

Story: A Boy called...

This story: **Mandume (English)**, relevelled by DELTEA: Graham, S., Porter, A., & Turner, J. (© Graham, Porter, Turner 2024). Based on the original story [Magozwe](#) (English), written by Lesley Koyi, illustrated by Wiehan de Jager, under a Creative Commons Attribution 4.0 licence on [African Storybook](#).

Note on the main character's name and story setting:

Please name that the boy has different names in each target language: French = Mademba, Spanish = Manuel, German = Mandume, English = Mablevi. For this reason, in the lesson plans and worksheets the boy is referred to as "the boy", as opposed to by his given name. Please feel free to edit the materials according to the target language you teach.

The setting of the story for the French version is Dakar in Senegal (official language French), for the Spanish version Malobo in Equatorial Guinea (official language Spanish). Conceivably the English version could be set in Lagos in Kenia (official language English). The German version is not so easily transferable. You might discuss with the class that German is a national language in Namibia, though it is not an official language anymore. Please use your professional judgement and your class context regarding teaching the colonial history of how these languages came to be spoken on the African content.

Four x 30-minute lessons

Lesson 1 A boy called...: Teacher-led and student-paced

Objectives:

- to improve strategy use through supported collaborative reading (pairwork)
- to explore creative and imaginative thinking linked to the storyline

Timing (mins)	Task	Resource	Purpose
2 mins	TEACHER-LED	Worksheet: Collaborative Reading Task Sheet (pages 1-2)	Remind learners of the strategies toolkit, names for strategies and examples.

24 mins	Slide 2: TEACHER-LED: Teacher shows whole class video slide and models how they would approach each, selecting a strategy to work out meaning. Slide 3: Teacher shows whole class video slide with audio. Class listens and follows. Use question and answer to elicit from the whole class how they would go about working out what any unknown words mean, using the 5 strategies they learnt and practised in previous stories. Pairwork: learners work in pairs for slides 4 and 5, using the Detective/ leader activities. Remind children how this works, referring back to the monkey and dog stories. You could ask children to think about what might happen next? If time: use worksheet 2_1 what happens next	Slide 2 + Collaborative Reading Task Sheet (page 3) Slide 3 + Collaborative Reading Task Sheet (page 3) Slides 4-5 + Collaborative Reading Task Sheet (page 3) if time: worksheet: boy_ lesson 2_1 what happens next	Learners see how they can transfer previously identified strategies to understanding French/Spanish/German; reading comprehension evaluation.
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