

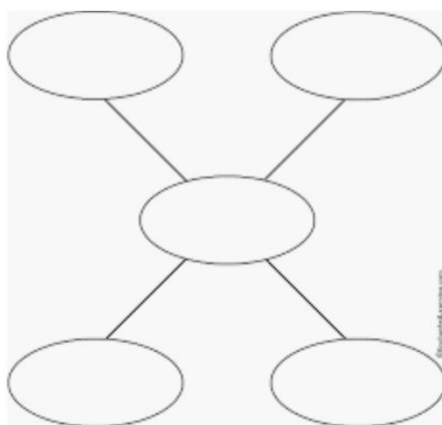


READING LESSON TEACHING GUIDE COVERING ALL SIX KEY READING SKILLS

Title: Kairu's Secret	Author: Oscar Ranzo	Illustrator: Paul Ikonde	Prepared by: Jessica Parra
Sight Words: N/A			
Important words: frustrated (feeling angry), embarrassed (not proud), worried (nervous), determined (displaying resolve), disgusted (strong disapproval), honest (telling the truth), matured (changes as something grows), popular (well liked), distinguished (many accomplishments)			

SELECTION TO READ	ACTIVITIES AND EXERCISES
<p>LESSON 1 Pages 4-5</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● WHAT TO DO: Ask the students look at the title and examine the cover to predict what the book is about. ● Activate prior knowledge by having students discuss what they already know about bedwetting. <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 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. ● After reading, Ask the learners to re-read the section of the day aloud ● 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. ● After reading, Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses them. ● If time allows, teacher can call on students one at a time to read sentence by sentence, or page by page.

	<p>Vocabulary</p> <ul style="list-style-type: none"> ● COMPULSORY EXERCISE: Ask the student to List all the words they can make from the words 'CLEANEST BOY' ● WHAT ELSE TO DO: write a list of the important words from the story on the board(refer to table above). Go through each word, one by one, discussing the meaning, <u>making sure to let students give input before just telling them the meaning.</u> Write the brief definition next to the word. Preferably, the list could be made in a place where it could be used for future reference, or teachers could have students make a glossary in their notebooks for future reference.
<p>LESSON 2 Pages 6</p>	<p>Accuracy & Fluency</p> <p>WHAT TO DO: BEFORE READING</p> <ul style="list-style-type: none"> ● Have the children Review events from the day prior. <p>DURING</p> <ul style="list-style-type: none"> ● First read the DAY'S SECTION aloud for the children before asking them to read for you. As you read, change voices during dialogue to represent different characters... and act out certain words. ● After reading, Ask the learners to re-read the section of the day aloud ● Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them. ● Give the Students some time to re-read the selected page independently (and silently). ● If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Comprehension</p> <ul style="list-style-type: none"> ● WHAT TO DO: Ask Students to make a story web in their notebooks. In the middle circle, students should write the words "Kairu is popular because..." From the middle circle, students should draw 4 lines coming out with a circle on each end.



On the outside circles, students should write 4 reasons that Kairu was popular with the teachers. If students want to add more outside circles, that it fine too.

LESSON 3
Pages 8-9

Accuracy & Fluency

- Review events from the day prior.
- **What to do:** Ask class to read the selected pages.
- as they read write complex words on the board
- Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the correct pronunciation with them.
- Give the Students some time to re-read the selected page independently (and silently).
- If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD.

Vocabulary exercises

- **COMPULSORY EXERCISE:** What is the meaning of the following words as used in the story of kairu's secret?
 - a. Mortified
 - b. Disastrous

Use each of the words above in a sentence of your own.

- **WHAT ELSE TO DO:** On the board, write 4 of the important words, and numbers the 1-4. Now count off the students, and whatever number the student gets corresponds to the word they will use. Students write about a personal time that applies to that word. Students should have 5-7 minutes (suggested), and if they finish they may add more or draw something to go with it. Have students share a couple examples for each word after the activity.


Accuracy & Fluency



<p>LESSON 4 Pages 10-11</p>	<ul style="list-style-type: none">● Review events from the day prior.● What to do: Ask class to read the selected pages.● as they read write complex words on the board● Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.● Give the Students some time to re-read the selected page independently (and silently).● If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Comprehension</p> <ul style="list-style-type: none">● COMPULSORY EXERCISE: Ask children for the meanings of the complex words listed above.● Ask volunteers to use words in own sentences <ul style="list-style-type: none">● WHAT ELSE TO DO: Have the Students play a walking game to review what has happened in the story so far. The teacher counts to 10 as students walk around the classroom. When the teacher gets to 10, students find a nearby partner and wait for directions. After getting the directions, students discuss. The teacher allows a few partnerships to share, and then the class repeats the activity to find a new partner and to discuss a new direction. <p>Directions should be: Is Kairu's secret a big deal? How will Kairu solve his problem? Why does Kairu keep wetting the bed? Why do the teachers all love Kairu? How would the other boys react if they knew?</p>
<p>LESSON 5 Pages 12-13</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review events from the day prior.● What to do: Ask class to read the selected pages.● as they read write complex words on the board● Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.● Give the Students some time to re-read the selected page independently (and silently).● If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Vocabulary</p> <ul style="list-style-type: none">● WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF KAIRU'S SECRET<ul style="list-style-type: none">c. Eminentd. Castigated <p>Use each of the words above in a sentence of your own.</p>

	<ul style="list-style-type: none"> Students make a Frayer model in their notebooks for the word “determined”. On the big model on the board, teacher should label the boxes: what it is, use it in a sentence, Kairu’s determination, draw something you are determined to do.(see frayer model below for guidance) <table border="1" data-bbox="521 407 1114 768"> <tr> <td data-bbox="521 407 820 569">What it is</td> <td data-bbox="820 407 1114 569">Use in a sentence</td> </tr> <tr> <td data-bbox="521 569 820 768">Draw something you are determined to do</td> <td data-bbox="820 569 1114 768">What Kairu’s determination</td> </tr> </table>	What it is	Use in a sentence	Draw something you are determined to do	What Kairu’s determination
What it is	Use in a sentence				
Draw something you are determined to do	What Kairu’s determination				
<p>LESSON 6 Pages 14-17</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Review events from the day prior. What to do: Ask class to read the selected pages. as they read write complex words on the board Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them. Give the Students some time to re-read the selected page independently (and silently). If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Comprehension</p> <ul style="list-style-type: none"> On the board, the teacher should write 1 = true, and 2 = false. When the teacher says a statement, students should put up a 1 or a 2. Some statements will have a definite answer, others are up to the students interpretation. <p><i>The statements should be as follows:</i> 1) Kairu is determined. 2) Kairu should win the Cleanest Boy award. 3) Kairu wet the bed every night. 4) The other boys knew about Kairu’s problem. 5) Kairu will fix his problem.</p> <p>N.B. Make sure to have the students explain how they know, citing the text when possible, after each statement.</p>				
<p>LESSON 7 Pages 18-19</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Review events from the day prior. What to do: Ask class to read the selected pages. as they read write complex words on the board Students tell the teacher which words or phrases they had 				



	<p>trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.</p> <ul style="list-style-type: none">● Give the Students some time to re-read the selected page independently (and silently).● If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Vocabulary</p> <ul style="list-style-type: none">● WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF KAIRU'S SECRET<ul style="list-style-type: none">e. Putridf. Yanked <p>Use each of the words above in a sentence of your own.</p> <p>CONTRASTING EXERCISE:</p> <ul style="list-style-type: none">● WHAT TO DO: Have the students make a t-chart in their notebook. The teacher puts the important words on the board in no particular order.● Ask the students label the top of one side of the t-chart "positive," and the other "negative."● Now Students should sort the words on either side of the t-chart. Review the chart, hearing the students' answers after work time. If some students have a different answer than most, let them explain themselves and then scaffold them to understand their mistake instead of just saying it's wrong. 
<p>LESSON 8 Pages 20-21</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review events from the day prior.● What to do: Ask class to read the selected pages.● as they read write complex words on the board● Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.● Give the Students some time to re-read the selected page independently (and silently).

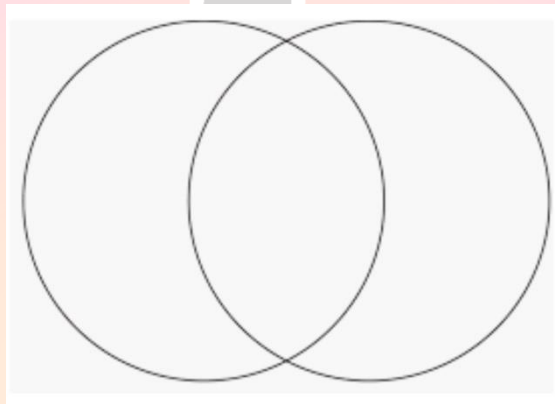
- If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD.

Comprehension

COMPARISON EXERCISE

- **WHAT TO DO:** Students draw a **Venn diagram** in their notebooks. On one side, the students should label “Kairu” and the other side should be “The Other Boys.” The middle should be “Both.”
- Now ask the Students to compare and contrast Kairu and his classmates.

NB: If students need support, the teacher can make a big Venn diagram on the board and pose questions, like “In which circle should I place the following? ‘goes to school’, ‘Wets the bed.’”



LESSON 9

Pages 22-23

Accuracy & Fluency

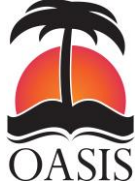
- Review events from the day prior.
- **What to do:** Ask class to read the selected pages.
- as they read write complex words on the board
- Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the correct pronunciation with them.
- Give the Students some time to re-read the selected page independently (and silently).
- If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD.

Vocabulary

2. WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF KAIRU'S SECRET
 - a. Hurlled
 - b. Creases

Use each of the words above in a sentence of your own.

- **WHAT ELSE TO DO:** On the board, write 4 of the important



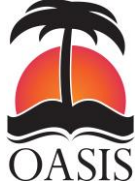
	<p>words (the 4 leftover from last time), and numbers the 1-4. The teacher should count off the students, and whatever number the student gets corresponds to the word they will use.</p> <ul style="list-style-type: none">• Students write about a personal time that applies to that word. Students should have 5-7 minutes (suggested), and if they finish they may add more or draw something to go with it. Have students share a couple examples for each word after the activity.
<p>LESSON 10 Pages 24-25</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review events from the day prior.• What to do: Ask class to read the selected pages.• as they read write complex words on the board• Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.• Give the Students some time to re-read the selected page independently (and silently).• If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Comprehension</p> <ul style="list-style-type: none">• WHAT TO DO: Have the students make a story web in their notebooks. In the middle circle, students should write the words “Kairu is worried because...” From the middle circle, students should draw 4 lines coming out with a circle on each end. <p>On the outside circles, students should write 4 reasons that Kairu was worried. They may use the book for support if needed, as Kairu was worried a lot throughout the whole book.</p>
<p>LESSON 11 Pages 26-29</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review events from the day prior.• What to do: Ask class to read the selected pages.• as they read write complex words on the board• Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.• Give the Students some time to re-read the selected page independently (and silently).• If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Vocabulary</p> <ul style="list-style-type: none">• WHAT IS THE MEANING OF THE FOLLOWING WORDS AS



	<p>USED IN THE STORY OF KAIRU'S SECRET</p> <ul style="list-style-type: none">c. Flawd. Incontinence <p>Use each of the words above in a sentence of your own.</p> <ul style="list-style-type: none">• WHAT ELSE TO DO: Ask the students to make a Fruyer model in their notebooks for the word “popular.” On the big model on the board, teacher should label the boxes: 1) What it is, 2) use it in a sentence, 3) popular (famous) people, and 4) draw what it means to be popular.
<p>LESSON 12 Pages 30-31</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review events from the day prior.• What to do: Ask class to read the selected pages.• as they read write complex words on the board• Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.• Give the Students some time to re-read the selected page independently (and silently).• If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <p>Comprehension</p> <p>COMPULSORY EXERCISE: LETTER WRITING</p> <p>Write a letter to a friend in another school telling them about the lessons you have learnt from the story of Kairu's Secret so far.</p> <p>OPTIONAL GROUP ACTIVITY</p> <ul style="list-style-type: none">• WHAT TO DO: Have the students play a walking game to review what has happened in the beginning, middle, and end of the story. The teacher counts to 10 as students walk around the classroom. When the teacher gets to 10, students find a nearby partner and wait for directions. After getting the directions, students discuss. The teacher allows a few partnerships to share, and then he class repeats the activity to find new partners and to discuss a new direction. <p><u>This time, the directions should be:</u> Discuss the main characters in this book with your partner. Discuss with your partner what happened in the beginning of this book. Discuss what happened in the middle of this book. Discuss what happened in the end of this book. Discuss the main problem and how it got solved.</p>



<p>LESSON 13 Pages 32-33</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review events from the day prior.● What to do: Ask class to read the selected pages.● as they read write complex words on the board● Students tell the teacher which words or phrases they had trouble with. Teacher lists them on the board and briefly discusses the <u>correct pronunciation</u> with them.● Give the Students some time to re-read the selected page independently (and silently).● If time allows, call on the students, one at a time, to read sentence by sentence, or page by page, ALOUD. <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">e. Up in smokef. Pass with flying colorsg. Spick and span <p>Use each of the words above in a sentence of your own.</p> <ul style="list-style-type: none">● Assessment: Write the important words on the board and numbers them 1-8.● In notebooks, ask the students to write how the word applies to the story (succinctly) in correspondence with the number. For example, if the word for number 1 was “popular,” students could write: “Kairu was popular because all the teachers liked him.”
<p>LESSON 14 Students RE-read pages 1-16</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Students read for pleasure. They may not get all the way to page 16, but should mark where they stop for the next day. <p>Comprehension</p> <p>COMPULSORY EXERCISE: NEWS BROADCAST</p> <p>Incase you were a news reporter; report on the events that happen on the day that Kairu loses the Cleanest boy award</p> <ul style="list-style-type: none">● Assessment: Ask Children to answer questions on the black board at the end of the story.
<p>LESSON 15 Students RE-read pages 17-33</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Students finish the book, or keep reading, for pleasure. <p>Comprehension</p> <p>COMPULSORY EXERCISE: SUMMARY WRITING</p>



- In not more than four paragraphs, write a summary of the story of Kairu's Secret.
- **Assessment:** Students make a 3-column chart in their notebooks. At the top of the first column there should be a B (for beginning), and the top of the middle column there should be an M (for middle), and at the top of the last column there should be an E (for end). In each column, students write some details about the beginning, middle, and end of the book to show their mastery of the events within.

Critical thinking notes:

- In this story, students are asked to consider Kairu's problem from Kairu's point of view, and also from those around him. They are also asked to evaluate statements regarding Kairu and must be brave in their choice, as there could possibly be more than one answer. The empathy and evaluative nature of these activities are highly critical thinking exercises.
- The vocabulary in this story is highly relevant to students' own lives, and considering them in a wider array of scenarios, evaluating them as positive or negative and writing to apply the words to their own life will strengthen their critical thinking skills regarding vocabulary.

BELOW ARE SOME CRITICAL THINKING ACTIVITIES

RELATED TO ENGLISH

Add two letters to each set of letters to form a word from the story of Kairu's Secret

LS	ATE
AI	WAR
RG	LAR
ES	ONE
TO	PAR
OK	EVE

RELATED TO SCIENCE

1. What does the story of Kairu's secret teach you about Hygiene?
2. What good hygiene practices would you give to friends with a bed wetting problem?
3. What are some of the problems of not keeping good hygiene
4. Name six other good hygiene practices

RELATED TO SST

1. What type of school is Kinda Boys School?
2. What type of school is your school?
3. What are the advantages of being a boarder?
4. What are the advantages of being a day scholar?
5. Write a debate speech either for or against the Motion is BOARDING SCHOOLS ARE BETTER THAN DAY SCHOOLS

RELATED TO MATH



1. From what you have read, how many consecutive days did Kairu wet and cover bed before he was discovered by the matron.

RELATED TO ART

1. Look at the picture on the cover page critically: in not less than 100 words describe what is happening in the picture
2. Design a new cover for the story of Kairu's Secret.

MULTIPLE CHOICE QUESTIONS

How many years had Kinda boys school been in existence when Kairu Joined the school?

- a) 25
- b) 51
- c) 50
- d) 100

What does the term *Spick and Span* mean?

- a) Organized
- b) Neat
- c) Clean
- d) Fresh

Why wasn't Kairu punished the first time he came late to class?

- a) Because he was the timekeeper
- b) Because the teachers liked him
- c) Because the teachers feared him
- d) Because he had a very good reputation

Who discovered that Kairu was the Bed wetter?

- a) The class prefect
- b) The matron
- c) The dorm captain
- d) The school dean**



Notes on struggling readers:

- If students are having trouble **decoding**, remind them of the tapping out routine for new words and also remind them to think about a word that would make sense. If decoding difficulties are class-wide, then practice more word manipulation, review sight words daily and review sounds (i.e. perhaps using phonemic awareness and alphabetic principle activities before reading).
- If students are having trouble with the **fluency** of this book, remember that repeated readings are the key to reading fluently. Also, if you are working on this book in class, it is more than likely the instructional level of most of the students, which means it is still quite a lot of work to read and comprehend a page, let alone do it fluently. Fluency usually comes at a student's independent book level, where they don't need teacher guidance to read and comprehend it. Make sure also to be constantly circulating, visiting students you know struggle and giving guidance as needed.
- If students are having trouble **comprehending** this story and/or **producing work or discussions**, allow them to use the book as a support in recalling events or describing happenings. Some students may need an oral support from the teacher before attempting to do work, or more review or explanation of terms or directions. This is a busy text, so students may need scaffolding to identify the main themes. Remember - the point of practicing this type of comprehension is to allow them strategies to figure out the themes, events, motivations, and details of any text, not just this one. It will take time and lots of practice, probably over multiple texts.



OASIS