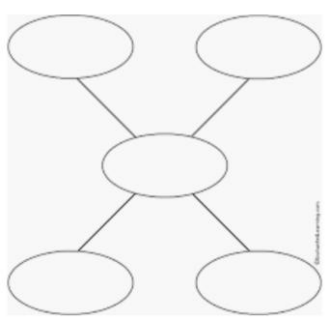




**READING LESSON TEACHING GUIDE COVERING ALL SIX KEY READING SKILLS**

|  |                            |                                 |                                   |
|--|----------------------------|---------------------------------|-----------------------------------|
| <b>Title:</b> The Wise Milkboy   | <b>Author:</b> Oscar Ranzo | <b>Illustrator:</b> Paul Ikonde | <b>Prepared by:</b> Jessica Parra |
| <b>Sight Words:</b> N/A  |                            |                                 |                                   |
| <b>Important words:</b> sorcerer (person who uses magic), drought (a time with no rain), elder (an older person), shrine (a place of honor), farming (planting crops), curse (a bad spell), thief (someone who steals), family (a group of related people), cronies (friends), departure (leaving or time to leave), invite (asking someone to come), banish (being forced away) |                            |                                 |                                   |

| SELECTION TO READ                     | ACTIVITIES AND EXERCISES   |
|---------------------------------------|--|
| <p><b>SESSION 1</b><br/>Pages 1-5</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"> <li>On Day 1, students should skim the pages and examine the cover to make predictions about the upcoming story.</li> <li>Activate prior knowledge by having students discuss what they already know about white people they see in their country.</li> </ul> <p><b>BEFORE READING</b></p> <ul style="list-style-type: none"> <li>Have the children read out the title aloud. Ask the students if they notice familiar words in the title.</li> <li>Talk about the title, the author and the pictures on the cover</li> <li>Look at the pictures in the story together,</li> <li>Ask the learners to tell you what they think the story is about</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>First read the DAYS SECTION aloud for the children before asking them to read for you. As you read, change voices during dialogue... and act out certain words.</li> <li>After reading, Ask the learners to re-read the section of the day aloud</li> <li>When it is their turn to read aloud, let them read at their speed.</li> <li>Encourage learners to point to words as they read, matching each spoken word with the corresponding written word.</li> <li>When they hesitate on a word, say out the tricky word and then have them repeat it on their own. (suggested time 10-15 minutes).</li> <li>Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• If time allows, the teacher calls on students to read one paragraph at a time out loud.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ 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.</li> </ul> </li> </ul>   |
| <p><b>SESSION 2</b><br/>Reread pages 1-5</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"> <li>• Review what happened the day prior.</li> <li>• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li> <li>• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li> <li>• If time allows, the teacher calls on students to read one paragraph at a time out loud.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Students draw a <b>story web</b> in their notebooks. In the middle circle there should be the word <i>community members</i>. 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 and/or draw the community members that they heard about in the story so far.</li> </ul>  |
| <p><b>SESSION 3</b><br/>Pages 6-9</p>        | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"> <li>• Review what happened the day prior.</li> <li>• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li> <li>• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li> </ul>  |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Vocabulary</b></p> <p>1. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE WISE MILKBOY</p> <ol style="list-style-type: none"><li>a. loomed</li><li>b. draped</li></ol> <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none"><li>• In partners or groups, students pick an important word from the list and figure out how they could act it out, but they do not share their chosen word with the rest of the class.</li></ul> <p>As they act it out, the class has to figure out which word it is.</p>  |
| <p><b>SESSION 4</b><br/>Reread pages 6-9</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened the day prior.</li><li>• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>• If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• WHAT TO DO: Have the students answer the questions in the first black board</li><li>• 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 question. Questions could be: Why do the elders think there is a drought? Why are the Mzungus in the village? Why did the Mzungus like to hang out at Jomo’s place? Why did the elders want to use the sorcerer (instead of asking the chief)? Why did Jomo know the girls quite well?</li></ul> |
| <p><b>SESSION 5</b><br/>Pages 10-13</p>      | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened the day prior.</li><li>• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>• If time allows, the teacher calls on students to read one</li></ul>  |



|  |  |
|--|--|
|  | <p>paragraph at a time out loud.</p> <p><b>Vocabulary</b></p> <p>2. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE WISE MILKBOY</p> <ol style="list-style-type: none"><li>withered</li><li>keenly</li></ol> <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none"><li>WHAT ELSE TO DO: In their notebooks, have the students make a 3-column chart with the headings: <b>word, sentence, example</b> 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>family</i> in the <u>word column</u>, could <u>use the sentence</u> <i>My family has a mom and 2 sisters</i>, and for <u>an example</u> from the book, they could write <i>Jomo is a part of a small family</i>.</li></ul>  |
| <p><b>SESSION 6</b><br/>Reread pages 10-13</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>Review what happened the day prior.</li><li>Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>WHAT TO DO: Write the following characters on the board: 1 - Mzungus, 2 - Jomo, 3 - Sorcerer, 4 - Elders.</li><li>Now count off the students by 4's. The number the students got is who they will be writing about.</li><li>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.</li></ul> |
| <p><b>SESSION 7</b><br/>Pages 14-16</p>        | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>Review what happened the day prior.</li><li>Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul>  |



|  |   |
|--|---|
|  | <p><b>Vocabulary</b></p> <p>3. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE WISE MILKBOY</p> <ul style="list-style-type: none"><li>a. assert</li><li>b. soared</li></ul> <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none"><li>● 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 <b>word web</b> with the word <b>sorcerer</b> 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 the sorcerer in the book.</li></ul>   |
| <p><b>SESSION 8</b><br/>Reread pages 14-16</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>● Review what happened the day prior.</li><li>● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>● If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>● WHAT TO DO: Have the students create a <b>t-chart</b> in their notebooks. The top of one column should say "Positive" and the other should say "Negative." Thinking about what they have read in the story, students write positive actions under the "positive" heading, like Jomo had the girls over for dinner, or the girls were helping to farm. Under the "negative" heading, students should write negative actions from the story, like the sorcerer was trying to get them to leave, or the men were being secretive.<ul style="list-style-type: none"><li>○ 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.</li></ul></li></ul> |



**SESSION 9**  
Pages 17-20

**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**

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

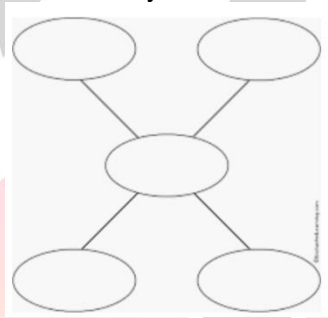
- a. banish
  - b. dissuade
- Use each of the words above in a sentence of your own
  - WHAT ELSE TO DO: Have the students complete a **Fruyer model** for the word **drought**. The four boxes on the board should be labeled: What is a drought? Use drought in a sentence. What are ways that a drought affects families? Draw a drought.(See reference below)

|                                  |                           |
|----------------------------------|---------------------------|
| What is drought?                 | Use drought in a sentence |
| How does drought affect families | Draw a drought            |

**SESSION 10**  
Reread pages 17-20

**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.

|  |  |
|--|--|
|  | <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• <b>WHAT TO DO:</b> Have the Students answer the questions in the second blackboard</li><li>• Have the students draw a <b>story web</b> (refer to diagram in session 2 exercise above) in their notebooks. In the middle circle there should be the word <i>Mzungus</i>. 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 Mzungus in the story.</li></ul>    |
| <p><b>SESSION 11</b><br/>Pages 21-25</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened the day prior.</li><li>• Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>• Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>• If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Vocabulary</b></p> <p>5. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF THE WISE MILKBOY</p> <ol style="list-style-type: none"><li>a. cinch</li><li>b. gasp</li></ol> <p>Use each of the words above in a sentence of your own</p> <ul style="list-style-type: none"><li>• <b>WHAT ELSE TO DO:</b> 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. Teacher: “Use the word <i>farming</i> in a sentence.” “What is a <i>sorcerer</i>?” “Describe a <i>family</i>.” “Give the definition of a <i>curse</i>.” Teacher can do as many as they see fit.</li></ul> |



|   |   |
|---|---|
| <p><b>SESSION 12</b><br/>Reread pages 21-25</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>● Review what happened the day prior.</li><li>● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>● If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Comprehension</b><br/><b>COMPULSORY EXERCISE: LETTER WRITING</b></p> <ul style="list-style-type: none"><li>● Write a letter to a friend in another school telling them about the lessons you have learnt from the story of <i>The Wise Milkboy</i>.</li><li>● <b>WHAT ELSE TO DO:</b> 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. The directions could be: On these pages, how did the sorcerer try to get rid of the girls? Why did the elders keep trusting the sorcerer? Would you have kept trusting the sorcerer? Explain the sorcerer's plan. To you - which of his plans is the worst?</li></ul> |
| <p><b>SESSION 13</b><br/>Pages 26-32</p>        | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>● Review what happened the day prior.</li><li>● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>● If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Vocabulary</b></p> <p>6. WHAT DO THE FOLLOWING STATEMENTS USED IN THE STORY MEAN</p> <ol style="list-style-type: none"><li>a. Pass in vain</li><li>b. Make fools out of people</li><li>c. That's a cinch</li></ol> <p>Use each of the above phrases in your own sentence.</p> <ul style="list-style-type: none"><li>● <b>Assessment:</b> 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</li></ul>  |





|   |   |
|---|---|
|   | <p>the board. Students write the word next to the corresponding number.</p>   |
| <p><b>SESSION 14</b><br/>Reread pages 26-32</p> | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>● Review what happened the day prior.</li><li>● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>● If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Comprehension</b><br/>COMPULSORY EXERCISE: <b>NEWS BROADCAST</b></p> <ul style="list-style-type: none"><li>● Create a newspaper reporting of the events that happen on the day that the villagers discover the witchdoctor's tricks.</li><li>● <b>WHAT ELSE TO DO:</b> Have the students make groups of 6, and within groups students decide who will discuss the following story parts: <b>characters and setting, beginning, middle, end, main problem, solution</b>. 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.</li></ul> |
| <p><b>SESSION 15</b><br/>Read for pleasure</p>  | <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>● Review what happened the day prior.</li><li>● Students have some time to read with a partner, taking turns by pages or paragraphs (suggested time 10-15 minutes).</li><li>● Students have some time to read independently, working on the same pages that they read with a partner (suggested time 10-15 minutes).</li><li>● If time allows, the teacher calls on students to read one paragraph at a time out loud.</li></ul> <p><b>Comprehension</b><br/>COMPULSORY EXERCISE: <b>SUMMARY WRITING</b></p> <ul style="list-style-type: none"><li>● In not more than four paragraphs write a summary of the story of THE WISEMILKBOY</li><li>● <b>Assessment:</b> 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"><li>○ Note: This assessment can be graded, but regular informal assessment should also be done during class time.</li></ul></li></ul>  |



- Have the students answer the questions at the end of the story

### Critical thinking notes:

- 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

### RELATED TO ENGLISH

**SPELLING TEST:** Add two letters to each set of letters to form a word from the story of The Wise Milkboy

|      |       |
|------|-------|
| _VI_ | _REP_ |
| _HE_ | _ULS_ |
| _IE_ | _ARR_ |
| _PE_ | _EAR_ |
| _AN_ | _HOE_ |
| _ES_ | _NEA_ |

### RELATED TO SCIENCE

1. What does the story of The Wise Milkboy teach you about THE RAIN?
2. What do you think was the cause of the severe drought in the story?
3. What good farming practices would you give to farmers in a dry season
4. What are some of the importances of Rain to us
5. Name some bad environmental protection practices that could lead to droughts like the one you read about in the story

### RELATED TO MATH

1. From what you have read, how many months passed before the rains resumed falling again? Give an explanation for your answer.

### RELATED TO SST

2. Why do you think the American girls didn't fear the owl as the locals?
  - a. Because Americans eat owls
  - b. Because in the culture, owls are considered pets
  - c. Because Americans are very brave
  - d. Because the owls were old
3. Name three things that are Unique your culture
4. What are the advantages of respecting and preserving our culture?
5. What are the disadvantages of adopting foreign culture?
6. Write a debate speech either for or against the Motion is LOCAL CULTURAL

PRACTISES SHOULD BE PRESERVED.

**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 *The Wise Milkboy*.

**MULTIPLE CHOICE QUESTIONS**

9. How many tasks did Boaz give to the elders before he was caught? **(Write full sentences in your Homework book).**

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

10. Choose the odd man out?

- a) Bull with an udder
- b) Snake without scales
- c) The egg of cock
- d) The feathers of a hen

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

11. Why wasn't Boaz punished the same way that other thieves were punished?

- a) Because he was innocent
- b) Because people fear witchdoctor's powers
- c) Because the villagers were kind
- d) Because he had a very good reputation

12. Who discovered that Boaz was a conman?

- a) Jomo
- b) Dad
- c) Lisa and Lara



d) Viola

13. Why did Julia go back home before the end of the program?

- a) because the sorcerers juju had made her sick
- b) because mosquitoes had made her sick
- c) because she missed home
- d) because there was no place to treat her in the village

14. Why do you think someone broke into the mzungu girls hut and stole their underwear?

- e) because they didn't have their own underwear
- f) because they wanted to give it to Boaz
- g) because they wanted to sell it
- h) because they wanted to use it to make the rains fall again.

**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 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 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.

OASIS