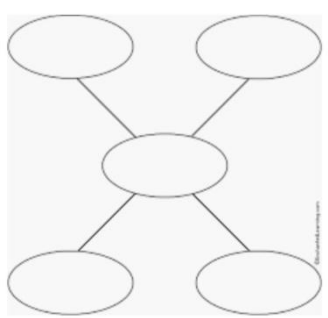




READING LESSON TEACHING GUIDE COVERING ALL SIX KEY READING SKILLS

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| Title: LEFT ALONE | Author: Oscar Ranzo | Illustrator: Nsamba Phillip | Prepared by: Jessica Parra |
| Sight Words: N/A | | | |
| Important words: villager (someone who lives in the village), abandon (left behind), bum (beggar), Good Samaritan (kind person), passing out (fainting), starving (very hungry), thief (someone who steals), family (a group of related people), street kid (children living on the streets), oath(sacred vow), adopt (become someone’s parent), battalion (group of soldiers) | | | |

| SELECTION TO READ | ACTIVITIES AND EXERCISES |
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| <p>SESSION 1 Chapter 1-2</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● On Day 1, students should skim the pages and examine the cover to make predictions about the upcoming story. ● Activate prior knowledge by having students discuss what they already know about white people they see in their country. <p>BEFORE READING</p> <ul style="list-style-type: none"> ● Have the children read out the title aloud. Ask the students if they notice familiar words in the title. ● Talk about the title, the author and the pictures on the cover ● Look at the pictures in the story together, ● Ask the learners to tell you what they think the story is about <p>DURING</p> <ul style="list-style-type: none"> ● First read ONE OR TWO PARAGRAPHS of the FIRST DAY’S SECTION aloud for the children before asking them to read for you. As you read, change voices during dialogue... and act out certain words. ● After reading, Ask the learners to read the selection of the day aloud ● When it is their turn to read aloud, move around the class and look out for learners who are just pretending to read. ● Encourage learners to stand up and read alone while the rest of the class follows silently with their eyes. ● When these readers hesitate on a word, say out the tricky word and then have them repeat it on their own. (suggested time 10-15 minutes). ● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes). |

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| | <ul style="list-style-type: none"> • If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Vocabulary</p> <ul style="list-style-type: none"> • This is a long book with lots of vocabulary that teachers and students will have to work through as they read the book. The important words are ones that will enhance student understanding of the plot. On Day 1, the teacher should write the important words on the board and lead a group discussion on what the words and meanings are. <ul style="list-style-type: none"> ○ Teacher may want to have students write the words and definitions in the book as they have the discussion, or put the words on a big piece of paper or the board to be kept up while they study the book, so they are there for reference. |
| <p>SESSION 2 Chapter 3-4</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Review what happened the day prior. • Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes). • Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes). • If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Comprehension</p> <ul style="list-style-type: none"> • Students draw a story web in their notebooks. In the middle circle there should be the word Jomo's Parents There should be at least 4 lines coming off the middle circle with circles at the end of the lines. Inside the circles, students should write information about JOMO's PARENTS that they have read about in the story so far.  |
| <p>SESSION 3 Chapter 5-7</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Review what happened the day prior. • Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes). • Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes). |



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| | <ul style="list-style-type: none">• If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Vocabulary</p> <p>1. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF LEFT ALONE</p> <ol style="list-style-type: none">beckonedtandemcoopflickeringwhirledricketysavouringdecibelshastilycurioustrudgedglimpsehuddledyanked <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none">• In partners or groups, students pick an important word from the list in table 1 and figure out how they could act it out, but they do not share their chosen word with the rest of the class. <p>As they act it out, the class has to figure out which word it is.</p> |
| <p>SESSION 4 Chapter 8-10</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).• If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Comprehension</p> <ul style="list-style-type: none">• WHAT TO DO: Have the students answer the questions in the first black board(on page 25)• Have students play a walking game to review motivations or reasons for things happening in the story. Students walk around while the teacher counts to 10. At 10, students find a nearby partner to discuss “Why” questions. After each question / discussion, the teacher should ask 1 or 2 partnerships to share before counting to 10 again for the next |



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| | <p>question.</p> <ul style="list-style-type: none">● WHAT TO ASK: How did Jomo end up on the streets of the city? Why were restaurant owners refusing to serve Jomo? Why did the Mzungus like to hang out at Jomo's place? Why were town people mistaking Jomo for a street child? What was the main reason that made it hard for Jomo to find to get people to believe him? |
| <p>SESSION 5 Chapter 11-12</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened the day prior.● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).● If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Vocabulary</p> <p>2. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF LEFT ALONE</p> <ol style="list-style-type: none">shrillcrouchedburlyexhaustedhurledraspeddazzlingfleetinginstinctmarveledidlingbustlingpursuedreckoned <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none">● WHAT ELSE TO DO: In their notebooks, have the students make a 3-column chart with the headings: word, sentence, example from book. Students fill in each column with the said headings for the important words (as many as they can get done in the given time). So for example, if the word was "family," the students would write <i>EXHAUSTED</i> in the <u>word column</u>, could <u>use the sentence</u> <i>I was exhausted after the football match</i>, and for <u>an example</u> from the book, they could write <i>Jomo was exhausted from running</i>. |

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| <p>SESSION 6 Chapter 13-14</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Review what happened the day prior. Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes). Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes). If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Comprehension</p> <ul style="list-style-type: none"> WHAT ELSE TO DO: Have the students complete a Frayer model for the word abandon. The four boxes on the board should be labeled: What is a drought? Use drought in a sentence. What are ways that a drought affects families? Draw a drought.(See reference below) <table border="1" data-bbox="516 779 1122 1157"> <tr> <td data-bbox="516 779 818 957">Define abandon?</td> <td data-bbox="823 779 1122 957">Use abandon in a sentence</td> </tr> <tr> <td data-bbox="516 963 818 1157">How does abandon apply to families</td> <td data-bbox="823 963 1122 1157">Draw 'abandon'</td> </tr> </table> | Define abandon? | Use abandon in a sentence | How does abandon apply to families | Draw 'abandon' |
| Define abandon? | Use abandon in a sentence | | | | |
| How does abandon apply to families | Draw 'abandon' | | | | |
| <p>SESSION 7 Chapter 15</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Review what happened the day prior. Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes). Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes). If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Vocabulary</p> <p>3. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE WISE MILKBOY</p> <ol style="list-style-type: none"> compassion stooped emerged blared aroma churn | | | | |



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| | <p>g. drenched h. elicited i. illuminated j. contorting k. lulling l. glaring m. lynched n. tattered</p> <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none">• WHAT ELSE TO DO: On pages 14-16 we get a lot of clues about what a sorcerer does or looks like. Have the students draw a word web with the word AFANDE BUTWA in the middle (refer to diagram in exercise for session 2 above). The middle circle should have lines coming out with circles at the end. Students should use the book to write descriptions or actions of AFANDE BUTWA in the book. |
| <p>SESSION 8 Chapter 16-17</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).• If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Comprehension</p> <ul style="list-style-type: none">• WHAT TO DO: Have the students create a t-chart in their notebooks. The top of one column should say "VILLAGE" and the other should say "CITY." Thinking about what they have read in the story, students write village actions and descriptions under the "village" heading, like Jomo loved to play and sing at the well. Under the "City" heading, students should write city actions and descriptions from the story, like Jomo almost got knocked by a bus while crossing the road○ This is a difficult concept. Make sure students have access to the text as they do this, and they may need some scaffolding. This is any activity that could also easily be done with groups or partners. |



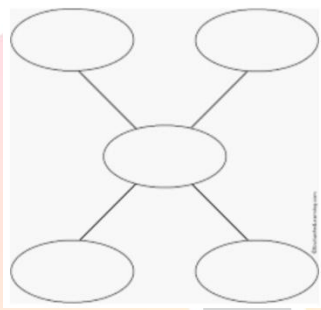
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| <p>SESSION 9 Chapter 18 - 19</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened the day prior.● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).● If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Vocabulary</p> <p>4. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE WISE MILKBOY</p> <ol style="list-style-type: none">dilapidatedfringesundertakeclutchedretrievedlurchedgiganticanxietyunfoldeddelightthudrevealboundcircumstances <ul style="list-style-type: none">● Use each of the words above in a sentence of your own● WHAT TO DO: Write the following characters on the board: 1 AFANDE BUTWA , 2 - Jomo, 3 - YEKO, 4 - GIRITA.● Now count off the students by 4's. The number the students got is who they will be writing about. <p>Students have 5-7 minutes to write as many details about their character as possible. After the time is over, the class reviews the details they wrote down either with partners or in a group activity, going character-by-character.</p> |
| <p>SESSION 10 Chapter 20</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened the day prior.● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).● Students have some time to read independently, working on the same pages that they read with a partner (suggested |

time 10-15 minutes).

- If time allows, the teacher calls on students to read one paragraph at a time out loud.

Comprehension

- WHAT TO DO: Have the Students answer the questions in the second blackboard
- Have the students draw a **story web** (refer to diagram in session 2 exercise above) in their notebooks. In the middle circle there should be the word *STREET CHILDREN*. There should be at least 4 lines coming off the middle circle with circles at the end of the lines. In the outside circles, students should write and/or draw anything that has to do with the *STREET CHILDREN* in the story.



SESSION 11

Chapter 21-22

Accuracy & Fluency

- Review what happened the day prior.
- Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).
- Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).
- If time allows, the teacher calls on students to read one paragraph at a time out loud.

Vocabulary

5. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE WISE MILKBOY

- thrilled
- delight
- dreading
- thud
- jerked
- budge
- drawing
- wrath
- screeching
- halt
- underbelly



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| | <p>l. lull m. warren n. oozing</p> <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none">• WHAT ELSE TO DO: Have the students play a walking game to review important word definitions before the assessment on Day 13. Students walk around the classroom while the teacher counts to 10. When the teacher gets to 10, the students find a partner nearby. The teacher asks a question, the students discuss, then share out. Repeat this process to discuss multiple words.• WHAT TO SAY: "List all the Battalions in Afande Butwa's <i>family</i>." "Describe a <i>family</i>." "What is the difference between Jomo's Old and Jomo's new <i>family</i>?" Teacher can do as many as they see fit. |
| <p>SESSION 12 Chapter 23-24</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).• If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Comprehension COMPULSORY EXERCISE: LETTER WRITING</p> <ul style="list-style-type: none">• Imagine you are Jomo, Write a letter to a friend in the village telling them about your narrow escape from death.• WHAT ELSE TO DO: Have the students play a walking game to review story details. When the teacher counts to 10, students walk around the class. When the teacher gets to 10, students find a nearby partner and wait for the direction. Repeat after each direction, making sure to give time to allow some people to share their discussion.• WHAT TO ASK: How did Jomo try to find his parents? Why did Jomo think he would stay on the streets of Kampala forever? Explain Afande Butwa's batallions. According to you - which of his battalions is the worst? |
| <p>SESSION 13 Chapter 25-27</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).• Students have some time to read independently, working on the same pages that they read with a partner (suggested |

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| | <p>time 10-15 minutes).</p> <ul style="list-style-type: none"> If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Vocabulary</p> <p>6. WHAT DO THE FOLLOWING STATEMENTS USED IN THE STORY MEAN</p> <ol style="list-style-type: none"> Pits in the stomach Dead of the night Made the best use of my legs On the button Kicking my heels Spur of the moment Nod off My heart sunk Good Samaritan Made a beeline Nook and cranny Passed out m. <p>Use each of the above phrases in your own sentence.</p> <ul style="list-style-type: none"> Assessment: Have the students write numbers 1-10 on paper. The teacher has all the important words on the board. Teacher gives the definition of 10 of the important words from the board. Students write the word next to the corresponding number. |
| <p>SESSION 14 Reread pages 28 - 30</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Review what happened the day prior. Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes). Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes). If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Comprehension</p> <p>COMPULSORY EXERCISE: NEWS BROADCAST</p> <ul style="list-style-type: none"> Imagine you are the journalist that interviewed Jomo in the hospital, create a newspaper reporting to let people know about the plight of Jomo.(limit: 800 words) WHAT ELSE TO DO: Have the students make groups of 6, and within groups students decide who will discuss the |



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| | <p>following story parts: characters and setting, beginning, middle, end, main problem, solution. After giving some time for the students to compile (maybe write down) their information, students will come up to the front of the class in groups to present their story summary. This activity is in preparation for the assessment the next day.</p> |
| <p>SESSION 15 Read whole book for pleasure</p> | <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).• If time allows, the teacher calls on students to read one paragraph at a time out loud. <p>Comprehension COMPULSORY EXERCISE: SUMMARY WRITING</p> <ul style="list-style-type: none">• In not more than four paragraphs write a summary of the story of LEFT ALONE• Assessment: Following the same story parts as yesterday, students write to recall the characters and setting, beginning, middle, end, main problem, and solution.<ul style="list-style-type: none">○ Note: This assessment can be graded, but regular informal assessment should also be done during class time.• Have the students answer the questions at the end of the story |
| <p>Critical thinking notes:</p> <ul style="list-style-type: none">• Books this long are full of ways to practice critical thinking. The mere recall of events and characters and the ability to describe them and relate to them is a brain exercise.• Themes that emerge in this book also lend themselves to thinking critically: WHY did the sorcerer do what he did? WHY did the elders want the Mzungus gone? THINK ABOUT the events in the book and CATEGORIZE them as positive or negative. WORK AS A GROUP to come up with a skit to act out a word. When students use their brains for open-ended thought, reason, and empathy, they are using critical thinking skills.• BELOW ARE SOME QUESTIONS TO ENHANCE CRITICAL THINKING <p>RELATED TO ENGLISH</p> <p>VOCABULARY TEST: Write all the words you can make from the word PEDESTRIAN</p> | |

RELATED TO SCIENCE

1. What does the story of The LEFT ALONE teach you about PASSING OUT?
2. What do you think was the cause of JOMO'S passing out?
3. What FIRST AID TREATMENT would you give to Jomo if you were nearby?
4. What are some of the dangers of passing out?
5. Name some other situations that cause someone to pass out.

RELATED TO MATH

1. From what you have read, how many months days did Jomo spend on the streets before he was taken to the orphanage.

RELATED TO SST

2. Why do you think Jomo is disappointed by what he sees in Kampala?
3. Name three things that you can find both in your village and in the city
4. What are the advantages of living in the city?
5. What are the disadvantages of living in the city?
6. Write a debate speech either for or against the Motion is VILLAGE LIFE IS BETTER THAN CITY LIFE.

RELATED TO ART

7. Look at the picture on the cover page critically: in not less than 100 words describe what is happening in the picture
8. Design a new cover for the story of LEFT ALONE.

MULTIPLE CHOICE QUESTIONS

9. How many times did Jomo see Afande Butwa?(Write full sentences in your book)

- a) 5
- b) 4
- c) 7
- d) 3

10. Choose the odd man out?

- a) Kawanga
- b) Grita
- c) Musota
- d) Afande Butwa

What's the reason for your answer to question 10 above?

11. Why was Jomo spared from being tossed in the lake?

- a) Because he cried out loudly
- b) Because He had not taken the oath

- c) Because Afande Butwa liked him
- d) Because Musota asked Afande Butwa to forgive him

12. Who of the street kids did Jomo dance off with?

- a) Giritu
- b) Musota
- c) Kawanga
- d) Yeko

13. According to the story, how did God Answer Jomo's Prayer the first time?

- a) When he picked money on the street and gave it back to the owner
- b) When he was adopted by Afande Butwa
- c) When he was saved by the kids in the alley
- d) When he was saved by Giritu from drowning in the drainage channel

14. Who took Jomo to the hospital when he passed out?

- e) A kind boda boda driver
- f) The street child he gave a doughnut at one point
- g) Giritu and Musota
- h) Sister Immaculate, the kind nun.

15. In what Class is Jomo when he narrates the story of LEFT ALONE

- a. He has not yet started going to school
- b. He is in P.1
- c. He is in S.1
- d. He is in P7 vacation

16. In your view who helped Jomo the most in the story?

- a. The journalist who broadcast his story on TV
- b. The street kids who took him to hospital
- c. The Nun, who took him to the orphanage

What is your reason for the answer you have given above?



Notes on struggling readers:

- If students are having trouble **decoding** the story, then they will need extensive support to get through each page, as this book is vocabulary-heavy. Make sure struggling students sit near a partner that can support them if needed, and make sure to visit the student EVERY DAY during work time to scaffold their reading.
 - If a student cannot decode this book, then they probably need instruction on another level. Please refer to strategies and activities to support decoding. Alternatively, if possible, the teacher could provide the student with an easier book to practice decoding with modified assignments during work time.
- If students are having trouble **comprehending** the information in this book, allow students to use the text to support them in their discussions and work. Allowing students to keep a reading journal each day for reference could also be helpful, as well as consistently reviewing past events at the beginning of each class.
- If a student is having trouble **producing work** on this book, allow students to use the text for support. Alternatively, the teacher may check in with students to allow students to orally present an answer before starting work, or modify the work by allowing students to draw after an oral answer has been given. Instead of a written open-ended assessment, some students may benefit from a multiple choice option, which could be given at a later time, other than class time.



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