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# ROOM TO LEARN SOUTH SUDAN

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Implemented in partnership with FHI 360 and Plan International USA

**TEACHERS' KEY  
INFORMATION CARDS**

*Basic Literacy Skills*

**TRAINERS'  
MANUAL**

**March 2016**

## KEY INFORMATION CARD 1

### ENGLISH LANGUAGE AND LITERACY INSTRUCTION

#### ORAL LANGUAGE

It is important to build oral language skills. If learners can hear and say English words, it will be easier for them to connect words to text later on.

#### Oral language technique 1: Picture Cards

Pictures help people learn new words. Choose 3–5 words per week and make corresponding picture cards. Choose words that will support a story or song you want to teach later on. Practice the cards throughout the week.

*Example: You decide to teach the song “The Lion Sleeps Tonight.” You look at the song and decide that “lion,” “village” and “jungle” are important words. You draw flash cards with the images below and use them to teach the words to learners before singing the song.*



#### Oral language technique 2: Songs

Songs can be used throughout primary school to build oral language skills.

IF YOU'RE HAPPY AND YOU KNOW IT	
<p><b>Verse 1:</b> <i>If you're happy and you know it, clap your hands (clap, clap)</i> <i>If you're happy and you know it, clap your hands (clap, clap)</i> <i>If you're happy and you know it, and you really want to show it</i> <i>If you're happy and you know it, clap your hands (clap, clap)</i></p>	<p><b>Verse 2:</b> <i>If you're sad and you know it...</i> <b>Verse 3:</b> <i>If you're angry and you know it...</i> <b>Verse 4:</b> <i>If you're proud and you know it...</i></p>

## KEY INFORMATION CARD 2: ORAL LANGUAGE (SONGS)

THE LION SLEEPS TONIGHT	
<p><b>Verse 1:</b>  <i>In the jungle, the quiet jungle  The lion sleeps tonight  In the jungle, the quiet jungle  The lion sleeps tonight</i></p> <p><b>Chorus:</b> <i>Weeee, dee dee dee da wee dum dum da weh. (Wim oh weh oh wim oh weh)</i></p>	<p><b>Verse 2:</b>  <i>In the village, the peaceful village  The lion sleeps tonight  In the village, the peaceful village,  The lion sleeps tonight</i></p> <p><b>Chorus:</b> <i>Weeee, dee dee dee da wee dum dum da weh. (Wim oh weh oh wim oh weh)</i></p>

HEAD, SHOULDERS, KNEES AND TOES
<p>Head, shoulders, knees and toes, knees and toes  Head, shoulders, knees and toes, knees and toes  Eyes and ears and mouth and nose  Head, shoulders, knees and toes, knees and toes</p>

ALPHABET SONG
<p>ABCDEFGHIJKLMNOPQRSTUVWXYZ</p> <p>Now I know my ABCs  Next time won't you sing with me?</p>

THE ANTS GO MARCHING	
<p><b>Verse 1:</b>  <i>The ants go marching one by one, hurrah, hurrah  The ants go marching one by one, hurrah, hurrah,  The ants go marching one by one, the little one stops to suck his thumb  And they all go marching down, to the ground, to get out of the rain, boom, boom, boom</i></p>	<p><b>Verse 2:</b>  <i>The ants go marching two by two, hurrah, hurrah  The ants go marching two by two, hurrah, hurrah  The ants go marching two by two, the little one stops to tie his shoe  And they all go marching down, to the ground, to get out of the rain, boom, boom, boom</i></p>
<p><b>Verse 3:</b> <i>The ants go marching three by three... the little one stops to climb a tree...</i></p>	<p><b>Verse 4:</b> <i>The ants go marching four by four... the little one stops to close the door...</i></p>
<p><b>Verse 5:</b> <i>The ants go marching five by five... the little one stops to take a dive...</i></p>	<p><b>Verse 6:</b> <i>The ants go marching six by six... the little one stops to pick up sticks...</i></p>

### KEY INFORMATION CARD 3

#### PHONEMIC AWARENESS

**Phonemic awareness means hearing and saying the individual sounds in language.**

Phonemic awareness refers to sounds only—it does not involve text. Phonemic awareness instruction helps learners hear individual sounds so they can eventually connect sounds to letters. It is especially important in P1.

**In English, the letter sound and the letter name are different. Learners must learn both. For example, the letter name is b but the sound is /b/ (buh).**

*Example: Ask learners to identify the first sound, not the first letter.*

What is the first sound in cat?  
What is the last sound in cat?  
What is the middle sound in cat?  
Let's say each sound in "cat": /c/ /a/ /t/

#### PHONICS:

**Phonics means applying sounds to written letters. For example, a learner can hear the sound /d/ and know that the letter d makes that sound.** Only teach one letter (either uppercase or lowercase) per class period and no more than two letters per week. After learners know several letters, you can start teaching words.

*Example: Use this example after learners have learned the letters c, a and t.*

- Ask a volunteer to come to the front of the class and hold up a letter card with c. Ask the rest of the class to say the sound (not the letter name!).
- Give another volunteer a card with a. Ask the class to say the sound.
- Give another volunteer a card with t. Ask the class to say the sound.
- Have the volunteers stand together, facing the class, to form the word "cat." When you tap each volunteer, the class should say the sound (/c/ /a/ /t/). Tap each volunteer faster and faster until the class can read "cat."

c a t

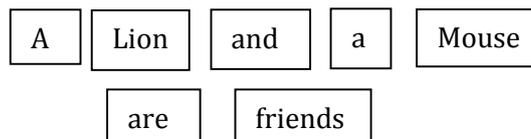
## KEY INFORMATION CARD 4

### FLUENCY

Reading is more than knowing letters and sounds. Learners must read quickly, accurately and with expression. This takes practice.

#### **Example 1: Beginning fluency**

- Choose a short sentence that relates to a story or song that you want to teach. Create word cards for the sentence:
- Give each word card to a volunteer and ask the volunteers to stand in order, facing the class.
- Ask the class to read the sentence.
- Reorder the words (for example, change “lion” and “mouse”) and ask them to read again.



#### **Example 2: Intermediate fluency (excerpt from a book)**

- On the board, write: A lion comes out of his den. “I can see the savannah,” he says. “Me too,” says the mouse.
- Read the text aloud, underlining the text with your finger. Then ask learners to read it slowly with you. Read one more time, faster.

#### **Example 3: Advanced fluency**

- Distribute books so that all learners see the same text.
- For the first few pages, ask learners to follow the text with their finger as you read aloud. After each sentence that you read, ask learners to repeat the sentence.
- In the middle of the book, ask other learners to each take turns reading a page. Help them read with expression and accuracy. If they read slowly, ask them to read the page again to increase their speed.

## KEY INFORMATION CARD 5

### COMPREHENSION

**Comprehension—or understanding—is the goal of reading. The best way to build comprehension is to ask learners questions about what they read.**

**Think of questions that start with “Who, What, When, Where, Why.”**

Who is the main character?

Where does Finda live?

What problem does Finda have?

Why did Finda run to her mother?

**Help learners to predict, summarize and connect:**

Predict: Look at the cover and title of the book. What do you think will happen in this story?

Summarize: What happened first in this story? What happened next? What happened last?

Connect: Has something similar happened to you in your life?

**You can ask learners questions through many types of reading.**

Read alouds: In P1–3, teachers can read a book aloud to learners and ask them questions about what they hear. The teacher can ask questions before, during and after reading.

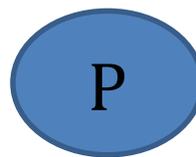
Guided reading: In P2–3, teachers can distribute the National Curriculum Pupils’ English Textbooks to learners and read a story to them aloud as a group. Learners can repeat after the teacher, or each take turns reading two or three sentences. The teacher can ask questions before, during and after reading.

Independent reading: In P3, Teachers may allow learners to carefully choose supplementary readers or stories created and written by the teacher on cards or in books for independent reading. The teacher can ask questions before, during and after reading.

Buddy reading: Teachers can pair lower primary learners with upper primary learners to read a book or story written on a card together. The upper primary learner can help the younger learner read and answer questions about the book or card.

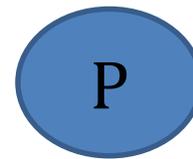
KEY INFORMATION CARD 6

SAMPLE LESSON 1.1



Key objective: Learners will be able to say and understand English words about feelings.		
	Goal	Activity
	<p><b>Learn new words:</b></p> <p>Happy, sad, angry</p>	<p><b>Use these flash cards and ask learners to repeat the English word.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Mix the cards and repeat.</b></p> <p><b>Without showing the cards, say “happy,” “sad” or “angry,” and ask learners to show the expression on their faces.</b></p> <p><b>Continue until all or most learners can show the correct expression.</b></p>
	<p><b>Practice first sounds</b></p> <p>/h/</p> <p>/s/</p> <p>/a/</p>	<p><b>Ask learners</b></p> <p>What is the first sound in “happy?”</p> <p>What is the first sound in “sad?”</p> <p>What is the first sound in “angry?”</p>
	<p><b>Learn a new song</b></p>	<p><b>Practice and sing. Clap along.</b></p> <p>If you’re happy and you know it, clap your hands                      If you’re happy and you know it, clap your hands                      If you’re happy and you know it, and you really want to show it                      If you’re happy and you know it, clap your hands</p> <p><b>Explain the words “know” and “clap.”</b></p> <p><b>Repeat the song with “sad” and “angry,” using facial expressions.</b></p>
√	<p><b>Assess learning</b></p>	<p><b>Show the flash cards again in different order. Ask learners to say the word.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

KEY INFORMATION CARD 7



SAMPLE LESSON 1.2

<b>Objective:</b> Learners will be able to remember key words and identify key words in a story about feelings.		
	Goal	Activity
	<p><b>Review words:</b></p> <p>happy, sad, angry</p>	<p><b>Use picture flash cards and ask learners to repeat the English word.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div> <p><b>Mix the cards and repeat.</b></p> <p><b>Without showing the cards, say “happy,” “sad” or “angry,” and ask learners to show the expression on their faces.</b></p>
	<p><b>Review the song</b></p>	<p><b>Practice and sing. Clap along.</b></p> <p>If you’re happy and you know it, clap your hands                      If you’re happy and you know it, clap your hands                      If you’re happy and you know it, and you really want to show it                      If you’re happy and you know it, clap your hands</p> <p><b>Ask if learners remember the definition of “know” and “clap” from the last class.</b></p>
	<p><b>Read aloud</b></p>	<p><b>Read aloud the supplementary reader “My Feelings.” When learners hear one of the “feeling” words, they should make the facial expression.</b></p>
	<p><b>Discuss</b></p>	<p><b>Ask learners,</b></p> <p>Do you sometimes feel the same as the characters in the story? Which feelings do you like? Which do you not like? What makes you happy, sad or angry?</p>
	<p><b>Assess learning</b></p>	<p><b>Show the flash cards; learners say the word. Ask different parts of the room to respond (example: first girls, then boys, then the back row, etc.).</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>

**KEY INFORMATION CARD 8**

**SAMPLE LESSON 1.3**

Objective: Learners will be able to identify and write the letter S.		
	Goal	Activity
	<b>Review words:</b> Happy, sad, angry	<b>Use picture flash cards to review the word “sad.”</b> 
	<b>First sounds</b> /s/	<b>Ask learners to identify the first sounds in “sad.”</b> <b>Can they think of other words with this sound?</b> (Examples: sit, sky, snake) <b>Does anyone have this sound in their name?</b> (Example: Steven).
	<b>Teach a letter</b>	<b>On a flash card or on the board, show the letter S.</b> <b>Say</b> This is the letter S. It makes the sound /s/. Say sssss. <b>Remind learners of their examples of words and names with the /s/ sound.</b>
	<b>Match a letter</b>	<b>Ask a learner to match the letter S to an alphabet chart or to a letter S found in words on display in the classroom.</b>
	<b>Skywrite</b>	<b>Show learners how to skywrite the letter S in the air, then ask them to skywrite with you.</b>
	<b>Write</b>	<b>Show learners how to write the letter S, then have them write the letter S in their exercise books. They should practice several times.</b>
	<b>Read aloud</b>	<b>Read aloud the supplementary reader “My Feelings” or any other grade-level short story about feelings. The story could be written on the blackboard or chart. When learners hear the letter S, they should hold up their notebook that has “S” written on it. Ask them to draw words (such as sky or snake) that start with s.</b>

√	<b>Assess learning</b>	<b>As learners leave the class, ask them to show their exercise books where they had written S. If you have too many learners to check all exercise books, ask them to compare their exercise books with a peer.</b>
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**KEY INFORMATION CARD 9**

**SAMPLE LESSON 1.4**

<b>Objective:</b> Learners will be able to read and write English words about feelings.		
	Goal	Activity
	<b>Discuss</b>	<b>Ask learners how they are feeling that day.</b>
	<b>Review words:</b>  Happy, sad, angry	<b>Use these flash cards and ask learners to repeat the English word.</b>      <b>Mix the cards and repeat. Ask learners to demonstrate the emotions.</b>
	<b>Practice word sounds; practice letters</b>  /h/ /a/ /p/ /y/ /s/ /a/ /d/ /a/ /n/ /g/ /r/ /y/	<b>Ask learners</b>  What sounds do you hear in “happy?”  <b>When learners respond, write the corresponding letters on the board. Repeat with “sad” and “angry.”</b>  <b>Ask learners: What letter do these words all have?</b>
	<b>Play a letter game</b>	<b>Ask for five volunteers and distribute letter cards that spell the word “happy.” Ask that they put themselves in order and face the class.</b>  <b>Repeat with letters for “sad” and “angry.”</b>
	<b>Write</b>	<b>While the volunteers face the class holding their letter cards in the correct order, learners should copy the words in their exercise books.</b>

	<b>Read aloud</b>	<p>Read aloud a story on feelings such as the supplementary reader “My Feelings.” Ask learners to touch the word “happy” in their notebook when they hear it. Such a story could be written on the blackboard or chart.</p>
√	<b>Assess learning</b>	<p>As learners leave the class, ask them to show their notebooks where they had written happy, sad and angry. If you have too many learners to check all exercise books, ask them to compare their exercise books with a peer.</p>

**KEY INFORMATION CARD 10**

**SAMPLE LESSON 2.1**

<b>Objective:</b> Learners will be able to read and write names for colors and match them with objects and pictures.		
	Goal	Activity
	<b>Review colors in a game.</b>	<p><b>Tell learners you will review colors. Ask,</b></p> <p>Do you see something red? <b>A volunteer should find something red.</b></p> <p>Do you see something blue?</p> <p><b>Continue with different colors.</b></p>
	<b>Read aloud</b>	<p><b>Read aloud “Do you see?” showing the pictures.</b></p> <p><b>Ask learners to respond, “Yes, I do.”</b></p> <p><b>Ask learners if they see red, blue and black in their daily lives.</b></p>
	<p><b>Practice spelling colors</b></p> <p>Red Green Blue Black</p>	<p><b>Ask for volunteers. Give each volunteer a different letter (that is used in the color names).</b></p> <p><b>Ask different learners to call out a color, and the volunteer learners will attempt to spell it for the class.</b></p> <p><b>Volunteers should face the class with their finished word.</b></p>
	<b>Write</b>	<p><b>Ask learners to copy the words “blue” and “black” in their exercise books. Next to these words, they should draw a picture of something blue and something black. Let learners color their work with the correct colored pencil, crayon or chalk.</b></p> <p><b>Ask learners,</b></p> <p>What letters do these words have in common?</p>

√	<b>Assess learning</b>	<b>As learners leave the class, ask them to show their notebook where they had written blue and black. If you have too many learners to check all exercise books, ask them to compare their notebooks with a peer.</b>
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**KEY INFORMATION CARD 11**

**SAMPLE LESSON 2.2**

<b>Objective:</b> Learners will be able to understand and write color names in a sentence.		
	<b>Goal</b>	<b>Activity</b>
	<b>Practice sight words with “Do You See?”</b>	<p>Teach the words “Do,” “you” and “see” using word cards. Ask for volunteers to hold the cards. Pointing to the word cards for each question, ask</p> <p>Do you see something red? <b>A volunteer should find something red.</b></p> <p>Do you see something blue?</p> <p><b>Continue with different volunteers and colors.</b></p>
Do you see something red?	<b>Build sentences</b>	<p><b>On the board, write, Do you see the red flower?</b></p> <p><b>Ask the class as you read with you. Underline the text with your finger as you read together.</b></p> <p><b>Add new sentences for the class to read with you:</b></p> <ul style="list-style-type: none"> <li>• Do you see the blue sky?</li> <li>• Do you see the green tree?</li> <li>• Do you see the black bird?</li> </ul>
	<b>Write</b>	<b>Ask learners to copy each sentence and draw a picture next to it to show comprehension.</b>
√	<b>Assess learning</b>	<b>As learners leave the class, ask them to show their exercise books where they had written their sentences. If you have too many learners to check all notebooks, ask them to compare their notebooks with a peer.</b>

## KEY INFORMATION CARD 12

### SAMPLE LESSON 2.3

<b>Objective:</b> Learners will be able to read and identify color names in the context of a book.		
	Goal	Activity
	<b>Review words:</b> Do You See Red Green Blue Black	<b>Use flash cards to review the words from before. Hold up the word flash card and ask different parts of the room to respond (first girls, then boys, then the back of the room, middle of the room, etc.).</b>
	<b>Guided reading</b>	<p>Distribute copies of a supplementary reader such as “Do You See?” OR use the blackboard to write the “Do You See?” story or any other story that the learners can read, with illustrations for all to see.</p> <p>You can also use a story from the National Curriculum class-level English textbook.</p> <p>Ask a volunteer learner to read the title.            Read each page aloud for the learners. After each page, ask learners to repeat, following the text with their finger and using proper speed and expression.</p> <p>Read the book again. This time, ask a different learner to read each page.</p>
√	<b>Assess learning</b>	<b>Ask learners,</b> In this story, what was blue? What was black? What was red? What was green?  What other colors were in this book?  Can you think of other objects that are this color?

**KEY INFORMATION CARD 13**

**SAMPLE LESSON 3.1**

Objective: Learners will be able to read and answer questions about a book.		
	Goal	Activity
	<b>Discuss</b>	<b>Ask learners,</b> Do you like to play football? Do you play well? Where do you play?
	<b>Build a title</b>	<b>Ask for six volunteers. Give each volunteer a word card. Ask volunteers to put themselves in order and face the class to make the title of a supplementary reader such as “Musa and Finda Make a Football.”</b>  Ask the class to read the title together. Ask the class what words start with the same letter.
	<b>Read aloud</b>	<b>Show the supplementary reader, for example “Musa and Finda Make a Football.” Ask the class to predict what the book will be about.</b>  <b>Before reading, ask learners,</b> Look at the pictures and think about the title. Can you guess what the story will be about?  <b>During reading, ask learners,</b> How do you think they will make a football?  <b>After reading, ask learners questions such as,</b> What was Musa and Finda’s problem at the beginning of the story? Do you think they had a good solution?
√	<b>Assess learning</b>	<b>Summarize. Ask learners,</b> What happened first in the story? What happened next? What happened last?  <b>Connect. Ask learners,</b> Have you ever made a football? Did you use the same materials as Musa and Finda?

**KEY INFORMATION CARD 14**

**SAMPLE LESSON 3.2**

<p><b>Objective:</b> Learners will be able to read a book with help and answer questions about the book.</p>		
	Goal	Activity
	<p><b>Flash cards:</b></p> <p>Run</p> <p>Tie</p> <p>Play</p> <p>Make</p>	<p><b>Show flash cards for “run” and “tie” to learners. Define the words and ask learners to act out “run” and “tie.”</b></p> <p><b>Show flash cards for “play” and “make” to learners. Define and ask learners to act out those words.</b></p> <p><b>Mix the flash cards and ask learners to act the words out again.</b></p>
	<p><b>Guided reading</b></p>	<p><b>Distribute the supplementary reader used in the previous lesson, such as “Musa and Finda Make a Football,” to learners (or write part of the story on the blackboard). Give learners a minute to look for the words that were just practiced.</b></p> <p><b>Tell learners, We will read the story together. When I read a sentence, you repeat.</b></p> <p><b>For the first few sentences or pages, read each sentence and then ask learners to repeat it, following along with their finger.</b></p> <p><b>Then ask for a volunteer to read. Continue asking for volunteers until the end of the book or story written on the blackboard or chart. Help the learners use appropriate expression.</b></p>
√	<p><b>Assess learning</b></p>	<p><b>Show a flash card for selected words (run, tie, play, make). After each flash card, ask learners to point to the word in the book or story written on a board or chart.</b></p>

## KEY INFORMATION CARD 15

### SAMPLE LESSON 3.3

<b>Objective:</b> Learners will be able to read a book independently and answer questions about the book.		
	Goal	Activity
	<b>Discuss</b>	<b>Ask learners,</b> What story have we been reading? Who are the main characters, and what did they do?
	<b>Independent reading</b>	<b>Distribute a supplementary reader used in previous lessons, such as “Musa and Finda Make a Football,” or a story written on cards by the teacher. If there are not enough books or cards, you can put learners in groups or pairs.</b>  <b>Tell learners,</b> You will read the book or story on cards independently. After finishing, you will write three things that happened in the story.
	<b>Write</b>	<b>After reading, ask learners to write down three things that happened in the story. They can use drawings to support the list.</b>
√	<b>Assess learning</b>	<b>While learners are working independently, call up individual learners or small groups of learners to read aloud with you. Try to choose learners who seem to be struggling and need extra practice and support.</b>

## ANNEX A: LESSON OBSERVATION CHECKLIST

Observable Indicators		Comments
The lesson is prepared.	Yes/ No	
The lesson has an objective.	Yes/ No	
Learners actively participate in the lesson.	Yes/ No	
The teacher checks for understanding.	Yes/ No	
The teacher emphasizes important components of reading instruction.	Yes/ No	
The teacher uses appropriate materials.	Yes/ No	
The teacher encourages equal participation among girls and boys.	Yes/ No	
The teacher is inclusive of all learners.	Yes/ No	
The teacher helps learners feel supported and accepted.	Yes/ No	
The teacher uses only positive discipline.	Yes/ No	