



Zimbabwe
Ministry of Primary and Secondary Education

LITERACY



IGATE Module 4

From longer words to
short sentences



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This material has been funded by UK aid from the UK government.

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Revised Module 4 (MoPSE)



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Foundational literacy

Module 4: From longer words to short sentences

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About these modules

This is the fourth of six Teacher Professional Development (TPD) modules for all teachers working with learners whose attainment in literacy is below their Grade or Form level. The modules are also appropriate for Initial Teacher Education (ITE) – particularly during school placements or practicum.

Module 1: Single letters sounds and first steps in writing

Module 2: The sounds of letter pairs/threes and ‘tricky spellings’

Module 3: Assessment and more on reading/writing words

Module 4: From longer words to short sentences

Module 5: Comprehension of short texts

Module 6: Working with longer texts / Review

The modules were collaboratively developed for the Ministry of Primary and Secondary Education (MoPSE) by The Open University, World Vision, and CARE international. The modules have been tried and tested in hundreds of primary and secondary schools across Zimbabwe, strengthening the teaching of foundation skills and improving learning outcomes. Our thanks to everyone who contributed – especially teachers, school heads, and schools’ inspectors.

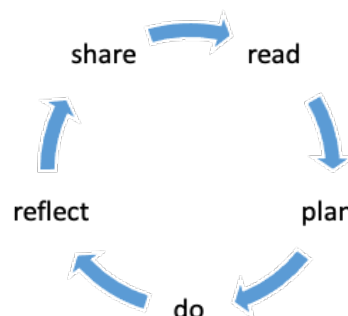
MOPSE’s highest priority is to empower ALL learners through strong foundations in literacy and numeracy. Whatever their Grade or Form, all learners need strong foundations in literacy and numeracy to succeed in other learning areas.

Learners must *learn to read and use number* so they can *read and use number to learn*.

Using the modules

Teachers will benefit most by using the modules within reflective practice cycles in their schools, as shown below.

Read	an activity.
Plan	how you will use the activity.
Do	the activity with your learners.
Reflect	what did learners learn from doing the activity?
	➤ What worked well?
	➤ What would you change next time?
Share	your experiences with your colleagues.



The modules can be used by

- individual teachers.
- pairs or groups of teachers.
- whole schools.
- cluster meetings or district workshops.

The modules provide classroom activities and guidance for effective use.

Learner attainment

We describe learners who can do an activity confidently and successfully as 'higher attaining' and learners who cannot do an activity well as 'lower attaining'.

No one knows what a learner will be able to do given the chance. Every learner has the potential for growth. Teachers have often been surprised when they found that a learner who was 'higher attaining' for one activity was then 'lower attaining' for another—and vice versa. So we don't label learners with words like 'fast' or 'slow'.

A learner may have different levels of attainment in different learning areas, or in different aspects of one learning area. That's why assessment is a big part of the activities. It is important to find out, as often as possible, what learners know and can or can't do. Then they can be given activities at a level that will help them progress.

Working in groups

Learning takes place as a result of **doing** an activity, **thinking** about it, and **understanding** the ideas it contains.

In order to make sure that all learners are **doing**, many activities are designed so learners work together in pairs or small groups for most of the lesson. Pairs, or groups of four to six learners work best because everyone can take part. The activity will usually need to be demonstrated by the teacher first.

There are several ways in which learners can be put into groups. Teachers should choose the one which works best for the activity and their learners.

1. Learners choose themselves. Sometimes this can result in friends working (or not working!) together, while other learners are left out.
2. Learners at a similar level of attainment work together. This can work well, as learners are working at their preferred pace, but learners who need help have to find it from outside the group.
3. Learners at mixed levels of attainment work together. This type of grouping has the advantage that higher-attaining learners can help lower-attaining ones. This gives lower attaining learners personal and prompt support, and higher-attaining learners a chance to talk about what they have learnt which helps to deepen their understanding.

Foundational literacy

Unit 1: Different spelling patterns and preparing to read longer words

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Key words

early literacy, phonics, reading longer words, assessment

Unit 1 Introduction: Why read non-words?

Activities 1.2 and 1.3 get learners to read and say non-words, such as *dif*, *vem* and *tic*. But what is the benefit of reading and saying non-words?

When learners encounter a word they do not instantly recognise, they may need to read the individual parts in order to build up the whole word. The example non-words above can be found in ***difficult***, ***November*** and ***plastic***.

Try this test for yourself. Here the names of three towns in Australia. Can you read them?

Bogantungan • Thargomindah • Coonabarabran

How did you read them? You built them up from the sounds of the letters. Words such as *hundred*, *morning* and *wonderful* can be as difficult for young learners to read as *Coonabarabran* is for you. But young learners can attempt to read them by putting together the parts: *gar* + *den* = *garden*, *un* + *der* = *under* etc.

The activities in this unit get learners to read three-letter non-words that start and end with consonants and have a vowel in the middle. Research suggests that this is a good way for learners to start decoding longer words – by using their existing knowledge of letter sounds and combining that with their other foundational literacy knowledge, such as the sounds of digraphs and trigraphs (groups of two and three letters that represent one sound).

Reflection points

- How often do you meet a word that you can't read instantly, so you have to build it up from the sounds?
- Can you remember when you started learning to read? Do you remember using this method to read words that you can now read in one glance?

1.1: Match the rhyming words

Aim

This activity aims to help learners to read words with unusual spellings by showing how they rhyme with other familiar words. For example: *share* and *wear* rhyme with *hair*; *through*, *blue* and *two* rhyme with *too*.

What the learners will do

They will match words that rhyme, but have the rhyming sounds spelled in different ways.

Resources

Make two sets of rhyming cards. See **Resource A** (page 30) for suitable words. If there are more than 20 learners in the class and their average level of literacy is low, repeat some cards. If their average level of literacy is higher, take some pairs of words from another set (but make sure they don't rhyme with words from the main set).

Use cardboard/manila to make the cards if possible, but plain paper will do if necessary.

You will need a way to fix the cards to the classroom walls, and so will the learners. Before the lesson, fix one complete set of cards around the walls.

Activity

1. Hold up a card, and get the class to read the whole word. Check they know the meaning by demonstrating the word, asking a question, drawing a simple picture or asking the learners to say the word in their home language.
2. Check that the learners understand the concept of rhyming words, and demonstrate it with examples.
3. Hold up two cards from the set. Sometimes the words must rhyme, and sometimes they must not rhyme. If they rhyme, the class must say 'yes'. Otherwise, they must say 'no'.
4. Give each learner a card and something to stick the card to the wall. Each learner must find the rhyming word their card matches with, and fix their card there.

make

high

where

break

eye

chair

5. If there are fewer than 20 learners in the class, give the early finishers another card to match.
6. When everybody has finished, get the class to say each pair of words together. Then collect the cards, redistribute them and repeat (making sure that nobody gets the same card twice). Continue for several more turns.
7. In the next lesson, use the same set of cards to repeat the activity, perhaps a little more quickly this time. If it seems necessary, repeat it again in another lesson soon after. This will help to fix the new spelling patterns in the learners' minds. Otherwise, they may not really learn them.
8. Repeat the activity with the other sets of cards in other lessons over the next few weeks or months.

Assessment

Ask four to six randomly learners to join you. They take it in turns to read a card from the activity that you show them. Judge how well they are now able to do this, and how much more work you need to do on this topic.

Into practice: Introducing new letter combinations and combinations

Mr Dzingira has noticed that some of the girls participate equally with the boys, but some seem quite shy and don't participate as much as most of the boys. He knows that some of them have difficult lives, and this has affected their confidence. He wants to boost their confidence in lessons (and in life outside the classroom too). One part of this is making sure that they always participate fully in the lessons.

When Mr Dzingira does the first three stages of 'Match the rhyming words' and other activities where learners respond all together, he wants to make sure that all the girls join in fully. Sometimes he asks the quieter girls to come and sit at the front of the class. Then they feel that the teacher is noticing their contribution, and that can help to make them more active.

On other occasions, he divides the class into two teams – boys and girls. The two teams alternate in responding. In the case of 'Match the rhyming words', the teams take it in turns to say when the words rhyme.

1.2: 'Alien words'

Aim

To help learners to start to read longer words.

What the learners will do

They will read and say short non-words.

Resources

Prepare some flashcards with 'alien' words (see **Resource B**, page 31). You will need enough for one card for each learner.

Before the lesson starts, draw a big picture of an alien on the board and a name for the alien. Here is an idea for an alien you could draw:



Activity

1. Point to the alien on the board, and say that it's an alien. Ask the class what they think the word means. Get them to understand that an alien is a visitor from another planet, and who speaks a completely different language. You may need to draw a diagram on the board, showing our planet (the Earth) and another planet far away. Perhaps draw a little spaceship too.
2. If you feel that your learners will not be able to understand this concept, you could draw a picture of a girl instead, and say that she comes from a country far away, where the people speak a very strange language.
3. Tell the class that you are Zog (or whatever name you chose). Hold up a card, put it in front of the alien picture on the board, and say the word in a strange, funny 'alien' voice. Get the class to repeat it after you. Repeat with two or three more cards. Make sure everybody understands that it is not a real word in English.
4. Tell the learners that now they are Zog. Hold up more cards in front of the picture. The learners must read the word, and say it together in an alien voice.

5. Tell the class that they must all pretend to be more aliens from Zog's planet. Organise them into small groups. The learners take it in turns to read their 'alien word' in an alien voice to their group. When they have finished, they exchange cards with each other and repeat.

Assessment

Ask a randomly chosen group of four to six learners to join you in the corner of the classroom. Choose a learner, point to a flashcard from the activity and ask the learner to say the non-word. Repeat with the other cards and learners. Then repeat the process with another four to six learners. This will help you to know how well the class is now able to build up words from letter sounds.

Into practice: The teacher does drawing and acting

Mr Tembo finds that the first use of **Activity 1.2** is a good way to introduce his learners to the idea of non-words. Everybody gets a chance to read and say them. He also uses the activity again in later lessons with more words from **Resource B** (page 31). This helps them to get better at doing it.

Mr Tembo never needs to draw in his everyday life, and doesn't consider himself to have any artistic talent at all! However, he has found that drawing pictures on the board can be a very good way of communicating ideas to the class. Although his drawings are simple, his learners always like them and he believes it really helps to make sure that everybody has understood an idea or how an activity works. His classroom is quite long, so he always draws the pictures as large as he can, so they are clear to the learners sitting at the back.

'Alien words' is a good example of an activity where a simple picture on the board is really useful for making sure that the activity works well, and everybody understands what they have to do.



Acting can be useful too! When I use activities with 'alien words', I also act a silly voice for the alien. The learners really enjoy this, and they love doing the alien voice themselves.

1.3: Touch the non-word

Aim

To give learners further practice in saying non-words in order to help them to decode longer words.

What the learners will do

They will read and say non-words while others in their groups find and point at the non-word.

Resources

Each group of up to six learners will need a card with non-words. See **Resource B** (page 31) for suitable non-words.

You can adjust the number of non-words to suit the level of literacy of the learners. For example, learners at lower levels could have cards with 20 non-words, while learners at higher levels could have all 50 non-words from **Resource B**. You could organise the class into groups according to their level of literacy, and give each group a card which matches that level.

cof	mut	ril	vem	bod
res	kin	jum	bot	siz
zeb	kil	hud	com	dif
tic	yel	tel	nat	dib

cof	mut	ril	vem	bod	lep	tem	gus	yog	val
res	kin	jum	bot	siz	tex	fol	pid	lam	nov
zeb	kil	hud	com	dif	zig	jod	lec	wel	bef
tic	yel	tel	nat	dib	hol	mox	lim	doc	neb
wil	sec	vid	wen	jux	bez	mal	hun	rad	cul

Activity

1. Organise the class into small groups of 4 to 6 learners. Give each group their card.
2. Demonstrate the activity with one group. Say a non-word. Everybody in the group must point at the word you said. Repeat with a few more words.
3. Get the groups to do the activity based on their cards: the learners in each group take it in turns to say a non-word while the others point. Visit each group, and check everybody has understood what they are supposed to do. Continue the activity for as long as you judge suitable.

Into practice: Adapting activity formats

After Mr Tembo had used **Activities 1.2** and **1.3** from this unit, he remembered that in **Module 1, Unit 3, Activity 1**, there is a learning game called 'Letter-sound bingo' to teach the sounds of letters. Mr Tembo decided to use the same format with non-words. He wrote the 50 non-words from **Resource B** (page 31) on the board, and got the class to practise reading and saying them. Each learner chose six, and wrote them into a grid with six boxes in their notebooks. Then the learners took it in turns to say a non-word from their grid and cross it off. Any other learner with that non-word could also cross it off. The first learner to cross off all six non-words won the game. Mr Tschuma repeated the game twice more.

com	bez	wil
gus	neb	lam



The learners were quick to understand what they had to do, because they remembered playing literacy bingo before. They were also very happy, as bingo is one of their favourite learning games!

Foundational literacy

Unit 2: Reading longer words

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Key words

early literacy, phonics, prefixes, suffixes, syllables, assessment

Unit 2 Introduction: Words with more than one syllable

A syllable is one 'part' in a word. For example, the word *understand* has three syllables: *un-der-stand*.

In the previous unit, learners practised reading short non-words (or 'alien words'). In this unit, they will build on that skill and read longer words by dividing them into syllables.

They will also meet some common prefixes and suffixes such as *un-* (*unhappy*), *-ing* (*going*) and *-ful* (*careful*). **Activity 2.2** helps learners to build words from syllables by focusing on some common prefixes and suffixes.

The most common suffixes are:

- s (*girls, books, ideas*)
- ed (*wanted, used, asked*)
- er (*bigger, older, happier*)
- est (*biggest, oldest, happiest*)
- ly (*quickly, badly, usually*)

Look at some more prefixes and suffixes below. The prefixes and suffixes are in red. Can you think of other words with these prefixes/suffixes?

unusual disagree misspell reuse
careful happiness worthless imagination

Notice how in some cases the spelling of the root word changes. For example, *happy* → *happier*, *big* → *biggest*, *imagine* → *imagination*.

Note that not every example of these letters is a prefix or suffix. For example, *un* is not a prefix in *understand* and *ation* is not a suffix in *station*.

2.1: Join the half words

Aim

To help learners to read longer words by joining syllables together.

What the learners will do

Learners will find who has the other half of their word.

Resources

Make a set of cards using the words given in **Resource C** (page 32) You will need one word for each pair of learners. Choose words you think the class will know. Begin with **Set 1** for most classes. **Set 2** is more suitable for classes with higher levels of literacy and larger vocabularies in English.

Write the left halves of the words in one colour, and the right halves in another. Each card must then be cut in half.



If the class is large (more than around 30 learners) you may wish to divide it into two groups. Prepare the same set of cards from each group.

Activity

1. Check comprehension of and pronunciation of the words by showing the joined cards together to the class. Check the meaning of the words by asking questions such as: 'Who can write 16 in the air?' 'What day is after Thursday?' 'Who has a sister? What is her name?'
2. Hand out the cards with the half words. Each learner has to hold up their card and say the syllable on it. (If there are two groups, the learner with the same card in the other group must do the same.) Then the whole class says it together. Encourage them to pronounce the syllable **as it is in the whole word**. (See **Into practice** below for more details about this.)
3. Each learner finds the person with the other half of their word. When they have found their matches, they sit down together.
4. The pairs hold up their complete word for the class. The whole class says the word together. When they do this, give them an example using the

correct pronunciation of the whole word. For example, *doctor* is not normally pronounced with the final sound as 'tor'. The final sound is closer to 'ter'.

5. (Optional) The pairs write the word they have made in their notebooks.
6. Redistribute the cards and repeat the activity.

Assessment

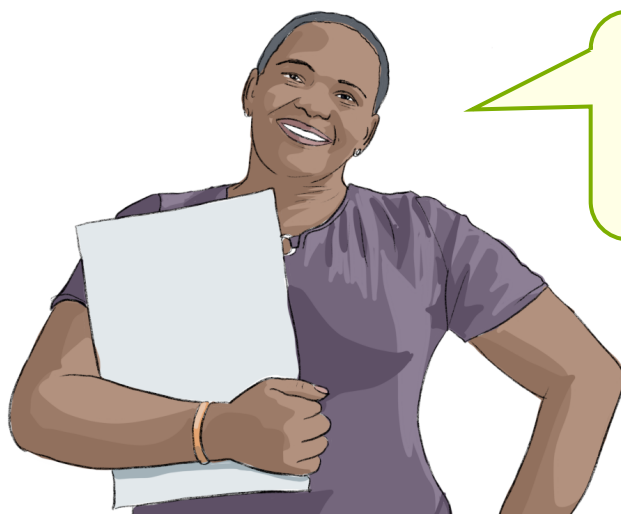
Write about six of the words that you used in the activity on the board. Point at one word, and ask the class to read and say it together. Judge from how confidently they respond how many of the learners can now read the word, and how much more work you need to do reading longer words of this type.

Into practice: Thinking about how words are actually pronounced

In some literacy activities, Mrs Mhlanga breaks words into their syllables, and gets the learners to do this. When she does this, she gives each syllable equal stress. For example, *gar-den*, *Mon-day*, *nine-teen*.

However, when Mrs Mhlanga says the syllables together as one word, she makes sure she puts the stress in the correct place for that word. For example, ***gar**den*, ***Mon**day*, *nine**teen***. She finds the correct syllable to stress by saying the word to herself, either in her head or out loud.

She uses the same method to notice how the syllables are **actually pronounced** in a particular word. For example, in the word *brother*, the individual syllables (*bro* + *ther*) could be pronounced in various different ways. In the case of this example, Mrs Mhlanga makes sure she says the separate syllables of *bro* and *ther* as they are pronounced in the word *brother*. She also makes sure that when the syllables are combined to make a whole word, she and her learners say the word as it is actually pronounced.



If learners don't pronounce words correctly in English, it will be difficult for other people to understand them!

2.2: Match the prefixes and suffixes

Aim

To help learners to read words with common prefixes and suffixes, and to recognise those prefixes and suffixes.

What the learners will do

Match the basic forms of words with prefixes and suffixes.

Resources

Prepare some flashcards with prefixes, suffixes and basic words (see **Resource D**, page 33). Choose **Set 1** or **Set 2** depending on the literacy level of your class. Alternatively, use **Set 1** in one lesson, and **Set 2** in a later lesson. If there are more learners in the class than there are in the set of words, repeat some words.

Ideally, write the prefixes in one colour, the suffixes in another colour and the basic words in a third colour. Before the lesson starts, fix the prefix/suffix cards on the wall around the classroom.

Activity

1. Demonstrate the activity: take a card with main part of the word, and find a prefix or suffix card that it goes with. Go and stand near that prefix/suffix card. Then say the whole word. Teach the meaning of the word if it seems necessary.
2. Give each learner a card with the main part of a word. As you distribute them, teach the meanings of any you think may be unfamiliar.
3. The learners must find the prefix/suffix it goes with, and go and stand by it. In some cases, more than one match is possible. Allow any possible matches.



4. The learners take it in turns to hold their word card next to the prefix/suffix card on the wall, and say the whole word. Teach the meaning of any words that you think may be unfamiliar in the form with a prefix/suffix.
5. Invite anybody whose word can go with a different prefix or suffix to move to that place. For example, a learner with *quick* + *ly* can move to form *quick* + *er* or *quick* + *est*.

6. Collect the cards, redistribute them and repeat the activity as many times as you judge suitable.

Assessment

Choose 4 to 6 learners at random. Put several pairs of cards on the desk, but mixed up. Ask a learner to find a basic word and prefix/suffix that go together and to match them and say the word. Repeat with other learners and words. This will help you to know how well the class can read these words now. If they are still struggling, it tells you that you may be useful to repeat the activity in a later lesson.

Into practice: Checking everybody has understood the meaning of a new word (1)

In **Into practise 2.1**, you read how Mrs Mhlanga always tries to say words and syllables in the classroom as they are actually pronounced in real life. She also has some good ideas for checking learners know the meanings of words, and teaching them if they don't.

In the past, when there was a word in a lesson which she thought might be unfamiliar to her learners, she asked: 'Do you understand?' Usually, some of the learners said 'yes', so Mrs Mhlanga thought that all the learners understood. However, she started to realise that often they didn't really understand. They just said 'yes' because they thought that was what she wanted them to say.

Now Mrs Mhlanga asks questions to check if the learners *really* understand the meaning of a word. For example:

TEACHER: Shut your eyes. Think of an alien. What does this alien look like? What colour is it? What clothes is the alien wearing? Can you see this alien in your head? Good.

What did you do? You im... a word beginning with *im*... Yes, Precious?

GIRL: Imagine?

TEACHER: Yes, very good. You *imagined* an alien. Say it after me. I imagined an alien.

CLASS: I imagined an alien.

TEACHER: Or we can say it another way. You used your im... Yes, Thabo?

BOY: Imagination?

TEACHER: Very good! You used your *imagination*. Say it after me. I used my imagination.

CLASS: I used my imagination.

TEACHER: Very good. Again!

CLASS: I used my imagination.

2.3: Join the syllables

Aim

To help learners to read longer words by breaking them up into syllables.

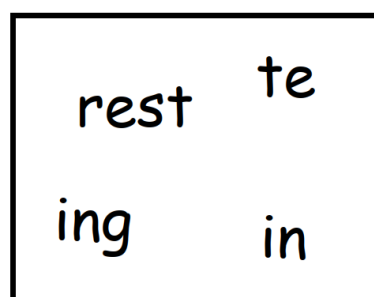
What the learners will do

They will put syllables into the correct order to form words.

Resources

Draw ten boxes on the board, and give each one a number. In each box, write the syllables of a longer word in random order. There must be clear space between each syllable. This example is for the word *interesting*.

6.

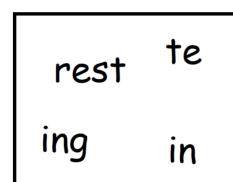


See **Resource E** (page 34) for a complete example of how to do this, and a list of suitable words.

Activity

1. Organise the learners into pairs. Ideally, have at least one higher-attaining in each pair.
2. Tell the pairs to try to find the words that are in the boxes, and to write them in their notebooks. Do one of the easiest ones as an example.
3. The pairs find the words 'hidden' in the boxes, and write them down. Do not necessarily expect every pair to find every word.
4. Ask for one of the words. When a pair tells you, write it below the box of syllables. Check everybody understands the meaning of the word, and get them to practise saying it. Make sure they say it as it is really pronounced, rather than as a string of unconnected syllables. Repeat with the other words.
5. In a later lesson, repeat the activity. Use between five and eight words from last time, and add some new ones.

6.



Interesting

Into practice: Checking everybody has understood the meaning of a new word (2)

In **Into practice 2.2**, you read about how Mrs Mhlanga asks questions to check her learners' understanding of the meanings of words. However, there are some words that are difficult to check in this way and so sometimes she finds it is better to give a demonstration. For example, to teach the word *carefully*:

The teacher starts drawing a picture of a tree and a hut on the board slowly and carefully.

TEACHER: What am I doing?

LEARNER 1: You're drawing a picture.

TEACHER: How am I doing it?

LEARNER 2: Slowly?

TEACHER: Yes, I'm doing it slowly and care... care...

LEARNER 3: Carefully?

TEACHER: Yes, I'm drawing a picture very carefully.

The teacher mimes cleaning a window very quickly and lazily.

TEACHER: What am I doing now?

LEARNER 4: You're cleaning the window.

TEACHER: Am I doing it carefully?

CLASS: No!

Now the teacher mimes cleaning a window very carefully.

TEACHER: Am I doing it carefully now?

CLASS: Yes!

TEACHER: Clean the desk carefully.

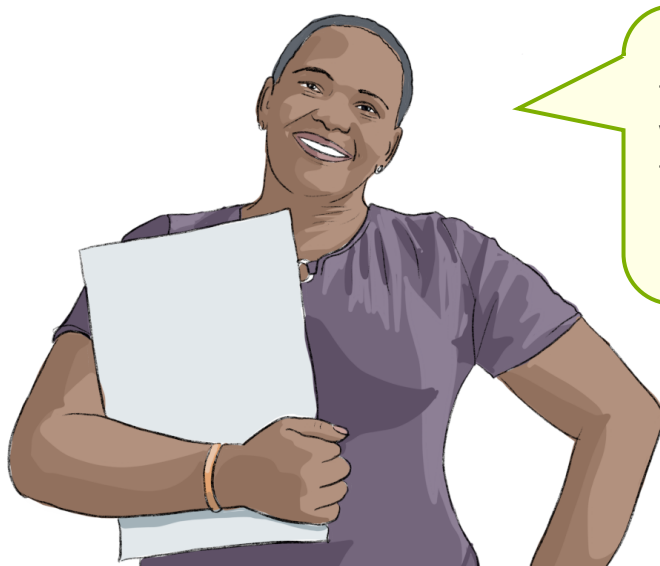
The learners mime cleaning their desks very carefully.

TEACHER: What are you doing?

LEARNER 5: I'm cleaning the desk carefully.

TEACHER: Very good. Say it after me. I'm cleaning the desk *carefully*.

CLASS: I'm cleaning the desk *carefully*.



It isn't always easy to teach the meanings of unfamiliar words, but I know it's worth the effort. Otherwise, the learners won't be able to understand the lesson!

Foundational literacy

Unit 3: Reading and writing short sentences

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Key words

early literacy, writing, letter formation, sentences, handwriting, assessment

Unit 3 Introduction

The activities in these modules so far have focused on teaching learners the sounds of letters and groups of letters, and on developing their ability to read single words. The activities in this unit get them to take their literacy skills to the next level, and to start reading and writing complete sentences.

As a literate person, you know very well that a sentence is a sequence of words that communicates an idea. A sentence must start with a capital letter and it must end with a full stop, a question mark or an exclamation mark. This is not obvious to learners at an early stage in their literacy development. The activities in this unit aim to teach learners what sentences are, and some of their most basic rules.

3.1: Sentences with flashcards

Aim

To help learners to start reading whole sentences.

What the learners will do

They will put flashcards with words and a full stop or question mark in the correct order to make a sentence.

Resources

Make a set of cards using the words given in **Resource F** (page 35). Some words are repeated in several sentences, so you only need to make one card for them. Choose between three and five pairs of question + answer, depending on the level of literacy of your class. Classes with higher levels of literacy can manage more sentences.

The aim is that all the sentences will be easy for all the learners to understand, even if their level of English is not very high. But you may wish to take out any sentences you think may be difficult for your learners to understand.

Activity

1. Write a simple statement on the board. For example, *I live in Zimbabwe.* (Or the name of your village/district.) Explain that you have written a sentence. Point to the full stop. Ask what it is called, and what it shows. (*It shows that it is the end of the sentence.*)
2. Repeat with the matching question, and write it above the statement. In this case: *Where do you live?* Explain that you have written a sentence that is a question. Point to the question mark. Ask what it is called, and what it shows. (*It shows that the sentence is a question.*)
3. Choose one of the questions. Invite some learners to come to the front – one for each flashcard. They must organise themselves to stand in the correct order to make the sentence, and show it to the class.
3. Ask the class to say the question a few times. When they do this, say the question yourself, so that the learners can copy the way you say it. While you are doing this, try to use natural emphasis (the words you say the most strongly and clearly) and intonation (the ‘rise and fall’ of the voice) so that sentence sounds like it would in real life, not just a sequence of unconnected words.



4. Repeat with the answer to the question.
5. Repeat with further pairs of question + answer.
6. (Optional) Write one question + answer on the board. For example:

Where do you live?

I live in Zimbabwe.

Get half the class to ask the question, and the other half to answer it. Then they switch roles and repeat. Get the learners to copy the two sentences into their notebooks.

Assessment

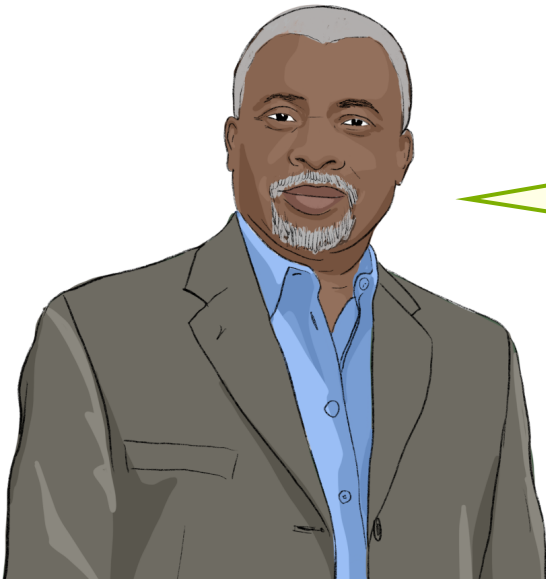
Choose some 4 to 6 learners at random and ask them to join you. In turn, ask them to read the sentences in **Resource F** on page 35 (you can show them the page in this module). Perhaps repeat with another group of 4 to 6. Judge how well the learners are able to do this, and whether it may be useful to repeat the activity.

Into practice: Saying sentences in a natural way

Mr Muganhu was planning to use **Activity 3.1: Sentences with flashcards** with his class. Of course, saying a sentence in a classroom as part of a learning activity is not a very natural situation. It is easy to start saying the sentence in an unnatural way, with the emphasis in the wrong places, and with unusual intonation (the 'rise and fall' of the voice when speaking).

Mr Muganhu wanted to make his sentences sound as natural as possible. Before the lesson, he thought, 'How would I say this sentence in real life?' Then he said the sentence to himself, either in his head or out loud. He then tried to reproduce this in the lesson.

Once he was teaching the lesson, Mr Muganhu realised he often needed to slow the sentence down so that it was clearer for the learners. However, he still tried to keep the emphasis and intonation as close to a real life sentence as he could.



Using the correct sentence stress and intonation is an important part of learning English too!

3.2 Jumbled sentences

Aim

To help learners to start reading and writing whole sentences.

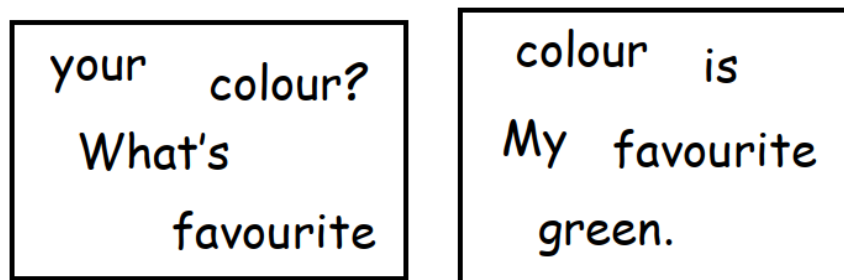
What the learners will do

They will join words to make whole sentences.

Resources

Draw pairs of boxes on the board. In each pair, the left box is for the question, and the right box is for the answer. The number of boxes should match the level of literacy of your class. Classes with higher levels of literacy can manage more sentences.

In each box, write the words of the sentence in random order. There must be clear space between each word. See **Resource G** (page 36) for an example of how to do this, and some suitable sentences. It is important to include the capital letters, full stops and question marks exactly as shown in the resource.



Activity

1. Organise the learners into pairs. Ideally, have at least one learner with a higher level of literacy in each pair.
2. Tell the pairs to try to find the sentences that are in the boxes, and to write them in their notebooks. Do one of the easiest ones as an example.
3. The pairs find the sentences 'hidden' in the boxes, and write them down. Do not necessarily expect every pair to find every sentence.
4. Ask for one of the sentences. When a pair tells you, write it below the box of words. Get the learners to practise saying it. Make sure they say it as it is really said, with natural emphasis and intonation (the 'rise and fall' of the voice).
5. Repeat with the other sentences.

Assessment

Check what the learners have written in the notebooks, and assess their handwriting skill. See **Into practice** below.

Into practice: Assessing learners' writing skills

Miss Ndlovu is always interested in checking how well her learners' handwriting skills are developing. When she did stage 3 in **Activity 3.2**, she walked around the classroom, and looked at the quality of the learners' handwriting. She was checking to answer the following questions:

- Are the letters clearly and correctly formed?
- Are the letters an appropriate size? (i.e. the letters are not far too big, or all different sizes.)
- Is the writing in a straight line?
- Is the learner using joined-up writing? If so, are the joins done well?
- Can the learner write at an appropriate speed for their age?



This helps me to know what my learners need to do to improve their handwriting skills. It helps me to plan future lessons so I can help my learners to develop their handwriting in the ways that they need.

3.3 Listen and write

Aim

To develop learners' listening and writing skills, and to help them to understand some basic rules of how sentences are formed.

Ideally, this activity should be done soon after **Activities 3.1** and **3.2**. Then the learners will have recently seen and/or written most the words they will need. Some of the phrases are similar too, and this will help them to achieve the task.

What the learners will do

They will practise listening to and writing short sentences.

Resources

Choose some question + answer pairs from **Resource H** (page 37). Choose between three and five pairs depending on the time available and the literacy level of the class (higher-level classes can write more sentences).

Activity

1. Read the first question. Read it quite slowly and clearly, but try to make the emphasis and intonation (the 'rise and fall' of the voice) as natural as you can. The learners must copy the question they hear into their notebooks. Repeat the sentence as many times as necessary.
2. Go around the class and check that everybody has understood what they have to do. This is very important. Don't worry if you see them making mistakes. These will be corrected later.
3. Repeat with the answer to the question.
4. Repeat with more questions + answer pairs.
5. Organise the class into pairs or small groups. Each pair/group must compare their sentences, and make any corrections they notice that they need to make. Again, don't worry if you see that some mistakes have not yet been corrected.
6. Write each sentence on the board, and get the class to say it together. Then any learner with an incorrect written version must correct it.
7. The learners work in pairs. They take it in turns to ask and answer the questions they have written. They must read the question as it is written, but they can change the answers to say what is true for them.
8. In a later lesson, repeat the activity with more sentences from **Resource H** (page 37) and/or any other short sentences that you think it will be useful for the learners to write in this way.

Assessment

As for **Activity 3.2**, this activity is useful for assessing your learners' writing skills. Use the methods described in **Into practice 3.2** again for stage 2 of this activity.

Into practice: Moving around the classroom while leading an activity

In the past, when Ms Ndlovu did an activity based on dictation, she stood at the front of the class. She said words or sentences, and the learners wrote them. Or, to be accurate, *some* of the learners wrote them. She realised that some learners – and especially those sitting at the back – were not doing the activity very well, or were not doing it at all.

Ms Ndlovu decided there were two main reasons for this. One reason was that from the front of the class, it was difficult for her to notice what the learners at the back were doing (or were *not* doing).

She realised there was another problem too. Her voice is not particularly loud, and it was not always very easy for the learners at the back of the classroom to hear her.

Now she often starts an activity – and especially a dictation activity – in the middle of the classroom. Then she walks around the classroom while she leads the activity. This means she can notice if anybody is not doing the activity properly, and give them extra help.

To make sure everybody can always hear clearly, she turns and repeats things. This is necessary, because it can be harder to hear somebody speaking when you are behind them.

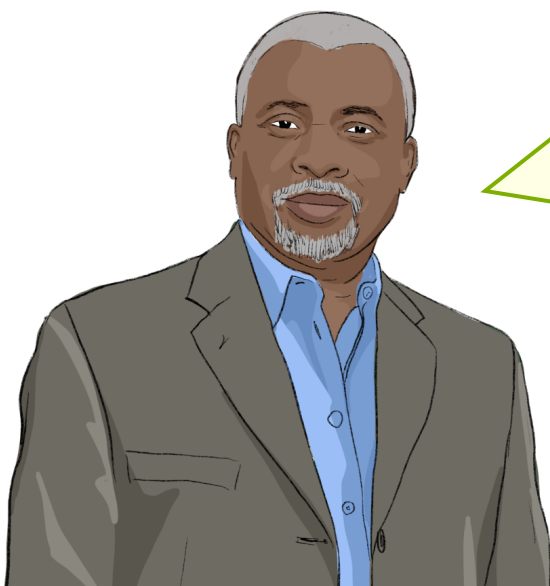


Sometimes it seems that the learners the back feel a little less involved in the lesson, and are trying less hard. Moving around the room a lot is one way to change that.

End-of-module Reflection

When you have completed this module, and tried out the activities in class, reflect on what you have learnt from it. You can do this by yourself, but if you can, it is better to do so with other teachers in your school or cluster. Perhaps you can meet after school or set up a WhatsApp group to work with teachers who are some distance away.

- Which activities worked best with your learners? Why do you think they worked well?
- What will you do differently as a result of reading this module?
- How did the activities in this module move what your learners can do forward? What do you predict will come in Module 5?
- Choose one activity from this module. Think about how it relates to each part of the Connections diagram on page 1.



I'm seeing how these modules progress from teaching the sounds of single letters to teaching learners to read whole texts. I'm looking forward to seeing the activities that come in Modules 5 and 6!

Resource A: Words for 'Match the rhyming words'

The cards should be at least 10 cm x 4 cm (the bigger the better). Write the words clearly with a thick marker pen. You will need two sets of cards – one to fix to the wall, and the other to hand out to the learners.

Set 1 is the 'easiest' and is the most suitable for classes with a low level of literacy and English vocabulary. Sets 2 to 4 are progressively more challenging.

Set 1

I / my	head / red
do / blue	me / three
great / plate	sun / done
here / near	go / know
four / or	hot / what

Set 2

make / break	toe / no
high / eye	more / door
where / chair	toes / nose
come / mum	fun / done
because / was	you / two

Set 3

share / air	white / light
heard / word	too / shoe
on / gone	boys / noise
so / low	hair / wear
hi / buy	friend / send

Set 4

through / chew	scary / hairy
eight / straight	news / choose
die / try	last / passed
hour / flower	enough / stuff
key / knee	off / cough



Resource B: Non-words ('alien words') for Activities 1.2 and 1.3

cof	mut	ril	vem	bod
lep	tem	gus	yog	val
res	kin	jum	bot	siz
tex	fol	pid	lam	nov
zeb	kil	hud	com	dif
zig	jod	lec	wel	bef
tic	yel	tel	nat	dib
hol	mox	lim	doc	neb
wil	sec	vid	wen	jux
bez	mal	hun	rad	cul

Resource C: Words for two-part flashcards for Activity 2.1

Set 1 (for classes with lower levels of literacy and English vocabulary)

six teen	Thurs day	sis ter
fin ish	hell o	un der
Tues day	yell ow	thir teen
good bye	Sun day	class room
teach er	aft er	foot ball
Tues day	gar den	se ven
pho to	Mon day	twen ty
mor ning	nine teen	Fri day

Set 2 (for classes with higher levels of literacy and English vocabulary)

seven teen	for ty	lett er
hun dred	thou sand	a cross
foll ow	hus band	mon key
ho tel	car toon	walk ing
stu dent	plas tic	in sect
wel come	fif ty	bro ther
bef ore	art ist	thir ty
zeb ra	rain ing	doc tor

Resource D: Words, prefixes and suffixes for Activity 2.2

Set 1 (for classes with lower levels of literacy)

<u>Prefix/suffix</u>	<u>Words</u>			
un	happy	lucky	usual	tidy
ed	want	ask	start	listen
ly	quick	bad	quiet	slow
er	old	young	small	cheap
est	tall	fast	long	short
ing	go	eat	drink	buy

Note: Many other matches are also possible, for example *tidying*, *faster*.

Set 2 (for classes with higher levels of literacy and larger English vocabularies)

<u>Prefix/suffix</u>	<u>Words</u>		
dis	agree	appear	like
im	possible		
re	write	paint	
ful	care	help	colour
y	mess	dirt	
ness	happi	ill	good
ation	imagin	inform	

Possible variations: *disuse*, *reuse*, *reappear*

Note: the words *happy* and *imagine* change their spellings when joined with the suffix. Explain this to the learners *after* the activity. (Or leave out these two words.)

Resource E: Words divided into syllables for Activity 2.3

Main set

1. diff i cult
2. care full y
3. beau ti ful
4. fav our ite
5. news pap er
6. in te rest ing
7. tel e vis ion
8. un us u al
9. im poss i ble
10. el ec tric i ty

1.

cult	i
diff	

2.

	care
full	y

3.

	ful
ti	beau

4.

ite	
our	fav

5.

er	pap
news	

6.

rest	te
ing	in

Other suitable words

- com pu ter
tel e phone
a maz ing
ex treme ly
mag a zine
ac tiv i ty
in cred i ble
ag ri cult ure
acc i dent all y
u niv er sit y

7.

e	ion
tel	vis

8.

us	u
un	al

9.

ble	im
poss	i

10.

ec	i	ty
tric		el

Resource F: Flashcards for Activity 3.1

Write each word on one card, so when put together they can make a sentence.

For more examples of sentences, see **Resource H** (page 37).

Where	do	you	live	?
-------	----	-----	------	---

Where	do	you	live	?
-------	----	-----	------	---

I	live	in	Zimbabwe	.
---	------	----	----------	---

Or the name of your district/village.

How	old	are	you	?
-----	-----	-----	-----	---

I'm	ten	years	old	.
-----	-----	-------	-----	---

What's	your	favourite	colour	?
--------	------	-----------	--------	---

My	favourite	colour	is	red	.
----	-----------	--------	----	-----	---

How	many	chickens	do	you	have	?
-----	------	----------	----	-----	------	---

We	have	ten	chickens	.
----	------	-----	----------	---

Do	you	like	tea	?
----	-----	------	-----	---

No,	I	don't	.
-----	---	-------	---

Resource G: Jumbled questions and answers for Activity 3.2

Write the words in the boxes as shown below. For more sentences, see **Resource H**.

1.

Is this your book?
Yes, it is.

1.	this Is book? your	it Yes, is.
----	-----------------------------	-------------------

2.

Do you want an apple?
No, thank you.

2.	you. an apple? Do want	thank you. No,
----	--	----------------------

3.

What's your favourite colour?
My favourite colour is green.

3.	your colour? What's favourite	colour is My favourite green.
----	--	---

4.

How many goats do you have?
We don't have any goats.

4.	you goats How have? do many	have any goats. We don't
----	--	--------------------------------------

5.

Where is your pen?
My pen is in my bag.

5.	is Where pen? your	is pen my in bag. My
----	---------------------------------	---

Resource H: Questions and answers for Activity 3.3

*Read the sentence slowly and clearly, but with natural emphasis and intonation.
Repeat it as many times as the learners need.*

Do you like apples?

Yes, I do.

How old are you?

I'm nine years old.

Where do you live?

I live in *[the name of your district or village – give the spelling if necessary]*.

What's your favourite colour?

My favourite colour is yellow.

How many chickens do you have?

We don't have any chickens.

More sentences which can be used with all three activities in this unit

Is this your bag?

Yes, it is. / No, it isn't.

Is your name Thabo / Beauty?

Yes, it is. / No, it isn't.

Do you live in *[name of a village/district/country]*?

Yes, I do. / No, I don't.

What's your name?

My name is *[learner's name]*.

Can you ride a bike?

Yes, I can. / No, I can't.

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