

7



Accelerated Education Introductory Teacher Training Pack

Literacy 1: Learning to Read

Literacy 1: Learning to Read

This is Session 7 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

7: Literacy 1: Learning to Read

TRAINER OVERVIEW

Session time	3 hours
AE teacher competency	3: Focuses on literacy and numeracy skills as the foundation of learning 11: Uses age-appropriate teaching strategies
Learning Outcomes	At the end of the session participants will be able to: <ol style="list-style-type: none"> 1. Identify the 5 main reading skills 2. Identify methods to teach letters and word building. 3. Deliver a lesson on teaching letters and sounds
Materials	<ul style="list-style-type: none"> » Trainer Resource 7.1: Model lesson a, d » Handout 7.1: Find the meaning of the word (1 copy per participant) » Handout 7.2: Fluent reading (1 copy per participant) » Handout 7.3: Textbook pages for group work » Flip chart paper and markers

OVERVIEW

Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Using your experience	Think-pair-share	5	
2: Reading skills	Think-pair-share Problem solving Reading	80	Flip chart paper and marker Handout 7.1: Find the meaning of the word Handout 7.2: Fluent reading

BREAK

3: Teaching beginning reading skills	Model lesson Micro teaching by participants	70	Trainer Resource 7.1: Model lesson a, d Flip chart paper and markers Handout 7.3: Textbook pages for group work
Reflection	Think-pair-share	10	Session Outcomes

STEPS



Introduction

1. Write the title of the training session on the board: 7: *Literacy 1: Learning to read*.
2. Say:
 - Welcome to session 7: Literacy: Learning to read.
 - In this session we rediscover the skills we use to read and then practice how to teach them.
3. Write the session outcomes on the board/wall.
4. Say:
 - By the end of the session you will be able to:
 1. identify the 5 main reading skills
 2. identify methods to teach letters and word building.
 3. Deliver a lesson on teaching letters and sounds



1: Using your experience

1. Make groups of 2 for think-pair-share.
2. Say:
 - Discuss with your partner the questions.
 - What things have you read this week?
3. After a few minutes ask each pair to give you one idea.

Possible answers

- Books
- Magazine
- Timetable
- Handouts
- Mobile phone text
- Food and medicine packets
- Prices in the market
- Signposts
- Brochures
- Quran

4. Ask:
 - Does everyone need to be able to read these things?
 - What would happen if you couldn't read these things?
5. Ask 2-3 learners to share their ideas



2: Reading skills

INTRODUCTION/ INPUT: USING OUR READING SKILLS¹ (30 MIN)

1. Make groups of 2 for think-pair-share.
2. Say:
 - During this activity, I want you to discuss the questions in pairs first. Then I will ask for some answers or ideas.
3. On the board/chart write the following word. '**knebevight**'
4. Say:
 - I want you to read the word and pronounce it correctly.
 - Think about what the word means.
5. Ask 2-3 participants to say the word.
6. Ask:
 - How were you able to pronounce it?
7. Ask 2-3 participants for their ideas.

Answer:

You used your knowledge of letter shapes, sounds and spelling rules to sound out the word.

In **knebevight** we know that a **k** before a **n** makes no sound. We also know that **ight** is pronounced .

8. Ask:
 - Did you understand the word?
9. Ask 2-3 participants for their ideas.

Answer:

No, they only translated it into sounds. There is no meaning.

10. Say:

- Now we will look at the word in a sentence and try to give the word a meaning
 - ▷ **Halima put her knebevight**

11. Ask:

- What are the possible meanings?

12. Ask 5 participants to give possible meanings for the word.

13. Ask:

- Do you know what part of speech it is?
- How do you know this?
- Does it represent one or many?

14. Say:

- It must be a noun because of its relationship to other words in the sentence. Subject – verb-noun. It is also something that belongs to Halima as the word ‘her’ is used.

15. Ask:

- Is this a sentence?
- Where is the full stop?

16. Say:

- We still don’t know exactly what the word means. Let’s add another word. Where is the full stop?
- **Halima put her knebevight on**

17. Ask:

- What are the possible meanings?

18. Say:

- meaning or a full stop.
- Let’s keep reading and look for more context clues.
 - ▷ **Halima put her knebevight on to protect her from the rain.**

19. Ask:

- What are the possible meanings?

20. Say:

- The meaning is now clearer but could be a coat, blanket or shawl. We have a full stop but we need more information for a fuller meaning:
 - ▷ **Halima put her knebevight on to protect her from the rain. She placed it on her head.**

21. Say:

- Now we have the meaning but it could be a plastic bag! Now we must look at the passage:
 - ▷ **Halima put her knebevight on to protect her from the rain. She placed it on her head. Although it made her hair flat, it had a good waterproof brim to keep her face dry.**

22. Say:

- Now we know that a knebevight is a hat. From this activity we know that:
 - ▷ Reading is often only saying sounds and making them into words.
 - ▷ Comprehension is understanding the meaning of words.

23. Ask:

- What difficulties did you have saying the word?
- What difficulties did you have in understanding the meaning?
- For example, did you have trouble because you had never experienced Halima's situation?

24. Say:

- Discuss with your partner the question.
- What reading strategies were used to solve the meaning of knebevight?

25. Ask each pair to share 1 idea. Write them on a chart

Definition:

Decoding: is a key skill for learning to read. It involves using letter-sound relationships to pronounce written words

Reading Strategies:

- Sound out the letters
- Build-up the letter pattern called decoding
- Apply the knowledge we have of words and rules
- Connect the relationship of the words grammatically
- Using the other words in the sentence to help us find the meaning. (Use context for clues to meaning)

26. Put up the chart.:

Reading is the development of:

1. Letter knowledge
2. Phonological awareness (sounds of letters)
3. Vocabulary
4. Fluency (ability to read easily)
5. Comprehension (understanding)

27. Say:

- As adults, we use these reading strategies all the time.
- Young children and beginner readers have not developed these skills.
- Learning to do this requires teaching, practice and experience with different reading passages.
- Many AEP learners will come with some experience of reading. So, the AEP class may have many different levels of reading ability.

PRACTICE: FINDING THE MEANING OF WORDS (20 MIN)

Handout 7.1

Handout 7.1: Find the meaning of the word

1. Read the sentences.
 2. Each sentence contains a word in bold that has no meaning.
 3. Discuss with your partner what the word means.
- A. The local elderly had **delicious** cakes and bread.
 - B. I **perveled** as fast as I could but I couldn't get to the class on time.
 - C. Peter **trine** out the handle on the horse-drawn cart and made a squeak.
 - D. He **alled** the **trudge** to go outside for some fresh air. The bus was very hot.
 - E. Learning to read is an **insurmount** task.
 - F. The teacher drew a **shredhold** on the board. He used coloured chalk and was careful to make a good **hemiscribe**. He **enough** it was created when it rained and was **hurry** at the same time.
 - G. This activity is **physherated** for all levels of language ability.

1. Make groups of 2 for think-pair-share.

2. Explain task:

- Read the sentences in Handout 7.1.
- Each sentence contains a word in bold that has no meaning.
- Discuss with your partner what the word means.
- You have 5 minutes for this task.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Distribute Handout 7.1.



Trainer tip:

Of the teachers struggle, do the first one with the group. If 'nonsense' word is distracting, cover the word and ask what word would best fill the gap.

5. After 5 minutes check the answers.

Answers

- a. Videry – bakery
- b. Pevved – walked, drove, cycled etc – verb of movement
- c. Horozone – birthday
- d. Trudgeions – passengers
- e. Trosp – skill
- f. Shrethold – rainbow
- g. Physherated – differentiated/changed

6. Ask:

- What skills did you use to find the meaning of the words?
- How easy was this?
- Can AEP learners do this?

7. Say:

- AEP learners are much older and already have a larger vocabulary. They should be able to work out the meaning of words more easily than young children.

PRACTICE 2: READING FOR FLUENCY (10 MIN)

1. Explain task:

- For the next activity I will give you Handout 7.2.
- Turn the page over and do not look at it until I say.
- When I say turnover read the paragraph on the handout silently.
- You will have 1 minute to finish the reading.

2. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

3. Distribute **Handout 7.2**.

4. Say:

- Turnover the page and start reading.

Handout 7.2

Handout 7.2: Fluent reading

Read the paragraph silently

I couldn't believe that I could actually understand what I was reading. The phonological power of the human mind, according to researchers at Cambridge University, is such that when asked to read the letters in a word are, the only important thing is that the first and last letters be in the right order. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read away letter by letter, but the word as a whole. Amazing, huh?

Think, and I analyse thought speaking was presented!

Discuss the questions with your partner

1. Could you read the passage?
2. Did you understand the passage?
3. What is different about this passage?
4. How did you manage to read and understand it?

5. Ask:

- Could you read the passage?
- Did you understand the passage?
- What is different about this passage?
- How did you manage to read and understand it?

Answers

- Most participants can read and understand the passage.
- The passage is missing letters and has them in the wrong order.
- You can read it using the shape of the word and using the first and last letter.

6. Say:

- This passage demonstrates the reading skill of fluency. As we become more proficient readers we do not sound out each letter of the word – it would take too long. Instead we recognise the whole word. By reading fluently we are able to understand the passage and get meaning from it. Understanding the words is called comprehension. Did you understand the passage?
- It is only by reading fluently that we can read all the subject texts in higher grades. Learners need lots of practice at reading, both aloud and silently to become more fluent as readers.

REFLECTION (20 MIN)

1. Ask:

- What reading skills may learners already have when they join AEP?

Possible AEP learner reading skills

- Vocabulary related to their family, work and community
- Knowledge of the alphabet
- Range of cultural stories and songs
- Some may be able to read words and short texts
- Some may have vocabulary in another language

2. Explain task:
 - For the next activity I will put you in groups of 3.
 - In your group discuss the questions
 - What challenges can you expect teaching reading skills?
 - What can you do to solve these challenges?
 - You have 5 minutes for this task.
3. Make groups of 3 sitting next to each other.
4. After 5 minutes, ask groups for one answer to the first question, then one answer for the second question.

Possible answers

Challenges

- Some sounds may be hard to learn
- Learners have different reading and writing abilities
- Mix of mother tongues
- Language of instruction/textbook is not mother tongue
- Learners have different interests and goals
- Takes time
- Noisy classrooms so learners can't read silently

Solutions

- Have listening exercises to help with sounds
- Buddy system – better readers read for weaker reader
- Practice
- Provide reading books
- Translation
- Use materials, pictures,
- Adapt textbook texts to make them more interesting

5. Say:
 - Remember that AEP learners have an adolescent brain which is developing and strengthening connections between brain cells. As teachers we need to strengthen the language connections of listening, speaking, reading and writing.
 - Good reading skills are necessary for all subjects in AEP class. A strong foundation in reading and writing skills will benefit all subjects.

- Finally we must remember that reading is an enjoyable activity. The more learners enjoy and value reading, the more they will read. The more they read the better readers they will become.



3: Teaching beginning reading skills

INTRODUCTION: STARTING READING (5 MIN)

1. Show the AEP Level 1 textbooks if you have them.
2. Say:
 - AEP level 1 textbooks cover all the reading skills we have learnt about.
 - It starts by teaching letters and sounds and how to join them to read words. It then joins words to make sentences.
 - To make sure the AEP learners have a good start to their learning, we need to teach the letters and how to join them and decode them.
3. Ask:
 - How many letters are there in the alphabet?
 - Who can tell me all the letters in order?
 - Can anyone tell me the letters from the last to the first?
4. Say:
 - When we teach the letters and decoding we are need to practice what the letter sounds like, how to say it, what it looks like and how to write it.



Trainer tip:

For this activity you can ask a participant to deliver the model lessons. Practice the model lesson beforehand.

INPUT: MODEL LESSON 1: LETTERS A, D² (20 MIN)

1. Say:
 - I will give a model lesson on teaching the letters.
 - I will give the lesson using English letters a and d to make it more realistic as a beginner.
 - You will be the AEP learners.
 - As you take part in the lesson, think about the methods used to teach the letters.
2. Follow the model lesson directions in **Trainer Resource 7.1**.
3. At the end of the model lesson make groups of 2 for think-pair-share.

Trainer Resource 7.1

Trainer resource: Model lesson a, d²

Model lesson a, d

Materials
Picture card ant/ays
Picture card dog/doggo
Letter cards a, s, d, d



Activity 1: Letter sounds

1. Hold up the picture of an ant/ays
2. Ask:
 - What is this?
3. Say:
 - Listen carefully, this is an ant/ays
 - Repeat the word after me: ant, ant, ant / ayes, ayes, ayes
4. Say:

4. Explain task:
 - In your pairs discuss the methods used in the model lesson
 - Which reading concepts did you learn?
 - You have 2 minutes for this task.
6. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
7. After 2 minutes ask each group to tell you a method or reading concept.

Answers

Methods

- Introduction
- Picture Vocabulary
- Find the Letters
- Write the Letters
- Beginning Reading
- Word Building

Concepts

- How to say, recognise and form letters a and d
- How to read and make a word with a and d
- The English words: dad, add

8. Ask:
 - Which methods did you enjoy?
 - Which activities can you do with AEP learners?

PRACTICE: TEACHING PRACTICE: LEARNING TO READ (40 MIN)

1. Say:
 - Now that you have seen an example of teaching sounds and letters, it is your turn.
2. Explain task:
 - I will put you in groups
 - Each group will have some letters to teach.



Trainer tip:

Some guidance on making groups can be found in the Trainer notes at the end of this session.



Trainer tip:

Find texts from the curriculum from subjects other than language e.g. science.

- Discuss with your group how you will teach the letters.
- You have Handout 7.3 which is a textbook page to help you.
- You have 15 minutes for this task.
- You can use any materials to help you.
- After 15 minutes, 2 groups will join together. One group will teach the vocabulary whilst the other group act as learners.
- After 5 minutes groups will change round. The first group will be learners and the second group will teach.

3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do? Can anyone answer that question?
4. Make groups of 4 using the counting off method. Indicate where each group will sit.
5. Give each group one of the following letter groups and **Handout 7.3**.

Group A: c, o

Group B: b, g

Group C: l, h

Group D: i, u

Group E: r, k

6. After 15 minutes, join groups together to teach their letters
7. Monitor the groups.
8. After 10 minutes, stop the activity.
9. Ask each group in turn:
 - Did the group teaching use a variety of methods? Which did they use?
 - What reading concepts did they teach?

REFLECTION

1. Ask:
 - What did you like the most about teaching beginning reading skills?
 - Can you use these methods in your AEP class?



End of Sessions Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
 - Have the learning outcomes been achieved?
3. Make groups of 2 for think-pair-share.
4. Ask groups to answer the following questions:
 - What did you learn in this session?
 - What did you enjoy in this session?
 - What will you try in your classroom?
5. Ask some groups to share their answers.

----- END OF SESSION -----

End notes

¹ Adapted from Children in Crisis. (2006). Trainers Manual Accelerated Learning for over-aged children in Grade One and Two; Grade Three; Grade Four, Grade Five and Grade Six. Afghanistan Primary Education Programme, Creative Associates International, Afghanistan.

² Adapted from Literacy for life for Children South Sudan, The Ministry of Education, Science and Technology (MoEST), the South Sudan Education Cluster and UNESCO.

Ideas for coaching

- Review a lesson with the teacher on reading and writing strategies.

Ideas for collaborative learning/self-study

- Teachers can work with their peers to plan reading and mother tongue lessons.
- Teachers can observe another teacher's lessons to get more ideas for teaching reading.
- Teachers can ask learners about different reading approaches and how they make them feel and discover what they enjoy the most/least.

Session Outcomes

By the end of the session you will be able to:

1. Identify the 5 main reading skills
2. Identify methods to teach letters and word building.
3. Deliver a lesson on teaching letters and sounds

Trainer Resource 7.1: Model lesson a, d¹

Materials

Picture card ant

Picture card dog

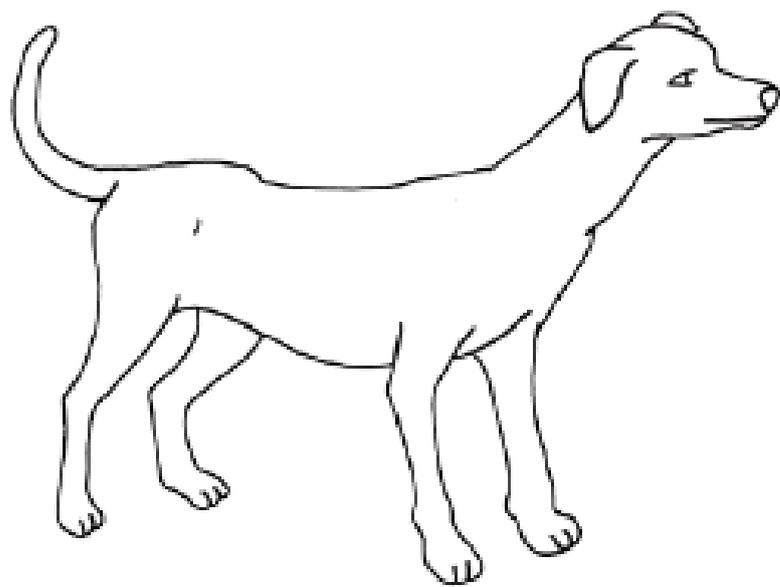
Letter cards A, a, D, d

A a



ant

D d



dog

ACTIVITY 1: LETTER SOUNDS



Name and Sound:

- Name: a
- Sound: /a/ (both sound like ah)
- Words starting with letter sound /a/:
 - ▷ at
 - ▷ and
 - ▷ am



Name and Sound:

- Name: d
- Sound: /d/ (both sound like duh)
- Words starting with letter sound /d/:
 - ▷ do
 - ▷ dig
 - ▷ dot

1. Hold up the picture of an ant
2. Ask:
 - What is this?
3. Say:
 - Listen carefully, this is an ant
 - Repeat the word after me: ant, ant, ant, ant.
4. Say:
 - Listen carefully to the sound at the beginning of the word: /a/.
 - Repeat the sound after me: /a/, /a/, /a/, /a/.
5. Point to small letter a on the picture.
6. Say:
 - My name is small a.
 - My sound is /a/.
7. Ask
 - What's my name?
 - What's my sound?
8. Hold up the picture for d.
9. Ask:
 - What is this?
10. Say:
 - Listen carefully, this is a dog.
 - Repeat the word after me: dog, dog, dog, dog.
11. Say:
 - Listen carefully to the sound at the beginning of the word: /d/.
 - Repeat the sound after me: /d/, /d/, /d/, /d/.
12. Point to small letter d on the picture.
13. Say:
 - My name is small d.
 - My sound is /d/.

14. Point to the pictures for **a** and **d** and ask learners to say the sounds.
15. Put the pictures for **a** and **d** at each end of the wall at the front.
16. Say:
 - When I say a sound I want you to point with your arm to the picture for that sound.
17. Let's practice. Point to the sound /a/. Now point to the sound /d/.
18. Say different sounds /a/ and /d/ in a mixed order and ask the learners to point to the picture.
19. When most learners recognise the sound ask a learner to come to the front.
20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound /a/ or /d/.
21. Repeat with 5-10 learners.

ACTIVITY 2: FIND THE LETTERS

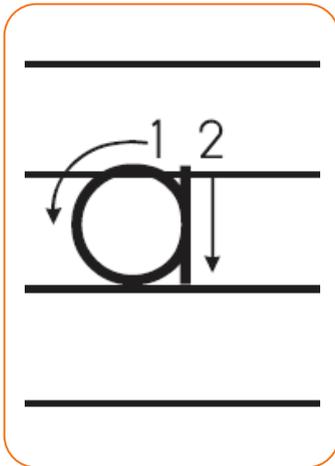
1. Write many different big and small letters on the blackboard.



a a d a d d a a d
a d d a a d d d a
d a d d a a a d d

2. Ask learners to come to the front and circle the **a**.
3. Repeat with different learners until all the **a** letters have been circled.
4. Repeat the activity with the letter **d**. Ask learners to come to the front and underline the small letter **d**.
5. Repeat with different learners until all of **d** letters have been found correctly.

ACTIVITY 3: WRITE THE LETTERS

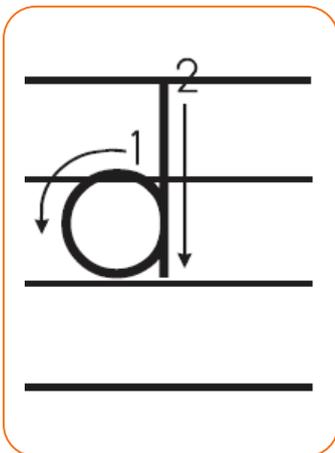


Letter Formation Phrase:

a: Round, round, round,
up, down

1. Draw 4 guiding lines on the blackboard.
2. Write the small letter **a** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letters while saying the letter formation phrase.
4. Instruct the learners to do the following for the small letter **a**:
5. Write the small letter **a** in the air and say the letter formation phrase. Repeat 3 times.
6. Write the small letter **a** on your hand and say the letter formation phrase. Repeat 3 times.
7. Write the small letter **a** with your finger on the book and say the letter formation phrase. Repeat 3 times.
8. Stretch your arms and hands.
9. Write the small letter **a** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Repeat for letter **d**



Letter Formation Phrase:

d: Round, round, round,
up, up, down, down

1. Draw 4 guiding lines on the blackboard.
2. Write the small letter **d** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter
3. Instruct the learners to do the following for the small letter **d**:
4. Write the small letter **d** in the air and say the letter formation phrase. Repeat 3 times.
5. Write the small letter **d** on your hand and say the letter formation phrase. Repeat 3 times.
6. Write the small letter **d** with your finger on the book and say the letter formation phrase. Repeat 3 times.
7. Stretch your arms and hands.
8. Write the small letter **d** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

ACTIVITY 4: BEGINNING READING

1. Ask learners to come to the front and hold the cards for **a**, **d** and **d**.
2. Ask learners to say the sound for their card.
3. Arrange 2 learners holding their cards in this order: **a - d**
4. Point to each letter and say the sounds slowly: /a/ - /d/. Repeat the sounds faster to say the word: **ad**.
5. Ask learners to read the word: **ad**.
6. Arrange 2 learners holding their cards in this order: **d-a**
7. Point to each letter and say the sounds slowly: /d/ - /a/. Repeat the sounds faster to say the word: **da**.
8. Ask learners to read the word: **da**.
9. Arrange 3 learners holding their cards in this order: **d-a-d**
10. Point to each letter and say the sounds slowly: /d/ - /a/ - /d/. Repeat the sounds faster to say the word: **dad**.
11. Ask learners to read the word: **dad**.
12. Arrange 3 learners holding their cards in this order: **a-d-d**
13. Point to each letter and say the sounds slowly: /a/ - /d/ - /d/. Repeat the sounds faster to say the word: **add**.
14. Ask learners to read the word: **add**.

ACTIVITY 5: WORD BUILDING

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

a	d	d
d	a	a
a	d	d



Words to Build:

- ad
- da
- dad
- add

4. Say the word: ad. Point to each letter in the grid and say the sounds slowly: /a/ - /d/. Then say the sounds faster to say the word: ad.
5. Say the word: da. Point to each letter in the grid and say the sounds slowly: /d/ - /a/. Then say the sounds faster to say the word: da.
6. Say the word: dad. Point to each letter in the grid and say the sounds slowly: /d/ - /a/ - /d/. Then say the sounds faster to say the word: dad.
7. Say the word: add. Point to each letter in the grid and say the sounds slowly: /a/ - /d/ - /d/. Then say the sounds faster to say the word: add.

ACTIVITY 6: WRITING WORDS

1. On the blackboard draw 4 guiding lines.
2. Write the words dad and add using the guiding lines. Draw pictures next to each word.
3. Ask learners to write the words dad and add using the guiding lines. Tell them to draw pictures next to each word.

Handout 7.1: Find the meaning of the word

1. Read the sentences.
2. Each sentence contains a word in bold that has no meaning.
3. Discuss with your partner what the word means.

- a. The local **videry** had delicious cakes and bread.
- b. I **pevved** as fast as I could but I couldn't get to the class on time.
- c. Pete blew out the candle on her **horozone** cake and made a wish.
- d. He asked the **trudgeions** to go outside for some fresh air. The bus was very hot.
- e. Learning to read is an important **trosp**.
- f. The teacher drew a **shrethold** on the board. He used coloured chalk and was careful to make a good semi-circle. He explained it was created when it rained and was sunny at the same time.
- g. This activity is **physherated** for all levels of language ability.



Handout 7.1: Find the meaning of the word

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- g. This activity is **physherated** for all levels of language ability.

Handout 7.2: Fluent reading

Read the paragraph silently

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd what I was radenig. The phaonmneal pweor of the hmuan mnid. Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer what order the ltteers in a word are, the only iprmoatnt thing is that the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit a porbelm. This is bcuseae the human mnid deos not raed ervey lteter by istlef, but the word as a wlohe. Amzanig, huh?

Yaeh, and I awlyas thuohgt slpeling was ipmorantt!!

Discuss the questions with your partner

1. Could you read the passage?
2. Did you understand the passage?
3. What is different about this passage?
4. How did you manage to read and understand it?



Handout 7.2: Fluent reading

Read the paragraph silently

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd what I was radenig. The phaonmneal pweor of the hmuan mnid. Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer what order the ltteers in a word are, the only iprmoatnt thing is that the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit a porbelm. This is bcuseae the human mnid deos not raed ervey lteter by istlef, but the word as a wlohe. Amzanig, huh?

Yaeh, and I awlyas thuohgt slpeling was ipmorantt!!

Discuss the questions with your partner

1. Could you read the passage?
2. Did you understand the passage?
3. What is different about this passage?
4. How did you manage to read and understand it?

Handout 7.3: Textbook pages for group work

GROUP 1: LETTER C, O

C Say the letters and read the words.

C



cat



cow

O



orange



okra

D Which letters are the same?

1. c c o o o

2. o a a o a

E Copy the letters.

C C C C

O O O O

C Point and say.



man



woman



girl



boy



baby

D Read the letters. Say the words.

b



banana

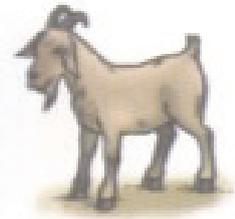


baby

g



girl



goat

E Copy the letters.

b b b b

g g g g

C Talk about your family.



D Say the letters and read the words.

m



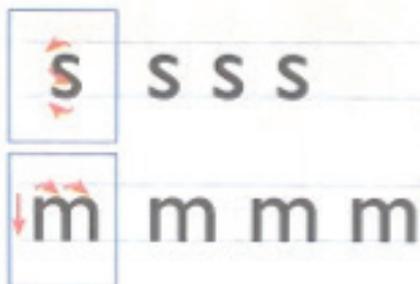
s



E Which one is different?

1. m m s m
2. b g b b
3. b b b d

F Copy the letters.



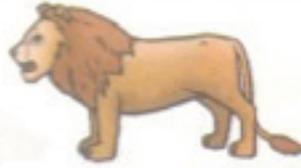
C Point and ask.



fish



frog



lion



lizard

What is this?

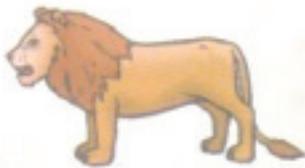


This is a lion



D Say the letters and read the words.

l



lion

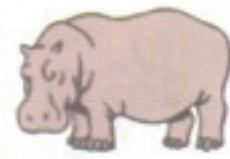


lizard

h



hen



hippo

E Copy the letters.



C Complete the sentences.



happy



sad

The girl is _____.

The boy is _____.

D Say the letters and read the words.

i



ink

u



umbrella

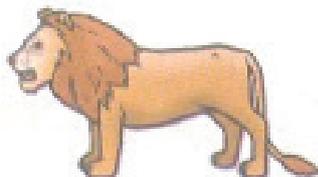
E Match the pictures to the letters.

a

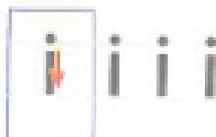
s

m

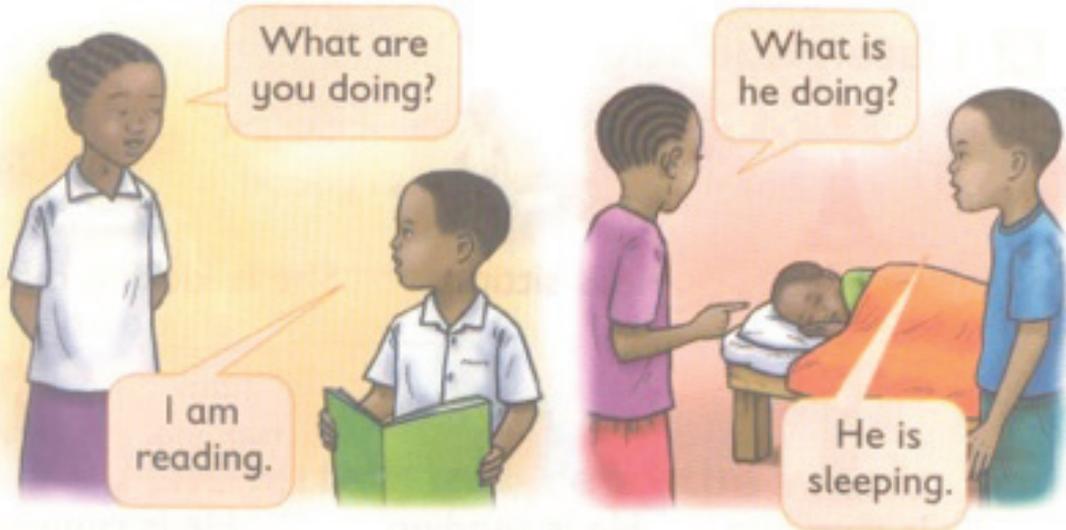
l



F Copy the letters.



C Ask and answer your own questions.



D Say the letters and read the words.



E Copy the letters.

