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# Read Liberia Project

Early Grade Reading Materials Inventory

Part 2: Kindergarten

Revised December 1, 2017

# **USAID|Liberia**

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Early Grade Reading Materials Inventory

Part 2: Kindergarten

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United States Agency for International Development Office of Acquisition and Assistance

ATTN: Contracting Officer's Representative

502 Benson Street

1000 Monrovia

10 Liberia

### **Prepared by RTI International**

3040 Cornwallis Road Post Office Box 12194

Research Triangle Park, NC 27709-2194

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## Acronyms and Abbreviations

BRAC	Bangladesh Rural Advancement Committee
ECD	early childhood development
ECE	early childhood education
EGRA	Early Grade Reading Assessment
JAWS	Junior African Writers Series
KG	kindergarten
KG1	Kindergarten 1 (Liberian Education strategy: ECD level one for 3-year-olds. Vernacular usage: the second of three years of pre-primary in the Liberian education system)
KG2	Kindergarten 2 (Liberian Education strategy: ECD level one for 4-year-olds. Vernacular usage: the second of three years of pre-primary in the Liberian education system)
MOE	Ministry of Education
NGO	nongovernmental organization
NIPECD	National Inter-Sectorial Policy on Early Childhood Development
OSIWA	Open Society Initiative for West Africa
OYSS	Ordinary Yet Significant Steps
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
YMCA	Young Men's Christian Association

## Executive Summary

The mandate of the newly launched Read Liberia project is to improve early grade reading skills in Liberian students in grades one and two (G1 and G2) and to pilot test emergent literacy skills for Liberian students in public kindergarten (KG) schools in six targeted counties. Read Liberia provides embedded technical assistance directly to the Liberia Ministry of Education (MOE) to apply international best practices to strengthen reading education. By the end of the project, it is expected that KG oral vocabulary for emergent literacy will be improved and that G1 and G2 students will, by the end of two grades of primary schooling, demonstrate reading fluency and understand the meaning of grade-level text.

Given the strong research base on the crucial role that high-quality materials play in successful reading development, Read Liberia will assist the MOE in the provision of various teaching and learning materials supportive of evidenced-based reading instruction to all the classrooms in the project.

As a preliminary step to that end, from October 19 to November 8, 2017, the Read Liberia team undertook an inventory and review of the existing early grade reading materials currently available for use in KG through G2 classrooms. This is Part 2 of a two-part report on the results of that study. Part 1 covers the G1–G2 materials, and Part 2 addresses the KG materials.

It is important to note that the inventory of reading materials for KG differs from that of the primary grades for a couple of reasons.

1. There is a different curriculum in use in KG, and the development and implementation of those materials are underway. This curriculum encourages the use of holistic and developmentally appropriate instructional approaches to early learning. This new curriculum is in line with research and evidence around how young children learn. For example, it is not typical to see textbooks or decodable and leveled readers in this space because children are still building emergent reading or pre-reading skills to become independent readers and therefore require books that support those specific skills. Therefore, a different approach was used to assess the technical merits of the materials collected. Aspects of the materials that promote the development of foundation skills as drivers of later reading and academic outcomes were identified, such as emergent reading skills, oral language and vocabulary development, executive functioning skills, and approaches to learning, among others.
2. Support from nongovernmental organizations (NGOs), faith based organizations, public-private partnerships, etc. for the provision of early childhood services is common in early childhood development (ECD) sectors worldwide. This range of stakeholders in the sector widens the net cast to collect and analyze materials.

Limitations of this study include the following:

- Although great efforts were exerted to locate all possibly relevant materials, it is possible that some materials were unintentionally omitted from this review. It is the intention of Read Liberia—throughout the period of materials development—to continue to consider the relevance of any other materials that emerge.

- While it is the program's intent to collaborate closely with the MOE in the development of Read Liberia's KG component, the program evaluation team was unable to meet with the MOE Bureau of Early Childhood Education during the study period.

## Introduction

The Read Liberia project seeks to improve early grade reading skills for Liberian students in grades one and two (G1 and G2) and to pilot test emergent literacy skills for Liberian students in public kindergarten (KG) schools in six targeted counties. At the conclusion of the project, it is expected that KG oral vocabulary for emergent literacy will be improved and that G1 and G2 students will read grade-level text with fluency and comprehension. The Read Liberia project applies international, evidence-based best practices to strengthen the Liberian education system through embedded technical assistance.

The purpose of this study was to determine which KG and early grade teaching and learning materials are currently available in Liberia, determine the quality and relevance of these materials, and propose recommendations regarding which ones could be included in the comprehensive set of materials to be used under Read Liberia. This study supports the second of four program objectives—improving early grade reading classroom instruction. This review was conducted by international curriculum experts who, with support from reading and policy experts in Liberia, found, reviewed, categorized, and determined the merit of as many materials as possible. A full description of the methodology can be found later in this report. It is important to note throughout this report that materials were evaluated based on their appropriateness for use in the Read Liberia project. Materials determined to not meet the Read Liberia criteria may well be appropriate for other purposes.

This report is organized into six sections. Section 1 provides a brief that draws on the strong research supporting the importance of language and literacy development in the early years and the importance of quality materials for emergent readers. Section 2 provides a snapshot of the Liberian early childhood education context, including a review of the progress made in the sector over the last 10 years. Section 3 describes the data collection process, methodology, and a brief overview of findings. Section 4 provides a summary of the titles in the inventory and the technical merits of the various materials. Section 5 includes recommendations, based on the findings of the study, for ways forward in the planning and implementation of Read Liberia's KG component.

## 1. Language and Literacy Development in the Early Years

A child develops primarily across four domains: physical, cognitive, language, and social-emotional (and spiritual/moral in some frameworks). While the focus of the Read Liberia project is in the domain of language and literacy development in the early years, it is important to note that skill development in one domain often affects the development of skills in other domains. For example, there are strong links between language and socio-emotional development because language skills can support or impede children's ability to establish social relationships with peers and adults, and vice-versa. Strong relations have been identified between early social skills (e.g., social connectedness, regulation of emotion/behavior, and cooperation with requests) and language competence (Meyer et al., 2006). In another example of the interdependence of early skills development, "math skills at school entry predicted math skills and even reading skills in 3rd and 2nd grade, respectively, better than reading skills at school entry" (Stipek and Schoenfeld, 2012). Within the domain of physical development, fine motor skills are integrally connected with the development of pre-writing skills. Even more foundational to becoming a good reader are the drivers of children's later academic performance over time, such as executive



function—including sustained attention, working memory, and self-regulation, (UNESCO, UNICEF, Brookings Institution, and World Bank Group, 2017)—as well as motivation to learn and cognitive processing speed, among others. Consequently, integration of skills across domains at an early age is critical to ensuring the holistic development of young children, with direct impact on reading skills at older ages.

Language and literacy development is typically categorized under three sets of foundational skills, all of which develop along a continuum, beginning at birth and continuing to build upon one another through the early years. Emergent reading, or literacy, refers to the skills, behaviors, attitudes, and understanding that emerge before a child is able to read. There are three sets of skills that are especially important for emerging readers: **oral language development** (including listening comprehension and receptive and expressive vocabulary), **alphabetic principle** (including phonological awareness and knowledge of letters and their sounds), and **print awareness** (an understanding that print is organized in a certain way and reading directionality, how to hold a book, etc.). Emergent writing, another pillar of literacy, focuses on pre-writing strategies and development of fine motor coordination, including the early use of writing and writing-like behaviors.<sup>1</sup>

### ***The importance of quality materials for emergent readers***

We know that a materials-rich classroom is essential to support language development as well as support all developmental domains. A “print-rich” environment is one that provides a wide range of print and text, including storybooks; labeled charts; calendars; signs; and opportunities to draw, write, and trace, to support the development of emergent literacy skills. A wide range of diverse teaching and learning materials that are age-appropriate and developmentally appropriate, in addition to explicit training and support for teachers on how to effectively use these materials in engaging ways, is fundamental to a high-quality KG classroom. More importantly, these materials stimulate the development of the neurological architecture that endures with a child over the lifetime. Quality materials are those that guide the KG teacher to engage with the learner in supportive, dialogic, inquiry-based interactions. For young children, the interaction between child and teacher or caregiver is paramount and is the predictor of later achievement (Sylva et al., 2004). Because the majority of KG learners are not readers, there is heightened importance as to the interaction with language, be it between child and material, between child and teacher, or child to child.

## **2. Background and Context**

Over the last several years, the Liberian Government has committed to prioritizing early childhood outcomes, as seen through the Education Reform Act (2011) and the National Inter-Sectorial Policy on Early Childhood Development (NIPECD) (2011). These policies articulate Liberia’s investment in its youngest learners and the work underway to ensure all children ages 3–5<sup>2</sup> have access to high-quality, sustainable early childhood services so that all children can reach their full potential. A specific target of the NIPECD was for the MOE to develop and implement the Liberian National Early Childhood Development (ECD) Curriculum and Early Learning Framework, which was produced in 2014. Integrating research-based best practices

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<sup>1</sup> California Department of Education. (2008). *Preschool learning foundations, Volume 1*. <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

<sup>2</sup> Note that the Getting to Best Education Strategy targets ages 3-5 entry. The ECD Curriculum teacher planners are created targeting children ages 3–6. Thus, for the purposes of project implementation, Read Liberia considers age 5 as the age of enrollment at the start of the school year, with a child turning age 6 during the last year of KG.

in ECD, this curriculum focuses on the holistic development of young children through child-centered and play-based approaches to learning.

### Defining Early Childhood Education (ECE) in Liberia

There are a variety of definitions that have been used to categorize the different ages and levels of Liberia’s early childhood education system. However, the most recent set of National ECD Curriculum materials developed by the MOE’s Bureau of Early Child Education in 2017 and the “Getting to Best” Education Sector Plan (2016) targets children ages 3–5 at the start of the school year, with a child turning age 6 during the last year of Kindergarten (KG3).

Name	Age Range	Source	Date
Early Childhood Education	Ages 3–5 <sup>1</sup>	MOE’s Getting to Best Education Sector Plan	2016
Nursery	Age 2	MOE’s Getting to Best Education Sector Plan	2016
KG1	For age 3 entry	MOE’s Getting to Best Education Sector Plan	2016
KG2	For age 4 entry	MOE’s Getting to Best Education Sector Plan	2016
KG3	For age 5 entry	MOE’s Getting to Best Education Sector Plan	2016
Early Childhood Development Curriculum	Ages 2–6	MOE Bureau of Early Childhood Education’s ECD Curriculum Textbook <i>Early Child Development Curriculum 2 to 6 year olds</i>	2014
Early Childhood Development	Ages 0–8	MOE Bureau of Early Childhood Education’s Professional Development Package	2017
Early Learning	Ages 2–5	MOE Bureau of Early Childhood Education’s Pathways to School Readiness Early Learning Framework	Date not listed

In addition to the above definitions, a variety of other titles are used in common vernacular to describe the various levels of pre-primary schooling. A full list of the various definitions can be found in *Appendix D*.

The Early Learning Framework outlines six areas of learning and development that are crucial for school readiness, including approaches to learning, language and literacy, cognitive skills and basic knowledge, physical development and health, social and emotional development, and English language learning. Within the six areas of early learning, there are eleven domains with specific indicators that outline specific school readiness skills that should be acquired by children ages 2–5.

Considerable emphasis is placed on early language development as a key predictor for later learning. The ECD curriculum focuses on the development of the following indicators within the early language and literacy domain—early language and literacy skills:

*Literacy development skills to be developed*

- Book appreciation
- Phonological awareness
- Alphabet knowledge
- Print concepts and conventions
- Early writing

### Language development skills to be developed

- Receptive language
- Expressive language

### English language learning skills to be developed

- Receptive English language skills
- Expressive English language skills.
- Engagement in English literacy activities.

While these indicators help to define what “school-ready” looks like specific to language and literacy development, it is important to consider the crucial role development in other areas plays in the development of language and literacy skills. As mentioned above, children develop across domains in a holistic and integrated way, with the development of one skill significantly impacting the development of another. Therefore, the early learning framework should be considered as a comprehensive approach to integrated early learning.

In line with the Early Learning Framework, the MOE’s Bureau of Early Childhood Education has developed a new ECD Curriculum that includes learning competencies, weekly planned activities, and expected outcomes (MOE, 2015; MOE, 2017). Some ECE actors, such as the WE-CARE Foundation, Plan International, and BRAC, are in the process of creating supplementary reading materials to this curriculum. Several ECE sector actors have been trained in this curriculum and are training teachers and facilitators on the materials. Further analysis of these materials, in addition to a wide range of additional materials collected, can be found throughout this report.

## **3. Data Collection and Overview of Findings**

The initial inventory study was conducted between October 19 and November 8, 2017, by a team of four individuals: Read Liberia Senior Reading Director and Senior Education Advisor, an international education specialist from the RTI home office, and an external consultant with expertise in early childhood development. However, because many more materials came in past the original submission date, this report has been updated to include the additional materials collected as of November 30. In that time, an additional 100 materials were identified and analyzed. These materials were collected based on follow-up conversations with partners and meetings with organizations that were not available during the initial study period.

### **Criteria for inclusion**

The focus of the inventory was to collect all available materials supportive of KG reading instruction. The inventory includes KG reading materials that have been developed by the MOE, as well as KG reading materials from book markets and materials developed by nongovernmental organizations (NGOs), faith-based institutions, other implementing partners, and public-private partnerships. The team also conducted classroom observations to gain a deeper understanding of what materials are present in classrooms and how they are used by teachers.

## Sources for materials and contacts made

The following organizations were also contacted to collect materials and experiences for the pre-primary inventory. The team met with and/or collected materials from the following institutions:

- MOE (MOE Bureau of Early Childhood Education materials collected through supporting partners such as Open Society Initiative for West Africa [OSIWA]).
- Open Society Foundation
- World Bank
- USAID
- WE-CARE Liberia
- OSIWA
- Bridge Academies (public-private partnership)
- Street Child (public-private partnership)
- Oxford Project Management
- Rising Academies (public-private partnership)
- BRAC (public-private partnership)
- United Nations Children’s Fund (UNICEF)
- Libtralo
- Plan International
- Gray D. Allison School
- Walkertown School
- National Muslim Women’s Association English and Arabic School
- Longman store
- Stella Maris (Polytechnic)
- Prime Communications, Inc.
- Open market
- African Methodist University
- Home Instruction for Parents of Preschool Youngsters (HIPPY) Initiative
- Bank Street College of Education

Additional actors were identified through this process including the following:

- More Than Me (public-private partnership)
- Liberia Youth Network (public-private partnership)
- Ominga (public-private partnership)
- Stella Maris (public-private partnership)
- Empowering Adolescent Girls Program
- Right to Play
- Save the Children
- Oxfam IBIS
- Young Men’s Christian Association (YMCA)
- Secretariat of the United Methodist Church
- Secretariat of the Seventh Day Adventist Church
- Catholic Church
- African Methodist Episcopal Church
- African Methodist Episcopal Zion Church
- Episcopal Church
- Baptist Seminary
- Children Awareness Program

- Lolognta Children’s Hut
- Muslim schools
- Other private providers of ECE
- Liberian Association of Writers

In addition to close collaboration with the MOE’s Bureau of Early Childhood Education, it will be beneficial and advantageous for the Read Liberia project team to continue conversations with key stakeholders to ensure any materials developed under the project are not duplicative of existing materials and can contribute to the sector in a meaningful way.

### **Materials of the MOE’s Bureau of Early Childhood Education or aligned to the Ministry materials**

To support the development of early language and literacy skills, the MOE’s Bureau of Early Childhood Education developed a comprehensive set of KG materials for teachers, including six Thematic Teacher Planners (an introduction planner and five thematic planners on the topics of My Neighborhood, Food We Eat, My Environment, My Family, and Staying Healthy). These weekly planners are accompanied by comprehensive sets of the ECD Community Education & Awareness Program training package and photo card package, the ECD Skills-Based Training and Education Program training package and photo card package, Home Visitor training program, policy guidance, monitoring tools, and partner mapping. Plans are underway for capacity strengthening for actors in the higher education system in the area of ECE, to invest in educators with master’s degrees in Early Childhood who could train larger cohorts of teachers in the principles and teaching of ECE. See **Appendix A** for the comprehensive list of materials that have been developed by the Bureau of Early Childhood Education over the last decade.

To fortify literacy skills, in addition to the Thematic Teacher Planners, teachers receive supplemental guidance documents to support early language development. *The National Early Childhood Curriculum Language and Literacy Supplement for School Readiness*, as well as the teacher planners listed above, have been included and reviewed in the analysis section below.

Several partners have participated in piloting, revising, and validating the Ministry’s materials. Several of these partners have developed materials that supplement and align with the curriculum. These additions or supplements have been designed with the approval and in coordination with the Ministry’s Bureau of Early Childhood Education and other stakeholders.

For instance, the WE-CARE Foundation, a Liberian organization, is developing 15 readers around the weekly themed topics to supplement the Thematic Teacher Planners. This process is still underway, with 10 readers anticipated to be completed by February 2018, and a total of 15 titles developed over a three-year period. Topics will cover: Me and My Family, Five Senses, Body Parts, Me and My Feeding, math, science, occupations, transportation, and other themes in the Ministry’s Teacher Planners.

BRAC developed a *Community-Based Early Childhood Development Curriculum – Teacher’s Guide* and a *Curriculum of Early Childhood Community Centre* to accompany the MOE curriculum. These contain simple class activities with sample lesson plans. Through its implementation of the curriculum, BRAC is also identifying areas where teachers struggle to implement the curriculum and is concurrently developing a teacher’s guide to make lesson plans more precise, comprehensible, and comprehensive to Liberian teachers. More details on BRAC’s work are included in Section 4.

## **Book market materials**

The team began by obtaining the Textbook and Supplemental Readers Listing 2015/2016 from the MOE 's Department of Instruction, Center of Excellence for Curriculum Development & Textbook Research (see **Appendix C**). Included in this list are text titles in all subjects that have been approved and recommended for use in KG classrooms. For the purpose of the KG analysis, the team looked only at reading-, writing-, and spelling-related content, including English, Phonics, Writing, and Reading in the pre-school, KG1, and KG2. This list was used to initiate the search for available materials.

The team also visited several book markets to identify KG-level materials available on the open market. The team found several student-oriented workbooks, as well as several series—for instance, the Ghanaian Starting Language and Literacy series, by NFF, and the Modern Handwriting for Liberian Schools, and Early English series, by Star Books—that strengthen basic cognitive processes and fine motor skills, and introduce concepts to learners for whom English is a second language. (See **Appendix A** for further details on the titles in these and other similar series.)

## **Public-private partnership materials**

There are eight public providers of ECE through the Partnership Schools for Liberia initiative. Although these are private providers, their materials are in use in Liberian public KGs, and they are therefore included in this review. Although only three of the eight providers have been included in this review, it is anticipated that the project team will meet with other providers over the course of the program design phase to gain a deeper understanding of what types of materials are developed and how they are implemented in classrooms. For instance, one set of materials emphasizes very sequenced learning, with a strong focus on math and reading through routines, repetition, and specific teacher guidance around how specific materials are used in the classroom. Another set of materials emphasizes exposure to math and language through activities that promote integration of verbal-linguistic, logical-mathematical, visual-spatial, kinesthetic, interpersonal, and musical association, with multiple associations between objects and symbols and emphasis on development of flexible thinking, creativity, and innovation skills.

## **Classroom observations**

To gain a deeper understanding of how materials are used in KG classrooms, the evaluation team visited the following schools: Gray D. Allison School in Central Monrovia, Walkertown School near Careysburg, and National Muslim Women's Association English and Arabic School in Monrovia. In addition, following the first draft of this report, ECE classes supported by The Child Awareness Program and Lolongta Children's Hut were visited.

The following points were observed:

- Insufficient dissemination of the new ECD Curriculum. In most of the schools visited, teachers were not aware of the new curriculum and its materials. In cases where teachers were aware of the new curriculum, they had not received the materials and were told that they would be delivered at a later date.
- Insufficient training of teachers. Many teachers have not been trained on the new curriculum, and very few have training on ECE-related topics. The evaluation team observed several classrooms. There was a stark difference between classrooms where teachers were trained versus those where

teachers were not trained. For example, teachers who had been trained were more motivated and confident in their instructional approaches.

- Insufficient materials in KG classrooms. Many teachers write their own lesson plans in line with student exercise books bought from the market, religious content from Bible materials and church pamphlets, or other locally available materials. Students did not have a copy of these materials. Additionally, most materials were ripped or torn, and looked like they had been used for several years.
- The use of developmentally inappropriate instructional approaches for KG classrooms. Many teachers were observed using rote learning and choral response techniques with very little play-based or child-centered approaches to learning.
- Large class sizes. In many classrooms, large class sizes made it difficult for teachers to provide quality instruction to all students. Over-age enrollment seems to be a key factor contributing to large class sizes. In some classrooms visited, there were students as old as 11 and 12 years in the KG3 classroom.

## 4. Summary of Inventory of Titles and Technical Merits

As mentioned above, materials were collected in two phases for this report. The first phase took place from October 19 to November 8, 2017 in country. The evaluation team identified and collected materials from key stakeholders, and the KG Inventory Report was submitted to USAID on November 8. A total of 219 materials were submitted in the first round. Since then, the evaluation team has collected more than 100 additional materials to be added to this inventory. These materials were collected based on follow-up conversations with partners and meetings with organizations that were not available during the initial study period. As of November 30, the Read Liberia evaluation team reviewed 331 titles supportive of reading instruction at the KG level. **Table 1** is the final outline of materials that were collected.

**Table 1: Pre-primary materials in Liberia**

Category	Number
Total Titles with Full Document Available for Review of Technical Merits	60
Total Titles by Exercise Book	62
Total Titles by Student Reader	64
Total Titles by Picture Book	1
Total Titles by Classroom Teaching Aid	49
Total Titles by Teacher Guidance	38
Total Titles by Parent Guidance	2
Total Titles by Assessment Tool	4
Total Titles by Audio-visual content	3
Total Titles by KG 1	110
Total Titles by KG 2	35
Total Titles by KG 3	42

Category	Number
Total Titles by Government Institution	9
Total Titles by NGO	93
Total Titles by Public Private Partnership	157
Total Titles by Faith-based Organization	6
Total Titles by Media and Communications Organization	2
<b>Total Existing Titles Identified</b>	<b>331</b>

## Materials aligned with the MOE’s Bureau of Early Childhood Education

### ***MOE ECD Curriculum series***

This series includes the 2014 ECD Curriculum, early learning frameworks, teacher planners, and literacy supplemental guidance documents for teachers. The curriculum emphasizes play as the medium through which children learn early math and language skills, as well as the foundation of strong neurological connections. It integrates reading, English language, and writing across the host of developmental domains. Activities incorporate whole body movement and integrated skills, even in literacy and language development. Activities encourage a child’s original expression and independent thinking, rather than one-word responses or teacher-centered communication. The teacher planners prompt children not only to deliver oral answers, but to explain the rationale behind their answers. Activities prompt teachers to ask a series of open-ended questions that provoke students’ oral expression. The *Literacy Supplement* contains guidance for teachers on the following topics: The Stages of Learning to Read, The Stages of Learning to Write, Setting Up a Literacy Center, The Teacher’s Role, and Reading and Writing Activities. The bulk of the document presents 15 different activities that teachers can implement in the classroom to promote the development of reading, language development, literacy knowledge, and writing skills.

### ***BRAC supplements to the Ministry ECD Curriculum***

BRAC has developed a *Community Based Early Childhood Development Curriculum Teacher’s Guide* and a *Curriculum Guide* to accompany the MOE curriculum. These contain simple class activities—such as rhymes, stories, free play, arts and crafts, fine motor/sensory/tactile development activities, pre-writing activities, indoor play, language and literacy, gross motor development activities, pre-math and number concepts, dramatic role play, local outdoor games—with sample lesson plans. Through its implementation of the curriculum, BRAC is also identifying areas where teachers struggle to implement the curriculum and is concurrently developing a teacher’s guide to make lesson plans more precise, comprehensible, and comprehensive to Liberian teachers. This piece should be finalized by 2019. Literacy and language development are integrated throughout the pieces, and short stories form part of the curriculum and teacher’s guides.

### ***WE-CARE readers series to accompany the ECD Curriculum***

WE-CARE has been involved in piloting, applying, and revising all of the curriculum materials, themed lessons, and teacher planners developed by the Ministry’s Bureau of Early Childhood Education. By February 2018, WE-CARE will have produced 10 themed readers, specifically elaborating the content in each of the themes from the Ministry’s Curriculum. Over a three-year period, 15 titles will be developed. Topics will cover Me and My Family, Five Senses, Body Parts, Me and My Feeding, as well as math, science, occupations, transportation, and other themes in the Ministry’s



Teacher Planners. The products will consist of reading materials to be read aloud to children, in hard or soft cover.

### ***Plan International series of readers to supplement the MOE ECD Curriculum***

Plan International has developed supplementary reading materials for children, aligned to the MOE ECD policy and curriculum. These titles have been created by and with local Liberian authors. Difficult words are defined using simpler words, and the materials are created with integration into a weekly assessment system tracking number of words read per minute. The evaluation team was not able to obtain copies of these materials.

### ***Libtralo Easy Reader series***

Libtralo has produced a set of simple reading materials to interest children in reading, specifically for the early childhood age group and focusing on topics relevant to dwellers in more remote parts of Liberia, such as hunting, fishing, animal stories, and interaction with nature. The kit includes 32 student readers with weekly themes; Alphabet Primer Books, which provide guidance on tones, vowels, and consonants and other aspects specific to each of the local languages used in the series; and a teacher's guide. The teacher's guide emphasizes interactive reading techniques that the teacher can use, such as prediction, application to own life, etc. The Easy Reader kit is available in 13 Liberian languages.

## **Materials developed through public-private partnerships**

### ***Rising Academy Network (public-private partnership)***

Rising Academy has licensed a curriculum from a group in India called Chrysalis. The content is still Indian in nature, but it is in the process of being adapted. Use of imagination and oral language expression is emphasized through activities in which children must complete the stories. Ample exposure to sight words occurs after each activity. Each "learning experience activity" contains duration, location, materials, and methodology. The activities use movement, music, reading, art, and math to create verbal-linguistic, logical-mathematical, visual-spatial, kinesthetic, interpersonal, and musical associations to create more complex neurological wiring, with multiple associations between objects and symbols. For oral language, the classroom activities prompt teachers to ask the children probing questions and elicit complex oral expression. Some activities elicit expression of emotional bonding with family or development of social-emotional foundational skills through use of language and song. Teachers are well oriented to the objective of the skills to be developed in the activity, and they have flexibility in the lesson delivery. This curriculum uses few outside materials and requires teachers to adapt materials from the surrounding environment. Some activities to learn content or language also require social collaboration and so simultaneously build social collaboration or engagement with community skills. The kit includes teacher's guides and student exercise books.

### ***Street Child readers and ECD teaching materials (public-private partnership)***

Street Child is developing simple stories, based on the MOE Bureau of Early Childhood Education curriculum that develops learners' skills in language and reading and introduces them to English. Manuals are developed in concert with guidance around the periodic use of Early Grade Reading Assessment (EGRA) with the stories. Whether this means an EGRA is conducted at this level is still to be determined. The stories will be ready in September 2018. Street Child has also

produced a number of teacher guidance materials to assist effective teaching in the pre-primary years, covering the holistic domains in the ECD Curriculum, including literacy and language development.

### ***Bridge Partnership Schools for Liberia pre-primary materials (public-private partnership)***

Bridge has produced a systematic, thorough, sequenced set of materials ordered by beginner, nursery, and kindergarten (for levels KG1, 2, and 3). The materials contain a strong focus on academic skills in reading and math primarily, as opposed to other areas of learning. The sequenced materials are designed for integration into specified, pre-developed classroom routines. They are adapted from international materials and content to the Liberian context, with drawings adapted to a Liberian setting (or sometimes a Kenyan setting). Pictures are black and white but clear and engaging to the learner. Classroom exercise books cover both alphabetic and numeric symbol practice exercises side by side. The materials are potentially useful for speakers of Liberian English and other languages for learning an international English dialect—there is ample use of pictures associated with words and ample visual associations throughout the materials.

### **Materials available for sale on the open market**

#### ***Early English, by Star Books***

This school-readiness series can be used for making the bridge between non-reader and reader. It prompts students to use oral language and follows a systematic pattern of introducing color pictures, tracing activities, and coloring activities around each letter in the English alphabet. The books ask students to relate the objects in the pictures to environments in their own life, emphasizing sound, letter, and picture associations and demonstrating how to combine consonants and vowels to make a word. The series is oriented specifically to a Liberian context.

#### ***Beginner's English, by Star Books***

This series provides a diversity of practice activities for pre-readers that develop balanced skills in pattern identification, visual discrimination, symbol-object association, and experimentation with pre-writing, and there are ample opportunities that prompt oral discussions of pictures with rich or stimulating scenes. The series includes drawing, coloring, matching, tracing, copying, speaking, and labeling exercises. It prompts students to match objects to their beginning letter. Latter parts of the series introduce letters with short rhyming sentences.

#### ***Creative Activities, by Star Books***

This set contains clear visual pictures of each activity. Many art activities could be done with paper or readily available local objects. Photographs clarify use of local materials and adaptations of common objects for creative art expression. The series integrates use of multiple forms of creative expression with oral expressive language about the projects. Books contain a section called “Talk about your work,” with approximately eight questions for children to discuss their work or book topics. The questions prompt children to discuss the pictures in the book and prompt children to draw, make shapes, and label. Oral questions are not yes/no questions but rather “who, what, how” questions, so they prompt children to engage in rich oral discourse. Questions differ in their nature and structure, requiring innovative and independent thinking.

### ***Starting Language and Literacy, by NFF Books***

This series provides a diverse set of activities that strengthen the basic cognitive processes that precede pre-reading, including visual discrimination of objects, auditory discrimination, and left-to-right eye movement. Cognitive processing gradually increases in complexity. The materials emphasize oral language production and telling of stories, and strongly emphasize sequencing activities and events as a foundational skill of understanding stories. The books are based around the Ghanaian kindergarten curriculum.

### ***The New Mastering English for Nursery Schools, Metropolitan English series***

These attractive, cartoonish, and mildly comical illustrations for children are useful for second-language learners and definition of activities. They systematically present the alphabet, associate sound with letter with picture, intersperse word-forming activities with attractive pictures, and provide bridging to move from sound identification to vowel identification to basic word construction.

### ***Modern Handwriting for Liberian Schools, by Star Books***

This series facilitates the development of fine motor coordination steps leading up to writing. The books introduce sequences of letters by complexity of drawing; first letters to practice are those letters with straight lines only, then slanted, then letters with curves, etc. The series mixes the drawing of abstract symbols with abstract qualities, e.g., “fence the sheep” by making curved lines. They systematically address practice for each letter. The series progressively builds skills from writing letters, to short words, to short sentences, and is clearly illustrated with simple, easy-to-comprehend drawings.

### ***Let’s Write series and Let’s Read series, by NNF Books***

These literacy exercises emphasize phonemic awareness and rhyming. They contain activities that require children to trace, color, identify pictures, produce letter sounds, copy, and read syllables aloud. The series is oriented for children who have already mastered the alphabet and are writers. Writing exercises emphasize methodical tracing and copying with every letter and consonant-vowel combination, and the book utilizes copying as the main medium for learning.

### ***My Montessori Language Workbooks, by Star Books***

This book can be useful specifically for practicing rhyme families. The series is very oriented for teaching grammar.

### ***Ordinary Yet Significant Steps (OYSS) Kindergarten Readers***

These readers consist of short texts with one simple sentence on each page. They are simple black-and-white drawings with one simplistic descriptive sentences on each page. Some stories come with a plot, and some without a plot. They are generally photocopied folded pieces of paper, and so are more affordable for private purchase by children, families, and teachers than other series.

### ***Learn to Read series***

This series contains simple stories where children talk to each other and show each other scenes in the environment. The stories are colorfully illustrated and written for a Nigerian context. The content focuses on naming and identifying objects in the environment, with one to three sentences on each page. The story text is followed by a list of vocabulary words and words with same beginning sounds.

### ***Other pre-primary books—not part of a series***

#### **My ABC Book**

This is a highly prevalent title and is commonly used in KG classrooms. Many teachers use this book as the basis for lesson planning and everyday student activities. It contains a letter chart; a chart with Liberia's national holidays; a number chart with symbols, blocks, and number words; a numeral chart up to 100; an addition chart up to 20; a chart for counting with roman numerals; a sight word chart; the Liberian national anthem and pledge of allegiance; short dialogues and a poem; a list of Liberia's presidents; and a chart of time, days of the week, and months of the year. It is generally photocopied folded pieces of paper and so is more affordable for private purchase by children, families, and teachers than other books.

#### **My Picture Book**

This book contains notes to the teacher or parent on how to introduce the pictures in the book and stimulate students to talk about the picture. It contains a narrative of each picture and a key question to ask the child.

#### **Learn to Read and Write**

This individual book has lined pages for practicing copying short sentences. Each page contains the capital and lower-case letter, a child whose name begins with the letter, and a short sentence about the child. It contains words about food, names, and items from the Ghanaian context.

#### **Basic Writing for Beginners**

This is an individual book with lined pages for practicing tracing and copying of several pre-writing symbols, many letters, a few one-syllable words, and short sentences.

#### **At Home & In School**

This is a read-aloud book for children, with engaging pictures specific to the Liberian context. The storyline contains short, descriptive sentences about what the girl and her family members are doing on each page. The story is appropriate for younger children because it focuses on naming and identifying common activities, colors, and nouns in the environment.

## **5. Recommendations**

Based on the findings of this study, the evaluation team has generated the following recommendations for the development and implementation of Read Liberia's KG teaching and learning materials.

### **Build on existing materials**

**MOE Bureau of Early Childhood Education materials:** There has been a considerable amount of progress over the last 10 years to strengthen the ECE sector. The MOE Bureau of Early Childhood Education, with its partners, has developed a substantial and early learning framework and supporting curricula materials to ensure children are receiving a quality ECE experience. It is recommended that Read Liberia approach the sector with this understanding and support the Ministry to build onto the existing materials in a coordinated and cohesive way. One particular area where Read Liberia could contribute is in the area of awareness raising, dissemination, and training on the new curriculum.

**Open market materials:** Materials obtained from the open market may have useful supplementary value, especially when used outside of school hours, within communities, and in the home. Although some of the series provide quality content, they do not align with the new curriculum. They are written with more of an academic approach rather than a child-centered approach.

**Public-private partnership materials:** The public-private sector partners are developing and piloting substantial amounts of early learning teaching and learning approaches and materials. It is recommended to continue the dialogue with these partners to see how Read Liberia and the MOE can build off of successful interventions and integrate lessons learned into the MOE process.

## **Material development**

The Ministry's Bureau of Early Childhood Education's materials create a solid and evidence-based foundation for development across the learning domains, including literacy and language development. These materials have been piloted, field-tested, and validated by a wide set of ECD stakeholders. Read Liberia has the potential to contribute to the successful implementation of the new curriculum for long-term sustainability, capacity building, and system strengthening.

The following are more specific recommendations for how Read Liberia can support the development of teacher and student materials to better support children to develop oral language and vocabulary skills.

### **Teacher materials**

- **Sequenced literacy instruction:** If scripted lessons are to be developed through the Read Liberia project, there could be value in taking the weekly schedule and list of weekly theme activities as well as the Literacy Supplement activities and developing them into daily lesson plans, with activities sequenced, in order to decrease the cognitive load and time demands for teachers who may have little training, little preparation in ECE, and limited practice using complex planning skills.
- **Dynamic scripting of lessons:** It would be valuable to consult with the ECD actors about how to implement scripting in a manner that helps reduce cognitive load on teachers with little training, and how to make activities clear, easy to implement, and sequential. However, scripting should guide teachers on how to be innovative and creative with their lessons, and dynamic in response to students. ... as students will directly model the level of innovation and dynamism in their interaction with teachers.
- **Support for creativity:** Scaffolded practice, using "I do, we do, you do," could help teachers expand their ability to implement creativity progressively as they master the curriculum.
- **Interactive dialogue support:** Due to this area being so crucial to the development of early language skills in pre-reading children, and due to the deep challenges and lack of behavior change after significant training seen across various implementers, this area may need dynamic training and frequent on-site coaching to shift engrained cultural practices around interactive dialogue between adults and children in the classroom. If lessons will be scripted, this area needs specific attention.
- **Level-appropriate lessons:** Another option is to separate and craft the daily lesson plans into age/level-appropriate groups (particularly in locations where demand and enrollment is so high that three separate KG classes at three different levels are operating).

- **Locally available resources:** Although the teacher planner activities contain rich guidance on making teacher resources, Liberia-specific guidance could enhance this topic and give teachers specific guidance on how to utilize locally available, free (or low-cost) resources. This aspect needs not only material guidance, but accompanying hands-on training.
- **Use of video:** Various implementers and developers have cited the value of video in Liberia as a way to convey messages and enhance in-person training, especially when a teacher’s reading capacity is low.
- **Inclusion:** Specific guidance for teachers is needed to better understand how to integrate students with disabilities into the lessons, as well as awareness raising on the need for enrollment of these children.

### **Student materials**

- In the area of student reading materials, any big books, student readers, or workbooks, should be supportive of, and additional, not duplicative to, the series of reader titles that WE-CARE is creating in alignment with the new curriculum, as well as those of other implementers developing reading materials to accompany the curriculum, such as Plan International, Street Child, or others.
- Student exercise books on the open market are many times labeled as kindergarten but calibrated for a much higher audience. The MOE’s new curriculum materials could be enhanced by student exercise workbooks that are specifically created to accompany the curriculum and the learning objectives it outlines.
- It would be valuable to develop reading materials that are calibrated for the 3–5 age range and that incorporate the latest evidence-based science on reading instruction for this age group.

It is critical that any scripted guidance and supplemental materials produced under Read Liberia align with and enhance teachers’ current activities. Careful attention should be placed on not over-burdening teachers with additional lessons to implement on top of existing activities. There are several ways that the current materials can be more user-friendly, for example, integrating the literacy activities from the Literacy Supplement into the thematic planners so teachers do not need to jump back and forth to different guidance documents. Additionally, Read Liberia could provide more scripting within the activities to build teacher capacity and provide intentional sequencing of activities to ensure students are building on previous knowledge and skills.

Iterative material development is also suggested, so that final materials are designed in coordination and collaboration with the Ministry’s Bureau of Early Childhood Education; vetted, tested, and adapted in the Read Liberia pilot schools; and shared in a continuous feedback cycle with the Ministry and the core group of ECD partners. This iterative process should occur before these materials are released for use at scale.

### **Materials usage and training**

The most important factor in determining the value of any set of materials is how the teacher uses these materials in her/his interactions in the classroom.

Significant training is needed to operationalize teachers’ use of the materials. For supplemental materials, student activity books, and scripted teacher guides, hands-on training with repeated practice is recommended. Training on developmentally appropriate instructional approaches for use in KG classrooms, not only in language development, but across developmental domains, is also critical.

## 6. Conclusion

This study has shed light on the substantial number of existing materials in the early childhood sector. Particularly those developed by the MOE's Bureau of Early Childhood Education present a significant opportunity for Read Liberia to contribute to and enhance the national institutionalization of these materials. Moving forward, the findings of this study will be used to inform the selection and revision of existing materials for use in the program as well as the development of new materials to fill gaps identified by this analysis

In line with Read Liberia project goals, its KG materials contributions will be most valuable if they are designed in coordination with the Ministry and a core group of ECD actors. It is important that during the intervention phase of this project and prior to the development of materials at scale, they be piloted and validated, through an iterative and consultative process with the same set of ECD stakeholders that have been working to build the institutional capacity of the sector.

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## Glossary

**“ABC” Level**—The official designation for early childhood learning is KG1 for age 3 entry, KG2 for age 4 entry, and KG3 for age 5 entry (MOE, 2016). ABC often refers to the first year of early childhood education. Other naming scenarios may exist according to the providing institution.

**Big book**—An oversized children’s book intended to be read aloud by a teacher to the entire class

**Decodable readers**—Books aligned to an early literacy curriculum or sequence of presentation of letter sounds and containing only (or mostly) words that students should be able to sound out (“decode”) at a particular point in that curriculum. Decodable readers, sometimes called decodable stories or texts, often focus on one or more particular letter sounds or patterns, either explicitly or implicitly, by including many words with those spellings.

**Early Childhood Education**—In Liberia, Early Childhood Education refers to the teaching of young children ages 2-6

**Early Childhood Development**—Refers to the physical, cognitive, linguistic, and socio-emotional development of a child from the prenatal stage to age 8

**Emergent Reading**—Refers to a child’s knowledge of reading and writing skills before they learn how to read and write words, with an emphasis on the process of building the foundational language and literacy skills needed to become independent readers and writers

**First language (L1)**—The language that an individual speaks best, often referred to as a mother tongue or home language. In the context of education, L1 refers to the language that students understand and speak proficiently when they first enter school, a characteristic that makes that language particularly well-suited for learning both concepts and content in the early grades. Individuals tend to have a lifelong proficiency in L1 learned at home through natural interactions with caregivers, family, friends, and community members. People living in multilingual contexts may have more than one L1, and they may have a greater proficiency in one language or another at different points in their lives and in different contexts or for different purposes.

**Kindergarten**—The official designation for early childhood learning is KG1 for age 3 entry, KG2 for age 4 entry, and KG3 for age 5 entry (MOE, 2016). Kindergarten in some vernacular refers to all three years; in other locations, the last two years; and in still other locations, the last year of the three-year early education cycle. Other naming scenarios may exist according to the providing institution.

**Narrative text**—Prose writing that tells a story, which may be completely fiction (imagined) or based on fact. Elements that are basic to narrative text include the following: setting, characters, plot, conflict, and a resolution/ending. All narrative fiction (e.g., stories, folktales, fairytales, fables, myths, legends) fit under this category. Texts that tell the story of someone’s life (biography) or retell an event from history or the Bible by using storytelling devices such as characters and plot also fit under this category.

**Non-narrative informational text**—Prose writing that informs the reader about a topic in the natural or social world that is based on facts, but without using a narrative plot structure. Examples of informational text are textbook chapters that describe real-world phenomena or brochures about a place or an organization. For example, texts describing malaria transmission, volcanoes, or dinosaurs (assuming the absence of a story structure) would fit under this category.

**Nursery**—The official designation for early childhood learning is KG1 for age 3 entry, KG2 for age 4 entry, and KG3 for age 5 entry (MOE, 2016). “Nursery” in some locations refers to the second year of early childhood education, and in other locations, the first year of early child education. Other naming scenarios may exist according to the providing institution.

**Phonics approach**—Focuses on the connection between the written letters and the sounds they represent in speech. A phonics approach may include exercises on sound recognition and manipulation, blending sounds into syllables or words, segmenting syllables and words into individual sounds, and other similar exercises.

**Reference text**—A dictionary, glossary, or reference grammar text (a technical, linguistic analysis of a language)

**Second language (L2)**—A language that someone learns in addition to his or her first language

**Shell book**—A book intended and authorized to be translated and adapted for use in other languages

## Appendix A. Summary Table of Series and Titles

Series: Ministry of Education Early Childhood Education Curriculum						
<b>Series Overview</b>	<b>Description</b>					
	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>▪ Emphasizes play as the medium through which children learn early math and language skills, as well as the foundation of strong neurological connections</li> <li>▪ Integrates reading, English language and writing across the host of developmental domains.</li> <li>▪ Activities incorporate whole body movement and integrated skills, even in literacy and language development.</li> <li>▪ Activities encourage original expression and independent thinking of the child, rather than one word responses or teacher-centered communication.</li> <li>▪ Prompts children not just to deliver oral answers, but to explain the rationale behind their answers. Activities prompt teachers to ask a series of open-ended questions that provoke oral expression of students.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input checked="" type="checkbox"/> comprehension activities <input checked="" type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input checked="" type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
<b>Promotes development of foundational skills as drivers of later reading and academic outcomes</b>	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills		
<b>Individual book title</b>	<b>Type</b>	<b>Designated level Publisher   MOE</b>		<b>Content Description</b>	<b>Additional individual merits</b>	<b>Additional individual pedagogical utility</b>
Republic of Liberia's Pathways to School Readiness- Early Learning Framework	Teacher Guidance	-	Ages 3-6	Provides guidance to teachers on development of: The early learning framework defines the six areas of early learning as: 1. Approaches to learning 2. Language and literacy 3. Cognitive skills and basic knowledge 4. Physical development and health 5. Social and emotional development 6. English language learning.	<ul style="list-style-type: none"> <li>▪ Literacy Knowledge and Skills to be developed include: Book appreciation Phonological awareness Alphabet knowledge Print concepts and conventions Early writing</li> <li>▪ Language Development Skills to be developed include: Receptive language Expressive language</li> </ul>	Defines Fine Motor Skills Development

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
					<ul style="list-style-type: none"> <li>English language learning skills to be developed include: Receptive English language skills Expressive English language skills. Engagement in English literacy activities.</li> </ul>	
Introduction to Teacher Planners	Teacher Guide	-	Ages 3-6	<p>Presents early learning framework area as:</p> <ol style="list-style-type: none"> <li>Approaches to learning</li> <li>Language and literacy</li> <li>Cognitive skills and basic knowledge</li> <li>Physical development and health</li> <li>Social and emotional development</li> <li>English language learning. Within #2, the domains of literacy knowledge and skills, and language development are delineated. Within # 6, English language learning is delineated.</li> </ol> <p>Presents part 1: introduction, philosophy, principles, and approach to early childhood education, part 2: Liberia's early learning framework, part 3: Family engagement, viii introduction part 4: Building a preschool community, part 5: Observing, recording, and reporting on children's development part 6: Planning an integrated curriculum part 7: designing the learning environment part 8: learning centers</p>	<ul style="list-style-type: none"> <li>Defines child actions and teacher actions in a child-centered classroom. Defines specific ways of engaging families, ways of affirming children, and methods for accommodating children with disabilities. Defines content themes by month. Defines 8 learning centers: in Art, Blocks, Dramatic Play, Literacy, Mathematics/Manipulatives, Music, Outdoor Learning/Play, Sand and Water, Science. Each section delineates instructions to teachers for setting up the center and for the teacher's role</li> </ul>	Develops pre-reading skills in an integrated way balanced with other developmental domain areas.
Liberia National ECD Curriculum: Teacher Planner 3- to 6-Year-Olds: Me and My Family: September/ October/ November	Teacher Guide	-	Ages 3-6	<p>Covers the following themes:</p> <ol style="list-style-type: none"> <li>My Body   3 weeks</li> <li>Five Senses   3 weeks</li> <li>Me and My Feelings   2 weeks</li> <li>My Family   1 weeks</li> <li>My Home   2 weeks</li> <li>Clothing   1 weeks</li> </ol> <p>Follows the Liberian school year with weekly planning for September and October. A weekly planning overview is provided for each week, describing the activities of the daily routine. Instructions for particular group</p>	<ul style="list-style-type: none"> <li>Pre-reading skills are taught through: social games, story reading, finger plays, singing, dramatization of the books, reading the children's books related to the topic, "reading" books by looking at their pictures.</li> <li>Prompts children not just to deliver oral answers, but to explain the rationale behind their answers.</li> <li>Some activities build children's abstract ability to imagine symbols,</li> </ul>	<ul style="list-style-type: none"> <li>Activities prompt teachers to ask a series of open-ended questions that provoke oral expression of students.</li> <li>Integrates puzzle development (logical reasoning in the cognitive domain) with alphabetic knowledge and phonemic awareness.</li> </ul>

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
				activities for that week are provided in the area of “ideas for the morning meeting” and “ideas for the small group activity.”, ideas for outdoor activities” and “additional activities” With the 3-7 activities per area. a. Each activity has instructions for beginning, intermediate, and advanced, oriented around the developmental competencies of 3 year olds, 4 year olds and 5 year olds.	by identifying objects while blindfolded.	
Liberia National ECD Curriculum: Teacher Planner 3- to 6-Year-Olds: Staying Healthy and Safe	Teacher Guide	-	Ages 3-6	Covers the following themes: I. Keeping My Body Healthy   2 weeks II.   Caring for Our Community   2 weeks Follows the Liberian school year with weekly planning for December. A weekly planning overview is provided for each week, describing the activities of the daily routine. Instructions for particular group activities for that week are provided in the area of “ideas for the morning meeting” and “ideas for the small group activity.” Many but not all activities have instructions for beginning, intermediate, and advanced, oriented around the developmental competencies of 3 year olds, 4 year olds and 5 year olds.	<ul style="list-style-type: none"> <li>▪ Activities are very centered on health topics. However, they do instruct teachers to write down the verbal answers on generative themes, offered by children.</li> <li>▪ Activities engage children in drawing pictures about stories from their lives and hanging, displaying and telling the stories.</li> <li>▪ Contains a field visit to a primary school, to encourage ECD-primary school linkages.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Traffic light games and other activities strengthen cognitive processing speed and symbolic recognition, as pre-reading skills.</li> </ul>
Liberia National ECD Curriculum: Teacher Planner 3- to 6-Year-Olds: My Neighborhood – January and February	Teacher Guide	-	Ages 3-6	<ul style="list-style-type: none"> <li>▪ Covers the following themes: <ul style="list-style-type: none"> <li>▪ I.   Road Transportation   2 weeks</li> <li>▪ II.   Water and Air Transportation   2 weeks</li> <li>▪ III.   Markets, Playgrounds   2 weeks</li> <li>▪ IV.   Community Helpers   2 weeks</li> </ul> </li> <li>▪ Follows the Liberian school year with weekly planning for January and February.</li> <li>▪ A weekly planning overview is provided for each week, describing the activities of the daily routine. Instructions for particular group activities for that week are provided in the area of “ideas for the morning meeting” and “ideas for the small group activity.” Some of the emerging science experiments are not differentiated by age</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questions elicit rich oral response moving from one word and yes, no responses, then exploring math aspects and descriptive question and then moving into higher order thinking lines of questioning to children’s hypothesizing of why things happen, making predictions and pondering conditionality. See vehicle example: <u>“Counting Questions:</u> <ul style="list-style-type: none"> <li>▪ – Do you see any circles on the car? How many circles are there? Where is/are the circle? (Tyres, Steering wheel, speedometer, etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Contains a number of pre-science experiments in emergent physics concepts. Each one is followed by verbal dialogue, questioning and elaboration of the themes.</li> <li>▪ Contains a doctor scene imaginary role play, one of the most neurologically stimulating forms of developing rich skills across domains</li> </ul>

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
				<p>level, but later activities have instructions for beginning, intermediate, and advanced, oriented around the developmental competencies of 3 year olds, 4 year olds and 5 year olds.</p>	<p>Rectangles?</p> <ul style="list-style-type: none"> <li>▪ – How many doors are there? etc.</li> <li>▪ – What do you sit on in the vehicle? Where would you like to sit?</li> <li>▪ <u>Texture questions</u></li> <li>▪ – What is a smooth surface?</li> <li>▪ – What is bumpy?</li> <li>▪ – What is soft? etc.</li> <li>▪ <u>Color questions</u></li> <li>▪ – What colors do you see?</li> <li>▪ – What is the darkest color?</li> <li>▪ – What is the lightest color?</li> <li>▪ <u>Size Questions</u></li> <li>▪ – What is the biggest vehicle?</li> <li>▪ – What is the smallest vehicle?</li> <li>▪ – Which vehicle has the largest wheels?</li> <li>▪ – Which vehicle has the smallest wheels?</li> <li>▪ Why do you think the windscreen is made from glass?</li> <li>▪ – What else could be used to make the windscreen?</li> <li>▪ – What would happen if the steering wheel of the car (truck or tractor) was at the back of the car?</li> <li>▪ – What shape are cars/trucks usually?</li> <li>▪ – Do you think we could drive in a round or triangular car/truck?</li> <li>▪ – What are the names of some kinds of cars?</li> <li>▪ – Why do you think a bicycle does not fall over when it is being ridden?</li> <li>▪ – How do you think we could stop a vehicle if it did not have brakes?</li> <li>▪ – Why do you think the tires of cars and bicycles are round?</li> <li>▪ – What would happen if they were square in shape?</li> </ul>	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
				<ul style="list-style-type: none"> <li>▪ – Try and remember the names of all the different things we have seen on the car or bicycle today.</li> <li>▪ – Open the trunk– ask the children “what is it used for?”</li> </ul>	
Liberia National ECD Curriculum: Teacher Planner 3- to 6-Year-Olds: Food We Eat, March and April	Teacher Guide	-	Ages 3-6 Covers the following themes: I.   Eating Healthy Food   2 weeks II.   Meats, Fruits, and Vegetables   2 weeks III.   Growing and Preparing Healthy Food   4 weeks Follows the Liberian school year with weekly planning for March and April. A weekly planning overview is provided for each week, describing the activities of the daily routine. Instructions for particular group activities for that week are provided in the area of “ideas for the morning meeting” and “ideas for the small group activity.” a. Each activity has instructions for beginning, intermediate, and advanced, oriented around the developmental competencies of 3 year olds, 4 year olds and 5 year olds.	<ul style="list-style-type: none"> <li>▪ Curriculum encourages rich oral expressive language by children e.g. “ Have children tell stories about trips to the market or food store.”</li> <li>▪ Rich oral development of a topic associating a symbol with lines of reasoning. E.g., picture of a fruit: “What is it called? Is it a fruit or a vegetable? – What color/shape is it? What does it feel/smell like? – What does it taste like? – What do you think it looks like inside? – Can we eat the skin? When do we eat it? – What else can you tell us about it? – Where does it come from? (plants or animals) – What other kinds of food do you know about? – Are the shapes of the vegetables all the same? “</li> </ul>	<ul style="list-style-type: none"> <li>▪ Food Dominoes game enhances concentration and sequencing skills, as precursors to skilled reading</li> <li>▪ Guessing Game enhance rich abstract thinking, oral language and ability to describe with rich vocabulary</li> </ul>
Liberia National ECD Curriculum: Teacher Planner 3- to 6-Year-Olds: My Environment, May and June	Teacher Guide	-	Ages 3-6 I.   Seasons and Weather   1 week II.   Plants   2 weeks III.   Animals: Farm Animals   2 weeks IV.   Animals: Small Animals   2 weeks V.   Animals: Tiny Creatures   1 week Follows the Liberian school year with weekly planning for May and June. A weekly planning overview is provided for each week, describing the activities of the daily routine. Instructions for particular group activities for that week are provided in the	<ul style="list-style-type: none"> <li>▪ The preparation for the weekly themed lessons presents basic background information or common knowledge that the Liberian ECD teachers might not know and would need to implement the theme of the week.</li> <li>▪ Questions elicit rich oral response moving from one word and yes, no responses, then exploring math aspects and descriptive question</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporates pre-science experiments and activities into the learning process.</li> <li>▪ Encourages child ability to engage in original thinking e.g., “Do not tell children to make specific animals or give them models to copy. Encourage them to be creative.”</li> </ul>

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
				area of “ideas for the morning meeting” and “ideas for the small group activity.” Each activity has instructions for beginning, intermediate, and advanced, oriented around the developmental competencies of 3 year olds, 4 year olds and 5 year olds.	<p>and then moving into higher order thinking lines of questioning.</p> <ul style="list-style-type: none"> <li>▪ Specific activities develop vocabulary: “Tell the children that you are going to talk about small animals that live on or in the ground. Build on the experience of the walk and ask the children to name as many of these kinds of animals as they can. Put up the pictures of the animals they name, and then add the others.”</li> <li>▪ Some activities specifically develop fine motor activities.</li> </ul>	
National Early Childhood Curriculum Language and Literacy Supplement for School Readiness	Teacher Guidance	-	Ages 3-6	<p>Contains the following sections:</p> <ul style="list-style-type: none"> <li>▪ Liberia’s Early Learning Framework: Language &amp; Literacy</li> <li>▪ Domain Elements for Literacy Knowledge &amp; Skills</li> <li>▪ Role of The Early Learning Framework In Curriculum Development</li> <li>▪ Domain Elements for Language Development</li> <li>▪ The Stages of Learning to Read</li> <li>▪ The Stages of Learning to Write</li> <li>▪ Setting Up a Literacy Center</li> <li>▪ The Teacher’s Role</li> <li>▪ Language Development Activities</li> <li>▪ Activities to Support the Development of Literacy Knowledge Skills</li> <li>▪ Developing Writing Skills</li> <li>▪ Engaging Children in Writing</li> <li>▪ Reading and Writing Activities</li> <li>▪ Additional Resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presents 9 pictures of stages of scribbling until becoming an efficient writer</li> <li>▪ The bulk of the document presents 15 different activities that teachers can implement in the classroom to promote the development of reading language, and writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>



Series: WE-CARE Series of Readers to Accompany the Early Childhood Education Curriculum						
Series Overview	Technical merits common to whole series	<ul style="list-style-type: none"> <li>WE-CARE has been involved in piloting, applying and revising all of the curriculum materials, themed lessons and teacher planners developed by the Ministry's Department of Early Child Development. By February of 2018, WE-CARE will have produced 10 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum. Over a three-year period, 15 total titles will be developed.</li> <li>Topics will cover: Me and My Family, Five Senses, Body Parts, Me and My Feeding, math, science, occupations, transportation, and other themes in the Ministry's "Teacher Planners".</li> <li>The products will consist of reading material to be read aloud to children, in hard or soft cover.</li> </ul>				
	Pedagogical utility common to whole series	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	Promotes development of foundational skills as drivers of later reading and academic outcomes	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input type="checkbox"/> alphabetic knowledge <input type="checkbox"/> print concepts and conventions <input type="checkbox"/> book knowledge & appreciation <input type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
My Five Senses	Teacher Read Aloud	Ages 3-6		By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
The ABC March	Teacher Read Aloud	Ages 3-6		By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
There was a Creek	Teacher Read Aloud	Ages 3-6		By February of 2018, WE-CARE will have produced 12 themed readers, specifically	A hard copy of this title in the series was not able to be obtained before the	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
			elaborating the content in each of the themes of the Ministry Curriculum.	submission date of this inventory report.	
Mr. Bundu's House	Teacher Read Aloud	Ages 3-6	By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
Mary's Broh's Day	Teacher Read Aloud	Ages 3-6	By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
Five Little Monkeys	Teacher Read Aloud	Ages 3-6	By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
Where do Animals live?	Teacher Read Aloud	Ages 3-6	By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
I Know my vegetables	Teacher Read Aloud	Ages 3-6	By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
This is My House	Teacher Read Aloud	Ages 3-6	By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
The Car that took a Trip	Teacher Read Aloud	Ages 3-6	By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Hop Away, Toad	Teacher Read Aloud	Ages 3-6		By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	
What I Want to be When I grow up	Teacher Read Aloud	Ages 3-6		By February of 2018, WE-CARE will have produced 12 themed readers, specifically elaborating the content in each of the themes of the Ministry Curriculum.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report.	

Series: BRAC Supplements to the Ministry ECD Curriculum						
Series Overview	Technical merits common to whole series	<ul style="list-style-type: none"> <li>Activities are designed in alignment with the Ministry's ECD curriculum.</li> <li>Reading and literacy skills are be interwoven throughout</li> <li>Stories and rhymes are provided to supplement the curriculum.</li> <li>Activities are presented in simple clear language, easily accessible to a facilitator with low-level skills.</li> </ul>				
	Pedagogical utility common to whole series	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input checked="" type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	Promotes development of foundational skills as drivers of later reading and academic outcomes	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Community Based Early Childhood Development Curriculum Teacher's Guide (Teacher's Guide for the Curriculum of Community Based ECD Centre for 3-5 children)	Teacher's Guide	Age 3-5	-	Contain simple class activities that can be conducted in the area of: Rhymes, Story, Free Play, Art and Craft, Fine Motor/Sensory/Tactile Development Activities, Pre-Writing Activities, Indoor Play, Language and Literacy, Gross Motor Development Activities, Pre Math and Number Concepts, Dramatic Role Play, Local Outdoor Games, Sample Lesson Plan. Notes for Caregivers, Attainable Competencies,	Lists the competences a child should attain by the end of the year. Contains six half page stories for reading aloud to children. Sample lesson plan shows how to develop a concept across 3 different days	Activities are designed in alignment with the Ministry's curriculum. Reading and literacy skills will be interwoven throughout.

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Curriculum of Community based Early Childhood Development Centre (Community-based ECD Curriculum for 3-5 year children)	Teacher's Guide	Age 3-5	-			
Lesson Plan Supplement to the MOE ECD Curriculum	Teacher's Guide	Age 3-5		Content in progress. Developing a teacher guide to make lesson plans more precise, comprehensible and more comprehensive.	Reading and literacy skills will be interwoven throughout.	

Series: Street Child Readers and ECD Teaching Materials					
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	Street Child is developing simple stories, based on the MOE Bureau of ECE curriculum that develops learners' skills in language and reading and introduces them to English. Manuals are developed in concert with guidance around the periodic use of EGRA assessment with the stories. The stories will be ready in September 2018. Street Child has also produced a number of teacher guidance materials to assist effective teaching in the pre-primary years, covering the holistic domains in the ECD Curriculum, including literacy and language development.			
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment
	<b>Development of foundational skills as drivers of later reading skills</b>	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills
<b>Individual book title</b>	<b>Type</b>	<b>Designated level Publisher   MOE</b>	<b>Content Description</b>	<b>Additional individual merits</b>	<b>Additional individual pedagogical utility</b>
Set of Reading Story books based on ECD Curriculum	Student Reader	Ages 3-6	Developing simple stories, based on the MOE Bureau of ECE curriculum that develops learners' skills in language and reading and introduces them to English. Manuals are developed in concert with guidance around the periodic use of EGRA assessment with the stories. Will be ready in September 2018.	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time.	
All About Child Care Teacher Planner	Teacher Guidance	Ages 3-6		A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time.	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Synthesis of Research on Strategies for Motivating Students to Learn Teacher Guide	Teacher Guidance	Ages 3-6		A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. ▪	
ECD-Multicultural Perspective - Teacher Guide	Teacher Guidance	Ages 3-6		A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. ▪	
Making Your Environment the Third Teacher	Teacher Guidance	Ages 3-6		A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. ▪	
Five Essential Components of Reading-Manual for Effective Reading	Teacher Guidance	Ages 3-6	Manual focusing on sounds, vocabulary development, reading comprehension, differing abilities and capabilities, with a set of classroom activities for implementation in the classroom. Manual focuses on skills of reading, writing, listening and speaking as well as language development	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. ▪	
Individualizing Instruction in the Early Childhood Classroom	Teacher Guidance	Ages 3-6		A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. ▪	
Teaching and Learning Styles	Teacher Guidance	Ages 3-6	Developing teacher capability in learning approaches	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
				report. So further details on technical merits will be included at a later time. ▪	
Child Development Textbook-Training Manual	Teacher Guidance	Ages 3-6	Developing teacher capability in learning approaches	A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. ▪	
Manual on Making Classroom Teaching Aids from Locally Available Resources	Teacher Guidance	Ages 3-6		A hard copy of this title in the series was not able to be obtained before the submission date of this inventory report. So further details on technical merits will be included at a later time. ▪	



Series: Plan International Series of Readers to Supplement the MOE ECD Curriculum						
Series Overview	Technical merits common to whole series	Supplementary reading materials for children, aligned to the MOE ECD policy and curriculum. Created by and with local Liberian authors. Difficult words are defined using simple words. Created with integration into a weekly assessment system tracking number of words read per minute.				
	Pedagogical utility common to whole series	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	Development of foundational skills as drivers of later reading skills	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Supplementary Reader Series	Student Reader	Age 3-8	-	Supplementary reading materials for children, aligned to the MOE ECD policy and curriculum.	Created by and with local Liberian authors. Difficult words are defined using simple words. Created with integration into a weekly assessment system tracking number of words read per minute.	
Big Book Series	Read Aloud	Age 3-8	-	Set of 10 in a series. Titles include: The Moon and the Sun The Boy and the Village The Ship	<ul style="list-style-type: none"> <li>Large size books. Created in collaboration with communities around topics relevant to the Liberian content.</li> </ul>	

Series: Libtralo Easy Reader Series						
Series Overview	Technical merits common to whole series	<ul style="list-style-type: none"> <li>▪ Simple reading materials to interest children in reading.</li> <li>▪ Emphasize on interactive reading techniques, by the facilitator, like prediction, application to own life, etc.</li> <li>▪ Focusing on topics relevant to dwellers in remoter parts of Liberia, such as hunting, fishing,</li> <li>▪ Available in 13 Liberian languages.</li> <li>▪ Provides guidance on tones and other aspects specific to each of the languages.</li> </ul>				
	Pedagogical utility common to whole series	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	Development of foundational skills as drivers of later reading skills	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Teacher's Guide to Introducing English Language in Grade 1	Teacher Guidance	kindergart en/G 1		Teacher guidance on how to introduce English language to in Grade 1 to non-native speakers.		
Teacher Guide on Interactive Reading (exact title name on available)	Teacher Guidance	KG 1 and 2		Teacher guide containing guidance on interactive reading and "how to make the reading come alive for the child". Also contains guidance on classroom management, usage of time in the classroom, and other related topics. in English Language		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Activities to Build Students Oral English in Kindergarten Year 2	Teacher Guidance	K2	Classroom activities to build oral language in English language when children are not fluent in English upon coming to school.		
The Children Play Football	Student Reader	KG 1 and 2	1 of 32 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bassa, Pele, Vai, Gola Kissi, Loma, Grebo, Kru, Sapo, Bassonh Kranh, Tienk Krahn, Kau Krahn, Giyo/Dahn, Mano/Manh, Kuwwa/Bele		
Getting Ready to Read and Write	Student Reader	KG 1 and 2	Alphabet in English, Bassa, Pele, Vai, Gola Kissi, Loma, Grebo, Kru, Sapo, Bassonh Kranh, Tienk Krahn, Kau Krahn, Giyo/Dahn, Mano/Manh, Kuwwa/Bele		
Primer Book- Individual titles not currently available	Student Reader	KG 1 and 2	Contains alphabet, vowels, consonants, tones of the language, and short sentences. Accompanied by illustrations, Available in English, Bassa, Pele, Vai, Gola Kissi, Loma, Grebo, Kru, Sapo, Bassonh Kranh, Tienk Krahn, Kau Krahn, Giyo/Dahn, Mano/Manh, Kuwwa/Bele.		
Alphabet	Classroom Teaching Aid	KG 1 and 2	Alphabet in English, Bassa, Pele, Vai, Gola Kissi, Loma, Grebo, Kru, Sapo, Bassonh Kranh, Tienk Krahn, Kau Krahn, Giyo/Dahn, Mano/Manh, Kuwwa/Bele,		
Big Book Series- Individual titles not currently available	Student Reader	KG 1 and 2	Oversize books of 5-6 pages each. Each book contains a big picture, with one sentence under the picture. Materials are made so that they can be hung on the wall like a calendar. 1 or 2 big books in each language including in English, Bassa, Pele, Vai, Gola Kissi, Loma, Grebo, Kru, Sapo, Bassonh Kranh, Tienk Krahn, Kau Krahn, Giyo/Dahn, Mano/Manh, Kuwwa/Bele.		

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Sabah and the Gina	Student Reader	KG 1 and 2		Boogie Man featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Momo is a Builder	Student Reader	KG 1 and 3		Building featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Massa Cooks Well	Student Reader	KG 1 and 4		Cooking featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Palm Head	Student Reader	KG 1 and 5		Cutting Palm featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Sangay and Jennah	Student Reader	KG 1 and 6	Dancing featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
The Chicken and her Chicks	Student Reader	KG 1 and 7	Domestic animals featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
The Children are Playing	Student Reader	KG 1 and 8	Drama featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Barmah and his Children	Student Reader	KG 1 and 9	Family featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Sembeh's Farm	Student Reader	KG 1 and 10	Farming featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Bombo is Made Chief	Student Reader	KG 1 and 11	Festivals featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Johnny is a Fisherman	Student Reader	KG 1 and 12	Fishing featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Spider and Rabbit	Student Reader	KG 1 and 13	Food featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Nduwor and Ngormbuyr	Student Reader	KG 1 and 14	Friends featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Hali and Ngormbu	Student Reader	KG 1 and 15	Games featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Karo is Mad Man	Student Reader	KG 1 and 16	Giving and sharing featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Jaso	Student Reader	KG 1 and 17	Greetings featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Kaba's Ball	Student Reader	KG 1 and 18	Hone style featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Sala has a Rubber Gun	Student Reader	KG 1 and 19	Hunting featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Sally	Student Reader	KG 1 and 20	Market day featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Korpo Can Work	Student Reader	KG 1 and 21	Obedience featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		



Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Fighting	Student Reader	KG 1 and 22		Peace making featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Manjo is Making Sacrifice	Student Reader	KG 1 and 23		Religion featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Wendor can Make Garden	Student Reader	KG 1 and 24		Resting featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Kpanah	Student Reader	KG 1 and 25		School featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Sickness is not good	Student Reader	KG 1 and 26		Sickness and health featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Hawa is a Singer	Student Reader	KG 1 and 27		Singing featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Koro Sleeps Alone	Student Reader	KG 1 and 28		Sleeping featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Kpanah and Fatu	Student Reader	KG 1 and 29		Sport featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
The Catfish	Student Reader	KG 1 and 30	Taboos featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Blamah	Student Reader	KG 1 and 31	The town crier featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Morlu and Janga	Student Reader	KG 1 and 32	Toymaking featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
Mamai Loves her Family	Student Reader	KG 1 and 33	Vision featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Ngafua the Weaver	Student Reader	KG 1 and 34		Weaving featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		
The Snake and the Frog	Student Reader	KG 1 and 35		Wild animals featured as the main theme of the story. 1 of 36 books with weekly theme. Stories of 5-7 sentences, 1 sentence per page along with an illustration. Last page contains all sentences of the story together. Student Reader in English, Bandi, Bassa, Kaowlu, Kpelle, Kuwaa, Lorma, Mann, Tchien, Vai, Dan, Gbarzon Krahn, Gola, Grebo, Kisi, Klao, Sarpo		

Series: Rising Academy Network (Public Private Partnership)						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>Curriculum licensed from a group in India called Chrysalis. Content is still Indian in nature, but in the process of being adapted.</li> <li>Use of imagination and oral language expression, by activities in which children must complete the stories.</li> <li>Ample exposure to sight words after each activity. Each “learning experience activity” contains duration, location, materials and methodology.</li> <li>Utilizes movement, music, reading, art and math to create verbal-linguistic, logical-mathematical, visual spatial, kinesthetic, interpersonal and musical association to create more complex neurological wiring, with multiple associations between objects and symbols.</li> <li>Asks probing questions of children and elicits complex oral expression.</li> <li>Some activities elicit expression of emotional bonding with family or development of social-emotional foundational skills, through use of language and song.</li> <li>Teachers are well oriented to the objective of the skills to be developed in the activity and they have flexibility in the delivery of the lesson.</li> <li>Uses little outside materials and requires teachers to adapt materials from surrounding environment.</li> <li>Some activities to learn content, or language also require social collaboration and so simultaneously build social collaboration or engagement with community skills.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input checked="" type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input checked="" type="checkbox"/> handwriting <input checked="" type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Promotes development of foundational skills as drivers of later reading and academic outcomes</b>	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Little Thinker Student Workbook, KG Semester 1	Student Workbook	KG, age 3-6		Coloring, drawing and writing activities to practice directionality, missing objects, identification of patterns. Object to number correspondence, identifying opposites, sequencing of numbers, identification of sense organs, identification of sight words,	<ul style="list-style-type: none"> <li>Sight words presented on every other page. Interspersing of cognitive development foundational skills, with pre-reading, pre-literacy and pre-math skills. Use of imagination and oral language</li> </ul>	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
			matching object exercises, identification of first letter sounds in words, identification of emotions, identification of traffic rules, a variety of visual discrimination activities	expression, by activities in which children must complete the stories.	
Science Teacher Guide	Teacher Guide	KG, age 3-6	Orientation to physical, socio-emotional and cognitive domains with developmental outcomes for the year elaborated. Monthly themed planning with orientation on how to incorporate student deliverables, notebooks, flash word cards, and think mates in the area of environmental science. Contains lesson plans on: Colors, Myself, Major Body Parts and Their Functions, Personal Cleanliness, Family Relationships, Let Us Know Each Other. Includes teaching of values, and courtesy behaviors. Lists of common rhymes that can be related to environmental science.	Each “learning experience activity” contains duration, location, materials and methodology. Utilizes movement, music, reading, art and math to create verbal-linguistic, logical-mathematical, visual spatial, kinesthetic, interpersonal and musical association to create more complex neurological wiring, with multiple associations between objects and symbols. Asks probing questions of children and elicits complex oral expression. Some activities elicit expression of emotional bonding with family or development of social-emotional foundational skills, through use of language and song. Teachers are well oriented to the objective of the skills to be developed in the activity and they have flexibility in the delivery of the lesson.	Uses little outside materials and requires teachers to adapt materials from surrounding environment. Some activities to learn content, or language also require social collaboration and so simultaneously build social collaboration skills.
A Framework for Facilitators PP1 Volume - I English	Teacher Guide	KG	Orientation to physical, socio-emotional and cognitive domains with developmental outcomes for the year elaborated. Reading and writing sequence for the year. Monthly themed planning with orientation on how to incorporate student deliverables, notebooks, flash word cards, and think mates in the area of English language. Lessons on: 1. Big/Small and Heavy/Light 2. Letters of the Alphabet 3. Left/Right and Up/Down (directions) 4. Line Strokes 5. Clean/Dirty 6. Curves 7. Tall/Short	In practicing language, the activities also teach flexible thinking, e.g. Discriminating and naming large and small, with different objects, relative to one another, with	

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
				8. Day/Night 9. Read Family Words Contains Sight words, Family words for the Year, Rhymes for Language Development		
A Framework for Facilitators PP1 Volume - I Mathematics	Teacher Guide	KG				
Teacher's Kit	Kit of Materials for Teacher	KG		Contains a concept book with: Importance of Play-based Learning, Domains of Development, Settling in Classroom, Creating a Stimulating Environment, Teaching Nursery Rhymes, Art of Story Telling, Social and Dramatic Play, Listening and Speaking, Reading in Kindergarten, Writing in Kindergarten Classroom Management and Transition	Kit comes with: audiovisual modules, story calendar, rhymes CD, Flash cards, sight words cards, family word cards, communication module, parent communication framework, monthly planner	
Pupil Pack				Little Thinker worksheets, Little Artist and Little Creator, Memories book (portfolio), Workbooks (for math and language), Notebooks for children		
Pencil Time Pre-primary 1-English	Student Exercise book	KG				
Little Artist	Student Exercise book	KG				
Pencil Time Pre-primary 1-Math	Student Exercise book	KG			Develops fine motor coordination	

Series: Bridge Partnership Schools for Liberia Pre-Primary Materials (Public-Private Partnership)						
Series Overview	Technical merits common to whole series	<ul style="list-style-type: none"> <li>▪ Systematic, thorough, sequenced, ordered by beginner, nursery and kindergarten (for levels KG 1, 2, and 3)</li> <li>▪ Strong focus on academic skills in reading and math only, as opposed to other areas of learning.</li> <li>▪ Designed for integration into specified, pre-developed classroom routines.</li> <li>▪ Adapted from international materials and content, to Liberian context. Drawings are adapted to a Liberian setting or sometimes Kenyan setting.</li> <li>▪ Pictures are black and white but clear and engaging to the learner.</li> <li>▪ Classroom exercise books cover both alphabetic and numerical symbol practice exercises side by side.</li> <li>▪ Potentially useful for speakers of Liberian English and other languages, in the learning of international dialect of English, in terms of ample use of pictures associated with words and ample visual associations throughout the materials.</li> </ul>				
	Pedagogical utility common to whole series	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input checked="" type="checkbox"/> spelling / dictation	<input checked="" type="checkbox"/> reading connected text / fluency <input checked="" type="checkbox"/> comprehension activities <input checked="" type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input checked="" type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input checked="" type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> L2 support <input checked="" type="checkbox"/> assessment	
Promotes development of foundational skills as drivers of later reading and academic outcomes	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills		
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Hansel and Gretel and More, TEACHER, Full Year, 2016	Teacher reader for read-aloud and instruction	KG 1				



Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Hansel and Gretel and More Sequence Cards, TEACHER, Full Year, 2016	Sequencing cards for ordering the story	KG 1				
Hansel and Gretel Puppets	Puppet Cards	Not listed		48 cards with humans of different ethnic origins (including Liberians) engaging in specific activities or expressing specific emotions, cartoonized caricatures of animals		
Hansel and Gretel and More Story Word Cards, TEACHER, Full Year, 2016	Word Cards	KG 1		Story book with black and white illustrations and 13 European fairy tales adapted into simple language of approximately 15-20 sentences each. Some characters or animals are changed to an African context.		
Raindrops and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1				
Raindrops and More Story Word Cards, TEACHER, Full Year, 2017	Word Cards	KG 1				
Beginner sight word cards, teacher, full year, 2016	Sight word cards	KG 1		Large clear font on 6 inch by 8 inch cards. 53 cards. Majority of words are three letters or less	Easily seen from a distance	

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Beginner practice card set, pupil, full year, 2017	cards	KG 1				
Foods of Liberia and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1				
The Three Little Lions and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1				
Animals and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1				
Animals and More Cards, TEACHER, Full Year, 2017	cards	KG 1				
Leaders of Liberia and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1				
Two Little Frogs and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1				

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Beginner classwork book, pupil, semester 1, 2017	Classroom exercise writing book	KG 1		Contain activities for tracing letters, numbers and shapes, activities writing first middle and last name, activities in which students are prompted by a picture of a story they have read and have to retell the story. Practices sight word tracing.	Provide ample opportunity for oral expressive language by the child.	
Beginner homework book, pupil, semester 1, 2017	Exercise book for home practice	KG 1		Contain activities for tracing letters, numbers and shapes. Contains simple number operations with dots. Contains charts with objects and noun labels, and an alphabet chart with objects beginning with the letter.	Contains instructions for parents on how to use the alphabet chart and the object picture chart.	
Beginner classwork book, pupil, semester 2, 2018	Classroom exercise writing book	KG 1				
Beginner homework book, pupil, semester 2, 2018	Classroom exercise writing book	KG 1				
D Is for Dog and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
We Go and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
We Go and More Cards, TEACHER, Full Year, 2017	Cards	KG 2				

Individual book title	Type	Designated level		Content Description	Additional individual merits	Additional individual pedagogical utility
		Publisher	MOE			
Practice book 1, pupil, full year, 2017	Exercise Book	KG 2		Contains series of objects starting with each letter. Contains list of sight words and lists of objects. Contains sentences with pictures to complete the sentences.	Applicable for early readers to associate picture -word association.	
Practice book 2, pupil, full year, 2017	Exercise Book	KG 2				
Plants of Liberia and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
The Ugly Duckling and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
Bad Rat and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
Parts of a Plant and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
Parts of a Plant and More Cards, TEACHER, Full Year, 2017	Cards	KG 2				

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Nursery sight word cards, teacher, full year, 2016	Sight word cards	KG 2				
Regions of Liberia and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
The Plain Tree and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 2				
Nursery classwork book, pupil, semester 1, 2017	Classroom Exercise book	KG 2		Exercises for tracing and practicing alphabetic and numerical symbols, shapes, copying small sentences, practicing object to number correspondence,	Classroom exercise books cover both alphabetic and numerical symbol practice exercises side by side	
Nursery homework book, pupil, semester 1, 2017	Teacher reader for read-aloud and instruction	KG 2				
Nursery classwork book, pupil, semester 2, 2018	Classroom exercise book	KG 2				
Nursery homework book, pupil, semester 2, 2018	Exercise book for home practice	KG 2				

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Sam Sat and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				
Sam Sat and More, PUPIL, Full Year, 2017	Reading book	KG 3				
In My House and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				
In My House and More & Math Practice Book, PUPIL, Full Year, 2017	Practice workbook for student	KG 3				
Kindergarten sight word cards, teacher, full year, 2016	Sight word words	KG 3				
The Flag of Liberia and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				
The Little Red Hen and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Up to the Brim and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				
Up to the Brim and More, PUPIL, Full Year, 2017	reader	KG 3				
Out My Door and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				s
Out My Door and More, PUPIL, Full Year, 2017	reader	KG 3				
Cities of Liberia and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				
The Hidden Treasure and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 3				
Subtraction fact cards, teacher, full year, 2016	Math cards	KG 3				

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Kindergarten classwork book, pupil, semester 1, 2017	Classroom exercise book	KG 3		Exercises for tracing and practicing alphabetic and numerical symbols, shapes, copying small sentences, practicing object to number correspondence, completing short sentences. Simple addition and math operations. Basic geometry exercises. Word matching.	Almost every page contains math exercises on one side of the page and literacy exercises on the facing page.	
Kindergarten homework book, pupil, semester 1, 2017	Exercise book for home practice	KG 3				
Kindergarten classwork book, pupil, semester 2, 2018	Classroom Exercise book	KG 3				
Kindergarten homework book, pupil, semester 2, 2018	Exercise book for home practice	KG 3				
Addition fact cards, teacher, full year, 2016	Cards	KG 2 KG 3				
Numeral flashcards, teacher, full year, 2017	Flash Cards	KG 1 KG 2				
Humpty Dumpty and More Cards, TEACHER, Full Year, 2017	Cards	KG 1 KG 2				



Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Color cards, teacher, full year, 2017	Cards	KG 1 KG 2			
Shape cards, teacher, full year, 2017	Cards	KG 1 KG 2 KG 3			
Number cards, teacher, full year, 2017	Cards	KG 1 KG 2 KG 3			
Weather cards, teacher, full year, 2016	Cards	KG 1 KG 2 KG 3			
Letter sounds cards, teacher, full year, 2016	Cards	KG 1 KG 2 KG 3			
B Is for Book and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1 KG 2 KG 3			
Humpty Dumpty and More, TEACHER, Full Year, 2017	Teacher reader for read-aloud and instruction	KG 1 KG 2 KG 3			
New alphabet cards, teacher, full year, 2017	Cards	KG 1 KG 2 KG 3			
Poster alphabet, full year, 2017	Poster	KG 1 KG 2 KG 3			

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Poster colors, full year, 2017	Poster	KG 1 KG 2 KG 3			
Poster numbers 2016	Poster	KG 1 KG 2 KG 3			
Learning stations kit instructions, teacher, full year, 2017	Instructions	KG 1 KG 2 KG 3			
ECD math kit instructions, teacher, full year, 2017	Instructions	KG 1 KG 2 KG 3			
Beginner fun book, pupil, 2017	Practice Book	KG 1			
Nursery/kinde rgarten fun book, pupil, 2017	Practice Book	KG 1 KG 2			
New alphabet cards, teacher, full year, 2017	Cards	KG 1 KG 2 KG 3			
KG-G6 Liberia scoring instructions packet, teacher, semester 1, 2017	Teacher Tool	KG 1 up to Grade 6			
KG-G6 Liberia placement exam reading	Assessment tools	KG 1 up to Grade 6			

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
passages, teacher, semester 1, 2017						
KG-G6 Liberia grade placement record, pupil, semester 1, 2017	Assessment tools	KG 1 up to Grade 6				
KG-G6 Liberia placement scoring packet passages, pupil, semester 1, 2017	Assessment tools	KG 1 up to Grade 6				
Teacher performance book, semester 1, 2017	Assessment tools	N/A				
Beginner inventory checklist, semester 1, 2017	Inventory Tracker	KG 1				
Nursery inventory checklist, semester 1, 2017	Inventory Tracker	KG 2				
Kindergarten inventory checklist, semester 1, 2017	Inventory Tracker	KG 3				

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
ECE shared inventory checklist, semester 1, 2017	Inventory Tracker	KG 1 KG 2 KG 3			
Beginner daily inventory tracker, teacher, semester 1, 2017	Inventory Tracker	KG 1			
Nursery daily inventory tracker, teacher, semester 1 2017	Inventory Tracker	KG 2			
Kindergarten daily inventory tracker, teacher, semester 1, 2017	Inventory Tracker	KG 3			
Eye exam chart	Assessment tools	KG 1-3			
Repairs and Maintenance Checklist	Inventory Tracker	KG 1-3			
At the Shore and More, pupil	Student Reader	Not listed	Contains stories with 4 sentences on each page separated by lines. The sentences are short with 2-3 words, but the story scenes are sequenced and with suspense, danger, and surprise. Each story contains 8 sentences		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Tea Party and More, TEACHER,	Teacher reader for read-aloud and instruction	Not listed	Contains large block letters for the teacher to read aloud. Each page contains only one sentence in very large font. One word is replaced by a picture and the name of the object is written below the picture in tiny text. Every so often, questions appear on story pages.		
Insects are Everywhere	Cards with words and pictures	Not listed	52 cards with large bold text and pictures of common objects, e.g. elephant, and common emotions such as nervous, sleepy and several numbers		
The Aeroplane and more-cards	Cards with words and pictures	Not listed	48 cards with large bold text and pictures of common objects, e.g. apple, box, teacher and common emotions such as sad, angry, silly		
The Airplane and more-Teacher Reader	Teacher reader for read-aloud and instruction	Not listed	Contains short information-presenting stories on Colors, Raindrops, Ladybug, One Two Buckle My Shoe, Shapes, Airplane, The Plant, Emotions, My Body, The Classroom.	Defines the senses, demonstrates emotions, presents basic facts but in an engaging way	
Small Boat, Big Boat and More!	Teacher reader for read-aloud and instruction	Not listed	Presents short chapters that convey information. Sentences are short, and may "It is a (picture)" for beginning readers. Chapters include: Time to Get Dressed, People at School, The Great Outdoors, They are My Family, Small Boat, Big Boat, Do You Like to Dance?, Tea Time, At the Park		
Run with Us and More!	Teacher reader for read-aloud or student reading	Not listed	Short decodable stories: Nan and Pam, A Nap and a Map, Mac and a Cap, Nap in a Van, Pass with Tam, Pet in the Pen, The Rat Ran, Nip the Tin, A Pot and a Mop, a Red Can, Run with Us, Bad Rat	Can be utilized with decodable instructional strategies.	

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Nursery Rhyme Book	Teacher reader for read-aloud rhymes	Not listed		Two Blackbirds, The Itsy Bitsy Spider, One Two, Buckle my shoe, Eleven Twelve Dig a Well, Mary Had a Little Lamb, Humpty Dumpty, This Little Piggy, to market, Hey diddle diddle, Baa Baa Black Sheep, Little Miss Muffet, Wee Willie Winkie, Little Bo Peep, Little Boy Blue, Kitty Cat, Kitty Cat, I had a little Hen, Jack and Jill, Once I saw a little bird	Contains cartoonized illustrations to attract interest. Contains European originated fairy tales and rhymes, with some in the European context and some adapted to an African context. Some tails are adapted to a Masai East African context.	
The Big Cat and More	Teacher Read aloud	Not listed		Contains simple stories with very large block text. Baby Animals, You Can Go, The Big Cat, Do You Have, Where, Are There Any	Contains photographs of baby animals that are potentially attractive for children. Teaches prepositions through a story format.	

Series: Early English, Star Books						
Series Overview	Technical merits common to whole series	<ul style="list-style-type: none"> <li>▪ Useful school readiness series for making the bridge between reader and non-reader.</li> <li>▪ Prompts students to use oral language.</li> <li>▪ Follows a systematic pattern of introducing color pictures, tracing activities and coloring activities around each letter in the English alphabet</li> <li>▪ Asks students to relate the objects in the picture to environments in their own life.</li> <li>▪ Emphasizes sound, letter, picture association</li> <li>▪ Demonstrates how to combine consonants and vowels to make a word</li> <li>▪ Oriented specifically to a Liberian context.</li> </ul>				
	Pedagogical utility common to whole series	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input checked="" type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	Development of foundational skills as drivers of later reading skills	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Early English for Liberian Schools, Book 1	Student Exercise Book	Pre-school/kin dergarten	KG 1	Contains: rhymes, fill in the blank questions, tracing of repeating patterns, alphabet chart, identification of objects with initial letters, tracing letters, coloring objects that start with letters. Text prompts students to name the colors used for coloring, connect the dots and matching of upper and lower-case letters	<ul style="list-style-type: none"> <li>▪ Prompts students to use oral language.</li> <li>▪ Follows a systematic pattern of introducing color pictures, tracing activities and coloring activities around each letter in the English alphabet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaging and stimulating illustrations</li> </ul>
Early English for Liberian Schools, Book 2	Student Exercise Book	Pre-school/kin dergarten	KG 2	Contains: poems, visual discrimination activities, tracing of shapes, sequencing of events, positionality exercises, capital and lower-case letter charts, letter tracing and copying, identification of initial sounds of	<ul style="list-style-type: none"> <li>▪ Asks students to relate the objects in the picture to environments in their own life.</li> <li>▪ Emphasizes sound, letter, picture association</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaging and stimulating illustrations</li> </ul>

Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
				letters in words, matching letters with sounds and sight words, charts of objects with one letter missing, charts of vowels and consonants, identification of ending sounds in words, writing of two letter words, writing of three letter words, word scramble games	<ul style="list-style-type: none"> <li>▪ Demonstrates how to combine consonants and vowels to make a word</li> </ul>	



Series: Beginner's English, Star Books						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>Provides a diversity of practice activities for pre-readers that develop balanced skills in identification of patterns, visual discrimination, symbol- object association, experimentation with pre-writing and ample prompting of oral discussion of pictures with rich or stimulating scenes. Includes drawing, coloring, matching, tracing, copying, speaking and labeling exercises. Prompts students to match object to its first letter. Latter part of series introduces letter with short rhyming sentences</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input checked="" type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input checked="" type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input checked="" type="checkbox"/> handwriting <input checked="" type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility	
Beginner's English	Student Exercise Book	Star Books	Covers: myself, greetings, sounds around us, myself: the parts of my body, the people around me: my family, obeying instructions and commands, the places and things at home, what we do at home, big and small, our friends, the things we see at school, what we do at school, animals we see around, shapes, the colour of things, the food we eat, positions, the clothes we wear, at the market,	<ul style="list-style-type: none"> <li>Provide opportunities to talk about picture with rich or stimulating scenes.</li> <li>Opportunities for free scribbling</li> <li>Visual discrimination activities</li> <li>Emotionally engaging expressions</li> <li>Drawing and coloring of objects</li> <li>Matching activities</li> <li>Oral labeling of visual pictures</li> <li>Practices repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Strengthens oral association with symbols.</li> <li>Complete of patterns to strengthen fine motor skills.</li> </ul>	
Beginner's English	Student Exercise Book	Star Books	Covers: greetings and farewells, ourselves, the people we live with, obeying instructions and commands, the food we eat, things around us: the home, people around us: our friends, ourselves: parts of the body, the shpes of things, what we do at home, the	<ul style="list-style-type: none"> <li>Provide opportunities to talk about picture with rich or stimulating scenes.</li> <li>Contains comic strip style dialogues between picture characters</li> <li>Activities for visual discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Contains scenes from various Abrahamic religions</li> <li>Contains</li> </ul>	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
			<p>days of the week, special greetings, in the classroom, our animal friends, preparing the food we eat, colours, at the zoo, big things and small things, things at home and at school, caring for the sick the position of things, safety at home, at the market. Contains a sight word picture chart.</p>	<ul style="list-style-type: none"> <li>▪ Tracing lines, shapes for pre-writing</li> <li>▪ Matching activities for related objects</li> <li>▪ Contains letter charts, and letter tracing exercises</li> <li>▪ Prompts students to match object to its first letter</li> <li>▪ Last page introduces letter with short rhyming sentences.</li> </ul>	<p>patterns</p>

Series: Creative Activities, Star Books						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>▪ Contains clear visual pictures of each activity.</li> <li>▪ Many art activities could be undertaken with paper or readily available local objects.</li> <li>▪ Photographs clarify use of local materials and adaptations of common objects for creative art expression.</li> <li>▪ Integrates use of multiple forms of creative expression with oral expressive language about the projects</li> <li>▪ Contains a section called “Talk about your work” with approximately 8 questions for children to discuss their work or book topics</li> <li>▪ Prompts children to discuss the pictures in the book</li> <li>▪ Prompts children to draw, make shapes, and label</li> <li>▪ Oral questions are not yes, no but rather ‘who, what, how” so they prompt children to engage in rich oral discourse.</li> <li>▪ Questions differ in their nature and structure, requiring innovative and independent thinking</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> <b>decoding / sight words</b> <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> <b>L2 support</b> <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input type="checkbox"/> alphabetic knowledge <input type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility	
Creative Activities for KG 1	Student exercise book	KG 1	Contains chapters on: drawing and colouring, rules, tasks and responsibilities in creative activities, modelling/moulding, art in the environment, print making, patter making, folding joining and trimming, weaving, knotting and typing, drawing and colouring, collage and mosaic, construction and assemblage. Presents pictures on rules, taks, items to mold, and model.	<ul style="list-style-type: none"> <li>▪ Contains clear visual pictures of each activity.</li> <li>▪ Contains a section called “Talk about your work” with approximately 8 questions for children to discuss their work or book topics</li> <li>▪ Prompts children to discuss the pictures in the book</li> <li>▪ Prompt children to draw, make shapes, and label</li> <li>▪ Integrates use of patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questions are not yes, not but ‘who, what, how” so they prompt children to engage in rich oral discourse.</li> <li>▪ Questions differ in their</li> </ul>	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
					nature and structure, requiring innovative and independent thinking
Creative Activities for KG 2	Student exercise book	KG 2	One book from this series was found on the open market, but it is possible that additional titles in the series exist.	▪	

Series: Starting Language and Literacy, NFF Books						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>Provides a diverse set of activities that strengthen the basic cognitive process that precede pre-reading, including visual discrimination of objects, auditory discrimination, and left to right eye movement. Cognitive processing gradually increasing in complexity</li> <li>Emphasis on oral language production and telling of stories</li> <li>Contains strong emphasis on sequencing of activities and events, as a foundational skill of understanding stories.</li> <li>Based around the Ghanaian kindergarten curriculum.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input checked="" type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility	
Starting Language and Literacy for KG, Pupils' Book 1	Student exercise book	KG 1 -	Contain units on: listening, reciting and singing, storytelling, conversation, pre-reading activities, visual discrimination, visual memory skills, understanding positions, reading picture books, materials, pre-writing. Contains photos and illustrations, along with coloring activities. Contains sorting, group, pattern completion, and matching activities. Contains visual discrimination and visual memory activities. Contains picture-word charts, and positionality exercises. Contains "picture reading exercise" to draw lines to associate images that should go together to tell a story. Contains practice for scribbling, pattern making and tracing.	<ul style="list-style-type: none"> <li>Combines movements and motions, to repeat with sounds and with songs</li> <li>Associates initial sounds with objects.</li> <li>Contains auditory discrimination activities and group games to practice.</li> <li>Asks students to tell stories about a sequence of pictures and to rearrange sequences of pictures in a story.</li> <li>The last page contains 7 short paragraphs to be told as stories along with the pictures.</li> <li>Elicits students to tell a story from sequences of pictures</li> </ul>	<ul style="list-style-type: none"> <li>Contains comprehension questions.</li> </ul>	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Starting Language and Literacy for KG, Pupils' Book 2	Student exercise book	KG 2	Contains units on: listening, reciting and singing, auditory comprehension, conversation, storytelling, pre reading activities, left to right eye movement, visual discrimination/ visual memory skills, visual comprehension, understanding positions, reading picture books, and materials, reading comprehension, phonological awareness, associating lower and upper case letter symbols, match objects switch letters, letter sounds, formation of two/three letter words/sounds, pre-written activities for scribbling, tracing strokes and curves, and letters	<ul style="list-style-type: none"> <li>▪ Contains a series of short common rhymes.</li> <li>▪ Elicit actions with pictures, and children making sounds like the pictures.</li> <li>▪ Elicits children to make a connection with the pictures and their own life.</li> <li>▪ Elicits students to tell a story from sequences of pictures</li> <li>▪ Sorting, matching and completion of patterns.</li> <li>▪ Contains basic puzzles</li> <li>▪ Associates pictures and sounds, with upper and lower-case letters</li> <li>▪ Demonstrates how to form three letter words.</li> <li>▪ Contains a fan that can be cut out to form multiple words that rhyme with at.</li> <li>▪ The last page contains 7 short paragraphs to be told as stories along with the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthens basic executive functions between oral language and action</li> <li>▪ Strengthens cognitive processing in sound and action repetition with gradually increasing complexity</li> </ul>

Series: The New Mastering English for Nursery Schools, Metropolitan English Series						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>▪ Attractive cartoonish and mildly comical illustrations for children.</li> <li>▪ Useful for second language learners and definition of activities.</li> <li>▪ Systematically presents the alphabet.</li> <li>▪ Associates sound with letter with picture.</li> <li>▪ Intersperses word forming activities with attractive pictures.</li> <li>▪ Provides bridging to move from sound identification to vowel identification to basic word construction.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Mastering Steps to Alphabet for Beginners	Student Exercise Book	-	-	Contains: Letter chart. For each letter a large block letter is displayed surrounded by pictures of items with that initial sound. The facing page contains additional pictures and tracing activities. Followed by one first letter sound matching activity, tracing of letters, letter identification activity.	<ul style="list-style-type: none"> <li>▪ Associates sound with letter with picture.</li> <li>▪ Pictures are large and clear.</li> </ul>	
The New Mastering English for Nursery Schools, Book 2	Student Exercise Book	Age 5	-	Contains: Alphabet tracing, matching small letters to capital letters, introduction to vowel sounds. Vowel identification within an elephant. Consonant identification within a chicken. Prompting to make the initial sound of each object. Introduction of blending consonants and vowels. Reading of 2 words, 3 word and 4 word sentences. Completion of	<ul style="list-style-type: none"> <li>▪ Intersperses word forming activities with cartoonish pictures.</li> <li>▪ Provides bridging to move from sound identification to vowel identification to basic word construction.</li> </ul>	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
			words with vowels. Mixing of three letters to make words. Word unscramble games. Presentation of follow-the-arrow letter circles to make a word.		



Series: Modern Handwriting for Liberian Schools, Star Books						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>Facilitates development of fine motor coordination steps leading up to writing- Introduces sequences, of letters by complexity of drawing- First letters to practice are those letters with straight lines only, then slanted, the letters with curves, etc.</li> <li>Mixes the drawing of abstract symbols with abstract qualities, e.g. “fence the sheep” by making curved lines.</li> <li>Systematically addresses practice for each letter.</li> <li>Progressively builds skills from writing letters, to short words, to short sentences.</li> <li>Clearly illustrated with simple, easy to comprehend drawings.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input checked="" type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input checked="" type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> working memory <input checked="" type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> initiative and curiosity <input checked="" type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input checked="" type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility	
Modern Handwriting for Liberian Schools, Book 1	Student Exercise Book	Age 4-5 -	Contains activities on: Drawing dots, lines, tracing and completing patters, tracing letters. Practice on drawing figures like spirals, asterisks, crosses, wavy lines, “noodle lines”, “jumping lines”, etc. Connect the dots and connect the dash line exercises. “fence the sheep” by making curved lines. Tracing of numbers. Drawing of missing elements on outlines of drawing.	<ul style="list-style-type: none"> <li>Contains instructions for teachers in small, non-distracting letters at the base of each page.</li> <li>Use of engaging words, “drawing sleeping and standing lines” for horizontal and vertical lines</li> <li>Introduces sequences, of letters by complexity of drawing- First letters to practice are letters with straight lines only, then slanted, the letters with curves, etc.</li> </ul>		

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Modern Handwriting for Liberian Schools, Book 1	Student Exercise Book	Age 5-6 -	Contains a page for each letter for tracing and copying the letter, for both upper and lower-case letters. Contains letter to object matching games, missing letter activities, games to connect upper and lower-case letters, tracing and writing two letter words and short words. Introduces simple content like numbers, days of the week, colors and fruits and vegetables. Includes activities for tracing and writing short sentences with rhyming words. Ask for children to independently write the name of objects without prompting the word.	<ul style="list-style-type: none"> <li>▪ Systematically addresses practice for each letter.</li> <li>▪ Progressively builds skills from writing letters, to short words, to short sentences.</li> </ul>	

Series: Let's Write Series, and Let's Read Series, NNF Books						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>▪ Literacy exercises emphasize phonemic awareness and rhyming</li> <li>▪ Contains activities that require children to trace, color, identify pictures, produce letter sounds, copy, and read syllables aloud.</li> <li>▪ Oriented for children who have already mastered the alphabet and are writers.</li> <li>▪ Writing exercises emphasize methodical tracing and copying with every letter and consonant-vowel combinations.</li> <li>▪ Utilizes copying as the main medium for learning.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input checked="" type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input checked="" type="checkbox"/> oral expressive language	<input type="checkbox"/> alphabetic knowledge <input type="checkbox"/> print concepts and conventions <input type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
<b>Individual book title</b>	<b>Type</b>	<b>Designated level Publisher   MOE</b>		<b>Content Description</b>	<b>Additional individual merits</b>	<b>Additional individual pedagogical utility</b>
Montessori Writing Skills, Book 1	Student exercise book	-	-	# 1 in the series presumably exists, but it could not be located on the open market by the date of submission of this inventory.	▪	
Montessori Writing Skills, Book 2	Student exercise book	-	-	# 2 in the series presumably exists, but it could not be located on the open market by the date of submission of this inventory.	▪	
Montessori Writing Skills, Book 3	Student exercise book	KG 1	-	Patterns, tracing and writing of small letters, two letter words, three letter phonetic words with short a, tracing and writing of the big letters, sight words, sentences, days of the week, write and spell, sentences, months of the year, notes for parents, assessment sheet. Contains a page for sounding out, tracing and copying each letter. Contains a line for combining each consonant with each vowel to make one syllable. After multiple	▪ Contains 20 pages of different types of patterns to trace, alternating between curved and straight line patterns.	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
			syllables with letter 'a', a third consonant is adding to the copying, to make a word. Introduces capital letters through tracing. Requests student to say, spell and copy sight words, short sentences and days of the week.		
Montessori Writing Skills, Book 4	Student exercise book	KG 2 -	Contains units on: patterns, big and small letters, sight words, three letter phonetic words with short a, three letter sentences, four letter phonetic words with short a, more words to learn, sentences, days of the week, months of the year, diphthongs, plural, more words, note for parents, guardians and teachers and assessment.	<ul style="list-style-type: none"> <li>▪ Contains 22 pages of different types of patterns to trace, alternating between curved and straight line patterns.</li> <li>▪ Contains 12 pages of copying lower and upper-case letters.</li> <li>▪ Contains 7 pages of copying sight words.</li> <li>▪ Contains 5 pages of copying sentences.</li> <li>▪ Contains 45 pages of copying words and short sentences.</li> </ul>	
Montessori Literacy Skills, Book 1	Student exercise book	KG 2 -	# 1 in the series presumably exists, but it could not be located on the open market by the date of submission of this inventory.	▪	
Montessori Literacy Skills, Book 2	Student exercise book	- -	# 2 in the series presumably exists, but it could not be located on the open market by the date of submission of this inventory.	▪	
Montessori Literacy Skills, Book 3	Student exercise book	KG 1 -	Contains units on: letters small and big, identification of pictures and letters, copying of letters a to l, circle the first letters sound, copying of letters m to z, circle the first letter sound, 2 letter words with short a, 3 letter phonetic words with short a, sight words, 3 letter phonetic phrases and sentences with short a, noun, 3 letter phonetic phrases and sentences with short a, verbs, 3 letter phonetic phrases and sentences with short a, 3 letter phonetic words, 2 letter words with short e, 3 letter phonetic phrases and sentences with short e, singular and plural, word puzzle, drawing and coloring objects, 2 letter words with short l, 3 letter phonetic	<ul style="list-style-type: none"> <li>▪ Contains activities that require children to trace, color, identify pictures, produce letter sounds, copy, and read syllables aloud.</li> </ul>	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
			<p>phrases and sentences with short l, 2 letter words with short o, 3 letter phonetic phrases and sentences with short o, 2 letter words with short u, 3 letter phonetic phrases and sentences with short, days of the week, vowels and consonants, months of the year, vowel sounds, consonant digraphs, rhymes and poems, notes for parents, guardians and teachers, assessment sheet for parents.</p>		
<p>Montessori Literacy Skills, Book 4</p>	<p>Student exercise book</p>	<p>KG 2 -</p>	<p>Contains: puzzle, singular and plural 's', consonant blends 'ch', word building, helping vers, word puzzle, vowel sound 'ea', pronouns, word puzzle, consonant blends, 'bl', 'cl', and 'fi', calendar days of the week, prepositions, world puzzle, calendar, days of the week, prepositions, word puzzle, calendar days of the week, prepositions, word puzzle, calendar months of the year, house of words, singular and plural 'es', 'ves', 'ies', word building, sorting, 'vowel sound 'aa', 'ai', 'oi', 'ou', compound words, consonant blends, 'th', ;'wh', 'ck', 'st', adjectives, English reading and comprehension, word building, sorting, tenses, present and past, creative writing, consonant blends, 'gl', 'pl', 'sw', 'sn', vowel sounds 'au', 'ar', 'or', 'er', naming of objects, developing good handwriting, assess yourself, rhymes and poems, notes for parents, guardians and teachers, assessment sheet</p>	<ul style="list-style-type: none"> <li>Contains activities that require children to identify first letter sounds, write words, copy parts of speech, build small words from long words, identify vowel sounds, read a 10-line paragraph and answer comprehension questions,</li> </ul>	<p>Oriented for children who are already readers</p>

Series: My Montessori Language Workbook, Star Books						
Series Overview	Technical merits common to whole series	<ul style="list-style-type: none"> <li>Useful specifically for practicing rhyme families.</li> <li>Applicable for teaching of grammar.</li> </ul>				
	Pedagogical utility common to whole series	<input checked="" type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input checked="" type="checkbox"/> handwriting <input checked="" type="checkbox"/> writing	<input checked="" type="checkbox"/> grammar <input type="checkbox"/> L2 support <input checked="" type="checkbox"/> assessment	
	Development of foundational skills as drivers of later reading skills	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input checked="" type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input type="checkbox"/> alphabetic knowledge <input type="checkbox"/> print concepts and conventions <input type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility	
My Montessori Language Workbook 1		Preschool	# 1 in the series presumably exists, but it could not be located on the open market by the date of submission of this inventory.	▪		
My Montessori Language Workbook 2			# 2 in the series presumably exists, but it could not be located on the open market by the date of submission of this inventory.	▪		
My Montessori Language Workbook 3	Student exercise book	Kindergarten 1	KG 1 Contains: tidbits for parents and teachers, copy and sound the letters, copy and read two letter words, copy and read three letter words, read and write simple sentences, recognition and naming of pictures, nouns, verbs, days of the work, months of the year, everyday words, vowels, four letter phonetic words, rhymes and poems, assessment sheet. By the end of the “copy book”,	<ul style="list-style-type: none"> <li>Exercises direct children to copy and sound out letters for each letter of the alphabet. Next each letter is placed before each consonant so that children practice pronouncing all possible syllable combinations.</li> <li>Children then practice rhymes and short sentences with rhyming words. Various rhymes sequences are</li> </ul>	▪ An assessment sheet prompts parents to grade each skills of the children.	

Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
			children write the capital letters and copy nouns labels Children are asked to pronounce lists of rhymes, with each vowel. Two pages of rhyming poems are presented.	presented, with gradual increasing complexity, focusing all possible rhymes with each vowel. <ul style="list-style-type: none"> <li>▪ The latter pages ask children to form their own sentences.</li> <li>▪ No illustrations.</li> </ul>	
My Montessori Language Workbook 4	Student exercise book	Kindergarten 2	KG 2 Contains: tidbits for parents and teachers, writing of the alphabet, vowels, capital letters and full stops, four letter phonetic words, singular and plural, phonograms, puzzle, word building nouns, verbs, pronouns, formation of sentences, propositions, comprehension, adjectives, composition, present and past tenses, days of the week, months of the year, writing skills, everyday words, test yourself, rhymes and poems, assessment sheet.	<ul style="list-style-type: none"> <li>▪ Exercises engage children to practice a vs. an, and punctuation.</li> <li>▪ Children identify sounds within words and form rhyming words.</li> <li>▪ 7-sentence passage with complex word structure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applicable to children who are readers.</li> <li>▪ More oriented to teaching of grammar.</li> <li>▪ An assessment sheet prompts parents to grade each skills of the children.</li> </ul>

Series: Ordinary Yet Significant Steps (OYSS) Readers					
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>Short text with one simple sentence on each page. Simple black and white drawings. Simplistic descriptive sentences. Some with plot, and some without a plot.</li> </ul>			
	<b>Pedagogical utility common to whole series</b>	<input checked="" type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input checked="" type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment
	<b>Promotes development of foundational skills as drivers of later reading and academic outcomes</b>	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Cat	Student Reader	OYSS -	Short text with one simple sentence on each page. Simple black and white drawings. Simplistic plot. Plot does not materialize. A girl coaxes a cat to approach a man, holding a box with a rat inside.		Practice for early readers.
Piggo the Pig	Student Reader	OYSS -	Short text with one simple sentence on each page. Simple black and white drawings. Simplistic plot. A girl presents her pig, describes various attributes of the pig, and activities that the pig does, using short sentences with short words.		
My Little Book	Student Reader	OYSS -	Short text with one simple sentence on each page. Simple black and white drawings. Simplistic plot. A child names the animals she has in her book and states activities she likes to do with her mother.	Presents sight word lists and identifies words from the story beginning with each letter of the alphabet.	



Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
Kittie Cat	Student Reader	OYSS -	Short text with one simple sentence on each page. Simple black and white drawings. Simplistic plot. A girl coaxes a cat to approach a boy, holding a box with a rat inside.		
Hats	Student Reader	OYSS -	Short text with one simple sentence on each page. Simple black and white drawings. Simplistic plot. The narrative describes the types of colors of hats, and materials that hats can be made of, using short words in short sentences.		
All About Me	Student Reader	OYSS -	A boy introduces himself, his family, what he likes to do, how he can follow the rules and help his family, his pride in getting a star from his teacher and other scenes. A list of vocabulary words from the book is presented at the end of the story.		Book is followed by learning activities for teachers, building off of the themes presented in the book.

Learn to Read Series						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>▪ Simple story where children talk to each other and show each other scenes in the environment.</li> <li>▪ Colorfully illustrated.</li> <li>▪ Written for a Nigerian context.</li> <li>▪ Focused on naming and identifying objects in the environment.</li> <li>▪ Story text is followed by a list of vocabulary words and words with same beginning sounds.</li> <li>▪ One to three sentences on each page.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility	
Look and Read Book 1	Student Reader	- KG 1	A girl and a boy speak to each other and show each other a ball, a house, the gate, the school, a sheep and other scenes in their environment. Story text is followed by a list of vocabulary words and words with same beginning sounds.	<ul style="list-style-type: none"> <li>▪ Colorfully illustrated. Focused on naming and identifying objects in the environment. Written for a Nigerian context.</li> </ul>		

My ABC Book					
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	This title is significant because it is found in so many Liberian schools and the frequency with which it is used as the primary basis for planning the everyday content of kindergarten classrooms. It contains: a letter chart, the national holidays of Liberia chart, a number chart with symbols, blocks and number words, numeral chart up to 100, addition chart up to 20, counting in roman numeral chart, sight word chart, Liberian national anthem, pledge of allegiance, short dialogue and a poem, list of presidents of Liberia, chart of time, days of the week and months of the year. It is generally photocopied folded pieces of paper, and so are more affordable for private purchase by children, families and teachers than other series.			
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input checked="" type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input checked="" type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment
	<b>Development of foundational skills as drivers of later reading skills</b>	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills
Individual book title	Type	Designated level Publisher   MOE	Content Description	Additional individual merits	Additional individual pedagogical utility
My ABC Book	Student reader	Unspecifie d	It contains: a letter chart, the national holidays of Liberia chart, a number chart with symbols, blocks and number words, numeral chart up to 100, addition chart up to 20, counting in roman numeral chart, sight word chart, Liberian national anthem, pledge of allegiance, short dialogue and a poem, list of presidents of Liberia, chart of time, days of the week and months of the year.	<ul style="list-style-type: none"> <li>This title is significant because it is found in so many Liberian schools and the frequency with which it is used as the primary basis for planning the everyday content of kindergarten classrooms. It is generally photocopied folded pieces of paper, and so are more affordable for private purchase by children, families and teachers than other series.</li> </ul>	

My Picture Book (not a series)						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>Contains notes to the teacher or parent on how to introduce the picture and stimulate students to talk about the picture. Contains a narrative of each picture and a key question to ask the child.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input checked="" type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input checked="" type="checkbox"/> <b>L2 support</b> <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input type="checkbox"/> self-regulation of behavior or attention <input checked="" type="checkbox"/> <b>working memory</b> <input checked="" type="checkbox"/> <b>cognitive flexibility</b> <input type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> <b>oral receptive language</b> <input checked="" type="checkbox"/> <b>oral expressive language</b>	<input type="checkbox"/> alphabetic knowledge <input type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> <b>book knowledge &amp; appreciation</b> <input type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input checked="" type="checkbox"/> <b>initiative and curiosity</b> <input type="checkbox"/> persistence and attentiveness <input checked="" type="checkbox"/> <b>cooperation</b> <input checked="" type="checkbox"/> <b>emotional engagement and attachment (to the material or its reader)</b>	<input checked="" type="checkbox"/> <b>knowledge of the world</b> <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
<b>My Picture Book</b>	Picture book for child	Not specified	preschool	Contains notes to the teacher or parent on how to introduce the picture and stimulate students to talk about the picture. Contains a narrative of each picture and a key question to ask the child.	<ul style="list-style-type: none"> <li>Contains scenes with a number of activities occurring to stimulate oral discourse.</li> <li>Specific question prompts for each picture are provided in the introduction narrative section</li> </ul>	Contains scenes from an African context.

Learn to Read and Write (not a series)						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>One individual book with lined pages for practicing copying short sentences. Each page contains the capital and lower-case letter, a child whose name begins with the letter, and a short sentence about the child. Contains food, names and items from the Ghanaian context.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input checked="" type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategies <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input checked="" type="checkbox"/> handwriting <input checked="" type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input checked="" type="checkbox"/> early writing <input checked="" type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
<b>Learn to Read and Write</b>	Student exercise book	unspecified	KG 1	One individual book with lined pages for practicing tracing and copying several pre-writing symbols, many letters, some one-syllable words, and short sentences.	<ul style="list-style-type: none"> <li>To be used primarily for tracing and copying</li> </ul>	

Basic Writing for Beginners (not a series)						
Series Overview	Technical merits common to whole series	<ul style="list-style-type: none"> <li>One individual book with lined pages for practicing tracing and copying several pre-writing symbols, many letters, some one-syllable words, and short sentences.</li> </ul>				
	Pedagogical utility common to whole series	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input checked="" type="checkbox"/> <b>decoding / sight words</b> <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input checked="" type="checkbox"/> handwriting <input checked="" type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	Development of foundational skills as drivers of later reading skills	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input checked="" type="checkbox"/> <b>alphabetic knowledge</b> <input checked="" type="checkbox"/> <b>print concepts and conventions</b> <input checked="" type="checkbox"/> <b>book knowledge &amp; appreciation</b> <input checked="" type="checkbox"/> <b>early writing</b> <input checked="" type="checkbox"/> <b>fine motor skills</b>	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
Basic Writing for Beginners	Student exercise book	unspecifie d	Pres choo l	One individual book with lined pages for practicing tracing and copying several pre-writing symbols, many letters, some one-syllable words, and short sentences.	<ul style="list-style-type: none"> <li>To be used primarily for tracing and copying</li> </ul>	

At Home & In School (not a series)						
<b>Series Overview</b>	<b>Technical merits common to whole series</b>	<ul style="list-style-type: none"> <li>▪ Read aloud book for children.</li> <li>▪ Engaging pictures.</li> <li>▪ Story line contains short descriptive sentences about what the girl and her family members are doing on each page.</li> <li>▪ The story is appropriate for younger children as it focuses on naming and identifying common activities, colors and nouns in the environment.</li> </ul>				
	<b>Pedagogical utility common to whole series</b>	<input type="checkbox"/> phonological / phonemic awareness <input type="checkbox"/> alphabetic principle / phonics <input type="checkbox"/> decoding / sight words <input type="checkbox"/> spelling / dictation	<input type="checkbox"/> reading connected text / fluency <input type="checkbox"/> comprehension activities <input type="checkbox"/> comprehension strategie <input type="checkbox"/> vocabulary development	<input type="checkbox"/> listening comprehension <input type="checkbox"/> speaking <input type="checkbox"/> handwriting <input type="checkbox"/> writing	<input type="checkbox"/> grammar <input type="checkbox"/> L2 support <input type="checkbox"/> assessment	
	<b>Development of foundational skills as drivers of later reading skills</b>	<input type="checkbox"/> self-regulation of behavior or attention <input type="checkbox"/> working memory <input type="checkbox"/> cognitive flexibility <input type="checkbox"/> cognitive processing speed <input checked="" type="checkbox"/> oral receptive language <input type="checkbox"/> oral expressive language	<input type="checkbox"/> alphabetic knowledge <input checked="" type="checkbox"/> print concepts and conventions <input checked="" type="checkbox"/> book knowledge & appreciation <input type="checkbox"/> early writing <input type="checkbox"/> fine motor skills	<input type="checkbox"/> initiative and curiosity <input type="checkbox"/> persistence and attentiveness <input type="checkbox"/> cooperation <input checked="" type="checkbox"/> emotional engagement and attachment (to the material or its reader)	<input checked="" type="checkbox"/> knowledge of the world <input type="checkbox"/> early pre-math skills	
Individual book title	Type	Designated level Publisher   MOE		Content Description	Additional individual merits	Additional individual pedagogical utility
At Home & In School	Story Book	-	KG 1	<ul style="list-style-type: none"> <li>▪ Read aloud book for children.</li> <li>▪ Engaging pictures.</li> <li>▪ Story line contains short descriptive sentences about what the girl and her family members are doing on each page.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The story is appropriate for younger children as it focuses on naming and identifying common activities, colors and nouns in the environment.</li> </ul>	

## Appendix B. Ministry of Education, Bureau of Early Childhood Education Materials

**Republic of Liberia Ministry of Education Department of Instruction,  
Bureau of Early Childhood Education**

Liberia's ECD Systems Component	Material	Description of Content	Time Frame/Notes
Governance & Structure	National Inter-sectorial Policy on Early Childhood Development	82 pages	
Standards & Curriculum	Liberia National ECD Curriculum System Liberia National ECD Curriculum Teachers Planners Liberia National Early Childhood Development Curriculum 2-6yrs	[4 copies/ My Neighborhood is out]  8 copies –212 Pages June 2014	
	Introduction to Teacher Planner	5 copies	
	Teacher Planner 3-6-Year Olds Me and My Family: September October November	118 pages My Body Five Senses: Sight, Sounds, Taste, Smell, Touch Me and My Feelings My Family My Home Clothing	
	Teacher Planner 3-6-Year Olds Staying Healthy and Safe: December	28 pages Keeping My Body Healthy Eating Healthy Food Caring for Our Community Community Helpers	
	Teacher Planner 3-6-Year Olds My Neighborhood: January February	68 pages Transport: Road Transport Transport: Rail, Water, Air	
	Teacher Planner 3-6-Year Olds Food We Eat: March April	40 pages Animal Products Vegetables Fruits Meals	
	Teacher Planner 3-6-Year Olds My Environment: May June	106 pages Seasons Weather Plants Large and Small Mammals Insects	
		Making Your Environment 'The Third Teacher' /Article	16 copies---5 Pages
	Participants Assessment Tool Participants Reflection [Daily]	2 copies 97 copies	
	Lead & Co-Lead List Flash drive Recipient Log Post Part 2 Reflection Sheet	6 copies 1 copy 1 copy	
	Liberia's National Early Childhood Curriculum Supplement – Language and Literacy for Kindergarten Language/Literacy School Readiness	29 pages  14 copies---46 Pages	July 2017



<b>Liberia's ECD Systems Component</b>	<b>Material</b>	<b>Description of Content</b>	<b>Time Frame/Notes</b>
	Feedback form		
	Liberia's National Early Childhood Curriculum Supplement – Math for Kindergarten Math Supplement School Readiness feedback form	17 copies—64 Pages	July 2017
Educator Practitioner Support	ECD National Professional Development Framework-March 2016	20 pages	
Monitoring and Evaluation	GROE GROE Observation Practice Sheet GROE Manual	152 copies 14 copies	
Communications and Advocacy	Bureau Brochure 2013 2016		
	ECD Bureau Annual Calendar 2013		
	Ministry of Education/Early Childhood Education System	2 Pages	July 2017
	Liberia ECD Policy	82 Pages	2017
Additional Documents for Training	8 Bridging Strategies/Nurturing Literacy	1 Page	2017
Research and Development	Liberia Early Childhood Professional Development Framework	13 Pages	2017
	Liberia ECD National PD Framework Matrix	4 Pages	2017
	Criteria for Liberia ECD National PD Framework	4 Pages	2017
Financing			
<b>Professional Development Training Framework Level</b>	<b>Material</b>	<b>Description of Content</b>	<b>Time Frame</b>
Level I: Early Childhood Community Education and Awareness Program (ECDCEAP)	<i>ECDCEAP Manual &amp; Photo Cards</i> <i>ECDCEAP Manual</i> <i>Liberia ECDCEAP</i> <i>Liberia ECD Photo cards</i>	4 copies Cover Page-workshop 10 final Part 1-4 final	2011-2012 (Using the present edition until after election) June 2012 2016
	<i>Focus Group Guide for Evaluation/Monitoring</i>		
Level II: Skills-Based Training & Education Program	<i>ECDSTEP Curriculum &amp; Facilitator Guide</i>	116 Pages	
	<i>ECDSTEP FACILITATORS Manual</i>	9 copies—120 Pages	July 2017
	<i>ECDSTEP Facilitators Manual</i>	18 copies---	July 2016

<b>Professional Development Training Framework Level</b>	<b>Material</b>	<b>Description of Content</b>	<b>Time Frame</b>
(ECDSTEP)	<i>ECDSTEP Designing A Learning Environment PowerPoint</i>	58 pages	
	<i>ECDSTEP Teacher Handbook ECDSTEP Teachers Handouts ECDSTEP TOT TRAINING Pt. 2 Outline Agenda 16 Pages CDA Readings-CDA Scan Week 2 Day 4 activity 1---23 pgs CDA Scan Week 2 Day 4 activity 3&amp;4----14pgs. Week 4, activity 1 CDA Reading—Parental Hopes &amp; Dreams-9 pgs. Week 4, Activity 2-CDA Reading—What Ways Can Families Be Engaged 19 Pages</i>	107 pages 3 copies----123 Pages	July - September 2016 2017
Level III. ECE Teacher Credential (ECETC)	<i>ECDSTEP Draft of 3 credit PD Course outline Draft of 1 credit Portfolio Course draft</i>		July - Dec. 2016
GROE Certification	<i>Global Rating of Environment Scale (GROE)</i>	30 pages	September 2016 - March 2017
	<i>GROE Instructional Manual</i>	9 pages	September 2016-March 2017
Level IV: Higher Education	Liberian ECD Curriculum Textbook		
	<i>Draft of 3 credit PD Course Draft of Portfolio Course Draft of Child Development Course I and part of AA degree Draft of Child Development Course II and part of AA degree</i>		July 2016 - December 2017

NOTICE: 200 Memory Sticks are being developed with all the materials and they will be made available to:

1. Ministry of Education and Bank Street College and OSIWA
2. Early Childhood ECDCEAP and ECDSTEP Trainers in Liberia including representatives of Higher Education Institutions and Liberians in the Diaspora and others committed to Liberia with backgrounds and experience in early childhood development

Developed by Maive Whisnant Bombo and Sia Barbara Kamara, July 27, 2016; updated August 2017.

## Appendix C. Textbooks and Supplementary Readers Listing, 2015/2016

(From the Ministry of Education, Department of Instruction, Center of Excellence for Curriculum Development and Textbook Research)

SUBJECT	TEXT TITLE	AUTHOR	ISBN #
<b>PRESCHOOL</b>			
ENGLISH	-My ABC - Montessori Language workbook -#2 (Nursery I-II)		
PHONICS	Phonic Activities		
WRITING	-Basic Writing for Beginners		
READING	-My Town - My Picture Book		
Mathematics	-First steps in numbers - My Montessori Number-workbook-1 -Count and Color		
<b>KG-1</b>			
ENGLISH	-Beginners English -My Picture Book -Early English Bk-1 -My Montessori Language Workbook		
READING	-My Town -Look and Read		
WRITING	-My ABC Book - Basic Writing for Beginners -Writing Activities -Creative Activities -Writing for KG-1 - Learn to Read and Write Bk,-1		
Mathematics	-Beginners Mathematics Bk-1 -My Number work Book - Mathematics for Kindergarten-1 - My Montessori Numbers workbook-1 - Count and Color		
SCIENCE & SOCIAL STUDIES	-Environmental Studies Bk-1		
<b>KG-2</b>			
ENGLISH	-Beginners English-2 -My Picture Book - Creative Activities Bk,-2 -Early English for Bk-2 - My Montessori Language Workbook-4	STAR STAR  BENJAMIN CAMPBELL	
READING	-Chika's House - At Home and in School	JAWS STAR	
WRITING	-Writing for KG-2 -Creative Activities-2 -Learn to Read and Write	TSENKPOUR	
MATHEMATICS	-Beginners Mathematics Bk-2 -Mathematics for Kingergarten-2 -My Montessori Number Workbook-2 -Number Activities -My Star Number Workbook	STAR  CAMPBELL  STAR	
SCIENCE	-Science for Kindergarten-2 -Environmental Studies Bk,-2		

## Appendix D: Summary of References of Definitions of Age Ranges for Early Learning

Name	Age Range	Source	Date
Early Childhood Education	Ages 3-5	MOE's Getting to Best Education Sector Plan	2016
Nursery	Age 2	MOE's Getting to Best Education Sector Plan	2016
KG1	for age 3 entry	MOE's Getting to Best Education Sector Plan	2016
KG2	for age 4 entry	MOE's Getting to Best Education Sector Plan	2016
KG3	for age 5 entry	MOE's Getting to Best Education Sector Plan	2016
Early Childhood Development Curriculum	Ages 2 -6	MOE Bureau of Early Childhood Education's ECD Curriculum Textbook Early Child Development Curriculum 2 to 6 year olds	2014
Early Learning	ages 2-5	MOE Bureau of Early Childhood Education's Pathways to School Readiness Early Learning Framework	Date not listed
Early Childhood Development	ages 3-6	MOE Bureau of Early Childhood Education's Liberia National ECD Curriculum: Teacher Planners	2017
Early Childhood Development	Ages 0-8	MOE Bureau of Early Childhood Education's Professional Development Package	2017
Early Childhood Education	ages 3-5	Education Reform Law	2011
kindergarten	ages 4-6	Liberia 2010 Education Sector Plan	2010
pre-kindergarten	Ages 2-3	Liberia 2010 Education Sector Plan	2010
Pre-school	Age not defined	MOE's Department of Instruction, Center of Excellence for Curriculum Development & Textbook Research: List of Approved Textbooks and Supplementary Readers Listing	2015/2016
KG 1	Age not defined	MOE's Department of Instruction, Center of Excellence for Curriculum Development & Textbook Research: List of Approved Textbooks and Supplementary Readers Listing	2015/2016
KG 2	Age not defined	MOE's Department of Instruction, Center of Excellence for Curriculum Development & Textbook Research: List of Approved Textbooks and Supplementary Readers Listing	2015/2016

### **Vernacular Naming Systems**

In addition, a variety of naming systems are in use in common vernacular to refer to the different levels of pre-primary center-based learning, before entering grade 1.

Just a few of the naming scenarios are presented here.

<b>Name</b>	<b>Level</b>
ABC	1
K1	2
K2	3
Nursery	1
K1	2
K2	3
ABC	1
Nursery	2
KG	3