

How to use the story primer templates

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The story primer templates are based on primers developed by SILA literacy consultants and the Literacy Association of the Solomon Islands. In the Solomon's these primers are used for adult literacy classes because the stories are for adults. If you wish to understand the thinking behind the construction of the primer, you can read about it in the papers—*Introduction to the IMR* and *The IMR Primer design*. The paper *Developing your primer*, explains the steps to follow to make a story or topic primer. You can find these papers on the website www.vernacularliteracy.org. The website also has examples of several topics that have been included in the Solomon's primers.

Each story primer contains sets of lessons based on a story about a topic that is of interest to the intended audience of the book. The story is a short, locally authored text and is used for 4-6 lessons. Then another story is introduced. Some examples of stories and topics we have used are:

- Tolo looks for a wife—Cultural customs
- Looking after our forests—Sustainability
- Eating crabs – Overuse of resources
- Didi has AIDS—HIV and AIDS
- Domestic violence, teen pregnancy, child abuse —Social issues

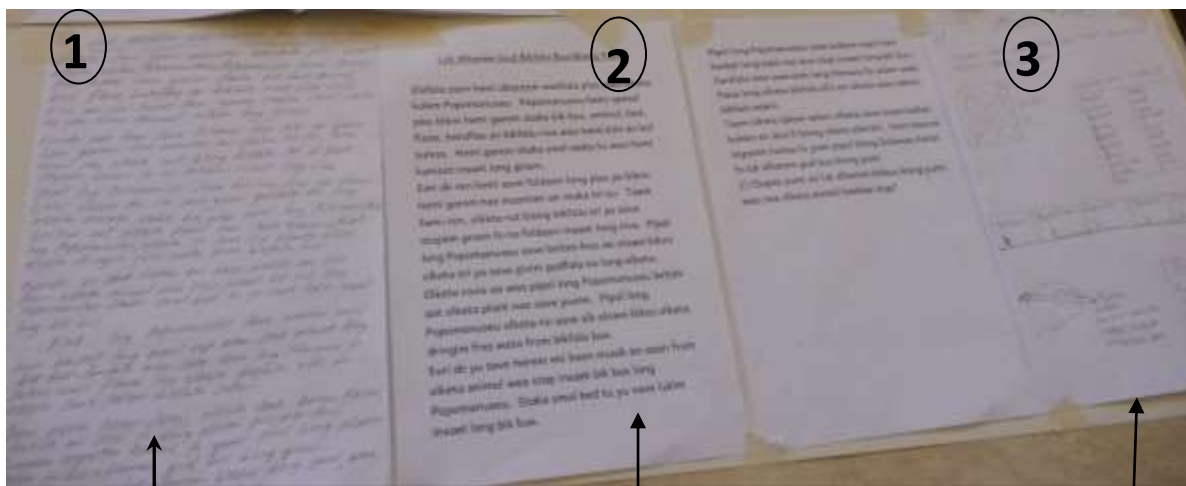
The story sets can be combined into primers or reading magazines. Three or four topics to a booklet works well. For early primers choose lesson sets that are based on a text that is not too complex.

The primers also include activities to give learners a variety of opportunities to develop different kinds of reading abilities—reading texts, discussing meanings, working with words and learning sounds by writing. The primer encourages new readers to build their reading fluency through repeated readings of the same text, reading with others and to others, discussing, understanding and responding to texts and in these ways help learners become more confident in reading and writing.

Develop a good story for your primer

To use the story templates, first you need to develop some good stories. You need 2-4 good stories or texts for each primer. Think about the people who will use the primer. What are their interests? What things would they like to read about? Talk this over with other people in your community. Work together to write some stories or texts. The stories should:

- be written in an interesting way
- be interesting to the group
- communicate well in your culture
- fit in two pages of the primer with room for several pictures



Write a good story

Favourite local stories are often a good place to start.

Type the story, edit and check:

- paragraph breaks are in the right place
- for a catchy beginning and a surprising or well written ending
- for any improvements to writing style

Do a letter frequency count on it

Analyse key words & sounds

- make lists of words that begin with the 5 or 6 most frequent sounds in the text
- list other words learners would know that start with these sounds

Part 1—The full story

Each set of lessons begins with a double page spread of the story or text that is the key focus for the topic. Teachers will read these two pages to the students at the beginning of the first lesson and in following lessons until students understand the full story.

For the first page use Story start template.

For the second page use Story continues + picture template OR Text and picture.

Title of topic

If you don't want to use a topic title you can put the story title here and leave the text box underneath empty.

Title of story

Type the full story here or copy and paste it from another file.

Add a picture

Story start template

Wat nao HIV an AIDS
Stori abaotem laef blong Didi

Nem blong mi Didi, mi blong Solomon Aelan. Mi sore tumas abaotem wat nao hem hapen long laef blong mi. Mi laek searem lelebet abaotem laef blong mi mekem yu save gud abaotem disfala siki.



Evride mi save duim olketa samting olsem yu save duim tu. Mi save waka had fo garem gud gaden an mi hapi taem famili kaikaim gud kaikai from had waka blong mi. Mi barava hapi tumas fo singsing an waka wetem trifala smol gele blong mi.

Deng-go-go hemi kasem wanfala taem wea mi stat fo bi wik nao an mi no save duim olketa waka blong mi. Staka de mi no save go from bed blong mi nao. Bihaen nomoa mi barava sik fogud an mi askem nes fo testem blad blong mi. Las wik nes talem mi, mi garem AIDS.

Story continues + picture template

"Wat!" mi barava singaot. Mi wanfala gud woman wea mi slip wetem hasban blong mi nomoa. Hasban blong mi hem talem mi hemi stap tru fo mi olowe tu ya. Mi krae fogud bikos mi no tingim bae kaen siki olsem kasem famili blong mi. Mi ya mi no save go kolsap tu long olketa pipol wea garem AIDS. Mi no save tasim olketa an mi no save kaikaim tu kaikai long gaden blong olketa.

Taem mi talem hasban blong mi dat mi garem sik ya, mi barava blok nao bikos hem talem mi hemi nao givim sik ya long mi. Hemi tekem sik ya long wanfala woman wea hemi slip wetem taem hemi go long nara vilij.

Mi fil sem fogud. Mi no save hao nao fo fogivim woman ya an hasban blong mi. Mi barava wari tumas abaotem hu nao bae lukaftarem olketa pikinini blong mi sapos enisamting hapen long mi.



Add a picture

Part 2 The lessons pages – 2 pages to each lesson

Once the full story is in the primer, then work on the individual lessons that are based on that story. There are usually 5 or so lessons for each story. Each lesson has two pages. The left page is the story side of the primer lesson and the right page is the word work page of the lesson. Here is the first lesson in the series of lessons on AIDS:

Use the Lesson-story page template for the first page of the lesson.

Lesson 1

Stori blong Didi

Nem blong mi Didi, mi blong Solomon Aelan. Mi sore tumas abaotem wat nao hem hapen long laef blong mi. Mi laek searem lelebet abaotem laef blong mi, mekem yu save gud abaotem disfala siki.




Evride mi save duim olketa samting olsem yu save duim tu. Mi save waka had fo garem gud gaden an mi hapi taem famili kaikain gud kaikai from had waka blong mi. Mi barava hapi tumas fo singsing an waka wetem trifala smol gele blong mi.

1. Tokabaotem stori wetem olketa.
2. ?Wat nao olketa samting wea Didi laek fo duim tumas?

Use the Lesson-word work page template for the second page of the lesson

D d Didi save duim olketa samting olsem yu save duim tu.



Didi
d

Samfala wot mi save hem stat wetem 'd'

duim	deferen
dokta	danis
dog	diswan

a	d	i	o	u
da	de	di	do	du
dak	deferen	disfala	dog	duim

Raetem olketa lita an waka imaat long ekanas buk blong yu.

D d D d D d D d D d D d D d D d
Didi dans deferen diswan dokta
duim dolfen

Raetem tufala sentens abaotem samfala samting Didi hem duim.

Raetem samfala wot wea hem somaot hao nao yu fil taem yu herem disfala stori.

The next pages explain how to use these two lesson templates.

Story side of the primer lesson: Lesson-story page template

Write Lesson and number here. Spell lesson the way you do in your language or use your local word for lesson.

Choose a shared reading symbol here

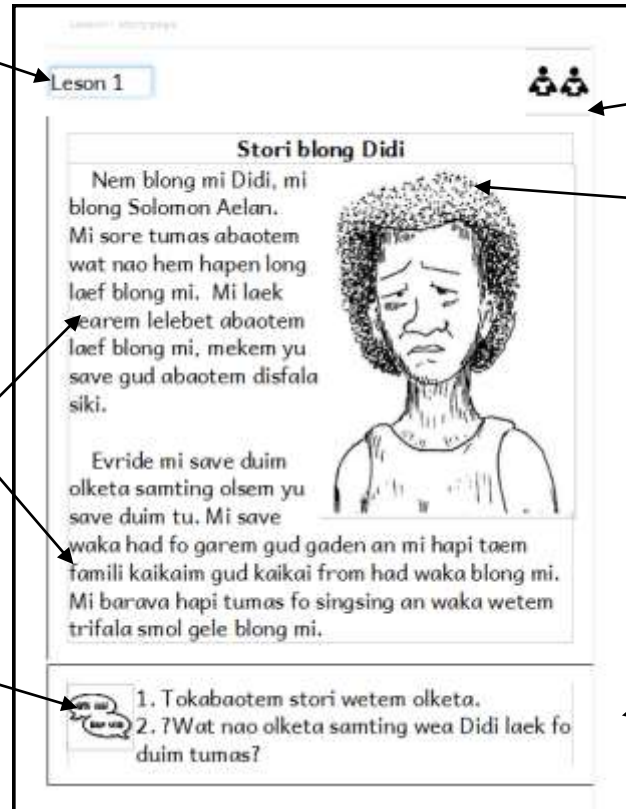
Type a sub-heading for this part of the story here

Type or copy and paste the first part of the story into the text box here

Choose the discussion symbol here

Type two or three discussion questions here that relate to the story above.

In the primer lesson we use small symbols to indicate what to do in each part of the lesson.



The diagram shows a template for a lesson-story page. It is divided into several sections. At the top left, there is a box labeled 'Lesson 1'. To the right of this box is a shared reading symbol consisting of two stylized figures. Below the lesson box is a sub-heading 'Stori blong Didi'. To the right of the sub-heading is a drawing of a person with curly hair, looking down with a sad expression. Below the sub-heading and drawing is a text box containing the first part of the story. At the bottom of the page is a discussion section with two numbered questions. To the left of the questions is a discussion symbol consisting of two speech bubbles.

Lesson 1

Stori blong Didi

Nem blong mi Didi, mi blong Solomon Aelan. Mi sore tumas abaotem wat nao hem hapen long laef blong mi. Mi laek wearem lelebet abaotem laef blong mi, mekem yu save gud abaotem disfala siki.

Evride mi save duim olketa samting olsem yu save duim tu. Mi save waka had fo garew gud gaden an mi hapi taem famili kaikaim gud kaikai from had waka blong mi. Mi barawa hapi tumas fo singsing an waka wetem trifala smol gele blong mi.

1. Tokabaotem stori wetem olketa.
2. ?Wat nao olketa samting wea Didi laek fo duim tumas?

The discussion questions helps check readers are getting the correct meaning, are thinking about what they read and encourages them to use the meanings as they continue to read.




Word work side of the lesson: Lesson—word work page template

Type the letter to be taught or reviewed in this lesson here—capital and small.

Choose a key word and picture for the letter being taught. Add the picture and then write the word with the first letter under it.

If the letter is a consonant, make word building exercises for five of the vowels.

Type in writing for students to do in their exercise books. Start with the letter being taught, capital and small; words with the letter in them; and a sentence or two with the letter featured.

D d		Didi save duim olketa samting olsem yu save duim tu.	
		Didi d	duim dokka dog
<i>Samfala wod moa wea hem stat wetem 'd'</i>			
a	e	i	o
da	de	di	do
dak	deferen	disfala	dog
u	du	duim	
 <i>Raetem olketa leta an wod ya insaet long eksasaes buk blong yu</i> D d D d D d D d D d D d D d Didi dans deferen diswan dokta duim dolfin Raetem tufala sentens abaotem samfala samting. Didi hem duim.			
 Raetem samfala wod wea hem somaot hao nao yu fil taem yu herem disfala stori.			

Write a sentence from the story in this lesson that has words in it starting with the letter being taught. Or use a summary sentence about the story.

Provide a list of six words for the teacher to read that start with the letter being taught. They do not all have to come from the story.

Choose a third activity for the lesson—it can be things like free writing, drama, Did you know?, read-sing a song.

When all the activities for the lesson are completed, teachers and students are encouraged to read the whole text again together.

Completing a whole primer

Once you have finished lesson 1, prepare lesson 2. Follow the same process using Lesson-story page for the left side page of the lesson and Lesson—word work page for the right side page of the lesson. In early primer lessons use only one or two paragraphs of reading for each lesson. In later lessons you can include longer reading portions.

For lessons that are teaching a vowel, the word building would focus on just that vowel and how it builds with other consonants. Here is an example from the Sa'a primer.

i	i	i	i
iro	ime	ihe	ite
irori		ihei	itei

Keep making lessons based on your stories, about 5 lessons to each story, until all the letters of the alphabet have been taught, including complex consonants like pw, kw, mb, nd and vowel sequences if you have sounds like these in your language. Some students may not need lessons for all the sounds as they will work out many of them for themselves, but not everyone will do that. So it is good to cover them all.

Try and order your stories from easy to more complex stories; and think about which stories would be good for teaching which 5 sounds.

Word work revision lessons

Once all the sounds have been covered it is good to include some revision lessons in your primer. There are two different format's to choose from—Revision & box and Revision. Here is an example from a Solomon Islands language primer.

Choose the symbol for word work here

Type a word for each of the letters to be revised in the boxes and review the beginning sound

Think of a writing exercise that includes words that have the revision letters in them, and other words as well. Type it here.

Woka wetem wod

Rivaes
d, h, k

dango
d

ha'awasi
h

kokolo
k

Choose 3 words for each letter. Type them in syllables first, then the full word.

Choose some of the sounds you have revised and other letters and put them in the word making box. Make sure you can make quite a few words with the chosen letters.

Once all the letters have been revised, the word work page can be replaced by an activity page and the primer can change to look more like a magazine than a primer and include more complex texts to give practise and build fluency.

Say the sounds and build the words

da ngo	ha 'a wa si	ko ko lo
dango	ha'awasi	kokolo
da da ro	ha 'a e ro	ka mu 'i
dadaro	ha'aero	kamu'i
do ro u	hau pu lu	ka li ng
dorou	haupulu	kalinge

Write the words in your exercise book that are foods that you grow

hui	hana	u'e
hudi	reko	asusu
tapioka	ngali	kumara
pamken	pou-pou	kakama
tokelau	ii'e	oohu

Make as many words as you can using the sounds in this box. Write them in your exercise book. You can use the sounds more than once in each word.

i	h	k
a	l	o
n	e	s

Additional activities

The primer templates allow you to include different activities in the primer lessons. The purpose of these is to encourage learners to interact with the text, discuss what it really means to them, and do things that will help them or people in the community apply what has been learned to their daily life. Sometimes it is good to include other activities just for fun and to build interest. Each activity can have its own symbol and can be repeated throughout the primer as appropriate. In many of the templates, you can change the activity icon to suit the activities you choose. If you hover your pointer over the symbol, and click on the purple box in the right hand corner behind the symbol, you can then choose another symbol to go in the space.

Below and on the following pages are explanations of activities we have used in the Solomon's primers.

Did you know? - a reading activity



This picture is used for Did you know? These are information boxes that give some interesting facts that are not in the text but are related to it. In this way you can increase the learners' knowledge of such things as the people, places and culture of the focus text or of interesting information not included in the story. It can also be a way of encouraging learners to find out other background facts and discuss that information with others in the class.



Hao HIV hemi stat go-go kasem taem hemi AIDS

1. HIV kasem bodi blong yu an sik start fo kamap.
2. Fo 5–10 yia finis, yu no sik tumas bat HIV hem gohed fo kamap bik insaet long bodi blong yu.
3. HIV sik kamap bik nao an AIDS hem mekem staka deferen kaen sik kasem yu.



Waka wetem famili long hom

Waka wetem famili long hom, (Work with the family at home) is an activity that encourages whole families to be involved in literacy together-- not just those who are able to attend literacy classes. This helps to strengthen the importance of literacy learning in the family and encourages the family to help the new learners to practise their new skills.

Work at home activities encourage students to take paper, pencils and any other available materials home for their family to develop (and perhaps illustrate) a text related to the theme of the lesson or read and discuss texts together. For example the family might be asked to write a story related to the topic or make up a song about it. Learners work on the project with their family but anyone in their family can help with the writing and illustrating. The learner is encouraged to practice reading this piece of writing aloud with the family. The writing is then brought to class and shared with the rest of the class by the teacher or the student.

The texts generated in this way can also be included in community newsletters or placed on the community notice board to be read by the whole community. Having a real audience will create a real purpose, motivation and a sense of excitement for those families who participate in this activity. They will want to create the best piece of writing they can.



Waka wetem famili long hom an raetem
wanfala stori abaotem soka. Stori blong yu
mas abaotem wanfala taem yu plei soka,
aboatem wanfala gem yu lukluk long hem, o
wanfala samting fani tumas wea hapen long taem
olketa pleim wanfala gem.

Word finds and puzzles

There are many different kinds of word finds and puzzles that can be used to revise sounds and syllables and encourage word building abilities. We have used word building box, missing letter, missing word and word finds.

Word building box
activity is part of
the template:
Revision & box


Make as many words as you can using the sounds in this box. Write them in your exercise book. You can use the sounds more than once in each word.

i	h	k
a	l	o
n	e	s

Missing letter activity can be constructed using two activities or three activities templates

If you hover your pointer over the symbol, and click on the purple box in the right hand corner, you can then change to the symbol you want to use.

Type the space for the missing letter using the underscore symbol




Write the words below in your exercise book and put in the missing letter.
It will be a, e, i, o or u.

mar_wana	wa_t sel
f_get	sold_a
p_kinini	b_di
fam_li	bl_d
wak_	k_lim
no hap_	s_ki


Missing word activities can be created using the Two activities or Three activities template or adjusting other activities sections on the word work templates.

Write instructions in language here. You can also include here a list of the missing words if you wish.




Fill the empty spaces with words to make the sentence correct.

1. Soka hem ____insaet long Solomon Aelan long kolonial ____.
2. Olketa t____tekem kam soka an tisim long skul.
3. Pawa kul long ____ an Aligegeo ____ long Malaita bin plei long ____.
4. Disfala Pulis gem hem hapen long w____ taem long olketa ____.
5. Olketa praemeri an _____ skul save plei soka.
6. Everi vilij long _____ Aelan hemi garem wanfala ____ tim.
7. Soka hemi wanfala _____ gem long Solomon Aelan.



Raet abaotem hao soka hem stat fo kamap long vilij blong yu.



Waka wetem famili long hom an raetem wanfala stori abaotem soka. Stori blong yu mas abaotem wanfala taem yu plei soka, abaotem wanfala gem yu lukluk long hem, o wanfala samting fani tumas wea hapen long taem olketa pleim wanfala gem.

If you don't want students to write in the book, have them write the answers in their exercise books.

Make the word spaces using the underscore key.

Wordfind template enables you to make word finds for your students using key words from the topic. It is best for new readers if you use lower case letters in the word finds.

Type your Instructions in language here.

Faendem olketa woe blong soka insaet long boks ya. Samfala wod ya olketa raetem go stret, samfala go ap, samfala go daon, samfala baekwod an samfala go akros. Somaot olketa wod yu faendem long fren blong yu.

w	e	a	d	n	e	f	i	d	s
k	g	h	a	n	b	o	l	a	o
e	o	a	s	o	k	w	i	n	k
a	l	n	o	f	s	a	e	t	a
b	k	i	k	i	m	d	t	r	i
l	i	b	a	e	p	e	e	o	s
u	p	u	i	l	o	b	n	u	g
f	a	t	o	p	a	s	i	m	o
m	i	d	f	i	l	d	a	s	o
s	e	s	i	k	r	e	n	e	d

Type your list of words related to the topic that are hidden in the word find here.

midfilda	kikim	han
golkipa	ofsaet	pasim
handbol	soka	good
fulbaek	bol	nete
foward	difenda	trou

If you don't want students to write in the book, have them work in pairs and show each other the word when they find it.

Hints for constructing a word find

1. Write clear instructions above the word find in the language.
2. Choose 15– 18 words in the language related to the topic.
3. Type theses words in the lists at the bottom of the word find.
4. Type the longer words into the word find first.
5. Type in the shorter words in the remaining spaces.
6. Fill any empty spaces with other letters from your language.
Make sure you can not make any words that should not be said in public.
7. Do not use any letters that are not in your language and not known to the learners.




Drama and storytelling


Many groups love doing dramas and are very skilled at it. By using drama as a primer activity we include a natural way of learning into the literacy class. Working on dramas also encourages those who are acting to read and reread the materials that will be presented. Drama also provides a non-threatening way to share new knowledge gained from reading with others who do not read. It is good to encourage students to do a dramatic reading of the story or to prepare a drama based on the story or the information they have learned from it. You can just use an activity space on a page to give instructions to do a drama related to the story. Or you can use two whole pages for larger dramas:

Lesson 6


Talemaot stori




Mekrere long stori blong Didi fo talemaot aksin. Falom olketa step 1 go long 6.




Step 4. Ridim stori insaet long pat




Step 1. Ridim stori




Step 5. Mekrere fo somaot




Step 2. Lukim olketa pat long stori



Step 6. Somaot long samfala



Step 3. Hao nao olketa pipol fil



Step 5. Mekrere fo somaot

Lesson 6

Aksin	Bihaen nomoa mi barava sik fogud an mi askem nes fo testem blad blong mi.
Thae nao?	Las wik nes talem mi, mi garem AIDS.
Sapras	<p>"Wat!" mi barava singaot.</p> <ul style="list-style-type: none"> Mi wanfala gud woman wea mi slip wetem hasban blong mi nomoa. Hasban blong mi hem talem mi hemi stap tru fo mi olawe tu ya. Mi krae fogud bikos mi no tingim bae kaen siki olsem kasem famili blong mi.
Tingting	<p>Mi ya mi no save go kolsap tu long olketa pipol wea garem AIDS.</p> <ul style="list-style-type: none"> Mi no save tasim olketa an mi no save kaikaem tu kaikai long gaden blong olketa.
Faenemao	<p>Taem mi talem hasban blong mi dat mi garem sik ya.</p> <ul style="list-style-type: none"> mi barava blok nao bikos hem talem mi hem nao givim sik ya long mi. Hemi tekem sik ya long wanfala woman wea hemi slip wetem taem hemi go long nara vilij.
Olketa Wari	<ul style="list-style-type: none"> Mi fil sem fogud. Mi no save hao nao fo fagivim woman ya an hasban blong mi. Mi barava wari tumas abaotem hu nao bae lukaftarem olketa pikinini blong mi sapos enisamting hapen long mi.
























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Other templates available in the story primer

Alphabet chart templates allow you to include a sound chart in your first primer. We put them at the front of the primer but you can put them at the back if you prefer. There are several different templates for alphabet charts. Choose one that fits the number of sounds you have in your language. If you have lots of sounds you might need to use two pages to cover all of them. The chart below was made using Alphabet chart (8x3) template.

type in the letter in
capital and lower case

Add in the
picture of
something
that starts
with the
letter

Saon blong Pijin		
A a 	B b 	D d 
E e 	F f 	G g 
H h 	I i 	J j 
K k 	L l 	M m 
N n 	Ng ng 	O o 
P p 	R r 	S s 
T t 	U u 	V v 
W w 	Y y 	

Alphabet charts are useful for students to refer to when writing if they forget or don't know how to write a particular sound.

Full page picture template allows you to create a more complex page in another program such as Libre Draw and import it as a scan or a picture into the primer. The vowel chant below is a full scan of the page.

We also used full page picture template to include cartoons in our reading lessons:

Saon blong Pijin:

A a	Faefala saon yumi no save misim	O o
	Yumi garem faefala saon a e i o u	
	Faefala saon ya, no save mis a e i o u	
akis	a fo akis, a fo anis	oktapus
anis	a e i o u	orens
	e fo enjin, e fo eg	
	a e i o u	
	i fo igol, i fo ilfis	
E e	a e i o u	U u
	o fo oktapus, o fo orens	
	a e i o u	
	u fo ukulele, u fo ura	
	a e i o u	
enjin	Yumi garem faefala saon	ukulele
eg	Faefala saon ya, no save mis ya	ura
	Faefala leta ya,	
	Olketa fren ya,	
	Fo bildim wad, blong yumi.	
	I i	
igol		ilfis

Leson 13

Distaem nao Niki jes save



Boo mi no save baem nao MP3 yu laeksem ya

Yu save waka for kutem gras den boe yu save garem seleni fo baem MP3 ya

Hehehe

Mwai oe, no esiwan garem nao, hem \$200 nansao

He forget boe yu joem petrei fu yu?

Iu enia fu kutem boe tekem \$20—boe mi seden fu 6 wik

Niki hem tingting an hem sei dat boe hem waka fo tufala enia fu 6 wik

Afta 6 wik hem baem MP3 final

Banawa ril naa!

Hehe. Boe me salum banawa den lang waka fi an boe me save baem nao soosolika degen

We used full page picture template to create literacy games that spread over two primer pages. Here's our soccer game in Ulawa language:

Leson 21

Saea mwai ha'atolanga aana uuriporonga munie o'a tau i sul'i'i. Wala'aisulie uri pwani'olana pwani'onga inihou e uritaha. Jaumwaa nga taha ni iiju-iiju i lengine. Konie 1, 2 na 3 i lengine. Nga ta'e iinoni e'a nai to'o aana nga kele hoi hau. Pwani'o aana pwani'onga inihou aani pulitaa.

Suana mwai haiwala aana uuripooronga i laona pokesi inihou. Nga mwai haiwala kire uusu ha'aholo aani, nga mwai ile kire huru oojo-oojo i lengi, nga mwaile huru toli i aana, nga mwaile kire aatopuri na nga mwaile ha'aholo. Kere-kerea nga ho ere-ere kalie mwai haiwala o sueni.

Tala'ae	Niie pooro, ata aana ta'e lehu.	O'a ha'ahoe aana kona kiki, pwani'o lo'u.	O'a to'olupu aana ha'ara, mamalo.
A laa hooahana timi lo'u ne ha'auria poo, mamalo.	Defenda kiki pooro i sinaha mwaanie kekene mamaheraa.	Nete! Pwani'o lo'u.	Kara'ini poo. Ta'e p talahie, o mamalo.
Nga masi ola e hite aamu mamalo.	Timi lo'e o niie poo ta'e ofsaed aliho'i munie roo lehu.	Nete. O niie oto poo wala'imoli e oojo. Pwani'o lo'u.	
Kiki pwala-pwala pwani'o lau.	Haiolisi aaliho'i-tala'ae.	Pwani'onga mamalo usu e huru mamaheraa. Mamalo.	
Nga timi e niie poo. Ata aaliho'i roo lehu.	O niie poo maraamu-mamalo.	O kiki a'ae aaliho'i oolu lehu.	
	O to'o aana kaad sa'a-sa'ala Mamalo.	O toolea kaad waru-warue. Mamalo roo maholoisato.	Nete! O ha'ahoea oto pwani'onga.

Jaumwaa bod namu'i maraamu pwani'o maie a malahumu.

So you can be as fancy as you like in your primer or just keep things plain and easy.