

Literacy and Numeracy within the Learning Toolkit+

# Teacher Guide

Kenya 2nd Edition



CSLP • CEAP



# Literacy and Numeracy within the Learning Toolkit+: Teacher Guide [Kenya 3<sup>rd</sup> Edition]



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## Table of Contents

<b>ACKNOWLEDGEMENTS</b>	<b>7</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>KENYA THEMATIC UNITS</b>	<b>11</b>
Using ABRACADABRA to Develop English Literacy Skills in Kenyan Lower Primary Education	11
Standard 2 Thematic Unit	
• Environment	12
• School	15
• Numbers	18
• Time	22
• Home	25
• Weather	28
Standard 3 Thematic Unit	
• School and School Activities	31
• Home & Family	34
• Position & Direction	37
• Environment	40
• Everyday Activities	43
• Animals	46
<b>ABRACADABRA</b>	<b>49</b>
Introduction to ABRACADABRA	49
• Alphabetics	51
• Fluency	52
• Comprehension	53
• Writing	54
ABRACADABRA Activity Descriptions	55
• Alphabetics	56
• Fluency	65
• Comprehension	67

• Writing	69
<b>ABRACADABRA Teacher Aids</b>	<b>71</b>
• Instructions for Using ACRACADABRA	71
• ABRACADABRA – Teacher Module	75
• Links between ABRA and Objectives	78
• ABRACADABRA – Student Module	81
• Tracking Student Activity with ABRACADABRA	86
• Managing Classes and Pupils in ABRACADABRA	92
• Using Stations/Centres in the Classroom	95
• Using ABRA in Large (Split) Classes	100
• Different Pupils/Different Needs: Using ABRACADABRA in a Mixed-Ability Classroom	103
• Echo Reading: Tips for Success	105
• Troubleshooting on a Mac iBook (laptop)	107
• Troubleshooting on a Lab Desktop (PC)	111
<b>ABRACADABRA: Quick Guide</b>	<b>115</b>
<b>ABRACADABRA Lesson Plans</b>	<b>130</b>
• <b>All Standards</b>	
▪ Navigating and Exploring ABRA	130
▪ Using ABRA	133
• <b>Standard 2</b>	
▪ Environment	135
▪ Home	139
▪ Numbers	141
▪ School	143
▪ Time	147
▪ Weather	150
• <b>Standard 3</b>	
▪ School & School Activities	153
▪ Home & Family	158
▪ Position & Direction	165
▪ Environment	168
▪ Everyday Activities	170
▪ Animals	173

<b>READS</b>	<b>179</b>
Introduction to READS	179
READS Lesson Plans	180
• All Standards	
▪ Reading Comprehension/Using Vocabulary	180
▪ Writing Response	182
 <b>ELM</b>	 <b>185</b>
Introduction to ELM	185
ELM Teacher Aids	186
• Instructions for Getting Started with ELM	186
• ELM Cheat Sheets	194
• Instructions for Managing Classes in ELM	197
Mathematical Units: Using ELM in Standard 1	208
▪ Unit 1.0: General Objectives	210
▪ Unit 2.0: Numbers	211
▪ Unit 3.0: Whole Numbers	212
▪ Unit 4.0: Operations	216
ELM Lesson Plans: Introduction	222
• All Standards	
▪ Number Concept-Count-Activity 1	223
▪ Number Concept-Compare-Activity 1	225
▪ Number Concept-Add-Activity 1	227
▪ Number Concept-Subtract-Activity 1	229
▪ Number Concept-Decompose-Activity 1	231
▪ Number Concept-Place Value-Activity 1	233
▪ Kenya - Lesson Plan: ELM Compare Activity	235
▪ Kenya - Lesson Plan: ELM Cooperative Learning	237
▪ Kenya - Lesson Plan: ELM Pre Number Activity	240

<b>ePEARL</b>	<b>243</b>
Introduction to ePEARL	243
ePEARL Structure	245
ePEARL Features	247
ePEARL Level 1	248
Using ABRACADABRA with ePEARL	255
<b>COOPERATIVE LEARNING</b>	<b>256</b>
Introduction to Cooperative Learning	256
5 Steps to Cooperative Learning	258
Cooperative Learning Teacher Aids	260
• Quick Guide: Cooperative Learning Activities	260
• Fostering Social Skills and Managing Classroom Conflict	263
• Jigsaw	266
• Student Teams-Achievement Divisions (STAD)	267
• Teams-Games-Tournaments (TGT)	269
• Sukumawiki	271
Cooperative Learning Lesson Plans	273
• <b>All Standards</b>	
▪ Identity & Culture (Kenya)	273
▪ Identity & Culture (International)	277
▪ Literary Circles	281
• <b>Standards 2 &amp; 3</b>	
▪ Environment	286

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# Introduction

## The Kenya Collaborative Initiative

This guide, **Literacy and Numeracy within the Learning Toolkit+: Teacher Guide [Kenya 2<sup>nd</sup> Edition]**, has been published as part of a collaborative initiative led by the Centre for the Study of Learning and Performance (CSLP) and the Aga Khan Academy in Mombasa designed to teach the foundational skills of literacy and numeracy to Kenyan children using technology.

**Centre for the Study of Learning and Performance (CSLP):** Based in Montreal, Canada and hosted by Concordia University, the CSLP ([www.concordia.ca/cslp](http://www.concordia.ca/cslp)) is an internationally recognized, multi-institutional research centre of excellence dedicated to both the generation of new knowledge and knowledge mobilization. The centre includes more than thirty researchers, about twenty fulltime staff, and dozens of graduate students, all with an interest in improving teaching and learning, especially through innovative uses of technology.

**Aga Khan Academy (Mombasa) and Professional Development Center:** As part of its mandate, the Aga Khan Academy ([www.agakhanacademies.org/mombasa](http://www.agakhanacademies.org/mombasa)) in Mombasa provides professional development opportunities and facilitates the formation and growth of communities of practice in Kenya. The strong and active partnership between the AKAM and the CSLP is an example of their joint efforts to provide impactful outreach. These efforts and the Academy's strong reputation have established a vast network of government and school-based officials that have been instrumental in the implementation of our literacy project.

**Our Partners:** Organizations that are working with us include: the Aga Khan Foundation (Canada and East Africa); World Vision (Canada and Kenya), the Kenyan Ministry of Education, Science and Technology; Kenya Institute for Curriculum Development; Kenya Institute of Special Education, CEMASTEA, CAMARA, Shanzu Teachers Training College; University of Nairobi, along with many others.

## Improving Literacy and Numeracy in Kenya Schools Project

This project expands on a **Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant** (Government of Canada) awarded in **2013**, with a subsequent successful **Strengthening Education Systems East Africa (SESEA) grant (Aga Khan Foundation, Eastern Africa)** awarded in **2015** and the current grant from Canada's **International Development Research Centre (IDRC)** received in **2017**. In alignment with the Kenyan Government Vision 2030 and the Kenyan Ministry of Education's expressed directives, the CSLP and the Aga Khan Academies have worked collaboratively for the past six years on a project to improve foundational skills and increase the effective integration of technology in Kenyan schools.

Specifically, we want to learn how to effectively scale up and sustain use of the various tools within the Learning Toolkit+ with young learners and their teachers in Kenyan schools.

Our approach is to provide ongoing professional learning support in order to develop local expertise in the use of the Learning Toolkit+ specifically and more generally in the effective integration of technology into teaching and learning.

## The Learning Toolkit+ (LTK+)

The CSLP has been involved in the design, development, validation, and dissemination of knowledge tools for teaching and learning, bundled together in the LTK+, including several that support the development of literacy and numeracy skills. The tools in the LTK+ are designed according to evidence-based principles gleaned from theory and research, including systematic reviews of research, and refined with input from practitioners. The tools are also validated in field-based, longitudinal experiments to the highest standards of methodological quality. They are available at no charge to the community. A brief description follows. (See [www.concordia.ca/cslp](http://www.concordia.ca/cslp) for further information.)

- The award-winning **ABRACADABRA** software provides an engaging, interactive environment for learning literacy among young children. In a recent investigation of the quality of early literacy software (Wood, et al 2013), ABRA scored highest among 23 software tools. Taking a balanced reading approach, ABRA's Student Module contains 32 alphabetics, fluency, comprehension, and writing activities, linked to 21 stories of various genres. The Teacher Module offers explanations, lesson plans, embedded video teaching vignettes, and printable resources. An assessment feature enables teachers to review student and class performance. A Parent Module allows students' parents access to multimedia resources and tips on how to support the use of ABRA.
- A Repository for E-Books and Digital Stories, or **READS**, consists of hundreds of multi-lingual stories, including many African stories. READS is embedded in the LTK+ and has sample lesson plans designed to further improve students' fluency and comprehension skills. Watch for a completely redesigned version of READS in the August 2017 release of the LTK+.
- Emerging Literacy in Mathematics, or **ELM**, is designed to increase numeracy proficiency (e.g., understanding of numbers, arithmetic operations, fractions, etc.) and decrease math anxiety among young learners. The Teacher module features extensive professional development materials and a tracking component for detailed reports of student progress.

- Electronic Portfolio Encouraging Active Reflective Learning, or **ePEARL**, is a multi-level learning environment that fosters self-regulated learning. Level 1 is linked to the stories and illustrations within ABRACADABRA, and provides the opportunity for beginning readers and writers to track their learning process and skill development through use of a built-in recorder and text editor.

# **Thematic Units:**

## **Using ABRACADABRA to Develop English Literacy Skills in Kenyan Lower Primary Education**

- **Objectives of Thematic Units**

- Address the following objectives of Primary Education in Kenya:
  1. Acquire literacy, numeracy, creativity, and communication skills.
  2. Enjoy learning and develop the desire to continue learning.
  3. Develop critical thinking and logical judgment.
  4. Develop awareness and appreciation of the role of technology.
- Address the Technological and Industrial Needs, which is one of the National Goals of Education

- **Purpose**

- Provide guidance to teachers on how to support skills related to the acquisition of sounds, reading fluency, reading comprehension, and writing in English using ABRACADABRA and READS.
- Provide teachers a path for incorporating ABRACADABRA and READS into their teaching.
- Link to themes and learning objectives in *Kenya's Primary Education Syllabus*.

- **Use**

- This Aid is designed as a springboard to other ABRACADABRA or READS related activities that may be used in the classroom. Teachers are encouraged to think about additional ways that ABRACADABRA and READS may be integrated into their classroom practice.
- In some cases, links to specific Lesson Plans and/or Handouts are provided. While the dates associated with these documents may change, their filenames will not.

- **Cooperative Learning**

- Cooperative Learning (CL) uses structured group activities to improve student achievement and engagement.
- The suggested CL activities are designed for teachers who have achieved proficiency in ABRACADABRA and are interested in using different teaching strategies.
- In some cases, links to specific Lesson Plans and/or Handouts are provided. While the dates associated with these documents may change, their filenames will not.

## Standard 2 Unit 2.0 – Environment

*The main objective is to enable pupils to describe things of different colours in the environment using correct sentence structures. The pupils also develop an appreciation for the environment and the need to conserve it.*

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### Specific Objectives:

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

- Use colour names correctly
  - Name things in the environment
  - Use sentence structures to describe colours in the environment
  - Recite poems/rhymes on colours
  - Paint/ colour drawings
  - Read short/passages on colours
  - Write answers to comprehension questions about colours and the environment
  - State the importance of conserving the environment
- 

### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<p><b>Same Word</b> (Choose story <i>How a Bean Sprouts</i>)</p>  <p><b>Activity Objective:</b> Pupils will be able to distinguish between words that are the same or different.</p> <p><b>Group Facilitation Tips:</b> This activity can be done individually or in pairs. This is a great activity to test pupils' listening ability.</p> <p>Choose Level 1 - First letter is different (e.g. cat and rat).</p> <p>Level 2 - Last letter is different (e.g. bad and bat).</p>	<p><b>Tracking &amp; Speed</b> (Choose story <i>How a Bean Sprouts</i>)</p>  <p>This story chronicles the growth of a beanstalk. This non-fiction story tells of the development stages of a bean from a seed to a young plant. The illustrations show the changes in the seed that is often hidden from eyesight. This text can be integrated in other areas of learning.</p> <p>Choose the <b>Tracking</b> activity and then the <b>Speed</b> activity under Fluency</p>	<p><b>Comprehension Monitoring</b> (Choose story <i>How a Bean Sprouts</i>)</p>  <p><b>Activity Objective:</b> After reading a story, the pupil will identify words that do not make sense. (There is one incorrect word on each page.)</p> <p><b>Group Facilitation Tips:</b> Pupils can work as a group reading the story and looking for the nonsense words and take turns to be in control of the mouse and computer. If a word is not known, they can click on it to get help.</p>	<p><b>Spelling sentences</b> (Choose story <i>How a Bean Sprouts</i>)</p>  <p><b>Activity Objective:</b> The pupils will use keyboarding skills to spell words to make a sentence.</p> <p><b>Group Facilitation Tips:</b> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.</p> <p>This activity should be done after a story has been read because the words tested are story-specific.</p>

		<p>This activity is best done after pupils are familiar with a story so they can tell which word does not make sense in the text.</p>	<p>It is best done by individual pupils or in pairs where they alternate having control of the keyboard. If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>Choose Level 1 or 2: 2-3 word sentences.</p>
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Language Patterns:

- Use of That/This e.g. That bottle is blue.
- Use of same and different e.g. The colour is the same as that one. Red is different from blue.
- Use of good at + action word e.g. Onyango is good at painting.

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)

*Purple, grey, orange, pink, brown, soil, sand, flowers, branch, twigs, black and white*

New Progressive Primary English Pupil's Book: Unit 3, p. 12-15

Suggested Lesson Plan: KE\_LP\_ST2\_Environment\_FLAP\_CSLP\_20151130

**Extension Activities**

Alphabetics	Fluency	Comprehension	Writing
<p><b>ABRA Rhyme Matching</b> (Choose story <i>How a Bean Sprouts</i>)</p>  <p><u>Activity Objective:</u> The pupils will be able to identify words that rhyme.</p> <p><u>Group Facilitation Tips:</u> Pupils can work as a group and take turns to find the rhyming words that match. (They also take turns controlling the mouse.)</p> <p>Choose 8 or 12 cards.</p>	<p><b>ABRA Student Stories</b> <i>Animal Antics</i></p>  <p>This fun story displays a multitude of colours and shapes, which the pupil can identify. It also shows cute little sentences with different prepositions.</p>	<p><b>Vocabulary</b></p> <p>Print out <i>Animal Antics</i>. Pupils name colours as they look at each image/picture.</p>	<p><b>Word Spelling</b></p> <p>Diction - Name colour words out loud and ask pupils to write them down neatly.</p>

### **Cooperative Learning Activities**

In the Lab	In the Classroom
In pairs or small groups, pupils take turns reading different pages of <i>Animal Antics</i> , helping each other with difficult words.	<p>Divide the class into small groups (4-6 pupils). In each group, use the Rally Robin technique and have each pupil name a colour in the ABRACADABRA logo.</p> <p>Then assign Student Roles and have pupils create a short story, poem, or song using the different colour names.</p> <p>(For information on Rally Robin, Student Roles and other Cooperative Learning strategies, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p> <p>Working in groups, and with assigned CL roles, pupils write a new story based on the characters in <i>Animal Antics</i>.</p> <p>(For complete lesson plan, see: <b>KE_LP_CL_ST23_Environment_WR_CSLP_20151207</b>)</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b>.</p>	

## Standard 2 Unit 3.0 – School

*The main objective is to enable pupils to acquire vocabulary and sentence structures relating to school and use them appropriately*

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### Specific Objectives:

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

- Listen and respond appropriately to school-related words and sentences
  - Use given school-related vocabulary correctly
  - Use the given school-related sentence structures correctly
  - Read and write simple sentences about school
  - Form plural words from singular words
  - Use the given action words for school activities
  - Describe school activities appropriately
  - Write short sentences to describe the school
  - Write legibly and neatly
- 

### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<b>Auditory Blending</b> (Choose story Darryl Don't Dawdle)    <u>Activity Objective:</u> Given a phonemic breakdown, the pupil will identify a word; i.e., /c/ /a/ /t/ = "cat".  <u>Group Facilitation Tips:</u> Pupils can do this activity in pairs and take turns (one word per turn) to tell the word and find its matching picture.  Choose Level 1: 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.	<b>Tracking</b> (Choose story Darryl Don't Dawdle)    Darryl is a boy who loves to take his time to do things. Throughout the story, people constantly tell him, "Darryl! Don't dawdle." A funny ending occurs when Darryl is able to use these same words on someone who he thinks is dawdling.	<b>Comprehension Monitoring</b> (Choose story Darryl Don't Dawdle)    <u>Activity Objective:</u> After reading a story, the pupil will identify words that do not make sense. (There is one incorrect word on each page.)  <u>Group Facilitation Tips:</u> Pupils can work as a group reading the story and looking for the nonsense words and take turns being in control of the mouse and computer. If a word is not known, they can click on it to get help.	<b>Spelling Words</b> (Choose story Darryl Don't Dawdle)    <u>Activity Objective:</u> The pupils will spell regular and irregular words using the keyboard.  <u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, backspace, and enter keys.  This activity is best done by individual pupils or in pairs where they alternate having control of the keyboard.

		<p>This activity is best done after children are familiar with a story so they can tell which word does not make sense in the text.</p>	<p>If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupils will have to retype the whole word to correct it.</p> <p>This activity can be done by all pupils. Teachers must decide where pupils need help and assign the appropriate spelling level.</p>
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Language Patterns:

- Show me a...
 

This is/These are  
This is a ruler  
This is a bird  
These are desks
- Use of anything, something, nothing, somebody, anybody, nobody.  
 Is there anybody in the house? No there is nobody in the house.  
 Is there anything in the room? No there is nothing in the room.  
 Is there something in the box? Yes there is something in the box.
- How questions  
 How old are you?  
 I am eight years old

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)

*Sharpener, rubber, ruler, store, a piece of chalk, compound, lesson, noise, play ground, **story**, poem, **lonely**, **happily**, neatly, quickly, field, parade, assembly, clean, sweep, open, shut, drink*

New Progressive Primary English Pupil's Book: Unit 4, p. 16-21

Suggested Lesson Plan: KE\_LP\_ST2\_School\_WR\_CSLP\_20151130

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<b>Segmenting</b>  Select 5-10 Vocabulary words and ask pupils to segment the words orally.	<b>ABRA</b> (Choose story <i>Feelings</i> )  This story is about feelings. This rhyming text invites readers to explore their feelings. The poet tells when he feels happy, sad, proud, grumpy, mean, and so on. When something happens, how would you feel? Would you respond the same way the poet does?  <b>READS</b> (Choose story <i>The Boy With No Talent</i> )	Ask pupils to talk about their feelings when they come to school.  Ask pupils to summarize the story <i>The Boy With No Talent</i> .  Encourage use of <u>anything</u> , <u>something</u> , <u>nothing</u> , <u>somebody</u> , <u>anybody</u> , <u>nobody</u> .	Pupils write 2-3 short sentences about their favourite part of the story.

## Cooperative Learning Activities

In the Lab	In the Classroom
Working in pairs, pupils select <i>Darryl! Don't Dawdle</i> and Spelling Words from ABRA. Pupils take turns spelling out words while being coached by the other pupil.	Working in pairs, pupils construct as many sentences as they can using the unit's vocabulary and language patterns.  Hold a Sukumawiki reading tournament using <i>Darryl! Don't Dawdle</i> or <i>Animal Antics</i> .  Consult the handout <b>Sukumawiki--KE_TAid_CL_Suku_LW_20150721</b> for details on organizing a tournament.
For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b> .	

## Standard 2 Unit 4.0 – Numbers

*The main objective is to enable pupils to count up to 999 and use appropriate sentence structures to express quantity*

### Specific Objectives:

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

- Count up to 999 using appropriate vocabulary
- Use correct sentence structures to express quantity
- Recite poems/rhymes and sing song on numbers
- Read short sentences/paragraphs on numbers
- Read and answer oral written questions about numbers
- Write numbers 1 to 999

### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<p><b>Word counting</b> (Choose story <i>How a Bean Sprouts</i>)</p>  <p><b>Activity Objective:</b> The pupil will be able to count the words in a sentence and feed the yeti (friendly animal) the corresponding number of snowballs.</p> <p><b>Group Facilitation Tips:</b> This activity can be done well individually, in groups, or as a whole class activity. At the beginning of the school year when a teacher wants to ascertain whether beginning readers hear/listen well, know what words are, and can tell how many words are in a sentence, this activity can help get this information.</p>	<p><b>Tracking</b> (Choose story <i>How a Bean Sprouts</i>)</p>  <p>This story chronicles the growth of a beanstalk. This non-fiction story tells of the development stages of a bean from a seed to a young plant. The illustrations show the changes in the seed that is often hidden from eyesight. This text can be integrated in other areas of learning.</p> <p>Choose the <b>Tracking</b> activity and then the <b>Speed</b> activity under Fluency</p>	<p><b>Story Response</b> (Choose story <i>The Dove and the Ant</i>)</p>  <p><b>Activity Objective:</b> Pupils are given open-ended questions about the story that they will discuss with one another.</p> <p><b>Group Facilitation Tips:</b> This activity should be done in small groups. After pupils have discussed a question, they try scoring a goal in the ABRA game. Remind pupils that the main objective of this activity is to answer the questions about the story and not scoring goals.</p> <p>This activity uses certain stories from the literary and informational genre categories.</p>	<p><b>Spelling Words</b> (Choose story <i>The Dove and the Ant</i>)</p>  <p><b>Activity Objective:</b> The pupils will spell regular and irregular words using the keyboard.</p> <p><b>Group Facilitation Tips:</b> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, backspace, and enter keys.</p> <p>This activity is best done by individual pupils or in pairs where they alternate having control of the keyboard.</p>

Clapping can be encouraged to support the counting.  Choose Level 1 - 2, 3, and 4 word sentences.		Six questions are presented in a set—three of which are general while the remaining three are story-specific.	If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupils will have to retype the whole word to correct it.  This activity can be done by all pupils. Teachers must decide where pupils need help and assign the appropriate spelling level.
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Language Patterns:

- Use of How many e.g. How many mangoes are there in the basket? There are ten mangoes in the basket
- Use of more than e.g. There are more cups in this cupboard than in this one
- Use of less than e.g. The girl has less candy than the boy.
- Show me... e.g. number of sticks  
Show me six sticks  
Show me twenty rabbits

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)

All numbers up to 999 in figures and words, i.e. 1, one, 2, two, 3, three... 999, nine hundred and ninety nine. **One, two, three, four, five, six, seven, eight, nine, ten.**

New Progressive Primary English Pupil's Book: Unit 5 & 6, p. 22-29

Suggested Lesson Plan: KE\_LP\_ST2\_Numbers\_CPWR\_CSLP\_20151130

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<p><b>ABRA – Basic Decoding</b></p>  <p><b>Activity Objective:</b> Given the visual representation of a word, the pupil must say the sounds of the letters then blend them together to read the word. They must then find the picture to match the word read.</p> <p><b>Group Facilitation Tips:</b> This activity combines the sounding out of letters and blending them to make words. The teacher or other pupils can assist with support or picture matching when necessary.</p> <p><b>Choose:</b> Level 1: 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p>Level 2: 3-phoneme words with short vowel sounds.</p>	<p><b>ABRA – Tracking</b> (Choose story <i>Counting to Ten</i>)</p>  <p>This story is about counting and reading numbers to ten. This delightful picture book presents this through a tiny ant counting the ingredients he uses to create a huge treat to eat.</p> <p><i>Counting Cuddly Koalas</i></p>  <p>Set in Australia, this fun Student Story rhyme counts cuddly koalas as they join each other in some silly antics.</p>	<p>Ask pupils questions relating to the Student Story (<i>Counting Cuddly Koalas</i>)</p> <p>Show one koala Show me four cups Show me: <i>five, six, seven, eight, nine,</i> Show me one teapot Show me 6 koalas</p>	<p>Choose either story from the <b>Fluency</b> activity.</p> <p>Write 4-5 new rhymes with numbers 11-999 for the chosen story Use words and/or figures</p>

## **Cooperative Learning Activities**

<b>In the Lab</b>	<b>In the Classroom</b>
<p><b>Student Stories:</b> <i>Counting Cuddly Koalas</i></p> <p>Using the Echo Reading CL technique, have pairs or small groups of students read the story <i>Counting Cuddly Koalas</i>.</p> <p>(For information on Echo Reading, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>	<p>In pairs and using Brainstorming, pupils create questions that require a number in the answer. For example: <i>How many days are in the week?</i> Pupils then interview each other using the number questions.</p> <p>(For information on Brainstorming and Interviewing, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b>.</p>	

## Standard 2 Unit 5.0 – Time

*The main objective is to enable pupils to acquire vocabulary and sentence structures relating to time and use them appropriately.*

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### Specific Objectives:

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

- Use time-related vocabulary accurately
  - Use sentence structures about time correctly
  - Use time phrases correctly to tell time
  - Recite rhymes, poems and sing songs about time
  - Read short sentences/passages and answer questions about time
  - Write simple sentences about time
  - Write legibly and neatly
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### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<p><b>Same Word</b> (Choose story <i>When I Open My Eyes</i>)</p>  <p><u>Activity Objective:</u> Pupils will be able to distinguish between words that are the same or different.</p> <p><u>Group Facilitation Tips:</u> This activity can be done individually or in pairs. This is a great activity to test pupils' listening ability.</p> <p>Level 1 - First letter is different (e.g. cat and rat). Level 2 - Last letter is different (e.g. bad and bat).</p>	<p><b>ABRA – Tracking</b> (Choose story <i>When I Open My Eyes</i>)</p>  <p>This poem-like text outlines the morning rituals of a child from the moment she wakes up to the time she leaves the house.</p>	<p><b>Story Response</b> (Choose story <i>When I Open My Eyes</i>)</p>  <p><u>Activity Objective:</u> Pupils are given open-ended questions about the story that they will discuss with one another.</p> <p><u>Group Facilitation Tips:</u> This activity should be done in small groups. After pupils have discussed a question, they try scoring a goal in the ABRA game. Remind pupils that the main objective of this activity is to answer the questions about the story and not scoring goals.</p> <p>This activity uses certain stories from the literary and informational genre categories.</p>	<p><b>Spelling Sentences</b> (Choose story <i>When I Open My Eyes</i>)</p>  <p><u>Activity Objective:</u> The pupils will use keyboarding skills to spell words to make a sentence.</p> <p><u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace, and enter keys.</p> <p>This activity should be done after a story has been read because the words tested are story-specific. It is best done by individual pupils or in pairs where they alternate having control of the keyboard.</p>

		<p>Six questions are presented in a set—three of which are general while the remaining three are story-specific.</p>	<p>If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>This activity is directly related to the stories, so have the pupils read a story then spell words related to that story.</p> <p>Do Level 1: 2-word sentences and move on to Level 2: 3-word sentences, when pupils are ready</p>
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Language Patterns:

- Time phrases with quarter to/past e.g. It is quarter to twelve.
- Adverbs of time e.g. afternoon, tomorrow, last night, today, yesterday e.g. He washed his hair yesterday
- Use of for in time phrases e.g. They lived in the house for ten years
- Use of contrast of present perfect and plain past e.g. Have you seen Apiyo today? No, I haven't. I saw her yesterday

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)

*Morning, afternoon, evening, night, day, sunset, sunrise, late, early, tonight, today, now, clock, bedtime, wake-up, watch, breakfast, lunch, supper, sunrise, month, sunset, dawn, early, late, all the months of the year, calendar, time, quarter to/past, week, meal*

New Progressive Primary English Pupil's Book: Unit 7, p. 30-33  
 Suggested Lesson Plan: KE\_LP\_ST2\_Time\_CP\_CSLP\_20151215

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<p><b>Word Matching</b> (Choose story <i>Darryl! Don't Dawdle</i>)</p>  <p><u>Activity Objective:</u> The pupil will match words that have the same beginning or ending sound.</p> <p><u>Group Facilitation Tips:</u> Pupils can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another pupil. Choose 8 or 12 cards.</p>	<p><b>ABRA – Tracking</b> (Choose story <i>Darryl! Don't Dawdle</i>)</p>  <p>This fun and entertaining story teaches pupils what can happen if they are always late.</p>	<p><b>Sequencing Activity</b></p> <p>Use sequencing cards for <i>Darryl! Don't Dawdle</i></p>	<p>Ask pupils to write about their morning routine.</p> <p>Answer one of two questions: <i>What helps them be on time?</i> or <i>What makes them late?</i></p>

## Cooperative Learning Activities

In the Lab	In the Classroom
<p><b>Story: When I Open My Eyes</b></p>  <p>Using the Echo Reading CL technique, have pairs or small groups of students read the story <i>When I Open My Eyes</i>. (For information on Echo Reading, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>	<p><b>Cooperative Story Sequencing</b></p> <p>Assign pupils to small groups and give them a set of sequencing cards (Level 1) for <i>When I Open My Eyes</i>.</p> <p>Groups decide on the sequence of the panels, to reflect what happens in the story.</p> <p>Groups report back to whole class.</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b>.</p>	

## Standard 2 Unit 7.0 – Home & Activities in the Home

*The main objective is to enable pupils to acquire vocabulary and sentence structures that describe common objects at home, and talk about activities in the home appropriately*

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### Specific Objectives:

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

- Talk about home and activities in the home
  - Name common things in the home
  - Use correct sentence structures to describe the objects and activities at home
  - Recite rhymes/poems about the home
  - Read simple texts relating to home and home activities
  - Draw some objects in a home and label them
  - Read and write simple sentences about the home using appropriate sentence structures
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### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<b>Word Matching</b> (Choose story <i>The Little Red Hen</i> )  <u>Activity Objective:</u> The pupil will match words that have the same beginning or ending sound. <u>Group Facilitation Tips:</u> Pupils can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another pupil.  Pupils have the choice of playing with 8 cards (4 pairs), 12 cards (6 pairs), and 16 cards (8 pairs).	<b>Tracking</b> (Choose story <i>The Little Red Hen</i> )  This tale focuses on a busy Hen and her lazy companions. This story allows for various opportunities to name household items and outdoor items. <u>Group Facilitation Tips:</u> Choose <b>Tracking</b> , then <b>High Frequency Words</b> . Both activities can be done with <i>The Little Red Hen</i> story.	<b>Summarizing</b> (Choose story <i>The Little Red Hen</i> )  <u>Activity Objective:</u> The pupil will answer story-related questions to help him/her summarize the story. <u>Group Facilitation Tips:</u> This activity is best done in pairs or in small groups. Pupils read the story using <b>Tracking</b> or have the pages read by the computer (audio feature). If necessary reword the question and encourage discussion among the pupils.	<b>Spelling Sentences</b> (Choose story <i>The Little Red Hen</i> )  <u>Activity Objective:</u> The pupils will use keyboarding skills to spell words to make a sentence. <u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.  This activity should be done after a story has been read because the words tested are story-specific.

<p>Level 1 - Same beginning sounds. Level 2 - Same ending sounds.</p>		<p>Although the software does not have this activity in every story level, the teacher can still use the stories and ask his/her own questions after certain pages.</p> <p>This activity helps pupils identify key elements in the story and monitor their thinking so that sound summarizations or conclusions can be achieved.</p>	<p>It is best done by individual pupils or in pairs where they alternate having control of the keyboard. If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>This activity is directly related to the stories, so have the pupils read a story then spell words related to that story.</p> <p>Do Level 1: 2-word sentences and move on to Level 2: 3-word sentences, when pupils are ready</p>
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#### Language Patterns:

- Questions with what and for expressing purpose e.g. What's this? It is a comb –What is it for? It is for combing hair.
- Who questions e.g. Who is washing the plates? Who is lighting the fire?
- Use of adjectives to describe objects  
This pan is dirty.  
That door is big.

#### Vocabulary (Words in red appear in the suggested ABRA stories and activities in this unit)

Spoon, **salt**, **door**, step, pot, tin, toy, comb, bucket, fire, plate, dirty, clean, **big**, **new**, heavy, **hot**, **cold**, firewood, clothes-line, **wet**, **dry**

New Progressive Primary English Pupil's Book: Unit 12 & 13, p. 50-57

Suggested Lesson Plan: KE\_LP\_ST2\_Home\_CP\_CSLP\_20151130

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<b>Letter Sound Search</b> (Use Worksheet: <i>Little Red Hen</i> )	<b>READS</b> (Choose story <i>The Tree House</i> )	<b>Sequencing Activity</b>  <u>Activity Objective:</u> After reading a story, the pupil will place story events in their correct order. <u>Group Facilitation Tips:</u> Pupils can work as a group (reading the story events and discussing the appropriate order) and take turns to be in control of the computer. Encourage participation of other pupils as peer monitors. Choose Level 1: 3 story events (summary of story pages), displayed in random order.	Ask pupils to write a short paragraph about activities they do in their home with their families. Have them use the unit's language patterns. <u>Suggested Topics:</u> - Preparing a meal - Cleaning their home - Washing their clothes - Getting ready for school

## Cooperative Learning Activities

In the Lab	In the Classroom
Working in pairs, pupils select <i>The Little Red Hen</i> and then the Summarizing activity from Understanding the Story.  Pupils listen to the question and write an answer individually. Then pupils "pair and share" to compare answers. (For information on Pair and Share, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b> )	Hold a Sukumawiki reading tournament using <i>Little Red Hen</i> .  Consult the handout <b>Sukumawiki--KE_TAid_CL_Suku_LW_20150721</b> for details on organizing a tournament.
For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b> .	

## Standard 2 Unit 15.0 – Weather

*The main objective is to enable pupils to develop further vocabulary and sentence structures relating to weather and use them appropriately.*

### Specific Objectives:

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

- Use weather-related vocabulary in correct sentences
- Use the weather-related sentence structures correctly
- Read short passages or texts relating to weather
- Make a weather chart
- Describe the weather
- Write simple sentences on the weather

### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<b>Word Families</b> (Choose story <i>Waterfall</i> )   <u>Activity Objective:</u> The pupils will be able to create different words from the same word family. <u>Group Facilitation Tips:</u> The teacher can choose a specific word family s/he wants pupils to work on or have the computer randomly pick the word families.  Choose Level 1 - Single letter and phonemes (e.g. _at, _in, _ot).	<b>Tracking &amp; Expression</b> (Choose story <i>Waterfall</i> )   This story is a retelling of a Columbian legend. The people in a village are not happy and do not cooperate with one another. A wise old man teaches the people how to work and live in harmony. A mean man is upset with this change in the villagers' demeanour, so he floods the village. The wise man punishes him for his destructive behaviour and the villagers are allowed to live in peace again.	<b>Prediction</b> (Choose story <i>Waterfall</i> )   <u>Activity Objective:</u> Based on information from the story, the pupils will predict future events. <u>Group Facilitation Tips:</u> This activity can be done as an oral or written project, individually, group, or whole class. Pupils can read the story as a group using <b>Tracking</b> or have the page read by the computer using the audio icon. If done orally, encourage pupils to discuss their ideas with peers. You can add questions that may not be embedded in the program.	<b>Spelling Sentences</b> (Choose story <i>Waterfall</i> )   <u>Activity Objective:</u> The pupils will use keyboarding skills to spell words to make a sentence. <u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.  This activity should be done after a story has been read because the words tested are story-specific. It is best done by individual pupils or in pairs where they alternate having control of the keyboard.

		<p>Asking children to predict what can happen is a skill that all children can do. They should also be asked to justify their responses.</p>	<p>If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>Choose Level 1 or 2: 2-3 word sentences.</p>
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Language Patterns:

- What is the weather today? It is cold. It is hot.
- Use of it in sentences e.g. It is raining It is hot.
- Use of will to express future events e.g. It will rain next week.
- Use of infinitive of purpose to answer questions e.g. Why did you remove the mat? To clean it.

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)  
*wet, rainy, blow, blowing, rain, shine, cloudy, drizzle, showers, rainbow, drizzling, heavy*

New Progressive Primary English Pupil's Book: Unit 25, p. 106-111

Suggested Lesson Plan: KE\_LP\_ST2\_Weather\_FLWR\_CSLP\_20151130

### Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<p><b>Rhyme Matching</b>  (Choose story  <i>Waterfall</i>)</p>  <p><u>Activity Objective:</u>  The pupils will be able to identify words that rhyme.</p> <p><u>Group Facilitation Tips:</u>  Pupils can work as a group and take turns to find the rhyming words that match. (They also take turns controlling the mouse.)</p> <p>Choose 8 or 12 cards.</p>	<p><b>READS</b>  <i>Vayu, The Wind</i>  <i>The Weatherman's Mistake</i></p> <p><b>ABRA</b>  <i>The Four Seasons</i></p>	<p><b>Vocabulary</b></p> <p>Print out the suggested <b>READS</b> stories and underline words that are in the Vocabulary list.</p>	<p><b>Writing Sentences</b></p> <p>Print the <i>Four Seasons Sentence Starter Worksheet</i>, and ask pupils to complete.</p>

## Cooperative Learning Activities

In the Lab	In the Classroom
<p>Working in pairs, pupils select <i>Waterfall</i> and then the Story Response activity from Understanding the Story. Pupils listen to the question and write an answer individually. Then pupils “pair and share” to compare their answers.</p> <p>(For information on Pair and Share, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>	<p>Hold a Sukumawiki reading tournament using <i>Waterfall</i>.</p> <p>Allow extra time for pupils to read and comprehend <i>Waterfall</i>, which uses somewhat more advanced vocabulary.</p> <p>Consult the handout <b>Sukumawiki--KE_TAid_CL_Suku_LW_20150721</b> for details on organizing a tournament.</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b>.</p>	

## Standard 3 Unit 1.0 – School and School Activities

*The main objective is to enable the learner to develop further vocabulary and sentence structures relating to school and school activities and use them appropriately to state the importance of performing daily activities at school.*

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### Specific Objectives:

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

- Use suitable vocabulary to describe activities at school
  - Use sentence structures correctly
  - Read short passages and answer oral questions
  - Recite poems/rhymes on school and school activities
  - Write answers to comprehension questions
  - Write simple guided compositions based on school activities
  - Write legibly and neatly.
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### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<b>Auditory Blending</b> (Choose story <i>Darryl Don't Dawdle</i> )  <u>Activity Objective:</u> Given a phonemic breakdown, the pupil will identify a word; i.e., /c/ /a/ /t/ = "cat". <u>Group Facilitation Tips:</u> Pupils can do this activity in pairs and take turns (one word per turn) to tell the word and find its matching picture.  Choose Level 2: 3-phoneme words with short vowel sounds or Level 3: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.	<b>Tracking &amp; Accuracy</b> (Choose story <i>Darryl Don't Dawdle</i> )  Darryl is a boy who loves to take his time to do things. Throughout the story, people constantly tell him, "Darryl! Don't dawdle." A funny ending occurs when Darryl is able to use these same words on someone who he thinks is dawdling.	<b>Story Elements</b> (Choose story <i>Darryl Don't Dawdle</i> )  <u>Activity Objective:</u> The students must answer questions about events that took place in a story. <u>Group Facilitation Tips:</u> This activity can be done individually or in small groups. After reading a story, students are asked story related questions where they must select the correct one out of three possible answers. They can take turns selecting the answer and hitting the piñata.	<b>Spelling Sentences</b> (Choose story <i>Darryl Don't Dawdle</i> )  <u>Activity Objective:</u> The pupils will use keyboarding skills to spell words to make a sentence. <u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.  This activity should be done after a story has been read because the words tested are story-specific. It is best done by individual pupils or in pairs where they alternate having control of the keyboard.

		<p>Pupils must select the answer to six questions about the story. Because there are audio prompts to assist, this activity can be done by all students once they are familiar with the story.</p>	<p>If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>Choose Level 3: 4-word sentences or Level 4: 5-word sentences.</p>
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Language Patterns:

- Past continuous tense e.g. As I was cleaning the compound, I saw a snake. As we were playing, we heard the whistle.
- Present continuous tense, e.g. What are you doing? I am reading a book.
- Use of will/shall for invitations e.g. Will you play football with us? Yes, I will. No, I won't. Shall I walk to the library with you?
- Present simple tense e.g. What time do you go for prayers? I go for prayers at five o'clock.

Vocabulary: *library, time-table, lesson, subject, games, assembly, neat rows, uniform, notice, notice board, present, ruler, spelling, tick, cross, mark, whisper, draw, flag, handwriting, shelf, drawer, break*

New Progressive Primary English Pupil's Book: Unit 1 & 2, p. 2-11

Suggested Lesson Plan: KE\_LP\_ST3\_School\_CPWD\_CSLP\_20151207

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<p><b>Segmenting</b></p> <p>Select 5-10 Vocabulary words from the story: <i>Lucy and Ondo's Class Have a Very Important Visitor</i> and ask pupils to segment the words orally.</p> <p><u>Suggestions:</u> uniform, cross, classroom, teacher, breakfast, listen, lesson.</p>	<p><b>READS</b> (Choose story <i>Nakitto at School</i>)</p> <p>This story is about what pupils do and learn at school.</p> <p>(Choose story <i>Lucy and Ondo's Class Have a Very Important Visitor</i>)</p> <p>This story is about two children who learn a very important lesson: road safety, going to school from a policeman.</p>	<p><b>Discussion</b></p> <p>Pupils discuss how they are safe on the street, going to school and what the rules are.</p> <p>Ask pupils to summarize the story <i>Nakitto at School</i>.</p> <p>Encourage <b>use of present simple and continuous, as well as past continuous tense</b></p>	<p><b>Composition</b></p> <p>Pupils write a short composition, 4-5 complete and well-structured sentences, using the present simple tense to describe school and school activities. This activity can be done in ePEARL.</p>

Worksheets: KE\_LP\_ST3\_School\_SS\_WS\_CSLP\_20151207

## Cooperative Learning Activities

In the Lab	In the Classroom
<p>When working in ABRA activities, assign roles to each pupil such as Recorder, Time Manager, Reader, Facilitator.</p> <p>(For information on Roles, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>	<p>Group pupils into teams of four. Assign roles and then ask them to write a short composition, using at least 5 vocabulary words from this unit to describe a typical day at their school. Each team member must sign the final work to indicate everyone contributed.</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b></p>	

### Standard 3 Unit 4.0 – Home & Family

*The main objective is to enable pupils to develop further vocabulary and sentence structures relating to the home and use them appropriately and to realize the importance of sharing responsibilities in the family.*

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#### Specific Objectives:

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

- Use the given vocabulary correctly
  - Use sentence structures correctly
  - Read short passages and answer simple oral questions
  - State ways of sharing responsibilities in the family
  - Write answers to exercises
  - Write simple guided compositions on family responsibilities
  - Write legibly and neatly
- 

#### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<b>Blending Train</b> (Choose story <i>When I Open My Eyes</i> )  <p><b>Activity Objective:</b> Given the phonemic breakdown of a word, pupils will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</p> <p><b>Group Facilitation Tips:</b> Pupils can do this activity in pairs. They take turns (one word per turn) listening to the breakdown of a word then putting the sounds together to tell the word they make.</p> <p>Choose one of the following levels: Level 2: 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p>	<b>Tracking &amp; Expression</b> (Choose story <i>When I Open My Eyes</i> )  <p>This poem-like text outlines the morning rituals of a child from the moment she wakes up to the time she leaves the house. There are some details that can be missed if close reading is not done so pay attention or you will miss them.</p> <p>Choose <b>Tracking</b>, then <b>Expression</b>. Both activities can be done with the story <i>When I Open My Eyes</i>.</p> <p>For Expression, Pupils must pay attention to the way the story is read.</p>	<b>Story Response</b> (Choose story <i>When I Open My Eyes</i> )  <p><b>Activity Objective:</b> Pupils are given open-ended questions about the story that they will discuss with one another.</p> <p><b>Group Facilitation Tips:</b> This activity should be done in small groups. After pupils have discussed a question, they take turns scoring goals. Remind pupils that the main objective of this activity is to answer the questions about the story and not scoring goals.</p>	<b>Spelling Sentences</b> (Choose story <i>When I Open My Eyes</i> )  <p><b>Activity Objective:</b> The pupils will use keyboarding skills to spell words to make a sentence.</p> <p><b>Group Facilitation Tips:</b> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.</p> <p>This activity should be done after a story has been read because the words tested are story-specific. It is best done by individual pupils or in pairs where they alternate having control of the keyboard.</p>

<p>Level 3: 3-phoneme words with short vowel sounds.</p> <p>Level 4: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p>		<p>This activity uses certain stories from the literary and informational genre categories. Six questions are presented in a set—three of which are general while the remaining three are story-specific.</p>	<p>If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>This activity is directly related to the stories, so have the pupils read a story then spell words related to that story.</p> <p>Do Level 1: 2-word sentences and move on to Level 2: 3-word sentences, when pupils are ready</p>
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Language Patterns:

- Sentences containing may or perhaps e.g. The cup may be in the cupboard. Perhaps the key is in your bag.
- Show + adjective e.g. Show me a big table. Show me a small chair.
- Use the apostrophe to indicate possession e.g. Mutua's father took his car to the garage. Asha's aunt drives a lorry.
- Questions with do e.g. - Do you have a key?

**Vocabulary** (*Words in red appear in the suggested ABRA stories and activities in this unit*)

*home, grown ups, parents, elders, lid, wash, estate, plot, village, padlock, gate, door, handle, key hole, knife, water tap, tank, share, responsible, remember, help, remind*

New Progressive Primary English Pupil's Book: Unit 6 & 7, p. 26-35

Suggested Lesson Plan: KE\_LP\_ST3\_Home&Family\_CPWR\_CSLP\_20151207

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<p><b>Word Families</b></p> <p>Create Word families for the following five vocabulary words:</p> <ol style="list-style-type: none"> <li>1. wash</li> <li>2. tank</li> <li>3. help</li> <li>4. knife</li> <li>5. hole</li> </ol> <p><i>*You can also choose other words from the Vocabulary list</i></p>	<p><b>READS</b> (Choose story <i>Holidays with Grandmother</i>)</p> <p>This story talks about two children who go visit their grandmother in her village. It also discusses family life and the differences about village and city living.</p>	<p><b>Comprehension Questions</b></p> <p>Ask pupils the following questions about the story <i>Holidays with Grandmother</i>:</p> <ul style="list-style-type: none"> <li>- Who did Odongo and Apiyo go visit?</li> <li>- What are the different chores Odongo and Apiyo helped their grandmother with?</li> <li>- What did the children bring their grandmother?</li> <li>- Where did Odongo and Apiyo go?</li> </ul>	<p><b>Sentence Starters</b></p> <p>Use <b>Home &amp; Family Sentence Starters Worksheet- KE_PRNT_SS_Home&amp;Family_CSLP_20151215</b></p> <p>Ask pupils to write a short paragraph about activities they do in their home with their families.</p> <p><b>Suggested Topics:</b></p> <ul style="list-style-type: none"> <li>- Preparing a meal</li> <li>- Going to church</li> <li>- Visiting grandparents</li> <li>- Getting ready for school</li> <li>- Sharing responsibilities in the family</li> </ul>

Worksheets: KE\_PRNT\_SS\_Home&Family\_CSLP\_20151215

## Cooperative Learning Activities

In the Lab	In the Classroom
<p>While doing the Story Response activity (see above, Comprehension), ask pupils to use the Rally Robin technique to answer each question.</p> <p>(For information on Rally Robin, see the <b>CL Quick Guide Handout-- KE_TAid_CL_CLActivities_LW_20151215</b>)</p>	<p>When completing the Sentence Starters, ask pupils to Think-Pair-Share for each sentence to compare their answers.</p> <p>If there is time, ask pairs to create together an answer to each of the Sentence Starter questions.</p> <p>(For information on Think-Pair-Share, see the <b>CL Quick Guide Handout-- KE_TAid_CL_CLActivities_LW_20151215</b>)</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b></p>	

### Standard 3 Unit 5.0 – Position & Direction

*The main objective is to enable pupils to acquire vocabulary and sentence structures relating to positions and directions*

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#### Specific Objectives:

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

- Listen and respond to description of position and direction
  - Construct meaningful sentences to describe position and direction
  - Use the given sentence structures correctly
  - Recite poems/sing songs relating to position/direction
  - Role play giving directions
  - Write answers to comprehension questions
  - Write legibly and neatly
- 

#### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<b>Auditory Segmenting</b> (Choose story <i>The Frogs and the Well</i> )  <u>Activity Objective:</u> Given the pronunciation of a word, e.g. "cat", the student will identify the breakdown /c/ /a/ /t/ of the word. <u>Group Facilitation Tips:</u> Pupils can do this activity in pairs and take turns (one word per turn) listening to a word then finding the spaceship that has the breakdown of the given word.  Choose Level 2: 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.	<b>Tracking &amp; High Frequency Words</b> (Choose story <i>The Frogs and the Well</i> )  This story is based on one of Aesop's fables Which is more important, wisdom or bravery? This story invites readers to explore this question through the quest of two frogs as they attempt to find water.  <u>Choose Tracking, then High Frequency Words.</u> Both activities can be done with the story <i>The Frogs and the Well</i> . For HFW, choose level 2.	<b>Prediction</b> (Choose story <i>The Frogs and the Well</i> )  <u>Activity Objective:</u> Based on information from the story, the students will predict future events. <u>Group Facilitation Tips:</u> This activity can be done as an oral or written project, individually, group, or whole class. Pupils can read the story as a group using the tracking function or have the page read by the computer using the audio icon. If done orally, encourage pupils to discuss their ideas with peers.	<b>Spelling Sentences</b> (Choose story <i>The Frogs and the Well</i> )  <u>Activity Objective:</u> The pupils will use keyboarding skills to spell words to make a sentence. <u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.  This activity should be done after a story has been read because the words tested are story-specific. It is best done by individual pupils or in pairs where they alternate having control of the keyboard.

<p>Or, Level 3: 3-phoneme words with short vowel sounds. Or, Level 4: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p>		<p>You can add questions that may not be embedded in the program.</p> <p>Asking children to predict what can happen is a skill that all children can do. They should also be asked to justify their responses.</p>	<p>If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>This activity is directly related to the stories, so have the pupils read a story then spell words related to that story.</p> <p>Do Level 2: 3-word sentences, when pupils are ready</p>
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Language Patterns:

- Use of questions with *where* e.g. where's the ball? It is under the table.
- Use of imperatives with *Put*... e.g. put the milk in the bottle. Put the bag in the wardrobe.

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)  
**direction**, position, **right**, left, right hand side, left hand side, turn, turn left, turn right, walk along, **beyond**, behind, across, near, opposite, out of, inside of, **outside** of, **down**, against, **up**

New Progressive Primary English Pupil's Book: Unit 8 & 9, p. 36-43

Suggested Lesson Plan: KE\_LP\_ST3\_PositionDirection\_VBWR\_CSLP\_20151207

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<b>Segmenting</b>  Segment the following words: 1. position 2. direction 3. inside 4. outside 5. against  *You can also choose other words from the Vocabulary list or from the Story <i>Where Am I?</i>	<b>ABRA</b> (Choose story <i>Where Am I?</i> )  This story is about positions. The concept of positions is one that children must know. This cute story presents common positions like "up" and "down" in child-friendly ways using rhyming words.	<b>Comprehension Questions</b>  Pupils role-play giving directions. They can pretend to be: - Bus driver - Police officer - Tourist guide	<b>Sentence Starters</b>  Use <b>Position and Direction Sentence Starters Worksheet-KE_PRNT_SS_Position_CSLP_20151207</b>
<u>Worksheets:</u> KE_PRNT_SS_Position_CSLP_20151207			

## Cooperative Learning Activities

In the Lab	In the Classroom
When working in ABRA activities, assign roles to each pupil such as Recorder, Time Manager, Reader, Facilitator.  (For information on Roles, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b> )	Working individually, pupils write a short text using the unit's vocabulary words to respond to this prompt: <i>Describe how you get to school each day.</i>  Pair pupils and have them use the Interview technique to learn about their partner's journey. Pupils then share their partner's journey with the class.  (For information on Interviewing, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b> )
For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b>	

## Standard 3 Unit 8.0 – Environment

*The main objective is to enable the learner to acquire vocabulary and sentence structures relating to their environment and to realize the need to conserve the environment.*

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### Specific Objectives:

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

- Talk about their environment
  - State ways of conserving the environment
  - Use correct sentence structures
  - Read passages/texts on the environment
  - Record information
  - Answer comprehension questions
  - Write guided compositions
- 

### ***ABRA Activities***

Alphabetics	Fluency	Comprehension	Writing
<b>Word Families</b> (Choose story Waterfall)  <p><b>Activity Objective:</b> The pupil will be able to create different words from the same word family.</p> <p><b>Group Facilitation Tips:</b> The teacher can choose a specific word family s/he wants pupils to work on or have the computer randomly pick the word families.</p> <p>Choose Level 2 - Single and clustered letters and phonemes (e.g. _est, _ick, _ight) or Advanced - Teacher or student chooses the word family on which to work.</p>	<b>Tracking &amp; Speed</b> (Choose story Waterfall)  <p>This story is a retelling of a Columbian legend. The people in a village are not happy and do not cooperate with one another. A wise old man teaches the people how to work and live in harmony. A mean man is upset with this change in the villagers' demeanour, so he floods the village. The wise man punishes him for his destructive behaviour and the villagers are allowed to live in peace again.</p>	<b>Summarizing</b> (Choose story Waterfall)  <p><b>Activity Objective:</b> The pupil will answer story-related questions to help him/her summarize the story.</p> <p><b>Group Facilitation Tips:</b> This activity is best done in pairs or in small groups. Pupils read the story (using the tracking function) or have the pages read by the computer (audio feature). If necessary reword the question and encourage discussion among the pupils.</p>	<b>Spelling Sentences</b> (Choose story Waterfall)  <p><b>Activity Objective:</b> The pupils will use keyboarding skills to spell words to make a sentence.</p> <p><b>Group Facilitation Tips:</b> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys. This activity should be done after a story has been read because the words tested are story-specific.</p>

Access to levels one and two's words are available.	<p>Although the software does not have this activity in every story level, the teacher can still use the stories and ask his/her own questions after certain pages.</p> <p>This activity helps pupils identify key elements in the story and monitor their thinking so that sound summarizations or conclusions can be achieved.</p>	<p>It is best done by individual pupils or in pairs where they alternate having control of the keyboard. If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>Choose Level 3: 4-word sentences or Level 4: 5-word sentences.</p>
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Language Patterns:

- Look/feel/sound + like + nominal e.g. This tree looks like an umbrella. That sounds like a snake.
- Use of next to + opposite/across e.g. They live across the river.
- The use of as... as e.g. Manga is as tall as his father. A fly is not as fat as a bee.
- Verb + Noun gerund e.g. Naliaka likes watering the seedbed
- Would like + infinitive e.g. Wanga would like to be a game ranger
- Need + nominal + infinitive e.g. I need a panga to cut the bush.

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)

*Hills, valleys, rivers, lakes, sea, bush, compound, umbrella, snake, bridge, fast, fly, bee, tree, conserve, record, information, protect, care, for*

New Progressive Primary English Pupil's Book: Unit 14 & 15, p. 60-69

Suggested Lesson Plan: KE\_LP\_ST3\_Environment\_WR\_CSLP\_20151207

### **Extension Activities**

Fluency	Comprehension	SRL	Writing
<b>Reads Stories</b>  <i>My Mother Planted</i> - Read book in English - Read book in Kiswahili	<b>Vocabulary</b>  Print out <i>My Mother Planted</i> Pupils circle all words in the book from the above Vocabulary list.	<b>Record...</b>  - In ePEARL, create a new task. - Enter the title: <i>My Mother Planted</i> . - Pupils record themselves reading 3-5 pages of the book for a total of 3 minutes. - Pupils can answer <i>Response</i> and <i>Reflection</i> questions	<b>Composition</b>  Pupils write a short composition on what they learned from the story. - How does it help our environment? - Why is it important to plant, harvest and water?

### **Cooperative Learning Activities**

In the Lab	In the Classroom
Pair or group pupils and have them use the Echo Reading technique with <i>Waterfall</i> , which uses more advanced vocabulary and sentence structures.  (For information on Echo Reading, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b> )	Organize a Sukumawiki reading tournament using <i>Waterfall</i> or <i>My Mother Planted</i> .  For more information, see handout <b>Sukumawiki-KE_TAid_CL_Suku_LW_20150721</b> .
For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b>	

## Standard 3 Unit 11.0 – Everyday Activities

*The main objective is to enable pupils to acquire vocabulary and sentence structures to describe daily activities.*

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### Specific Objectives:

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

- Use appropriate vocabulary and sentence structures correctly
- Read passages and answer oral questions
- Recite poems/rhymes and sing songs related to everyday activities.
- Read short stories and retell them in class
- Write answers to comprehension questions
- Write simple guided compositions.

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### **ABRA Activities**

Alphabetics	Fluency	Comprehension	Writing
<b>Word Matching</b> (Choose story <i>The Little Red Hen</i> )   <u>Activity Objective:</u> The pupil will match words that have the same beginning or ending sound.  <u>Group Facilitation Tips:</u> Pupils can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another pupil.  Pupils choose 12 cards (6 pairs) or 16 cards (8 pairs). Level 2 - Same ending sounds.	<b>Tracking &amp; Expression</b> (Choose story <i>The Little Red Hen</i> )   This tale focuses on a busy Hen and her lazy companions. This story allows for various opportunities to name household items and outdoor items.  Choose Tracking, then Expression. Both activities can be done with <i>The Little Red Hen</i> story.  Before doing the Expression activity, have a discussion with pupils about how expression in reading conveys emotion in a story, why that is important.	<b>Summarizing</b> (Choose story <i>The Little Red Hen</i> )   <u>Activity Objective:</u> The pupil will answer story-related questions to help him/her summarize the story.  <u>Group Facilitation Tips:</u> This activity is best done in pairs or in small groups. Pupils read the story (using the tracking function) or have the pages read by the computer (audio feature). If necessary reword the question and encourage discussion among the pupils.	<b>Spelling Sentences</b> (Choose story <i>The Little Red Hen</i> )   <u>Activity Objective:</u> The pupils will use keyboarding skills to spell words to make a sentence.  <u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.  This activity should be done after a story has been read because the words tested are story-specific.

		<p>Although the software does not have this activity in every story level, the teacher can still use the stories and ask his/her own questions after certain pages.</p> <p>This activity helps pupils identify key elements in the story and monitor their thinking so that sound summarizations or conclusions can be achieved.</p>	<p>It is best done by individual pupils or in pairs where they alternate having control of the keyboard. If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>This activity is directly related to the stories, so have the pupils read a story then spell words related to that story.</p> <p>Do Level 2: 3-word sentences and Level 3: 4-word sentences when pupils are ready.</p>
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Language Patterns:

- Use of the present continuous e.g. I am cleaning my bedroom. What are you doing?
- Revision of sentences with *like + verb (ing)* e.g. I like washing the house. I like playing.
- Questions with rejoinder beginning with e.g. Mate likes swimming. So do I.
- Questions with know how e.g. Do you know how to clean a window?
- Use of imperative + indirect object + how + infinitive
- Show me how to cook chapatti. He taught me how to swim.

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*): *Clear, set (the table), throw, drink. eat, ordinals (numbers) from first to twentieth then 21<sup>st</sup> to 100<sup>th</sup>.*

New Progressive Primary English Pupil's Book: Unit 19, p. 82-87  
Suggested Lesson Plan: KE\_LP\_ST3\_EverydayActivities\_WR\_CSLP\_20151207

## Extension Activities

Alphabetics	Fluency	Comprehension	Writing
<p><b>Word Changing</b> (Choose story <i>When I Open My Eyes</i>)</p>  <p><b>Activity Objective:</b> Pupils will be able to distinguish between words that are the same or different.</p> <p><b>Group Facilitation Tips:</b> This activity can be done individually or in pairs. This is a great activity to test pupils' listening ability.</p> <p>Choose Level 3 - Middle letter is different (e.g. fan and fin).</p>	<p><b>ABRA</b> (Choose story <i>When I Open My Eyes</i>)</p>  <p>This poem-like text outlines the morning rituals of a child from the moment she wakes up to the time she leaves the house. There are some details that can be missed if close reading is not done so pupils should pay attention or they will miss them.</p>	<p><b>Discussion</b></p> <p>After reading the story, ask pupils to retell the main events of the story in order.</p> <p>Pupils can work in pairs.</p>	<p><b>Spelling &amp; Sentence Structure</b></p> <p>Complete <b>Everyday Activities Sentence Starters Worksheet: KE_PRNT_SS_EverydayActivities_CSLP_20151215</b></p>

Worksheet: KE\_PRNT\_SS\_EverydayActivities\_WR\_CSLP\_20151215

## Cooperative Learning Activities

In the Lab	In the Classroom
<p>When working in ABRA activities, assign roles to each pupil such as Recorder, Time Manager, Reader, Facilitator.</p> <p>(For information on Roles, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>	<p>Group pupils and assign roles. Have them use Brainstorming to identify as many everyday activities they can think of. Each team then creates a short text describing some activities using the unit's vocabulary.</p> <p>(For information on Brainstorming, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b></p>	

## Standard 3 Unit 16.0 – Animals

*The main objective is to enable pupils to acquire vocabulary and sentence structures relating to animals and use them correctly.*

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### Specific Objectives:

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

- Listen and respond to vocabulary and sentence structures correctly
  - Use vocabulary and sentence structures appropriately
  - Read passages on animals and answer oral and written questions
  - Read for pleasure
  - Write guided compositions
  - Draw and colour animals.
- 

### **ABRA Activities**

Alphabetics	Fluency	Comprehension	Writing
<b>Auditory Blending</b> (Choose story <i>I Can Move like a...</i> )   <u>Activity Objective:</u> Given a phonemic breakdown, the pupil will identify a word; i.e., /c/ /a/ /t/ = "cat".  <u>Group Facilitation Tips:</u> Pupils can do this activity in pairs and take turns (one word per turn) to tell the word and find its matching picture.  Choose Level 4: 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.  Level 5: 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.	<b>Tracking &amp; Accuracy</b> (Choose story <i>I Can Move like a...</i> )   This story compares the antics of a child to those of different animals. This story uses a child's active imagination and feeling of omnipotence as a child describes the things she or he can "do". Children can use illustrations, context clues, rhyming words and spelling patterns to read unfamiliar words.  Choose <b>Tracking</b> , then <b>Accuracy</b> . Both activities can be done with <i>I Can Move like a...</i>	<b>Vocabulary ESL</b> (Choose story <i>I Can Move like a...</i> )   <u>Activity Objective:</u> The student will be able to match a given word with its corresponding picture then use the word appropriately in a given sentence.  <u>Group Facilitation Tips:</u> This activity is best done individually or in pairs. If done in pairs, students can take turns controlling the mouse as they each do a set. The other student is there to support and provide assistance if necessary.	<b>Spelling Sentences</b> (Choose story <i>I Can Move like a...</i> )   <u>Activity Objective:</u> The pupils will use keyboarding skills to spell words to make a sentence.  <u>Group Facilitation Tips:</u> Before doing this activity, acquaint pupils with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys.  This activity should be done after a story has been read because the words tested are story-specific. It is best done by individual pupils or in pairs where they alternate having control of the keyboard.

		<p>The first half of this activity gives students a set of five words for which students must find their matching pictures.</p> <p>The second part focuses on putting each of the five words practiced in the first half in correct sentences. There is audio support for this activity.</p>	<p>If the pupil makes a mistake spelling a word, the computer highlights where the error occurred but the pupil will have to retype the whole word to correct it.</p> <p>This activity is directly related to the stories, so have the pupils read a story then spell words related to that story. Do Level 2: 3-word sentences and Level 3: 4-word sentences when pupils are ready.</p>
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Language Patterns:

- Use of could in sentences, e.g. Saidi could hear a lion roar in the forest. Kiage could hear a hyena laugh near the river.
- Use of too + to.... e.g. Karimi is too tired to clean the cowshed.

Vocabulary (*Words in red appear in the suggested ABRA stories and activities in this unit*)  
chatter, laugh, hiss, roar, trumpet, thorn, forest, bush, thick, thicket, bark, moo, bray, neigh, chirp, scatter, frighten, scare, sound, bleat.

New Progressive Primary English Pupil's Book: Unit 25, p. 112-115  
Suggested Lesson Plan: KE\_LP\_ST3\_Animals\_WR\_CSLP\_20151207

**Extension Activities**

Alphabetics	Fluency	Comprehension	Writing
<p><b>Word Changing</b>  (Choose story <i>I Can Move like a....</i>)</p>  <p><u>Activity Objective:</u>  The pupil must change individual letters in a word to form a new word.</p>	<p><b>READS</b>  (Choose story <i>The Farm Animals</i>)</p> <p>In this short story, pupils get to make and hear the animal sounds.</p>	<p><b>Sequencing Activity</b></p> <p>After reading the story, ask pupils to retell the main events on the story in order.</p>	<p><b>Composition (ePEARL)</b></p> <p>Ask pupils to write a short composition about their last visit to a farm or a zoo.</p>

<p><b>Group Facilitation</b></p> <p><b>Tips:</b></p> <p>This activity can be done individually or in pairs. If a child makes a mistake, the teacher or a peer can encourage the pupil to pay attention to the required sound.</p> <p>Choose: Level 2 - CVC words. All letters are manipulated or Level 3 - CVC words with long vowel sounds. Only the first letter is manipulated.</p>	<p>Associate the <b>Vocabulary</b> words to the corresponding animal: <i>roar, bark, moo, bray, neigh, chirp, scatter, bleat</i>.</p> <p>Go to <b>READS</b>, under <i>Theme</i> select <i>Animals</i>, and choose the story <i>The Beautiful Horse</i>.</p> <p>* You can choose any other story and create the same sequencing activity in <b>Comprehension</b>.</p>	<p><b>Using the Animal Sequencing worksheets:</b>  <i>KE_PRNT_SQ_3_Animals_C SLP_20151207, KE_PRNT_SQ_5_Animals_C SLP_20151207</i></p> <p>Cut the sequences into strips and distribute.</p> <p>Give pupils who need a bigger challenge the 5 sequences.</p> <p>Pupils put sequences in order.</p> <p>Pupils can work in pairs.</p>	<p>They should describe:</p> <ul style="list-style-type: none"> <li>- The animals they saw?</li> <li>- What they enjoyed most</li> <li>- Who they went with</li> <li>The sounds they remember hearing.</li> </ul>
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Worksheets: *KE\_PRNT\_SQ\_3\_Animals\_CSLP\_20151207, KE\_PRNT\_SQ\_5\_Animals\_CSLP\_20151207*

## Cooperative Learning Activities

In the Lab	In the Classroom
<p>Pair or group pupils and have them use Echo Reading with the suggested stories.</p> <p>(For information on Echo Reading, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>	<p>Working in groups of 4-6, pupils use the Rally Robin technique to create a list of animals. Then using Role Assignments, each team creates sentences about 3-4 animals, using the unit's vocabulary.</p> <p>(For information on Rally Robin and Role Assignments, see the <b>CL Quick Guide Handout--KE_TAid_CL_CLActivities_LW_20151215</b>)</p>
<p>For information on classroom management when using CL strategies, see the handout <b>Fostering Social Skills and Managing Classroom Conflict--KE_TAid_CL_Foster Social Skills_LW_20151216</b></p>	

## Introduction to ABRACADABRA

### What is ABRACADABRA?

ABRACADABRA (**A** Balanced Reading Approach for Children Always Designed to Achieve Best Results for All) is an online, highly interactive, evidence-based literacy tool designed for students, teachers, educators, and parents. The tool contains 32 literacy activities, which address the essential skills of alphabetics, fluency, comprehension, and writing, linked to 21 stories of various genres. ABRACADABRA also includes support materials and guides for teachers and parents.

### Why ABRACADABRA?

For decades, researchers and practitioners worldwide have been searching for the key to unlock the mysteries of how children learn to read and write. To date, considerable evidence has been collected that suggests that children must not only be exposed to a variety of instructional methods, but that these experiences must be presented in explicit and systematic ways if literacy is to be fully attained.

Research shows that children's engagement and motivation affect their academic success. While skills and drills are important components in literacy achievement, these exercises must be done in meaningful ways for learners. This involves providing appropriate opportunities, texts, and activities wherein students can apply what they have learned in authentic contexts.

ABRACADABRA builds on this body of research and practice to provide an engaging, balanced, and effective approach to literacy. The tool is guided by a multidisciplinary team of educational professionals consisting of researchers, policy makers, school administrators, language arts consultants, and teachers from countries around the globe including Canada, Kenya, Hong Kong, the United States, and others. This partnership with knowledgeable stakeholder allows the CSLP to develop the best possible resource for the field.

### Evidence-based practice

The recommendations from the National Reading Panel and other front-runners in the field of language and literacy have remained the foundation of the software. However, the CSLP has established strong partnerships with local and international schools in order to investigate the efficacy of our software with classroom students.

Our ongoing research has led to the development of new instructional activities as well as the addition of children's stories into the tool. ABRACADABRA continues to evolve based on the best available evidence from both research and practice.

## **A balanced approach to literacy**

ABRACADABRA takes a balanced approach to literacy, meaning the activities address skills in the four foundational areas of alphabetics, fluency, comprehension, and writing, which are discussed in the following pages.

## Alphabetics

### What is alphabetics?



Alphabetics is the ability to associate sounds with letters and use these sounds to create words. The sounds associated with letters are referred to as phonemes (smallest units of spoken language) while the written letters associated with these sounds are called graphemes. There are 26 graphemes in English but over 40 phonemes.

### Stages of alphabetics

Children begin their path to reading by being able to distinguish between different sounds and developing their phonemic awareness. They can begin to associate these sounds with print and recognize the correspondence between letters and sounds when they are given practice and modeling.

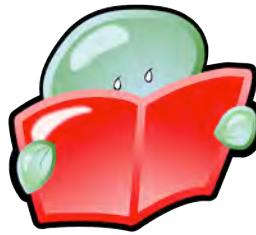
The ability to manipulate these phonemes, either individually (letter by letter) or in chunks such as in rhyming families, is a more sophisticated skill in the area of phonics. Here, the learner begins to segment words by breaking them apart into units that make them easier to read, and then blending these units together.

Decoding (the ability to interpret symbols) then begins to take place, as the learner is able to access these strategies to read words.

### Why is alphabetics important?

Research suggests that children who do not have a solid foundation in these alphabetic principles are less skilled readers as they progress through school. Providing children with multiple opportunities to practice sounds and words is crucial for growth in their fluency and comprehension skills. In addition, research shows that it is more advantageous when alphabetic skills are presented with various phonetic or writing activities.

## Fluency



### What is fluency?

Fluency describes the level of automaticity that children have when reading a text. Readers are fluent when they are able to decode words with little or no effort, which helps them to concentrate on the content of what they are reading as opposed to figuring out words and sounds. As well, students who read with correct pacing and expression with few or no mistakes are better able to focus on the meaning of a text.

### Why is fluency important?

Research suggests that students who are unable to acquire the skill of automatically reading words will struggle with attending to meaning. In addition, children who have trouble reading accurately at an appropriate pace tend to experience motivational problems. The reading load increases as students progress through the grade levels, making lack of fluency a major obstacle to school success.

### How does ABRACADABRA support fluency?

Activities in ABRACADABRA allow for extensive practice in reading fluency. The activities cover all many fluency skills, including expression and speed. Through games, students can test their pace against ABRACADABRA's cartoon characters. Good reading models are built into the story-related activities so students can hear appropriate examples and evaluate if, how, or where they can improve. In addition, the program models how to decode words within the context of a story thus giving students access to consistent and readily available help. The more learners are able to practice a specific skill, the better the chance they have of developing fluency.



## **Comprehension**

### **What is comprehension?**

Comprehension is the cognitive process in which the reader interacts with a text in an attempt to ascertain its meaning. Reading comprehension is the culmination of all the students' reading skills; it involves good oral comprehension, vocabulary, and decoding skills. (Depending on the grade level of the students, the importance of each of these prerequisite skills varies.) Comprehension is also affected by prior knowledge, which can help children relate to various texts.

### **Why is comprehension important?**

Reading for meaning is the ultimate goal of learning how to read. This is the element that takes children from being good decoders to being good readers and literate beings. It is therefore understandable that the acquisition of reading comprehension is a complex process.

### **How does ABRACADABRA support comprehension?**

ABRACADABRA has focused on developing several specific skills that contribute to overall comprehension. These activities are leveled and range from simpler tasks such as placing the elements of a well-known story in order (beginning, middle, and end) to summarizing an entire text. Other activities allow students to respond to a question prompt, to think critically about a text, and to respond appropriately given the context of the story. Additional vocabulary activities help students to build a bank of words that they can read (decode) but may not be able to understand.

### **How do I teach comprehension?**

Research suggests that there are several strategies that have a positive influence on children's ability to understand what they read. The National Reading Panel suggests practicing skills such as asking and generating critical questions, using story maps, and monitoring comprehension through cooperative learning opportunities. There is also evidence that modeling appropriate strategies such as using context clues and allowing children to develop skills through providing multiple opportunities to interact with texts aids in the development of comprehension. Also, students should have time to read individually, with peers and with adults.

## Writing

### What is writing?



Writing is defined as a system in which graphemes (letters or symbols) that represent a language are placed on a surface (encoded) to be read (decoded) by someone familiar with the code. It is a powerful, multifaceted tool for both personal and interpersonal communication.

### Why is writing important?

Writing is a means by which we communicate with others. When children see different ways of writing modeled and used around them, they soon want to engage in its production. Children usually begin writing (albeit through scribbling) before they start to read. Writing progresses through at least seven different stages from children giving meaning to their scribbles, pictures and drawings to conventional spelling. When children begin their formal schooling, they may fall anywhere on this continuum in terms of writing ability.

Research shows that writing supports reading development and vice versa. When students encode their thoughts using conventional or invented spelling on paper or using a word processing program, they use skills that support reading and writing development. With the disparity that exists between the number of phonemes and graphemes in the English language (26 and over 40 respectively), students need explicit and systematic phonics instruction to learn how this code works and how to reproduce it.

### How does ABRACADABRA support writing?

ABRACADABRA's writing component is designed for children to apply phonetic principles and their literacy experiences to the writing of words and sentences. Through game-like activities, children are asked to write words and sentences they have encountered in the different texts in the program. Scaffolding mechanisms are built in so that students can complete the writing activities on their own; that is, when words are spelled incorrectly, ABRACADABRA will provide prompts to support and encourage students until the words are spelled conventionally.

# ABRACADABRA

## Activity Descriptions

### ICON DESCRIPTIONS

Icons	Description
	Check Answer “A-OK”
	Next
	Repeat
	Yes
	No
	Exit to Hallway
	Back
	Return to Secret Room

## ACTIVITY DESCRIPTIONS

### Alphabetics (Sounds, Letters, and Words)

<b>Activity Name</b>	<b>Activity Objective</b>	<b>Content/Levels</b>	<b>Available Stories</b>
Matching Sounds 	The student will identify sounds that are the same.	<b>Level 1:</b> Distinguishable sounds.  <b>Level 2:</b> Similar sounds.	Story-independent Activity
Alphabet Song 	The student will practice the alphabet by singing the alphabet song.	<b>Level 1:</b> Sing it with us.  <b>Level 2:</b> Keep singing even when we don't.  <b>Level 3:</b> Sing by yourself, karaoke style.	Story-independent Activity
Word Counting 	The student will be able to count the words in a sentence and feed the yeti (friendly animal) the corresponding number of snowballs.	<b>Level 1:</b> 2, 3 and 4 word sentences (40%, 40% and 20%).  <b>Level 2:</b> 2, 3, 4 and 5 word sentences (20%, 30%, 30% and 20%)	<ul style="list-style-type: none"> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> </ul>

<p>Same Word</p> 	<p>Students will be able to distinguish between words that are the same or different.</p>	<p><b>Level 1:</b> First letter is different (e.g. cat and rat).</p> <p><b>Level 2:</b> Last letter is different (e.g. bad and bat).</p> <p><b>Level 3:</b> Medial letter is different (e.g. fan and fin).</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>
<p>Syllable Counting</p> 	<p>The student will be able to count the number of syllables in a word and feed the yeti (friendly animal) the corresponding number of popsicles.</p>	<p>Activity presents 1 to 4 syllable words only.</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>

 <b>Animated Alphabet</b>	<p>Students will be able to hear the sounds made by certain single and clustered letters. These letters will also be used in fun sentences.</p>	<p>The first page presents the 26 letters of the alphabet.</p> <p>The second page has 11 consonant and vowel clusters for more advanced practice.</p>	<p>Story-independent Activity</p>
 <b>Same Phoneme</b>	<p>The student will be required to distinguish between phonemes (letter sounds) that are the same or different.</p>	<p>All letter sounds are presented in this activity.</p>	<p>Story-independent Activity</p>
 <b>Letter Sound Search</b>	<p>Given the pronunciation of a letter sound, the student must identify and find its associated letter.</p>	<p>The teacher can have students focus on lower, upper, or mixed letters depending on the students' needs.</p> <p><b>Level 1:</b> 10 letters camouflaged in an easy background; i.e., s, p, m, t, c, d, n, a, h, r</p> <p><b>Level 2:</b> 14 letters camouflaged in a medium background; i.e., g, l, o, k, u, b, e, f, l, z, d, h, p, r</p> <p><b>Level 3:</b> 14 letters camouflaged in a hard background; i.e., w, j, v, y, q, x, g, i, b, l, a, t, e, h</p>	<p>Story-independent Activity</p>

<p>Letter Bingo</p> 	<p>Given the pronunciation of a letter name, the student must determine if she has that letter on her bingo card.</p>	<p><b>Level 1:</b> Upper case letters   <b>Level 2:</b> Lower case letters   Challenge: Often problematic lower case letters (e, d, p, q, g, l, m, n, u, v)</p>	<p>Story-independent Activity</p>
<p>Word Matching</p> 	<p>The student will match words that have the same beginning or ending sound.</p>	<p>Pairs of CVC words randomly presented:  <ul style="list-style-type: none"> <li>• 8 cards (4 pairs)</li> <li>• 12 cards (6 pairs)</li> <li>• 16 cards (8 pairs)</li> </ul>   <b>Level 1:</b> pairs of words with the same beginning sound.   <b>Level 2:</b> pairs of words with the same ending sound.</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>
<p>Word Families</p> 	<p>The student will create different words from the same word family.</p>	<p><b>Level 1:</b> Word families consist of single letters and phonemes   <b>Level 2:</b> Word families consist of single letters and phonemes + clusters</p>	<p>All stories are available in this activity.</p>

Rhyme Matching 	The student will identify words that rhyme.	Pairs of CVC words randomly presented: 8 cards (4 pairs) 12 cards (6 pairs) 16 cards (8 pairs)	All stories are available in this activity.
Blending Train 	Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".	<p><b>Level 1:</b> 2-phoneme words with short and long vowel sounds.</p> <p><b>Level 2:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 3:</b> 3-phoneme words with short vowel sounds.</p> <p><b>Level 4:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 5:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.</p> <p><b>Level 6:</b> 4-phoneme words with blends mainly at the end, short, long, and r-</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>

		<p>controlled vowel sounds.</p> <p><b>Level 7:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.</p> <p><b>Level 8:</b> 5-phoneme challenge words.</p>	
Auditory Blending  	Given a phonemic breakdown, the student will identify a word; i.e., /c/ /a/ /t/ = "cat".	<p><b>Level 1:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 2:</b> 3-phoneme words with short vowel sounds.</p> <p><b>Level 3:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 4:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.</p> <p><b>Level 5:</b> 4-phoneme words with blends mainly at the end, short,</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>

		<p>long, and r-controlled vowel sounds.</p> <p><b>Level 6:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.</p> <p><b>Level 7:</b> 5-phoneme challenge words.</p>	
Auditory Segmenting 	Given the pronunciation of a word, for example 'cat,' the student will identify the breakdown /c/ /a/ /t/ of the word.	<p><b>Level 1:</b> 2-phoneme words with short and long vowel sounds.</p> <p><b>Level 2:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 3:</b> 3-phoneme words with short vowel sounds.</p> <p><b>Level 4:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 5:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>

		<p>controlled vowel sounds.</p> <p><b>Level 6:</b> 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.</p> <p><b>Level 7:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.</p>	
Basic Decoding 	Given the visual representation of a word, the student must say the sounds of its letters, then blend them together to read the word.	<p><b>Level 1:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 2:</b> 3-phoneme words with short vowel sounds.</p> <p><b>Level 3:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p><b>Level 4:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>

		<p><b>Level 5:</b> 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.</p> <p><b>Level 6:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.</p> <p><b>Level 7:</b> 5-phoneme challenge words.</p>	
Word Changing 	The student must change individual letters or phonemes in a word to form a new word (i.e change "bad" to "sad").	<p><b>Level 1:</b> CVC words. Only first letter is manipulated</p> <p><b>Level 2:</b> CVC words. All letters are manipulated</p> <p><b>Level 3:</b> CVC words with long vowels. Only first letter is manipulated</p> <p><b>Level 4:</b> CVC words with long vowels. All letters are manipulated</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> </ul>

## Fluency (Reading)

Activity Name	Activity Objective	Content/Levels	Available Stories
High Frequency Words 	Given a list of high frequency words, students will have to read them out loud within a certain time period before another word pops up.	<b>Level 1:</b> A set of four words are randomly presented four times with gradually less time to read them.  <b>Level 2:</b> A set of seven words are randomly presented four times with gradually less time to read them.	<ul style="list-style-type: none"> <li>I Can Move Like A...</li> <li>Little Red Hen</li> <li>How a Bean Sprouts</li> <li>The Dove and the Ant.</li> <li>The Frogs and the Well</li> </ul>
Tracking 	While reading a story, the student will be able to read with one-to-one correspondence and without skipping words.	All stories available in this activity include the tracking functionality.	All stories are available in this activity.
Accuracy 	After listening to the computer read a passage, the student must read the same page accurately.	This activity can be done at all levels.	
Speed 	Using an algorithm of good reading speed, the computer will monitor a student's reading rate. The student will read a given text at an appropriate pace.	This activity can be done by students who know how to read.	

<p>Reading with Expression</p> 	<p>The computer reads a paragraph using good or bad expression and the student must decide if it was read with a good expression. The student will then read the same paragraph practicing correct use of expression.</p>	<p>There are no levels in this activity.</p>	<ul style="list-style-type: none"> <li>• I Can Move Like A...</li> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> <li>• Waterfall</li> </ul>
<p>Reading Practice</p> 	<p>This activity exposes students to a new story, which will allow for more reading opportunities and practice. This activity can be done in pairs or in small groups and individually.</p>	<p>There are no levels in this activity.</p>	<ul style="list-style-type: none"> <li>• Invisible Alligators</li> <li>• The Brave Monkey Pirate</li> <li>• The Wiener Dog Magnet</li> </ul>

## Comprehension (Understanding the Story)

Activity Name	Activity Objective	Content/Levels	Available Stories
Prediction 	Based on information from the story, the student will predict future events.	Prediction questions at the end of certain pages in the story.	<ul style="list-style-type: none"> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• The Frogs and the Well</li> <li>• Waterfall</li> </ul>
Comprehension Monitoring 	After reading a story, the student will identify words that don't make sense (1 in each page of the story).	One nonsense word per page in every story.	<ul style="list-style-type: none"> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Waterfall</li> </ul>
Sequencing 	After reading a story, the student will place story events in their correct order.	<p><b>Level 1:</b> 3 story events (summary of story pages), displayed in random order.</p> <p><b>Level 2:</b> 5 story events (summary of story pages), displayed in random order.</p>	<ul style="list-style-type: none"> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• How a Bean Sprouts</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• The Frogs and the Well</li> <li>• Waterfall</li> </ul>

Summarizing 	The student will answer story related questions to help him/her summarize the story at the end.	Story related questions at the end of certain pages in the story, which help the student to identify key elements to include in a summary of the story.	<ul style="list-style-type: none"> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• The Frogs and the Well</li> <li>• Waterfall</li> </ul>
Vocabulary 	Given different attributes of a word, the student must determine which sentences use the word appropriately.	A number of vocabulary words from each story.	All stories are available in this activity.
Vocabulary (ESL) 	Students will match a given word with a corresponding picture and then create a sentence using the word.	Level 1: Sets of 5 words to be matched  Level 2: Sets of 5 words to be used in sentences	
Story Elements 	Students answer questions about events in a story.	There are 6 questions to be answered.	
Story Response 	Students are given open-ended questions about the story that they will discuss with one another.	6 questions are presented in a set 3 of which a general and 3 of which are specific to a story.	<ul style="list-style-type: none"> <li>• The Dove and the Ant</li> <li>• The Little Red Hen</li> <li>• When I Open My Eyes</li> <li>• Henny Penny</li> <li>• The Three Billy Goats Gruff</li> <li>• Darryl! Don't Dawdle</li> <li>• The Frogs and the Well</li> <li>• Feelings</li> <li>• Waterfall</li> </ul>

## Writing

Activity Name	Activity Objective	Content/Levels	Available Stories
Spelling Words 	<p>The student will spell regular and irregular words using the keyboard.</p>	<p><b>Level 1:</b> 2 phoneme words, single letters.</p> <p><b>Level 2:</b> 2 phoneme words, single letters and long vowels.</p> <p><b>Level 3:</b> 3 phoneme words, single letters.</p> <p><b>Level 4:</b> 3 phoneme words, single letters and long vowels.</p> <p><b>Level 5:</b> 4 phoneme words, consonant clusters at the beginning.</p> <p><b>Level 6:</b> 4 phoneme words, consonant clusters at the end.</p> <p><b>Level 7:</b> 5 phoneme words, consonant clusters at the beginning AND end.</p> <p><b>Level 8:</b> 5 phoneme words, consonant clusters at beginning AND end + long vowels.</p>	<p>All stories are available in this activity.</p>

Spelling Sentences 	The student will spell regular and irregular words using the keyboard.	<b>Level 1:</b> 2 phoneme words, single letters.  <b>Level 2:</b> 2 phoneme words, single letters and long vowels.  <b>Level 3:</b> 3 phoneme words, single letters.	All stories are available in this activity.
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## Instructions for Using ABRACADABRA

1. To **login** to the Learning Toolkit, enter your **Username** and **Password**.



2. From the **LTK Lobby** click on **ABRACADABRA**.



3. Click on **STUDENT**.



4. This is the **HALLWAY**.

From here, click on **ACTIVITIES** and **STORIES**.



5. This is the **SECRET ROOM**.

From here you can select a **STORY** or an **ACTIVITY**.



At any time, in any **ACTIVITY** or **STORY** you can go to the **Chooser Menu**.



a) If you want to go back to the **HALLWAY** click on:



b) To go **BACK**, click on:



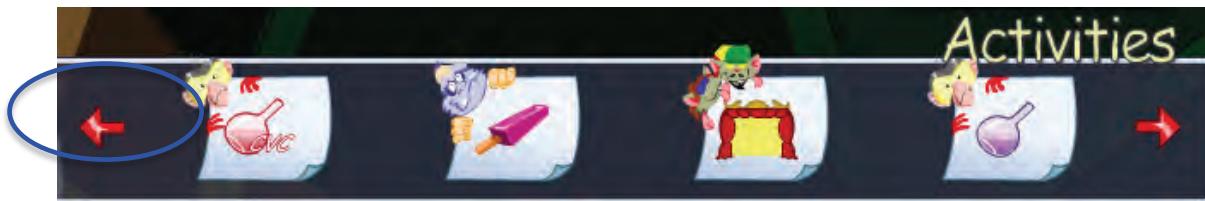
c) To return to the **SECRET ROOM** and choose another activity,  
click on:

6. Choose an **ACTIVITY**:



**Activities**

7. Click on the **RED ARROWS** to view more activities.



**Activities**

8. Choose a **STORY** (\*if required - some activities are linked to Stories.)



**Stories**

**In an ACTIVITY:**

**Check your answer  
"A-OK"**



**REPEAT**  
(listen again)



a) If you need '**HELP**' click on: .



b) If you agree, say '**YES**': (thumb up).



c) If you don't agree, say '**NO**': (thumb down).



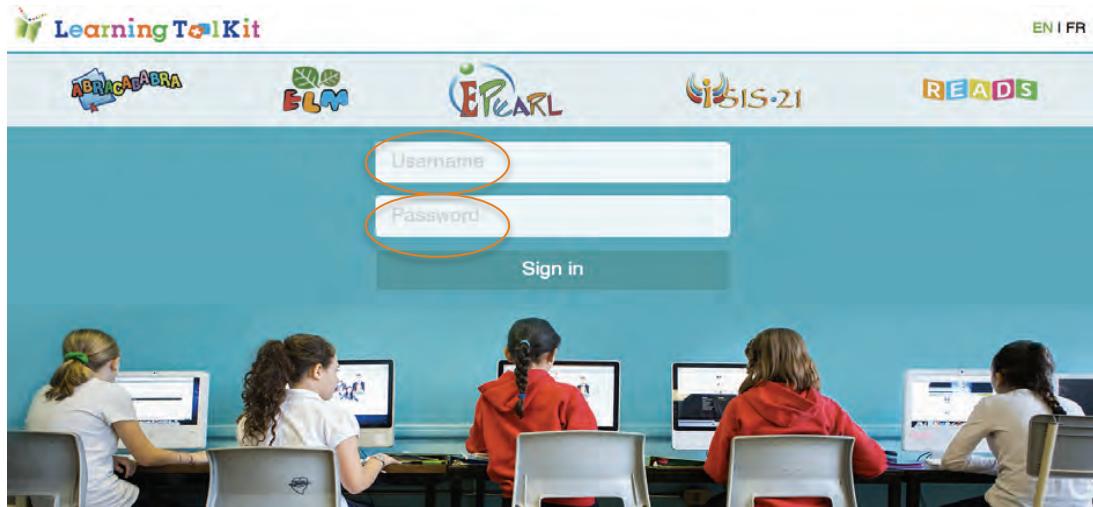
d) If you want to move on, click on '**NEXT**': .

## ABRACADABRA - Teacher Module

### Teacher Preparation

It is recommended that before using ABRACADABRA in your classroom, you spend some time learning the structure of the software and planning how best to use it with your pupils.

However, first you must login to the software. Remember that you have a unique *Username* and *Password* that must be entered as shown below:



Once logged in, click on the **Teacher** button to access the **Teacher Zone**.



In the Teacher Zone, you will find five areas to explore:

1. **Stories:** Familiarize yourself with the **Stories** and their corresponding activities.
  - a) Click on **Stories**.
  - b) Click on a **Genre**, such as *Folk and Fairy Tales*.
  - c) Click on a **Title**, such as *Little Red Hen*, to listen to the story.

- d) Click on **Related Skills** to learn what activities are linked to this story. (You can access a demo of the activity by clicking on its title.)
- e) Click on **Lesson plans or Extension activities** to access some suggestions for classroom activities.
- f) Click on **Printables** to learn what resources may be printed out and displayed in the classroom.
- g) Continue to explore this section by clicking on another story.

**Tip:** When reviewing stories, look at the overall context and content, vocabulary, number of words/page, and metaphors; then, you can judge the appropriateness for the age group and level of your pupils.

2. **Skills:** Familiarize yourself with the **Skills** and their corresponding stories.
  - a) Click on **Skills**.
  - b) Click on **Sounds, Letters and Words** and review the information about this broad skill.
  - c) Click on an **Activity** that addresses this skill, such as *Matching Sounds*.
  - d) Review the description and demo of the activity and try playing it yourself!
  - e) Click on **Related Stories** to learn which stories are linked to this activity.
  - f) Click on **Lesson plans or Extension activities** to access some suggestions for classroom activities.
  - g) Click on **Printables** to learn what resources may be printed out and displayed in the classroom.
  - h) Continue to explore this section by clicking on another activity, or by learning about another broad skills such as Reading comprehension.
3. **Resources:** This section provides access to all the ABRA printable material.
  - a) Click on **Teacher Guides** to access the printed version of the *LTK Teacher Guide* and other support material (such as Job Aids and Lesson Plans) that have been developed by the CSLP. Close the window to get back to the Teacher Zone.
    - Tip: This material is stored on the CSLP server, so the larger files (such as videos) may take some time to load.
  - b) Under **Image Resources**, print out any of these graphics to use in your classroom. They may be placed on cue cards, on instruction sheets for pupils, used as a mobile hanging from the ceiling, etc. In addition, the printed cards can also be used in collaborative activities
  - c) Under **Stories**, click on any title to access the storybook in PDF format. Any ABRA book (including the pupil stories) may be printed out for the classroom.
  - d) Under **General**, print out the colouring books, or other resources for the classroom such as the Comprehension bookmark. (These are provided in your binder.)

- e) Under **Activities**, click on and print out any of these extension activities – each linked to a specific activity. (These are provided in your binder.)
4. **Best Practices:** This section provides additional information on how to implement ABRA in your classroom.
    - a) Consult the **Video Gallery** to learn how teachers have used ABRA in different classroom contexts.
    - b) Review the section on **Early Literacy** or the **Tips for Teachers** to learn more about how to develop early literacy skills.
  5. **Assessment:** If you have an Internet connection at your school, you may use the iBook to access this feature to:
    - Verify that your pupils are doing the right activities.
    - Check that they are doing the correct level of activities.
    - Direct your teaching.
    - Create new classroom activities.
    - Support pupils' learning.

## What is READS?

You will notice that ABRA is linked to another tool called READS, which is a database of digital stories. READS has been developed to supplement the stories within ABRACADABRA to help develop students' **fluency** and **comprehension skills**.

READS contains over 500 free stories, many available in several languages including Kiswahili, English, and French. The stories are geared primarily to emerging readers from K through Grade 3. To allow readers from different cultural backgrounds and instructional contexts to enjoy the stories, READS offers a variety of themes, genres, country of origins, etc.

The READS database is accessible via the LTK Lobby page or it may be stored on a USB key and copied over to a desktop. In the latter instance, books are available in the PDF format only. Accessing READS via the LTK lobby provides a choice of book formats including HTML and PDF.

## Links between ABRA and the Objectives of Lower Primary Education in Kenya

ABRACADABRA	Objectives of Primary Education	General Objectives Lower Primary
<b>Phonics</b>  <p><i>Providing children with multiple opportunities to practice sounds and words is crucial for growth in their fluency and comprehension skills. In addition, research shows that it is more advantageous when alphabetic skills are presented with various phonetic or writing activities.</i></p> <p><i>Pupils will have to listen to the Demo at the beginning of each activity. In order to successfully complete the activity, they must follow the instructions and prompts.</i></p>	<p><i>Acquire literacy, numeracy, creativity and communication skills</i></p> <p><i>Develop critical thinking and logical judgment</i></p> <p><i>Develop individual talents</i></p> <p><i>Develop awareness and appreciation of the role of technology in national development</i></p>	<p><i>Listening skills to be able to listen, understand and respond to information and instructions appropriately</i></p>
<b>Fluency</b>  <p><i>Children who struggle with reading accurately and at an appropriate pace tend to struggle with motivational problems. The reading load increases as pupils progress through the grade levels making lack of fluency a major obstacle in school success.</i></p>	<p><i>Acquire literacy, numeracy, creativity and communication skills</i></p> <p><i>Enjoy learning and develop desire to continue learning</i></p> <p><i>Develop critical thinking and logical judgment</i></p>	<p><i>Speaking skills to be able to use correct pronunciation, stress and intonation to express needs, feelings, convey information and relate experiences</i></p> <p><i>Reading skills to be able to read and understand instructions, to read for information and for pleasure, and to develop vocabulary and sentence structures</i></p>

<p><i>Pupils are offered a multitude of stories exposing them to different text types such as: Folk and Fairy Tales, Poetry, Fiction, Non-Fiction and Multicultural stories, and of varying themes: Places and Spaces, Foods, Animals, Numbers and Colours, Seasons and I am Special.</i></p>	<p><i>Develop awareness and appreciation of the role of technology in national development</i></p>	
<p><b>Reading Comprehension</b></p> <p><i>Reading for meaning is the ultimate goal of learning how to read. This is the element that takes children from being good decoders to being good readers and literate beings. The difficult question of how to teach it remains the more difficult question to answer.</i></p> <p><i>Reading comprehension is a culmination of all the pupils' reading skills that have been gained. It involves good oral comprehension, vocabulary and decoding skills. Comprehension is also affected by children's prior knowledge and personal experience</i></p>	<p><i>Acquire literacy, numeracy, creativity and communication skills</i></p> <p><i>Enjoy learning and develop desire to continue learning</i></p> <p><i>Develop critical thinking and logical judgment</i></p> <p><i>Develop awareness and appreciation of the role of technology in national development</i></p>	<p><i>Reading skills to be able to read and understand instructions, to read for information and for pleasure, and to develop vocabulary and sentence structures</i></p>

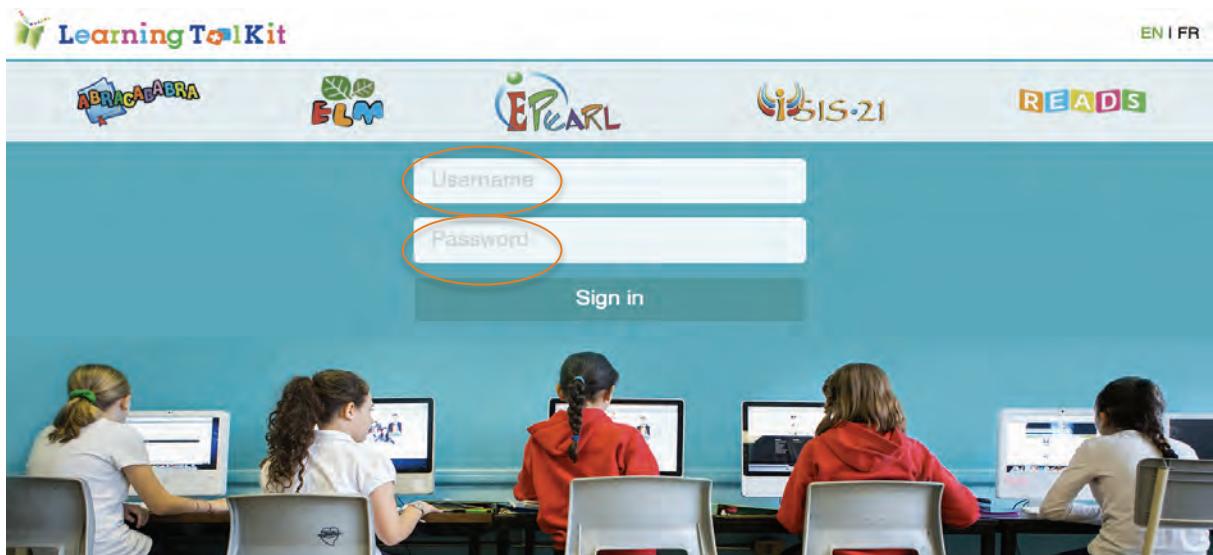
<p><i>that can help them relate to varied texts.</i></p>		
<p><b>Writing</b></p> <p><i>Writing is a means by which we communicate with others. As children see different ways writing is modelled and used around them, they soon want to be a part of its production.</i></p> <p><i>Children usually begin writing (albeit through scribbling) before they start to read. Research shows that writing supports reading development and vice versa. When pupils take their thoughts and encode them using conventional or invented spelling on paper or using a word processing program, they use skills that support reading and writing development. ABRACADABRA is a tool that helps this development.</i></p>	<p><i>Acquire literacy, numeracy, creativity and communication skills</i></p> <p><i>Develop individual talents</i></p> <p><i>Develop awareness and appreciation of the role of technology in national development</i></p>	<p><i>Writing skills to be able to express own feelings and ideas meaningfully and legibly in correct English structures</i></p>

## ABRACADABRA – Student Module

When using ABRACADABRA, it's important to set aside time for pupils to explore and learn about the software.

Start by demonstrating the login process to pupils, reminding them that each pupil has a unique Username and Password. Consider using the [Login Cards](#) available on the Teacher Resource Page as a useful reminder tool.

The login screen is shown below:



Once pupils are logged in, ask them to click on the Student button to access the Student module.



Now you can introduce pupils to ABRACADABRA and allow them to explore the software.

## The World of ABRACADABRA

- Time: About an hour
  - Materials: Whiteboard or projector/screen
  - Setting: Lab
1. Login to your account and show pupils the school corridor where Julie and Leo are walking.
  2. Say: “*This is the magical word of ABRACADABRA. Here we meet Julie and Leo (Please change the names if you want them to be more culturally significant), and they are going to take us on a wonderful journey where we can learn new sounds, words, and stories to help us learn how to read!*”



3. Click on **Characters**.
4. Have pupils choose different characters.

- Have the computer read aloud the character's biography, or if pupils want, they can try to read various portions of it.



- Click on and go back to the corridor.
- Now, click on ***Activities and Stories***.
- Say: "This is the secret room. From here, Julie and Leo can take us to different activities and stories where we will learn how to read and share what we have learned."
- Allow for ample exploration time.

#### Tips for Teachers

- Make sure pupils are comfortable logging into ABRACADABRA on their own (initially with some support from you or another pupil).
- Let pupils familiarize themselves with the icons and the navigation menu.
- Encourage pupils to watch the demos of the activities.



### **Colour activities:** (Link to Primary English Standard 1,Thematic unit 19)

#### **1<sup>st</sup> Activity**

- Pupils look at the word ABRACADABRA and name all the colours in the title.

#### **2<sup>nd</sup> Activity**

- Then, Go back to Characters or Secret room
- Ask pupils to name various colours they see
- Pupils make full sentences using the colours they have identified, for example: "Victor, the hairdresser is wearing a green shirt."

#### **3<sup>rd</sup> Activity**

- Ask pupils to go to pgs 64-65 in their Pupils book and complete the activities

#### **4<sup>th</sup> Activity**

- Pupils make up a new song, like in the Pupil's book, using ABRACADABRA characters and colours
- Song should rhyme
- All pupils can work together to create the song

Tips for teachers:

- These activities can take place in groups
- Give pupils clear instructions before they start
- Make links to classroom, home and environment from other Thematic Units  
(Std 1- Units: 8,9, 23 and 27)

## Tracking Student Activity with ABRACADABRA

An important feature in ABRACADABRA is the ability to track what students do and how well they do it (assessment). This Teacher Aid will help you make the most of ABRA's student tracking features starting with the log-in process, which is essential for correctly tracking student work.

### How does the ABRACADABRA log-in process work?

- At the beginning of the school term, class names, teacher names, and pupil names (for a class) must be entered into the software. The Administrator usually does this.



- A *Username* and *Password* is created for each teacher.
- A *Username* and *Password* is created for each pupil.
- The *Username* and *Password* must be used when logging into the software

### Teacher Account

- The teacher can change his/her own password at any time. To do this, access the software using the Teacher *Username* and *Password* → *LTK Manage* → *My Account* (see below).



- The teacher can change a student password at any time. To do this, you access the software using your *Teacher Username* and *Password* → *LTK Manage* → *My Students* → click on the pencil icon next to each pupil's name (see below).



## Why must students log in and out of ABRACADABRA?

- When a pupil logs in, the software begins to track the actions of the student.
- The software can only do this correctly if the pupil logs in correctly. Therefore, it is very important that pupils enter their access information when prompted. **They should also ensure they click the “Logout” button when they are done using the software.**



## How should students log in to ABRA when working in groups?

- When two or more pupils are working together within ABRA, it is important that each pupil log in and out correctly.
- To do this, the first pupil should log in.



- The second pupil then clicks on the button \_\_\_\_\_ and enters his/her log-in information.
- Each additional pupil repeats this process until the entire group has logged in (up to 4 pupils).

Username	
Password	
<input type="button" value="login"/>	<input type="button" value="cancel"/>

- **Important:** When pupils are taking turns on an activity, they must change accounts by clicking on their own avatar at the bottom of the screen.



## What student data is tracked?

ABRA tracks the following data on student use:

- The amount of time the pupil has used ABRA within a session.
- The activities that were consulted (and the number of times they were consulted).
- When the pupil went for support (i.e. clicking on a word in the Tracking activity).
- When the pupil made an error (i.e. incorrectly spelling a word in the Spelling activity).

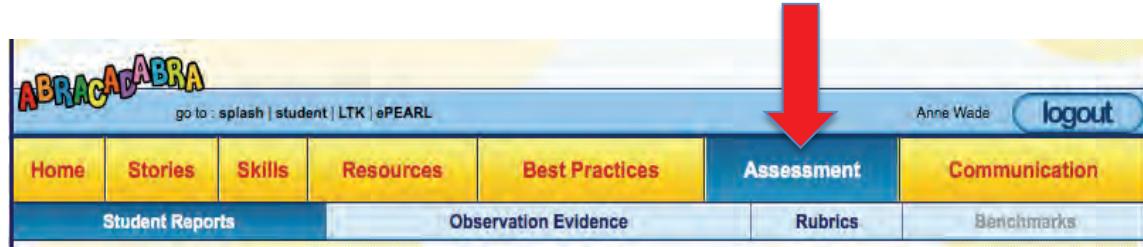
## What assessment reports are available?

Teachers are able to access a report of ABRA activity by:

- Whole class
- Individual pupil

(Note: Even when pupils work in groups, they are assessed individually and thus have an individual pupil report.)

To access these reports, click on Assessment in the Teacher Zone.



Here is an example of a whole class report for the Tracking activity

The screenshot shows the 'Tracking' activity report. At the top, there is a dropdown for 'classes' set to 'Ms Wade's homeroom'. Below it, a dropdown for 'students' is circled in red and set to 'Whole class'. To the right of this are fields for 'start date' (2015-05-31) and 'end date' (2015-06-30), both of which have red arrows pointing to them. Further to the right is a 'view...' button. Below these controls, the word 'Tracking' is displayed in a yellow bar.

**Tracking**

view activity details

39 min. 25  
time spent num. sessions

**Stories**  
The Three Billy Goats Gruff, The Fruit Family, Darryl! Don't Dawdle, How a Bean Sprouts, The Little Red Hen, Canadian Wild Animals, Waterfall, I Can Move Like a ..., Henny Penny, My Town, The Four Seasons

**List of Clicked Words**

	help
brothers	X
problem	X
breakfast	X
mrs.	X
mrs.	X
drat	
this	
red	
day	
once	X
morning	
drat	
again	X
once	X
grain	
myself	X

A time period must be selected

Here is an example of an individual pupil report

The screenshot shows a user interface for tracking student progress. At the top, a dropdown menu labeled 'Classes' has 'Ms Wade's homeroom' selected. Below it, a search bar shows 'students Wade, Megan' with date filters 'start date 2015-06-08' and 'end date 2015-06-30'. A 'view' button is to the right.

The main content area is titled 'Sequencing' with a 'view activity details' link. It displays two metrics circled in red: '6 min. time spent' and '1 num. sessions'. Below this, under 'Stories', is the entry 'The Three Billy Goats Gruff'. A 'Statistics' section contains a table:

	level 1	level 2
Correct on first try	1	
Correct with help	2	

At the bottom, there is a link 'Error Report (click to view)'.

For the Sequencing activity:

- This information helps teachers understand the type of errors their pupils are so they can determine ways to help them.

## How do teachers use the information provided in an Assessment report?

Teachers can:

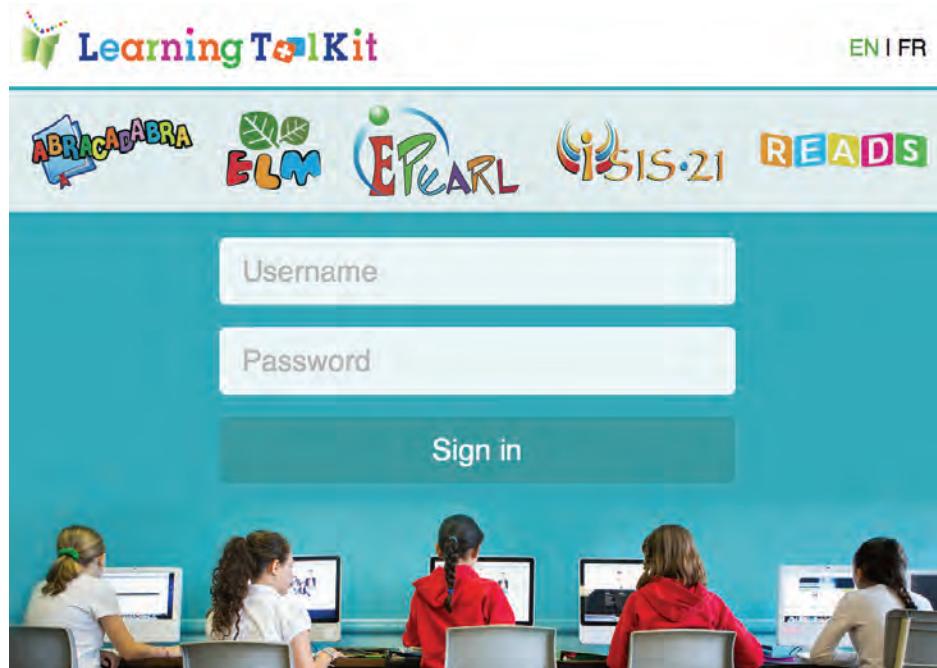
- Use the *time spent* information to decide whether pupils are going through a story or activity too quickly.
- Look at the list of words clicked on to see what type of word families pupils or the class is struggling with and spend more time with struggling pupils.
- Encourage pupils to return to a story and/or activity that was completed too quickly or needs to be practiced again.
- Encourage pupils to click on words they don't understand and use the help provided.
- Design whole class writing activities using words the class is struggling with (word families)
- Ensure pupils have completed the assigned activities.

## Managing Classes and Pupils in ABRACADABRA

When using ABRACADABRA, it is important to understand how to manage your class(es) and pupils.

Remember:

- A *Username* and *Password* is created for each pupil.
- A pupil's *Username* and *Password* must be used when logging into the software.
- All pupils' *Usernames* and *Passwords* can be viewed and modified by the teacher.



To manage student log-in information such as passwords, the teacher must use their own *Username* and *Password* to log in and then access *LTK Manage*.



- The teacher can look at her classes by clicking on *My Classes*:

Ms Anne's Manage Section

Main Menu | My Account | **My Classes** | My Students | ELM Settings | Logout

**My Classes** | Link / Unlink

- To edit class click pencil icon next to class name.  
- To view class list click the class list icon.  
- To link myself to another class click Link Myself To More Classes.  
- To link more teachers to one of the classes below click Link/Unlink.

2 records

Class Name	Class Nickname
Homeroom	Mr. Springfield's homeroom
Homeroom_001	Ms Wade's homeroom

2 records

- The teacher can view pupils' information by clicking on *My Students*:

- Students are shown for all of the teacher's classes (if she has more than one).
- A drop-down menu allows the teacher to select a class, and view pupils in a specific class.

Main Menu | My Account | My Classes | **My Students** | ELM Settings

**List of Students** | Link / Unlink | New Work

- To edit student click pencil icon next to the student's name.  
- To limit your view select class.  
- To link student to class click the Link/Unlink Students tab.

All My Classes

Homeroom

Homeroom\_001

	Nickname	Username	Password	ePEARL
Grimard, Estel	Sam	DinucciN	2020	Level 1
Jones, Samantha		Estel	2020	Level 1
LeBel, Marianne		samantha	2020	Level 3
P, Van		marianne	333	Level 2
Pierre, Julian	jujube	vanp	2020	iLevel 2
Pierre, Julie		Julien	2020	Level 1
Pillay, Vanitha		jp	2020	Level 2
Potter, Harry		vanitha	2020	Level 3
Smirnoff, Alexis		70682	2020	Level 2
Smith, Jackie		alex	2020	Level 3
Smith, Sean	jackie	2020	030349	Level 1
student, New		70709		Level 2
student, New		70683	6661	Level 2
student, New		70334	8560	Level 2
student, New		70507	5387	Level 2
student, New		70658	6807	Level 2
Sultani, Neha		Neha	2020	Level 2

3. The teacher can change a pupil's password at any time. To do this, click on *Manage* → *My Students* → click on the pencil icon next to a pupil's name.



- a. A window opens with the pupil's information. All of this information can be edited, including the Password.

List of Students	Link / Unlink	New Work
<b>Edit</b> First Name: Nina Family Name: Dinucci Nickname: <i>Please let students choose their own nicknames.</i> Username: DinucciN <input type="checkbox"/> Let LTK+ choose the username. Password: 2020 ePEARL: Level 1 <input type="button" value="Cancel"/> <input type="button" value="Save &amp; Close"/>		

- b. If a pupil has trouble logging in, check their password first.  
 c. You can also reset their password.  
 d. Pupils can also use a Nickname instead of their Username to log in if their first names are long or difficult to type (enter it in the fields as shown above).



Name: First Last	Nickname	Username	Password
Dinucci, Nina		DinucciN	2020
Grimard, Estel		Estel	2020
Jones, Samantha	Sam	samantha	2020

## Using Stations/Centres in the Classroom



### Teacher Preparation

1. Choose an ABRACADABRA or READS story.
2. Set up 4-5 stations in the classroom with varied activities (*7-8 pupils/station*).
3. Prepare each station (paper, printables, crayons, other materials needed, etc.).
4. Write out a specific set of instructions for each station – see below for help.

Suggested station activities:

- Using printables, including worksheets, sequencing cards, etc. (*from ABRA Teacher Zone or other prepared materials*)
  - On a table have various printed materials that pupils can choose from
  - Ask pupils to choose one and complete
- Colouring pictures and images
  - On a table have various colouring pages that pupils can choose from
  - Ask pupils to choose one and complete
- Listening station
  - Set up a chosen ABRACADABRA story that pupils can listen to
  - Use laptops and headphones (*if available in the classroom; if not can be done in the lab*) taking turns
  - Pupils listen to the chosen story

- Echo reading (*See Echo Reading: Tips for Success Teacher Aid*)
  - Use the printed PDF of the story
  - Sit at a table or on the floor with pupils (*preferably facing one another in a circle*)
  - If you are not available to conduct the activity, ask a facilitator to begin reading the story
  - Pupils read the story taking turns (*i.e. continuing where the last person left off*)
- Painting/Drawing
  - Facilitator sets up a station with paints/markers/crayons and paper
  - Pupils can paint or draw their favourite part of the story
- Writing
  - Facilitator sets up a station with lined paper and pencils
  - Pupils write a new story ending
  - Pupils use vocabulary from the story and write 2-3 complete sentences
- Filling in the blank spaces
  - Create 3-4 sentences using the story content with blank spaces
  - Make sufficient copies of sentences
  - Set up a station with copies of fill-in-the-blanks sentences
  - Pupils take one sheet each and complete
- Rewriting story in own words
  - Facilitator sets up a station with paper and pencils
  - Ask pupils to write a summary of the story
  - Remind them to consider: characters, main events, conclusion
- Paper Puppet Making
  - Facilitator sets up a station with craft, colouring and other relevant materials available
  - Ask pupils to create a small paper puppet
  - Remind them to consider: characters, main events, conclusion
- Dramatizing (role play)
  - Facilitator sets up a station with props or puppets if available
  - Pupils discuss and choose a favourite scene/part from the story
  - Pupils choose a character from the story that they will play
  - Pupils act out one scene/part form the story they agree on
- Retelling the story in own words (*See CL Lesson Plan: Literary Circles*)
  - Pupils at this station sit together in a circle with a discussion leader

- Pupils take turns retelling various parts of the story
- Discussion leader can decide if this should be done as a sequencing or summarizing activity
- Question and Answer
  - Create 4-5 short questions about the story
  - Make sufficient copies of questions
  - Set up a station with your questions sheet and pencils
  - Pupils take one sheet and complete the questions

### **Pupil Preparation**

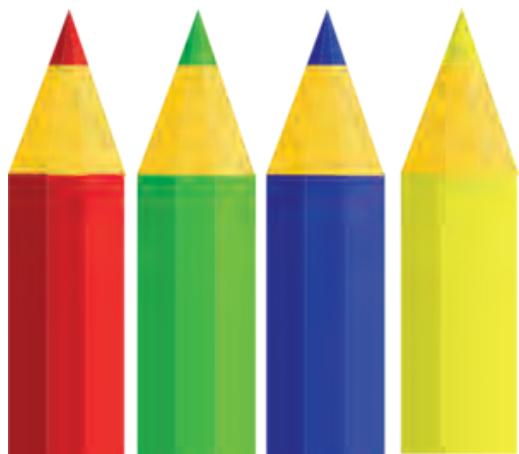
1. Have pupils come to the mat.
2. Read the ABRACADABRA story (use projector and iBook or a PDF copy of the story if available or simply summarize it).
3. Provide an overview of the activities available at the different stations.

### **Using the Stations**

1. Put pupils into groups of 6-8 and assign them to an initial station.
2. Use visual cues to help pupils identify stations easily. (*See following pages for visual cue cards.*)
3. Make sure to indicate the time needed for each station's activity. (Suggest 10-25 mins. for a total class time of 90 mins.)
4. Pupils should rotate through the stations--set one way of rotating, i.e. clockwise or anti-clockwise.
5. If time does not allow for completion of activity (*i.e., role-play, literary circle, echo reading*), pupils can start at that station upon the next rotation
6. Supervise pupils as they rotate through stations and do the activities.
7. Rotation can be done by alerting pupils using:
  - Bell
  - Clapping of hands
  - Using gestures
  - Word of mouth



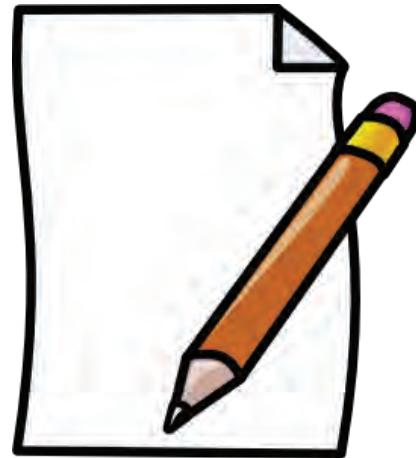
Echo Reading



Drawing



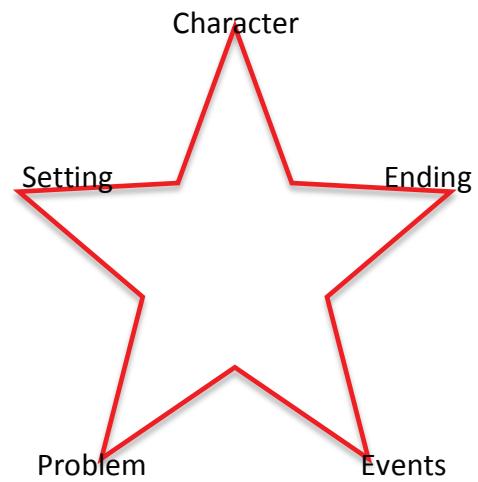
Listening Station



Writing



Question & Answers





Role Play

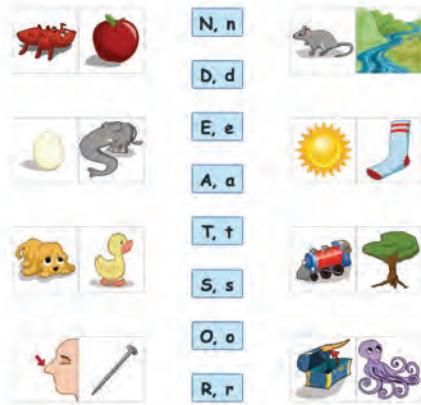


Literary Circle

Fill

in the

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ABRACADABRA

Worksheets

## Using ABRA in Large (Split) Classes



### Teacher Preparation

1. Plan what ABRA activity/story will be assigned in the computer lab.
2. Make sure all of the computers and headphones are functioning in the lab.
3. Plan the activities for 3 or more stations in the classroom (see suggestions at end).
4. Prepare each of the classroom stations using available materials such as:
  - Flash cards (both with letters and words)
  - Sequencing cards
  - Drawing material (paper and colouring pencils)
  - ABRA Worksheets (Printables from ABRA Teacher Zone page).
5. Prepare a run-through of each station before starting. (As a reminder for yourself, write out a specific set of instructions for each station – see below for help.)
6. Share the lesson objectives with the pupils in the classroom before going to the computer lab. This helps in managing time when in the lab.

### Pupil Preparation

1. Have pupils come to the mat.
2. Group the pupils into two groups.
3. Provide an overview of the objectives of the lesson.
4. Describe the activities available at each of the different stations and the ABRA activity they will be using in the lab.

5. Assign one group of pupils to the computer lab and ask them to move to the lab and to open up the activity and required book.
6. Divide the second group into mini-groups, and assign each mini-group to a station. Ask them to move to the stations and begin the station activity.
7. Set a time limit for work in each station, then rotate pupils through the stations.
8. When half the lesson time is up, ask all pupils to return to the mat.
9. Divide the lab group into mini-groups and assign them to stations. Ask pupils to move to the stations and begin work.
10. Ask the second group to proceed to the lab and to open up the activity and required book.

## Using the Stations

1. If time allows, pupils should rotate between the stations (*set one way of rotating, i.e. clockwise or anti-clockwise*).
2. Assign a station to each group and supervise as they do the activities.
3. Use visual cues for pupils to identify stations easily. (*See visual cues cards in the Teacher Aid Using Stations/Centres in the Classroom.*)
4. The time at each station should be indicated. (*Suggested 10-15 mins. for a total of 30 mins. and 30 min in the lab.*)
5. If time does not allow for completion of an activity, pupils can start at that station in the next English lesson.
6. Rotation can be done by alerting pupils using:
  - Bell
  - Clapping of hands
  - Using gestures
  - Word of mouth

## Suggested Classroom Activities

- Using printables, including worksheets, sequencing cards (for available stories), etc. from the ABRA Teacher Zone or other prepared materials.
  - On a table have various printed materials that pupils can choose from: arranging cards to form a word, arranging cards to form a sentence, worksheets.
  - Ask pupils to choose one and complete it.
- Colouring pictures and images
  - On a table have various colouring pages that pupils can choose from.
  - Ask pupils to choose one and complete it.

- Question and Answer
  - Create 4-5 short questions about the story.
  - Make sufficient copies of questions.
  - Set up a station with your questions sheet and pencils.
  - Pupils take one sheet and complete the questions.

## Different Pupils/Different Needs Using ABRACADABRA in a Mixed-Ability Classroom

Children vary in their ability to do certain kinds of schoolwork. Some need more assistance, attention, and time from the teacher. To use ABRA successfully in your class, here are some ideas for working with mixed-ability groups.

1. Depending on your lesson objectives, you might want to group pupils according to abilities.



2. Pupils who need more time and attention (we call them “children with special needs” benefit from having 1 computer or 1 book each.



3. Let the special needs pupils read simple stories or try simple activities (e.g.: alphabetics) from Level 1 in ABRA.
4. Ask other pupils to work on their own while you assist the special needs pupils.
5. During free time (break/lunch), use the laptop to help the special needs pupils and give the rest of the class other activities such as drawing and colouring, worksheets, writing simple sentences, or making/forming words using letters.
6. Give pupils with stronger computer skills or a better understanding of ABRACADABRA a chance to assist pupils who need more help. *This fosters self-esteem and confidence, as well as a sense of cooperation and collaboration.*

7. Create experts in your classroom. Identify pupils who have an excellent understanding of how computers/tools/software function. Make these pupils the “helpers” for the class. Make a sign in the lab that is visible to all pupils, so when someone struggles, they can go to:



Joanna: Recording  
Kilano: Reading  
Matumbo: Spelling  
Jacob: Accessing activities

8. Try having peers teach each other by pairing stronger and weaker pupils to work on an assignment.

## Echo Reading: Tips for Success



### What is Echo Reading?

Echo reading is an easy-to-use reading strategy for helping readers learn about **fluency, expression, and reading at an appropriate rate**.

**Fluency** and **pace** affect **comprehension**. If pupils read too slowly or too fast, they will most likely have trouble comprehending what they are reading. Echo reading helps struggling readers improve their comprehension skills.

This strategy can also help them learn about paying attention to **punctuation marks** while reading.

During echo reading activities, the teacher models important skills such as:

1. Correct intonation (tone of voice)
2. When and where in the text to read slowly or faster
3. Using the appropriate expression for the context of the story
4. Showing different emotions through one's voice

These are important skills not only for becoming a successful reader, but also for helping to understand the story.

## Tips for Teachers

1. The ages and ability levels of your pupils will determine how much text to read at one time.
2. When participating in echo reading, it is important that pupils can follow along in a text. They should not just be repeating words back to the teacher.
3. Remember that many struggling readers have poor self-esteem. Finding ways to help these children improve in these personal areas is as important as helping them read well.

### \*Story Suggestions

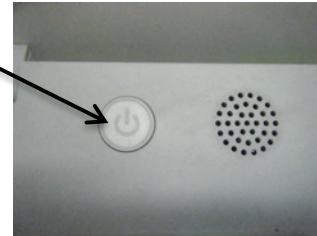
<b>Level &amp; Other Information</b>	<b>Easy</b>	<b>Average</b>	<b>Advanced</b>
<b>READS Stories from Kenya</b>	I Enjoy Ninafurahia	A Camel, and Ox and a Sheep	Hyena and Raven
	Barua kwa mama/ Letter to mum	Juma and Kamau	Akatope
	Zawadi and the Ogre	Kamali's Selfishness	Zawadi and the Ogre
		Lion and Hare	
<b>ABRACADABRA Stories</b>	Counting to ten	Animal Antics	The Frogs and the Well
	The Fruit Family	Counting Cuddly Koalas	Waterfall
	Bugs by Numbers		
<b>Poetry</b>	Where am I?	Rhyme time	Feelings
	Gecko on the wall	Lea's Birthday Party	
	Open up your eyes	When I open my eyes	

**\*Texts recommended for Echo Reading:** poetry, big books, simple picture books.

## Troubleshooting on a Mac iBook (laptop)

When using ABRACADABRA, teacher and pupils should be able to switch on the Mac iBook, login and out of the Learning Toolkit, and carry out the learning activities without help from a technician. Sometimes, problems occur, so you will find instructions below about how to handle some common issues.

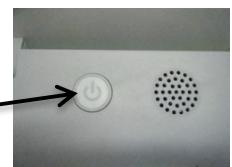
1. Ask technician to ensure that the server is on.
2. If the Mac will not turn on at all, check the power cord to confirm that it is plugged securely into the computer and power outlet. Also, check that the power outlet is working by plugging in something else to check.
3. If Mac iBook (laptop) is not on, turn it on.



4. If an application is frozen and you are unable to close the window, choose Force Quit (under the Apple symbol) and then quit the application.



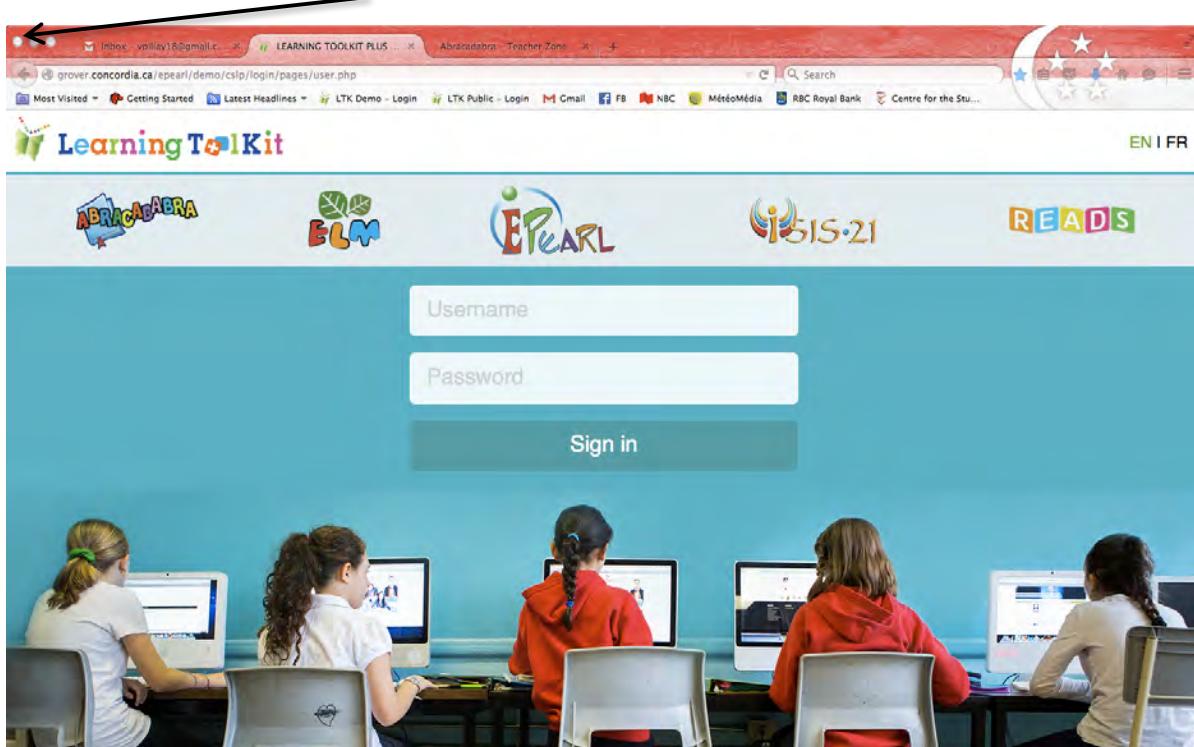
5. If the screen is blank:
- It means the computer is in sleep mode. Click the mouse or press any key to wake it up. If it does not wake up, press the power button.
- Ensure the computer and monitor are plugged in and turned on.



6. If the Mac iBook is running slowly:
  - Close and re-open the program or application
  - Turn computer off and reboot
  - Have a Technician run the virus scanner
  - Delete unwanted programs
  
7. If the sound is not working:
  - Check the volume level – click the audio button in the top right hand corner of the screen to ensure sound is turned on and the volume is up
  - Check cables – make sure external speakers are plugged in, turned on and connected to the correct audio port or USB port
  - You can also connect headphones to the computer to see if you can hear the sound from the headphones



8. Sometimes, when you click on a PDF file or a link, it may open in a new window. Your pupils may need to learn how to manage multiple windows. To close the window you are using, click on the red x button in the upper left hand corner.



9. Learn to minimize and maximize.

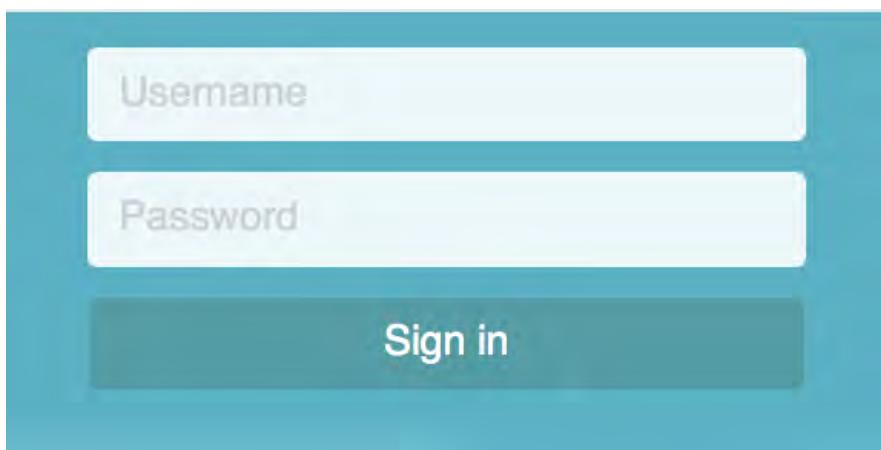
Minimize using yellow button / maximize using green button



Where to find minimized materials? Find minimized materials in the dock at the bottom on your screen on a Mac.



10. If pupils have a problem logging into the LTK, check the username and password. These must be correctly entered with no spaces. Remember that to log out, pupils must click the logout button at the bottom of the screen.



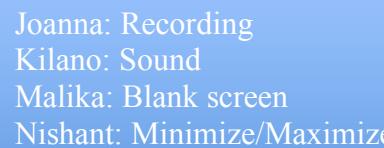
Login screen



Logout button

11. Create experts in your classroom. Pupils that have a good understanding of how computers/tools/software and applications function can be assigned to a special task to help the teacher, class and other pupils.

Make a sign in the lab that is visible to all pupils, when someone struggles, they can go to:

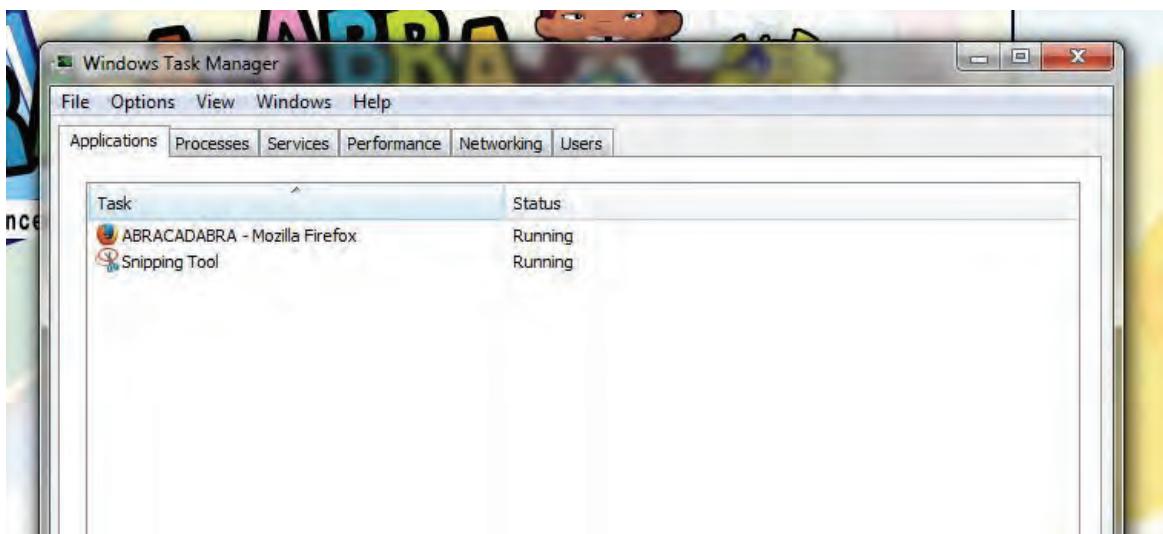


Joanna: Recording  
Kilano: Sound  
Malika: Blank screen  
Nishant: Minimize/Maximize

## Troubleshooting on a lab desktop (PC)

When using ABRACADABRA, teacher and pupils should be able to switch on the PC, login and out of the Learning Toolkit, and carry out the learning activities without help from a technician. Sometimes, problems occur, so you will find instructions below about how to handle some common issues.

1. Ask technician to ensure that the server is on.
2. If the laptop will not turn on at all, check the power cord to confirm that it is plugged securely into the computer and power outlet. Also, check that the power outlet is working by plugging in something else to check.
3. If PC desktop (laptop) is not on, turn it on. 
4. If an application is frozen and you are unable to close the window press hold control +alt +delete then select start Task Manager and choose the unresponsive application, end task and force quit.



5. If the screen is blank:
  - It means the computer is in sleep mode. Click the mouse or press any key  to wake it up. If it does not wake up, press the power button 
  - Ensure the computer and monitor are plugged in and turned on.

6. If the PC desktop (laptop) is running slowly:
  - Close and reopen the program or application
  - Turn computer off and reboot
  - Have a Technician run the virus scanner
  - Delete unwanted programs
7. If the sound is not working:
  - Check the volume level – click the audio button in the top right hand corner of the screen to ensure sound is turned on and the volume is up
  - Check cables – make sure external speakers are plugged in, turned on and connected to the correct audio port or USB port
  - You can also connect headphones to the computer to see if you can hear the sound from the headphones



8. Sometimes, when you click on a PDF file or a link, it may open in a new window. Your pupils may need to learn how to manage multiple windows. To close the window you are using, click on the red x button in the upper left hand corner.

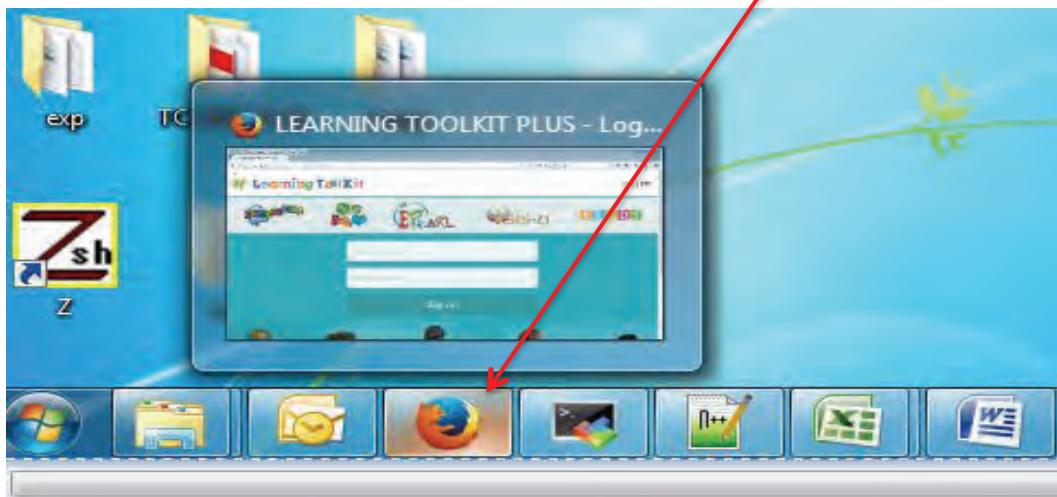


9. Learn to minimize and maximize.

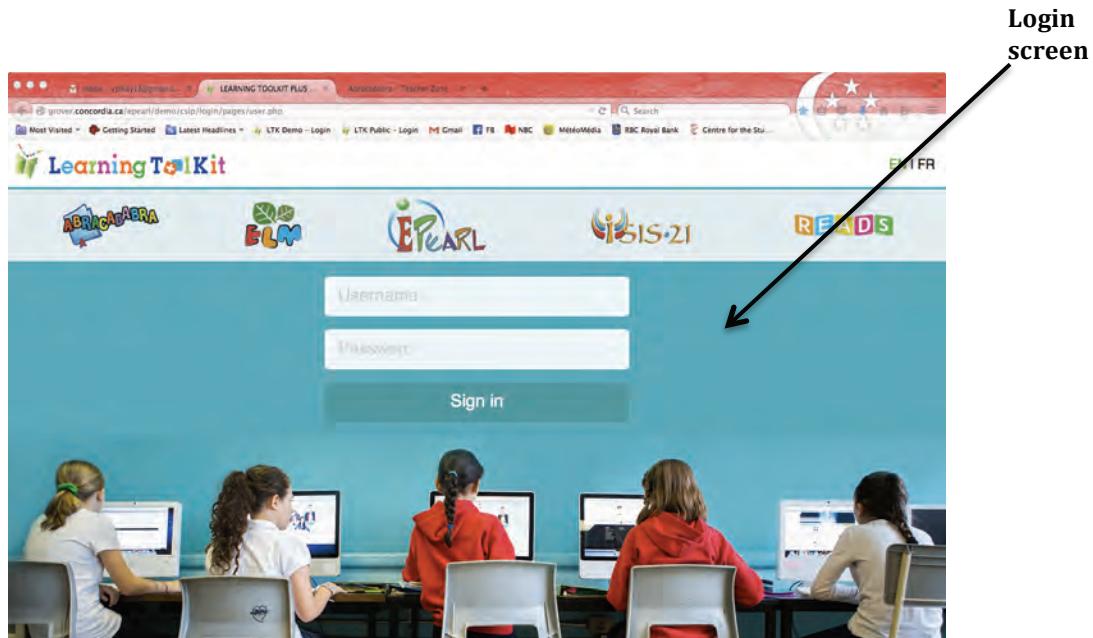
Minimize using yellow  
button/ maximize using  
green button



Where to find minimized materials? Find minimized materials in the dock at the bottom on your screen on a PC.



10. If pupils have a problem logging into the LTK, check the username and password. These must be correctly entered with no spaces. Remember that to log out, pupils must click the logout button at the bottom of the screen.





11. Create experts in your classroom. Pupils that have a good understanding of how computers/tools/software and applications function can be assigned to a special task to help the teacher, class and other pupils.

Make a sign in the lab that is visible to all pupils, when someone struggles, they can go to:



# Using ABRACADABRA

## Quick Guide



## Quick Guide: ABRACADABRA

### Introduction

This ABRA Quick Guide will help teachers introduce the basic literacy sub-skills to their pupils. Teachers and pupils should become familiar with the logging in and the program before starting with **Activities** and **Stories**. We suggest that teachers read to or with their pupils in English regularly (once or twice a week). A number of simple stories are suggested initially, then more advanced stories related to alphabetics and comprehension activities in later weeks. Take a few hours to familiarize yourself with the **Skills, Stories, Activities** and suggested **Extension Activities** in the **Teacher Zone**.

The following *Alphabetics, Comprehension* and *Writing* Activities should be paired with *Fluency* activities, particularly *Tracking*. We recommend using the suggested weeks of introduction, but teachers should always assess the readiness of pupils before starting a new activity.

	Logging in	Goals
WEEK 1 & 2 <i>(or longer if needed)</i>	<p>Pupils practice logging in, using the <i>ABRA_BasicInstructions_20160310.docx</i></p> <p>Teacher introduces ABRACADABRA to pupils briefly:</p> <ul style="list-style-type: none"> <li>- How the Modules are divided</li> <li>- Different types of <b>Activities</b></li> <li>- How to access <b>Stories</b></li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>- understand how to access ABRACADABRA</li> <li>- know their usernames and password and where to enter them</li> <li>- understand how and where to access <b>Activities</b> and <b>Stories</b> from</li> </ul> <p>Once all of these goals are met, pupils can move on.</p>

## Pre-Alphabetics Activities

Pre-Alphabetics		Facilitation Tips & Content/Levels
1	1. <i>Matching sounds</i> 45 mins.	<ul style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. The pupil will identify sounds that are the same.</li> <li>3. Pupils can take turns to match a set of sounds in this activity (since there is only two sounds to match per set, it won't take too long per turn).</li> </ul> <p><b>Level 1:</b> Distinguishable sounds.  <b>Level 2:</b> Similar sound</p>
2	2. <i>Same Phoneme</i> 45 mins.	<ul style="list-style-type: none"> <li>1. Have pupils login and review activity with them</li> <li>2. The pupil will be required to distinguish between phonemes (letter sounds) that are the same or different.</li> <li>3. This activity can be used by individuals or in pairs (alternating after doing a pair of words). Yet, it can also be done as a whole class activity where pupils are asked to close their eyes and raise their hands when two sounds are given and the teacher calls "sounds the same" or "sounds are different".</li> <li>4. All letter sounds are presented in this activity.</li> </ul>

## Alphabetics Activities

Alphabetics		Facilitation Tips & Content/Levels
3	1. <i>Alphabet Song</i> 30 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. The pupil will practice the alphabet by singing the alphabet song.</li> <li>3. Have one computer connected to an LCD projector and speakers and have the class sing this song together.</li> <li>4. Pupils can do this individually at a computer. <b>Level 1</b> - Sing it with us. <b>Level 2</b> - Keep singing even when we don't. <b>Level 3</b> - Sing by yourself, karaoke style.</li> <li>5. You can always redo this activity with any other Fluency or</li> </ol>
4	2. <i>Animated Alphabet</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Pupils will be able to hear the sounds made by certain single and clustered letters. These letters will also be used in fun sentences. This activity can be done by a whole class or as an individual activity. If there are letters or sounds pupils are learning or practicing, this activity can be used to support their learning. The first page presents the 26 letters of the alphabet. The second page has 11 consonant and vowel clusters for more advanced practice.</li> </ol>
5	3. <i>Letter Bingo</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Given the pronunciation of the letter name, the pupil must determine if the letter is on his/her bingo card.</li> <li>3. The teacher can use this activity to see if pupils can match the letter name with its corresponding grapheme. This can be a group or individual activity. If played as a group, pupils should take turns finding one letter. <b>Level 1</b> - Upper case letter <b>Level 2</b> - Lower case letters <b>Challenge</b> - Often problematic lower case letters (e, d, p, q, g, l, m, n, u, v)</li> </ol>
6	4. <i>Letter sound search</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. The pupil must identify and find its associated letter.</li> <li>3. This activity can be used in pairs or by an individual pupil. If done in pairs, a pupil finds one letter then lets the other pupil have a turn. If the pupil cannot find it, the other pupil can give him or her a clue as to where the letter is; e.g., "it is in a corner under a tree".</li> <li>4. The teacher can have pupils focus on lower, upper, or mixed letters depending on the pupils' needs. <b>Level 1</b> - 10 letters camouflaged in an easy background <b>Level 2</b> - 14 letters camouflaged in a medium background <b>Level 3</b> - 14 letters camouflaged in a hard background</li> </ol>

<b>Alphabetics</b>		<b>Facilitation Tips &amp; Content/Levels</b>
7	1. <i>Same Word</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story</li> <li>3. Pupils will be able to distinguish between words that are the same or different.</li> <li>4. This activity can be done individually or in pairs. This is a great activity to test pupils' listening ability. <b>Level 1</b> - First letter is different (e.g. cat and rat). <b>Level 2</b> - Last letter is different (e.g. bad and bat). <b>Level 3</b> - Medial letter is different (e.g. fan and fin).</li> </ol>
8	2. <i>Word Counting</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story</li> <li>3. The pupil will be able to count the words in a sentence and feed the yeti (friendly animal) the corresponding number of snowballs.</li> <li>4. This activity can be done well individually, in groups, or as a whole class activity. At the beginning of the school year when a teacher wants to ascertain whether beginning readers hear/listen well, know what words are, and can tell how many words are in a sentence, this activity can help get this information. Clapping can be encouraged to support the counting. <b>Level 1</b> - 2, 3, and 4 word sentences (40%, 40%, and 20%) <b>Level 2</b> - 2, 3, 4, and 5 word sentences (20%, 30%, 30%, and 20%)</li> </ol>
9	5. <i>Word Matching</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story</li> <li>3. The pupil will match words that have the same beginning or ending sound.</li> <li>4. Pupils can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another pupil.</li> <li>5. Pupils have the choice of playing with 8 cards (4 pairs), 12 cards (6 pairs), and 16 cards (8 pairs). <b>Level 1</b> - Same beginning sounds. <b>Level 2</b> - Same ending sounds.</li> </ol>

10	6. <i>Syllable Counting</i> 30 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story.</li> <li>3. The pupil will be able to count the number of syllables in a word and feed the yeti (friendly animal) the corresponding number of popsicles.</li> <li>4. This activity can be done well individually, in groups, or as a whole class activity. When you want to teach or evaluate pupils' ability to hear and count how many sounds are in a word, this fun activity can be done.</li> <li>5. Clapping can be encouraged to support the counting.</li> <li>6. Activity presents 1 to 4 syllable words only.</li> </ol>
11	7. <i>Rhyme Matching</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story</li> <li>3. The pupils will be able to identify words that rhyme.</li> <li>4. Pupils can work as a group and take turns to find the rhyming words that match. (They also take turns controlling the mouse.)</li> <li>5. Pupils have the choice of playing with 8 cards (4 pairs), 12 cards (6 pairs), and 16 cards (8 pairs).</li> </ol>
12	8. <i>Word Families</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story</li> <li>3. The pupil will be able to create different words from the same word family.</li> <li>4. The teacher can choose a specific word family s/he wants pupils to work on or have the computer randomly pick the word families.           <ul style="list-style-type: none"> <li><b>Level 1</b> - Single letter and phonemes (e.g. _at, _in, _ot).</li> <li><b>Level 2</b> - Single and clustered letters and phonemes (e.g. _est, _ick, _ight).</li> <li><b>Advanced</b> - Teacher or pupil chooses the word family on which to work. Access to levels one and two's words are available.</li> </ul> </li> </ol>
13	9. <i>Word Changing</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story.</li> <li>3. The pupil must change individual letters in a word to form a new word.</li> <li>4. This activity can be done individually or in pairs. If a child makes a mistake, the teacher or a peer can encourage the pupil to pay attention to the required sound.           <ul style="list-style-type: none"> <li><b>Level 1</b> - CVC words. Only the first letter is manipulated.</li> <li><b>Level 2</b> - CVC words. All letters are manipulated.</li> <li><b>Level 3</b> - CVC words with long vowel sounds. Only the first letter is manipulated.</li> <li><b>Level 4</b> - CVC words with long vowel sounds. All letters are manipulated.</li> </ul> </li> </ol>

## Blending and Segmenting Activities

Alphabetics		Facilitation Tips & Content/Levels
14	1. <i>Blending Train</i> 45 mins.	<p>1. Have pupils login and review activity with them.      2. Choose a Story.      3. Given the phonemic breakdown of a word, pupils will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".      4. Pupils can do this activity in pairs. They take turns (one word per turn) listening to the breakdown of a word then putting the sounds together to tell the word they make.</p> <p><b>Level 1:</b> 2-phoneme words with short and long vowel sounds.  <b>Level 2:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 3:</b> 3-phoneme words with short vowel sounds.  <b>Level 4:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 5:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.  <b>Level 6:</b> 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.  <b>Level 7:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.  <b>Level 8:</b> 5-phoneme challenge words.</p>
15	2. <i>Auditory Blending</i> 45 mins.	<p>1. Have pupils login and review activity with them.      2. Choose a Story.      3. Given a phonemic breakdown, the pupil will identify a word; i.e., /c/ /a/ /t/ = "cat".      4. Pupils can do this activity in pairs and take turns (one word per turn) to tell the word and find its matching picture.</p> <p><b>Level 1:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 2:</b> 3-phoneme words with short vowel sounds.  <b>Level 3:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 4:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.  <b>Level 5:</b> 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.  <b>Level 6:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.  <b>Level 7:</b> 5-phoneme challenge words.</p>

16	<p><i>3. Auditory Segmenting</i> 45 mins.</p>	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story.</li> <li>3. Given the pronunciation of a word, e.g. "cat", the pupil will identify the breakdown /c/ /a/ /t/ of the word.</li> <li>4. Pupils can do this activity in pairs and take turns (one word per turn) listening to a word then finding the spaceship that has the breakdown of the given word.</li> </ol> <p><b>Level 1:</b> 2-phoneme words with short and long vowel sounds.  <b>Level 2:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 3:</b> 3-phoneme words with short vowel sounds.  <b>Level 4:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 5:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.  <b>Level 6:</b> 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.  <b>Level 7:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.</p>
17	<p><i>4. Basic Decoding</i> 45 mins.</p>	<ol style="list-style-type: none"> <li>1. Have pupils login and review activity with them.</li> <li>2. Choose a Story.</li> <li>3. Given the visual representation of a word, the pupil must say the sounds of the letters then blend them together to read the word. They must then find the picture to match the word read.</li> <li>4. This activity combines the sounding out of letters and blending them to make words. The teacher or other pupils can assist with scaffolding or picture matching when necessary.</li> </ol> <p><b>Level 1:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 2:</b> 3-phoneme words with short vowel sounds.  <b>Level 3:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.  <b>Level 4:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.  <b>Level 5:</b> 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.  <b>Level 6:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.  <b>Level 7:</b> 5-phoneme challenge words.</p>

## Fluency Activities

Fluency		Facilitation Tips & Content/Levels
18	1. <i>Tracking</i> 30 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review the activity with them.</li> <li>2. Read aloud an ABRA story with the whole class (when pupils are ready, let them read the stories individually or in pairs)</li> <li>3. While reading the story, the pupil will be able to read with one-to-one correspondence and without skipping words.</li> <li>4. Pupils can take turns to read the story and be in control of the computer. Remind pupils that they can click on the words that they do not know so that the computer can read them.</li> <li>5. Choose one of the following stories (beginner level): <i>Fruit family, Counting to ten, Where am I? My Town, The Four Seasons, Canadian Wild Animals.</i></li> </ol>
19	2. <i>Tracking</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review the activity with them.</li> <li>2. Read aloud an ABRA story with the whole class (when pupils are ready, let them read the stories individually or in pairs)</li> <li>3. While reading the story, the pupil will be able to read with one-to-one correspondence and without skipping words.</li> <li>4. Pupils can take turns to read the story and be in control of the computer. Remind pupils that they can click on the words that they do not know so that the computer can read them.</li> <li>5. This activity is appropriate for <b>all stories and levels</b>.</li> </ol>
20	3. <i>Reading Practice</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review the activity with them.</li> <li>2. See <i>Related Stories</i> and choose a Story.</li> <li>3. This activity exposes pupils to a new story, which will allow for more reading opportunities and practice. This activity can be done in pairs or in small groups and individually.</li> <li>4. Repeated reading is shown to be an effective strategy in the development of Fluency and other reading skills. We suggest that you have pupils reading passages orally multiple times while receiving guidance or feedback from peers, parents, or teachers.</li> <li>5. For pupils who want an Advanced Story to read.</li> </ol>

21	<p>4. <i>High Frequency Words</i> 30 mins.</p>	<p>1. Have pupils login and review activity with them. 2. See <i>Related Stories</i> and choose a Story. 3. Given a list of high frequency words, pupils will have to read them out loud within a certain time period before another word pops up. 4. Pupils can do this activity in groups. Remind pupils that speed in their word recognition ability is an important element in their becoming good readers. (The computer presents random words in a decreasing time period.) NB: Make sure pupils pay attention and read the list of words and not do them superficially to get to the game feature that is at the end of this activity.</p> <p><b>Level</b></p> <p><b>1:</b> A set of four words are randomly presented four times with gradually less time to read them.</p> <p><b>Level 2:</b> A set of seven words are randomly presented four times with gradually less time to read them.</p>
22	<p>5. <i>Accuracy</i> 45 mins.</p>	<p>1. Have pupils login and review the activity with them. 2. After listening to the computer read a passage, the pupil must read the same page accurately. 3. This activity should be done individually. As the computer reads, the pupil follows. When s/he reads, s/he can click on a word if help is needed. At the end of each passage, the words clicked will be reviewed in a game-like feature to help the pupil become more familiar with them. 4. This activity can be done at all levels. 5. See under <i>Related Stories</i> to choose an appropriate story that fits your theme and the pupils' level.</p>
23	<p>6. <i>Expression</i> 45 mins.</p>	<p>1. Have pupils login and review activity with them. 2. See <i>Related Stories</i> and choose a Story. 3. The computer reads a text using different expressions and the pupil must decide if the passage was read appropriately. The pupil must then read the same text practicing correct use of expression. 4. Before beginning this activity, provide pupils with examples of expressive reading done well and poorly. For example, explain how a story should be read if a person is happy, sad, surprised, etc. Although ABRACADABRA does not teach punctuation marks, teachers must explicitly teach pupils to pay attention to these marks because they assist in knowing how to read a passage well. 5. This activity is appropriate for all reading levels. Even with picture books, reading or speaking with proper expression should be modeled when texts or pictures warrant it. For example, if a fire scene is illustrated, when speaking about it some excitement or emotion should be in one's voice.</p>
24	<p>7. <i>Speed</i> 30 mins.</p>	<p>1. Have pupils login and review activity with them. 2. See <i>Related Stories</i> and choose a Story. 3. Using an algorithm of good reading speed, the computer will monitor a pupil's reading rate. The pupil will read a given text at</p>

		<p>an appropriate pace.</p> <p>4. This game is best played after pupils are familiar with a story or are comfortable with reading or sounding out words. The game can be done with one to four players. Each pupil chooses a character and names it. The computer selects who will read and monitors the person's reading rate. If a pupil needs help, s/he can click on the word but this slows down her/his reading speed. However, the speed would not be too negatively impacted if the pupil reads most of the text at the appropriate reading speed.</p> <p>5. This activity can be done by pupils who know how to read.</p>
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## Comprehension Activities

NOTE: These activities have better results when paired with the Tracking activity (Choose the same story)

Comprehension		Facilitation Tips & Content/Levels
25	1. <i>Summarizing</i> 30 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review the activity with them.</li> <li>2. See <i>Related Stories</i> and choose a Story.</li> <li>3. The pupil will answer story related questions to help him/her summarize the story at the end.</li> <li>4. This activity is best done in pairs or in small groups. Pupils read the story (using the tracking function) or have the pages read by the computer (audio feature). If necessary reword the question and encourage discussion among the pupils. Although the software does not have this activity in every story level, the teacher can still use the stories and ask his/her own questions after certain pages.</li> <li>5. Story related questions are asked after certain pages in the story. By doing this, pupils are called to identify key elements in the story and monitor their thinking so that sound summarizations or conclusions can be achieved.</li> </ol>
26	2. <i>Prediction</i> 30 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review the activity with them.</li> <li>2. See <i>Related Stories</i> and choose a Story.</li> <li>3. Based on information from the story, the pupils will predict future events.</li> <li>4. This activity can be done as an oral or written project, individually, group, or whole class. Pupils can read the story as a group using the tracking function or have the page read by the computer using the audio icon. If done orally, encourage pupils to discuss their ideas with peers. You can add questions that may not be embedded in the program.</li> <li>5. Asking children to predict what can happen is a skill that all children can do. They should also be asked to justify their responses.</li> </ol>
27	3. <i>Comprehension Monitoring</i> 45 mins.	<ol style="list-style-type: none"> <li>1. Have pupils login and review the activity with them.</li> <li>2. See <i>Related Stories</i> and choose a Story.</li> <li>3. After reading a story, the pupil will identify words that do not make sense. (There is one incorrect word on each page.)</li> <li>4. Pupils can work as a group reading the story and looking for the nonsense words and take turns to be in control of the mouse and computer. If a word is not known, they can click on it to get help.</li> <li>5. This activity is best done after children are familiar with a story so they can tell which word does not make sense in the text.</li> </ol>

28	4. <i>Sequencing</i> 45 mins.	<p>1. Have pupils login and review the activity with them.</p> <p>2. See <i>Related Stories</i> and choose a Story.</p> <p>3. After reading a story, the pupil will place story events in their correct order.</p> <p>4. Pupils can work as a group (reading the story events and discussing the appropriate order) and take turns to be in control of the computer. Encourage participation of other pupils as peer monitors.</p> <p><b>Level 1:</b> 3 story events (summary of story pages), displayed in random order.</p> <p><b>Level 2:</b> 5 story events (summary of story pages), displayed in random order.</p>
29	5. <i>Story Response</i> 45 mins.	<p>1. Have pupils login and review the activity with them.</p> <p>2. See <i>Related Stories</i> and choose a Story.</p> <p>3. Pupils are given open-ended questions about the story that they will discuss with one another.</p> <p>4. This activity should be done in small groups. After pupils have discussed a question, they take turns scoring goals. Remind pupils that the main objective of this activity is to answer the questions about the story and not scoring goals.</p> <p>5. This activity uses certain stories from the literary and informational genre categories. Six questions are presented in a set—three of which are general while the remaining three are story-specific.</p>
30	6. <i>Vocabulary</i> 45 mins.	<p>1. Have pupils login and review the activity with them.</p> <p>2. See <i>Related Stories</i> and choose a Story.</p> <p>3. This feature can be used to preview vocabulary words from a particular story before reading it or to work with words from a story after it was read.</p> <p>4. This feature can be used to preview vocabulary words from a particular story before reading it or to work with words from a story after it was read.</p> <p>5. A number of vocabulary words from each story.</p>
31	7. <i>Vocabulary ESL</i>	<p>1. Have pupils login and review the activity with them.</p> <p>2. See <i>Related Stories</i> and choose a Story.</p> <p>3. The pupil will be able to match a given word with its corresponding picture then use the word appropriately in a given sentence.</p> <p>4. This activity is best done individually or in pairs. If done in pairs, pupils can take turns controlling the mouse as they each do a set. The other pupil is there to support and provide assistance if necessary.</p> <p>5. The first half of this activity gives pupils a set of five words for which pupils must find their matching pictures. The second part focuses on putting each of the five words practiced in the first half in correct sentences. There is audio support for this activity.</p>

32	8. <i>Story Elements</i> 30 mins.	<ol style="list-style-type: none"><li>1. Have pupils login and review the activity with them.</li><li>2. See <i>Related Stories</i> and choose a Story.</li><li>3. The pupils must answer questions about events that took place in a story.</li><li>4. This activity can be done individually or in small groups. After reading a story, pupils are asked story related questions where they must select the correct one out of three possible answers. They can take turns selecting the answer and hitting the piñata.</li><li>5. Pupils must select the answer to six questions about the story. Because there are audio prompts to assist, this activity can be done by all pupils once they are familiar with the story.</li></ol>
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## Writing Activities

Writing	Facilitation Tips & Content/Levels
33      9. <i>Spelling Words</i> 45 mins.	<p>1. Have pupils login and review the activity with them.</p> <p>2. See <i>Related Stories</i> and choose a Story.</p> <p>3. Before doing this activity, acquaint students with basic keyboarding skills, especially letters, backspace and enter keys. This activity is best done by individual students or in pairs where they alternate having control of the keyboard. If the student makes a mistake spelling a word, the computer highlights where the error occurred but the students will have to retype the whole word to correct it.</p> <p>4. This activity can be done by all students. Teachers must decide where students need help and assign the appropriate spelling level.</p> <p style="text-align: right;"><b>Level 1:</b> 2-phoneme words with short and long vowel sounds.</p> <p style="text-align: right;"><b>Level 2:</b> 2-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p style="text-align: right;"><b>Level 3:</b> 3-phoneme words with short vowel sounds.</p> <p style="text-align: right;"><b>Level 4:</b> 3-phoneme words with clusters, short, long, and r-controlled vowel sounds.</p> <p style="text-align: right;"><b>Level 5:</b> 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds.</p> <p style="text-align: right;"><b>Level 6:</b> 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds.</p> <p style="text-align: right;"><b>Level 7:</b> 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds.</p> <p style="text-align: right;"><b>Level 8:</b> 5-phoneme challenge words.</p>
34      10. <i>Spelling Sentences</i> 45 mins.	<p>1. Have pupils login and review the activity with them.</p> <p>2. See <i>Related Stories</i> and choose a Story.</p> <p>3. The students will use keyboarding skills to spell words to make a sentence.</p> <p>4. Before doing this activity, acquaint students with basic keyboarding skills, especially letters, the spacebar, backspace and enter keys. This activity should be done after a story has been read because the words tested are story-specific. It is best done by individual students or in pairs where they alternate having control of the keyboard. If the student makes a mistake spelling a word, the computer highlights where the error occurred but the student will have to retype the whole word to correct it.</p> <p>5. This activity is directly related to the stories so have the students read a story then spell words related to that story.</p> <p style="text-align: right;"><b>Level 1:</b> 2-word sentences.</p> <p style="text-align: right;"><b>Level 2:</b> 3-word sentences.</p> <p style="text-align: right;"><b>Level 3:</b> 4-word sentences.</p> <p style="text-align: right;"><b>Level 4:</b> 5-word sentences.</p>

## LESSON PLAN: Navigating and Exploring ABRA

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
All Standards and Thematic Units	Exploring ABRA	Computer Lab	1-2 hrs.	11/30/2015

**OBJECTIVES:** Pupils explore ABRA and then use colours to identify and describe ABRA characters

**ABRA Book:** None

**ABRA Activity:** Several

**LEARNING/TEACHING AIDS:** Computer Lab, headphones

**Links to Primary Education Syllabus:** Standard 2 – Unit 2: Use of That/This e.g. That bottle is blue. Use of same and different e.g. The colour is the same as that one. Red is different from blue. **Note:** Teachers may adapt this activity to reflect different themes, vocabulary words, and sentence structures as needed.

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 12-15

### Teacher Preparation:

- Go to the ABRA Teacher Zone:  
<http://grover.concordia.ca/epearl/demo/public/abra/pd/index.php>.
- Review the colours found in the ABRA logo and enter corridor to the program.
- Click on Characters and review the different characters as well as any colours associated with them (a green shirt, an orange dragon).
- If using this lesson plan to support another theme, develop questions for pupils that reflect that unit's vocabulary and sentence structures.
- Review and be confident with helping pupils log into ABRA.

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Computer Lab	25 mins	<ol style="list-style-type: none"> <li>1. Assign a computer to each pupil or group of pupils.</li> <li>2. Ask pupils to open up the ABRA program.</li> <li>3. Show them the corridor where Julie and Leo are walking.</li> <li>4. Say: "<i>This is the magical word of ABRACADABRA. Here we meet Julie and Leo (Please change the names if you want them to be more culturally significant), and they are going to take us on</i></li> </ol>	<p>Pupils sit at the computer and prepare for the activity.</p> <p>Pupils examine the ABRA corridor and logo, then identify colours.</p>

		<p><i>a wonderful journey where we can learn new sounds, words, and stories to help us learn how to read!"</i></p> <ol style="list-style-type: none"> <li>5. Ask pupils to look at the word ABRACADABRA and name all the colours used it in.</li> <li>6. Ask pupils to identify other objects on the screen and their colours; for example, Leo is yellow and wears a blue mask.</li> </ol>	
2 <sup>nd</sup> Activity Computer Lab	15 mins	<ol style="list-style-type: none"> <li>1. Have each pupil login to ABRA (even if working in groups).</li> <li>2. Provide support as needed while pupils log in.</li> </ol>	Pupils <b>Login</b> to ABRA by entering their Userd and Password at the Login screen
3 <sup>rd</sup> Activity Computer Lab	30 mins	<ol style="list-style-type: none"> <li>1. Ask pupils to click on "Characters."</li> <li>2. Ask pupils to select a character and then listen to the description of that character.</li> <li>3. Ask pupils to identify one or two colours associated with that character; for example, the colour of a shirt, the colour of something the character holds.</li> <li>4. Ask pupils to say out loud a sentence using the colours they identified; for example "Victor the hairdresser is wearing a green shirt."</li> <li>5. Now, ask pupils to return to corridor, using the green back arrow.</li> </ol>	Pupils choose a Character and listen to the biography.  Pupils make sentences using colours associated with that character.  Pupils return to the ABRA corridor.

4 <sup>th</sup> Activity Computer Lab	30 mins	<ol style="list-style-type: none"> <li>1. Ask pupils to click on "Activities and Stories."</li> <li>2. <u>Say:</u> "<i>This is the secret room. From here, Julie and Leo can take us to different activities and stories where we will learn how to read and share what we have learned.</i>"</li> <li>3. Let pupils familiarize themselves with the icons and the navigation menu.</li> <li>4. Encourage pupils to watch the demos of the activities.</li> <li>5. <b>Allow for ample exploration time.</b></li> </ol>	<p>Pupils click on "Activities and Stories."</p> <p>Pupils explore the icons and navigation menu.</p>
5 <sup>th</sup> Activity: Reflection Computer Lab or Classroom	15 mins	<ol style="list-style-type: none"> <li>1. Ask pupils if they have any questions about logging in and using ABRA.</li> <li>2. Ask pupils to describe what they are excited to do or try in ABRA.</li> </ol>	<p>Pupils ask questions about ABRA and discuss what they hope to do in the program.</p>

**VOCABULARY:**

Vocabulary from Thematic Unit (Environment)
<u>Standard 2 Unit 2- Vocabulary:</u> <i>Purple, grey, orange, pink, brown,</i>

## LESSON PLAN: Using ABRA

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
All Standards and Thematic Units	Using ABRA	Computer Lab	1-3 hrs.	11/30/2015

**OBJECTIVES:** Pupils learn how to log in and out of ABRA, and how to select an activity and a story.

**ABRA Book:** Any (chosen by teacher)

**ABRA Activity:** Any (chosen by teacher)

**LEARNING/TEACHING AIDS:** N/A

### **Teacher Preparation:**

- Go to the ABRA Teacher Zone:  
<http://grover.concordia.ca/epearl/demo/public/abra/pd/index.php>.
- Click on Stories and select one that fits with theme/lesson plan.
- Review the selected story.
- Click on Skills, then select Reading (Fluency).
- On the left-hand side, click on Tracking.
- Review the activity objectives and group facilitation tips.
- Then click on any other desired skill (Sounds, Letters, and Words; Understanding the Story; Writing) category for the lesson plan.
- Select the desired activity and review it.

**Note:** Lesson Plans in the Thematic Units will offer suggested stories and activities for teachers to use.

<b>LESSON</b>			
<b>STAGE</b>	<b>TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>PUPIL'S ACTIVITIES</b>
Computer Lab ABRA Activities (various)	25 mins	<ol style="list-style-type: none"> <li>1. Setup pupils in the Lab with computers and headphones. Group pupils if necessary.</li> <li>2. Have each pupil login to ABRA (even if working in groups).</li> <li>3. Direct pupils to click on "Activities and Stories."</li> </ol> <p><b>If pupils have not read the teacher-selected story:</b></p> <ol style="list-style-type: none"> <li>1. Ask pupils to click on the Reading icon found under the Activity category.</li> </ol>	Pupils <b>Login</b> to ABRA by entering their Userid and Password at the Login screen

		<ol style="list-style-type: none"> <li>2. Direct students to click on the icon for the desired Story category; select from Folk and Fairy Tales, Poetry, Fiction, Non-fiction, or Multicultural.</li> <li>3. Ask them to click on the appropriate story.</li> <li>4. Have them click "GO" to access and then read the story.</li> <li>5. Remind students to take turns as they read the story.</li> </ol> <p><b>If pupils have read the teacher-selected story:</b></p> <ol style="list-style-type: none"> <li>1. Direct pupils to click on the icon for the desired Activity category; select from Sounds, Letters and Words; Reading; Understanding the Story; Writing.</li> <li>2. Direct pupils to the specific activity, for example: Word Counting.</li> <li>3. Ask them to click on the appropriate story.</li> <li>4. Have them click "GO" to access the activity and story.</li> <li>5. Remind students to take turns as they work on the activity.</li> <li>6. Pupils complete the activity.</li> <li>7. When the lesson is over, ask pupils to logout of ABRA and return their head phones.</li> </ol>	<p>Each pupil should click on their avatar at the bottom of the screen before working on the activity.</p> <p>Each pupil <b>Logs out</b> of ABRA and gives their head phones to the teacher.</p>
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## LESSON PLAN: Environment

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 2 - Environment	Fluency & Comprehension	Classroom or Computer Lab	45 mins	11/30/2015

**OBJECTIVES:** Pupils will distinguish between *same* and *different* sounds and words.

**ABRA Book:** *How a Bean Sprouts*

**ABRA Activity:** Same Word

**LEARNING/TEACHING AIDS:** ABRA worksheet **Same Word – How a Bean Sprouts** (*KE\_LP\_ST2\_Environment\_FLAP\_WS\_CSLP\_20151130*)

**Links to Primary Education Syllabus:** Standard 2 – Unit 3: Language Patterns  
*This/That, Same/Different, Good at*

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 12-15

### Teacher Preparation:

- Have pupils read the story *How a Bean Sprouts* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete the Same Word activity in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Make enough copies of the worksheet **Same Word – How a Bean Sprouts** (*KE\_LP\_ST2\_Environment\_FLAP\_WS\_CSLP\_20151130*).

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom or Lab	45 mins	<ol style="list-style-type: none"> <li>1. Introduce the concept of <i>same</i> and <i>different</i>.</li> <li>2. What does <i>same</i> mean? Name 2 things that are the same.</li> <li>3. What does <i>different</i> mean? Name things that are different. <u>Tip:</u> Help pupils use adjectives.</li> <li>4. Introduce to pupils sounds that are the same and sounds that differ. <u>Tip:</u> Use animal sounds or sounds that household objects make as an example to help them understand.</li> </ol>	<p>Pupils talk about things that are the <i>same</i> and things that are <i>different</i>.</p> <p>(For example: How are they different from their friends? How are they similar to family members?)</p>

		<p>5. Discuss the numbers of sounds in a word: c-a-t (3 sounds).</p> <p>6. Talk about how changing a sound in a word can change the meaning of the word: c-a-p.</p> <p>7. Distribute copies of the worksheet <i>Same Word – How a Bean Sprouts</i> and have pupils complete them.</p>	<p>Pupils count the number of sounds in a word c – a – t (1-2-3).</p> <p>Pupils make sounds that are the same and make sounds that are different.</p> <p>Pupils complete worksheet on same and different words.</p> <p>Pupils can work in pairs or individually.</p>
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**VOCABULARY:**

<b>Words from Story: <i>How a Bean Sprouts</i></b>	<b>Vocabulary from Thematic Unit</b>
After, bean, become, begins, call(v), can(V), day, deeper, down, each, first, food, from, get, grow, near , of, out, part, plant, pulls, pushes, root, shoot, sky, soil, sprout, standing, stem, strong, that, this, top, towards, watch, wet, you	<p>Standard 2 Unit 3 – Vocabulary: <i>Purple, grey, orange, pink, brown, soil, sand, flowers, branch, twigs, black and white</i></p> <p><i>Word</i> appears in the suggested ABRA story and activities</p>

**Same Word*****How A Bean Sprouts*****Instructions:**

1. Read the words out loud carefully and clearly.
2. Place a checkmark in the box next to the pair of words if they are the same, or
3. Place an X in the box next to the pair words if they are different.

top	bop	
get	pet	
met	met	
wet	jet	
top	top	
wet	wet	
fun	fin	
get	got	
can	can	
run	ran	
yes	yes	
can	man	
has	has	
sun	run	
had	hag	
not	nod	
him	him	
top	tip	
wet	wit	
has	has	

**Challenge:** Underline the letters that make the words sound different in each 'different pair.'

## Advanced Words

Try now with more difficult words:

1. Read the words out loud carefully and clearly.
2. Place a checkmark in the box next to the pair of words if they are the same, or
3. Place an X in the box next to the pair words if they are different.

pink	sink	
soil	spoil	
brown	brown	
branch	blanch	
white	white	
food	mood	
grey	grey	
root	boot	
part	tart	
plant	slant	
sand	sand	

**Challenge:** Underline the letters that make the words sound different in each 'different pair.'

## LESSON PLAN: HOME

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 2 - Home	Comprehension	Classroom or Computer Lab	1 hr	11/30/2015

**OBJECTIVES:** Pupils use WH question to demonstrate comprehension of a story

**ABRA Book:** Little Red Hen

**ABRA Activity:** Story Elements

**LEARNING/TEACHING AIDS:** ABRA worksheet **Story Elements--Little Red Hen**  
(KE\_LP\_ST2\_Home\_CP\_WS\_CSLP\_20151130)

**Links to Primary Education Syllabus:** Standard 2 – Units 12 & 13: Language Patterns  
Where, What, Why

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 50-57

<b>Teacher Preparation:</b>			
<b>LESSON</b>			
<b>STAGE</b>	<b>TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>PUPIL'S ACTIVITIES</b>
1 <sup>st</sup> Activity Classroom or Lab	25 mins	1. Introduce 'WH' questions: Who, What, Where, When and How? (Review several times before moving on). 2. Use "WH" questions to discuss the main elements of the story. For example: <ol style="list-style-type: none"> <li>How did the story begin?</li> <li>Who is/are the main character(s)?</li> <li>What were the main/principal events? Name three (3) of them.</li> <li>What is a sad/happy story?</li> <li>Where did the story take place?</li> <li>How did the story end?</li> </ol>	Pupils name the 'WH' questions: Who, What, Where, When and How?  Pupils answer questions asked by Teacher and discuss answers with one another.

2 <sup>nd</sup> Activity Classroom or Lab	20 min	<p>3. Distribute the worksheets and have pupils complete them.</p> <p>1. Explain to pupils that they are going to review and reflect on their learning.</p> <p>2. Ask pupils:</p> <ul style="list-style-type: none"> <li>a) If they understand parts of a story: beginning, middle, end.</li> <li>b) If they understand 'WH' questions</li> <li>c) Then ask pupils to discuss:</li> <li>d) What they learned from the activity</li> <li>e) What they enjoyed</li> </ul>	Pupils answer questions orally and reflect. They share their thoughts and impressions with the class.
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**VOCABULARY:**

Words from Story: <i>The Little Red Hen</i>	Vocabulary from Thematic Units
After, all, are, ask, back, bake, bread, by, can (V), care, coming, cow, cut, day, dog, doing, done, dough, eat, end, even, every, farm, flour, for, found, fresh, garden, good, grain, grow, hard, help, hen, her, in, into, is, just, little, lived, made, me, mill, miller, mix (V), myself, not, nothing, of, off, on, once, one, oven, pig, plant, putting, red, rise (V), said, salt, set, she, sleep, soft, summer, tall, taking, time, that, then, they, this, time, tired, too, took, upon, very, warm, watch, water, we, wheat, who, will, with, work (V), yeast, you	<u>Standard 2 Units 12 &amp; 13– Vocabulary:</u> <i>Spoon, salt, door, step, pot, tin, toy, comb, bucket, fire, door, plate, dirty, clean, big, new, heavy, hot, cold, firewood, clothes-line, wet, dry</i> <i>Word</i> appears in the suggested ABRA story and activities

## LESSON PLAN: Numbers

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 2 - Numbers	Comprehension & Writing	Classroom or Computer Lab	1 hr	11/30/2015

**OBJECTIVES:** Pupils do a writing activity where they will spell words from a story correctly and write cohesive sentences.

**ABRA Book:** *How a Bean Sprouts*

**ABRA Activity:** Word Counting

**LEARNING/TEACHING AIDS:** N/A

**Links to Primary Education Syllabus:** Standard 2 – Unit 4: Language Patterns -- Use of *how many, more than, less than, and show me... e.g, number of sticks*

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 22-29

### Teacher Preparation:

- Have pupils read the story *How a Bean Sprouts* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete the Word Counting activity in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- If possible, print least one PDF copy of *How A Bean Sprouts*.

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1st Activity Classroom or Lab	30 mins	1. Remind the pupils of the main events in <i>How a Bean Sprouts</i> .  2. Discuss the story with pupils:  a) What did they like about the story? b) What were the different steps of the bean growing? c) How many steps are there?  (If you have PDF copies of the story, pupils may look at those to remember the steps. Otherwise, see if as a group, the pupils can come up with all the steps.)	Pupils talk about the story and count the steps of a bean growing. (Use printed PDF of story if available)

2nd Activity Classroom or Lab	20 mins	<ol style="list-style-type: none"> <li>1. Assign pupils to groups.</li> <li>2. Ask each group to draw a chart that shows the steps in which a bean grows.</li> <li>3. Ask pupils to number the steps.</li> </ol>	Pupils work in groups to create a chart showing numbered steps in growing a bean.
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**VOCABULARY:**

Words from Story: <i>How a Bean Sprouts</i>	Vocabulary from Thematic Unit
After, bean, become, begins, call(v), can(V), day, deeper, down, each, first, food, from, get, grow, near , pushes, root, shoot, sky, soil, sprout, standing, stem, strong, that, this, top, towards, watch, wet, you	<p><u>Standard 2 Unit 4.0 – Vocabulary:</u> All numbers up to 999 in figures and words, i.e <b>1</b>, one, <b>2</b>, two, <b>3</b>, three... 999, nine hundred and ninety nine.</p> <p><b>Word</b> appears in the suggested ABRA story and activities.</p>

## LESSON PLAN: School

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 2 - School	Writing	Classroom or Computer Lab	1 hr.	11/30/2015

**OBJECTIVES:** Pupils practice writing sentences about school-related topics using correct spelling and grammar.

**ABRA Book:** *Darryl Don't Dawdle*

**ABRA Activity:** Expression

**LEARNING/TEACHING AIDS:** ABRA worksheet **Writing Exercises – Darryl Don’t Dawdle** (*KE\_LP\_ST2\_School\_WR\_WS\_CSLP\_20151130*)

**Links to Primary Education Syllabus:** Standard 2 – Unit 3: Language Patterns *Show me a... Use of anything, something, nothing, somebody, anybody, nobody.*

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 16-21

### Teacher Preparation:

- Have pupils read the story *Darryl Don’t Dawdle* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete the Expression activity in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Make enough copies of the worksheet **Writing Exercises – Darryl Don’t Dawdle** (*KE\_LP\_ST2\_School\_WR\_WS\_CSLP\_20151130*).

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Classroom or Lab	25 mins	<ol style="list-style-type: none"> <li>1. Explain to pupils the importance of writing complete, clear sentences.</li> <li>2. Review the worksheet instructions on writing sentences (do not include the Challenge) with the class.</li> <li>3. Distribute the worksheet and ask pupils to complete it individually.</li> <li>4. If there is time, call on pupils to share their sentences with the whole class.</li> </ol>	<p>Pupils complete the top-half of the worksheet <b>Writing Exercises: Darryl Don’t Dawdle</b>.</p> <p>Pupils share their sentences with the group.</p>

2 <sup>nd</sup> Activity Classroom or Lab	25 mins	<ol style="list-style-type: none"> <li>1. Discuss the importance of reading with accuracy with your pupils. For example: What happens if a word is changed in a sentence</li> <li>2. Ask pupils to complete the Challenge activity.</li> <li>3. If time, have pupils share their answers with the group.</li> </ol>	<p>Pupils discuss how changing words in a sentence can change the meaning of the sentence and the story.</p> <p>Pupils complete the Challenge activity.</p> <p>Pupils share their answers with the groups.</p>
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**VOCABULARY:**

Words from Story: <i>Darryl Don't Dawdle</i>	Vocabulary from Thematic Unit
Again, all, anything, are, be, bedtime, breakfast, bus, can(V), cold, Dad, dalia, darker, Darryl, dawdle, deeds, delicious, detail, devilish, dinner, doggonit, doomed, don't, doyle, drat, dull, for, forgot, from, get, going, good, homework, I, in, include, isn't, late, line, little, making, maple, miss, mood, morning, Mrs., my, needing, on, out, outside, pancake, ready, recess, remember, school, screw, story, syrup, that, there, today, TV, will, with, you, your	<u>Standard 2 Unit 3.0 – Vocabulary:</u> <i>Sharpener, rubber, ruler, store, a piece of chalk, compound, lesson, noise, play ground, story, poem, lonely, happily, neatly, quickly, field, parade, assembly, clean, sweep, open, shut, drink</i> <i>Word appears in the suggested ABRA story and activities.</i>

## Writing Exercises: Darryl Don't Dawdle

Instructions: Choose 4 of the word combinations below and write 5 sentences related to school:

- a. *anything & lesson*
- b. *something & poem*
- c. *nothing & breakfast*
- d. *somebody & assembly*
- e. *anybody & playground*
- f. *nobody & homework*

For example: (*parade & outside*) We went outside to watch the parade.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_

**Challenge:** Put the following sentences back in order. You may need to use a word twice in one sentence.

1. *Forgot yesterday homework Nobody their .*

\_\_\_\_\_  
\_\_\_\_\_

2. *Sharpener the on ruler are desk and.*

---

---

3. *Classroom making must pupils the enter noise without.*

---

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## LESSON PLAN: Time

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 2 - Time	Comprehension	Classroom or Computer Lab	45 mins	11/30/2015

**OBJECTIVES:** Pupils use “WH” question to discuss the main elements of a story and then demonstrate the story sequence.

**ABRA Book:** *When I Open My Eyes*

**ABRA Activity:** Story Elements

**LEARNING/TEACHING AIDS:** ABRA worksheet **Story Sequencing Level 1 – When I Open My Eyes** (*KE\_LP\_ST2\_Time\_CP\_WS\_CSLP\_20151215*)

**Links to Primary Education Syllabus:** Standard 2 – Unit 5: Language Patterns including *time phrases with quarter to/past; adverbs of time; use of for in time phrases; use of contrast of present perfect and plain past*

**REFERENCES/RESOURCES:** New Primary English pupil’s book pg. 30-33

### Teacher Preparation:

- Have pupils read the story *When I Open My Eyes* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete the Story Elements activity in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Make enough copies of the ABRA worksheet **Story Sequencing Level 1 – When I Open My Eyes** (*KE\_LP\_ST2\_Time\_CP\_WS\_CSLP\_20151215*).

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1st Activity Classroom or Lab	25 mins	<ol style="list-style-type: none"> <li>1. Introduce ‘WH’ questions: Who, What, Where, When and How? (Review several times before moving on).</li> <li>2. Use “WH” questions to discuss the main elements of the story. For example:           <ol style="list-style-type: none"> <li>a. How did the story begin?</li> <li>b. Who is/are the main character(s)?</li> <li>c. What were the main/principal events? Name three (3) of them.</li> <li>d. What is a sad/happy story?</li> </ol> </li> </ol>	<p>Pupils name the ‘WH’ questions: Who, What, Where, When and How?</p> <p>Pupils answer questions asked by Teacher and discuss answers with one another.</p>

2nd Activity – Classroom or Lab	20 min	<p>e. Where did the story take place?</p> <p>f. How did the story end?</p> <p>3. Discuss the concept of “last minute.”</p> <p>Distribute the printed worksheet and have pupils complete them.</p>	<p>Pupils complete worksheets.</p> <p>Pupils can work in pairs or individually.</p>
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**VOCABULARY:**

Words from Story: <i>When I Open My Eyes</i>	Vocabulary from Thematic Unit
All, are, at, back, be, can (v), chin, dad, day, do, down, dress(v), drip, eye, face, fall, fast, for, friend, fun, give, go, good, great, hall, happy, haste, have, head, hear, hold, hug, in, is, itch, just, kitchen, last, late, left, lick, look, looking, me, minute, morning, mouth, move, my, nose, not, off, open, out, put, reach, right, run, say, see, smell, smile, so, some, squeeze, stare, start, still, syrup , take, taste, thank, that, them, there, thick, today, tongue, too, try, tummy, twitch, two, waffle, wait, waiting, water (v), what, when, where, wide, wink, yell, yellow, you, yummy	<p>Standard 2 Unit 5.0 – Vocabulary: <i>Morning, afternoon, evening, night, day, sunset, sunrise, late, early, tonight, today, now, clock, bedtime, wake-up, watch, breakfast, lunch, supper, sunrise, month, sunset, dawn, early, late, all the months of the year, calendar, time, quarter to/past, week, meal</i></p> <p><i>Word</i> appears in the suggested ABRA story and activities</p>

Name: \_\_\_\_\_

## When I Open My Eyes

Look at the pictures in each row. Based on the story, decide what happened first, next and last. Put the numbers 1, 2, and 3 on the lines below them to show in what order they took place.

A.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LESSON PLAN: Weather

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 2 - Weather	Comprehension & Writing	Classroom or Computer Lab	1 hr	11/30/2015

**OBJECTIVES:** Pupils will discuss a story and then do a writing activity using unit-related vocabulary and correct grammar.

**ABRA Book:** Waterfall

**ABRA Activity:** Spelling Sentences

**LEARNING/TEACHING AIDS:** ABRA worksheet **Weather**  
(KE\_LP\_ST2\_Weather\_FLWR\_WS\_SS\_CSLP\_20151130)

**Links to Primary Education Syllabus:** Standard 2 – Unit 15: Language Patterns What is the weather today? Use of *it*, *will*, *infinitive of purpose* in sentences.

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 106-111

### Teacher Preparation:

- Have pupils read the story *Waterfall* using ABRA (see KE\_LP\_ST123\_AllABRA\_CSLP\_20151130).
- Have pupils complete the Spelling Sentences activity in ABRA (see KE\_LP\_ST123\_AllABRA\_CSLP\_20151130).
- Make enough copies of the ABRA worksheet **Weather** (KE\_LP\_ST2\_Weather\_FLWR\_WS\_SS\_CSLP\_20151130).

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1st Activity Classroom or Lab	20 mins	<ol style="list-style-type: none"> <li>1. Review and discuss both the weather concepts and story elements of <i>Waterfall</i>.</li> <li>2. Use the following questions to guide discussion:             <ol style="list-style-type: none"> <li>a) What did they like about the story?</li> <li>b) What did they learn from the story about weather?</li> <li>c) What type of weather did the story talk about?</li> <li>d) Is the weather in the story similar to or different from here in Kenya? (Make links to current weather)</li> </ol> </li> </ol>	<p>Pupils discuss <i>Waterfall</i> using the language patterns:</p> <p><i>What is the weather today? It is cold. It is hot.</i>  <i>Use of <u>it</u> in sentences e.g. It is raining It is hot.</i>  <i>Use of <u>will</u> to express future events e.g. it will rain next week.</i>  <i>Use of <u>infinitive of purpose</u> to answer questions</i></p> <p>Pupils talk about the story and answer related questions about the weather.</p> <p>Pupils look outside to talk about current weather (<i>use vocabulary words</i>)</p>

2nd Activity Classroom or Lab	20 mins	<ol style="list-style-type: none"> <li>1. Show pupils the Weather worksheet. Explain that they should complete the sentences.</li> <li>2. If there is time, print several vocabulary words on the blackboard and suggest students use them in their sentences.</li> <li>3. Distribute the printed worksheets and have pupils complete them.</li> <li>4. Ask pupils to share one or two of their sentences with the class.</li> </ol>	<p>Pupils listen to the instructions.</p> <p>Pupils complete the worksheet. Pupils can work in pairs or individually.</p> <p>Pupils share their work with the class.</p>
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**VOCABULARY:**

Words from Story: <i>Waterfall</i>	Vocabulary from Thematic Unit
After, again, ago, another, at, away, back, beard, became, because, being, bottom, building, care, carry, climb, clothes, coming, cotton, crop, day, decide, did, done, down, during, each, earth, earthquake, eat, end, ever, flood, food, friend, from, god, going, gold, green, grey, grow, happy, hear(v), help, him, his, home, house, how, hungry, is, know, left (v), legend, life, long, making, man, mean, mountain, moving, name, nice, no, not, nothing, now, of, old, on, once, one, onto, other, over, people, place, polite, pots, rain, rainbow, right, shoulder, show, spilled, staff, still , store, story, tapped, tenquedama, teaching, tend, that, their, them, there, they, this, time, using, valley, very, village, warm, watch, water, waterfalls, weave, when, who, wise, with, work(v), would, you	<p>Standard 2 Unit 15.0 – Vocabulary: <i>wet, rainy, blow, blowing, rain, shine, cloudy, drizzle, showers, rainbow, drizzling, heavy</i></p> <p><i>Word appears in the suggested ABRA story and activities</i></p>

Name \_\_\_\_\_

Date \_\_\_\_\_



1. What is the weather today?

It is \_\_\_\_\_.

2. What will the weather be tomorrow?

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3. When it is \_\_\_\_\_ (rainy, hot, cold, windy),  
(choose and circle one)

I like to \_\_\_\_\_

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## LESSON PLAN: School & School Activities

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 3 – School & School Activities	Writing & Comprehension	Computer Lab & Classroom	1–2 hrs.	11/30/2015

**OBJECTIVES:** Pupils demonstrate comprehension of an ABRA story through a writing activity and practice story sequencing

**ABRA Book:** *Darryl! Don't Dawdle*

**ABRA Activity:** Fluency or Expression

**LEARNING/TEACHING AIDS:** *Darryl! Don't Dawdle* sequencing worksheets  
(KE\_PRNT\_SQ\_3\_School\_CSLP\_20151215, KE\_PRNT\_SQ\_5\_School\_CSLP\_20151215)

**Links to Primary Education Syllabus:** Standard 3 – Unit 1: Use of Language patterns will/shall for invitations and Vocabulary words listed at the end of this Lesson Plan.

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 2-11

### Teacher Preparation:

- Have pupils read *Darryl! Don't Dawdle* using ABRA (see KE\_LP\_ST123\_AllABRA\_CSLP\_20151130).
- Have pupils complete the *Darryl! Don't Dawdle* Fluency or Expression activity in ABRA (see KE\_LP\_ST123\_AllABRA\_CSLP\_20151130).
- \*Suggestion: Demo *Reading with Expression* activity in the Lab or Classroom for pupils
- Make enough copies of ABRA sentence starter worksheet **School** (KE\_LP\_ST3\_School\_SS\_WS\_CSLP\_20151207).
- Make enough copies of sequencing worksheets for *Darryl! Don't Dawdle* (KE\_PRNT\_SQ\_3\_School\_CSLP\_20151215, KE\_PRNT\_SQ\_5\_CSLP\_School\_20151215).

\* This Lesson Plan can be broken into 30-minute literacy units

<b>LESSON</b>			
<b>STAGE</b>	<b>TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>PUPIL'S ACTIVITIES</b>
1 <sup>st</sup> Activity Classroom	30 mins	<ol style="list-style-type: none"> <li>Review <i>Darryl! Don't Dawdle</i> and the corresponding fluency or expression activity you did in a previous lesson.</li> <li>Ask pupils:           <ol style="list-style-type: none"> <li>Why is it important to read fluently? (What does it mean?)</li> <li>How does reading with expression impact how the story is told, read, heard, or understood?</li> </ol> </li> </ol>	Pupils answers questions and discuss what is expression, and why it is important to read with varying expression.

2 <sup>nd</sup> Activity Classroom	30 mins	<ol style="list-style-type: none"> <li>1. Show pupils the sentence starter worksheet <b>School</b>.</li> <li>2. If there is time, write a few of the unit's vocabulary on the blackboard and ask pupils to use those words in their sentences.</li> <li>3. Distribute worksheet and have pupils complete them.</li> </ol>	Pupils complete sentence starters worksheet <b>School</b> .
3 <sup>rd</sup> Activity Classroom	30 mins	<ol style="list-style-type: none"> <li>1. Ask pupils what they thought were the main events in <i>Darryl! Don't Dawdle</i>.</li> <li>2. Tell pupils they are now going to practice putting these events in the correct order.</li> <li>3. Distribute the sequencing worksheets.</li> <li>4. Ask pupils to cut the sequences into strips and order them.</li> <li>5. Use the 5-sequence worksheet for pupils who need more of a challenge.</li> </ol>	<p>Pupils discuss the events in the story</p> <p>Pupils can work in pairs to complete the Sequencing activity</p>

**VOCABULARY:**

Words from Story: <i>Darryl! Don't Dawdle</i>	Vocabulary from Thematic Unit
Again, all, anything, are, be, bedtime, breakfast, bus, can(V), cold, dad, dalia, darker, darryl,, dawdle, deeds, delicious, detail, devilish, dinner, doggonit, doomed, don't, doyle, drat, dull, for, forgot, from, get, going, good, homework, I, in, include, isn't, late, line, little, making, maple, miss, mood, morning. Mrs., my, needing, out, on, outside, pancake, ready, recess, remember, school, screw, story, syrup, that, there's, today, tv, will, with, you, you'll, your	<u>Standard 2 Unit 1.0 – Vocabulary:</u> <i>library, timetable, lesson, subject, games, assembly, neat rows, uniform, notice, notice board, present, ruler, spelling, tick, cross, mark, whisper, draw, flag, handwriting, shelf, drawer, break</i> <i>Word appears in the suggested ABRA story and activities</i>

Name \_\_\_\_\_

Date \_\_\_\_\_



1. At school, I like to \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

2. At school, I don't like to \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

3. What do you bring to school each day?

Each day, I bring to school \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

ABRA – Sequencing: *Darry Don't Dawdle Story*; (Theme School & School Activities) \_ 3 Sequences

“Delicious.” Pancakes with maple syrup.



Details. Details. “Include all the details you can remember from the story.”



“Drat!” morning again



ABRA – Sequencing: *Daryl Don't Dawdle*. Story; (Theme School) \_ 5 Sequences

“Darryl! Don’t Dawdle.” “Dinner is ready.”



“Daryl! Don’t Dawdle.” “ You’ll miss the bus”



“Delicious.” Pancakes with maple syrup.



Details. Details. “Include all the details you can remember from the story.”



“Drat!” morning again



## LESSON PLAN: Home & Family

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 3 – Home & Family	Writing & Comprehension	Classroom or Computer Lab	1 hr	11/30/2015

**OBJECTIVES:** Pupils demonstrate comprehension of an ABRA story through a writing activity and then they practice word blending.

**ABRA Book:** *When I Open My Eyes*    **ABRA Activity:** Blending Train

**LEARNING/TEACHING AIDS:** ABRA sentence starters worksheet **Home & Family** (*KE\_PRNT\_SS\_Home&Family\_CSLP\_20151215*), ABRA worksheet **Letter Sounds and Blending** (*KE\_PRNT\_WSB\_Home&Family\_CSLP\_20151215*), ABRA worksheet **Sounds and Words** (*KE\_PRNT\_WSB2\_Home&Family\_CSLP\_20151215*)

**Links to Primary Education Syllabus:** Standard 3 – Unit 4: Use of Language patterns Show + adjective and Vocabulary words listed at the end of this Lesson Plan.

**REFERENCES/RESOURCES:** New Primary English pupil's book pgs. 26-35

### Teacher Preparation:

- Have pupils read *When I Open My Eyes* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete the *When I Open My Eyes* Blending Train activity in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Make enough copies of ABRA sentence starters worksheet **Home & Family** (*KE\_PRNT\_SS\_Home&Family\_CSLP\_20151215*).
- Make enough copies of word blending worksheets **Letter Sounds and Blending** (*KE\_PRNT\_WSB\_Home&Family\_CSLP\_20151215*) and **Sounds and Words** (*KE\_PRNT\_WSB2\_Home&Family\_CSLP\_20151215*).

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1st Activity Classroom	30 mins	1. Review <i>When I Open My Eyes</i> with pupils.  2. Ask pupils: a) What did they learn about the home and family? b) How was home in the story different from/similar to their home? c) Do they do the same things in the morning as the character in the story?	Pupils answer questions orally about <i>When I Open My Eyes</i> .

		<ol style="list-style-type: none"> <li>3. Tell pupils they are going to do a writing exercise.</li> <li>4. Show them the sentence starters worksheet and ask them to fill it in with complete sentences.</li> <li>5. If there is time, write a few of the unit's vocabulary words on the blackboard and ask pupils to use them in their sentences.</li> <li>6. Pupils complete the worksheet.</li> </ol>	Pupils complete the sentence starters worksheet.
2nd Activity Classroom	30 mins	<ol style="list-style-type: none"> <li>1. Review the blending activity you did last time for <i>When I Open My Eyes</i>. (If pupils did not do the blending activity, proceed to second activity in this lesson plan).</li> <li>2. Ask pupils: <ul style="list-style-type: none"> <li>a) Why is it important to learn what sounds each letters make?</li> <li>b) How does blending words help us read and make sense of each word?</li> </ul> </li> <li>3. Divide class into pairs or small groups.</li> <li>4. Distribute the blending worksheets and have pupils complete them.</li> <li>5. Pupils may complete one or both of the worksheets depending on the time available.</li> </ol>	<p>Pupils answers questions about the blending activity</p> <p>Pupils work in pairs to complete the worksheets <b>Letter Sounds and Blending</b> and <b>Sounds and Words</b>.</p>

**VOCABULARY:**

<b>Words from Story: <i>When I Open My Eyes</i></b>	<b>Vocabulary from Thematic Unit</b>
All, are, at, back, be, can (v), chin, dad, day, do, down, dress(v), drip, eye, face, fall, fast, for, friend Fun, give, go, good, great, good, hall, happy, haste, have, head, hear (v), hold, hug, I, in, is, itch, just, kitchen, last, late, left, lick, look, looking, me, minute, morning, mouth, move, my, nose, not, off, open, out, put, reach, right, run, say, see, smell, smile, so, some, squeeze, stare, start, still, syrup, take, taste, thank, that, them, there, thick, today, tongue, too, try, tummy, twitch, two, waffle, wait, waiting, water (v), what, when, where, wide, wink, yell, yellow, you, yummy	Standard 2 Unit 4.0 – Vocabulary: <i>home, grown ups, parents, elders, lid, wash, estate, plot, village, padlock, gate, door, handle, key hole, knife, water tap, tank, share, responsible, remember, help, remind</i>  <i>Word</i> appears in the suggested ABRA story and activities

Name \_\_\_\_\_

Date \_\_\_\_\_



## HOME AND FAMILY

1. Do you have siblings?

I have \_\_\_\_\_.

2. What makes a home?

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3. Name two things you like to do with your family.

I like to \_\_\_\_\_  
\_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Letter Sounds and Blending

1. Cut out the letters on the next page.
2. What does each letter sound like? Make the sound of each letter.
3. Use the sounds of the letters to make words.
4. Make 3-4 new words.
5. Place your words on a table.
6. Write down the new words you created:

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

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sounds and Words

1. Work with another pupil
2. Each pupil takes turns reading out the sounds in the following words:

F   U   N

P   U   T

F   O   R

T   R   Y

N   O   T

H   U   G

G   I   V   E

N   O   S   E

T   A   K   E

H   O   L   D

S   M   E   LL

B   A   CK

3. The other person blends the sounds to make a word
4. Answers: fun, for, put, not, try, not, hug, give, nose, take, hold, smell, back

## LESSON PLAN: Position & Direction

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 3 – Position & Direction	Vocabulary and Writing	Classroom	1-2 hrs.	12/01/2015

**OBJECTIVES:** Pupils practice unit vocabulary through a game and writing activity

**ABRA Book:** *The Frogs and The Well*    **ABRA Activity:** High Frequency

**LEARNING/TEACHING AIDS:** ABRA sentence starter worksheet **Position & Direction** (*KE\_PRNT\_SS\_Position\_CSLP\_20151207*)

**Links to Primary Education Syllabus:** Standard 3 – Unit 5: Use of Language patterns questions with where and use of imperatives with Put. Use of Vocabulary words listed at the end of this Lesson Plan.

**REFERENCES/RESOURCES:** New Primary English pupil's book pgs. 36-43

<b>Teacher Preparation:</b>			
<b>LESSON</b>			
<b>STAGE</b>	<b>TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>PUPIL'S ACTIVITIES</b>
1st Activity Classroom	45 mins	<ol style="list-style-type: none"> <li>Divide class into groups of 4-6 pupils.</li> <li>Write the following vocabulary words on the blackboard: <i>left, right, up, down, turn, side, inside, outside, opposite</i>.</li> <li>Tell groups that each member will individually write a sentence telling someone to follow a particular direction or position: for example, "Turn left and then turn right."</li> <li>Then tell group that each member will ask the group to carry out the sentence.</li> </ol>	<p>Pupils gather in groups.</p> <p>Pupils listen to instructions and read vocabulary words.</p> <p>Pupils individually create sentences using position and direction.</p> <p>Groups act out the sentences.</p>

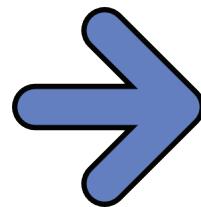
		<p>5. Remind pupils to create sentences that can be acted out easily within the classroom.</p> <p>6. Ask pupils to carry out the activity.</p>	
2 <sup>nd</sup> Activity Classroom	30 mins	<p>1. Show pupils the sentence starter worksheet.</p> <p>2. If there is time, write a few of the unit's vocabulary on the blackboard and ask pupils to use those words in their sentences.</p> <p>3. Distribute worksheet and have pupils complete them.</p>	Pupils complete sentence starters worksheet <b>Position &amp; Direction.</b>

**VOCABULARY:**

<b>Words from Story: <i>The Frogs and The Well</i></b>	<b>Vocabulary from Thematic Unit</b>
Air, all, along, ant, any, around, beautiful, beaver, before, best, bottom, brave, buzzed, by, cannot, coming, cool, could, creature, damp, dark, day, different, direction, do, doing, don't, down, dragonflies, dry, duck, during, edge, even, excited, fact, fast, finding, fly, forgot, friend, frog, forest, giving, good, happy, having, he, high, home, hop, hot, how, hurry, idea, in, into, is, jump, just, know, leap, ledge, left, let's, like, lived, long, looking, many, marched, mosquitoes, much, new, night, no, nothing, of, off, on, once, one, onto, opened, other, our, packed, place, pond, questions, rain, ready, right, say, scamper, see, side, sleep, straight, summer, swans, that, their, there, they, think, this, time, two, up, upon, very, waddle, way, we, well, what, when, who, wings, wise, without, you	<p>Standard 2 Unit 5.0 – Vocabulary: <i>direction, position, right, left, right hand side, left hand side, turn, turn left, turn right, walk along, beyond, behind, across, near, opposite, out of, inside of, outside of, down, against, up</i></p> <p><i>Word appears in the suggested ABRA story and activities</i></p>

Name \_\_\_\_\_

Date \_\_\_\_\_



## POSITION & DIRECTION

1. At home, where do you put your coat?

I put my coat \_\_\_\_\_.

2. Where do you put your books at school?

I put my books \_\_\_\_\_

\_\_\_\_\_.

3. If you look up/down (choose one), what do you see?

I see \_\_\_\_\_

\_\_\_\_\_.



## LESSON PLAN: Environment

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 3 - Environment	Comprehension & Writing	Classroom or Computer Lab	1 hr	26/11/2015

**OBJECTIVES:** Pupils demonstrate understanding of a story through writing activities

**ABRA Book:** Waterfall

**ABRA Activity:** Summarizing

**LEARNING/TEACHING AIDS:** N/A

**Links to Primary Education Syllabus:** Standard 3 – Unit 8: Use of Language Patterns *Look/feel/sound + like + nominal, next to + opposite/across*, and Vocabulary words listed at the end of this Lesson Plan.

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 60- 69

### Teacher Preparation:

- Have pupils read *Waterfall* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete the *Waterfall* Summarizing activity in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Review Thematic Unit 8.0 (language patterns and vocabulary).

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Classroom or Lab	25 mins	<ol style="list-style-type: none"> <li>1. Review <i>Waterfall</i> with pupils, asking them about the main points, what they liked or didn't like, what they learned about the environment, etc.</li> <li>2. Introduce the Language patterns from the unit: <i>Look/feel/sound + like + nominal, next to + opposite/across</i>.</li> <li>3. Ask pupils to make sentences with these words talking about their environment.</li> <li>4. Have pupils read out their sentences to the class.</li> </ol>	<p>Pupils discuss <i>Waterfall</i> and how it relates to their environment.</p> <p>Pupils write short sentences about their environment.</p> <p>Pupils read their sentences to the class.</p>

2 <sup>nd</sup> Activity Classroom or Lab	25 mins.	<ol style="list-style-type: none"> <li>1. Ask pupils to write a short composition on what they learned in Waterfall using correct sentence structures and the unit vocabulary.</li> <li>2. Offer the following ideas to pupils:           <ol style="list-style-type: none"> <li>a) How can you help your environment?</li> <li>b) Why is it important to plant, harvest, and water?</li> <li>c) What happens when there is too much/not enough rain (or sunshine, wind, etc.)?</li> </ol> </li> </ol>	Pupils write a short composition on what they learned in <i>Waterfall</i> using the correct sentences structures, language patterns and vocabulary.
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**VOCABULARY:**

<b>Words from Story: Waterfall</b>	<b>Vocabulary from Thematic Unit</b>
After, again, ago, another, at, away, back, beard, became, because, being, bottom, building, care, carry, climb, clothes, coming, cotton, crop, day, decide, did, done, down, during, each, earth, earthquake, eat, end, ever, flood, food, friend, from, god, going, gold, green, grey, grow, happy, hear (v), help, him, his, home, house, how, hungry, is, know, left (v), legend, lifelong, making , man, mean, mountain, moving, name, nice, no, not, nothing, now, of , old, on, once, one, onto, other, over, people, place, polite, pots, rain, rainbow, right, shoulder, show, spilled, staff, still, store, story, tapped, tenquedama, teaching, tend, that, their, them, there, they, this, time, using, valley, very, village, warm, watch, water, waterfalls, weave, when, who, wise, with, work(v), would, you	<p>Standard 3 Unit 8.0 – Vocabulary: <i>Hills, valleys, rivers, lakes, sea, bush, compound, umbrella, snake, bridge, fast, fly, bee, tree, conserve, record, information, protect, care, for</i></p> <p><i>Word</i> appears in the above suggested ABRA story and activities</p>

## LESSON PLAN: Everyday Activities

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 3 – Everyday Activities	Writing	Classroom or Computer Lab	1 hr	12/01/2015

**OBJECTIVES:** Pupils demonstrate their understanding of everyday activities through discussion and a writing activity

**ABRA Book:** *The Little Red Hen*

**ABRA Activity:** Any Alphabetic activity

**LEARNING/TEACHING AIDS:** ABRA sentence starters worksheet **Everyday Activities** (*KE\_PRNT\_SS\_EverydayActivities\_CSLP\_20151215*)

**Links to Primary Education Syllabus:** Standard 3 – Unit 11: Revision of sentences with *like + verb (ing)*. Use of Vocabulary words listed at the end of this the Lesson Plan.

**REFERENCES/RESOURCES:** New Primary English pupil's book pgs. 82-87

### **Teacher Preparation:**

- Have pupils read *The Little Red Hen* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete a *Little Red Hen* Alphabetics activity in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Make enough copies of the ABRA sentence starters worksheet **Everyday Activities** (*KE\_PRNT\_SS\_EverydayActivities\_CSLP\_20151215*)

### **LESSON**

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1st Activity Classroom or Lab	35 mins	<ol style="list-style-type: none"> <li>1. Review and talk about <i>The Little Red Hen</i>.</li> <li>2. Ask pupils:             <ol style="list-style-type: none"> <li>a) How does the story relate to your everyday activities?</li> <li>b) What are your chores/responsibilities?</li> <li>c) What are some of the things you do everyday?</li> </ol> </li> <li>3. Show pupils the sentence starter worksheet <b>Everyday Activities</b>.</li> <li>4. If there is time, write a few of the unit's vocabulary on the blackboard and ask pupils to use those words in their sentences.</li> </ol>	<p>Pupils discuss story and everyday activities that they do.</p> <p>Pupils complete the Sentence Starter worksheet thinking about the previous discussion.</p>

2nd Activity Classroom or Lab	25 mins	<p>5. Distribute worksheet and have pupils complete them.</p> <p>1. Working in groups or individually, ask pupils to write 2-3 new sentences using the Vocabulary words from the unit.</p> <p>2. Ask pupils to share sentences with the whole class.</p>	<p>Pupils write sentences about their everyday activities using new vocabulary words.</p> <p>Pupils share sentences with the class.</p>
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**VOCABULARY:**

<b>Words from Story: <i>The Little Red Hen</i></b>	<b>Vocabulary from Thematic Unit</b>
After, all, are, ask, back, bake, bread, by, can(v), care, coming, cow, cut, day, dog, doing, done, dough, eat, end, even, every, farm, flour, for, found, fresh, garden, good, grain, grow, hard, help, hen, her, in, into, is, just, little, lived, made, me, mill, miller, mix(v), myself, not, nothing, of, off, on, once, one, oven, pig, plant, plants, putting, red, rise(v), said, salt, set, she, sleep, soft, summer, tall, taking, time, that, the, they, this, time, tired, too, took, upon, very, warm, watch, water, we, wheat, who, will, with, work(v), worked, yeast, you	<p><u>Standard 2 Unit 11.0 – Vocabulary:</u> <i>Clear, set (the table), throw, drink. eat, ordinals (numbers) from first to twentieth then 21<sup>st</sup> to 100<sup>th</sup>.</i></p> <p><i>Word appears in the suggested ABRA story and activities</i></p>

Name \_\_\_\_\_

Date \_\_\_\_\_



## Everyday Activities

1. In the morning, I \_\_\_\_\_  
\_\_\_\_\_.

2. After school, I \_\_\_\_\_  
\_\_\_\_\_.

3. What are some of the things you do each day?

Each day, I \_\_\_\_\_  
\_\_\_\_\_.

## LESSON PLAN: Animals

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 3 - Animals	Writing & Comprehension	Classroom or Computer Lab	1-2 hrs.	12/01/2015

**OBJECTIVES:** Pupils demonstrate comprehension of an ABRA story through writing and sequencing activities

**ABRA Book:** *I Can Move Like a...*

**ABRA Activity:** Accuracy or Vocabulary

**LEARNING/TEACHING AIDS:** ABRA sentence starters worksheet

**Animals** (*KE\_PRNT\_SS\_Animals CSLP\_20151215*), ***I Can Move Like a...*** sequencing worksheets (*KE\_PRNT\_SQ\_3\_Animals\_CLSP\_20151207*, *KE\_PRNT\_SQ\_5\_Animals\_CLSP\_20151207*)

**Links to Primary Education Syllabus:** Standard 3 – Unit 16: Use of Language patterns *could* in sentences and *too + to* and Vocabulary words listed at the end of this Lesson Plan.

**REFERENCES/RESOURCES:** New Primary English pupil's book pg. 112-115

### Teacher Preparation:

- Have pupils read *I Can Move Like a ...* using ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Have pupils complete an *I Can Move Like a... Accuracy or Vocabulary activity* in ABRA (see *KE\_LP\_ST123\_AllABRA\_CSLP\_20151130*).
- Make enough copies of the ABRA sentence starters worksheet **Animals** (*KE\_PRNT\_SS\_Animals\_CSLP\_20151215.docx*).
- Make enough copies of the *I Can Move Like a... sequencing worksheets* (*KE\_PRNT\_SQ\_3\_Animals\_CSLP\_20151201*, *KE\_PRNT\_SQ\_5\_Animals\_CSLP\_20151201*).

\* This Lesson Plan can be broken into 30-minute literacy units

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Classroom or Lab	30 mins	1. Review <i>I Can Move Like a...</i> with pupils.  2. Ask pupils: a) Name the animals in the story. b) Tell me how those animals moved, using specific words from the story if possible. c) What other animals, especially from Kenya, could be included in this story?	Pupils answers questions and discuss <i>I Can Move Like a ...</i> using correct vocabulary.

		<p>d) How would these Kenyan animal move (use specific vocabulary if possible).</p> <p>3. Tell pupils they are going to do a writing exercise.</p> <p>4. Show them the sentence starters worksheet and ask them to fill it in with complete sentences.</p> <p>5. If there is time, write a few of the unit's vocabulary words on the blackboard and ask pupils to use them in their sentences.</p> <p>6. Pupils complete the worksheet.</p>	Pupils complete the sentence starters worksheet <b>Animals</b> .
2 <sup>nd</sup> Activity Classroom or Lab	30 mins	<p>1. Ask pupils to list the animals appearing in <i>I Can Move Like a...</i></p> <p>2. Review with pupils the order in which the animals appear in the book, reminding them of the importance of rhyming in the story.</p> <p>3. Tell pupils they are now going to practice sequencing the story.</p> <p>4. Distribute the sequencing worksheets.</p> <p>5. Ask pupils to cut the sequences into strips and order them.</p> <p>6. Use the 5-sequence worksheet for pupils who need more of a challenge.</p>	Pupils can work in pairs to complete the Sequencing activity

**VOCABULARY:**

<b>Words from Story: <i>I Can Move Like a...</i></b>	<b>Vocabulary from Thematic Unit</b>
Air, ant, bird, can(v), care, cat, catch, chase, creep(v), curl(v), don't, down, fall, fly, frog, having, head, held, hide, high, hill, I , in, jump, land(v), leap, leg, light, like, lion, log, loop, light, like, lion, log, loop, moon, moving, my, never, night, on, roar, see, side, sigh, sleep, small, snake, that, tree, up, very, walk, wants, with, without, worm	<p>Standard 3 Unit 16.0 – Vocabulary:  <i>chatter, laugh, hiss, roar, trumpet, thorn, forest, bush, thick, thicket, bark, moo, bray, neigh, chirp, scatter, frighten, scare, sound, bleat.</i></p> <p><i>Word</i> appears in the above suggested ABRA story and activities</p>

Name \_\_\_\_\_

Date \_\_\_\_\_



## ANIMALS

What animals do you see every day?

I see \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

What is your favourite animal?

My favourite animal is \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

What sound does your favourite animal make (ex. roar)?

My favourite animal \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

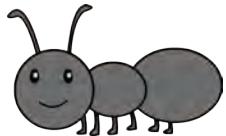


ABRA – Sequencing: *I Can Move Like a...* Story; (Theme Animals) \_ 3 Sequences

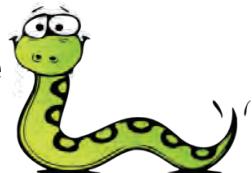
I can move like a cat, walk in the night



I can move like an ant, with legs very small



I can move like a snake creeping side to side



ABRA – Sequencing: *I Can Move Like a...* Story; (Theme Animals) \_ 5 Sequences

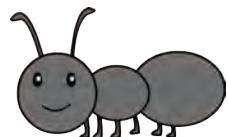
I can move like a cat, walk in the night



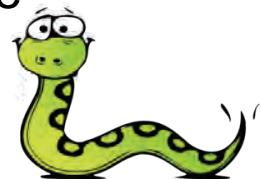
I can move like a lion, with my head held high



I can move like an ant, with legs very small



I can move like a snake creeping side to side



I can move like a bird, up in a tree



## Introduction to READS

Too many children suffer from having a lack of access to books and as a result are unable to experience the joy of reading throughout their childhood. The CSLP believes this travesty is unacceptable and, as a result, has compiled a database of digital reading material for young learners, especially those in developing countries who lack access to reading material.

This database, entitled ***Repository of eLearning Amazing Digital Stories (READS)***, is a searchable database of royalty-free fiction and non-fiction digital books to support the development of emerging literacy skills. It is available to users of ABRACADABRA as part of the **Learning Toolkit+**. It may be used to supplement the digital stories within ABRACADABRA in order to help develop students' fluency and comprehension skills.

### READS Content

READS currently includes over 600 free stories, and when considering multiple languages of the same book, this total is well over 1000 entries.

- **Audience:** Primarily geared to emerging readers from K through Grade 3.
- **Language:** In all, there are 27 languages available, including English, French, Kiswahili, Spanish, Simple Chinese, Urdu, and Persian to name only a few.
- **Content:** To allow readers from different cultural backgrounds and instructional contexts to enjoy the stories, READS offers a variety of themes, genres, country of origins, etc.
- **Format:** eBooks are available in several formats with HTML and PDF being the most popular. (Note that the html versions of books are only accessible if there is Internet access.)

The repository consists of royalty-free eBooks found on the Internet (used with permission) and elsewhere (e.g., in the public domain). New books are added with each annual release of the Learning Toolkit+.

### What's Not in READS

- Commercial stories, especially material that promotes commercial products (e.g., textbooks, Disney material, etc.).
- Stories portraying negative stereotypes (e.g., gender, racial, ethnic, religious, etc.) or depicting violent fare or situations.

## READS LESSON PLAN: Comprehension and Vocabulary

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
All Standards and Thematic Units	Reading Comprehension/Using Vocabulary	Classroom	1-3 hrs.	11/27/2015

**OBJECTIVES:** Pupils should be able to state the meaning of several vocabulary words in a selected text as well as use those words to create new sentences

**READS Book:** Any (*chosen by teacher*)

**LEARNING/TEACHING AIDS:** PDF of selected READS story

**Teacher Preparation:**

- Go to READS
- Search READS by genre, theme, language and/or reading level for an appropriate story
- Review the story
- Note 5-10 vocabulary words found in the story that you think pupils may not know, may struggle with, or which are part of the Theme's vocabulary list
- Mark, or note down, the location of these words.
- Ask for a printout of the READS story you selected.

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom	30 mins	<ol style="list-style-type: none"> <li>1. Show pupils the READS story.</li> <li>2. Give a brief description of the story.</li> <li>3. Begin reading the story.</li> <li>4. At the first word you have marked, stop and write the word on the blackboard.</li> <li>5. Ask pupils if they can define the word.</li> <li>6. If a pupil can provide a definition, ask how he or she learned about the word.</li> <li>7. Then ask pupils how they might figure out what the word means, without going to a dictionary.</li> </ol>	<p>Pupils come to the mat.</p> <p>Pupils listen to READS story being spoken out loud.</p> <p>Pupils attempt to define the vocabulary word.</p> <p>Pupils develop strategies for learning meaning of an unfamiliar word through the story context and discussion.</p>

		<p>8. Encourage pupils to come up with strategies for guessing (or inferring) a word's meaning by, for example, looking at the illustrations, thinking about the story context, etc.</p> <p>9. Continue with the story, stopping at the next important word and repeating the process of putting it on the blackboard, asking for a definition, and using strategies to figure out the meaning.</p>	Pupils continue to answer questions about vocabulary word meanings.
Classroom	30 mins	<p>1. When the story is completed, divide class into groups of 4-6 pupils.</p> <p>2. Assign each group three or four vocabulary words from the list (you may give the same word to more than one group).</p> <p>3. Ask pupils to use each word in a new, separate sentence.</p> <p>4. Ask pupils to write down these sentences.</p> <p>5. When pupils have completed the task, ask them to share one or two sentences with the whole class.</p>	<p>Pupils gather in groups of 4-6.</p> <p>Pupils use the assigned 3-4 vocabulary words in new sentences.</p> <p>Pupils share one or two sentences with the class.</p>

## READS LESSON PLAN: Writing Response

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
All Standards and Thematic Units	Writing	Classroom	45 mins	11/27/2015

**OBJECTIVES:** Pupils practice writing with correct sentence structures and vocabulary

**READS Book:** Any (*chosen by teacher*)

**LEARNING/TEACHING AIDS:** PDF of selected READS story, **Reader Response Prompts** handout (*KE\_LP\_ST123\_READS\_WR\_HO\_CSLP\_20151130*)

**Teacher Preparation:**

- Go to READS
- Search READS by genre, theme, language and/or reading level for an appropriate story
- Review the story
- Review the handout **Reader Response Prompts** (*KE\_LP\_ST123\_READS\_WR\_HO\_CSLP\_20151130*)
- Select one or more prompts for students to answer, or create your own.
- Ask for a printout of the READS story you selected.

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom	45 mins	<ol style="list-style-type: none"> <li>1. Tell pupils you will read them a story.</li> <li>2. Tell them that at the end, they will be asked to write about their response to the story.</li> <li>3. Read them the story.</li> <li>4. When the story is completed, divide class into groups of 4-6 pupils.</li> <li>5. Assign each group a prompt.</li> <li>6. Ask pupils to discuss the prompts and share their answers for about 10 minutes.</li> <li>7. Ask pupils to work individually on a short text (4-5 sentences) responding to the prompt.</li> </ol>	<p>Pupils come to the mat.</p> <p>Pupils listen to READS story being read aloud.</p> <p>Pupils gather in groups of 4-6</p> <p>Pupils discuss the prompt.</p> <p>Pupils individually write a short text based on the prompt.</p>

		<p>8. If there is time, ask pupils to read aloud their texts to the group or to the whole class.</p>	Pupils read their texts aloud to the group or the whole class.
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## Reader Response Prompts

These questions, or any similar prompts, help pupils 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 ...

## Introduction to ELM

**ELM** (Emerging Literacy in Mathematics) is an online tool designed to help young pupils develop proficiency and skills in using math across many different settings. ELM aims to reduce math anxiety by increasing children's confidence in their mathematical abilities. This encourages more children consider careers in math, science, and engineering.

ELM is organized around mathematical "themes," each associated with a different region and animal from around the globe. The current themes include:

**Number Concept:** A North American moose named Chuck helps pupils explore the fundamental sense of numbers as a count of objects. This theme covers activities for counting, addition, subtraction, comparison of numbers, decomposition of numbers, and place value.

**Number Line:** An Australian kangaroo named Matilda introduces pupils to the idea of number as a position along a line, including the notions of forward as addition and backwards as subtraction. These are offline activities, so they provide a concrete model.

**Mathematical Language:** A South American bird named Paco shows pupils a game in which mathematical language is used to track the number of passengers getting on and off a bus as it goes along its route. These activities develop the notion that mathematical language can be used as a memory aid. These are offline activities.

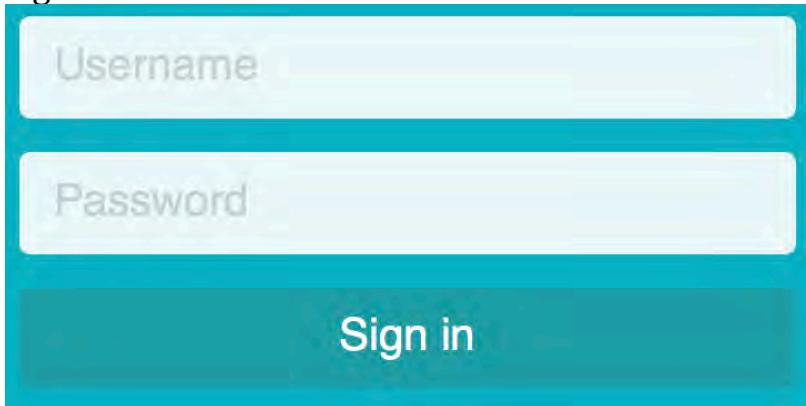
Within each ELM theme, pupils explore different related ideas through various activities. Pupils earn puzzle pieces for finishing activities. When the puzzles are complete, a pupil is awarded online animal friend cards to add to their collection.

Teacher using ELM can consult various resources including an extensive collection of lesson plans as well as suggested activities for reinforcing the mathematical skills explored in the tool. A *Parent Resource* section is also in development and will be included in future releases.

ELM has been developed in conjunction with researchers and teachers to ensure it provides an engaging and flexible environment for pupil to learn. The tool continues to evolve with new themes and activities planned for upcoming releases.

## Instructions for Getting Started with ELM

1. Login to the LTK.



Your username:

-----

Your password:

-----

2. Click on ELM.



3. This is the **START page**.

From here, select whether you are working at school or not.

The start page has a "World tour to see friends" theme. It features a collage of cartoon animals including a moose, a panda, a penguin, a parrot, a kangaroo, and a koala. In the center, there is a white rectangular dialog box with a diamond-shaped icon containing two walking figures. The text inside the box reads "Please select one:" followed by "Are you at school right now?". There are two buttons at the bottom of the dialog: "Yes" and "No". To the right of the dialog, there is a large orange button labeled "Start!". Above the "Start!" button, there is a "My profile" link with a key icon. At the bottom right, there is a "Logout" button with a person icon. The bottom left corner features a small green icon with three vertical bars.

4. Choose **My friends** to see the friends collected so far, or **My profile** to change your avatar (bottom left of your screen). To go to the online activities, click on **Start**.

**Start page**



5. This is the **World Map**

**World Map/  
Themes**



From here you can select a continent/theme (see bottom of the screen). Each theme has a host. Choose the moose (North American Friends = Number Concept).

6. You will reach the Ideas page, where you will see all the activities available in each Idea related to Number Concept.

**Ideas Page**

Your students will have a slightly different view. They will have to work through each Idea in a pre-determined sequence first:

**Students' Ideas Page**

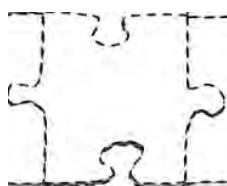
7. Click on any of the Ideas icons to start an activity:

**Puzzle page:**

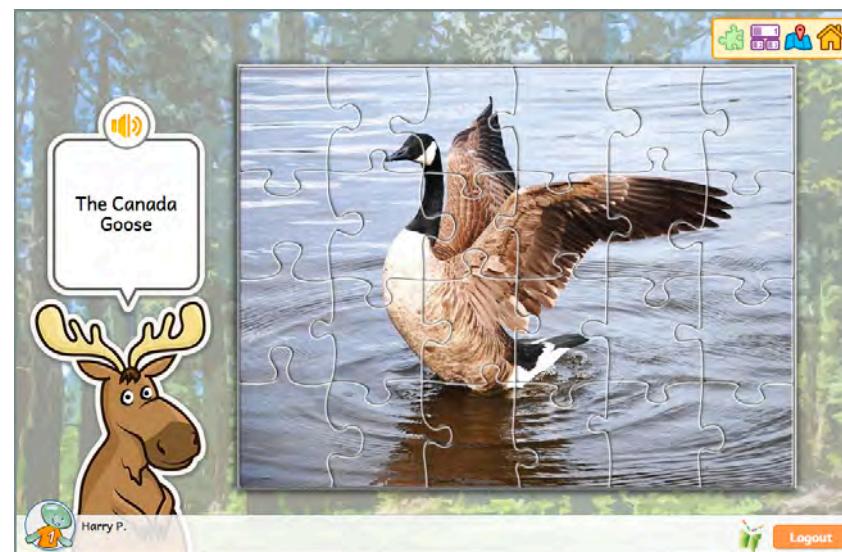


8. Click on a puzzle piece to start the activity. Each puzzle piece represents a repetition of the task before completing the activity.

**Repetitions**



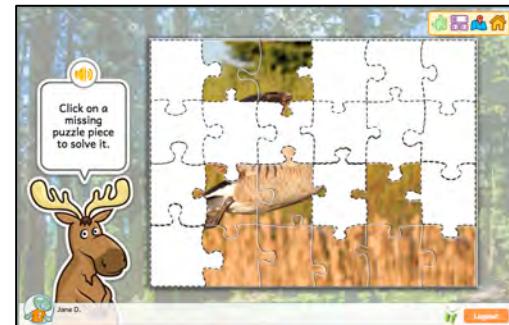
Completing all the assigned repetitions will result in completing the puzzle and gaining a friend.



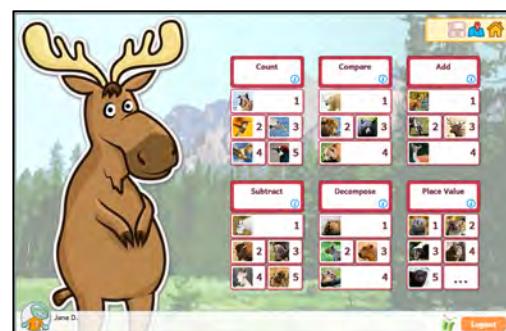
At any time, in any ACTIVITY you can use the top navigation **Menu**:



will take you back to the **Puzzle** page →



will take you back to the **Ideas** page →



will take you back to the **World Map** →



will take you to the **Start page** →



Use the icons at the bottom too:



will take you to the **LTK LOBBY** page



**Logout**

to **LOGOUT**



## In an ACTIVITY...

Click on every bird to count the total.


OK! ? ▶

Jane D. Logout

Click on:



to **REPEAT** the instructions



to **CHECK** your answer



if you need **HELP**



to view a **DEMO** of the activity



If a student is stuck on an activity you will see on the bottom if his/her screen.

A student gets 3 tries to answer a problem. Then he/she is given a second chance to answer another similar problem at the same level. If the student is again unable to answer, this icon will appear at the bottom to let you know the student is stuck somewhere.



When you notice this icon on a student's screen, ask him/her to go back to the



Ideas page (click on **1**). Those Ideas that the student is having problems with will be marked with an upturned corner, like this:



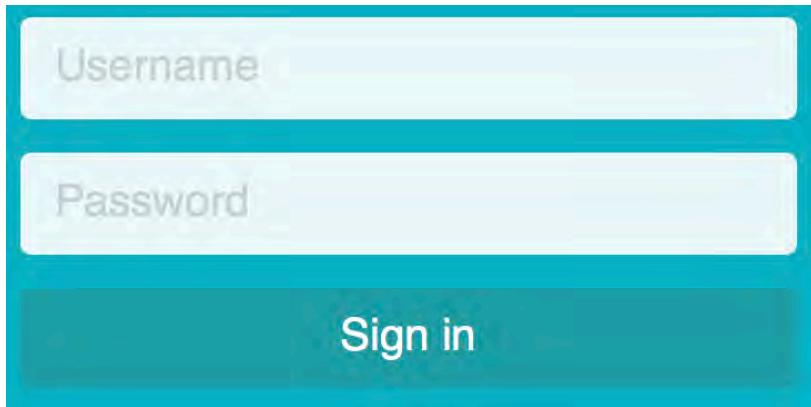
Simply ask the student to click on the icon and any puzzle piece to get to the exact level with which the student needs your assistance.

## ELM Cheat Sheets

LTK Internet address:

<http://>

Logging into the LTK.



Your username:

Your password:

### Themes/Ideas Cheat Sheet

Themes page:



The Themes page **World Map** allows you to access the different mathematical concepts, which are organized by Theme, Ideas, and finally Activities:

	<b>Theme</b>	<b>Ideas &amp; Activities</b>
	Number Concept	<ol style="list-style-type: none"> <li>1. Count-5 activities</li> <li>2. Compare-4 activities</li> <li>3. Add-4 activities</li> <li>4. Subtract-5 activities</li> <li>5. Decompose-4 activities</li> <li>6. Place Value-4 activities</li> </ol>
	Number Line	<ol style="list-style-type: none"> <li>1. Number of Steps-3 activities</li> <li>2. Comparision of Position-2 activities</li> </ol>
	Mathematical Language	<ol style="list-style-type: none"> <li>1. Introduction to the Passengers on the Bus Tracking Game-2 activities</li> </ol>
	Extra	Pet Friends—Teachers can award these when pupils complete assigned activities.

## Icons Cheat Sheet

	<b>REPEAT</b> the instructions
	<b>CHECK</b> your answer
	get <b>HELP</b>
	view a <b>DEMO</b> of the activity
	student is experiencing problems with an activity
	to the <b>Start page</b>
	to the <b>World Map</b>
	to the <b>Ideas</b> page
	to the <b>Puzzle</b> page
	<b>LTK LOBBY</b> page
	<b>LOGOUT</b>

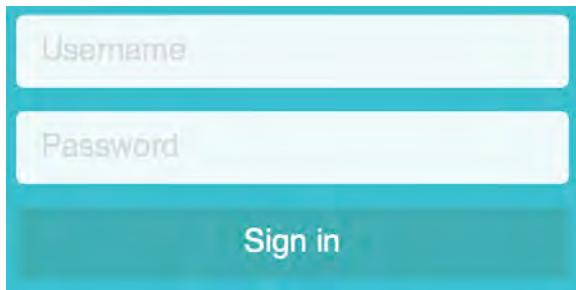
## Instructions for Managing Classes in ELM

The ELM software allows you to:

- Receive notifications about which student is having difficulties and in what activities
- See how your students are doing as they progress through ELM
- Create custom plans for a student, or groups of students.

In order to take full advantage of these features, follow the instructions below:

1. Login to the LTK.



2. Click on LTK Manage.



3. From here, select ELM Settings.



## Notifications

You can immediately see the notifications of students experiencing problems, in the NOTIFICATIONS tab. To see students in a specific class, select the class from the menu:

Name: First Last	Theme	Idea - Activity	Date	Remove
Popov, Alexei	Number Concept	Count - 5	2015-08-27	<input type="checkbox"/>
Popov, Alexei	Number Concept	Count - 4	2015-08-27	<input type="checkbox"/>
Tremblay, Colette	Number Concept	Count - 4	2015-08-27	<input type="checkbox"/>
Gomez, Pedro	Number Concept	Count - 4	2015-08-27	<input type="checkbox"/>
Farelli, Chloe	Number Concept	Count - 4	2015-08-27	<input type="checkbox"/>
Jacobs, Benjamin	Number Concept	Count - 4	2015-08-27	<input type="checkbox"/>
Jacobs, Benjamin	Number Concept	Count - 3	2015-08-27	<input type="checkbox"/>
Popov, Alexei	Number Concept	Count - 3	2015-08-27	<input type="checkbox"/>
Gomez, Pedro	Number Concept	Count - 3	2015-08-27	<input type="checkbox"/>
Tremblay, Colette	Number Concept	Count - 3	2015-08-27	<input type="checkbox"/>
Farelli, Chloe	Number Concept	Count - 2	2015-08-25	<input type="checkbox"/>
Jacobs, Benjamin	Number Concept	Count - 2	2015-08-25	<input type="checkbox"/>
Popov, Alexei	Number Concept	Count - 2	2015-08-25	<input type="checkbox"/>
Gomez, Pedro	Number Concept	Count - 2	2015-08-25	<input type="checkbox"/>
Tremblay, Colette	Number Concept	Count - 2	2015-08-25	<input type="checkbox"/>
Popov, Alexei	Number Concept	Count - 1	2015-08-25	<input type="checkbox"/>
Swan, Bo	Number Concept	Count - 1	2015-08-25	<input type="checkbox"/>

17 records

A student gets 3 tries to answer a problem. Then he/she is given a second chance to answer another similar problem at the same level. If the student is again unable to answer, you will be notified on this screen. When this occurs, the student will also receive a notice on his/her own screen suggesting they ask the teacher for help.

Notice that you can see who is having difficulties, in what Theme, Idea and Activity, and on what date. Currently you can sort this list by student name or by date.

To remove the notification, check the box and click "Remove". (This will only remove the notification from this list, not the record of the mistake.)

## Plans

Plans allow you to control how your students will progress through ELM. You can create plans for groups of students or for individual students. You can create plans for stronger and weaker students.

The screenshot shows the 'John's Manage Section' dashboard. At the top, there are navigation links: Main Menu, My Account, My Classes, My Students, ELM Settings, Français, LTK+, ePEARL, ELM, and Logout. Below the menu, tabs for Notifications, Report, Plans (which is highlighted with a red oval), and Offline Friends are visible. A note states: "Note: All students must have a plan. Students are automatically assigned to the default plan." It also includes instructions for assigning students to a new plan and removing them from a custom plan. A dropdown menu for 'Number Concept' is open. On the right, a 'Create a New Plan' button is present. Under the 'Default Plan' heading, a warning message says: "Warning: all changes are saved automatically. These changes will affect students the next time they log in." To the left is a table for 'Count' activities with columns for Activity, Puzzle Pieces, and Redo. To the right is a list of students under 'All My Classes' with checkboxes next to their names. A total of 9 records are shown. At the bottom right is a 'Add Student(s) to Plan' button.

	Activity	Puzzle Pieces	Redo
Count	1	15	0
Compare	2	15	0
Add	3	15	0
Subtract	4	15	0
Decompose	5	15	0
Place Value			

All My Classes	
Name: First Last	
Charlotte, Horton	<input checked="" type="checkbox"/>
Gomez, Pedro	<input checked="" type="checkbox"/>
Harris, Alexander	<input checked="" type="checkbox"/>
Osborne, Daniel	<input checked="" type="checkbox"/>
Popov, Alexei	<input checked="" type="checkbox"/>
Skywalker, Lucy	<input checked="" type="checkbox"/>
Sunik, Arusha	<input checked="" type="checkbox"/>
Swan, Bo	<input checked="" type="checkbox"/>
Tremblay, Colette	<input checked="" type="checkbox"/>
9 records	

A plan includes how many repetitions – or puzzle pieces – a student must successfully accomplish within each activity before they can complete the puzzle, gain a new “friend” and move on to the next activity. The plan can also stipulate that a student must re-do the puzzle, with the same number of puzzle repetitions, before moving on.

In ELM, all students start off with the **default plan**. The default plan is as follows:

## Default Plan for Theme 1: Number Concept

### **Count:**

In the default plan for Count, students are asked to do 15 puzzle pieces (repetitions) of Activity 1 before they can move on to Activity 2. They are required to do 15 repetitions in Activity 2 before moving on to Activity 3, and so on.

They are not required to “redo” any puzzles, which means they have to complete only 1 puzzle for each Activity.

Activity	Puzzle Pieces	Redo
1	15	0
2	15	0
3	15	0
4	15	0
5	15	0

### **Compare:**

In the default plan for Compare, students are asked to do 10 puzzle pieces (repetitions) of Activity 1 before they can move on to Activity 2, and so on.

They are not required to “redo” any puzzles, which means they have to complete only 1 puzzle for each Activity.

Activity	Puzzle Pieces	Redo
1	10	0
2	10	0
3	10	0
4	10	0

### **Add:**

In the default plan for Add, students are asked to do 10 puzzle pieces (repetitions) of Activity 1 before they can move on to Activity 2, and so on. They are not required to “redo” any puzzles, which means they have to complete only 1 puzzle for each Activity.

Activity	Puzzle Pieces	Redo
1	10	0
2	10	0
3	10	0
4	10	0

### **Subtract:**

In the default plan for Subtract, students are asked to do 10 puzzle pieces (repetitions) of Activity 1 before they can move on to Activity 2, and so on.

They are not required to “redo” any puzzles, which means they have to complete only 1 puzzle for each Activity.

Activity	Puzzle Pieces	Redo
1	10	0
2	10	0
3	10	0
4	10	0
5	10	0

***Decompose:***

In the default plan for Decompose, students are asked to do 10 puzzle pieces (repetitions) of Activity 1 before they can move on to Activity 2, and so on.

They are not required to “redo” any puzzles, which means they have to complete only 1 puzzle for each Activity.

Activity	Puzzle Pieces	Redo
1	10	0
2	10	0
3	10	0
4	10	0

***Place Value:***

In the default plan for Place Value, students are asked to do 5 puzzle pieces (repetitions) of Activity 1 before they can move on to Activity 2, and so on.

They are not required to “redo” any puzzles, which means they have to complete only 1 puzzle for each Activity.

Activity	Puzzle Pieces	Redo
1	5	0
2	5	0
3	5	0
4	5	0

## Creating Differentiated Plans

The ELM program allows you to create new plans for your students. Sometimes a student needs a bit more practice with a concept; sometimes a student can advance more quickly before reaching a challenging task.

For that reason, the Plan section makes it easy to create as many new plans as you need, and to assign them to a single student, or many students.

Here are a few easy steps to guide you:

1. To create a new plan, simply click on "Create a New Plan":

The screenshot shows the ELM software interface with a blue header bar. The header includes the title 'John's Manage Section', language links ('Français | LTK+ | ePEARL | ELM | Logout'), and navigation tabs ('Main Menu', 'My Account', 'My Classes', 'My Students', 'ELM Settings'). Below the header, there are four buttons: 'Notifications', 'Report', 'Plans' (which is highlighted in blue), and 'Offline Friends'. A note below the buttons states: '- Note: All students must have a plan. Students are automatically assigned to the default plan.  
- To assign students to a new plan select them from the class list and click "Add Student(s) to Plan".  
- Removing a student from a custom plan will assign him / her back to the default plan.' A dropdown menu labeled 'Number Concept' is open. On the right side, there is a 'Create a New Plan' button, which is circled in red. Below this, a section titled '- Default Plan' is shown. A warning message says: 'Warning: all changes are saved automatically. These changes will affect students the next time they log in.' On the left, there is a sidebar with activity categories: Count, Compare, Add, Subtract, Decompose, and Place Value. Each category has a table with columns 'Activity', 'Puzzle Pieces', and 'Redo'. The 'Count' category is selected. On the right, there is a 'All My Classes' dropdown menu showing a list of student names with checkboxes next to them. At the bottom right of the main area is a 'Add Student(s) to Plan' button. The bottom of the page has a footer with '9 records'.

2. You will be asked to name your new plan.  
Once you have saved it, scroll down your list of plans to find this one.

**\* Please name this plan.**

**Save Cancel**

3. Click on the Idea (Count, Compare, Add, Subtract, Decompose or Place Value) and adjust the Activity with the number of puzzle pieces and redos you would like. You can assign between 1-24 puzzle pieces, and between 0-1 redos.

	- Advanced Plan		
	Activity	Puzzle Pieces	Redo
Count	1	15	0
Compare	2	15	0
Add	3	15	0
Subtract	4	15	0
Decompose	5	15	0
Place Value			

4. Once you are satisfied with the plan, choose the students to whom you would like to assign this plan.

To narrow down your student list, you can select the class you want to work on.

Students' current plans are listed next to their names.

5. Click on "Add Student(s) to Plan" to finalize your selection.  
Students will only notice the change in their plans the next time they log in to ELM.

6. Once you have created a plan, you can keep it even if no students are assigned to it. You can build and reuse your plans from year to year.

All My Classes		
Name: First Last		
Arnaud, Jean-Claude	Default	<input type="checkbox"/>
Charlotte, Horton	Advanced Pl	<input type="checkbox"/>
Dent, Barry	Default	<input type="checkbox"/>
Farelli, Chloe	Default	<input type="checkbox"/>
Gomez, Pedro	More Practic	<input type="checkbox"/>
Harris, Alexander	Default	<input type="checkbox"/>
Jacobs, Benjamin	More Practic	<input type="checkbox"/>
Kahn, Max	Advanced Pl	<input type="checkbox"/>
Osborne, Daniel	Default	<input type="checkbox"/>
Popov, Alexei	More Practic	<input type="checkbox"/>
Skywalker, Lucy	Default	<input type="checkbox"/>
Sunik, Arusha	Advanced Pl	<input type="checkbox"/>
Swan, Bo	Default	<input type="checkbox"/>
Tremblay, Colette	More Practic	<input type="checkbox"/>
14 records		
<b>Add Student(s) to Plan</b>		

## Report

The REPORT tab shows your students progress through ELM activities. You must first select the class you want to see details about:

New's Manage Section      Français | LTK+ | ePEARL | ELM | ISIS-21 | Logout

Main Menu | My Account | My Classes | My Students | ELM Settings

Notifications | **Reports** | Plans | Offline Friends

Select a class to see an overview of student progress. Use the checklist below to see more / less information.

DnD   Number Concept   Count

- Grey cell : Student has not yet started this activity.
- Red cell : Student needs your attention.
- Orange cell : Student got stuck within the last 3 puzzle pieces but resumed progress.
- Blue cell : The activity has been completed successfully.

Indicate how many times they have completed a puzzle.\*

Show current progress \*

- **Bolded** fractions: show current repetitions completed / assigned.
- Un-bolded fractions: show any redos assigned for this activity.
- Student is practicing a previously mastered activity.

\* These two options cannot be selected at the same time.

Remember to indicate which Theme (such as Number Concept), and the Idea (for example, Count) from the menus:

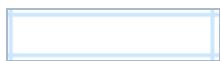
ELM Class   Number Concept   Count

Once you have done that, information about students' progress will appear in the cells.

**Legend:**

- Grey cell : Student has not yet started this activity.
  - Red cell : Student needs your attention.
  - Orange cell : Student got stuck within the last 3 puzzle pieces but resumed progress.
  - Blue cell : The activity has been completed successfully.
    - Indicate how many times they have completed a puzzle.\*
  - Show current progress. \*
    - **Bolded** fractions: show current repetitions completed / assigned.
    - Un-bolded fractions: show any redos assigned for this activity.
    - **(P)** Student is practicing a previously mastered activity.
- \* These two options cannot be selected at the same time.

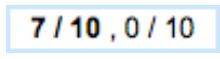
## Explanation and Examples:



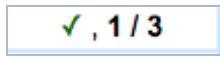
A white cell indicates that an activity has not been started yet, as in the example of the first student in the list, Jean-Claude Arnaud.



A fraction that is bold means that the student has started the activity and progressed through several repetitions. For example, Daniel Osborne has started Activity 3 of Count. He has successfully completed 5 of the 15 repetitions he needs to complete this Activity and move to the next one.



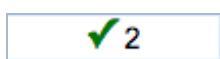
Two fractions in the same cell indicate that the teacher has assigned this student a second puzzle for the same activity. Chloe Farelli, for instance, has been assigned a re-do of the activity by her teacher, and has two puzzles to complete in Activity 5. In this example, she has started the first, and has completed seven of the ten repetitions she needs to finish this puzzle. The second puzzle, also with ten repetitions, has not been started yet and is represented by the second un-bolded fraction.



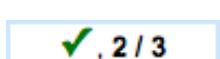
A small checkmark ✓ shows that one puzzle has been completed but there is still an additional puzzle assigned that is in progress. For example, Max Khan has completed one puzzle successfully in Activity 1, but has only completed 1 repetition in the second puzzle assigned to him by the teacher.



A large green checkmark ✓ is an indicator that the student has completed all the repetitions assigned by the teacher. In the case of Arusha Sunik, the student finished the assigned repetitions for all activities.



A whole number by the large green checkmark ✓ shows the number of times a student completed a puzzle in that activity (see Charlotte Horton as an example).



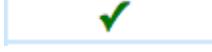
A large green checkmark ✓ and a fraction indicates that the student started an activity again after having completed their assigned plan for the activity. In this case, the fraction shows the progress through the newest attempt. For example, Charlotte Horton has completed her assigned repetitions in Activity 5. Then she started this activity again and completed 2 of the 3 repetitions so far.



A red cell shows that the student is currently experiencing difficulties with a particular activity and is unable to continue. The student had 3 tries to answer a problem. Then he/she was given a second chance to answer another similar problem at the same level, but was again unable to answer it. (The teacher is also

notified on the Notification section, as mentioned above.) For example, Alexei Popov (in Activity 5) has started the puzzle but has made repeated errors and has been unable to complete the first repetition. He has also received a notice on his own screen to ask for help from his teacher.

 An orange cell means that the student had been stuck on that activity (i.e. had a red cell), but has managed to move on. For instance, Pedro Gomez had experienced difficulty with Activities 2, 3 and 4 at some point. However, after some re-teaching, possibly, he was able to complete the activity. The orange cell will never be cleared so that the teacher has a record of which students experienced problems in which activities, even once the difficulties have been resolved.

 No cell background colour with a fraction or a checkmark means that the student has never experienced repeated problems in these activities. Or, if he/she had experienced problems, they were able to progress without needing assistance. In the example of Chloe Farelli, the student has completed Activities 1 and 3 as it was assigned to her with no difficulties.

## **Mathematical Units: Using ELM to Develop Mathematic Skills in Kenya Standard One**

### **Objective of Mathematical Units Document**

To address the following objectives of the Primary Education Syllabus (Vol. 2) – Mathematics:

- Acquire an understanding of numbers and numeration.
- Develop ability to perform the four basic operations.
- Develop positive attitudes towards Mathematics and make good use of leisure time.

### **Purpose**

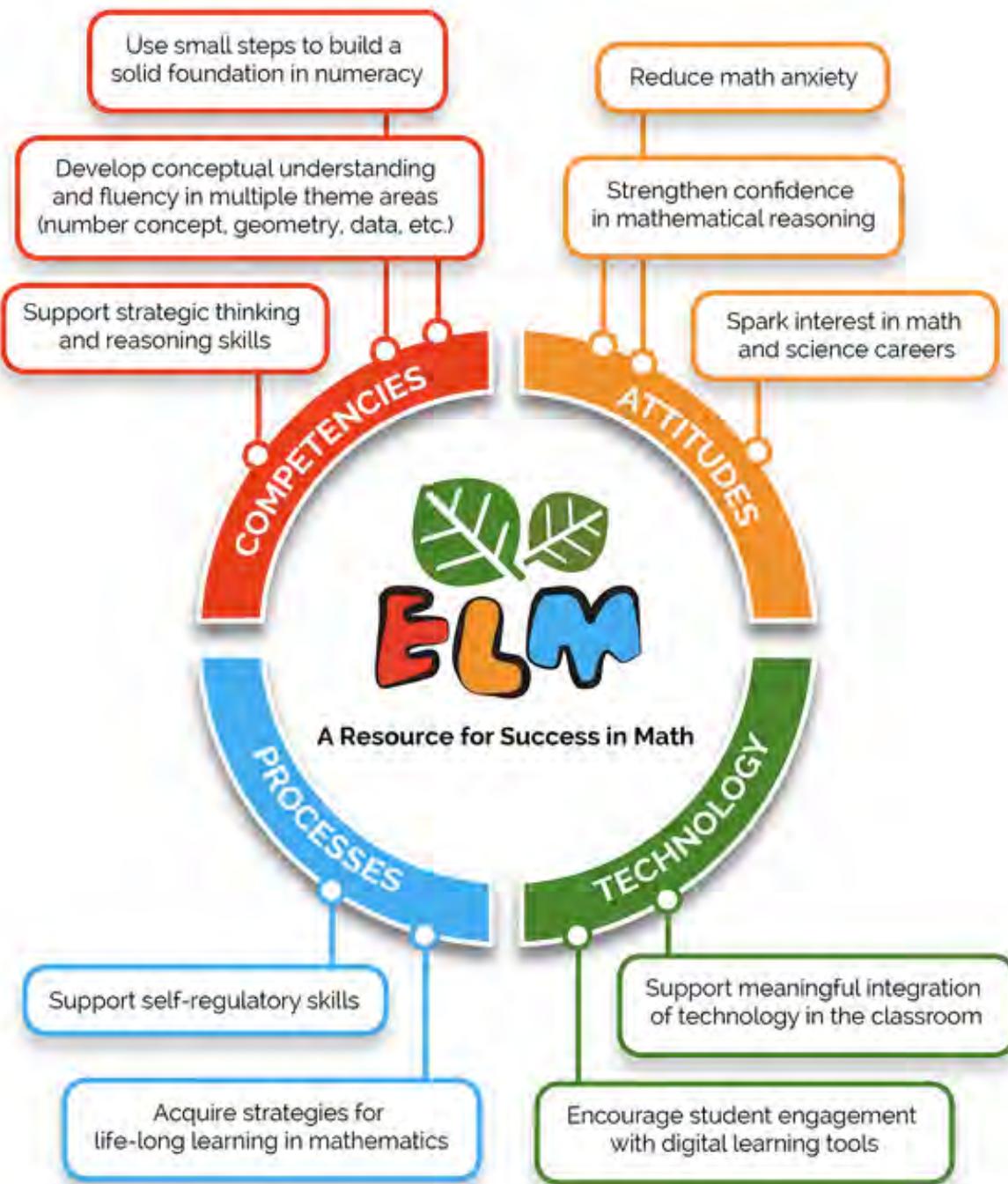
- Provide guidance to teachers on how to support development of foundational mathematical skills in counting, comparing, adding, subtracting, decomposing numbers, and place value. As well, help teachers address math anxiety and give them strategies for building pupils' confidence in using mathematics in diverse contexts.
- Provide teachers with effective ways to incorporate ELM into their teaching.
- Establish links between the activities offered in ELM, including classroom extension activities, and the learning objectives in the Kenya Primary Education Syllabus.

### **Use**

- This document serves as both a roadmap for using ELM in the classroom as well as a springboard for related math activities that may be integrated into a lesson. Teachers are encouraged to develop new ways to integrate ELM into their classes.
- This document provides links to lesson plans and handouts for teachers to consult, adapt, and use.

### **Cooperative Learning**

- Cooperative Learning (CL) uses structured group activities to improve pupil achievement and engagement.
- The suggested CL activities are designed for teachers who are proficient in using ELM and wish to engage pupils with different learning approaches.
- Links to lesson plans and handouts are provided. While the dates associated with these documents may change, their filenames will not.



## Primary Education Syllabus Mathematics – Standard 1

### Unit 1.0 – General Objectives

The Number Line Theme in ELM relates more directly to the **General Objectives** of the *Kenya Primary Education Syllabus (Vol. 2)* – Mathematics

- Acquire an understanding of numbers and numeration
- Develop ability to perform the four basic operations
- Develop skills in measurement, approximation and estimation
- Develop spatial concepts and ability to use them
- Acquire the techniques of collecting, representing and interpreting data
- Develop positive attitudes towards Mathematics and make good use of leisure time.
- Develop techniques of investigation and problem solving strategies

### ELM Idea: NUMBER LINE

#### Objectives:

- To provide children with additional interpretations for numbers
- To develop familiarity and use of a symbolic language to record operations with numbers.

By the end of the lesson, the learner should be able to:

- Acquire an understanding of numbers and numeration
- Develop the ability to perform the four basic operations

#### Description:

Pupils are introduced to the notion that numbers not only represent a count of objects in a set, but also can represent a number of objects being moved along a drawn line with steps. In this context pupils connect numbers and the kinaesthetic experience of moving objects, providing them with a very different concrete model for both numbers and arithmetic operations.

ELM Cooperative Learning Lesson Plan			
ELM Theme	Stage	Time	Date
Number Line Classroom 05-min 07/05/2016			
<b>OBJECTIVES:</b> (1) Practice addition by moving objects along a number line. (2) Explore the order property of addition (i.e. $2+3$ gives the same answer as $3+2$ ). (3) Work cooperatively to solve addition problems using the number line.			
<b>RESOURCES:</b> paper, pencils, chalk, small stones or similar small objects (enough for all pairs in the class).			
Teacher Preparation	Time	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom		<ul style="list-style-type: none"> <li>On a sheet of paper, write down paired sets of number 1 and 5. For example: (2, 4) (3, 1).</li> <li>Ensure there are 2 blank pages of paper for all pairs of pupils in class as well as one small sheet (so teacher small object) for all pairs.</li> </ul>	<p>If possible, graph draws a number line on the blackboard.</p>
		<ol style="list-style-type: none"> <li>Tell pupils that today's activity will use a number line to help with some addition.</li> <li>Ask pupils if they know what a number line is. If yes, ask pupils to draw one on the blackboard. Otherwise, draw a number line starting with numeral 0 and ending with numeral 10.</li> <li>Write on the blackboard one or two number lines you have prepared, for example 2, 1.</li> <li>Using chalk, demonstrate to pupils how you move along a number line. If you move 3 steps, stop—use the action word you previously used to move along the line (for example, 5 steps and then 1 more).</li> <li>Encourage pupils to count out loud as you move movement along the line.</li> <li>Ask pupils what number you have arrived at (answer: 5). Even if they have stopped, if you move again, ask them to continue counting. If you move 5 spaces along the line and the 1 space along the line, we land on the number 6.</li> <li>Repeat this process a few times with different numbers.</li> <li>Divide class into pairs. Give each pair at least two blank pages of paper, a small stone, and a pencil for each pupil.</li> <li>Ask pairs of students who will be “operator” and who is “number helper”. Remind that these roles will change halfway through the class.</li> <li>Ask each pair to draw a number line neatly.</li> </ol>	<p>Pupils count out loud as teacher moves movement along line.</p> <p>Pupils pairing up and selecting roles as “operator” or “number helper.”</p>

See Lesson Plan: [ELM\\_LP-CL\\_NumberLine\\_Kenya\\_20160502](#)

## Unit 2.0 - Numbers

### 1.1 Pre-Number Activities

**General Objective:** Acquire an understanding of numbers and numeration

By the end of the topic, the learner should be able to:

- Group objects according to size, colour, shape and texture
- Pair and match objects
- Order groups of Objects according to size

See Lesson Plan: *ELM\_LP\_PreNumberActivity\_Kenya\_20160511*

ELM Pre Number Activity Lesson Plan			
ELM Theme	Stage	Time	Date
Pre Number	Classroom	80 mins	11/05/2015
<b>OBJECTIVES:</b> (1) Sort, match and group objects by colour, size, shape and texture (2) Acquire an understanding of numbers and numeration.			
<b>RESOURCES:</b> colour popsicle sticks, bingo chips or similar small objects, cut out shapes, (enough for all pupils in the class)			
<b>Teacher Preparation:</b> <ul style="list-style-type: none"> <li>• Prepare groups of mixed objects on several tables (Sticks, bingo chips, shapes, buttons, cones, etc.)</li> <li>• Divide pupils into 6 groups</li> </ul>			
STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
(Introduction)	15 mins.	<ol style="list-style-type: none"> <li>1. Talk to pupils about sorting, grouping and matching. Criteria to be used: <ol style="list-style-type: none"> <li>a. by colour;</li> <li>b. by size;</li> <li>c. by shape;</li> <li>d. by texture.</li> </ol> </li> <li>2. Assign a table for 2 group. Each group chooses different criteria to sort the objects by. For example, 1 group sort by the colour red, the other group small objects and big objects.</li> <li>3. When they are finished ask 1 pupil to write on a paper what criteria they used to sort or group objects.</li> </ol> <p><b>Extra/Challenge:</b> Ask pupils to count how many objects they had in each category.</p>	<p>Pupils discuss what it means to sort, group and match items based on various criteria.</p>
	10 mins.	<ol style="list-style-type: none"> <li>4. Pupils put all objects back into one pile, choosing different criteria. pupils sort and group objects like in #2 above.</li> <li>5. Again, pupils record the criteria they used to sort and group.</li> <li>6. Now, ask pupils to match objects. For example, pupils may match objects that are the same shape two square objects or two objects that are red.</li> </ol>	<p>Pupils sort, group objects based on a chosen criteria and record their findings.</p>
	15 mins.	<ol style="list-style-type: none"> <li>7. Ask pupils various questions to help them reflect on the processes they used: <ol style="list-style-type: none"> <li>a. What was more difficult: matching, sorting or grouping? Why? Explain.</li> </ol> </li> </ol>	<p>Pupils match objects based on a new set of criteria</p>

## Unit 3.0 – Whole numbers

General Objective: Acquire an understanding of numbers and numeration.

By the end of the topic, the learner should be able to:

- \*Count numbers from 1 to 99
- \*Order, read and write symbols from 0 up to 99
- Read and write numbers 1-9 in words
- Recognize and identify place value of ones and tens
- Count and group in tens to ninety

\* ELM focuses on numbers 0-9; therefore these objectives are not specifically addressed.

### ELM Idea: COUNT

#### Step 1

This activity focuses on the importance of counting each object in a set just once.



#### Step 2:

Moving to a slightly more abstract version of counting, pupils are now asked to count objects in a set in their heads and record the count directly in a counting frame or “counter”. Given the small numbers of objects presented, this activity also provides practice for subitizing.



#### Step 3:

This activity focuses on forging an association between a mental image of a set of objects, a visual representation of a count in terms of a counter, and a symbolic representation of a count in terms of a numeral.



#### Step 4:

This activity reverses the process of the three previous activities, giving pupils a numeral and asking them to generate a set with the given number of objects. The intent is to help pupils understand that for any small number arithmetic task, they can concretize the task by translating it into a task involving real objects.



**Step 5:**

In this activity pupils are asked to move directly from a given set of objects to the numeral that represents the number of objects, reversing the process of the previous activity.

**Primary Mathematics Pupil's Book**

for Steps 1-3: Pgs. 6-11

for Steps 4 & 5: Pgs. 12-14

**Extension Activities****1) Count & Write**

- |   |   |   |
|---|---|---|
| 1. Pupils count classroom objects (pencils, erasers, blocks) by touching them or moving them to a new location on the table/desk. | 2. Pupils draw a number (1-9) of objects and exchange their paper with another pupil. Pupils count the total number of objects on paper by crossing out each object and writing the total number below. | 3. Have pupils <i>write in words</i> ( <i>one to nine</i> ) the number of birds on a separate sheet while doing the activity. |
|---|---|---|

**2) Collaborate**

- |  |   |  |
|--|---|--|
| 1. In small groups, pupils write a number between 0-10 on a piece of paper, exchange with the pupil to your right, then draw the objects to match the number shown on your paper, exchange again with the pupil to your right, now pupil looks at number written and count the number of objects. Is it correct? | 2. The third pupil now adds 2 numbers between 0-10 that does not match the number of objects (2 wrong answers). | 3. Exchange paper with a fourth pupil who must now circle the correct number of objects on the paper after counting. |
|--|---|--|

## Unit 3.0 – Whole numbers cont'd

General Objective: Acquire an understanding of numbers and numeration.

By the end of the topic, the learner should be able to:

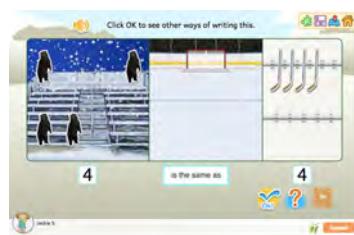
- \*Count numbers from 1 to 99
- \*Order, read and write symbols from 0 up to 99
- Read and write numbers 1-9 in words
- Recognize and identify place value of ones and tens
- Count and group in tens to ninety

\* ELM focuses on numbers 0-9; therefore these objectives are not specifically addressed.

### ELM Idea: COMPARE

#### Step 1:

Through the whimsical notion of hockey playing bears who need hockey sticks, the pupils explore the notion of the equality of the cardinality of two sets by understanding that checking that two sets have the same cardinality is equivalent to seeing if we can exactly match the elements of the two sets.



#### Step 2:

Continuing the whimsy of hockey playing bears in the previous activity, pupils are asked to compare (=, >, or <) the cardinality of a set of bears and a set of hockey sticks.



#### Step 3:

Continuing the whimsy of hockey playing bears of the previous two activities, pupils are asked to compare (=, >, or <) the cardinality of a set of bears and a set of hockey sticks, but this time they must write either an equation or inequality using only symbols, no words.



#### Step 4:

In this activity pupils are presented with an equation or inequality and asked to concretize the relationship by creating two sets whose cardinalities represent the numbers in the given relation.



### Primary Mathematics Pupil's Book

Steps 1-4: Pgs. 1-5

## Extension Activities

### 1) Group, Divide & Compare

<p>1. Divide pupils into several small groups, and give them random objects (i.e. straws, beads, shells, egg shells, stones etc.) plus a card that has 2 random numbers between 1 &amp; 10 (i.e. 7,3 -6,1-2,2)</p>	<p>2. Two small groups work together, 1 group draws a card with 2 random numbers on it and groups the objects accordingly.</p>	<p>3. The other group uses the expressions: <i>bigger than, smaller than, equal to</i> and places it between the two groups of objects correctly.</p>
<p><u>Worksheet:</u> ELM Printable-Compare  <u>Lesson Plan:</u> <i>ELM_LP_CompareActivity_Kenya_20160509</i>  <u>Take-away:</u> Pupils identify terms such as: <i>greater than, smaller than and equal to</i></p>		

## Unit 4.0 – Operations

General Objective: Develop the ability to perform the four basic operations.

By the end of the topic, the learner should be able to:

- \*Work out addition problems with sums up to 99 vertically and horizontally without carrying
- \*Add up to 3 single digit numbers without carrying
- \*Subtract numbers not exceeding 99 vertically and horizontally without borrowing
- \*Add multiples of 10 up to 90
- \*Subtract multiples of 10 not exceeding 90
- Identify relationship between addition and subtraction
- Develop and use patterns in addition and subtraction

\* ELM focuses on numbers 0-9; therefore these objectives are not specifically addressed.

### ELM Idea: ADD

#### Step 1

Pupils are introduced to the idea of addition, which is viewed as combining two separate sets into one set.



#### Step 2:

Pupils practice adding two integers using the metaphor of combining two sets of objects, and are introduced to mathematical expressions of the form "2+3=5".



#### Step 3:

Pupils practice adding two integers using the metaphor of combining two sets of objects, and are now asked to write the mathematical expression such as "2+3=5" that represents this addition.



#### Step 4:

Pupils practice concretizing a mathematical equation of the form "2+3=5" by creating two sets of objects that represents the two addends, "2" and "3", to help them visualize the operation of addition as the act of combining two sets of objects.



**Primary Mathematics Pupil's Book**  
Steps 1-4: Pgs. 29-33

### Extension Activities

#### 1) Group & Count

1. Pupils work in small groups to gather a collection of objects (stones, twigs, straws, beads etc.). Then the groups pair up and add together their items. The items don't have to match!	2. Create a counter, by tens (4 rows of ten units).	3. Draw on the counter your final answer (colour in correct number of squares).
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Worksheets: ELM Printables- Counters

Take-away: Counting random objects and grouping them by tens

## Unit 4.0 – Operations. Cont'd

General Objective: Develop the ability to perform the four basic operations.

By the end of the topic, the learner should be able to:

- \*Work out addition problems with sums up to 99 vertically and horizontally without carrying
- \*Add up to 3 single digit numbers without carrying
- \*Subtract numbers not exceeding 99 vertically and horizontally without borrowing
- \*Add multiples of 10 up to 90
- \*Subtract multiples of 10 not exceeding 90
- Identify relationship between addition and subtraction
- Develop and use patterns in addition and subtractions

\* ELM focuses on numbers 0-9; therefore these objectives are not specifically addressed.

### ELM Idea: SUBTRACT

#### Step 1:

The pupil is introduced to the notion of subtraction (“take away”) being asked to move objects from one pile to another. This activity also provides more practice at counting objects and associating the correct numeral with the count. Zero (0) is introduced as the count for an empty set.



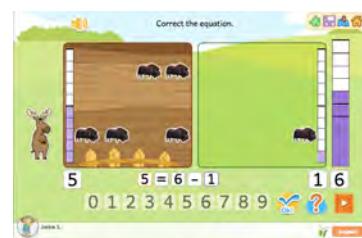
#### Step 2:

Similar to Step 1, the pupil works with the notion of subtraction as “take away” by moving animals from one set to another. In the Addition steps, the software introduces symbolic representation for the process in the form of an equation that is automatically updated as the pupil moves animals. Further, the pupil must now “count” the animals in the initially empty pasture and record the count as 0.



#### Step 3:

Similar to Steps 1 and 2, the pupil works with the notion of subtraction as “take away” by moving animals from one set to another. In addition, the pupil must enter 0 as the symbolic representation for the count of an empty set. Finally, in this activity the software no longer automatically updates the equation, instead requesting that the pupil correct the equation at the end.



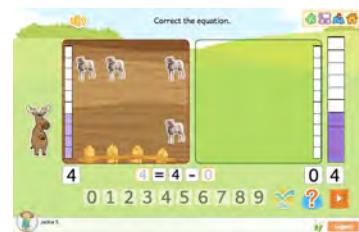
**Step 4:**

This activity focuses on addition, not subtraction, in order to help pupils see the difference between the two operations. Where the previous three activities used the metaphor of moving animals from one location to another ("take away" as subtraction), which kept the total unchanged, in this activity the pupil adds new animals to one location, increasing the total. As in Step 3, at the end the pupil is asked to correct the equation to match the final situation.

**Step 5:**

In the first three steps, the number of animals that must be "taken away" is given, so the operation is equivalent to solving the equation:  $? = \# \text{ total} - \# \text{ in pasture}$ . In this activity the pupil is instead asked to "take away" animals until the number of animals remaining reaches a specified number, so the operation is equivalent to solving the equation:  $\# \text{ in barn} = \# \text{ total} - ?$ .

The equations  $0 = \# - \#$  and  $\# = \# - 0$  are also explored.

**Primary Mathematics Pupil's Book**

Steps 1-5: Pgs. 34-36

**Extension Activities****1) Sing & Count**

1. Pupils are divided into two groups (Group 1, Group 2). Group 1 gathers a number of random objects on a desk, then they are asked to leave or look away. Group 2 quietly removes a number of objects.	2. Group 1 returns to figure out how many objects were removed from the first set of objects.	3. Group 1 writes down the equation matching the activity. For example <b>(15 original number of objects) = (8 numbers of objects remaining + (7 number of objects removed))</b> Groups inverse roles and start the game again.
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Take-away: What is the relationship between adding and subtracting? Discuss.

## Unit 4.0 – Operations. Cont'd

General Objective: Develop the ability to perform the four basic operations.

By the end of the topic, the learner should be able to:

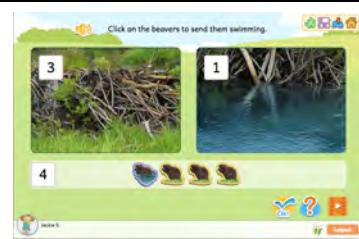
- \*Work out addition problems with sums up to 99 vertically and horizontally without carrying
- \*Add up to 3 single digit numbers without carrying
- \*Subtract numbers not exceeding 99 vertically and horizontally without borrowing
- \*Add multiples of 10 up to 90
- \*Subtract multiples of 10 not exceeding 90
- Identify the relationship between addition and subtraction
- Develop and use patterns in addition and subtraction

\* ELM focuses on numbers 0-9; therefore these objectives are not specifically addressed.

### ELM Idea: DECOMPOSE

#### Step 1:

This activity involves partitioning a given set of objects into two smaller subsets of objects. This will provide the grounding for subsequent pupil understanding of the task of decomposing a positive integer into a sum of two integers.



#### Step 2:

The focus of this activity is on the decomposition table and the patterns in this table. This activity also reinforces the association between a partition of a set of beavers and decomposition of a number.



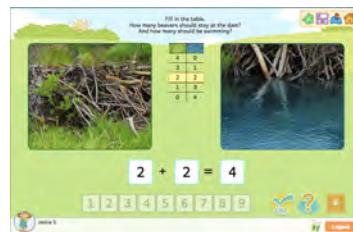
#### Step 3:

The focus of this activity is on the patterns one sees when decomposing an integer into all possible sums of two smaller integers.



#### Step 4:

This activity focuses on decomposition of a number into two components and it reinforces the idea that the sum of the two components of a number is equal to the number.



**Primary Mathematics Pupil's Book**  
Steps 1-4: Pgs. 29-33

### Extension Activities

#### *Move & Count*

1. Pupils work in small groups with two counters. Using small stones or buttons, pupils make a representation of the number assigned by teacher on one counter, i.e. 5.	2. Then, ask pupils to move 2 stones over to the next counter. How many do they have left on the first one?	3. Pupils write out the equation: $2+3=5$
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Worksheet: ELM – Printables – Counters & ELM Printable-Decompose

## **ELM Lesson Plans: Using ELM to Develop Mathematic Skills**

We have created lesson plans to help teachers integrate ELM activities into their mathematics instruction/classroom. Lesson plans are organized by the **themes**, **ideas** and **activities** in ELM.

Lesson plans include:

- Warm-up activities to introduce a new concept or build on previously taught ones.
- A main activity to learn and practice the concept, either on the computer or in the classroom.
- Extra activities, for students who finish early.
- Tips for discussing the concepts involved in the activity with the students in order to help them consolidate the new knowledge and help them make connections to prior knowledge.
- Possible problems students may encounter, and how to address them.

The six lesson plans are the following:

- Number Concept-Count-Activity 1
- Number Concept-Compare-Activity 1
- Number Concept-Add-Activity 1
- Number Concept-Subtract-Activity 1
- Number Concept-Decompose-Activity 1
- Number Concept-Place Value-Activity 1

The three following lesson plans were developed to help teachers in Kenya bridge the small gap between ELM and the Kenya curriculum in Standard One. Teachers are encouraged to develop new ways to integrate ELM into their classes. These suggest how:

- Kenya - Lesson Plan: ELM Pre Number Activity
- Kenya - Lesson Plan: ELM Compare Activity
- Kenya - Lesson Plan: ELM Cooperative Learning

A Cooperative Learning (CL) lesson plan has been developed to help teachers specifically with introducing a type of activity to their pupils, using structured group activities to improve pupil achievement and engagement. We provide guidance to teachers on how to support development of foundational mathematical skills in counting, comparing, adding, subtracting, decomposing numbers, and place value. As well, help teachers address math anxiety and give them strategies for building pupils' confidence in using mathematics in diverse contexts.

## ELM LESSON PLAN

ELM Theme	Topic	Lesson	Stage	Time	Date
Number Concept	Count	Activity 1	Computer Lab & Classroom	45 min	26/11/2015

**OBJECTIVES:** (1) Reinforce the concept of number as a count of objects in a set, (2) Maintain a mental image of a set of objects while developing strategies for counting

**RESOURCES:** Computer

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom or computer lab	3-5 min	<p>Teacher says a number (for example, five and then counts aloud to that number while clapping hands. Teacher encourages pupils to join in the clapping and counting.</p> <p>Teacher selects several more numbers and continues the counting/clapping process.</p>	Pupils clap and count along with teacher
Computer lab	20 min	<p>Teacher asks pupils to select Activity 1 under the Count section in Number Concept.</p> <p>Pupils complete Activity 1 with teacher providing support as needed for pupils who are having difficulty.</p>	Pupils complete Activity 1 under the Count section in Number Concept.
Classroom	15 min	Teacher calls pupils to the mat. Teacher asks pupils one or more of the questions below. In a whole group, teacher discusses the answers pupils give.	Pupils come to the mat. Pupils answer the questions asked by teacher.
<i>How did you know when you were done counting the ducks and ready to click "OK?"</i>			Likely one child will say when there are ticks on every duck. Reinforce with "right, every duck must be counted," but follow up with: "Did anyone click on the same duck twice? What happened and why do you think that happened?" Help children to understand that in counting a set of objects the idea is to count each individual object only once. This strategy is similar to the physical strategy of counting objects by moving them, one at a time, from one pile to another pile.
<i>Does it matter in which order you click on the ducks?</i>			Hopefully at least one child will say that by organizing the order in which they click on the ducks (i.e., following some kind of pattern), they can be sure to mark all the ducks. Because a tick appears on duck when a pupil clicks, the group may answer that it doesn't matter at all. In that case, you might ask: "If you clicked on a duck and no tick appeared, how would you know when you had finished counting all of the ducks?"

<i>Describe how you counted the ducks. Why was this a good way to count them?</i>	Try to elicit any patterns pupils used in organizing their order of clicking, following up the previous discussion.
<i>Did you find the counter helpful as you worked on the game?</i>	Anticipate that there may be a mix of yes and no answers. Maybe start by addressing pupils who say it didn't help. Draw seven objects on the board and an empty counter. As you count the objects, color the cells of the counter. Ask what is easier to count pointing at the randomly drawn objects or at the organized counter with some cells coloured. Hopefully some pupils may say that the counter is useful as a "recording" tool because the number of coloured cells is easy to count. Note that we have divided the counter into two visible halves (lower five cells; upper five cells) anticipating that pupils will quickly learn to recognize when a counting frame has a particular number of coloured cells. Some pupils learn to draw slashes as they count. This sequence of /// lines is a paper and pencil equivalent of a counter, with a horizontal line drawn to indicate a count of five

## ELM LESSON PLAN

ELM Theme	Topic	Lesson	Stage	Time	Date
Number Concept	Compare	Activity 1	Computer Lab & Classroom	45 min	26/11/2015

**OBJECTIVES:** (1) Compare the cardinality of two sets that are the same, (2) Learn different ways of writing/saying that the number of objects in two different sets is the same.

**RESOURCES:** Computer, coloured blocks

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom or computer lab	3-5 min	<p>Teacher shows pupils a tower built from blocks of one colour (e.g. red). A pile of different coloured blocks (e.g., blue) is next to it. All blocks are the same size</p> <p>Teacher says to pupils, "I want to build a blue tower that has the same number of blocks as the red one. You tell me when to stop."</p> <p>The teacher builds the blue tower right next to the red one and stops when told to (hopefully at the right time).</p>	<p>Pupils observe teacher building second tower.</p> <p>Pupils tell teacher when to stop building tower.</p>
Computer lab	20 min	<p>Teacher asks pupils to select Activity 1 under the Compare section in Number Concept.</p> <p>Pupils complete Activity 1 with teacher providing support as needed for pupils who are having difficulty.</p>	<p>Pupils complete Activity 1 under the Compare section in Number Concept.</p>
Classroom	15 min	<p>Teacher calls pupils to the mat.</p> <p>Teacher asks pupils one or more of the questions below. In a whole group, teacher discusses the answers pupils give.</p>	<p>Pupils come to the mat.</p> <p>Pupils answer the questions asked by teacher.</p>
<i>What did you have to do in this activity?</i>		<p>The likely answer is "we gave hockey sticks to bears." Push them to be more specific. For example, say "so if there were 3 bears, I could give 1 stick to 1 player and be finished"? Pupils will probably say NO! Then ask, "what if I gave two sticks to one bear, would that be okay?" Attempt to elicit pupils to say, "each and every bear needs one stick". You can emphasize that what was important here was that the number of bears had to be the same as, as many as or equal to the number of hockey sticks.</p>	
<i>How did you solve the task?</i>		<p>Listen to the pupils' strategies and restate them in your own terms. For example, pupils might say that they counted the bears and then counted as they clicked on the sticks until they reached the same number. Alternatively</p>	

	some pupils may tell you that they looked at a bear, clicked on the stick icon, looked at another bear, clicked the stick icon, and so on. Ask how they organized which order they looked at the bears. Any systematic approach is useful.
<i>Can you remember the three ways that the computer said that the number of bears and hockey sticks matched?</i>	Listen for comparisons of the <b>number of</b> bears to the <b>number of</b> hockey sticks: the number of bears is the same as the number of hockey sticks; there are as many bears as there are hockey sticks; the number of bears equals the number of hockey sticks. Prompt pupils to say all three.
<i>Name situations in your lives where it is important that two sets of objects are "as many as," "the same number as," or "is equal to."</i>	Some examples can be supplied to get them going with real life objects: the number of shoes and the number of feet; the number of mittens and the number of hands; the number of people in a family and the number of dinner plates on the table; the share of candies for me and for my brother/sister; etc.

## ELM LESSON PLAN

ELM Theme	Topic	Lesson	Stage	Time	Date
Number Concept	Add	Activity 1	Computer Lab & Classroom	45 min	26/11/2015

**OBJECTIVES:** (1) Introduce the concept of addition as putting two sets of objects together, (2) Reinforce the use of a structured representation of quantities (in this case, the counter) as an aid in counting.

**RESOURCES:** Computer, blocks in two different colours, 3 clear plastic bags

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom or computer lab	3-5 min	Prepare one clear bag with a number of same-coloured blocks, for example 3 red blocks. Prepare a second bag with differently coloured blocks, for example 5 blue blocks. Show pupils the red block bag, and ask them to hold up fingers on their right hands showing the number of red blocks. Keeping the red blocks in the air, hold up the blue block bag, ask pupils to hold up fingers on their left hands showing the number of blue blocks. Place both bags into a larger third bag, and ask pupils how many blocks there are all together in this new bag.	Pupils hold up fingers on right hand to indicate number of red blocks.  Pupils hold up fingers on left hand to indicate number of blue blocks.  Pupils use both hands to indicate number of blue and red blocks in big bag.
Computer lab	20 min	Teacher asks pupils to select Activity 1 under the Add section in Number Concept.  Pupils complete Activity 1 with teacher providing support as needed for pupils who are having difficulty.	Pupils complete Activity 1 under the Add section in Number Concept.
Classroom	15 min	Teacher calls pupils to the mat. Teacher asks pupils one or more of the questions below. In a whole group, teacher discusses the answers pupils give.	Pupils come to the mat. Pupils answer the questions asked by teacher.
<i>What was this activity about? What were you supposed to do?</i>		Pupils may say they were supposed to count all the animals. Guide pupils towards thinking of this as addition by asking: "were all of the animals on one single field?" and "what did the number you put as your answer mean?"	
<i>When we did the warm up, to count</i>		The key here is to make sure that pupils realize that the third counter on the right just combines the counters from each field into one. Try to guide pupils	

<p><i>all of the blocks, you moved your two hands together. Did you notice anything in the activity that was like the combining of your two hands?</i></p>	<p>into verbalizing this idea of combining the two counts. Note that the principal strategy for this kind of "addition" is called "counting on" and is easy for children to master.</p>
<p><i>If there were only two counters on the screen, and not the third one, which one would you start counting with if you wanted the count of all the animals?</i></p>	<p>The idea here is try to have the pupils verbalize that if you know the count already for each set, then it is easier to "count on" starting with the larger of the two sets. However, it is important that they also verbalize that you get the same answer no matter which one you start with, preparing them for the commutative law of addition.</p>

## ELM LESSON PLAN

ELM Theme	Topic	Lesson	Stage	Time	Date
Number Concept	Subtract	Activity 1	Computer Lab & Classroom	45 min	26/11/2015

**OBJECTIVES:** (1) Reinforce number concept as a count of objects in a set, (2) Reinforce connections between: a set of objects; recorded count (e.g., coloured counter cells); a numeral, (3) Initiate the concept of subtraction as “taking away” objects from a given set of objects, (4) Introduce the numeral 0 as the count of objects in an empty set.

**RESOURCES:** Computer, blackboard and chalk

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom or computer lab	3-5 min	Ask a pupil to say a number between 1 & 9 (e.g., 6). Draw a set of objects (e.g., circles) on the board, either more or less than 6. Ask the class if you got the number right. When the class says no, ask how to fix it so that there are 6. Get pupils to verbalize how many must be added/taken away. When taking away objects, don't erase them, just X over them	One pupil says a number between 1 and 9.  Pupils respond to teacher's questions.
Computer lab	20 min	Teacher asks pupils to select Activity 1 under the Subtract section in Number Concept.  Pupils complete Activity 1 with teacher providing support as needed for pupils who are having difficulty.	Pupils complete Activity 1 under the Subtract section in Number Concept.
Classroom	15 min	Teacher calls pupils to the mat. Teacher asks pupils one or more of the questions below. In a whole group, teacher discusses the answers pupils give.	Pupils come to the mat.  Pupils answer the questions asked by teacher.
<i>There are three counters on the screen. What does each count? How do you know that?</i>		The barn counter counts goats in the barn, the pasture counter counts goats in the pasture and the total counter counts all goats on the screen. The pupils might say that the barn counter counts goats in the barn because the number of coloured cells always matches the number of goats in the barn. Ask what happens when you send a goat to the pasture, in an attempt to have them notice that the number of coloured cells in the barn counter then goes down by one. Push for similar reasoning concerning the pasture counter. A critical observation that pupils should be making is that the third counter never changes because the total number of goats does not change.	

<i>What does it mean to "take away" some objects?</i>	This activity introduces the idea of "take away", or splitting a given set of objects into two piles rather than just one big pile. It is important that the pupils tell you that the total number of goats on the screen doesn't change, just the location. The hope is that pupils can conceptualize subtraction and addition as opposite operations. One can start with two sets (barn and pasture) and combine them into one big set (addition), or start with one big set and remove a specific subset (subtraction). In equations this corresponds to: given $a$ and $b$ , we combine them to obtain $a + b = c$ ; versus given $c$ , we subtract $a$ to obtain $c - a = b$ .
<i>If I had no goats, what number would I use?</i>	Another new idea is the use of the symbol "0" to represent an empty set, one with none of the objects that we are counting inside it. When we start the activity, the pasture has no goats, which are the objects that we are counting.

## ELM LESSON PLAN

ELM Theme	Topic	Lesson	Stage	Time	Date
Number Concept	Decompose	Activity 1	Computer Lab & Classroom	45 min	26/11/2015

**OBJECTIVES:** (1) Introduce the concept of decomposition of a number into a sum of two numbers, (2) Reinforce the association between a numeral and a count of objects in a set.

**RESOURCES:** Computer

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom or computer lab	3-5 min	Tell a story: "A farmer has eight cows (show 3 fingers on one hand, 5 on the other) in the barn. The farmer keeps 3 in the barn, sends 5 out to pasture (separate your two hands). In this story, there were three numbers, 8, 3 and 5. How are these three numbers connected? Hopefully the class will suggest that 8 is just the sum of 3 and 5."	Pupils respond to teacher's questions.
Computer lab	20 min	Teacher asks pupils to select Activity 1 under the Decompose section in Number Concept.  Pupils complete Activity 1 with teacher providing support as needed for pupils who are having difficulty.	Pupils complete Activity 1 under the Decompose section in Number Concept.
Classroom	15 min	Teacher calls pupils to the mat. Teacher asks pupils one or more of the questions below. In a whole group, teacher discusses the answers pupils give.	Pupils come to the mat. Pupils answer the questions asked by teacher.
<i>What happened to the row of beavers when you clicked on a particular beaver that was on the grass?</i>			Pupils may talk about how the grass changes to a water image under the beaver. Hopefully some pupils will mention that the total number of beavers never changes. What did change was how many beavers were on the grass and how many beavers were in water. If necessary, use a projector to show pupils this activity. Ask how many beavers there are altogether, then click on a beaver and ask the question again. Repeat this process a few times. Get pupils to say that the total is always the same. Then have pupils verbalize what does change.

<i>Does it matter which beaver you sent swimming?</i>	<p>You are hoping to hear that it doesn't matter which beaver is sent swimming, just how many are sent swimming. You may project the activity and try picking beavers from right to left, then for the next puzzle piece picking beavers from left to right, and then picking beavers somewhat randomly. Pupils will see that so long as the correct number is selected, it does not matter which beavers are chosen.</p> <p><b>Note:</b> Some pupils will say that it is easier to keep track when you select beavers that are next to each other. (The point of this question is that it is the number of objects that is important, not which particular objects belong to either of the two subsets.)</p>
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## ELM LESSON PLAN

ELM Theme	Topic	Lesson	Stage	Time	Date
Number Concept	Place Value	Activity 1	Computer Lab & Classroom	45 min	26/11/2015

**OBJECTIVES:** (1) Introduce the use of multiple counters to represent numbers that are larger than 10, (2) Demonstrate the concept of counting “tens” and “ones” separately.

**RESOURCES:** Computer, 28 blocks (same size and colour)

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom or computer lab	3-5 min	The teacher starts with 28 blocks of the same size and colour. Use 14 blocks to build a tower. Separately build a pyramid (4 on bottom, then 3, 2, and 1) and a 4-block tower. Ask pupils which of the two arrangements of blocks is easier to count, and why.	Pupils respond to teacher's questions.
Computer lab	20 min	Teacher asks pupils to select Activity 1 under the Place Value section in Number Concept.  Pupils complete Activity 1 with teacher providing support as needed for pupils who are having difficulty.	Pupils complete Activity 1 under the Place Value section in Number Concept.
Classroom	15 min	Teacher calls pupils to the mat. Teacher asks pupils one or more of the questions below. In a whole group, teacher discusses the answers pupils give.	Pupils come to the mat. Pupils answer the questions asked by teacher.
<i>How did you count the number of pinecones in the field?</i>		<p>There is a continuum of strategies that pupils use:</p> <ul style="list-style-type: none"> <li>a) Some pupils ignore the pine tree structure and count each individual pinecone within tree(s) or on the grass. This is a beginning strategy and shouldn't be encouraged.</li> <li>b) Some count the first tree as 10 pinecones, but then continue counting individual pinecones, whether in a tree or on the grass.</li> <li>c) Others realize that each tree corresponds to 10 pinecones, carry out an addition of “10’s”, and then “count on” the pinecones on the grass.</li> <li>d) Finally, some pupils realize that the number of trees determines which interval of values the number of pinecones lies in, i.e., no trees means 1 to 9 pinecones, 1 tree means 10 to 19 pinecones, 2 trees means 20 to 29 pinecones.</li> </ul> <p>The goal of this discussion is to move pupils as far along this hierarchy of strategies as possible, without saying “this is how you should do it”. Ask</p>	

	pupils to compare strategies. Which is easiest? Fastest? Most likely get you to the correct answer?
<i>When there was one tree and some pinecones on the grass, how many counters were displayed? Why?</i>	Hopefully someone will say 2 counters, and explain that one full counter was used to represent the tree and one partially full counter was used to represent the pinecones on the grass. If no pupil can explain this, then draw a “pyramid tree (4, 3, 2, 1)”, several separate pinecones and one counter on the board and ask whether all of the pinecones would fit into the one counter. Use this method to lead pupils to the understanding that each tree corresponds to one full counter, and one additional counter is needed for any non-tree pinecones.
<i>Did you notice that pinecones from trees filled counters from left to right bottom to top, and the rightmost counter was partially filled by pinecones from the grass? Why is it done this way?</i>	Hopefully some pupils did notice. If so, ask them how to write, say 26. Point out that like all writing that we do, we write from left to right. Thus, the “2” is written first and corresponds to 20 (or two trees or two full counters). Then the “6” is written next and corresponds to the pinecones in the grass and a partially filled counter on the right. You may expand upon this by asking what would correspond to “45.”

## ELM Compare Activity Lesson Plan

ELM Theme	Stage	Time	Date
Compare	Classroom	85 mins.	11/05/2016

**OBJECTIVES:** (1) Compare two sets of objects (2) Acquire an understanding of the terms: *smaller than*, *greater than* and *equal to*.

**RESOURCES:** Random objects (i.e. blocks, marbles, bingo chips, popsicle sticks, etc.)

**Worksheets:** ELM Printables-Compare

<u>Teacher Preparation:</u>			
STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom	20 mins.	1. Talk to pupils about comparing 2. Talk to pupils about the terms: a. Smaller than b. Greater than c. Equal to	Pupils discuss what it means to compare and about the terms <i>smaller than</i> , <i>greater than</i> and <i>equal to</i> .
	30 mins.	3. Assign a table for two small groups. a. Give pupils a set of cards that has 2 random numbers between 1 & 10 (i.e. 7,3 -6,1- 2,2) b. The first group draws a card with 2 random numbers on it and divides objects into 2 groups using the number cards. For example: 7,6 c. The other group counts objects in each group and uses the expressions: <i>bigger than</i> , <i>smaller than</i> , <i>equal to</i> and places it between the two groups of objects correctly. d. The first group verifies the answer. e. Redo activity several times, alternating between groups.	Pupils draw a card and divide objects accordingly
	15 mins.	* <u>Extra/Challenge:</u> Ask pupils to match objects from one group to the other. For example, marbles to sticks.	Second group places the correct expression between the 2 group of objects

Reflection	20 mins.	<p>4. Ask pupils how they thought the activity was difficult and why?</p> <ul style="list-style-type: none"><li>a. What strategies did they use?</li><li>b. What were the challenges?</li><li>c. How did they overcome these?</li></ul>	<p>Pupils reflect on the activity</p> <p>Discuss.</p>
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## ELM Cooperative Learning Lesson Plan

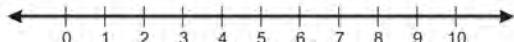
ELM Theme	Stage	Time	Date
Number Line	Classroom	45 min	02/05/2016

**OBJECTIVES:** (1) Practice addition by moving objects along a number line, (2) Explore the order property of addition (i.e.  $2+3$  gives the same answer as  $3+2$ ) (3) Work cooperatively to solve addition problems using the number line

**RESOURCES:** paper, pencils, chalk, small stones or similar small objects (enough for all pairs in the class)

Teacher Preparation:

- On a sheet of paper, write down paired sets of number 1 and 5. For example: (2, 4) (5, 1)
- Ensure there are 2 blank pages of paper for all pairs of pupils in class as well as one small stone (or similar small object) for all pairs.

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom		<p>1. Tell pupils that today's activity will use a number line to help with addition (sums).</p> <p>2. Ask pupils if they have seen a number line. If yes, ask pupil to draw one on the blackboard. Otherwise, draw a number line starting with numeral 0 and ending with numeral 10:</p>  <p>3. Write on the blackboard one set of numbers you have prepared, for example 5, 1</p> <p>4. Using chalk, demonstrate to pupils how you move (hop, step—use the action word you prefer) along the number line by first moving 5 steps, and then 1 step.</p> <p>5. Encourage pupils to count out loud as you trace movement along the line.</p> <p>6. Ask pupils what number you have arrived at (answer: 6). Even if they answer correctly, reinforce the idea by saying "if we move 5 spaces along the line and the 1 space along the line, we land on the number 6).</p> <p>7. Repeat this process a few times with different number sets.</p> <p>8. Divide class into pairs. Give each pair at least two blank pages of paper, a small stone, and a pencil for each pupil.</p>	<p>If possible, pupil draws a number line on the blackboard.</p> <p>Pupils count out loud as teacher traces movement along line.</p> <p>Pupils pair up, and select roles as "counter" or "recorder/helper."</p>

		<p>9. Ask pairs to decide who will be a “counter” and who a “recorder/helper.” Remind that these roles will change halfway through the class.</p> <p>10. Ask each pair to draw a number line neatly on one sheet of paper.</p> <p>11. Ask each pair to create as many sets of two numbers as they can, using numerals between 1 and 5. Ask pupils to write these on a second piece of paper.</p> <p>12. Ask each “counter” to select a number set and then use the small stone to move the correct number of steps on the number line.</p> <p>13. The recorder/helper verifies if the counter has moved the correct number of steps. The recorder then writes down the final number where the stone is. Both the counter and recorder/helper must agree on the final number—if they don’t, ask the pairs to try counting again.</p> <p>14. After the pairs have completed 2 or 3 number sets, ask them to switch roles. Continue the activity for another 2-3 sets.</p> <p>15. Now, ask pairs to use the same number sets but this time start with the second number. So if the set was (2, 1) then have pupils start by moving 1 space and then 2.</p> <p>16. Ask the recorder to note the answer again and try another set.</p> <p>17. Ask pupils to switch roles after 2-3 sets.</p> <p>18. Now ask pairs to select a new (one they haven’t used) number set. Ask the “counter” to predict what the sum of the numbers will be. Ask the recorder to verify using the number line and then write down the answer. Both counter and recorder must agree on the final answer.</p> <p>19. After completing 2 or 3 sets, ask pupils to switch roles.</p> <p><b>Class Discussion</b></p> <p>1. Call on pairs randomly to share first their number set (for example, 2, 1) and then the number where they ended up on the line.</p> <p>2. Ask pupils if they know how they could write out these numbers in the form of an equation (<math>2 + 1 = 3</math>).</p>	<p>Pupils draw a number line.</p> <p>Pupils create sets of two numbers between 1 and 5.</p> <p>Pupil who is the “counter” moves small stone required number of spaces on time line.</p> <p>Pupil who is recorder writes down the number where the stone has ended up. Both pupils discuss and agree on answer.</p> <p>Pupils change roles and continue with activity.</p> <p>Pairs now work on predicting answer to a sum, and then verifying answer using the number line.</p> <p>Pairs share a number set (for example 2, 1) and the number where they landed on the line (should be 3).</p> <p>Pupils describe how they might write out</p>
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		<p>3. Ask several more pairs for their number sets and final answer, demonstrating how to write an equation.</p> <p>4. Then ask pairs what happened when they reversed the number sets. What number did they land on?</p> <p>5. Discuss with pupils the order (commutative) property of addition, so <math>2+1=3</math> while <math>1+2=3</math> as well.</p> <p><b>Reflection</b></p> <ol style="list-style-type: none"> <li>1. Ask pupils to return to their pairs.</li> <li>2. Remind pupils of the importance of reflecting on CL activities.</li> <li>3. Ask them to answer the following reflection questions:           <ol style="list-style-type: none"> <li>a) How did working together help us learn more?</li> <li>b) How could we work better together next time?</li> </ol> </li> <li>4. If there is time, ask pairs to select a "reporter," a pupil who will present to the whole class one "star" (something that went well) and one "wish" (something that could be improved) from the CL activity.</li> </ol>	<p>these number sets and final answers using equations.</p> <p>Pupils discuss what happens when you reverse the number sets.</p> <p>Pupils discuss commutative property of math.</p> <p>Pupils return to their pairs.</p> <p>Pupils reflect on and discuss their cooperative work.</p> <p>Pairs select a reporter who presents the group's "star" and "wish" to the whole class.</p>
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## ELM Pre Number Activity Lesson Plan

ELM Theme	Stage	Time	Date
Pre Number	Classroom	80 mins.	11/05/2016

**OBJECTIVES:** (1) Sort, match and group objects by colour, size, shape and texture  
 (2) Acquire an understanding of numbers and numeration.

**RESOURCES:** colour popsicle sticks, bingo chips or similar small objects, cut out shapes, (enough for all pupils in the class)

<u>Teacher Preparation:</u>			
STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Classroom	15 mins.	1. Talk to pupils about sorting, grouping and matching. Criteria to be used: a. by colour b. by size c. by shape d. by texture	Pupils discuss what it means to sort, group and match items based of various criteria.
	30 mins.	2. Assign a table for 2 groups. Each group chooses different criteria to sort the objects by. For example, 1 group sort by the colour red, the other groups small objects and big objects. 3. When they are finished ask, 1 pupil to write on a paper what criteria they used to sort or group objects. <u>*Extra/Challenge:</u> Ask pupils to count how many objects they had in each category.	Pupils sort, group objects based on a chosen criteria and record their findings.
	15 mins.	4. Pupils put all objects back into one pile, choosing different criteria, pupils sort and group objects like in #2 above. 5. Again, pupils record the criteria they used to sort and group. 6. Now, ask pupils to match objects. For example, pupils may match objects that are the same shape two square objects or two objects that are red.	Pupils match objects based on a new set of criteria

Reflection	20 mins.	<p>7. Ask pupils various questions to help them reflect on the processes they used:</p> <ul style="list-style-type: none"> <li>a. What was more difficult matching, sorting or grouping? Why? Explain.</li> <li>b. Can objects belong to two different categories? How/Why? Explain.</li> <li>c. Can you think of another way of grouping objects besides colour, size, shape and texture?</li> </ul>	<p>Pupils reflect on the processes they used to sort, group and match objects.</p> <p>Discuss.</p>
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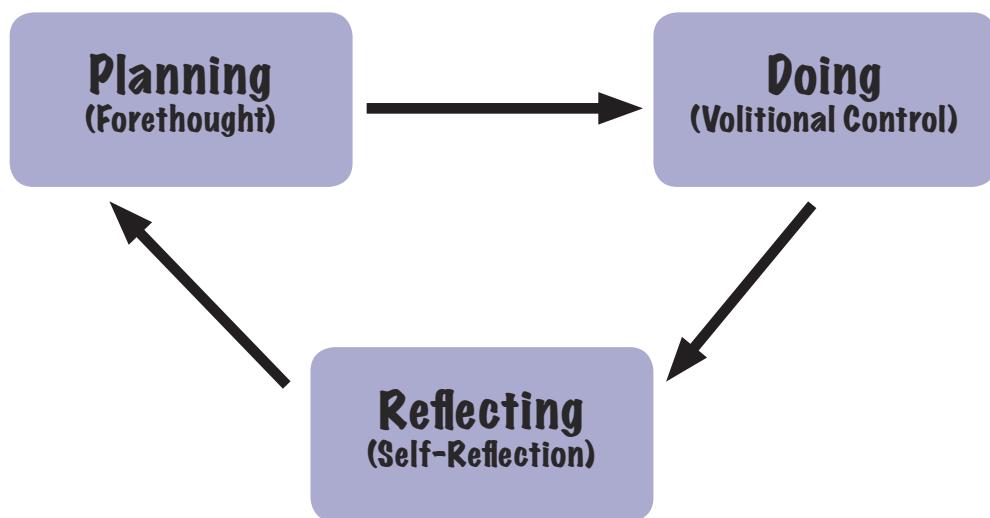
## Introduction to ePEARL

### What is ePEARL?

ePEARL is bilingual, electronic portfolio software. Based on sound research evidence, coupled with feedback from the field, ePEARL has been designed to encourage self-regulated learning, a process by which students plan, do, and reflect on their learning. Using ePEARL in conjunction with ABRACADABRA provides students both effective, engaging ways to develop and track their literacy skills and learning process.

### What is self-regulated learning?

ePEARL has been designed to support and foster the self-regulation skills of students. "Self-regulated learning is a self-initiated action that involves goal setting and regulating one's efforts to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation" (Zimmerman & Risemberg, 1997).



Forethought, Volitional Control, and Self-Reflection are the three cyclical phases, which we have called Planning, Doing, and Reflecting in ePEARL. Each of these larger phases incorporate smaller sets of behaviors, which support learning and encourage the student to be aware of the process s/he is engaged in. Complex tasks are easily broken down and teachers have a crucial role in scaffolding these steps.

through feedback. Other important components of self-regulation are: motivation, self-observation and self-experimentation.

## **How does ePEARL work?**

ePEARL is an electronic portfolio designed not only as a multi-media container for a student's work but also as a scaffold in the self-regulated learning process. ePEARL's features encourage planning, reflection, sharing and peer feedback, in addition to the creation and revision of work. The tool includes specific, detailed support when users click on the help icon next to most functions. ePEARL also includes an extensive range of helpful information on the Teacher Resources page.

## ePEARL Structure

This section will discuss the conventions underlying ePEARL to help teachers understand why things were designed the way they were and to make it easier for teachers to use the software in their classrooms.

### Levels & Users

Three levels have been designed for use in elementary and secondary schools:

Level 1 – Cycle One/Grades 1-2;

Level 2 – Cycles 2 & 3/Grades 3-6; and

Level 3 – Secondary/Grades 7-12.

Note that a Level 4 has been designed for adult learners however this is in a beta version

**Level 1** is geared towards beginning readers. The interface design, as well as the type of interaction, are simplified and specially suited to young learners.



A student's ePEARL Portfolio - Level 1

**Level 2** is designed for Cycle 2 and Cycle 3 students (Grades 3-6).

The design allows for additional learning opportunities as compared to Level 1. ePEARL Level 2 supports students in the portfolio process and promotes emergent self-regulation skills. Students can be guided through the learning process as they set general goals for the term, specific goals for each entry and determine strategies for achieving their goals. They are encouraged to reflect on their own work, provide meaningful feedback on their peers' work and select important artifacts for presentation at the end of a cycle (or grade).

**Level 3** is designed for secondary school students (Grades 7-12); hence it provides the opportunity to engage in deeper self-regulation. Additionally, the language and the graphic interface used throughout the software, including the Help, is more mature.

With its Toolbox, Schedule and Tagging features, Level 3 promotes a more flexible and mature environment for this population. ePEARL offers more in-depth self-regulatory language, which allows the student to drill-down on goal-setting, motivation and reflection questions. The new Toolbar offers even more ways of adding content to this multimedia portfolio!

The ability to set notifications, add posts and reply to peers', teachers' and parents' comments creates the feel of a Wall, which students are accustomed to in a social networking era. Students can customize these notifications and their Home Page, which ultimately provides ownership over their portfolio and learning!

## ePEARL Features

### Students can:

1. Learn to reflect on their learning meaningfully and to comment constructively on the work of their peers.
2. Track their reading and writing development, or presentation skills by recording directly into the computer;
3. Learn basic word processing commands through the use of a text editor;
4. Archive selected artifacts within a presentation portfolio over the course of their education.



### Teachers can:

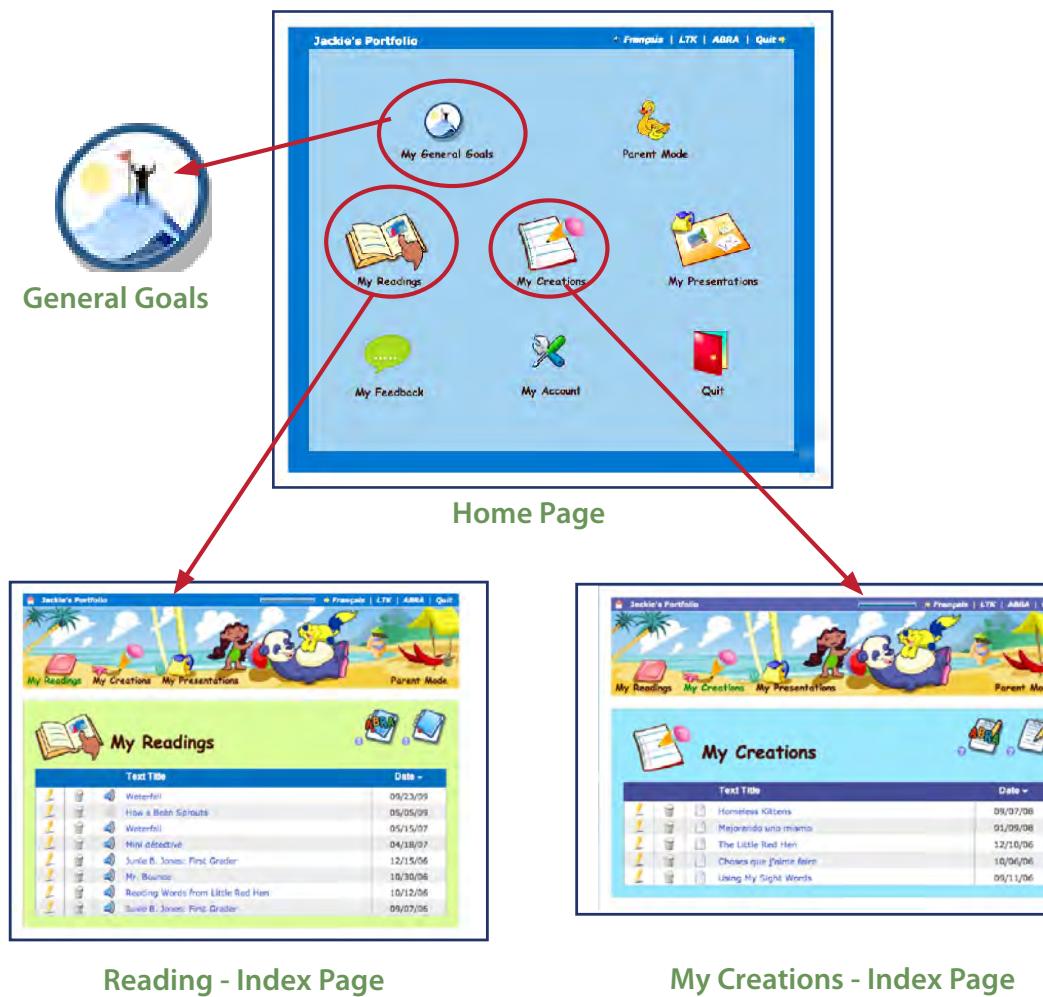
1. Create their own portfolios;
2. Provide feedback on students' goals, work and reflections;
3. Track the development of their students' learning over a term, a year, or a cycle;
4. Model effective practices related to goal setting, reflection and conferencing.

### Parents can:

1. Track their child's learning;
2. Become actively involved in their child's education through the provision of feedback on work once it is stored within their child's portfolio.

## Level 1

Designed for beginning learners in early elementary classes, Level 1 provides a friendly interface that offers two main features: Reading and Creating. These are presented within the structure of a portfolio environment as students are introduced to basic portfolio processes such as goal setting and reflection.



Both the My Readings and My Creations features provide an Index Page where students can quickly review their stored works. From here, they can click on a title or icon to view, edit or delete their work.

## General Goals

Older students (those in year 2 of the cycle) should be encouraged to state one or two general (or long term) goals related to the development of their reading, writing, and other types of work. These goals may be changed, deleted or added to throughout the school year. The general goals icon is visible when working on a reading or creation so that students may refer back to their goals when they are reflecting on their work.



## My Readings

In the My Readings section, the software encourages recognition of the different components of a book, as students are required to list the book's title and author. They may also enter the name of the book's illustrator and the classmate they are reading with. Each entry is automatically date stamped. Students are also encouraged to set small task goals for an individual reading.

## Recording a Reading

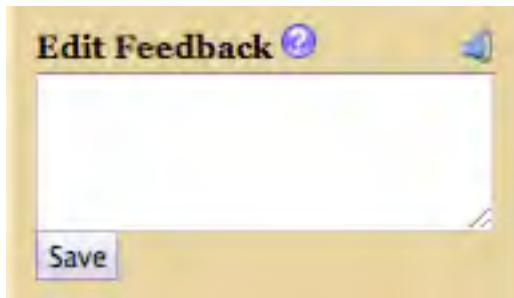
A recorder is provided for students to record a reading sample (maximum set by the software administrator), which allows students, teachers and parents to track reading development over time. Additionally, up to three files (e.g. a scanned picture of the book cover) may be uploaded to the My Reading page.

The My Reading page

Recording

## Peer Feedback

Once the recording is completed, the reader's partner or other classmate may provide written or recorded feedback on the reader's performance.



## My Response

In the My Response page, students may respond to pre-recorded questions related to the literature, or add a question provided by either the student or the teacher. Students must click on the Add button once they have selected the desired question. Students' responses may be given in multiple formats, such as typing directly into the text box, handwriting an answer and uploading the scanned file, scanning a picture they have drawn, or recording an answer directly into the portfolio.

The Edit Response window

3. Record an answer or scan in a picture...

2. Listen to a question

1. Select a question

4. Answer in writing

## My Reflection

The My Reflection page is identical to the Reading Response, but here the focus is on the learning processes. Questions and guiding statements prompt students to think about the strategies they used while they were reading. For example: “*What did you do when you got stuck on a word?*” or “*How was your reading this time different from the last time you read?*”



The Reading Reflection environment

## My Creations

In the My Creations section, students are encouraged to employ many different skills in their work, including numeracy, writing and arts. Students are introduced to basic word processing commands through the use of a text editor.

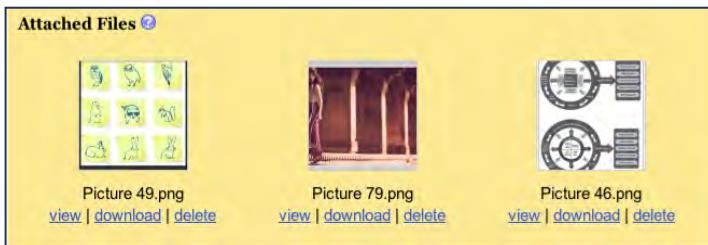
When commencing work on a new piece, students are required to give the piece a title. Each entry is automatically date stamped. Students are also encouraged to set a small task goal for their work, as this promotes self-regulated learning.



The My Creations environment

Students may also include samples of their handwritten work by scanning and uploading files.

Another way of doing this is to take a picture of the work sample and then upload the file to the student's portfolio. In an ABRA story, the student can also choose a Story Image (See ABRA-ePERAL Section below)



Uploaded files in a student's portfolio

## My Creations Reflection

In the Creations Reflection, students may select a question designed to help them think about their work process and the skills that they have acquired or need to develop. As in the My Readings area, students may choose from pre-set questions or students/teachers may add their own questions. Multiple questions may be selected. Reflections may be typed or written/drawn and scanned in.

## My Presentations

At key points during the school year such as at the end of a term or cycle, students should be encouraged to select their most important pieces and send these to their Presentations folder. This folder is a place where student work can accumulate over time as items stored here carry forward to the next ePEARL level. Everything is copied over with the artifact, including goals, reflections and feedback, and items are organized in two separate sections: Readings and Creations. Because a copy is transferred over, students should be encouraged to clean up their main portfolio environment and delete their original work so that they can start the next school year (or cycle) with a clean portfolio.

The My Presentations environment

Export

Readings		Creations	
Text Title	Date	Text Title	Date
Junie B. Jones: First Grader	09/07/06	Homeless Kittens	09/07/08
Junie B. Jones: First Grader	12/15/06		
Mini détective	04/18/07		
Waterfall	05/15/07		

## Exporting

Students can copy the entire contents of their Presentations folder by saving their entire portfolio to the desktop using the Export function (disk icon). Clicking on the disk icon sends the portfolio to the desktop as a zipped (compressed) HTML file, which can then be unzipped, and burned to a CD or saved to a USB drive, so students can take their portfolio home with them! This process is designed to allow students to keep their portfolio as long as they want, and it is saved in a standard HTML format for easy viewing with a browser at home. Exporting is easy to do as the software guides the user through this process.

## Parental Feedback

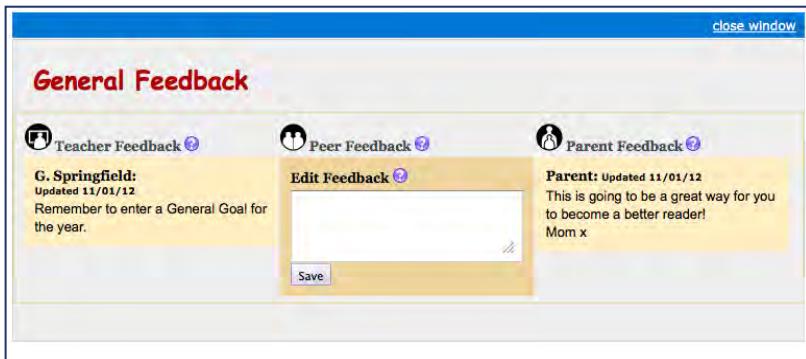
Parents may provide feedback by clicking on “Parent Mode” on the banner. All of their child’s work will be in view-only mode; however, the Parent Feedback boxes will be active.



The link to Parent Mode

## My Feedback

Teachers and Peers can also leave feedback for the student. It is important to remind students to always leave positive and constructive feedback for their peers.



The link to My Feedback

## Using ABRACADABRA with ePEARL

ABRACADABRA and ePEARL can be used together to facilitate students' literacy skills as well as their self-regulated learning. When using ABRA, students access ePEARL by simply clicking on an icon; they are then brought to the welcome page in their portfolios. Teachers can also go to student portfolios by clicking on the ePEARL button at the bottom right of the ABRA screen.

### ABRA-ePEARL Activities

#### Reading

Over 20 digital stories are available in both ABRA and ePEARL. Each book may be viewed and read from within either program. When reading in ePEARL, pupils can record themselves reading. The recording allows them, a teacher, or a parent to monitor and track reading development.



#### Writing and Other Extension Activities

In ePEARL, students can also practice their creative writing skills in the My Creations area. Here, teachers can encourage their students to write a new ending to a story or to imagine new characters. Students can also upload images and pictures of drawings (in response to an ABRA story, for example).

#### Student Assessment

By implementing the ABRA-ePEARL link, teachers can track their students' literacy development. For example, teachers can use ePEARL for assessment purposes when doing the following ABRA activities: comprehension monitoring, predicting, sequencing, summarizing, developing vocabulary, responding to texts, reading fluently and accurately, reading with expression, spelling words, spelling sentences, and writing texts.

## Introduction to Cooperative Learning

Cooperative Learning (CL) is a teaching strategy that helps pupils work together to achieve a common goal. Research demonstrates that CL improves students' achievement as well as their engagement with life-long learning.

In many classrooms, students work together in pairs or groups, but that doesn't mean they are benefitting from CL. During traditional group work, some pupils may contribute more than others because they are more enthusiastic, capable, or interested. Shyer or less energetic students may not contribute much at all. When using CL strategies, the work is structured so that every pupil, regardless of temperament or ability, must participate and reap the benefits. Therefore, for CL to succeed, several factors must be present:

- Pupils share **positive interdependence**, meaning they depend on one another for the overall success of their work. They share a goal that can only be achieved if everyone participates. In other words, each pupil's success is dependent on the other pupil's success too. It's "united we stand, divided we fall."
- Everyone must contribute equally, meaning there is **individual responsibility**.
- At the end of the work, groups reflect on what went well and what could improve in terms of listening to others, sharing ideas, and working well together.

Researchers have been interested in the effects of CL for over 50 years. They have found that CL helps students perform better, although how much better is still being debated. Some researchers have found very large improvements and some more modest improvements. But overall, pupils who participate in CL activities demonstrate higher levels of achievement. (For more information, see Abrami, P.C. (1995). *Classroom connections: Understanding and using cooperative learning*. Harcourt College Pub.)

However, CL also has an effect on other kinds of skills. When working in CL groups, pupils:

- Like the subject matter.
- Get along better with classmates and teachers.
- Feel they have support from classmates and teachers.
- Feel good about themselves as learners.

In short, CL strategies have a positive impact on the development of social skills and working cooperatively in a team, as well as the enjoyment of learning.

CL strategies can help teachers meet the objectives of the Kenya Primary Education plan, especially by helping structure group work to ensure the contributions of all pupils, while also developing communication skills such as listening and verbally conveying ideas and information. CL also fosters critical thinking skills and contributes to a life-long love of learning.

CL doesn't have to be time-consuming or difficult. Teachers can try out very simple techniques like "pair and share," in which pupils think about an issue or a question, then turn to a partner to share their reflections. Using CL in literacy activities can be achieved by having one pupil read a sentence aloud, then the other group members "echo back" by saying the same sentence until everyone can read and say the sentence correctly. As teachers gain more confidence with CL, they can use techniques such as Sukumawiki, a reading tournament that helps teams improve their understanding of a text.

We encourage teachers to start small and persevere because the results are worth it. CL has many benefits to offer, helping pupils develop both academic and social skills.

## 5 Steps to Cooperative Learning

Cooperative Learning (CL) is a teaching strategy that uses positive interdependence (everyone is “in it together”) and individual accountability (each person must contribute) to ensure academic success and the development of social skills. CL can be used with pupils of all ages and abilities. As well, CL can be incorporated in small but effective ways into any classroom without requiring extensive teacher preparation.

To get started with CL, teachers must focus on five key steps:

1. **Foster positive interdependence:** Group activities must be structured so that all teams members “sink or swim” together. In other words, the success of one increases the success of the entire team. There are many ways to do this including providing common goals, asking pupils to share resources, assigning roles, or giving team rewards.
2. **Structure individual accountability:** There are two parts to this accountability:
  - Each person is responsible for his or her own learning.
  - Each person is responsible for helping team members learn.

Teachers can encourage individual accountability by having team members sign their work indicating everyone has participated, by randomly selecting a team member to report on the group’s work, or by assigning and monitoring group roles.

3. **Group pupils carefully:** When using CL, teachers may assign pupils to different sized-groups (pairs, triads, groups of 4-6). They may assign them randomly or use some criteria (such as ability) to group them. Ideally groups should be gender balanced. Depending on the project, pupils may stay in groups for a few minutes or over several work periods.
4. **Support the use of good social skills:** Using CL both encourages the development of social skills and requires the use of them. Some pupils may need direct instruction and modelling on using the appropriate social skills in a group setting. Classes may benefit from some simple “cooperative learning” rules such as every person gets equal time to be heard, each person must participate and help the team, and each group member must take on a specific role to help the team succeed.

5. **Reflect on the group experience:** After a CL activity, pupils take time to think or reflect on how the group worked together, what went well (stars) and what could be improved (wishes). There are many ways to encourage reflection: by asking students to rate their team's work, having them answer reflective questions, etc.

## Quick Guide: Cooperative Learning Activities



There are many ways to incorporate cooperative learning into your teaching, ranging from simpler activities (Beginning Strategies) to complex approaches (Advanced Strategies) that require more time, planning, and resources.

### **Beginning Strategies**

#### **Think-Pair-Share**

- Teacher asks pupils a question (for example: what things do you do in the morning to get ready for school?).
- Pupils have a few minutes to think about their answers.
- Teacher then pairs up pupils.
- Each pair shares and compares their answers.
- Teacher may then ask one pupil from each group to share what they learned.

#### **Variation: Think-Pair-Share-Square**

- Once the pairs have finished comparing answers, put two sets of pairs together (the “square”).
- Pupils share their responses.

#### **Rally Robin/Round Robin:**

- In pairs (Rally Robin) or in a larger circle (Round Robin), pupils respond one by one to the teacher’s question, such as “how many things in this room begin with the letter A?”

- Each pupil must contribute.
- Group members must listen respectfully and quietly.

### **Brainstorming**

- In pairs or larger groups, pupils think up as many ideas as possible on the topic (for example, how many different ways can we think of to travel from home to school?).
- It can be helpful to assign roles as well (see below).

### **Role Assignment:**

- Each person in a pair or a team (best to limit teams to 4 people) is given a particular role. Popular roles include:
  - **Recorder:** writes down the group's ideas and decisions
  - **Time Manager:** makes sure the group finishes on time
  - **Reader:** reads aloud any materials and checks that everyone understands
  - **Facilitator:** invites everyone to participate and to work well together
  - **Encourager:** praises people and encourages them to keep working hard
  - **Observer:** watches how the group is working together and notes any problems to be discussed during the group reflection phase
- In the ABRA materials, we suggest the following roles:
  - **Speed Captain:** puts on the time pressure to ensure the tasks get done
  - **Super Supporter:** encourages all ideas without passing judgements
  - **Synergy Guru:** encourages teammates to build on each others' ideas

### **Interviewing**

- In pairs, pupils take turns asking each other questions, such as "It is the day of Lea's birthday party. What should you what would you buy at the grocery store for the party?"
- The pairs then share what they've learned with the larger group.

### **Echo Reading**

- In pairs or groups, one pupil reads part of a text.
- Then the other pupil(s) read back, or echo, what was just read.

## Advanced Strategies

### **Jigsaw**

- Best for material that does not have to be mastered equally by all pupils.
- Divide material into sections.
- Assign sections to different members of the team.
- Team members work with pupils from other groups who have the same material (section of the jigsaw) to master the material.
- Pupils return to their home group and teach the others the material.

### **Student Teams-Achievement Divisions (STAD)**

- Assign pupils to ability-balanced teams.
- Provide instruction to the whole class.
- Have teams study material together.
- Give pupils quizzes individually.
- Average team members' individual scores and offer extra points for pupils whose scores improve after each quiz.
- Share the results at the school and with parents.

### **Teams-Games-Tournaments (TGT)**

- Assign pupils to ability-balanced teams.
- Provide instruction to the whole class.
- Have teams study material together.
- Organize tournament tables where pupils compete in games to earn points.
- Distribute points: the points earned by pupils are assigned to a team score.
- Share the results at the school and with parents.

### **Sukumawiki**

- This is variation of TGT, but adapted for reading practice.
- Select stories that are challenging to the majority of the class.
- Assign pupils to teams, with two or more teams reading the same story
- Have team members study the story, either individually or in pairs/triads.
- Create team tables, with a piece of paper at the centre as the sukumawiki.
- Assign team members to tables with others who have read the same story.
- Select one pupil to be the reader. S/he will start reading the story, soon leaving out a word and substituting in the word "sukumawiki."
- The other pupils at the table compete to touch the paper first. The person who does so gets to say the correct word that was left out.
- Give one point for each correct word.
- Rotate the roles of reader and participants, so each person has a chance to read.
- Add up the points and assign them back to the team.

## Fostering Social Skills & Managing Classroom Conflict



### Social Skills in the Classroom

Cooperative learning activities require pupils to develop and practice many social skills such as:

- Using people's names
- Smiling and making eye contact
- Praising
- Taking turns
- Helping
- Sharing
- Disagreeing politely
- Listening actively
- Encouraging
- Negotiating

(Note: See Chapter 8, p. 90 of *Classroom Connections* for a comprehensive list of interpersonal skills important in cooperative learning.)

Every class and even every group will have differing abilities to use appropriate social skills when working cooperatively. In other words, you will have both stars

and wishes for your pupils. You must decide which skills most need development and practice. Then you can help your pupils with this process.

## Using a T-Chart for Skill Development

To help your class develop a specific skill, consider using a T-Chart, like the one below:

<b>Name of Skill To Be Taught</b> (Active Listening, for example)	
<i>Looks Like . . .</i>	<i>Sounds Like . . .</i>
Look at the speaker Smile Lean toward speaker Nod your head	“I like your idea” “That sounds like a great plan” “Tell me more”

To use the T-Chart, ask pupils, “If I were observing your group, but couldn’t hear what you said, what would you be doing that shows you are using this skill?” Then write down the non-verbal examples on the left under “Looks Like.”

Then, ask pupils, “What phrases or words would you say to each other when using this skill?” Then write down the verbal examples on the right under “Sounds Like.”

When pupils are working in groups, give them a copy of the T-Chart or display it in the classroom.

Monitor the groups, praising pupils when they use the skill and helping them to practice the skill while in the group.

Ask pupils to reflect on how well they integrated the skill, making reference to items on the T-Chart if appropriate, after their cooperative learning work.

## Managing Conflict Resolution

Conflicts are a normal part of classroom life—and of cooperative learning. However, pupils may find it difficult to resolve their differences in constructive ways.

Professors David W. Johnson and Roger T. Johnson, both leaders in cooperative learning, have also developed a set of steps to help pupils solve conflicts (Johnson and Johnson, 2002). When faced with disagreements, pupils:

1. Describe what they want: for example, "I want to use the blue pencil."
2. Describe how they feel: "I'm feeling frustrated because I can't use it."
3. Describe why they want and feel these things: "I am working on a picture for my project and need the blue pencil. You have been using it for more than 20 minutes. The class is ending soon and I am frustrated that I may not finish my project."
4. Take the other person's perspective by describing what the other person's wants and feelings are: "I know you also have a project to finish too and you are excited about drawing well."
5. Develop three different plans to resolve the conflict: The plans A, B, and C should be fair to both sides.
6. Agree on one of the plans and implement it together.

Teaching pupils to resolve their conflicts effectively takes time and practice. However, it is a valuable skill that pupils will use over and over, in the classroom and in life.

## Jigsaw



As the name suggests, Jigsaw activities use a divide-and-conquer approach. The subject material is divided into sections and assigned to different pupils to master. Then, pupils come together with their team and share their knowledge.

To create a Jigsaw project:

- Divide, or “jigsaw,” the subject material into 4-6 sections.
- Create teams with 4-6 pupils.
- Assign a different section of the material to each pupil in the team. Make sure all the sections, or jigsaw pieces, are represented on the team.
- Team members may work individually to master the material or they may form study groups with pupils from other teams who have the same material.
- Once the material is learned, pupils return to their teams.
- Pupils teach or share what they have learned with the team.
- Then the team demonstrates to the entire class how they have created a complete project (jigsaw puzzle) out of the different pieces.

Jigsaw takes more time to organize and carry out because the teacher must find appropriate work to divide into sections. As well, the material should not have to be mastered equally by all pupils.

This technique is effective because you have built-in **individual accountability** (each team member has a part of the jigsaw puzzle) and **positive interdependence** (the work—puzzle—cannot be finished without the contributions of all members).

## Student Teams-Achievement Divisions (STAD)



This cooperative learning strategy uses team competition to motivate pupils and ensure they all have opportunities to succeed.

Student Teams-Achievement Divisions (STAD) is based on pupils working together in teams, then taking quizzes or tests individually but earning points for their team. STAD uses whole class instruction, team study, and frequent evaluation. STAD is appropriate for a lesson that extends over several teaching periods and uses regular quizzes or tests to evaluate pupils. (Please refer to the Cooperative Learning Pt 2 slides and *Classroom Connections*, Chapter 11 for detailed STAD information.)

There are six steps involved in STAD:

- 1. Assign pupils to balanced teams.**
  - Create teams with four or five pupils of mixed ability and gender.
  - Teams should have a similar average ability (i.e. higher-achieving and lower-achieving pupils should balance out the overall team achievement).
- 2. Instruct the whole class.**
  - Provide instruction to the entire class on the topic being covered.
- 3. Have pupils study in teams.**
  - Ask pupils to study together in their teams instead of doing individual or pair work (for example, worksheets).
  - Remind pupils that each team member must master the material.

**4. Give individual quizzes/tests.**

- On a regular basis, usually once a week, give pupils quizzes or tests individually.
- Score each team by adding up and then averaging the team's score.

**5. Assign improvement scores.**

- Give individual pupils additional points for their team based on how much they, individually, improve each week.
- Remember that improvement points ensure team members contribute equally to the team's success regardless of ability.

**6. Share the results.**

- As soon as possible after the quizzes, recognize and congratulate teams.
- Use posters at school or notes home to parents to share the results.

**Notes**

- STAD does not have any built-in opportunities for reflection, both in teams and individually. Teachers may want to incorporate reflection time into their lesson plans.
- STAD also assumes pupils will develop or already have the necessary social skills to study effectively in a team. Teachers may need to provide support and encouragement for certain social skills in order for teams to function well.

## Teams-Games-Tournaments (TGT)



Teams-Games-Tournaments (TGT) uses competition between teams to motivate pupils and ensure they all have opportunities to succeed. It is very similar to Student Teams-Achievement Divisions (STAD), except that pupils compete in evaluation tournaments instead of completing quizzes individually.

Like STAD, this method uses whole class instruction, team study, and frequent evaluation. TGT is appropriate for a lesson that extends over several teaching periods and uses regular quizzes or tests to evaluate pupils. (Please refer to the Cooperative Learning Pt 2 slides and *Classroom Connections*, Chapter 11 for detailed TGT information.)

There are six steps involved in TGT:

- 1. Assign pupils to balanced teams (same as STAD).**
  - Create teams with four or five pupils of mixed ability and gender.
  - Teams should have a similar average ability (i.e. higher-achieving and lower-achieving pupils should balance out the overall team achievement).
- 2. Instruct the whole class (same as STAD).**
  - Provide instruction to the entire class on the topic being covered.
- 3. Have pupils study in teams (same as STAD).**
  - Ask pupils to study together in their teams instead of doing individual or pair work (for example, worksheets).
  - Remind pupils that each team member must master the material.

**4. Participate in tournaments.**

- Regularly organize tournaments, in which pupils from different teams are assigned to ability-homogenous tables.
- At the tables, pupils compete to answer questions correctly, thus earning points for their team.
- After completing one “game” or set of questions, pupils may be rotated to new tables based on their performance.

**5. Calculate points.**

- Calculate each pupil’s points based on his or her performance in the tournament (top scorers earn, for example 6 points, middle scorers earn 4, and low scorers earn 2). Each member contributes to these points of his or her team.
- Determine the total points for each team to have the team score.

**6. Share the results.**

- As soon as possible after the tournaments, the team scores should be shared with the class, the school, and parents.
- Use posters at school or notes home to parents to share the news.
- Highlight teams meeting certain criteria, such as a team average of 4.0 giving “good” status, 4.5 “great” status, and 5.5 “super” status.

**Notes**

- TGT does not have any built-in opportunities for reflection, both in teams and individually. Teachers may want to incorporate reflection time into their lesson plans.
- TGT also assumes pupils will develop or already have the necessary social skills to study effectively in a team. Teachers may need to provide support and encouragement for certain social skills in order for teams to function well.

## Sukumawiki



Sukumawiki is a variation on Team-Games-Tournaments (TGT) cooperative learning but adapted for reading practice.

### Getting Started

- Create mixed ability teams of 4 to 6 readers.
- Select stories that are challenging for the majority of pupils.
- Assign stories to teams, ensuring at least two teams are reading the same story.

### Reading Practice

- Ask teams to read and study their story thoroughly.
- Remind them they will have to read the story aloud.
- Pupils may work in pairs, triads, or individually, using any technique they like such as echo reading.

### Tournament Tables

- Tables should seat four to six pupils.
- At the centre of each table, place a small piece of paper, which represents the sukuwaki.
- Assign pupils who have read the same story to the same tournament table. Ideally, no pupil from the same team is at the same table. This may not be possible.

## Tournament Rules

- One pupil at each table is named the first reader.
- The reader begins reading the story, but soon leaves out a word in the text, saying “sukumawiki” instead.
- When hearing “sukumawiki,” the remaining pupils at the table touch the sukumawiki (piece of paper).
- Whoever touches the paper first gets to speak.
- This pupil then says what should be the correct word.
- The pupil earns a point for being right.
- The reader continues for several tries (up to five), then the role of reader rotates to another pupil.

## Tips for Success

- Ensure that everyone has both a chance to read and to provide the correct word
- Remind pupils to substitute “sukumawiki” for an important word in the sentence—not for “the” or “and.”
- You may need to assist some readers, perhaps by quietly pointing to a word, in making their selection of words to leave out.
- Add up pupil points at the end and assign them to the team.

## CL LESSON PLAN: Identity & Culture (Kenya)

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
All Standards	Fluency & Comprehension	Classroom and Computer Lab	1-2 hrs	12/02/2015

**OBJECTIVES:** Using CL roles, pupils read and discuss stories that foster respect for different upbringings and perspectives in Kenya. They then make a presentation to the class.

**READS Book:** *Several (selected by teacher)*

**LEARNING/TEACHING AIDS: Quick Guide: Cooperative Learning Activities**  
(KE\_TAid\_CL\_CLActivities\_LW\_20151215)

**Links to Primary Education Syllabus:** Std 1: Unit 2-Home, Unit 5-Family; Std 2: Unit 2-Environment, Unit 7-Home; Std 3: Unit 4-Home and Family, Unit 13-Communication

### **Teacher Preparation:**

- Review CL Roles Assignment strategies in the **Quick Guide: Cooperative Learning Activities** (see KE\_TAid\_CL\_CLActivities\_LW\_20151215).
- Review steps for using READS (see *Using Reads* in this guide).
- Go to READS.
- Under “Country,” select Kenya.
- If you wish, cross-reference stories by Themes (suggestion: Life Lessons, Family, Values).
- Choose story at an appropriate level for your pupils.
- To ensure the reading challenges all pupils, select 2 or more different stories for different groups to work on.

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Computer Lab	45 mins	<ol style="list-style-type: none"> <li>1. Create groups of 4 to 6 pupils (pair them if there are enough computers).</li> <li>2. With the whole class, show them how to access the READS stories by “Kenya” and by any Themes you selected.</li> <li>3. Pupils access the appropriate story.</li> <li>4. Pupils take turns reading a page while in their groups.</li> </ol>	<p>Pupils gather in their groups.</p> <p>Pupils access READS.</p> <p>Pupils access the appropriate story.</p> <p>Pupils take turns reading pages of the assigned story.</p>

<p>2<sup>nd</sup> Activity Classroom or Lab</p>	<p>30 mins</p>	<ol style="list-style-type: none"> <li>1. Go around to each group and assign roles: Super Recorder (carefully writes down all the team's ideas); Speed Captain (keeps up the time pressure and says things like "let's get more ideas" and "we're almost out of time, we need to keep working hard"); Super Supporter (encourages all ideas with no evaluation and says things like, "all ideas are great."); Synergy Guru (encourages teammates to build on each others ideas, saying things like, "let's combine those two.").</li> <li>2. Taking turns in their groups, pupils use the following prompts to discuss the story:             <ol style="list-style-type: none"> <li>a) Who was your favourite character? Why?</li> <li>b) How was this character like you? How was he or she different?</li> <li>c) Name two new things you learned about this person's life, values, culture, or perspective.</li> </ol> </li> <li>3. Remind pupils to take notes and keep them safely for the next activity.</li> </ol>	<p>Pupils take on CL roles.</p> <p>Pupils use prompts to discuss their story.</p> <p>Pupils take notes, eventually putting them away safely for the following activity.</p>
<p>3rd Activity Classroom or Lab</p>	<p>45 mins</p>	<ol style="list-style-type: none"> <li>1. Ask pupils to gather in their group.</li> <li>2. Remind pupils to take out their notes from the previous activity.</li> <li>3. Remind them of their roles.</li> <li>4. Ask each group to prepare a short (5 minute) presentation based on the</li> </ol>	<p>Pupils return to their groups.</p> <p>Pupils take out their notes.</p> <p>Pupils resume their CL roles.</p> <p>Pupils work in teams, using their CL roles, to prepare a short presentation based on</p>

		<p>answers to the prompts from the previous session.</p> <p>5. Pupils work in teams to create a presentation. They may draw pictures if they wish to show to the class.</p> <p>6. When the teams are finished, ask one member (chosen randomly) from each team to present to the whole class.</p> <p>7. Alternatively, each group may elect a “reporter” who presents to the whole class.</p> <p>8. Come back to the mat as a whole class.</p> <p>9. Ask pupils questions:</p> <ul style="list-style-type: none"> <li>a) Did groups see different things in the stories?</li> <li>b) Do you think differently about the story now that you have heard other pupils’ ideas?</li> </ul>	<p>the answers from the previous activity.</p> <p>Pupils give a presentation to the class.</p> <p>Pupils come back to the mat.</p> <p>Pupils answer questions about what they learned.</p>
4 <sup>th</sup> Activity Classroom or Lab	20-30 min	<p>1. Ask pupils to return to their groups.</p> <p>2. Remind pupils of the importance of reflecting on CL activities.</p> <p>3. Ask pupils to work individually for 5-8 minutes on the reflection questions:</p> <ul style="list-style-type: none"> <li>a) In what ways did I contribute to the team’s work?</li> <li>b) How did working as team improve the overall story?</li> <li>c) How could the team work better together next time?</li> </ul>	<p>Pupils gather in their groups.</p> <p>Pupils answer reflection questions individually.</p>

		<ol style="list-style-type: none"><li>4. Ask pupils to share their answers and reflections with the group.</li><li>5. If there is time, ask groups to agree on one “star” (something that went well) and one “wish” (something that could be improved) from the group’s CL work on the this lesson.</li><li>6. Ask each group to select a “reporter,” a pupil who will present to the whole class the “star” and “wish” from the group’s CL work on the this lesson.</li></ol>	<p>Pupils share reflections with their group.</p> <p>Groups identify one “star” and one “wish” for their CL work.</p> <p>Group selects a reporter who presents the group’s “star” and “wish” to the whole class.</p>
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## CL LESSON PLAN: Identity & Culture (International)

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
All Standards	Fluency & Comprehension	Classroom and Computer Lab	1-2 hrs	12/02/2015

**OBJECTIVES:** Using CL roles, pupils read and discuss stories that foster positive attitudes towards other nations. They then make a presentation to the class

**READS Book:** *Several (selected by teacher)*

**LEARNING/TEACHING AIDS: Quick Guide: Cooperative Learning Activities**  
(KE\_TAid\_CL\_CLActivities\_LW\_20151215)

**Links to Primary Education Syllabus:** Std 1: Unit 13-Travel, Unit 17-The World Around Us; Std 2: Unit 11-Travel, Unit 2-Environment, Unit 15-Weather; Std 3: Unit 7-Transport, Unit 13-Communication

### Teacher Preparation:

- Review CL Roles Assignment strategies in the **Quick Guide: Cooperative Learning Activities** (see KE\_TAid\_CL\_CLActivities\_LW\_20151215).
- Review steps for using READS (see *Using Reads* in this guide).
- Go to READS.
- Select “Country” and then “Level” to find stories from 4 or 5 different countries that are appropriate for the class reading level.
- Make a list of the countries where you find appropriate stories.

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Computer Lab	45 mins	<ol style="list-style-type: none"> <li>With the whole class, read the list of countries and ask pupils which country they would like to know more about.</li> <li>Based on the country of interest, create groups of 4 to 6 pupils (pair them if there are enough computers).</li> <li>With the whole class, show them how to access READS stories by Country.</li> <li>Pupils then use Country and Level to find the appropriate story.</li> <li>Pupils take turns reading a page while in their groups.</li> </ol>	<p>Pupils listen to list of countries and choose one they would like to know more about.</p> <p>Pupils gather in their groups.</p> <p>Pupils access READS.</p> <p>Pupils find appropriate story.</p> <p>Pupils take turns reading pages of the assigned story.</p>

2 <sup>nd</sup> Activity Classroom or Lab	30 mins	<ol style="list-style-type: none"> <li>1. Go around to each group and assign roles: Super Recorder (carefully writes down all the team's ideas); Speed Captain (keeps up the time pressure and says things like "let's get more ideas" and "we're almost out of time, we need to keep working hard"); Super Supporter (encourages all ideas with no evaluation and says things like, "all ideas are great."); Synergy Guru (encourages teammates to build on each others ideas, saying things like, "let's combine those two.").</li> <li>2. Taking turns in their groups, pupils use the following prompts to discuss the story:             <ol style="list-style-type: none"> <li>a) Identify the main characters. Describe what kind of environment they live in (warm, cold, a big city, a village).</li> <li>b) How was this character like you? How was he or she different? Try to identify two similarities and two differences.</li> <li>c) Name two new things you learned about this person's life, values, culture, or perspective.</li> </ol> </li> <li>3. Remind pupils to take notes and keep them safely for the following activity.</li> </ol>	<p>Pupils take on CL roles.</p> <p>Pupils use prompts to discuss their story.</p> <p>Pupils keep notes of the discussion</p> <p>Pupils take notes, eventually putting them away safely for the following activity.</p>
3rd Activity Classroom or Lab	45 mins	<ol style="list-style-type: none"> <li>1. Ask pupils to gather in their group.</li> <li>2. Remind pupils to take out their notes from the previous activity.</li> </ol>	<p>Pupils return to their groups.</p> <p>Pupils take out their notes.</p>

		<p>3. Remind them of their roles.</p> <p>4. Ask each group to prepare a short (5 minute) presentation based on the answers to the prompts from the previous session.</p> <p>5. Pupils work in teams to create a presentation. They may draw pictures if they wish to show to the class.</p> <p>6. When the teams are finished, ask one member (chosen randomly) from each team to present to the whole class.</p> <p>7. Alternatively, each group may elect a “reporter” who presents to the whole class.</p> <p>8. Come back to the mat as a whole class.</p> <p>9. Ask pupils questions:</p> <ul style="list-style-type: none"> <li>a) What did you learn about the different countries?</li> <li>b) What surprised you the most of these stories from different countries?</li> </ul>	<p>Pupils resume their CL roles.</p> <p>Pupils work in teams, using their CL roles, to prepare a short presentation based on the answers from the previous activity.</p> <p>Pupils give presentation to the class.</p> <p>Pupils come back to the mat.</p> <p>Pupils answer questions about what they learned.</p>
4 <sup>th</sup> Activity Classroom or Lab	20-30 min	<p>1. Ask pupils to return to their groups.</p> <p>2. Remind pupils of the importance of reflecting on CL activities.</p> <p>3. Ask pupils to work individually for 5-8 minutes on the reflection questions:</p> <ul style="list-style-type: none"> <li>a) In what ways did I contribute to the team’s work?</li> <li>b) How did working as team improve the overall story?</li> <li>c) How could the team</li> </ul>	<p>Pupils gather in their groups.</p> <p>Pupils answer reflection questions individually.</p>

		<p>work better together next time?</p> <p>4. Ask pupils to share their answers and reflections with the group.</p> <p>5. If there is time, ask groups to agree on one “star” (something that went well) and one “wish” (something that could be improved) from the group’s CL work on the this lesson.</p> <p>6. Ask each group to select a “reporter,” a pupil who will present to the whole class the “star” and “wish” from the group’s CL work on the this lesson.</p>	<p>Pupils share reflections with their group.</p> <p>Groups identify one “star” and one “wish” for their CL work.</p> <p>Group selects a reporter who presents the group’s “star” and “wish” to the whole class.</p>
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## CL LESSON PLAN: Literary Circles

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
All Standards	Fluency & Comprehension	Classroom and Computer Lab		12/02/2015

**OBJECTIVES:** Pupils read and discuss Kenya stories using literary circle roles and discussion prompts.

**READS Book:** Several (selected by teacher)

**LEARNING/TEACHING AIDS: Literary Circles** handout  
(*KE\_LP\_CL\_ST123\_LitCircles\_HO\_CSLP\_20151207*).

**Links to Primary Education Syllabus:** Any of the Standards and Units, depending on the books chosen for the activity

### **Teacher Preparation:**

- Review the **Literary Circles** handout (see *KE\_LP\_CL\_ST123\_LitCircles\_HO\_CSLP\_20151207*).
- Print out enough copies of the handout for each group.
- Review steps for using READS (see *Using Reads* in this guide).
- Go to READS.
- Under “Country,” select Kenya.
- Under “Language,” select Kiswahili and English.
- Select 4-5 stories that are available in Kiswahili and English.
- Select stories that vary in level from *Easy* to *Advanced* to challenge pupils appropriately.
- Create a brief overview of each story to tell to pupils.

### Suggested Stories:

- Barua kwa mama/ Letter to mum
- Mfuko unaozungumza/ The Talking bag
- Rafiki yangu Coco/ My friend Coco
- Ufufuzi wa Furaha /The Happy revival
- Vitu ninavyojuja/Things I know

### **LESSON**

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Computer Lab	45 mins	1. Give all pupils a brief overview of each story.	Pupils listen to a brief description of each story and choose one they would like to know more about.

2 <sup>nd</sup> Activity Classroom or Lab	45 mins	<ol style="list-style-type: none"> <li>2. Ask pupils which story they are interested in.</li> <li>3. Based on the story of interest, create groups of 4 to 6 pupils (it is fine if groups want to read the same story).</li> <li>4. With the whole class, show pupils how to access READS stories by Country.</li> <li>5. In their groups, pupils then use Country to access their story,</li> <li>6. Pupils take turns reading a page while in their groups.</li> </ol>	<p>Pupils gather in their groups.</p> <p>Pupils access READS.</p> <p>Pupils find appropriate story.</p> <p>Pupils take turns reading pages of the assigned story.</p> <p>Pupils listen to description of literary circles.</p> <p>Pupils read the literacy circles handout.</p> <p>Pupils discuss their roles in the literary circles.</p> <p>Pupils gather in their groups.</p> <p>Pupils use prompts to discuss their story.</p>
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		<p>discussion forward (particularly true for the Discussion Director) or to bring up a new point (the Connector might suggest an unusual connection to the outside world).</p> <p>7. At the end of the session, ask pupils with different roles (i.e. a Summariser from one group, a Connector from another group) to talk about what the group discussed and how their role contributed to the overall work.</p>	
3 <sup>rd</sup> Activity Classroom or Lab	15 mins	<p>1. Ask pupils to return to their groups.</p> <p>2. Remind pupils of the importance of reflecting on CL activities.</p> <p>3. Ask them to answer the following reflection questions:</p> <ul style="list-style-type: none"> <li>a) In what ways did I contribute to the team's work?</li> <li>b) How did working as a team improve the overall story?</li> <li>c) How could the team work better together next time?</li> </ul> <p>4. Ask each group to select a "reporter," a pupil who will present to the whole class one "star" (something that went well) and one "wish" (something that could be improved) from the group's CL work on this lesson.</p>	<p>Pupils talk to the whole class about their literary circle discussion and how the roles contributed to the overall project.</p> <p>Pupils return to their groups.</p> <p>Pupils reflect on and discuss their cooperative work.</p> <p>Group selects a reporter who presents the group's "star" and "wish" to the whole class.</p>

## Pupil Roles in Literary Circles

Assigning specific roles and responsibilities to each pupil in the group helps ensure individual accountability because everyone has a job to do that contributes to the group's overall success.

On the next page, you will find suggested roles for the Literary Circles. To use them, you should:

1. Assign a role to each pupil you think suits them best (roles can change and pupils can eventually choose their own).
2. Discuss with pupils each role (description and responsibilities).
3. Explain what you expect from each team and each member.

It is important to remember that:

<b>Literature Circles are...</b>	<b>Literature circles are not ...</b>
Reader response centered	Teacher and text centered
Part of a balanced literacy program	The entire reading curriculum
Groups formed by book choice	Teacher-assigned groups formed solely by ability
Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled “talk time” without accountability
Guided primarily by student insights and questions	Guided primarily by teacher-or curriculum-based questions
Intended as a context in which to apply reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive “recipe”

## PUPIL ROLES

<b>Passage Picker</b>	<b>Word Wizard</b>	<b>Artful Artist</b>	<b>Summarizer</b>	<b>Connector</b>	<b>Discussion Director</b>
<p>You will look for parts of the story that you found important, interesting or different, write them down and explain why.</p> <p>These can be:</p> <ul style="list-style-type: none"> <li>An interesting part</li> <li>A good part</li> <li>A sad part</li> <li>A funny part</li> <li>A scary part</li> </ul> 	<p>Look for special and new words in the story.</p> <p>Words that are:</p> <ul style="list-style-type: none"> <li>New</li> <li>Different</li> <li>Strange</li> <li>Funny</li> <li>Interesting</li> <li>Important</li> <li>Find &amp; record what the word means</li> </ul> 	<p>Draw a picture of your favourite part of the story:</p> <ul style="list-style-type: none"> <li>A character</li> <li>The setting</li> <li>An event</li> <li>A surprise</li> <li>A problem</li> <li>A prediction</li> <li>Of what will happen next</li> </ul> 	<p>Write and share a short but interesting summary of the story so far.</p> 	<p>Finds links and connections between the story and the world around you:</p> <ul style="list-style-type: none"> <li>Your own life</li> <li>Other stories</li> <li>Other people</li> <li>Similar events at other times and places</li> </ul> 	<p>Write down good questions that your group could talk about</p> <p>Record different with:</p> <p>Why? Who? When? Where? How? What if?</p> 

Adapted from: Schlick Noe, K. L. & Johnson, N.L., *Getting Started with Literature Circles*, 1999  
 Christopher-Gordon Publishers, Inc. p. ix.

## CL LESSON PLAN: Environment

Standard & Thematic Unit	Literacy Topic	Stage	Time	Date
Standard 2 & 3 - Environment	Comprehension & Writing	Classroom or Computer Lab	1-2 hrs	12/01/2015

**OBJECTIVES:** Pupils work cooperatively to read and comprehend an ABRA book then use CL roles as they write their own story

**ABRA Book:** *Animal Antics*      **ABRA Activity:** None

**LEARNING/TEACHING AIDS:** blank pages and cardboard to make a book, crayons, coloured pencils, **Quick Guide: Cooperative Learning Activities** (KE\_TAid\_CL\_CLActivities\_LW\_20151215), printed copies of *Animal Antics*

**Links to Primary Education Syllabus:** Std 2 – Unit 2: Colour Names, Std 3 – Unit 16: Animals

### Teacher Preparation:

- Review Round Robin and Roles Assignment CL strategies in the **Quick Guide: Cooperative Learning Activities** (see KE\_TAid\_CL\_CLActivities\_LW\_20151215).
- In small groups, have pupils read *Animal Antics* using ABRA (see KE\_LP\_ST123\_AllABRA\_CSLP\_20151130) and ask pupils to take turns reading pages of the story.
- Print PDF copies of *Animal Antics* (enough for all the class groups).

### LESSON

STAGE	TIME	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
1 <sup>st</sup> Activity Classroom or Lab	45 mins	<ol style="list-style-type: none"> <li>1. Tell the class they are going to write a new story based on the characters in <i>Animal Antics</i>.</li> <li>2. Assign pupils to groups and give them a PDF copy of <i>Animal Antics</i>. Pupils review story if necessary.</li> <li>3. Assign roles to pupils in the groups (Recorder, Reader, Time Manager, Materials Manager are possibilities).</li> <li>4. Remind pupils of the different parts of a story: introduction, development, and conclusion.</li> </ol>	<p>Pupils gather in groups and review <i>Animal Antics</i> if necessary.</p> <p>Pupils take on CL roles for this lesson.</p>

		<p>5. Ask each group to choose a character from the <i>Animal Antics</i> story).</p> <p>6. Using the Round Robin technique, each pupil in the group describes the animal.</p> <p>7. Then, in Round Robin, each pupil describes a new adventure or activity the animal could do.</p> <p>8. The group Recorder keeps track of these ideas.</p> <p>9. With these new ideas, pupils work individually or in pairs on different parts of the story for a specified amount of time (for example, 15 minutes).</p> <p>10. Group members now put their story together and proofread their work.</p> <p>11. Everyone agrees on a title and writes it on the top of the page or on a title page.</p>	Pupils use Round Robin to describe animals and their adventures.
2 <sup>nd</sup> Activity Classroom or Lab	30 mins	<p>1. Ask pupils to return to the groups from the activity above.</p> <p>2. Assign roles to pupils in the groups (Recorder, Reader, Time Manager, Materials Manager are possibilities). Try to ensure pupils have a different role than in the activity above.</p> <p>3. Tell pupils they are going to create a book, using their story.</p> <p>4. Ask pupils to copy out the story neatly and to draw illustrations.</p>	<p>Pupils write up a new story based on <i>Animal Antics</i>.</p> <p>Pupils may work individually or in pairs.</p> <p>Pupils proofread and then sign their new story.</p> <p>Pupils return to their groups.</p> <p>Pupils take on CL roles.</p> <p>Pupils illustrate and put together their story into book form.</p>

		<p>5. If time and materials allow, ask groups to create a cover, with illustration and title, for their book.</p> <p>6. Staple the cover and pages together to create the book.</p> <p>7. Make sure all group members put their names on the title page or cover.</p>	
3 <sup>rd</sup> Activity Classroom or Lab	15 min	<p>1. Ask pupils to return to their groups.</p> <p>2. Remind pupils of the importance of reflecting on CL activities.</p> <p>3. Ask them to answer the following reflection questions:</p> <ul style="list-style-type: none"> <li>a) In what ways did I contribute to the team's work?</li> <li>b) How did working as a team improve the overall story?</li> <li>c) How could the team work better together next time?</li> </ul> <p>4. Ask each group to select a "reporter," a pupil who will present to the whole class one "star" (something that went well) and one "wish" (something that could be improved) from the group's CL work on this lesson.</p>	<p>Pupils return to their groups.</p> <p>Pupils reflect on and discuss their cooperative work.</p> <p>Group selects a reporter who presents the group's "star" and "wish" to the whole class.</p>