

NANGILA'S COURAGE

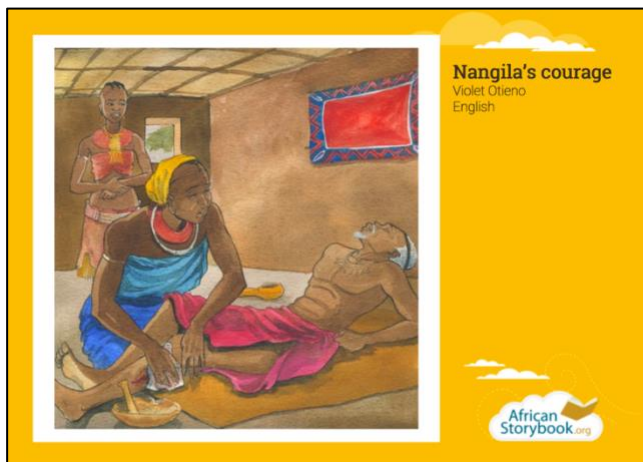
Suggested Activities for using READS to Develop Literacy Skills

Background

Here are a variety of suggestions on how teachers can use the story 'Nangila's Courage' to support the development of literacy skills with older learners (grade 6). Teachers are encouraged to tailor these activities to suit their classrooms.

To access this story:

- 1) Open up the READS catalogue.
- 2) Press on the search button and type in "Nangila's Courage".
- 3) Press on the submit button.
- 4) Press on the read button.
- 5) Choose a language. The story will load in a new tab.



Comprehension Activities

PREDICTION

- 1) Tell learners you will read them a story.
- 2) Explain that you will pause periodically to ask them questions as you read.
- 3) Read the story aloud to the whole class.
- 4) Pause at the following pages and pose questions:
 - a) Cover: What do you think this story is about?
 - b) P.3: What do you think the difficult task is?
 - c) P.6: Do you think Nangila will succeed?
 - d) P. 9: Do you think Nangila will be able to escape undetected?
 - e) P. 10: How do you think the spirits react to her song?
- 5) Solicit answers from several learners before moving on.
- 6) If desired, you can pose additional questions after you've finished reading the story. Learners can answer individually or in small groups.

SEQUENCING

Teacher Preparation

- 1) Print copies of the *Sequencing: Nangila's Courage* worksheet found at the end of this document. Ensure you'll have enough for each group.
- 2) Cut out each row of the table you see on the worksheet.

Class Activity

- 1) Read the story aloud to the whole class.
- 2) Divide the class into groups of 4-6 learners.
- 3) Give each group the cut-up strips from the worksheet.
- 4) Instruct the groups to put the strips in the order they happened in the story.
- 5) Ask a group to state the order. The rest of the groups either agree or suggest a different order.
- 6) If the class isn't able to build the correct sequential order, reread the story and have them try again.

Additional challenge: you can print each page of the story. Groups pick 3-5 pages at random and put them in sequential order. You can repeat this process several times.

STORY ELEMENTS

- 1) Read the story aloud to the whole class.
- 2) Divide the class into groups of 4-6 learners.
- 3) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - a) Facilitator: leads the discussion and ensures everyone has a chance to speak.
 - b) Recorder: takes notes of the discussion.
 - c) Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - d) Summarizer: quickly restates the key points discussed. Ensures everyone agrees and nothing was left out.
 - e) Presenter: shares the group's work with the rest of the class.
- 4) Give each group one or two of the following questions:
 - Where does the story take place?
 - What was the problem Nangila's family had?
 - How did Nangila's parents try to solve it?
 - Who helped Nangila on her journey? How did they help her?
 - How did the story end?

Tip: To help learners remember their question, print or write it out on a slip of paper.



- 5) Give learners time to discuss their questions with their group.
- 6) Bring the whole class back together, and pose each question one at a time. The learners should discuss the answers, with the group(s) that worked on the current question leading the discussion.

STORY RESPONSE

- 1) Read the story aloud to the whole class.
- 2) Divide the class into groups of 4-6 learners.
- 3) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - a) Facilitator: leads the discussion and ensures everyone has a chance to speak.
 - b) Recorder: takes notes of the discussion.
 - c) Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - d) Summarizer: quickly restates the key points discussed. Ensures everyone agrees and nothing was left out.
 - e) Presenter: shares the group's work with the rest of the class.
- 4) Give each group one of the following questions:
 - a) In what way is Nangila courageous?
 - b) What would you have done differently?
 - c) Describe a situation where you had to be brave.

Tip: To help learners remember their question, print or write it out on a slip of paper.
- 5) Give learners time to discuss their questions with their group.
- 6) Bring the whole class back together, and pose each question one at a time. The learners should discuss the answers, with the group(s) that worked on the current question leading the discussion.

SUMMARIZING – PAUSE DURING READING

- 1) Tell learners you will read them a story.
- 2) Explain that you will pause periodically to ask them questions as you read.
- 3) Read the story aloud to the whole class.
- 4) Pause at the following pages and pose questions:
 - a. P. 4: Who is this story about? What has happened so far?
 - b. P. 5: Why were the men trying to get the herb?
 - c. P. 7: Who lives around the lake? What do they do?
 - d. P.11: How did Nangila get pass the spirit family each time?
 - e. End: Can you retell the story in your own words?



- 5) Solicit answers from several learners before moving on.
- 6) If desired, you can pose additional questions.

SUMMARIZING – DISCUSS AFTER READING

- 1) Read the story aloud to the whole class.
- 2) Divide the class into groups of 4-6 learners.
- 3) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - Facilitator: leads the discussion and ensures everyone has a chance to speak.
 - Recorder: takes notes of the discussion.
 - Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - Summarizer: quickly restates the key points discussed. Ensures everyone agrees and nothing was left out.
 - Presenter: shares the group's work with the rest of the class.
- 4) Give each group one of the following questions:
 - a) How did the story begin?
 - b) What is the climax of the story?
 - c) What happens at the very end of the story?

Additional challenge: you can print the *Summarizing Exercise: Nangila's Courage* worksheet found at the end of this document. Ensure you'll have enough for all groups. Ask each group to answer all three questions.

- 5) Give learners time to discuss their questions with their group.
- 6) Bring the whole class back together, and pose each question one at a time. The learners should discuss the answers, with the group(s) that worked on the current question leading the discussion.

CHARACTER DESCRIPTIONS

Teacher Preparation

- 1) Print copies of the *Character Descriptions: Nangila's Courage* worksheet found at the end of this document.
If you wish to use this worksheet in groups (as suggested below), ensure you'll have enough for all groups. If you wish to monitor individual learner's comprehension and writing skills, print enough for the whole class.
- 2) (optional) Print copies of the story to provide to each group. In order to save paper, you could guide learners to use READS directly instead.



Class Activity

- 1) Read the story aloud to the whole class.
- 2) Divide the class into groups of 4-6 learners.
- 3) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - Facilitator: leads the discussion and ensures everyone has a chance to speak.
 - Recorder: takes notes of the discussion and fills in the worksheet.
 - Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - Summarizer: quickly restates the key points discussed. Ensures everyone agrees and nothing was left out.
 - Presenter: shares the group's work with the rest of the class.
- 4) Give each group a copy of the worksheet.
- 5) Instruct the groups to complete the worksheet.
They should have access to the story (on a computer or as a print out) so that they can use it as a reference.
- 6) Give learners time to discuss their questions with their group.
- 7) Bring the whole class back together, and pose each question one at a time. Ensure that each group has a chance to share their descriptions.
You may want to ask learners to point to specific passage to support their interpretation of the characters.
- 8) As learners mention characteristics, ask them: Is this a good quality to have? Why or why not?

VOCABULARY – PAUSE WHILE READING

Teacher Preparation

- 1) Read the story with an eye towards vocabulary words learners are likely to struggle with.
- 2) List these words and the pages they appear on. Here are some suggestions:
 - a) Serious (p.1)
 - b) Wound (pages 1, 4, 10, & 12)
 - c) Duty (p.2)
 - d) Respect (p.3 "respected")
 - e) Task (p.3)
 - f) Herb (pages 4, 5, 6, 9, & 10)
 - g) Spirit (pages 4, 7, 8, 9, 10, & 11)
 - h) Fetch (p.6)
 - i) Succeed (p.6)
 - j) Grateful (p.7)
 - k) Asleep (p.8)
 - l) Dive (p.9 "dived")
 - m) Swam (p.9)



- n) Waves (p.9)
- o) Praise (p.12 “praised”)

Class Activity

- 1) Read the story aloud to the whole class.
- 2) Pause at the words previously identified as difficult vocabulary words.
- 3) Prompt learners to define the word. For example, say “Long ago, there was a man who had a very serious wound on his leg. What does *serious* mean?”
- 4) Solicit answers from learners, steering them to a proper definition.
- 5) (optional) Reserve a section of your blackboard for “Words of the Week”. Select one learner to write down these vocabulary words on the board. Throughout the week, use these words in various activities, such as writing new sentences.

VOCABULARY – (LEARNER-LEAD) PAUSE WHILE READING

Teacher Preparation

- 1) Print copies of the *Unknown Words: Nangila’s Courage* worksheet found at the end of this document. Ensure you will have enough for each learner.

Class Activity

- 1) Assign learners to read the story in pairs or small groups. The learners should each get a chance to read the story to their classmates.
- 2) Direct learners to write down any words they are unfamiliar with on the worksheet.
- 3) Once all learners in the group have 3 words listed, they should help each other formulate definitions for these words. Allow learners to present their definitions in a variety of ways, such as listing synonyms, drawing a picture, or acting it out.
- 4) Learners practice using these words in a new context by creating their own original sentences using those vocabulary words. If possible, they should create sentences that relate to their lives. For example, if the vocabulary word was ‘duty’, one sentence they could write is “It is my duty to wash the dishes”.
- 5) Bring the whole class back together, and ask learners to share at least one of their vocabulary words and their definition. If another learner has the same word on their worksheet, that learner should share their definition as well. In these cases, ask learners if the definitions are the same.
- 6) Once a definition is agreed upon, each learner shares their new sentence using that vocabulary word.
- 7) (optional) Ask the class to create another original sentence using that word. This might be a good strategy to use for additional practice if learners didn’t choose the same words.



VOCABULARY – LEARNERS SELECT VALUABLE WORDS

Teacher Preparation

- 1) Print copies of the *Words That are Important to me: Nangila's Courage* worksheet found at the end of this document. Ensure you will have enough for each learner.

Class Activity

- 1) Assign learners to read the story in pairs or small groups. The learners should each get a chance to read the story to their classmates.
- 2) Direct learners to write down any words in the story that have a special meaning in their own lives.
- 3) Guide the learners to develop their own definitions for the words. If they aren't sure how to express their knowledge, they can ask their classmates for help. Allow learners to present their definitions in a variety of ways, such as listing synonyms, drawing a picture, or acting it out.
- 4) Lastly, learners express why it is a valuable word to them. They could express why they think it's an important word, or they can create new sentences that use the word in various contexts.
- 5) Bring the whole class back together, and ask learners to share at least one of their vocabulary words and their definition. If another learner has the same word on their worksheet, that learner should share their definition as well. In these cases, ask learners if the definitions are the same.
- 6) Once a definition is agreed upon, each learner shares why they feel it is a valuable word.

Writing Activities

SPELLING WORDS

Teacher Preparation

- 1) Read the story with an eye towards vocabulary words learners are likely to struggle with.
- 2) Create a list of these words. Here are some suggestions:
 - a) Serious (p.1)
 - b) Wound (pages 1, 4, 10, & 12)
 - c) Duty (p.2)
 - d) Respect (p.3 "respected")
 - e) Task (p.3)
 - f) Herb (pages 4, 5, 6, 9, & 10)
 - g) Spirit (pages 4, 7, 8, 9, 10, & 11)
 - h) Fetch (p.6)
 - i) Succeed (p.6)
 - j) Grateful (p.7)
 - k) Asleep (p.8)
 - l) Dive (p.9 "dived")
 - m) Swam (p.9)



- n) Waves (p.9)
- o) Praise (p.12 “praised”)

Class Activity

- 1) Ask learners to pull out a sheet of paper and a pencil.
- 2) Tell learners you will read them a story.
- 3) Explain that you will pause periodically to ask them to write down a word.
- 4) Read the story aloud to the whole class.
- 5) Pause after the sentence containing the word has been read, and ask learners to write down the chosen word. For example, you might say “Long ago, there was a man who had a very serious wound on his leg... Please write down the word ‘serious’.”
- 6) Continue until you finish the story.
- 7) Collect the papers to review at a later date.
Alternatively, you can call on learners to spell the word aloud.

Additional challenge: Use the vocabulary words in the story as a pool for a spelling bee competition. Ask learners to spell a word aloud. If they need a hint, you can use the sentences in the book to provide context.

SPELLING SENTENCES

Teacher Preparation

- 1) Print copies of the *Spelling Sentences: Nangila’s Courage* worksheet found at the end of this document. Ensure you will have enough for each group.
This worksheet contains one sentence from each page of the story. The sentences are of varying lengths and difficulty. You may want to modify them to suit the needs of your learners.
- 2) Cut out each row of the table you see on the worksheet. If you have added additional sentences, ensure that there are roughly equal amounts of sentences for every learner.

Class Activity

This activity should take place after learners are familiar with the story.

- 1) Ask learners to pull out a sheet of paper and a pencil.
- 2) Assign learners into pairs or small groups.
- 3) Divide the sentences among the learners. Place them face down on the table.
For classrooms with a large number of low-ability readers and writers, give the sentences to the two strongest readers in the group. However, this will mean that these learners will have less opportunity to practice writing the sentences. You may also decide that the learners should be given a chance to read the sentences (via the story or the worksheet), just prior to the following steps.



- 4) Guide one learner to pick up one of the strips and read the sentence aloud. The second learner (or all other learners if working in small groups) should not be able to see the sentences on the worksheet.
- 5) Ask the other learner(s) to write the sentence. They may ask the reader to repeat the sentence as needed.
- 6) Once the other learner(s) have finished writing, the reader places the sentence in the middle of the group so that everyone can compare it to what was written down. Learners should correct any errors they see.
- 7) The reader repeats this process until all of their sentences have been read.
- 8) The learners switch roles. The second learner reads their sentences one at a time. Steps 4-7 are repeated.
If learners are working in small groups, this process continues until all learners had a chance to be the reader.
- 9) Circulate to help ensure that learners are pronouncing words correctly and clearly.

NEW SENTENCES

Teacher Preparation

- 1) Print copies of the *Vocabulary: Nangila's Courage* and *New Sentences* worksheets found at the end of this document. Ensure you will have enough for each group. The first worksheet contains vocabulary words from the story. You may want to modify them to suit the needs of your learners.
- 2) Cut out each cell of the table you see on the *Vocabulary: Nangila's Courage* worksheet, and place them in a bowl so that the words are facing down.

Class Activity

- 1) Divide the class into groups of 4-6 learners.
- 2) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - Facilitator: keeps the group on task and ensures everyone has a chance to speak.
 - Recorder: fills in the worksheet.
 - Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - Presenter: shares the group's work with the rest of the class.
- 3) Give each group a copy of the *New Sentences* worksheet.
- 4) Ask one learner from each group to choose two vocabulary cards at random. Alternatively, you can assign words to groups if you want to ensure that they suit the abilities of the group.



- 5) Give learners time to create sentences with their group.
- 6) Bring the whole class back together, and ask each group to share their sentences.

LETTERS TO THE CHARACTERS

- 1) Read the story aloud to the whole class.
- 2) Ask “Why do people send letters to others?”
- 3) Write learners’ answers on the blackboard. Responses might include: share what is going on, express feelings, or give their opinions.
- 4) Divide the class into groups of 4-6 learners.
- 5) Ask each group to pick a character from the story. Some characters include: Nangila, her parents, her brothers, and the spirit family.
- 6) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - Facilitator: keeps the group on task and ensures everyone has a chance to speak.
 - Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - Presenter: shares the group’s work with the rest of the class.
 - (optional) Illustrator: Draws a picture related to the contents of the letter.

Note: as this is a writing activity, each group member should take a turn writing part of the letter.
- 7) Help learners as they write a letter to their chosen character. The letter should express how they felt about the character’s action in the story.
 - If positive, why was this a good choice to make?
 - If negative, what is an alternative action they should have taken?
- 8) Give learners time to create letters with their group.
- 9) Bring the whole class back together, and ask each group to share their letter.

WRITE A STORY: DIFFERENT PERSPECTIVE

- 1) Read the story aloud to the whole class.
- 2) Start a whole class discussion about the water spirits. Encourage learners to speculate on the motives of the spirit family. Here are some sample questions you can ask:
 - How do you think the spirit family feels about the men trying to get the herb?
 - What do you think they did to the men?
 - How do they know the old woman?
 - What do you think their impression of Nangila is?



- 3) Divide the class into groups of 4-6 learners.
- 4) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - Facilitator: keeps the group on task and ensures everyone has a chance to speak.
 - Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - Illustrator: Draws a picture related to the contents of the page in the story.
 - Presenter: shares the group's work with the rest of the class.

Note: as this is a writing activity, each group member should take a turn writing part of the story.
- 5) Give learners time to create stories with their group.
- 6) Bring the whole class back together, and ask each group to read their story.
- 7) Once all groups have shared, discuss the similarities and differences between the learner's stories.

Connect this Story to Values, PCI and Life Skills

IDENTIFYING AND DISCUSSING THEMES

Teacher Preparation

- 1) Read the story with an eye towards relevant themes. There are a few suggestions below, but you may feel other themes are more relevant to your learners or better suit what you have been discussing in class.
- 2) Create at least one discussion question for each theme you've identified.

Class Activity

This activity should take place after learners are familiar with the story.

- 1) Divide the class into small groups. If possible, try to have the same number of learners in a group as there are themes. For large classes you may want to have two groups with the same theme.
- 2) Give each group a theme and discussion questions. Here are some suggestions:
 - Courage: How does Nangila demonstrate her courage? Describe a situation where you had to show courage and what helped you overcome your fear.
 - Helping others: How does Nangila help the people she knows? How much of what you do every day is for other people? If you saw a person on the street that needed help, would you help them? If not, why not? If so, describe a situation where you have helped a stranger.
 - Peace: In what ways does Nangila achieve peace? Is it important to feel peace? Why or why not? What are people like who have no peace? Is there an example of this in the story?
 - Responsibility: What are some of Nangila's responsibilities? What about her brothers? Do they live up to those responsibilities? In what ways are your



responsibilities similar to these characters?

- 3) Tell learners they should take notes as they discuss their theme. Remind learners that when answering questions about the story, they should support their thoughts with examples from the text.
- 4) Give groups time to fully explore their theme.
- 5) Rearrange the groups so that they comprise of one member of each of the previous groups. For example, using the suggested themes above, this new group would comprise of one member who discussed courage, one who examined helping others, one who explored peace, and one who considered responsibility.
- 6) Ask each member of the group to summarize what they had discussed in the previous group.
- 7) Tell learners they should take notes of what was said by their new team mates.
- 8) Give groups time to fully explain their theme.
- 9) Have learners assemble in their original groups. They share what they learned about the other themes.

(OPTIONAL FOLLOW-UP ACTIVITY) WRITE A STORY WITH THE SAME THEMES

- 1) Explain that you want learners to use these themes to create their own stories.
- 2) Divide the class into groups of 4-6 learners.
- 3) Assign roles to the learners so each learner has something specific to do. Here are some examples:
 - Facilitator: keeps the group on task and ensures everyone has a chance to speak.
 - Timekeeper: keeps track of remaining discussion time to help the team stay on track.
 - Illustrator: Draws a picture related to the contents of the page in the story.
 - Presenter: shares the group's work with the rest of the class.

Note: as this is a writing activity, each group member should take a turn writing part of the story.
- 4) Give learners time to create stories with their group.
- 5) Bring the whole class back together, and ask each group to read their story. Afterwards, they should state how the story addresses each theme.
- 6) (optional) Arrange for learners to read their stories to younger learners in the school.



SONGS

- 1) Project the song from page 10 of the story.
- 2) Ask learners to share like and don't like about the song.
If learners suggest changes to the song, write the new version on the chalkboard.
- 3) As a class, develop a melody to go with the song.
Suggest learners clap or tap pencils on desks to create some additional sounds.
- 4) Divide the class into groups of 4-6.
- 5) Ask the learners to create an original song based on the story. Here are some suggested frameworks that might inspire learners:
 - Retell the story as a song
 - The villagers sing about Nangila's achievement
 - The villagers warn others about the spirit family
 - The spirits' feelings about a bunch of men coming to their home.
- 6) Circulate and help learners develop lyrics.
This is a good opportunity to help learners improve their alphabetic skills. For example, their ability to rhyme and count syllables will help them create a song.
- 7) Bring the whole class back together, and ask learners to share their songs.
- 8) (optional) Organize a school music day where parents and/or other learners are invited to listen to their songs.



SEQUENCING: NANGILA'S COURAGE

Anyone who wanted to marry Nangila would have to get a herb from a lake near the village.



On the way to the lake, Nangila met an old woman carrying wood. She helped the woman to carry her firewood.



Once the spirits were all sleeping Nangila dived into the lake.



When Nangila reached the shore the spirits were awake. She was afraid, but she sang the song the old woman taught her.



The entire village danced and praised Nangila.



SUMMARIZING EXERCISE

NANGILA'S COURAGE



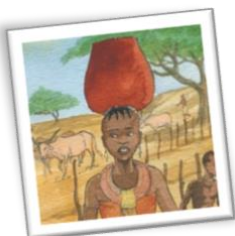
How did the story begin?

What is the climax of the story?

What happens at the very end of the story?

CHARACTER DESCRIPTIONS: NANGILA'S COURAGE

Describe each of the characters listed below. It is a good idea to mark down the pages you use as a reference.



Nangila



Nangila's father



Spirit family

UNKNOWN WORDS

NANGILA'S COURAGE



As you read the story, write down any words you are unfamiliar with. Ask your classmates to help you develop a definition for the word. Try thinking of synonyms as well. Finally, create a new sentence using that word.

Word	Your definition
	Create a new sentence

Word	Your definition
	Create a new sentence

Word	Your definition
	Create a new sentence

WORDS THAT ARE IMPORTANT TO ME



NANGILA'S COURAGE

As you read the story, write down any words that have a special meaning for you. Write down a definition for this word (you can ask your classmates for help). Finally, write down why this word is important and how it connects to your life.

Word	Your definition
	Why is it an important word? How it is relevant to your life?

Word	Your definition
	Why is it an important word? How it is relevant to your life?

Word	Your definition
	Why is it an important word? How it is relevant to your life?



SPELLING SENTENCES: NANGILA'S COURAGE

This man lived in a village with his wife and their children.

The sons worked on the land and grazed animals.

All the villagers liked and respected her.

This herb would heal her father's wound.

Some men did not return from the lake at all.

She decided to fetch the herb herself.

The old woman was grateful.

One by one, the spirits fell asleep.

She found the herb and put it in her bag.

She was afraid, but she sang the song the old woman taught her.

Her singing sent the spirits back to sleep.

After treating his wound with the herb her father was able to stand again.

VOCABULARY: NANGILA'S COURAGE

Serious	Wound	Duty
Respect	Task	Herb
Spirit	Fetch	Succeed
Grateful	Asleep	Dive
Swam	Waves	Praise

NEW SENTENCES

Ask your teacher to give you a vocabulary word. Write it down in the space below. Then create 5 unique sentences using that word.

Chosen Word	
-------------	--

Write 5 sentences using this word.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Chosen Word	
-------------	--

Write 5 sentences using this word.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____