What is HOW2READ in English?

🌐 tlcchildrenpeacelibraries.org/courses/stage1

How Reading is Taught

Reading is taught through storybooks matched to:

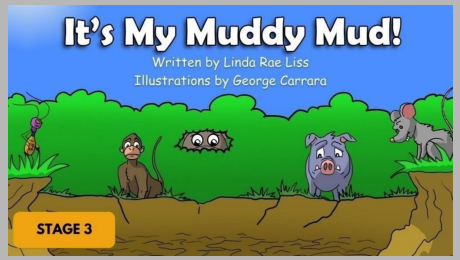
- Stages of reading development
- Prerequisite language and phonics skills
  Each book introduces vocabulary and structures that build upon prior knowledge.



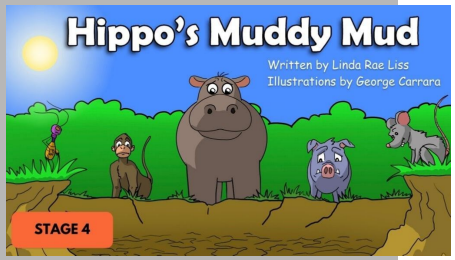
Oh,Muddy Mud



Oh, Mud



It's my muddy mud



Hippo's muddy mud

Read Aloud

Each book is a unit of study and begins with a Read Aloud. Read Alouds lead us to the meaning of the story/ the lesson of the story
Video Sidonie Sidonie Nap on a Mat a13d6-213f-4223-bf32-8bf4ff8aa676 2.MP4

Review Practice
2 Vowels
Go Walking

Rhymes/Ditties to help remember rules for long vowels–when the vowel says its name

Youtube teacher said-" when there are 2 vowels in a word the first one takes the name of the letter and the second is silent".

Dr. Mary uses rhymes with images to help us remember–
When 2 vowels go walking the first one does the talking and takes the name of the letter. Video Link
https://vermont.pbslearningmedia.org/resource/btl10.ela.early.whentwovowelsgowalking/when-two-vowels-go-walking/ and Role-Play https://www.youtube.com/watch?v=LHNybTEJ2zw

When the vowel /e/ is at the end of a word – it is powerful/magic and it gives its power to the vowel in the middle and allows it to say its name. But, then the /e/ has to be silent. It is called the silent /e/

/Rhymes to help remember rules for short vowels

In a three letter word,when a vowel is in the middle between 2 consonants we can say–I'm just a little vowel stuck/squished in the middle and I say my name just a little— I don't say /a/ I say my name just a little… "ah"

I don't say /i/ I say my name just a little….."ih"

ALSO

When the vowel is by itself at the beginning of a word and followed by a consonant– a**nt**, we say it's lonely and cannot say much so – it is short /ah/.

Another example,in the word i**nk** , it makes the short sound /ih/

Connecting Rhymes to active Role-Plays

Demo from Kigali Christian

Book -Slides 20/21/22

Processing

Why include Rhymes

Grace video and next week demonstrations from Rhuita school.

Chaining (Amal video)

CHAINING & SOUND BOXES

Change one sound/letter at a time. Use chaining and sound boxes to make the sound structure visible.

Links:

Word Chaining Strategies – MM

#4 Chaining

Sarita Chaining + Word Work put in example from Nap on a Mat

Sound /Elkonin Boxes – next slide

Examples from Lesson Guides - Chaining at Stages 2 and 3

To be shared in the workshop

Elkonin/Word Box

Univ of Florida

https://drive.google.com/file/d/1YlePdA76g7_F78tjkOOrHpJWaSDaauLh/view?usp=drive_link

Copy below
https://drive.google.com/file/d/1YlePdA76g7_F78tjkOOrHpJWaSDaauLh/view?usp=drive_link

Segmenting, Blending & Word Chaining

Move from sounds → letters → words

ARM-TAPPING

Model segmenting and blending with and without letters. Workshop leaders demonstrate first.

Links:

Visual to Display While Modeling
Rwanda Day 1 Lesson Guide – Nap on a Mat

FINGER-TAPPING

Use videos to model tapping sounds, especially long /e/ and “Dive.”

Links:

Amal – Finger Tapping Videos
Kennis – “Dive”
Long /e/ at the End of a Word

CHAINING & SOUND BOXES

Change one sound/letter at a time. Use chaining and sound boxes to make the sound structure visible.

Links:

Word Chaining Strategies – MM
#4 Chaining
Sarita Chaining + Word Work
Sound Boxes / Elkonin Boxes

Magic /e/ song

https://www.google.com/search?q=magic+e+videos+for+kids&rlz=1C5CHFA_enUS1065US1065&oq=Magic+e+videos&gs_lcrp=EgZjaHJvbWUqBwgBEAAYgAQyBggAEEUYOTIHCAEQABiABDIICAIQABgWGB4yCAgDEAAYFhgeMggIBBAAGBYYHjIICAUQABgWGB4yCAgGEAAYFhgeMggIBxAAGBYYHjIICAgQABgWGB4yCAgJEAAYFhge0gEJMzk4ODdqMGo0qAIDsAIB8QUY5X8AhBT4wA&sourceid=chrome&source=chrome.ob&ie=UTF-8#fpstate=ive&vld=cid:de07325b,vid:bZhl6YcrxZQ,st:0

Oh, Muddy Mud –Long - short vowels

https://www.youtube.com/watch?v=fb31-vxuwYA (Kennis–long /e/ dive)

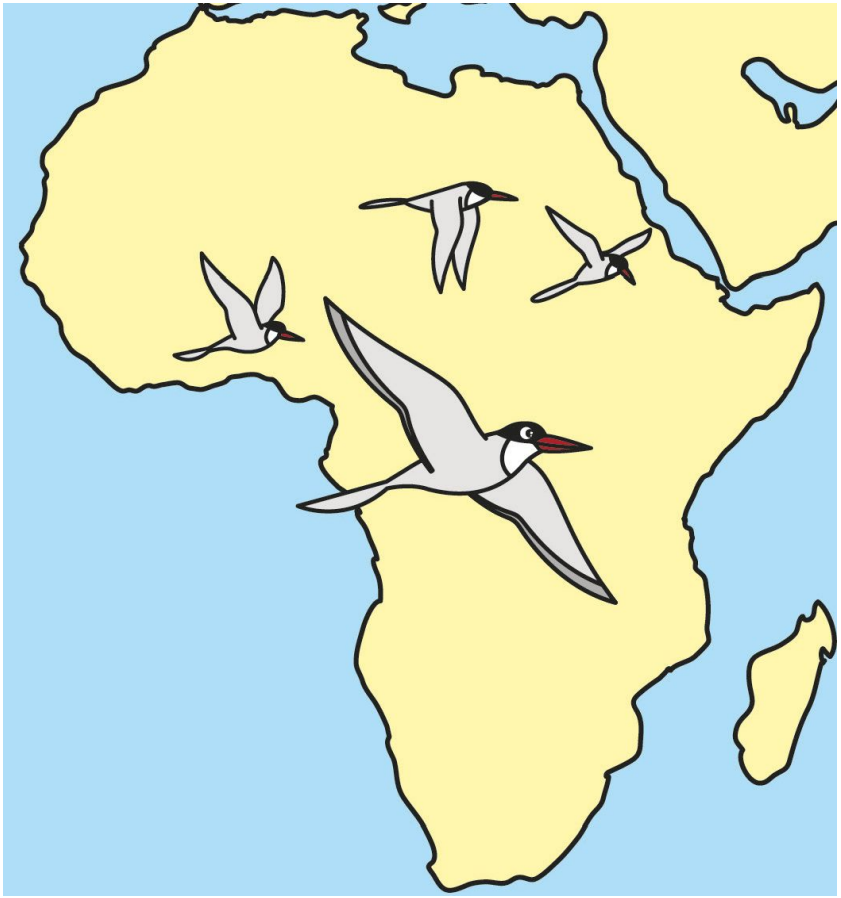
https://docs.google.com/presentation/d/1q_XKvr9W74I2lSN0hXY_wREgBMj-n-6J/edit?slide=id.g3fb5873675e_0_1#slide=id.g3fb5873675e_0_1

Kennis Oh Muddy Mud -short Versus Long vowels

https://www.youtube.com/watch?v=fb31-vxuwYA

Skills are explained and practised

Using a P3 Book “Seeing Africa with Aiden”- -participants will be lead through the process of preparing a Role Play to solidify understanding the Two Vowels go Walking Rhyme



Seeing Africa with Aiden

Adapted for Literacy 4 Peace & Justice
from EL Education



It’s me, Aiden, again.
We’ve been flying over the sea for a while.
Time to make a stop in Africa.
We are going to find another migrating friend here in the heat of the African plains.

Arctic terns migrate the longest over sea.

But wildebeests boast the biggest migration over land. It is even called the Great Wildebeest Migration.



Word Practice: "IA" Sound & Spelling Patterns

Short Words (3–5 Letters)

Via
Bias
Aria
Liar
Dial
India
Media

Words Ending in "IA"

Acacia
Amnesia
Criteria
Encyclopedia
Phobia

"IA" in the Middle

Axial
Diary
Giant
Piano
Triad

Fluency Practice Words: Long "E" Sound (Aiden - Africa)

"EA" Spelling Pattern

sea
heat
each
eat
meat
least
leap
teach
beach
scream
eaten
please*

"EE" Spelling Pattern

flee
green
sweet
needs
free
feet
seen
seem
speed
been*

Ending in "Y"

happy
speedy
windy
nearly
carry*

** High-Frequency Word*

Slides from workshop #1

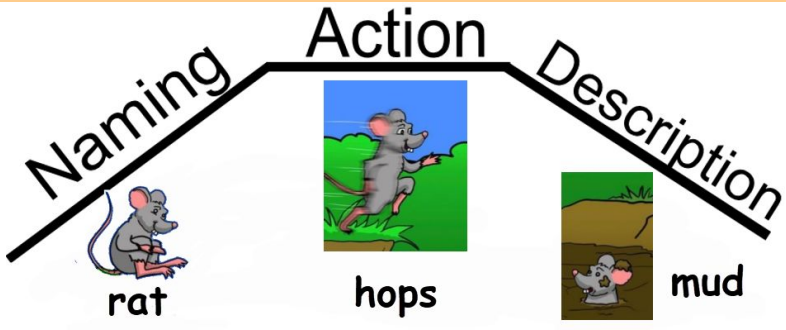
In this presentation, in case needed to explain a concept.

Stage 1 – Vocabulary and Language

Book: Oh, Muddy Mud! (Stage 1)

Focus:

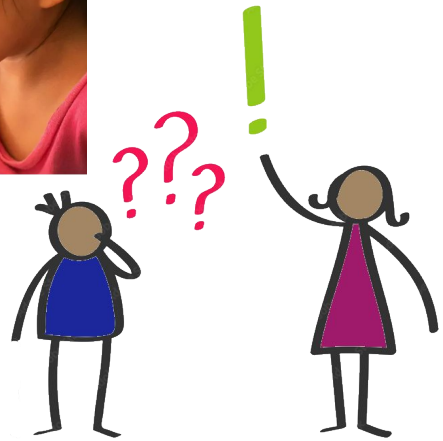
- Vocabulary, sentence structure
- Speech-to-print match
- Asking and answering questions







Sentence Pattern:
The (animal) (action) into the (descriptor).
Example:
The rat hops into the mud. Oh, muddy mud!



Activities: role play, vocabulary games, pattern repetition

Stage 2 – Short Vowels (CVC Words) Stage 3 CCVCC

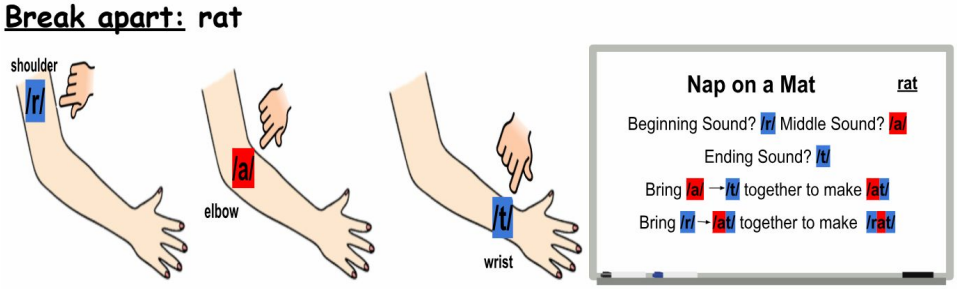
Book: Oh, Mud! (Stage 2)

Focus:

- Reading short vowel words (CVC=Consonant Vowel Consonant)
- **Skills:** segmenting, blending, chaining, rhyming
  (brain research supports)
- Decoding regular words

Example:
The rat runs into the mud. Oh, mud!

Grammar: pronouns, verb tense, punctuation



Stage 3 – Long Vowels and Complex Sentences

Book: It's My Muddy Mud!



https://youtu.be/G9-8iVWuDh0a

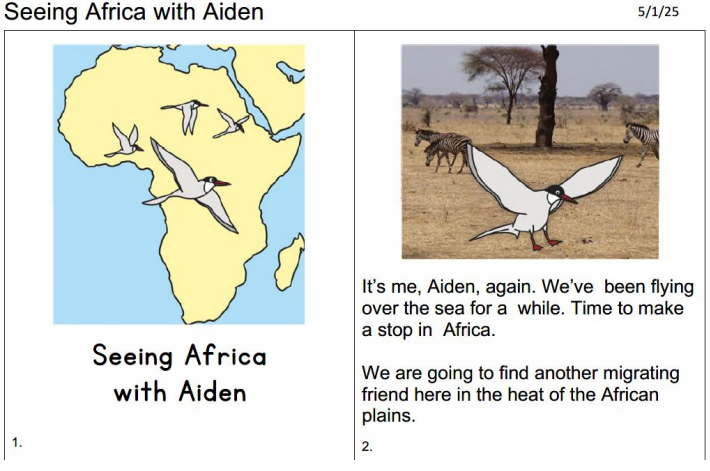
Focus:

- All long vowels
- Complex sentence structure & voc
- Higher-level decoding

Example:
The hippo looks at all the muddy mud. The hippo plops into the

Book: *Seeing Africa With Aiden*
Focuses on phonics while exploring world geography.

Seeing Africa with Aiden


Seeing Africa with Aiden 5/1/25

Seeing Africa with Aiden

1.

It's me, Aiden, again. We've been flying over the sea for a while. Time to make a stop in Africa.

We are going to find another migrating friend here in the heat of the African plains.

2.

Stage 4 Informative Reading

Book: Hippo's Muddy Mud

Focus:

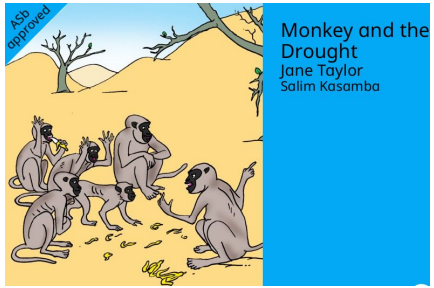
- Informational sentences
- Advanced long-vowel practice
- Environmental and scientific vocabulary

Open	Closed	Magic e	Vowel Digraph	R-Controlled	Diphthong Vowel Team	Consonant+le
hip/po	hip/po	made	rays	dark	now	jun/gle
mud/dy	mud/dy	glides	leaps	big/ger	mouse	
e/ven	e/ven	makes	screech			

Additional reading: Monkey and the Drought

Example:

The rays from the hot sun made the water dry up. The animals wished for cool mud.



Slide 5 Gov Syllabus

ıd the words. Then write each word in the correct box.

it bike big ✓ fine win mine pig hike

Short /i/ (as in ink)	Long /i/ (as in ice)
big	

yming words.

k at the words in the box above. Write the words that rhyme.

fine → mine →

y the names of the 26 letters in the alphabet. Circle the letter i.

b	c	d	e	f	g	h	i
k	l	m	n	o	p	q	r
t	u	v	w	x	y	z	

2. Long /i/ sounds like its letter name.

/hat is the last letter in all the words? _____

i	t	e	

f	i	n	e

The -e at the end of the word makes /i/ sound long. That's why it's called **silent -e!**

ad the long /i/ words.







Why How2Read in English Matters

***"How to Read in English"*:**

Teaches **sound-letter relationships** clearly
Builds decoding through **segmentation and blending** (supported by brain research)
Encourages **active discovery**
Develops **critical and creative thinkers**
Connects **language learning to meaning and social skills**



Rwanda Curriculum (Current):

Relies on **memorization and copying**
Limited **phonics or sound analysis**
Moves too fast without sufficient practice for mastery

Conclusion

HOW2READ in English empowers learners to:

- Read and think critically
- Build peaceful relationships
- Learn English through meaningful, joyful reading experiences

“Teaching children to read the world, not just the words.”

The Training– its skill based and active

Participants will be guided through each Book and its lesson guide.

Example: Each book at each level is started by a READ ALOUD (RA). A RA involves setting context by examining the front cover— what do the participants notice? This leads to predictions and at the end checking of predictions. This is a CRITICAL skill – good readers do this naturally. Most need to be taught.
The RA will be modelled by the Workshop Leaders and practiced in BREAK-OUT rooms. And, discussed in the large groups etting. Teachers who are implementing will make short videos which will be reviewed and discussed in the next session. Teachers who are learning about the program will review the videos and give feedback.