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| Title: Jomo's Gift | Author: Oscar Ranzo | Illustrator: Jonathan Mwesiga | Prepared by: Jessica Parra |
| Sight Words: of, to, his, again, how, many, your, said | | | |
| Important words: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth // mother, fingers, share, Nambi, raised, found, news | | | |

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| <p>SESSION Pages 1-3</p> | <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • What to DO: ASK THE CLASS TO READ THE TITLE OF BOOK AND THEN GIVE THEM A FEW MINUTES TO STUDY THE COVER PICTURE CAREFULLY. • WHAT TO ASK: "What is the first sound in <i>Gift</i>? (Students respond: /g/.) What is the first sound in <i>hen</i>? (Students respond: /h/.) What is the first sound in <i>eggs</i>? (Students respond: /e/.) What is the first sound in <i>nest</i>? (Students respond: /n/.)" <p>Accuracy & Fluency</p> <p>WHAT TO DO: Activate prior knowledge by having students discuss what they already know about where eggs come from.</p> <p>BEFORE READING.</p> <ul style="list-style-type: none"> • Talk about the title, the author and the pictures on the cover • Look at the pictures in the story together, • Go over the important words in the table above (temporal and others) before reading. • Ask the learners to tell you what they think the story is about <p>DURING</p> <ul style="list-style-type: none"> • First read the SELECTION OF THE DAY aloud for the children before asking them to read for you. • As you read, Write down the verb that mom does in the story on the black board... • How to do it: USE PARROT READING, where Teacher |
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| | <p>reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along.</p> <ul style="list-style-type: none">• When it is their turn to read aloud, let them read at their speed.• Encourage learners to point to words as they read, matching each spoken word with the corresponding written word.• When they hesitate on a word, say out the tricky word and then have them repeat it on their own. <p>Comprehension</p> <ul style="list-style-type: none">• Teacher: “What day was it for Jomo today? (If students say ‘1,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 2 Pages 4-5</p> | <p>Phonemic Awareness</p> <ul style="list-style-type: none">• WHAT TO ASK: “What is the last sound in <i>first</i>? (Students respond: /t./) What is the last sound in <i>second</i>? (Students respond: /d./) What is the last sound in <i>mother</i>? (Students respond: /r./) What isn’t he late sound in <i>again</i>? (Students respond /n./)” <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Go over the important words (temporal and others) before reading.• Review how many eggs Jomo had the day prior and what his mother was doing.• Teacher reads the pages.• Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">• WHAT TO ASK: “What day was it for Jomo today? (If students say ‘2,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has |



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| | <p>Jomo's mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?"</p> <ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 3 Pages 6-7</p> | <p>Phonemic Awareness</p> <ul style="list-style-type: none">● WHAT TO DO: Focus on syllables● WHAT TO SAY: "Syllables are parts of words. We learn to count syllables by clapping the parts of words like this: Jo-mo. Jomo has 2 syllables because I clapped 2 times. Try clapping <i>Jomo</i>. (Students practice.)● WORDS TO CLAP OUT: Try this one: of. (Students practice.)" Repeat with the words: <i>mother, first, second, fingers, third, seventh</i>. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading.● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: "What day was it for Jomo today? (If students say '3,' encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo's mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?"○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 4 Pages 8-9</p> | <p>Phonemic Awareness</p> <ul style="list-style-type: none">● WHAT TO DO: Focus on rhyming words● WHAT TO SAY: "Rhyming words sound the same at the end, like in top and mop; or like in wing and sing; or like in pet and met. Can anyone think of a word that rhymes with <i>hen</i>? How about <i>get? Egg? Got? He?</i>" |



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| | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Go over the important words (temporal and others) before reading.• Review how many eggs Jomo had the day prior and what his mother was doing.• Teacher reads the pages.• Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">• Teacher: “What day was it for Jomo today? (If students say ‘4,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 5 Pages 10-11</p> | <p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: “It is important when we hear words that we are able to hear the different sounds in the words. For example, when we hear the word <i>cat</i>, we hear the sounds /c/ - /a/ - /t/. Use your arm to separate the sounds. (With one hand, touch the other shoulder to the /c/ sound, touch the elbow to the /a/ sound, and the wrist with the /t/ sound.) Then we blend them together - <i>cat</i>! (To blend together, run your hand all the way down your arm, starting at the shoulder while saying the word.) You try with the word <i>hen</i>.” Repeat with the words <i>got</i>, <i>him</i>, <i>sat</i>, <i>hug</i>, and <i>lip</i>. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Go over the important words (temporal and others) before reading.• Review how many eggs Jomo had the day prior and what his mother was doing.• Teacher reads the pages.• Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> |



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| | <ul style="list-style-type: none">• Teacher: “What day was it for Jomo today? (If students say ‘5,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 6 Pages 12-13</p> | <p>Alphabetic Principle</p> <ul style="list-style-type: none">• WHAT TO DO: Focus on syllables again• WHAT TO SAY: “Today we are going to use our arms to tap out the words that we see on the board, like we did last week. The first word is <i>let</i>. (Teacher writes it on board.) Use your arms to tap out and blend <i>let</i>. (Students tap it out and blend).” Repeat, writing, the words one at a time on the board with the words: <i>hat, mix, bed, gum, and top</i>. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Go over the important words (temporal and others) before reading.• Review how many eggs Jomo had the day prior and what his mother was doing.• Teacher reads the pages.• Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">• Teacher: “What day was it for Jomo today? (If students say ‘6,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 7</p> | <p>Alphabetic Principle</p> <ul style="list-style-type: none">• WHAT TO DO: Focus on Blending and reading words |



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| <p>Pages 14-15</p> | <ul style="list-style-type: none">● WHAT TO SAY: “Today we are going to use our arms to tap out and blend words before writing them. I will give you a word. You tap out the word and blend it on your arms, then write it in you notebook. The first one is <i>yes</i>.” Call on a student to spell the word. Repeat with the words: <i>map, wet, sit, job, mug</i>.<ul style="list-style-type: none">○ Students regularly confuse the g/j sounds, as well as the c/s ones, and u/w/y. If they have trouble, make sure to write the letter on the board and review the sound. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading.● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “What day was it for Jomo today? (If students say ‘7,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 8 Pages 16-17</p> | <p>Alphabetic Principle</p> <ul style="list-style-type: none">● Teacher: “Letters are different than words. Letters make up words. In the word <i>hen</i> (write it on the board), there are 1 ... 2 ... 3 letters - H - E - N (show on your fingers). How many letters are in the word <i>Jomo</i> (write it on the board and give students a second to count before calling on volunteers.) How about the word <i>gift</i>?” Repeat with the words: <i>third, yes, share, the, four, and mother</i>. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading. |



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| | <ul style="list-style-type: none">● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “What day was it for Jomo today? (If students say ‘5,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 9 Pages 18-19</p> | <p>Alphabetic Principle</p> <ul style="list-style-type: none">● WHAT TO DO: Focus on sentence structure.● WHAT TO SAY: “Yesterday we looked at how many letters make up a word. Today we are going to look at how many WORDS make up a SENTENCE. This sentence says: ‘The hen is in its nest.’ I can count 1 ... 2 ... 3 ... 4 ... 5 ... 6 words in this sentence (point to the words as you count them). See - THE - HEN - IS - IN - ITS - NEST. (Count on fingers as you say the words.) Now it’s your turn.” Repeat with the sentences: <i>Jomo loves his mother. Then hen will lay eggs. Jomo can count. Mother can get water.</i> <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading.● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “What day was it for Jomo today? (If students say ‘9,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother |



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| | <p>doing when he told her? What other things has Jomo's mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?"</p> <ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 10 Pages 20-21</p> | <p>Alphabetic Principle</p> <ul style="list-style-type: none">● WHAT TO DO: Focus on number-word relationship● WHAT TO SAY: "We have seen a lot of number words in this book! Today we need to practice seeing how the word goes with a number.● WHAT TO DO: draws a 3-column chart on the board.)● WHAT TO SAY: The first number when you count is what, class? (Students respond with: one.) Good!" (In the first column, the teacher writes the word <i>one</i>.) Class, hold up your fingers to show me one. (Students do so, and in the second column the teacher draws one circle.) Now, class, can anyone come up to show what the number one looks like? (Teacher calls on a volunteer to either fill in the third column with the number, or to write it on a reachable spot on the board, then the teacher will fill in the chart.)" Repeat with the rest of the numbers.<ul style="list-style-type: none">○ If students are able, they could also make the chart in their notebooks. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading.● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: "What day was it for Jomo today? (If students say '10,' encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo's mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?" |



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| | <ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. |
| <p>SESSION 11 Pages 22-23</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading.● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “What day was it for Jomo today? (If students say ‘11,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. <p>Vocabulary</p> <ul style="list-style-type: none">● WHAT TO DO: Write all temporal words on the board.● WHAT TO SAY: “This week we will study temporal words, words that tell you the order something happened. We see a lot of these words in “Jomo’s Gift.” Make sure the words are written on the board, or more preferably, a chart for reference, and direct student’s attention to it. Temporal words are these: <i>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth</i>. When you hear the term ‘first’ that means it is the number 1 thing to happen. ‘Second’ means it is the number 2 thing to happen.” Continue the explanation up until <i>tenth</i>. Next to each temporal word, write the corresponding number, and a picture (i.e. one egg).<ul style="list-style-type: none">○ Extension activity: Ask 10 students to come to the front of the room. Show that the students are in order: first, second, third, etc. Then ask: “Which student is in line FIFTH? How about NINTH?” Switch the students and call on various students so they can all practice. |



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| <p>SESSION 12 Pages 24-25</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading.● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “What day was it for Jomo today? (If students say ‘12,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo’s mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?”<ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. <p>Vocabulary</p> <ul style="list-style-type: none">● Write the words first through tenth on separate pieces of paper. Ask ten kids to come to the front of the room and hand them each one of the papers. They have to work together to get themselves in the right order from first to tenth. |
| <p>SESSION 13 Pages 26-27</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Go over the important words (temporal and others) before reading.● Review how many eggs Jomo had the day prior and what his mother was doing.● Teacher reads the pages.● Teacher reads a sentence, then the students repeat the sentence, making sure to use their finger to follow along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “What day was it for Jomo today? (If students say ‘13,’ encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has |



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| | <p>Jomo's mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?"</p> <ul style="list-style-type: none">○ Make sure to give multiple students a chance to answer each question, if possible. <p>Vocabulary</p> <ul style="list-style-type: none">● Using the book, students will work in partners or groups. The teacher will say what page the students should look for. For example: "What was Jomo's mother doing on the FOURTH day?" Students will find the fourth day, and raise their hand to share what they found. |
| <p>SESSION 14 Teacher read</p> | <p>Accuracy & Fluency:</p> <ul style="list-style-type: none">● Teacher reads the whole story, enthusiastically, as students listen for enjoyment or following along. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: "What day was it for Jomo today? (If students say '14,' encourage them to use a temporal word instead.) How many eggs did Jomo find? What was his mother doing when he told her? What other things has Jomo's mother been doing when he told her about the eggs? What words did we see on this page that we have seen before?"○ Make sure to give multiple students a chance to answer each question, if possible. <p>AFTER</p> <ul style="list-style-type: none">● Compare things that happen in the book with what children experience in their day to day life. For example you may ask learners to share with the class what they go to the village.● Talk about the events in the story: What happened first? Then what happened? What happened in the end <p>Vocabulary:</p> <ul style="list-style-type: none">● Assessment: Write 10 letters, at random and generously spaced, large on the board. In the notebooks, ask to number 1-10. Teacher: "Students, next to number 1, write the letter that comes FIFTH. [PAUSE] Students, next to number 2, write the letter that comes SEVENTH." Repeat with all temporal words. |



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| | <p>LETTER WRITING</p> <p>Write a letter to your parents telling them about what you have learned from reading the story of Jomo's Gift</p> |
| <p>SESSION 15 Student read</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Students have time to “read” the book to the best of their ability.• Not all students will be able to read the book entirely, but they should take the independent time to practice the motions of reading (looking at words, studying pictures, turning pages, recognizing some words) and just enjoying having a book in their hands.• This may also be done with partners, if needed. <p>Comprehension</p> <ul style="list-style-type: none">• Assessment: On day 15, use the activity in the back of the book with the boxes as an assessment, making sure to let the kids use the book for support. <p>SUMMARY WRITING</p> <p>Write a summary of the story for friends who have not read it yet (must indicate info about the book: title, Author and illustrator, must also have a one paragraph summary of the key events in the story and one two paragraphs giving opinions about the book)</p> |
| <p>Critical thinking notes:</p> <ul style="list-style-type: none">• The main objectives of this book are to help students get more practice with phonemic awareness and alphabetic principle, as well as to get them to be familiar with numbers, counting, and temporal words. At this level, making connections between numbers, their corresponding words, and the corresponding temporal words are examples of critical thinking.• Due to the level of this book, literal and basic comprehension - simply recalling events that happened in the story - is an exercise in critical thinking.• BELOW ARE SIMPLE CRITICAL THINKING EXERCISES FOR YOUR CLASS | |



RELATED TO ENGLISH

- **VOCABULARY TEST:** List all the words can you make from the word **CHRISTMAS**
- **SPELLING TEST;** rearrange the letters to form a word found in the story of **JOMO'S GIFT**

**TNE
WOT
IVFE
OTMERH**

**NVEES
EERTH
OREZ
NHE**

**ENNI
ORUF
HTGIE
SETN**

**IXS
EON
GSGE
CCKHIS**

- **COMPREHENSION**
- Nouns are the names of things. Hen, Eggs, and Grandmother are **nouns**. List ten other nouns found in the story of **JOMO'S GIFT**
- **ACTION VERBS ARE WORDS THAT SHOW WHAT SOMEONE IS DOING.** **count, touch, and ran** are some of the action verbs done by Jomo in the story of **JOMO'S GIFT**. List down all verbs that you usually do at school every day.
- **FIND THE VERB**

Let's see if you can find the verb in these sentences: draw a circle around the verb in each sentence.

- Jomo ran to share the news with his mother.
- He found his mother digging.
- He raised his hand and showed her one finger.
- He gently touched the egg.
- His eyes widened in excitement.
- Jomo built a nest for Nambi.
- Jomo used his fingers to count the eggs.
- He found Nambi sitting on the eggs
- Jomo heard strange sounds coming from the chicken coop
- Jomo named his hen Nambi
- **FIND WORDS USED IN THE STORY OF JOMO'S GIFT**

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| T | E | N | P | E | E | L | C | S | E |
| A | S | W | E | E | P | F | O | U | R |
| P | O | U | N | D | F | A | O | N | E |
| C | U | I | D | R | I | N | K | O | S |
| A | T | W | E | A | V | E | M | A | T |



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| R | H | A | H | S | E | V | E | N | D |
| R | R | S | E | I | G | H | T | I | I |
| Y | E | H | N | X | T | W | O | N | G |
| F | E | T | C | H | W | A | T | E | R |

RELATED TO SCIENCE

- Jomo's eggs take 21 days to hatch into chicks. How many days do the eggs of the following take to hatch. Draw line to Match

Mosquito
House Fly
Butter flies
Cockroach
Duck

HUT
.KENNEL
KRAAL
NEST
HIVE

Chickens are easy to rear because they can't fly: name other birds can't fly

OSTRICH
EAGLE
PEACOCK
DUCK
DOVE
PIGEON

Jomo rears the chickens for food. DRAW A CIRCLE AROUND OTHER ANIMALS THAT PEOPLE KEEP FOR FOOD

- GOAT
- COW
- SHEEP
- WOLF
- DOG
- DUCK
- PARROT
- CAT

OASIS



- MONKEY

RELATED TO MATH

Count how many sticks you see in each picture

////// _____ ////////////// //////////////// // // // // _____

Count backwards

10, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____

Match words and numbers

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| Twenty one | 11 |
| Twelve | 21 |
| Fifteen | 13 |
| Eleven | 12 |
| Thirteen | 15 |

Working with your parents Write the following numbers in your language

- What is your Language:
- Numbers in words: 1... 2... 3 ...45 ...678 ...910....
- Read the numbers in your language aloud

Pick three numbers to make 10

4, 5, 2, 3

Pick three numbers to make 9

1,2,3,5

Fill in the missing numbers

$1 + \underline{\quad} = 10,$

$5 + \underline{\quad} = 10$

$3 + \underline{\quad} = 10$

$8 + \underline{\quad} = 10$

$6 + \underline{\quad} = 10$

$7 + \underline{\quad} = 10$

RELATED TO SST

- What does Jomo want to do with the eggs?
- Why might school be important to Jomo? What plans might he have?
- Why is school important to you? What plans do you have? Discuss with your partner/group and write them down, are they different? How? Report back to the class.
- With your partner/group continue the story, now called 'Jomo and the chicks'. In your story, try the author's idea of repeating some 'key' information and words.

RELATED TO ART



Look at the picture on the last page of the story critically and describe what is happening in the picture.

List all the colours you see in the picture.

Redraw the picture and colour it using your own colours.

Draw a new cover for 'Jomo's Gift'.

Notes on struggling readers:

- At this level, students are still working on manipulating letters and sounds. While there is a clear pattern in this book, it is not completely expected for students to be able to decode or fluently read this story. However, students should be able to manipulate words and letters as demonstrated in the phonemic awareness and alphabetic principle parts of the plan. Basic comprehension should be expected as well, especially directly after reading.
- If you find that students are having trouble identifying first sounds, last sounds, rhyming or anything in the phonemic awareness or alphabetic principle parts of the plan, definitely extend those parts of the plan to last longer, and feel free to combine a few every day to give extra support.

OASIS