

# Improving literacy classes / Kulimbikasya Kwesya Majiganyo

4 main activities for each class: **a)** review of the last class; **b)** reading **c)** creative writing and **d)** homework.

## A. Review of the previous class.

1. **T** asks **LS** to recall the shared writing story in pairs (from the last class) quickly together.
2. **T** asks one group to tell the story.
3. **T** asks learners to open the shared writing exercise (from the last class) in their notebook.
4. **T** asks individual learners to read it aloud and others to follow in their notebook.
5. **LS** who wrote their stories at home after the previous class, read their stories to the group.
6. When a **LS** reads their story **T** asks other **LS** to make a few comments, especially about parts they like, or any that were not clear.
7. **T checks the story.** The second teacher collect the homework and marks them during the section B.  
**But be careful:** Because this is a creative activity the focus must be on creating a good story, **not** on perfect spelling. However, if **T** sees that a learner is repeating the same mistakes, they help the learner or learners to improve in those areas.

## B. Reading:

0. **T** Show the learners the page
1. **T** tells learners very briefly the subject of the new story and who wrote it.
2. **LS** take time to read the story (or part, if the story is long) silently.
3. **T** asks **LS** if any words or sections are not very clear. (**T** explains these at the end if they are still a problem **but not now**).
4. **T** asks **LS** if any parts of the story have stood out by making them think, laugh, scared...
5. **T** asks some **basic** comprehension questions (see the list of basic questions and general questions); then 1-2 'imagination' questions.
6. In turn **LS** read the story out loud in small groups; one sentence, paragraph or page at the time. **T** moves from group to group, mainly to listen.
7. Back in one whole group, **LS** again take turns to read the story out loud, one sentence, paragraph or page at a time. This time **T** encourages **LS** to read with expression.  
When one learner reads, others follow in their books.
8. When the story is finished **T** (or a good reader) reads the whole story with expression.

## C. Shared writing (Ted)

- **Mtwe wa ngani (Title)**
  1. **T** asks **LS** to help create a simple (4-8 sentence) new story linked to today's story or subject.
  2. **T** starts by writing (but not saying!) the title of a story on the blackboard.
  3. **T** asks **LS** to read the title out loud.
- **Msela wandanda (Sentence 1)**
  4. **T** asks **LS** to suggest a short sentence to begin the story. **T** gets the whole group to agree the sentence.

5. **LS** dictate the sentence to the **T** who writes it on the blackboard.
6. **LS** read the sentence in the big group.
- **Msela wawili ni watatu (Sentences 2-3)**
7. **LS** now work in small groups with people who are close to them and suggest the next 2 sentences. 1 person in each group writes the sentences out as best they can with the others helping. **T** does not help!
8. Each small group reads their sentences to the big group
9. The big group decides which 2 sentences to accept.
10. The big group dictates the 2 sentences to the **T** who writes them on the board.
11. As in point 6, some **LS** read the sentences in pairs or small group.
- **Msela wambesi (Other sentences )**
12. Proceed as necessary, repeating Points 7-11 until the story is complete.
- **Ngani jojope (Read the whole story)**
13. When the story is ready, **T** asks one learner to read the whole story aloud.
14. Then **T** asks the other **LS** to read the whole story together aloud.
15. Finally, **T** reads the whole story and models good reading.
- **Kulemba (Write)**
16. **LS** copy the story in their writing books.

#### D. Homework

1. Individual learners (or small groups) could write their own story about the similar topic. (Advanced **LS** re write a longer story and weaker ones write as much as they can.)
2. If **LS** complete activity 1 before the class finishes, they **read their stories to the class**. If not, they continue at home and read it at the beginning of the next class.
3. **T** encourages learners to read their stories to family and friends

Teachers will identify good stories written by community members and pass them to monitors and supervisor who will collect them and write them on computer.

### Basic questions (Answer clearly in the text)

Cici ? What?	Ligongo cici ? Why?	Sano ? ...and then?
Capi ? Which?	Kwapi ? Where?	Camtunduci ? What colour?
Cakaci ?When?	Uli ? How?	
Wani ?Who?	Walingwa ? How many?	

### Yiwusyo wamba

Ana nganiji jikuweceta/ jikwamba ya wani?

(Who is the story about?)

Nganiji jikutendekwa kwapi?

(Where does the story take place?)

Ana watendaga cici?

(What did he/she do?)

Ligongo cici jemanjajo wasimanikwe kweleko?

(What did he/she/they do next?)

Ana catendegwe cici kwa jemanjajo?

(What happened to them?)

Ligongo cici jemanjajo wasimanigwe kweleko?

(Why were they found there?)

Ana ligongo cici jwalakwejo jwatesile yeleyi?

(Why did he/she do this?)

Ana yakuyicisya mpaka yiwe cici?

(What will be the results?)