

# RISE

RAPIDLY IMPROVING  
STANDARDS IN ELEMENTARY



## RISE II HOME READING GUIDE

A GUIDE FOR SCHOOLS TO IMPROVE READING AT HOME



Save the Children

Not for Re-sale

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Versioned by Richard Jones

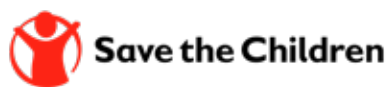
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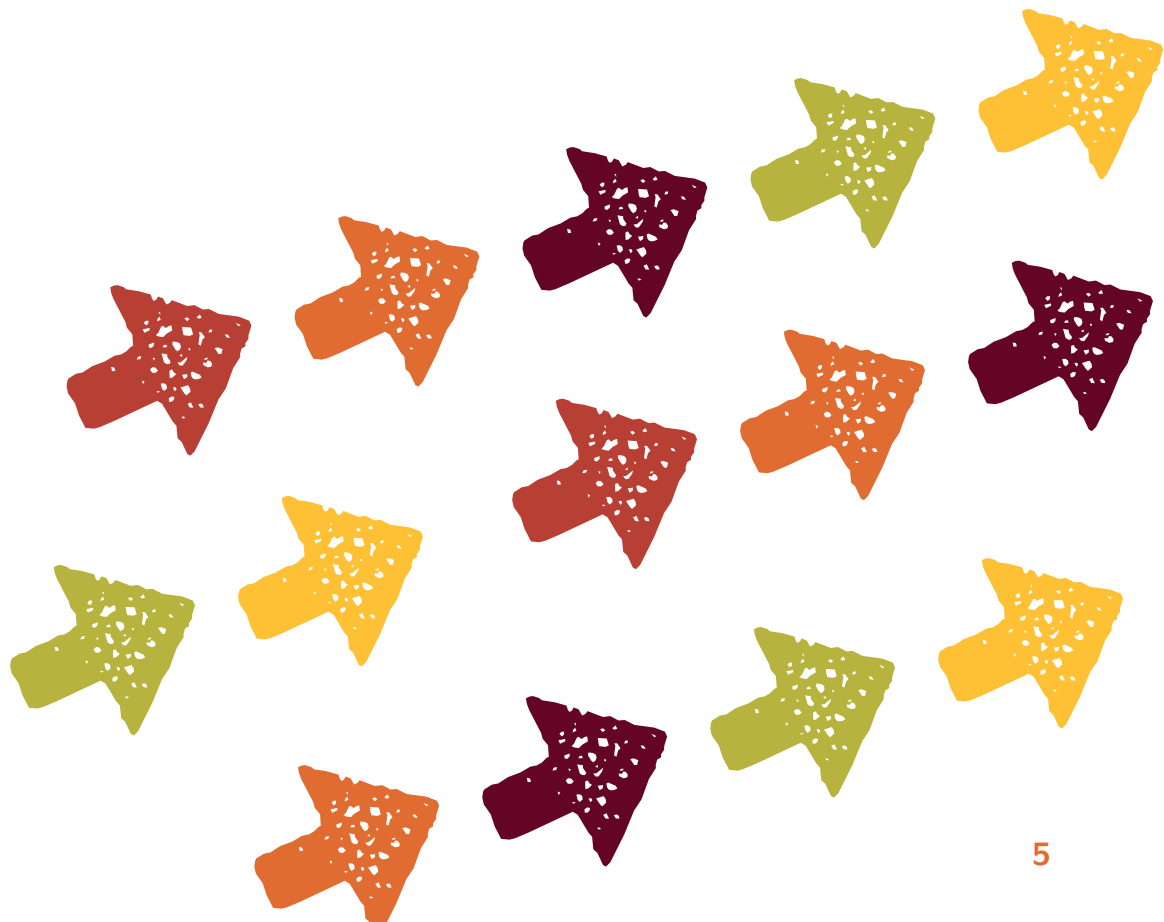


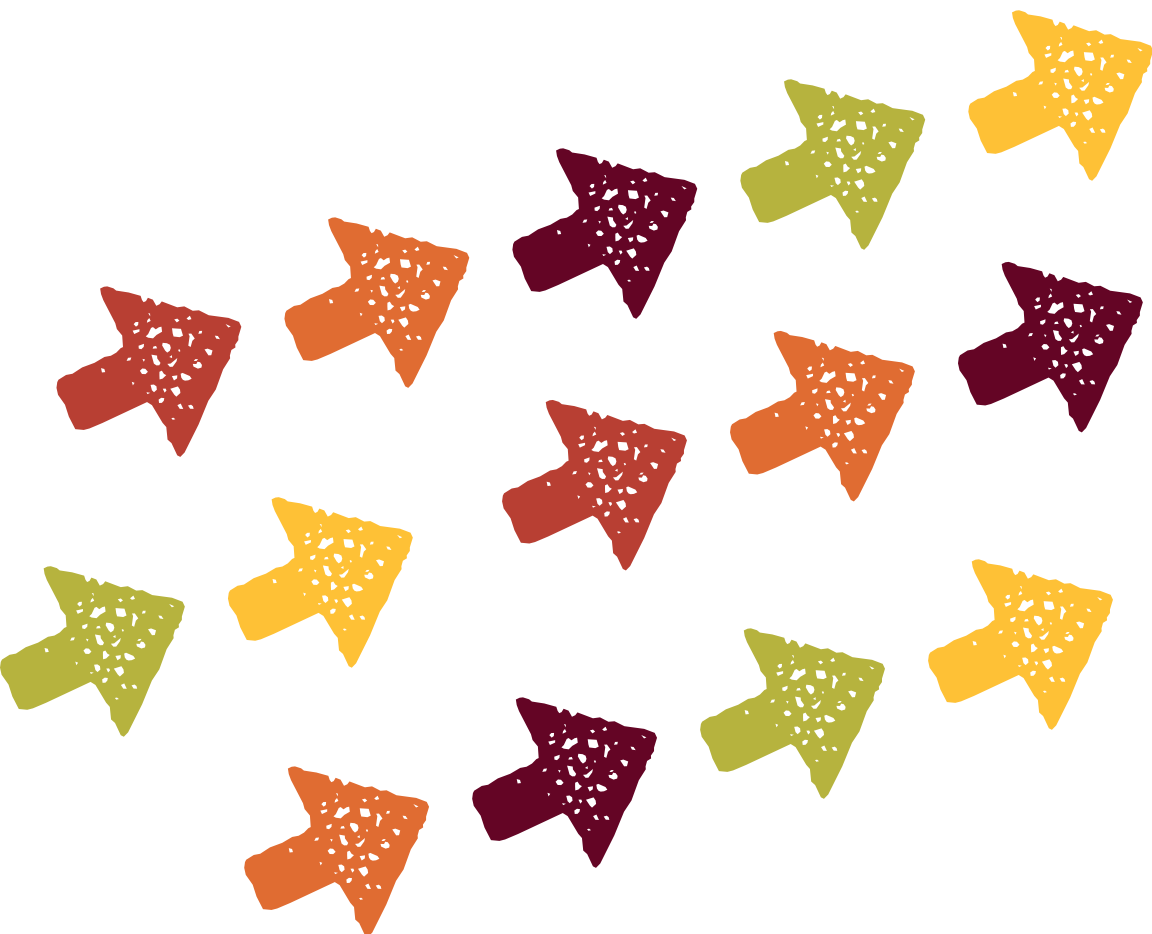


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# WELCOME

Thank you for volunteering to run home reading activities at your elementary school. With the help of your Board of Management, Parents' and Citizens group and parents you will help improve children's reading.

RISE PNG is a project run by the Department of Education and Save the Children to improve the standard of learning in elementary schools in ARoB, EHP and ESP.

We will train you in how to promote reading at home every day.



Reading Club



Caregiver Workshop



Story Time



Reading Festival



Bloom Reader

# HOME READING JOURNEY (ONE YEAR)

## 1. Tell parents about RISE



## 2. Module 1 for all teachers



## 3. Home reading kit



## 4. Caregiver workshops



## 5. Reading clubs



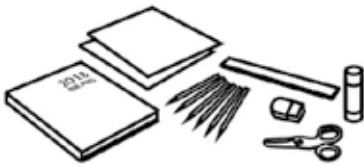
## 6. Monitoring



## 7. Review and plan

Add to your SLIP, celebrate and plan for next year.

# YOUR HOME READING KIT



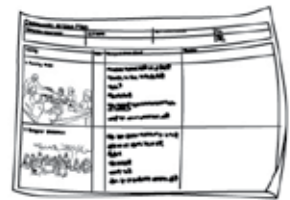
Stationery grant for Reading Clubs and Caregiver Workshops



Caregiver Workshop Flipbook



Module 1 Certificate



Home Reading Guide



Home reading book bank



Bloom Reader app

## ACTIVITIES YOUR COMMUNITY CAN CHOOSE



### 1. READING CLUBS



### 2. CAREGIVER WORKSHOPS



### 3. STORY TIME



### 4. READING FESTIVAL



### 5. BLOOM READER



## HOW TO START UP HOME READING

1. Hold a meeting with teachers, parents, Parents & Citizens group and Board of Management.
  - Talk about RISE and SBC
  - Take about the importance of reading at home every day.
  - Show the Home Reading Book Bank and Caregiver Workshop Flipbook.
  - Talk about the different home reading activities for elementary children.
  - Ask who can help to run Reading Clubs and Caregiver Workshops.



2. Choose the activities your school and community will do on the Community Action Plan. All RISE schools will do Reading Clubs and Caregiver Workshops.

Community Action Plan			
Community school name	CL's name	CL's mobile number	Date
Activity	Task	Things to think about	Our plan
1 Reading Clubs		How many children will be at school?	
		How many will have the book bank?	
		Phase 1	

3. Get endorsement from important community leaders. For example,
  - Councillor
  - TIC
  - Board Chairperson
  - P&C Chairperson
  - Church leaders
  - Women's leaders



4. Start activities and keep records.





5. Show your trainer the plan and forms when they visit. Talk about your successes and challenges at the cluster workshops.



6. Report to RISE and your parents every term.



<b>ELEMENTARY SCHOOL NAME</b>	<b>TIC NAME</b>	<b>TIC MOBILE NUMBER</b>	<b>DATE</b>

<b>ACTIVITY</b>		<b>TICK</b>	<b>THINGS TO THINK ABOUT</b>	<b>OUR PLAN</b>
<b>1. Reading Clubs</b>			<p>How many Reading Clubs will we have?</p> <p>What day and time will they be held?</p> <p>Where?</p> <p>Who will lead?</p> <p>Who will help? Do we need youth volunteers to facilitate?</p> <p>Which date will the Reading Clubs start?</p>	
<b>2. Caregiver Workshops</b>			<p>How many Caregiver Workshops will we have?</p> <p>What day and time will they be held?</p> <p>Where?</p> <p>Who will lead?</p> <p>Who will help?</p> <p>Which date will the Caregiver Workshops start?</p>	

**ACTIVITY**

**TICK**

**THINGS TO THINK ABOUT**

**OUR PLAN**

**3. Story Time**



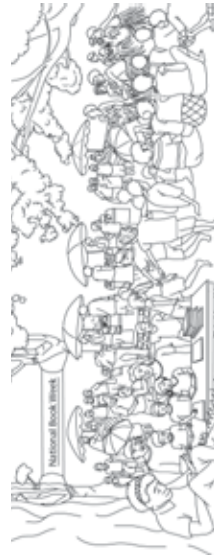
Who will tell the stories?

What day and time will they be held?

Where?

Which date will the Story Time start?

**4. Reading Festival**

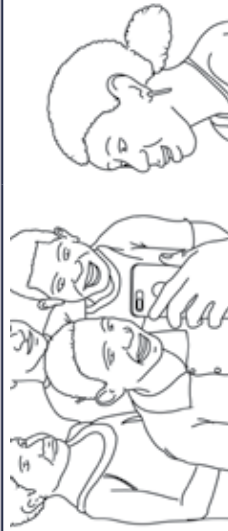


What date will we hold the Reading Festival?

Where?

Who will be on the organising committee?

**5. Bloom Reader**



Who will start off with the Bloom Reader app on their phone?

**6. Other activities we will do**

# INCLUDING EVERYONE

## 1. EVERYONE WELCOME

Helping children to read better can involve adults who can read and those who cannot. Anyone can help by telling stories, helping with Reading Club or joining in activities. Don't leave families out of the Caregiver Workshops.



## 2. ALL CHILDREN WELCOME

Reading Clubs are for all children at the elementary school. Boys and girls should be equally included and encouraged to attend. Children with disabilities should attend. A maximum of 24 children can come to each Reading Club session.



## 3. YOUNG PEOPLE CAN HELP

If older children want to join in, they are welcome. They can come as Reading Buddies to help the younger children read and make things.



## 4. SAY THANK YOU

Achieving the community action plan will need everyone's help. Remember to say thank you to people and children who volunteer their time.





## ACTIVITY 1: READING CLUBS

### READING CLUBS ARE...

**1. FUN AND WELCOMING** for all elementary-aged boys and girls (EP, EI and E2) in your community. Older children can come as Reading Buddies to help out if you want.



**2. VOLUNTARY & FREE** It is up to the children and their parents if they take part.



**3. A MAXIMUM OF 24 CHILDREN PER READING CLUB.**

If more children are interested, the community can run more Reading Clubs with help from volunteers. You can run as many Reading Clubs as you need at different days or times.



**4. FOLLOW THE READING CLUB CURRICULUM.**

Each session is 1 ½ hours.













**5. RUN BY VOLUNTEERS AND SUPPORTED BY TEACHERS**



# 1.1 READING CLUB PLAN

Each Reading Club follows the same plan for each session. There are 14 sessions in total.

TIME	PLAN		ACTIVITY
	<b>1. FREE READ &amp; SIGN IN</b>	<p>Children read a Book Bank book. You fill in the Reading Club Attendance Register.</p>	
	<b>2. SONG TIME</b>	<p>Sing two happy songs with the children.</p>	
	<b>3. AGENDA</b>	<p>Tell the children what they will do today.</p>	
	<b>4. STORY TIME</b>	<p>Read the children a story from the Book Bank and ask questions.</p>	
	<b>5. ACTIVITY TIME</b>	<p>You lead the children in a reading activity.</p>	

TIME	PLAN		ACTIVITY
	<p><b>6. MAKE &amp; TAKE</b></p>	<p>Children make reading materials. Reading Buddies can help in this activity.</p>	
	<p><b>7. WRITING</b></p>	<p>Children write in their journals.</p>	
	<p><b>8. BORROW &amp; READ A BOOK</b></p>	<p>Children borrow a new book and read it on their own, with a friend or older reading buddy.</p> <p>Say a prayer and goodbye song.</p>	
	<p><b>WATCH &amp; HELPW</b></p>	<p>Are children paying attention?</p> <p>Can they answer your questions?</p> <p>Can they do the activity?</p> <p>Are they reading and writing ok?</p> <p>Is everyone learning?</p>	



## 1.2 FREQUENTLY ASKED QUESTIONS

**Q: We have more than 24 elementary children who want to come. What do we do?**

**A:** You have enough books in the Book Bank to run several Reading Clubs on different days, times or places. Ask parents, youth volunteers and community to help. Some schools train male and female youth volunteers to run extra Reading Clubs. Some schools have Reading Clubs for different grades in different terms (e.g. Term 1 is for EP students).

**Q: What do I need to do before Reading Club?**

**A:** Read the session plan. Collect or make any materials for that week. Remind parents to send their children. Bring the Book Bank, Reading Club curriculum, materials, stationery and forms to the session. If you have more than one Reading Club in your community, check the volunteers understand that week's activities.

**Q: What do I need to do after the Reading Club?**

**A:** Remind parents and children of the next Reading Club. Check the Book Bank, attendance register and borrowing form. Speak to parents of any child that did not come.

**Q: What is the best time and place for Reading Club?**

**A:** Once per week after school or during the weekend. Choose a time and safe place which is best for the children when you write the Community Action Plan. Hold the Club at the same time and place each week. Some schools hold Reading Clubs after church on Sunday. If you have more than one Reading Club these can be held on different days or times.

**Q: Can older or younger children come?**

**A:** The Reading Club is for elementary students (EP, E1 and E2). Older children, brothers and sisters can help as Reading Buddies in the final part of the Reading Club when the elementary children borrow their book or can help organise 'make and take' activities if they wish to help at the Club.

**Q: Should we use Tok Ples?**

**A:** Yes. Use the language children speak at home and to their friends. The community can help translate the Book Bank books.

**Q: Can I use English or Tok Pisin?**

**A:** Yes, but most of the time use the language the children know best. In elementary school, they are starting to learn English and will learn how to read and write in their home language too.

**Q: Can we do the Reading Club in school time?**

**A:** Yes. You can do the Reading Club as an extra lesson, at lunchtime or after school. Do not use Reading Club instead of SBC English or Maths lessons. Reading Club is an extracurricular activity to help children read at home.

**Q: How long is Reading Club?**

**A:** Reading Club is 90 minutes. We have given you 14 weeks of sessions.

**Q: What do we do if we complete all 14 sessions?**

**A:** Well done! If the children want more sessions, use different story books to plan new sessions. Speak to your trainer for help if you need it. You could use a theme (for example, cooking) or practice new sounds and words from the SBC English syllabus.

**Q: What do we do if children do not come to the Club?**

**A:** Speak to the parents and find out what the problem is. Maybe the time or place is not right for the child. Remind the parents the day before and ask P&C and Board members to promote the clubs.

**Q: We have run out of stationery.**

**A:** Your stationery grant should be enough one Reading Club for 14 weeks for 24 children and one Caregiver workshop for 10 weeks. You may use your TFF to purchase extra stationery or ask parents to send their child with a pencil and exercise book.

**Q: What is the teacher's role?**

**A:** You have been trained by RISE in how to run Reading Clubs and Caregiver Workshops. When you get back to school, speak to the parents, P&C and Board of Management. Find and train volunteers who can help with after school activities. Some schools have teachers running the Reading Clubs and some schools use volunteers from the community.

**Q: Why should our school run Reading Clubs and Caregiver Workshops?**

**A:** In RISE Phase I, children who borrowed books and read at home with their parents had much better learning outcomes. The same was found if a child read from Bloom Reader. Children who attended school regularly had much better learning outcomes.

# 1.3 READING WITH CHILDREN

## BEFORE READING

Look at the cover.  
What do you think the story is about?  
Who do you think is in the story?

## AFTER READING

What happened first in the story? Next? Last?  
What was the best part of the story? Why?  
What did you learn from the story?  
What do you think will happen next?  
If you could change the ending, what would it be?

## DURING READING

What just happened? Why?  
What do you think will happen next? Why?  
How do you think the character feels? Why?  
How would you feel?  
What do you think about the way the character is behaving?  
What questions would you ask?

Smiling and fun

Not criticising or telling off children

Good storytelling voice



Asking questions

Remind children to read aloud using their finger to follow the words

Listening to children

## 1.4 READING BUDDIES

Some Reading Clubs like to invite older primary or secondary children to help in Reading Club as a Reading Buddy during Borrow & Read a Book or helping with Make & Take. Buddy helpers are always welcome.

Usually the older buddy is the same sex as the younger child and lives nearby. They can be an older brother, sister or cousin or wantok.

The Buddy helps the younger child to choose a book and reads with them during the Club and, sometimes, at the younger child's home. Train the older Reading Buddy before you start on how to help their buddy to read.

Come and help  
at Reading Club

Help your younger buddy to  
pick a book and make things

Read to and with  
your buddy

Encourage  
them to read

Ask them questions about  
the story



Help them hold the book  
and turn the pages

Teach them new  
sounds and words

Read to and with your buddy  
Listen to them talk about the  
story

Make the reading fun. Be patient.  
Gently correct mistakes. Do not  
shout or scold.

Be a good role  
model

## 1.5 READING CLUB SONGS

### HELLO SONGS

#### IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands  
(clap, clap)

If you're happy and you know it, clap your hands  
(clap, clap)

If you're happy and you know it, and you really  
want to show it

If you're happy and you know it, clap your hands  
(clap, clap)

*(If you're happy and you know it, clap your hands/  
stomp your feet, jump up and down, click your  
fingers, shout Hurrah! Etc.)*

#### HELLO EVERYBODY

Hello Anna *(all wave at the child)*

Hello Anna *(all wave at the child)*

Hello Anna *(all wave at the child)*

We'll see you here next week!

*(Sing to each child in turn using their name.)*

#### MY LITTLE PUPPY

My little puppy has a fly on his nose

My little puppy has a fly on his nose

My little puppy has a fly on his nose

And it fluttered and it fluttered and it flew away

*(My little puppy/turtle/brother/sister has a bird/flea/  
butterfly etc.)*

#### PAWPAW TREE

Mi laikim pawpaw, Mi laikim pawpaw

Em i swit, Em i swit

Em i stap long garden

Em i stap long garden

Thank you, Papa God

*(Mi laikim mango/kaukau/banana etc.)*

#### I WENT TO THE TRADE STORE AND WHAT DID I SEE?

I went to the trade store and what did I see?

A big yellow ball for me

I went to the trade store and what did I see?

Two tins of fish and a big yellow ball for me

I went to the trade store and what did I see?

3 bags of rice, 2 tins of fish and a big yellow  
ball for me

*(Cont. I went to the market/garden/singsing/nambis  
etc.)*

#### ONE, TWO, THREE, FOUR, FIVE, ONCE I CAUGHT A FISH ALIVE

One, two, three, four, five,

Once I caught a fish alive.

Six, seven, eight, nine, ten,

Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

This little finger on my right.

## 1.5 READING CLUB SONGS

### BREAD AND BUTTER HELLO SONG

*(Clap hands together and then clap hands on knees)*

Bread and butter,  
Taro and yams,  
Let's say hello  
As quiet as we can.  
Hello! *(Say hello quietly)*  
Bread and butter,  
Taro and yams,  
Let's say hello  
As loud as we can.  
Hello! *(Say hello loudly)*  
Bread and butter,  
Taro and yams,  
Let's say hello  
As quick as we can.  
Hello! *(Say hello very quickly)*

Bread and butter,  
Taro and yams,  
Let's say hello  
As slow as we can.  
Hello! *(Say hello very slowly)*

Bread and butter,  
Taro and yams,  
Let's say hello  
As high as we can.  
Hello! *(Say hello in a high voice)*  
Bread and butter,  
Taro and yams,  
Let's say hello  
As low as we can.  
Hello! *(Say hello in a deep voice)*

*(You can shorten the song and change hello for goodbye at the end of the session)*

### BINGO THE DOG

There was a farmer who had a dog  
And Bingo was his name-o  
B - I - N - G - O  
And Bingo was his name-o  
B - I - N - G - O, B - I - N - G - O, B - I - N - G - O  
And Bingo was his name-o  
*(There was a mother/father/brother/sister/  
policeman etc. Change Bingo's name to names of  
children.)*

### FIVE GREEN TURTLES

There were five green turtles sitting on a rock  
Five green turtles sitting on a rock  
And if one green turtle  
Should accidentally drop  
They'll be four green turtles  
Sitting on a rock  
*(There were four green turtles cont. Change to  
bottles/mangos etc.)*

### HEADS AND SHOULDERS, KNEES AND TOES

*(Touch the different body parts as you sing the  
song.)*  
Heads, shoulders, knees and toes, knees and toes,  
Heads, shoulders, knees and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Heads, shoulders, knees and toes, knees and toes.

VPE Book SIL-PNG (2015) Appendix B -Songs and Chants

Save the Children (2017) ARoB Songs & Stories

## 1.5 READING CLUB SONGS

### GOODBYE SONGS

#### GOODBYE ANNA

Goodbye Anna *(all wave at the child)*

Goodbye Anna *(all wave at the child)*

Goodbye Anna *(all wave at the child)*

We'll see you here next week!

*(Sing to each child in turn)*

#### I AM A LITTLE FLOWER

I am a little flower, little flower, little flower,

I am a little flower, growing for Jesus

*(I am a little tree/little girl/little boy/  
little dream/little friend etc.)*

Time to go home

Time to go home

Time to go home

Let's all pack up

Let's all pack up

Thank you, teacher

Thank you, teacher

And good afternoon to you

#### GOD'S FAMILY

We are one big happy family

God's family, God's family

We are one big happy family

God's family are we

He is my brother, she is my sisters

Our father in heaven who loves you and me

#### SMILE

Smile, smile, everyone smile

It's good to be alive

God loves everyone to smile

Because it's good to be alive

*(Laugh, laugh everyone laugh/jump/dance/sing  
etc...)*

#### THIS LITTLE PIGGY

*(children use five fingers or toes)*

This little piggy went to market,

This little piggy stayed at home,

This little piggy had a kau kau,

This little piggy had none,

This little pig said, "Wee, wee, wee!"

All the way home.

#### DAY'O

Day'o, day'o...

We had fun but it's time to go home.

A beautiful day, a happy time.

We had fun but it's time to go home.

We read books and chanted rhymes.

We had fun but it's time to go home.

One step, two steps, three steps out,

We had fun but it's time to go home.

We leave reading club and then we shout!

We had fun but it's time to go home.

## 1.5 READING CLUB SONGS

### THIS IS THE WAY

This is the way I wash my face,  
wash my face, wash my face.

This is the way I wash my face,  
Early in the morning.

This is the way we plant the seed,  
plant the seed, plant the seed.

This is the way we plant the seed,  
Working in the garden.

This is the way we march to school,  
march to school, march to school.

This is the way we march to school,  
Early in the morning.

This is the way we tell a story,  
tell a story, tell a story.

This is the way we tell a story.  
Sitting with our friends.

This the way we wave goodbye,  
wave goodbye, wave goodbye.

This is the way we wave goodbye.  
At the end of reading club.

### OLD MACDONALD

Old MACDONALD had a farm  
E-I-E-I-O

And on his farm he had a pig  
E-I-E-I-O

With a oink oink here

And a oink oink there

Here a oink, there a oink

Everywhere a oink oink

Old MacDonald had a farm  
E-I-E-I-O

Old MACDONALD had a farm  
E-I-E-I-O

And on his farm he had a cow  
E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo, there a moo

Everywhere a moo moo

Old MacDonald had a farm  
E-I-E-I-O

Old MACDONALD had a farm  
E-I-E-I-O

And on his farm he had some chickens  
E-I-E-I-O

With a cluck cluck here

And a cluck cluck there



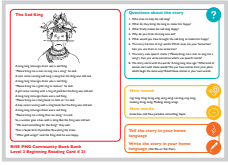
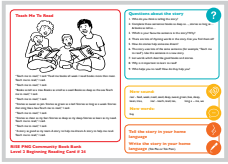
Here a cluck, there a cluck

Everywhere a cluck cluck

## 1.6 READING CLUB CURRICULUM

The Reading Club runs for at least 14 sessions.

WEEK	SKILL	STORY TIME	ACTIVITY	MAKE & TAKE	WRITING
<b>1</b>	Sounds	Let's Go 	Guess what I am thinking of?	First Sound Book	Draw and label a picture of things you can smell.
<b>2</b>	Letters	Little & Big 	Alphabet Pairs	Name Bracelet	Draw pictures of your your favourite little and big things.
<b>3</b>	Sounds	Look at the Animals 	Guess what I am thinking of?	First Sound Book	Draw pictures of the animals in today's story and label them.
<b>4</b>	Letters	Feet, Hands and Head 	Alphabet Writing	Bingo	Write and draw things which you do with your head, hands and feet.
<b>5</b>	Sounds	It's ok to be different 	Guess who I am thinking of?	First Sound Book (My Name)	Write or draw a picture of things that make you happy.
<b>6</b>	Letters	Brown 	Letter Hunt	Vowel Book	Draw pictures from today's book and label the brown things.
<b>7</b>	Sounds	What are you doing? 	Sound Flash Cards	First Sound Flash Cards	Draw and label three more actions.

WEEK	SKILL	STORY TIME	ACTIVITY	MAKE & TAKE	WRITING
8	Letters	<p>My Family</p> 	Alphabet Order	Toilet Roll Puppets	Draw and label things that you can read.
9	Sounds	<p>My Red Ball</p> 	Syllable Clap	Syllable Cards	Draw your favourite moment from today's story.
10	Words	<p>Annoying Mosquito</p> 	Opposites	Opposite Cards	Draw and label the funniest part of the story.
11	Sounds	<p>The Sad King</p> 	Kings & Queens	Syllable Action Cards	Write and draw what you would bring the king to make him happy.
12	Words	<p>I Want Fish to Eat</p> 	Describe It!	Animal Book	Draw your favourite animals and write why you like them.
13	Sounds	<p>Teach Me to Read</p> 	Who Can Rhyme?	Rhyming Spider	Write and draw rhyming words from the story.
14	Words	<p>Different Abilities</p> 	Things with Wings	Things with Wings Cards	Think of ways you can look after our world. Draw and label them.

## WEEK 1 LET'S GO

Materials you will need to prepare

1. **Let's Go** story book
2. 20 picture cards with pictures from the story (ball, balloon, boot, bowl, boy, cat, cloud, doll, dress, flower, girl, hand, hat, house, mouth, nose, orange, road, shell, sun)
3. One blank First Sound Book for each child
4. One example of a finished First Sound Book

**1 FREE READ & SIGN-IN**  
FOR CHILDREN WHO ARRIVE EARLY



**2 SONG TIME**  
10 MINUTES



**3 AGENDA**  
5 MINUTES



**4 STORY TIME**  
15 MINUTES



1. **Before Reading** What do you think the story will be about? Why?
2. **During Reading** What do we use to smell, taste, touch, hear and see?
3. **After Reading** What things do you like to smell, taste, touch, hear and see? Why?



**5 ACTIVITY TIME**  
15 MINUTES



### GUESS WHAT I AM THINKING OF?

1. Show the children each of the 20 picture cards from the story. Lay the picture cards on the ground.
2. Say, "I am thinking of something that starts with /b/. What pictures begin with /b/?" (Answers: ball, balloon, boot, bowl, boy). Say the word with the children.
3. Say, "I am thinking of something that starts with /r/. Can you find it? Then play for the sounds /k/ (cloud, cat), /d/, /f/, /g/, /h/, /m/, /n/, /o/, /s/
4. Play until all the sounds and cards are used.

**6 MAKE AND TAKE**  
20 MINUTES



### FIRST SOUND BOOK

1. Each child is given a blank First Sound Book.
2. Prep/E1: make a /b/ sound book.
3. E2: make an /s/ sound book.
4. Children draw and write words which have the same sounds.



**7 WRITING**  
15 MINUTES



### WRITING

1. Draw and label a picture of things you can smell.
2. E2: Write and draw another page to the story.

**8 READ & BORROW A BOOK**  
15 MINUTES



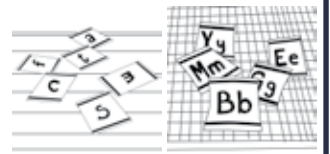
### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 2 LITTLE & BIG

Materials you will need to prepare

1. Little & Big story book
2. Bilum
3. Alphabet cards (two cards for each letter)
4. Sample Name Bracelet
5. Cardboard and string for making more Bracelets for each child



### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA



5  
MINUTES

### 4 STORY TIME



1. **Before Reading** What do you think the story will be about? Why?
2. **During Reading** What do you think will happen next? Why?
3. **After Reading** What other things can be



### 5 ACTIVITY TIME



#### ALPHABET PAIRS

1. Put the alphabet cards into the bilum (two cards for each letter).
2. Each child takes a card from the bilum but does not show anyone.
3. Say, "Say the name of your letter. Try and find someone else with the same letter as quickly as you can."
4. Check children have found the other child with the same letter.
5. Say, "With your friend, say words which have that letter in them?"
6. Play again with capital and small letters.

### 6 MAKE AND TAKE



#### NAME BRACELET

1. Each child makes a name bracelet with the letters of their name.



### 7 WRITING



#### WRITING

1. Write your name.
2. Draw and label pictures of your favourite little and big things.
3. E2: List other opposite words (e.g. loud/quiet)

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 3 LOOK AT THE ANIMALS

Materials you will need to prepare

1. **Look at the Animals** story book
2. 15 picture cards with animals from the story and your village (cow, goat, dog, chicken, horse, pig, baby, bat, fish, shark, bird of paradise, duck etc.)
3. One blank First Sound Book for each child
4. Example First Sound Book

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA

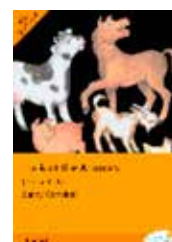


5  
MINUTES

### 4 STORY TIME



1. **Before Reading** Look at these animals on the cover. Which animals do we have in our place?
2. **During Reading** What noise do you think the next animal will make?
3. **After Reading** Why do you think the farmer says “shh”?



### 5 ACTIVITY TIME



#### GUESS WHAT I AM THINKING OF?

1. Show the children each of the 15 animal picture cards. Lay the picture cards on the ground.
2. Say, “I am thinking of something that starts with /d/. What pictures begin with /d/?” (Answers: dog, duck). Say the word with the children.
3. Say, “What sound does this animal make?”
4. Say, “I am thinking of something that starts with /k/. Can you find it? (cow). Then play for the sounds /p/, /g/, /ch/, /b/ /f/ etc.
5. Play until all the cards are used.

### 6 MAKE AND TAKE



#### FIRST SOUND BOOK

1. Each child is given a blank First Sound Book.
2. Prep/E1: make a /d/ sound book.
3. E2: make a /ch/ and /f/ sound book.
4. Children draw and write words which have the same sounds.



### 7 WRITING



#### WRITING

1. Draw pictures of the animals in today's story and label them.
2. E2: Write and draw two more animals for the story.

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 4 FEET, HANDS AND HEAD!

Materials you will need to prepare

1. **Feet, Hands and Head** story book
2. Sample name bracelet
3. Materials for making more

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA

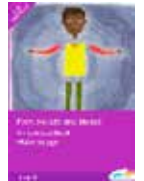


5  
MINUTES

### 4 STORY TIME

15  
MINUTES

1. Before Reading Which is your favourite part of your body? Why?
2. During Reading What do you do with your head, hands and feet?
3. After Reading Do you think the head is the most important part of your body? Why?



### 5 ACTIVITY TIME

15  
MINUTES

#### ALPHABET WRITING

1. Say, "Draw letter /T/ in the air with your finger"
2. Do this for 10 different letters.
3. Say, "Watch me draw a letter in the air. Which letter am I drawing?"
4. Do this for 10 different letters.
5. Say, "Draw a letter on the back of your friend with a finger. Can they guess which one it is?"
6. Do this for 10 different letters.

### 6 MAKE AND TAKE

20  
MINUTES

#### BINGO

1. Give each pair of children a bingo card and a handful of stones. Each card should be slightly different with the same letters placed in different places.
2. The winner of the game is the first pair to get a line of 5 stones.
3. Pick an alphabet card from the bilum. Don't show the children. Say a word which begins with that letter. E.g. Letter P, say "pig" and children will cover up the P on their bingo board.
4. When a pair completes a line of 5 in any direction they shout "bingo". Check their letters are correct.
5. Play the game several times.

B	I	N	G	O	
M	A	C	B	N	
V	T	S	K	W	
G	P	FREE	I	P	
O	L	A	D	S	
F	D	G	O	Z	

### 7 WRITING

15  
MINUTES

#### WRITING

1. Write and draw three things which you do with your head, hands or feet.
2. E2: Choose another body part (e.g. arm, shoulder, stomach) and write and draw a new page for the book about that body part.

### 8 READ & BORROW A BOOK

15  
MINUTES

#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 5 IT'S OK TO BE DIFFERENT

Materials you will need to prepare

1. **It's ok to be different** story book
2. One blank First Sound Book for each child

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA



5  
MINUTES

### 4 STORY TIME



1. Before Reading What do you think the book will be about? Why?
2. During Reading What is the same and different about this animal? Do you know what this animal is called?
3. After Reading How are you the same as your friends? How are you different? Why is it ok to be different?

**It's ok to be different!**



Written by Josie Bergin



### 5 ACTIVITY TIME



#### GUESS WHAT I AM THINKING OF?

1. Say, "I am thinking of someone whose name starts with [sound]."
2. Say the sound. E.g. /g/ /g/ /g/ /g/ (Gabriel)
3. Do it for all the children.
4. Ask children to be the teacher and lead the game.

### 6 MAKE AND TAKE



#### FIRST SOUND BOOK (MY NAME)

1. Each child is given a First Sound Book for the sound at the start of their own name.
2. Children draw and write words which have the same sound as the start of their name.



### 7 WRITING



#### WRITING

1. Write or draw a picture of things which make you happy.
2. E2: Think about how you are different to your friends. Draw and label three ways you are different.

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 6 BROWN

Materials you will need to prepare

1. **Brown** story book
2. Example of a Vowel Book
3. Blank Vowel Books (one for each child)

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA



5  
MINUTES

### 4 STORY TIME

15  
MINUTES

1. **Before Reading** Which is your favourite colour? Why?
2. **During Reading** What other brown things can you think?
3. **After Reading** Can you remember all the brown things from the book?



### 5 ACTIVITY TIME

15  
MINUTES

#### LETTER HUNT

1. In a group start walking in the area around the Reading Club.
2. Remind children to be quiet and to only shout out if they see something that starts with the letter "b"
3. After you have done a few examples, divide the children into groups of four and give them 5-10 minutes to find things which begin with the letter "s".
4. After 5-10 minutes call them back together to see what they have found.

### 6 MAKE AND TAKE

20  
MINUTES

#### VOWEL BOOK (o)

1. Each child makes a vowel book for the letter /o/.
2. Each page has a word and picture of a word with that vowel in. E.g. book, dog, coat, brown.



### 7 WRITING

15  
MINUTES

#### WRITING

1. Draw pictures from today's book and label the brown things.
2. E2: Choose a new colour and make a book for that colour.

### 8 READ & BORROW A BOOK

15  
MINUTES

#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 7 WHAT ARE YOU DOING?

Materials you will need to prepare

1. **What are you doing?** story book
2. Sound Flash Cards (sound on one side, picture on the other).
3. Materials for children to make their own flash cards.

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA



5  
MINUTES

### 4 STORY TIME



1. **Before Reading** Pretend you are people in your family. How would they answer the question "What are you doing?"
2. **During Reading** Can you do the action?
3. **After Reading** What other actions do you like doing? Don't forget to add the "-ing" at the end of the word.



### 5 ACTIVITY TIME



#### SOUND FLASH CARDS

1. Put children in teams of 3.
2. Lay out the sound flash cards on the ground with picture facing upwards.
3. Say, "I will say a sound. Can you find the picture that has this sound?"
4. Play the game. "Which picture starts with /c/ /c/ /c/?"
5. Say, "Which other things have that sound?"
6. Play until all the sound cards have been turned over.

### 6 MAKE AND TAKE



#### FIRST SOUND FLASH CARDS

1. Children will make their own sound picture cards for the sounds /s/ /a/ /t/ /i/ /p/ /n/
2. They must make at least three cards for each sound.



### 7 WRITING



#### WRITING

1. Draw and label three more actions.
2. E2: Write and draw as many words with -ing at the end.

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 8 MY FAMILY

Materials you will need to prepare

1. My Family story book
2. Bilum and alphabet cards (two cards for each letter, one capital and one small e.g. b and B).
3. Toilet roll cardboard tubes and scraps of material for making puppets.
4. An example of a toilet roll puppet.

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA



5  
MINUTES

### 4 STORY TIME



1. **Before Reading** Who are the people in your family? How do they help you?
2. **During Reading** What are all the people in the book doing? What are they each reading?
3. **After Reading** Why is it important to learn to read? What do you like to read? Why?



### 5 ACTIVITY TIME



#### ALPHABET ORDER

1. Give each child a letter card from a bilum
2. Say, "When I say go, line up in the right order of the letters of the alphabet."
3. Play the game three times.

### 6 MAKE AND TAKE



#### TOILET ROLL PUPPETS

1. Each child makes toilet roll puppets of their family and friends.
2. They can use them to show different actions e.g. Bubu is fishing, Sister is running.



### 7 WRITING



#### WRITING

1. Draw and label things that you can read.
2. E2: Rewrite the story with a different action. For example, eating.

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 9 MY RED BALL

Materials you will need to prepare

1. **My Red Ball** story book
2. Bilum & 15 picture cards of things with 1, 2 or 3 syllables.  
For example,
  - a. 1 syllable: book, cat, dog, man, girl
  - b. 2 syllables: paper, mango, hammer, happy
  - c. 3 syllables: potato, butterfly, banana, crocodile
3. Cardboard cut into squares for children to make their own syllable cards.

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10 MINUTES

### 3 AGENDA



5 MINUTES

### 4 STORY TIME



1. **Before Reading** Look at the picture.  
What do you think will happen in the story? Why?
2. **During Reading** What is happening to the red ball?  
What do you think will happen at the end of the story?
3. **After Reading** What did you think about the story?  
Do you think it really happened? Why?



### 5 ACTIVITY TIME



#### SYLLABLE CLAP

1. Put the syllable picture cards into a bilum.
2. Say, "One at a time please take one thing from the bilum. Say the name of the thing. Then we will say the name of the thing. Then all of us will clap out the number of syllables. For example, This is paper. Paper. Clap pa/per (2 syllables)."
3. Play the game twice.

### 6 MAKE AND TAKE



#### SYLLABLE CARDS

1. Each child makes a set of syllable cards with a drawing on one side and the number of syllables on the other side.



### 7 WRITING



#### WRITING

1. Draw your favourite moment from today's story.
2. E2: What do you think happened before the story began?  
Draw and write a new first page for the story.

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 10 ANNOYING MOSQUITO

Materials you will need to prepare

1. **Annoying Mosquito** story book
2. Blank opposite cards

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA



5  
MINUTES

### 4 STORY TIME

15  
MINUTES

1. Before Reading What do you know about mosquitos?
2. During Reading Who is really in the room with him? What are they doing?
3. After Reading What is the best way of stopping mosquitoes from biting you? What might happen if they bite you? Retell the story with a puppet.



### 5 ACTIVITY TIME

15  
MINUTES

#### OPPOSITES

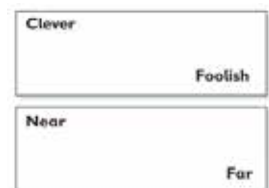
1. Sit the children in a circle.
2. Say, "Please tell me words which are opposites. For example, loud and quiet, light and dark, hard and soft, rich and poor."
3. Choose one pair of opposites.
4. Each child takes a turn to name an object using the opposites. Go around the circle.
5. For example (quick/slow): Child A says "Quick dog", Child B says "Slow snail". Child C says "Quick PMV". Child D says "Slow dance" etc.

### 6 MAKE AND TAKE

20  
MINUTES

#### OPPOSITE CARDS

1. Each child makes opposite cards with drawings of the opposite words.
2. Examples: near/far, hot/cold, tall/short, thin/fat, clever/foolish, quick/slow, heavy/light, light/dark, calm/angry etc.



### 7 WRITING

15  
MINUTES

#### WRITING

3. 1. Draw and label the funniest part of the story.
4. 2. E2: Imagine there is another pest in the room (mouse, rat, cockroach) and retell the story.

### 8 READ & BORROW A BOOK

15  
MINUTES

#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 11 THE SAD KING (READING CARD)

Materials you will need to prepare

1. **The Sad King** reading card
2. Paper crown.
3. Example syllable action cards.

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



**10**  
MINUTES

### 3 AGENDA

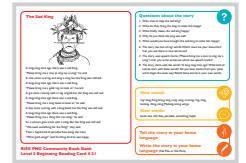


**5**  
MINUTES

### 4 STORY TIME

**15**  
MINUTES

1. **Before Reading** What makes you happy?  
What makes you sad?  
What can we do to cheer up someone who is sad?
2. **During Reading** What do you think they will bring the king to make him happy?
3. **After Reading** What makes the king happy in the end? Why do you think it makes him happy?  
Do you think the king is a nice man?



### 5 ACTIVITY TIME

**15**  
MINUTES

#### KINGS & QUEENS

1. Sit the children in a circle.
2. Put a paper crown on one child. They stand in the middle.
3. They say an action word and make the action showing the number of syllables.
4. For example: cook/ing, cook/ing, cook/ing
5. Play until all the children have had been a King or Queen.

hammering	bowing	throwing	marching
clapping	waving	stretching	nodding
saluting	swinging	sewing	cooking
stirring	swimming	wiggling	moving
	skipping	running	

### 6 MAKE AND TAKE

**20**  
MINUTES

#### SYLLABLE ACTION CARDS

1. Each child makes syllable cards for action words.  
E.g. swimming (2 syllables)



### 7 WRITING

**15**  
MINUTES

#### WRITING

1. Write and draw what you would bring the king to make him happy.
2. E2: Rewrite the story with yourself as the main character. What would make you happy?

### 8 READ & BORROW A BOOK

**15**  
MINUTES

#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 12 | I WANT FISH TO EAT (READING CARD)

Materials you will need to prepare

1. **I Want Fish to Eat** reading card
2. Bilum with at least 10 objects (e.g. feather, pencil, stone, carving, cloth, nail etc.)
3. Cards and string for making Animal Books and one example Animal Book.

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA

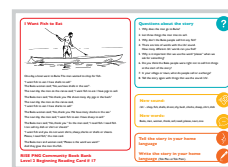


5  
MINUTES

### 4 STORY TIME



1. **Before Reading** Who do you think is in the story? What do you think will happen?
2. **During Reading** Why aren't the people giving the man any fish?
3. **After Reading** Do you think the people were right to wait until he said "please" before giving the rude man some fish? In your place, what do people exchange or sell?



### 5 ACTIVITY TIME



#### DESCRIBE IT!

1. Sit the children in two teams.
2. Ask children to pick one object from the bag.
3. Each team takes it in turn to describe the object. For example, Team A says "Long pencil." Team B says "Brown pencil." Team A says, "Sharp pencil."
4. Continue until a team cannot think of a describing word.
5. Play until all the objects are picked.

### 6 MAKE AND TAKE



#### ANIMAL BOOK

1. Each child makes an Animal Book. They can use animals from the story if they want.
2. They draw an animal on each page and write its name and one word to describe it. For example, "Fat pig" or "Lazy dog."



### 7 WRITING



#### WRITING

1. Draw your favourite animals and write why you like them.
2. E2: Rewrite the story so the man is offering things that begin with /ch/ (e.g. chicken).

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 13 TEACH ME TO READ (REACHING CARD)

Materials you will need to prepare

1. Teach me to read reading card
2. Ball
3. Cardboard and string
4. Example Rhyming Spider

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10  
MINUTES

### 3 AGENDA

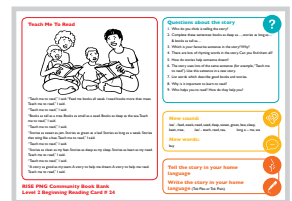


5  
MINUTES

### 4 STORY TIME



1. **Before Reading** What stories have you liked the most? Why? What makes a good story?
2. **During Reading** Which rhyming words can you find in the book?
3. **After Reading** Why was the child asking to be taught to read? Who do you think they were asking? Who would you ask and why?



### 5 ACTIVITY TIME



#### WHO CAN RHYME?

1. Sit the children in a circle. Remind them of the rhyming words from the story.
2. Say, "I will say a word and throw the ball to one of you. You have to say a word which rhymes with word and throw the ball to someone else who also has to say a rhyming word."
3. For example, "Cat!" <throw> "Hat!" <throw> "Mat!" <throw> "Sat!" etc.
4. Play the game three times with these starting words: Cat, Me, Book

### 6 MAKE AND TAKE



#### RHYMING SPIDER

1. Each child makes a word spider of rhyming words.



### 7 WRITING



#### WRITING

1. Write and draw rhyming words from the story.
2. E2: Write and draw another rhyming verse for the story.

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.

## WEEK 14 DIFFERENT ABILITIES

Materials you will need to prepare

1. **Different Abilities** story book
2. Cardboard for making “Things With...” cards and one example.

### 1 FREE READ & SIGN-IN

FOR CHILDREN WHO ARRIVE EARLY



### 2 SONG TIME



10 MINUTES

### 3 AGENDA



5 MINUTES

### 4 STORY TIME



1. **Before Reading** What are you good at? What things do you need to practice more?
2. **During Reading** How are the people the same? How are they different? Can you predict which different ability they have?
3. **After Reading** Think about people you know who have different abilities. How is their life the same? Different? Why is it important we treat everyone the same?



### 5 ACTIVITY TIME



#### THINGS WITH WINGS

1. Sit the children in two teams.
2. Ask teams to take it in turns to name things with wings (e.g. bee, butterfly, duck etc.). The team that names the most will win.
3. Play again for **Things with Legs** and **Things we Eat** and **Things that Swim**

### 6 MAKE AND TAKE



#### THINGS WITH WINGS CARDS

1. Each child makes a Things with Wings card with a collection of animals with wings. Draw and label each animal. Cut the card in the shape of one of animals.
2. They can also make Things with Legs or Things we Eat cards.

### 7 WRITING



#### WRITING

3. Think of what you want to be when you are grown-up. Draw this and label it.
4. E2: Think about what you need to learn to do your job. List and draw these things.

### 8 READ & BORROW A BOOK



#### READ & BORROW A BOOK

1. Each child borrows a book.
2. You fill in the Borrowing Form.
3. Children read on their own or with a friend or Reading Buddy.
4. Prayer
5. Goodbye song.



## ACTIVITY 2: CAREGIVER WORKSHOPS

### CAREGIVER WORKSHOPS ARE...

1. **Training for families on how to help their children learn to read, keep healthy and come to school every day.**
2. **Voluntary & free.** It is up to the parents if they take part. They do not need to be able to read and write themselves.
3. **Ten workshops of 25 parents of elementary children.** Their children can also come to the workshop. Grandparents and other caregivers can also attend.
4. **One hour once every week in a suitable place using the Flipbook.** They can be during school time or after school or at the weekend.
5. **Keep a record of who attends.**
6. **Hand out the RISE information materials.**

1. Child development
2. Talking and listening – descriptions
3. Telling stories
4. Ideas and opinions
5. Reading books with children
6. Everyday activities as learning
7. Learning Corners
8. Child protection
9. Coming to school every day
10. Keeping healthy



## 2.1 HOW TO BE A GOOD TRAINER

Use the language  
parents understand

Listen respectfully to their ideas  
and opinions

Be positive and  
encourage parents



Include men and  
women equally

Be organised: use the Flipbook and  
prepare for the training

Be reliable: start  
and finish on time

## 2.2 OTHER CAREGIVER WORKSHOP SESSIONS

Once you have completed the sessions in the Flipbook you can add sessions of your own. Here are some examples:

1. The importance of early childhood education
2. Preparing for primary school
3. How to help your child with maths
4. Disability and the Inclusive Education Resource Centre

Use the RISE modules and materials to help.



## ACTIVITY 3: STORY TIME

1. A respected community member comes to school to tell children a traditional or Bible story.
2. **Voluntary and free.** It is up to the storyteller if they take part. Parents can listen too.
3. **Stories are told in the language children understand (for example, Tok Ples).** Story tellers can choose different stories.
4. **During school time or outside of school.** Most schools have story telling as an extra literacy activity but some do it as part of the Reading Club.



### DIFFERENT STORIES

1. Traditional stories
2. Important history (e.g. World War 2)
3. Myths and legends
4. How to make traditional crafts or food
5. Community Book Bank stories
6. Traditional songs and dances



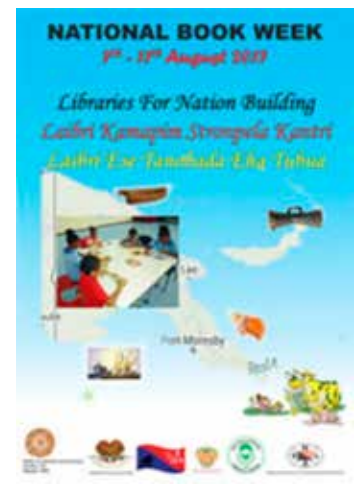
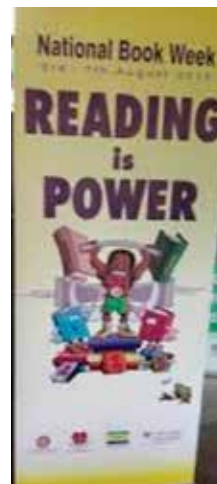


## ACTIVITY 4: READING FESTIVAL

1. **One-day festival to celebrate reading.**
2. **Voluntary & free.** Children, families, community leaders and schools involved. RISE does not provide money for Reading Festivals.
3. **The school decides what is in the Reading Festival.**
4. **A good time for the event is during National Book Week (July-August) or National Literacy Week (September)**
5. **An organising committee will be needed.**

### FESTIVAL IDEAS

1. Storytelling
2. Stalls
3. Drama
4. Singing
5. Displays of children's work
6. Dancing
7. Reading games & activities
8. Reading or writing competition





## ACTIVITY 5: BLOOM READER

Bloom Reader is a free reading app with a library of talking books from the SBC and the book bank in English, Tok Pisin and sign language. Share the app and the digital library with every parent with a smartphone.

1. If a teacher or parent has a smartphone, install Bloom Reader and the stories from the TIC RISE mobile phone or microSD card. You can also download stories from [www.mytalkingbooks.org](http://www.mytalkingbooks.org)  
In RISE Phase I, children who read at home with Bloom Reader had better learning outcomes.



2. Explore Bloom Reader.  
Read & listen to stories.



3. Read and listen to stories with your child every day.



4. Share the Bloom Reader app with parents and family.



# A. HOME READING MONTHLY REPORT

Province ( <i>Tick one</i> )	ARoB	EHP	ESP	Year
Name of School				EMIS code

## Reading Clubs

<b>Month (e.g. October 2020)</b>					
Number of operational Reading Clubs at your school					
Total number of Reading Club sessions that month					
How many children attended? (only count children once)					
Boys					
Girls					
Total					

## Caregiver Workshops

<b>Month (e.g. October 2020)</b>					
Total number of Caregiver Workshop sessions that month					
How many parents attended (only count them once)?					
Male					
Female					
Total					

## Bloom Reader and Reading Festival

<b>Month (e.g. October 2020)</b>					
How many times did you share the app?					
Did you hold a Reading Festival?					

# A. HOME READING MONTHLY REPORT

Province ( <i>Tick one</i> )	ARoB	EHP	ESP	Year
Name of School				EMIS code

## Reading Clubs

<b>Month (e.g. October 2020)</b>					
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Total number of Caregiver Workshop sessions that month					
How many parents attended (only count them once)?					
Male					
Female					
Total					

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<b>Month (e.g. October 2020)</b>					
How many times did you share the app?					
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## A. HOME READING MONTHLY REPORT

Province ( <i>Tick one</i> )	ARoB	EHP	ESP	Year
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<b>Month (e.g. October 2020)</b>					
Total number of Caregiver Workshop sessions that month					
How many parents attended (only count them once)?					
Male					
Female					
Total					

### Bloom Reader and Reading Festival

<b>Month (e.g. October 2020)</b>					
How many times did you share the app?					
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Province ( <i>Tick one</i> )	ARoB	EHP	ESP	Year
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Male					
Female					
Total					

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<b>Month (e.g. October 2020)</b>					
How many times did you share the app?					
Did you hold a Reading Festival?					

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Province ( <i>Tick one</i> )	ARoB	EHP	ESP	Year
Name of School				EMIS code

### Reading Clubs

<b>Month (e.g. October 2020)</b>					
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<b>Month (e.g. October 2020)</b>					
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Male					
Female					
Total					

### Bloom Reader and Reading Festival

<b>Month (e.g. October 2020)</b>					
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Province ( <i>Tick one</i> )	ARoB	EHP	ESP	Year
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## Reading Clubs

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Male				
Female				
Total				

## Bloom Reader and Reading Festival

Month (e.g. October 2020)				
How many times did you share the app?				
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Province ( <i>Tick one</i> )	ARoB	EHP	ESP	Year
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### Reading Clubs

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Girls					
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### Caregiver Workshops

<b>Month (e.g. October 2020)</b>					
Total number of Caregiver Workshop sessions that month					
How many parents attended (only count them once)?					
Male					
Female					
Total					

### Bloom Reader and Reading Festival

<b>Month (e.g. October 2020)</b>					
How many times did you share the app?					
Did you hold a Reading Festival?					
















































# E. COMMUNITY ACTION PLAN

ELEMENTARY SCHOOL NAME	TIC NAME	TIC MOBILE NUMBER	DATE
			Start: Finish:

ACTIVITY	TICK	THINGS TO THINK ABOUT	OUR PLAN
1. Reading Clubs 		How many Reading Clubs will we have? What day and time will they be held? Where? Who will lead? Who will help? Do we need youth volunteers to facilitate? Which date will the Reading Clubs start?	
2. Caregiver Workshops 		How many Caregiver Workshops will we have? What day and time will they be held? Where? Who will lead? Who will help? Which date will the Caregiver Workshops start?	

ACTIVITY	TICK	THINGS TO THINK ABOUT	OUR PLAN
<p><b>3.</b> Story Time</p>		<p>Who will tell the stories?            What day and time will they be held?            Where?            Which date will the Story Time start?</p>	
<p><b>4.</b> Reading Festival</p>		<p>What date will we hold the Reading Festival?            Where?            Who will be on the organising committee?</p>	
<p><b>5.</b> Bloom Reader</p>		<p>Who will start off with the Bloom Reader app on their phone?</p>	
<p><b>6.</b> Other activities we will do</p>			

# BOOK BANK

The Book Bank stories are numbered in order of difficulty.

## Level 1 Emergent Readers (picture books, single words, simple sentences)

1	I Like
2	A Day with My Doll
3	Baby Who Cried
4	I Can Do This
5	Listen
6	Little and Big
7	Look at the Animals
8	7 Colours of A Rainbow
9	Feet, Hands & Head!
10	Let's Go
11	It's Ok to Be Different
12	Brown
13	Colours and Shapes
14	Big Book of Nature
15	Count to Ten

## Level 2 Beginning Readers (phonics decodable stories and sight words)

1	What are you doing?
2	My Family
3	Wash Your Hands
4	My Body
<b>Phonics Reading Cards</b>	
1	Papa at the Tap
2	Ant and Cat
3	I Pick Pit-Pit
4	Is Pig a Pet
5	Red Hen
6	Don the Dirty Dog
7	Don Likes Bananas
8	Don Likes Bats and Frogs
9	Anna and Don
10	Play
11	Yellow Bird
12	Do You Love?
13	Wet Day
14	Wagi the Happy Huli
15	Mr and Mrs Snake
16	Who, Where, What, When
17	I Want Fish to Eat
18	Bad Mrs Chicken
19	What is in the Sack?
20	Which animals do you like?
21	The Sad King
22	The Old Pink Bilum
23	Days of the Week
24	Teach Me to Read
25	Independence Day

## Level 3 Independent Readers (short chapter books)

1	My Red Ball
2	Annoying Mosquito
3	Different Abilities
4	The Dog Who Tricked the Wallaby
5	Peace
6	The Wind & the Sun
7	Lulu Loves Her Bednet
8	The Frog Who Talked Too Much
9	A House For Mouse

## Level 4 Experienced Readers (longer chapter books)

1	Vaccinations
2	Baby Brother
3	Art of Papua New Guinea
4	The Proud Turtle
5	Caring for Baby
6	A Special Gift for Oleida
7	Share it Fair
8	Froggie Finds the Good Life

# LIBRARY FOR ALL BOOKS

The Library for All books are numbered in order of difficulty.

## Level 0 (easiest)

1	My Family
2	God Made Me
3	The Sky
4	Baby Is Crying
5	Healthy Yes Unhealthy No
6	Who Am I?
7	The Bag

## Level 1

1	Papa at the Tap
2	Ant and Cat
3	I Pick Pitpit
4	Is The Pig a Pet?
5	Red Hen
6	Don the Dirty Dog
7	Don likes Bananas
8	Don likes Bats and Frogs
9	Anna and Don
10	Play
11	Yellow Bird
12	Do You Love?
13	Wet Day
14	Wagi the Happy Huli
15	I am Sky
16	I Like Dancing
17	My Animal Sounds
18	Dressing Up
19	Look At Me
20	The Famous Coconut Tree

## Level 2

1	Winds Of Change
2	Mr and Mrs Snake
3	Who, Where, What, When?
4	I Want Fish to Eat
5	Bad Mrs Chicken
6	What Is In The Sack?
7	Which animals do you like?
8	The Sad King
9	The Old Pink Bilum
10	Days of the Week
11	Teach Me to Read
12	Independence Day
13	It's Belinda's Birthday Party
14	Up and Down and Round and Round
15	Kate's Kite
16	I Love My Papa
17	Under My Shade

## Level 3 (most difficult)

1	Life Is A Journey
2	Cheerful Mama Rositha
3	Paul the Church
4	Garry's Messy Room
5	Tuk is Big Now
6	Why the Cassowary Has a Long Neck
7	I Am PNG: Duke Of York Island
8	I Am PNG - Melitta Lives in Misima
9	My Sister Aria
10	Children's Rights
11	My Grandma Pirida
12	Bobby's Busy Brain
13	When The Ground Shakes
14	What Is An Earthquake?
15	Grandma's Amazing Volcano Story
16	What Is A Volcano?
17	What Is A Storm?
18	A Lesson In Fire Safety
19	Big Rain
20	My Mother Is A Midwife

