iRead Teacher Manual

Welcome letter

The iRead project is an Innovation Project funded under the Horizon2020 programme. We are a consortium of 16 partners from education and industry. Our team has three core aims:

- To use the apps to support primary school aged children to develop reading skills when reading in English (accuracy, fluency and comprehension) through engaging with the personalised content and activities
- To foster children's motivation in reading in English through game play and new ways of engaging with texts
- To offer teachers a new digital resource that supports classroom teaching of English

The manual briefly highlights the theoretical underpinning of our three iRead technologies: Navigo Game, Amigo Reader, and the Teacher tools. For more information about our apps and the theory informing their development you can visit our website deliverables at https://iread-project.eu/iread-project-deliverables/

The chief aim of the manual is:

- To explain the features of the three iRead technologies and provide instructions for their use
- To offer 'ready to use' lesson plans
- To provide a detailed view of the curriculum content covered
- To provide details of the texts available for specific learner groups
- To provide a guide for using and configuring the project Android tablets

We hope you will find this manual useful. If you have requests for adding information please contact your local partner and we will update the manual.

The Sweden iRead team

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Table of contents

Manual updates

The teacher manual is a live document and will be updated if and when necessary. Updates will logged in the table below.

Date of update	Manual page	Description

Theoretical Underpinnings: a brief summary

Personalised learning - Games and Reader

The iRead project is based on the personalised learning paradigm. Personalised learning aims to improve student engagement and achievement, proposing differentiated learning content to meet each learner's needs. Its flexibility recognises the constantly changing nature of these needs, taking into account the different rates with which individuals progress in their learning.

Technologies promoting personalised learning typically involve an adaptive component allowing to translate the main principles of personalised learning into a working technology. More specifically, personalised systems permit:

1. *To meet individual differences and learning needs*
2. *To optimise learning*
3. *To maintain motivation and engagement in learning*
4. *To provide feedback and support*

For a full report visit: http://www.studie-personalisiertes-lernen.de/en/tepl.html

The iRead system contains two apps that teach reading: the **Navigo game** and the **Amigo Reader**. The two apps have been designed to support the reading process together.

- The game contains a wide range of instructional material that teaches word and sentence level skills across a number of language areas (see next section).
- The Reader is an authentic environment that explicitly reinforces some of the games-based learning (through pre-reading activities and text highlights), while at the same time it provides strategies for independent learning (customising the text, creating a personalised tricky words list).

Each child has a 'user model' containing language features from a 'domain model' of reading that informs the app what content to present. Each time the child plays the Navigo game, the child's game performance on the language features encountered are updated. Features remain open if more practice is needed, or close if they are mastered. When the child next logs into the Reader, the Reader consults the child's user model to determine which feature to teach and recommends a matching pre-reading activity.

Language areas covered in the iRead Project domain model

Models of reading are useful to identify the processes involved in skilled reading and this, in turn, can help us to understand why children may struggle to learn to read. The Simple View of Reading (SVoR; Hoover & Gough, 1990) highlights that learning to read requires both word recognition (decoding) and language comprehension skills.

Decoding
In the early years of schooling, emphasis is placed on teaching phonics and developing decoding skills (i.e. phonological awareness: the ability to segment and blend sounds within words) so that children can access texts and subsequently learn to comprehend the books/material that they read. Research supports that children develop their reading skills by first learning grapheme-phoneme correspondences (GPCs; i.e. letter to sounds; Ehri, 2005). In addition, children are typically taught to identify syllables to develop their phonological awareness skills (Hatcher, Duff & Hulme, 2014). Syllabification can be an important strategy for beginner readers because it enables children to work with larger units than phonemes when reading, which may in turn increase fluency.

With instruction and practice, children should transition from decoding each phoneme (sound) within a word to whole word recognition ('sight words') - thus, a key aim in the reading process is to develop fluency, which further supports comprehension (Kim, Park, & Wagner, 2014). Moreover, whole word recognition is particularly important for children learning to read in English given that a number of words cannot be decoded phonetically (often labelled as 'irregular' or 'exception' words). It is considered important that children become familiar with high frequency words early on in the school system (Ehri, 2005). Therefore, developing a sight vocabulary alongside developing phonological recoding processes are both essential to becoming a skilled reader. In support of this, Share's (1995) self-teaching hypothesis argues that once readers have gained letter knowledge and adequate decoding skills, they are well-equipped to become more independent readers and to use prior knowledge and inference to support the development of fluency when reading.

Based on the research literature and to tap into the development of children's word recognition ability, the iRead domain model has an explicit focus on supporting: **decoding** (using phonics knowledge to read vowels, consonants, digraphs, trigraphs and blends), **chunking** (syllabification), and **recognising whole words** (common high frequency words and recognising confusing letters). The domain model follows a synthetic and analytic phonics rationale that recognises the smaller sound representation in words and also the bigger letter units in teaching children how to decode words.

Supporting comprehension
In addition to focusing on decoding abilities, other higher-level language skills that map onto reading comprehension were considered when devising the domain model. Specifically, morphological awareness and syntactic processing.

Morphologically derived words (e.g., help - helpful) make up 40% of unfamiliar words that children encounter in text in their late school years (Nagy & Anderson, 1984; Nagy et al., 1993). Research with typically developing readers has found that inflected words (e.g., help - helped) are easier to learn than derived ones (Carlisle, 1995). This may be because the morphological changes of derived words are less predictable and reliable, compared to inflected words. Within the domain model, thus, we included several derivational prefixes and suffixes to enhance children's learning.

Moreover, children with dyslexia have been known to present with difficulties with productive and receptive (morpho-) syntactic skills (Scarborough, 1990, 1991; Lyytinen et al., 2001). Moreover, primary-aged poor comprehenders have been shown to have difficulties with past tense formation (see Nation, Snowling, and Clarke, 2005; Joanisse et al., 2000), and verb agreement marking (Casalis et al., 2012; Cantiani et al., 2013; Joanisse, Manis, Keating, & Seidenberg, 2000; Rispens & Been, 2007). The importance of such skills are reflected in the curriculum, contribute to understanding word meaning, and aid text comprehension.

At the morphological level, the domain model covers: **derivational prefixes and suffixes,** and **inflectional suffixes** (e.g. past tense, plurals)**.** Within the syntactic level we included categories that relate to **morpho-syntax supporting grammar** (proper nouns, articles, prepositions, negative particles, embedded constructions, passives, complex sentences and so on). When selecting morphosyntactic categories for inclusion in the domain model, we consulted published literature on what morphosyntactic features may influence reading comprehension. We also considered the results of a corpus analysis based on first language children's texts to assess the frequency of the morphosyntactic features so that we can focus on more frequent features.

When it comes to the EFL domain models, we requested experts to select those features from the overall EFL domain model which were anticipated to cause reading difficulty considering the existing linguistics and literacy skills of a particular L1 group. Our rationale for this was that, by the time second language (L2) readers learn to read, they often have developed some literacy skills in their first language (L1). It has been shown that, once L2 readers have reached a certain level of proficiency, they can successfully use these existing L1 strategies and skills when processing L2 texts (Grabe, 2009). Importantly, while L1 reading strategies may indeed assist beginning L2 readers to cope with certain tasks, they may have adverse effects in other situations, leading to slower reading speed and issues with comprehension (Koda, 2007).

Navigo Game

The Navigo game offers the following advantages:
- *It is personalised to the child*: the game provides language features, content to practice the features (words) and games (game puzzles) that match the child's learning level through an adaptive algorithm that manages the personalisation of learning
- *It promotes transferability of learning*: With more than 900 games, the child can practice a language feature through different game activities
- *It exposes children to diverse language:* Word level games in particular use a child-friendly dictionary of 12,000 words rather than relying on limited word lists
- *It offers scaffolding*: The majority of the games provide topic and/or task feedback to the child to support them to self correct a mistake and use metacognition
- *Motivation*: Navigo allows children to grow their avatar in pace with their learning in the game, while the aesthetics of the game have been designed to mirror the game play experiences children may experience at home

Game Narrative

As the game begins, the hero, controlled by the learner, finds themself in a deserted village at the base of a mysterious pyramid. Their grandmother has disappeared, along with the villagers. The hero's mission is to rescue them all from the depths of the pyramid.

The adventure begins when the hero enters the pyramid. Each journey into the pyramid presents the learner with a set of language learning puzzles to master. At the end of each journey through the pyramid the learner is rewarded with new outfits that they can use to customise their hero.


There's also a chance that they will find and rescue one of the missing villagers. Rescued villagers will appear back in the village where the learner can interact with them or try on their new outfits. At the end of an epic game adventure, the hero will defeat the pyramid's puzzles and rescue their grandmother!

Game Puzzles

The Navigo game has 15 different game puzzles, each with a unique name inspired by the Egyptian theme of the game!

Perilous Paths
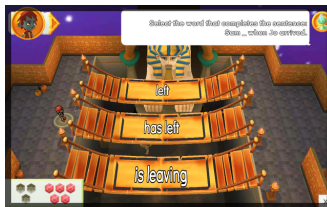
Multiple choice game
Choose the correct bridge to reach the other side and escape the mummies

Cleomatchra

Puzzle game
Match two word parts to create words and open the door to new adventures

Crocotiles-timed

Timed multiple choice game
Create the correct sentence within a few seconds.
Hurry up!

Watch Your Step!

Multiple choice game
Choose the correct language feature, build a safe path and reach the exit

Raft Rapid Fire

Target game
Use your magic powers to hit the correct targets and survive the flow of the river

Crocotiles

Multiple choice or puzzle game
Create the correct sentence and escape the crocotiles

Cogelisk

Multiple choice game
Turn the cogs to create a correct sentence. You will create a bridge to reach the door!

Slicecophagus

"Slicing" game
Split the words in the correct position to open the door and move to the next game

Anubrick

Multiple choice game
Select the correct language features in a sentence to remove the walls and move forward

Saheara

Remove the Rune

Hearoglyphs

Timed puzzle game
Match what you hear with the correct words… quickly!

Multiple choice game
Select the correct words the language rule applies to and move to the next challenge

Puzzle game
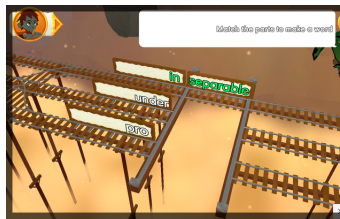Match the words with the correct sound to unlock the door

Bridgyptian

Cart-astrophe

Pillar Pusher

Puzzle game
Drag the pillars, make correct words and create a bridge to survive the fire!
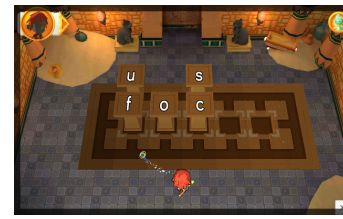

Multiple choice game
Match two word parts to create a word and proceed safely on the rail

Puzzle game
Drag the pillars in the correct order to make words and move to the next room

Game Types

The 15 game puzzles take children through a learning journey that begins with the identification of a language feature [accuracy games], continues with promoting its use in context [building and manipulating games] and for some language features asks children to quickly identify the language feature [automaticity games]:

- Accuracy games: In their early encounters with a language feature, children are taught to understand and apply the correct linguistic rule. In Navigo, children will usually start by playing accuracy games. These games will work with whole words or sentences, typically involving multiple choice or matching mechanics, which do not have a time limit. In these activities children will focus on an individual language feature and rule.

- Building and Manipulating games: In the Navigo game, children will use and combine different linguistic rules to bring together smaller units of words such as graphemes or morphemes to build a correct word (blending and segmenting) or rearrange/build meaningful sentences. Building and manipulating skills will begin to encourage the child's application of multiple linguistic rules in context to promote proceduralisation of the skills.

- Automaticity games: Once children have developed their confidence to read words and sentences with a specific or group of language features accurately, they will then move on to practicing their automaticity skills so they can start to read in an automatic, quick and effortless

way. In the Navigo game, automaticity activities will incorporate a timed element so children have to be able to read and understand words or sentences quickly as well as accurately.

Tips

- The Navigo game is adaptive. It chooses language features and games to fit each child's learning profile without requiring your intervention. Once a child logs into the game with their username and password, they are ready to start playing.

- Did you know you could override the Navigo game adaptivity? Take a look at the [teacher tool section](#) of this manual to learn how you can choose a language feature, game and game type for your class or an individual student.

Amigo Reader

The Amigo Reader offers the following advantages:

- *It is personalised to the child:* the Reader chooses and reinforces a focal language feature practiced in the game that matches the child's learning level
- *Explicit and implicit teaching:* there is explicit teaching before the child enters the book in the form of a pre-reading activity that explains a language feature. Implicit teaching is given through highlighting that draws the child's attention to the focal language feature in the text
- *Diversity of digital content:* the Reader has a library of 240 fiction and non-fiction texts sourced from research projects, curriculum materials, texts composed by children themselves and open source publishers
- *Supports metacognition and self-regulated learning:* the child can build up and practice their personalised tricky word list choosing between word decoding, pronunciation and word meaning
- *Customisable*: the Reader offers customisation options such as slowing down the pace of the text to speech (TTS) function, or changing the fonts and background colours

Key Reader Texts

The English Reader library has **240 fiction and non-fiction texts** that vary in diffculty. Take a look at the Appendix for the full list of texts.

These texts have been made available to us by the original creators:
- Text Project - non-fiction curriculum resources developed by US researchers
- Pratham books - an open source publisher seeking to democratise reading for pleasure
- Book dash - an open source publisher seeking to democratise reading for pleasure
- African Storybook Initiative - an open source publisher seeking to democratise reading for pleasure
- Wicked Young Writers Award - children's stories written by children
- Mark Lowery - children's author who has donated his book 'the zoo'

Tips

- A child can search or select a text they want to read from the complete library. The teacher can also recommend texts. Take a look at the teacher tool section in this manual to learn how you can choose a text for your class, or an individual student.

The child's

Library
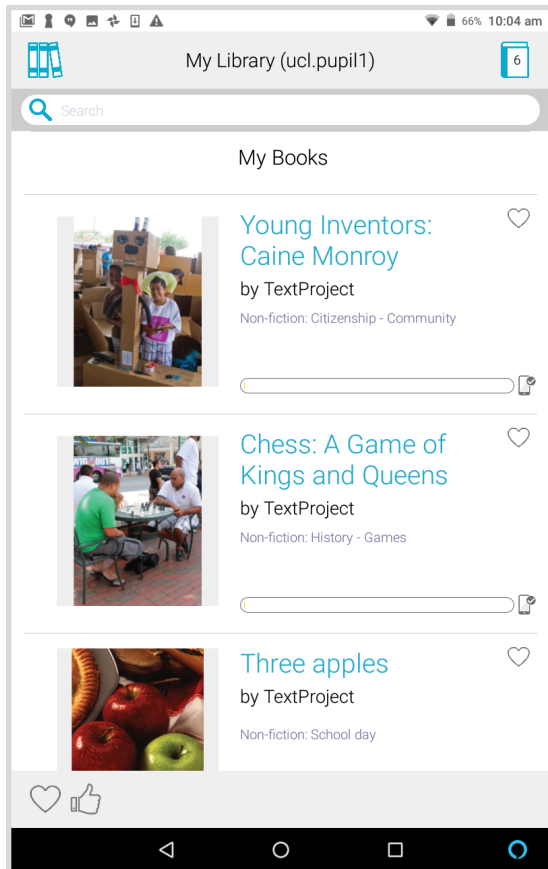
First Log in...

- Input the child's username and password to enter the Reader

About the library feature

After logging in, a scrollable library of texts will appear. Texts can be identified in the following ways:

- Children can use the search box on the top screen to search for a specific title
- Children can use the heart icon ♡ next to each text to mark up their favourite texts. You can later filter the child's favourite texts using the heart icon ♡ on the bottom left corner of the screen
- Children can use the thumbs up 👍 icon to view the books you have recommended in the teacher tool

Tips

Download the texts in the teacher tools before assigning them to your students. Texts have been leveled by year group.

Your personalised

Pre-reading
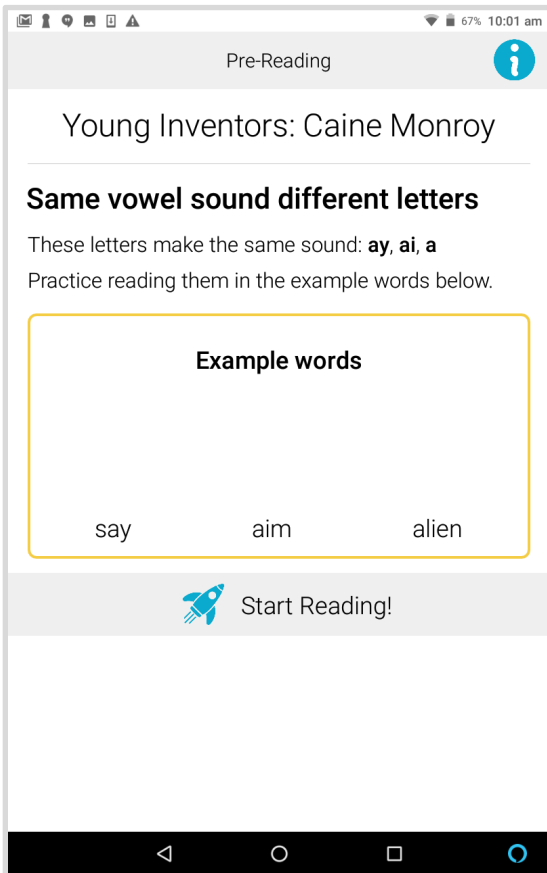
To enter the learning journey

- Tap on a text within the library screen to open it

About the pre-reading feature

- The pre-reading activity explains a language rule for a focal language feature
- You can override the pre-reading activity by choosing the 🛈 icon on the top right hand corner. This will expose the entire set of pre-reading activities available
- The ▢ icon associated with every language feature indicates whether the feature you want to practice is available in the text you have chosen.

Tips

Make sure children practice reading in the game, to keep their profile up to date. This will inform the selection of pre-reading activities they encounter in the Reader.

If you want to practice a specific language feature, it is best that you explore a few texts first to ensure the text you assign is appropriate.

Your personalised

Text highlights
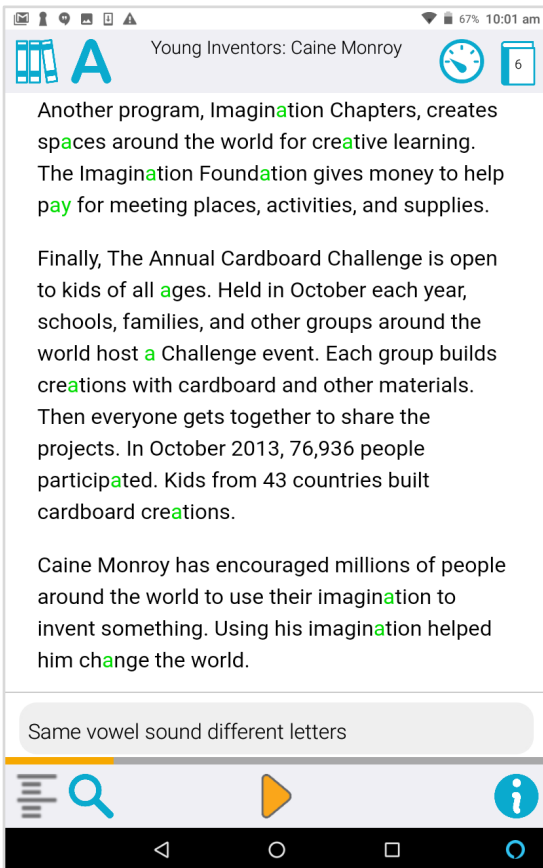
To enter the text

- Once you click the **start reading** 🚀 button in the pre-reading activity you are ready to go!

About the text highlight feature

- Select the ⓘ icon on the bottom right hand corner to switch on the text highlights
- Words will be highlighted tagged with the focal feature introduced in the pre-reading activity
- Text highlights are designed to draw the child's attention to the feature

Tips

If you want to practice a specific language feature, it is best that you explore a few texts first to ensure the text you assign is appropriate and presents the feature you want the students to practice.

Create your own list of

Tricky words

Adding tricky words

- When reading a text, tap a word to see its dictionary meaning, and add it to your tricky word list

- Click on the top right hand corner ▯ icon from within the text screen to enter the tricky words

About the tricky words feature

- The abc view breaks the word into syllables, provides text to speech that reads out the word, and allows the child to choose a memorable image

- The record view allows the child to pronounce, record and play back the word

- The a-z view provides the child with the sentence in which the word appears

- Once the child has mastered a word, the 🗑 button can be used to remove it from the list

Tips

Ensure each child uses the same tablet every time since images and recorded audio are kept on the device.

Customise your Reading
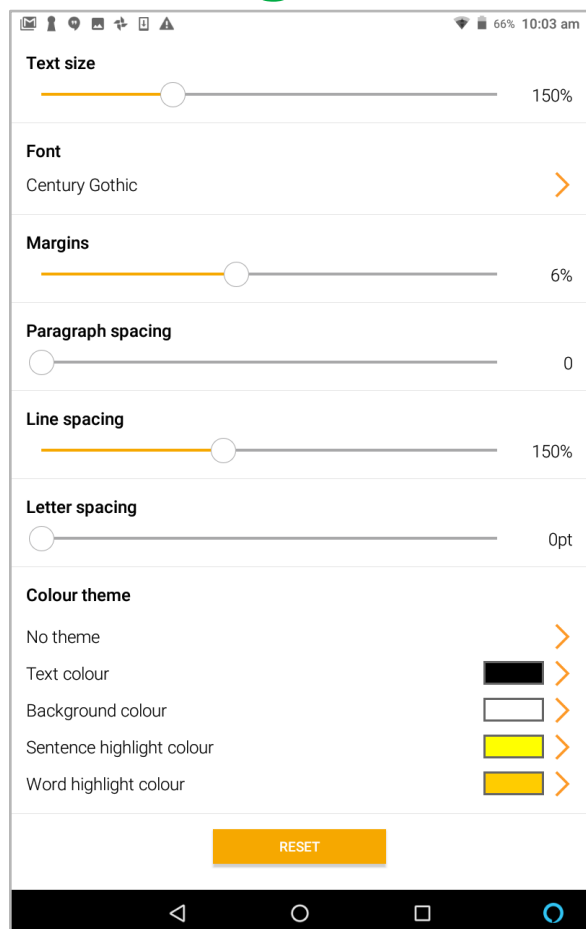
How to use text to speech

- Click on the button on the top hand corner to slow down or pick up the speed of the text to speech

- Click on the button on the middle bottom bar to hear the text read out loud through text to speech

How to customise the text

- Click on the **A** button on the top left hand corner to access the text settings

- You can customise your Reader changing the text size, margins, fonts, spacing and colour themes for highlights

Tips

Ensure each child uses the same tablet every time since text settings are kept on the device.

Teacher tools

iRead Teacher Manual

The main goals of the teacher tool are:

- To enable the assignment of games and texts to individual children or to a whole class
- To keep track of student progress through data analytics
- To update your teacher account information and your student passwords
- To initialise the learning model of a struggling reader
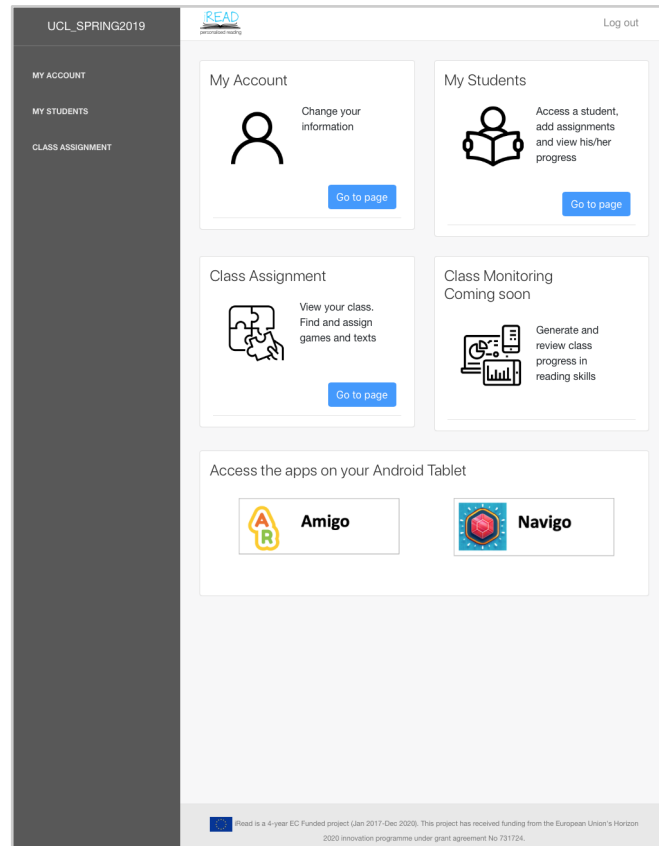
Tips

- Teachers can update their account information through the 'My account' section on the home page once logged in.

Assigning Navigo Games to your

Classes
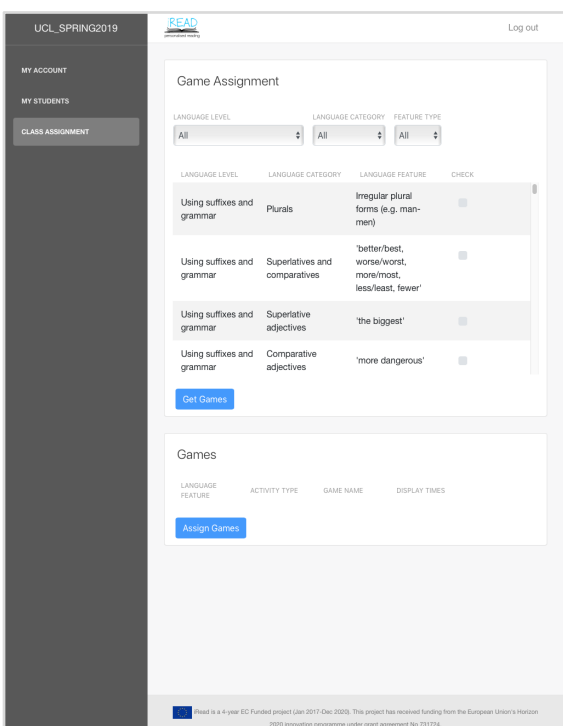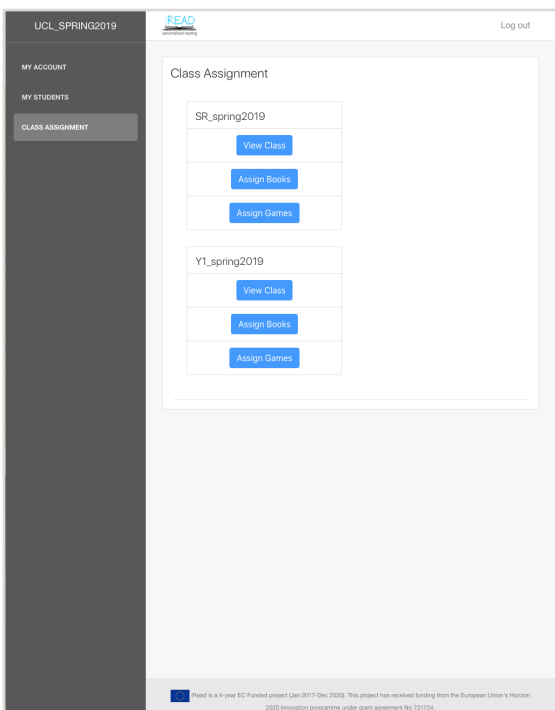
Identify the correct class

- Click the left hand side navigation 'Class Assignment' to view your class or classes
- Click on the 'Assign Games' button under a particular class to assign games to pupils in the class

Assigning games to the class

- Use the dropdown menus to choose language level, category and feature type and to identify a language feature you want to practice
- Within the top table, select the ✖ icon on the right hand side of the table to make your feature choices
- Click on 'Get Games' to get the available game options for the selected language feature(s), which will appear in the bottom 'Games' table
- In the 'Games' table, you can remove game choices, reorder choices, add more practice
- Once you are ready, select the 'Assign Games' button
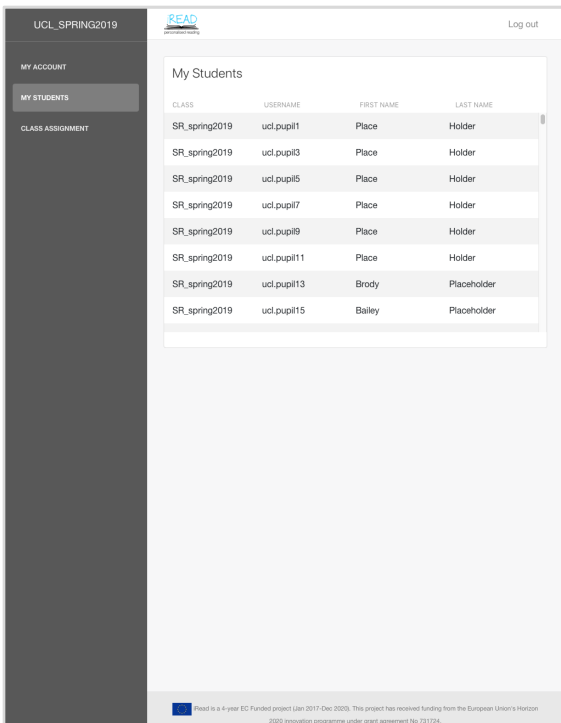
Tips

Your students can start playing in the 'adaptive game mode' while you make your

game choices and push content to their game as they play

Assigning Navigo Games to

Individual students

Identify the correct student

- Click on the left hand side navigation 'My Students' to view the entire list of your students
- Identify and click on a student you want to focus on, paying attention to their class name

Assigning games to the individual student

- Within the student page, click on the 'Games' tab located on the bottom half of the screen to access the game assignment options
- To assign games to a student, follow the same steps as you did when assigning games to a class

Tips

Remember that game assignments to individual students will overwrite class-level game assignments you may have made previously. Therefore, this option is most appropriate to support differentiated learning.
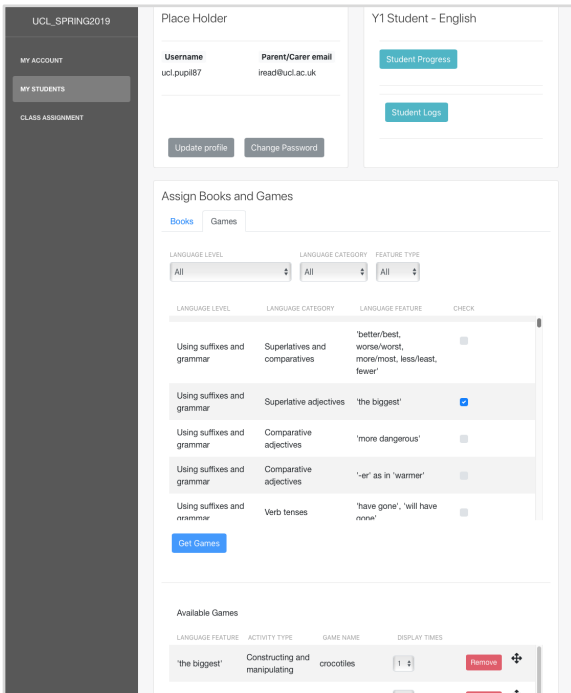
Assigning Amigo Reader texts to your

Classes

Identify the correct class

- Click the left hand side navigation 'Class Assignment' to view your class or classes
- Click on the 'Assign Books' button under a particular class to assign texts to the class students

Assigning texts

- The top table displays the texts you have assigned with a button to remove them
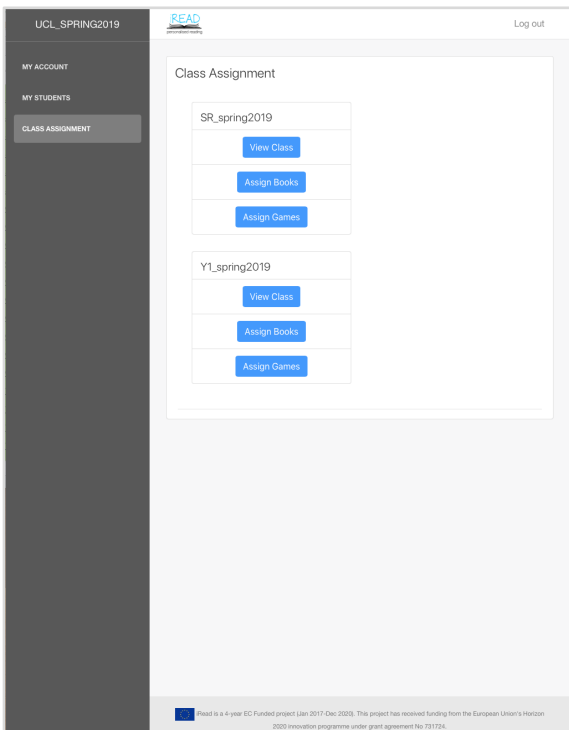
- The bottom table displays the 'Available Books' which can be sorted by year group and alphabetically. Click on the 'Assign' button next to a text to assign a class text
- Assigned texts will be visible in the Amigo Reader when the child next logs in and selects the 👍 icon from within the library screen

Tips

Each library text contains information about the publisher, curriculum area, topic and intended year group to help you decide which text to assign.

You can download and read a text from within the teacher tool. Just hover over the thumbnail and click on download!
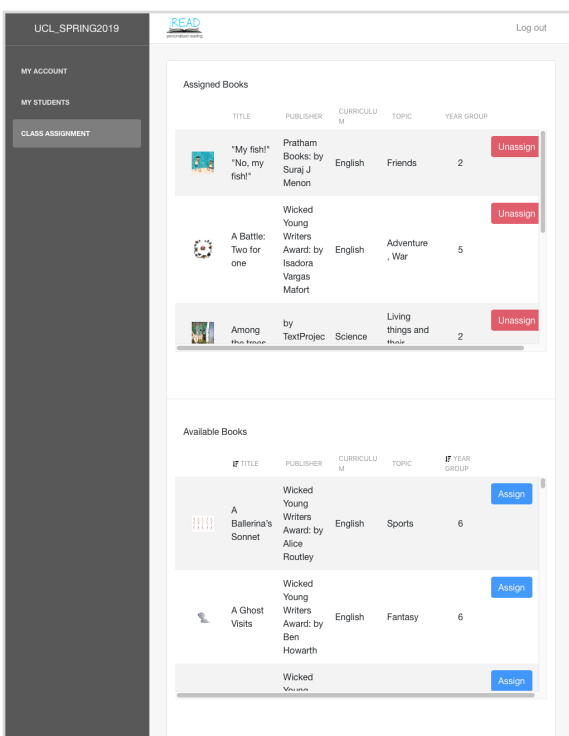
Assigning Amigo Reader texts to

Individual students

Identify the correct student

- Click on the left hand side navigation 'My Students' to view the entire list of your students
- Identify and click on a student you want to focus on, paying attention to their class name

Assigning texts

- Within the student page, click on the 'Books' tab located in the bottom half of the screen to access the text assignment
- To assign texts to a student follow the same steps as you did when assigning texts to a class

Tips

For texts, you can assign both class level and individual level texts if your students need differentiation in their reading materials.

The individual student page contains links to view student progress, to update their profile and password, as well as changing individual game and book assignments.

Curriculum Materials

Curriculum Mapping

The tables below show all the features which can be practised in the apps. For the Swedish users, the apps are automated to cater for difficulties typical for the Swedish learner of English. If you see other needs, it is possible for you to override the automated pre-set (see the [teacher tool section](#) of this manual).

Decoding words		Reader	Games		Reader	Games
Phonic skills, Consonants	's' as in sad	✓	⑥	'j' as in 'jug	✓	⑥
	'p' as in pet	✓	⑥	'g' as in 'giant'	✓	⑤
	'c' as in 'city'	✓	⑤	'l' as in 'left'	✓	⑥
	't' as in 'tap	✓	⑥	'm' as in map	✓	⑥
	'n' as in 'net'	✓	⑥	'r' as in 'rat'	✓	⑥
	'c' as in 'cat'	✓	③	'v' as in 'van'	✓	⑥
	'k' as in 'kit'	✓	⑥	'w' as in 'web'	✓	⑥
	'b' as in 'bat'	✓	⑥	'x' as in 'fox'	✓	④
	'd' as in 'dog'	✓	⑥	'y' as in 'yolk'	✓	⑦
	'f' as in 'fan'	✓	⑥	'z' as in 'zip'	✓	⑤
	'g' as in 'girl'	✓	⑥	'h' as in 'hat'	✓	⑥

Decoding words		Reader	Games		Reader	Games
Phonic skills, Vowels	'a' as in 'add'	✓	⑥	'i' as in 'behind'	✓	③
	'i' as in 'ink	✓	⑥	'y' as in 'fly'	✓	④
	'e' as in 'egg'	✓	⑥	'o' as in 'go'	✓	④
	'o' as in 'odd'	✓	⑥	'u' as in 'put'	✓	④

		Reader	Games		Reader	Games
	'u' as in 'up'	✓	④	'u' as in 'super'	✓	③
	'a' as in 'table'	✓	③	'u' as in 'unicorn'	✓	③
	'e' as in 'be'	✓	③	'a' as in 'ask'	✓	④
	'y' as in 'sunny'	✓	⑨			

		Reader	Games		Reader	Games
Decoding words Phonic skills, Consonant digraphs	'ss' as in 'mess'	✓	③	'qu' as in 'queen'	✓	⑤
	'ce' as in 'palace'	✓	③	'wr' as in 'write'	✓	⑤
	'se' as in 'house'	✓	③	've' as in 'dove'	✓	⑤
	'kn' as in 'knot'	✓	⑤	'wh' as in 'wheel'	✓	⑤
	'ng' as in 'long'	✓	⑥	'se' as in 'cheese'	✗	③
	'ck' as in duck'	✓	⑤	'ze' as in 'breeze'	✓	②
	'ff' as in 'cliff'	✗	③	'ch' as in 'chairs'	✓	③
	'ge' as in 'cabbage'	✓	③	'sh' as in 'sheep'	✓	③
	'll' as in 'ball'	✓	③	'th' as in 'thistle'	✓	②
	'ph' as in 'photo'	✓	⑤	'th' as in 'there'	✓	②
	'dge' as in 'fridge'	✓	③	'tch' as in 'patch'	✓	④

		Reader	Games		Reader	Games
Decoding words	'ea' as in 'head'	✓	④	'ou' as in 'soup'	✓	④

Phonic skills, Vowel digraphs and trigraphs	'ou' as in 'touch'	✓	④	'ue' as in 'statue'	✓	③
	'ai' as in 'aim'	✓	④	'oi' as in 'coin'	✓	④
	'ay' as in 'say'	✓	④	'oy' as in 'toy'	✓	③
	'a_e' as in 'cake'	✓	③	'ou' as in 'shout'	✓	④
	'ee' as in 'eel'	✓	④	'ow' as in 'owl'	✓	④
	'ie' as in 'movie'	✓	④	'ar' as in 'artist'	✓	④
	'ea' as in 'eat'	✓	④	'or' as in 'fork'	✓	④
	'e_e' as in 'eve'	✓	②	'aw' as in 'dawn'	✓	④
	'ey' as in 'key'	✓	③	'au' as in 'sauce'	✓	④
	'igh' as in 'sigh'	✓	④	'er' as in 'her'	✓	④
	'ie' as in 'tie'	✓	③	'ir' as in 'birthday	✓	④
	'i_e' as in 'bike'	✓	③	'ur' as in 'nurse'	✓	④
	'oa' as in 'boat'	✓	④	'or' as in 'worm'	✓	④
	'ow' as in 'blow'	✓	④	'ear' as in 'earth'	✓	④
	'oe' as in 'toe'	✗	③	'air' as in 'hair'	✓	④
	'o_e' as in 'rope'	✓	③	'are' as in 'care'	✓	④
	'oo' as in 'book	✓	⑤	'ear' as in 'bear'	✓	④
	'ou' as in 'should'	✓	④	'ere' as in 'where'	✓	③
	'oo' as in 'moon'	✓	⑤	'eer' as in 'deer'	✓	④
	'ue' as in 'blue'	✓	④	'ear' as in 'ear'	✓	④
	'u_e' as in 'cube'	✓	③	'ere' as in 'interfere'	✓	③

		Reader	Games
	'ew' as in 'new'	✓	④

Decoding words		Reader	Games		Reader	Games
Blends	'bl' as in 'black'	✓	⑤	'tw' as in 'twin'	✓	⑤
	'cl' as in 'clock'	✓	⑤	'spr' as in 'spray'	✓	③
	'fl' as in 'flag'	✓	⑤	'spl' as in 'splash'	✓	②
	'gl' as in 'glad'	✓	⑤	'squ' as in 'square'	✓	⑤
	'pl' as in 'plan'	✓	⑤	'shr' as in 'shrink'	✓	⑤
	'sl' as in 'slap'	✓	⑤	'thr' as in 'throw'	✓	⑤
	'br' as in 'brick'	✓	⑤	'ct' as in 'act'	✓	③
	'cr' as in 'crab'	✓	⑤	'ft' as in 'left'	✓	③
	'dr' as in 'drop'	✓	⑤	'nt' as in 'bent'	✓	③
	'fr' as in 'frog'	✓	⑤	'lt' as in 'belt'	✓	③
	'gr' as in 'grab'	✓	⑤	'st' as in 'quest'	✓	③
	'pr' as in 'pram'	✓	⑤	'nd' as in 'hand'	✓	③
	'tr' as in 'train'	✓	⑤	'mp' as in 'lamp'	✓	③
	'sc' as in 'scale'	✓	③	'ck' as in 'back'	✓	③
	'sk' as in 'skate'	✓	⑤	'lk' as in 'milk'	✓	③
	'sn' as in 'snake'	✓	⑤	'nk' as in 'bank'	✓	③
	'sm' as in 'smile'	✓	⑤	'sk' as in 'whisk'	✓	③
	'st' as in 'step'	✓	⑤	'str' as in 'straw'	✓	③
	'sw' as in 'swam'	✓	⑤	'scr' as in 'scrap'	✓	③

Chunking words		Reader	Games			Reader	Games
Syllables	Chunking 2-syllable words	✗	③	Chunking 5-syllable words		✗	③
	Chunking 3-syllable words	✗	③	Chunking 6-syllable words		✗	①
	Chunking 4-syllable words	✗	③				

Recognising words		Reader	Games			Reader	Games
Common sight words	Frequent words 1 - Reception ('a', 'and', etc.)	✗	⑤	Frequent words 6 - from Year 2 ('also', 'always', etc.)		✗	⑤
	Frequent words 2 - Reception ('all', 'are', 'be', etc.)	✗	⑤	Frequent words 7 - from Year 2 ('almost', 'mouth', etc.)		✗	⑤
	Frequent words 3 - Reception ('children', 'come', etc.)	✗	⑤	Frequent words 8 - from Year 2 ('also', 'always', etc.)		✗	⑤
	Frequent words 4 - Year 1 ('about', 'asked', etc.)	✗	⑤	Frequent words 9 - from Year 2 ('along', 'bad', etc.)		✗	⑤
	Frequent words 5 - from Year 2 ('after', 'again', etc.)	✗	⑤	Undecodable words ('aboard', 'above', etc.)		✗	⑤

Recognising words		Reader	Games			Reader	Games
Confusing letters	'b' as in 'bad'	✗	②	'p' as in 'pick'		✗	②
	'd' as in 'dad'	✗	②	'q' as in 'quick'		✗	②

		Reader	Games			Reader	Games

Using prefixes and suffixes	're-'	✓	①	'over-', 'under-' and 'out-'	✓	⑤
Prefixes	'mono', 'multi', etc.	✓	⑤	'pro-', 'anti-', and 'mis-'	✓	④
	'pre-', 'post-', etc.	✓	①	'un-', 'in-' and 'dis-'	✓	⑤
	'trans-', 'inter-'	✓	④	'non-' and 'de-'	✓	①
	'co-'	✓	①			

Using prefixes and suffixes		Reader	Games		Reader	Games
Suffixes	Noun suffixes (-ment/-ion…)	✓	③	Adjective suffixes (-ive)	✓	①
	Noun suffixes (-ent/-ence…)	✓	③	Adjective suffixes (-ful/-less…)	✓	③
	Noun suffixes (-an/-ess…)	✓	③	Adjective suffixes (-able/-ing)	✓	③
	Noun suffixes (-ist)	✓	②	Adverb suffixes (-ly)	✗	②
	Verb suffixes (-ise/-en)	✓	②	Adjective suffixes (-al/-ic)	✓	②

Using suffixes and grammar		Reader	Games		Reader	Games
Verb tenses	'am/is/are/was/were'	✗	②	'ed' as in 'stopped'	✗	①
	'have/has/had'	✗	②	'ing' as in 'calling'	✗	①
	'do/does/did'	✗	②	'ing' as in 'getting'	✗	③
	's' as in 'he plays'	✗	①	ing as in 'loving'	✗	③
	'es' as in 'he pushes'	✗	①	'ing' as in 'lying'	✗	②
	'ed' as in 'he pushed'	✗	①	'have gone', 'will have gone'	✗	①

	'ed' as in 'loved'	✗	①	Irregular past participles	✗	②

Using suffixes and grammar		Reader	Games		Reader	Games
Comparative adjectives	'-er' as in 'warmer'	✗	⑤	'more dangerous'	✗	④
	'-er' as in 'hotter'	✗	④			

Using suffixes and grammar		Reader	Games		Reader	Games
Superlative adjectives	'the fastest'	✗	⑤	'the biggest'	✗	⑤
	'the most dangerous'	✗	④			

Using suffixes and grammar		Reader	Games
Superlatives and comparatives	'better/best, worse/worst, more/most, less/least, fewer'	✗	④

Using suffixes and grammar		Reader	Games		Reader	Games
Plurals	's' as in 'the dogs'	✗	②	'es' as in 'the buses'	✗	②
	Irregular plural forms	✗	②			

Using grammar		Reader	Games
Noun/no determiner	'Sam' as in 'Sam is back'	✗	②

		Reader	Games		Reader	Games

Using grammar						
Articles	'the' as in 'the cat'	✗	①	'a' as in 'a cat'	✗	②

Using grammar		Reader	Games		Reader	Games
Determiners	'this' as in 'this chair over there'	✗	②	'a few', 'few', 'fewer', fewest'	✗	②
	'a number of', 'another'	✗	①	'several'	✗	①
	'many'	✗	②			

Using grammar		Reader	Games		Reader	Games
Adjectives	'nice' as in 'a nice dress'	✗	②	'nice' as in 'her dress is nice'	✗	①
	'hot' as in 'I like my coffee hot'	✗	②	'little' 'less', 'the least'	✗	②
	'a bit of', 'a great deal of', 'a large amount of'	✗	②	'all', 'enough', 'more', 'less', 'no'	✗	⑥

Using grammar		Reader	Games		Reader	Games
Pronouns	'each other' as in 'they like each other'	✗	②	'yourself' as in 'take care of yourself'	✗	②
	'him' as in 'I saw him'	✗	③	'I', 'you', 'we'	✗	①
	'he', 'she, 'it', 'they'	✗	③	's' as in 'Sam's house'	✗	①

		Reader	Games		Reader	Games

Using grammar						
Prepositions	'of', 'about', 'for', 'from', …	✗	③	'to', 'before', 'after', 'until'	✗	①

Using grammar		Reader	Games
Adverbs	'apparently' as in 'They have apparently arrived'	✗	②

Using grammar		Reader	Games		Reader	Games
Wh-questions	'What is the man chasing?'	✗	⑤	'Who is the man chasing?'	✗	④
	'Which teacher did you have last year?'	✗	③	'Where/When did they meet?'	✗	③
	'Who is chasing the man?'	✗	⑤	What is chasing the man?	✗	③

Using grammar		Reader	Games
Yes/no questions	'Do you like milk?'	✗	①

Using grammar		Reader	Games		Reader	Games
Passives	'The cat was chased'	✗	③	'The cat was chased by the dog'	✗	③

Using grammar		Reader	Games		Reader	Games
Modal Verbs	'will', 'would', 'shall'	✗	①	'should', 'must', ('ought to'/'have to')	✗	①
	'can', 'may', 'might', 'could'	✗	②			

Using grammar		Reader	Games
Negations	'not' as in 'I do not/don't know him'	✗	②

Using grammar		Reader	Games		Reader	Games
Complex sentences	Coordination in 'or', 'and', 'but', ...	✗	③	'**who** is walking' as in 'I see the man **who** is walking' (relative pronoun)	✗	①
	Coordination in 'neither… nor', 'either… or', …	✗	③	'who is walking' as in 'I see **the man who** is walking' (relative clause)	✗	③
	'after me' as in 'he came in after me'	✗	②	'the man I saw yesterday' as in 'the man I saw yesterday came back today'	✗	①
	'because he fell' as in 'he got hurt because he fell'	✗	①	'which/that I bought' as in 'the book which/that I bought'	✗	②
	if you come' as in 'I'll come if you come'	✗	④	'I could come' as in 'I wish I could come'	✗	②
	'that the child is following' as in 'I see the man that the child is following'	✗	①			

Vocabulary: Word clusters

Navigo Game Lesson Plan

Learning objectives
Learning specific clusters

Suggested learner group
EFL year 4-6

Activity (: 45 mins)

Requirements: tablets, headphones

I. Reading - Phase I (10 mins)

First the students read and listen to a text assigned by the teacher.

II. Investigating - Phase II (10 mins)

Then they find word clusters in that text.

III. Practising - Phase III (10 mins)

Then the students play games with word clusters.

IV. Discussing - Phase III (15 mins)

The class discuss their findings.

Vocabulary: Common sight words

Navigo Game Lesson Plan

Learning objectives
Learning to recognise common sight words

Suggested learner group
EFL year 5

Activity (🕐: 30 mins)

Requirements: tablets, headphones

I.   Reading - Phase I (10 mins)

The teacher starts the lesson by talking about common sight words. The students then individually read a text (in the Amigo Reader or elsewhere) which contains such words.

II.   Practising - Phase II (10 mins)

The students then practice through playing the game/s, also individually.

III.   Discussing - Phase III (10 mins)

They discuss what they have discovered or learnt in pairs or small groups.

Grammar: Comparatives and superlatives in groups

Navigo Game Lesson Plan

Learning objectives

Learning comparatives and superlatives

Suggested learner group

EFL year 4-6

Activity (: 30 mins)

Requirements: tablets

I.   Explaining - Phase I (10 mins)

The teacher explains the grammar and how to tell the two forms apart.

II.   Practising - Phase I (20 mins)

The teacher explains the grammar. The students then play games in small groups at various levels of difficulty involving comparatives and superlatives and try to choose the right alternative.

Other ideas: The same could be done with other grammatical forms.

How to: Use the Teacher Tools to assign a list of games targeting comparative adjectives. Go to *Language Level: Using Suffixes and Grammar; Language Category: Comparative Adjectives* to explore the games available.

Grammar: Comparatives and superlatives, individual work

Navigo Game Lesson Plan

Learning objectives
Learning how to use the two forms

Suggested learner group
EFL year 4-6

Activity (🕐: 20 mins)

Requirements: tablets, headphones

I.   Explaining - Phase I (10 mins)
The students listen to the teacher explaining about comparatives and superlatives.

II.   Practising - Phase II (10 mins)
The students play games, individually, involving comparatives and superlatives.

Grammar: Practising adjectives and pronouns

Navigo Game Lesson Plan

Learning objectives

Learning how to recognise different forms of adjectives and pronouns
Practising how to produce a text containing both adjectives and pronouns

Suggested learner group

EFL year 5

Activity (: 45 mins)

Requirements: tablets, headphones

I.   Explaining - Phase I (10 mins)

The teacher explains to the students that they are to write a text in English on a particular topic. The teacher also explains that the focus is on using adjectives and pronouns.

II.   Practising - Phase II (15 mins)

The students then practise adjectives and pronouns in the game/s individually.

III.   Writing - Phase III (20 mins)

They write a short text individually on the topic given by the teacher at the beginning. They make sure it contains both adjectives and pronouns.

Grammar: Practising plurals

Navigo Game Lesson Plan

Learning objectives
Learning to use the right plural ending

Suggested learner group
EFL year 4-6

Activity (: 25 mins)

Requirements: tablets, headphones

I.   Explaining - Phase I (10 mins)

The teacher introduces plurals and the different endings.

II.   Practising - Phase II (15 mins)

The students practise choosing the right plural endings in the games.

Other ideas: This activity could be done with any grammatical feature.

Grammar: Repetition of verbs

Navigo Game Lesson Plan

Learning objectives
Practising verb forms
Analyse why to choose a specific verb form

Suggested learner group
EFL year 6

Activity (🕐 : 20 mins)

Requirements: tablets, headphones

I.   Practising - Phase I (10 mins)

The students play a game on verb forms and write down their answers.

II.   Discussing - Phase II (10 mins)

They compare their answers with a classmate's answer. They then discuss their similar or different answers.

Other ideas: Still in pairs, they could try to come up with 'rules' for when certain verb forms are used. This could then be discussed with the whole class and written down in a class grammar book.

Grammar: Question words

Navigo Game Lesson Plan

Learning objectives
Practise how to use question words
Applying their knowledge of question words through interviews

Suggested learner group
EFL year 5

Activity (🕐 : 50 mins)

Requirements: tablets, headphones

I.   Repeating - Phase I (10 mins)

The teacher repeats various question words with the students.

II.   Practising - Phase II (10 mins)

The students then play game/s on question words, individually.

III.   Writing - Phase III (20 mins)

They write questions for an interview, individually.

IV.   Interviewing - Phase III (10 mins)

They interview each other in pairs.

Other ideas: After the interview, the students could tell another student about their interviewee or make it into an article.

Grammar: Question words

Navigo Game Lesson Plan

Learning objectives
Learning question words
Applying that knowledge when asking questions

Suggested learner group
EFL year 5-6

Activity (🕐: 20 mins)

Requirements: tablets, headphones

I.   Explaining - Phase I (5 mins)

The teacher first explains what question words are and how to use them.

II.   Practising - Phase II (10 mins)

Then the students play the game/s on question words in pairs.

III.   Asking - Phase III (5 mins)

The students ask each other questions using the question words.

Other ideas: The students could also write down the questions.

How to: Use the Teacher Tools to assign a list of games covering wh- questions. Go to *Language Level: Using Grammar*; *Language Category: Wh- Questions* to explore the games available.

Grammar: Question words

Navigo Game Lesson Plan

Learning objectives
Practising question words
Being able to apply the words when asking the classmates questions

Suggested learner group
EFL year 4-6

Activity (🕐 : 40 mins)

Requirements: tablets, headphones

I. Practising - Phase I (20 mins)

After the teacher has held a short repetition of the wh-question words, the students practise in the games.

II. Discussing - Phase II (20 mins)

The students walk around in the classroom asking each other questions.

How to: Use the Teacher Tools to assign a list of games covering wh- questions. Go to *Language Level: Using Grammar*; *Language Category: Wh- Questions* to explore the games available.

Investigating negations

Navigo Game Lesson Plan

Learning objectives
Being able to identify negations in a text
Being able to use negations

Suggested learner group
EFL year 4-6

Activity (: 30 mins)

Requirements: tablets, headphones

I.   Reading - Phase I (5 mins)

The teacher chooses a text on the Amigo Reader or in a book and divide the students into groups of three.

II.   Identifying together - Phase II (10 mins)

The students read the text, look for negations in the text and then they discuss their findings with the others in their group.

III. Practising - Phase III (15 mins)

They play one or two games on negations together.

escribe the third step of the activity here.

Other ideas: After the game play, the students could re-write another text, making statements into negations.

Confusing letters

Navigo Game Lesson Plan

Learning objectives
Identifying confusing letters

Suggested learner group
EFL year 5

Activity (⏰ : 20 mins)

Requirements: tablets, headphones

I.   Explaining - Phase I (5 mins)

The teacher explains about confusing letters and tell the students they will see examples of these in the game/s.

II.   Practising - Phase II (15 mins)

The students practise confusing letters in the game/s on their own levels.

Making complex sentences

Navigo Game Lesson Plan

Learning objectives
Becoming more familiar with complex sentences
Applying knowledge of sentence structure when producing sentences

Suggested learner group
EFL year 4-6

Activity (: 30 mins)

Requirements: tablets, headphones

I.   Practising - Phase I (15 mins)

The students practice making complex sentences in the games. The games are set to adaptive mode so they all are at their own level.

II.   Title - Phase II (15 mins)

They produce a few complex sentences of their own in writing.

Other ideas: The various sentences produced individually by the students could then be merged into a class story.

Testing several items

Navigo Game Lesson Plan

Learning objectives
Being able to apply previously acquired knowledge by recognising errors in a text

Suggested learner group
EFL year 6

Activity (: 60 mins)

Requirements: tablets, headphones

I.   Practising - Phase I (20 mins)

First the students play a game on each of the grammatical items decided upon by the teacher (eg plurals, wh questions, verbs, negations). They do this individually.

II.   Correcting - Phase II (40 mins)

The students are given a text which contains errors relating to the items they have practised. The students are to correct the text.

Text comprehension: Questions and answers

Amigo Reader Lesson Plan

Learning objectives
Understanding a text though asking and answering questions
Suggested learner group
EFL year 4

Activity (: 30 mins)

Requirements: tablets, headphones

I. Reading - Phase I (20 mins)

The teacher splits the class into pairs and assigns them a text. The students then read the text. They use the means necessary to understand the text; tap on the word comprehension, add words to their tricky words list, listen to the text. They both write down a few questions to the text (individually).

II. Asking each other questions - Phase II (10 mins)
They ask each other the questions they have written down and write down the answers.

Other ideas: The students could continue to ask other classmates their questions.

Text comprehension: Listening to the text while reading

Amigo Reader Lesson Plan

Learning objectives

Practising comprehension at the students' own pace
Understanding the text

Suggested learner group

Suitable for struggling learners of EFL year 4-6. Headphones would be good so that they can listen without getting disturbed/disturbing others. A smaller group should ideally be seated in a smaller room apart from the rest of the class.

Activity (🕐: 20 mins)

Requirements: tablets, headphones

I.   Reading and listening - Phase I (20 mins)

The students read the text and listen to it as they read. This is an individual activity, but meant for a smaller group.

Other ideas: This activity could be expanded with the students re-telling the content of the text or asking each other questions on the text.

Text comprehension: Re-telling a text

Amigo Reader Lesson Plan

Learning objectives
Understanding a text
Applying that knowledge in re-telling the text

Suggested learner group
EFL, year 4-6

Activity (🕐: 45 mins)

Requirements: tablets

V.   Reading - Phase I (30 mins)

The students read the text on the tablets individually and work with it so that they understand it. They use the word tap, word tap for meaning and add new words to the tricky words list. When they have read and understood the text, they turn to a classmate.

VI.   Re-telling - Phase II (15 mins)

The students re-tell the text to a classmate.

Other ideas: If the students read different texts, they could then re-tell the re-told story to another student in turn.

Vocabulary: Learning new words

Amigo Reader Lesson Plan

Learning objectives
Learning new words
Understanding a new text

Suggested learner group
EFL year 4-6. This activity is done individually but the whole class can be involved.

Activity (🕐: 30 mins)

Requirements: tablets, headphones

I. Reading - Phase I (10 mins)

The students read the text assigned by the teacher.

II. Listening - Phase II (10 mins)
They listen to the text and add unfamiliar words to the tricky words list.

III. Practising - Phase III (10 mins)
They practice the new words. When they know them they delete them from the tricky words list.

Vocabulary: Make a class vocabulary list

Amigo Reader Lesson Plan

Learning objectives
Learning new words

Suggested learner group
EFL year 4-6

Activity (⏰: 35 mins)

Requirements: tablets

I.   Reading - Phase I (10 mins)

The teacher chooses a text. The students read it and identify words they find difficult. They add those to the tricky words list.

II.   Discussing - Phase II (15 mins)

The whole class discuss what words should be in their common class list.

III.   Practising - Phase III (15 mins)

They individually practice the words in the class list.

Other ideas: After having practised the words, the students can quiz each other; orally or in writing.

Vocabulary: Word categories

Amigo Reader Amigo Reader Lesson Plan

Learning objectives
Finding and learning words from a specific category.

Suggested learner group
EFL year 4-6

Activity (: 10 mins)

Requirements: tablets

I.   Identifying - Phase I (5 mins)

The teacher decides on a word category, eg food or clothes. The students, in groups, look for such words in texts in the Reader. They highlight the words.

II.   Practising - Phase II (5 mins)
They copy a couple of the sentences, learn them by heart, and read out loud to each other.

Vocabulary: Search for words

Amigo Reader Lesson Plan

Learning objectives
Learning new words

Suggested learner group
EFL year 4

Activity (: 15 mins)

Requirements: tablets

I.   Pre-reading activity - Phase I (5 mins)

The students do the pre-reading activity in the Reader individually. They then look for specific words in a text, using the 'search for words' function.

II.   Investigating - Phase II (5 mins)

They look for specific words in a text, using the 'search for words' function.

III.   Practising - Phase III (5 mins)

They practise the words

Other ideas: This could also be done as a collaborative activity with students investigating and practising in pairs or small groups.

Vocabulary: Learning new words

Amigo Reader Lesson Plan

<u>Learning objectives</u>
Learning new words
Applying that knowledge in writing sentences

Suggested learner group
EFL year 4-5

Activity (🕐 : 20 mins)

<u>Requirements</u>: tablets, headphones

I.   Reading - Phase I (5 mins)

The students read a text, individually. They use the highlighting function and put new words in their tricky words list.

II.   Practising - Phase II (10 mins)

They practice the words, pick out five, and then they delete them from the list.

III.   Writing - Phase III (5 mins)

They write sentences including those five words that they chose.

How to: Select and assign an appropriate text beforehand - each library text contains information about the publisher, curriculum area and topic to help you decide which text to assign. You can download and read a text from within the <u>Teacher Tools</u>. Just hover over the thumbnail and click on download!

Grammar: Writing using a new grammatical feature

Amigo Reader Amigo Reader Lesson Plan

Learning objectives
Learn a specific grammatical feature
Apply that knowledge in the writing of a text

Suggested learner group
EFL year 4-6

Activity (⏱: 45 mins)

Requirements: tablets

I. **Teacher explains - Phase I (10 mins)**

The teacher explains the grammatical feature in question.

II. **Reading the text - Phase II (15 mins)**

The students read the assigned text individually on the tablets and use the highlighting to better see the feature. They also look up words they don't know and add them to their tricky words list.

III. **Writing - Phase III (20 mins)**

The students write a text individually in which they use the grammatical feature. The topic is assigned by the teacher.

Other ideas: The students could collaborate and write a text in pairs .

Grammar: Identifying a grammatical feature

Amigo Reader Lesson Plan

Learning objectives
Identifying a specific grammatical feature
Understanding what a specific grammatical feature looks like

Suggested learner group
EFL year 6

Activity (🕐: 20 mins)

Requirements: tablets

I.   Reading - Phase I (5 mins)

The teacher introduces the grammatical feature in question. The students then read a text assigned by the teacher individually.

II.   Investigating - Phase II (10 mins)

They then try to find the grammatical feature in question in that text.

III.   Discussing - Phase III (5 mins)

The students' findings are discussed with the rest of the class.

Other ideas: This activity could be expanded with the students writing sample sentences containing said feature.

How to: Select and assign an appropriate text beforehand - each library text contains information about the publisher, curriculum area and topic to help you decide which text to assign. You can download and read a text from within the Teacher Tools. Just hover over the thumbnail and click on download!

Grammar: Searching for a grammatical feature

Amigo Reader Lesson Plan

<u>Learning objectives</u>
Being able to identify a feature

Suggested learner group
EFL year 6

Activity (⏰: 30 mins)

<u>Requirements</u>: tablets

I. Identifying - Phase I (15 mins)

The teacher first explains the chosen grammatical feature. The students then read a text in the Reader and try to find that feature in the text. This is done in groups of 3-4.

II. Discussing - Phase II (15 mins)

They then discuss the features they find.

Other ideas: This could be done with any type of grammatical feature.

Linking words

Amigo Reader Lesson Plan

<u>Learning objectives</u>
Practising how to use linking words

Suggested learner group
EFL year 4-6

Activity (: 40 mins)

<u>Requirements</u>: tablets, headphones

I. Title - Phase I (20 mins)

The teacher chooses what linking words to work with. The students look for those words in texts of their choice in the Reader. This is done in small groups. They highlight the sentences in which the words appear.

II. Title - Phase II (10 mins)

They copy five of those sentences onto paper.

III. Title - Phase III (10 mins)

They then produce five sentences of their own containing linking words.

Preparing for a writing assignment

Amigo Reader Lesson Plan

Learning objectives
Learning new information (English speaking countries)

Suggested learner group
EFL year 4-6

Activity (: 30 mins)

Requirements: tablets

I. Prepping - Phase I (10 mins)

The teacher chooses texts in the Reader about English speaking countries. The teacher also chooses a pre-reading activity. This could be showing and talking about a map or showing a short film.

II. Reading - Phase II (20 mins)

The students read the assigned texts individually. (This in preparation for later writing their own texts and presenting them, but this is not part of this particular activity.)

How to: Select and assign an appropriate text beforehand - first, explore the texts available in the Teacher Tools. Next check in the Reader which pre-reading activities are available for each text.

Presenting a topic

Amigo Reader Lesson Plan

Learning objectives
Learning a specific content
Applying that knowledge in a presentation

Suggested learner group
EFL year 5-6

Activity (⏰: 60 mins)

Requirements: tablets

I.   Reading - Phase I (15 mins)

The teacher introduces the task. The students, in pairs, then read a text and decide on some content they want to present to the class. While they read they look up words they don't know.

II.   Choosing - Phase II (20 mins)

They then make sure they understand the content and choose what to include in their presentation.

III.   Preparing - Phase III (10 mins)

They prepare their presentation.

IV.   Presenting – Phase IV (15 mins)

They hold their short presentation in front of the rest of the class.
escribe the third step of the activity here.

How to: Select and assign an appropriate text beforehand - each library text contains information about the publisher, curriculum area, topic and intended year group to help you decide which text to assign. You can download and read a text from within the Teacher Tools. Just hover over the thumbnail and click on download!

Day to Day Tablet Administration

Receiving the tablet

The iRead apps work on all Android devices. During the pilots, the applications will be optimized to run smoothly in the device mostly used, Lenovo Tab 4 10".

Technical Characteristics	
Processor	Qualcomm Snapdragon 425 64-bit Quad- Core Production Date: 23/12/2017
O.S.	Android 8.1.0
Display	10.1" (1280 x 800)
Camera	Front 2MP – Rear 5 MP
RAM	2 GB
Storage	16 GB
Battery	7000 mAH/ up to 20 hours

 Inside the box you will find:

- a fully set up tablet (logged in the Google account that relates to your school's pilot, iRead apps installed, etc.)
- a charger (fast-charger/2A-5.2V)
- a USB to USB-mini wire.

During the unboxing process you should ensure that it's basic functions (lock-unlock, wifi access, etc.) are well performing.

System updates[1] is a process that needs to be completed when it is available. To do that follow the path:
Settings → About Tablet → System Updates → Download and install

Important note: in order to finalise the update process your tablet needs to have more than 30% battery.

Please note that a system update may take up to a whole teaching session! When access is granted, the update starts to install, and the tablet is non-usable until the process is completed.

Tablet's User Interface

The tablet uses an Android Operating System (current O.S: Android 8.1.0, September 2019) thus comes with an Android User Interface that it is composed of widgets and applications.
Every time the tablet screen is unlocked, the user lands in the main screen. This is where you can find the two iRead applications (Navigo, Reader).

Google Account

It is important that the tablets are always logged in the Google account provided by the project partner that you received the tablets from (in the following table you will find the email for your pilot). In rare cases, you will receive a message-warning when checking the drop-down main menu that you need to relog-in to the Google account. In this case, please contact the pilot leader directly.

Account email	iread.gb@gmail.com

To fully exploit an Android UI, each tablet needs to be logged-in with the above Google account. During the pilots we will be using a single Google account for each pilot. This is for many reasons such as:

● Maintaining direct communication (via e-mail) with all pilot tablets
● Accessing shared content for all tablets (via Google Drive)
● Sharing important dates (via Google calendar widget)
● Downloading the iRead applications via Play Store

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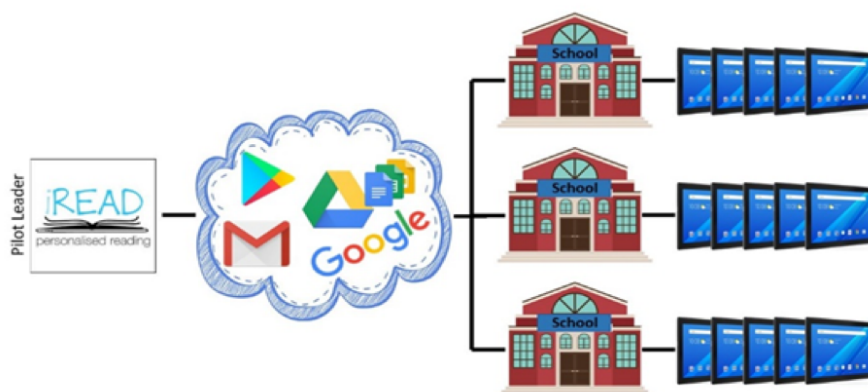
[1] new system updates may have an impact on the UI (user interface) of the tablet.

Tablet Settings

The settings may be found in the main drop-down menu and in the main tablet menu.

WI-FI Connection

A feature of the tablet, essential for the use of the iRead apps, is a wi-fi internet connection. To find the proper settings and connect the tablet to a wi-fi network, you must do the following: Settings → Open WLAN → Choose Network → Input Password → Connect
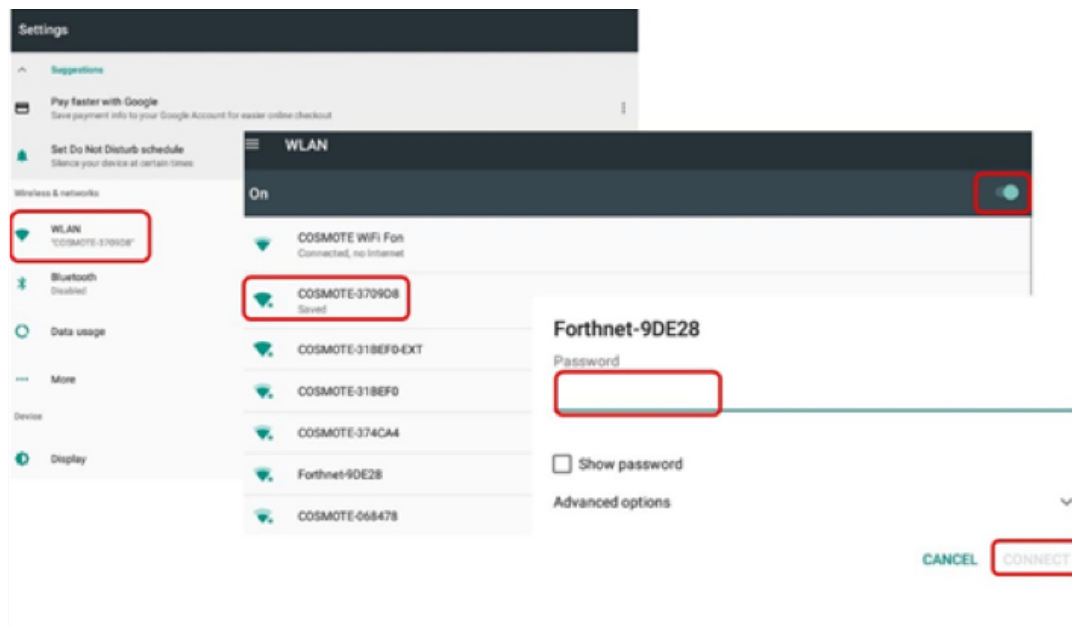
Language

Another important setting is the language setting. The primary language of the tablet must be the language of the pilot that your school participates with. You can access the language settings from: Settings → System → Languages & input → Languages

Apps & Notifications

You can see the installed applications and manage them on each device. You can also uninstall an application (alternatively long press an application icon and drag it to the "Uninstall" section marked on the top of the screen).

Storage

The user can see the storage status of the tablet and if the tablet has an SD memory card, control where the application is stored (not applicable for all apps.)

Google Play Store

In Google Play Store the user can find applications for android devices, and also the two iRead applications: Navigo and Amigo. The Google Play Store may be accessed by the corresponding icon in the tablet's main menu. Play Store allows the user to manage the applications installed on the device or to install a new one.

Install Applications

The user can look for applications by using the search feature. Once a desired application is spotted on the list, click on the app icon and an install request will pop-up. After granting permission to the data and tablet functions, the installation will start, and an installation process bar should appear in the main drop-down menu of the tablet.
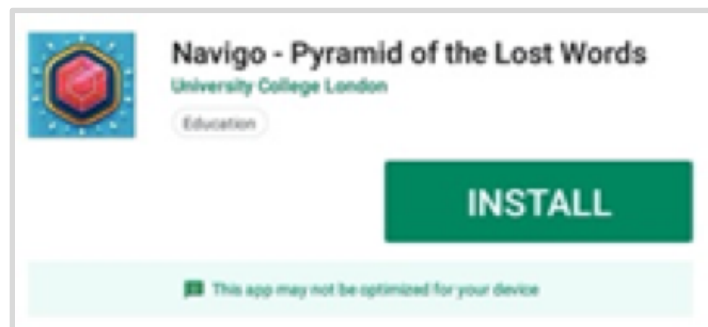
Update Applications

The user can also see the list of applications that have available updates (if the iRead applications are on this list, the user should choose to update the apps).
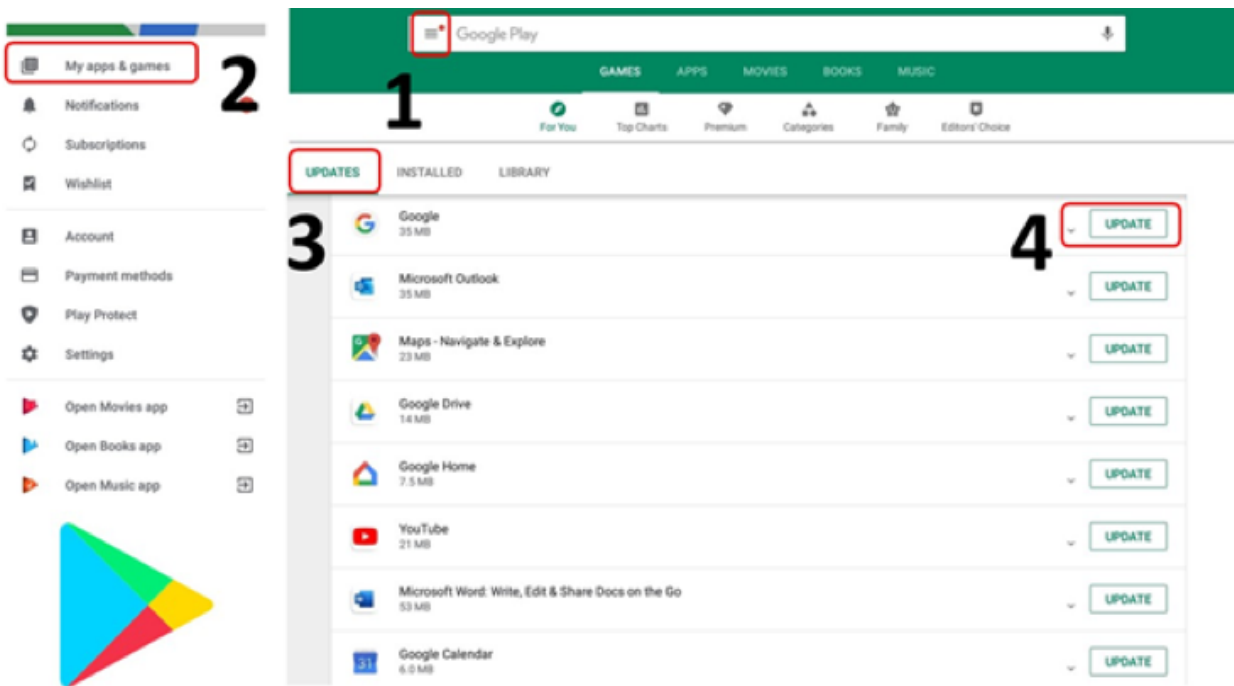
The user can also update a specific application by searching for it and clicking on its icon as seen in the figure below.
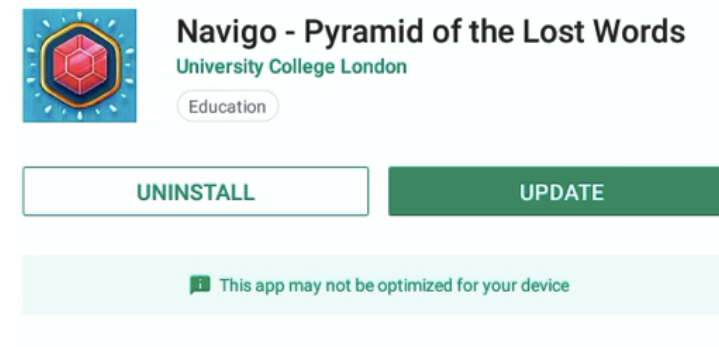
Google Pay

Google Pay is a service provided by Google and allows you to perform payments when using your tablet. You are strongly advised not to enter any credit card as the tablets used for the pilots have a shared Google account, therefore the credit card details will be available to all tablets and all tablet users will be able to make payments with that credit card.

Google Chrome

Google Chrome is the main browser found in your tablet, provided by Google. From here you can access any website you wish. It is important that you clear your history as your history is available to all the users that use the same google account. You can also use bookmarks for your favorite websites. Bookmarks are also visible to all the tablets that use the same gmail account, for this reason it is fully recommended that you bookmark only important websites related to the project.

Plug-in station and Tablet safety

As each school has several tablets, there will be a need to charge more than one at the same time. The tablets have a big battery capacity (7000mA), almost double than the average mobile phone, with less functions to perform (location, mobile network, 4G, etc.). As a general rule, if a tablet is charged more than 20%, it is safe to assume that it will last at least one more teaching session while running the iRead applications.

Below you will find 2 suggested methods so as to charge your school's tablets simultaneously.

1. Multi Plug Socket

This is the most cost-efficient solution as you use the tablets' chargers. The tablets' chargers will charge the tablets in the most time efficient way. This means that the minimum charging time is guaranteed.

On the downside, there are usually less than 10 sockets per multi plug and there is the need of using the tablets' chargers. This means that every time a charger is lost, malfunctioning, etc. it must be replaced.

2. USB Hub

A USB hub is a device that allows you to connect multiple USBs to one socket or one USB port.
Compared to the multi plug socket, it can easily charge 10 or more tablets at the same time. To use it, you only need one USB to USB-mini cable. This means that you do not have to replace any broken or lost charger but only the cable.
The basic disadvantage is that it has a maximum charging power which is equally distributed to each USB socket in use.

Overall, it is tidier and more space-saving solution but does not guarantee optimal charging time.

Tablets' safety

In general, the tablet's screen shows more endurance in scratches than a mobile phone screen. Nevertheless, it is possible to get a scratch on the tablet's screen or damage. Therefore, you can buy a case for each Lenovo Tab 4 10" in order to avoid any damages. The cost of the cases differs from country to country.

Locking down applications

There is no easy way to lock down applications in an Android environment. The chosen tablet supports the function of a child's profile, but it has a totally different User Interface that restricts many useful features that can be utilised within the teaching process.

To ensure that students will not be able to use the Google Play Store to download irrelevant application/ games you can set up parental controls that are available by the Play Store application. In order to achieve that you must do the following:

- Open the Play Store application
- In the left top corner, tap Menu Settings Parental Controls
- Turn Parental Controls On
- Create a PIN (2019)
- Tap the type of content to be filtered
- Choose how to filter/restrict access
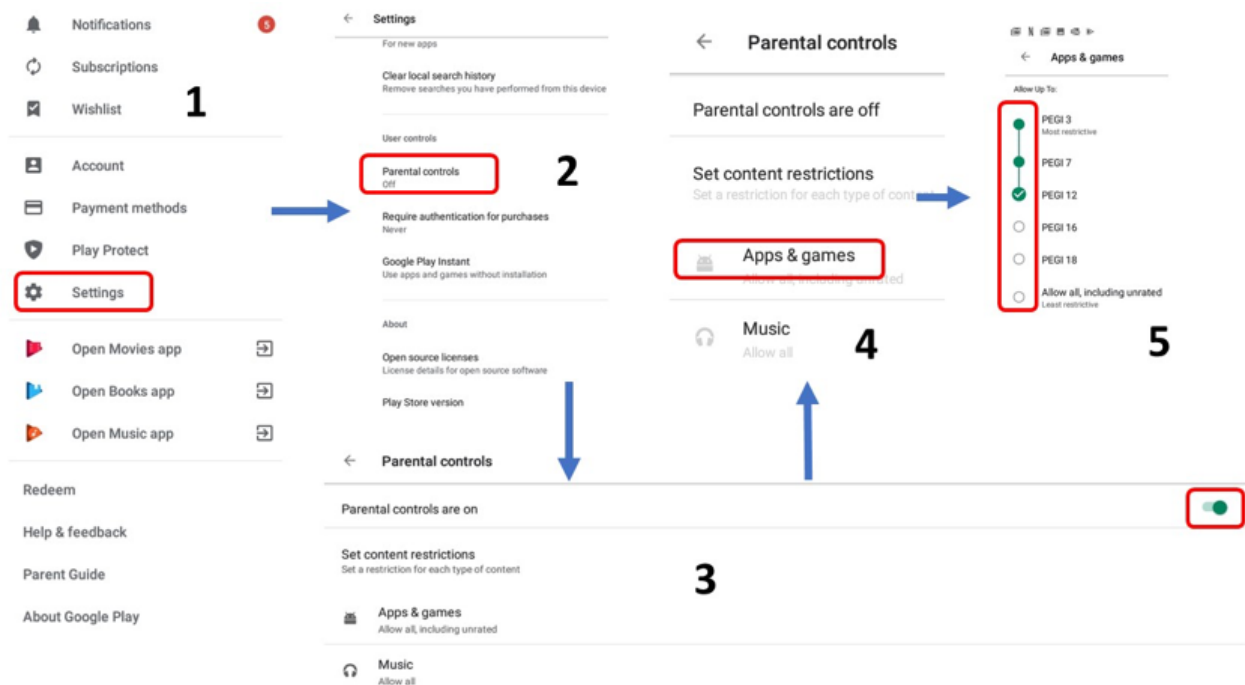
 As Google indicates for the applications' parental control: "When you set up parental controls for apps and games, you can choose the highest content rating you want to allow for downloads or purchases. However, you may still be able to see apps and games outside of your filter when you search, or by visiting them using a direct link to the app's page."

Project Screen

During the testing of the iRead applications, the teacher may want to share a specific tablet screen with the whole class. This can occur in the context of a whole class activity or maybe in an iRead related activity.

Screen Casting

This utilises the Android option to cast a screen. Many users are familiar with this feature as it is widely used to cast an application (e.g. youtube) to a smart tv. If the projector you are using has this option, then you just need to connect the two devices through the wi-fi. In order to easily do that you can download and install Google Home application for Android devices from Google Play Store.

If your projector does not support this feature then you can do it yourself with the proper hardware. The most cost-efficient way to do this is to buy a Google Chromecast (2nd generation should be fine) which connects to the projector via HDMI (needs a USB port or electricity socket to power up) and to the tablet via Wi-Fi. Now you can use the cast screen feature the same way as you would if the projector had the functionality of a smart tv.

Privacy Settings of Tablets

All tablets are logged in to a common anonymous Google Account. Thus, all data gathered by Android, Google or any other application (except iRead apps[2] where students log in with their account) are linked to the Google Account of the pilot your school participates in.

Ensuring that students use the same tablet

In most cases, there will be a tablet per student and might be convenient to ensure that each student uses the same tablet each time. That can be useful in many ways (e.g. ability to know which student is responsible for any damage to the tablet, etc.). Additionally, the Amigo Reader stores some of the data on the tablet, rather than the server.

The easiest way to ensure that students use the same tablet, is to mark each tablet with a unique number (e.g. 01, 02, …15), preferably on the sticker on the tablet's backside where the iRead logo and the property rights are presented. Then, you just appoint a unique number to each student and keep a record of them

Text List – Appendix

The year indicated are for English school children. They have been kept here as to give a hint to the various levels available.

TextProject

Title	Topic	Genre	Year	CEFR
A garden	Plants	Non-fiction	1	
Corn	Plants	Non-fiction	1	
Seeds we can eat	Plants	Non-fiction	1	
Lunch time!	Plants	Non-fiction	1	
Lettuce for salad	Plants	Non-fiction	1	
Carrots for a snack	Plants	Non-fiction	1	
Plants	Plants	Non-fiction	1	
Big seed, little seeds	Plants	Non-fiction	1	
Trees	Plants	Non-fiction	1	
Where is a snail's nose	Animals	Non-fiction	1	
Beaks	Animals	Non-fiction	1	
Stomp! Stomp! Stomp!	Animals	Non-fiction	1	
High in the Sky	Animals	Non-fiction	1	
Eyes on Top	Animals	Non-fiction	1	
Elephant Eyes	Animals	Non-fiction	1	
Daytime	Seasonal changes	Non-fiction	1	
Spring	Animals; Seasonal changes	Non-fiction	1	
Ducks	Animals; Seasonal changes	Non-fiction	1	
Staying warm	Animals; Seasonal changes	Non-fiction	1	
Geese at the Pond	Animals; Seasonal changes	Non-fiction	1	
Maps and Globes	Geographical skills and fieldwork	Non-fiction	1	
A card for my teacher	Materials & Techniques	Non-fiction	1	
Art	Materials & Techniques	Non-fiction	1	
Where are my things	School day	Non-fiction	1	
Three apples	School day	Non-fiction	1	
The bell rings	School day	Non-fiction	1	
Story time	School day	Non-fiction	1	
Class pet	School day	Non-fiction	1	
What did you do today	School day	Non-fiction	1	
My coat	Seasonal changes	Non-fiction	1	
Mittens, coat and cap	Seasonal changes	Non-fiction	1	
Too cold	Seasonal changes	Non-fiction	1	
My sledge	Seasonal changes	Non-fiction	1	
Playing in the snow	Seasonal changes	Non-fiction	1	
In the barn	Living things and their habitat	Non-fiction	1	
Putting Two Words Together	Prefixes and suffixes, vocabulary	Non-fiction	2	

Bats in sport	Sports with bats	Non-fiction	2	
In the field	Living things and their habitat	Non-fiction	2	
In the chicken coop	Living things and their habitat	Non-fiction	2	
Among the trees	Living things and their habitat	Non-fiction	2	
Up in the trees	Living things and their habitat	Non-fiction	2	
Under the ground	Living things and their habitat	Non-fiction	2	
In and out of the water	Living things and their habitat	Non-fiction	2	
In One Place	Living things and their habitat	Non-fiction	2	
On the go	Living things and their habitat	Non-fiction	2	
Snow rabbits	Animals; Seasonal changes	Non-fiction	2	
Winter is here!	Seasonal changes	Non-fiction	2	
Frogs	Animals; Seasonal changes	Non-fiction	2	
A desert in colour	Living things; Seasonal changes	Non-fiction	2	
Cherry tree	Seasonal changes	Non-fiction	2	
Snowdrops	Seasonal changes	Non-fiction	2	
Melting snow	Seasonal changes	Non-fiction	2	
Grip and Glide with Friction	Forces and magnets	Non-fiction	2	
Melting ice	Seasonal changes	Non-fiction	2	
Bird nests	Animals	Non-fiction	2	
Elephant's trunk	Animals	Non-fiction	2	
Going with the flow	States of matter	Non-fiction	2	
Snail's foot	Animals	Non-fiction	2	
Working dogs	Blind community awareness	Non-fiction	2	
Cool Hats	Fashion	Non-fiction	2	
Drums: keep the beat	history of music, sound waves	Non-fiction	2	
Silent Predators in the Ocean	Environment, Poetry	Poetry	2	
Swimming	Sports, Poetry	Poetry	2	
My Grandma's Dementia	Family, Poetry	Poetry	2	
Bird's Feet	Animals	Non-fiction	2	
Bats	Animals, including humans	Non-fiction	2	
Fractured fairy tales	Fairytales	Non-fiction	2	
The Tides	Sea, tides	Non-fiction	2	
Life in a medieval castle	Middle Ages	Non-fiction	2	
Noodles around the World	Cooking and nutrition	Non-fiction	2	
Why do things move	Forces	Non-fiction	2	
The colours of English	Etymology, vocabulary, spelling	Non-fiction	2	
Standing your own	Animals, including humans	Non-fiction	2	
Nicknames	Nicknames	Non-fiction	2	
Posters over time	Historical development of art	Non-fiction	3	
The wide world of bread	Cooking and nutrition	Non-fiction	3	

Tall tales	Tall tales	Non-fiction	3	
Kites: dancers in the wind	Kites	Non-fiction	3	
A hero who gives things away	Volunteering, ways to get involved in the community	Non-fiction	3	
Monster Stories	Monster legends	Non-fiction	3	
Posters that pop	Posters, LeRoy Neiman, Peter Max	Non-fiction	3	
Raisins: A Sweet Treat	Cooking and nutrition	Non-fiction	3	
Surprises inside a rock	Rocks	Non-fiction	3	
Staying safe in sports	Protections in sport	Non-fiction	3	
Moles	Animals, including humans	Non-fiction	3	
Midnight sun and Northern lights	Arctic, Northern lights	Non-fiction	3	
Horns: The sound of the wind	Brass instruments, Sound	Non-fiction	3	
Flip-flops	Shoes	Non-fiction	3	
Beavers and the environment	Living things and their habitat	Non-fiction	3	
Stained glass : painting with sunlight	Stained glass	Non-fiction	3	
How Insects Live in Winter	Animals, Living things and their habitat	Non-fiction	4	
Get Involved in your community	Volunteering, ways to get involved in the community	Non-fiction	4	
Origami	Origami	Non-fiction	4	
What makes a wall great	China	Non-fiction	4	
An Island is Born	Tectonic plates	Non-fiction	4	
Chess: A Game of Kings and Queens	Games	Non-fiction	4	
Pianos: The Loud and the Soft	String instrument, sound	Non-fiction	4	
What's Your Name?	Morphology, new word formation	Non-fiction	4	
Knitting: From Sheep to Scarf	Knitting	Non-fiction	4	
The Art of Recycling	Recycling in art	Non-fiction	4	
Young inventors: Chester Greenwood	Inventors	Non-fiction	4	
Red alert: the British are coming	British army	Non-fiction	4	
On guard! Junior Lifeguards	Sea, career	Non-fiction	4	
Stringing Along	String instruments	Non-fiction	4	
Lasers: The Power of Light	Light	Non-fiction	5	
Can people live on the moon?	Living things and their habitat, earth and space	Non-fiction	5	
Bison	Living things and their habitat	Non-fiction	5	
Young inventors: Louis Braille	Braille writing system	Non-fiction	5	
Video games for work and play	History of video games	Non-fiction	5	
Greek mythology	Greek mythology	Non-fiction	5	
Young heroes: Katies Stagliano's dream	Volunteering	Non-fiction	5	

Painting on the walls	Prehistoric painting	Non-fiction	5	
Draughts: A Very Old Game	Games	Non-fiction	5	
Minding Your Business	Entrepreneurship	Non-fiction	5	
Changing lives, one cow at a time	Community involvement	Non-fiction	5	
Playing by the Rules	Rules and Laws	Non-fiction	5	
Garden Homes	Living things and their habitat	Non-fiction	5	
Taking Out the rubbish—By the Tonne	Pollution, Designing and making new tools	Non-fiction	5	
Totem poles	Sculpture, carving	Non-fiction	5	
Guitars: The Kings of Rock	String instrument, sound	Non-fiction	5	
Bigger than elephants	Living things and their habitat	Non-fiction	5	
Young inventors: Jack Andraka	Health and technology	Non-fiction	5	
What's Out There?	Astronomy	Non-fiction	6	
Power to the people	Monarchy	Non-fiction	6	
Coretta Scott King	Civil right movement	Non-fiction	6	
Hula: Dance That Tells a Story	Traditional dance, Hawaii, Hula	Non-fiction	6	
Young Inventors: Caine Monroy	Encouraging creativity	Non-fiction	6	
Sammy Lee: Olympic diver	Olympic diving	Non-fiction	6	
New Animal Species	Evolution and inheritance, Living things and their habitat	Non-fiction	6	
Counting Endangered Animals	Evolution and inheritance, Living things and their habitat	Non-fiction	6	
Nesting dolls	Folk art	Non-fiction	6	

Title	Topic	Genre	Year	CEFR
My Robin Friend	Animals, Poetry	Poetry	2	
Zombie Lillie	Fantasy	Fiction	2	
Naughty Sam and the Tooth Fairy	Family	Fiction	2	
Story of Mermaids	Fantasy	Fiction	2	
The Four Polar Bears	Animals	Fiction	2	
The Plastic Misadventure	Environment	Fiction	3	
Niamh and the Magic unicorn	Fantasy	Fiction	3	
A New Friend	War	Fiction	3	
The Ringmaster	Entertainment, Poetry	Poetry	3	
The Imaginary Cat	Animals	Fiction	3	
Bad Luck Beach	Adventure	Fiction	3	

Memories of a Well Lived Life	Animals, Death	Fiction	3	
Red Tail	Animals	Fiction	3	
The Bumpy Trail	Animals	Fiction	4	
Billy and the Time Machine	Adventure	Fiction	4	
The Hex	Adventure	Fiction	4	
James's Mischievous Medicine	Fantasy	Fiction	4	
Victoria and the haunted house	Fantasy	Fiction	5	
Quilts: pieces of art	Fashion, Art techniques	Non-fiction	5	
Mother's Grasp	War	Fiction	5	
A Battle: Two for one	Adventure, War	Fiction	5	
Grandad's Magic Boots	Sports	Fiction	5	
A Ghost Visits	Fantasy	Fiction	6	
A Ballerina's Sonnet	Sports	Poetry	6	
The boy with long hair	Family, Poetry	Poetry	6	
The Snow Leopard	Animals	Fiction	6	
Mushy Peas And Battered Bits	Family, Death	Fiction	6	
The Man on the Street	Poetry	Poetry	6	
The Cursed Ring of Erebus	Detective	Fiction	6	
Doyouthinkhesawus – The Great Dino Detective	Detective	Fiction	6	
Wicked Young Writer	Poetry	Poetry	7	
The Chicken Nugget Story	Animals	Fiction	7	

Independent Authors

Title	Topic	Genre	Year group	CEFR
The Zoo by Mark Lowery	Animals	Fiction	2	
The Mystery at Marston's Mill by Fiction Express (Boolino): by Alex Woolf	Detective	Fiction	5	

Title	Topic	Genre	Year group	CEFR
It wasn't me	Animals	Fiction	1	
The best thing ever	Adventure	Fiction	1	
Miss Tiny Chef	Food	Fiction	2	
The Three Doof-Doofs	Fantasy	Fiction	2	

The Elephant in the Room	Animals	Fiction	2	
Why is Nita Upside Down?	Friends	Fiction	2	
Katiiti's Song	Animals	Fiction	2	
Lara the yellow ladybird	Animals	Fiction	2	
A Tiny Seed	Nature	Fiction	3	
Singing the Truth	Biography	Non-fiction	3	

storyweaver
PRATHAM BOOKS

Title	Topic	Genre	Year	CEFR
Fat King Thin Dog	Animals	Fiction	1	
I Can Climb!	Adventure	Fiction	1	
I Want That One!	Family	Fiction	1	
Little Painters	Family	Fiction	1	
Lost and Found	Adventure	Fiction	1	
My best friend	Friends	Fiction	1	
Rani's First Day at School	School	Fiction	1	
Ammu's Puppy	Animals	Fiction	2	
Didi and the Colourful Treasure	Family	Fiction	2	
Kaushik, the Kind Detective	Detective	Fiction	2	
It's All the Cat's Fault!	Animals	Fiction	2	
Bath time for Chunnu and Munnu	Family	Fiction	2	
Annual Haircut Day	Haircut	Fiction	2	
Everything looks new!	Nature	Non-Fiction	2	
Going Home	Family	Fiction	2	
Goodnight, Tinku!	Animals	Fiction	2	
Grandma's Glasses	Detective	Fiction	2	
Listen to My Body	My Body	Fiction	2	
Little by Little	Animals	Fiction	2	
Mouse in the House	Animals	Fiction	2	
No Smiles Today	Friends	Fiction	2	
The Day It Rained Fish	Animals	Fiction	2	
Too Big! Too Small!	Family	Non-Fiction	2	
Bheema, the Sleepyhead	Animals	Fiction	2	
Smile Please!	Animals	Fiction	2	
The Moon and The Cap	Weather	Fiction	2	
The Red Raincoat	Weather	Fiction	2	
Too Much Noise	Animals	Fiction	2	

Under My Bed	Fantasy	Fiction	2	
"My fish!" "No, my fish!"	Friends	Fiction	2	
Satya, Watch Out!	Adventure	Fiction	3	
The Story of Stories	Animals	Fiction	4	
The Timid Train	Transport	Fiction	6	

Title	Topic	Genre	Year	CEFR
Beloved Daughter	Family	Fiction	1	
Counting Animals	Animals	Fiction	1	
Feelings	Feelings	Fiction	1	
Friends	Friends	Fiction	1	
I like to read	Family	Fiction	1	
Is there anyone else like Me	Animals	Fiction	1	
My Body	My body	Fiction	1	
My Red Ball	Games	Fiction	1	
New Pussy Cat	Animals	Fiction	1	
Rain	Weather	Fiction	1	
Ah! Football!	Games	Fiction	2	
King of Birds	Animals	Fiction	2	