*Note: Activities may be adjusted according to age and literacy level. As a result, some activities may extend beyond a class. This curriculum can potentially be a 1.5-2 week curriculum.*

**Story-telling Curriculum**

*Using a Co-teaching Method*

**Objectives**: Using a variety of English/Dagbani literacy-enhancing tools that include, but are not limited to, book making, reading in partners and in groups, oral stories discussions repetition and word /writing games, students will develop a broader vocabulary, make meaning out of words/sentences in English and Dagbani and respond with a general understanding of a story. Students are to engage in a multi-sensory approach to literacy learning.

**Course Materials:**

* An estimate of 2-3 low-level/beginner reader books that will be used *inside* of classroom to support literacy learning (ranging from one word text to simple sentences)
	+ One BIG book copy of each
	+ At least 5 SMALL copies of each book
* Book making materials (scissors, construction paper hole puncher, glue,markers/crayons)
* Flashcards/Picture cards of vocabulary words in English and Dagbani

**Lessons/Projects**:

* English Vocabulary: Introducing students to vocabulary in books or common words usually used in stories (grouping them by letters/similarity if possible).
* Increase familiarity with words and their meanings
* Group and Partner reading
* Book Making
* Presentations of books, students read their stories to the class

**Day 1: Introducing New Vocabulary**

Activity #1: Identifying Pictures into Words

*Objective*: to introduce students to the English vocabulary that will come up in their books

*Details*: Students will see a picture presented by the teacher that represents a simple vocabulary word. They will first attempt to identify what it means in Dagbani or English. They will be given the word in Dagbani and then in English and the teacher will use the word in context with a simple sentence. Teacher may ask a student to demonstrate the word through movement (ex. the word “run”). The teacher will go through, perhaps, 2 sets of words (5 new words per set, 10 total) twice, each time allowing students to identify the word and using the words in different contexts. Each new word should be written on the board so that at the end of the activity when all the words are reviewed, students can use the word bank on the board to identify the vocabulary easily. Optional: End with a class discussion that encourage students to use the new vocabulary which will demonstrate understanding.

**Day 2: Furthering Vocabulary Identification**

Activity #2: Reviewing Vocabulary Terms

*Objective*: to further students’ familiarity with the newly acquired vocabulary

*Details*: List all the words on the board in english and for each word present only two pictures. Ask student to say the word in both English and Dagbani or have them repeat after the teacher. Then, showing the two different pictures, ask students to pick the picture that best represents the word on the board. After correct identification, use the word, again, in a sentence to reinforce understanding.

Activity #3: Introducing story-telling (*Note: needs more development--get feed ack from Titagya teachers)*

*Objective*: to define storytelling, to know how it used and to understand its importance

*Details*:

**Day 3: Large Group Reading**

Activity #4: Reading of ......

*Objective*: Students will see/hear how a story is told and seeing tracking words with fingers.

*Details*:

Optional: Review vocabulary words once again or the ones that will show up in the books for the day.

The teacher will introduce the book to the classroom, allowing everyone to see. He or she will clearly point out the cover, title and the author. As the book is read, the teacher will read it dramatically in English and use her fingers to track the words. Each page will be translated in Dagbani.

Possible reading question: What happens in the story? What do you think will happen next? How do you think this story will end? What did so-and-so say to so-and-so? (Students may respond in Dagbani)

Activity #5: Reading of ....

*Objective*: Students will have to identify and define vocabulary words in the text in English.

*Details*: Again, the teacher will introduce the same book to the classroom, allowing everyone to see. He or she will clearly point out the cover, title and the author. As the book is read, the teacher will read it dramatically in English and use her fingers to track the words. Each page will be translated in Dagbani. This time, the teacher will stop at familiar words and ask students to identify them in English. Ask questions that make the word relate back to the text (ex. so \_\_\_\_\_ *runs* to play).

**Day 4: Small Group Reading**

Activity #7: Reinforcement of Vocabulary from previous day

*Objective*: to identify and write vocabulary words

*Details*: In groups of two, students will line up at the chalkboard and the teacher will show them only a picture of the vocabulary word. In groups they must identify the word (and in identifying, perhaps they will define it) and a volunteer must come forward to write the word on the board. Teacher will follow-up by defining the word and relating it to the text read yesterday.

Activity #8: Small group reading (will need some of the interns to help out)

*Objective*: In small groups, students demonstrate tracking and repeat story word-by-word in English after teacher.

*Details*: In a large group, using a story read yesterday, the teacher will ask students to recall what the text is about. In small groups of 3-4 students, the teacher will read in English and follow each word with her finger. Then, after each page, the students will do the same . The teacher is expected to assist with their English but not with the vocabulary they already know. Before moving the next page, the teacher should summarize what just happened.

Optional: Have a volunteer or two to summarize the story. First students summarize in Dagbani and then again in English.

**Day 5: Oral to Written Stories**

Activity #9: Oral stories

*Objective*: Using the “My name is...” format, each student will tell their personal story.

*Details*: Teacher must have written sentences like “My name is..., I like to...I don’t like...I want to... ” written on the board. Explain to the class what you have done throughout the week and that now it is their turn to tell their stories. Demonstrate by telling your own story using the simple sentences (act them out if you can) and use previously learned vocabulary for better understanding. To check comprehension, ask students to summarize your short, personal story in English. Next, in partners, one at a time students will share their stories using the same format and vice versa (encourage them to use the vocabulary). Get a partnership to volunteer and to either tell their own story or, if they are good with comprehension, to tell their partner’s story.

Activity #10: Written stories (will need interns)

*Objective*: To transfer oral knowledge of their written stories into text

*Details*: Students will take the same story that they shared and write it down on a sheet of paper.They will also draw a picture to accompany the text. Interns and teachers will assist with this process and when students are done, they must be able to read and track their own story before class is dismissed. Don’t forget to collect the stories and make sure their names are on it.

*Reminder:* Send notice to students’ parents inviting them to hear their students read their books on day 7.

**Day 6: Bookmaking (need interns) Note: have books pre-made.**

Activity #11: Personal books

*Objective*: Similar to the very first activity, students will pair a picture with each sentence and practice reading their stories in small groups.

*Details*: Interns and teachers will assist students in copying the stories they wrote down the day before into the book. Students must understand that each sentence belongs to one page and that they must illustrate a picture that best depicts that sentence (ex. a sentence about family will show a family). Students must also give a title, illustration and author on the cover. In small groups of 2-3 and a teacher/interns, students will practice reading their story to the group. After each story the teacher should ask the listeners what they learned for comprehension.

**Day 7: Storytelling (presentations)**

Activity #12: Presentations

*Objective*: Students will present their personal stories.

*Options:* Students can present their story one at time in front of the class and guests or students can present to small groups of guests, teachers and students. Students will keep their books.

**Vocabulary (will list 10-15 words once I know the books)**

**Literacy Project**

**About:** The Storytelling curriculum is one aspect of a larger project where Dalun, especially children and women, are exposed to literacy in English. There will be a series of projects that will , hopefully, happen and become permanent in the community of Dalun.

Project One: Mobile Library

*A cart of donated and bought books will be given to Titagya schools. These books will reflect student’s reading level and, hopefully, their culture. Meaning, that these books are not meant to reflect eurocentric culture. A reflection of one’s culture makes comprehension easier. For instance, it may be difficult to know the concept of “snow” if one has not experienced it.*

Project Two: Reading Hotspot

*Throughout the 8 weeks, perhaps once or twice per week, notice will be sent to the entire community about the “Reading Hotspot.” At a certain time, children and women especially can expect to engage in storytelling at the simili centre rotunda. A variety of events can happen including, but not limited to, sharing oral stories in Dagbani and English, readings of Golden Baobab books , book making, even mini-reading lessons. All books can be left with the youth center.*

Project Three: Documenting Dalun’s Oral Stories

*Using the newly established IT centre , interns and community members can begin converting oral stories children grew up with into Ebooks. Ebooks could then be sold for fundraising.*

**Potential Collaborators:**

Head Titagya Teacher and Leaders

Debbie Ahenkorah

Team from Bryn Mawr

Simili Centre interns

Ibrahim Alhassan

Maddie Beckham (BMC ‘15--Ebook experience)

Nikki Whitlock (BMC athletic coach and book donator)

Madam Azara