

Module: READS

Teaching Early Literacy with the Learning Toolkit+

Welcome to the CSLP's Teaching Early Literacy with the Learning Toolkit+. As you move through these modules, you will familiarize yourself with each broad literacy skill and its corresponding sub-skills, gain a deeper understanding of various teaching approaches and practical tips, and explore how the CSLP's Learning Toolkit+ also known as LTK+ supports the development of these literacy skills.



These modules can be used in a variety of settings; from asynchronous and fully online to synchronous, blended and in-person workshops. Each of the modules has a similar structure, outlined in a table of contents. All of the modules focus on explanations, practice, and interactive content to insure understanding and engagement. We hope these modules provide you with new knowledge, useful suggestions on how to integrate the various literacy tools into your teaching, and helps you develop your expertise in early literacy instruction.

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Introduction

Introduction

The LTK+'s *Repository of Ebooks And Digital Stories*, or **READS**, is a multilingual catalogue of digital books and it is accessible through the LTK+ lobby page. Each book within READS has a label for its country of origin, language(s), the format(s) it is available in, the level of reading difficulty, its genre, and any themes present within the story.

The latest version of READS includes over 700 online books, and the CSLP continues to add to this catalogue. In order to provide stories in a multitude of languages and genres, The CSLP works closely with partners in multiple countries.

Module Objectives

This module will help you understand the contents of READS so that you can determine how to best use it to enhance your teaching. At the end of this module, you will be able to:

- Navigate to READS within the LTK+.
- Identify and use the key features of READS.
- Locate stories based on your classroom needs.

Pause and Think

Activity: Individual Reflection

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions:

- Reflect on any challenges you faced finding resources for your classroom. What are the biggest ones?
- What do you hope to get out of the READS tool?

READS

What are Repositories?

A repository is a space where something is collected. There is usually a significant amount of the object stored in the collection, which is then made available to its target audience. Items in the repository are tagged so that the users can more easily search for items that suit their needs. Repositories are useful because they provide one central location where you can go to find what you need.

READS is a repository that stores books. It allows teachers, learners, and parents to access quality content in an easy manner.



In sum, a repository or database is an organized collection of material that may be searched.

What is READS?

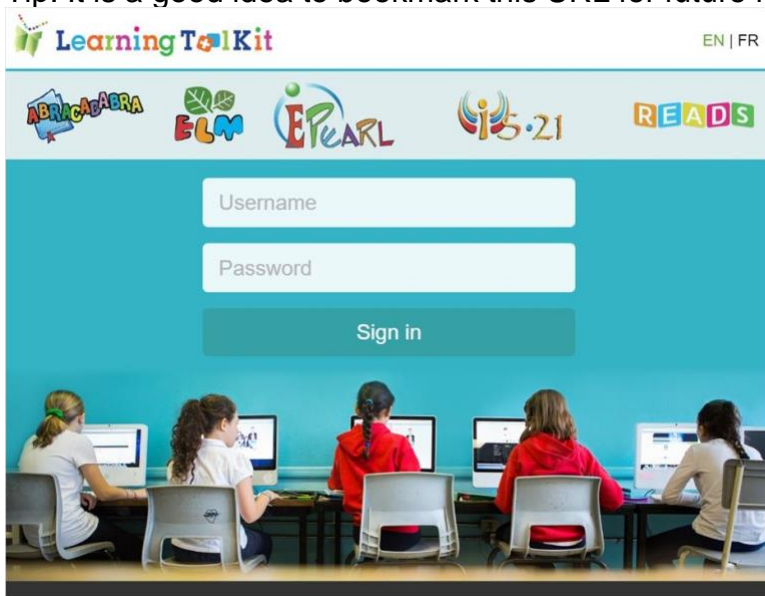
READS is a repository of digital books. This is an excellent resource for teachers searching for new and diverse reading materials. READS was designed to support the skills children are learning in ABRA. These stories can be used as inspiration for additional fluency, comprehension, vocabulary, and writing activities.

There are two unique benefits to having READS' collection of stories comes from various countries. Firstly, it can be used as a way to explore different cultures and customs in the classroom. Secondly, the stories contained within READS come in a variety of languages. Some stories even have multiple translations.

See *Appendix B* to review the key features in READS, such as the themes, formats, and how reading difficulty was evaluated.

How to Access the Tool

1. Access the LTK+ by entering its URL in your browser.
Tip: It is a good idea to bookmark this URL for future reference.



2. Sign in using your personal credentials.



Once signed in, you will be taken to the LTK+ lobby page. If you are not sure what your username or password is, ask your LTK+ contact to help you find this information.

3. Look for the READS logo.

If you do not see READS on your lobby page, your account might not be set to level 1 or 2. To change your level, go to Manage > My Account > My ePEARL Account (follow the troubleshooting instructions below to see how this looks*). If READS is still not shown on the lobby page, please contact the system administrator as READS may be turned off at the administrator level.



4. Click on the READS logo itself to go to the repository.



**Troubleshooting for ABRA*

To change your level:

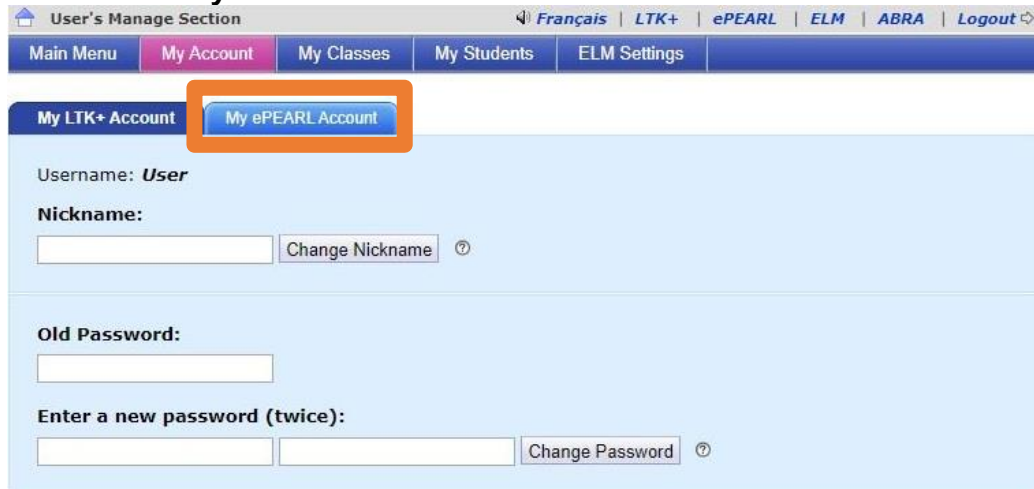
1. Click on **Manage** in the LTK+ Lobby.



2. You should see the following screen. Click on **My Account**.



3. Click on the **My ePEARL Account** tab.



4. Select the desired level from the **Choose your level** dropdown.



How to Navigate within the Tool

When you enter READS, you will see a preview of some themes and books within the tool. This is randomized, and so it will change each time you access READS. You may find some books of interest from this, but you can also search for stories specific to your needs. All of the books in READS have been categorized so that you can search for relevant content in an easy and organized manner.

See the instructions below to learn how to use the filter feature, and the search feature.

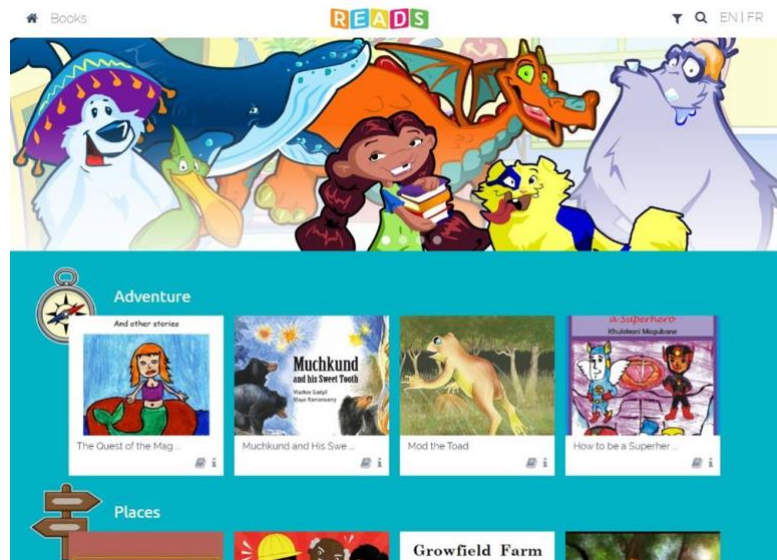
See *Appendix C* for directions on how to navigate to and within READS.

How to Use the Filter

Load READS in your browser.

Click on the *Filter* button  at the top-right of the screen

Browse the categories that interest you.



Select at least one tag in one of the categories by clicking on them.



Click on *Submit* when you're satisfied with your selection.

Alternatively, you can select *Cancel* or *Reset*.

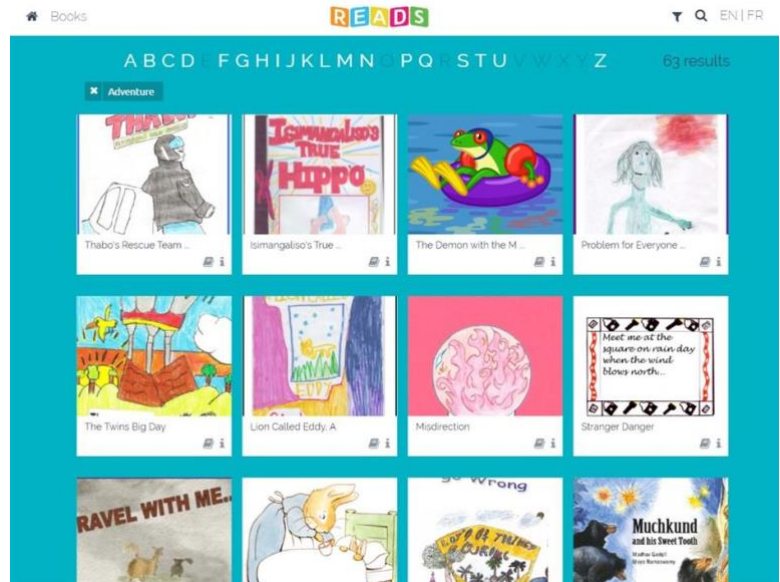
Cancel will close the filter window without searching for anything you clicked on. Reset will unselect all tags so that you can start over.



Browse your results.

The tags you selected will be displayed at the top of the page. Click on the x to remove a tag.

Select a story, or click on the filter button to adjust your search.

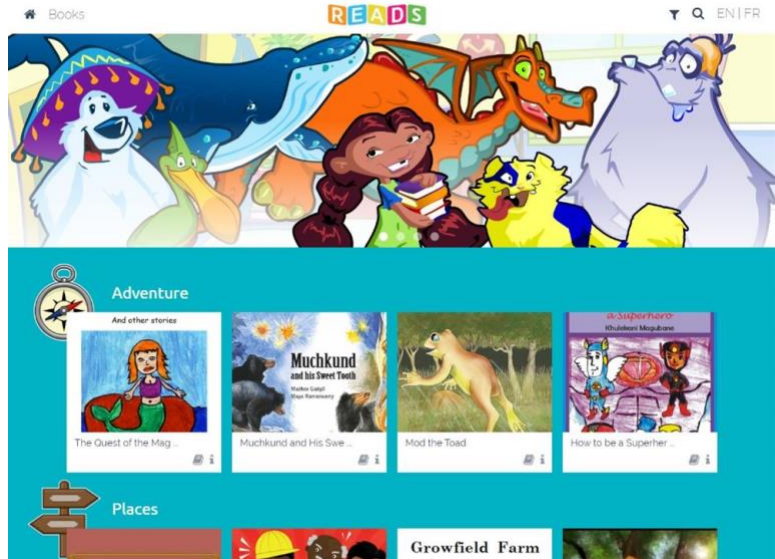


How to Search in READS

Load READS in your browser.

Click on the *Search* button at the top-right of the screen

Type in a keyword in the search bar. Try to keep it short but specific. The search feature will look for instances where those characters appear together. For example, if you search for 'cat', you will find books about the animal, but it will also display words with 'cat' in them (ex: vacation or Cathy).



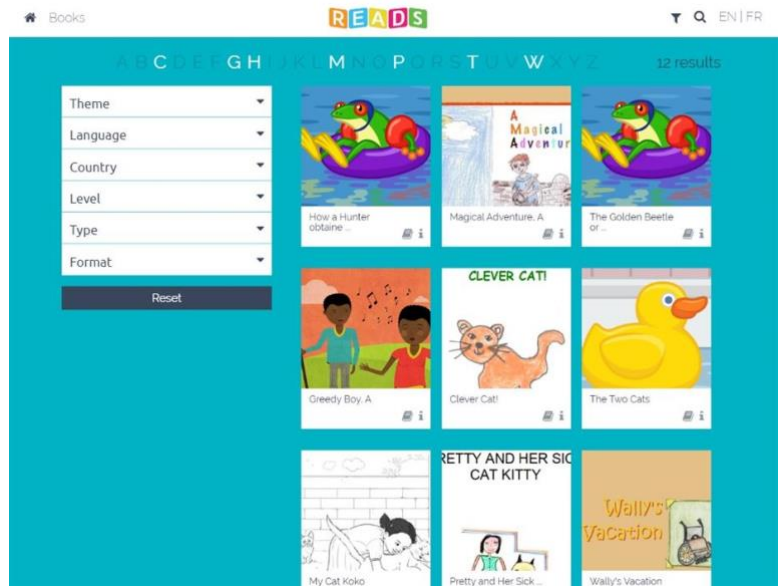
Click on *Submit* to generate the search. Alternatively, you can select *Cancel*, which will close the search bar without searching for anything you clicked on.



Browse the results.

Use the filter on the left-side, if desired. This can help you narrow down the search results. For example, if you typed 'cat' because you wanted books about the animal, you could select 'Animals' from the Theme category.

Select a story, or click on the search button to adjust your search



Explore READS

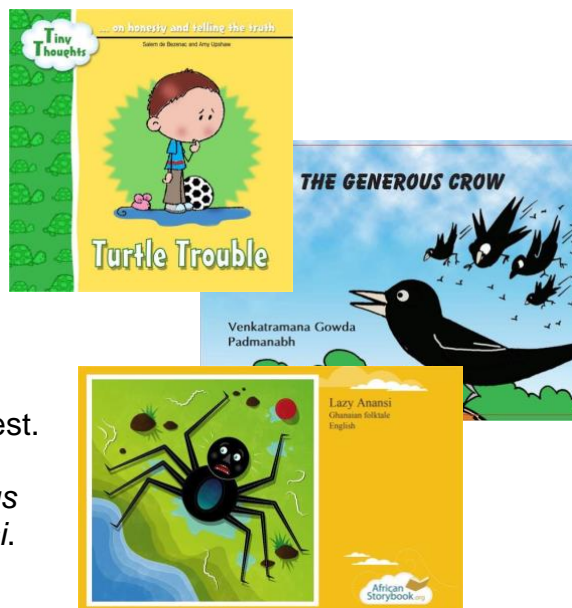
Individual or Group Activity

Sign in to your LTK+ account and explore READS. While you do so, consider how the books within will help in your lessons. Below is an example of a search you can follow. However, you can do this exercise using your upcoming lessons as the focus of your READS exploration.

If you are doing this activity with peers, form groups of 3-5 participants. If you are working individually, considering sharing the results with a colleague at a later date. You may get useful feedback and/or provide guidance to another teacher.

Navigating within the Tool

1. Use the *Filter* to narrow down the selection of books.
Try selecting:
 - **Theme:** Feelings and Values
 - **Language:** English
 - **Difficulty:** Easy
 - **Type:** Fiction
 - **Format:** PDF
2. Browse the results.
3. Read any books that caught your interest.
4. Select one book to use in your class.
For this activity, try either *The Generous Crow*, or *Turtle Trouble*, or *Lazy Anansi*.



Using Books within the Tool

1. Reread the book you selected in the previous section carefully.
2. Brainstorm 2-3 ways you can incorporate the book into your lessons.
Try thinking of how it can support different literacy skills. If you need ideas, [go to the next section](#) of this module.
3. Jot down an outline for each idea. Include the type of formative assessment you will use to evaluate your learners' learning.
You can use your course notebook (see *Appendix A*), or sign into ePEARL, to keep track of your ideas.
4. Solicit feedback by sharing your ideas with another group or a peer, and adjust your plans as appropriate.
5. (optional) Use the book in your classroom as planned, and let your group or colleague know how what was successful and what you would improve next time.



Pause and Think

Activity: Individual Reflection. If Possible, Followed by a Group Discussion

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions. If you are doing this module with peers, form small groups of 3-5 participants.

- How do you see READS being used in your classroom context?
- What barriers do you anticipate? How can you overcome them?
- How can READS help you provide differentiated instruction to your learners?
- Think of an upcoming theme you will explore in your classroom. Search READS to find a book that relates to that theme. How do you see this book fitting in to your lesson?

Using READS to Support Early Literacy Instruction

Extend your ABRA Lessons by Using the Stories in READS

Recall that ABRA was created to support a balanced approach to literacy instruction. READS can be used to target the same skills, by creating extension activities using the stories. Discover some example activities that support the acquisition of fluency, comprehension, vocabulary, and/or writing skills.

Fluency Skills Supported Using READS

Expression Activity

1. Tell learner that you want their help determining the best way to read the story.
2. Explain that you will read the first page twice in different ways.
Use a lively tone, then a monotone.
3. Ask learners which reading was better and why.
4. Repeat the process as you read the second page.
5. Read the rest of the pages only once, but vary your expression each time.
6. After reading each page, ask learners if you read the page the right way.
7. Emphasize that reading with expression can help us understand and enjoy the story.

Appendix D contains additional ideas.

Comprehension Skills Supported Using READS

Reader Response Prompts

The following questions help learners think about and discuss a READS book that you selected. Below are a couple of prompts that target different comprehension skills and abilities. Focus on one category at a time to best gauge how learners are developing their comprehension skills.



Story Elements

- Where does the story take place?
- What is the main character's problem in the story?
- How did the story end?

Sequencing

- What happened at the beginning of the story?
- What happened after that?
- What happens at the end of the story?

Story Response

- How would you have handled the problem in this story?
- How would you change the end of the story?

Summarizing

- What has happened to [character] so far?
- Can you retell the story in your own words?

Appendix E contains additional ideas.

Vocabulary Skills Supported Using READS

Whole Class Activity

Prior to this activity, read the story and select several words you feel learners need explicit instruction to learn.

1. Explain you'll read a book aloud, but will pause at certain words in the story.
2. Start reading the story.
3. Stop when you come a pre-selected word, and write it on the blackboard.
4. Ask learners to define the word. If they can, how did he/she learn this word?
5. Ask learners how they might figure out the meaning of the word without looking in a dictionary.
Encourage learners to come up with strategies for inferring a word's meaning. For example, use the story's context or the illustrations for clues.
6. Continue with the story, stopping at each of the pre-selected words and repeating the questioning process.
7. At the end, review the different vocabulary strategies learners have discovered.

Appendix F contains additional ideas.



Writing Skills Supported Using READS

Reader Response Prompts

These questions, or any similar prompts, help learners think about, discuss, and then write a short text on a READS book.

- This story tells about...
- This story made me feel (happy, sad, angry, disappointed, etc.) because...
- My favourite part of this book was _____ because...
- My least favourite part of the book was _____ because...
- My favourite character was _____ because...
- If I could meet the author, I would ask...
- If I were the author, I would change...

Appendix G contains additional ideas.

Your Teaching

Let's Go! Tips and Techniques

Suggestions for Incorporating READS in your Classroom

Tips

- Use keywords in the search bar, not full sentences.
- The more keywords you enter, the fewer results you'll get. Try starting small with a precise keyword. Add more if you feel the results are too large.

Teacher Aids

The CSLP has prepared a number of resources for teachers. These include technical support for the READS tool, pedagogical support for helping children build their literacy skills, and classroom activity and resource suggestions.

Collaboration & Reflection

Suggested strategies on how teachers can learn from their own experiences, receive input from colleagues, and provide feedback to support their peers.

Tips

Here are some ideas to help you get started.

- Brainstorm different terms an author might use for your keywords, but make sure to use the ones you'd find in children books. For example, if you want books about cats, you can also search for "kitten" or "kitty". While "feline" is also related, it is unlikely to be used in books for young children unless it is an animal science book.



- Selecting stories that meet a child's interest is a good way to increase the motivation of reluctant readers. Start with these, but challenge them to try new books on related subjects. For example, if they love trains, guide them towards books about other vehicles (cars, planes, etc.).
- Consider whether the pictures in the book will appeal to a particular child. If so, encourage them to engage with the images, such as pointing out elements that relate to what they've just read.
- Help the learners that read independently to find books with a straightforward plot so as not to overtask their comprehension skills when they're reading without immediate feedback and support. You can discuss the story with them afterwards to check their understanding.

Teacher Aids

The following resources suggest ways to use READS in your classroom.

Reading Challenge (see *Appendix H*)

This document suggests ways you can introduce your learners to a reading challenge. It contains sample goal sheets, and bookmarks and a certificate as a potential award.

Reader of the Month Certificate (see *Appendix I*)

This blank certificate can be awarded to learners who've demonstrated noteworthy monthly accomplishments with reading.

Nangila's Courage (see *Appendix J*)

Suggested activities and worksheets for the book 'Nangila's Courage'. It was designed for older Kenyan learners whose reading abilities are low but require appropriate activities that suit their cognition skills.

To get more resources, please visit the ABRA Teacher Resource website:

<https://literacy.concordia.ca/resources/abra/teacher/en/>

Collaboration and Reflection

Here are some ideas to help you get started.

Lesson Plans

Work with a colleague that teaches the same grade as you. Together create lesson plans (see *Appendix K*), brainstorm activity ideas, and share worksheets. Once you have implemented the lesson, regroup to share your experiences. Discuss both successes and difficulties. Share strategies on how to overcome those difficulties.



- For ePEARL users: attach the lesson or activity to your ePEARL account.
If you don't use ePEARL, write your reflections in your course notebook (see Appendix A).
- Send a copy to the LTK trainer for evaluation and this will contribute towards attaining a mastery certificate.

Filming Your Lessons

Consider filming your classroom when you're teaching a READS lesson, then:

- Share with colleagues to get feedback and/or provide a model for newer teachers.
- For ePEARL users: attach the video to your ePEARL account. After watching the lesson, reflect on the process.
If you don't use ePEARL, write your reflections in your course notebook (see Appendix A).
- Send a copy to the LTK trainer for evaluation and this will contribute towards attaining a mastery certificate.
- Use this template (see *Appendix L*) to create a parental permission form.

Summary

Summary

In this module you learned...

- A repository is an organized collection of material that may be searched.
- READS is a repository of eBooks that can be used to help support children's acquisition of literacy skills, such as fluency, comprehension, vocabulary, and writing.
- The books in READS are tagged by theme, language, country, reading level, type, and format which makes it easy to filter for what suits your needs.



Appendices

- A: READS Course Notebook**
- B: Guide to Repositories Using READS**
- C: Getting Started in READS**
- D: Fluency Skills Supported Using READS**
- E: Comprehension Skills Supported Using READS**
- F: Vocabulary Skills Supported Using READS**
- G: Writing Skills Supported Using READS**
- H: Reading Challenge**
- I: Reader of the Month Certificate**
- J: Nangila's Courage**
- K: Lesson Plan Template**
- L: Parental Permission Form Template**



Reflect on Your Experiences and Expectations

Reflect on any challenges you faced finding resources for your classroom. What are the biggest ones?

What do you hope to get out of the READS tool?

READS

How do you see READS being used in your classroom context?

What barriers do you anticipate? How can you overcome them?

How can READS help you provide differentiated instruction to your learners?



Think of an upcoming theme you will explore in your classroom. Search READS to find a book that relates to that theme. How do you see this book fitting in to your lesson?

Additional Notes

Write any questions or thoughts you have as you go through the module.



GUIDE TO REPOSITORIES USING READS

What is READS?

READS stands for *Repository of Ebooks And Digital Stories*. A repository or database is an organized collection of material that may be searched. Thus, READS is a bilingual catalogue of digital books and it is accessible through the LTK+ Lobby Page. The books in READS may be used to complement the fluency and comprehension activities in ABRA by providing access to additional stories. The latest version of READS includes over 700 online books in a multitude of languages and genres. Since teachers are always searching for new and diverse reading materials, READS provides easy access to a variety of online books. Furthermore, pupils are taken on an exploration of various cultures, countries, and interesting customs, as we have books published from all over the world!

To help teachers, parents and learners access books related to their needs and interests, READS has categorized book by themes, language, country of origin, reading level difficulty, type, and format available.

THEMES

READS has identified 15 common themes between all of the books within the repository. This can be a useful search strategy if teachers are building a unit on a particular theme, or if the child has shown interest in a particular subject.



Adventure: These stories have a particularly exciting plot where the main characters explore unknown lands or try new things.



Animals: Animals are commonly found in stories for young children. Often these animals act in human-like ways and have a moral to teach us.



Body: These types of books can help children learn about human and animal bodies. This can help promote health and care for others.



Colours: These stories can help children build their colour identification skills.



Family and Friends: The people that matter the most to us are our families and friends. They are especially important to young children. These stories will help children see that while everyone has a family, everyone's family looks different.



Feelings and Values: These stories encourage learners to recognize their own feelings and to think about others.



Food: These stories allow learners the opportunity to become familiar with food groups (ex: fruits), explore different tastes (sweet vs, salty), learn about where their food comes from, and how much work goes into making meals.





Games and Sports: Children love to play, so stories that include games and sport are very appealing to them and may lead to discussions around teamwork, and fair play.



Imagination: Imagination is an important skill for children to develop, as it will inspire new ideas and creativity. These stories depict characters using their imagination and resourcefulness.



Nature: Nature is an important theme as it teaches children about our planet. This includes learning about plants, rocks, rivers, and even weather.



Numbers: Counting is another skill that young children are learning at this age. These stories help reinforce those skills in a creative and fun way.



Other Themes: This is a miscellaneous category.



Outer Space: These stories can teach children about our solar system. They can also inspire children's imagination about what or who else might be out there.



Places: These stories offer a window into different parts of the world and cultural backgrounds. These stories can be used to encourage children to learn about their place in their own community.



School: These stories can help children understand the various routines that are part of their school environment.



Languages

READS has compiled stories in a variety of languages. The majority are in English, but READS contains stories in 31 other languages as well (see table on the right). Some of the books have been translated into multiple languages. Others are only available in one language.

Countries in READS

In addition to offering stories in multiple languages, READS has compiled stories from various countries across the world. This allows children to find and read stories relevant to their own culture, and/or explore and learn about new cultures and places.

Difficulty Levels

In order to help teachers, parents, and children select books, READS uses a 5-scale system. Each book is tagged as either: beginner, easy, average, advanced, or expert. This helps ensure that children select books at an appropriate level. If selecting a more advanced book, they will require assistance.



Beginner: First words, simple themes, large font, and lots of images.



Easy: Short sentences, simple themes, introductory vocabulary, and lots of images.



Average: Mix of simple and complex sentences, variety of themes, basic vocabulary, and less reliance on images for comprehension.



Advanced: More complex sentences, may include more mature themes, some challenging vocabulary, and may or may not include images.



Expert: Many complex and compound sentences, more mature themes, challenging vocabulary, and few images.

Countries Current Count (2021)

Australia	14
Canada	34
China	74
Ethiopia	2
France	11
Germany	1
Ghana	5
India	225
Iran	4
Kenya	42
Lesotho	5
Mozambique	6
Nigeria	33
Russia	1
Saudi Arabia	7
South Africa	273
Sri Lanka	14
Tanzania	10
Uganda	37
UK	22
Unknown	1
USA	75
Yemen	1

Languages Current Count (2021)

Afrikaans	58
Assamese	10
Ateso	8
Bangla	129
Chinese, simplified	89
Chinese, traditional	54
ChiTonga	12
Ekegusii	15
English	882
French	302
Fulfulde	17
Gujarati	14
Hausa	18
Hindi	29
isiNdebele	17
isiXhosa	23
isiZulu	54
Kanuri	16
Kannada	20
Kikamba	34
Kiswahili	195
Lingala	13
Luganda	53
Lugbarati	39
Lunyole	31
Lusoga	47
Maa	28
Marathi	20
Ng'aturkana	31
Odia	21
Oluwanga	30
Punjabi	10
Sepedi	16
Sesotho	29
Setswana	22
Tamil	13
Telugu	35
Urdu	19
Zarma	8



Type

READS has categorized the books within it into three groups: fiction, non-fiction, and poetry.

Fiction: Made up or "not true" stories created by an author.

Non-fiction: True stories about real people, places, events.

Poetry: Writing that uses verse and rhymes to awaken the imagination and emotion as the reader interacts with the text.

Format

The stories in READS are available in at least one of the following formats: PDF, audio, or html. The majority of the stories are available as a PDF. Some will have an audio version as well. Some of the stories are not hosted on READS. Rather, there will be a link to a html version on the publisher's website.

When a child selects a book, they will see one or more of the following icons. They must choose which version of the book they want to access.



PDF



Listen



HTML (external link)



GETTING STARTED IN READS

Navigate to the Catalogue

- 1) Log in to the LTK.
The first time you sign in, you will have to confirm the level. Select *Level 1* or *Level 2*. READS is not accessible in *Level 3*.

- 2) Click on READS.
The catalogue will open in a new tab.

A brief preview of some categories and books will appear. This changes each time you load the page.



- 3) Click on the Refresh button at the bottom of the page to generate new themes and book options



FILTER

Use this if you want to search by theme, language, country, level, type and/or format

SEARCH

Use this if you want to search the repository using your own keywords.

READ


Click on this to launch a PDF of the book. If it is available in multiple languages, you will need to select one first.

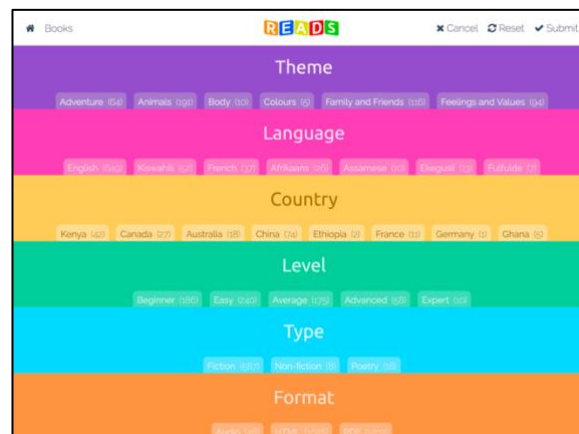
INFORMATION

Allows you to get details about the book, such as the author, illustrator, country of origin, and much more.

FILTER

All of the books in READS have been categorized so that you can search for relevant content in an easy and organized manner. The filter functionality is one method.

- 1) Click on the *Filter* button. 
This button can be found at the top-right of the page. Once clicked, the filter window will pop up on screen.



- 2) Browse the categories of interest to you.
READS has labelled stories by: theme, language, country, level, type, and format.
- 3) Select at least one tag.
You can select multiple tags, in many of the categories.

Selecting multiple tags within a category broadens the results. For example, choosing stories with the theme **Adventure** OR **Nature**.

Selecting multiple tags between categories narrows the results. For example, choosing stories about **Adventure** AND are from **Kenya**.

- 4) Click on *Submit* when satisfied with your selections.

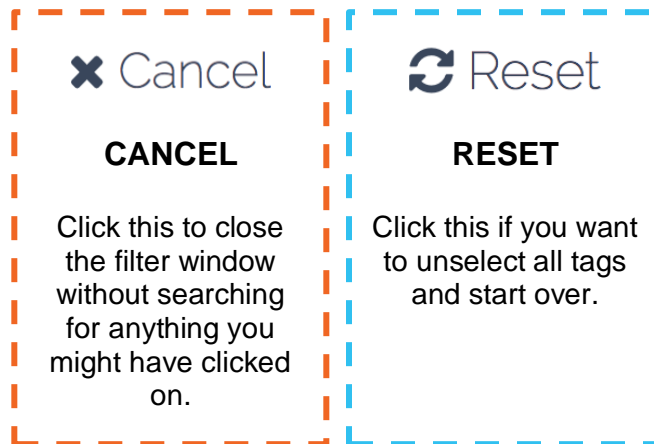
 **Submit**

This button is found on the top-right of the screen.

Alternatively, you can select *Cancel* or *Reset*.

- 5) Browse your results.


The tags you selected will be displayed at the top of the page. Click on the x to remove a tag.

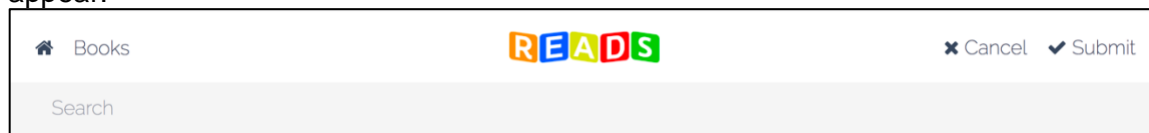


- 6) Select a story, or click on the filter button to adjust your search.

SEARCH

Alternatively, you can search the repository using your own keywords. Whatever you type will be compared to the stories to see if there is a match.

- 1) Click on the *Search* button. 
This button can be found at the top-right of the page. Once clicked, a search bar will appear.



- 2) Type in a keyword.
Try to keep it short but specific. The search feature will look for instances where those characters appear together. For example, if you search for 'cat', you will find books about the animal, but it will also display words with 'cat' in them (ex: vacation or Cathy).



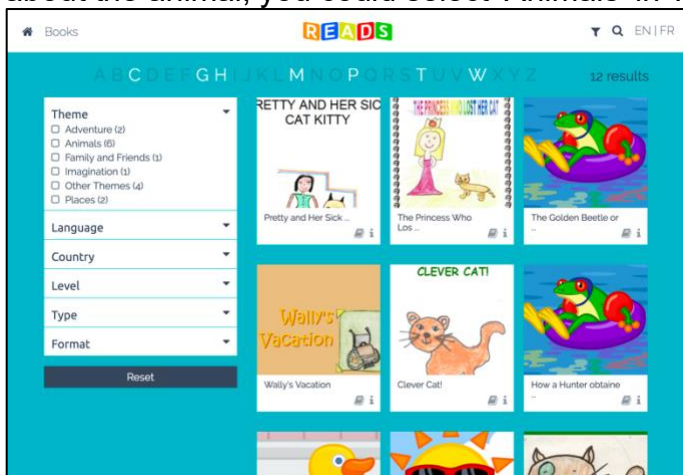
- 3) Click on the *Submit* button to generate the search.

✓ Submit

This button is found on the top-right of the screen.

Alternatively, you can select *Cancel*.


- 4) Use the filter on the left-side, if desired.
This can help you narrow down the search results. For example, if you typed 'cat' because you wanted books about the animal, you could select 'Animals' in Theme.

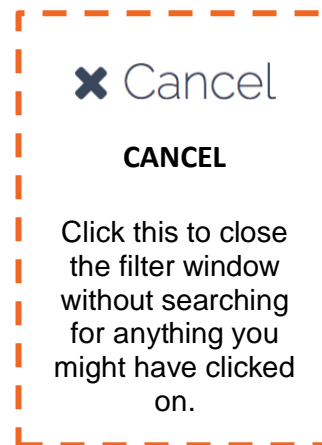
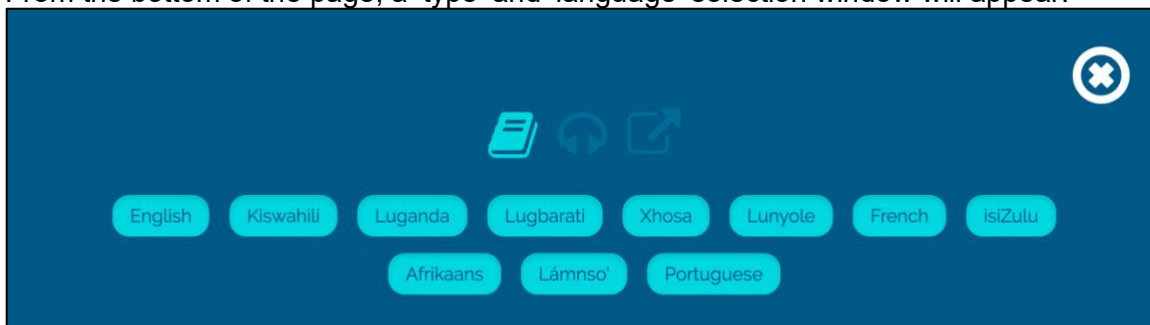


- 5) Browse your results.
6) Select a story, or click on the search button to adjust your search.

READ

Once you have found a story that interests you, you can go directly to it. Some stories are hosted on external sites.

- 1) Click on the *Read* button. 
From the bottom of the page, a 'type' and 'language' selection window will appear.



- 2) Click on which language you want to read the story in.
Some stories are only available in one language, while other stories have been translated.

Alternatively, you can select *Listen* or *External Link*. You would have to click on these buttons before choosing a language.


Note: Not all stories will have all three access options.



- 3) Read or listen to the story.
Once you click on a language, the story should open in a new tab.

INFORMATION

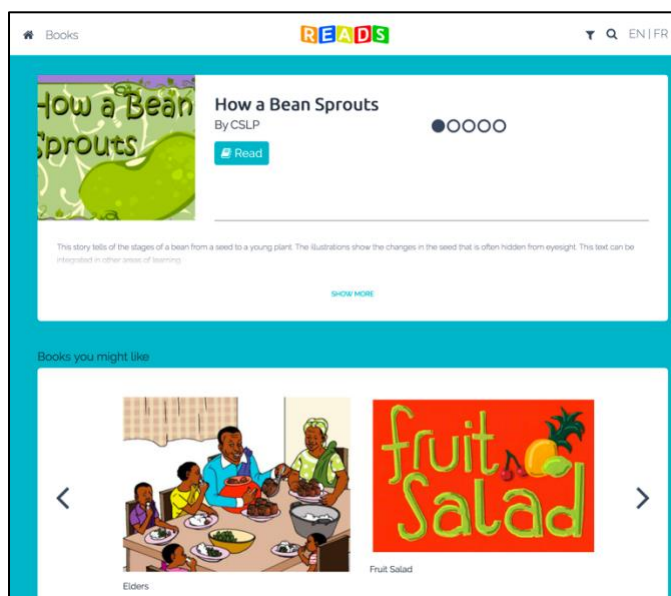
This section of READS provides the publishing information for the book. It contains information about the author, publisher, illustrator, country of origin, etc. It also displays the difficulty level and which themes are in the story.

- 1) Click on the *Information* button. 
A new page will load. The title, author, cover, difficulty level and summary will be visible. You can also see suggestions for similar stories.
- 2) Click on *Show More*, if you want to see the publishing information. It is below the story's summary.
- 3) Click on the *Read* button, if you want to read the story.



This will give you the same window that you can access from the results page using this button:
. Depending on the story, you can access a PDF, audio, and/or external links to the publisher's site.

Note: Not all stories will have all three access options.

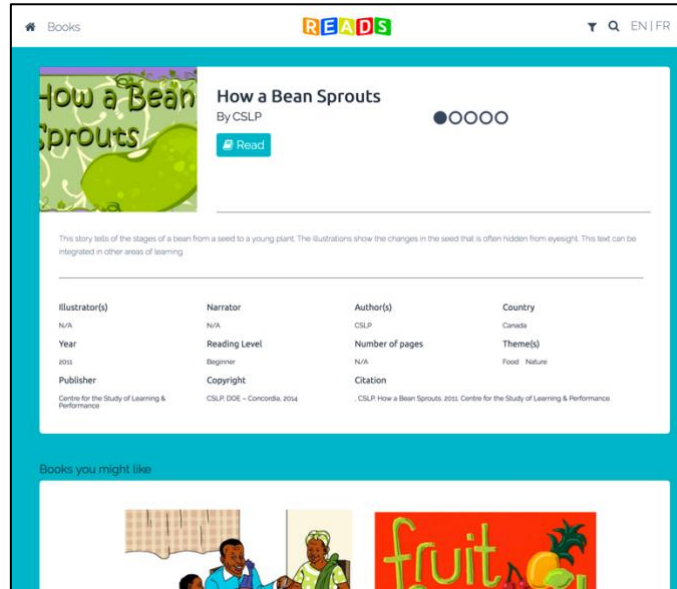


- 4) Click on the *Listen* button, to access an audio version of the story (if available).



Not all stories have an audio version so this button may not appear on the screen.

- 5) Read or listen to the story. Once you click on a language, the story should open in a new tab.



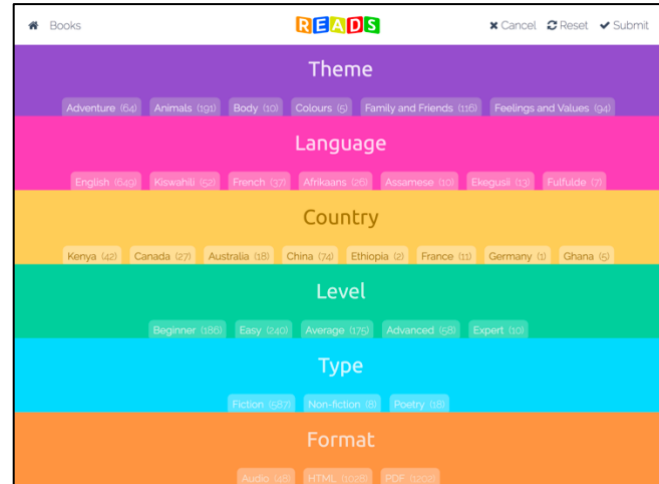
● ○ ○ ○ ○	● ● ○ ○ ○	● ● ● ○ ○	● ● ● ● ○	● ● ● ● ●
<p>BEGINNER</p> <p>First words. Simple themes. Large font. Lots of images</p>	<p>EASY</p> <p>Short sentences. Simple themes. Introductory vocabulary. Lots of Images.</p>	<p>AVERAGE</p> <p>Simple and complex sentences. Variety of themes. Basic vocabulary. Less reliance on images.</p>	<p>ADVANCED</p> <p>More complex sentences. May include mature themes. Challenging vocabulary. May not include images.</p>	<p>EXPERT</p> <p>Complex and compound sentences. More mature themes. Challenging vocabulary. Few images, mainly text.</p>



FLUENCY SKILLS SUPPORTED USING READS

Teacher Preparation

- 1) Select an appropriate READS story, using the filter function to look by genre, themes, language, or reading level.
For classrooms with a large population of low-ability readers, choose a story that has an audio version available.
- 2) Review the story.
- 3) Make note of appropriate expressions to use when reading the text.
- 4) Print out a copy of the READS story or display it on a screen.



Accuracy Activity

SMALL GROUP

- 1) Tell learners you will read them a story.
- 2) Explain that at the end of the story, they will be asked to reread the story.
- 3) Read the story aloud to the whole class.
- 4) Then, divide the class into small groups.
- 5) Each learner takes a turn reading a page to their group. The other learners should help break down words, correct errors, and provide feedback.
For classrooms with a majority of low-ability readers, guide learners to listen to the audio for that page before they attempt to read it themselves.
- 6) Learners take turns reading to each other until they finish the story.

Expression Activity

SMALL GROUP

- 1) Tell learners that you want their help determining the best way to read the story.
- 2) Explain that you will read the first page twice in different ways.
- 3) Use a lively tone during the first reading.
- 4) Use a monotone during the second reading.
- 5) Ask learners which reading was better and why.
- 6) Repeat the process with the second page and solicit further discussion about which version is best.
- 7) Read the rest of the pages only once, but vary your expression each time.
- 8) After reading each page, ask learners if you read the page the right way. For classrooms with a majority of high-ability readers, follow up any of the “wrong” readings by asking them to determine what expression would be appropriate for that page. Read the page with their suggested expression and then have the class discuss if that was the correct expression.
- 9) Emphasize that reading with expression can help us understand and enjoy the story.
- 10) (optional – learners must be familiar with the story and reading with expression) Divide the class into small groups.
- 11) Ask learners to take turns reading pages to each other using different expressions or with a monotone.
- 12) The other group members discuss if that is the correct expression to use for that page.



Tips for Pairing Learners

Paired reading works best once learners have some ability to read texts. If the class is composed mostly of low-ability readers, then using audio books will be more successful as a modeling tool.

BY ABILITY

- 1) List your learners in order of reading ability.
- 2) Divide that list in half.
- 3) Pair the top learners in each list.
For example, if you have 20 learners in your class, the top learner would be paired with the 11th learner, the second top learner would be paired with the 12th learner, and so on.
- 4) Continue until all learners are paired.

For larger classes, consider dividing the class list into three sections and similarly grouping the learners.

LEARNERS AS THE READING TEACHER

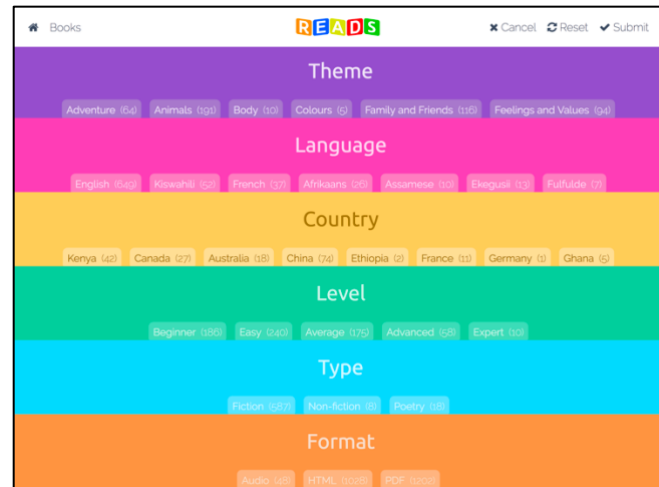
- 1) Select 4-6 learners of similar reading ability. Explain that they are the “reading teachers” for this week.
- 2) Select an appropriate story for the group’s reading abilities.
- 3) Read the story to these learners while the rest of the class works on other tasks.
If there is an audio version of the story, you can have them listen to it in addition/instead.
- 4) Each learner should take turns reading the story in this small group.
For lower ability learners, you may need to provide multiple opportunities to practice over several days.
- 5) Once learners feel confident, divide the rest of the class into small groups. The number of groups should match the number of “reading teachers” in the original group.
- 6) Assign each “reading teacher” learner to one of these new groups.
- 7) The “reading teacher” will read the story to their group.



COMPREHENSION SKILLS SUPPORTED USING READS

Teacher Preparation

- 1) Select an appropriate READS story, using the filter function to look by genre, themes, language, or reading level.
- 2) Review the story and select key places where it would be appropriate to pause and ask questions. You can use the Reading Response prompts on the next page.
- 3) Review the prompts and select several for learners to answer. You can also create your own prompts.
- 4) Print out a copy of the READS story or display it on a screen.



Comprehension Activity

WHOLE CLASS

- 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 where you feel it is appropriate and ask one of the prompts.
- 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.

Reader Response Prompts

These questions, or any similar prompts, help learners think about and discuss a READS book. You should focus on one category at a time to best gauge how learners are developing their comprehension skills.

Feel free to add your own questions to this document

STORY ELEMENTS

- 1) Where does the story take place?
- 2) When does the story take place?
- 3) Who is/are the main character(s) in the story?
- 4) What is the main character's problem in the story?
- 5) How is the problem solved?
- 6) How did the story end?

SEQUENCING

- 1) What happened at the beginning of the story?
- 2) What happened after that?
- 3) What happens at the end of the story?

STORY RESPONSE

- 1) What do you think about how [character] acted?
- 2) How would you have handled the problem in this story?
- 3) How would you change the end of the story?
- 4) What do you like about this story?
- 5) What do you dislike about this story?
- 6) Connect to a theme in the story. For example:
 - Hard work: [character] works hard on [example]. What do you work hard on?
 - Courage: Do you think [character] was brave? / Give me an example of when you were brave like [character].
 - Bullying: Has anyone ever been mean to you like [character A] is to [character B]? What did you do?



SUMMARIZING

- 1) Who is the story about?
- 2) What has happened so far?
- 3) What has happened to [character] so far?
- 4) What did the characters do?
- 5) Can you retell the story in your own words?

Comprehension Tip for Second Language Learners

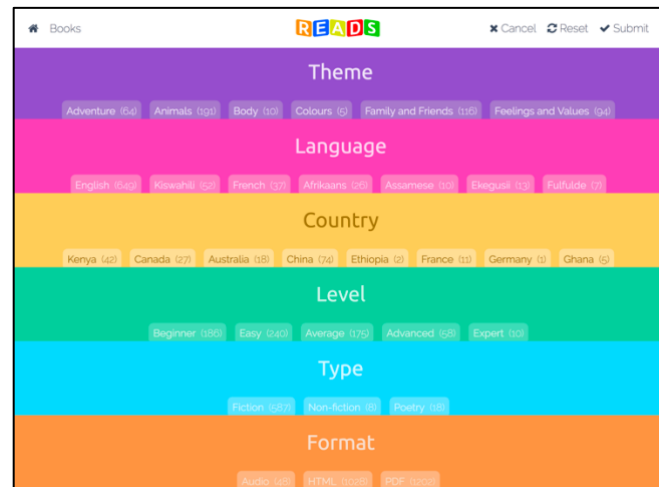
Some of the stories in READS are available in multiple languages. If English is not the learner's first language, the teacher and learners can read a story in their mother tongue during the first reading, and switch to the English version for the second reading.



VOCABULARY SKILLS SUPPORTED USING READS

Teacher Preparation

- 1) Select an appropriate READS story, using the filter function to look by genre, themes, language, or reading level.
- 2) Review the story, selecting 5-6 words you think pupils may struggle to understand.
- 3) Make a note of these words.
- 4) Print out a copy of the READS story or display it on a screen.



Whole Class Activity

- 1) Show pupils the book and explain that you are going to read it aloud. Tell them that the class will be exploring certain words in the story.
- 2) Start reading story.
- 3) When you come to first word you selected early, stop and write it on the blackboard.
- 4) Ask pupils if they can define the word.
- 5) If a pupil can define the word, ask how she or he learned about the word.
- 6) Ask pupils how they might figure out the meaning of the word without looking in a dictionary.
- 7) Encourage pupils to come up with strategies for guessing (or inferring) a word's meaning. For example, pupils can look at the illustrations for clues, or try to decide based on the story context.
- 8) Continue with the story, stopping at each of the pre-selected words and repeating the questioning process.
- 9) At the end, review the different vocabulary strategies pupils have discovered.

Follow-up Activity

SMALL GROUP

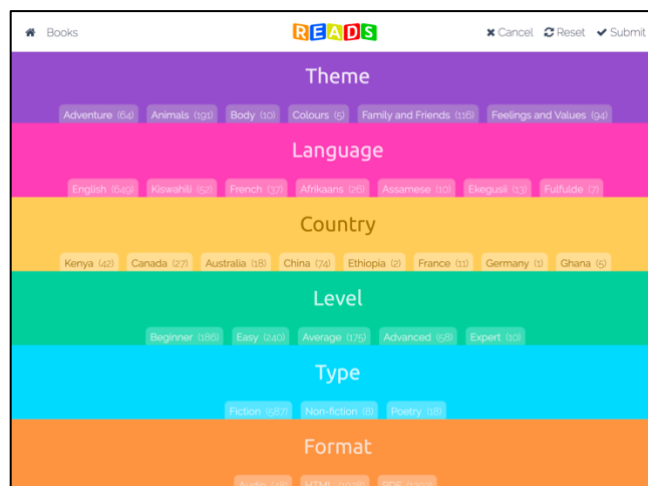
- 1) Once the class has read the story and discussed the vocabulary words, divide the class into groups of 4-6 pupils.
- 2) Assign each group three or four vocabulary words from the list you discussed. Groups will receive many of the same words.
- 3) Ask pupils to create sentence with their assigned vocabulary words.
- 4) Ask pupils to write down their sentences.
- 5) When pupils have completed the task, ask each group to share one or two sentences.
- 6) Compare the different uses of the vocabulary words.
- 7) If possible, ask students to put their sentence papers on a board. Continue to review the words and sentences during the week.



WRITING SKILLS SUPPORTED USING READS

Teacher Preparation

- 1) Select an appropriate READS story, using the filter function to look by genre, themes, language, or reading level.
- 2) Review the story.
- 3) Review the Reading Response Prompts on the next page.
- 4) Select one or more of the prompts for students to answer or create your own prompts.
- 5) Print out a copy of the READS story or display it on a screen.



Writing Activity

SMALL GROUP & INDIVIDUAL

- 1) Tell learners you will read them a story.
- 2) Explain that at the end of the story, they will be asked to write about their responses (feelings, thoughts) to the story.
- 3) Read the story aloud to the whole class.
- 4) Then, divide the class into groups of 4-6 learners.
- 5) Assign each group a prompt.
- 6) Ask learners to discuss their prompts and share their answers for about 10 minutes.
- 7) Then ask learners to write individually a short text (4-5 sentences) responding to the prompt.
- 8) If there is time, ask learners to share their texts with the whole class.

Reader Response Prompts

These questions, or any similar prompts, help learners think about, discuss, and then write a short text on a READS book.

Note that ePEARL contains reading prompts and can be used for response writing exercises.

Feel free to add your own questions to this document.

- 1) This story tells about...
- 2) This story made me feel (happy, sad, angry, disappointed, etc.) because...
- 3) My favourite part of this book was _____ because...
- 4) My least favourite part of the book was _____ because...
- 5) My favourite character was _____ because...
- 6) My least favourite character was _____ because...
- 7) If I could ask a character three questions, those would be...
- 8) This story made me remember another story called _____ because...
- 9) If I could meet the author, I would ask...
- 10) If I were the author, I would change...
- 11) I like the way the author wrote about...
- 12) From this story, I learned...
- 13) When I looked at the pictures in this story, I felt _____ because...
- 14) I would recommend this book to a friend or sibling because...



READING CHALLENGE SUPPORTED USING READS

Framework

This activity seeks to nurture the joy of reading by providing learners with a reading incentive. The teacher sets a reading goal, and learners are asked to keep a personal tally. Learners self-select books in READS that interest them. Once they have read the book, they inform their teacher and receive a mark (stamp, signature) on their worksheet. Once they reach the goal, they are awarded with a prize. From here, it is possible to start the process again and double the reading goal.

This strategy seeks to increase learners' motivation for reading, while still allowing them to move at their own pace and reading level.

HOW IT WORKS

- 1) Determine if the reading goal is 5 or 10 books. Alternatively, you can set your own reading goal.
- 2) Print the corresponding sheet found at the end of this document. Alternatively, you can create your own tally sheet.
- 3) Give each learner their own sheet, and explain that they are responsible for maintaining it.
- 4) Provide learners with access to READS and allow them to select their own books.
- 5) Ensure that learners have read the story they claim to (see suggestions below).
- 6) Stamp or sign the learner's worksheet for each book they have read.
- 7) Give the learner a prize (see suggestions below) once they have read the number you've set out.
- 8) Provide that learner with a new reading goal worksheet.

After Reading

There are different methods you could employ to check if the learner has actually read the story. For example:

- Ask learners to summarize the story they just read.
- Pose 1-3 questions about different aspects of the story or their response (suggestions below).
- Pair learners to discuss the two different books they read.
- Ask learners to reflect on the story using the My Readings section of ePEARL.

Once you are satisfied, you can mark worksheet to show they've read the book.

FICTION QUESTIONS

- What is the main character's problem in the story?
- Who was your (least) favourite character? Why?
- Which character is most like you? In what ways?
- If you could meet someone from the story, who would it be and why?

- How did the story end?
- How would you change the end of the story?
- What do you think happened to the characters after the story?
- How did the story make you feel? Why?
- What did you learn from this story?
- Would you recommend this book to one of your classmates? Why or why not?

NON-FICTION QUESTIONS

- What is the purpose of this book?
- What did you learn from this book?
- What did you find the most surprising?
- Tell me a couple of fun facts you discovered by reading this book.
- What questions do you still have?
- What songs does this book remind you of? Why?
- Would you recommend this book to one of your classmates? Why or why not?

Possible Prizes

Teachers are best suited to select prizes that would interest their learners. It may help to have multiple prize options in case learners attain the reading goal multiple times. If this is the case, consider allowing learners to select their own prize from an assortment.

Here are some suggestions:

- Bookmarks (provided at the end of this document)
- Certificate (provided at the end of this document)
- READS Pins (if available)
- School supplies, such as pens, markers, erasers
- Stickers
- Healthy snacks
- Extra time on a favoured activity, such as an extra 10 minutes with LTK+ tools
- Extra Credit



Reading Goal: 5

Go to READS and choose a book that interests you. When you finish reading it, ask your teacher to mark your tally sheet. Once you finish reading five books, trade this sheet for a prize!



mark
when
complete

Title of Book _____

Author _____

Date I completed reading this book _____

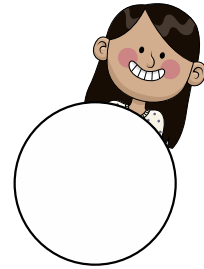
My rating for this book ★ ★ ★ ★ ★

Title of Book _____

Author _____

Date I completed reading this book _____

My rating for this book ★ ★ ★ ★ ★



mark
when
complete

Title of Book _____

Author _____

Date I completed reading this book _____

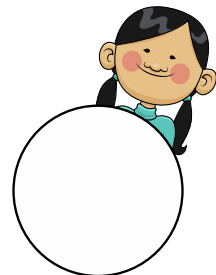
My rating for this book ★ ★ ★ ★ ★

Title of Book _____

Author _____

Date I completed reading this book _____

My rating for this book ★ ★ ★ ★ ★



mark
when
complete

Title of Book _____

Author _____

Date I completed reading this book _____

My rating for this book ★ ★ ★ ★ ★



Reading Goal: 10

Go to READS and choose a book that interests you. When you finish reading it, ask your teacher to mark your tally sheet. Once you finish reading ten books, trade this sheet for a prize!

A winding path of ten circles connected by a dashed line. Each circle is accompanied by a different illustration:

- Circle 1: A grey rabbit.
- Circle 2: A pink flower with a yellow center.
- Circle 3: A white rocket with red and yellow flames.
- Circle 4: A silver compass.
- Circle 5: A paint palette with various colored dots.
- Circle 6: A pair of red scissors and two pencils (one orange, one brown).
- Circle 7: A wooden signpost with two arrows pointing in opposite directions.
- Circle 8: A soccer ball, a basketball, and a tennis ball.
- Circle 9: A blue book with a white question mark on its cover.
- Circle 10: A rainbow with white clouds at its base.







LTK+

CERTIFICATE OF ACHIEVEMENT

This certificate is proudly presented to

Learner's Name

for completing the **READS** reading challenge.

Month, Year

Teacher

Date



**CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE**





LTK+

READER OF THE MONTH

This certificate is proudly presented to

Learner's Name

Month, Year

Teacher

Date



READS

UNIVERSITÉ
Concordia
UNIVERSITY

CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE



NANGILA'S COURAGE

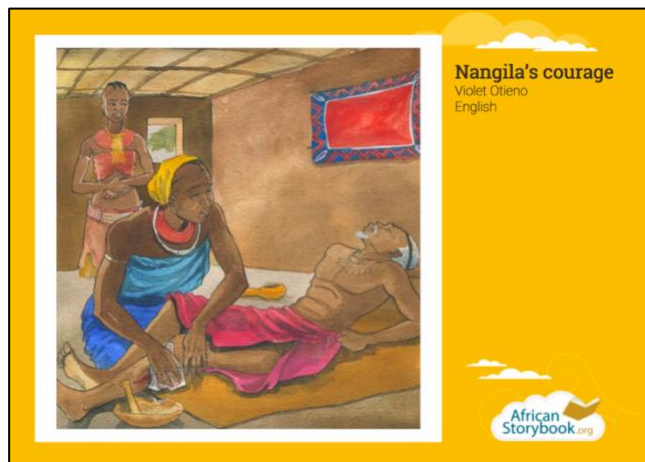
Suggested Activities for using READS to Develop Literacy Skills

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.



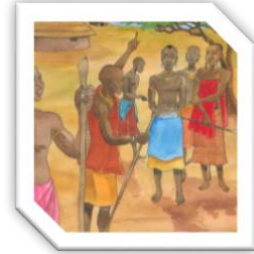
SONGS

- 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?

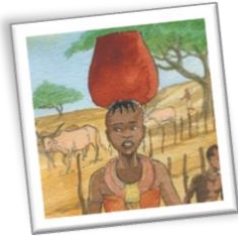
What is the climax of the story?

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) _____





Lesson Plan Template



Lesson Name

Grade	Lesson Duration	Date
Topic	ABRA Activity	
Materials Needed	Teacher Prep	

Objectives

Prior Knowledge Needed

Lesson Objectives

Curriculum Links

Other Learning Areas	Non-Formal Learning
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Lesson Activities

Introduction & Warm-up Activity	Time
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CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE





Lesson Plan Template



Main Activity		Time
Extension Activity	Take Home Tasks	

Consolidation

Assessment Questions	Assessment Strategies <input type="checkbox"/> Assignment (Project or Presentation) <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Homework <input type="checkbox"/> Observation <input type="checkbox"/> Peer-Assessment <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Other _____
Key Vocabulary	

Reflection

Successes

Improvements



Date: [Insert]

School/Schoolboard logo

Dear Parent/Guardian,

Learning to read is an exciting time for both children and parents, but reading doesn't happen on its own. [School name] is dedicated to improving reading skills in young children. This involves teachers collaborating with each other and school ambassadors to improve teaching and learning in our schools. To this end, I, [insert teacher's name], would like to videotape and photograph the lessons your child will be part of.

In order to improve my teaching and support my colleagues, I may decide to share these videos and photographs will be shared with [insert – other teachers at the school/schoolboard, school's ambassador, etc.] for the purpose of [insert – attaining feedback, modeling the process, etc.]. All videos will be available via [insert medium – website? Indicate if access to it is password protected or not. Mention that some sites store data on servers outside of your country and thus might be subject to foreign jurisdictions].

By means of this letter, I am seeking your permission to record your child in video or audio format. We will not use your child's name or any other personal information in any of these photographs or videos. We would ask that you read and sign the attached form.

We very much appreciate your consideration of this request and your support in helping to improve teaching and learning in our schools. Please return page 2 of the signed consent form to your child's teacher by [insert date], indicating if you agree or disagree to allow your child to be part of the videos.

Sincerely yours,

[insert signature]

[insert teacher's name]

[insert signature]

[insert principal's name]

Parental Consent Form

- I have read the above statement and am informed about the intended use of filming and photographing my child's classroom.
- I understand that videos and/or photographs of my child may be taken.
- I understand that my child's name will NOT be released at any time.
- I understand that my child's image and/or voice maybe included in the videos that the [teacher, ambassador?] will create to train other teachers.
- I understand that the videos which my child maybe part of may be stored in and outside of [country].
- I understand that my child's image and/or voice may be made available online, broadcast, performed in public or reproduced for educational purposes.
- I understand that I cannot withdraw my child from the videos and photographs once they are taken.
- I understand that by signing this form, I give the [teacher/school] right to use my child's image and/or voice, both in photographs and videos in electronic format for the purposes of the project. This right is royalty-free, worldwide, perpetual, exclusive and transferrable.

I agree to let my child take part in the videos and/or photographs.

I DO NOT agree to let my child take part in the videos and/or photographs.

Print Your Child's Full Name: _____

Print Your Name: _____

Parent Signature: _____ Date: _____

School Name: _____

Teacher's Name: _____

READS Module Glossary

ABRACADABRA (ABRA): a tool in the LTK+ suite that is designed to support children’s acquisition of early literacy.

Balanced Approach: an educational approach that recognizes the importance of teaching both basic word reading skills through phonics methods and teaching reading comprehension through the use of authentic texts.

Comprehension: the ability to understand information within a text.

Differentiation: modifying instruction so that it targets a learner’s individual needs.

ePEARL: a web-based portfolio software, offered within the LTK+ suite. It is designed to support children’s acquisition of self-regulated learning (SRL) skills.

Fluency: the ability to quickly recognize words and their meaning. Fluent readers are able to read with accuracy, speed, and expression.

Keyword: the main concept. It is an informative word or term that can be used in a retrieval system to locate relevant content.

Learning Toolkit+ (LTK+): a suite of tools designed to support the development of literacy (ABRACADABRA and READS), numeracy (ELM), inquiry (IS-21) and self-regulated learning and portfolio development (ePEARL).

READS: a multilingual catalogue of digital books offered as part of the LTK+ suite of tools.

Repository: a space where a significant amount of something is collected and made available to its target audience.

Sequencing: identifying the components of a story and placing the events in order.

Story Elements: the common components of a story: the setting, characters, plot, problem & solution.

Summarizing: selecting the most important points in a text and then restating those points in your own words.

Vocabulary: the words we use to communicate successfully. An individual’s vocabulary can help their ability to comprehend what they hear or read.



Glossary



Writing: a skill that uses letters and words to create sentences and texts to express thoughts, feelings, and experiences in a clear way.

