

The **Sia and Friends Reading Series** is a set of three anthologies that contain a collection of reading and counting stories intended to be read by students in Class 1, 2 and 3 with guided instruction by their teachers.

These stories have been written for and selected from previous published stories specifically for students in Sierra Leone. The characters, illustrations, and situations reflect the things that young people see and experience every day.

Along with the "CODE's 2019 Community of Practice Guide"(May 2019) and teacher-training, these anthologies will assist teachers to provide their students with a range of literacy skills. These skills include oral language development, word recognition, phonics and word study, reading fluency, vocabulary, comprehension of text, numeracy, and encouraging children to express themselves on paper from the earliest lessons.

Sia and Friends

A selection of reading and counting stories for Class 1



The stories in this collection were written by authors in Sierra Leone. Illustrations by Chase Walker.

NOT FOR SALE



WORLD BANK GROUP



code

Rewriting the story for global literacy

NOT FOR SALE

This book is appropriate for Reading Level: Class 1, ages 5-6.



Sia and Friends Book 1: A Teacher's Guide

Prepare to Read: Give the books to the students and talk to them about the book and the stories every day, be sure to name all the things in the stories and in the illustrations. The stories are divided into topics, (My Body, My Family, Counting, etc) talk about a topic every day. As you read, explain the story and be sure to encourage the students to ask questions; describe what is happening in the story; ask them what might happen. Teach the key words from each story in English and in the student's home languages. **AIM HIGH! All children can learn to read. Most can learn to read by the end of Class 1. Teach with that goal in mind.**

Teach Printed Word Concepts

Show the students that we read printed words. Words are arranged on the page from left to right and top to bottom, separated by spaces, and made up of letters. Letters represent sounds. Teach the terms top, bottom, beginning, end, word, letter, and sentence.

Teach the Alphabet

You can teach the alphabet in any order. For example, introduce the vowels—a, e, i, o, u—first so students can combine them with consonants and spell words. Let the students learn the letters in their names. Use the words in the stories to teach upper- and lower-case letters early. Ask the students to call out the letters that they see in titles and in the names of characters that are 'upper-case'. Review many different letters each day.

Teach Numbers

Teach the numerals and number words. Count many things. Teach "order words" such as first, second, third. Use everyday objects, the drawings in the book and actions to teach numbers and counting. Every day, count things around you and talk about how numbers are used in every day life.

Study-Words

From the start of the year, teach students to recognize a lot of words. Write new words on the chalkboard. Make "Word Walls". Show how words are built with letters. Teach letter-to-sound relationships.

Read Fluently

Practice reading out loud so you can show the students what fluent reading sounds like. Have them read the same lines a few times in different ways so they can learn to "make it sound like talking." Have the students practice reading out loud for fluency every day.

Teach Vocabulary

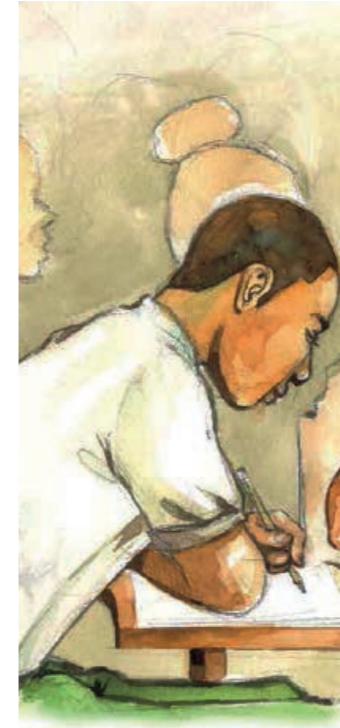
Make sure the students know all the key words in the stories. Suggest other words that have the same meaning (i.e. synonyms), too. Teach opposite words (antonyms). Talk about words. Draw pictures of them. Act them out. Teach as many words as the students can learn every day.

Comprehension

Making sense of the story is the whole point of reading! Have the students predict what will happen in the story, ask them open-ended questions, offer comments, retell what happened, make connections to their own lives, talk about the stories in many ways and engage them through drama, music and pictures.

Teach Writing

Have the students "write" in their copy books every day by drawing pictures and adding captions made of words they spell by invention, words they copy from a Word Wall, and words they have learned. Help the students with the letters and words they want to write. Notice the words the students use often and add them to the chalkboard or on a Word Wall.



The Sia and Friends Reading Series is a set of three anthologies that contain a collection of reading and counting stories intended to be read by students in Class 1, 2 and 3 with guided instruction by their teachers. The three anthologies provide suitable, relevant and quality reading material to support and complement the World Bank's REACH project in Sierra Leone.

REACH supports the Ministry for Basic and Senior Secondary Education's (MBSSE) Free Quality Education Program goals for improved language and literacy instruction.

CODE is a Canadian NGO supporting development through education for 60 years. CODE supports teachers to help create a literate Sierra Leone by engaging children through reading and writing and inviting them to think, to learn and to improve their lives. If you can read and write, you can do anything (www.code.ngo).

Together, CODE, the MBSSE, The Association of Language and Literacy Educators (TALLE), The Teaching Service Commission (TSC), and many dedicated teachers are working hard to ensure students in Class 1, 2, and 3 learn to speak, understand, read and write the English language. The teacher-training sessions, the communities of practice model and the resource material are all designed to help establish more effective ways to help teachers implement, deepen and extend their learning in the classroom.

Each story in this anthology has been assigned a Lexile reading level (www.lexile.com). Lexile is a system for matching readers with text. You will find the assigned level in the table of contents next to each chapter. This helps teachers determine the appropriate age and grade for the stories. It also helps teachers monitor the progress of reading and comprehension over time.

The stories in this book were developed and reviewed in consultation with the Ministry of Basic and Senior Secondary Education in Sierra Leone. These books also benefited from the advice and contribution of Charlie Temple, Phd., Kathy Ganske, Phd., and Johanna Kuyvenhoven. These books were made possible through the generous financial contribution of the Ministry of Basic and Senior Secondary Education (MBSSE) in Sierra Leone and the World Bank/REACH.

