

EGR Program Design and Implementation: Best Practices and Resources for Success

Webinar 2: Handout 4






Early Grade Reading Program Resource Examples



Zango Na 1

Mako Na 1 — 12

Alamomi

M	<p>Aikin Malami/Malama: A nan malami/malama zai/za ta yi aiki shi/ita kadai yayin da dalibai ke koyon aikin ta hanyar kallo da sauraron aikin da malami/malama yake/take yi.</p>
MD	<p>Aikin Malami/Malama da Dalibai: A nan malami/malama zai/za ta yi aiki sa'annan dalibai su gwada yin aikin da malamin/malamar ya/ta gama aikatawa.</p>
D	<p>Aikin Dalibai: A nan dalibai kadai za su gwada yin aiki, yayin da malami/malama ke jagorantarsu.</p>
	<p>Alamar Akwati: An danganta sashen 'Sunayen Haruffa da Sautukansu' da wannan alamar ta akwati. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar akwati da ke cikin Littafin Karatun Dalibai.</p>
	<p>Alamar Da'ira: An danganta sashen 'Gano Gabar Kalma' da wannan alamar ta da'ira. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar da'ira da ke cikin Littafin Karatun Dalibai.</p>
	<p>Alamar Zuciya: An danganta sashen 'Kalmomin da za a karanta' da wannan alamar ta dala. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar dala da ke cikin Littafin Karatun Dalibai.</p>
	<p>Alamar Tauraro: An danganta sashen 'Karatun Jimla' da wannan alamar ta tauraro. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar tauraro da ke cikin Littafin Karatun Dalibai.</p>
	<p>Alamar Agogo: Wannan alamar na nuna wa malami/malama lokacin da zai/za ta dauka domin karantar da sashe.</p>

Wakar

🕒 minti 5

Wakar da za a gabatar.

Wakar 'Yar Makaranta

Ke Nana, ke Nana,
'Yar makaranta,
Nana 'yar malamai,
Nana a yi ta karatu,
Nana ban da wasa,
Nana 'yar makaranta.

1. Rera wakar sau biyu, tare da kwaikwayon abin da ake faɗa a cikin wakar.
2. Maimaita mataki na biyu (2) tare da ɗalibai.
3. Umurci ɗalibai da su rera wakar tare da kwaikwayon abin da ake faɗa a cikin wakar.

Amon sautin gaba

🕒 minti 3

Kalmomin da za a tafa gabobinsu: **[noma, nama, nono, na'ura]**

1. Ka/ki ce: **[noma]**. Idan akwai hoton kalmar ɗalibai su nuna a littafinsu.
2. Maimaita furta kalmar **[noma]** tare da tafa amon sautin kowace gaba.
3. Nuna yawan gabobin kalmar da yatsun hannu.
4. Maimaita mataki na biyu da na uku (2-3) tare da ɗalibai.
5. Umurci ɗalibai da su furta, su tafa, sannan su nuna yawan gabobin da ke cikin sauran kalmomin **[nama, nono, na'ura]**.

Bambance Sautukan Gabobi

🕒 minti 3

Gabar da za a bambance: **[na]**

Kalmomin da za a bambance: **[Nana, tafi, nawa, na'ura, kaka]**

1. Ka/ki ce: Ina so a daga babban yatsa sama idan aka ji sautin gabar **[na]** a cikin kalmomin da zan faɗa. Idan kuma ba a ji sautin gabar **[na]** ba sai a yi kasa da babban yatsa.
2. Ka/ki ce: Misali **[Nana]**.
3. Ka/ki ce: **[kaka]**.
4. Ka/ki ce: To mu fara **[Nana]** (A jagoranci ɗalibai da su daga babban yatsa sama).
5. Ka/ki ce: **[kaka]** (A jagoranci ɗalibai da su yi kasa da babban yatsansu).
6. Umurci ɗalibai da su daga babban yatsansu sama ko kasa yayin da kake/kike furta kalmomin **[Nana, tafi, nawa, na'ura, kaka]**.

Mako Na 3 Darasi Na 1 da Na 2



Nana na nan.
Nana na gida.
Nana na wasa.

2

Sunayen Haruffa

🕒 minti 5

Harruffan wannan darasi: **[Nn, Aa]**

1. Rubuta harafin **[N n]** a kan allo.
2. Nuna harafin **[N n]** ka/ki fadi sunansa sau uku.
3. Jagoranci ɗalibai zuwa ga sashe mai alamar akwati.
4. Maimaita mataki na biyu (2) tare da umurtar ɗalibai da su nuna harafin a cikin littafinsu.
5. Umurci rukunan ɗalibai daban-daban da su karanta, tare da nuna harafin **[N n]** a cikin littafinsu.
6. Maimaita mataki na farko zuwa na biyar (1-5) da ɗaya harafin **[A a]**.
7. Umurci ɗalibai da su nuna harafin da za ka/ki furta a cikin littafinsu. (Yi ta furta haruffan **[N, A]** kana/kina sassauya su).

Fahimtar Gabar Kalma

🕒 minti 5

Gabobin da za a karanta: **[na, an]**

1. Rubuta gabar **[na]** a kan allo.
2. Nuna kowane harafi tare da furta sunansa.
3. Aza yatsa a kasan gabar ka/ki bi ta daga hagu zuwa dama kana/kina karanta ta.
4. Jagoranci ɗalibai zuwa ga sashe mai alamar da'ira.
5. Maimaita mataki na biyu da na uku (2-3) ta hanyar amfani da littafin ɗalibai.
6. Umurci ɗalibai da su karanta tare da nuna gabar kalmar **[na]** a cikin littafinsu.
7. Maimaita mataki na (1-6) da ɗaya gabar kalma **[an]**.

♥ Fahimtar Kalmomi

🕒 minti 5

Kalmomin da za a karanta: **[na, ana]**

1. Rubuta kalmar **[na]** a kan allo.
2. Nuna kowace gaba **[na]** cikin kalmar kana/kina karantawa a hankali.
3. Aza yatsa a kasan kalmar **[na]** ka/ki karanta ta daga hagu zuwa dama da hanzari.
4. Jagoranci dalibai zuwa ga sashe mai alamar zuciya.
5. Maimaita mataki na biyu da na uku (2-3) ta hanyar amfani da littafin dalibai.
6. Umurci dalibai da su karanta tare da nuna kalmar **[na]** a cikin littafinsu.
7. Maimaita matakin farko zuwa na shida (1-6) da daya kalmar **[ana]**.

★ Karatun Jimla

🕒 minti 5

1. Rubuta jimlar **[Nana na gida]** a kan allo.
2. Karanta bakuwar kalmar **[gida]** yayin da kake/kike nuna ta a kan allo.
3. Maimaita mataki na biyu (2) tare da dalibai.
4. Umurci dalibai daban-daban su karanta bakuwar kalmar **[gida]**.
5. Karanta jimlar tare da aza yatsa a kasan kowace kalma, yayin karantawa.
6. Jagoranci dalibai zuwa ga sashe mai alamar tauraro.
7. Maimaita mataki na biyar (5) ta hanyar amfani da littafin dalibai.
8. Umurci dalibai su karanta jimlar yayin da suke nuna kalmomin da suke karantawa a littafinsu.

Karatun Labari

🕒 minti 15

1. Jagoranci dalibai su gano sunayen abubuwan da ke cikin hoton littafinsu. A tambaye su abin da suke hasashe zai faru dangane da hotunan.
2. Rubuta labarin a kan allo.
Nana na nan.
Nana na gida.
Nana na wasa.
3. Karanta labarin, kana/kina bi da yatsa a kasan kowace kalma.
4. Koya wa dalibai ma'anar kalmomin **[gida, wasa]** kamar yadda suka zo a cikin labarin, ta hanyar amfani da sassan jiki, ko hotuna, ko wata hanya da za su fahimta.

Mako Na 3 Darasi Na 1 da Na 2

■	N n	A a
●	na	an
♥	na	ana
★	Nana na gida.	

N	N	N	
n	n	n	
A	A	A	
a	a	a	

N	N	N	
n	n	n	
A	A	A	
a	a	a	

3

5. Maimaita mataki na uku (3) tare da umurtar dalibai da su nuna kalmomin a cikin littafinsu yayin da suke karantawa.
6. Umurci dalibai da su nuna kalmomin a cikin littafinsu yayin da suke karanta labarin a bayyane. A tabbatar suna karatun tare. Zagaya don taimaka wa daliban da ke da bukata a lokacin da suke karatun.
7. Auna fahimtar dalibai dangane da labarin ta hanyar tambayoyi.
Umurci dalibai da su yi tunanin labarin da aka karanta kafin su daga hannu.

Tambayoyi

1. A ina Nana ta ke?
2. Me Nana ke yi?

Karatun Labari a Bayyane

🕒 minti 5

1. Karanta kan labari **[MahaKurci Mawadaci (1)]**
2. Nuna hoto idan akwai shi.
3. Tambayi dalibai su yi hasashen abin da suke ganin zai faru a labarin.
4. Koyar da ma'anar sabbin kalmomi **[ladabi, gulbi]** ta hanyar amfani da sassan jiki, ko hotuna, ko wata hanya da za su fahimta.
5. Umurci dalibai su gano kalmomin nan a lokacin da kake/kike karanta labarin, ta hanyar daga babban yatsa sama a duk lokacin da suka ji an fadi kalmomin.
6. Karanta labari ta yadda zai jawo hankalin dalibai.

*Kande na zaune da kishiyar mahaifiyarta da kanwarta da suke uba daya wato Delu. Kande na da hakuri da **ladabi** da biyayya da son zuwa makaranta. Ita kuwa Delu yarinya ce marar ladabi. Duk ayyukan gida Kande ke yi. Takan debo ruwa daga rafi, ta yi share-share da wanke-wanke kafin ta je makaranta. Wata rana*

kwatsam, cikin dare a ka ce ta debo ruwa a **gulbi**. A kan hanyarta ta haɗu da wani tsoho ta taimake shi. Tsoho ya ji daɗi, don haka, ya nuna mata akwatuna uku, ta zaɓi guda. Ta dauki karamin, ta yi godiya, ta tafi tana murna.

7. Tambayi dalibai su koma kan hasashensu.
8. Yi wa dalibai tambayoyin da ke kasan labarin.

Tambayoyi

1. Me Kande ke so?
2. Me tsoho ya ba Kande?

Rubutu

 minti 19

Haruffan da za a rubuta: **[Nn, Aa]**

Gabobin da za a rubuta: **[na, an]**

1. Rubuta **[N]** a kan allo, a hankali tare da bayanin yadda kake/kike rubutun.
2. Umurci dalibai da su yi amfani da yatsansu su tusa rubutun a littafinsu na karatu, yayin da kai/ke ma kake/kike tusawa a kan allo.
3. Umurci dalibai da su yi amfani da yatsansu su yi rubutun a cikin iska tare da kai/ke.
4. Umurci dalibai da su tusa **[N]** da ke da digo-digo, sannan su rubuta su a filin da aka tanada a littafinsu don rubutu a bangaren dama.
5. A duba yanayin zamansu, da yanayin rikon fensiri da inda suke fara rubutun da kuma yadda suke rubutun.
6. Maimaita mataki na farko zuwa na biyar (1-5) da sauran haruffa/gabobi **[n, A, a, na, an]**.

Mako Na 3 Darasi Na 1 da Na 2

N	N	N	
n	n	n	
A	A	A	
a	a	a	
na	na	na	
an	an	an	

N	N	N	
n	n	n	
A	A	A	
a	a	a	
na	na	na	
an	an	an	

4

Aikin Gida

1. Tuna wa dalibai su karanta darasin yau tare da iyay-ensu ko 'yan'uwa ko abokai.
2. Tuna wa dalibai su gwada rubutun da aka yi a aji a sashen da aka tanadar don yin hakan a littafansu.

Matashiya a Kan Darasi Na 2

1. Tuna wa dalibai cewa za a maimaita darasin da ya gabata.
2. A darasi na 2, a maimaita dukkan darasin amma a yi amfani da wannan labarin da tambayoyinsa a sashen Karatun Labari a Bayyane:

Mahakurci Mawadaci (2)

Da ganin **alherin** da Kande ta samu na tufafi da gwala-gwalai da kudi, sai uwar Delu ta yi farat! Ta ce wa Delu "Ke ma je ki ki samo rabonki." A hanyar Delu ta dawowa, sai ita ma ta gamu da tsohon nan. Kai tsaye ta ce masa "ni ma ka ba ni nawa akwatina." Ai kuwa ta zaɓi babban cikinsu. Tana isa gida suka shige daki suka rufe. Da bude akwati, sai kunamu da macizai suka fito suka ciccije su. Hakan ya sa suka yi **nadama**, Kande kuwa ta yafe musu suka ci gaba da zama lafiya.








Tambayoyi

1. Me Kande ta samu a cikin akwatinta?
2. Me Delu ta samu a cikin akwatinta?
3. Me ya sa Delu ta sami wadannan abubuwan a cikin akwatinta?



Jagoran Malamai



Manufa: Dalibai za su iya karanta labari da gane muhimman kalmomi da kuma cike jimloli ga me da labarin.		BAYANI
AIKI	MATAKAN KOYARWA	
<u>KARIN MAGANA</u> Minti 4	 1. Rubuta Karin magana.	Rubuta: <i>Kasuwa a kai maki dole</i>
	 2. Karanta Karin magana.	<ul style="list-style-type: none"> • Mu karanta Karin maganar tare.
	 3. Tambaya a kan Karin magana.	<p>Duk wanda ya taba jin wannan Karin magana ya/ta daga hannu.</p> <ul style="list-style-type: none"> • Me kake/kike ganin wannan Karin maganar take nufi? • Wannan Karin maganar na nufin cewa ita dai kasuwa tana nan inda aka santa kuma duk mai son ya saye ko ya sayar dole ya sameta inda take.
<u>SHIRIN KARATU TARE</u> Minti 8	 1. Tambaya a kan hoto: Shafi na 2	<ul style="list-style-type: none"> • Ku buɗe littafinku shafi na 2. • Me kuka gani a hoton? • Me kuke tunanin wannan labarin yake magana a kai?
	  2. Gabatar da sababbin kalmomi: <i>Kaka</i>	<ul style="list-style-type: none"> • Wannan labari ne a kan Kaka. <p>Rubuta: <i>Kaka</i> Karanta gabobin da ke cikin kalmar Kaka, ka/ki fara kai/ke kadai, daga baya ku yi tare da dalibai.</p> <ul style="list-style-type: none"> • Shin za ku iya gano kalmar Kaka a cikin labarin? Idan kun gani ku nuna ta. • Kalmar Kaka nawa kuka gani? Ku kirga su sai ku gwada amsarku tare da abokan zamanku.
	 3. Gabatar da nahawu: Babban harafi	<ul style="list-style-type: none"> • A wannan labarin za ku ga manyan haruffa kamar wannan. <p>Nuna babban harafi daya ko biyu da ke cikin labarin a kan allo.</p> <ul style="list-style-type: none"> • Ana amfani da babban harafi wurin rubuta muhimman wurare ko kuma sunayen mutane. Misalin sunaye kamar “Kaka” ko muhimman wurare kamar “Nijeriya.” • Za ku iya gano babban harafi a littafin ku? Ku nuna shi! • Yanzu za mu tashi tsaye mu yi taken babban harafi. <p>Kwatanta taken babban harafi sau daya sannan ka/ki kwatanta tare da dalibai.</p> <ul style="list-style-type: none"> • Kalmar farko a cikin jimla. Harafin farko ya zamo babba. Haka ma farkon sunan yanka. Shi ma harafin ya zamo babba.



SEMAINE I



Thème : Salamu

Objectifs clés de la semaine : A la fin de la semaine, l'élève sera capable de :

- Apprendre la chanson de l'alphabet
- Identifier la rime dans des mots.
- Compter à l'oral les syllabes dans un mot.
- Savoir tenir un stylo.

ELEMENTS DE REMEDIATION

Habilités / Objectifs opérationnels	Comment faire pour corriger les élèves ?
<p>Identifier les noms des lettres de l'alphabet.</p> <p><i>Dire le nom des lettres à travers la chanson "l'alphabet".</i></p>	<p>Au cas où les élèves ne chantent pas correctement les noms des lettres de la chanson :</p> <ul style="list-style-type: none"> - Reprenez correctement les noms des lettres sans chanter et puis, faites répéter aux élèves ces noms.
<p>Dégager la notion d'un mot à l'oral.</p> <p><i>Identifier la rime dans des mots.</i></p>	<p>Au cas où les élèves n'arrivent pas à identifier des mots qui riment :</p> <ul style="list-style-type: none"> - Citez encore d'autres mots qui ont la même rime au début ou à la fin. Lorsque vous prononcez les mots, mettez l'emphase sur les parties qui riment pour faire entendre la rime (ex. watoto, wapenzi, wafuto).
<p>Dégager la conscience syllabique à l'oral.</p> <p><i>Compter les syllabes à l'oral.</i></p>	<p>Au cas où les élèves n'arrivent pas à diviser les mots en syllabes :</p> <ul style="list-style-type: none"> - Reprenez pour eux le mot et puis dites-leur de répéter avec la même cadence pendant qu'ils mettent leur main en dessous de leur menton. A chaque fois que leur menton bouge, c'est une syllabe.
<p>Savoir tenir un stylo.</p> <p><i>Tracer des formes.</i></p>	<p>Au cas où les élèves n'arrivent pas à bien écrire une lettre ou tracer une forme :</p> <ul style="list-style-type: none"> - Tenez la main de chaque l'élève en difficulté et aidez-le à tenir le stylo pour tracer la forme qui lui pose problème en lui expliquant les mouvements.

◆ ❖ SEMAINE 1, JOUR 1 ❖ ◆

Objectifs opérationnels : A la fin de la leçon, l'élève sera capable de (d'):

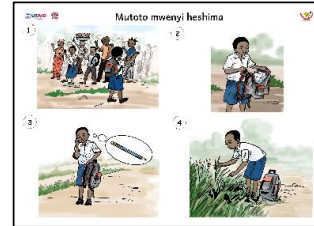
- donner des informations sur son milieu spécifique au thème : **Salamu**.
- définir les nouveaux mots de vocabulaire du texte (**heshima, adabu, muda, uzuni**).
- répondre aux questions de compréhension sur le texte « **Mutoto mwenyi heshima** » à l'aide des illustrations.
- exprimer et illustrer une préférence basée sur le texte « **Mutoto mwenyi heshima** ».

Références : Texte de l'enseignant : **Mutoto mwenyi heshima**

Matériels didactiques : bande à lettres, poster

Préparation : Avant la leçon :

- Afficher la bande à lettres au tableau.
- Afficher au tableau le poster **Mutoto mwenyi heshima**.



◆ INTRODUCTION/RAPPEL ◆

Apprendre la chanson de l'alphabet (5 minutes)

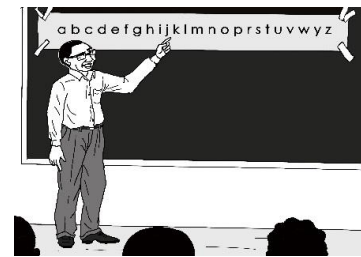
- Je chante toute la chanson deux fois. Pendant que je chante, je pointe chaque lettre sur la bande à lettres.
- Je chante la chanson partie par partie en demandant à la classe de répéter chaque fois après moi.

Partie 1 : **a b c d e f**

Partie 2 : **g h i j k l**

Partie 3 : **m n o p r s**

Partie 4 : **t u v w y z**



- Je demande à toute la classe de se mettre debout et de chanter deux fois la chanson entière avec moi. Je continue à pointer les lettres.

◆ PRE-LECTURE ◆

Collecte des idées (10 minutes)

Pour ressortir le thème :

- J'annonce aux élèves que le thème de la semaine est **Salamu** et je l'écris au tableau.
- Je pose aux élèves des questions liées au thème de la semaine :
 - **Namna gani twasalimu watu ?**
 - **Tunaaga namna gani ?**
 - **Kama mugeni anafika tunasema nini ?**
- Je demande aux élèves de partager leurs réponses en paire puis je désigne 4 élèves pour donner la réponse de leur ami.

Pour ressortir le nouveau vocabulaire :

- Je dis aux élèves chaque nouveau mot que nous allons voir dans le texte : **heshima, adabu, muda, uzuni**.
- Je demande à un élève d'expliquer les nouveaux mots et s'il n'arrive pas alors j'explique chacun de ces mots en me servant des gestes ou des illustrations.
 - **Heshima:** kuonesha utii kwakila mutu.
 - **Adabu :** mifano nzuri.
 - **Muda :** wakati.
 - **haraka :** kufanya mbiombio.
- Pour chaque mot, je désigne 2 élèves pour l'expliquer dans leurs propres mots.

Student Reader Example 1: Nigeria NEI Plus

Contents align with lesson objectives on letter sounds and blending

Students can practice writing the letters they are learning

Mako Na 2 Darasi Na 3 da Na 4

■	Y y	I i
●	yin	yau ra
♥	yin yara yawo	
★	Yau ma ana yin yawon sallah.	

✂

yin	yin	yin
yau	yau	yau
ra	ra	ra

📄

yin	yin	yin
yau	yau	yau
ra	ra	ra

Mako Na 3 Darasi Na 1 da Na 2



Amina na wasa da ulu.
Nana na karatun littafi.
Suna zaune a lambun
makaranta.
Suna zaune cikin lumana.

Decodable text based on the week's lesson helps students develop fluency skills

Student Reader Example 2: Uganda School Health and Reading Program

Embeera y'obudde

G g



ggaali gula kusiga

Enkuba etannya.
Toata avuga eggaali.
Ebijanjaalo biri ku ggaali.



64 Term 2 Week 2 Day 1

Bye tukola mu biseera eby'enjawulo

Agula ebijanjaalo



Musoke ava mu katale. Musoke ava kugula ebijanjaalo. Ebijanjaalo bya kusiga. Enkuba eyagala kutannya. Eggaali edduka nnyo.



65 Term 2 Week 2 Day 2

Source: RTI International. (2014). USAID Uganda School Health and Reading Program. "Nsobola okusoma n'okuwandiika" (Luganda) Primary 1. [Version for research purposes only]

Asante Twi Teacher Guide

Primary 1 - Term 2



Asante Twi

Teacher Guide

Primary 1 - Term 2

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Asante Twi—Lesson 67 (A)

Teacher Read Aloud: First Reading



Objectives

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Sort objects into categories

1. Teach the sound

(5 mins)

Listening game – Say each sound

- Say: Nsɛmfua a yɛkyɛkyɛ mu kɔ nnyeɣyɛɛ ahodoɔ mu no boɔ ma wotwɛɛ sɛnɛ sɔpɛ. Mɛpɛ sɛ motiɛ aɛɛmfua no. Yɛkyɛkyɛ mu akɔ aɛnsini ahodoɔ na yɛaka nnyeɣyɛɛ ahodoɔ a ɛwɔ aɛnsini ahodoɔ no mu no. nnyeɣyɛɛ baako hɛɛ koro mu.

- Give an example

Teacher says: **wisa**

Teacher and pupils clap out the syllables: **wi, sa**

Teacher says the first syllable: "wi"

Pupils say: /w/ /i/

Teacher says the second syllable: "sa"

Pupils say: /s/ /a/

- Continue with the rest of the words.

sina keka kɔsi

2. Vocabulary – Before reading

(5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with the word meaning with pupils, using gestures or illustrations to support understanding.

gyimi piɛto kesu

3. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Abena Ne Aponkye No

Abena ne n'abusuafoɔ na na wɔtɛɛ. Na wɔwɔ mprako mmienu, nkoko mma mmiensa, nantwie ne aponkye. Na aponkye no agyimi pa ara. Oma Abena sere. Da bi, Abena hunuu sɛ aponkye no reye biribi a ɛnye. Abena de mmirika kɔka kyerɛɛ ne maame. Na ne maame reye adeɛ nti ɔkaa sɛ, "Oo! Abena gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne papa. Na ɔno nso reye adeɛ. Ɔkaa sɛ, "Abena, gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabarima panin a na ɔreyɛ adeɛ. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabaa. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne nanabaa. Nanabaa kaa sɛ, "Abena, kɔkyɛs me." Wɔde mmirika kɔhwɛɛ aponkye no. Na aponkye no rewe ntoma. Nanabaa teaa mu, "Oo! Edeen asem nie? Aponkye no rewe m'ataadeɛ!" Maame tu mmirika ba. Ɔtea mu bisa sɛ, "M'ataadeɛ no wɔ hefa? Papa tu mmirika ba. Ɔtea mu bisa sɛ, "Me hyɛɛte no wɔ hefa?" Nuabarima tu mmirika ba. Ɔtea mu bisa sɛ, "Me piɛto wɔ hefa?" Ne nuabaa tu mmirika ba. Ɔtea mu bisa sɛ, "Me sukuu ataadeɛ no wɔ hefa?" Wɔn nyinaa hwɛɛ aponkye no. Aponkye no hwɛɛ wɔn na ɔkesuiɛ. Nanabaa faa n'ataadeɛ no. Ɔbamm Abena na ɔkaa sɛ, "Meda wo ase sɛ wokaa deɛ aponkye no reye kyerɛɛ me."

4. Vocabulary – After reading (12 mins)

Sort words

- Write the following two words on the board (each will be a category).

abusuafoɔ	mfudeɛ
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- Model putting the first two words on the list below into one of the categories. Explain why you put it there.
- Read each word. Ask who has an idea about where it should go. For each word, a new volunteer puts it in a category and says why they think it should go there.
- If pupils struggle, help them talk about how the words are related to each other.
- Note: some words might fit into either category.

nanabaa borɔdeɛ mankani nuabarima

Read Aloud Example 2: Nigeria RARA

The Nigeria Reading and Access Research Activity (RARA) piloted a Story Read Aloud to build children's oral language skills and strengthen their comprehension skills. This stand-alone book was meant to be read by the teacher to students during the course of the day's reading lesson. The read aloud book, which included a compilation of stories, was developed because this early grade reading pilot did not have sufficient time or budget to develop unique storybooks. In preparation for developing the read aloud book, program staff and government partners reviewed existing materials and identified stories that could be included, and in some cases, adapted. In the text, new vocabulary words are highlighted in bold. Comprehension questions for the teacher to ask the students are listed at the end of the story.

Larai Ta Iya Kirge (1)

Wata rana mahaifiyar Larai ta aike ta kasuwa. A hanyarta ta zuwa kasuwa sai ta fara **kirga** duk abin da ta gani. Da farko, ta ga wani babban sa fari fat, mai kyan gaske guda daya . Sai ta ce masa "Ina kwana, sa?" Sa ya amsa da, "Moouuw". Da ta wuce gaba ta ga yara maza biyu suna gudu. Ta ce musu, "Ina za ku je?" Amma ba su ji ba. Sai ga 'ya'yan kyanwa guda uku a gefen hanya. Larai na son ta tambaye su, "Ina mamarku?" Suka ji tsoro suka watse.

Daga nan sai Larai ta daga kai sama sai ta ga mangwaro guda hudu nunannu, suna lilo a reshen bishiya. Sai ta yi tunani ta ce, "Gaskiya na ji kwadayin mangwaron nan" Can gaba Larai ta wace mata biyar suna daka gero. Sai ta ce a ranta, "Hmm! Mata akwai kokarin aiki!" Ta wuce tana **tunani**.



Tambayoyi

1. Ina Larai za ta je?
2. Shanu, dabbobi ne da muke da su a gidajenmu, mene ne amfaninsu a garemu?
3. Mata na da kokarin aiki? Don me?

Source: RTI International (2015). *Nigeria Reading and Access Research Activity Story Read Aloud*. Available at: http://pdf.usaid.gov/pdf_docs/PA00KX7R.pdf

Following the pilot of the materials, the program was expanded through the USAID-supported Nigeria Northern Education Initiative Plus (NEI+) initiative. The read aloud stories were integrated into the teacher's guide. Illustrations to accompany the stories were provided in the student primer. See <https://www.creativeassociatesinternational.com/projects/nigeria-northern-education-initiative-plus/> for more information on NEI Plus.