

Haske Literacy Lessons

The Haske Literacy Lessons are built upon UNICEF's Whole Language Approach. There are 33 weeks of literacy lessons, with 2 lessons per week. Weekly lessons balance whole language and phonics instruction, and include repeated readings of a short text, comprehension questions, dramatization, word puzzles, writing practice, and phonics. These activities are tailored to a new text each week. To enable phonics instruction in addition to whole language activities, each text emphasizes a particular letter of the alphabet. In the sample lesson below, the emphasized letter is "K". Each term, the middle and final week of instruction is devoted to assessment and review.

To enable effective instruction by teachers of all skill levels, the structure of the lesson repeats each week while the story text changes. Due to the extensive amount of repetition, the full teacher guide is not translated, but a sample of a typical instruction week and of an assessment/review week is provided below. The scope and sequence provides an overview of the texts taught over the course of the program.

LESSON 2.1: LITERACY

TOPIC	Hausa Language story (Kaka na Kunu, or Grandmother and Kunu)
LEARNING OUTCOME	<ul style="list-style-type: none"> ➤ Learners will be able to read the story in unison and individually ➤ Learners will be able to answer comprehension questions ➤ Learners will be able to read and write the letter K
MATERIALS	1) Word cards for puzzle 2) Materials for drama
BEFORE CLASS WRITE:	<p>Grandmother is sitting on a chair.</p> <p>Grandmother is making kunu.</p> <p>Nana is watching and learning.</p> <p>A goat comes and tries to drink the kunu.</p> <p>Nana chases the goat away.</p>
SONG 3 minutes	Alphabet song
INTRODUCTION 2 minutes	<p>1) Say:</p> <ul style="list-style-type: none">) Today we will talk about making kunu. Have you ever drunk kunu?) What are the ingredients in kunu?) Now we'll read a story about kunu.
STORY READING 10 minutes	<p>1) Slowly read the story line by line while pointing. Read it 3 times. Each time, pupils should repeat each line after you read it.</p> <p>2) Read the story again, this time in unison with the pupils. Repeat.</p> <p>3) Call different pupils to point to the words and read.</p> <p>4) Say:</p> <ul style="list-style-type: none">) Why did Nana chase the goat away?) Do you think goats should drink kunu? Why or why not?) What is the meaning of (keso)?
DRAMA AND SONG 5 minutes	<p>1) Choose a pupil to read the story aloud. Then choose pupils to dramatize the story while the first pupil reads. Provide props if available. Repeat with new pupils.</p> <p>2) If available, sing a song related to the drama.</p>

<p>SENTENCE PUZZLE 10 MINUTES</p>	<ol style="list-style-type: none"> 1) Put pupils in groups. 2) Distribute sentence strips to each group. 3) Ask pupils to build a story from the strips.
<p>WORD PUZZLE 10 MINUTES</p>	<ol style="list-style-type: none"> 1) Put pupils in groups. 2) Give word cards to each group and ask them to make a sentence from the cards. Pupils in each group can take turns making the sentence. 2) If time remains, groups can exchange word cards and make a new sentence.
<p>LETTER READING 5 minutes</p>	<ol style="list-style-type: none"> 1) Point to the letter K in the story. Explain that this letter always makes the sound /k/. Repeat the sound, then read the word (for example, /K/ /K/ Kaka). Do this with different “K” words. 2) Ask different pupils to find this letter in the story. Then help pupils read the words that contain the letter.
<p>LETTER WRITING 10 minutes</p>	<ol style="list-style-type: none"> 1) Ask pupils to stand up, then trace the letter K in the air with you. 2) Write uppercase K on the board, describing the steps. Ask pupils to copy it in their books or the sand. 3) Write lowercase k on the board, describing the steps. Ask pupils to copy it in their books or the sand. 4) Explain that uppercase K is used for the first word in a sentence and for proper names. Ask any pupils to think of names that start with K. Chant each name with the sound (for example, “K-K-Kabir”). Then write the name on the board. 5) Explain that for most objects, we use lowercase k. Ask pupils to think of objects that start with k. Write them on the board and chant the word (for example, k-k-kunu).
<p>CLOSING 2 minutes</p>	<ol style="list-style-type: none"> 1) Ask pupils what they have learned today. 2) Ask pupils to continue practicing their writing at home.

LESSON 2.2: LITERACY	
TOPIC	Letters, syllables and words with K
LEARNING OUTCOME	<ul style="list-style-type: none"> ➤ Learners will be able to read words with the letter K ➤ Learners will be able to build and write words with K ➤ Learners will read independently
MATERIALS	Syllable flash cards
BEFORE CLASS WRITE:	<p>Grandmother is sitting on a chair, Grandmother is making Kunu. Nana is watching her. She is learning. A goat comes and tries to drink kunu. Nana chases the goat away.</p>
SONG 3 minutes	Alphabet song
REVIEW: STORY READING, LETTERS, AND WORDS 5 minutes	<p>1) Say:) What was the story in our last class about? Let's read it again together.</p> <p>2) Read the story in unison with the pupils while pointing to the words.</p> <p>3) Write the letters K k. Ask pupils to find examples of the letters in the story, then help them read the word.</p> <p>4) Ask pupils to remember names and objects that start with K.</p>
SYLLABLE READING 5 minutes	<p>1) Write: ka ki ko ku ke</p> <p>2) Sing the syllable chant with pupils several times. Then point to syllables out of order and ask pupils to identify them.</p> <p>3) Show syllable flash cards one by one and ask pupils to identify them. If necessary, help pupils distinguish the how letters look different from one another. Drill the syllables that cause the most difficulty.</p>
WORD READING 10 minutes	<p>1) Write: Kaka kunu kujera</p> <p>2) For each word, do the following:</p>

	<ul style="list-style-type: none">) Point to each syllable in each word and ask pupils to identify it. Then help pupils read the word.) Ask what the words mean.) Ask a pupil to point to the words in the story.) Ask pupils to help you underline all instances of the words in the story. Then count the total.) Read the story again. Ask pupils to put up their thumb when you read one of the underlined words.
<p>WORD BUILDING</p> <p>10 minutes</p>	<p>1) Ask for two volunteers to come to the front of the class. Give each volunteer a syllable card. Ask volunteers to combine their cards to make a word. The class should read the word aloud.</p> <p>2) Put pupils in small groups. Give each group syllable cards. Ask each group to make words from the syllable cards they receive. Circulate through the class to help them read the words they create.</p>
<p>WORD WRITING</p> <p>10 minutes</p>	<p>1) Write the word Kaka on the board.</p> <p>2) Ask pupils to copy the word several times in their notebooks or in the sand. Circulate to provide assistance. Encourage advanced pupils to help struggling ones.</p>
<p>INDEPENDENT READING</p> <p>10 minutes</p>	<p>1) Ask advanced and beginning readers to pair up. Give each pair a leveled reader card. Ask the advanced reader to help the beginning reader find the right level. Then they should practice reading together. Circulate to assist struggling pupils.</p>
<p>CLOSING</p> <p>5 minutes</p>	<p>1) Ask pupils what they have learned today.</p> <p>2) Ask them to continue practicing their writing at home.</p>

LESSON 5.1: PRACTICE AND ASSESSMENT	
DARASI	Reading assessment
MANUFA	<ul style="list-style-type: none"> ➤ 10 pupils will take a one-on-one reading test ➤ Remaining pupils will read together in pairs
KAYAN AIKI	1) Tarkardar farin karatu
GABATARWA Minti 10	<p>1) Ka/ki ce :</p> <p style="padding-left: 40px;">) Today you will practice you reading in pairs.</p> <p style="padding-left: 40px;">) I will also work with 10 different pupils one-on-one.</p> <p>2) Select 10 pupils at random. For example, choose every fifth learner in the class until you have a total of 10. Explain to these pupils that you will call them one-by-one for a short exercise.</p> <p>3) Pair advanced and struggling learners together. Give each pair three independent reading texts (tarkardar farin karatu). Ask them to practice them to practice. Assign an older learner to monitor the class.</p>
ASSESSMENT Minti 45	<p>1) Call the first learner. Sit in a quiet place separate from other learners.</p> <p>2) Explain to the learner that you will ask him or her to read a few items.</p> <p>3) Show the learner the letters, syllables, and words. After each task, mark the total correct. Make a note of particular letters, syllables or words that give learners trouble. During the assessment, do not help the learner or give away the answers. You can help the learner in the next lesson.</p> <p>4) Call the next learner who was selected. Repeat steps 1-3. Continue until you have tested all 10 learners.</p>
KAMMALAWA Minti 5	<p>1) Ask a learner to give you an example of what he or she read about in pairs.</p> <p>2) Collect the reading texts.</p>

a A k o

n i U e

ka ki na no

ne ke ku ni

keke kunu nono

Nana nuni keke

naka ana

Name	Letters correct	Syllables correct	Words correct	Notes
1.	/8	/8	/8	
2.	/8	/8	/8	
3.	/8	/8	/8	
4.	/8	/8	/8	
5.	/8	/8	/8	
6.	/8	/8	/8	
7.	/8	/8	/8	
8.	/8	/8	/8	
9.	/8	/8	/8	
10.	/8	/8	/8	

Observations:

Teacher signature: _____

Date: _____

LESSON NUMBER 5.2: REVIEW AND REINFORCEMENT

TOPIC	Review
OBJECTIVES	
Materials	
SONG 5 minutes	
INTRODUCTION 10 minutes	
ACTIVITY 45 minutes	
CLOSING 5 minutes	