teacher will guide the writing by encouraging children to give sentences using ideas from each group, and teacher will read while writing these in the chalkboard.
10. Teacher and children will read story together a few times.
11. The story will be copied on a chart and used for free reading, as well as for other activities in teaching phonics, matching words, categorizing ideas used as a model for writing.
Anancy The Spider

Description:
Insect
8 legs
no tail
it has eyes
Anancy is tricky
will fool people
the legs are sticky
not a pretty colour
some legs look shorter
little, but can frighten you

Movement:
crawls
makes web
curls up sometimes
spider web is neat
traps things
afraid
if you take down the
web, Anancy will make
another web

Importance:
makes you laugh
always winning
popular
like its tricks
Dear Dr. Carter,

We were so excited to have you visit our classroom. Thank you for reading the best you can to us. We are glad that you came over. You taught us a lot of things.

I think you are special because you are from a different place just like me. I liked when you showed us the pictures in your book. Please come again someday.

Love,

Preston

Activity 3.4: Language Experience Approach

1. Discuss how the Language Experience Approach could be used by children in the upper primary grades.
Topic 5.
INDEPENDENT READING

Children need time to read the appropriate text by themselves. Each class has to have a reading corner. There should be material for children to read independently. A wide variety of materials in the classroom and school library encourages reading.

Steps to Promote Independent Reading: (suggested for early learners)

1. Label the section which is designated for reading.
2. Determine the children's area of interest.
3. Display books of varying levels and interests.
4. Include publications from children in the class.
5. Tape model reading of selected stories.
6. Include books, taped stories, and recorder.
7. Children will read from books, while listening to stories.
8. Place writing paper, pencil, crayon, dictionary and newspapers in the reading area.
9. Provide seating, table or a mat to relax.

Activity 3.5 Independent Reading:

1. What methods would you use to identify student's interests?
Topic 6
DIRECTED LISTENING – THINKING ACTIVITY (DLTA)

In the primary grades, the children will need direction in processing and using information. The Directed Listening - Thinking Activity provides the basis for processing and using information, and facilitates comprehension strategies in reading and critical thinking.

The steps below are appropriate for any grade level, but vary in the manner in which the teacher discusses the story.

**Steps for Directed Listening-Thinking Activity:** (suggested for early to advanced learners)

1. Choose a story with plot structure and suspense.
2. Teacher reads the title, and displays the first illustration.
3. Teacher asks what the story might be about.
4. Children are allowed to think, and make suggestions.
5. Teacher reads to a pre-determined point, and stops where the plot or action will create excitement.
6. Teacher refers to previous suggestion made by the children regarding what the story was about, then compares differences, and asks: “Now what do we think?” teacher comments on predictions.
7. Teacher asks the children to think, and predict what might happen, and prompt them to say “Why”, or “Why not”.
8. Teacher tells the children to listen, and find out while the reading continues.
9. At the end of the story, teacher asks questions to find out how did they know what would happen, and what would they have done.
10. The children might be asked if that was like any previous experience.
Topic 7.
SUPPORTING THE USE OF THE MOTHER TONGUE AND THE OFFICIAL LANGUAGE

Since there is increasing support for the use of the mother tongue in the classroom, teachers need to engage children in activities that support this.

Strategies should include the following:

- Using print in the mother tongue in the classroom.
- Encouraging reading and writing with older children, and parents who assist younger children in the use of the mother tongue.
- Using tapes produced by the children, or commercially, in the familiar language of the children, and in the official language.
- Engaging in play acting in response to life and literature.

While teachers facilitate learning through the use of the mother tongue, appropriate activities are also often needed to support learning in the official Language.

The following activities are recommended for this purpose, but are beneficial to all the children:

- Provide opportunities for children to engage in dialogue.
- Designate a period for reading stories to the children.
- Make children aware of the routine for specified periods.
- Plan activities in reading and writing, examples: diary writing, dialogue journals, response to literature, and story telling.
- Encourage individual and group activities involving the Language Experience. Approach, where individuals or groups relate stories, and these are written down and read by the teacher and children, and also used for independent reading.

Activity 3.6: Supporting the Use of the Mother Tongue and the official language

1. Prepare some signs in your Mother Tongue, and in the official language, which would be appropriate to encourage reading in a primary grade classroom.
The Multiple Intelligences Theory is concerned with differences in the process of learning. Multiple intelligences, as outlined by Howard Gardner, include the areas of Linguistic Intelligence, Spatial Intelligence, Bodily Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalistic Intelligence. The theory forges a relationship between thinking and learning, with the rationale of meeting the needs of all children. This can be accomplished if teachers help children to use their combination of the intelligences to be successful in school.

In applying this theory, it is expected that this will create a change from teaching and learning as a teacher-centred activity, to a student-centred one. The varying facets of multiple intelligences help children to understand differences in individuals, and create the opportunity for individuals to use their strengths to work on weaknesses. This gives each learner an opportunity to experience success, and be motivated and creative.

One approach that teachers could use in teaching through the intelligences, is to plan activities to develop children’s skill in particular disciplines, by presenting new topics or integrated units, or providing learning activities through various intelligences.

Since the theory of multiple intelligences facilitates student-centred activities, children must be given the opportunity to become involved in the planning and execution of activities relevant to individual strengths, and which endeavour to use the strength in one area to develop competence in others.
## LITERACY LEARNING USING ALL INTELLIGENCES

<table>
<thead>
<tr>
<th>VERBAL/LINGUISTIC</th>
<th>LOGICAL / MATHEMATICAL</th>
<th>VISUAL/SPATIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading to students</td>
<td>Outlining</td>
<td>Guided imagery</td>
</tr>
<tr>
<td>Individual student reading</td>
<td>Problem solving</td>
<td>Patterns/design</td>
</tr>
<tr>
<td>Choral reading</td>
<td>Predicting</td>
<td>Painting/drawing</td>
</tr>
<tr>
<td>Discussions/literature circles</td>
<td>Semantic maps</td>
<td>Mapping</td>
</tr>
<tr>
<td>Journal keeping</td>
<td>Story maps</td>
<td>Visuals displays</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Word webs</td>
<td>Transparencies</td>
</tr>
<tr>
<td>Debates</td>
<td>Questioning</td>
<td>Videos</td>
</tr>
<tr>
<td>Telling stories</td>
<td>Calculating</td>
<td>Designing</td>
</tr>
<tr>
<td>Playing word games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRAPERSONAL</th>
<th>BODY / KINESTHETIC</th>
<th>NATURALISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>Role playing</td>
<td>Collection projects</td>
</tr>
<tr>
<td>“Wait time”</td>
<td>Creative</td>
<td>Working outdoors</td>
</tr>
<tr>
<td>Metacognitive strategies</td>
<td>Physical gestures</td>
<td>Field trips</td>
</tr>
<tr>
<td>Journal reflections</td>
<td>Mime</td>
<td>Growing plants</td>
</tr>
<tr>
<td>Personal reactions to stories</td>
<td>Physically manipulating</td>
<td>Working with nature</td>
</tr>
<tr>
<td>Autobiographies</td>
<td>Cards, objects, bodies</td>
<td>Nature walks</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Every student response</td>
<td>Reading and creative writing on nature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploring things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Categorizing things</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
<th>MUSICAL / RHYTHMIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students giving feedback to others</td>
<td>Choral reading</td>
<td></td>
</tr>
<tr>
<td>Sharing feelings</td>
<td>Composing and performing raps</td>
<td></td>
</tr>
<tr>
<td>Co-operative learning techniques</td>
<td>Composing original songs</td>
<td></td>
</tr>
<tr>
<td>Partners share</td>
<td>Composing songs to familiar tune</td>
<td></td>
</tr>
<tr>
<td>Partners collaborate</td>
<td>Use of instruments, percussion</td>
<td></td>
</tr>
<tr>
<td>Group projects</td>
<td>Sound effects in rhythm</td>
<td></td>
</tr>
<tr>
<td>Taking others’ perspectives</td>
<td>Oral repetition in rhythm</td>
<td></td>
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</tbody>
</table>
Children engage in the playing of musical instruments in a school in Uganda

**Multiple Intelligences Inventory:**

Teachers need to develop a Multiple Intelligences Inventory to determine the areas of strengths and weaknesses of children. This will enable the use of strengths to overcome weaknesses.

**Developing Multiple Intelligences Inventory:**

Write ten questions pertinent to each of the eight areas of multiple intelligences in relation to aspects as outlined in the previous page.

Children respond to each statement by inserting a check (✓) in the space to which they agree.
Count and record the total number of check marks for each intelligence. The intelligence with the highest scores indicates the areas of greatest strength. The areas with the highest scores among the children reflect the areas of strength for the class. Activities should be planned, utilizing these areas of strengths to meet the needs in the areas of weaknesses.

**Sample Statements for Linguistic Intelligence Inventory:**

- Books are very important to me.
- I enjoy word game like scrabble.
- I enjoy rhymes, riddles and jokes.
- Words are in my mind, before I read, speak or write.
- I take notice of signs on the street more than other things.
- I like to talk about things that I have read or heard.
- I benefit more by listening to the radio, or a cassette, than watching television or a movie.
- I always volunteer to do reading.
- I enjoy when I write, and people praise my effort.
- Others like me to write things for them.

**Activity: 3.7**

Read the sample statements for Linguistic Intelligence Inventory, and then develop ten (10) statements for each of the intelligences to compile an inventory appropriate for the grade level of your choice.

Teachers from Uganda engage in rhythmical movements while singing a song which they composed during a session of Training of Trainers
Many children continue to experience problems in comprehending texts, and this affects their performances in the various subject areas. In order to obtain the appropriate message intended by the author of texts, the reader must know a variety of strategies, and be able to apply them appropriately. The use of the strategy will depend on whether the focus is to gain information from the text, or information from the reader’s prior knowledge, and if they are to be used before, during, or after reading.

**LEARNING OUTCOMES**

By the end of the unit, you should be able to:

- identify the different strategies, and be able to use them appropriately;
- state the metacognitive processes mentioned in the reading, which can assist the reader in comprehending the text;
- develop a plan for comprehending text.

**CONTENT**

This unit includes the following:

**Topic 1:** A Guide to Comprehending Text  
**Topic 2:** Strategies to Foster the Comprehension of Text
A GUIDE TO COMPREHENDING TEXT

Researchers have found that competent readers are readers who actively construct meaning through an integrated process, in which they interact with the words, integrating new information with pre-existing knowledge structures. They are self motivated and self directed; they use metacognitive processes to monitor their own comprehension by questioning, reviewing, revising and re-reading.

Initially the reader previews the text by noting print size, pictures and headings. As reading begins, the following kinds of knowledge are used in the processing of the information:

- Knowledge of letters and sound correspondences.
- Knowledge of words and word forms.
- Knowledge of syntax - the grammatical structures of sentences and their functions.
- Knowledge of meanings and semantic relations.

The competent strategic reader follows a plan for many different kinds of texts. This entails activities before, during and after reading.

Before reading, the reader engages in the following:

- **Previews the text** by looking at the title, the pictures, and the print to evoke relevant thoughts and memories.
- **Builds background** by activating appropriate prior knowledge through self-questioning about what is known about the topic, the vocabulary, and the format of presentation.
- **Sets purposes for reading** by asking questions about what the reader wants to know.

During reading, the reader engages in the following:

- **Checks understanding** of the text by paraphrasing the author’s words.
- **Monitors comprehension** by using context clues, to figure out new words, and by imaging, imagining, inference, and predicting.
Integrates new concepts with existing knowledge, continually reviewing purposes for reading.

After reading, the reader engages in the following:

Summarizes what has been read by retelling the plot of the story, or the main idea of the text.
Applies ideas in the text to situations, broadening these ideas.

Activity 4.1 A Guide to Comprehending Text

1. Select an informational text, apply guidelines from Topic 1 to do your reading, and then write a summary.

Topic 2.
STRATEGIES TO FOSTER THE COMPREHENSION OF TEXT

The following categories of activities have proven to be successful in helping children develop comprehension abilities.

Categories:

- Preparing for reading
- Developing vocabulary
- Understanding and using text structure knowledge
- Questioning
- Information processing
- Summarizing
- Note-taking
- Voluntary/recreational reading.
Preparing for Reading (suggested for early to advanced learners)
Thinking aloud: A metacognitive technique or strategy in which the teacher verbalizes aloud, while reading a selection orally, thereby modelling the process of comprehension.

Preparing for Reading:
The Pre-reading Plan

The teacher selects a word, phrase, or picture about a key concept in the text or topic. Next, the teacher initiates a discussion to induce concept-related associations.

**Example:** Topic - Protecting Our Environment

Teacher: “What comes to mind when you hear the word environment?”
Responses are written on the chalkboard.
Reflection Stage - Teacher: “Why do these ideas come to mind?”
There is evidence that the social context of this activity will advance children’ understanding, expand or revise their knowledge through listening to, and interacting with peers. In the final stage children might be asked the following question:
Teacher: “Have you gained any new ideas about the environment?”

Previewing

The teacher prepares preview of the text to motivate children by activating prior relevant experiences, builds background knowledge, and establishes framework consistent with the author’s model.

Anticipation Guide
Topic: Protecting our Environment

Children will predict the information which they believe will be in the text, and then they read the text, and compare their predictions with the information contained in the text. This active form of processing enhances the development of effective comprehension strategies.
Terms in Advance

When we use terms in advance, we give children five or six terms from a story or nonfiction passage, and ask children to use them to construct a prediction as to what the passage will teach them.

Semantic Webbing:

Understanding what children already know helps to determine the focus of instruction. Semantic webbing helps children in connecting and organizing ideas in the meaning construction of text.

As pre-reading, or pre-writing activity, the following steps can be used:

1. Write a topic on the chalkboard or overhead transparency.
   Example: Tourism.
2. Children give words related to the topic.
   Example: transportation, hotels, travel, land, sea, accommodation, resort, camera, entertainment.
   The words are recorded.
3. The topic “Tourism” is written in the centre, and various suggestions are connected by drawing lines to reflect similar categories.
4. Children read the text to refine webbing.
   Examples: Add other words from the text to the web, and rearrange as different words emerge.
5. Children incorporate words from the web to create a review of the text.
   Web is useful in post-reading or writing activity to organize the recall of information by relating general to specific concepts.

Semantic webbing is useful to portray cause and effect, comparison / contrast, events, characters, and settings. See illustration on page 34.

Text Structure

Various patterns of ideas are embedded in the organization of text. Examples are: description, narrative, story structure, cause/effect, comparison/contrast, problem/solution, and sequence.
**Story Circle to Aid Sequencing**

Numbers enable children to develop the sequencing in the proper direction. After reading the story, the teacher and children will record events outside of the circle.

Children will illustrate appropriate events to the number of the pie-shaped segments in the Story Circle.
Clue Words and Phrases to Aid Comprehension of Text

<table>
<thead>
<tr>
<th>Enumeration</th>
<th>Time Order</th>
<th>Comparison / Contrast</th>
<th>Cause / Effect</th>
<th>Problem / Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>to begin with</td>
<td>on (date)</td>
<td>however</td>
<td>because</td>
<td></td>
</tr>
<tr>
<td>first</td>
<td>not long after</td>
<td>but</td>
<td>since</td>
<td></td>
</tr>
<tr>
<td>secondly</td>
<td>now</td>
<td>as well as</td>
<td>therefore</td>
<td></td>
</tr>
<tr>
<td>next</td>
<td>as</td>
<td>on the other hand</td>
<td>consequently</td>
<td></td>
</tr>
<tr>
<td>then</td>
<td>before</td>
<td>not only...</td>
<td>as a result</td>
<td></td>
</tr>
<tr>
<td>finally</td>
<td>after</td>
<td>...but also</td>
<td></td>
<td></td>
</tr>
<tr>
<td>most important</td>
<td>when</td>
<td>either ...or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>also</td>
<td></td>
<td>while</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in fact</td>
<td></td>
<td>although</td>
<td></td>
<td></td>
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<tr>
<td>for instances</td>
<td></td>
<td>unless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for example</td>
<td></td>
<td>similarly</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>yet</td>
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</tr>
</tbody>
</table>

**Compare and Contrast:**

Readers must make connections among people, facts and ideas as they read text. One way the connections can be made is to compare and contrast information. In order to compare, readers must note ways in which people, facts and ideas are similar. In order to contrast information, readers must observe the ways in which people, facts and ideas are different.

The teacher can model the strategy by reading aloud the text to model comparing and contrasting. Show children how the diagram can be used to note similarities and differences.
**Activity: The Compare-Contrast Overlay Map**

The computer and the human mind are very much alike. Both can store and recall information. However, the computer must be told what to do with the information. The human mind can invent new and different ways to use information.

![Compare-Contrast Overlay Map Diagram]

**Directed Reading-Thinking Activity (DR-TA)**
(suggested for early to advanced learners)

In the Directed reading-Thinking Activity, the teacher follows essentially the same step as in the Directed Listening-Thinking Activity above, with the difference that the children read individual copies of the text.

**Steps for the Direct Reading – Thinking Activity:**

Prepare the text by marking four or five good stopping points.

1. Talk about the genre. Name the author. Show the cover picture, and read the title. Ask the children to predict what the story will be about. The teacher may write these predictions on the chalkboard.
2. Teacher tells the children to read to the first stopping point.
3. Teacher reviews the predictions, and asks which ones are coming true so far. Teacher asks them to read aloud parts of the text that confirm or contradict their predictions.

4. Teacher asks the children to make more predictions, and presses for specific predictions. Teacher asks the children to commit themselves to a prediction before continuing the reading.

5. After proceeding to the end, the teacher reviews the story, and asks the children what information led to the best predictions.

**DR-TA Chart:** (suggested for intermediate to advanced learners)

Shared writing can also be used in connection with comprehension, and study exercises. One such exercise is the Directed Reading-Thinking Activity (Stauffer, 1970), a popular method for engaging children in reading fictional texts for understanding. The Directed Reading-Thinking Activity can be plotted on a chart, such as the one found below.

Divide the text into three or four parts. Plan stopping points to fall at moments of suspense in the story. On the chalkboard or on chart paper, prepare a chart like the one below. Explain to the children that they will be reading the story, one bit at a time. Remind them that it is important not to read beyond the stopping points. They will be making predictions, and reading to confirm those predictions.

Ask the children to read the title of the story. Then ask for their prediction about what will happen in the story. Write those predictions in the space labelled “What do you think will happen?” after the title. Ask the children why they think so. Then enter their reasons under “Why?”

Now, ask the children to read on to the next stopping point, and when they have reached it, they should go back and consider the prediction they made before, and say what actually happened. You should record their ideas in the space called “What did happen?”

Then, the children should predict what they think will happen in the next block of text, and offer new predictions, with the evidence that led to their making that prediction to be entered in the spaces provided. Then they should read on, check their prediction against what did happen, make a new prediction, dictate evidence for that prediction, and read the last section.
Finally, they should check their last prediction against what actually happened in the story, and dictate their findings about what happened, to be recorded in the space on the form.

Directed Reading-Thinking Activity Chart

<table>
<thead>
<tr>
<th></th>
<th>What do you think will happen?</th>
<th>Why do you think so?</th>
<th>What did happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>After reading the title</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After reading the first part</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After reading the second part</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After reading to the end</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Direct Reading-Thinking Activity**

1. Select a text, appropriate for Direct Reading-Thinking Activity, follow the procedure for reading, then complete the DR-TA Chart.

**Questioning**

**Question/Answer Relationship (QARs)**

Question/Answer Relationship (QARs) was developed by Raphael in 1984. An activity which has shown that children were capable of generating and answering questions which facilitate their comprehension, and lead to an independent processing of text.

**Procedure:**

The teacher demonstrates the key elements of QARs, and then guides the children to engage in the activity on their own.
The first question answering strategy, **Right There**, is to find the words used to formulate the question, and look at the other words in that sentence to find the answer. The answer is within a single sentence.

The second QAR strategy, **Think And Search**, involves a question that has an answer in the text, but this answer requires information from more than one sentence or paragraph.

The third QAR strategy, **On My Own**, represents a question for which the answer must be found in the reader’s background knowledge, but would not make sense unless the reader had read the text.

The fourth QAR strategy, **Writer And Me**, is a slightly different interpretative question. The answer might be found in the reader’s own background knowledge, but would be related to the reading of the text.

**Discussion Web** (suggested for intermediate to advanced learners)

In a discussion web, the teacher thinks of an interpretive question that invites a binary (yes or no) answer. The teacher asks the children to write the question in the middle of a chart. On the left hand side of the chart they write four blanks under the label “yes” and on the right hand side four blank spaces under the label “no”.

The children, in pairs, copy this chart for themselves. Then they list reasons to support both a “yes” and a “no” answer. After a few minutes, they join another pair, and compile their reasons. Then they debate the issue through to a conclusion. The teacher may call on foursomes to share their answers.

<table>
<thead>
<tr>
<th><strong>A DISCUSSION WEB</strong></th>
<th><strong>I Disagree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Agree</strong></td>
<td></td>
</tr>
<tr>
<td>(For these Reasons)</td>
<td></td>
</tr>
<tr>
<td>The youngest daughter</td>
<td></td>
</tr>
<tr>
<td>should have stayed</td>
<td></td>
</tr>
<tr>
<td>with the beast, even</td>
<td></td>
</tr>
<tr>
<td>if he had remained</td>
<td></td>
</tr>
<tr>
<td>ugly.</td>
<td></td>
</tr>
<tr>
<td><strong>Our Conclusion</strong></td>
<td></td>
</tr>
</tbody>
</table>

The youngest daughter should have stayed with the beast, even if he had remained ugly.
**Information Processing** (suggested for early to advanced learners)

What We **Know**, What We **Want** To Find Out, What We **Learn** And Still Need To Learn (KWL). This strategy is appropriate for informational text.

The KWL procedure, developed by Ogle in 1986 emphasizes the responsibility of the reader to decide what is known, and what needs to be learned. It is intended to activate, review, develop background knowledge, and to set useful aims and tasks that will enable the student to be an active and independent learner.

Initially children will activate prior knowledge to record what they know about the topic; then list what they want to know; after reading they will list what they have learnt.

A KWL Design

<table>
<thead>
<tr>
<th>KNOW</th>
<th>WANT TO KNOW</th>
<th>LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Summarizing and Sequencing** (suggested for intermediate to advanced learners)

The ability to summarize apparently increases with age, but children in the middle and upper primary grades are able to delete important information in text, and this gives practice in sequencing.

Procedure:

The teacher introduces a story, the children read silently to see how the plot develops. The teacher guides the children to develop story frame, and instructs the class in writing one or two sentence summaries for a small portion of the text.
On the second reading of the text, the children will be assisted in determining the most important ideas, and how to combine these ideas and summarize on each page.

Children will code summaries, and cut summary statements, and mix them; then they rearrange them in sequence. Children can make their own summary strips from other texts.

Writing Summaries:
1. Look for the most important ideas that help us to know about the problem or the solution.
2. State important ideas in your own words.
3. Combine ideas into one or two sentences.
4. Delete anything that repeats information.

**Reciprocal Teaching** - (suggested for intermediate to advanced learners)

Reciprocal teaching is a co-operative learning activity intended to boost comprehension. In it, a group of four or five children read a text together, and take turns being the teacher. After a section of the text is read, one student:
- summarizes what has just been read;
- asks two or three good questions about the text;
- clarifies details;
- predicts what will be said next.

**Note-taking:** (suggested for beginners to advanced learners)

Think aloud: A metacognitive technique or strategy in which the teacher verbalizes aloud, while reading a selection orally, thereby modelling the process of comprehension.

The recording of a group discussion about text is another form of note-taking. "Think alouds" have been found to be effective during reading as a means for facilitating recall, and during writing as a means for organizing written work.
UNIT 5

Strategies For Teaching Writing

RATIONALE

Writing activities promote thinking and learning, and because writing and reading are inter-related, children should be encouraged to use writing to respond to literature which they hear or read. Through experience in reading, and practice in writing, children learn spelling, punctuation, relationship of words to picture, paragraph, and text structure.

It is important to plan writing activities across all areas of the curriculum. Children must be given opportunities to share their writing, and to use writing to communicate with others.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- identify strategies which are appropriate for encouraging writing in the primary grades;
- select the appropriate strategy to satisfy specific need;
- integrate writing and reading in the classroom.

CONTENT

This unit includes the following:

Topic 1: Strategies for Teaching Writing
Topic 1.
STRATEGIES FOR TEACHING WRITING

Journal Writing (suggested for beginners to advanced learners)
Children can create or record events, personal activities, or feelings about experiences on a regular basis. The recorded events can take the form of a story line, but the writing must be based on time and sequence.
A variation on individual journal or diary writing could be a class record-keeping effort on a project, examples: “The Life Cycle of the Butterfly”, “Preparing for Sports Day”
Teacher can read and discuss with the class – “The Diary of a Rabbit”, by Lilo Hess, 1992, or create one for the class.

Teacher provides the children with materials to make their own journals. At a designated time each day, the teacher should encourage the children to record in their journals. Invite them to write about something they learnt in school, or any item of news. Children will share their writing with each other, and the teacher.

Story Circle – (suggested for beginners to advanced learners)
Numbers enable children to develop the sequencing in the proper direction. After reading the story, the teacher and children will record events outside of the circle.
Children will illustrate appropriate events to the number of the pie-shaped segments in the Story Circle.
Observing the use of the story Circle from teaching aids developed by teachers during the training of trainers in Uganda

**Story Map**

Stories often have common structures. The teacher can show the children a story map before they read or hear a story. The story map has the following parts:

- Setting
  - Time
  - Place
- Characters
- Problem
- Main Events
- Climax
- Conclusion

As the children read or hear the story, they can be asked to identify parts of the story with items from the map. After the reading, they can check if their attributions are correct. Children can also use story maps to construct their own stories, thereby reinforcing the reading and writing connection.
**Acrostics** (suggested for beginners to advanced learners)

These are probably the simplest form of poems to use. The children write their names in capital letters, vertically down the left side of a page. The children then go back and complete a word that begins with each letter which describes the individual. Each line can be a word, phrase, or a short sentence.

- Gentle in her ways
- Ever listening for praise
- Never frowns for anything
- Always helping to sing.

**Cinquains** (suggested for advanced learners)

Cinquains are poems consisting of five lines, and each line has a mandatory purpose and number of syllables:

1. The title in two syllables.
2. A description of the title in four syllables.
3. A description of action in six syllables.
4. A description of feeling in eight syllables.
5. Another word for the title in two syllables.

Flowers
Graceful growing
Sprouting among the weeds
Gently awaiting the sunshine
Alive

**Variation:** The first line names the topic. The next line tells the action, and the third line has action words ending in “ing”. The fourth line is feeling words, which may be written as a phrase, and the fifth line is a one word which also could have been the title, a synonym for the name in the first line.
**Diamante** (suggested for advanced learners)

A diamante is a continuation of a cinquain, in the form of a diamond. A diamante is used when two things or characters are being compared, or when one has changed. Diamante poems consist of seven lines that follow the following pattern:

```
seed
small buried
growing breathing living
producing plenty planting material
dying rotting crumbling
moist rich
soil
```

A diamante begins with one line that names the topic, followed by a two-word line of describing words, and a three-word line of action (-ing) words. Then come two more words describing the first topic, followed by two describing the second topic. Now come three action (-ing) words related to the second topic, two words that describe it, and one word that names it.

**Expository Writing** (suggested for advanced learners)

This genre includes writing that describes or explains. Young writers can be helped to write expository works by focused lessons that share good examples from literature, and encourage their imitation.

Writers are also helped to write descriptive and explanatory prose and graphic organizers. There are several graphic organizers that are popular with children, from second grade and higher.

**The Writing Workshop** (suggested for beginners to advanced learners)

Writing workshop is a guided activity in which children are encouraged to choose their own topics, write them out, share them with an audience, and rewrite them to make them clearer and more correct. In writing workshop, the emphasis is on process rather than product. Writing is taught as a studio craft, and writing tasks are made real as possible, with emphasis on the writer’s own topics and purposes, and real audiences.
The writing workshop teaches children a writing process, which consists of these stages:

**Rehearsing:** This is the act of gathering information and collecting thoughts. We survey the ideas available to us on a topic, and begin to plan a way to write about the topic. Approaches used at this stage include:

- Brainstorming
- Clusters
- Interviews
- Journals
- Alternative leads

**Drafting:** This is the act of setting ideas out on paper. Drafting is tentative and experimental. We write down our ideas, so we can see what we have to say about the topic. Once written, we can make them clearer. Drafting is no time to be critical about our ideas, their form, or spelling and handwriting. The time for that will come later. Most young writers do not have the habit of writing more than one version of a paper. Proficient writers do. "Writing is rewriting". At this stage, the activities include:

- Writing quickly
- Free writing
- Writing on every other line
- Writing that is free from worry about conventions

**Revising:** Revising is rewriting parts of a piece to make it communicate more effectively. Revising may be approached in two stages. First, we may want to see what we had to say, and decide how it can be said better. Second, we are concerned that our ideas are clear, and are presented in the right form. At this phase of writing, we:

- Share with listeners – cultivate an awareness of audience
- Look for the message, and ways to say it more elegantly
- Usually involve mini-lessons to teach traits of good writing
- Use conventions of adding and subtracting and moving

**Editing:** Editing is the next-to-last stage, before a paper is published. Editing is done last, because paragraphs or pages may have to be cut or
added. After the piece is in final form, but before it is widely shared, is the time for editing. The editing habit must be taught, and consists of three points:

1. Caring that the paper be correct.
2. Being aware of errors.
3. Knowing how to correct them.

The editing phase focuses on:

- Refining spelling, punctuation, grammar, handwriting
- Using peer editors
- Using checklist of errors to avoid (these are pre-taught)
- Using mini-lessons to help children understand errors, and how to avoid them.

Publishing: This is the final stage of the writing process. The prospect of sharing with an audience makes many children write, rewrite, smooth and refine, especially if they have seen other children’ work received with appreciation. Publishing enables children too see what others are doing. Publishing involves:

- Sharing with a real audience.
- Preparing the audience to give specific responses, not broad judgment.
- Many ways to publish – author’s chair, newsletter, on the wall, hung from the ceiling.

Mini-lessons are an important part of a writing workshop. They usually include these steps:

1. Present a work for review (might be a good sample of literature, or a piece written with one feature in disarray).
2. Discuss the trait that it exhibits, and clearly name the trait.
3. Give clear directions for incorporating that trait in a piece of writing.
4. Provide practice in writing for the trait.
5. Give immediate feedback.
6. Write up a reminder of the lesson, and post it on a chart. Add it to the children’ writing folders, or add it to a revising of editing checklist.

The I-Search Paper
One popular kind of research project that highlights the process of research, and stresses children's personal connection to the topic is the "I-Search Paper, described by Ken MacCrorie in 1988. The I-Search paper is developed in six stages:

The children formulate questions about the topic. After they have been immersed in a topic, the children are helped to search their knowledge and curiosity, and formulate a researchable question.

The children make a research plan. The plan might incorporate several kinds of sources, including not only books and magazines, but interviews, surveys, and internet-based searches.

The children gather and record information. Children should be given instruction in all of the ways they may do the research: ways of finding resources in the library, procedures for arranging and conducting interviews, and standards for discriminating between different sources on the internet. They should also be taught note-taking and outlining skills, as necessary. They may be taught to use graphic organizers as a way of visualizing their information before writing it up.

The children write their paper. The paper should be formatted to the outline given below.

The children present their paper. The children present the written papers, and may also give oral presentations or poster sessions on the papers.

The paper is evaluated. The evaluation of the paper is accounted according to criteria in that they are tied to the process and form of paper, and that they are communicated in advance.

Five components of the I-Search investigative paper:
1. Questions:

   In this section, children will describe what they already knew about this question when they began their search, and why they cared about or were interested in this question.

2. The Search Process:
In this section, children will describe the sequence of steps in the search. For example, children will describe what sources they began with, and how these led to further sources. Children will describe problems or breakthroughs in their search, telling when they really got interesting. Children can also tell how their questions changed or expanded as a result of the search process, and they should acknowledge the help they received from others in obtaining valuable sources.

3. What was Learned:

Here, children will focus on three or four major findings or conclusions, and support them with examples, stories, or arguments that will help the reader understand how they arrived at those conclusions. They will try to connect their findings with their original questions. They might also suggest further questions to explore in the future. Children should include any analyses they did – cause and effect, pros/cons, compare and contrast, or sequencing.

4. Lessons for the Writer:

This section will give children a chance to describe how they have developed as a researcher. They will answer the question: “What do you know about searching for information that you didn’t know before?” To answer this question, children will describe those findings that meant the most to them. They might also discuss how their newly found knowledge will affect the way they act or think in the future. Finally, children may want to talk about the skills they have developed as a researcher and writer.

5. References:

This section will contain all of their references.

Co-operative Learning Strategies
Reciprocal Teaching:
Reciprocal teaching is a co-operative learning activity intended to boost comprehension. In it, a group of four to five children read a text together, and take turns being the teacher. After a section is read, one student:
(a) summarizes what has just been read;
(b) asks two or three good questions about it;
(c) clarifies details;
(d) predicts what will be said next.

Value Line

The Value Line is a co-operative learning activity that is recommended for evoking children's opinions on issues to which there can be varied responses, that is, degrees of agreement and disagreements. It proceeds as follows:

The teacher poses a question on which answers may vary along a continuum. Each student considers the question alone, and may write their answers. The teacher and another student stand at opposite ends of the room. Each states an extreme position on the issue, and their two statements are diametrically opposed to each other. The children line up between the two extreme positions, in an order that reflects their position on the question. To do so, they must discuss with other children in the line their responses to the question. Children may continue to discuss their responses with the children on either side of them. As an option, the formed line may be folded in the middle, so that children with more divergent views may discuss their responses.

Activity 5.1 Strategies for Teaching Writing

1. Look at the text “The I-Search Paper”, then choose an appropriate reading strategy, and apply the process to reading the text. Follow the format for writing the I-Search Paper, and then write it.
2. In the class undertake a Value Line learning activity.
UNIT 6
Assessment of Literacy Learning

RATIONALE

If children in the primary grades are to achieve literacy learning, the process of gathering data in order to better understand the strengths and weaknesses of children, must be integrated into the classroom decision-making. Also, teachers must become more adept in carrying out the process, and utilizing information gathered, to modify instruction where necessary.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- identify the different kinds of classroom-based assessment for literacy learning in the primary grades;
- develop reading inventories, and checklists, appropriate for specific grades in the primary school;
- be aware that some aspects of the assessment process should be on-going to facilitate knowledge of the development of children’s progress.

CONTENT

This unit includes the following:

Topic 1: Classroom Based Assessment
Topic 1.
CLASSROOM BASED ASSESSMENT

Teachers will need to be aware that assessment procedures should be based on identified goals, the programme established for literacy learning, including the integration in other areas of the curriculum, and student assessment of themselves. Some aspects of assessment procedures must be on-going, as “on-off” measures will not facilitate knowledge of the development of children’s progress.

Classroom based assessment for literacy learning includes the following:
- Observations
- Questioning and interviewing
- Sampling student work through portfolios
- Listening to oral reading tapes
- Utilizing surveys, inventories and checklists
- Self assessment by children – Learning Logs.
- Teacher-devised Tests

Observations

Observation for assessment purposes involves more than examining classroom behaviour. Actions and speech on the playing field, and lunchtime, can produce useful information.

During classroom observations, teachers look for answers to specific questions, note many attributes of individual working styles, and observe what children can do individually and collectively. As children work in the various contexts of the classroom, teachers gain insight into their knowledge and strategies.

Teachers cannot document all observations, but noting some can facilitate reflection, and the sharing of information with children, parents, the principal, and the grade teacher. Some of these involve examples of documentation such as: use of a checklist with appropriate statements as a guide to the observation of children’s library selection strategies, observe the kinds of objects they bring to school,
observe a log of daily activities, and listen to conversations regarding current affairs.

Literacy Conference Observation Record

<table>
<thead>
<tr>
<th>Date</th>
<th>Action During Reading</th>
<th>Action During Speaking</th>
<th>Action During Writing</th>
<th>Self Directed Uses of Literacy</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Some of these activities include the children in keeping records, and some are administered by the teacher.

The range of assessment activities will vary according to grade level, and the accomplishments of the children in literacy, and the needs of the teachers for accountability. The outcome of these activities are ideal to be included in a portfolio.

Two areas of young children’ reading that should be assessed are:

1) Strategies for identifying words.
2) Strategies for making sense of what they read. “Running records” are useful for this purpose.

Example:

1. Select and type a challenging book from a set of graded ones within the student’s range, but unfamiliar to the student.
2. While the student is reading, the teacher marks omissions, substitution, repeated words, prompts or assistance given to provide insight into the processing of the text.
3. Teacher asks questions about the story, or guides the children through reflection about the story to assess comprehension.
Analysis of “miscues” from the text provides insight into student’s knowledge of phonics, context and semantics. Running records administered periodically can provide knowledge of children’s reading development and guidance for intervention where necessary.

Additional Assessment of Comprehension should include the following:

- Story retelling orally, illustrated or by completing story map, to determine parts of the story they attended to, their perceptions of links between character and plot, and knowledge of story structure.
- Journal Writing. Daily journal writing documents growth in invented spelling and expressive skills.
- Record of books read and a brief review of each book, to ascertain children’s interest.
- Assessment of Writing. Example: Samples of writing by all children on the same topics. Assessing collection of written work selected by children from portfolios to determine the use of print for communication, spelling, punctuation and vocabulary.
- Self Evaluation Record: Self evaluation records reflect children’s thoughts about themselves as readers.

**Assessing Writing:**

Maurice’s Writing below indicates that he is aware of letters of the alphabet. However, the random use of the letters indicates that he is not yet able to apply alphabet principle in his writing. The teacher can ask questions to verify the teacher’s findings from the writing sample.
Kimmone’s Writing

Kimmone uses basic punctuation and capitalization. She displays mastery of the spelling of words, to the sequence of letters, and to the sequence of sounds in the spoken word. The spelling of “brout” for brought is evidence of spelling to sound. Spelling “meat” for meet indicates the need to practice the correct use of both words.

My Pet

My pet name is Sheila. She is a puppy. She was given to me by my Coen when I was 5 years old. When he was just brought to me my brother helped me to give him a bath. We play with him every day and feed him.

The next day he went up the road and made some new friends. He met two more puppies. He played with and they stole inside the house for something to eat. I give him big food and milk.

His favorite red, yellow, orange, blue and green. I love him very much.
Donique’s Writing indicates that she is fully aware that the sequence of letters corresponds to the sequence of sounds in the spoken word. Although “bones” is written as “bons”, this spelling reflects the correct number of sounds.

Each sentence begins with a capital letter, and ends with the period (.). Review of capital letters could be done. The illustration appropriately depicts “love’, as mentioned in the writing.
Assessing Listening Comprehension in Grade 1:

A shared reading activity is ideal to assess student's listening comprehension. Children might be asked to retell the story in sequence. This could be tape recorded, and analyzed to ascertain knowledge about the “Story Map”.
Example: Characters, setting, time, main events, climax.

Other activities could include the following:

The children can be asked to describe one character, or tell where the story took place.

Following Read Alouds, the children could illustrate the story, and the teacher asks questions about the illustration.

Sampling Student Work Through Portfolios

Performance based assessments of reading use written samples, such as summaries of what has been read, literature logs, or journals. Using writing to assess reading reflects the recognition of reading and writing as being interdependent.

Samples of children’s work of all kinds complement teachers’ observations, and provide a guide to the developmental stages of the learner. Samples offer concrete evidence of what children are doing and thinking. Analysis of the samples helps teachers to determine the new challenges for each learner, as well as guiding the teacher’s instruction.

Questioning and Interviewing

Questioning and interviewing involve teacher/student interaction in the classroom. Questioning denotes the interaction between teacher and children which occurs in the classroom, while interviewing implies more structured interactions.
UNIT 7
Classroom and Homemade Materials and Activities to Encourage Reading

RATIONALE

The process of teaching reading requires a variety of materials based on the understanding of how children acquire literacy. Developing teaching aids at home and at school provides opportunities for children to learn while they are helping to create. This is an inexpensive way of providing materials which are appropriate for the teaching – learning process.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- Produce a variety of teaching aids, appropriate for use in the classroom, or in the home.
- Think of other innovative ways of producing similar teaching aids, compile these, and share with the group.
- Develop activities to support the teaching aids which are your own innovation.

CONTENT

This unit provides examples of teaching aids which can be made by teachers, parents, and children to encourage and accelerate literacy learning.

Topic 1: Making Alphabet Books
Topic 2: Making a Panorama
Topic 3: Movie Screen
Topic 4: My Senses
Topic 1.
MAKING ALPHABET BOOKS

Materials:

- 13 sheets of plain paper, 8”x11”, or brown wrapping paper cut to the same size.
- Pictures from magazines or drawings depicting familiar objects. Glue, scissors, set of letters of the alphabet, A to Z cut from construction paper or shoeboxes, and marker.

Method:

1. Fold each sheet of paper in half, so that the short edges are together.
2. Make a crease along the fold.
3. Unfold each sheet.
4. Stack them together, and staple along the centre fold.
5. Paste each letter of the alphabet at the top of the page beginning with the letter “A”.
6. Cut pictures from magazines, or draw objects representing each letter of the alphabet, and paste on the appropriate page.

Allow the children to help. The name of each object can be written on each page.

Note: Design can be varied to represent flip charts, big books, chalkboard, borders, and wall borders.

Alphabet books can be made based on themes:

Examples: Animals, food, fruits, vegetables.

In addition, activities can be developed to include the names of family members or children in the class.

Examples: Picture – Sample of Food We Eat.
Practical activities, or wordless stories, illustrated scenes, and pictorials can be portrayed on a panorama to encourage oral discussion, writing and reading among young children.

Example 1: Observing seeds grow.

Materials: 3 empty vegetable or milk cans, soil, bean, corn or peas, and water.

Method: Children can help to plant each grain in a can, water and watch the growth, and draw changes from the stage of germination.

Illustrations can be transferred to panorama.

Example 2: Observing the stages of the butterfly’s life cycle.
Making a Panorama:

Materials: Long strips of cardboard or carton boxes
Brown wrapping paper or shelving paper
Ruler, pencil, paste or staples.
Masking tape.

Method:
1. Cut long pieces of cardboard, 8 inches\(^1\) wide.
2. Different lengths may be taped together to form a long strip in multiples of 11 inches\(^2\) depending on the length of pictorial display.
   Example: 44 inches, 55 inches, 88 inches\(^3\).
3. Paste or staple brown paper or shelving paper to one side of the cardboard.
4. Bind edges with masking tape, if desired.
5. Starting at the left, measure and mark 11” spaces, top and bottom.
6. Fold the first 11” space inwards to the right.
7. Continue folding cardboard matching dots at the top, and the bottom to look like the diagram below.

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\(^1\) About 21.6 cm
\(^2\) About 28 cm
\(^3\) 112 cm, 140 cm, 224 cm
The length of cardboard is ready to illustrate scenes from stories, or various other sources. These can be placed on a table for discussion, or display. They can be folded flat when they are not in use.

Following the reading of a story, children can recall scenes which were visualized, and the scenes can be illustrated on a panorama.

Variation: Stories told by the children can be depicted with words accompanying the illustrations.

**Topic 3.**
**MOVIE SCREEN:**

A roll movie screen encourages the display of children’s writing, and illustrated stories for viewing.

**Materials:** Cardboard box, 18” high, and 14” wide, scissors or sharp knife, 2 wooden rollers, 20” long and about 1_” in diameter, paint for outside of the box, or use plain paper to cover the outside. Brown wrapping paper or white shelving paper.

**Method – How to make a movie screen:**

1. Cut off the flaps of the cardboard box.
2. Paint the outside of the box, or cover with paper.
3. Cut a rectangular piece from the bottom of the box; leave a border of about 2” on all sides.
4. Cut 2 holes on both sides of the box, near to the screen area to insert rollers. These should be evenly spaced.
5. Insert the wooden rollers into the box.
6. Cut pieces of the brown wrapping paper, newsprint or shelving paper to fit the area cut from the box.
7. Encourage the children to draw pictures illustrating story told, or imagined, or experienced, and write a description on each illustration.
8. Help the children to use paste to connect each illustration to depict the story from beginning to end.
9. Tape the beginning of the story to the right roller.
10. Roll the pictures unto the roller, and tape the end of the paper to the roller at the left.
11. Help the children to roll the paper to the beginning of the illustration, and encourage the children to read, or tell the story while rolling the illustration to match the description.

A Movie Screen

Topic 4.
MY SENSES:

Cut from magazines, or draw pictures of children engaged in activities depicting the senses. Make five (5) books, each having six (6) pages. See directions on page 83.

Examples: Looking through a pair of binoculars
Smelling a rose.
Tasting a lollipop.
Listening to the radio with a pair of headset speakers.
Touching a cat.
- Write the title of the book on the cover: "My Senses"
- Paste the pictures on the outside of the cover.
- Cut from magazines, or draw a picture depicting the activity of each sense organ on the pages of the book, where possible.
- Write the name of the sense organ, where possible, then write the sentence below on the appropriate page:

  I can see.
  I can touch.
  I can taste.
  I can hear.
  I can smell.

**Game of the Senses:**

Example:
A child is directed to use the action word related to the senses, beginning with the word “I”, and another child will think of the word to complete the sentence:

  I see a__________.

**Poem:**

**Hearing, Seeing, Smelling, Tasting, Touching:**

With my ears, I can hear
Different sounds everywhere.
With my eyes, I can see
Many leaves on the tree.
With my nose, I can smell,
That I can do very well.
With my tongue, I can taste
Different foods in a haste.
With my fingers, I want to touch
The beautiful rainbow, very much.
I Smell With My Nose:

- Cut pictures from magazines, or draw a picture of a child engaged in an activity depicting smelling.
- Select one of the books in which you will paste pictures.
- Paste the picture on the outside of the cover, and write the title:
  “I Smell With My Nose”
- Cut pictures from magazines or newspaper, or draw pictures of things in the home which people smell.

**Activity:**

Example:
1. Collect small jars with covers.
2. Remove covers, and punch a few holes in each cover.
3. Put a piece of cotton in each jar.
4. Pour harmless liquid with distinctive smell in each jar.
5. Replace the cover on each jar.
6. Ask individual child to smell each tightly covered jar, and identify the smell.

Write the words of the poem below on cartridge paper, read it through once or twice. Then read and pause before the last word in each line, prompting the children to complete the line. Encourage the children to read along with the teacher.

**Poem:**

I smell with my nose  
The pleasant scent of a rose.  
I smell when mother bakes  
The nice puddings and cakes.
Activity:

Parents and children can collect pictures of different objects, and paste these on cardboard to use as picture cards.

- Write the name of each picture card on the back of the cardboard.
- Write the name of each picture card on a card.
- Place the picture cards in a box, and allow the children to play to select and play – The Sense Game of: I can Smell, I See, I can Taste, I Hear, or I can Touch.

Game: I Smell

Student: (Holding a picture card for the others to see) says: “I can smell”.
Group: “What can you smell?”
Student: “I can smell………. (student tells the name of the object.)
Student: “Am I right?”
Group: “Yes, you are right” (If the answer is correct.)
Group: “Try again” (Child chooses another picture, if the answer is incorrect.)

I Can Hear With My Ears:

- Select one of the books made for activities on the senses. Write the following on the outside of the cover: “I Can Hear With My Ears”

- Paste a picture of, or draw an ear below the title.

- In the book, paste pictures of things that make sounds you can hear. The children can identify each article.
Activity:

Record different sounds, and allow individual students to identify the sound by displaying the corresponding picture in the book.

Example: Tape the sound of: horn, rain falling, bell ringing.

Game: I Hear

Other: Plays a sound that was taped.
Child: “I hear a sound”.
Other: “What sound do you hear?”
Child: “I hear the sound of a .......... (Student tells the sound)
Child: “Am I right?”
Other: “Yes, you are right”. (If the answer is correct)
Other: “Try again”. (If the response is incorrect.)

I See With My Eyes:

- Select one of the books you have made.
- Write the following title on the outside of the cover:
  “I See With My Eyes”
- Paste a picture of both eyes below the title.
- Write this activity rhyme on the first page:
  
  Close your eyes
  Open your eyes
  Count to three
  Name things you see.

Game: Teacher, Parent, Friend, or Class can repeat the rhyme, and one child will carry out the action of the rhyme.
Game: I See:

<table>
<thead>
<tr>
<th>Role</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child:</td>
<td>Looking at a picture in the book says, “I see”.</td>
</tr>
<tr>
<td>Other:</td>
<td>“What do you see?”</td>
</tr>
<tr>
<td>Child:</td>
<td>“I see a ....(Student tells the name of the object)</td>
</tr>
<tr>
<td>Other:</td>
<td>“Yes, you are right” (If the answer is correct.)</td>
</tr>
<tr>
<td>Other:</td>
<td>“Try again”. (If the answer is incorrect)</td>
</tr>
</tbody>
</table>

**Activity:**

Teacher or parent can label items in the classroom or the home, and ask children to identify by playing the game: “I See”.

Variation:
Take child / children outdoors, and engage in the “activity rhyme”, or any of the games.

**Matching:**

- Write the same sentence about the “sense” on two strips of brown paper, cartridge paper, or cardboard.

  **Example:**
  
  `I see with my eyes`

- Cut each word from one strip.
- Child can match each word to the sentence.
Taste:
I Use My Tongue to Taste:

- Select one of the books you have made, and write the title on the front of the cover: "I Use My Tongue to Taste".
- Write the poem below on the first page of the book:

Poem: I Use My Tongue to Taste

Some fruits are sweet
But, a lemon is sour.
Ice-cream, I eat
But, not a flower.

Activity 1:
- Paste pictures of people eating different kinds of food on each page of the book.
- Read poem to the children twice, then ask them to read with you.
- Make sandwiches, without the help of the children, using different things for the filling: peanut butter, cheese, or jam.

Activity 2:
Teacher or parent will engage the children in the following activity:

Teacher or Parent:

- Close your eyes. Put you right hand in front of you.
- Take a sandwich from the plate that is close to your right hand.
- Eat the sandwich, then tell what filling was used to make the sandwich.

Child:

- One child can show a picture in the book, and others can describe the taste of the food.
- Children can name the things that are sweet, others that are sour, and those that are neither sweet nor sour.
I Can Touch With My Fingers:

- Select one of the books in which you will paste pictures.
- Collect or draw pictures depicting the title.
- Write the title on the outside of the front cover: "I Can Touch With My Fingers"
- Paste a picture depicting the title on the front.
- Paste other pictures on the pages of the book.
- Encourage the children to talk about the pictures, describing how the article would feel when it is touched.

Activity:

- Collect items of different texture.
  Examples: piece of dried sponge, a ball, an orange, a piece of clothe, a stone, and a pencil.
- Place these items in an opaque plastic bag, a brown paper bag, or laundry bag.
- Gather the top of the bag in your hand, from the left corner to the right, leaving space for a child’s hand to go through.

Teacher then asks for a volunteer to play the game.

Teacher: “Put your right (or left) hand in the bag.
Feel the first thing you touch, and say what it is”.
Child: “It is a………………”
Teacher: “Take it from the bag, and show the other children”.
Child: “Am I right?”
Teacher: “Now, put it out of sight”.

Other books of interest to young readers can be created and used as “Home Books”, or add to the library collection.

Matching Activities For Young Children:

Activity 1:

- Write 2 sets of labels, naming objects in the home or classroom.
• Place one label on the object.
• Place other labels in a shoebox.
• Ask a child to find the label for the object you name, and match them.
• Children can take turns in playing the matching game.

Activity 2:

• Write the first name of each child on a strip of cardboard or paper in the presence of the child.
• Name each letter as you write it.
• Then, pointing to the name, say: “That is your name”.
• Give the child a bag with similar letters, and ask him/her to match the letters to the name.

Rebus Stories:

Activities involving art foster motivation and variation, and provide opportunities for children to explore their artistic and creative abilities.

Using Rebus Stories, provide beginning readers with practice in reading high frequency words, and the ability to choose and illustrate the content words in a story. Also enable children to see how the words support ideas and concepts users wish to convey.

Activity:

1. Write a rebus story using words from high frequency word list, and leave sufficient space for practice of nouns in the story.
2. Allow children to write the story and draw what they desire in the blank spaces.
3. Each child will read the story to classmates.

   A Rebus Story:

   The .................. is shining.
   I want to go and play with my ..................
   May I go ............... ?

Suggestions For Charts:
The charts described below can be prepared and used purposefully in the classroom. Children can read the chart below, and edit their writing on their own.

**Chart for Editing Your Writing:**

- Read your writing.
- Ask yourself the question: “Does it make sense?”
- Check for the correct spelling of every word.
- The first word, and every proper noun must begin with a capital letter.
- Every sentence must end with a “period”, or “full stop” (.).
- Ask a classmate to read what you wrote, and tell what it is about.

**Chart for Recording the Date:**

The following chart is designed for recording the date on a daily basis, by selecting and inserting strips from the pocket chart into the appropriate space daily.

![Example of a Pocket Chart](image)

There are **20** Boys, and **24** Girls in our class today.

**Example of a Pocket Chart:**
To keep strips required for the “Today Chart”.
Making a Class List:

- Write the names of all the boys in the class, in alphabetic order, on a sheet of cartridge paper.
- Do the same for the girls, and place the listing in the classroom, where all can see.

A Guide To Writing For Publication:

Steps to follow:

Rehearsing: Gather information, and plan a way to write about the topic.

Drafting: Quickly write down ideas about the topic.

Revising: Rewrite, making sure that ideas are clear, and presented in the right form.

Editing: Read, observe, and correct errors.

Publishing: Sharing with others.

Write a Thought for Each Day:
Children could help to create these, based on selected themes. Example: Positive Attitude Towards Reading, Peace, Love.

Today's Thought:

When you are young  
Learn all that you can  
Or, you will be sorry  
When you are a man.
UNIT 8

Classroom Environment
for Literacy Learning

RATIONALE

Social and physical factors are important for creating an appropriate environment for success in literacy acquisition and development.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- identify factors which are important for creating a suitable environment for success in literacy acquisition and development;
- determine the purpose of establishing a library in the classroom;
- identify the kinds of materials you would include in the classroom library for beginning readers;
- develop teacher-made materials appropriate for use by the children of your grade;
- relate a folk-tale you would record for use by your children in the listening centre;

CONTENT

This unit includes the following:

**Topic 1:** Classroom Environment
**Topic 2:** School Library
**Topic 3:** Classroom Library
**Topic 4:** Materials
**Topic 5:** Equipment
**Topic 6:** Accommodation, Furnishing and Lighting Equipment
Topic 1. 
CLASSROOM ENVIRONMENT

The classroom environment is of utmost importance to motivate children, and to encourage and accelerate their progress in reading. It should be an environment that provides opportunities for the integration of literacy with other areas of the curriculum, and with all aspects of the language arts, namely: reading, writing, listening, speaking and viewing. Both social and physical factors are important for creating an appropriate environment for success in literacy acquisition and development.

The appropriate physical arrangement of furniture, material selection, and the attractive, informative appearance of the classroom offer a setting that contributes to teaching and learning. Therefore, the classroom library, appropriate materials and equipment, adequate accommodation, furnishing and lighting are important in enhancing literacy acquisition and development.

Activity 8.1: Classroom Environment

1. Discuss how the social and physical factors of the classroom environment can affect literacy acquisition and development.

Topic 2. 
SCHOOL LIBRARY

The school library is a room on the school compound where books, pamphlets, newspapers, magazines, cassettes, videos, tape recorders, computer programmes, CD-ROM records, and other media are kept and made available for daily use. The library is an essential component of educational process, and the books and other materials serve to promote learning with emphasis on reading among students and members of staff. Chairs and tables should be provided to accommodate different activities.
If a room is not available for use as school library, the traveling bookmobile service should be instituted.

Reading is a process which develops and improves with frequent practice. If students are to become independent, knowledgeable thinkers, their reading habits must be fostered by a variety of reading materials which are readily available. It gives readers the opportunity to make their own selection based on levels, needs and interests. Additionally, a library which is equipped with a variety of materials including prints, non-print, electronic media and network access helps to support the quality of instruction in all areas of the curriculum including the area of literacy.

If the school library is to serve the purposes intended, then its contents for reading should include materials to satisfy the needs and interests of readers of different levels. The stock must include materials which are appropriate to entourage reading for pleasure, and for information including research. Also to engage in activities using materials to foster listening, speaking reading, writing and viewing in various areas of the curriculum. Efforts should be made to encourage borrowing, and caring, and to prompt the return of books.

The administration of the library can be arranged by assigning a teacher to undergo a brief period of training to operate a school library.

In order to establish a school library, funds should be made available from the school’s budget for the purchase of stocks. Books can be obtained on loan from central libraries through the book mobile service.

The school library can be of benefit to other members of the community, and books can be solicited through community efforts.
A School Library

Topic 3
CLASSROOM LIBRARY

The classroom library with a catchy phrase promoting reading is an invitation to readers, and should be a focal area of the room.

Chairs and a table should be provided to accommodate different forms of activities while sitting.

Where possible, open-faced book shelves are desirable. Young readers need many types of books – stories, informational books, poetry, alphabet, counting, concept and wordless picture books or drama created by the children or the teacher.

Literature oriented displays, such as posters, bulletin boards, flannel boards and taped stories encourage reading, and should be in the classroom library.
The selection of materials for the classroom library will be dependent on the reading levels of children, their areas of interest, and their curricular needs.

Books in the classroom collection should be shelved according to category, and classified by colour coding according to type. They should be placed together on a shelf, and labelled with the colour coded sticker beside the label.

Young children enjoy a corner in the classroom with rugs and old blankets, with pillows and stuffed animals. A table, chairs, tape recorder and taped stories should be included for listening. Story characters from favourite books can be placed in the reading corner. Teachers can utilize Mobile Public Libraries to access books on loan for a limited time.

Parent Teachers’ Association can request donation of books, magazines, and newspapers from publishers. Local organizations which are affiliated to international bodies can request donation of books for the school in the community. Children, teachers and parents can be trained to write for publications, and the books and stories form a part of the collection for the reading corner.

Each class can publish a newspaper each term, with articles compiled by parents, children and teachers.

**Activity 8.3: Classroom Library**

1. State a catchy phrase promoting reading which a teacher could use to encourage the use of the classroom library.
2. What literary materials would you place in the classroom library to satisfy the needs of young readers?
A Classroom Library

Topic 4
MATERIALS

Children should be provided with all the books and materials they need to interest and stimulate the wish to read.

Materials should include a variety of narrative and expository books of varying levels of difficulty, and those which meet the interest of the individuals, and the selections made by the children. In addition, there should be newspaper articles and collection of materials - including stories, books, maps, jokes, riddles, recipes, local proverbs, poetry, and song lyrics written by teachers and children, and which can be sung to familiar tunes.

Where possible, creative work in writing and art should reflect all areas of the curriculum, and the use of local materials should be encouraged. Each classroom should maintain a bulletin board, weather chart, timetable, news
board, health bulletin, duty list, monthly calendar for the current year, and a birthday chart. A clock and environmental print such as signs, labels and charts can be used to organize the classroom environment, and also provide written language experiences.

Activity 8.4 Materials

1. Describe some signs which would be helpful in promoting reading in a Grade 1 classroom.
2. Write a joke, riddle, a local proverb and a local recipe to be used in reading by primary grade students.

Topic 5
EQUIPMENT

Learning is accelerated when audiovisual equipment accompany the teacher’s presentation. Very often these gadgets provide aid to independent learning by children. In this technological age, the use of the computer can improve the creativity and knowledge base of both teachers and children.

A tape recorder enhances listening activities, which would include oral reading, taping and listening to folk tales, other stories and assignments in the listening centre.

Television and radio sets enhance viewing, and listening to educational programmes. Additionally, teachers need to use multimedia presentations (the interaction of text, sound, video or graphics) whenever possible.

Computer stations are unique learning areas in the classrooms, as they provide opportunities for children to socially construct knowledge about literacy. The computer station should be a focal area of the classroom to encourage children to engage in a variety of creative and imaginative activities, including: print-outs of student work, book jackets, and classroom information. Teachers, together with their pupils, can create “book boxes” and reading corners, where children are able to read from charts and read to each other.
Where schools are connected to the internet, this facilitates research, discussions and e-mail exchanges.

Activity 8.5: Equipment

1. Relate a folktale which would be appropriate for taping and adding to the classroom library collection to be used by children in the primary grades.

Topic 6
ACCOMMODATION, FURNISHING AND LIGHTING

Careful attention to the physical classroom design is essential to the success of teaching and learning. Classroom space must be adequate to accommodate each student comfortably when writing and engaging in whole class instruction. Additional space must be made available for small-group activities, and to facilitate freedom of movement.

Sufficient chairs or benches, and adequate space at the table or desk must be provided to avoid discomfort. Adequate space must also be provided to accommodate the table and chair for use by the teacher, and additional space for conferencing.

The classroom can be arranged in centres with sections assigned to specific activities, or content areas, such as: literacy, social studies, science, mathematics, art, music, and drama. These should include: reading, writing, listening centres for younger children. Interest centres can also stimulate oral and written activities. Centres can be separated by the cupboards which store materials. Adequate natural light or electric light is required throughout the school day.

Activity 8.6 Accommodation, Furnishing and Lighting

1. Design and label a diagram to illustrate how you would arrange the classroom to accommodate centres and a classroom library.
REFERENCES


### APPENDIX: 1

**High Frequency Words**

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<th>a</th>
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<td>make</td>
<td>then</td>
<td>zoo</td>
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APPENDIX: 2

Alphabet Checklist

Student’s Copy:

E H L W S P I R A T Y D B
G Q C J F K N U Z M X V O
e h l w s p i r a t y d b
g q c j f k n u z m x v o

Teacher’s Copy:

Student’s Name:

E H L W S P I R A T Y D B
G Q C J F K N U Z M X V O
e h l w s p i r a t y d b
g q c j f k n u z m x v o

Circle the letters not known.
**APPENDIX: 3**

**Self Assessment By Teacher**

Place a check mark (✓) in the appropriate column.

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<th>Sometimes</th>
<th>Almost</th>
<th>Always</th>
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<td>Do I read to the students?</td>
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<td>Do I consider the interests and reading levels of my students when I</td>
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<td>select materials?</td>
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<td>Do I engage in grouping practices that are conducive to the development</td>
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<td>of positive attitudes?</td>
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<td>Do I permit my students to make choices from among appropriate materials?</td>
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<td>Do I work with parents in order to help them to assist their children</td>
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<td>in reading and writing?</td>
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<td>Do I encourage students to utilize the information gained from reading</td>
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<td>in creative ways?</td>
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<td>Do I monitor my own teaching effectiveness by practicing self assessment</td>
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<td>through written reflections?</td>
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<td>Do I monitor and adjust instructions in response to students needs?</td>
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<td>Do I observe and ensure that each student experience daily success?</td>
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<td>Are suggestions made by the students evaluated and incorporated into the</td>
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<td>teaching?</td>
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<td>Do I ascertain the strengths and weaknesses of the students, and plan</td>
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<td>activities to utilize their strengths to overcome their weaknesses?</td>
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<td>Do I evaluate children's self assessment, and plan individualized</td>
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<td>instruction to help them overcome weaknesses?</td>
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<td>Do I utilize a variety of assessment methods to arrive at conclusion</td>
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Unit 1: The Changing Concept of Reading

Activity 1.1-1: The Changing Concept of Reading

The interactive model of the reading process, viewed as comprising the aspects of the bottom-up and top-down theories, but extends the process to include the interaction that takes place between the reader and the text, depending on the particular situation. This denotes that the process includes the interaction of the reader with the text, depending on the social, cultural and situational factors. Aspects would include:

- Language development
- Phonemic awareness
- Word recognition
- Ability to construct meaning
- Text characteristics
- Teacher interaction
- Cultural differences
- Experiences of the reader
- Relevant situation, or related subject

The bottom-up model emphasizes the recognition of words and views comprehension as information that comes from the text alone.

The top-down model reflects an extension of the language acquisition process, and views the reading process as making predictions and confirming these by examining the text. In this model, the reader rearranges the meaning given to the reading in order to facilitate comprehension.

The interactive model includes all of the aspects outlined in the bottom-up and top-down models, but includes the interaction that takes place between the reader and the text, depending on the particular context.

Activity 1.1-2: The Changing Concept of Reading

Two strategies which enable readers to interpret text, and which are supported by research findings are:

1. Schema (integrating new information with prior knowledge).
   The reader will state the extent to which the new information which was obtained while reading, caused the activation of what was known before engaging in reading the text, and how helpful the previous knowledge was in comprehending the material.

2. Meta-cognitive procedures (Self monitoring procedures)
   The reader will state if he/she focused on the “meaning-getting” process, rather than the decoding process, and if re-reading was done at anything to comprehend the text, and how was this or any strategy.
Activity 1.1-3: The Changing Concept of Reading

Characteristics which are based on the cognitive principle, and reflecting the current view of reading, or Integrated Approach are listed below.
- Emphasizes the child as an active learner.
- The child is capable of integrating information with existing knowledge.
- The child is capable of engaging in self-monitoring procedures.
- The process of reading is student-centered.
- The interactive process involves the reader, the text, and the context.

Activity 1.2-1: Cognitive Principles for Enhancing Literacy Development

Teachers can ascertain aspects of the affective domain related to reading success in the following ways:
- Obtaining information from previous teachers and parents.
- Observing the students at play.
- Observing students while they are engaged in the classroom.
- Determining students’ interests, self-concepts, and attitude by questioning, and completing appropriate checklists and inventories.

Activity 1.2-2: Cognitive Principles for Enhancing Literacy Development

Cognitive principles to enhance literacy development of young children include:
- Language exposure and experiences to children’s growth and development.
- Attention to emergent literacy.
- Awareness of sounds.

Unit 2: Early Literacy Development
Activity 2.2-1: Early Literacy Development

Experiences with print, experiments in writing, and drawing enable children to develop the following:
- It represents speech.
- The minimal units if writing are letters, and these are grouped together to form words.
- Books have a front, back, beginning, middle and an end.
- You can read from the left to right, and from the top to bottom.

Activity 2.4-1: A Guide to Beginning Reading Instruction

The following are some of the activities in which primary grade children could engage to use oral language:
- Dictating stories for Language Experience, and reading these.
- Retelling stories told, or recorded on cassettes.
- Describing “How to do” activities.
- Engaging in choral reading, and rendition of poems.
- Repeating an incident that occurred on the way to or from school, or on the playfield
- Pretending to be an adult in a particular profession, example: news reporter, sports commentator, meteorologist

**Activity 2.5-1: Word Identification**

Activities to encourage association of letters of the alphabet with familiar objects:
- Making an alphabet book, and including pictures
- Labeling objects
- Encouraging identification of environmental print, example: road signs

**Activity 2.5-2: Word identifications**

Initial sound: Write a sentence, a verse or a short paragraph with many words having the same sound at the beginning.
Example: “Bob bought a big ball for bowling”. Teacher and children will read what was written. Children will identify all the words which have the same sound at the beginning of the word.

**Activity 2.5-3: Word identifications**

Ways in which children can identify words as indicated in the text:
- Phonemic awareness
- Highlighting the first letter in a word, and the ending sound of words through rhymes
- Breaking spoken words into syllables by clapping
- Introduction of initial sound of words through the use of alphabet books
- Understanding spelling to sound correspondence

**Activity 2.6-1: Teaching Sight Words**

It is recommended that sight words be taught in a phrase or sentence both orally, and in written form to keep the words in context. High imaging words example: “house”, “table”, “tree” can be associated with clues such as pictures to reinforce them. However, words like “other”, and “with” should only be taught and reinforced through oral and written phrases or sentences.

Many of these words are irregular in spelling and pronunciation yet they are used in speech, and occur in writing frequently. Readers need to recognize them instantly to enhance the process of reading. Ready recognition is retarded if they are taught in isolation.

**Activity 2.7-1: Developing Vocabulary**

Two strategies for vocabulary instruction, mentioned in the reading:
- Brainstorm to ascertain children’s knowledge of keywords or concepts to a larger schema. Take one keyword, and develop categories and sub categories of words and related words. This is an example of semantic mapping.
- Read menu stories to children, and discuss words and meanings in context.

Unit 3: Approaches to Beginning Reading instruction

Activity 3.1: Read Alouds

Some advantages of engaging young children in Read Alouds:
- “Read Alouds” aid in developing literacy concepts of young children from experiences in print.
- Enhances retelling of stories
- Encourages responses to story orally, in writing and illustrating
- Children will join in on the repetitive language

Activity 3.2: Shared Reading

Features to look for in selecting books for a Shared Reading lesson:
- Big books with large illustrations and large print.
- Books which reflect strong rhythm and rhyme
- Books which have repeated patterns, refrains, and logical sequences.
- Predictable books

Activity 3.3: Guided Reading

1. Children will form three groups representing beginning, middle and end of story. Each group will retell the story representing the specific group name given. A Language Experience Story will be written, following the retelling of the story by group name.
2. Children will tell ways in which the story could be end differently and engage in writing their version.

Activity 3.4: Language Experience Approach

1. Following a presentation to the class by a resource person, the children could write a report.
2. Write the procedure for an experiment, or a “Hoe To do It” activity, and describe the outcome in writing.

Activity 3.5: Independent Reading

The following methods can be used to identify children’s interest:
- Develop and administer “Student’s Interest Inventory”
- Observe the articles they take to school
- Observe their selection of books from the library
- Encourage Teacher-Student conference
Activity 3.6: Supporting the Use of the Mother Tongue and English

Signs in English:
- Reading is Fun
- Read to Succeed
- Reading Takes You Places
- The More You Read, The More You Will Learn

Unit 8: Classroom Environment for Literacy Learning
Activity 8.1: The Classroom Environment

Both social and physical factors are important in creating an appropriate environment for success in literacy acquisition and development.

Furniture and space should be adequate to the needs of students and teachers. Appropriate physical arrangements of furniture, adequate reading materials and space to promote literacy development across the curriculum will enhance the attractive quality classroom.

Adequate lighting must be available to prevent discomfort in reading. If these facilities are inadequate, then progress in literacy development will be adversely affected.

Activity 8.3-1: The Classroom Library

"Read more, and read for fun
Read more, information is in store"

Activity 8.3-2: The Classroom Library

There are a variety of books reflecting the interests of children. These include: Alphabet, Counting, Wordless Picture Books, stories, poetry, nursery rhymes, and informational books.

Activity 8.4-1: Materials

Signs to promote reading in a Grade 1 classroom:
1. Read and Have Fun
2. Read and Learn
3. Books are Friends
4. Come Let Us Read

Activity 8.4-2: Materials

A Joke
Dan: “Who got the first prize in the race?”
Bob: “The winner”

A Riddle
All the letters in the alphabet were invited to tea. Name the ones were late.
Answer: u,v,w,x,y,z.

An African Proverb
A long rope must have an end.
(Meaning: In life, life, famine, drought, sickness, poverty, richness or suffering, dictatorship must have an end.)

Recipe (Serves 2)

**Banana-Milk Shake**
1 fully ripe banana
1 cup milk
Sugar to sweeten

Sweeten milk to taste. Chill. Mash banana and beat quickly with a rotary beater until very smooth. Add milk. Serve icy cold. A scoop of vanilla or strawberry ice cream may be added when serving.
Notes