

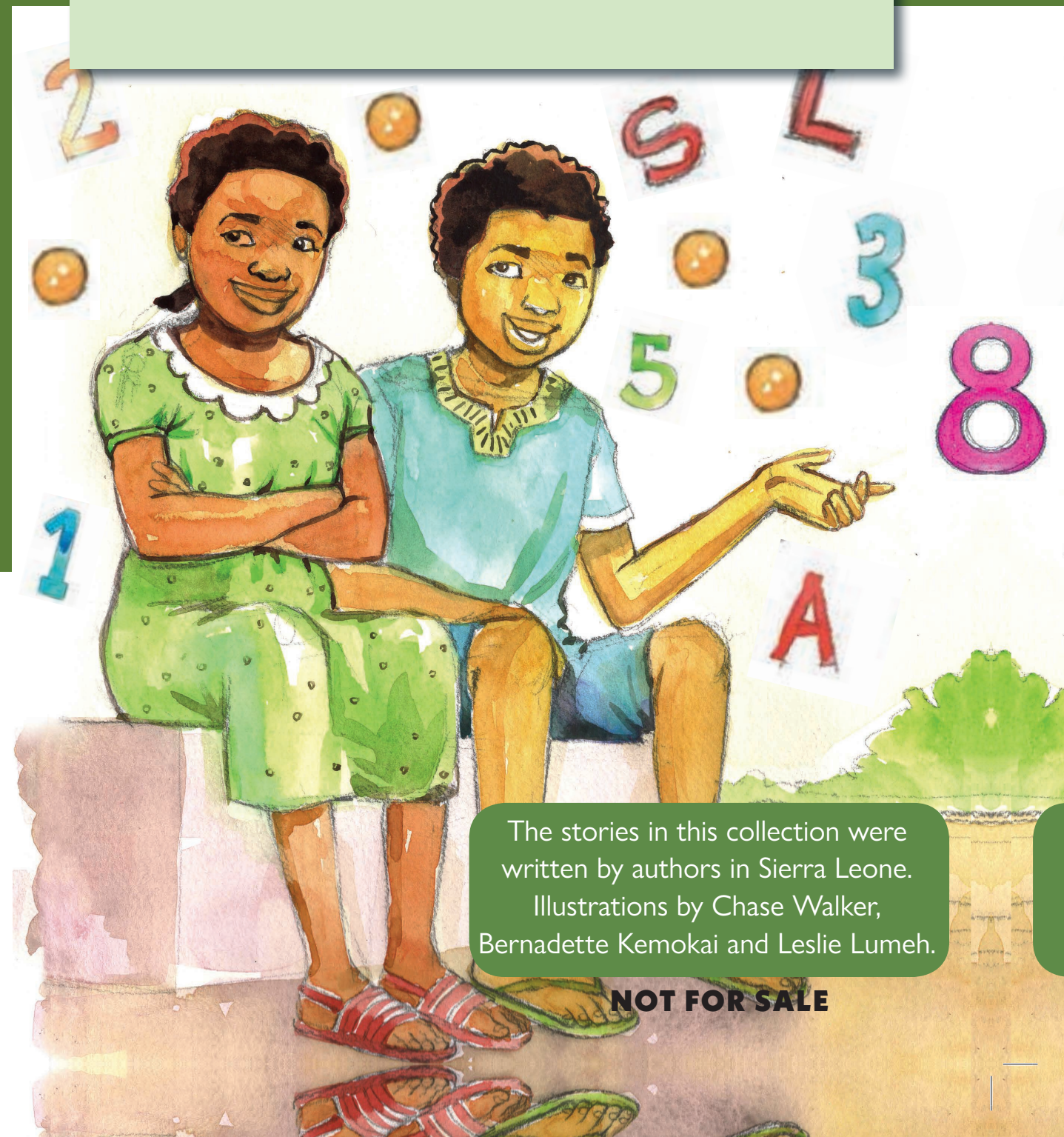
The **Sia and Friends Reading Series** is a set of three anthologies that contain a collection of reading and counting stories intended to be read by students in Class 1, 2 and 3 with guided instruction by their teachers.

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 3



The stories in this collection were written by authors in Sierra Leone. Illustrations by Chase Walker, Bernadette Kemokai and Leslie Lumeh.

NOT FOR SALE



code

Rewriting the story
for global literacy

NOT FOR SALE

This book is appropriate for
Reading Level: Class 3, ages 8-9.



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Sia and Friends Book 3: 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. As you read the stories, be sure to ask and answer questions, encourage the students to describe what is happening, what happened, and ask them what they think will happen or what might happen. Be sure to explain new concepts and words, make comments, give directions, and talk about the topics from each story every day. Teach the key words from each story in English and in the student's home languages. **AIM HIGH! All students can learn to read. Teach with that goal in mind!**

Teach Numbers in Action

Many of the stories in this book include math concepts. Take the time to discuss them thoroughly. Show the students how to solve the math problems described in the stories on the chalkboard. You can also show related operations and equations. For a creative challenge, begin with a math operation, such as addition or subtraction, and then help the students make up a story using the math.

Study Words

From early in the year teach students to recognize dozens of words. Write words on the board. Make Word Walls. Show how words are built of letters. Teach letter-to-sound relationships. Stress the common spelling patterns—the *onsets and rimes*—in groups of words like light, might, fight, and fright; or cloud, loud, and proud.

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 from the stories out loud for fluency every day. Take advantage of the Reader's Theater stories.

Reader's Theater

In this book, there are two stories that are set out as plays/reader's theater. Have the students read and reread their assigned lines until they can deliver them clearly and dramatically. Remember that rereading the same lines teaches fluency. Read the story together, then assign each student a part to read out loud. Have the students practice their lines together in groups, and then they can do a presentation for the entire class with actions and voices. They do not need to memorize the lines to do the plays.

Teach Vocabulary

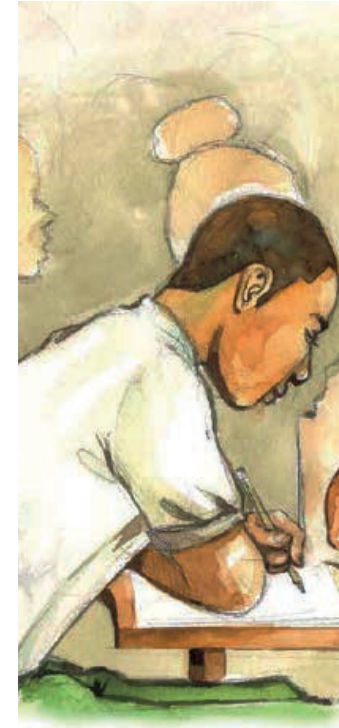
Make sure the students know all the key words in the stories. Suggest other words that have the same meaning (i.e. synonyms), too. Teach opposite words (antonyms). Talk about words. Draw pictures of them. Act them out. Teach as many words as the students can learn every day.

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. Note the challenging words that the students use often and write them on the board 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.

