

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](#).

Four x 30-minute lessons

Lesson 2 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
- to practice and use emotion words in French or Spanish or German
- to develop empathy through perspective-taking.

Timing (mins)	Task	Resource	Purpose
3-5	TEACHER-LED Use the Collaborative Reading Task Sheet (pages 1-2) to elicit strategies and Worksheet 2_0 to remind learners of the story so far.	Collaborative Reading Task Sheet (pages 1-2) Worksheet: boy_lesson 2_0 the story so far	Revisit previous learning and prepare for collaborative reading cycles. Remind children of storyline.
5	Discuss what children think may happen next	worksheet: boy_lesson 2_1 what happens next	Imagining how the story continues
10	Slides 5+6 + Collaborative Task Sheet (pages 1-3). We suggest teacher-led modelling of the collaborative reading process to remind learners, then going on to pair work using Collaborative Reading Task Sheet (page 3) Discuss with children: were your prediction about what happens next correct? In what way?	Slides 5+6 + Collaborative Reading Task Sheet (pages 1-3). worksheet boy_lesson 2_2 was your prediction correct	Apply previously learnt strategies, with peer scaffolding and support from worksheet; collaboration aids learning
5		Worksheet: Boy_lesson 2_3 comprehension questions	Check on understanding of storyline Developing creative/imaginative ways of thinking.

3	slide 8: learners continue working in pairs as detective and leader.	slide 8 + Collaborative Reading Task Sheet (page 3)	Apply previously learnt strategies, with peer scaffolding and support from worksheet
3	worksheet 2_4	worksheet: Boy lesson 2_4 open ended questions	Check on understanding of storyline Developing creative/imaginative ways of thinking.
5	slide 9: learners continue working in pairs as detective and leader. learners work individually or in pairs on how the boy might feel when he tells Tamsir he can't read. Discuss their answers in class. slide 10: learners continue working in pairs as detective and leader. Encourage learners to think about what might happen next. Some suggestions are on worksheet 2_6.	slide 9 + Collaborative Reading Task Sheet (page 3) Worksheet: Boy_lesson 2_5 not being able to read slide 9 + Collaborative Reading Task Sheet (page 3) Worksheet: Boy lesson 2_6 what happens next?	Apply previously learnt strategies, with peer scaffolding and support from worksheet Perspective-taking