

## **From the Workshop Guide:**

### **Procedures for teaching**

#### **IKPA OBOLO ÒSO IBA (EYI AYAYA)**

In this book, the first page has a story. This is called the Big Story. The Big story is read before the new letter, syllables and words are taught. This is quite unlike Adasi Ikpa Obolo, where the teaching page is first so that the new letter and the new words are taught before the pupils are asked to independently read the story on the next page.

#### **Teaching of the Big Story**

Teacher copies the Big Story neatly on the board. The Big Story, is taught using the *Step by Step reading process*, where the teacher reads first and then the pupils read the story several times together with the teacher. This is the same way Language Experience Stories are read, see p. 39 in this guide. Only for the Big Story it is necessary to **first have a pre-reading discussion of the topic**, before the story is read. Also, after the reading, there are comprehension questions. (These are printed in small letters for the teacher to read).

#### **Teaching of a new letter and syllables and words built with it**

**Introduction:** Each lesson teaches one letter, and syllables and words using that letter. *This is basically the same as in Adasi Ikpa Obolo, Part 2*, except that the story for independent silent reading is included on the teaching page. This story is very short, just one to two sentences.

**Re-reading of the Big Story:** Class and teacher re-read the Big Story, using a reduced Step by Step reading process. This time the story may need to be read only once in each step, i.e. The teacher reads the story once. Then the class reads together with the teacher once. Then the teacher and one individual pupil read together, etc.

**Ear training:** First of all at the beginning of a new lesson, the teacher reads the words with the letter for the pupils to listen to. These words are found in the Scheme Of Work For Primary 1-3. The pupils should be able to hear and distinguish the sound before they will be taught how it is written in the following drills.

**Key Word Box** (This is the drill beside the picture.) The key word is introduced with a picture. The pupils have already known the picture and the key word from the Big Story on the previous page. Teacher writes the word on the board and asks the pupils to read it.

The drill teaches the pupil how to break down the key word and how to recognize the sounds which make up the word. Here is the method to use: (example from Lesson 1)

a) Write the key word again on the board. Ask ‘What does this word say?’ Pupils reply: ‘ukañ’.

b) Cover the first part of the word with a piece of paper, leaving only ‘kañ’ uncovered. Tell the pupils, “This part of the word says ‘kañ’.” Ask: “What does this part of the word say?”

c) Then move the paper to leave only ‘ñ’ uncovered. Tell the pupils, “This part of the word says ‘ñ’.” Ask: “What does this part of the word say?”

d) Then move up to the right of the line to show ‘ñ’ again and ask the pupils what it says. Then show the next part downward, ‘kañ’, and ask the pupils what it says, etc. Repeat until all the pupils can recognize all the parts of the word easily.

In this way the pupils learn to recognize the parts of the word. From Boxes 2-5 they will learn how to use the same sounds and letters to build up new words.

## **Box 2**

Teaches the pupil how to put the letter which is being learnt with other letters. He is learning to make new syllables:

(A ‘syllable’ is a vowel letter, such as ‘a e i o o u, together with the consonant sounds which go with it.)

Help the pupils to read the syllables in Box 2. Read downwards:

o

bo

Then: a

ba

ò

bò

Encourage the pupils to sound out the new combination for themselves. Once they have learnt the idea of making syllables they will be able to make any new syllables easily, but patient help is needed in the early lessons while they are learning the idea of making syllables.

### Box 3

Takes the same syllables which have been learnt in Box 2 and arranges them to show the part which is the same in one line:

bo
ba
bò

Ask the pupils to read down the syllables in the Box. Then ask them to point to the part which is the same in each syllable. For example, in lesson 7, (as above), this is the letter 'b'.

### Box 4

Contrasts the letter which is being taught with other letters which have already been learnt. Again the pupils should read down the list:

bo	ba	bò
to	ta	tò

### Box 5

Is the climax of the spelling drill. Now the pupils use the syllables they have learnt to

bo	tò
ibo	tòbò
	îtòbò

make new words "easily for themselves". **When a pupil has read one word, praise him, and ask the class to say something with that word**, e.g. "ibo" – "Emi òkama ibo!" or "Ibo ikitop itataka!"

Let the pupils sound out the word **by themselves**, beginning at the top of the box, reading downwards until they recognize the complete word. They will need some help in the early lessons, but soon they will be able to sound out the words for themselves.

*THIS COMPLETES THE SPELLING DRILL:*

### Writing

The teacher teaches the formation of the new letter and its capital on lines on the blackboard, followed by sky writing. Then the pupils write a line full in their exercise books and a second line with the capital letter. The teacher should be careful to position the letters correctly on the lines. Afterwards the pupils copy some of the words of the lesson (see scheme).

### **Small story for independent reading**

This story, which is only one or two sentences, follows the teaching of the new letter and syllables. The pupils can read it independently because it contains only known letters and mostly known words. The procedure for reading is the same as for the stories in Adasi Ikpa Obolo: **The pupils should first read this story silently.** Those words that they have not seen before, they should try to sound out independently. After sufficient time has been given, the pupils now each read one sentence or part of a sentence. The teacher should encourage the pupils very much because it is not easy to start reading this way. If a pupil can not read a particular word, the teacher can ask, how does the beginning of this word sound? If the pupil still cannot read the word, the teacher may call the word for him so that he can continue and not lose the sense of what he is reading. Afterwards the teacher reads the whole story again fluently. Then he asks some questions to make the pupils think about the story.

### **N.B. Note on Tone marking**

*Note that, unlike Adasi Ikpa Obolo, this book has the normal tone marking of Obolo Language. In the early lessons, however, words that were taught as sight words in Adasi Ikpa Obolo are written with full tone marking, just as they were taught.*