

TEACHING MANUAL FOR  
**LITERACY**  
ACTIVITY BOOK

This manual is compiled for the  
Targeted Instruction in Sierra Leone (TISL) project

## VOCABULARY BUILDING ACTIVITIES

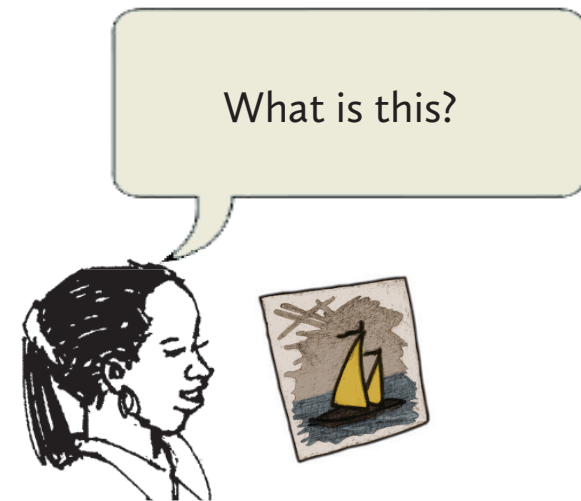
Every class must have a vocabulary building exercise. These three activities are simple and fun ways for pupils to learn new words. You can move between these activities, but ensure that at least one of these activities are part of your daily lessons.

### Pictionary

1. Choose a few picture cards before class to help pupils play the picture guessing game.
2. Ask children to tell you what is the thing in the picture card.
3. Read the word out loud for pupils.
4. Ask them to listen as you slowly pronounce it and repeat after you.
5. Write the word on the board and ask them to point to letters that they recognize in the word and say the letter out loud. For more advanced pupils write the word and ask pupils to read it.
6. For level 2 and 3 pupils, ask them to copy the word that you've written in their exercise books.

### Materials

- Picture cards
- Exercise books



### Modifications

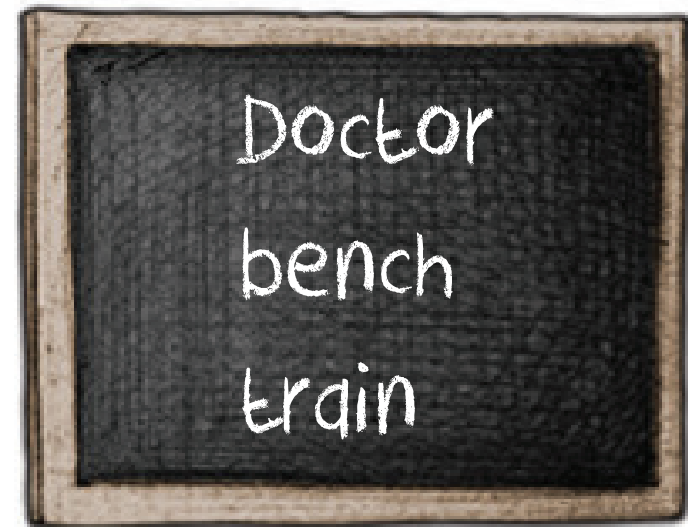
You may also have them draw out pictures that they associate with certain vocabulary and then have their partners guess the word.

## Riddles

1. Write 5 or 6 words on the board, like doctor, train, bench...etc (make sure they are words that the children can easily imagine. You can look in your resource book for examples of riddles).
2. Describe one word from the board (say the riddle) like: He/she gives us medicines (if pupils do not understand, after you say it a few times in English, you can give the clues in the local language).
3. Ask children to listen to the riddle and guess the word from the board.
4. Repeat with riddles for other words on the board.

## Materials

- Slate



## Modifications

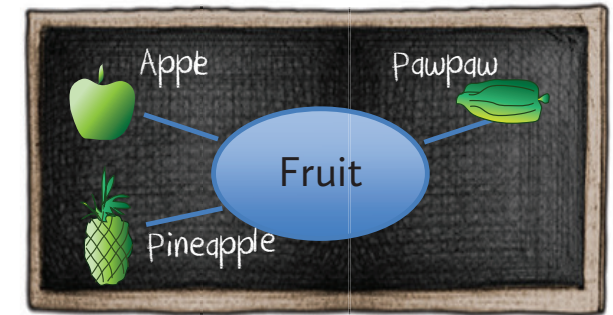
Have them write the answers to the riddles on a slate and then they can show their answers all together as if they were playing “All Aboard”

## Mind Maps

1. Write a topic from a word group such as “fruits” or “transportation”. Encourage children to tell words they know associated with the topic. They can use both local language and English. Write all the words that children say on the board (even if it is not closely associated).
2. If the children are struggling you can help them by giving a few examples from the resource manual.
3. Write the English word on the board, say the word in English as you write it on the board. Be sure to also say the word in the local language as well as in English. This way they will understand the meaning.
4. Now go through each word again slowly putting your finger below the word and read it and ask students to repeat after you.
5. Ask pupils to copy all the words in the mind map into their exercise books. While copying walk around the class and make sure they are doing the exercise.

## Materials

- Word cards



## Modifications

**Note:** always check spelling of words by using the resource manual.

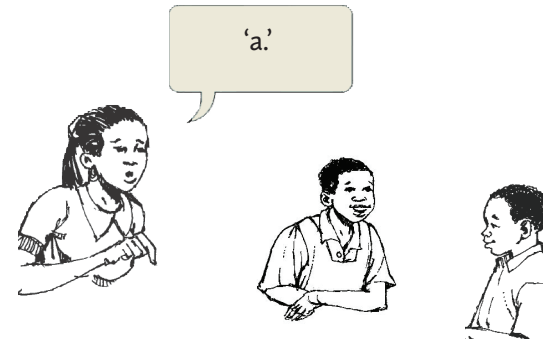
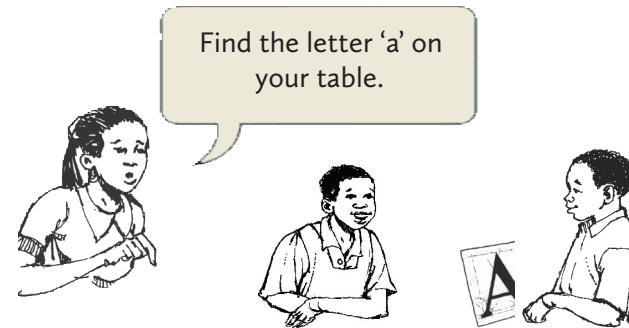
1. To test pupils understanding of the word, play a little game. Tell them the word in the local language and they tell you the word in English. Use the following script TCA: I say “Aduaba” You say “?” Pupils: “Fruit”
2. Review the words by asking pupils to say a word in the mind map in English or give them simple dictation exercises to practice writing the words as you say it to them.
3. Rub out the first letter of the English word from the board. Ask pupils “What letter is required to complete this word?” and then tell them to complete the word.
4. Give dictation for any 5 words written on the board.
5. Ask students to make sentences using some of the sentence building blocks that they’ve learned like “I like...,” “I want...,” and “I have...” with the words from the mind map. For example: “I like fruits”

## ALPHABET CARDS

1. Put pupils in groups of three or four and place a same set of letter cards [a, b, c, d, and e] on each group's table.
2. As you place the letters on each group's table, clearly show the letter cards to all the pupils and name and sound-out the letter on each card. Do not ask pupils to repeat the names after you.
3. Say the name (or sound) of a letter and give each group one minute (or less) to find the letter that matches the name or sound you mentioned among the letter cards on their desks.
4. When the time is up, pick a group to share the letter card they selected with the rest of the class by holding up the card in the air. If the group is incorrect, pick another group.
5. Repeat the exercise with about ten different letters.

## Materials

- Letter cards



## Modifications

You can also do this to help with spelling of words. Divide the class in two and give each side all of the letters. Put a word on board and have pupils try to find the letters in their pile. Have them name the letters and pronounce the sounds

## A-B-C-D Song

1. Sing a,b,c,d song
2. Say alphabet (at a time say only 4 letters) and ask children to repeat.
3. Ask a child to come to the front and lead the activity



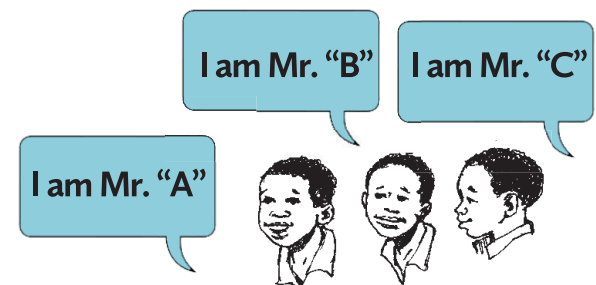
a, b, c, d

## Modifications

Once you get to blending, have students sing “the A sound ah, The A sound Ah, every letter has 2 sound, the A sound Ah”

## WHAT COMES NEXT?

1. Say one letter to each child and ask them to keep it in mind. (You can also give each child a letter card and ask them to look at it and remember their letter).
2. Tell the pupils you are going to play a game and when you ask who is “Mr. A”, the person who has the letter “A” has to come forward and say: “I am Mr. A, ”... and so on. [If is a girl who has the letter, make sure to change Mr. to Miss].
3. Now ask the question to the pupils: “Who is Mr. “A”?”
4. When the child with the letter “A” comes forward, say: “Mr. A, Mr. A, what comes next?”
5. Child (Mr. “A”) says: “B” comes next.
6. Now ask the pupils, who is Mr. “B”? Then the child with the letter “B” will come forward and say, “I am Mr. B”... and the game goes on.
7. After giving the instructions a few times, let one of the children come forward and ask the questions.



## FIND YOUR PARTNER

1. Make some capital and small letter cards (or use the ones you already have).
2. Distribute the cards to the pupils
3. Ask pupils to find their partner. For example, the child with capital letter “A” has to find the one with small letter “a”, etc.
4. When they find their partners, ask pupils to stand with them, and read their letters.
5. Write all the capital and small letters on the board and ask the pupils to copy them.

## Material

- Letter cards
- Word cards



## Modifications

This can also be done with words. You can post a word on the board and have pupils find each other to form the word. They can each say their sounds and then blend the word together. For example the letter “c”, “a” and “t” can come together to make cat

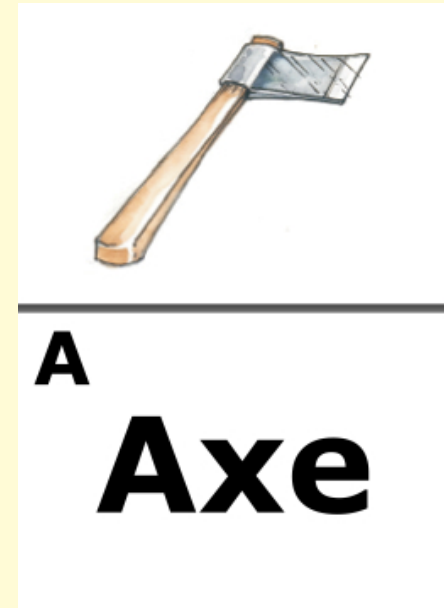


## WORD FORMATION

1. Place pupils in groups of three or four and give each group a set of letter cards.
2. Ask each group to work together for about two minutes to form as many two letters words as possible.
3. Ask each group to present their word to the class by following these three steps:
  - Show their words to the class by holding up the letter cards in the air.
  - Sound out the letters in the word.
  - Read the word in one breath.
4. Have pupils count how many words they created. The winner is the group with the most words

## Material

- Letters cards
- Slates



## FIND ME!

1. Choose two pupils in the class. Give one a consonant sound and the other one a vowel sound.
2. Ask one of the pupils to go to your right-hand side and the other to your left-hand side. They should be as far away from each other as possible.
3. Ask them to start walking slowly towards each other in order to meet in the middle. As they walk, they should be saying the sound of the letter out loud (for example one says 'mmm' and the other says 'aaa').
4. When the pupils meet, ask them to sound out the letter on their card one after the other one in order to form a word (e.g., 'mmm' + 'aaa =>'ma'). Then, ask them to repeat the blended sound together.

## Material

- Letter cards

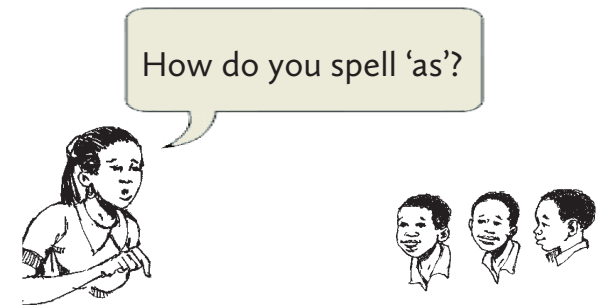


## SPELLING BEE

1. Put pupils in groups of three or four.
2. Pick a two-letter word or a sight word you have previously taught pupils (e.g., 'as') and say: "How do you spell 'as?'"
3. Give each group a few minutes to figure out how 'as' is spelled.
4. When the time is up, pick a group at random to spell the word.
5. If the group is correct, ask them to write the word on the blackboard. If the group is incorrect, pick another group to spell the word.
6. Repeat the activity with about ten words.

## Material

- Word cards



## Modifications

You can have them give you the word meanings if you use vocabulary words (level 2 and 3)

## REPLACE A LETTER

1. Write one word on the board and ask pupils to look at that word, for example: men.
2. Say the word loudly a few times.
3. Now show the word from the board, but say a different word that rhymes, like ten
4. Call one pupil (who even wants to correct the word) and ask him/her to come to the board and write the letter that begins that new word you said.
5. Write the rest of the word, say it, and then ask the pupil to say the word loudly.
6. Do the same activity with other 3-4 letter words with the same endings but different beginning sounds.
7. Ask pupils to copy the words from the board.name of their character to the class.

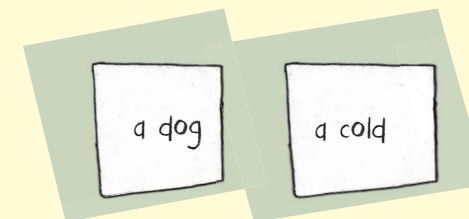


## Modifications

In higher levels, pupils can change different letters in the word to practice various types of blending you can also have pupils try to replace letters using each vowel and then have them say the words back to back to make a tongue twister.

## FIND THE WORD (Words ending with different letters)

1. Write 5 or 6 words on the board that start with the same letter but ends with a different letter (make sure that the ending sounds are simple enough for pupils to distinguish).
2. Say one word from those words loudly and ask one of the pupils to come to the board and find the word you said. If the child is having difficulty, repeat the word, emphasizing the ending sound.
3. Repeat until you have gone through all the words a few times.
4. Ask pupils to copy the words from the board.



## Modifications

You could also have them write all of the words from the board onto the slate. When you call out a word, they must tick or circle it on their slate

## BLENDING SOUNDS

### ACTIVITY PREPARATION

- Select the illustrations below from your set of linguistic and alphabet cards. Then, paste the cards on a large sheet of poster paper as shown below.
  - Make index cards of the blended sounds below, and cut them up so each card has one sound on it.
1. Review the sounds of simple two-consonant blends (bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw). For each consonant blend you review, write an example of a word with that consonant blend on the board, and ask pupils if they can come up with other words.
  2. Put the poster with pictures on the blackboard.
  3. Shuffle the sound cards and place them in a pile on the desk in front of the class.
  4. Put pupils in groups of three or four.
  5. Ask a group to pick a sound card and read the sound out loud. Then, give the group 30 seconds to find a picture that makes the sound on their card and put the card on the matching picture. After the group matches the right sound to picture, ask them to say the name of the object.
  6. After one group has had a turn, call the next group, until all the pictures have been matched with sound cards.

## Material

- Letter cards
- Sound cards
- Picture cards



gr	tr	sn	fl	dr
fl	sl	cl	cr	cr
fr	sp	sn	gl	st
br	tr	fr	cl	st

## TREASURE HUNT

Write simple sentences with no more than five words on a piece of white paper (write one sentence per piece of paper). For instance, you can use sentences such as:

1. Before pupils arrive to class, fold up the papers and hide them around the classroom. When pupils arrive, explain that you have hidden little 'treasures' (pieces of paper with sentences) around the classroom.
2. Place pupils in groups of three or four and explain to the groups that they have a few minutes to find as many hidden treasures as they can.
3. When the time is up, ask each group come to the front of the classroom one at a time to show the number of treasures they found. Each pupil in the group should take turns reading at least one treasure.

## Material

- White paper



## Modifications

You can have the pupils who are listening, write down the sentences they hear

## SENTENCE CORRECTION

1. Place pupils in groups of three or four.
2. Say a grammatically false sentence (e.g., 'the chicken in the house is') and write that sentence on the blackboard. Explain to pupils that the verb 'is' is misplaced and instead the sentence should read: 'the chicken is in the house'.
3. Write another false sentence on the board (e.g., 'cards plays Amma'). Ask each group to spend a few minutes identifying the word that is misplaced (e.g., the subject 'Amma') and rewrite the sentence correctly on their slates (e.g., 'Amma plays cards').

## Material

- Word cards



## Modifications

You can turn this into a game where pupils are racing each other. You can also go around to group one at a time and assign each one a sentence to correct. You can have them also create grammatically false sentences to exchange with a peer to correct.



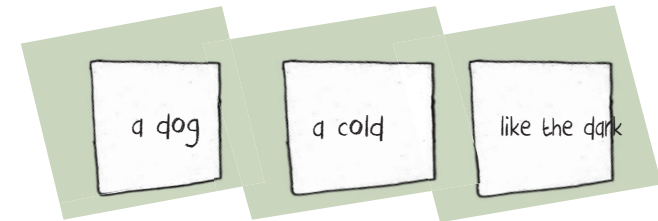
## COMPLETE THE SENTENCE

Make sets of index cards with the following words: happy, dance to sing, a dog, a cold, like the dark, see, well, tall, help, the flu.

1. Break pupils up into groups of 4
2. Tell pupils that the words they just copied in their exercise book are the first part of the sentence and now using the index cards they should finish the rest of the sentence.
3. Tell them that you will read the first half of the sentence to them and in their groups they should pick the card that they think completes the sentence.
4. Give some examples to them. for example I am tall, I can dance, Kofi lide to sing, I have the flu
5. Ask pupils to tell the class their answers.
6. Correct them kindly

## Material

- Index cards



## SHOW ME!

1. Write a simple sentence on the blackboard with a meaning that can be easily demonstrated (e.g., 'I jump on the bench', 'I drive a car', 'I run around the chair', 'I pound fufu for lunch', or 'I ride my bike').
2. In pairs, ask pupils to read the sentence on the board and demonstrate the meaning of that sentence. For instance, for the sentence 'I jump on the bench', the pupil should jump physically on the bench.
3. Call on a few volunteer students to read and demonstrate the sentence.
4. Repeat the activity with several different sentences.
5. Tell pupils that the action they are doing, is the verb or the action word of the sentence.



## A Story, A Story

1. In groups of 3-4, ask pupils to make their own simple story about 3-5 sentences, using some of the phrases that you will list on the board. They should write them in their exercise book. Tell them an example like the one below first
  - In the morning, Abdulai jumps in a park.
2. After they are done ask one pupil from each group to tell the class their sentence.
3. Correct them kindly.

## Modifications

You can challenge students to add more sentences to their stories or more details to their sentence by having them switch stories with another group and tasking them with improving the work.

## SENTENCE PUZZLE

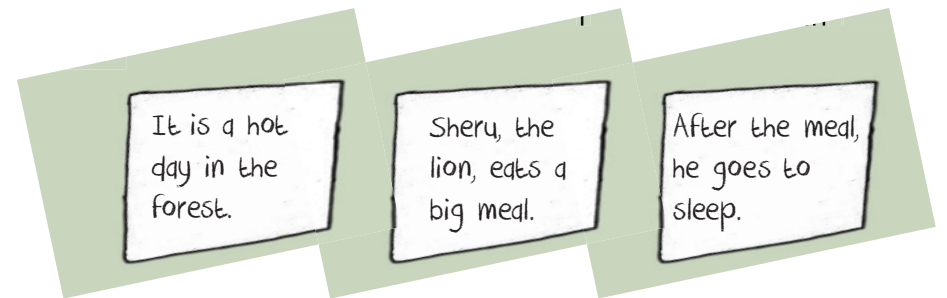
### ACTIVITY PREPARATION

Make sets of sentence strips of the same story (enough sets for each group in your classroom). Each strip in the set should have one sentence from the story. For the example story to the right, each set should contain three cards because there are three sentences in that story.

1. Place pupils in groups of two or three and provide each group with one set of sentence cards.
2. Give each group a few minutes to work together to correctly order the sentences of the story.
3. When the time is up, pick a group and ask them to read the sentences in the way the group ordered them. If the order is incorrect, ask another group. If the groups are struggling, you can use the blackboard to help them.
4. Help pupils identify the type of punctuation mark as well as the type of sentence.
5. Repeat the activity with about five short stories. You can use any of the short poems in the literacy resource manual.

## Material

- Sentence strips



## 10 QUESTIONS

### Materials

- Picture cards
- Word cards

### STEPS:

1. Have a pupil come up and paste a card on their back or forehead
2. Have them ask the class no more than 10 questions to figure out what is on their forehead
3. When they get to the 10th questions, they must guess the word or object.

### Modifications

You can do it the opposite way where one student see the card but the class does not. Then the whole class must ask 10 questions and try to guess by the 10th question.

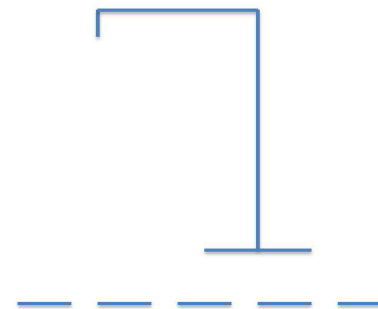
## HANGMAN

### Materials

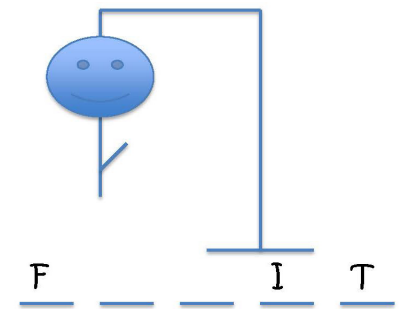
- Picture cards
- Vocabulary cards

#### STEPS:

1. Have a pupil come and choose a picture or vocabulary card from the pile or a bag. Tell them to make sure they do not show the card to any of their peers.
2. Have them draw the initial outline
3. Then let students try to guess the letters in the word
4. If they get a letter wrong, then you must add a body part to the man.  
The pupils must try to guess the letters without adding more parts to the man. If they add all of the parts (arms, legs, head and body) without guessing the word then the pupil who chose the card must give them the answer.



Initial Outline



Guessing the word 'fruit'

## MY FAVOURITE CHARACTER

### Materials

- White Paper
- Crayons/ Colored Pencils

### STEPS:

1. Ask pupils to draw and colour their favourite character from the story.
2. When they are finished drawing, have them tell you who it is. You write what they tell you and have them copy what you wrote.
3. As pupils are drawing, circulate around the classroom and ask each pupil who they are drawing.



### Modifications

1. After drawing, you can also have them discuss with a partner how they compare to the character they have drawn. For example: I am like Alpha because I help my mother in the kitchen sometimes.
2. They can also do a presentation to describe their drawing of the character. Help them use their five senses to describe what the character might look, sound and feel like.

## MAKING LETTER CARDS

### PREPARATION

Tear each of the sheets of paper into four pieces and give each student one or two depending on the letters discussed that day

### STEPS:

1. Ask pupils to listen carefully in the story and remember any words they hear that start with the letter that was taught that day.
2. After reading the story, ask them to tell you which words they heard that start with a letter they learned that day or week.
3. Give them one of the cards and have them draw that word and then write the letter on the back. You can allow them to keep the cards or just hold them up.

## Materials

- White Paper





## MAKING 'ME' CONNECTIONS

### STEPS:

1. While reading the story, ask pupils to listen carefully to the events.
2. Have them identify one of the events in the story and talk about how it relates to their lives.
3. For example: Mamakoh ate all of the porridge. I like to eat koko in the morning before I go to school.



## THE SCENERY

### Materials

- White Paper
- Crayons

#### STEPS:

1. Tell students that as they listen to the story they should think about what the scene, or the place where the story takes place, looks like
2. After reading, have them describe it to you in words while you write those descriptions on the board.
3. After the descriptions, have them draw out the scenes on a sheet of paper
4. Choose two or three people to share their scenery with the class.