

Teacher Manual

Old Testament Bible Storybooks

§ Taken from Games for Vernacular Preschools by Gay Brown
Published in 1984 by the Summer Institute of Linguistics

Table of Contents

Introduction.....	3
Part 1: Preparing to Read	4
1 Letters: The First Building Block	4
2 Syllables: The Parts of Words.....	8
3 Words: The Essence of Language.....	13
Part 2: Reading to Increase Knowledge and Teach Others.....	16
4 Learning: Reading, Thinking, Understanding, Remembering.....	16
5 Teaching: Passing along What Is Learned	20
6 Applying: Taking Words from the Page to Real Life	22
Appendix A	25

Introduction

The Old Testament Storybooks are more than interesting stories to read. They are more than good Bible Stories to know. They are also an excellent tool for helping people to learn to read or to improve their ability to read.

This manual has been written to help you use the storybooks to teach people to read or to help people who cannot read well to improve their reading. The manual uses the English Storybook Model for examples so you will have to adapt the lessons to the stories as they are written in your language.

There are six basic skills that good readers need to have. They build on each other; so if the learner cannot do one skill, he/she will not be able to do the more difficult skills. The six skills are:

- Ability to recognize letters.
- Ability to recognize syllables.
- Ability to recognize words.
- Ability to remember what has been read.
- Ability to retell what has been read.
- Ability to gain information and draw conclusions from what has been read.

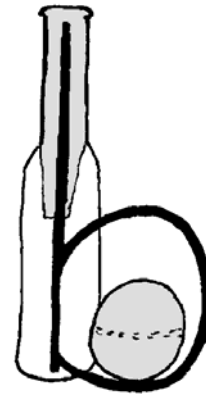
PART 1: PREPARING TO READ

1 Letters: The First Building Block

In order to read, learners must be able to recognize letters, the basic building block of reading. If one does not know letters and the sounds they represent, one cannot read. There are a number of ways you can use the stories to teach the letters of your alphabet.

Write the letter you want the learners to learn on a chalkboard¹.

- Talk about the sound the letter makes in your language.
- Give illustrations of the words with the letter. Write the word on the board, read it while dragging your hand under it, then go back to the letter you are studying and point it out. Say something like: “b” makes the “b” sound, “ball” starts with the letter “b.” Write “ball.” Read it while you point out each letter. Then say “b—ball.” (Do this for several words.)
- Talk about how the letter is formed. Say something like: a “b” looks like a cricket bat with a ball in front of it. If you or someone in your class or community is good at drawing, have them make an illustration for each letter. It should look like the letter and be of something that starts with the letter. Write the word out beside the letter picture. Then you may choose to write other words that start with the letter on the same sheet of paper. Put these up around the class.



TEACHER'S KEY

Begin each day by reading a story. Before you read the story talk about it so the learners begin thinking about the story. Show the pictures and discuss what the pictures might be saying.

Use the story as much as possible in the learners' activities.

Read the story first before proceeding with the day's lesson. Practice reading the story for the day ahead of time. Reading out loud requires as much practice as sermon delivery or a dramatic presentation. Always read the story aloud ahead of time. Practice reading with enthusiasm and expression. Your reading should make learners eager for the time when they can read themselves. It should be a motivator for them to learn to read. If you stumble over words and read in a monotone voice it will not encourage your learners to want to read; in fact, it will probably be hard just to get them to pay attention! This also models for the learners how correct reading should be done.

¹ In most cases, when you are told to write something on a chalkboard, you could just as easily write it on a piece of paper and hold it up or attach it to the wall where it can be easily read if you do not have a chalkboard available to you.

Ask the learner(s) to find the letter in the first paragraph of the story. As the learner(s) find the letter, write the word in which the letter is found on the chalkboard.

- Write the words in three columns. One column is for words that begin with the letter, one column is for words that end with the letter, and one column is for words that contain the letter inside them (see example page 7).
- Read each word as you write it.
- Point out the letter on which you are focusing.
- Drag your hand under the word as you read it again. When the learner(s) has found as many of the words as he/she can, point out any words he/she might have missed.

Continue finding words from the story and writing them on the chalkboard for two or three paragraphs.

After finding all words from the designated paragraphs, ask the learner(s) to think of other words that contain the letter. Write those words in the appropriate column following the same process outlined in the previous step. Suggest any words the learner does not think of which might be commonly used. If a word is used more than once in the story, draw a line beside the word already listed in the column.

ACTIVITY

Phonic Bingo

This is a fun game to help people learn to recognize the letters more quickly. Make Bingo cards like the one below for each learner. Make sure each card is different. Put initial consonants, consonant blends, and vowels on the card. Give each learner a card and a bunch of rocks or any other small object they can use to mark their pieces. Pronounce words beginning with the sounds on the cards. Tell the learners to put a marker on a spot that has the word's initial sound or sounds. Continue saying words until a learner has made a row or covered their entire card (whichever way you prefer to play the game). The first one who finishes his row or card is the winner.

s	ch	t	a
d	b	ph	k
i	j	n	r
v	h	kh	th

Sequence Stories & Songs

Sequence Stories are a fun way to help students focus on a particular letter or letters. In the beginning have the students think of words that begin with the letter you are studying for the day. As they become better at their letters you may play it with words that end with the letter or have it in the middle. You can also do it with a sequence of letters that you list on the chalkboard. For example if that week you have studied the letters "t" "k" "p" and "ch" write those letters on the board. The first student thinks of a word that begins with "t", the second "k", the third "p", the fourth "ch". The fifth student would begin the sequence again with a word that begins with "t". Continue as long as you wish but each student should have at least one turn.

Variation 1: Old McDonald Had a Farm

Make up words in your own language but the English words are:

Old MacDonald had a farm

Ee i ee i o

And on his farm he had some chicks

Ee i ee i o

With a cluck-cluck here

And a cluck-cluck there

Here a cluck, there a cluck

Everywhere a cluck-cluck

Old MacDonald had a farm

Ee i ee i o

Substitute a person's name for "MacDonald" that is appropriate for your language group. Have students pick animals that begin with a certain letter or series of letters. Sing the song through for each one. They can make up sounds for animals that don't have a recognizable sound. For example for the letter "a" a student could say "aardvark" but most people will not know what sound an aardvark makes so the students can decide what a good sound for an aardvark would be. Younger children can make up motions to go with the animals.

Variation 2: Tiger Hunt

Make up words that are appropriate for your own language but the English words are:

"Went on a tiger hunt and I took a _____."

Each student is to think of something they would want to take on a tiger hunt that begins with the assigned letter or the next letter in the sequence that you have written on the board. To make it more challenging each student has to say all the items the previous students said and then add their own. So if the letters on the board were "t" "p" "d". The first student may say:

"Went on a tiger hunt and I took a tent"

The second student would then say:

"Went on a tiger hunt and I took a tent and a _____ (maybe a 'pistol')"

The third student would then say:

"Went on a tiger hunt and I took a tent, a pistol, and a _____ (maybe a 'dog')"

The fourth student would then say:

"Went on a tiger hunt and I took a tent, a pistol, a dog and a _____ (maybe a 'treat')"

The fifth student would then say:

"Went on a tiger hunt and I took a tent, a pistol, a dog, a treat and a _____ (maybe a 'pencil')"

You can continue until everyone has a turn, someone forgets something in the list or until no one can remember the list any more or only a few students are left that have not missed an item.

Variation 3: Grandma's House

This game is very similar to "Tiger Hunt" only instead of thinking of something, a noun, they have to think of something they could do, a verb.

Make up words that are appropriate for your own language but the English words are:

"On my way to grandma's house I _____"

Each student is to think of something they could do on the way to grandma's house that begins with the assigned letter or the next letter in the sequence that you have written on the board. To make it more challenging each student has to say all the items the previous students said and then add their own. So you were studying the letter "s" it might go something like this:

The first student may say:

"On my way to grandma's house I slipped on a snail."

The second student would then say:

"On my way to grandma's house I slipped on a snail and (maybe 'sang a song')"

The third student would then say:

"On my way to grandma's house I slipped on a snail, sang a song and (maybe 'sipped some tea')"

The fourth student would then say:

"On my way to grandma's house I slipped on a snail, sang a song, sipped some tea and (maybe 'saw a salamander')"

You can continue until everyone has a turn, someone forgets something in the list or until no one can remember the list any more or only a few students are left that have not missed an item.

Sample Lesson

Teaching “b” from “Esau Sells His Birthright” in English Model

Today we are going to read the story “Esau Sells His Birthright.” Esau and Jacob were the twin sons of Rebecca and Jacob. Esau was born first so he would inherit his father’s property and the blessing of being the heir to the promises God had made to his grandfather Abraham. Today’s story is about his inheritance or birthright. Let’s look at the picture for the story. What do you think this

picture can tell us about the story? We know this story is about Esau so probably the other man in the picture is his brother Jacob. How do we know which is which? (Discuss how they think they can tell, once you’ve determined who is who, then proceed.) What would you guess Esau has been doing from this picture? How can we figure it out? What would you guess Jacob has been doing? How can we figure it out? Now the title of the story is “Esau Sells His Birthright”. So if the picture is about that what do you think is going to happen in this story? (Allow time for discussion.) Okay, let’s read the story and see what did happen. (Read story with enthusiasm and expression.)

TEACHER’S KEY

Always model orally good comprehension and reading strategies. Read chapter 4 for an explanation of the importance of using pictures to predict content.



Introduce the letter “b”

- WRITE “b” ON CHALKBOARD – This is the letter “b.” It makes the “ba” sound like at the beginning of “boy,” “bird,” “ball,” “bat,” and “baby”.
 - WRITE “boy” – This is the word “boy.” It starts with the “ba” sound. DRAG HAND UNDER THE WORD AND SOUND OUT EACH LETTER AS YOUR HAND IS UNDER IT, b-o-y.
 - WRITE “ball” – This is the word “ball.” It starts with the “ba” sound. DRAG HAND UNDER THE WORD AND SOUND OUT EACH LETTER AS YOUR HAND IS UNDER IT, b-a-ll.
 - WRITE “baby” – This is the word “baby.” It starts with the “ba” sound and it has the “ba” sound in the middle. DRAG HAND UNDER THE WORD AND SOUND OUT EACH LETTER AS YOUR HAND IS UNDER IT, b-a-b-y.
- SHOW ILLUSTRATION OF “b” — A “b” looks like a cricket bat with a ball in front of it. See, first comes the bat and then comes the ball. (AS YOU SPEAK, TRACE THE LINES YOU ARE DESCRIBING WITH YOUR FINGER.) Try drawing it with your finger on the desk, first the straight line of the bat and then the round ball. Make sure the bat is attached/hitting your ball. Watch while I draw it slowly on the board. (DRAW LETTER SLOWLY ON THE BOARD EXPLAINING IT AS YOU DRAW.) First I draw the bat straight down from the top. Then I bring the line back up and make the ball hitting the bat. Try it again with your finger. When you think you can do it try writing it on your paper. (GO AROUND AND HELP EACH ONE AS THE LEARNERS DRAW WITH THEIR FINGER AND THEN ON THEIR PAPER.)

Identify the letter “b”

- Let’s look at the first paragraph of the story we read today. What words can we find that have the letter “b” in them? (If they find all the “b” words for the first 3

paragraphs the table you draw on the board should look something like the one below. Proceed one paragraph at a time. Allow them to find all words they can find and then point out any they might have missed).

- (Example: If learner points out the first word in the paragraph “Because”) Yes, the very first word in the story starts with a “b” – “because.” We will put all the words that start with a “b” in this first column, so I’ll write because (WRITE IT, SOUNDING IT OUT AS YOU DRAG YOUR HAND UNDER IT), b-e-c-a-u-se.
- (Example: For word with “b” in the middle) “Abraham” has a “b” in it “A-b-raham.” We will write Abraham in the middle column because the “b” comes in the middle of the word (WRITE ABRAHAM AND THEN SOUND IT OUT AS YOU DRAG YOUR HAND UNDER IT), A-b-r-a-h-a-m.
- (Example: For word with “b” at the end) “Jacob” has a “b” at the end of the word – Jaco-b. We will write “Jacob” in the last column because the “b” comes at the end of the word (WRITE JACOB AND THEN SOUND IT OUT AS YOU DRAG YOU HAND UNDER IT), J-a-c-o-b.

	b-	-b-	-b
Paragraph 1	because - II benefits benefit birthright - II blessing – III blessed be both brought	double Abraham - II	
Paragraph 2	but	Rebecca	Jacob - II
Paragraph 3	beans birthright - III belongs belong bread	about	Jacob - IIIIII

2 Syllables: The Parts of Words

If a reader had to sound out every letter of every word it would take so long to read a sentence that by the time the person got to the end, they would not remember the first words which were read. In order for a person to become a good reader, after they are able to recognize letters, that person must begin to recognize syllables.

Syllables are the next smallest unit after a letter in a language. The smallest syllables actually can be only one letter long. Short words are often only one syllable long. Each language has different rules for how syllables may be put together. A syllable consists of a vowel and any consonants that attach, either before or after it. Some languages allow very complex clusters of letters in their syllables but many do not. Many languages will only allow one consonant before a vowel and one consonant after a vowel in a syllable. English can be difficult to pronounce because it allows up to three consonants before and four consonants after a vowel in a syllable. It would be good to spend some time studying your language and practicing breaking the words apart. If you are not sure where syllables break in your language there are two tricks that can help. First, try saying the words slowly and clapping. This gives you the rhythm of the word. Each part where you clap is a syllable. The break between claps is the syllable break. Another way is to study songs in your language. Where you change notes, breathe, or clap is where the syllables break.

If there are words from the day's story that fit into the syllable patterns make sure you include them in the following exercises. After the learners are comfortable with the idea of syllables, write words from the story that are more than one syllable long on the blackboard. Read the word slowly to the learners then have them come one at a time and break the words up by syllables. (words from "Esau Sells His Birthright" with different numbers of syllables: son – 1,

TEACHER'S KEY

By the time students are at this level of reading ability they should begin to read some of the story for themselves. Still begin the day by discussing and then reading the story.

- 1. After you have read the story through, read the first paragraph (or as much as you have time for) again. This time have the students follow along while you read. Have them run their fingers under the words while they read silently with you.*
- 2. Once most of the students are able to do this, instead of them reading silently with you, they should read aloud with you. Write the first paragraph (or as much as you have time for) on the board ahead of time. Then when you reread, drag your pointer under the words as you read them, and have the students do the same, reading out loud and dragging their fingers along in their books.*
- 3. At this point you should begin giving students reading assignments. They should be required to read a portion of text a certain number of times before the next class. You may begin by just telling them to read the first paragraph aloud to at least three people. Then gradually increase until they are reading the entire story to their family or other group of people.*
- 4. Once the students feel comfortable with this, instead of having them read as a group, go around to each of them and have them read aloud to you as you trace your finger under the text. Do not spend your time correcting every little mistake. As they get better they will naturally begin reading better. Your correcting them does not help them read better; it only interrupts them. If they are struggling then you can help them with a word that is unfamiliar.*



soup – 1, bread – 1, sell – 1, God – 1, Ja-cob – 2, E-sau – 2, birth-right – 2, bless-ing – 2, A-bra-ham – 3, an-ces-tor – 3, be-ne-fit – 3, in-her-i-tance – 4.)

Clapping Syllables §

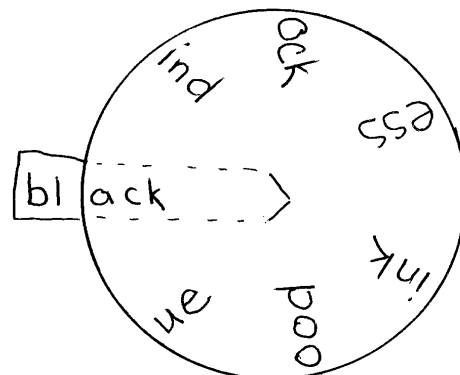
- *Two or three syllables.* Think of a word with two or more syllables in it. Clap the word but do not tell the learners what the word is. Ask the learners to tell you words with the same number of syllables in them.
- *Different number of syllables.* Think of some words, each with a different number of syllables in them. Say a word to the class. Ask a learner to clap the syllables for that word. Repeat the game giving several learners a turn. (words from “Esau Sells His Birthright” with different numbers of syllables: son – 1, soup – 1, bread – 1, sell – 1, God – 1, Ja-cob – 2, E-sau – 2, birth-right – 2, bless-ing – 2, A-bra-ham – 3, an-ces-tor – 3, be-ne-fit – 3, in-her-i-tance – 4.)
- *Name of a learner.* Choose the name of one of the learners and say it slowly syllable by syllable, then say it normally again. Ask the learners to clap the syllables.
- *Longest word.* Let the learners think of the longest word they know. Say each word slowly, then normally. Clap the syllables. The learner who can think of the longest word wins.

Working with Syllable Circles

- *Similar beginnings.* If in your language many words are only one syllable long, make a list of these words that are only one syllable long. These words are the easiest to help learners learn to recognize syllables. Put the list in alphabetical order. You will probably find that some beginnings are more frequent than others. Some examples in English would be:

bl-	st-	tr-
black	Stop	train
blue	Stand	tramp
blood	Stink	trap
blink	stamp	try
bless	star	trip
block	stab	truck
blind	stick	trust

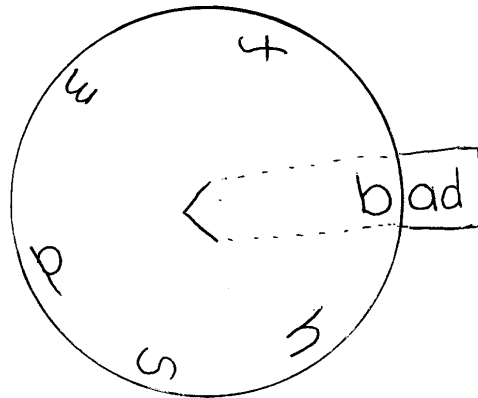
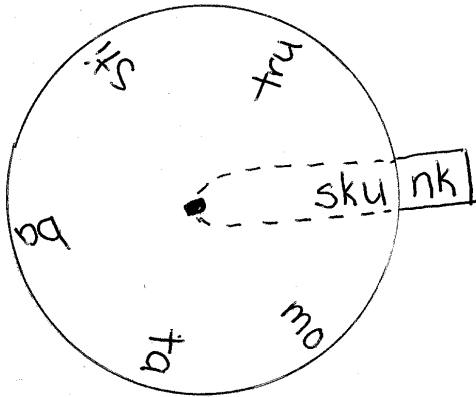
- *How to make syllable circles.* Cut a circle of cardboard at least four inches in diameter and a strip of cardboard measuring three inches by one inch. Find a paper fastener (brad). Make a small hole in the center of the circle. Use the paper fastener to attach the strip of cardboard to the back of the circle. Write the beginning consonant(s) of the syllable on the strip. Write six or seven syllable endings on the circle,



starting with the vowel along the edge of the circle as shown in the illustration.

- *Similar endings.* Take the same list of words and break them into groups depending on the final consonants of the word. If you find there are some endings that are more common you could do the same exercise in reverse. Here are some examples from English.

-ack	-nk	-ad
black	skunk	bad
track	monk	had
crack	tank	sad
rack	bank	dad
pack	stink	mad
back	trunk	fad



- *How to use syllable circles.* Use the circle in the classroom by moving the strip and having learners take turns reading off the words. When the learners are comfortable using the circles, have them break up into small groups and practice using them together, taking turns reading and turning the circle.

Once the learner(s) are comfortable with the concept of syllables, the following activities will be helpful in aiding them to learn to recognize syllables by sight. You may want them to start by building words they are familiar with from syllables.

ACTIVITIES

Listed in order from easy to difficult

Syllable Matching §

Aim: To read and match known syllables; to give practice in building words from known syllables.

Materials needed: List the syllables you want the learners to practice. Write each syllable on twenty small cards measuring two inches by two inches. Keep the syllable cards in a box or plastic bag.

Number of players: A small group of learners.

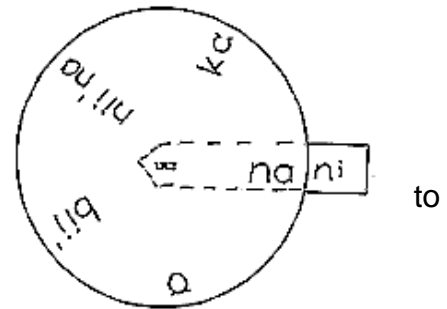
How to play: Ask the learners to sit on the floor. Place all the syllable cards in the middle of the group. There are two ways to use the cards:

1. Tell them to find all the cards that say “ni” and put them in a long line. The learners make rows of syllables as you (or the group leader) call out a syllable.
2. Tell them to find the “bii” syllable and the “ni” syllable. Ask them what word you made (“biini”). Later you can ask them to make the word “bakana” (without doing it together syllable by syllable). You can also ask the learners to make any built words they have learned.

Circle §

Aim: To give practice in recognizing affixes (or syllables).

Materials needed: Get a circle of cardboard at least four inches in diameter, one strip of cardboard measuring three inches by one inch, and a paper fastener (brad). Make a small hole in the center of the circle. Use the paper fastener to attach the strip of cardboard the back of the circle. Write an affix on the strip and five affixes along the edge of the circle.



Number of players: One circle card for each learner.

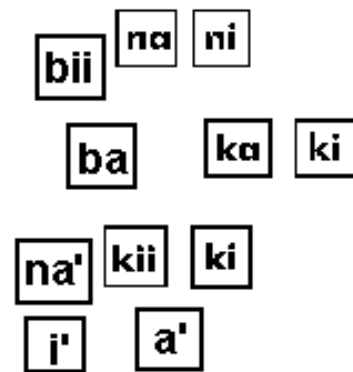
How to play: Tell the learner to turn the strip around the circle and to read the words. They then write the words on paper or small chalkboards.

Word Building Cards §

Aim: To give practice in building with syllables to make words.

Materials needed: Make six to eight cards measuring nine inches by nine inches. For each large card, make nine small cards measuring three inches by one and a half inches. Cut the small cards into syllables after writing the words. On the back of each large card, glue an envelope to store the small cards. Add lines to the large card as shown in the figure above. In the top space of each box, write built words the learners are learning from their primers.

nani	biini	naba
bana'	kani	bai'
nia'	kiiki	kaki



Add lines to the large card as shown in the figure above. In the top space of each box, write built words the learners are learning from their primers.

Number of players: One person for each large card available.

How to Play: Ask the learners to read the words and then to build the words with the small syllable cards. They then match the built word underneath the written word.

Adaptation: Have the learners take the syllable cards and try to find words with matching syllables in the story. When they find a word they are to write it on the board and underline the syllable that matches the card.

Word Making §

Aim: To develop the skill of building words from syllables.

Materials needed: Make a pack of approximately sixty syllable cards.

Number of players: Four or five learners.

How to play: Give each learner four syllable cards and put the remaining cards face down in a central pile. The learners look at the syllable cards in their hands and make a word if they can. The learners take turns as they remove cards from the pile and add them to the cards they have, so they always have four cards. Each learner takes a turn and tries to make a word. They may not necessarily use all four syllable cards in their hands. When they use all the cards in the central pile, each learner counts the number of words he/she each made.

3 Words: The Essence of Language

A person cannot memorize every word. There are too many. That is why people must learn the sounds of letters, so that they can sound out words they do not know. The problem is that a person cannot sound out every word. It takes too long and the person loses the meanings of sentences as they struggle to sound out the letters.

It is important that people learn to recognize words by sight. It is only in this manner that they will be able to read quickly and to learn from and understand what they are reading. The more common a word is, the more important it is that a reader be able to recognize it instantly, or by sight.

The first thing you will need to do is determine which words are used most frequently in your language. If you have access to Bibles International they will be able to create a word list for you from the stories, with all the words in the order of the frequency in which they occur. The words that occur the most frequently are the ones that you will teach as sight words.

If you do not have access to Bibles International you will need to get a notebook and make your own word list. On the top of each page write a letter of your alphabet in alphabetical order (in English the first page would have an “A” on top, the second page a “B,” etc.). Start at the beginning of the book and write each word on the matching letter page of the first letter of the word. If you come to a word that you have already written down then you will simply put a line beside the word. You will need to do this for four or five stories from each book. When you have finished go back and count the number of lines beside each word and write the number down beside the word. Find the 100 most frequently occurring words. These are the words you will begin to teach as sight words.

See Appendix A for the hundred words used most frequently in American English. These will not be the hundred most frequently used words in your language. Each language varies. One of the most frequently used words in English is “the” and many languages do not even have a word for “the.”

Once you have obtained your list of the hundred words most frequently used in your language you can begin to help your learners learn them by sight. Just trying to memorize a list of words is not very effective. One of the best ways to learn these words is with games.

ACTIVITIES

Go Fishing §

Aim: To teach word recognition and word matching.

Materials needed: Make forty-eight cards each measuring three and a half inches by two and a half inches (or larger). Choose sixteen words and write each word on three identical cards.

Number of players: Four learners.

How to play: Shuffle cards thoroughly and deal each learner seven cards. Put the other cards (face down) in a pile in the center. The learners look at their own cards. They try to get three identical cards to make a set. One may have two identical cards, such as *biang*. That

learner may ask another learner, “John, do you have biang?” If John has the card, he must give it. If he does not have the card, he says, “No, go fishing.” That learner then takes the top card from the pack in the middle to end his or her turn. The next learner then has a turn to ask for a card. Whenever a learner has a three-card set, he or she puts each one on the table. The learner with the most sets wins the game.

Stepping Stones §

Cut some large stepping stones from yellow plastic or heavy brown paper. Place these on the floor and tell the learners these are stepping stones across a river. Place a flashcard on each stepping stone. Choose a learner to step from one stone to another and to read each flashcard. If the learner cannot read a word correctly, he or she gets wet feet. (If you are working with children they will enjoy stepping from “stone” to “stone.” If you are working with adults, simply have everyone stand around where they can see and have the player call off the words and then collect the cards. They will not feel comfortable “stepping on the stones.”) You can also draw the stones on a cement floor with chalk.

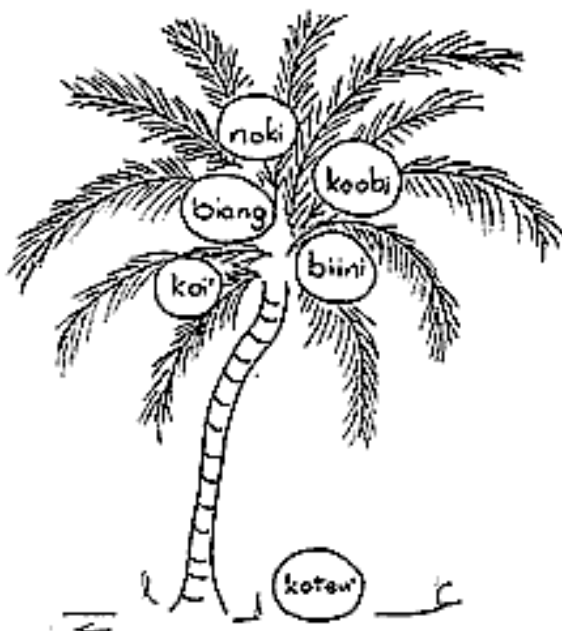
Tic Tac Toe §

Ask the learners to sit in a circle and spread some flashcards on the floor or put them along the chalkboard ledge. Have the learners say the rhyme:

Tic tac toe,
Here I go.
Where I land
I do not know.

Point to the flashcards while the learners say the rhyme. When the rhyme ends, point to a word with a stick and ask a learner to read it. If the learner reads it correctly, that learner comes to the front and points to the words while the others say the rhyme. Then he or she points to another word with the stick and asks another learner to read it. Continue in this way until the learners have read all the words.

Adaptation: Make up your own rhyme in your language.



Knocking Down Coconuts §

Draw a coconut palm and several large coconuts on the chalkboard. Write a word in each coconut as shown in the illustration. Give a learner the long stick and let him or her knock down the coconuts by reading each word while pointing to it with the stick.

Adaptation: Think of more games to play on the chalkboard (for example, draw watermelons on a vine, pineapples on a pineapple tree, or pumpkins on a vine).

Races §

Divide the learners into two or more teams. Give each team a name (for example, elephants and monkeys). Hold up a flashcard and ask the first learner on the elephant team to read the word. If the learner reads it correctly, he/she scores a point for the elephant team. If he/she cannot read it, the first learner on the monkey team tries to read it. If this learner can read it, he/she scores a point for the monkey team. Then the next learner on the monkey team has a turn to read a card. If any learner cannot read a word, that team misses a point and the turn goes to the other team. Write the scores on the chalkboard. At the end of the game, the team with the most points wins.

PART 2: READING TO INCREASE KNOWLEDGE AND TEACH OTHERS

4 Learning: Reading, Thinking, Understanding, Remembering

The remaining three reading abilities (ability to remember what has been read, ability to retell what has been read, and ability to gain information and draw conclusions from what has been read) show that the reader is actually at a reading level that they can begin to benefit from reading. Just recognizing letters, syllables, or even words is not very useful.

Recognizing letters, syllables, and words is called "decoding." Many people believe reading is merely sounding out words. They do not stop to consider the sophisticated thought processes that are involved and the fact that reading is very demanding. The Scripture is complicated and not understood by just "reading the words." It requires a variety of thinking processes, most of which need to be taught. People who just read the words are called "word callers." Word callers have mastered decoding and also choose to read. However, they do not understand that reading involves thinking. They go through the motions of reading but assume all they have to do is pronounce words. When they do not understand or remember what they have read, they quit. Word callers are fairly good learners but often do not do well with tasks that require them to use the words they read to think on their own. These readers feel powerless because the only strategy they have for gaining meaning is sounding out words.

TEACHER'S KEY

By now the students should begin to move into more complex reading assignments. If the Scripture is available then they should be assigned to read the Bible text listed at the beginning of each story for the next class. Then assign each passage to a different person (make a list and rotate the students) to read for the next class. If the Scriptures have not been printed but much of it has been translated then work with your translator to see if you can get copies of the work he has done for your class. Perhaps your class could even serve as a read-and-review committee for him.



READING IS THINKING

Once a reader can remember, retell, and gain information, however, they are at a level where they can actually learn from and enjoy what they are reading. Being able to learn from reading is called "comprehension." In order to be able to read to learn a person must be able to think on their own, not just repeat what a teacher has said.

Here are some exercises that will help learners think on their own while they read.

PRE-READING EXERCISES

Prediction

Read the title and look at the pictures. Have the learners predict what they think will happen in the story.

Activate Prior Knowledge

Before reading, discuss the topic that will be covered. Have people share what they already know about the topic. Find ways to relate the knowledge they have to the material that will be covered.

Brainstorming

Begin by listing the words or concepts that will be in the text. Then ask learners to identify what they already know about these – in writing or orally. This can be done individually, in small groups, or in a large group. Share all the information with the entire class before reading the text. Add information to help the class better understand the concept.

Directed Reading Activity

The components of the activity are as follows:

- Before reading – Establish purpose, build background and motivate.
- During reading – Prompt active response for reading.
- After reading – Reinforce and extend ideas.

First, go over key concepts and vocabulary words. Next, tell learners why the information is needed (e.g., write a poem, do a skit, write a summary) and what information you would like them to acquire. Then allow the class to read silently. Finally, have a follow-up activity such as writing a poem or summary, doing a skit, or creating a story web.

DURING READING

Discussion

Begin by reading a selection aloud. Have the class discuss what is important in what you just read (such as the motivation of the person, the problem the characters encounter, etc.) Encourage each person to voice their opinions and support their viewpoints.

Interactive Read-aloud

Prepare "thick" questions before class to stimulate discussion. Read a text aloud and pose questions throughout the reading. You may want to ask them at different points in the story if they have ever been in a similar situation and ask them to tell the story of what happened to them.

POST-READING

Question and Answer

The first step is being able to remember what has been read. Learners may not be able to read well enough yet to tell you the story or to learn from the story but they can answer simple questions about the story. These three levels (ability to remember, ability to retell, and ability to gain information and draw conclusions) require even more preparation by the teacher. At this level the teacher should come prepared with simple questions about the story. For the story of the creation these would be some simple questions:

- 1) Who made the earth?
- 2) Who created the plants and animals?
- 3) What was the first thing created by God?
- 4) How many days did it take for the earth to be created?
- 5) What is "day"?
- 6) What are the "seas"?
- 7) How are we able to count seasons?
- 8) What was created on the sixth day?
- 9) When were men and women created?
- 10) What did God think of the things He created?

It is important to teach readers to read to gain information. This is a skill which the teacher can train the reader to do. The easiest way to do this is to ask questions before you begin reading the story. This was modeled for you in the manual when it first explained the proper way to read a story (page 6).

When teaching readers to learn from their reading, you must teach them to stop and think before they read. Teach the learner to ask themselves questions before they read. If there are pictures they should look at the pictures and think about what the pictures may be telling them about the story. They should read the title and think about what it tells them about the story they are going to read. They should ask themselves questions they think will be answered in the story.

Read the questions to the learners before you begin reading the story. This is how the learners will know what information to listen for. If you have a chalkboard available, write the questions on the chalkboard and read them together. Make sure the learners understand the questions before you begin reading the story. Read the story through, discuss the story together, and then ask your learners the questions. If they do not know the answers right away, do not tell them the answers. The point is not for them to have the right answers but for them to be able to remember the right answers from reading the story. If they cannot remember the answers, have them read through the story again. If they are struggling you may point to the paragraph that the answer is in. If they still cannot find the answer, then and only then show them the answer. Do not tell them the answer but show them the answer in the story.

Next have the learners prepare a list of other questions that could have been asked and write their questions and answers down.

Game: Kaun Banega Crorepati

There are many other ways to help people learn to remember what they have read. Instead of simply asking questions you could play a version of "Who wants to be a multi-millionaire?" (*Kaun Banega Crorepati*) Have a question and whoever jumps up with the answer the quickest goes first. You will need to have questions and possible answers prepared ahead of time. You can choose helps the learner can have and write them each on a card for him/her to use. Helps may be "ask the audience" (the other people in the class), "ask a friend" (they can pick one person from the class to ask), or "elimination" (you pick two possible answers to delete from the possible four).

- 1) How was the earth made?
 - a. the earth evolved over billions of years
 - b. God started life and over time man came to be
 - c. God blinked his eyes
 - d. God spoke
- 2) Who created the plants and animals?
 - a. God
 - b. Adam
 - c. Eve
 - d. Moses
- 3) What was the first thing created by God?
 - a. sun and moon
 - b. seas and land
 - c. heaven and earth
 - d. light and dark
- 4) How many days did it take for the earth to be created?
 - a. 5
 - b. 6
 - c. 7
 - d. 8
- 5) How are we able to count seasons?
 - a. calendar
 - b. Julius Cesar
 - c. traditional times
 - d. sun and moon
- 6) What was created on the sixth day?
 - a. birds in the sky
 - b. animals on the earth
 - c. fish in the sea
 - d. insects in the ground
- 7) When were men and women created?
 - a. 5th day
 - b. 6th day
 - c. 7th day
 - d. 8th day
- 8) What did God think of the things He created?
 - a. they were pretty
 - b. they were interesting
 - c. they were good
 - d. he need to make more

Vocabulary Notebooks

Have the learners keep a reading journal and vocabulary notebook. As you introduce new topics, write vocabulary words on the board and have learners copy them in their notebooks. You can give the learners the definition or have them look it up in a dictionary and write the translation of the definition. Have them write a sentence using the word. If they find an additional word they do not know, have them add the words to their vocabulary notebooks.

5 Teaching: Passing Along What Is Learned

It is not enough for learners to be able to remember what they have read. Learners need to be able to read well enough to retell what they have read so that they can teach others. This is an essential ability if people are going to be able to witness or answer question about their beliefs. Ideally they should be able to read well enough that they could go home and tell the story to their family or even teach it in a class themselves.

These are some exercises to help improve learners' abilities to retell what they have read.

Cued Retelling

Prepare a list of important information that you would like the learners to know. Have learners read the story or text independently, then have the learners work with a partner and retell the information they have just read. The learner who is listening should have a copy of the information you would like known to ensure all the points have been mentioned. If the person retelling the story misses an important point, the listener will prompt them from the list.

Paraphrasing

Read a paragraph or short section and then close the book. Ask questions about the main idea and important details, and then have the learners write it in their own words, in complete sentences.

Summarizing

Explain what it means to summarize (to write a shortened version of a text). Read a story and then summarize it for the learners. Have them read a story on their own and write a summary. If they are struggling with summarizing do a ***Sequence Chain*** first as an outline.

Retelling

Retelling focuses on the main elements. In this way it is very similar to ***Summarizing*** but it is spoken and not written. It is good to have people work in pairs to practice retelling the story before they do it before the class. If they are nervous have them write down just a few of the main points to help them remember as they tell the class.

Skit Performance

This activity is not just for children. Young people and even adults can have a lot of fun with this method. Everyone reads the story and then plans a skit. If you have a large group you may want to divide the group up and have each smaller group plan their own skit. This is not a play or a drama production. You are not to tell them what parts to have or what to say. The learners learn to tell the story by planning the skit and performing it. You can tell from their skit how well they understand and remember the story. The skit does not have to only be about an event like Jesus entering Jerusalem. Skits are often most effective about a teaching or idea. For example, if you are teaching from Noah that God keeps His promises, assign one group to do a skit about what it is like when people break their promises and another group to do a skit about how you can depend on God's promises in difficult times.

Drawing Connections (Resource Guide Book One, page 70)

This is not like when you have a child draw a picture about a story. Although that is a good activity for people who can not read, this activity is assigned to help in telling how a teaching or story relates to you personally. It is often helpful in visualizing truth when studying teachings (rather than a story). Demonstrate how to draw visual representations (pictures, shapes, lines) to communicate connections with text. Read a section of text and think aloud about a connection you can make. Model creating a visual representation of your thoughts. Then think aloud as you write a sentence or paragraph explaining the connection you made. Have the learners read a section on their own and then draw a connection and write an explanation.

Sequence Chain (Resource Guide Book One, page 74)

This helps focus on the events of the story. Each square should contain an important event in the story. This is very helpful in writing a summary. Each person can do a sequence chain on their own and then write a one paragraph summary based on it, or the class can work on the chain together and then each person can write his/her own summary. Another variation is the **Story Map**. The Story Map is particularly effective for stories based around a problem like the people of Israel needing deliverance from Egypt.

Summary Cube (Resource Guide Book One, page 75)

Explain the Summary Cube to the class before reading the story so they know the information they need to be listening for. There are several variations you can do with the summary cube.

	OPTION 1	OPTION 2	OPTION 3
SIDE 1	Who?	Title	Topic
SIDE 2	What?	Characters	Subtopic 1 & details
SIDE 3	Where?	Setting	Subtopic 2 & details
SIDE 4	When?	Problem	Subtopic 3 & details
SIDE 5	Why?	Solution	Summary
SIDE 6	How?	Theme	Illustration

Decide ahead of time based on the story which option would work best and then have the class work together on one cube. Or you may have each person do his/her own and share it with the class.

Narrative Pyramid (Resource Guide Book One, page 72)

Have the group work together or pass out a copy of the diagram and have each learner work individually to create a word pyramid that summarizes the story.

Line 1 – character’s name

Line 2 – two words describing the character

Line 3 – three words describing the setting

Line 4 – four words stating the problem

Line 5 – five words describing the solution to the problem

Line 6 – six words describing one event

Line 7 – seven words describing another event

Line 8 – eight words stating the theme

Venn Diagram (Resource Guide Book One, page 76)

This activity compares and contrasts two characters or events. If you are doing this activity as a group, you will need to make two overlapping circles on the chalkboard. If your group is doing this activity individually, copy the diagram on page 76. On the outside sections of each circle, contrast the two characters or events. To contrast means to write the things which are different. On the part of the two circles that overlap, compare the two characters or events. To compare means to write the things which are similar.

6 Applying: Taking Words from the Page to Real Life

There are many people who are not able to gain information and draw conclusions from what they have read. This requires the ability to take what you have read, apply it to your life, and relate it to what you know. This takes a lot of training and some people are never able to learn it. There are strategies to help teach this skill, however.

ReQuest

This activity encourages people to build on previous knowledge and think about what might be important information in the assigned reading. One of the advantages is that requesting breaks the text into short sections so it will not appear overwhelming to the readers. The first step is to choose the text to be covered. Make sure everyone is familiar with the entire selection. Next have them read the first paragraph or short section and have them think of questions to ask about the topic as they read. After reading, have them ask their questions and use the text to answer. Next ask thicker questions you have prepared beforehand. Continue reading the entire selection and have a question and answer session at the end of each section.

- *Example:* Read the introduction to a story. Have the class members ask questions about the characters, setting, and plot. Continue reading short sections. Prepare questions such as: Do you think the people are acting in the way they should? Why or why not? What would you have done in this situation? What is one thing that could have changed the entire outcome of this story?

Character Perspective Charting (Resource Guide Book One, page 67)

This activity gives people a visual organizer that shows the relationship between a character's perspective and the events in a story. Adding characters' perspectives can clarify why they reacted in certain ways in the story, which gives more depth to the characters. After everyone has read the entire story they should use a map or chart to list the important events (problems, resolution, etc.) Assign each person one character. Have them discuss the characters' perspectives during each of the events in the story on the map or chart. Ask questions to focus on the characters' motives and reactions.

- *Example from the story of Joseph*

Character: Joseph or Reuben or Jacob or other Brothers

Perspective	Events
	Dream
	Going to check on brothers
	Being thrown in the pit
	Sold in slavery
	Reported dead

Expectation Outline

First, create an outline, leaving several blanks for people to use when covering the story or text. Have them fill in the blanks with the appropriate information as they come to it while reading the story. As the class becomes better at doing this, provide less and less information on the outline for them.

- *Example from the story of Joseph*

1. Recall

A. God gave Joseph _____

B. Joseph's father gave him _____

2. Interpret

A. Joseph's brothers hated him because _____

B. Reuben didn't want to kill Joseph because _____

3. Evaluating

A. What could Joseph have done differently?

B. What could Jacob have done differently?

C. What could Reuben have done differently?

Question-Answer Relationship

This helps people to recognize four possible areas in which answers can be found. Prepare the questions ahead of time that fit each category:

1. Right there – in a single sentence

2. Putting it together - in several sentences in the story or text

3. On my own – in the reader's background knowledge

4. Writer and me – in a combination of information from the story and the reader's background.

- *Example from the story of Joseph*

1. Right there: What is the setting?

2. Putting it together: Why were Joseph's brothers angry with him?

3. On my own: Have you ever been so angry you wanted to hurt somebody?

4. Writer and me: Is there anyone who reminds you of the character in the story? Who and why?

Know – Want to Know – Learn – Still Want to Know (Resource Guide Book One, page 70)

This activity is very beneficial because it is an opening activity to get people thinking, an activity throughout the lesson to help people stay focused, and an activity afterwards to continue to have them thinking about what they have learned.

Have everyone brainstorm everything they know, or think they know, about a specific topic or story. Write or have them write these ideas in the K column. Then have everyone write or tell something they want to know about the topic. List these in the W column. Have everyone read the story and write down new ideas, facts, or concepts they learn in the L

column. When everyone is finished reading have them share what they wrote in their L column. If there is anything they still want to know have them write it in the fourth column – S. Discuss how they can discover the answers to their questions.

Coding the Text

Have the learners take notes in their reading journal and group them into these categories. Or as they read have them write down what they think in a grid like this:

Text – Self	Text – Text	Text – World
How what I read relates to me	How what I read relates to other things I have read or been told	How what I read relates to the world or people around me

- *Example from the story of Jacob & Esau*

Text – Self	Text – Text	Text – World
I have twins – I hope they are friends and not enemies like Jacob & Esau.	These brothers seem like Cain & Abel.	I know many young people who think they deserve to have things and do not appreciate the things God and their parents have given them.

Double-Entry Journal

Have everyone select a key event, idea, word, quote, or concept from the story and write it in the left column of the paper. In the right column have them write their response or connection to the item in the left column.

Compare/Contrast Matrix (Resource Guide Book One, page 68)

This is a good activity after you have read several stories to help review. Each person writes the title, main characters, setting, problem, and solution in each column for the stories they have read or a set of stories you have selected for this activity. Discuss what is the same and different about each story. Think of this as a complex Venn Diagram.

QIP (Questions into Paragraphs) Research Grid (Resource Guide Book One, page 72)

The class chooses a topic to study from the story and writes it at the top of the grid. Have the readers decide on three broad questions relating to the topic. Have each of them locate and read two sources (or people) to find the answers to their questions. Write the titles of the sources in the spaces provided on the grid as well as the answers. Have everyone share the answers they found and then have each person use the information to write a one paragraph answer to each question.

Say Something

This is a good activity to do with a non-Christian or new believer whom you are discipling. Read the story one paragraph at a time. At the end of each paragraph stop to have the learner say something about it to you and you say something about it to him/her.

Appendix A

*The Instant Words * First Hundred*

These are the most common words in English, ranked in frequency order. The first twenty-five make up about a third of all printed material. The first hundred make up about half of all written material. Is it any wonder that all learners must learn to recognize these words instantly and to spell them correctly also?

Words 1-25	Words 26-50	Words 51-75	Words 76-100
The	or	will	number
Of	one	up	none
And	had	other	way
A	by	about	could
To	word	out	people
In	but	many	my
Is	not	then	than
You	what	them	first
That	all	these	water
It	were	so	been
He	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

Appendix B

Wordless Book Resources

Wordless Book Verses

Romans 3:23 For all have sinned and fall short of the glory of God,

1 John 1:7 But if we walk in the light as He is in the light, we have fellowship with one another, and the blood of Jesus Christ His Son cleanses us from all sin.

Isaiah 1:18b "Though your sins are like scarlet, They shall be as white as snow; Though they are red like crimson, They shall be as wool.

John 14:2-3 In My Father's house are many mansions; if *it were* not *so*, I would have told you. I go to prepare a place for you. And if I go and prepare a place for you, I will come again and receive you to Myself; that where I am, *there* you may be also.

2 Peter 3:18a But grow in the grace and knowledge of our Lord and Savior Jesus Christ.

Wordless Book Song

My heart was black with sin
Until the Savior came in
His precious blood I know
Has washed it white as snow
And in God's Word I'm to-o-o-ld
I'll walk on streets of go-o-old
If I read God's Word and pray
I'll grow in Him everyday

Appendix C

Creation Songs

How Great Thou art!

O Lord, my God,
When I in awesome wonder;
Consider all the worlds Thy hands have made.
I see the stars, I hear the rolling thunder, Thy power throughout the universe displayed.

Refrain

*Then sings my soul, my Savior God to Thee; How great Thou art! How great
Thou art! Then sings my soul, my Savior God to Thee; How great Thou art! How
great Thou art!*

When through the woods and forest glades I wander;
And hear the birds sing sweetly in the trees;
When I look down from lofty mountain grandeur,
And hear the brook and feel the gentle breeze.

Refrain

And when I think of God, His Son not sparing;
Sent Him to die, I scarce can take it in,
That on the cross, my burden gladly bearing;
He bled and died to take away my sin.

Refrain

When Christ shall come, with shout of acclamation;
And take me home, what joy shall fill my heart!
Then I shall bow, in humble adoration,
And there proclaim, my God, how great Thou art!

Refrain

I'm no kin to the monkey

*I'm no kin to the monkey, the monkey's no kin to me
I don't know about your ancestors but mine didn't swing from a tree*

boom – boom – boom

Some people say I came from a monkey, I know that isn't true
God made man in His image, and that includes me too.

boom – boom – boom

*I'm no kin to the monkey, the monkey's no kin to me
I don't know about your ancestors but mine didn't swing from a tree*

For the beauty of the earth

For the beauty of the earth
For the glory of the skies,
For the love which from our birth
Over and around us lies.

Refrain

*Lord of all, to Thee we raise,
This our hymn of grateful praise.*

For the beauty of each hour,
Of the day and of the night,
Hill and vale, and tree and flower,
Sun and moon, and stars of light.

Refrain

For the joy of ear and eye,
For the heart and mind's delight,
For the mystic harmony
Linking sense to sound and sight.

Refrain

For Thyself, best Gift Divine,
To the world so freely given,
For that great, great love of Thine,
Peace on earth and joy in heaven.

Refrain

How majestic is Thy name

When I consider the works of Thy hands,
The sun moon and stars above,
What is man that Thou thinkest of him,
Who is so unworthy of Thy love,

O Lord, Our Lord, How majestic is thy name,
Mountains, Valleys,
All creation tells Thy fame,
Heavens declare it,
All Thy wondrous works proclaim,
O Lord Our Lord, How majestic is Thy name,
Thou shalt ever be the same.

Joyful, joyful, we adore Thee

Joyful, joyful, we adore Thee, God of glory, Lord of love;
Hearts unfold like flowers before Thee, opening to the sun above.
Melt the clouds of sin and sadness; drive the dark of doubt away;
Giver of immortal gladness, fill us with the light of day!

All Thy works with joy surround Thee, earth and heaven reflect Thy rays,
Stars and angels sing around Thee, center of unbroken praise.
Field and forest, vale and mountain, flowery meadow, flashing sea,
Singing bird and flowing fountain call us to rejoice in Thee.

Thou art giving and forgiving, ever blessing, ever blessed,
Wellspring of the joy of living, ocean depth of happy rest!
Thou our Father, Christ our Brother, all who live in love are Thine;
Teach us how to love each other, lift us to the joy divine.

Mortals, join the happy chorus, which the morning stars began;
Father love is reigning o'er us, brother love binds man to man.
Ever singing, march we onward, victors in the midst of strife,
Joyful music leads us Sunward in the triumph song of life.

I sing the mighty power of God

I sing the mighty power of God that made the mountains rise
That spread the flowing seas abroad and built the lofty skies
I sing the wisdom that ordained the sun to rule the day
The moon shines full at His command and all the stars obey

There's not a plant or flower below but makes Thy glories known
And clouds arise and tempest blow by order of Thy throne
While all that borrows life from Thee is ever in Thy care
And everywhere that man can be Thou God art present there

I sing the goodness of the Lord that filled the earth with food
He formed the creatures with His word and then pronounced them good
Lord how thy wonders are displayed where ere I turn my eye
When I survey the ground I tread or gaze upon the sky

He owns the cattle on a thousand hills

He owns the cattle on a thousand hills,
the wealth in every mine
He owns the rivers and the rocks and rills,
the sun and stars that shine
Wonderful riches more than tongue can tell
He is my Father so they're mine as well
He owns the cattle on a thousand hills
I know that He will care for me

Mister Noah

Mister Noah built an ark, splish-splash, splish-splash, splish
And on that ark he had a cow, splish-splash, splish-splash, splish
With a moo moo here and a moo moo there
Here a moo there a moo everywhere a moo moo
Mister Noah built an ark, splish-splash, splish-splash, splish

And on that ark he had a _____, splish-splash, splish-splash, splish
With a _____ here and a _____ there
Here a _____ there a _____ everywhere a _____
Mister Noah built an ark, splish-splash, splish-splash, splish (REPEAT)

The Butterfly Song

If I were a **butterfly**, I'd thank you Lord for giving me wings
If I were a **robin** in a tree, I'd thank you Lord that I could sing
If I were a **fish** in the sea, I'd wiggle my tail and I'd giggle with glee
But I just thank you father for making me, me

For you gave me a heart and you gave me a smile
You gave me Jesus and you made me your child
And I just thank you Father for making me, me

If I were an **elephant**, I'd thank you Lord by raising my trunk
If I were a **kangaroo**, You know I'd hop right up to you
If I were an **octopus**, I'd thank you Lord for my fine looks
But I just thank you Father for making me, me

For you gave me a heart and you gave me a smile
You gave me Jesus and you made me your child
And I just thank you Father for making me, me

If I were a **wiggly worm**, I'd thank you Lord that I could squirm
If I were a **fuzzy wuzzy bear**, I'd thank you Lord for my fuzzy, wuzzy hair
If I were a **crocodile**, I'd thank you Lord for my great smile
But I just thank you Father for making me, me

For you gave me a heart and you gave me a smile
You gave me Jesus and you made me your child
And I just thank you Father for making me, me

Appendix D

Daily Assignments for Storybook 1

All the assignments may be done together as a group (other than the Reading Journal) but each person needs to make their own copy to use in class and have when they teach. Do each activity for the final story you were assigned.

Day 1

- Reading Journal
- Write a song to use as a replacement for "Old McDonald had a Farm"
- Write a sentence in your language for "Went on a Tiger Hung" and "On the way to Grandma's house"
- List 5 things in the picture for 2 different letters that would be good to teach from the picture and list all the items in the picture that begin with that letter. For example if you were doing the picture of Crossing the Red Sea (p ___) you could write "b" – baby, burden, basket, boy, beard "s" – sheep, scarf, staff, sea

Day 2

- Reading Journal
- Syllable Cards – 30 cards, 2 copies each
- Make envelope or paper for Word Building

Day 3

- Reading Journal
- Word cards – 30 words
16 words 3 copies each = 48 total
14 words 2 copies each = 28 total
76 total
- Write a poem in your language to use as a replacement for the English Tic-Tac-Toe poem. You may write a new poem or one your people already use.

Day 4

- Reading Journal
- Design a word search for your story in your language. Do not include letters that you do not find in your own words. Do a final draft neatly on a blank page so that you could Xerox and use it for a class. Include a MINIMUM of 12 words.
- At the back of your Reading Journal Notebook write today's vocabulary items if you have not already done so. Add vocabulary items for assigned story.
- Write Thick & Thin questions for your story

Day 5

- Reading Journal
- Prepare a Narrative Pyramid for your story
- Prepare a Summary Cube for your story using one of the outline forms not covered in class.
- Write a Summary Paragraph for your story.
- Write a Sequence Chain for your story.

Day 6

- Reading Journal

- Write an expectation outline for one of the stories in your book in your language. Be sure to include 2 Recall questions (thin questions), 2 Interpretation questions and 2 Evaluation questions (thick questions). Write neatly on blank paper so it could be Xeroxed.
- For another story prepare a "Fill in the Story" in your language. Write neatly on blank paper so it could be Xeroxed.
- Do a Character Perspective Chart for your story.
- Finish Compare Contrast Matrix for Book or if doing Book 2
Write 40 questions covering the first 10 stories in your book for "Who wants to be a Millionaire." Write the questions and 4 possible answers in your language. Work together as a group