

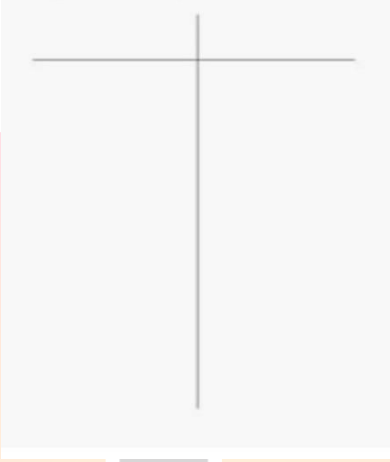


TEACHING GUIDE EMPHASISING SIX KEY READING SKILLS

Title: The Little Maid	Author: Oscar Ranzo	Illustrator: Paul Ikonde	Prepared by: Jessica Parra
Sight Words: N/A			
Important words: slavery (forced to work), dream (what you want to do very much), maid (takes care of the household), summon (call to come), incredulous (shocked and disbelieving), tutor (helps with schoolwork), abandon (to leave alone without explanation), escape (to get out), remorse (feeling bad about something)			

<p>Day 1 Dreams and Promises, pages 1-3</p>	<p>Accuracy & Fluency INTRODUCING THE CONCEPTS</p> <p>Activate prior knowledge by having students discuss what they already know about Housemaids.</p> <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 flip through the book and examine the cover to predict what will happen in the story <p>DURING</p> <ul style="list-style-type: none">● Ask the class to read a few pages of the story aloud. As they read, write down the words they struggle to pronounce in your note book...● Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.● Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.● Students have a few minutes more to practice reading the pages independently.● If time allows, teacher can call on students(one by one) to read out loud paragraph-by-paragraph. <p>Vocabulary</p>
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	<ul style="list-style-type: none">● VOCABULARY TEST: List all the words you can make from the word HOUSEMAID● Students make a t-chart in their notebooks. They should label the headings “feeling” and “action.” The teacher lists some important words from the story on the board in no particular order: abandon, escape, dream, learn, cook, remorse, terrified, tired, unwell, angry. Students sort the words into the t-chart based on the headings. 
<p>Day 2 The House Rules, pages 4-8</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what the prior day’s pages were about.● Students have 8-10 minutes to go through the day’s pages with a partner first, marking and working through difficult words or phrases.● Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.● Students have a few minutes more to practice reading the pages independently.● If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">● Students will get time after reading to practice summarizing and identifying details in the story. In notebooks, students will make a “Little Maid Journal.” Students will have a few minutes to recall details about what they read and what is happening in the story. The journal entry should be 4-5 sentences long (more or less, depending on students’ ability and comfort level with writing).<ul style="list-style-type: none">○ Students should be instructed to record details that THEY think are important and to try to explain events in a sentence or two.



	<ul style="list-style-type: none">○ This is an exercise in recalling details but will also reinforce retelling in a sequential nature.○ Extension: If students finish their journals, they are welcome to review what they wrote, add details to other entries, or add drawings to enhance their current entry.
<p>Day 3 Reread The House Rules, pages 4-8</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what the prior day's pages were about.● Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.● Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.● Students have a few minutes more to practice reading the pages independently.● If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Vocabulary</p> <p>1. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE LITTLE MAID</p> <ul style="list-style-type: none">a. eagerb. tillingc. scamperedd. heavyssete. curiousf. glanceg. spellboundh. scrawnyi. detergentj. dingy <p>2. Use each of the words above in a sentence of your own.</p>
<p>Day 4 Child Slavery, pages 9-12</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what the prior day's pages were about.● Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.



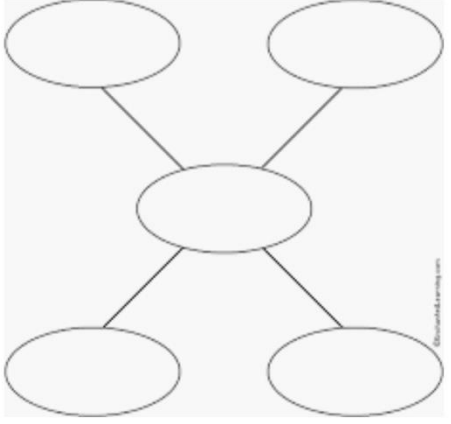
	<ul style="list-style-type: none">• Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.• Students have a few minutes more to practice reading the pages independently.• If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">• Students will get time after reading to practice summarizing and identifying details in the story. In notebooks, students will make a “Little Maid Journal.” Students will have a few minutes to recall details about what they read and what is happening in the story. The journal entry should be 4-5 sentences long (more or less, depending on students’ ability and comfort level with writing).<ul style="list-style-type: none">○ Students should be instructed to record details that THEY think are important and to try to explain events in a sentence or two.○ This is an exercise in recalling details but will also reinforce retelling in a sequential nature.○ Extension: If students finish their journals, they are welcome to review what they wrote, add details to other entries, or add drawings to enhance their current entry.		
<p>Day 5 Reread Child Slavery, pages 9-12</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what the prior day’s pages were about.• Students have 8-10 minutes to go through the day’s pages with a partner first, marking and working through difficult words or phrases.• Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.• Students have a few minutes more to practice reading the pages independently.• If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">• Use Frayer model for the word “escape.” On the board, when making the model, in the four boxes, the teacher should write: Use escape in a sentence. What does it mean to escape. Draw an escape. Write the two things that escape in this story. <table border="1" data-bbox="506 1680 1101 1843"><tr><td></td><td></td></tr></table>		



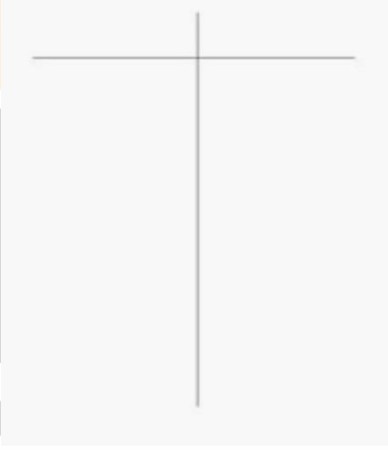
<p>Day 6 The Tutor, pages 13-19</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what the prior day's pages were about.● Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.● Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.● Students have a few minutes more to practice reading the pages independently.● If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">● Students will get time after reading to practice summarizing and identifying details in the story. In notebooks, students will make a "Little Maid Journal." Students will have a few minutes to recall details about what they read and what is happening in the story. The journal entry should be 4-5 sentences long (more or less, depending on students' ability and comfort level with writing).<ul style="list-style-type: none">○ Students should be instructed to record details that THEY think are important and to try to explain events in a sentence or two.○ This is an exercise in recalling details but will also reinforce retelling in a sequential nature.○ Extension: If students finish their journals, they are welcome to review what they wrote, add details to other entries, or add drawings to enhance their current entry.
<p>Day 7 Reread The Tutor, pages 13-19</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what the prior day's pages were about.● Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.● Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.● Students have a few minutes more to practice reading the pages independently.● If time allows, teacher can call on students to read out loud paragraph-by-paragraph.



	<p>Vocabulary</p> <ul style="list-style-type: none">• Teacher tells the students to pick one of the important words from the board and write it big in their notebooks. When the teacher calls out a word, every student who wrote the word should stand up. The teacher calls on different students who are standing to use it in a sentence, give a definition, act it out, or tell how it applies to the story. Go through each of the words, having the students share as the class works through the list.
<p>Day 8 The Rat, pages 20-21</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what the prior day's pages were about.• Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.• Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.• Students have a few minutes more to practice reading the pages independently.• If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">• Students will get time after reading to practice summarizing and identifying details in the story. In notebooks, students will make a "Little Maid Journal." Students will have a few minutes to recall details about what they read and what is happening in the story. The journal entry should be 4-5 sentences long (more or less, depending on students' ability and comfort level with writing).<ul style="list-style-type: none">○ Students should be instructed to record details that THEY think are important and to try to explain events in a sentence or two.○ This is an exercise in recalling details but will also reinforce retelling in a sequential nature.○ Extension: If students finish their journals, they are welcome to review what they wrote, add details to other entries, or add drawings to enhance their current entry.
<p>Day 9 Underneath the Dining Table, pages 22-27</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what the prior day's pages were about.• Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.• Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.• Students have a few minutes more to practice reading the

	<p>pages independently.</p> <ul style="list-style-type: none"> • If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Vocabulary</p> <ul style="list-style-type: none"> • Make a story web. In the middle circle, write the words “Viola feels.” Draw 5 lines coming out of the middle circle with circles at the end of each line. In each of the outside circles, write a feeling that Viola felt during the story.  <ul style="list-style-type: none"> •
<p>Day 10 Reread Underneath the Dining Table, pages 22-27</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Review what the prior day’s pages were about. • Students have 8-10 minutes to go through the day’s pages with a partner first, marking and working through difficult words or phrases. • Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion. • Students have a few minutes more to practice reading the pages independently. • If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none"> • Students will get time after reading to practice summarizing and identifying details in the story. In notebooks, students will make a “Little Maid Journal.” Students will have a few minutes to recall details about what they read and what is happening in the story. The journal entry should be 4-5 sentences long (more or less, depending on students’ ability and comfort level with writing). <ul style="list-style-type: none"> ○ Students should be instructed to record details that THEY think are important and to try to explain events in a sentence or two. ○ This is an exercise in recalling details but will also reinforce retelling in a sequential nature.



	<ul style="list-style-type: none">○ Extension: If students finish their journals, they are welcome to review what they wrote, add details to other entries, or add drawings to enhance their current entry.
<p>Day 11 Maid No More, pages 27-29</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what the prior day's pages were about.● Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.● Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.● Students have a few minutes more to practice reading the pages independently.● If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">● Students make a t-chart in their notebooks. They should label the headings "suffix" and "no suffix." The teacher lists some important words from the story on the board in no particular order: dream, maid, tutor, cook, glass, schooling, abandoned, escaping, students, yelling. Students sort the words into the t-chart based on the headings. 
<p>Day 12 I Want to go to School, pages 30-32</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what the prior day's pages were about.● Students have 8-10 minutes to go through the day's pages with a partner first, marking and working through difficult words or phrases.● Teacher asks the class for difficult words or phrases, puts them on the board, then discusses with the class to clear up confusion.● Students have a few minutes more to practice reading the



	<p>pages independently.</p> <ul style="list-style-type: none">• If time allows, teacher can call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">• Students will get time after reading to practice summarizing and identifying details in the story. In notebooks, students will make a “Little Maid Journal.” Students will have a few minutes to recall details about what they read and what is happening in the story. The journal entry should be 4-5 sentences long (more or less, depending on students’ ability and comfort level with writing).<ul style="list-style-type: none">○ Students should be instructed to record details that THEY think are important and to try to explain events in a sentence or two.○ This is an exercise in recalling details but will also reinforce retelling in a sequential nature.○ Extension: If students finish their journals, they are welcome to review what they wrote, add details to other entries, or add drawings to enhance their current entry. <p>EXERCISE: SPEECH WRITING</p> <ul style="list-style-type: none">• Imagine you are the Ms Mutoni, the private tutor: write a speech that you will give to your students, advising them on what they should learn from Viola’s experience.
<p>Day 13 Students reread, marking their spots where they stop each day</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Students have the time to read the book independently or with a partner.• At the end of the time each day, students should mark their spot so they can pick up where they left off the next day.• Teacher: “As we read through the stories, we are going to see a few words often. Other words are important to the story, even if we don’t see them over and over. The words are here on the board.” Go over the list of important words from the top of this plan, making sure they are written on the board for reference. Students play a walking game to review the important words of the book. Students walk around while the teacher counts to 10. When the teacher gets to 10, students find a partner and discuss the direction that the teacher gives. Give directions relating to the story: What is something you would escape from? What does “summon” mean? What could you use a tutor

	<p>for? What is something you could tutor someone about? What is a “dream?” Tell about a dream you once had.</p> <p>LETTER WRITING</p> <ul style="list-style-type: none"> • Write a letter to a friend in another school telling them about the lessons you have learnt from the story of THE LITTLE MAID.
<p>Day 14 Students continue to reread, marking their spots where they stop each day</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Students have the time to read the book independently or with a partner. • At the end of the time each day, students should mark their spot so they can pick up where they left off the next day. <p>Comprehension</p> <ul style="list-style-type: none"> • Assessment: Students read through their journals to recall what happened in the story. The entry for today, after rereading time, is to make the last entry about the main characters, secondary characters, the setting, and the main problem. <ul style="list-style-type: none"> ○ Extension activity: Have the students include their opinion of the book and why they felt that way. <p>EXERCISE: NEWS BROADCAST</p> <p>Incase you were a news reporter; report on the events that happen on the day that AUNTIE JOVIA IS ASKED TO SPONSOR VIOLA’S EDUCATION.</p>
<p>Day 15 Students continue rereading</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Students have the time to read the book independently or with a partner. • At the end of the time each day, students should mark their spot so they can pick up where they left off the next day. <p>Vocabulary</p> <ul style="list-style-type: none"> • WHAT DO THE FOLLOWING STATEMENTS USED IN THE STORY MEAN <ul style="list-style-type: none"> ○ Wolf down

- **Lose unconsciousness**
- **Shrank to a dot**

- **Assessment:** Teacher: “Students, write a number 1 on your paper. Next to number 1, write how this word was used in the story: slavery.” Continue this with 5 of the important words that have been studied throughout this book.

EXERCISE: SUMMARY WRITING

- In not more than four paragraphs write a summary of the story of THE LITTLE MAID

Critical thinking notes:

- This story is basically one big exercise in critical thinking. It is hard for a student to read this story without feeling a certain way for Viola (empathy), thinking of someone they knew who might have gone through this (making connections), or trying to sift through details to predict a positive outcome (prediction monitoring and confirmation).
- Summarizing is a skill that takes a lot of practice and is huge in critical thinking. Thinking about EVERYTHING they read and boiling it down to a sentence or two is a very difficult task and it may take students a while to get the hang of it. Thinking of a large amount of plot or information and choosing the most important details and evaluating vocabulary for relevance is absolutely critical thinking.

BELOW ARE SOME CRITICAL THINKING EXERCISES

3. **SPELLING TEST:** Add two letters to each set of letters to form a word from the story of **The Little Maid**

YIN
HIN
CAR
HOS
WAR
RAN

NDE
ABL
WEE
UTO
IGH
TUD

RELATION TO SCIENCE

What to do: Ask class to Re-read the story the section of the story where Viola loses consciousness: Ask children for the meanings of the words.



Ask volunteers to use words in own sentences

SCIENCE ACTIVITIES

4. Viola loses consciousness while asleep in her room: What do you understand by the term “**loses consciousness?**”
5. What are the signs that someone is unconscious

6. What first Aid can you give to someone who is unconscious?

7. Name some factors that can cause someone to become unconscious

RELATION TO MATH

What to do: Ask class to Re-read the FIRST PAGE of the story: as they do, ask them to pay attention to the words that indicate passage of time.

Ask volunteers to name words, and then use them in their own sentences.

MATH ACTIVITIES

8. How old was Viola when Grandma told her to ‘wait till she is 8 years to start school?
9. For how many years did Viola wait before she became 8 years
10. For how many months did Viola wait before she became 8 years
11. For how many weeks did Viola wait before she made 8 years



12. For how many days did Viola wait before she made 8 years
13. For how many hours did Viola wait before she made 8 years

RELATION TO SST

What to do: Ask class to Re-read the section of the story when VIOLA first becomes a HOUSEMAID and as they read, write the word CHILD LABOUR on the board: Ask children for the meanings of the words.

Ask volunteers to state the disadvantages of children engaging in child labour.

SST ACTIVITIES

14. List some forms of child labour that you have seen happening in Uganda
 - a. _____
 - b. _____
 - c. _____
15. Who does child labour harm? HOW?
Children
Families
Communities
The who country
Three of the above
All of the above
16. How can children protect themselves and their friends and relatives from becoming victims Child Labour?
17. Write a letter to the PRESIDENT OF UGANDA, asking to do something to stop Child Labour in Uganda.

RELATION TO ART

What to do: Ask class to Re-read the story and as they read have them discuss what they see in each picture.

Ask learners to say how well they relate to the pictures: have they witnessed similar incidents in real life

ART ACTIVITIES

18. Look at the picture on the cover page critically: in not less than 100 words describe what is happening in the picture
19. Design a new cover for the story of **'The Little Maid.'**

MULTIPLE CHOICE QUESTIONS

20. Where did Viola have her very first lesson?
 - a) Behind the sofa set
 - b) Under the dining table
 - c) In the kitchen
 - d) In the compound
19. Where did viola hide after she escaped from Auntie Jovia's House?
 - a) In the compound
 - b) In the mango tree
 - c) In The teachers house
 - d) Outside the gate
20. How many people stayed on Auntie Jovia's premises
 - a) 4
 - b) 5
 - c) 3
 - d) 6



21. Who did Viola want to become when she grew up?

- a) Doctor
- b) Nurse
- c) Surgeon
- d) midwife

Notes on struggling readers:

- If students are having trouble **decoding** the story, then they will need extensive support to get through each page. 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 tie.
- 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 visual reading journal (drawing with notes, instead of all writing) each day for reference could also be helpful, as well as consistently reviewing past events at the beginning of each class. Using chart paper to keep a swift record of events could also be helpful for reference, and is also a good modeling exercise for students. If choosing to do this, make sure to do it after students have had a chance to do it on their own so they do not rely on copying the chart.
- 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.

OASIS