

Lebanon Teachers' Game Manual



Can't Wait to Learn

can't wait to
LEARN



CAN'T WAIT TO LEARN LEBANON: CONTENTS

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INTRODUCTION

What is Can't Wait to Learn (CWTL) and why use games to learn?

Can't Wait to Learn (CWTL) offers easy and understandable educative games, developed using child-centred design. The playful games are developed in partnership with the Ministry of Education, ensuring that the programme is directly linked to the national curriculum objectives. All games are custom-built, using open source software. The graphics used in each country are familiar to children as they were directly consulted about what they would like to see in the games during the initial stages of development.

All instructions are provided in both audio and video formats. This means that children who cannot read or write can listen and watch the instruction videos as many times as they like. When children begin playing CWTL, they are able to progress through the game at their own pace. After completing a series of exercises, the software automatically unlocks new exercises at a higher level, making it possible for children to progressively acquire new skills and competencies; the same that are covered in formal school classrooms.

The games allow children to immediately see the accuracy of their answers. They also allow children to return to previous instruction videos for review and practice whenever they need to. A great deal of attention is paid to the educational and motivational aspects of the games by involving education and gaming experts in the game development process.

The games contain a built-in system that tracks data useful for further research purposes into the effectiveness of the games. Research is paramount to follow children's progress and to provide clear evidence that the programme can efficiently and effectively provide quality education. For example, initial research shows that children who begin with low levels have the potential to make great progress after playing the games.

Additional research studies provide information about the performance of the programme in the specific country settings and valuable insight for future improvements and eventual scale-up.

Information about this manual

This manual is designed for teachers, as well as for administrators and IT support. Most of the information, however, is directed to teachers and how they can use the tablet and games in their classrooms.

In this manual you will find information about how to:

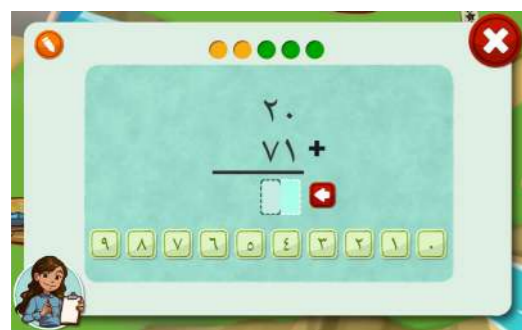
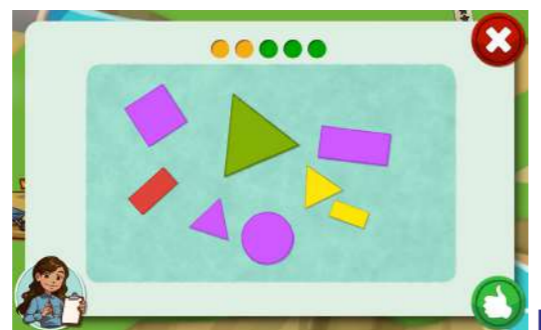
- **Use the tablet functionalities**
- **Use the game and game world**
- **Handle small problems that you may encounter when using the tablets**

All information in this manual is provided in a **chronological order**, outlining a **step-by-step** process for **starting the tablet, creating accounts** and **beginning the games**.

LINKS TO THE CURRICULUM

Maths objectives - match to screen shots

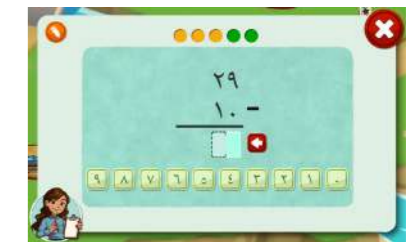
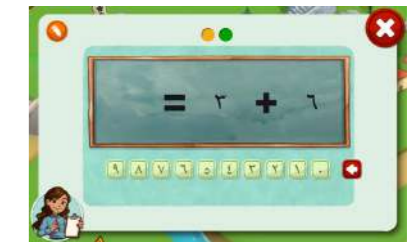
1. Recognise and write number symbols to 50
2. Recognise and sort shapes
3. Add up to 99 without carrying
4. Add orally using concrete materials to sum less than 99
5. Add up to 10/20
6. Multiply up to table 10
7. Compare length, breadth and width of common objects
8. Count from 1-10



MINI GAME LIST

Further examples of maths games linked to Grade 1-3 objectives

- Multiple choice - Quantity, match objects to number
- Multiple choice - Higher/lower than a given number
- Multiple choice - Quantity, counting eggs
- Multiple choice - Quantity, counting fingers
- Fill an egg box with a given quantity
- Beads, count a given number of beads
- Beads, 2 Step problems: add/subtract 1
- Beads, 2 Step problems: add 2 numbers
- Ordering Numbers on a clothesline
- Addition: people getting on the bus
- Subtraction: people getting off the bus
- Horizontal addition problem
- Horizontal subtraction problem
- Horizontal multiplication problem
- Horizontal addition with doubling
- Addition, number bonds to 10: "Friends of Ten"
- Dragging and counting eggs
- Vertical Addition problem
- Vertical Subtraction problem
- Addition of objects, multiple choice
- Subtraction of objects, multiple choice
- Multiplication of objects, multiple choice
- Multiplication: rows of objects/repeated addition
- Sequencing: click and drag the missing number
- Horizontal addition problem: 3 in a row game
- Introduction to fractions: halves and quarters of a circle
- Comparing lengths of objects
- Number formation: writing numbers, tracing
- Number formation: writing numbers, copying
- Number formation: writing numbers, from audio only



CWTL SUCCESS STORIES

- The results of Phase I showed a significant increase: children's scores on an oral mathematics test doubled from the pre-test to the post-test. Children in the control group, a fourth group, did not increase their scores in the same period.
- Mathematics tests show that children have improved their knowledge of mathematics considerably. The average score on both post-tests was 41 on a 60-point scale. There were no significant differences for gender, which is a very positive finding; boys as well as girl can learn by playing the game.
- Findings from the Phase II trial show that children learn significantly from the game, with those who know the least learning the most.
- Findings from Phase II trial show that the game is gender neutral and promotes a more gender balanced learning experience, which stimulates and retains boys and girls equally.
- The higher the percentage of the game the child has completed, the higher the score on the mathematics tests.
- Being involved in the pilot had a positive effect on children's self-esteem, with no significant differences between boys and girls.
- A higher self-esteem and self-efficacy at the beginning of the pilot, relate to higher maths scores at the end. This may mean children who think they can learn mathematics, and who believe in themselves, have higher scores on the post-test. There can be two explanations for this:
 - i) children have a higher level of mathematical knowledge, and are therefore more confident they can learn

or

 - ii) children who believe they can learn mathematics have higher scores on the post-tests. Even without knowing the cause and effect of this relationship, it is a positive finding that self-esteem has increased during the pilot, as it has a large effect on learning outcomes.



GETTING STARTED WITH THE DEVICE

Checklist of materials needed

You are about to set up your tablet before accessing the game.
Below is a checklist to help you make sure you have everything you need.





The 'MDM' screen



The back of the tablet

Checklist of materials

<p>Tablet</p> <p>An SD card should already be inserted in the tablet</p>	
<p>Headphones</p>	
<p>Charger</p> <p>Make sure your tablet has sufficient charge If not, plug it back into the charging system</p>	

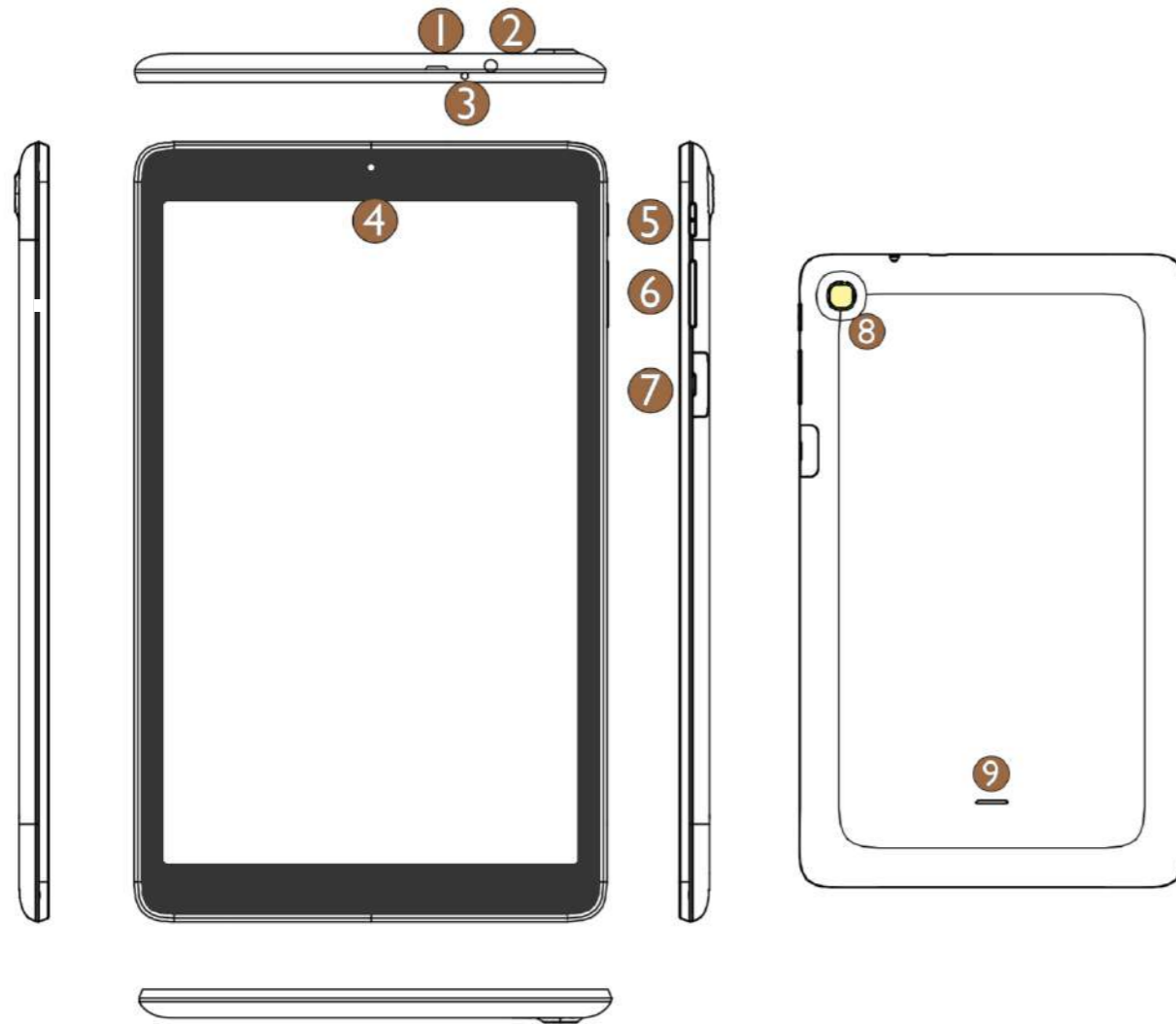
It is important that you follow every step outlined in this manual, even if you are familiar with other tablets. Take your time and follow each step carefully.

YOUR DEVICE

Alcatel Pixi 3 8079

Below are two images of your tablet device. The first picture shows the front of the tablet along with its features and the second picture shows the back of the tablet.

Take some time to look at your tablet and identify where each part is.



Number	Function
1	Micro-USB connector/battery charge port
2	Headset connector
3	Microphone
4	Front camera
5	Power key
6	Volume Up/Down
7	Micro SD card
8	Rear camera
9	Speaker

PROTECTING THE TABLET AND EQUIPMENT

When using tablets, we may come across problems with the **software** (the games or apps on the tablet). We may also face situations where the **hardware** (the actual tablet and equipment itself) will get broken or damaged. In order to avoid this, we need to look at how we can protect the tablets.

It is very important that you also share these tips with the children as well.

Power cord and plug care:

- Make sure you are careful with all cords to avoid tangling.
- Make sure to plug in any tablet cords in the correct way, don't force them.
- Don't pull on cords or the wires inside might disconnect or break.

Battery care:

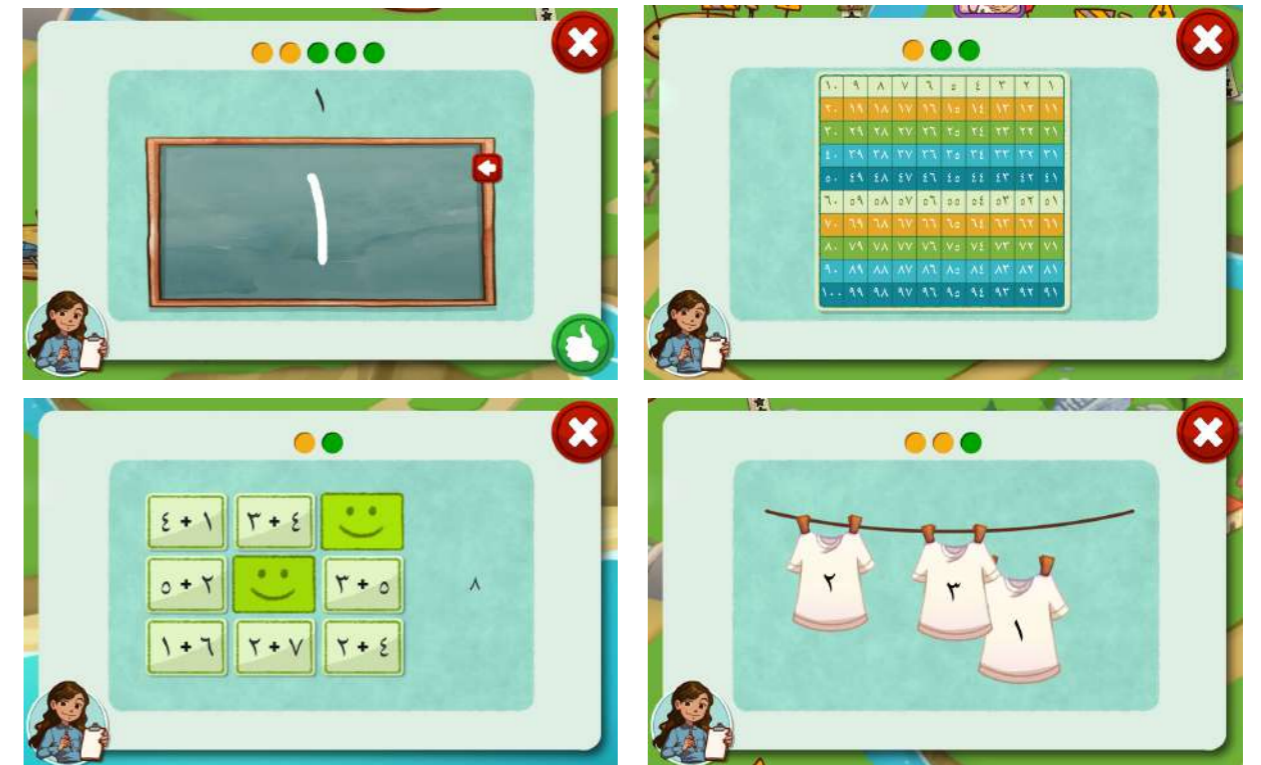
- Make sure to charge the tablet before the battery dies.
- Games automatically stop playing at 10% so the battery doesn't run down completely. When it gets to 10%, charge it until it is **fully charged**, not just a little bit.
- Make sure to turn off the power if things get too hot.

Headphone care:

- Make sure that the cable of the headphones is connected in the correct way.
- Make sure to plug the cord in gently.
- Make sure you are not putting the headphones and the cords away in a disorganised way. Being careful with them will avoid tangling and damage.

Holding and using the tablet carefully:

- Tell the children that they must always be holding the tablet and sitting sensibly.
- They should always be sitting with their tablet, not walking around, in case they drop it.
- They should never put it on the ground in case someone steps on it.



BASIC OPERATION

Battery charge

Connect the supplied **charger** to an **electrical outlet** and to the **micro USB** on the top of your tablet. The tablet will start charging. The battery charge must be completed, as this will prolong the battery life.

On / Off button

To **turn on** the device, **hold the On/Off button** until the **display lights up**. Once the system has been loaded, the **'MDM' screen** (screen 1) with the green, animal background and the 2 **game icons** will appear. Just tap 'Rafic' to play phonics/reading or 'Reem' to play maths.

To **turn the device off**, **hold the On/Off button** until the **message** to turn the device off **appears** on the screen, **press it** (see screen 1).

When the battery gets to 10%, the game will stop working and you will need to fully recharge the tablet.

Putting the screen to 'sleep'

'Sleep mode' means the tablet is still on but the screen turns off to save power.

Sleep mode: Press the **On/Off Button lightly** and the screen will go to 'sleep' in power save mode.

To come out of sleep mode: Press the **On/Off Button lightly** and the screen will come back on again, ready to use.

Force quit/reset manually

In case of the game crashing or screen freezing, you can **force the tablet to power off** by **pressing the on/off button continually** until the **tablet turns itself off completely**. Wait for 30 seconds, then **turn it on again**. The tablet will automatically reset itself.

Turning sound up and down / adjusting volume (connect headphone)

You can **set the volume level with the Volume up/down key** on the **side of the tablet**. Pressing the long button on the top will turn the sound up and pressing on the bottom will turn the sound down. The sound comes out of the speaker at the back of the tablet when the headphones are not connected.

MDM screen

When your tablet is turned on, the default **MDM screen will show**. **Touch the game icon** to begin the desired game.

Tablet Maintenance

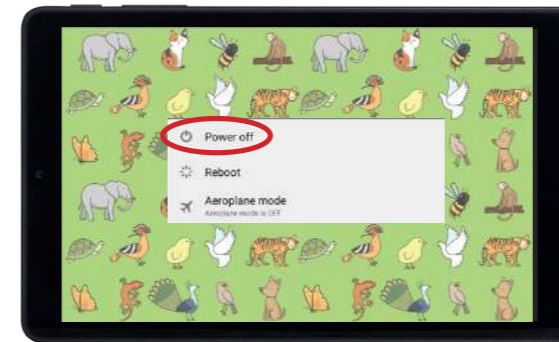
It is very important to **take good care of the tablets** and all the equipment. Tablets need to be looked after at all times, in order to protect the screen from cracking.

Always protect tablets and equipment against:

- Sun
- Water
- Dust

When charging the tablets, make sure that they are fully plugged in and that the tablets **charge until the battery is full**.

The equipment is sensitive, so make sure that learners are aware of how to care for the headphones and tablets. Wires can also break if they are not handled with care.



Screen 1

Turning off your device

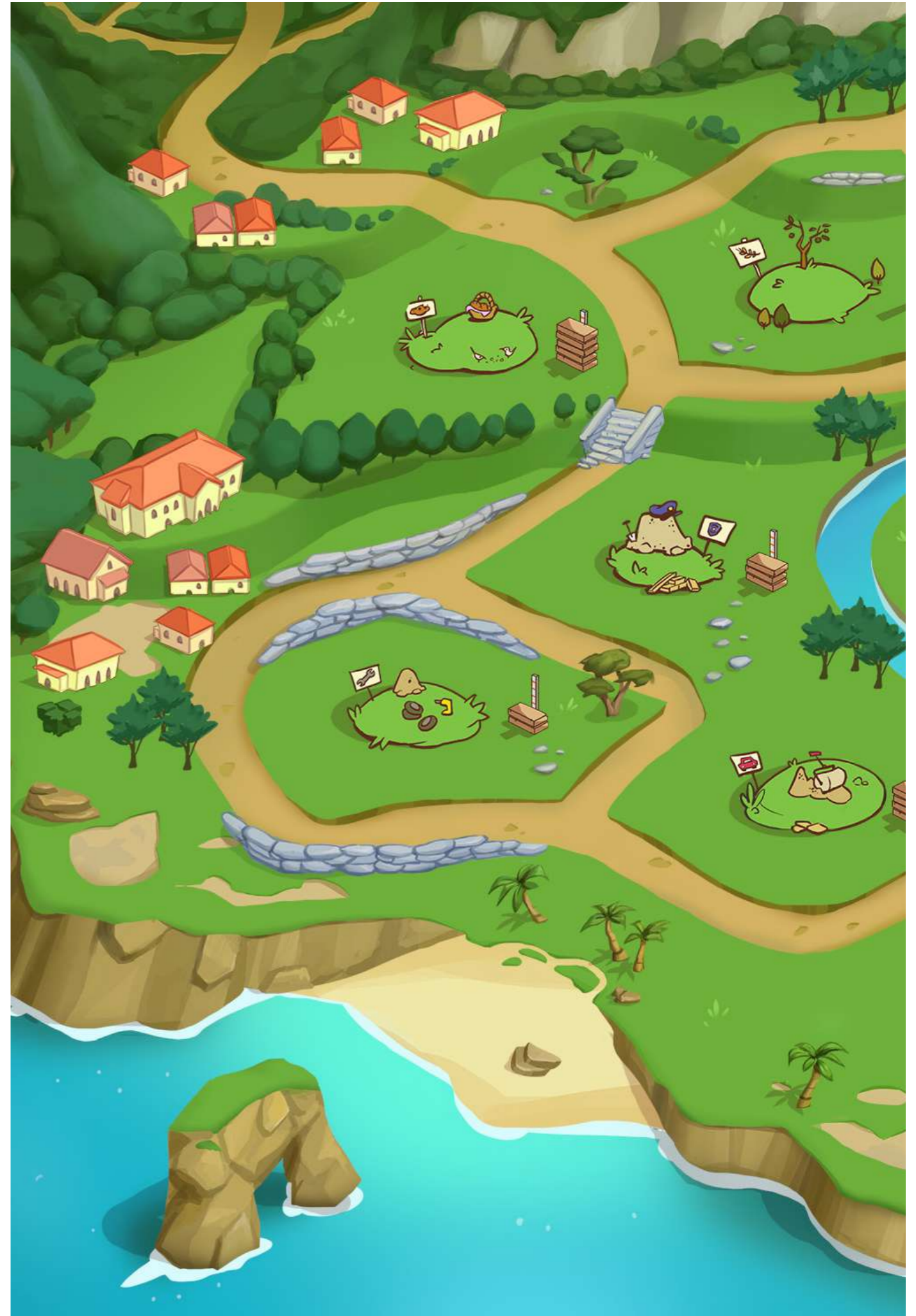
When you turn your device off, make sure you go to the MDM screen to the left. Hold the on/off button on the side of the tablet until you see the rectangle then press 'Power Off.'

You only need to do this when you have finished using the tablet for the day and want to plug it into the power.



Children playing the games and some CWTL classroom displays

CAN'T WAIT TO LEARN
MATHS GAME



GAME WORLD AND MINI-GAMES

The game consist of 2 main sections, an overall **game world** and a series of **mini games**.

- The **game world** consists of a movable map (right) with 10 building pits on it.

Every building pit has a character associated with it who is presented next to their pit. The objective is to help the characters fulfil their dream and help them build their houses/businesses.

The child can help the characters by playing mini-games and earning star rewards.



Laila
Teacher



Taim
Construction



Mira
Baker



Fadi
Driver



Salim
Farmer



Ibrahim
Guard



Ziad
Mechanic



Somaya
Hairdresser



Wissam
Actor



Amal
Doctor



As children earn reward stars, the businesses and buildings grow. Each characters' business is completed over 7 stages. The 7 stages of building a school are shown above and a farm below.



Above is the game world before anything has been built and below is the game world with the buildings completed.



GAME WORLD AND MINI-GAMES

• **Mini games** are the games where specific maths objectives are learned and practiced.

Each mini-game addresses a specific learning objective from the Lebanon maths curriculum.

Progress through the game is based on performance in the mini-games: the number of correct answers determines whether children can continue to a more difficult learning objective.

This ensures that children always work at their own level, at their own pace.

Reem the Game Guide

In the game world Reem gives a short introduction to the game and introduces the first character in the game world to the child.

When the child starts the game for the first time, they will be welcomed by the game guide Reem. She will give a brief explanation on how to start and what is expected from the child. The game guide icon is always located at the bottom left corner of the screen and can be used for two purposes:

1. In the Game World level, clicking on the guide will take the child back to the active location where they can play further.

2. In the mini-games pages, clicking on the guide will make her repeat the instructions if the learner needs to hear it again.



The picture below illustrates the first level of the game world (Screen 1).

The locations that display floating stars (like the sand pit below) are called **active locations**. Active locations show you where to press to begin playing a video and mini-games.

If you can't see an active location on your screen, you can find it by tapping the game guide button (Reem) in the lower left corner, this will take you straight to it.

Tap the location or the character to start the mini-game.



Screen 1

Once you have clicked on the location or the character you will enter the mini game page (Screen 2). Here you will see instructional videos and play mini-games.

Instructional videos explain a certain maths concept.

Mini-games are introduced with audio instructions, which explain how to play the mini game. Tap Reem the game guide in the mini-game page to repeat the instructions.



Screen 2

Watch instruction videos and go back to them

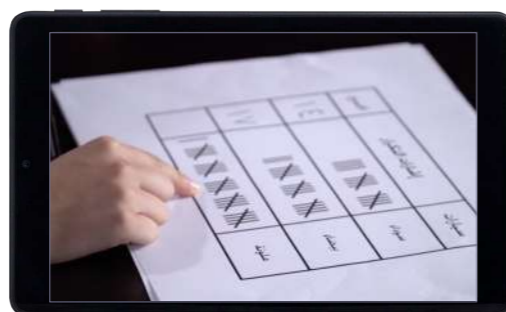
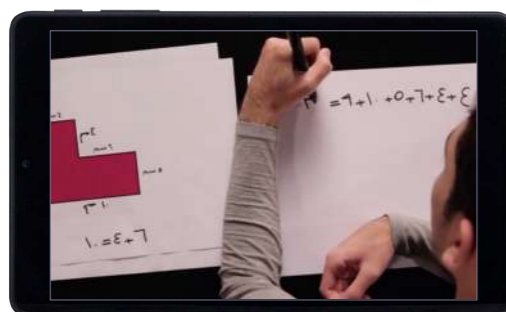
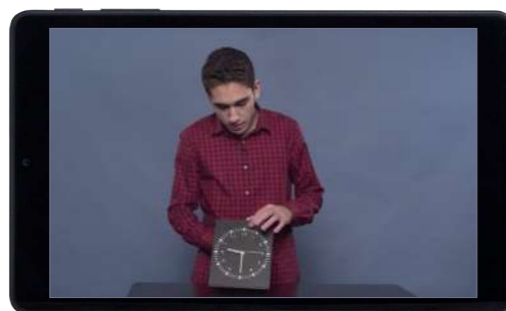
While playing, children will encounter instructional videos (Screen 3). These videos are shown before a series of mini-games where they can apply the concepts taught in the videos. A child can always play these videos back at a later stage. There is a video button in the interface (right) that calls up the video screen where they can locate the video and watch it again whenever they like. Children can only watch videos of topics/concepts they have already encountered while playing the mini-games.



Videos cannot be stopped once they have started from within the game.



Screen 3



HOW THE ICONS AND NAVIGATION IN THE GAME WORLD WORK

Mini-game icons



Reem Jane to repeat instructions



Press this to confirm a choice



Press this to try again



This icon indicates a correct answer in a mini game



This icon shows at the top of the screen for an incorrect answer in a mini-game



Press this to exit a mini game



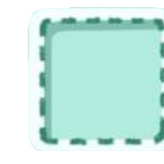
Press to enter an answer



These are to turn the 'working out' board on and off in some of the maths operations games



Number button to drag and drop...



... into one of these dotted squares...



... this shows other numbers in the same game

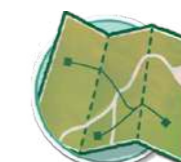
Video Files and the Game World



This button indicates the video section. Here you can find all the unlocked videos



Press this to play a video



Press this to see the whole game world

General Game Icons



This icon is shown after each mini game. A child will have to play several games to 'fill' the complete star. If the star is completed it will show on the star banner in the over world



This banner shows the progress of the child in the general game world with stars earned



Backspace deletes a number you may have written incorrectly



This deletes student accounts and puts them in the trash



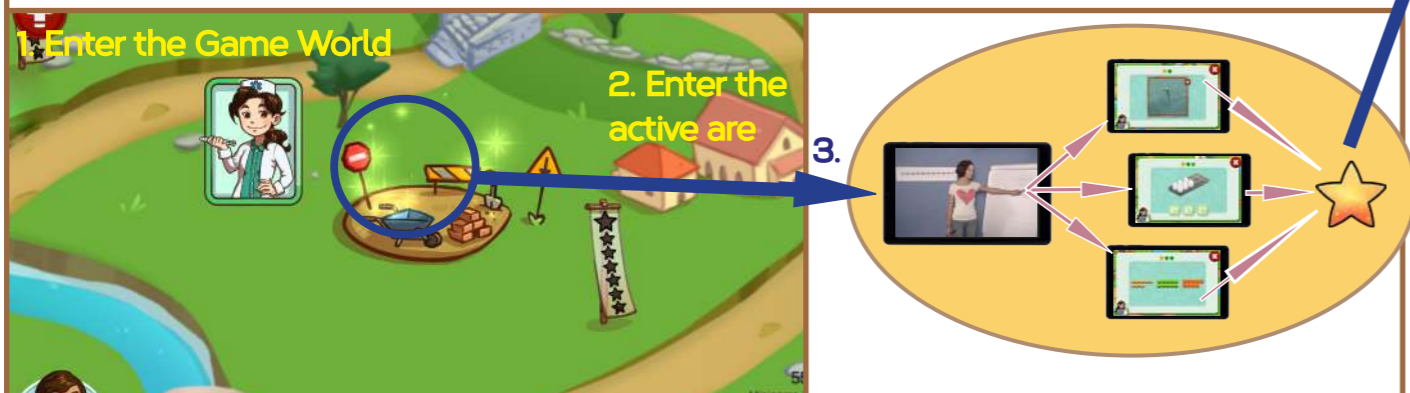
This button takes you back a page



This is the exit button of the game

Can't Wait To Learn: Full game overview

Children will begin CWTL in the 'game world'. This is an area where the children help characters build homes and businesses. This area of CWTL contains **no games or maths instruction**. It is a **navigation and reward area** for when the children do well in the mini game maths activities. Children must find the building area with gold sparkles (**active area**) and tap it. This then takes them to a game 'Learning Level' where they will find the activities and maths instruction videos.



Videos, games and star rewards

When children enter a 'Learning Level' they will be shown an **instruction video**, presented by children, about a mathematical concept. The Level will then lead them through a **series of different maths games** about the concept from the video.

Star rewards

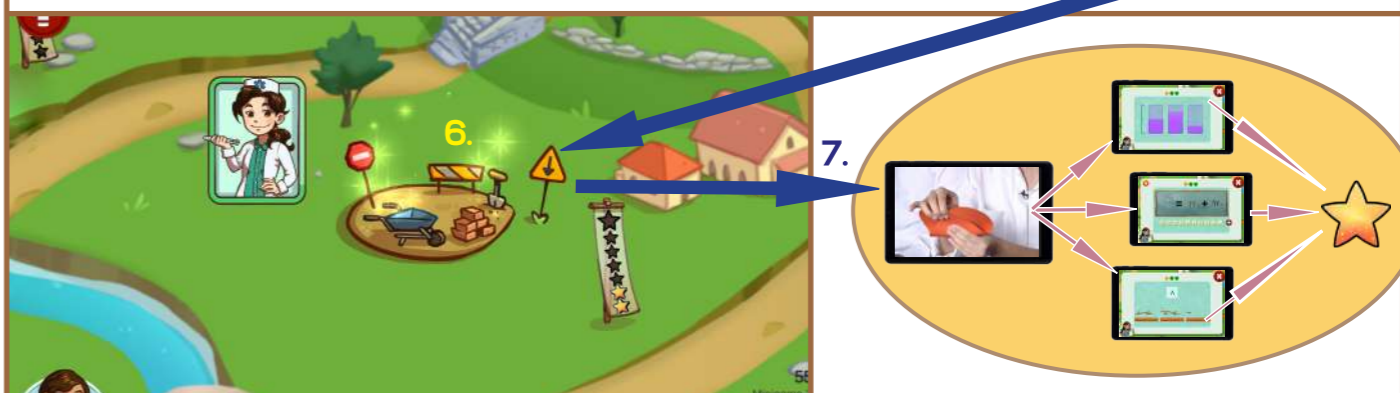
When they do well in the games, they will be **rewarded with stars**. Stars "fill" gradually.

Children fill one star by playing **several** mini games. Once completely filled, they will see this finished star in the star banner in the Game world. The building will also get an upgrade. In total there are **7 stars per building and seven stages of each building**.

When children have completed all the games and activities in a level, they are automatically taken back to the Game World where their reward stars are added to the building/business they started from. The stars allow them to add to their buildings and grow their different businesses.

Then the whole process starts again

Children are then taken back to the game world where the game automatically makes either the same, or a different building/business the 'active area' and they repeat the whole process again. Children work at their own pace and level through the maths curriculum of Lebanon. They can **re-visit videos whenever they need to** if they get stuck and need to see the instruction again.



The game world continues to build and grow the more the children play and increase in ability level. Eventually, after working through the whole curriculum, the game world will look like this.



USING THE MATHS GAME

Starting the game

Open the tablet and you will see the 'MDM' screen where you will find the CWTL game icons.

Below is 'Reem' the **game icon** who will launch the maths game:

Find and press/tap the icon for the game. The game will now begin loading.



Maths Game Icon



MDM screen

The game will now start loading and the 'splash screen' below (screen 1) will appear.



Screen 1

Loading of the game may take some time. Once the game has loaded you will see the screen below (Screen 2). Click on the green 'thumbs up' **confirm button** to continue.



Screen 2

Now you will see the screen below (Screen 3), which is the page you will use to either:

1. **log into your current student account**
- or
2. **create a new user or edit an existing one**

When you have been provided with all the student IDs from from your Project Officer, you can begin to create your students' accounts. If you are creating a new user or editing/deleting information, you need to access the "teacher screen". **To access the teacher screen press down on the spot in the upper left corner of the screen indicated below, marked as a hidden button.** Please note that the button will be **HIDDEN** and that you will not see where to press in the actual game. Press and hold the upper left corner of the screen continuously (screen 3) for approximately three seconds and the create user page will appear (screen 4).



Screen 3



Screen 4

Tablet - how to navigate the game's teacher screen

Screen 5 (below) will appear when you have pressed down on the upper left corner. This screen will ask you to enter an 'access password.' This is the number that always allows you to access the teachers area. **This number is always the same.**

The access password is 2985.



Screen 5

If you are not confident that you have entered the password correctly tick the **"Show Password"** box and the password that you have entered will be shown (screen 6). Press on the green button to proceed.



Screen 6

Creating a new child account

To create a new account for a participating child you need to have the ID number for the child. ID numbers are created in the management portal and will be provided to you by one of your Project Officers.

You will not be able to create an account without the child ID number. If you do not have a number, one will need to be created by your Project Officer. They should be able to create a new user within the management portal and get the child ID number to you.

When creating a new child account on the tablet you need to fill in:

1. **Student ID: The default IDs (for training only) are 10000001, or 20000002, etc**
2. **Student Name**



Screen 7

Once you have entered the student ID and the student name, you will be asked to place the child (Screen 8). You will get three different options:

1. **Start from the beginning**
2. **Do the placement test**
3. **Place manually**

All new players, will either do the **"placement test"** or **"start from very beginning"**.

If a child has been using CWTL and for some reason (account stops working or tablets is lost or damaged) has had to start using a different tablet, they will need to be **"placed manually,"** so they don't have to start at the very beginning of Grade 1 again on their new tablet. Manual placement is explained on the next page.



Screen 8

Placing manually (option 2 – only in special cases)

You are able to place children directly in the game in case a tablet is lost or damaged and the child needs to start playing on a new tablet. The function allows you to place the child at the same level they were on, on the original tablet. When you place the child manually, you can choose between many different levels. These levels represent the “learning levels”, which constitutes the structure of the game. The child plays all the mini games in a certain level, then they move on to the next level. This happens naturally throughout the game, so the child will not notice jumping from one level to the next.

In order to restore an existing student’s progress, your local IT support/project officer can look up the learning level of the child in the Management Portal using the 8-digit student ID. You then create a new student account in the game with the same student ID, choose option 3 (place manually) and enter the level that the child reached (screen 9). The level that the child had reached before is called the “streaming in point”.



Screen 9

Finalising the child account

You will rarely have to use the place manually option but rather, option 1 or 2, start from the very beginning or do the placement test. After having chosen “**Start from the very beginning**”, you will see Screen 10, Press the green button to continue.



Screen 10

It is now time to **add an icon (fruit) that the child will recognise when they log in and their password (combination of animals)**. You must press on a fruit first (Screen 11) and then press confirm to create the password.

The children are able to choose their own password which they must remember. Screen 12 shows the animals. They must select a combination of three then press the green thumbs up, ‘confirm’ button.



Screen 11



Screen 12

Log-in for children

When the child wants to access the application, they will press on their fruit/icon with their name below it, as shown in the login (screen 13) below. They will need to fill in their password by pressing the animal icons. After they fill in the three icons and press confirm they will be logged into their own game from the very beginning (lesson 1) if it is their first ever time playing or they will automatically proceed to where they previously finished the game if they have played before.



Screen 13

The placement test

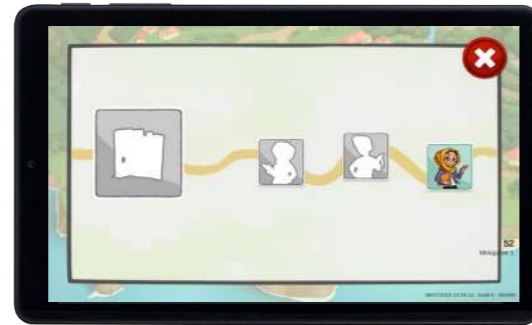
A placement test has been developed (that can be done with the children before they begin) to put them at a level that is appropriate for them. If a child has not had any formal education before, it is best to start them at level 1 of the games. However, if they have had some schooling before, it is good to do the placement test to see if they can begin at a higher level.

The placement test gives children a series of levelled questions. When the child gets to a level where they begin making mistakes or having difficulty, the game will automatically begin teaching at that point. The placement test only needs to be done once.

Selecting the middle option creates an account that begins with the placement test.

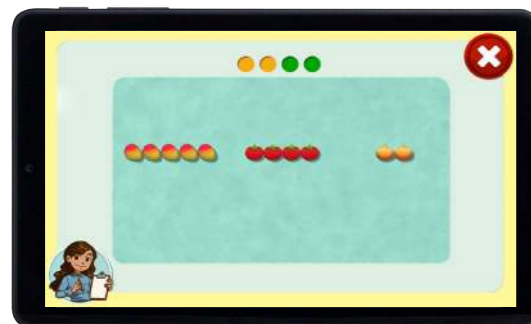


Screen 1



Screen 2

You must go through the same process as the other 2 options to create the account. When you first log into the new account it will lead you first through practice questions and then the actual test (screens 2 and 3).



Screen 3



Screen 4

When the test has been completed, the game automatically begins at the level attained (screen 4).

Editing a child account

Sometimes, you may need to edit a child's account. You may need to **change the name** on an account if it has been spelled incorrectly, you may need to **change a child's password** if they have forgotten it or you may need to **delete an account completely** (if a child has left and a new child needs to start using that tablet).

To edit an account, go to the icon of the child needing editing and press and hold their icon/picture until the the small orange gear appears in the top right of it, like in screen 1 below. Tapping the gear again will lead you to a setting page, in which you can change the password and/or picture for the child.



Screen 1

You will then be taken to the "edit user" access password page, screen 2. Here you must enter the password again. Remember, **the default password is 2985**, just like when we entered it before for the **teacher screen**. Then press the green finger to confirm.



Screen 2

Once you have confirmed the password, you will be taken to the "Enter student credentials" page, screen 3. Here you have the option to correct the spelling of the child's name, or you can delete the account completely by pressing the red icon with the arrow and bin, to the left of the student name and number. **If you delete an account, you cannot get it back unless you make it again from the start of the process again, so only do it if you really need to delete it.**

If you **only need to change a password**, don't do anything on this page, **just press the green confirm button to take you to the next screen.**



Screen 3

Once you have confirmed, you will be taken to the "Finalize with student" page, screen 4. It is just telling you that you can now involve the child if you want them to choose a new password for themselves. You **only need to press the green confirm button to take you to the next screen.**



Screen 4

(Screen 5) **To edit the password**, press the correct fruit icon for the player whose password you are changing (screen 5) then press confirm.

You will then be taken to screen 6, below. Use the red delete button to remove the 3 animals that are there and type your new 3 animal password. Then press confirm and log into the account with the new password.



Screen 5



Screen 6

All you have to do to begin playing is click on the student fruit icon (screen 7) and enter the correct animal password for that player.



Screen 7

Now you are ready to start playing!

You will now enter the loading screen (Screen 8). Please allow some time for the game to start.



Screen 8

CAN'T WAIT TO LEARN
PHONICS/READING GAME



USING THE PHONICS/READING GAME

Starting the game

Open the tablet and you will see the 'MDM' screen where you will find the CWTL game icons.

Below is 'Rafic' the **game icon** who will launch the Phonics/Reading game:

Find and press/tap the icon for the game. The game will now begin loading.

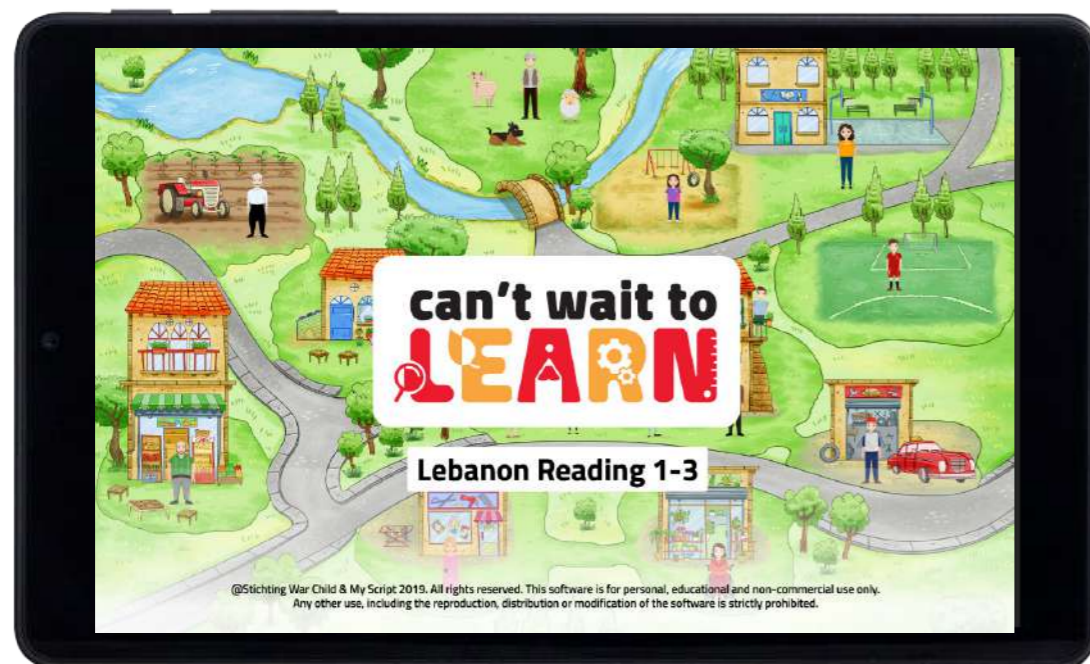


Phonics/Reading Game Icon



MDM screen

The game will now start loading and the 'splash screen' below (screen 1) will appear.



Screen 1

Loading of the game may take some time. Once the game has loaded you will see the screen below (Screen 2). Click on the green 'thumbs up' **confirm button** to continue.



Screen 2

You will now see the below screen (Screen 3). Just like with the maths, this screen is used to:

1. log into your current student accounts

or

2. create a new user or edit an existing one

You use this page (with the password login and the hidden button) exactly the same way as you do in the maths game (refer to page 22 of this manual if you need a reminder).

Screen 4, below, will appear after the password has been entered showing the new game world for phonics/reading.

Over the next 8 pages, there will be an introduction to the new characters, scenes and games.



Screen 3



Screen 4



Teacher Farah



Grandpa Sami



Grandma Amal



Driver Uncle Makram



Father Hisham



Mother Selma



Older sister Khoulood



Big brother Firas with younger brother Rami



Little sister Rana



Aunt Zahra



Cousin Leila



Nizar the friend



Shop owner Anis



Shop owner Mona



Herder Riad



Hairdresser Yasmin



THE GAME WORLD, CHARACTERS AND SCENES

Just like with the maths, the phonics/reading game consists of 3 main sections, an overall **game world** and a series of **videos** and **mini games**. The **game world** consists of a movable map with **15 characters**. **Each character has a narrative, or story, around them and what they do:**

- Mother is preparing a feast for a party.
- Father can fix anything and likes helping people in the community.
- Grandmother tells stories, she gives advice and shares her knowledge .
- Grandfather is a farmer. He is very fit and likes planting and harvesting.
- The big sister is coming home during her study break to see all her family members.
- The little sister likes making things and dancing.
- The brothers like playing and helping their siblings.
- The uncle is a taxi driver. He likes to DJ in his spare time
- The hairdresser has a baby and manages the salon.
- The aunt is very independent. She likes taking care of flowers and decorating things.
- The cousin has a big imagination. She likes playing and telling stories. She is never afraid to fail.
- The neighbour manages the grocery store. He likes playing backgammon with grandfather.
- The sheep herder has many animals. He is very relaxed and has a care-free life.
- The friend is captain of the football team. He is very competitive and brags in a funny way.
- The teacher is very patient and friendly. She does fun lessons and takes the children on trips.

CHARACTERS - Each has their own series of 8 narrative scenes.

Below is the first scene for each character. The page to the right shows all 8 scenes and stories for Riad the herder.



Mother - Scene 1



Father - Scene 1



Grandmother - Scene 1



Grandfather - Scene 1



Brothers - Scene 1



Young sister - Scene 1



Big sister - Scene 1



Uncle - Scene 1



Aunt - Scene 1



Cousin- Scene 1



Teacher - Scene 1



Sports friend - Scene 1



Shop owner - Scene 1



Hair salon - Scene 1



Herder - Scene 1



This is Riad, the best friend of father. He has sheep, a cow and rabbits. He loves being outside with the animals grazing in the fields. He has a sweet and smart dog called Sousou who helps him to keep the herd of sheep together.



Riad is milking the sheep together with Firas. The milk he will give to the mother of Firas so she can make cheese. Riad is showing Firas the easiest way, so its nice for the sheep and is goes fast. The sheep stays relaxed and is eating grass, Firas is doing a good job.



Today is such a beautiful day, the sun is shining and the birds are singing. Riad is taking a rest while Sousou the dog watches the sheep. Riad knows that his dog will let him know when something goes wrong so he can easily take a little nap.



Riad is at the terrace. He has promised a rabbit to Rana and today he is bringing the rabbit to her. The rabbit will stay at the terrace. Rana is very happy because the rabbit is so sweet and sooo soft.



Riad is cutting the wool of the sheep with special scissors. His good friend Hicham helps him today. Riad will sell the wool to some people he knows who can make mattresses and bedcovers with it. The sheep will be happy too, because they were getting a bit hot.



Riad is out with his sheep and he sees the children who are playing hide and seek. He is reminded of himself at that age. He used to go with his father and best friend Hicham. They were also playing hide and seek in between the sheep.



Today Riad is going to the school to teach the children about nature. He has brought one of his sheep and a lamb. They children are interested to hear his stories about how sheep live, and off course all love to cuddle the little lamb.



Riad is going to the party. He is taking his dog Sousou also. They are both washed and combed and wear a nice bow tie for the occasion. He has also taught his dog to give a paw so he can congratulate Khouloud too. He only needs to say "give hand."

THE GAME WORLD

The phonics/reading game world has **15 characters** on the map in front of their location/house. Each character has **8 scenes with a short audio story** for each (120 scenes in total).

The **Reward system** for the phonics/reading game is a flower wreath with 6 flowers on it. For each mini game won (and video watched) the player receives water which fills up inside the wreath. Once the water meter is full, a flower blooms. Six flowers have to bloom to complete the wreath at one location.

Players can play at any location. However, once the wreath for a character has been completed for a learning level (see page 58), this location becomes inactive until the next level is reached.

Initial game state

- All locations are 'open'. Open locations can be identified by the jumping flower wreath.
- Click on a character to open the location.
- The player is brought to the scene and hears the audio story for that scene.
- When the story is finished, click anywhere in the scene to start a video/mini game.
- After the mini game is completed the screen automatically closes, or you can press the red X.
- The player is brought back to the game world and can choose to play the next mini game at the same location or go to another character to hear their story and play there.
- Once all the flowers are collected at a location, it is no longer possible to play mini games at this location. When players try to press the screen to start a mini game, Rafic, the game guide, pops up and tells them other people need their help.
- The player must go to a new scene to hear a new story and begin the videos and games.
- The jumping wreath shows players which locations still have to collect flowers. Inactive locations show a wreath with six flowers and without the jumping animation.
- The viewed (unlocked) character stories are stored in the **personal space**, which can be found by pressing the button with the paint and the book (facing page).
- After all the flowers at the 15 locations have been collected, all the locations become active again and the wreaths are empty again to start the new round and the cycle described above repeats.



THE PERSONAL SPACE

The personal space has a number of functions

All the characters have a portrait in the personal space. Click on a portrait to see and hear all unlocked scenes for that particular character.



Book shelf button: Shows all unlocked books, songs and poems that have been encountered in the game. The titles of the books are shown. The book colour indicates what type of book it is.

- **Orange** – First 8 letter sounds
- **Blue** – Next 8 letter sounds
- **Green** – Next 8 letter sounds
- **Purple** - Final 4 letter sounds
- **Pink** – Sentence books with themes
- **Yellow** – Books for enjoyment and books linked to Grade 2 and 3 learning objectives
- **Blue books (at the end)** - songs and poems



Video button: Stores all the unlocked instruction videos from the game. Children can look at any of the videos they have already seen if needed or desired.



Diary button: This is a place where children can write freely. They get one page per day to write. They do not have to write something each day if they don't want to.



Paint bucket button: This is a place where children can draw freely. They get one blank canvas each day. They do not have to make a drawing per day if they don't want to.



Above is a story scene with Grandfather Sami visiting his friend Anis at his shop to play backgammon.

This story shows children learning about animals from around the world with their teacher Farah.



THE MINI GAMES

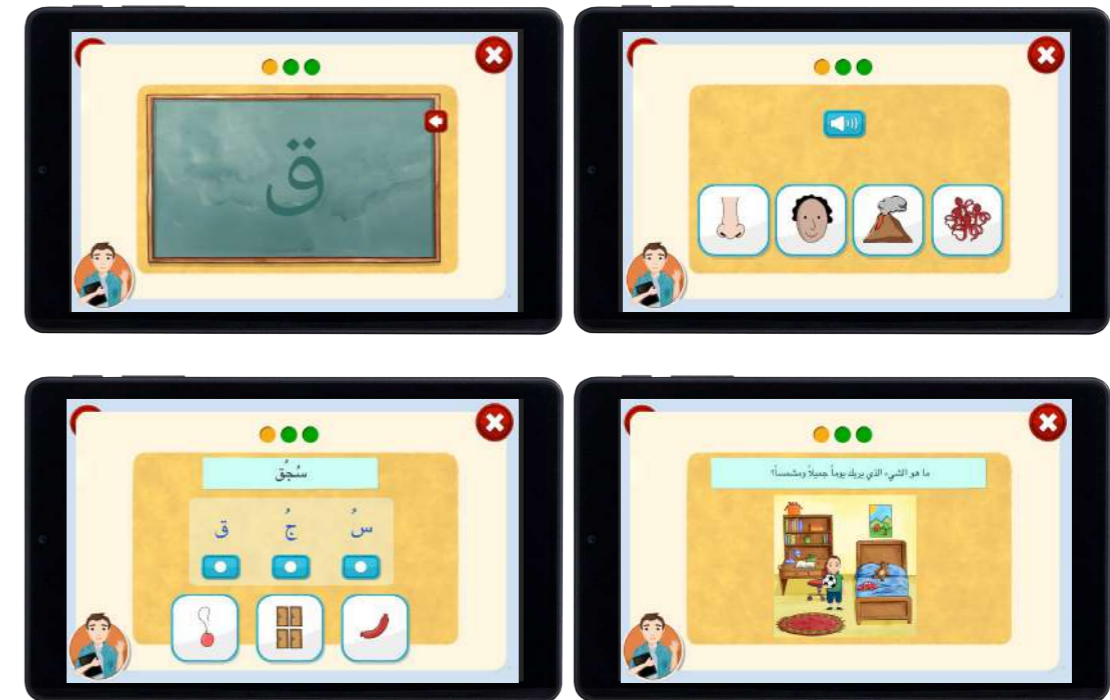
Mini games are the games where specific letters, sounds, blending and segmenting, spelling, reading and grammar, punctuation and vocabulary are learned and practiced.

Each mini-game addresses a specific learning objective and then revises/practices all previous learning.

This constant revision is extremely important for children to be able to consolidate their phonics learning.

Progress through the game is based on performance in the mini-games: the number of correct answers determines whether children can continue to further phonics learning levels and stages.

This ensures that children always work at their own level, at their own pace.



RAFIC THE GAME GUIDE

When the learner starts the game for the first time, they will be welcomed by Rafic the game guide. He will give a brief explanation on how to start and what is expected from the learner. The game guide icon is always located in the bottom left corner of the screen.

- 1. In the Game World, Rafic tells you when a wreath is full and that you need to go to a different character scene to continue playing further.**
- 2. In the mini-games pages, clicking on Rafic will make him repeat the instructions if the learner needs to hear it again.**



CWTL PHONICS/READING GAME: WHAT IS TAUGHT?

Purposeful, fluent reading (and ultimately writing) is the goal of any phonics/reading programme. So, with that in mind, we will look at the research-supported, 'Nine Components of effective Reading instruction' as an overview of what you will see in the game.



LEARNERS MUST:

Hear a sound/word before they can say it.

Read a sound/word before they can write it.

Know the meaning of a word before they can comprehend it.



Nine Components of Effective Reading Instruction

1. PHONEMIC AWARENESS (ability to focus on and manipulate individual sounds (phonemes) in spoken word), **LETTER KNOWLEDGE** and **CONCEPTS OF PRINT** (what books, print, and written language are, and how they function).

- The basis for learning an alphabetic writing system.
- Explicit instruction in sound identification, matching, segmentation, and blending.
- Linked to sound-symbol association.

2. THE ALPHABETIC CODE: PHONICS AND DECODING

- Knowledge of sound-symbol associations.
- When good readers encounter unknown words, they decode it, name it, and then attach meaning.
- Good readers do not depend primarily on context to identify new words.

3. FLUENT, AUTOMATIC READING OF TEXT

- New readers must apply their decoding skills to fluent, automatic reading of text.
- Readers with adequate fluency are much more likely to comprehend what they are reading.
- Levelled readers are important for giving children practice at their own level making a progression of fluency more possible.

4. VOCABULARY

- Knowledge of word meanings is critical to reading comprehension.
- Wide reading enables the acquisition of word knowledge.
- New words meanings are acquired by reading books or hearing books read.

5. TEXT COMPREHENSION

- The ultimate purpose of learning to read is to comprehend.
- Comprehension requires a good vocabulary and substantial background knowledge.
- Even before learners read for themselves, this vital background knowledge can begin exposing learners to literature from a variety of factual and fiction texts.

6. WRITTEN EXPRESSION

- Reading & writing practice build the skills of letter formation, spelling, and sentence generation.
- Eventually, explicit instruction in composition is very important.
- Composition involves generating and organising ideas, producing a draft, sharing ideas with feedback and revising, editing, proof-reading, and publishing.

7. SPELLING AND HANDWRITING

- Writing composition is only enhanced with good spelling and legible writing.
- Students learn spelling and handwriting more readily if those skills are taught explicitly and if they are applied in the context of frequent, purposeful tasks.
- Word usage, handwriting, punctuation, capitalisation, and spelling are the necessary conventions of written expression that must be taught alongside strategies for composing.

8. MOTIVATING CHILDREN TO READ AND DEVELOPING THEIR LITERACY

- Successful instruction should generate enthusiasm and appreciation for reading.
- Research reviews state that children who are encouraged to enjoy books by being read to (widely), are more likely to become good readers than children who aren't.

9. SCREENING AND CONTINUOUS ASSESSMENT TO INFORM INSTRUCTION

HOW DOES THE PHONICS/READING GAME WORK

Phonics instruction is teaching learners to understand that words are made up of letters. Those letters represent different sounds.

Phonics teaches students how to use these relationships to read and spell words.

Understanding that words are made up of sequences of individual sounds (phonemes) is a building block for learning to decode (sound out) individual words.

The CWTL phonics/reading game is divided into **learning Stages** which will be explained over the next 8 pages.

The following 2 pages will show the order of teaching throughout the Grade 1 stages and explain how long and short vowel sounds and letter shapes are introduced.

Grade 2 & 3 content (punctuation, grammar and spelling rules) will then be shown in order and detail.





READING AND SPELLING - Blending /Segmenting

Phonics learners require clear instruction and modelling with a lot of opportunities to practice pulling apart words (**segmenting**) into their component sounds and then putting those sounds back together to form words (**blending**).

Phonics helps learners segment words for spelling and blend sounds together for reading. **Segmenting** words into sounds and then **blending** sounds into words are very important skills that help learners spell and read unfamiliar or completely new words.

Grade 1 is when we begin to teach phonics. The letters and sounds are introduced and segmenting and blending of words and letters begins very quickly (**blending 2 to 3 sounds**).

Grade 2 and 3 includes further phonics repetition where words become longer, (**maximum of 4 sounds in Grade 2 and 5 sounds and above in Grade 3**).

In grammar and spelling, duals and plurals become a focus as do verb conjugations, adjectives, prepositions and punctuation marks. More complicated characters such as ta marbouda and hamza, tanween, shadda are introduced.

Here are some letter card examples from the first 4 stages in Grade 1:

Stage 1	ب	Stage 2	ن
Stage 3	ه	Stage 4	ذ

GRADE 1 - PHONICS/READING - Order of video instruction

Sequence of teaching: Every letter is introduced over two videos, A and B.

The Orange stage introduces the first 8 letters. Video A introduces each letter's 3 long and 3 short vowel sounds and the sukun. Video B then shows letter shape; how the letter is formed in different parts of a word. The below example are all areas covered over videos A and B for ب

Grade 1 Orange Stage

VIDEO 1A

1. Consonant letter introduced

ب

2. Fatha

بَ

3. Damma

بُ

4. Kasra

بِ

5. Alif

بَا

6. Waw

بُو

7. Ya

بِي

8. Sukun

بْ

VIDEO 1B

1. Letter shapes Isolated

ب

2. Initial

بـ

3. Medial

ـبـ

4. Final

ـب

Grade 1 Blue Stage

The same as orange with next 8 letters

Grade 1 Green Stage

The same as blue with next 8 letters

Grade 1 Pink Stage

The same as green with final 4 letters

LETTERS - Order of letter introduction

ي و ا ز ل د ر ب

خ ح ج م ش س ت ن

ض ص غ ع ف ك ق ه

ث ظ ط ذ

Stage 1

	video 1								video 2		
ba	بَ	بِ	بُ	بِ	بَا	بُو	بِي	بُ	بَ	بِ	بُ
dal	دَ	دِ	دُ	دِ	دَا	دُو	دِي	دُ	دَ	دِ	دُ
zāy	زَ	زِ	زُ	زِ	زَا	زُو	زِي	زُ	زَ	زِ	زُ
waw	وَ	وِ	وُ	وِ	وَا	وُو	وِي	وُ	وَ	وَ	وَ
ra	رَ	رِ	رُ	رِ	رَا	رُو	رِي	رُ	رَ	رِ	رُ
lam	لَ	لِ	لُ	لِ	لَا	لُو	لِي	لُ	لَ	لِ	لُ
alef	أَ	أِ	أُ	أِ	أَا	أُو	أِي	أُ	أَ	أِ	أُ
ya	يَ	يِ	يُ	يِ	يَا	يُو	يِي	يُ	يَ	يِ	يُ

Stage 3

	video 1								video 2		
hha	هَ	هِ	هُ	هِ	هَا	هُو	هِي	هُ	هَ	هِ	هُ
kaf	كَ	كِ	كُ	كِ	كَا	كُو	كِي	كُ	كَ	كِ	كُ
ain	عَ	عِ	عُ	عِ	عَا	عُو	عِي	عُ	عَ	عِ	عُ
ssad	صَ	صِ	صُ	صِ	صَا	صُو	صِي	صُ	صَ	صِ	صُ
qaf	قَ	قِ	قُ	قِ	قَا	قُو	قِي	قُ	قَ	قِ	قُ
faa	فَ	فِ	فُ	فِ	فَا	فُو	فِي	فُ	فَ	فِ	فُ
ghain	غَ	غِ	غُ	غِ	غَا	غُو	غِي	غُ	غَ	غِ	غُ
dhad	خَ	خِ	خُ	خِ	خَا	خُو	خِي	خُ	خَ	خِ	خُ

Stage 2

	video 1								video 2		
noon	نَ	نِ	نُ	نِ	نَا	نُو	نِي	نُ	نَ	نِ	نُ
sin	سَ	سِ	سُ	سِ	سَا	سُو	سِي	سُ	سَ	سِ	سُ
mim	مَ	مِ	مُ	مِ	مَا	مُو	مِي	مُ	مَ	مِ	مُ
hha	حَ	حِ	حُ	حِ	حَا	حُو	حِي	حُ	حَ	حِ	حُ
taa	تَ	تِ	تُ	تِ	تَا	تُو	تِي	تُ	تَ	تِ	تُ
shin	شَ	شِ	شُ	شِ	شَا	شُو	شِي	شُ	شَ	شِ	شُ
jeem	جَ	جِ	جُ	جِ	جَا	جُو	جِي	جُ	جَ	جِ	جُ
kha	خَ	خِ	خُ	خِ	خَا	خُو	خِي	خُ	خَ	خِ	خُ

Stage 4

	video 1								video 2		
dhal	ذَ	ذِ	ذُ	ذِ	ذَا	ذُو	ذِي	ذُ	ذَ	ذِ	ذُ
dha	ظَ	ظِ	ظُ	ظِ	ظَا	ظُو	ظِي	ظُ	ظَ	ظِ	ظُ
tta	طَ	طِ	طُ	طِ	طَا	طُو	طِي	طُ	طَ	طِ	طُ
tha	ثَ	ثِ	ثُ	ثِ	ثَا	ثُو	ثِي	ثُ	ثَ	ثِ	ثُ

Resources

			
بَاطَةٌ	نَحْلَةٌ	فِيل	طُيُور

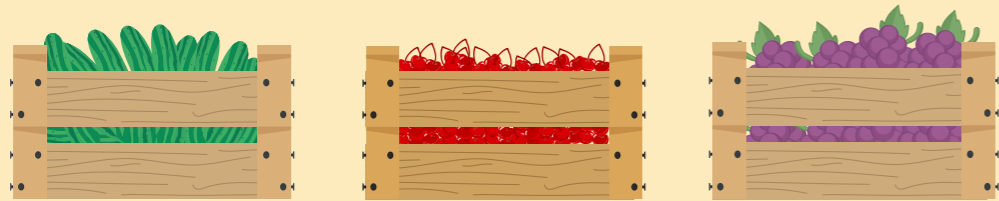
GRADE 2 - Order of introduction

1. Letter/word_/sentence	الحرف والكلمة والجملة
2. Similar letter sound - t	الحروف المتشابهة لـ ت : ط ت
3. Paragraph/text	الفقرة والنص
4. Similar letter sounds	الحروف المتشابهة لفظاً : ث س ص
5. Types of words	الاسم والفعل والحرف
6. Similar letter sound - k	الحروف المتشابهة لفظاً : ق ك
7. Demonstratives - close	أسماء الإشارة للقريب
8. Similar letter sound - th	الحروف المتشابهة لفظاً : ذ ز ظ
9. Demonstratives - far	أسماء الإشارة للبعيد
10. Similar letter sound - sh	الحروف المتشابهة لفظاً : ش ج
11. Similar letter sound - d	الحروف المتشابهة لفظاً : د ض ظ
12. Female/male/a	المذكر والمؤنث - ١
13. Similar letter sound - g	الحروف المتشابهة لفظاً : خ غ
14. Singular/dual	المفرد والمثنى
15. Similar letter shape - kh	الحروف المتشابهة شكلاً : ح خ
16. Plural - salem	الجمع
17. Similar letter shape - b	الحروف المتشابهة شكلاً : ب ت ث
18. Plural - takseer - a	جمع التذكير - ١
19. Past tense - a	الفعل الماضي - ١
20. Similar letter shape - g	الحروف المتشابهة شكلاً : ع غ
21. Tanween	التنوين
22. Past tense conjugations - third	تصريف الفعل الماضي مع ضمائر الغائب
23. Ta female plural - a	التاء في آخر جمع المؤنث السالم - ١
24. Past tense conjugations - second	تصريف الفعل الماضي مع ضمائر المخاطب
25. Ta end of verb -na	التاء في آخر الفعل - ١
26. Past tense conjugations - first	تصريف الفعل الماضي مع ضمائر المتكلم
27. Ta end word - a	التاء في الاسم الثلاثي الساكن الوسط - ١
28. Present tense - a	الفعل المضارع
29. Ta marbouta - a	التاء المربوطة - ١
30. Present tense conjugations - third	تصريف الفعل المضارع مع ضمائر الغائب
31. Shadda madda	الشدة والمدة
32. Present tense conjugations second	تصريف الفعل المضارع مع ضمائر المخاطب
33. Hamza begin word - a	الهمزة في أول الكلمة - ١
34. Present tense conjugations - first	تصريف الفعل المضارع مع ضمائر المتكلم
35. Fa, ba, ka word AL a	دخول ف، ك، ب إلى الكلمات التي تبدأ بـ "ال" - ١
36. Change past to present	التحويل من الماضي إلى المضارع

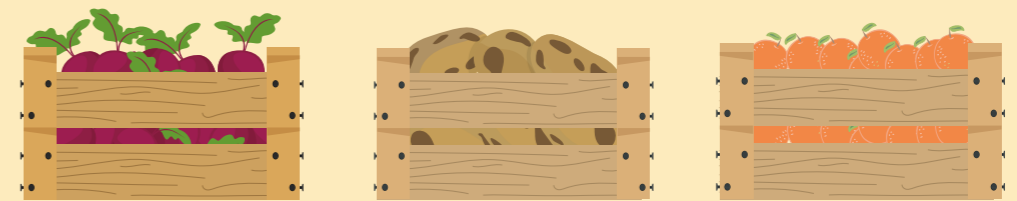


GRADE 3 - Order of introduction

1. Female/male	المذكر والمؤنث - ٢
2. Ta marbouta	التاء المربوطة - ٢
3. Singular/dual/plural	المفرد والمتنّى والجمع
4. Ta end word - b	التاء في الاسم الثلاثي الساكن الوسط - ٢
5. Plural salem - male	جمع المذكر السالم
6. Alef farika	الألف الفارقة
7. Ta female plural - b	التاء في آخر جمع المؤنث السالم - ٢
8. Plural salem female	جمع المؤنث السالم
9. Shadda	الشدة
10. Plural takseer - b	جمع التكسير - ٢
11. Marifa nakira	المعرفة والنكرة
12. Madda	المدة
13. Demonstratives	أسماء الإشارة
14. Alef not pronounced	الألف المفقودة غير المكتوبة
15. Types - nouns	اسم العلم واسم الجنس
16. Hamza begin word - b	الهمزة في أول الكلمة - ٢
17. Adjectives	الصفة والموصوف
18. Al words with hamza	دخول "ال" على كلمات تبدأ بهمزة
19. Ta end of verb - b	التاء في آخر الفعل - ٢
20. Past tense - b	الفعل الماضي - ٢
21. Tanween dam kassra	تنوين الضم والكسر
22. Past tense conjugations	تصريف الفعل الماضي
23. Tanween fatha	تنوين الفتح
24. Present tense - b	الفعل المضارع - ٢

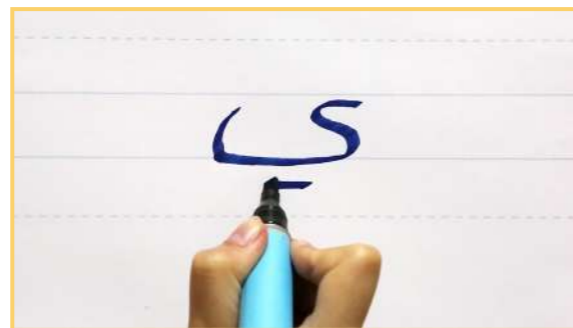
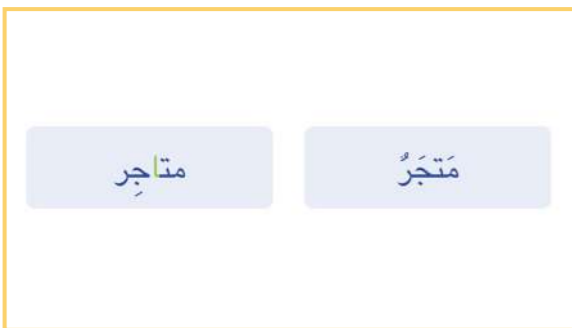
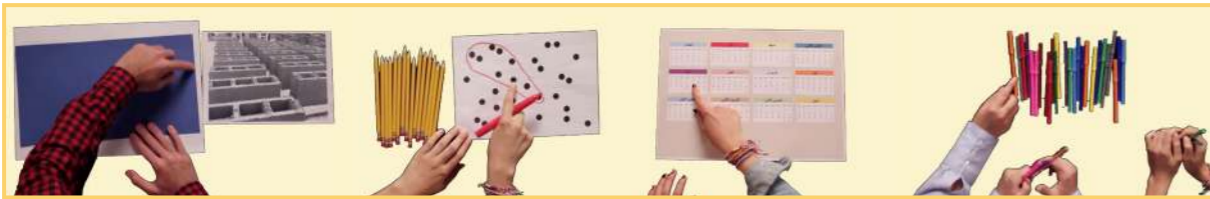


25. Al words with lam	دخول "ال" التعريف على اسم يبدأ بلام
26. Present tense conjugations	تصريف الفعل المضارع
27. Subject	الفاعل
28. Sun, moon letters	الحروف القمرية والشمسية
29. Imperative tense	فعل الأمر
30. Yeh moukhataba	ياء المخاطبة
31. Sentence verb	الجملة الفعلية
32. T, k moukhataba	ت - ك المخاطبة
33. Sentence noun	الجملة الاسمية
34. Noon/niswa/moutakalimeen	نون النسوة ونا المتكلمين
35. Fa,ba, ka word AL - b	دخول ف، ك، ب الى الكلمات التي تبدأ ب "ال" - ٢
36. Demanding form	أسلوب الطلب
37. Question form	أسلوب الاستفهام
38. Punctuations marks - a	علامات الترقيم
39. Sentence forms	أنواع الجمل
40. Punctuations marks - b	علامات الوقف
41. Prepositions	"حروف الجر"
42. lam, jar	"دخول لام الجر على أسماء تبدأ ب "ال"
43. Negative form	الإثبات والنفي
44. Revision: ta end verb word	مراجعة: التاء في آخر الفعل والتاء في آخر الاسم المفرد المؤنث
45. Revision: type of words	مراجعة: الاسم والفعل والحرف
46. Revision: fa, ba, ka, word AL - b	"مراجعة: دخول ف، ك، ب الى الكلمات التي تبدأ ب "ال"
47. Revision: verb tenses	مراجعة: الفعل الماضي والفعل المضارع
48. Revision: ta female plural	مراجعة: التاء في آخر جمع المؤنث السالم



INSTRUCTION VIDEOS

Young actors present the scripted videos, covering all objectives from the previous four pages.



BOOKS IN THE PHONICS/READING GAME

Phonics readers - 84 books in total



Colour coded 'Phonics Readers' (with audio). Year 1 only. Directly linked to the sounds taught in each of the instruction videos.

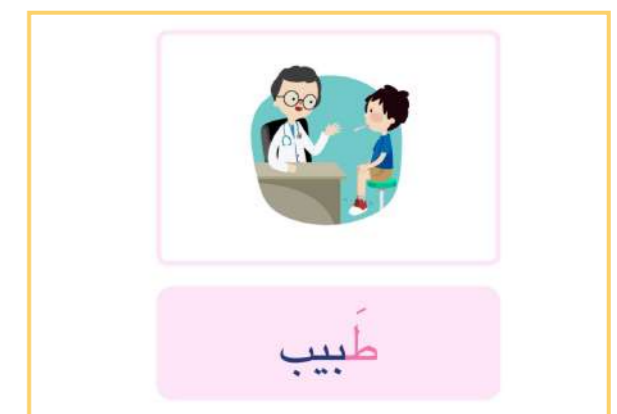
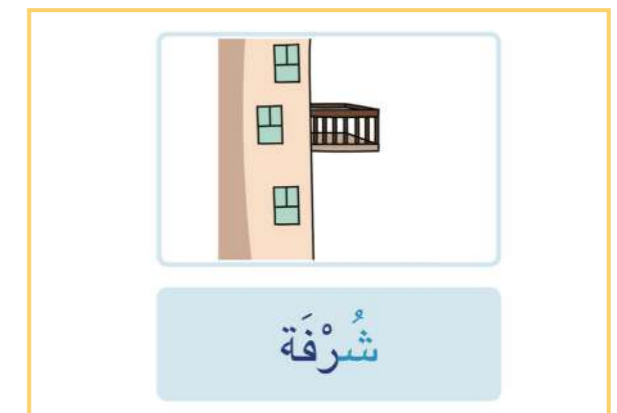
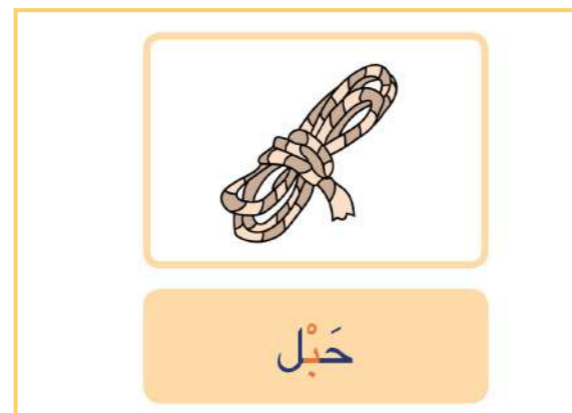
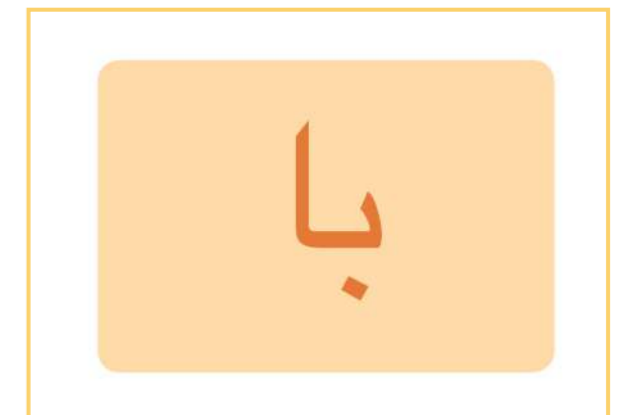
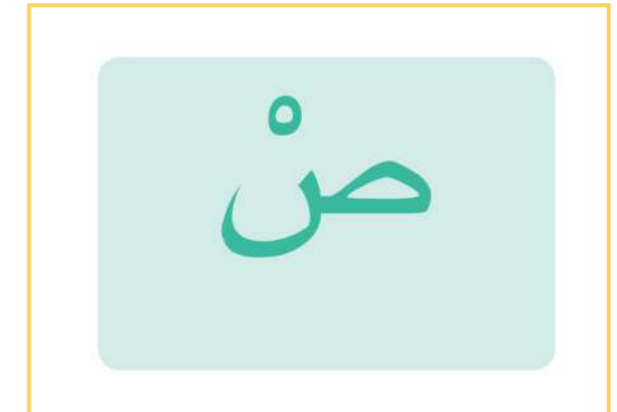
Books for enjoyment - 67 books in total



14 'Books for Enjoyment' (with audio) and 53 story books (with audio) covering grammar and spelling objectives.

PDF EXAMPLES

Some of the resources developed for the instruction videos.



PHONICS TERMS EXPLAINED

PHONEMIC AWARENESS

Is the ability to focus on and **manipulate individual sounds** in spoken words.

PHONICS

Is the method of teaching reading by **connecting the sounds with the letters** in words in an alphabetic writing system.

HARAKAT

Consonants and long vowels are represented by letters, but short vowels and consonants are not given in writing. Instead, a **diacritical mark** (glyph) is used above or below the letter. These harakat glyphs are called:

- **Fatha**: A dash on top of a letter, represents a short A sound (cat) right after the original sound of the letter.
- **Kasra**: A dash written below the letter, represents a short E sound (met) right after the original sound of the letter.
- **Dama**: Looks similar to a number 9, represents a short vowel O sound (on) right after the original sound of the letter.
- **Sukun**: An additional sign, represents no additional sound but the original sound of the letter; it shows the absence of a vowel sound.
- **Tanween**: The tanween is an "n" sound added to the end of the word in certain circumstances, usually it functions just like the "a" and "an" in English

DECODING

Using letter-sound relationship knowledge to accurately **sound out / read words**.

BLENDING

Merging individual sounds together to pronounce a word.

SEGMENTING

Hearing the individual sounds within a word. In order to spell this word, a child must segment it into its component sounds and choose the letters that represent them.

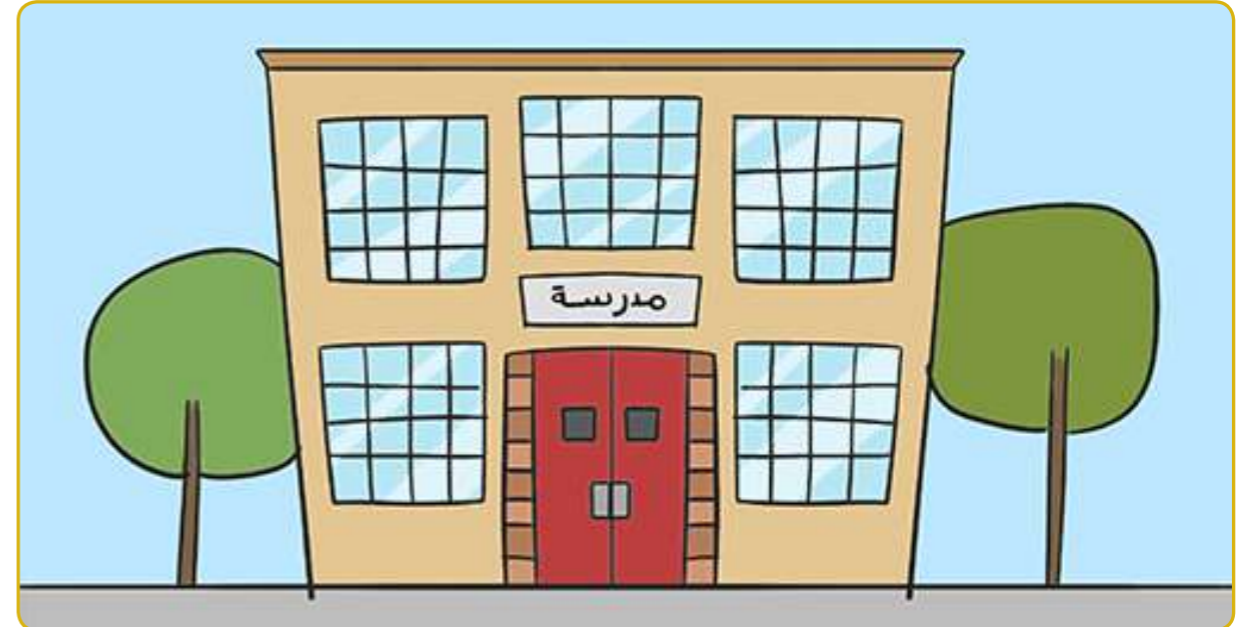
FLUENCY

The ability to read with speed, accuracy, and proper expression. Learners must be able to read fluently to understand what they read. When reading aloud, fluent readers read in phrases and add intonation appropriately.

COMPREHENSION

Understanding of language whether it is **spoken or written**; being able to answer (often quite complex) questions about a story.

LEVELS OF COMPREHENSION QUESTIONING



Level 1 - Knowledge: e.g.

What is ___?
How many ___?

Level 2 - Comprehension: e.g.

What is the main idea of ___?
Who do you think ___?

Level 3 - Application: e.g.

How would you use ___?
What would you ask ___?

Level 4 - Analysis: e.g.

Why do you think ___?
How is ___ similar to ___?

Level 5 - Synthesis: e.g.

How would you improve ___?
What would happen if ___?

Level 6 - Evaluation: e.g.

Do you agree with ___? Why/not?
What do you think about ___?



EACH LEARNING LEVEL CONTAINS:

Learning levels begin with an instruction video where the new letter/sound is introduced. Example words and letter shapes are explained and demonstrated.

There are then a series of mini games including poems, songs and stories. Many of the stories contain comprehension questions.

Below are some examples of some of the games you will see.



Phonics instruction video



Letter recognition game



Phonics reader



Sound blending game



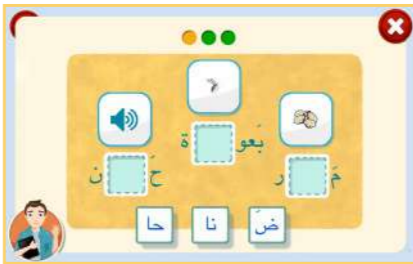
Initial letter sound match game



Reading game



Grammar game



'Sound button' spelling game



Reading game



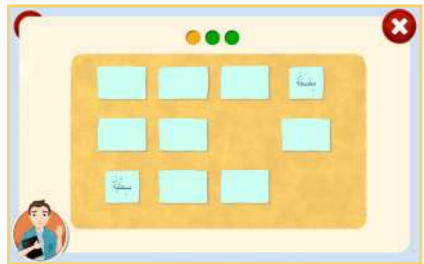
Typing/spelling game



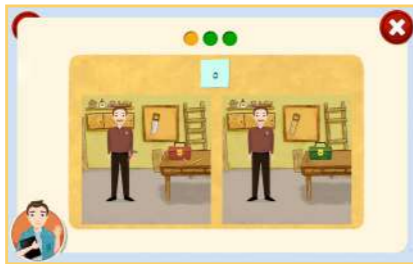
Grammar game



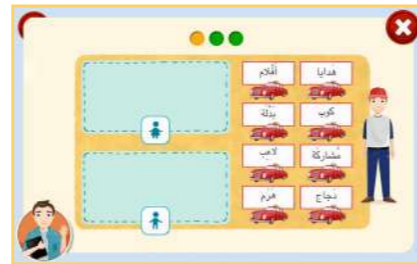
Reading game



Sight word matching game



Spotting difference game



Grammar game

HOW THE ICONS AND NAVIGATION IN THE GAME WORLD WORK

Mini-game icons



Press Rafic to repeat instructions



Press this to confirm a choice



Press this to try again



This icon shows at the top of the screen for a correct answer in a mini-game



This icon shows at the top of the screen for an incorrect answer in a mini-game



Press this to exit a mini game



Press this to hear audio recording



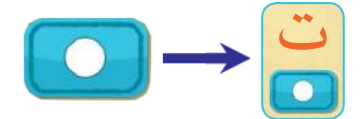
Press picture buttons to enter an answer



Letter button to drag and drop...



... into one of these dotted squares



This is a 'sound button.' They appear under letters, you can press them to hear the sound that letter makes

Video Files and Personal Space



Video section for all unlocked videos

Press this to play a video



Map gives overview of all characters and the whole village



Paint and book: Opens 'Personal Space'



Bookshelf button: All the unlocked books stored by colour

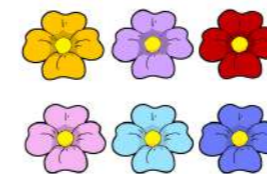


Diary button: You can write freely; one page per day.

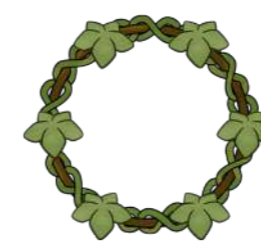


Paint bucket button: you can draw freely; one page per day

General Game Icons



These flower icons are the reward. A child will play several games to 'fill' a wreath with water. Once the wreath is filled, a reward flower is shown in the game world.



This flower wreath fills and shows the progress of the child in the general game world.



Backspace deletes an answer you may have written incorrectly



This deletes student accounts and puts them in the trash



This button takes you back a page



This is the exit button of the game

The Reading Rope

This graphic shows us the complexity of learning to read and all the different strands that need to be mastered to become strong, fluent spellers and readers.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

(facts, concepts, etc)

VOCABULARY

(breadth, precision, links, etc)

LANGUAGE STRUCTURE

(arrangement of words; meaning)

VERBAL REASONING

(inference, metaphor, etc)

LITERACY KNOWLEDGE

(print concepts, genres, etc)

WORD RECOGNITION

PHONOLOGICAL AWARENESS

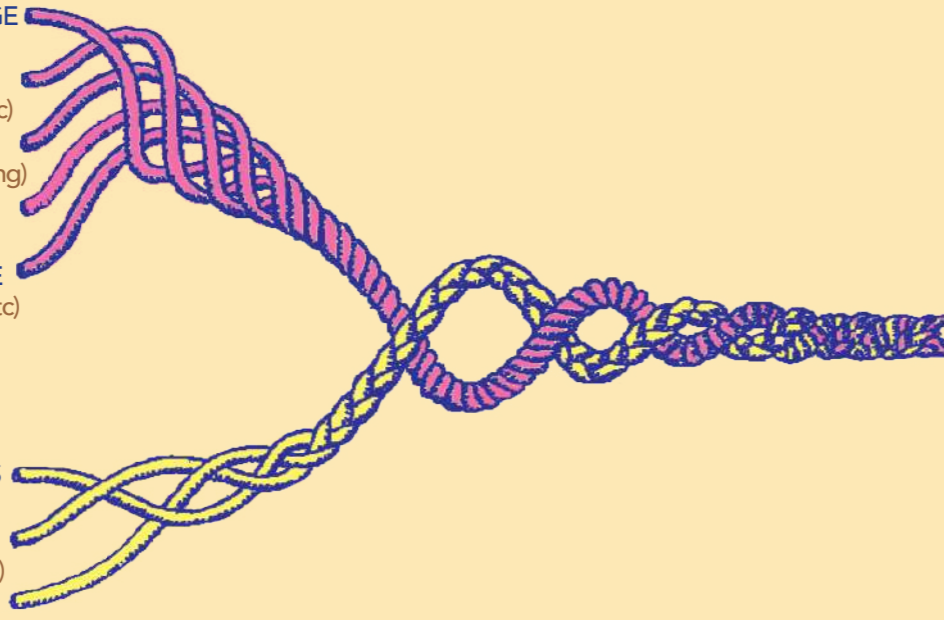
(syllables, phonemes, etc)

DECODING

(spelling - sound concepts)

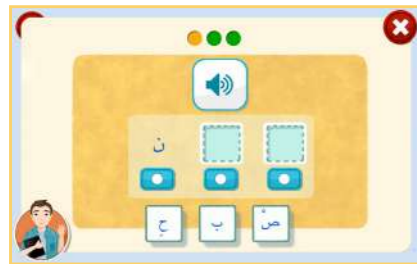
SIGHT RECOGNITION

(of familiar words)



Scarborough, H. (2001) Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), Handbook of Early Literacy Research, pp. 97-110. New York, Guilford Press.

Some more examples of some of the games you will see



Segmenting game



Thematic vocabulary game



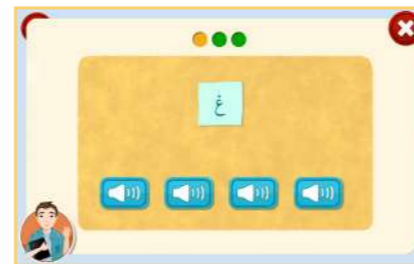
Matching image to audio



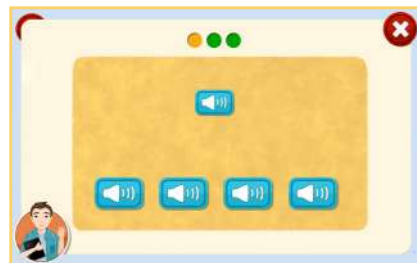
Reading/matching game



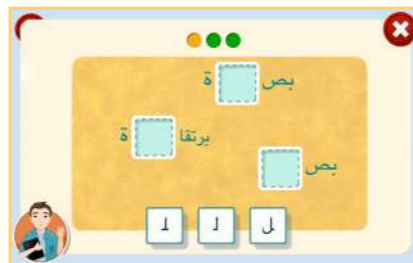
Initial letter game



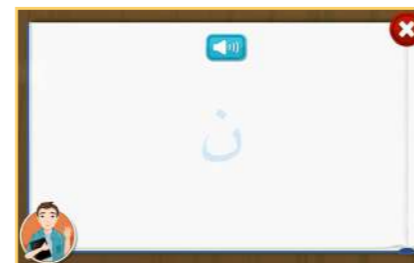
Matching sound to image



Initial letter id (audio)



Drag and drop phonics spelling



Phonics letter song

Strategies for reading

As learners progress through school, they are asked to write, read and comprehend increasingly more difficult texts. The ability to write and fluently read and comprehend these texts is key to their future learning success. Reading is a thinking process where strategies are used to help, often unconsciously, when faced with an unknown word or when learners lose the meaning of what they are reading.

Successful readers should have a variety of different strategies to draw upon, and know how and when to use them. Beginner readers need explicit teaching of these strategies to become better readers.

It is extremely important for learners to have a solid understanding of phonics. Sound-symbol associations are crucial when they encounter unknown words. They sound it out, name it, and then attach meaning; one of the 9 important components of effective readers. However, although important, phonics is not the only strategy that should be employed by learners.

Some other important strategies include;

- Learn and recognising words by sight**
- Look at illustrations for a clue.** Pictures compliment text and often provide valuable clues. Early reading books are designed to provide text support through the illustrations.
- Try reading just the first sound of the word.** Read the full sentence but when you get to the unfamiliar word, just say the sound of the first letter. Often this can be just the push the learner needs and the whole word follows.
- What word would make sense.** This is a strategy for decoding and comprehension. Thinking about the paragraph or story often provides clues to the unknown word.
- Context Clues.** An effective strategy for reading comprehension is to use the other words in a sentence or passage to understand an unknown word. If you read a sentence leaving a short gap where the unknown word is and then you keep reading, the other words in the sentence can be helpful in determining the unknown word.
- Looking for familiar parts in a long word.** Looking for a part they already recognise in a large word can make it seem less daunting. It can help learners realise what the full word is. For example, the word 'sitting' has the small words 'it' and 'sit' in it, it also has the 'ing' sound.
- Cover up parts of an unknown word and try again.** Covering the endings of words can help learners recognise parts of words they may already know.
- Don't be afraid to start again from the beginning.** When learners are struggling with too many words in a sentence or a paragraph, their reading fluency can be impacted. This is because they stop looking at the sentence or paragraph as a whole and just start to focus on individual words or sounds. Wait 5 seconds and give it another go.



STEPS TO SUCCESS

Solving small problems



While using the tablets you may experience some small problems. These can be related to the **hardware** (the tablet itself or any of the things you can pick up, like the charger, headphones, etc), or they can be related to **software** (the game or other programmes **inside** the tablet).

Some of the small problems you may encounter are:

1. The tablet doesn't respond at all (screen freezes)
2. The 'loading' screen stays on for a long time
3. The game stops in the middle of play



TIP:

For most of the minor problems, try to restart the tablet by turning it off (or force quitting) and then turning it on again after 30 seconds. Usually, by doing this, you will be able to 'reboot' and fix most of the problems you encounter

If this still doesn't work, you may need to ask for support and assistance from the technical expert.

For additional suggestions on how to fix small problems, see if your problem is mentioned on the table on the facing page. You could photocopy the page and put it up somewhere where everyone will be able to see it easily.

PROBLEM	SOLUTION
Notification appears saying that the device is not reading the SD card (a type of memory card used in tablets. It has all the videos stored on it)	<ol style="list-style-type: none"> 1. Turn off the tablet 2. Remove the SD card 3. Click it back in the tablet again 4. Turn on the tablet
The tablet starts overheating	<ol style="list-style-type: none"> 1. Do not use your tablet while plugged into the energy source 2. Turn off your tablet and wait until the heat is gone 3. Turn on, and if it overheats again, refer to the technical support
Password not working	<ol style="list-style-type: none"> 1. Clear the password that you have inserted 2. Make sure you have pressed the correct player's icon 3. Now try to type the password again 4. Double check you are typing the correct password
The sound is not working	<ol style="list-style-type: none"> 1. Unplug and then plug in your headphones again 2. Check your volume is turned up on the tablet
Tablet doesn't respond at all	<ol style="list-style-type: none"> 1. Hold the power button down for fifteen seconds to 'force quit.' Turn it on again after 30 seconds. If the tablet doesn't connect, request technical support

What to do if more technical support is needed

If you were not able to solve the tablet problems by following the suggested solutions, then you may need additional support. Other occasions when you may need additional technical support:

1. **Charger is not charging the tablets**
2. **Charging socket in the tablet doesn't work**
3. **Sound is not working**
4. **Parts of the tablet are broken**
5. **Tablet camera is not working**
6. **The battery runs out too quickly**
7. **You are encountering multiple issues with logging into the game**
8. **You receive a notification saying that the memory of the tablet is full**

How to contact technical support

If you are in need of additional support, you may contact the CWTL team member in the local area. They may not be able to support immediately, but they will come as soon as possible.

In order to have all the required information for the technical expert, make sure you follow the instructions in the next section.

Filling in the feedback form

If you aren't able to solve the problem on the spot, you will need additional help from the technical staff. They will need as much detailed information as possible to help solve the problem.

Please do the following:

The teacher/facilitator or centre co-ordinator should fill out the report form (facing page) with information about your problem. Try to write as much detail as possible to describe what happened when you encountered the problem. E.g. I pressed the icon of the app, I started inserting the password, I could only insert half the password and then it got stuck, I closed the app and when I opened it again it was still stuck.

The centre co-ordinator should then sign the form and then pass it (with the tablet) to the CWTL focal point team member, who will then pass it to the IT staff (if the IT staff are in the area, they can process it directly).

The IT team will then fix the issue, take a copy of the incident report and sign the first copy to return it and the tablet to the focal point.

Following this procedure will ensure that your problem will be solved as soon as possible.



CAN'T WAIT TO LEARN RESOURCES INCIDENT REPORT

A. Date of Incident:		B. Reference number:	___/CWTL/___/___
	<i>(DD/MM/YYYY)</i>		<i>(# of incident/CWTL/Partner code/ location code)</i>
C. Center:			Center code: 13 Locations codes: 01
	<i>(Official name of partner)</i>	<i>(Official name of the location)</i>	

Resource details:			
D. Item:		E. Serial Number:	
F. Model:		G. Brand:	
H. Linked CWTL ID			

Incident details:
I. Type of Incident:
<input type="checkbox"/> Lost <input type="checkbox"/> Break <input type="checkbox"/> Damaged <input type="checkbox"/> Software breakdown <input type="checkbox"/> Others, please specify _____

J. Incident description:

K. Action taken:

Report details:			
L. Date of Report:		M. Submitted by:	
	<i>(DD/MM/YYYY)</i>		<i>(Name of the facilitator)</i>
N. Signature of Facilitator:		O. Signature of Center Coordinator:	

CREATING INDEPENDENT LEARNERS: Promoting Independence - The 5 Is

Given the number of children who will be working independently on different levels and activities, it is important to talk to them about some steps they can go through to problem solve. Rather than just ask an adult when they get stuck, or worse, do nothing at all, the children must be encouraged to use all their resources before they give up or ask the teacher.

Share these 5 steps to independence with the children

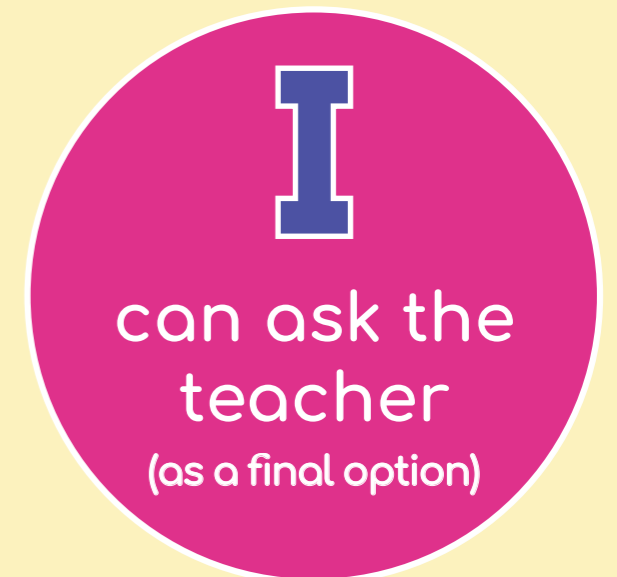
If they are stuck, children should be encouraged to go through the first 4 steps of the 5 Is, with asking an adult for help, step 5, as the final option.

You may need to tell them, "asking a friend" doesn't mean the friend just tells them the answer. The friend must see if they can explain how something is done, not just give the answer. It would be good for you to demonstrate a few examples of what you mean and then ask some children to come up and see if they can explain how to do $23+18$ (or other examples) to everyone without actually telling the answer.

Stress that it is the process they should be explaining, not giving the answer.



THE 5 IS TO HELP YOU LEARN



CAN'T WAIT TO LE

ARN: STEP-BY-STEP

1

2

3

4

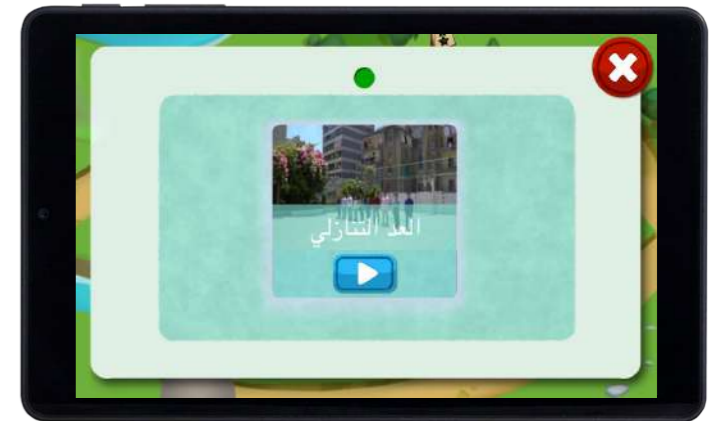


5

6

7

8



9

10

11

12



Steps to remind the children. You will have this as an A1 sized

poster for the children to refer to when they first start CWTL

CAN'T WAIT TO LE

ARN: STEP-BY-STEP

1

2

3

4

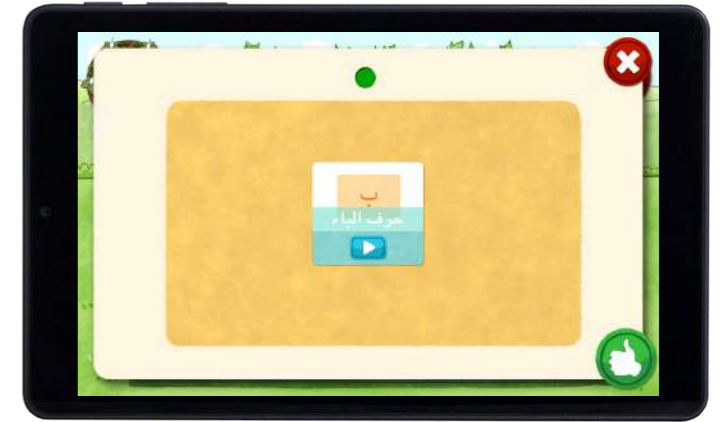


5

6

7

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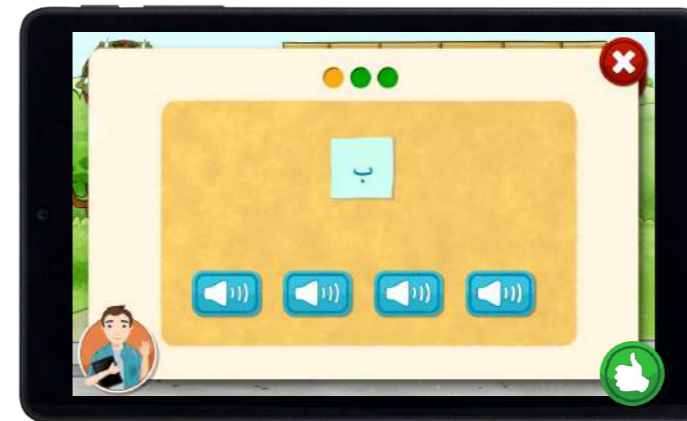


9

10

11

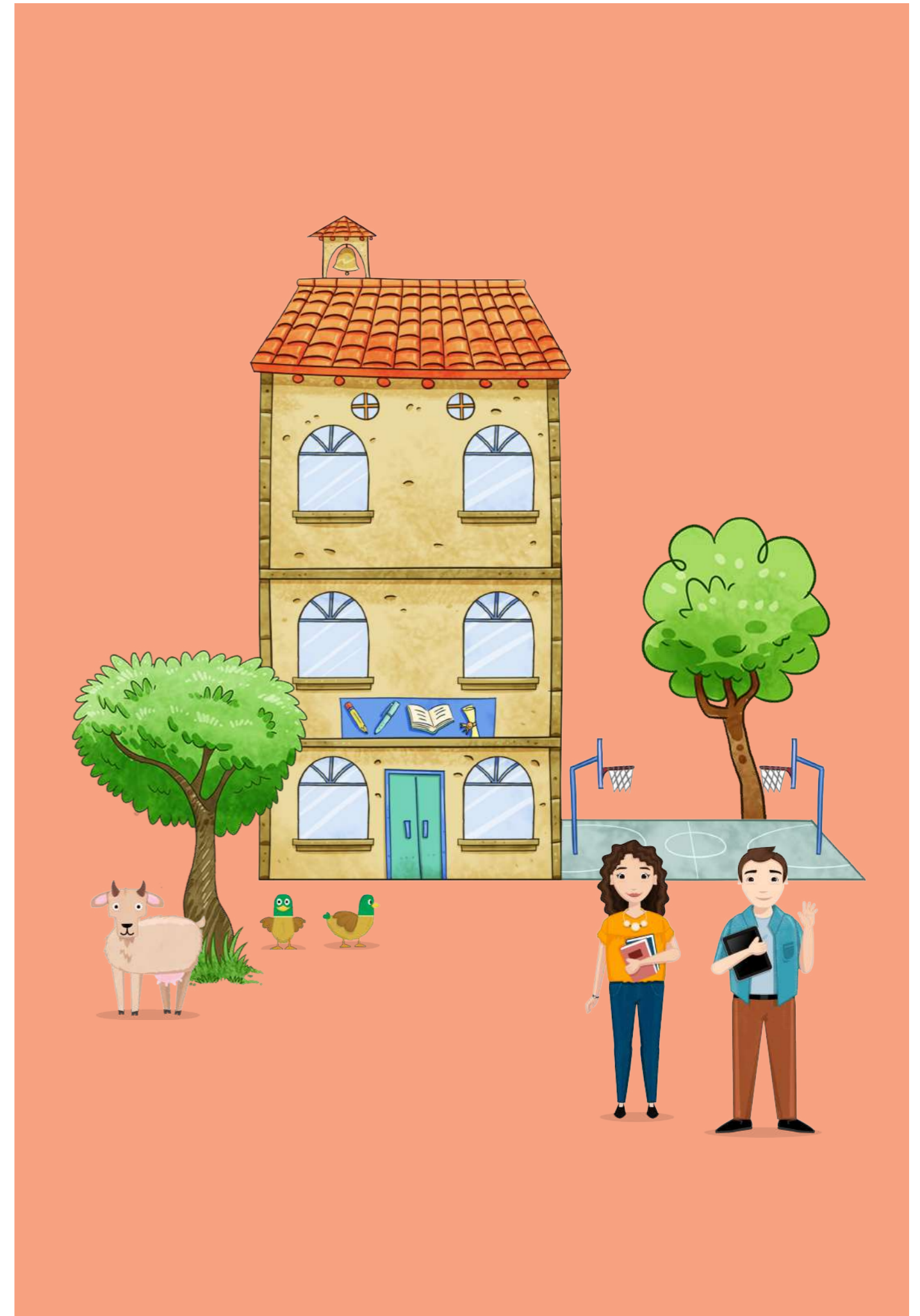
12



Steps to remind the children. You will have this as an A1 sized

poster for the children to refer to when they first start CWTL

CAN'T WAIT TO LEARN
CENTRE CO-ORDINATORS' SECTION



CLASSROOM OBSERVATION TOOL GUIDE:

The classroom observation form is a unified tool that's used by the field staff to collect both qualitative and quantitative data about CWTL implementation in classes.

Developmental Process:

Based on our conviction that classroom observations of teachers is an important tool for educational development, monitoring & evaluation, and capacity building; it was agreed by the educational team to develop a common evidence-based tool that's tailored according to CWTL criteria. We had the vision that by observing facilitators in the classroom, it is possible to measure the impact of the trainings (CWTL/IT/CP) and other interventions on teachers and, in turn, on student learning. The classroom observation tool was developed in collaboration with the team members to help us receive a formative feedback and benchmark the performance of facilitators in important areas such as teachers' use of instructional time and educational materials, student engagement, and use of best-practice teaching techniques.

Purpose:

This observation tool aims at:

- Measuring the facilitators' knowledge within CWTL Program.
- Identifying the facilitators' strengths and weaknesses.
- Supporting the facilitators based on field challenges.
- Unifying the perspectives on which the observers could uniformly evaluate the facilitators.
- Observing the facilitators' implementation of CWTL's educational criteria and teaching strategies.
- Monitoring students' engagement, interaction.

Function:

The evaluator and teacher discuss what will be observed during the classroom visitation. This observation should be a minimum of 45 minutes in the classroom. It should be prearranged according to a mutual date and time. After the sessions end, the evaluator and teacher should meet to discuss strengths and weaknesses of the teacher's performance during the observed lesson.

CLASSROOM OBSERVATION STEPS

STEP 1	Pre-observation meeting	The pre-observation meeting is a casual conversation where the observer and the facilitator confirm the time/date of the observation. This can occur in person or over the phone. It is also to discuss what (if anything) the facilitator would like the observer to focus on during the classroom observation.
STEP 2	Classroom observation	During the classroom observation, the observer fills the observation tool, and takes descriptive notes on the lesson, including the actions of the teacher and the students. The observer takes notes on what went well in the lesson, referred to as 'Strengths', and areas for improvement, referred to as 'Improvements'.
STEP 3	Post-observation meeting	In the post-observation meeting, the observer asks the teacher reflective questions to help the teacher think about how the lesson went. It is important for the observer to guide the conversation by asking questions, not lead the discussion by immediately providing feedback.

Who does the observations?

Field Officers.

How often is the observation tool used?

CWTL Observation Tool is used two times per cycle (baseline and end line).

Collected Information:

The collected data (qualitative and quantitative) ought to reflect the facilitators' commitment to CWTL's educational criteria (self-learning, creativity in education, classroom management, steps of independent learning, motivational activities, teaching aids within the game, etc.).

Analysed Data

The data analysis is based on comparing the classroom observation results between the beginning and end of cycle. This reflects the facilitators' progresses and challenges in each area based on CWTL's educational criteria.

Shared Information:

The outcome is to be shared with the facilitators and the field officers so they could both detect the strengths and weaknesses, and set up action plans accordingly. The data will be shown only two times per year (Mid – year / End –year).

What do Lead Teachers report back to Head Teachers?

The Lead Teacher fills in an 'Activity Observation Report' (below) which must be shared with Head Teachers.

CAN'T WAIT TO LEARN OBSERVATION FORM

Name of Observer			
Name/location of centre			
Name of facilitator			
Date:			
Time:			
Lesson (circle answer)	Mathematics	Arabic	
Number of children present	Children:	Girls:	Boys:
Number of tablets			

1. Does the facilitator respect the tablet session time?	Yes	No
2. Are there classroom routines set in the classroom?	Yes	No
3. Is this the first time this classroom is observed? If not, how many times was it observed before?	Yes	No
Number of previous observations ()		
Additional comments:		

Rate using the criteria below:

1: None of the time 2: Rarely 3: Some of the time 4: Most of the time 5: Always

CLASSROOM OBSERVATION CRITERIA	RATING (circle as appropriate)				
1. The facilitator uses the five steps to independence method	1	2	3	4	5
2. The facilitator moves around the classroom and asks the children questions	1	2	3	4	5
3. The facilitators helps the child when children are struggling with a concept or skill	1	2	3	4	5
4. The facilitator uses different strategies (visuals, explains on board, objects, etc.) to simplify complex concepts and skills	1	2	3	4	5
5. The facilitator decorates the classroom using children's work	1	2	3	4	5
6. The facilitator encourages positive behaviour	1	2	3	4	5
7. The facilitator refers to and uses classroom agreement when needed	1	2	3	4	5
8. The facilitator solves technical issues with the tablets Tablets are charged and headphones are properly handled	1	2	3	4	5
9. The facilitator uses ice breaking activities and/or other complementary activities when needed	1	2	3	4	5
Additional comments:					

CLASSROOM MENTORING TOOL GUIDE:

The classroom mentoring form is a tool that's used by the field staff to collect qualitative data from the facilitators based on the classroom observations and the facilitators' input.

Developmental Process:

One of the classroom observation steps is the post observation meeting in which the observer asks the teacher reflective questions to help him/her think about how the lesson went. It also gives the observer a chance to share his/her feedback and guide the facilitator to come up with action plans/recommendations. Based on that we thought of developing a unified tool that would help us guide the conversation.

This tool is a powerful opportunity to improve students' learning outcomes through teachers learning. It enables the facilitators to reflect on their practice and to question what they do as they go about their teaching. When developing the tool, we took into consideration that as means of professional learning, mentoring requires careful planning and effective implementation, so that it becomes embedded into CWTL Program, supported by design, not chance.

Purpose:

This mentoring tool aims at:

- Listening to the facilitators and giving them the chance to talk about their challenges, successes and recommendations.
- Asking questions to help develop the mentor's and the facilitator's understanding of a situation or challenge.
- Encouraging self-reflection, and helping the facilitators identify areas for development as well as strong areas and how they're affecting the implementation process.
- Providing feedback, and coaching on specific areas if required.
- Offering different perspectives and providing support and encouragement.
- Setting an achievable, realistic and stretching action plan with the facilitator, and following up on it.
- Identifying CWTL's challenges and upgrading the program's quality.

FUNCTION:		
STEP 1	Initial Meeting	<ul style="list-style-type: none"> • Explain the purpose of the mentoring session. • Discussing the format of the meeting. • What will the mentor commit to and their role. • What is expected from mentees and their role.
STEP 2	Mentoring Session	<ul style="list-style-type: none"> • Identify objectives • Provide feedback • Identify strengths and achievements as well as areas of development • Explore options • Coaching on specific areas if required • Discuss professional issues • Agree on support needs • Set targets for future actions • Create opportunities for mentees to gain experience
STEP 3	Moving On	<ul style="list-style-type: none"> • Review and sign off objective. • Help the mentee to identify the next steps. • Self-reflection and review on the effectiveness of the relationship by both parties.

Who does the observations?

Field Officers.

How often is the mentoring tool used?

CWTL Mentoring Tool is usually applied every two weeks; however, the duration could be more or less depending on the need.

Collected Information:

The collected qualitative data ought to reflect the facilitators' reality (where are they now), the options that they could provide, the action plan that the mentor would be following upon and the goals that the mentee wants to achieve as an individual.

Shared Information:

The outcome is to be shared with the facilitators, center coordinators, and CWTL education team so that all of the above parties could identify what has been achieved in the action plan, the areas that have been developed, future steps that are to be taken based on the challenges, and success stories that could be shared with the team and the facilitators. The data will be shared at the end of each cycle.

What do Lead Teachers report back to Head Teachers?

The Lead Teacher fills in an 'Activity Observation Report' (below) which must be shared with Head Teachers.

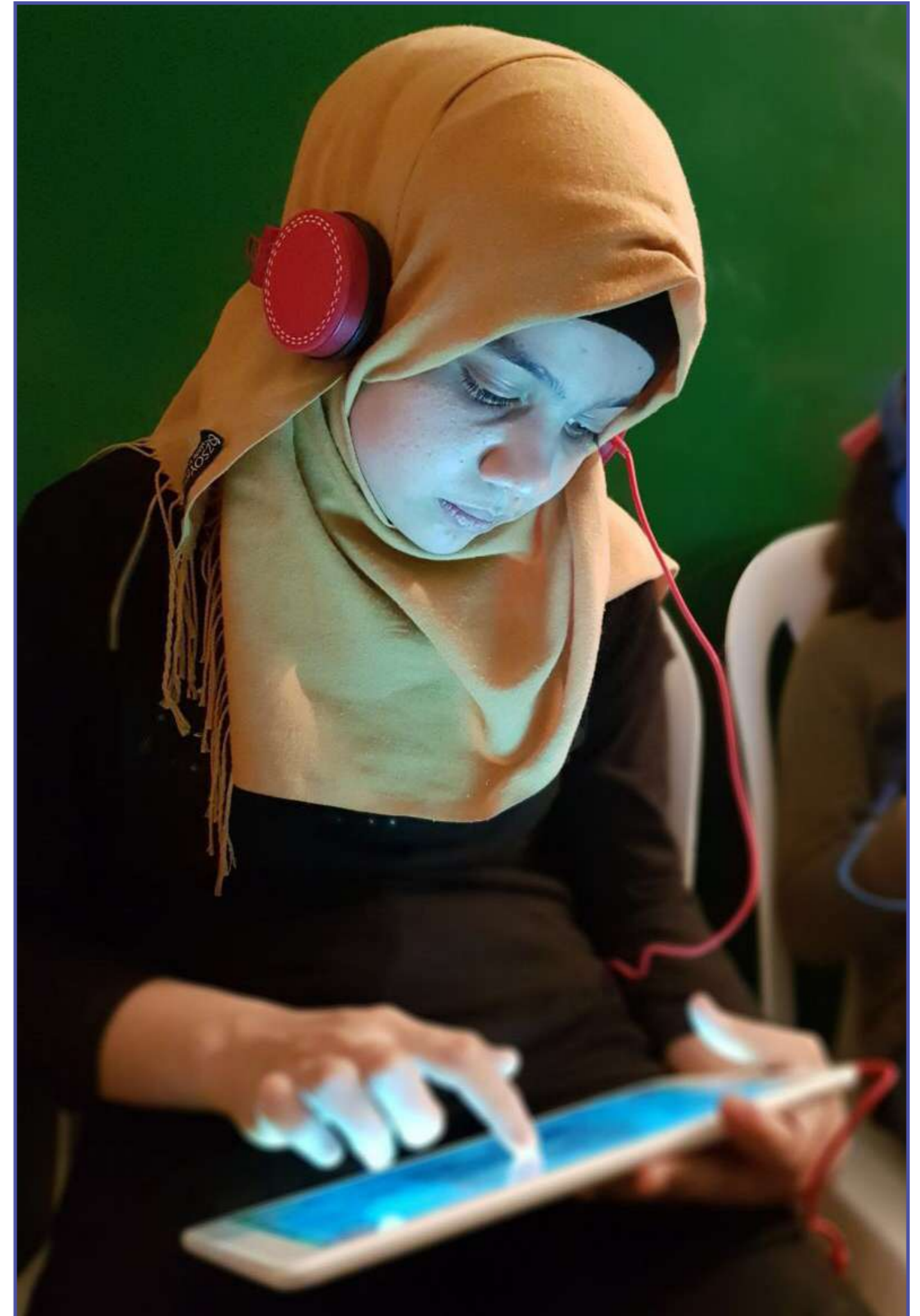
MENTORING TOOL

Write and discuss with Facilitator/Teacher

Site name _____ Mentoring date _____

Teacher _____ Mentor Name _____

1. What are the highlights from the lesson observed in the classroom?
2. What suggestions or ideas do you have for improving the learning environment?
3. What resources and tools do you need to help in your work / interested in learning about?
(more in-class support, more observations, tip sheets, links, articles, books, etc.)
4. If this is a follow-up meeting, what were the key points from the last mentoring visit?
Were these points covered?
5. Other comments :



KEY MESSAGES ABOUT CWTL FOR CENTRES AND COMMUNITY SENSITISATION MEETINGS

WHAT IS WAR CHILD HOLLAND?

War Child Holland is an independent and impartial, international non-governmental organisation (INGO), investing in a peaceful future for children affected by armed conflict. War Child has the mission to create a lasting impact. Together with partners, caregivers and communities in areas affected by conflict, War Child aims to improve both resilience and well-being of these children with creative and engaging approaches. War Child's distinctive approach in conflict-affected areas focuses on:

- Protecting children from abuse, neglect, exploitation and violence
- Offering psychosocial support
- Supporting building of quality education systems

War Child works towards the full realisation of all rights for children, especially those affected by war.

War Child in Lebanon has been actively responding to the Syria emergency crisis since early 2012. We provide psychosocial support, protection, and education to Syrian children. Our services are also accessed by significant numbers of children and youth from both the Palestinian refugee and Lebanese host communities.

We work to reach as many people as possible through our programme - including parents and other important adults in children's lives. We also work to strengthen the capacity of local organisations to uphold the rights of children.

We are currently running the following projects:

SAHA (Sports and Humanitarian Assistance):

War Child has teamed up with Right To Play and the Dutch football association (the KNVB) to harness the unifying power of football. SAHA develops the leadership skills of young people in Lebanon to bring different communities closer together.

SHIELD: We address the protection needs of at-risk adolescent girls and boys through an integrated resilience-building approach focusing on education in emergencies, psychosocial and protection response, plus referral to appropriate services.

"The Future is Ours" and "Back to the Future 2" will begin later.

WHAT IS CWTL?

It is a technology-based solution for quality education especially for children affected by conflict. CWTL translates national curriculum into serious educative gaming which children can play on tablets and learn skills of maths and reading. This is accompanied by support to teachers to integrate the games into their classrooms.

CWTL is fast, effective and low-cost. It utilises custom gaming technology to deliver quality education. The evidence-based programme was developed by War Child and partners through years of testing and research.

WHICH SUBJECTS ARE COVERED UNDER CWTL?

- CWTL will offer maths and reading linked to the national curriculum.
- For maths WCH has been developing games which offer learning in line with Grades 1-3.
- The reading game teaches phonics (letter/sound relationships) linked to themes and objectives found in the curriculum.

HOW ARE THE GAMES DESIGNED?

- All designs and graphics are custom made. The games are designed in consultation with the children to reflect their reality in terms of the characters' look and feel. Children and local artists helped to co-create the game environment.
- Education stakeholders based in the country such as ministry of education, community based organisations as well as international expertise in software and game development and designs are also involved. The games are based on the national curriculum.
- The programme is a self-paced serious gaming format focused on tablets that takes children through Ministry of education approved curriculum providing an opportunity for children to work towards primary level.

HOW DOES IT IMPROVE THE LEARNING FOR THE CHILDREN?

- CWTL's impact on children's learning progress is measured through monthly data collection from the tablets.
- Children play self-paced games in a guided environment. Children increase their mathematics and reading skills through these sessions.
- Pilot studies have shown that children improve their learning progress using this method. Children also showed an increase in their self-esteem. The pilot studies also showed that boys and girls learned equally.

FEATURES OF THE TABLETS:

- Each tablet has a unique serial number (with the accounts of 3 to 4 children on each one) to track usage, attendance and performance of the learners.
- The tablets are configured to restrict tablet usage to the CWTL games only.
- Tablets are exclusively for the use of children in the participating learning centres.



