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TEACHER'S GUIDE

For Kiswahili and English Learning

Remedial Reading Programme

Based on
TaRL approach





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Remedial Reading Program

Objective of the Program: In order to address the expected learning loss following the long closure of schools in 2020 during the COVID 19 pandemic, the Government of Kenya, with the support of RTI International and FiRM Africa, designed a pilot Remedial Reading program. The program, based on the Teaching at the Right Level (TaRL) approach, *will be implemented in all public schools across 33 zones in 26 counties across Kenya.*

Post the pilot implementation, it is hoped that the experience and strategies will be leveraged to further scale the initiative quickly to impact learners at the national level.

Coverage

The first phase of the Remedial Reading program was:

- ❑ *Implemented in 240 schools across 26 counties and targeted Grade 2 & 3 learners*
- ❑ *Led by MoE trainers with technical support from RTI Tusome & FiRM Africa team*
- ❑ *Implemented by 589 Grade 2&3 teachers across the schools.*

Duration

The first phase of the pilot was from January 2022 for the full duration of the third term.

Implementation and Delivery Model

The first phase of the program was delivered by grade 2 and 3 teachers in the selected pilot schools. The teachers implemented the program

- ❑ *In school, during school days, for a designated hour in the day*
- ❑ *In Kiswahili and English, using the TaRL methodology*

Teachers implementing the program also benefited from the support of master trainers/mentors. The Program mentors not only provided technical support and coaching to teachers, but also ensured consistency of the program delivery and problem solving through school visits.

Overview of TaRL: It is expected that learners will move through elementary school grades meeting rising curricular expectations each year. But the reality is that most learners do not get much support for learning at home because parents are not very educated and in school, insufficient attention is given to learners who do not make adequate progress academically. As a result, a substantial proportion of learners do not develop basic skills like reading and arithmetic in the early grades. Lack of foundational skills makes it difficult for such learners to progress in later years. To begin the journey of learning, all learners must learn to read fluently, to understand what they read, to express themselves and be comfortable with basic arithmetic. The teaching-learning method developed by Pratham was originally designed keeping in mind learners who have already reached Grade 3, 4 or 5 but have not acquired basic skills. This method is sometimes referred to as “**CAMaL**” – the word **CAMaL** stands for “**Combined Activities for Maximized Learning**”. It is also described as “**Teaching at the Right Level**”

Teaching at the Right Level has been evaluated in different countries and has been implemented in different forms. For example, programmes have been run in Ghana, Kenya, and India. In each case, the evidence shows that if there is dedicated time to teach basic skills and if the programme is implemented carefully, learners improve in literacy and numeracy.



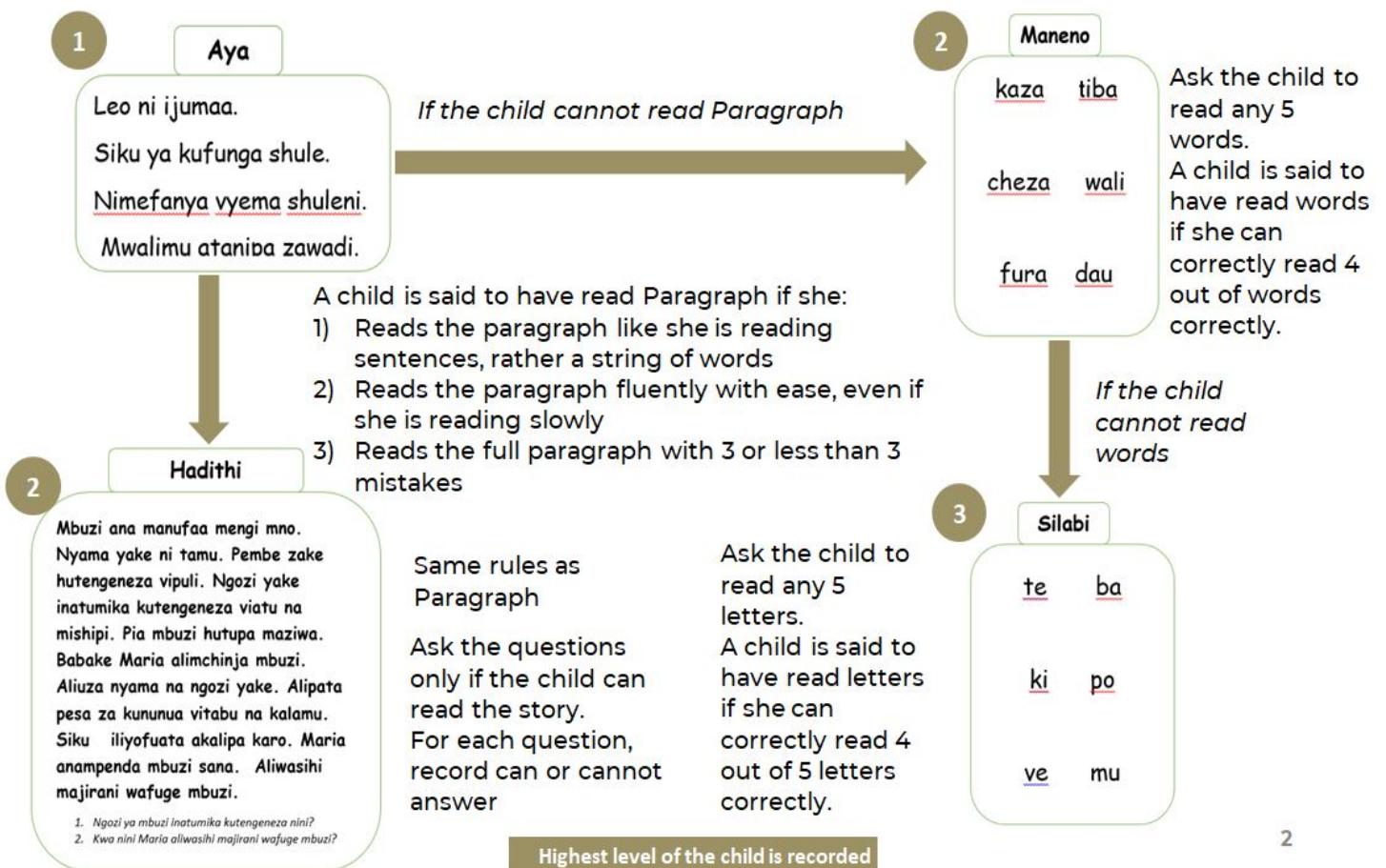
The guiding principles of TaRL are:

- 1. Assessment, data recording and grouping:** The TaRL approach begins with a simple one-on-one assessment. Each learner is assessed using a short assessment in each language. Learners are then grouped and taught according to their learning level rather than grade. The assessment process helps in:
 - Setting achievable learning objectives that are clear and simple to understand for all stakeholders, i.e., learners, parents and teachers.
 - Understanding the level of each learner in the classroom and getting a picture of the distribution of levels across the class.
 - Grouping learners by level, rather than by grade, for instruction.
 - Tracking progress and data at school, county and national level to guide decision making and support.
- 2. Activities and Materials:** Activities are designed to be aligned to learning levels - for eg: activities for beginner and letter levels, those for word level learners and so on. Activities are interactive and engaging, and simple materials are used to support the process. Multiple activities are carried out in each lesson, hence fixed time is allocated to each activity.
- 3. Classroom process:** TaRL sessions are fun and interactive, incorporating games that assist in learning basic skills. It is important to develop a positive learning environment, where each learner will be responsible for learning. To build an atmosphere in the classroom in which learners enjoy interacting and cooperating with one another, activities that build their confidence, curiosity, imagination and motivate them to learn are used. Learners are also engaged in group activities in which they support each other. The class process begins with demonstrating the activity ("role-modelling") by the teacher with the whole class. Then learners practice in small groups. This enables learners to learn from one another and spend more "time on task". Since learners learn at different paces the learning should take place without putting too much pressure on them. While other learners are engaged in completing individual assignments, the teacher helps a few learners who are still not able to cope up during whole class/group activities. Finally, learners practice individually, i.e. doing the work themselves independently. This can involve completing exercises, writing or reading at their level. Lessons are planned based on the distribution of learning levels of each class, and keeping in mind daily, weekly and monthly objectives.
- 4. Mentoring and monitoring:** Ongoing, onsite mentoring support, as well as reviews at different levels, all contribute to the effectiveness of the program. While training will equip teachers with the skills, unexpected challenges may emerge once teachers begin implementation in the classroom. Mentoring ensures that teachers can be supported through this process. Mentors can identify gaps and facilitate immediate course correction. Evaluations conducted on TaRL show that without mentoring teachers often default to normal classroom activities rather than delivering the program. Mentors are trained and practice the approach themselves prior to supporting teachers to ensure effective support. The TaRL approach supports the idea of those who 'train, mentor, monitor' the classroom processes. It becomes the responsibility of the trainers to check how the training translates into actual teaching-learning.



1. Sample Assessment Tool, Administration Process and Key Principles of Assessing Learners in Kiswahili and English

1.1 Kiswahili Assessment Tool



2

Note: There are 3 samples of each of the tools. All tools, instructions and data recording sheets are available to teachers in the 'Assessment and Data Recording Booklet'.



1.2 Administration Process for Kiswahili Assessment

1. Begin with Aya Level:

Begin assessment with a simple paragraph.

- If a learner reads the paragraph fluently without breaking sentences into separate words, making only three or less than three mistakes*, then ask the learner to read a story.
- If a learner makes more than three mistakes while reading the simple paragraph, ask him/her to read words.

2. Hadithi Level:

- If a learner reads the story fluently, even if he/she reads it slowly and makes only three or less than three mistakes (same rules as paragraph level), mark the learner at the 'Story' level.
- If a learner is at Story level, ask the comprehension questions one by one. The teacher should read aloud the question and also show the question to the learner. If the learner can answer both questions, mark 'Can' otherwise mark 'Cannot'.
- If the learner cannot read the story, mark him/her at the paragraph level. Do not ask comprehension questions if the learner cannot read the story.

3. Maneno Level:

- If the learner cannot read the paragraph in the beginning, ask the learner to read any 5 words. If he/she can read a minimum of 4 of the 5 words correctly, mark the learner at the 'Word' level. If not, ask the learner to recognize letters.

4. Silabi Level:

- Ask the learner to read any 5 syllables. If a learner can read a minimum of 4 of the 5 syllables correctly, mark the learner at 'Syllable' level.

5. Mwanzo Level:

- If a learner cannot read even 4 syllables or reads nothing, mark the learner at 'Mwanzo' level.

* What is a mistake and what is not?

- There may be variations in learners' reading due to local pronunciation or usage. Do not consider this a mistake.
 - If a learner reads the same word incorrectly more than once, it will be considered as only one mistake.
- If a learner makes a silly mistake or skips a word because of reading in a hurry, ask the learner to read again.



1.3 English Assessment Tool

SAMPLE 1

Start from here for all learners

Paragraph

Laki is a big river.
It passes through ten villages.
Its water is used for farming.
Cows and goats drink its water.

Can the learner read this Paragraph without making more than 3 mistakes? If YES, ask the learner to read the story

Story

Pili and Kaze are sisters. Pili is six years old. Kaze is four years old. They have a grandfather. Their grandfather is called mzee Ndoto. They like him very much. After school, Pili and Kaze like sitting with their grandfather. He tells them very good stories. Mzee Ndoto likes children who work hard. He gives Pili and Kaze work to do. He makes sure they do it well before he tells them a story.

Questions

1. How old is Pili?
2. What does Mzee Ndoto like?

Can the learner read this STORY without making more than 3 mistakes? If YES, record the learner at STORY level and ask comprehension questions. If NO, record the learner at PARAGRAPH level

Story level: Ask comprehension questions in English and Kiswahili. Student can answer in English and Kiswahili

Words

add cross

swim been

bell dwell

Can the learner read at least 4 WORDS? If YES, ask the learner to read paragraph. If NO, ask the learner to read SOUNDS.

Sounds

n b

y i

z g

Can the learner read at least 4 SOUNDS? If YES, record the learner at SOUND level. If NO, record the learner at READING level

Note: There are 3 samples of each of the tools. All tools, instructions, and data recording sheets are available to teachers in the ‘Assessment and Data Recording Booklet’.

1.4 Administration Process for English Assessment

1. Begin at Paragraph Level:

Begin assessment with a simple paragraph.

- If a learner reads the paragraph fluently without breaking sentences into separate words, making only three or less than three mistakes*, then ask the learner to read a story.
- If a learner makes more than three mistakes while reading the simple paragraph, ask him/her to read words.

2. Story Level:

- If a learner reads the story fluently, even if he/she reads it slowly and makes only three or less than three mistakes (same rules as paragraph level), mark the learner at the ‘Story’ level.
- If a learner is at Story level, ask the comprehension questions one by one. The teacher should read aloud the question and also show the question to the learner. If the learner can answer both questions, mark ‘Can’ otherwise mark ‘Cannot’.
- If the learner cannot read the story, mark him/her at the paragraph level. Do not ask comprehension questions if the learner cannot read the story.

3. Word Level:

- If the learner cannot read the paragraph in the beginning, ask the learner to read any 5 words. If he/she can read a minimum of 4 of the 5 words correctly, mark the learner at the ‘Word’ level. If not, ask the learner to recognize letters.



4. Letter Level:

- If the learner cannot read 4 words correctly in the beginning, ask the learner to tell the sounds of all letters. At least 4 must be correct. If the learner tells the letter name, ask the learner again to tell the sound. If the learner can read any 4 letters correctly, mark the learner at the ‘Letter’ level.

5. Beginner Level:

- If the learner cannot read at least 4 letters, mark the learner at the ‘Beginner’ level.

Note: Both Kiswahili and English tools are progressive in nature, meaning the tasks range from easy to more difficult. The testing process is adaptive, which requires the teacher to do a higher-level task if the learner can do a task, or do a lower-level task if the learner cannot do a task. This way, the teacher ascertains the learner’s highest reading level. Once the highest reading level is understood, meaning/comprehension related tasks are done with the learner.

1.5 Key Principles of Assessing Reading

- Each learner is to be tested one-on-one.
- Before initiating the assessment, make sure that the learner is comfortable and at ease. Chat a bit with the learner to help him/her relax. Sit at the same level as the learner. Make sure other learners or parents are not gathered around the learner; this may make the learner nervous. However, the assessment should be conducted in plain view of others to ensure child protection measures are met.
- Show only that portion of the testing tool, which you are asking the learner to read.
- If you think a learner has made a silly mistake because he/she was reading in a rushed manner, you can ask the learner to read again. Often in such cases, learners do not repeat the mistake.
- Do not give prompts or hints while doing the assessment. Just give instructions and listen carefully. You can motivate the learner to read.
- If a learner is stuck and not moving forward, politely ask him/her if you can move forward. If the learner agrees, move to the next task.
- Do both Kiswahili and English assessments on the same day with a learner. Assess Kiswahili followed by English.
- Use the same tool sample number for Kiswahili and English with the same learner. Rotate samples across learners during one assessment round. If a learner is tested with sample 1 at baseline, use a different sample number at other assessment cycles.
- Readers are categorized into five levels:

Kiswahili	English
Level 1 Mwanzo	Level 1 Beginner
Level 2 Silabi	Level 2 Letter
Level 3 Maneno	Level 3 Word
Level 4 Aya	Level 4 Paragraph
Level 5 Hadithi	Level 5 Story



2. Sample of Assessment Data Recording Sheet for Kiswahili and English

Assessment Results Recording Sheet (For Teachers)																	
Name of Teacher:			TSC Number:			School Name:			Grade:								
LEARNER DETAILS (GIRLS)			Baseline														
Learner ID	Learner Name (First, Middle, and Last)	Girls (Write 1 Where Applicable)	Kiswahili Reading							Tool Sample No.	English Reading						
			Mwanza	Silabi	Maneno	Aya	Hadithi	Ufahamu (Kwa waliofikia kiwango cha hadithi)	Anaweza		Beginner	Letter	Word	Paragraph	Story	Comprehension (Only for story level learners)	Can
		GIRLS															
PAGE TOTAL (count the no. of 1's)																	
Write total children tested here.																	
OVERALL TOTAL (add the page totals) Fill only if this is the last page.																	



3. Grouping Process in Kiswahili and English

- After doing the language assessment, group learners as shown below:

- Group 1: Beginner + Letter
- Group 2: Word + Simple Paragraph
- Group 3: Story

Follow the key principles on grouping:

- If any level has a small number of learners, then the teachers should decide if it is best if the learners from that level sit with the next higher-level group.
- The priority is to have learners working with other learners at the level close to them, and also to have smaller groups in the lower levels wherever possible.
- Thus, one teacher will manage only a few levels of learners regardless of their grade.
- Make sure that each teacher has a manageable number of learners in their class.
- See some examples of situations in schools and how to group learners.

No. of Teachers in School	Number of G2-G3 learners	Kiswahili Assessment Results	Suggested Grouping for Language
1 (A)	70	B= 30 L= 15 W= 15 P= 5 S= 5	A = B+L+W+P+S All learners with 1 teacher. Level-wise subgroups within a whole group.
2 (A,B)	100	B= 40 L= 20 W= 20 P= 10 S= 10	A = B+L B = W+P+S Learners split into 2 classes as above between the 2 teachers. Level-wise subgroups within a class.
3 (A, B, C)	100	B= 25 L= 15 W = 25 P= 15 S= 20	A = B (25) + L (15) B = W (25) + P (15) C = S (20) Learners could be split into 3 classes as above between the 3 teachers. Level-wise subgroups within the first two classes.
3 (A,B,C)	160	B= 40 L= 50 W = 30 P= 30 S= 10	A = B (25) + L (20) B = B (15) + L (30) + W (10) C = W (20) +P+S Learners could be split into 3 classes as above between the 3 teachers. Level-wise subgroups within a class.



Activities and Materials

Learning by doing is an important aspect of the activities conducted in TaRL. The material created for the activities can be replicated very easily and is cost-effective. Learners, promoted in upper grades who have not learned the basic reading invariably are not able to focus due to lack of development of the following sensory/motor skills. It is, therefore, necessary to pay attention to the key learning principles that include listening, observing, speaking, reading, writing and learning by doing.

1. Key Learning Principles

Listening carefully	To listen carefully, learners have to sit in one place, look at the speaker (teacher) for a couple of minutes and get engrossed in the topic being discussed. This helps learners to be attentive and focused. It also builds their ability to think, and thinking triggers interest. If their interest is activated, learners build skills to comprehend new vocabulary contextually, relate it with what they know and come up with new knowledge about the topic. There is a difference between 'listening' and 'hearing'. If things don't interest learners, they physically sit in the classroom, they may hear but they don't listen or pay attention to the classroom process. This learning process helps learners learn how sentences are said, which helps them understand the use of language, vocabulary and sentence structures.
Observing	Keen observation is learning in itself. When learners listen carefully, they follow the speaker's pronunciation of words, his/her intonation, diction and delivery of his/her speech. When activities are demonstrated, learners observe, recall the sequence and try to follow it as it is done. Learners observe how they are expected to participate, deliver and behave. If learners are provided with a conducive atmosphere, based on their observations, they are encouraged to ask questions, raise doubts and participate in decision-making.
Speaking	Speaking primarily relates to the learner's ability to express themselves in their own words. The expression is not acquired easily if the learners' classroom environment is not conducive - especially in circumstances where the classroom language is different from the learners' own language. Building this ability increases learners' confidence in themselves. This ultimately triggers an interest in being inquisitive and asking questions, especially when they may have doubts about something. This also assures them that 'their stories and/or points of view can be heard, and they too can have their own opinion'.
Doing	Participating in each activity meaningfully without getting distracted helps to learn. Learners learn most when they work on something in a group or individually e.g., finding a word in a syllable chart or understanding the place value of numbers using bundles and sticks. When engaged in an activity, a learner uses his/her sensory-motor skills like touch, sight, listening, observing and speaking to acquire knowledge.
Reading	All the above principles are used to acquire reading and writing skills. Reading and writing are not 'natural' or inherent skills. Learners don't learn these skills automatically. They need to be engaged in learning with different kinaesthetic, auditory and visual abilities. Both reading and writing skills are acquired through the above principles of learning.
Writing	



2. Activities (Kiswahili Language and English Language)

All TaRL activities for Kiswahili and English include the above-mentioned key principles of learning and are conducted for specific groups according to their learning levels. Some of these activities are conducted for the whole class only while some can transition from the whole class to groups and individuals. Refer to the table below to understand the position of the activity and the material used for it.

S. No.	Activity	Whole Group	Small Group	Individual	TLM
Kiswahili Language Activities					
All Levels Activities					
1	Informal Talk	Yes	No	No	None
2	Picture Reading	Yes	Yes	No	Picture Posters
3	Simple Paragraph Reading	Yes	Yes	Yes	Simple Para Booklet
4	Mind Map	Yes	Yes	Yes	Chalk, Floor, Pen, Notebook
5	Copying and Dictation	No	No	Yes	Chart-paper, Notebook, Pen
6	Syllable Chart Reading	Yes	Yes	Yes	Syllable Chart
Beginner and Letter Level Activities					
1	Basket Game	Yes	Yes	No	Letter/Syllable Flashcard
2	Flipping the Flashcard	Yes	Yes	No	Letter/Syllable Flashcard
3	Letter Jump	Yes	Yes	No	Chalk and Floor
4	Tic Tac Toe	Yes	Yes	No	Pen and Paper
5	Mind Map	Yes	Yes	Yes	Chalk, Floor, Pen, Notebook
6	Words and Sentence Building	Yes	Yes	No	Flashcards/Syllable Chart
7	Rhyming Words	Yes	Yes	Yes	Chalk, Floor, Pen, Notebook
8	Word Building with Beginning/Ending Syllable	Yes	Yes	No	None
Word and Paragraph Level Activities					
1	Rewriting the Incorrect (Correct the Incorrect)	Yes	Yes	Yes	Chalk, Floor, Pen, Notebook
2	Story Making: "What Next?"	Yes	Yes	No	Notebook and Pen
3	Mind Map	Yes	Yes	Yes	Chalk, Floor, Pen, Notebook
4	Simple Paragraph Reading	Yes	Yes	Yes	Simple Paragraph Booklet or Tusome Reader
Story Level Activities					
1	Lesson Based Activities	Yes	Yes	Yes	Stories or Tusome Reader, Notebook, Floor/Board, Pen, Chalk
English Language All Level Activities					



1	English Calendar Chart Reading	Yes	Yes	Yes	English Calendar Chart, Chalk, Floor, Pen, Notebook
2	Reading Simple Sentences	Yes	Yes	Yes	Reading Materials with Local and English Language e.g. Tusome Readers
3	Informal Talk (Action Songs and Story Telling)	Yes	No	No	Action Songs and Stories
4	Copying and Dictation	No	No	Yes	Chart-paper, Notebook, Pen
5	Mind Map	Yes	Yes	Yes	Chalk, Floor, Pen, Notebook

2.1 Activities for All Levels

These activities can be conducted with multiple-levels i.e., all groups together (Beginner + Letter, Word + Paragraph and Story), with smaller groups as well with individual learners to help reading and writing.

Activity 1 - Informal Talk/ Storytelling

Activity duration: 10 minutes when conducting the activity for the first two weeks and 5 minutes for subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To actively listen and participate in storytelling.
- To express themselves without fear or inhibition.
- To freely interact with the teacher in the learning activities.

Material: None

Process:

The teacher will:

1. Greet learners.
2. Share a personal experience. For example, something that happened to you on the way to school, or the way home, something that happened at the weekend or at an event, such as a wedding or festival or the experience of schooling or about some fun incident.
3. Ask a few learners to also share their stories.

Dos and Don'ts:

- Speak with proper intonation, diction, voice modulation and in complete sentences.
- Select interesting and familiar topics/stories when you plan to conduct the activity.
- Ask some probing questions. “Does anyone know about other times when we dance and have food? What happens? What do people eat?”

Activity 2 - Picture Reading



Activity duration: 10 minutes when conducting the activity for the first two weeks and 5 minutes in subsequent sessions.

Specific learning outcome for the learners: By the end of the activity, the learners will be able:

- To build rapport with the teacher and feel comfortable to participate in class.
- To observe, listen and orally construct short sentences.

Material: Picture Cards/ conversation poster

Process:

The teacher will:

1. Display a picture card or conversation poster where all learners can see.
2. Ask learners to observe the picture card or conversation poster displayed.
3. Mention one item that learners can see in the picture.
4. Ask each learner to talk about something they see in the picture.
5. Ask learners to say a sentence based on the item they observed in the picture.
6. Ask a few learners to say a short story based on the picture.

Alternative process

The teacher can ask learners to share their experiences on how else this activity could be conducted.

- Using a picture to start a discussion about something shown that the learners can relate to, e.g., local markets, sports, festivals.
- Using a picture to tell a story and asking other learners to do the same.

Dos and Don'ts:

- On the first day ask learners to just say one word. Then on the second day ask them to say a sentence. On the third day ask them to say two sentences.
- Have a more general discussion of some aspect of the picture.
- Ask learners to use the picture as a starting point for a story (oral).
- If there are many learners in the class, first do the activity with the whole class once or twice as above. Then in following lessons, the learners could be split into groups and each group asked to follow the steps above.

Activity 3 - Mind Map

Activity duration: 30 minutes when conducting the activity for the first time and 15-20 minutes once the class understands the activity.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To think and say related words based on the given letter/word and create simple sentences.

Material: Blackboard, chalk, learners' notebooks and pencils/pens

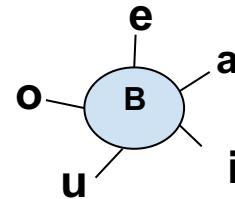


Process:

► Beginner and Syllable Level —

The teacher will:

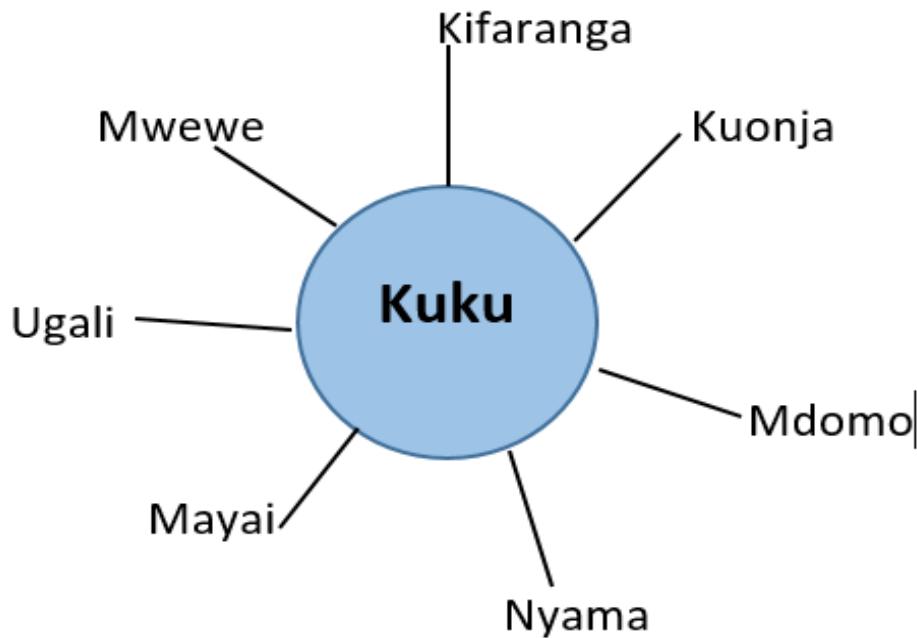
1. Begin by writing a consonant in a circle on the board or the floor and draw short lines around the circle. At the end of each line write one vowel.
2. Ask learners to create the blends of all the vowels with the letter written in the centre and write them down. *Eg: ba, be, bi, bo, bu...*
3. Read all the syllables created by the learners.
4. Later, help learners write words based on the syllables they create. *Eg: baba, bibi, babu...*
5. Continue the activity until learners are able to comfortably create words based on the beginning sound of the given letter.



► Word and Paragraph Level —

The teacher will:

1. Ask learners to say one word that comes to their mind.
2. Write one word from each learner on the board till there are at least 10-15 words on the board.
3. Ask which word the learners like the most.
4. When a word is chosen, erase all the remaining words, write the chosen word in the center of the board and circle it.
5. Write a word related to the chosen word.
6. Then ask each learner to say one word that is related to that word.
7. Write the words given by the learners on the board around the chosen word. Or ask learners to write these themselves.



8. Read all the words and ask some learners to read the words.
9. Ask each learner to say a sentence using the subject word (in the circle) and the related word they gave.
10. Then ask the learners to write down the sentences in their notebook.
11. Then ask two to three learners to read their sentences.
12. Ask the learners to choose another favorite word. Divide learners into groups and ask them to create a mind map and then write simple paragraphs in their notebooks with the help of the mind map.
13. Learners are then encouraged to create mind maps independently on their own.

Dos and Don'ts:

- ▣ The process for Story level is the same as for Word and Simple Paragraph level, but learners can also be asked to write a story in their books based on the mind map using the sentences that have been said and other sentences that they can create.
- ▣ Once learners understand the process and have done it a few times, the teacher can start by asking learners to create mind maps in groups or individually rather than as a whole class, with their choice of words.
- ▣ The sentences that learners give can make a short story. If some words are repeated in the story, the learners can be asked what could replace those words (e.g. a pronoun “It” instead of “The school”).
- ▣ For learners who are at the Beginner or Syllable level, a sound can be put at the centre of the mind map. Learners can then say (short) words that start with that sound, use the syllable chart to help them make those words and write the words on the board.

Activity 4 - Paragraph Reading

Activity duration: 20 minutes when conducting the activity for the first 10 lessons and 15 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To read fluently.



- To read with confidence.

Material: Booklets or pages of simple paragraphs, suggested Tusome Kiswahili readers for paragraph reading activity mentioned in the annexure.

Process:

The teacher will:

1. Distribute booklets of simple paragraphs/Tusome readers identified for this activity.
2. Choose one paragraph and ask learners to go to that page.
3. Give instructions to the learners. Say (for example): "*I will read the text, pointing at each word. Don't repeat after me. Listen to me and look at the words I am reading. Follow with your finger.*"
4. Read the paragraph clearly, with correct pronunciation.
5. Check that learners are pointing at each word/sentence that is being read.
6. Ask learners to give feedback on your reading. Say, (for example): "*How did I read?*"
7. Ask, "*Who would like to read the text like I did?*"
8. Give a few learners a chance to read one after the other.
9. Talk about the importance of a clear voice, reading with a pointing finger, pronunciation, fluency, etc.
10. Do not ask questions based on the text.

Dos and Don'ts:

- The process is the same as for Beginner and Syllable levels. Learners may not be able to decode the words but some will memorize the paragraph if the teacher reads it two or three times.
- Asking learners to "read" the text encourages them to participate and be comfortable with the text.

Activity 5 - Copying and Dictation

Activity duration: 10 minutes for each activity alternatively.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To improve writing capacity.
- To correct spelling and understand spelling rules.
- To understand punctuation marks and their significance in sentence structure.
- To understand grammar rules.

Dos and Don'ts:

- During Kiswahili activities, the Kiswahili sentences will be written on the board and during English activities, the English sentences will be written on the board.

Material: Blackboard, chalk, learners' notebooks and pencils/pens, suggested Tusome Kiswahili readers for copying and dictation activities mentioned in the annexure

Process:

Copying



The teacher will:

1. Write one or two sentences on the board (Complexity may vary depending on the level of learners).
2. Ask learners to copy the sentence(s) in their notebooks.
3. Make pairs of learners.
4. Ask each pair to exchange their notebooks and correct each other's copied text.
5. Discuss the spellings and punctuation marks.

Dictation

The teacher will:

1. Ask learners to keep their notebooks and pens ready.
2. Ask learners to listen carefully and write in their notebook the words or sentences you say or read.
3. Repeat the words or sentences twice or thrice for learners to write down.
4. Make pairs of learners.
5. Ask each pair to exchange their notebooks and correct each other's dictated text.
6. Write the dictated words or sentences where all learners can see for reference.
7. Discuss the spellings and punctuation marks.

Dos and Don'ts:

- ▣ Select simple words/sentences and read them with clear pronunciation and diction (Complexity may be varied depending on the level of learners).

Activity 6 - Syllable Chart Reading

Activity duration: 15 minutes when conducting the activity for the first time and 10 minutes once the class understands the activity.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To read syllable charts.
- ▣ To identify patterns in the syllable chart.
- ▣ To make words from different syllables.

Material: Large syllable chart and individual syllable charts

Process:

The teacher will:

1. Read the syllable chart by putting their finger under each letter/syllable.
2. Read the chart with clear diction, voice modulation and pronunciation – SLOWLY.
3. Read the chart with vowels first and then read all the consonants.
4. Tell learners not to repeat after the teacher and ask them to listen and see the activity carefully.
5. Ask “Who will read as I did?” and invite a few learners to read the chart.
6. Read the chart pointing at each sound in a horizontal, vertical, and zigzag pattern, and/or by hopping on different letters, vowels and syllables.



7. Ask learners to practice in small groups and then individually.
 8. Once learners are used to reading the syllable chart, ask them to identify any random syllable. They should be able to point to the correct one.
 9. Then ask the learners to find their own name, the names of their friends/siblings/mother/father etc. Alternatively, ask them to point to syllables and make a Kiswahili word they know.
 10. Write a string of two or three syllables on the board and give a group assignment to create as many words as they can.
- 11.** Declare the group that makes the most words to be the winner.

Chati ya Silabi					
	a	e	i	o	u
bw	bwa	bwe	bwi	bwo	bwu
ch	cha	che	chi	cho	chu
dh	dha	dhe	dhi	dho	dhu
fy	fya	fye	fyi	fyo	fyu
gh	gha	ghe	ghi	gho	ghu
gw	gwa	gne	gwi	gwo	gwu
mb	mbe	mbe	mbo	mbo	mbo
mw	mwa	mwe	mwi	mwo	mwu
nd	nda	nde	ndi	ndo	ndu
ng	nga	nge	ngi	ngo	ngu
ng'	ng'a	ng'e	ng'i	ng'o	ng'u
nj	nja	nje	nji	njo	nju
ny	nya	nye	nyi	nyo	nyu
nz	nza	nze	nzi	nzo	nzu
pw	pwa	pwe	pwi	pwo	pwu
py	pya	pye	pyi	pyo	pyu
rw	rwa	rwe	rwi	rwo	rwu
sh	sha	she	shi	sho	shu
sw	swa	swe	swi	swo	swu
th	tha	the	thi	tho	thu
tw	twa	twe	twi	two	twu
vy	vya	vye	vji	vyo	vju
zw	zwa	zwe	zwi	zwo	zwu

Kiswahili Chati ya Silabi					
	a	e	i	o	u
Aa	a	e	i	o	u
Bb	ba	be	bi	bo	bu
Dd	da	de	di	do	du
Ff	fa	fe	fi	fo	fu
Gg	ga	ge	gi	go	gu
Hh	ha	he	hi	ho	hu
Jj	ja	je	ji	jo	ju
Kk	ka	ke	ki	ko	ku
Ll	la	le	li	lo	lu
Mm	ma	me	mi	mo	mu
Nn	na	ne	ni	no	nu
Pp	pa	pe	pi	po	pu
Rr	ra	re	ri	ro	ru
Ss	sa	se	si	so	su
Tt	ta	te	ti	to	tu
Vv	va	ve	vi	vo	vu
Ww	wa	we	wi	wo	wu
Yy	ya	ye	yi	yo	yu
Zz	za	ze	zi	zo	zu

Chati ya Silabi					
	a	e	i	o	u
chw	chwa	chwe	chwi	chwo	chwu
mbw	mbwa	mbwe	mbwi	mbwo	mbwu
ndw	ndwa	ndwe	ndwi	ndwo	ndwu
ngw	ngwa	ngwe	ngwi	ngwo	ngwu
njw	njwa	njwe	njwi	njwo	njwu
nyw	nywa	nywe	nywi	nywo	nywu
nzw	nzwa	nzwe	nzwi	nzwo	nzwu
shw	shwa	shwe	shwi	shwo	shwu

Dos and Don'ts:

- Tell learners not to repeat after you have read the syllable chart.
- Ask learners to listen and observe the activity carefully.
- Don't ask the learners to make blended words/mixed words from the syllable chart. Once they gain confidence, then directly explain how blend words/mixed words form.

Note: With Word and Paragraph Level Group – Initially, it is recommended to practice reading syllable charts with different reading patterns i.e. horizontally, vertically, diagonally, forwards, backwards, in a zigzag way, etc.

2.2 Beginner and Letter Level Activities

Activity 1 - Basket Game Activity

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To identify selected letters and their sounds/letter recognition.
- To identify words beginning with each of the selected letters or sounds.



Material: Basket and flashcards

Process:

The teacher will:

1. Place a set of selected syllable or letter flashcards in a basket.
2. Ask learners to stand or sit in a circle.
3. Introduce a song to learners. The song should be simple and familiar.
4. Turn his/her back and sing a fun song that learners may be familiar with.
5. Ask the learners to pass on the basket around the circle.
6. Stop singing abruptly.
7. Ask the learner who is holding the basket at that particular moment to pick one letter/syllable, show it to the participants and identify the letter/syllable.
8. Continue the activity, and once learners are used to the activity, ask the learners to say one word based on the letter/syllable that is picked.
9. Repeat the activity several times to give a chance to as many learners as possible.

Dos and Don'ts:

- ▣ If the class size is large, this activity can be conducted by dividing learners into small groups. Each group gets one basket.
- ▣ The same instruction and songs are followed for the class.
- ▣ This helps to manage the class effectively in groups.
- ▣ The groups must sing the song at the same time so that when the song stops, and the learners pick a syllable or letter, the teacher can check the pronunciation of each learner.

Activity 2 - Flipping the Flashcard

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To identify selected letters/syllables.

Material: Flashcards with letter sounds or syllables, syllable chart

Process:

The teacher will:

1. Choose 9 different letters flashcards to introduce to the learners.
2. Show each flashcard to the learners and place it on the floor (upside down/face down).
3. Inform learners to carefully observe where each letter flashcard will be placed upside down.
4. Repeat the process until all the cards are flipped.



5. Point to a letter or letter sound on the syllable chart and ask one of the learners to show where you placed that letter or syllable flash card.
6. Ask the participant to show the picked flashcard to the class.
7. Ask the learners: "Is this the correct letter or syllable I asked for?"
8. If the flash card is correct, appreciate the participant and place the card where it was.
9. If the flashcard is not the correct one, give one more chance to the participant.
10. Point to another letter on the syllable chart and choose another participant to participate in the game.

Dos and Don'ts:

- If there are a large number of learners at this level, then make groups of 10/15 learners and give them the same letter cards to play the game.
- Assign a group leader to conduct the activity in each group.

Activity 3 - Letter Jump

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To identify selected letters or syllables.
- To use selected letters or syllables to create simple words.



Material: Letter cards or syllable flashcards, piece of chalk or means to write on the floor

Process:

The teacher will:

1. Write six letters/syllables on the floor in either a rectangular position or in a circle.
2. Say one letter sound/syllable loudly and ask one learner to stand in the middle and jump on that letter.
3. Give the learner three chances to choose the right sound.
4. Invite each learner to participate in the activity.

A similar but slightly modified version of the activity can also be played:

1. Ask the learner to use both his/her hands and legs to recognize/point out four letters.
2. Ask the learner to stand in the middle of the grid and first put his/her right hand on the first letter which is called out.
3. Then without lifting his/her right hand ask him/her to put his/her left hand on the next letter which is called out.
4. Then without lifting both the hands, ask him/her to put his/her right foot on the third letter which is called out.
5. And lastly, without lifting both the hands and the right foot, ask him/her to put his/her left foot on the last letter which is called out.
6. Create small groups of learners and give out a set of letters or syllables for learners to use in small groups.



Dos and Don'ts:

- If there are a large number of learners at this level, then make groups of 10/15 learners and give them the same letter cards to play the game.
- Assign a group leader to conduct the activity in each group.

Activity 4 -Tic Tac Toe

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To recognize and write letters, sounds and difficult blends.

Material: Piece of chalk or means to write on the floor, notebook and pencil

Process:

Tic Tac Toe, Xs and Os is a paper-and-pencil game for two players.

The teacher will:

1. Mark the spaces in a 3×3 grid.
2. Invite 2 players/learners and give one letter to each player.
3. Ask players to place three of their marks horizontally, vertically, or diagonally.
4. Declare the player who succeeds in placing three of their marks in a horizontal, vertical, or diagonal row as the winner.
5. Instead of using X and O, a pair of learners can be given two different letters or two different syllables.

Activity 5 - Mind Map

Follow the same steps, duration and materials as discussed in the All Levels Mind Map activity on page 19.



Activity 6 - Word and Sentence Building

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To make simple words using letter or syllable flashcards.
- ▣ To make simple, correct sentences using flashcards.

Material: Flashcards of syllables, flashcards of useful words for sentences

Process:

The teacher will:

1. Divide learners into groups, each having a team leader.
2. Give each group the same set of flash cards.
3. Allow each group 5 minutes to make as many words as possible from the letters or syllables.
4. Ask the group leader in each group to write the words that are made.
5. After 5 minutes, ask each group to read the words that their group has made.
6. Ask the group how many total words and how many meaningful words they have made and then declare the group that makes the most words with meaning/correct words as the winner.
7. Give some useful words (verbs, prepositions, adjectives and nouns) to each group and ask the groups to create sentences using the words they have created in the previous activity.
8. Ask learners to make simple sentences and select one learner from each group to read the sentences aloud.
9. Declare the group that has created the most sentences as the winner.

Dos and Don'ts:

- Sometimes learners may write the wrong spelling which can be identified but the teacher must not discourage the learners from forming sentences.

Activity 7 - Rhyming Words

Activity Duration: 15 minutes when conducting activity for the first two weeks and 10 minutes subsequently.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To read simple rhyming words.
- ▣ To make, identify rhyming words.

Materials: None

Process:



The teacher will:

1. Write one word e.g. 'V ____ Vua'.
2. Say the letter sound and the word written.
3. Then write P ____ Pua.
4. Then write another letter e.g. 'K.....' and ask learners which word would come over here by pointing to the dotted line.

Learners are supposed to say 'K Kua'. But it is not necessary that learners may say the same word.

5. Go back to the first two words if learners don't say it.
6. Read them again putting his/her finger under each unit.
7. Keep repeating reading the first letter and the word until the learners sense what is being asked, and the learners tell the right rhyming word.

At some point a couple of learners get an idea what word needs to be formed and they say, 'K Kua'.

8. Later, write the letters on board and ask learners to complete the list.
9. Continue this activity with different consonants and vowels.

Dos and Don'ts:

- ▣ Challenging learners to think is important. A few learners will get the idea and will say, K– Kua.
- ▣ Once learners understand the process of the activity, the teacher will write a letter with a word on the board and ask learners to write other rhyming words with other letters.
- ▣ This activity continues with different four and five-letter words.
 - **Example:**
 - Hali, Mali, Sali, Kali
 - Lake, Wake, Pake, Chake, Zake
 - Tia, Nia, Mia, Pia
 - Fua, Jua, Pua, Tua, Vua
- ▣ Please note, learners may not recall the words instantly. After a while, learners will remember the words they are supposed to say.

Activity 8 — Word Building Game with Ending and Beginning Syllable

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To identify words with similar beginning and ending syllables.
- ▣ To read words with beginning and ending syllables.

Material: Blackboard and chalk

Process:



The teacher will:

1. Create groups of around 4 to 5 learners.
2. Write a word on the board.
3. Ask the first group to say a word based on the end syllable (consonant and vowel sound) of the word written on the board. For example, if the word is *Sara*, the first group could say *Rafiki* and the third group could say *Kimo* etc.
4. Write all the words on the board.
5. Declare the group that makes no mistake in creating words as the winner.

Dos and Don'ts:

- To make the activity more interesting, you can make stricter rules, e.g., any member can randomly say a word. If they maintain a sequence they lose points (A can speak after C, or B after A. They should always speak in a given order A, B,C, D, E etc).
- When the group is busy making the words, the teacher will move from one group to another and motivate them to make more words and remind them about the time they have.

2.3 Word and Paragraph Level Activities

Activity 1 — Rewriting the incorrect Sentence Correctly/Correct the Incorrect

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To identify grammatical errors in sentences.
- To acquire and apply grammar rules in writing sentences.

Material: Suggested Tusome readers for this activity mentioned in the annexure

Process:

The teacher will:

1. Ask learners to pay attention to what you say and what is written.
2. Say a simple sentence that is grammatically correct.
3. Write the incorrect form of the sentence on the board.
4. Ask learners to tell you whether what you said is what has been written.
5. If learners say no, ask one learner to come forward and rewrite the correct sentence on the board.
6. Repeat this process with different sentences.
7. Give the same instructions in small groups, and write the wrong sentence on the board while correctly saying it.
8. Let participants correct it in the smaller group.
9. Declare the group that makes the correction as the winner.



10. This activity can be conducted for multiple sentences at a time.

Dos and Don'ts:

- The teacher can prepare a list of incorrect sentences with mistakes in gender, singular- plural, tenses, structure etc. to use for different sessions.

Activity 2 - Story Making: “What Next?”

Activity Duration: 15 minutes when conducting the activity for the first two weeks and 10 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To enhance their imagination to create stories.
- To aid in sentence construction and sequencing of events in a story.

Material: Writing material and chalk for learners.

Process:

The teacher will:

1. Encourage all learners to make their own story.
2. Ask the learners to sit in a circle.
3. Ask learners to follow the same tense and sequence of events to make the story.
4. Say one sentence to make a story.
5. Then ask a learner to add his/her one sentence related to the teacher's sentence and then the next learner will add his/her sentence and so on until the last learner.
6. Ask a learner to tell the story; whatever he/she remembers, after everyone has added their sentences.
7. Ask another learner to tell the story in a proper sequence if the story is not retold in sequence by the earlier learner.
8. Reflect on the story with the following questions: Does it make sense? Is it interesting? Is it in sequence i.e., does it have a beginning, middle part and the end?
9. Then divide learners into groups of 8 to 10 learners each.
10. Ask each group to choose a group leader for the activity.
11. Ask groups to follow the above steps 1 to 8.
12. Ask each group leader to orally tell the story the group made to other groups one by one.
13. Discuss each group's story.

Dos and Don'ts:

- Give learners the starting and ending point of the story.
- Give learners a subject for the story.



Activity 3 - Mind Map

Follow the same steps, duration and materials as discussed in the All Levels Mind Map activity on Page 19.

Activity 4 - Paragraph Reading

Activity Duration: 20 minutes when conducting the activity for the first two weeks and 15 minutes in subsequent sessions.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To model how to read fluently.
- To read with confidence.

Material: Booklets or pages of simple paragraphs/Tusome readers if enough available

Process:

The teacher will:

1. Distribute booklets of simple paragraphs and Tusome readers.
2. Choose one paragraph and ask learners to go to that page.
3. Give instructions to the learners. Say (for example): *"I will read the text, pointing at each word. Don't repeat after me. Listen to me and look at the words I am reading. Follow with your finger"*.
4. Read the paragraph clearly, with correct pronunciation.
5. Check that learners are pointing at each word/sentence that is being read.
6. Ask learners to give feedback on your reading. Say, (for example): *"How did I read?" The learners give their comments about the reading like – we could hear it, your voice was clear etc. It is necessary to build the habit of learners to comment on their reading style. This reiterates the fact that the activity of reading aloud is important and each one of them needs to read with clear diction etc.*
7. Ask, *"Who would like to read the text like I did?"*
8. Give a few learners a chance to read one after the other.
9. Talk about the importance of a clear voice, reading with a pointing finger, pronunciation, fluency, etc.
10. Later, ask a learner to select one paragraph which they feel they can read.
11. Then ask the learner to read the text in their mind and give them around 5 to 7 minutes to read it.
12. Then ask each learner to read the text that they have chosen to read aloud.
13. Ask other learners to clap for him/her and comment on his/her reading style.
14. Declare learners who read the text with proper diction, voice modulation and pronunciation with punctuation marks as winners.
15. After a few days, ask learners to read longer texts in groups.

Dos and Don'ts:

- Explain the importance of a clear voice, pointing a finger while reading, pronunciation, fluency, etc.
- The content of the paragraph is simple and familiar and therefore the text is not difficult to comprehend.



2.4 Story Level Activities

Activity 1 - Lesson Based Activities

Activity Duration: 50 - 60 minutes

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To develop comprehension and application-based skills.
- ▣ To trigger their imagination.
- ▣ To understand how and where to use specific vocabulary.
- ▣ To articulate sentences with clarity and speak on a particular topic.
- ▣ To write a story in their own words.

Material: Board, a story booklet for each learner, a notebook, simple narratives written in around 120 words (an informative text based on learners' textbook lessons – geography and history written in around 60 to 150 words, e.g., summary of textbook lessons or a selected topic in these textbooks) and suggested Tusome Kiswahili readers for story level activity mentioned in the annexure

Process:

The teacher will:

1. Discuss the title
 - Write the title of the story on the board and ask learners what they think about the story.
 - Let learners imagine the plot of the story based on the title.
 - Few learners will share their views about the title. Try to capture responses by writing points on the board.
2. Do ideal reading
 - Read the story aloud and tell learners to listen to it carefully.
 - Read the story in a clear voice with proper diction (pronunciation) and voice modulation.
 - Learners should listen and point their finger under each word read by the teacher.
3. Discuss the title one more time
 - Ask learners what they think about their initial views on the title and the actual story; check on their predictions.
 - Discuss and conclude immediately with a note that *our perception sometimes can match and/or can be completely different.*
4. Invite learners to read
 - Ask learners to read the story one by one. However, ask if learners want you to read the text once more. If learners agree, then re-read the story. Ask all learners to participate in the reading activity. Each learner will read at least 2 to 3 sentences turn by turn.
 - Ask other learners to follow the lines by putting a finger under each word. Some learners may make errors while reading but are corrected by other learners. This reading activity is a bit cumbersome but it needs to be conducted because each learner gets an opportunity to read.
 - Create a mind map to summarise the text that was read and write the title in the circle and ask learners to say the words (sometimes sequentially and most of the time just randomly).
 - Write all the words on the board which will be said loudly by the learners and based on these words, retell the story.



- A few learners will be asked to retell the story. Make sure that all the important components of the story are narrated by the learners.
 - Tell learners that "*This narration by you is a summary of the story*".
5. Conduct group activities
- Divide the learners into groups of 5-6 and give assignments. Each group will decide its name. Encourage them to give the names of mountains, rivers, cities, countries or flowers, animals, etc.
 - Create columns based on the number of groups and write the group names.
 - There are four assignments that can be given to the learners –
 - i. Ask each other questions that can be answered in single sentences
 - ii. Ask synonyms (words with same meaning) of words
 - iii. Ask antonyms (words with opposite meaning) of words
 - iv. Ask the meaning of difficult words
 - Each group will ask based on the above assignment, e.g. group 1 will ask one question to group 2. If the answer is right, group 2 gets 1 mark.
 - If the answer is wrong, other groups will be asked to answer.
 - The group that gives the right answer gets 1 mark.
 - Otherwise, the group that asked the question gets an opportunity to answer the question. However, a wrong question gets a negative 1. This decision is taken by the teacher. Write their marks below the name of that group.
 - i. *Groups will ask synonyms to each other and a similar pattern is followed in giving marks.*
 - ii. *Groups will ask antonyms and the same pattern of giving marks is followed.*
 - iii. *Groups will ask the meaning of difficult vocabulary and the same pattern is followed.*
 - **The group that gets maximum marks is declared the winner.**
6. Help them to think critically and analytically about the text
- Ask the following questions to the learners
 - i. *Why do you think the author has written this story/given this information?*
 - ii. *Can you relate this story with your own experience?*
 - iii. *Is there anything more that you know about the content of this story?*
 - Follow the same pattern of conducting group activities of asking questions.
 - **The group that gives the best answers is declared the winner.**
7. Encourage writing
- Ask learners to write the summary of the text in their own words.
 - Ask learners to solve questions given below the text in groups, especially the inference-based questions.
 - Learners should write answers individually in their notebooks.

Dos and Don'ts:

- This activity is to be conducted for learners who are already at the Story level and also for those who start story reading after the intervention.
- Normally, learners at the Word and Simple Paragraph level progress to Story level within a short period.
- Story level learners, if given sufficient practice to read and comprehend texts, will improve their comprehension skills and understand narrative and informative text.



2.5 English Activities for All Levels

Specific Learning Outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To use the multi-purpose English Calendar Chart for conducting activities.

Activity 1 - The English Calendar Chart Reading activity (English)

Activity Duration: 10-15 minutes

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ▣ To read English letter names and letter sounds.
- ▣ To identify names of selected objects in English.
- ▣ To read words and simple sentences.
- ▣ To be able to construct simple sentences in Kiswahili and English.

Material: English Calendar Chart

The English Calendar chart will be used in multiple ways. How to use it as learners progress is demonstrated here.

Process:

The teacher will:

1. Choose any letter from the letter chart and turn to that page in the calendar.
2. Ask the learners to listen carefully as you read (Read loudly as you point under each word read).
3. First point at the chosen English letter, say its name and then say the letter sound.
4. Point at the picture and say its name in Kiswahili language and read the word in English.
5. Read the sentence written in Kiswahili language and the sentence written in English.
6. Ask, “How did I read?” (*Learners may respond by saying “we could hear it”, “your voice was clear” etc. It is necessary to encourage learners to give feedback on the reading style and to emphasize that reading aloud is important and each one of them needs to read with clear diction etc.*).
7. Ask, “Who will read like me?”
8. Draw learners’ attention to both the sentences and ask learners the following questions:
 - A. Which Kiswahili word in the sentence is the name of this picture?
 - B. Which English word in the sentence is the name of this picture?
 - C. Observe how both the sentences are structured. Let learners look at both the sentences one by one and understand how the sentences are written.
9. Choose a word from the set provided and create a sentence following the structure provided.

Letters	Pictures	Words	Sentences in Kiswahili	Sentences in English	
A a	ant	ant	Huyu ni mchwa.	This is an ant.	
A a	arm	arm	Huu ni mlimo.	This is an arm.	
A a	axe	axe	Hilli ni shoka.	This is an axe.	
A a	Africa	Africa	Hii ni Afrika.	This is Africa.	
A a	apple	apple	Tufaha ni tunda.	An apple is a fruit.	
A a	arrow	arrow	Huu mshale ni mikali.	This arrow is sharp.	
A a	actor	actor	Mjomba wangu ni mwigizaji.	My uncle is an actor.	
A a	aeroplane	aeroplane	Hii ni indege.	This is an aeroplane.	
A a	animal	animal	Huya ni alia ya mnyama.	This is a type of animal.	
A a	avocado	avocado	Parachichi ni tunda.	Avocado is a fruit.	
Words in Kiswahili Words in English Words in Kiswahili Words in English Words in Kiswahili Words in English					
hewa	eir	tufaha	apple	mnyama	animal
jua ya	above	malatika	angel	hasira	angry
shangazi	aunt	shoka	axe	April	April



10. Ask a few learners to choose their own words and create their own sentences using the sentence structure used here.

Dos and Don'ts:

- Learners will be given a continuous practice of reading the chart of each letter for at least two days until learners become comfortable with reading the chart.
- Until learners get complete understanding of how to use the English sentence chart, the teacher will keep working with the learners on constructing sentences. In the first few days the teacher will help learners practice with other letters.

Once the learners are comfortable with the activity,

The teacher will:

11. Read the sentences and the words given below it.
12. Continue reading the sentences and words for two days.
13. Pick one word given below and show the example of how to construct the sentence taking cue from the above examples.
14. Then ask learners to sit in small groups and just pick one word given below the chart.
15. Ask each group to create one sentence based on the given words in Kiswahili and in English.
16. Declare the group that makes the right sentence as the winner.
17. Continue with picking different words given below the chart.

Dos and Don'ts:

- After one or two weeks, the teacher will distribute a small size English calendar chart to every learner or group of learners. The learners will then be able to use these small charts to follow the activities with the teacher.

The teacher will:

18. Check whether all the learners are pointing their finger at each word.
19. Ensure that once learners get their own calendars, the whole class reads the sentences on a given page.
20. Ask learners to sit in groups and read the chart.
21. Declare the group that reads all the sentences correctly as the winner.
22. Ask learners to make sentences on the given words in both the languages.
23. Ask groups to read the sentences written by them.
24. Declare the group that makes maximum sentences with less mistakes as the winner

Activity 2 – Simple Sentence Reading

Activity duration: 10 minutes

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To model how to read fluently.
- To acquire confidence in reading.



Material: Set of simple sentences in Kiswahili and English in the guide, suggested Tusome English readers for reading suggested in the annexure

Process:

The teacher will:

1. Write two sentences in Kiswahili and two sentences in English given in the guide on the board.
2. Give instructions to the learners. Say (for example): "*I will read the text, pointing at each word. Don't repeat after me.*"
3. Read the Kiswahili sentences first and then the English sentences pointing under each word.
4. Ask learners to give feedback on your reading. Say, (for example): "*How did I read?*"
5. Ask, "*Who would like to read the text like I did?*"
6. Give a few learners a chance to read one after the other. Every day, invite new learners to participate.
7. Talk about the importance of a clear voice, reading with a pointing finger, pronunciation, fluency, etc.

Dos and Don'ts:

- It is necessary to encourage learners to give feedback on the reading style and to emphasize that reading aloud is important.
- Each one of them needs to read with a clear voice and correct intonation.

Activity 3- Informal Talk - Action Rhyme/ Story Telling

Activity duration: 10 minutes

Specific learning outcomes for the learners: By the end of this activity, the learners will be able:

- To actively listen and participate in learning activities with understanding of English action songs.
- To express themselves without fear or inhibition.
- To freely interact with the teacher in the learning activities.

Material: Stories in Kiswahili and English given in the teacher's guide (English)¹

Process:

►Action Rhyme

The teacher will:

1. Greet learners.
2. Conduct an action song given in the guide in Kiswahili. For example, the song "I pick a ball?"
3. Sing the song and do all the actions mentioned in the song.
4. Ask learners to observe and then sing and follow the actions.

¹ Stories in the teacher's guide



5. Encourage learners to sing and perform the song on their own.
6. Ask learners to choose a separate song every week.
7. Ask learners to sing the song in both the Kiswahili and English after the first week.
8. Ask the learners to sing the songs only in English after Week 4.

► Story Telling

The teacher will:

1. Narrate a story as given in the guide in Kiswahili.
2. Repeat the same story twice or more times.
3. Ask learners to retell the same story.
4. Later, after a few days, tell the same story combining Kiswahili and English words.
5. Repeat it for some time until learners understand what you have done.
6. Then ask the learners to narrate the same story using Kiswahili and English words.
7. After a while, as learners become more comfortable with English, encourage them to narrate the story only in English.

Dos and Don'ts:

- Speak with proper intonation, diction, voice modulation and in complete sentences.

Activity 4 - Copying and Dictation

Activity duration: 5 minutes alternatively every day

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- ◻ To improve handwriting.
- ◻ To correct spellings and understand the spelling rules.
- ◻ To understand punctuation marks and their significance in sentence structure.
- ◻ To understand grammar rules.

Material: Suggested Tusome English readers for copying and dictation

Activity 4a – Copying

Follow the same steps as mentioned in Kiswahili All Levels Copying activity.

Process:

The teacher will:

1. Write one or two sentences on the board (Complexity may vary depending on levels of learners).
2. Ask learners to copy down the sentence(s) in their notebook.
3. Make pairs of learners.
4. Ask each pair to exchange their notebooks and correct each other's copied text.
5. Discuss the spellings and punctuation marks.



Activity 4b - Dictation

Process:

Follow the same steps as mentioned in Kiswahili All Levels Dictation activity

The teacher will:

- Ask learners to keep their notebooks and pens ready.
- Ask learners to listen carefully and write in their notebook the words/text that is said/read aloud.
- Repeat the words or sentences twice or thrice for learners to write down.
- Make pairs of learners.
- Ask each pair to exchange their notebooks and correct each other's dictated text.
- Write the dictated words or sentences where all learners can see for reference.
- Discuss the spellings and punctuation marks.
- Say simple words/sentences with clear pronunciation and diction (Complexity may vary depending on the level of learner).

Dos and Don'ts:

- For the English class the dictation activity will be conducted once the learners learn to read at least two-letter/three-letter words and simple sentences from the English Calendar Chart reading.
- Select simple words/sentences and read them with clear pronunciation and diction (Complexity may be varied depending on the level of learners).

Activity 5 - Mind Map

Activity Duration: 30 minutes when conducting the activity for the first time and 15-20 minutes when the class understands the activity.

Specific learning outcomes for the learners: By the end of the activity, the learners will be able:

- To learn the basic syllables.
- To create related words.
- To construct simple sentences.

Material: Chalk, blackboard, notebooks for writing

Process:

► Beginner and Letter level

The teacher will:



1. Begin by writing a consonant in the circle and around the circle draw five short lines. At the end of each line write one vowel.
2. Ask learners to create the blends of all the vowels with the letter written in the centre.
3. Read all the syllables/sounds created by the learners.
4. Later, help the learners write words based on the syllables/sounds they create.
5. Continue the activity until learners are able to comfortably create words based on the beginning sound of the given letter.

Dos and Don'ts:

- If learners are comfortable with writing the words, then only the teacher will guide/assist learners to write sentences in Kiswahili at the beginning and later in English, if learners are able to do it.

► Word and Paragraph Level

Learners to create the mind map based on the words they have learned through the English Calendar reading activity.

The teacher will:

1. Write the letter which is already introduced to the learners with words starting from the letter.
2. Write the letter and circle it.
3. Ask learners to say one word that begins with that letter.
4. Write the words given by the learners on the board.
5. Ask a few learners to volunteer to write their word on the board.
6. Read all the words and even ask some of the learners to read the words.
7. Continue the activity till learners are comfortable with saying, reading and writing words which begin with the letter given in the circle.
8. Tell learners to form one sentence with the words that they have given in Kiswahili or using a few words of English in Kiswahili.
9. Divide learners into small groups, once they get good practice of working with one or two letters, and give one letter to the whole class.
10. Ask learners to make a mind map on the floor in groups.
11. Declare the group that creates maximum number of 'right' words as the winner.
12. Continue the sentence writing activity.
13. The group that creates maximum 'right' sentences will be the winner.

Dos and Don'ts:

- The group that creates the most correct sentences is announced the winner. Encourage learners to create individual mind maps.

Other Notes:

- Once learners understand the process and have done it a few times, the teacher can start by asking learners to create mind maps in groups or individually rather than as a whole class.
- **For Word and Paragraph Level:** Word/Sentence level learners will learn to create words using the letter or letter sound in the circle.



- The sentences that learners give can be used to make a short essay. If some words are repeated in the essay the learners can be asked what could replace those words (e.g. a pronoun “It” instead of “The school”).
- **For Beginner or Letter level:** Initially, the activity will be conducted by giving learners the consonant in the circle, with vowels around the circle. Children will learn to create syllables by using the consonants and vowels together.
 - After children are comfortable with syllables, they can be asked to create words using letters or letter sounds with the help of the syllable chart.
- Learners will gradually learn the English words, hence the mind map activity will be conducted only when learners are exposed to English vocabulary.

Given in the grid below are sample materials that will be used for Kiswahili and English activities:

3. Materials for Activities

Materials Name	Purpose	Used in Activities	Need of Materials	Sample Image
Kiswahili Language Materials				
Picture Card/ Posters	The ability to observe is enhanced. Learners “think” and express their thoughts with no fear and inhibition. May learn aesthetics.	For encouraging learners to talk informally. For helping learners “act out” or do role plays using picture cards. For encouraging learners to write stories in their own words using cards.	1 Set - Class Wise	



Syllable Chart	Will be able to recognize consonants/vowels. Will be able to read syllables. Will be able to form words independently.	For learning syllables (combination of vowels and consonants). For linking sight and sound. For finding words and for creating new words using the chart. For learning how to write.	1 Set - Class Wise and Learner Wise	<p style="text-align: center;">Kiswahili Chati ya Silabi</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Aa</th><th>a</th><th>e</th><th>i</th><th>o</th><th>u</th></tr> </thead> <tbody> <tr><td>Bb</td><td>ba</td><td>be</td><td>bi</td><td>bo</td><td>bu</td></tr> <tr><td>Dd</td><td>da</td><td>de</td><td>di</td><td>do</td><td>du</td></tr> <tr><td>Ff</td><td>fa</td><td>fe</td><td>fi</td><td>fo</td><td>fu</td></tr> <tr><td>Gg</td><td>ga</td><td>ge</td><td>gi</td><td>go</td><td>gu</td></tr> <tr><td>Hh</td><td>ha</td><td>he</td><td>hi</td><td>ho</td><td>hu</td></tr> <tr><td>Jj</td><td>ja</td><td>je</td><td>ji</td><td>jo</td><td>ju</td></tr> <tr><td>Kk</td><td>ka</td><td>ke</td><td>ki</td><td>ko</td><td>ku</td></tr> <tr><td>Ll</td><td>la</td><td>le</td><td>li</td><td>lo</td><td>lu</td></tr> <tr><td>Mm</td><td>ma</td><td>me</td><td>mi</td><td>mo</td><td>mu</td></tr> <tr><td>Nn</td><td>na</td><td>ne</td><td>ni</td><td>no</td><td>nu</td></tr> <tr><td>Pp</td><td>pa</td><td>pe</td><td>pi</td><td>po</td><td>pu</td></tr> <tr><td>Rr</td><td>ra</td><td>re</td><td>ri</td><td>ro</td><td>ru</td></tr> <tr><td>Ss</td><td>sa</td><td>se</td><td>si</td><td>so</td><td>su</td></tr> <tr><td>Tt</td><td>ta</td><td>te</td><td>ti</td><td>to</td><td>tu</td></tr> <tr><td>Vv</td><td>va</td><td>ve</td><td>vi</td><td>vo</td><td>vu</td></tr> <tr><td>Ww</td><td>wa</td><td>we</td><td>wi</td><td>wo</td><td>wu</td></tr> <tr><td>Yy</td><td>ya</td><td>ye</td><td>yi</td><td>yo</td><td>yu</td></tr> <tr><td>Zz</td><td>za</td><td>ze</td><td>zi</td><td>zo</td><td>zu</td></tr> </tbody> </table>	Aa	a	e	i	o	u	Bb	ba	be	bi	bo	bu	Dd	da	de	di	do	du	Ff	fa	fe	fi	fo	fu	Gg	ga	ge	gi	go	gu	Hh	ha	he	hi	ho	hu	Jj	ja	je	ji	jo	ju	Kk	ka	ke	ki	ko	ku	Ll	la	le	li	lo	lu	Mm	ma	me	mi	mo	mu	Nn	na	ne	ni	no	nu	Pp	pa	pe	pi	po	pu	Rr	ra	re	ri	ro	ru	Ss	sa	se	si	so	su	Tt	ta	te	ti	to	tu	Vv	va	ve	vi	vo	vu	Ww	wa	we	wi	wo	wu	Yy	ya	ye	yi	yo	yu	Zz	za	ze	zi	zo	zu
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Letter/Syllable Flashcards	Letter recognition and making words	For learning letters. These cards can be used for playing different games, such as the basket game, jumping on the letters, etc. For learning how to make simple words using letter cards.	A set for each class with multiple copies of each letter/ syllables especially common letters /syllables.																																																																																																																			
Simple Paragraph Cards	To demonstrate how to read the text with proper voice modulation, diction, and pronunciation — heeding all the punctuation marks.	Use simple paragraphs of four lines for B+L and W+P groups reading practice and follow the same process.	1 set - Learner Wise	<p>Amina ni msichana mrembo. Nywele zake ni nyororo. Rinda lake ni safi. Pia ni mwerevu darasani</p> <hr/> <p>Ukulima ni mzuri. Mamake Otieno ni mkulima. Yeye huvuna mahindi mengi. Kwao hawakosi chakula.</p>																																																																																																																		

English Language Materials

English Calendar Chart	To learn English letter names, sounds, words and simple sentences.	A multi-tasking activity where learners learn to read English letters	1 Set - Class Wise and Learner	
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	To learn to read words and simple sentences. To be able to construct sentences in the local language and in English.	(names and sounds) and simultaneously learn to read simple English and the local language.	Wise	<table border="1"> <thead> <tr> <th>Letters</th><th>Pictures</th><th>Words</th><th>Sentences in Hausa</th><th>Sentences in English</th></tr> </thead> <tbody> <tr><td>B</td><td>b </td><td>Bat</td><td>Wannanjemage ce.</td><td>This is a bat.</td></tr> <tr><td>B</td><td>b </td><td>Bag</td><td>Jakar karama ce.</td><td>The bag is small.</td></tr> <tr><td>B</td><td>b </td><td>Banana</td><td>Wannan ayaba ce maltaurin rawaya.</td><td>This is a yellow banana.</td></tr> <tr><td>B</td><td>b </td><td>Bus</td><td>Wannan jar das ce.</td><td>This is a red bus.</td></tr> <tr><td>B</td><td>b </td><td>Bucket</td><td>Wannan guga ne.</td><td>This is a bucket.</td></tr> <tr><td>B</td><td>b </td><td>Ball</td><td>Wannan babban kwallowon kafa ne.</td><td>This is a big ball.</td></tr> <tr><td>B</td><td>b </td><td>Box</td><td>Akwatin a bude yake.</td><td>The box is open.</td></tr> <tr><td>B</td><td>b </td><td>Boy</td><td>Wannan yaro ne.</td><td>This is a boy.</td></tr> <tr><td>B</td><td>b </td><td>Bicycle</td><td>Wannan keke na ne.</td><td>This is my bicycle.</td></tr> <tr><td>B</td><td>b </td><td>Book</td><td>Ina fa littafi.</td><td>I have a book.</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Words in Hausa</th><th>Words in English</th><th>Words in Hausa</th><th>Words in English</th><th>Words in Hausa</th><th>Words in English</th></tr> </thead> <tbody> <tr><td>shudi</td><td>blur</td><td>dabba</td><td>beast</td><td>kundan zuma</td><td>bee</td></tr> <tr><td>kwalekwale</td><td>boat</td><td>bakin telu</td><td>beach</td><td>tsuntu</td><td>bird</td></tr> <tr><td>bulo</td><td>brick</td><td>banki</td><td>bank</td><td>babba</td><td>big</td></tr> </tbody> </table>	Letters	Pictures	Words	Sentences in Hausa	Sentences in English	B	b	Bat	Wannanjemage ce.	This is a bat.	B	b	Bag	Jakar karama ce.	The bag is small.	B	b	Banana	Wannan ayaba ce maltaurin rawaya.	This is a yellow banana.	B	b	Bus	Wannan jar das ce.	This is a red bus.	B	b	Bucket	Wannan guga ne.	This is a bucket.	B	b	Ball	Wannan babban kwallowon kafa ne.	This is a big ball.	B	b	Box	Akwatin a bude yake.	The box is open.	B	b	Boy	Wannan yaro ne.	This is a boy.	B	b	Bicycle	Wannan keke na ne.	This is my bicycle.	B	b	Book	Ina fa littafi.	I have a book.	Words in Hausa	Words in English	Words in Hausa	Words in English	Words in Hausa	Words in English	shudi	blur	dabba	beast	kundan zuma	bee	kwalekwale	boat	bakin telu	beach	tsuntu	bird	bulo	brick	banki	bank	babba	big
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Action Songs and Stories Document	To enhance listening and speaking abilities. To build communication and break down barriers between teachers and learners. To participate in the activities with understanding English action songs.	Informal talk.	1 set - Teacher wise	<p>1. Action Rhyme - Introducing Body Parts - Kutambuliza Sehemu za Mwili</p> <table border="1"> <tbody> <tr><td>Nachukuwa mpira</td><td>I pick the ball</td></tr> <tr><td>Nauweka mguuni</td><td>I put it on my foot</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> <tr><td>Nachukuwa mpira</td><td>I pick the ball</td></tr> <tr><td>Nauweka magotini</td><td>I put it on my knee</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> <tr><td>Nachukuwa mpira</td><td>I pick the ball</td></tr> <tr><td>Nauweka mabegani</td><td>I put in on my shoulder</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> <tr><td>Nachukuwa mpira</td><td>I pick the ball</td></tr> <tr><td>Nauweka mgongoni</td><td>I put it on my back</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> <tr><td>Ninaucheza vizuri zaidi</td><td>I play it better</td></tr> </tbody> </table>	Nachukuwa mpira	I pick the ball	Nauweka mguuni	I put it on my foot	Ninaucheza vizuri zaidi	I play it better	Ninaucheza vizuri zaidi	I play it better	Nachukuwa mpira	I pick the ball	Nauweka magotini	I put it on my knee	Ninaucheza vizuri zaidi	I play it better	Ninaucheza vizuri zaidi	I play it better	Nachukuwa mpira	I pick the ball	Nauweka mabegani	I put in on my shoulder	Ninaucheza vizuri zaidi	I play it better	Ninaucheza vizuri zaidi	I play it better	Nachukuwa mpira	I pick the ball	Nauweka mgongoni	I put it on my back	Ninaucheza vizuri zaidi	I play it better	Ninaucheza vizuri zaidi	I play it better																																															
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Classroom Process and Lesson Plan

Begin by establishing and creating a positive learning environment, where each learner will be responsible for learning. Then create a feeling of cooperation among learners. For this, we will have to undertake activities that enhance their confidence, generate curiosity, encourage imagination and motivate them to learn. This will be accomplished by engaging learners in team-building activities where they support one another to achieve both academic and non-academic goals. Teachers will have to facilitate this process.

This process will begin with a demonstration activity (“role-modelled”) by the teacher as a **whole class activity**. It will then be practiced in **small groups and individually respectively**. Grouping and regrouping will keep the momentum going. It also will enable learners to learn from one another and spend more time on the task at hand. Since every learner learns at a different pace, the learning will take place without overwhelming or burdening them

1. Classroom Process

Whole Class	Small Group	Individual
Objectives		
<ul style="list-style-type: none">• To make the session more interactive than instruction based.• To set uniformity in the class.• To encourage all learners to get involved and share their thoughts.• To demonstrate activity processes.	<ul style="list-style-type: none">• To encourage all learners to participate in the given task.• To initiate peer learning.	<ul style="list-style-type: none">• To give every learner their own space for practicing or for recalling what they learn.• To see how learners are performing independently without any help.
Process		



<ul style="list-style-type: none">Conduct demonstrations at least 2 to 3 times until learners get the concept.Be prepared with materials as required.Involve learners during demonstrations to ensure they are following.Ensure all learners have a good view when demonstrating. Hence, the seating arrangement is especially important. Ask learners to sit in C shape or in a circle to get a clear view.Make sure that learners struggling to follow or those lacking confidence to talk or participate are encouraged but not forced to get involved.Conduct demonstrations patiently. If you find certain activities need more time than what you have decided, do it. Do not be in a hurry to wind up.	<ul style="list-style-type: none">Ensure that the group size does not exceed 5 to 6 learners. Each learner should get a chance to participate in the activity.Encourage every group to select one group leader or have a teacher select initially.Ensure enough materials are available for each group.For writing or solving problems, ensure that everyone has papers/notebooks, pen/pencil.Do not change groups very often. Learners need time to learn to work with each other. Keep the same groups for at least 2 to 3 weeks.Change the group leaders periodically.Give similar tasks to all groups in reading or in math sessions.If the groups are created based on learning levels, give the same task by varying the difficulty level.The teacher should be checking the groups regularly to ensure they are on task.There should be sharing time every day after group work.	<ul style="list-style-type: none">All learners should do an individual activity to allow the teacher to understand individual performance.Make sure there are enough materials for all learners to enable them to do the activity.The teacher should keep an eye on weak learners who may need additional support.
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Different kinds of grouping may be required, based on either number of teachers or the pupil-teacher ratio (PTR):

Number of Teachers	Homogeneous Grouping
School with 2 Teachers	<p>The learners sit in groups according to their level (Only combine the Word and Paragraph Level with Story Level Learners)</p> <ul style="list-style-type: none">Teacher 1 will handle the Beginner and Letter LevelTeacher 2 will handle the Word and Paragraph Level and Story Level
School with 3 Teachers	<p>The learners sit in groups according to their level (Level based grouping)</p> <ul style="list-style-type: none">Teacher 1 will handle the Beginner and Letter LevelTeacher 2 will handle the Word and Paragraph LevelTeacher 3 will handle the Story Level



2. Lesson Planning

2.1 How to Create a Lesson Plan?

- Conduct the baseline test, compile the data, find out learning levels (remember, during the interim periods of two tests, based on mere observations, learners can be sent to the next levels without waiting for the mid-level test).
- When to make a group – decide and plan the activities accordingly.
- Define the learning goals.
- Identify the goals for transition from one group to a higher group.
- Defining goals for each group to make a lesson plan - Discuss goals with learners!
- Decide the expected outcomes for the end of each week. Based on the outcomes, list out the activities to be conducted in the class.
- Number of teachers – One teacher for each group or one for all groups.
- Number of days for whole intervention (Baseline to Midline and Midline to Endline).
- Duration of the class – One hour, 2 sessions of 30 minutes each.
- Make sure that there will be enough material depending upon the classroom size.
- Make sure that each learner will get a chance to participate and practice the activity.
- If needed, make the changes in the lesson plan.

2.2 Literacy Lesson Plan – Points to be considered for Lesson Planning

For a literacy lesson plan, we need to take 6 competencies – Listen, Speak, Observe, Read, Write and Do into consideration. All the six competencies are incorporated at every level.

► For Beginner and Letter Level:

The challenge with Beginner and Letter level is reading (Letter, Syllables, Words, Sentences and Simple Paragraph). This implies that their lessons should focus on reading. However, this does not mean ignoring other skills. It is very important that the teacher carefully selects activities that would help them read. It is also important for the teacher to carefully decide how much time should be allocated for reading and other activities. For this group, it would be good to provide more time for reading than other skills so that they improve. Once they improve, this could be reconsidered.

► For Word and Paragraph Level:

Focus should be on reading activities (reading materials range from short and simple paragraphs to long stories with conjunct and difficult words). It does not mean that we are isolating other competences but in comparison to reading activities, we will provide less time for them.

► For Story Level:

As learners at this level have fluency in reading, we will focus on all the competencies for stimulating their comprehension, analytical and inferencing skills.

Note:

Please remember that this is just an example of how to create a lesson plan, this will be different as per your class situation and availability of resources. Diverse activities are to be conducted for different levels. But all these activities



need not be conducted daily unless it is mentioned in the above charts. Teachers have the liberty to choose which activities are to be conducted on each day, based on the learners' ability to grasp and work in groups and individually.

2.3 Sample Literacy Lesson Plan

For First 2 weeks (1st Month) (50 minutes for Local Language + 10 minutes for English Language = 60 minutes every day)

Beginner and Letter Level	
Sample Procedure - 1	Sample Procedure - 2
<ul style="list-style-type: none">Choose one of informal talk/storytelling/picture reading. (5-10 minutes).Syllable chart reading. (10-15 minutes).Choose one of the letter games. The teacher should consider including syllables done in the previous lesson and the ones to be introduced on that day. (10-15 minutes).Choose one of the Words/Sentence Creation games. These activities can be alternated daily. (10-15minutes).Optional: Once the teacher is convinced that the learners have improved, they can do copywriting.Alternatively, the teacher can use the other sample procedure 2 for beginner and letter level.	<ul style="list-style-type: none">Choose one of informal talk/storytelling/picture reading. (5-10 minutes).Simple paragraph reading. (10 minutes).The teacher will then ask the learners to provide any short two-syllable word from the paragraph that has been read. If for instance, the learners choose the word 'bana' from the text read, the teacher will then write the word and write the letter strings on the board like:<ul style="list-style-type: none">ba be bi bo buna ne ni no nuAfter this, the teacher will ask the learners to read the letter strings above.The teacher will then ask learners to make words from the letter strings. It does not matter if the words are incorrect. Learners here are practicing the ability to put 2 syllables together. <p>Note: As they progress, the teacher can ask for three- or four-letter words and follow the procedure above.</p>
Word and Paragraph Level	Story Level
<ul style="list-style-type: none">Choose one of Informal chat/storytelling/picture reading. (5-10 minutes)Choose one of Simple paragraphs or story reading. (15-20 minutes)Choose one of the Mind maps/correct the incorrect/story-making. (10-15 minutes).At this level they may be able to do writing activities if there is time. If so, copywriting or dictation can be done. (5-10 minutes).	<ul style="list-style-type: none">The learners at this level can read fluently but have a problem with comprehension. So, the teacher can use the lesson-based activity and follow all the steps. (50 minutes)After 5- 6 lessons of the lesson-based activity, the teacher can use the procedure below:<ul style="list-style-type: none">Choose one of informal chat/storytelling/picture reading. (10 - 15 minutes)Mind map. (30 - 35 minutes)The next day, the teacher can go back to the lesson-based activity approach. <p>Note: Remind participants that the procedure will only help in preparing a Lesson Plan.</p>
Every day last 10 minutes will be spent on English Learning:	
<ul style="list-style-type: none">Informal Talk (Action Songs/Story Telling) – Any of these on alternatively on Monday & Tuesday for two weeks.English Calendar Chart Reading – Wednesday to Saturday for two weeks.	



For subsequent 2 weeks (1st Month) (45 minutes for Local Language + 15 minutes for English Language = 60 minutes every day)

Beginner and Letter Level	
Sample Procedure - 1	Sample Procedure - 2
<ul style="list-style-type: none"> Choose one of informal chat/storytelling/picture reading. (5 minutes). Syllable chart reading. (10 minutes). Choose one of the letter games. The teacher should consider including syllables done in the previous lesson and the ones to be introduced on that day. (10 minutes). Choose one of the Words/Sentence Creation games. These activities can be alternated daily. (10-15minutes). Optional: Once the teacher is convinced that the learners have improved, they can do copywriting. Alternatively, the teacher can use the other procedure for beginner and letter level. 	<ul style="list-style-type: none"> Choose one of Informal chat/storytelling/picture reading. (5 minutes). Simple paragraph reading. (10 minutes). The teacher will then ask the learners to provide any short two-syllable word from the paragraph that has been read. If for instance, the learners choose the word 'bana' from the text read, the teacher will write the word and then write the letter strings on the board like: <ul style="list-style-type: none"> ba be bi bo bu na ne ni no nu After this, the teacher will ask the learners to read the letter strings above. The teacher will then ask learners to make words from the letter strings. It does not matter if the words are nonsense words. Learners here are practicing the ability to put 2 syllables together. <p>Note: As they progress, the teacher can ask for three- or four-letter words and follow the procedure given above.</p>
Word and Paragraph Level	Story Level
<ul style="list-style-type: none"> Choose one of Simple paragraphs or story reading. (15-20 minutes) Choose one of the Mind maps/correct the incorrect/story-making. (10-15 minutes). At this level they may be able to do writing activities if there is time. If so, copywriting or dictation can be done. (5-10 minutes). 	<ul style="list-style-type: none"> The learners at this level can read fluently but have a problem with comprehension. So, the teacher can use the lesson-based activity and follow all the steps. After 5- 6 lessons of the lesson-based activity, the teacher can use the procedure below: <ul style="list-style-type: none"> Mind map. The next day, the teacher can go back to the lesson-based activity approach. <p>Note: Remind participants that the procedure will only help in preparing a Lesson Plan.</p>
<p>Every day last 15 minutes will be spent on English Learning:</p> <ul style="list-style-type: none"> English Calendar Chart Reading (Activity using words given below) – 10 minutes every day with different alphabets for two weeks. Reading Simple Sentences – 5 minutes from Monday to Wednesday for two weeks. Informal Talk wherever needed. 	

Next 4 weeks (2nd Month) (30 minutes for Local Language + 30 minutes for English Language = 60 minutes every day)



Beginner and Letter Level	
Sample Procedure - 1	Sample Procedure - 2
<ul style="list-style-type: none">● Syllable chart reading. (10-15 minutes).● Choose one of the Words/Sentence Creation games. These activities can be alternated daily. (10-15minutes).	<ul style="list-style-type: none">● Simple paragraph reading. (10 minutes).● The teacher will then ask the learners to provide any short two-syllable word from the paragraph that has been read. If for instance, the learners choose the word ‘bana’ from the text read, the teacher will then write the word and then write the letter strings on the board like:<ul style="list-style-type: none">● ba be bi bo bu● na ne ni no nu● After this, the teacher will ask the learners to read the letter strings above.● The teacher will then ask learners to make words from the letter strings. It does not matter if the words are nonsense words. Learners here are practicing the ability to put 2 syllables together. <p>Note: As they progress, the teacher can ask for three- or four-letter words and follow the procedure above.</p>
Word and Paragraph Level	Story Level
<ul style="list-style-type: none">● Choose one of Simple paragraphs or story reading. (15-20 minutes)● Choose one of the Mind maps/correct the incorrect/story-making. (10-15 minutes).	<ul style="list-style-type: none">● The Learners will work in the small group for using the lesson-based activities on Stories/Textbook chapter. (30 minutes every day).
Every day last 30 minutes will be spent on English Learning:	
<ul style="list-style-type: none">● English Calendar Chart Reading (making sentences in groups) – 15 minutes every day with different alphabets for four weeks.● Reading Simple Sentences – 10 minutes every day for four weeks.● Copying and Dictation – 5 minutes alternatively every day for four weeks.	



Mentoring and Review

Overview

- Ongoing, onsite mentoring support, as well as reviews at different levels of the team structure, all contribute to the effectiveness of the programme.
- The QASOs, Head teachers/Senior teachers will be playing the mentoring role and will be visiting Remedial reading program sessions periodically.
- During these mentoring visits, they will observe a teacher's session and give feedback. Teachers can discuss their challenges with the mentors during these visits.
- WhatsApp groups will also be made to share and discuss programme-related matters.
- The programme implementation will also be reviewed periodically at different levels as follows:

Level	Participants	Agenda	Frequency
School level	Teachers, Head Teacher/Senior teacher	<ul style="list-style-type: none">• Discuss learners' progression to higher groups• Address classroom challenges	Weekly
	Teachers, Parents	<ul style="list-style-type: none">• Sensitise parents about the programme• Share their learner's progress• Discuss reasons for low attendance (if applicable)	After baseline After midline After endline
Zone level	Mentor(s), teachers, HTs/STs, SCDE	<ul style="list-style-type: none">• Track learners' progress• Review and address programme implementation challenges at the zonal level	After baseline After midline After endline
National level	National technical & coordination committee	<ul style="list-style-type: none">• Track learners' progress• Review and address programme implementation challenges across regions	After baseline After midline After endline

- At school level, teachers are required to discuss learners' progression every week. This is the time when teachers decide which learners are ready to be shifted to the next group.
- Also, after every assessment cycle, the results should be discussed with the parents.



How to Interpret Assessment Results

The table below shows baseline and midline (taken approximately halfway down the program) results of reading. The assessment tool is progressive in nature, meaning a learner is asked to read a higher level text only if s/he is able to read a lower level task. Only the highest level of the learner is marked, so a learner marked at “Word” level means that the learner can read words in the assessment tool but cannot read the paragraph.

	Baseline	Midline
Story	10	20
Paragraph	20	20
Word	20	20
Letter	20	30
Beginner	30	10
Total tested	100	100

First, it's useful to look at the Beginner level. The number has reduced from 30 to 10, which means that 20 learners have moved to higher levels, though it's not clear which levels they have moved to. Similarly, 10 new learners have reached Story level. It's important to understand that the number of learners at Word level remaining 20 doesn't mean that no progress happened because some learners may have moved from Beginner/Letter level and some learners who were originally at Word level may have moved to Paragraph/Story level.

The following table describes this progression of learners across levels. The same data used in the above table is shown in this table.

	Baseline	Midline
Story	Olive (1)	Olive, Turquoise (2)
Paragraph	Turquoise, Blue (2)	Blue, Pink (2)
Word	Pink, Black (2)	Black, Brown (2)
Letter	Green, Brown (2)	Green, Orange, Yellow (3)
Beginner	Orange, Red, Yellow (3)	Red (1)
Total	10	10

As you can see, while Brown moved from Letter to Word, Pink moved from Word to Paragraph, making the number of learners at Baseline and Midline the same.



	Baseline	Midline
Story	10	20
Word + Paragraph	40	40
Beginner + Letter	50	40
Total tested	100	100

Another useful way to look at the summarized data is to look at it group-wise. For example, the above table suggests that 10 (50 minus 40) learners in the lowest group have moved to a higher group. Similarly, 10 (20 minus 10) learners have come to Story level from a lower group.



Annexures

1	Kiswahili Tusome Readers To Be Used for Kiswahili TaRL Activities
2	English Tusome Readers To Be Used for English TaRL Activities
3	Informal Talk/Stories
4	Informal Talk/Action Rhymes
5	Simple Sentences Kiswahili and English
6	Sample Session plan



Kiswahili Tusome Readers to be Used in TaRL Kiswahili Activities

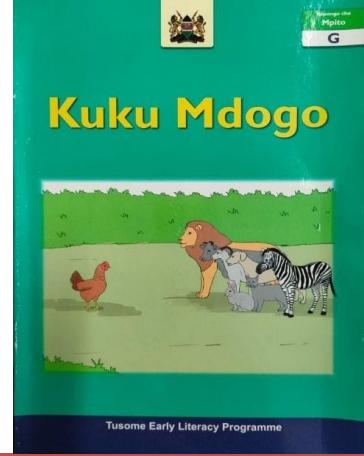
Name of the Activity	Name of the Books	Sample Image
Simple Paragraph Reading	1. Familia yangu 2. Tusome Vyakula 3. Maji safi 4. Mchoro wa Nasieku	
Simple Paragraph Reading (2 pages at a time)	1. Mzee Timau 2. Rafiki Yangu 3. Paka na panya 4. Rangi mbalimbali 5. Kuku na Mwewe 6. Kiboko na Mamba 7. Sherehe ya Yohana 8. Mfalme na mabinti zake 9. Nchi Yangu Kenya 10. Umuhimu wa maji 11. Usafi nyumbani	
Simple Paragraph Reading (1 page at a time)	1. Afisa Karimi 2. Kandanda 3. Nyati na ng'ombe 4. Usafir 5. Safari ya Ongata Rongai 6. Ziara ya Kisumu	
Constructing Simple Words (after syllable chart activity)	1. Mifugo 2. Mwili wangu 3. Vitu vya darasani 4. Usafiri 5. Mwili wangu	



Copying and Dictation	<ol style="list-style-type: none">1. Familia yangu2. Tusome Vyakula3. Maji safi4. Mchoro wa Nasieku5. Mzee Timau6. Rafiki Yangu7. Paka na panya8. Rangi mbalimbali9. Kuku na Mwewe10. Kiboko na Mamba11. Sherehe ya Yohana12. Mfalme na mabinti zake13. Nchi Yangu Kenya14. Umuhimu wa maji15. Usafi nyumbani16. Afisa Karimi17. Kandanda,18. Nyati na ng'ombe19. Usafiri20. Safari ya Ongata Rongai21. Ziara ya Kisumu	
Rewriting the incorrect	<ol style="list-style-type: none">1. Mzee Timau2. Rafiki Yangu3. Paka na panya4. Rangi mbalimbali,5. Kuku na Mwewe6. Kiboko na Mamba7. Sherehe ya Yohana8. Mfalme na mabinti zake9. Nchi Yangu Kenya10. Umuhimu wa maji11. Usafi nyumbani12. Afisa Karimi, Kandanda13. Nyati na ng'ombe14. Usafiri15. Safari ya Ongata Rongai16. Ziara ya Kisumu	



		<p>Kiongo cha Mpito H Kiswahili</p> <p>Safari ya Ongata Rongai</p> <p>Tusome Early Literacy Programme</p>
Lesson Based Activities	1. Nchi Yangu Kenya 2. Umuhimu wa maji 3. Usafi nyumbani,	<p>Kiongo cha Mwanza F Kiswahili</p> <p>Umuhimu wa maji</p> <p>Tusome Early Literacy Programme</p>
Lesson Based Activity (2 pages at a time)	1. Afisa Karimi 2. Kandanda 3. Nyati na ng'ombe 4. Usafiri 5. Safari ya Ongata Rongai 6. Ziara ya Kisumu	<p>Kiongo cha Mpito G Kiswahili</p> <p>Nyati na Ng'ombe</p> <p>Tusome Early Literacy Programme</p>
Lesson Based Activities (1 page at a time)	1. Afya na usafi 2. Mtalii Mitei 3. Safari kwenye mbuga	

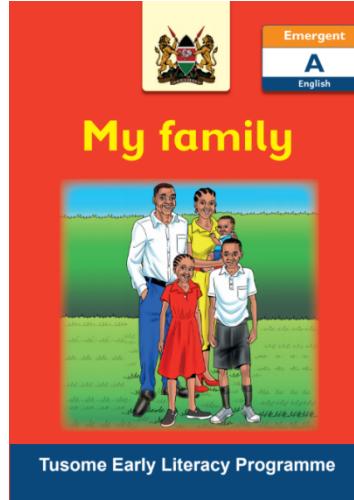
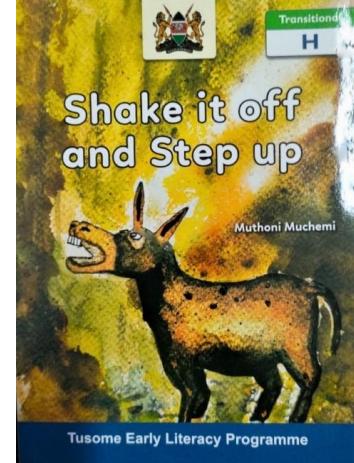
		 <p>Afya na usafi</p> <p>Tusome Early Literacy Programme</p>
General Reading for Story Level	<ol style="list-style-type: none">1. Kuku Mdogo2. Simba na Panya3. Sungura na Nzige4. Fisi na mto mkubwa5. Mwanasayansi6. Kisa cha moto7. Ndoto ya Siti8. Tesi na Ndege9. Mfalme Joto na Maskini10. Busara na Hekima	 <p>Kuku Mdogo</p> <p>Tusome Early Literacy Programme</p>



English Tusome readers to be used in TaRL English activities

Name of the Activity	Name of the Books	Sample Image
Simple Sentence Reading	1. My toys 2. My hands 3. Cat and hat 4. Baby animals 5. Big rat, hop and clap, 6. I am Rex 7. My hen	
Simple Sentence Reading (2 pages at a time)	1. Kevin goes to school 2. Where is the bird 3. Our farm 4. Man on the ship 5. What Liz likes 6. Two short ropes 7. At the zoo 8. Cat wants to play 9. The missing bags 10. Washing Hands 11. Which one is fresh 12. Zebra and Hare are hungry 13. Cat, Rat and Ant 14. The small bird	
Copying and Dictation	1. Kevin goes to school 2. Where is the bird 3. Our farm 4. Man on the ship 5. What Liz likes 6. Two short ropes 7. At the zoo 8. Cat wants to play 9. The missing bags 10. Washing Hands 11. Which one is fresh 12. Zebra and Hare are hungry 13. Cat, Rat and Ant 14. I love my school 15. The farm visit 15. Marion's best day 16. My day in school 17. At the game Park 18. I like to work 19. My family of thirteen 20. Nina at the market	



Constructing Simple English Sentences	<ol style="list-style-type: none">1. My family2. Colours3. Animals at home4. In the air <p><i>After English Calendar Chart activity for constructing simple English sentences with pictures. The teacher can say the name of the picture, use the word in a simple English sentence and ask the learner to form an English sentence using the words on remaining pages. For example, "This is a cow. This is a pig."</i></p>	
General Reading	<ol style="list-style-type: none">1. Three great friends2. The football family3. The new school4. Jack the giant killer5. Blown away by the wind6. Shake it off and step up7. Son of Shujaa8. The sports day9. The environment club10. The trash ball	



Informal talk/Storytelling

Mazungumzo yasiyo rasmi/Usimulizi wa hadithi

English	Kiswahili
<p>1. The thirsty crow</p> <p>The crow was thirsty. It looked for water. It flew here and there. But it did not find water. Finally, it spotted an earthen pot. There was some water at the bottom of the pot. The crow collected some pebbles. It dropped the pebbles in the pot one by one. The water slowly came up. The crow drank the water and flew away happily.</p>	<p>1. Kunguru mwenye kiu</p> <p>Kunguru alikuwa na kiu. Alitafuta maji. Alipaa huku na kule. Lakini hakupata maji. Mwisho, aliona chungu cha udongo. Kiwango cha maji ndani ya chungu kulikuwa chini sana. Kunguru alikusanya mawe kadhaa. Aliangusha mawe kwenye chungu moja baada ya jingine. Maji yalikuja juu polepole. Kunguru alikunywa maji na akapaa kwa furaha.</p>
<p>2. Who won the race?</p> <p>A turtle and a hare took part in a running race. The hare ran fast. On the way, it saw a field of carrots. The hare looked back. The turtle was far behind. The hare stopped and ate some carrots. But it fell asleep. The turtle walked slowly. It saw that the hare was sleeping. The turtle continued walking and finished the race. The hare woke up and raced to the final point. It found that the turtle had won the race.</p>	<p>2. Nani alishinda mbio?</p> <p>Kobe na sungura walishiriki katika mashindano ya mbio. Sungura alikimbia kwa kasi. Njiani, aliona shamba la karoti. Sungura aliangalia nyuma. Kobe alikuwa nyuma sana. Sungura alisimama na kula karoti. Lakini akalala. Kobe alitembea polepole. Aliona kwamba sungura alikuwa amelala. Kobe aliendelea na kumaliza mbio. Sungura aliamka na kukimbia hadi hatua ya mwisho. Aligundua kuwa kobe alikuwa ameshinda mbio.</p>
<p>3. The cap seller</p> <p>Karim was a cap seller. He used to sell caps. One day he was travelling through the jungle. He sat under a tree to eat his food. Then he fell asleep. Some monkeys on the tree saw caps in the basket. The monkeys came down and quietly took away all his caps. Karim woke up and saw that monkeys were wearing caps. Karim threw stones at the monkeys. The monkeys threw the fruits of the tree at him. Karim angrily threw his own cap on the ground. The monkeys too threw their caps on the ground. Karim collected all the caps and went happily to the next village.</p>	<p>3. Muuzaji wa Kofia</p> <p>Karim alikuwa muuzaji wa kofia. Alikuwa akiuza kofia. Siku moja alikuwa akisafiri kupitia msituni. Aliketi chini ya mti kula chakula chake. Kisha akasinzia. Tumbili juu ya mti waliona kofia kwenye kikapu. Tumbili walishuka na kwa kimya kikuu, walichukuwa kofia zake zote. Karim aliamka na kuona kwamba tumbili walikuwa wamevaa kofia. Karim aliwarushia tumbili mawe. Nyani walitupia matunda ya mti. Kwa hasira Karim alitupa kofia yake chini. Tumbili pia walitupa kofia zao chini. Karim alikusanya kofia zote na kwa furaha, akaenda kwenye kijiji kingine.</p>



4. Who ate the cake?

Two cats found a cake. They started fighting. Both the cats wanted a bigger share. A monkey came down from the tree. It told them, "I will cut the cake into two equal pieces." The monkey brought a weighing scale. It cut the cake into two pieces to put on the weighing scale. One side of the scale went down as it had a bigger piece. The monkey ate a little part of that big piece. Then the other side went down. To balance both sides, the monkey ate some portion of the cake. Slowly, the monkey ate the whole cake. It happily jumped back on the tree. Both the cats got angry but could not do anything.

4. Nani alikula keki?

Paka wawili walipata keki. Wakaanza kupigana. Kila mmoja alitaka mgao mkubwa zaidi ya mwenzake. Tumbili alishuka kutoka mtini. Aliwaambia atakata keki katika vipande viwili sawa. Tumbili alileta kiwango cha uzani. Alikata vipande viwili vya keki na kuvipima kwenye kiwango cha uzani. Upande mmoja wa mizani ulishuka kwani ulikuwa na kipande kikubwa. Tumbili alikula sehemu kidogo ya kipande hicho kikubwa. Kisha upande wa pili ukashuka. Ili kusawazisha pande zote mbili tumbili alikula sehemu ya keki. Polepole tumbili alikula keki nzima. Kwa furaha aliruka na kurudi mtini. Paka wote walikasirika lakini hawakuweza kufanya chochote.

Informal Talk (Action Songs)

Mazungumzo Yasiyo Rasmi

1. Action Rhyme - Introducing Body Parts

- Kutambuliza Sehemu za Mwili

Nachukuwa mpira	I pick the ball
Nauweka mguuni	I put it on my foot
Ninaucheza vizuri zaidi	I play it better
Ninaucheza vizuri zaidi	I play it better
Nachukuwa mpira	I pick the ball
Nauweka magotini	I put it on my knee
Ninaucheza vizuri zaidi	I play it better
Ninaucheza vizuri zaidi	I play it better
Nachukuwa mpira	I pick the ball
Nauweka mabegani	I put it on my shoulder
Ninaucheza vizuri zaidi	I play it better
Ninaucheza vizuri zaidi	I play it better
Nachukuwa mpira	I pick the ball
Nauweka mgongoni	I put it on my back



Ninaucheza vizuri zaidi	I play it better
Ninaucheza vizuri zaidi	I play it better
Nachukuwa mpira	I pick the ball
Nauweka tumboni	I put it on my stomach
Ninaucheza vizuri zaidi	I play it better
Ninaucheza vizuri zaidi	I play it better
Nachukuwa mpira	I pick the ball
Nauweka kichwani	I put it on my head
Ninaucheza vizuri zaidi	I play it better
Ninaucheza vizuri zaidi	I play it better

2. Action Rhyme - Introducing Places and Positions

- Kutambuliza Mahali na Nafasi

Nilipoteza kofia yangu.	I lost my cap.
Kofia yangu iko wapi?	Where is my cap?
Nilitafuta chini ya meza.	I searched under the table.
Nilitafuta nyuma ya mlango.	I searched behind the door.
Nilitafuta kwenye dari.	I searched the loft.
Nilitafuta nje ya dirisha.	I searched out of the window.
Nilitafuta kila mahali.	I searched everywhere.
Sikuipata.	I did not find it.

3. Action Rhyme - Introducing Places and Positions

- Kutambuliza Mahali na Nafasi

Paka ndiye huyu hapa!!	Hey, here is the cat!!
Yuko mikononi mwangu.	It is in my arms.
Yuko kitandani pangu.	It is on my bed.
Yuko karibu na meza.	It is near the table.



Yuko kando ya mlango.	It is beside the door.
Yuko chini ya kiti.	It is under the chair.
Yuko ndani ya kikapu.	It is in the basket.
Yuko nyuma ya kabati.	It is behind the closet.

4. English Rhyme: Introducing Things That Surround Us

- Kutambuliza Vitu Vinavyo tuzingira

Sky	Who waits for the rain?
How beautiful is the sky Let me tell you why The sun fills it with light The moon comes out at night. The stars twinkle and shine The birds fly in a line With the wind the clouds run To watch the sky is so much fun!	Who waits for the rain? Rivers and lakes do And me and you Who awaits the rain? Hills and mountains do And me and you Who awaits the rain? Wells and streams do And me and you Who awaits the rain? Trees and plants do And me and you Who awaits the rain? Jungles and farms do And me and you Who awaits the rain?



	<p>Birds and animals do And me and you</p> <p>Who awaits the rains? Insects and worms do And me and you And this is where I want to stay!</p>
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Anga	<p>Nani husubiri mvua?</p> <p>Nani husubiri mvua? Mito na maziwa husubiria. Na mimi na wewe pia.</p> <p>Nani husubiri mvua? Milima husubiria. Na mimi na wewe pia.</p> <p>Nani husubiri mvua? Visima na mito husubiria. Na mimi na wewe pia.</p> <p>Nani husubiri mvua? Miti na mimea husubiria. Na mimi na wewe pia.</p> <p>Nani husubiri mvua? Misitu na mashamba husubiria. Na mimi na wewe pia.</p>
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	<p>Nani husubiri mvua? Ndege na wanyama husubiria. Na mimi na wewe pia.</p> <p>Nani husubiri mvua? Wadud husubiria. Na mimi na wewe pia. Na hapa ndipo ninataka kukaa.</p>
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5. English Rhyme: People and Animals That Surround Us

<p>Grandma has a lovely farm</p> <p>Grandma has a lovely farm Where roosters act as our alarm</p> <p>Grandma's farm has two big dogs Who bark and chase after the frogs</p> <p>Grandma's farm has many cows They give us milk and drag our ploughs</p> <p>Grandma's farm has many cats Who love to frighten all the rats</p> <p>Grandma's farm has some goats Who have very shiny coats</p> <p>Grandma's farm has millets and corns And some cacti — beware of thorns</p> <p>Grandma's farm has a big tree I climb it quickly like a monkey</p> <p>Baba helps with grandma's farm They work together arm in arm</p> <p>Grandma has a lovely farm Grandma has a lovely farm!</p>	<p>Mother Says No!</p> <p>Mother let me play in the rain No, she says, in the house you will remain.</p> <p>Mother let me play in the rain No, you will catch a cold, she explains</p> <p>Mother let me play in the rain You will get fever, she repeats in vain</p> <p>Mother let me play in the rain Go, go now, she says, don't ask me again</p> <p>I go out in the rain and play And this is where I want to stay!</p>
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6. Kiswahili Rhyme: Watu na Wanyama Wanaotuzunguka

Bibi ana shamba la kupendeza

Bibi ana shamba la kupendeza
Ambapo majogoo huwa kama kengele yetu.

Shamba la bibi lina mbwa wawili wakubwa
Wao hubweka na kufukuza vyura.

Shamba la bibi lina ng'ombe wengi.
Wao hutupa maziwa na huburuzza majembe yetu.

Shamba la bibi lina paka wengi Wao hupenda
Kutisha panya wote.

Shamba la bibi lina mbuzi
Wao wana kanzu zenyne kung'aa sana.

Shamba la bibi lina mtama na mahindi.
Na cacti pia — jihadhari na miiba

Shamba la bibi lina mti mkubwa.
Mimi huukwea haraka kama nyani.

Baba husaidia shambani mwa bibi.
Wao hufanya kazi kwa pamoja.

Bibi ana shamba la kupendeza!
Bibi ana shamba la kupendeza!

Mama Asema La!

Mama niruhusu nicheze kwenye
mvua
La, asema ndani ya nyumba utabaki

Mama niruhusu nicheze kwenye
mvua
La, utapata baridi anaeleza

Mama niruhusu nicheze kwenye
mvua
Utapata homa anarudia bure.

Mama niruhusu nicheze kwenye
mvua
Nenda, nenda sasa, anasema-
usiniulize tena.

Natoka nje kwenye mvua na kucheza
Na hapa ndipo ninataka kubaki!
Mkono wetu



7. English Rhyme: Tell Me Why

Ma tell me why?

Ma tell me why?

Standing in the rain and wind

The trees grow so old

Why don't they catch a cold?

Ma tell me why?

**Every day every
night**

**A frog croaks in the
rain**

Why does its throat not pain?

Ma tell me why?

The moon disappears in rain

I cannot see it in the sky?

Is it feeling shy?

Ma niambie ni kwa nini?

Ma niambie ni kwa nini?

**Kusimama katika mvua na
upepo**

Miti huzeeka sana

Kwa nini haipati baridi?

Ma niambie ni kwa nini?

Kila siku kila usiku

**Chura hulia kwenye
mvua**

Kwa nini hana maumivu kooni?

Ma niambie ni kwa nini?

**Mwezi hutoeka kwenye
mvua**

Siwezi kuionna angani?

Je inahisi aibu?



8. English Rhyme: What Can Our Hand Do?

How perfect is our hand? Do you understand?	Je, Mkono Wetu Unaweza Kufanya Nini?
Some fingers are small Some fingers are tall	Je, mkono wetu ni mkamilifu kiasi gani? Unaelewa?
Do you know the names of all? Thumb, Index, middle, ring and the little	Vidole vingine ni vidogo Vidole vingine ni ndefu
Palm gives us a grip	Je, unajua majina ya wote? Kidole gumba, Kiashiria,
Does not let anything slip	ha kat, cha pete na kidole kidogo cha mitende hutupa mtego
Hands can write, hold, catch	Hairuhusu kitu chochote kuteleza
Hands can help win a match	Mikono inaweza kuandika, kushikilia,kukamata
Hands help to eat, wash and comb	Mikono inaweza kusaidia kushinda mech.
Hands open the doors of your home	Mikono husai dia kula, kunawa na kuchana
Hands to work all day	Mikono hufungua milango ya nyumba yako.
Hands to hold together and pray	Mikono ya kufanya kazi siku nzima
How perfect is our hand?	Mikono ya kushika pamoja na kuomba.
Now you understand!	Je, mkono wetu ni mkamilifu kiasi gani? Sasa umeelewa!

Simple Sentences Kiswahili and English

KISWAHILI	ENGLISH
Huyu ni kuku.	This is a hen.
Kuku hutaga mayai.	Hens lay eggs.
Mbuzi ana miguu minne.	The goat has four legs.
Mbuzi wanaweza kupanda milima.	Goats can climb hills.
Pundamilia ana mistari.	The zebra has stripes.
Pundamilia huishi misituni.	Zebras live in forests.
Simba huishi na familia.	The lion lives with family.
Simba huwakimbiza wanyama.	Lions chase animals.
Mjusi hula wadudu.	The lizard eats insects.
Mijusi wana mikia mirefu.	Lizards have long tails.
Huyu ni ng'ombe.	This is a cow.
Ng'ombe hula nyasi.	Cows eat grass.
Kondoo hutoa sufu.	Sheep give wool.



Tuna kondoo kumi.	We have ten sheep.
Huyu ni ndovu.	This is an elephant.
Ndovu wana masikio makubwa.	Elephants have big ears.
Tumbili huishi mitini.	The monkey lives in the trees.
Tumbili huruka kwenye matawi.	Monkeys jump on branches.
Nyoka hana miguu.	The snake has no legs.
Nyoka wanaweza kukwea miti	Snakes can climb trees.
Hiki ni kifutio.	This is an eraser.
Kifutio hiki ni cha zamani.	This is an old eraser.
Hili ni dawati langu.	This is my desk.
Napenda dawati langu.	I like my desk.
Baba yangu alinipa kalamu.	My father gave me a pen.
Kalamu yenewe ina rangi ya samawati.	The pen is blue in colour.
Hii ni penseli.	This is a pencil.
Hii ni penseli ya rangi ya machungwa.	This is an orange pencil.
Hili ni daftari	This is an exercise book.
Mimi huandika kwenye daftari hili.	I write in this exercise book.
Huu ni mkoba wangu.	This is my bag.
Mimi huweka vitu vyangu kwenye mkoba huu.	I keep my things in the bag.
Hii ni rula.	This is a ruler.
Ninatumia rula hii kuchora mistari.	I use the ruler to draw lines.



9: Sample session plan

Remedial Reading Program

Name of the School: _____ County: _____ Zone: _____

Number of Program Teachers: _____

Name of the Teacher: _____

TSC Number: _____

Levels of Learners Assigned: _____

Learning Goal for the Term: _____

Learning Goal for this Week: _____

Day	Session Objective (If working with multiple levels, set a learning goal for each level)	Complete this session plan for the levels of learners assigned to you. If working with multiple levels, ensure each group of learners are assigned activities appropriate to their level. In each 1 hour session, start with kiswahili activities and complete the session with english activities. The first 4 weeks, allocate 30 minutes to kiswahili and remaining 30 minutes for english activities. The next 4 weeks, conduct english activities for the whole 1 hour. Indicate time allocated for activity in whole class, small group and or at individual level. Note: <u>Draw this template and complete it daily ahead of your class. How to fill the session plan has been given for day 1.</u>				
		Learner Levels Assigned: _____				
1	1. At the end of the session, learners should be able to identify and read syllables 2. Identify and read letter names, words and sentences of selected alphabets	Activity/ies (List activities for each day here)	Whole Classs (minutes)	Small groups (minutes)	Individual (minutes)	Materials
		<i>Informal talk</i>	10 mins			<i>None</i>
		<i>Syllable chart reading</i>	10 mins	10 mins		<i>Syllable chart</i>
		<i>English action rhymes</i>	10 mins			<i>None</i>
		<i>English calenda chart reading</i>	10 mins	10 mins		<i>English calenda chart</i>
2						
3						
4						
5						





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