



USAID
AVY AMIN'NY
VAHOAKA AMERIKANA



Grade 1 Teacher's Guide

for reading, writing, oral development, and drawing classes



FIZARANA VOALOHANY (Volume 2)

Weeks 18 to 23

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Ny FHI 360 dia mandray andraikitra momba ny vontoatin'ity tahirin-kevitra ity izay tsy voatery ho fomba fijerin'ny USAID na ny an'ny governemantan' i Etazonia.

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FOREWORD

To develop the reading and writing skills of students, the MEN, in partnership with FHI 360 and with USAID funding, has developed a reading and writing program for T1.

This program was successfully piloted in 60 pilot schools of the Analamanga and Boeny Regional Directorates of National Education (DREN). Daily lessons in reading and writing, as well as a reading-and-writing student book aimed at T1 students, were developed for one school year.

The school year is divided into three sequences with the first sequence lasting six weeks, the second one 17 weeks, and the third one 10 weeks. To make the use of this teacher's guide easier to use, the guide is divided into two volumes. The first volume contains the lessons of the first sequence and part of sequence 2, which goes from week 7 to week 17. Volume 2 covers weeks 18 to 33.

Therefore, in this volume, you will find lesson plans and reading and writing sheets, for Fanazarana Hiteny, that covers the reading and writing curriculum from weeks 1 to 17.

The two volumes of teacher's guides are accompanied by a student book covering student activities in reading and writing for the 33 weeks of the school year.

These materials were piloted in 60 pilot schools from April 2018 until the end of the school year. Two writeative evaluations relating to the perceptions of students, teachers, mentors, and parents about these tools were conducted. The materials have been improved in light of the comments and recommendations of these stakeholders.

We sincerely hope that these materials will contribute to improving the learning of reading and writing among students, as it is the foundation for students' future academic success.

INTRODUCTION

TEACHING AND LEARNING PRINCIPLES FOR READING AND WRITING

GENERAL RECOMMENDATIONS:

1. For any letter or text to be used during teaching/learning, write them on the blackboard in advance and hide them to avoid distracting students or wasting time copying them during class. If the teacher or the school can afford it, prepare the letters, syllables, or words to be read and/or written on kraft paper and stick them to the blackboard or part of a wall.
2. Guide students in all activities explicitly: ensure that they have completely understood the instructions or the activities to be done. Mark the start of activities and ensure that everyone participates.
3. To read a letter, a syllable, a word, or a text, get students used to following what they are reading with their fingers, as this helps them make a connection between what is written and what they read. This can also reinforce their concentration on the reading activity.
4. For all reading activities found in the student book, always make sure that students read **independently** (the “you do” stage of the task), in a low voice (as all students will be reading at the same time), following what they are reading with their fingers. The objective of individual reading is to give students the opportunity to read and practice reading. This is because independent practice is essential for them to improve their reading skills. The role of the teacher is to ensure that **all** students read the contents of the student book. It is **not** to make students repeat. The teacher should aim to spend one minute per day per student for 10 students, chosen in advance. As this reading activity takes place every day, the teacher will have the opportunity to track the individual progression of 50 students every week.
5. Place students with vision and hearing problems in the front of the classroom.
6. Choose as many girls as boys to answer questions.
7. Choose students sitting behind as well as in front and in the middle of the classroom to answer questions.
8. During the activity of reading syllables/words from the blackboard: If you realize that there are distracted students, point to a syllable/word on the blackboard and name a student at random to read it. Repeat this activity as often as needed.

Use of tip boxes in the guide

To guide you in the steps, tip boxes are included in lessons. You are encouraged you read them when you prepare the lesson so that you can apply them.

How to teach/learn reading and writing?

1. Teach all key skills of reading and writing

2. Use of the model of **I do** (the teacher explains and gives the model), **we do** (the teacher practices the model with students), and **you do** (students apply it themselves).
3. **Direct** and **Explicit**: give explicit models to students. For example, here is the letter “**a**”. The teacher makes the sound /**a**/, gives all the **content** (letters to be studied, comprehension questions, new vocabulary)
4. **Systematic**: builds on what students have already learned so learning is logical and cumulative

How to make sure your students are decoding rather than memorizing ?

The teacher should make sure to diversify the direction of reading:

- In a sentence:
 - Go from the beginning to the end
 - Go in the wrong direction (from the end to the beginning)
 - Point to words randomly (beginning, end, middle)
- In a text:
 - Go from the beginning to the end
 - Read sentences randomly

How to effectively implement a reading lesson?

Below you will find a few recommendations to maximize the effective implementation of the lessons included in this guide.

Before the lesson
<ul style="list-style-type: none"> <input type="checkbox"/> Refer to the cover page for the week to become familiar with the “key” skills and the content for the week. <input type="checkbox"/> Read the lesson carefully: the objectives of the lesson, the processes to be followed, and the new content. <input type="checkbox"/> Browse the page(s) of the student's book to become familiar with the contents of the lesson. <input type="checkbox"/> Prepare the materials required to teach this lesson. <input type="checkbox"/> For each activity requiring the individual follow-up of 7 to 10 students, <i>pre-select</i> these students when you prepare the lesson. <p><i>Recommendation: choose girls and boys, students in all parts of the classroom, and students with difficulties with the subject matter, as your individual attention will help them.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow the “preparation” steps.
During the lesson
<ul style="list-style-type: none"> <input type="checkbox"/> Follow the steps and the content of the lesson carefully. <input type="checkbox"/> Get the entire class involved. <input type="checkbox"/> Make sure that pre-selected students read in front of the teacher. <input type="checkbox"/> Move between rows, paying attention to students with difficulties.

- Make sure that all students have understood the instructions and have located the appropriate page in their books.
- Provide positive and constructive reinforcement.

Example: do not say "no!" when students make a mistake but, rather, explain what they did not understand and provide a new model so that they can mimic you.

After the lesson

- Ask yourself questions, such as:
 - Have I followed my lesson plan? What has gone well and what would I like to share with my colleagues? Which problems have I encountered and for which would I have liked to get support from colleagues?
 - Have the objectives of the lesson been achieved?
 - Have at least 50% of my students assimilated the skills and the contents of the lesson?
 - What activity has not been done or assimilated well?
 - What should I do to remedy the difficulties of my students?
- Refer to the cover page to identify remediation activities to be done with a group of students or the whole class, as needed.

Use of the student book

During a reading lesson, you are encouraged to use the student book as follows:

For each of the three phases in the student book, there are symbols:

★ This symbol indicates the point from which students read new letters, syllables, and/or words.

😊 This symbol indicates the point from which students read a decodable or leveled text to practice decoding and reading fluency.

✍ This symbol indicates the point from which students copy writing activities. They copy letters: letters written in uppercase and lowercase and written cursive lowercase letters. They arrange sentences, complete sentences, and arrange syllables to write words.

Use of mobile letters and alphabet strip

Mobile letters are used for syllable writeation. The new letter-sound is featured and remains stable. Letters that have already been studied are then connected to it. These mobile letters can be made by the teacher. They can be cut from cardboard or simply written on slate boards or other media.

The **alphabet strip** must be made and posted at the beginning of the school year. It is necessary to make sure that letters are written in script and that they are large enough to be seen by everyone. They can be made from paper or a bag, attaching the different parts to create a strip. Then write the letters with a marker.

The role of continuous evaluation and remediation

During each lesson, there are several opportunities for teachers to assess students' proficiency in the main objectives/skills. For instance, when students are reading a text, teachers are encouraged to move around the classroom to listen to 7 to 10 individual students reading. As students read individually five times per week, teachers are encouraged to choose different students each time to listen to them read.

All lessons finish with a **“Teacher's self-reflection on reading and writing lessons”** activity, which covers one of the key objectives of the lesson. This activity also provides teachers with an opportunity to make an overall assessment of the class in terms of the objectives of the day.

STRUCTURAL ORGANIZATION OF THE GUIDE

As mentioned above, the program covers **33** weeks of the year, divided into **3** sequences:

1st sequence	6 weeks	<ul style="list-style-type: none"> - Learn the names of the letters of the alphabet/ - Learn to write lowercase script letters - Develop phonological awareness (manipulate sounds orally – words in sentences, syllables in words, sounds in syllables/words)
2nd sequence	17 weeks	<ul style="list-style-type: none"> - Learn to associate letters with sounds to decode syllables and words - Practice decoding decodable texts (simple texts made up of letters that students have already studied) - Learn to write upper case script letters - Practice writing words by using letter-sound associations (spelling)
3rd sequence	10 weeks	<ul style="list-style-type: none"> - Learn to read texts accurately - Apply reading comprehension strategies - Learn to write lowercase cursive letters - Practice written expression by using the text conventions and new vocabulary words learned

This guide (Volume 2) covers the second part of **sequence 2 (weeks 18 to 23)** and **sequence 3 (weeks 24 to 33)**.

This program complies with the time schedule provided in the national curriculum:

- **2** reading lessons **per day X 20 minutes X 5 days**
- **1** writing lesson **per day X 30 minutes X 5 days**
- **1** lesson of Fanazarana Hiteny (oral language development) **per day X 20 minutes X 5 days**
- **1** lesson of Sary (drawing) **per day X 20 minutes X 3 days**

Repetitive structure:

- **Days 1** and **3** are repeated but with different content.
- **Days 2** and **4** are repeated but with different content.
- **Day 5** covers a review of the skills and content for the week.

A detailed description of weekly cycles is shown in the table below:

**Weekly cycle for reading and writing lesson activities
Sequence 2 (weeks 18 to 23)**

Day 1	Day 2	Day 3	Day 4	Day 5
Vakiteny 1	Vakiteny 1	Vakiteny 1	Vakiteny 1	Vakiteny 1
<ul style="list-style-type: none"> • Revision of syllables / words learned • Learn to decode a new diphthong / triphthong • Read, on the board, syllables and words with the diphthong / triphthong learned 	<ul style="list-style-type: none"> • Revision of syllables / words learned • Learn a text convention and • Predict text content 	<ul style="list-style-type: none"> • Revision of syllables / words learned • Learn to decode a new diphthong / triphthong • Read, on the board, syllables and words with the diphthong / triphthong learned 	<ul style="list-style-type: none"> • Revision of syllables / words learned • Learn a text convention and • Predict text content 	<ul style="list-style-type: none"> • Revision of syllables / words learned • Learners re-read the day 1 and 3 decodable text in the student book
Soratra	Soratra	Soratra	Soratra	Soratra
<ul style="list-style-type: none"> • Letter dictation • Complete a sentence with a suitable word / Complete a word with the appropriate letters / Put words in order to make a sentence / Put syllables in order to make a word 	<ul style="list-style-type: none"> • Revision of letters learned • Dictation of syllables and words containing the letters learned • Correction of dictation in pairs 	<ul style="list-style-type: none"> • Letter dictation • Complete a sentence with a suitable word / Complete a word with the appropriate letters / Put words in order to make a sentence / Put syllables in order to make a word 	<ul style="list-style-type: none"> • Revision of letters learned • Dictation of syllables and words containing the letters learned • Correction of dictation in pairs 	<ul style="list-style-type: none"> • Revision of the shapes of letters through reading letters • Complete a sentence with a suitable word / Complete a word with the appropriate letters / Put words in order to make a sentence / Put syllables in order to make a word
Vakiteny 2	Vakiteny 2	Vakiteny 2	Vakiteny 2	Vakiteny 2
<ul style="list-style-type: none"> • Read, on the board, syllables and words with the diphthong / triphthong learned • Learners read syllables and words with the diphthong / triphthong learned in the student book 	<ul style="list-style-type: none"> • Read, on the board, syllables and words with the diphthong / triphthong learned • Learners read a decodable text with the focus letter in the student book 	<ul style="list-style-type: none"> • Read, on the board, syllables and words with the diphthong / triphthong learned • Learners read syllables and words with the diphthong / triphthong learned in the student book 	<ul style="list-style-type: none"> • Read, on the board, syllables and words with the letter learned • Learners read a decodable text with the focus letter in the student book 	<ul style="list-style-type: none"> • Revision of syllables / learned words • Learners read a Garabola text

Teacher's self-reflection on lessons	Teacher's self-reflection on lessons	Teacher's self-reflection on lessons	Teacher's self-reflection on lessons	Teacher's self-reflection on lessons
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Weekly cycle for reading and writing lesson activities Sequence 3 (weeks 24 to 33)				
Day 1	Day 2	Day 3	Day 4	Day 5
Vakiteny 1	Vakiteny 1	Vakiteny 1	Vakiteny 1	Vakiteny 1
<ul style="list-style-type: none"> Predictions based on illustrations Identify and read difficult words in the text 	<ul style="list-style-type: none"> Recall the text read Discuss vocabulary in the text 	<ul style="list-style-type: none"> Predictions based on illustrations Identify and read difficult words in the text 	<ul style="list-style-type: none"> Recall the text read Discuss vocabulary in the text 	<ul style="list-style-type: none"> Revise the words learned from the text Learners re-read the day 1 and 3 levelled text in student book
Soratra	Soratra	Soratra	Soratra	Soratra
<ul style="list-style-type: none"> Write one or two prediction sentence(s) about the text Learn and practice writing a cursive letter 	<ul style="list-style-type: none"> Write a sentence using a vocabulary word from the text Learn and practice forming cursive syllables and words 	<ul style="list-style-type: none"> Write one or two prediction sentence(s) about the text Learn and practice writing a cursive letter 	<ul style="list-style-type: none"> Write a sentence using a vocabulary word from the text Learn and practice forming cursive syllables and words 	<ul style="list-style-type: none"> Sentence dictation Correction of dictation in pairs
Vakiteny 2	Vakiteny 2	Vakiteny 2	Vakiteny 2	Vakiteny 2
<ul style="list-style-type: none"> Learn to recognize a text convention in the text Learners read the levelled text 	<ul style="list-style-type: none"> Learners re-read the levelled text Answer comprehension questions on the text read 	<ul style="list-style-type: none"> Learn to recognize a text convention in the text Learners read the levelled text 	<ul style="list-style-type: none"> Learners re-read the leveled text Answer comprehension questions on the text read 	<ul style="list-style-type: none"> Identify and read difficult words in the text Learners read a Garabola text
Teacher's self-reflection on lessons	Teacher's self-reflection on lessons	Teacher's self-reflection on lessons	Teacher's self-reflection on lessons	Teacher's self-reflection on lessons

SCOPE AND SEQUENCE OF CONTENT : WEEKS 18 to 33

Sequence 2, Part 2						
Herinandro faha (week)	18	19	20	21	22	23
Lohahevitra (theme)	Ny sakafo	Ny sakafo	Ny tsena	Ny tsena	Zaridaina fambolena legioma	Ny fambolena
Fanazarana Hiteny (read-aloud text)	Ny karazan-tsakafo (p. 74) Garabola taloha	Ny vary sy ny mangahazo (p. 204)	Ikotofetsy sy Imahaka (p. 203)	Miantseha I mora sy I Mira (p. 72)- Garabola taloha	Ilay resaka hafa kely (p. 208)	Mahafinaritra ny voninkazo (p. 73) - Garabola taloha
Litera ianarana (letter-sound focus)	tr-ts	mp-mb	ng-nt	nd-nj	dr-nk	ndr-nts-ntr
Soratra (writing)	Mameno fehezanteny amina teny + mameno teny	Mameno fehezanteny amina teny + mameno teny	Mandamina teny mifangaro + mameno teny	Mandamina teny mifangaro + mameno teny	Mandrafitra teny avy amina vaninteny mifangaro + mameno teny	Mandrafitra teny avy amina vaninteny mifangaro + mameno teny

Sequence 3						
Herinandro faha (week)	24	25	26	27	28	29
Lohahevitra (theme)	Ny fiompiana	Ny fiompiana	Ny tao-zavatra	Ny tao-zavatra	Ny asa iombonana	Ny fanatanjahan-tena
Fanazarana Hiteny (read-aloud text)	Ny fiompian'I Zatovo (p. 202)	Ny fiompiana akoho	Ny niandohan'ny taozavatra (p. 205)	Bevato (p. 203)	Andeha Hilalao (p. 206)	Ny lomano
Leveled text	« I Naivo mpiompy » Ny akoholahin'i Ndriana	Ny fiompiana zana-trondro tilapia Ny ganakely	Manao zaitra izaho sy neny Mpanao kiraro hoditra i Nary	Ny satrana I Doda mpandrafitra	Avotra ve ny fefiloha? Fetin'ny lavanila!	Lalao baolina Tompon-daka Rahoby!
Soratra (writing)	Manoratra soratanana e-l -Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana Mandrafitra teny avy amina vaninteny mifangaro	- Manoratra soratanana b-i -Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	- Manoratra soratanana t-o -Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	- Manoratra soratanana a-d -Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	- Manoratra soratanana n-m -Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	- Manoratra soratanana h-k -Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana
Herinandro faha (week)	30	31	32	33		
Lohahevitra (theme)	Ny fanatanjahan-tena	Ny fitaterana	Ny fety	Ny fireneko		
Fanazarana Hiteny (read-aloud text)	Ny tsipy baolina im-polo	Mena kely (p. 206)	Hira gasy	Ny nosintsika		
Leveled text	Aiza avy no afaka ilomanosana ? Fifaninanana hazakazaka ankizilahy sy ankizivavy	Ho any ambanivohitra i Zara Fitaterana haingam-pandeha?	Fety teny amoron-dranomasina Ny sakafon'ny rehefa fety	I Madagasikara fireneko Ny famadihana sy ny famorana		
Soratra (writing)	- Manoratra soratanana p-j	- Manoratra soratanana g-f	- Manoratra soratanana v-y	- Manoratra soratanana r-z-s		

	-Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	-Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	-Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	-Mamorona fehezanteny miainga amin'ny sary na amin'ny voambolana nianarana	
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LESSON PLAN TEMPLATES FOR SEQUENCE 2, PART 2

Weeks 18 to 23

Note to reader: this guide was translated from Malagasy to English. While every lesson in the final Malagasy version of the teacher’s guide is scripted, the English version will provide the lesson plan templates with all possible activities. Each lesson plan covers activities for the two daily reading lessons and one daily writing lesson. Each lesson is divided into 3 parts. Activities for each part swap in and out depending on the scope and sequence. When certain content items are highlighted in **yellow**, they can be swapped out with new content.

Lesson plan templates for Day 1 and Day 3

<p>Learning Objectives: At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Learn to associate the letter-sound [ts] - Read syllables and words containing the letter-sound [ts] - Complete a sentence with a suitable word / Complete a word with the appropriate letters / Put words in order to make a sentence / Put syllables in order to make a word. 	
<p>Documents/References:</p>	
<p>Materials and supporting materials: alphabet strip, student book p. __</p>	
<p>Preparation: Before the lesson:</p> <ul style="list-style-type: none"> - Attach the alphabet strip to the board - Put bookmarks in the student books. 	

Reading part 1 (20 minutes)
Part 1a
<p>Revision of syllables / words learned (5 min)—Weeks 18 to 23</p> <ol style="list-style-type: none"> 1. I write the syllables and words on the board in the following order: na, lo, va, li, ni, vola, io, ao, valo, ava, ila, anao 2. I ask students to read together the syllables or words as I point to them one by one.
Part 1b
<p>Introduction of the letter sound (10 min)—Weeks 18 to 23</p> <ol style="list-style-type: none"> 1. I write on [ts] board in large letters and ask the students to say the names of the letters. 2. I explain to the students that t and s together make the sound [ts] / as in tsara. 3. I repeat the sound [ts] to the students twice. <p>Read the letter in a syllable with "ts"</p> <ol style="list-style-type: none"> 4. I write the letter y after ts on the board. I tell the students that we will learn to read these letters together. 5. I point to the letter y and ask students to say the name and sound of this letter. 6. I tell the students that the letter makes the sound [i] and I make them repeat this sound twice. 7. I explain that they will blend the sounds of these two letters to read a syllable. I give them an example by following with my finger below each letter. ts-y. tsy. I ask the whole class to repeat twice after me.
Part 1c
<p>Reading syllables and words with the letter learned (5 min)—Weeks 18 to 23</p> <ol style="list-style-type: none"> 1. I ask the students to read the syllables with me when I point them, ts-a. tsa ; ts-o. tso ; ts-i. tsi ; t-se tse ; Ts-a, Tsa ; Ts-o, Tso ; Ts-i, Tsi, Ts-e Tse. 2. I write the following words on the board: tsara, maitso, tsirony, matsiro 3. I ask students to read the words with me as I point to them syllable by syllable.
Writing (30 minutes)
Writing Part a
<p>Dictation of letters (5 min)—Weeks 18 to 23</p> <ol style="list-style-type: none"> 1. I dictate capital letters that students have already learned to write, and they write them in their exercise book: L, I, O, V, A, N
Writing Part b
<p>Completing sentences in writing (10 min)—Weeks 18 and 19</p> <ol style="list-style-type: none"> 1. I explain to students that we will learn to complete sentences with appropriate words. 2. I write these words and a sentence with a gap on the board: maitso-tsaramaso

**tsara ny hena sy ny ...
.... ny ala.**

3. First, I choose **maitso** to complete the first sentence, and I read: **tsara ny hena sy ny maitso** and I tell the students the sentence doesn't make sense, so I choose **tsaramaso**, and I read: **tsara ny hena sy ny tsaramaso**, and I say this makes sense.
4. I ask students to complete the second sentence orally with the appropriate word. I write the word **maitso** to complete the sentence.

Putting words in order (10 min)—Weeks 20 and 21

1. I explain to students that we will learn how to put words in order to make a correct sentence.
2. I write these words on the board:
Hafakely ny Biby sifotra
ny lesona mianatra ankizy
3. I explain to the students that you must first read the words and think if the sentence makes sense, if not, they should re-order the words to form a correct sentence that makes sense.
4. I read: **hafakely Biby ny sifotra**. It doesn't make sense
5. I reorder the words, and I read: **Biby hafakely ny sifotra**. It makes sense.
6. I ask the students to put the second sentence in order. I write the sentence in order.
7. We read the ordered sentence together once.

Putting syllables in order to make words (10 min)—Weeks 22 and 23

1. I explain to students that we will learn to put syllables in order to make words.
2. I write these words on the board:
fa ndro no
nki zy a
3. I explain to the students that they have to look at the syllables first, to think about different possible words to make using these syllables.
4. I write: **fa no ndro fanondro**. It's a word!
5. I ask the students to order the mixed syllables of the second word and write it in their exercise books.
6. Then, I write the word: **ankizy**.
7. Students correct their work if they made a mistake.
8. We read the ordered word together.

Writing Part c

Students complete sentences in writing (15 min)—Weeks 18 and 19

1. I ask students to copy and complete the sentences that are in their student books on page **77**.
2. I walk around the class to help those who have difficulties.
3. I collect the students' exercise books.

Students order sentences in writing (15 min)—Weeks 20 and 21

1. I ask students to order the sentences in their student books on page **85**.
2. I walk around the class to help those who have difficulties.
3. I collect the students' exercise books.

Students order words in writing (15 min)—Weeks 22 and 23

1. I ask students to make words from the syllables in their activity books on page **93**.
2. I walk around the class to help those who have difficulties.
3. I collect the students' exercise books.

Reading part 2 (20 minutes)

Part 2a

Reading syllables and words with the letter learned (5 min)—Weeks 18 to 23

1. I ask students to read syllables and words with me as I point to them: **tsi, tso, tsa, tse, tsiro, tsotra, tsilo, tsako**

2. I ask students to read the words with me as I point to them syllable by syllable.

Part 2b

Reading the letter, syllables, and words (15 min)—Weeks 18 to 23

1. I ask students to open their activity book on page 77 and read the letters, syllables, and words from the symbol ★ following what they read with their finger. They must read everything six times from left to right and from top to bottom. I supervise the activity.
2. During this time, I go around and stop in front of 10 students to listen to them read. I help them as needed by correcting mistakes. I also make sure that all students are really reading.

Teacher self-reflection on reading and writing lessons

I go through the objectives of the reading-writing lessons and I ask myself the following questions:

Are my students able to...

- associate the letter-sound [ts]?
- read syllables and words containing the letter [ts]?
- complete a sentence with a suitable word / Complete a word with appropriate letters / Put words in order to make a sentence / Put syllables in order to make a word?

Lesson plan templates for Day 2 and Day 4

<p>Learning Objectives: At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Read syllables and words containing the letter-sound [ts] - Read a decodable text containing the letter-sound [ts] - Write dictated syllables and words with the letter-sound [ts]. 	
Documents/References:	
Materials and supporting materials: alphabet strip, student book p. ___	
Preparation: Before the lesson:	
<ul style="list-style-type: none"> - Attach the alphabet strip to the board - Put bookmarks on the student books. 	

Reading part 1 (20 minutes)
Part 1a
<p>Revision of syllables and words learned (5 min) —Weeks 18 to 23</p> <ol style="list-style-type: none"> 1. I write the syllables and words on the board in the following order: tra, tso, fe, ly, se, tsa, tro, tse, mitsena, tsiro, tsotra, vitsy. 2. I ask students to read together the syllables or words as I point to them one by one.
Part 1b
<p>Introduction to decodable text (15 minutes)—Weeks 18 to 23</p> <p>Text conventions:</p> <ol style="list-style-type: none"> 1. I ask students to open their booklet on page 78. 2. I ask them to point to the first capital letter they see in the text. 3. I explain to the students that sentences always start with a capital letter. People's names also start with capital letters. 4. I ask them to find all the capital letters in the reading text and name them aloud. 5. Then, I choose 5- 7 students to tell me the capital letters they found. <p>Pre-reading the decodable text:</p> <ol style="list-style-type: none"> 1. I ask students to look at the picture and then share their predictions about the text content in pairs. 2. I choose 4 students to give us their friend's prediction. 3. I read the first sentence pointing to the words. 4. I show students where to start reading (from the capital letter) and I tell them to read until the end of the text. 5. I ask the whole class to read the text to the end once in chorus, pointing the words in their student books.
Writing (30 minutes)
Writing Part a
<p>Reading letters (5 min)— Weeks 18 to 23</p> <ol style="list-style-type: none"> 1. I point to letters learned on the alphabet strip at random and ask the students to say the sound that the letter makes: a, n, l, i, o, v
Writing Part b
<p>Dictation of syllables and words (15 min)— Weeks 18 to 23</p> <ol style="list-style-type: none"> 1. I explain to the students that we will do a dictation and that they will use the sounds of the letters they know to write the dictated syllables and words. If they have difficulty writing the words, I tell them to divide them into syllables first and write them syllable by syllable. 2. I dictate the following syllables and words: tso, tsi, tse, tsa, tsara, tsilo, mitsena, tsako, mahitsy.

Writing Part c	
Correction in pairs (10 min)—Weeks 18 to 23	
<ol style="list-style-type: none"> 1. I ask the students to swap exercise books with a partner. I supervise them carrying out this instruction. 2. I write the correct spelling of the syllables and words on the board. Students correct their friend's work. 3. I collect the learner's exercise books. 	
Reading part 2 (20 minutes)	
Part 2a	
Reading syllables and words with the letter learned (5 min)— Weeks 18 to 23	
<ol style="list-style-type: none"> 1. I ask the students to read the syllables with me as I point to them, k-a. ka ; k-o. ko ; k-i. ki. 2. I write the following words on the board: koa, naka, ako, anaka 3. I ask the students to read the words with me as I point to them syllable by syllable. 	
Part 2b	
Reading decodable text (15 minutes)—Weeks 18 to 23	
<ol style="list-style-type: none"> 1. I tell all the students to read the text on page 78 at the same time, but individually and in a quiet voice, from the symbol ☺ while following the letters with their finger. I supervise this activity. 2. They must read the text six times in a row from beginning to end, and then backwards twice. 3. I go around the class and stop in front of 10 students and ask each of them to read me the text from beginning to end. I also make sure that all students are reading. 	<p>☺ Ny tsaramaso maitso</p> <p>Tsaramaso maitso ireo.</p> <p>Matsiro tsara ny tsaramaso.</p> <p>Tsaraoko mihitsy ny tsirony.</p>
Teacher self-reflection on reading and writing lessons	
I go through the objectives of the reading-writing lessons and I ask myself the following questions:	
Are my students able to...	
<ul style="list-style-type: none"> - read syllables and words containing the letter-sound [ts]? - correctly write the syllables and words dictated? 	

Lesson plan templates for Day 5

Learning Objectives: At the end of the lesson, students will be able to:	
<ul style="list-style-type: none"> - Accurately read a decodable text with the letter-sound [tr] and [ts]. - Writing skill of the week. 	
Documents/References:	Garabola, p. _
Materials and supporting materials: alphabet strip, student book p. ___	
Preparation: Before the lesson:	
<ul style="list-style-type: none"> - Attach the alphabet strip to the board - Put bookmarks on the student books. 	

Reading part 1 (20 minutes)
Part 1a
Revision of syllable and words learned (5 min)—Weeks 18 to 23 <ol style="list-style-type: none"> 1. I write the syllables and words on the board in the following order: t_sa, t_ri, t_so, t_se, t_ra, t_si, t_re, t_rano, t_retrika, t_sena, lalitra, t_siro, t_riatra, t_sotra, nivoatra, t_silo 2. I ask students to read together the syllables or words as I point to them one by one. 3. I ask students to open their student books on page 75. 4. I tell all the students to read the text on page 5 at the same time, but individually and in a quiet voice, from the symbol ★ while following the letters with their finger. I supervise this activity. 5. I go around the class and stop in front of 10 students and ask each of them to read me the text from the beginning to the end. I also make sure that all students are actually reading.
Part 1b
Re-reading of the decodable texts of the week (15 min)— Weeks 18 to 23 <ol style="list-style-type: none"> 1. I ask students to open their student books on pages 76 and 78. 2. I tell all the students to read each text at the same time, but individually and in a quiet voice, from the symbol © while following the letters with their finger. I supervise the activity. They must read each text six times in a row from beginning to end and then backwards twice. 3. I go around the class and stop in front of 10 students and ask each of them to read me the text from beginning to end. I also make sure that all students are reading.
Writing (30 minutes)
Writing Part a
Reading letters (5 min)— Weeks 18 to 23 <ol style="list-style-type: none"> 1. I point to letters learned on the alphabet strip at random and ask the students to say the sound that the letter makes: a, n, l, i, o, v, h, k
Writing Part b
Completing words (15 minutes)—Weeks 18 and 19, weeks 22 and 23 <ol style="list-style-type: none"> 1. I explain to the students that we are going to complete a word with the syllables “tr and ts” 2. I write the syllables “tr and ts” and the incomplete words ...ano, mai...o on the board 3. I explain to the students that I will choose one of these diphthongs to fill the gaps and make a complete word: <i>I first take tr to complete ... ano and I read trano and I tell the students that the word makes sense and I draw a house next to it.</i> 4. I ask the students to complete the second word orally with the appropriate diphthong. I write the completed word maintso.
Putting words in order (10 min)—Weeks 20 and 21
<ol style="list-style-type: none"> 1. I explain to the students that we will again reorder words to make sentences.

2. I write these words on the board:

hafakely ny Biby sifotra
ny lesona mianatra ankizy

3. I explain to the students that we must first read the words to know if they have a meaning, and if not we must reorder them to make a correct sentence that makes sense.

4. I read: **hafakely Biby ny sifotra**. It doesn't make sense.

5. I reorder the words, and I read: **Biby hafakely ny sifotra**. It makes sense.

6. I ask the students to put the second sentence in order orally, and I write the sentence in order.

Writing Part c

Students complete written words (15 min)—Weeks 18 and 19; weeks 22 and 23

1. I write the following word parts on the board: ...ano; ...ena; Sa...ia;iro sa...oka
2. I ask the students to copy them and complete the words in their notebooks.
3. I walk around the class to help those who have difficulties.
4. I collect the students' notebooks.

Students put written sentences in order (15 min)—Weeks 20 and 21

1. I write the following out of order sentences on the board: **i Angoty. Tarehy Tsara ny rainy. Antitra**
2. I ask the students to copy them and put the sentences in order in their notebooks.
3. I walk around the class to help those who have difficulties.
4. I collect the students' notebooks.

Reading part 2 (20 minutes)

Part 2a

Revision of syllables and words learned (5 min)—Weeks 18 to 23

1. I write the syllables and words on the board: **tsa, tri, tso, tse, tra, tsi, tre, trano, tretrika, tsena, lalitra, tsiro, triatra, tsotra, nivoatra, tsilo.**
2. I ask the students to read the words or syllables together as I point to them one by one.

Part 2b

Reading a text in the Garabola (15 min)—Weeks 18 to 23

1. I ask the students to open their Garabola manuals on page 36.
2. I tell all the students to read the text at the same time, but individually and in a quiet voice, while following the letters with their finger. They must read the text six times in a row from beginning to end and then backwards twice.
3. I go around the class and stop in front of 10 students and ask each of them to read me the text from beginning to end. I also make sure that all students are actually reading.

Bimonthly teacher self-reflection on the reading and writing lessons

I ask myself the following questions about my students' progress:

Are my students able to...

- Read syllables and words composed of the studied letters (n, a, i, o, t, m, v, y, e, r, l, s, h, g, d, j, b, k, p, z, f, ts, tr)?
- Write dictated syllables and words using the letter-sound associations learned (k, h, o, v)?
- Complete a sentence with a suitable word / Complete a word with the appropriate letters / Put words in order to make a sentence / Put syllables in order to make a word?

Note to Teacher: If 50% or more of my students have not mastered one or more of these goals, conduct a corresponding remediation activity on page 28 with students experiencing difficulties.

Assessment of key skills for sequence 2, part 2 (weeks 18 to 23)

Note to the teacher: To ensure that you reach the performance thresholds developed by the MEN, this assessment focuses on the skills acquired in weeks 18 to 23 of the program including:

- Decoding:

- o Associate letters (simple and diphthong) with sounds to read syllables.
- o Associate letters (simple and diphthong) with sounds to read words and phrases.

- Encoding:

- o Associate sounds with letters (simple and diphthong) to write the syllables heard.
- o Associate sounds with letters (simple and diphthong) to write the words heard.

- Text conventions:

- o Complete sentences with the appropriate word.
- o Put a sentence in order.
- o Complete a word.
- o Put syllables in order to form a word.

You will administer this assessment with each learner, one by one or in a group. The assessment should take about 5 minutes per learner.

When you are evaluating your students one by one, ask the others to practice reading the syllables, words, and texts, and illustrate a word of their choice in their exercise books by drawing a picture and writing the word under it.

For example, a learner could draw an **akanjo** and write **akanjo** below his/her drawing.

Following this evaluation, calculate the students' scores and identify the necessary remedial activities (proposed after this assessment) to be conducted with one, several, or all of your students before starting week 24.

Instructions: For each learner assessed, write down the scores for each test.

Scoring	
Sub-tests	Minimum score
A. Reading syllables	≤ 7 correct
B. Reading words	≤ 6 correct
C. Reading a decodable text	≤ 16 correct
D. Dictation of syllables and words	≤ 4 syllables correct ≤ 3 words correct
E. Ordering sentences	≤ 3 correct

Learner's name	A. Reading syllables (out of 10)	B. Reading words (out of 8)	C. Reading a decodable	D. Dictation of syllables and	E. Ordering sentences (out of 5)

Teacher's evaluation sheet

A. Reading syllables:

Instructions to the learner: I will ask you to read some syllables. You will read them from left to right. Let's try to read together (*Point the syllable "ndry" and read it with the learner*). Are you ready to read alone?

- a. If the learner takes more than three seconds to read a syllable, ask them to move on to the next syllable.
- b. Count the syllables read correctly. Do not count syllables read incorrectly or not read.
- c. In the grid next to the learner's name, put the number of syllables read correctly.

ndry				
tsa	tro	nde	Dra	Mpi
nto	nki	Nje	mbo	ngy
				/10

A. Reading words:

Instructions to the learner: I am going to ask you to read some words. You will read them from left to right. Let's try to read together (*Point the word "trano" and read it with the learner*). Are you ready to read alone?

- i. If the child takes more than three seconds to read a word, ask them to move on to the next word.
- ii. Count the words read correctly. Do not count words read incorrectly or not read.
- iii. In the grid next to the learner's name, put the number of words read correctly.

trano			
onja	sandry	omby	Hendry
mijinja	kankana	Mpiompy	manga
			/8

B. Reading a text:

Instructions to the learner: I am going to ask you to read a little text. You will read from left to right.

- If the learner takes more than five seconds to read a word, ask them to move on to the next word.
- Highlight words read incorrectly or not read.
- Count the words read correctly. Do not count words read incorrectly or not read.
- In the grid next to the learner's name, put the number of words read correctly.

Tonga teo Randria mpanjono aninkeheo.
Nanatitra trondro hatao laoka izy.

Nitondra tongolo koa i Ndriana.
Hampatsiro ny trondro izany.

/19

C. Dictation of syllables and words: Evaluation to be administered to the whole class

Instructions to students: I will dictate syllables and words to write in your exercise books or on your slates. You will write them from left to right. Are you ready?

- i. Repeat each syllable or word twice. Allow 20 seconds for students to write each letter.
- ii. At the end, collect or check the exercise books / slates to record each learner's score in the grid. Accept the use of capital letters at the beginning of words.

Syllables to dictate	Words to dictate
ndra	andro
mpi	tsilo
nke	rambo
njo	ngeza
mbi	tanty
___/5	___/5

D. Putting sentences in order: Evaluation to be administered to the whole class

Instructions to students: I will write some jumbled words on the board. You will copy them in order to form a correct sentence. Here is an example: **Naivo trano Mandoko i.**

The sentence in order is: **Mandoko trano i Naivo.** Are you ready?

- i. Write each jumbled sentence as you go on the board. Repeat it twice. Leave a minute for the students to put each sentence in order in their exercise book / slate.
- ii. At the end, collect or check the exercise books / slates to record each learner's score in the grid.

Words to order	Correct sentences
vary Mahandro soa. i	Mahandro vary i soa.
i Hery. lobaka Manzaitra	Manzaitra lobaka i Hery.
ny fokonolona. fefiloha Manamboatra	Manamboatra fefiloha ny fokonolona.
ankizy. ny feta Mijery	Mijery fety ny ankizy.
ny mpianatra. Mamboly voninkazo	Mamboly voninkazo ny mpianatra.
___/5	

Student's sheet

A. Reading syllables

ndry					
t	tsa	tro	nde	Dra	Mpi
n	nto	nki	Nje	mbo	ngy

B. Reading words

trano			
onja	sandry	omby	Hendry
mijinja	kankana	Mpiompy	manga

C. Reading a decodable text

Tonga teo Randria mpanjono
aninkeheo.

Nanatitra trondro hatao laoka izy.

Nitondra tongolo koa i Ndriana.

Hampatsiro ny trondro izany.

Remediation activities, Term 2, part 2 (weeks 18 to 23)

These remediation activities can be used in several ways:

1. During your daily lessons when you identify the need for immediate remediation in one or more students.
2. Following the assessment of your students, look at the minimum scores and identify remedial activities needed to be conducted with one, several, or all of your students. **Tip:** If 50% or more of your students do not achieve the minimum score, conduct the remediation activity with the entire class.

If a learner cannot...	Remediation activities
Writing (letter formation)	
Write the studied capital letters A to Z	<ul style="list-style-type: none"> • Hold each learner's hand and help him/her write the problem letter explaining the movements used.
Vocabulary	
Identify vocabulary associated with a theme.	<ul style="list-style-type: none"> • Restate the theme (e. g. , the market) and ask the learner questions about his/her experiences. (e. g. , Have you been to the market? When is market day? What do you see in the market?) Let the learner express himself/herself and repeat all the vocabulary he/she says (e. g. , Oh! You see foods like pineapple and rice at the market)
Define the new vocabulary in the text.	<ul style="list-style-type: none"> • Repeat the word by gesturing or showing him/her an image. Then ask him/her to say that word in his/her mother tongue. • Use the word in several sentences. Then, ask him/her to use the word in a sentence. • Repeat the definition of the word. Then, ask him/her to repeat the definition and then explain the word in their own words. • Write the word on the board and show him/her how to break the word up into its semantic parts to know what it means. For example: ffifamoivoizana = fifa (tovona) -moi (fototeny) -voi (fototeny verindroa) -zana (tovana) Then, give other words and ask him to divide it into its semantic parts then to say what the word means from these parts.
Decoding (graphophonic awareness)	
Read syllables and words with the letters studied	<ul style="list-style-type: none"> • Repeat the sound that each letter makes in the syllable or word and then associate them with their sounds quickly by tracing your finger under each letter. Ask the learner to repeat this association. Repeat it with 2 other words then ask him/her to do it alone with 2 other words.
Encoding	
Write dictated syllables using letter-sound associations learned AND Write dictated words using letter-sound associations learned	<ul style="list-style-type: none"> • Repeat the sound each letter makes in the word. Then associate the sounds for them by holding their finger and tracing each letter. Tell them to repeat this association. Repeat it with 2 other words then ask them to do it alone with 2 letters or syllables, then write them. • Choose one of the words that he/she cannot write. Then give him/her the following example: stretch the word out and say each sound you hear in the word and the associated letter(s) with each sound. Write each letter of the word as you go. Then, ask him/her to write the next word following the same procedure.
Text conventions	
Complete a sentence with a suitable word	<ul style="list-style-type: none"> • Ask the learner to say what he/she wants to write. Then ask him/her to write what he/she can write alone. Then complete the sentence by writing the words that are missing or by helping the learner by showing him/her that for certain words he/she knows letters that he/she can

	write by himself/herself. Finally, ask him/her to copy the whole sentence and read it.
Put words in order to make a sentence	<ul style="list-style-type: none"> • Write the words of the sentence mixed up on the board or in the exercise book. Read the words with him/her. Then, explain that a sentence begins with a capital letter. This can be a clue that this is the beginning of the sentence. The sentence must also make sense when spoken. Write the sentence in the correct order and read it with him/her. Then, write another mixed up sentence for the learner to order. Encourage him/her to re-read the sentence to see if it makes sense. • Model how to write a sentence in accordance with the conventions: show him/her to put a capital letter at the beginning of a sentence, put spaces between words, and end the sentence with a full stop.
Reading fluency (accuracy)	
Accurately read decodable text (80-90% accuracy)	<ul style="list-style-type: none"> • Repeat the demonstration of the letter-sound association to get him/her to decode syllables first and then words.
Listening and reading comprehension	
Understand the main idea of the text	<ul style="list-style-type: none"> • Read the text, and then re-read it with the learner. Ask questions to highlight theme of the text (the main idea) and the details that add to this theme. Then, in your own words, say in one or two sentences the main idea of the text. Then ask the learner to do the same thing in their own words. If there are other students, choose several students to share their ideas and help them rephrase them if they have given answers that do not contain the main idea.
Answer questions and get the general idea of the text or order the events of a text.	<ul style="list-style-type: none"> • Re-read the text. Ask the learner questions about the different elements of the text as you read. At the end of the text, repeat with them all the elements of the text needed to answer the questions.
Identify the main elements of a story: characters, setting, problem, solution	<ul style="list-style-type: none"> • Revise the diagram which shows the characters, the setting, the problem, the solution. Read the text and then re-read it with the learner. Ask questions about the different elements of the text as you read. At the end of the text, repeat with him/her all the elements of the text listed in the diagram.
Put the main events of a story in order AND Summarize the important elements of an oral narrative	<ul style="list-style-type: none"> • Read the text again. When you read it, stop from time to time to ask what has happened. Then continue reading, stopping from time to time to ask what has happened. Then, at the end, ask him/her to repeat the story in his/her own words.
Put yourself in the place of a character to express the emotions of this character	<ul style="list-style-type: none"> • Re-read the text for the learner with expression and ask him/her to close his/her eyes and imagine the events of the story as if he/she were the character in question. Then, ask him/her to say how he/she thinks the character feels, and what he/she would do in the character's place.
React to events in a reading text	<ul style="list-style-type: none"> • Ask the learner specific questions about the stories: <ul style="list-style-type: none"> - Which character did you like the most? - Which story made you laugh? - Which story interested you?
Imagine the ending of a story	<ul style="list-style-type: none"> • Read the text and then re-read it with the students. Ask questions about the different elements of the text as you read. When you get to the problem of the story, tell the learner to imagine different solutions by using the elements of the text to help them answer.


LESSON PLAN TEMPLATES FOR SEQUENCE 3

Weeks 24 to 33

Note to reader: this guide was translated from Malagasy to English. While every lesson in the final Malagasy version of the teacher’s guide is scripted, the English version will provide the lesson plan templates with all possible activities. Each lesson plan covers activities for the two daily reading lessons and one daily writing lesson. Each lesson is divided into 3 parts. Activities for each part swap in and out depending on the scope and sequence. When certain content items are highlighted in **yellow**, they can be swapped out with new content.

Lesson plan templates for Day 1 and Day 3

Learning Objectives: At the end of the lesson, students will be able to :	
<ul style="list-style-type: none"> - Give and write predictions about a reading text. - Find words that are difficult to decode and use decoding strategies to read them. - Accurately read a level 4 text. 	
Documents/References:	
Materials and supporting materials: alphabet strip, student book p. __	
Preparation: Before the lesson:	
<ul style="list-style-type: none"> - Put bookmarks the student books. 	

Reading part 1 (20 minutes)
Part 1a.
<p>Looking at the text image (5 min)—Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I ask students to open their student books on page 117. 2. I ask students to say what they see in the image and tell their partner what they think the story will be about. 3. I choose 3 to 4 pairs to share their predictions.

Part 1b.
<p>Identifying difficult words (10 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I ask students to look at the text and point to words that they find hard to read. 2. I walk around to see the words the students are pointing to and I write them on the board. 3. I show the students how to read these words by dividing them into syllables or parts. Example: nifaninana → ni-fa-ni-na-na naharesy → naharesy
Part 1c.
<p>Reading difficult words (5 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I point to the words on the board, and I ask the students to find them in their text and to practice reading them in a quiet voice. 2. I walk around the class to help the students who need it and to correct errors.
Writing (30 minutes)
Writing Part a
<p>Write one/several sentence(s) about the text (8 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I ask the students to think about the prediction they made about the text. 2. I ask the students to write a sentence saying what they think the text will be about. 3. I walk around the class to help learners write their sentences.
Writing Part b
<p>Learn to write a cursive letter (5 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I point to the letter h on the alphabet strip and ask the students to name it. 2. I explain that we will learn to write this letter in cursive. 3. I write h on the board and explain: to write the letter "h" in cursive, I 4. The whole class copies these movements to form the letter with their fingers on the bench and then on the slate.
Writing Part c

Students write the letter (17 min)—Weeks 24 to 33

1. I ask the students to copy **the letter h in cursive** in their exercise books following the model in their activity books on page **119**. I ask them to copy the line three times.
2. I walk around the class to help those who have problems.
3. I collect the students' exercise books.

**Reading part 2 (20 minutes)****Part 2a****Introduction of the leveled text—(8 minutes)— Weeks 24 to 33****Text conventions:**

1. I write a comma (,) on the board.
2. I explain to the students that when they see a comma in the text, they should pause.
3. I ask them to search the **Lalao baolina** text to find the commas on page **117**. During this time, I walk around and stop in front of 5-7 different students and ask them to show me the full stops and commas in the text.

Pre-reading the leveled text:

4. I read the title of the “**Lalao baolina**” text. Then, I ask the students to read it with me.
5. I read the first sentence, pointing to the words.

Part 2b**Students read the leveled text (12 min)— Weeks 24 to 33**

4. I tell the students to read the text at the same time, but individually and in a quiet voice. They must read the text 4 times in a row from beginning to end and then backwards twice.
5. I show the students where to start reading and ask them to start reading (☺).
6. I go around the class and stop in front of 10 students and ask each of them to read me the text from the beginning to the end.

☺ Lalao baolina

Raikitra ny baolina, baolina kitra izany.

Nifanandrina tamin'ny lahy ny vavy.

Iza no nandresy ?

Nitifitra i Ketaka, nahafaty izy.

Nandresy ny vavy, faly izy !

Niarahaba ny vavy ny lahy.

Teacher self-reflection on the reading and writing lessons

I go through the objectives of the reading-writing lessons and I ask myself the following questions:

Are my students able to...

- Give predictions about a reading text?
- Find words that are difficult to decode and use decoding strategies to read them?
- Accurately read a **level 4** text?

Lesson plan templates for Day 2 and Day 4

<p>Learning Objectives: At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Use new vocabulary in their own sentences, orally and in writing. - Accurately re-read a level 4 text. - Answer comprehension questions about the reading text. 	
Documents/References:	
Materials and supporting materials: alphabet strip, student book p. __	
Preparation: Before the lesson:	
<ul style="list-style-type: none"> - Put bookmarks in the student books. 	

Reading part 1 (20 minutes)
Part 1a
<p>Recall the text (5 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I ask the students the following question: What is the “Lalao baolina” text about? 2. I ask the students to answer in pairs first, and then I choose 3 to 4 pairs to answer.
Part 1b
<p>Discuss the vocabulary (15 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I write the following words on the board: nifanandrina, baolina kitra, naharesy 2. I ask the students to read the words with me. 3. I point to the word nifanandrina, and I say we will use it in a sentence: In a basketball match, teams play against each other. 4. I ask the students to make a sentence with nifanandrina and share the sentence with their partner. Then, I choose 3 to 4 pairs to share their sentences with the class. 5. I follow the same steps with the words: baolina kitra, naharesy
Writing (30 minutes)
Writing Part a
<p>Write a sentence with a vocabulary word (8 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I ask the students to choose one of these words: nifanandrina, baolina kitra, naharesy 2. I ask the students to write a sentence with this word. 3. I walk around the class to help students write their sentences. 4. I ask 5 students to share their sentences.
Writing Part b
<p>Learn to form cursive syllables and words (5 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I write the following syllables and words in cursive on the board showing the students how to connect the letters: <i>ha hi he ho aho hira</i> 2. The whole class copies the movements and forms the letter with their finger on the bench and then on the slate.
Writing Part c
<p>Writing syllables and words in cursive (17 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I ask the learners to copy the syllables and words in cursive in their exercise books following the model in their activity books on page 119. I ask them to copy each line three times. 2. I walk around the class to help those who have problems. 3. I collect the students' exercise books.
Reading part 2 (20 minutes)
Part 2a
<p>Students re-read the leveled text (15 min)— Weeks 24 to 33</p> <ol style="list-style-type: none"> 1. I ask the students to open their student books on page 117.

2. I ask the students to read the **Lalao baolina** text at the same time, but individually and in a quiet voice. They must read the text 4 times in a row from beginning to end.
3. I show the students where to start reading (☺) and ask them to start reading.
4. I go around the class and stop in front of 10 students and ask each of them to read me the text from the beginning to the end.

Part 2b

Answering comprehension questions about the reading text (5 min)— Weeks 24 to 33

1. I ask the students the following questions about the **Lalao baolina kitra** text:
 - **What game are the children playing? (football)**
 - **Who is playing against who? (the girls against the boys)**
 - **Who scores a goal? (Ketaka)**
 - **Who wins at the end? (the girls)**
 - **In your opinion, what will happen after the girls win this match?** (open answer)
2. For each question, I ask the students to answer in pairs, and then I choose 3 to 4 pairs to answer.

NB. The questions depend on the comprehension sub-skill in this week's progression.

Teacher self-reflection on the reading and writing lessons

I go through the objectives of the reading-writing lessons and I ask myself the following questions:

Are my students able to...

- Use new vocabulary in their own sentences, orally and in writing?
- Accurately re-read a **level 4** text?

Lesson plan templates for Day 5

Learning Objectives: At the end of the lesson, students will be able to:	
<ul style="list-style-type: none"> - Accurately re-read the week's leveled texts. - Correctly write dictated words using letter-sound association. 	
Documents/References:	Garabola, p. 69
Materials and supporting materials alphabet strip, student book p. ____	
Preparation: Before the lesson:	
<ul style="list-style-type: none"> - Put bookmarks in the student books. 	

Reading part 1 (20 minutes)
Part 1a
Re-read the words learned (5 min)— Weeks 24 to 33
<ol style="list-style-type: none"> 1. I write the words on the board: nifanandrina, baolina kitra, naharesy 2. I ask the students to read together the syllables or words as I point to them one by one.
Part 1b
Re-reading the week's leveled text (15 min)— Weeks 24 to 33
<ol style="list-style-type: none"> 1. I ask the students to open their student book on pages 117 and 118. 2. I ask the students to read the texts at the same time, but individually and in a quiet voice. They must read each text 3 times in a row from beginning to end. 3. I show the students where to start reading (☺) and ask them to start reading. 4. I go around the class and stop in front of 10 students and ask each of them to read me the text from the beginning to the end.
Writing (30 minutes)
Writing part a
Sentence dictation (15 min)— Weeks 24 to 33
<ol style="list-style-type: none"> 1. I explain to the students that we will do a dictation, and that they will use the sounds of the letters that they know to write the words dictated. If they find it difficult to write the words, I tell them to divide them into syllables first and then write them syllable by syllable. 2. I dictate the following sentences: Faly is playing football. Lila is skipping. <i>NB. Dictation sentences use the vocabulary studied throughout the week.</i>
Writing part b
Correction in pairs (10 min)— Weeks 24 to 33
<ol style="list-style-type: none"> 1. I ask the students to swap their exercise books with a partner. 2. I write the correct spelling of the words on the board. The students correct their friend's writing. 3. I collect the learners' exercise books.
Reading part 2 (20 minutes)
Part 2a
Identifying difficult words (10 min)— Weeks 24 to 33
<ol style="list-style-type: none"> 1. I ask the students to look at the text and point with their fingers to words that they find hard to read. 2. I walk around the class to see the words the students are pointing to, and I write them on the board. 3. I show the students how to read the words by dividing them into syllables or parts. Example: fifaninanana → fi -fa-ni-na-na- na ankizivavy → ankizi-vavy 4. I point to the words on the board and ask the students to find them in the text and practice reading them in a quiet voice. 5. I walk around the class to help those who need it and correct errors.

Part 2b

Reading a Garabola text (15 min)— Weeks 24 to 33

1. I ask students to open their Garabola manual to page 69.
2. I ask the students the texts at the same time, but individually and in a quiet voice. They must read each text 4 times in a row from beginning to end.
3. I show the students where to start reading and ask them to start reading.
4. I go around the class and stop in front of 10 students and ask each of them to read me the text from the beginning to the end.

Bimonthly teacher self-reflection on the reading and writing lessons

I ask myself the following questions about my students' progress:

Are my students able to . . .

- Read and use vocabulary seen in the texts?
- Accurately read the leveled texts (80%-90% accuracy)?
- Correctly answer comprehension questions? Imagine the ending of a text they have read?

Note to Teacher: If 50% or more of my students have not mastered one or more of these goals, conduct a corresponding remediation activity on page 43 with students experiencing difficulties.

Key competencies assessment for weeks 24 to 33

Note to the teacher: To ensure that you reach the performance thresholds developed by the MEN, this assessment focuses on the skills acquired in the weeks 18 to 23 of the program including:

- Fluency:
 - o Read the texts with accuracy and speed.
- Comprehension:
 - o Answer comprehension questions about a reading text.
- Form the letters of the alphabet from a - z in cursive.
- Written production: Write their own sentences with the vocabulary studied.

You will administer this assessment with each learner, one by one or in a group. The assessment should take about 5 minutes per learner.

When you are evaluating your students one by one, ask the others to read a text of their choice and illustrate and answer the following question: What is your favourite part of this text?

Following this evaluation, calculate the students' scores and identify the necessary remedial activities (proposed after this assessment) to be conducted with one, several, or all of your students before the end of the academic year.

Instructions: For each learner assessed, write down the scores for each test.

Scoring	
Sub-tests	Minimum score
A. Reading words	≤ 6 correct
B. Reading a leveled text	≤ 24 correct
C. Reading text comprehension	≤ 6 correct
D. Dictation of syllables and words using cursive handwriting	≤ 4 syllables correct ≤ 3 words correct
E. Writing own sentence with a vocabulary word	≤ 4 correct

Teacher's evaluation sheet

A. Reading words:

Instructions to the learner: I am going to ask you to read some words. You will read them from left to right. Let's try to read together (*Point the word "ringitra" and read it with the learner*). Are you ready to read alone?

- iii. If the child takes more than three seconds to read a word, ask them to move on to the next word.
- iv. Count the words read correctly. Do not count words read incorrectly or not read.
- v. In the grid next to the learner's name, put the number of words correctly read.

ringitra			
randrana	henjana	anatsonga	manongotra
misambotra	hangataka	novonjeny	fiantrana
			/8

B. Reading a text:

Instructions to the learner: I am going to ask you to read a little text. You will read from left to right.

- vi. If the learner takes more than five seconds to read a word, ask them to move on to the next word.
 - vii. Highlight words read incorrectly or not read.
 - viii. Count the words read correctly. Do not count words read incorrectly or not read.
- In the grid next to the learner's name, put the number of words read correctly.

Te hilalao baolina koa i Soa.
Nanda ireo ankizilahy.
Tonga teo akaikin'i Soa ny baolina.
Nodakany ny baolina.
Tafiditra tao anaty harato ny baolina.
Navelany hilalao ihany i Soa.

/30

C. Comprehension questions

Instructions to the learner: I am going to ask you some questions about the text you have just read.

- Leave the text in front of the learner.
- If the learner takes more than ten seconds to answer, move on to the next question.
- Count the questions that the learner has answered correctly.
- In the grid next to the learner's name, put the number of questions that the learner has answered correctly.

Questions	Answers	Correct/ incorrect
1. Iza no nilalao baolina?	The boys	
2. Inona no tian'I Soa hatao?	She wants to play football	
3. What did Soa do?	She kicked the ball and scored a goal	
4. In your opinion, why don't the boys want to play with Soa?	Possible answers: she is a girl, she came after the game had started, etc.	

D. Dictation of syllables and words: Evaluation to be administered to the whole class

Instructions to students: I will dictate syllables and words to write in your exercise books or on your slates. You will write them from left to right. Are you ready?

- ix. Repeat each syllable or word twice. Allow 20 seconds for students to write each letter.
- x. At the end, collect or check the exercise books / slates to record each learner's score in the grid. Accept the use of capital letters at the beginning of words.

Syllables to dictate	Words to dictate
<i>ma</i>	<i>sokatra</i>
<i>ki</i>	<i>trondro</i>
<i>njo</i>	<i>mpamboly</i>
<i>mba</i>	<i>vesatra</i>
<i>nte</i>	<i>fantsika</i>
___/5	___/5

E. Writing own sentence with vocabulary word: Evaluation to be administered to the whole class

Instructions to students: I am going to write some vocabulary on the board. Each of you will choose a word and write your own sentence with it. Here is an example: **satrana. Vita amin'ny satrana io satroka io.** Are you ready?

- Write the following words on the board: **hoditra, sandry, mivarotra, manjono, mpifaninana.**
- Give the students several minutes to write their sentence in their exercise book/slate.
- At the end, collect or check the exercise books/slates to note the score of each learner in the grid.

How to mark the learner's sentence?	
Writing from left to right	1 point
Space between words	1 point

Words spelled correctly	1 point for most 2 points for all the words
Use of capitalisation	1 point
Use of punctuation	1 point
Sentence in the correct order	1 point
	<u> </u> 7

A. Reading words

ringitra		
randrana	Henjana	Anatsonga
manongotra	Misambotra	hangataka
fiantrana		

B. Reading a text

Te hilalao baolina koa i Soa.

Nanda ireo ankizilahy.

Tonga teo akaikin'i Soa ny baolina.

Nodakany ny baolina.

Tafiditra tao anaty harato ny baolina.

Navelany hilalao ihany i Soa.

Remediation activities, Sequence 3, weeks 24 to 33

These remediation activities can be used in several ways:

1. During your daily lessons when you identify the need for immediate remediation in one or more students.
2. Following the assessment of your students, look at the minimum scores and identify remedial activities needed to be conducted with one, several, or all of your students.
Tip: If 50% or more of your students do not achieve the minimum score, conduct the remediation activity with the entire class.
- 3.

If a learner cannot ...	Remediation activities
Writing (letter formation)	
Write the lower case letters a – z in cursive	<ul style="list-style-type: none"> • Hold each learner's hand and help him/her write the problem letter explaining the movements used.
Vocabulary	
Identify vocabulary associated with a theme.	<ul style="list-style-type: none"> • Restate the theme (e. g. , the market) and ask the learner questions about his/her experiences. (e. g. , Have you been to the market? When is market day? What do you see in the market?) Let the learner express himself/herself and repeat all the vocabulary he says (e. g. , Oh! You see foods like pineapple and rice at the market)
Define the new vocabulary in the text.	<ul style="list-style-type: none"> • Repeat the word by gesturing or showing him/her an image. Then ask him/her to say that word in his/her mother tongue. • Use the word in several sentences. Then, ask him/her to use the word in a sentence. • Repeat the definition of the word then, ask him/her to repeat the definition and then explain the word in their own words. • Write the word on the board and show him/her how to break the word up into its semantic parts to know what it means. For example: ffifamoivoizana = fifa (tovona) -moi (fototeny) -voi (fototeny verindroa) -zana (tovana) Then, give him/her other words and ask him/her to divide them into their semantic parts then to say what the word means from these parts.
Decoding (graphophonic awareness)	
Read vocabulary seen in the texts	<ul style="list-style-type: none"> • Write the word on the board or in his/her exercise book. Show him/her how to read the word syllable by syllable. Draw lines between the syllables if necessary. Then read the word with him/her syllable by syllable more quickly. Give him/her another word to read alone.
Encoding	
Write dictated syllables using letter-sound associations learned AND Write dictated words using letter-sound associations learned	<ul style="list-style-type: none"> • Repeat the sound each letter makes in the word. Then associate the sounds for them by holding their finger and tracing each letter. Tell them to repeat this association. Repeat it with 2 other words then ask them to do it alone with 2 letters or syllables, then write them. • Choose one of the words that he/she cannot write. Then give him/her the following example: stretch the word out and say each sound you hear in the word and the associated letter(s) with each sound. Write each letter of the word as you go. Then, ask him/her to write the next word following the same procedure.

	<ul style="list-style-type: none"> Model how to write a sentence following the conventions: show him/her that you must put a capital letter at the start of the sentence and a full stop at the end.
Text conventions	
Use punctuation	<ul style="list-style-type: none"> Look for a text in the student book that has the punctuation mark that is causing problems. Point to this mark and explain to the learner how to use this mark. Then ask him/her to explain and to use it in a written sentence.
Written production	
Write a simple sentence based on an image in the text	<ul style="list-style-type: none"> Ask them to give you the word(s) that they cannot write. Then, for one of these words, give them the following example: stretch it out and say each sound you hear in the word and letter(s) associated with each sound. Write each letter of the word as you go. Then, ask them to write the next word following the same procedure.
Write a sentence using a vocabulary word learned	<ul style="list-style-type: none"> Repeat the word by gesturing or showing him/her an image. Then, use the word in a sentence. Ask him/her to make another sentence orally with the word and then write it in his/her exercise book.
Reading fluency (accuracy)	
Accurately read a leveled text (80-90% accuracy)	<ul style="list-style-type: none"> Tell him/her to slow down his/her reading and decode each word letter by letter pointing to them. Then, have him/her re-read the text several times until he/she does not make more than 5% errors and reads with good fluency. To motivate them, put the students in pairs and ask them to count their friend's mistakes for each reading and then change roles. The goal is to make fewer mistakes than the previous reading! If a learner makes too many mistakes (more than 30%), have him/her re-read an easier text.
Listening and reading comprehension	
Understand the main idea of the text	<ul style="list-style-type: none"> Read the text and then re-read it with the learner. Ask questions about the theme of the text (the main idea) and the details that add to this theme. Then, in your own words, say in one or two sentences the main idea of the text. Then ask the learner to do the same thing in their own words. If there are other students, choose several students to share their ideas and help them rephrase if they have given answers that do not contain the main idea.
Answer questions and get the general idea of the text or order the events of a text.	<ul style="list-style-type: none"> Re-read the text. Ask the learner questions about the different elements of the text as you read. At the end of the text, repeat with them all the elements of the text needed to answer the questions.
Identify the main elements of a story: characters, setting, problem, solution	<ul style="list-style-type: none"> Revise the diagram which shows the characters, the setting, the problem, the solution. Read the text and then re-read it with the learner. Ask questions about the different elements of the text as you read. At the end of the text, repeat with him/her all the elements of the text listed in the diagram.
Put the main events of a story in order AND Summarize the important elements of an oral narrative	<ul style="list-style-type: none"> Read the text again. When you read it, stop from time to time to ask what has happened. Then continue reading, stopping from time to time to ask what has happened. Then, at the end, ask him to repeat the story in his/her own words.

Put yourself in the place of a character to express the emotions of this character	<ul style="list-style-type: none"> • Re-read the text for the learner with expression and ask him/her to close his/her eyes and imagine the events of the story as if he/she were the character in question. Then, ask him/her to say how he/she thinks the character feels, what he/she would do in the character's place.
React to events in a reading text	<ul style="list-style-type: none"> • Ask the learner specific questions about the stories: <ul style="list-style-type: none"> - Which character did you like the most? - Which story made you laugh? - Which story interested you?
Imagine the ending of a story	<ul style="list-style-type: none"> • Read the text and then re-read it with the students. Ask questions about the different elements of the text as you read. When you get to the problem of the story, tell the learner to imagine different solutions by using the elements of the text to help them answer.

APPENDIX OF FANAZARANA HITENY SY SARY (WEEKS 18 A 33)

This guide offers you activities for you to carry out with your students each day of the week, during your days with 20 minutes of Oral language (Fanazarana Hiteny) per day and 20 minutes of Drawing (sary), three times per week. These activities are presented as follows:

Days	Objectives	Fanazarana Hiteny activities proposed	Sary activities proposed
Day 1	Highlight the theme	Brainstorming on words surrounding theme	Drawing in connection with vocabulary from the theme
Day 2	Reading a text	Having students listen to the text read by the teacher	
Day 3	Get new vocabulary from the text	Brainstorming on new vocabulary words in the text read	Drawing in connection with the new vocabulary
Day 4	Comprehension of the text	Rereading of the text and comprehension questions	Drawing in connection with the questions asked
Day 5	Comprehension of the text and use of the vocabulary words learned	Retell the text in the student's own words.	

Model week for Fanazarana Hiteny sy Sary (oral language development and drawing lessons)

Week 1	Day 1
Learning objective: At the end of the lesson, students will be able to: <ul style="list-style-type: none"> - Describe and use the vocabulary words related to the theme of the week: introductions. - Make an illustration related to the theme: introductions. 	
Documents/References:	Misaina's first day at school (see attached text)
Materials and resources: drawing notebook	
Preparation: Before the lesson: <ul style="list-style-type: none"> - Become familiar with the theme for the week 	

Fanazarana Hiteny (20 minitra)
Introduction of the theme (5 minutes) <ol style="list-style-type: none"> 1. I tell students that the theme of the week is introductions and I write it on the blackboard. 2. I do a little role play, I tell a fact to put the theme into context: Hello everyone, my name is Mr/Ms/Mrs _____ . I am a teacher. And you, what is your name? (ask the question to different students)
Collecting ideas to get the vocabulary of the theme (15 minutes) <ol style="list-style-type: none"> 1. I ask students questions related to the theme of the week. I ask students to share their answers in pairs, then I ask 4 students to repeat their friends' responses out loud. <ul style="list-style-type: none"> • What should we say to introduce ourselves? <ul style="list-style-type: none"> ○ <i>Hello, my name is, I am 6 years old. I have one brother and one sister. I am a student. I live in the village of Ambohimanga.</i> • Who should we introduce ourselves to? <ul style="list-style-type: none"> ○ <i>New people, new friends, adults...</i> • When we meet someone else, what should we say to them? <ul style="list-style-type: none"> ○ <i>Nice to meet you, a pleasure, we will be good friends!</i> • What are the gestures we make when we introduce ourselves? <ul style="list-style-type: none"> ○ <i>We smile, we shake hands...</i> • Where do we introduce ourselves frequently? <ul style="list-style-type: none"> ○ <i>At church, at school, on the street, in the market, in the village...</i> 2. I summarize what I just said: We introduce ourselves by saying "Hello, my name is..." and we give information about ourselves. We smile and shake hands. We can introduce ourselves to new people when we first meet them. We often introduce ourselves in places where there are people, such as the market, the village, the school, etc.
Sary (20 minitra)
Choose what you want to draw (5 min) <ol style="list-style-type: none"> 1. I tell students that they will draw an image related to introductions. 2. I ask them to think about what they want to draw. 3. After 2 minutes, I choose a few students to share their ideas.
Complete the drawing (15 min) <ol style="list-style-type: none"> 1. I ask students to take out their drawing notebooks, crayons, erasers. 2. I ask them to start drawing. 3. I walk around to supervise and help students. 4. After 10 minutes, I ask a few volunteers to show their drawings to the class.
Teacher's self-reflection on oral language development and drawing lessons
I go over the objectives for oral language development and drawing lessons and ask myself questions. Are my students able to...

- Quote and use the vocabulary words related to the theme of **introductions**?
- Draw an image related to the theme of **introductions**?

Week 1	Day 2
Learning objective: At the end of the lesson, students will be able to: - Become familiar with the text Misaina's first day at school .	
Documents/References:	Misaina's first day at school (see attached text)
Materials and resources:	
Preparation: Before the lesson: - Become familiar with the text Misaina's first day at school .	

Fanazarana Hiteny (20 minitra)
Introduction of the text (5 minutes) 1. I tell students that I am going to read the text Misaina's first day at school . 2. I ask students to think about what the text will say and share their predictions in pairs. 3. I ask a few students to share their predictions.
Reading out loud by the teacher (15 minutes) 1st reading: 1. I read the text out loud, stopping from time to time to ask students question about what they heard and what will happen next. 2nd reading: 2. I read the text from beginning to end, with intonation and expression. 3. I ask students to think about their predictions and say whether they were right.
Teacher's self-reflection on the oral language development lesson
I go over the objectives for oral language development lesson and ask myself questions. Are my students able to... - Talk about the text Misaina's first day at school ?

Week 1	Day 3
Learning objective: At the end of the lesson, students will be able to: <ul style="list-style-type: none"> - Describe and use the vocabulary words related to the text Misaina's first day at school. - Draw an image related to the vocabulary of the text Misaina's first day at school. 	
Documents/References:	Misaina's first day at school (see attached text)
Materials and resources: sary notebook	
Preparation: Before the lesson: <ul style="list-style-type: none"> - Become familiar with the new vocabulary of the text Misaina's first day at school. 	

Fanazarana Hiteny (20 minitra)	
Introduction of the vocabulary (2 minutes)	
<ol style="list-style-type: none"> 1. I tell students that I am going to reread the text Misaina's first day at school and we will talk about the new vocabulary. 2. I explain to them that I will stop reading each time I see a difficult word so we can talk about it. But, if they see a word they don't understand, they must raise their hands. 	
Reading the text out loud to get the vocabulary from the text (18 minutes)	
<ol style="list-style-type: none"> 1. I read the text Misaina's first day at school stopping at the end of each sentence containing one of the following words: somebiseby, notambazana, vantany, Mademozely, miandraikitra, nagata-maso, fakan-drivotra, niahotra, finaritra. 2. For each word, I carry out one of the following two steps : <ul style="list-style-type: none"> • Option 1: <ul style="list-style-type: none"> ○ I ask: Do you know the word "somebiseby" we just heard in the text? Can you explain it? ○ I select a few students to explain this word orally or with gestures. ○ I repeat the explanation of the word "somebiseby" using words, gestures or drawings before I continue reading the text. • Option 2: <ul style="list-style-type: none"> ○ I explain the word "somebiseby" using words, gestures or drawings. ○ I use the word "somebiseby" in a different sentence, not in the text. ○ I then ask students to use the word "somebiseby" in their own sentences. ○ I ask a few students to share their sentences. ○ I repeat the explanation of the word "somebiseby" before I continue reading the text. 3. I then ask students to say the new words they learned in the text. 	
Sary (20 minitra)	
Choose the vocabulary word you want to draw (5 min)	
<ol style="list-style-type: none"> 1. I tell students that they will draw one of the vocabulary words they learned from the text Misaina's first day at school. 2. I ask them to think about what they want to draw. 3. After 2 minutes, I choose a few students to share the vocabulary word they will be drawing. 	
Complete the drawing (15 min)	
<ol style="list-style-type: none"> 1. I ask students to take out their drawing notebooks, crayons, erasers. 2. I ask them to start drawing. 3. I walk around to supervise and help students. 4. After 10 minutes, I ask a few volunteers to show their drawings to the class. 	
Teacher's self-reflection on oral language development and drawing lessons	

I go over the objectives for oral language development and drawing lessons and ask myself questions. Are my students able to...

- Describe and use the vocabulary words related to the text **Misaina's first day at school?**
- Draw an image related to the vocabulary of the text **Misaina's first day at school?**

Week 1	Day 4
<p>Learning objective: At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Answer comprehension questions about the text Misaina's first day at school. - Draw an image related to the answer to questions about the text Misaina's first day at school. 	
Documents/References:	Misaina's first day at school (see attached text)
Materials and resources: Drawing notebook	
<p>Preparation: Before the lesson:</p> <ul style="list-style-type: none"> - Become familiar with the questions to ask about the text Misaina's first day at school. 	

Fanazarana Hiteny (20 minitra)	
Rereading of the text (10 minutes)	
<ol style="list-style-type: none"> 1. I tell students that I will reread the text Misaina's first day at school as they will answer comprehension questions about the text. 2. I read the text from beginning to end, with intonation and expression. 	
Learning to answer to comprehension questions about a text heard (10 minutes)	
<ol style="list-style-type: none"> 1. I tell students that I will show them how to use key words to answer questions about the text. 2. I explain to students: <ul style="list-style-type: none"> • When I hear the word "who", I know I am being asked about a person. • "When" is used to ask about a time. • "Where" is used for a place. • "What" is used for an action. • "Why" is used for a reason. 3. I ask the following question to students and I ask students to find the key word in the question, say what this word is asking, and find the answer. <ul style="list-style-type: none"> • When does class begin? (anio /today) (oviana no manomboka ny lakilasy? anio) 4. I tell them to share their answers in pairs. I then choose 4 students to explain their friends' answers. 5. I ask the following questions to students and I help them answer by asking them to find key words in the questions to help them identify answers. <ul style="list-style-type: none"> • Who are the characters of the text? (Misaina, Neny, Mademozely mpampianatra, Baovola...) (iza avy no mpandray anjara ao amin'ny lahatsoratra? Misaina, Neny, Mademozely mpampianatra, Baovola...) • What did the teacher do when she ran into mom and Misaina? (she introduced herself) Inona no nataon'ilay Mademozely mpampianatra raha vao nahita an'i Neny sy Misaina? (nampahafantatra ny tenany izy) • Why did Misaina cry? (because she's afraid to go to school/ Nahoana i Misaina no nitomany? satria natahotra ny ho any an-tsekoly izy). 	
Sary (20 minitra)	
Choose what you want to draw (5 min)	
<ol style="list-style-type: none"> 1. I tell students that they will draw: their friend's face. 2. I ask them to think about what they want to draw. 3. After 2 minutes, I choose a few students to share what they will be drawing. 	
Complete the drawing (15 min)	
<ol style="list-style-type: none"> 1. I ask students to take out their drawing notebooks, crayons, erasers. 2. I ask them to start drawing. 3. I walk around to supervise and help students. 4. After 10 minutes, I ask a few volunteers to show their drawings to the class. 	

Teacher's self-reflection on oral language development and drawing lessons

I go over the objectives for oral language development and drawing lessons and ask myself questions. Are my students able to...

- Answer comprehension questions about the text "**Misaina's first day at school**"?
- Draw an image related to the answer to questions about the text "**Misaina's first day at school**"?

Week 1	Day 5
Learning objective: At the end of the lesson, students will be able to:	
- Retell the text Misaina's first day at school in their own words.	
Documents/References:	Misaina's first day at school (see attached text)
Materials and resources:	
Preparation: Before the lesson:	
- Become familiar with the steps of the lesson.	

Fanazarana Hiteny (20 minitra)
Rereading of the text (10 minutes)
<ol style="list-style-type: none"> 1. I tell students that I will reread the text Misaina's first day at school as they will retell the text using their own words. 2. I read the text from beginning to end, with intonation and expression.
Repeat the text in the student's own words (15 minutes)
<ol style="list-style-type: none"> 1. I tell students that I will ask them questions to go over the important things that happened at each stage of reading. <ul style="list-style-type: none"> • What happened at the beginning? (different answers) • Try to answer what happened at the beginning using a single sentence. • What happened then? (different answers) • Try to answer what happened using a single sentence. • What happened at the end? (different answers) • Try to answer what happened at the end using a single sentence. • Try to say what happened using three sentences.
Teacher's self-reflection on the oral language development lesson
<p>I go over the objectives for oral language development lesson and ask myself questions. Are my students able to...</p> <ul style="list-style-type: none"> - Repeat the text Misaina's first day at school in their own words?

WEEKLY CONTENT PLANNING FANAZARANA HITENY SY SARY

All content for the different lessons of each week for the oral language and drawing lessons are provided to teachers in a table like this:

Sequence 1

Week 1	
Fanazarana Hiteny (oral language development lesson)	
Theme (Day 1)	Introductions
Read-aloud text (Days 2 to 5)	Misaina's first day at school
Vocabulary (Day 3)	somebiseby, notambazana, vantany, Mademozely, miandraikitra, nagata-maso, fakan-drivotra, niahotra, finaritra
Comprehension questions (Day 4)	<p>Comprehension strategie : Learn to respond to literal comprehension questions by using clues (question words)</p> <p>Questions :</p> <ol style="list-style-type: none"> 1. <i>When does class begin? (anio /today) (oviana no manomboka ny lakilasy? anio)</i> 2. <i>Who are the characters of the text? (Misaina, Neny, Mademozely mpampianatra, Baovola...) (iza avy no mpandray anjara ao amin'ny lahatsoratra? Misaina, Neny, Mademozely mpampianatra, Baovola...)</i> 3. <i>What did the teacher do when she ran into mom and Misaina? (she introduced herself) Inona no nataon'ilay Mademozely mpampianatra raha vao nahita an'i Neny sy Misaina? (nampahafantatra ny tenany izy)</i> 4. <i>Why did Misaina cry? (because she's afraid to go to school/Nahoana i Misaina no nitomany? satria natahotra ny ho any an-tsekoly izy).</i>
Drawing lesson	
Day 2	An illustration based on a vocabulary word learned on the theme « introductions »
Day 3	An illustration on a vocabulary word learned in the text « Misaina's first day at school »
Day 4	Their friend's face

MISSING TEXTS (TEXTS WRITTEN BY MMT)

The weekly read-alouds serve as a basis for the oral language development and drawing lessons. Most of the read-alouds are pulled from the existing compilation of “fanazarana hiteny” (read-aloud) texts. However, given this new program matches up with the recently extended school year in Madagascar, some supplementary read-alouds needed to be developed by the project. This section includes those missing read-alouds.

TEXTS FROM OLD GARABOLA (Torolalana taloha)

This program attempted to maximize the use of the existing read-aloud texts. Some of them were found in older versions of the curriculum guides for teachers. To ensure teachers had access to the texts referred to in the weekly content, the texts from the older versions of the “Torolona” were copied over into this annex, with permission of the Ministry of Education.

Ity torolalana ho an'ny mpampianatra sy kahe ho an'ny mpianatra ity dia vita noho ny fanampiana avy amin'ny vahoaka Amerikanina, amin'ny alalan'ny Rantsan'I Etazonia momba ny Fampandrosoana (USAID).

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