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# ROOM TO LEARN SOUTH SUDAN

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Implemented in partnership with FHI 360 and Plan International USA

**TEACHER PROFESSIONAL  
DEVELOPMENT**

*Basic Literacy Skills*

**TRAINERS'  
MANUAL**

**March 2016**

## FOREWORD AND ACKNOWLEDGEMENT

In South Sudan primary schools, many children struggle with learning to read. Reading failure has exacted a tremendous long-term consequence for learners' developing self-confidence and motivation to learn, as well as for their later school performance. While there are no quick solutions to optimizing reading achievement, a knowledge base now exists to show us the skills children must learn in order to read well. The Teacher Professional Development Basic Literacy Skills Trainers' Manual provides step-by-step guidance in themed blocks of lessons to provide the opportunity for teachers to learn new instructional techniques to support them in their successful implementation of the National Curriculum literacy strand for lower primary classes. It can be used all year round by Education Supervisors and other stakeholders promoting school-level literacy skills development, depending on professional needs of teachers. Between sessions, teachers are encouraged to practice their newly acquired knowledge and techniques in their classrooms and to share their experiences at the beginning of a following training session. This Teacher Professional Development Basic Literacy Skills Trainers' Manual focuses on key literacy skills learners need to acquire and develop in order to read fluently and with understanding.

Reading with understanding includes both the ability to decode (translate sound to print) and understand what is read at the level of words, simple phrases, and sentences. Based on this principle, the teaching methods and techniques in this Teacher Professional Development Manual take into account the key Early Grade Reading Assessment subtasks, teachers' academic and professional background, scarcity of early grade reading materials, and structural inadequacies in the learning environment.

The Teacher Professional Development Basic Literacy Skills Trainers' Manual and associated Key Information Cards are a product of a joint undertaking by the Ministry of Education Science and Technology (MoEST) and USAID-funded Room to Learn (RtL) South Sudan project implemented by Winrock International in partnership with FHI 360 and Plan International. Special thanks to the MoEST Quality Promotion and Innovation staff, especially the Departments of Curriculum Development and Teacher Education. Without you, none of this would have been possible. All of us at the MoEST want to share our deepest gratitude for your partnership and for helping us come up with comprehensive in-service training and a coaching manual based on international best practices that promote child-centered, interactive teaching methods and enhance teachers' skills to create more exciting, print-rich classroom environments that support the acquisition of reading and writing skills.

"Children can, and should, learn to read with understanding by the end of grade 2, despite differences in complexity between languages and differences in the contexts in which

children are taught to read.”<sup>1</sup> While no two children will acquire reading skills at exactly the same rate, all are able to reach this stage in the early grades. Failing to read with understanding by grade 2 should be considered a “warning light” for action to be taken to correct this by grade 3.<sup>2</sup>

I invite South Sudan School Supervisors and NGOs who are supporting education to use this Manual, which aims to increase reading outcomes. Reading is a key to success in learning the different curriculum subjects.

Omot Okony Olok

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Ministry of Education Science and Technology, South Sudan

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<sup>1</sup> Gove, A. and P. Cvelich. 2011. Early Reading: Igniting Education for All: A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC, USA: Research Triangle Institute.

<sup>2</sup> Ibid

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## INTRODUCTION

This training manual is designed to support teachers in their continuing professional development relative to literacy instruction. Sessions are grouped into specific topic blocks to provide teachers the opportunity to learn new instructional techniques to support them in their successful implementation of the National Curriculum literacy strand for lower primary classes. Between sessions, teachers are encouraged to practice their newly acquired knowledge and techniques in their classrooms and to share their experiences at the beginning of the following session.

To maximize benefit from these sessions, it is recommended that they be held once or twice monthly. The table below provides a suggested distribution of topics spread over 14 blocks:

<b>Block Number</b>	<b>Session Number and Topics</b>
1	Session 1: Overview of English Language and Literacy Instruction Session 2: Oral Language Acquisition
2	Session 3: Read Alouds
3	Session 4: Phonemic Awareness
4	Session 5: Materials Creation
5	Session 6: Alphabetic Principle
6	Session 7: Introduction to Assessment
7	Session 8: Introduction to Lesson Planning Session 9: Lesson Planning Session 10: Micro-Teaching and Micro-Mentoring
8	Session 11: Building Words
9	Session 12: Beginning Fluency Session 13: Intermediate Fluency
10	Session 14: Reading Comprehension
11	Session 15: Lesson Preparation
12	Session 16: Micro-Teaching and Micro-Mentoring
13	Session 17: Basic Literacy Skills Assessment
14	Session 18: Materials Creation and Inventory

## FACILITATION GUIDELINES

### PREPARING FOR EACH SESSION

Each block consists of one or more sessions. Each session has its own **objective, time frame, set of materials and learning outcomes**. These are described in the box at the beginning of each session. Use these introductory boxes to ensure that you are prepared for each session!

Session 2: Oral Language Acquisition	
<b>Objective:</b> To learn techniques for teaching English oral language	<b>Learning Outcomes:</b> At the end of the session, each participant should be able to: <ul style="list-style-type: none"><li>• Create and use English flash cards</li><li>• Sing songs to teach oral English</li></ul>
<b>Time:</b> 2 hours	
<b>Materials:</b> Picture flash cards (morning, afternoon, night; jungle, peaceful, village); Room to Learn (RtL) Teacher Packet	

Make sure you review the objectives and materials for each session before the training day. Some sessions require special materials (such as handmade flash cards and flash boards) in addition to a blackboard and chalk.

The tasks in each training activity are numbered. Use these numbers as a guideline to make sure you are completing each task in order.

### BEFORE MEETING WITH THE PARTICIPANTS, BE SURE TO...

- Check the space and evaluate its resources (including a blackboard, chalk and chairs).
- Review and rehearse presentations for each session of the block, and be familiar with the content, objectives and timing of each session.
- Have all handouts printed and organized according to the proper day.
- Organize all additional materials (including Pocket Library books, material creation tools, Mentor Teacher Binder and Key Information Cards).

## KEY TECHNIQUES USED IN THE TRAINERS' MANUAL

**Activating prior knowledge:** Most sessions include a small opening discussion to “activate prior knowledge.” These discussions ask participants to consider what they already know about a topic, which helps participants learn from one another and get ready for new information. The activity only lasts a few minutes, but it is an essential part of the learning process.

*Trainers' Manual example: Block 3, Session 1, Step 1: Ask participants, “How do you teach reading to your learners?”*

**Stating the objective at the beginning of the session:** The objective is stated at the beginning of each session in bold. It is very important to announce the objective to prepare participants.

*Trainers' Manual example: Block 3, Session 1, Step 3: Explain, “In this session, you will learn about five key reading skills. These skills build on each other over time, until a learner becomes a good reader.”*

**Reviewing important information:** After participants learn something new, they must review and summarize it. It is at this moment of review that real learning has taken place! Most sessions in the Trainers' Manual include “rapid review” questions in grey boxes. These reviews help participants to process information so that they can retain it after the training.

*Trainers' Manual example: Block 3, Session 4, Rapid Review box: What phonemic awareness techniques did we learn today?*

If participants need additional review or practice, ask them to respond to one of the following points (either through discussion or writing):

- List five learning points from the sessions today.
- List 1–2 questions you still have about the content of today.
- List what has been most valuable.
- What still does not make sense?

**Tracking time:** The beginning of each session includes the time frame for the session. *Keep a clock or watch handy and check the time every few minutes.* This is essential to ensure that all topics will be covered!

**Discussion:** Almost all training sessions in this manual include either large group discussions or small group discussions. Both types of discussions are essential to the learning process. In large group discussions, your responsibility is to ask questions,

keep the discussion moving and ensure the discussion stays on topic. You are also responsible for keeping time. Most of the talking will be done by participants.

In small group discussions, your responsibility is to make the instructions clear and let the groups work on their own. A natural leader will usually emerge in each small group. Move from group to group, to make sure the assignment is being done correctly. At the end of the small group discussion, ask the groups to share their conclusion or ideas with the larger group.

### **Tips for facilitating discussions:**

- Ask open-ended questions that make people think about their responses, rather than a simple “yes” or “no.”
- Always consider the essential goal of the discussion. If the conversation gets side-tracked, bring it back to the central theme.
- Get as many participants involved in the discussion as possible.
- During a discussion, talk *with* participants, not at them.

### **Example questions and comments (provided by a facilitator):**

“If I understand you correctly, you are saying that...”

“Let’s make sure everyone understands the point you are making. Would you summarize it for us?”

## **GENERAL BEST PRACTICES IN WORKSHOP FACILITATION**

### **Overarching principles of adult learning:**

- Knowledge and skills are developed through experience and reflection; they cannot be injected into participants. For this reason, avoid extensive lecturing. Instead, include ample time for discussion, examples and role play. These strategies promote long-term retention of training concepts.
- Learning is most effective when the training goals are clear and important concepts are reviewed. State the objectives clearly at the beginning of each session. At the end of each session, review key points through questions and summarizing.
- Learning must be relevant. Regularly link concepts to participants’ lives and help identify how concepts can be practically used in classrooms.

**Writing on the blackboard:** Write only the most important information on the blackboard. If you write too much, participants may become bored or will become



more focused on note-taking than listening. Instead of writing excessively, focus on communicating verbally with participants.

**The facilitator's role:** Your role will be to create an effective, active learning environment, including:

- Encouraging the active involvement of all the participants
- Promoting an atmosphere of cooperation, respect and encouragement
- Providing linkages to other sessions and assisting participants in doing so
- Encouraging the participants to relate group experiences to real life situations
- Being available as a resource, but not acting as the 'expert' who has all the answers

**Strategies for effective facilitation:**

- **Make eye contact.** Participants will engage better if you maintain eye contact while speaking and listening to them.
- **Keep the session moving.** Timing is given for each session. Use a clock or phone to stay on schedule. Remember that sessions that move too slowly will cause participants to disengage. When giving instructions for an activity, announce how much time participants have and give them a time warning before they finish—for example, “Two more minutes!”
- **Encourage new volunteers.** Broad participation is critical for learning. If only a few people are participating, pose new questions and ask for responses from participants who have not said anything yet; then acknowledge them and their contributions.
- **Use good-natured humor.** For example, in the face of a difficult or problem participant, you could put yourself down instead of the participant by saying: “I guess I am demanding a lot from you, but....”
- **Connect on a personal level.** Try to get to know participants during breaks, including their names. Connecting on a personal level will improve learning! As a get-to-know-you activity at the beginning, ask participants to write their name on a piece of paper and draw several things that represent them. Then ask them to share with the group.
- **Keep participants energized!** When you see energy levels falling, stop for a quick song, game, or exercise. There is a list of “energizers” in the back of this manual. If participants are tired, it's almost always worth stopping for several minutes to re-energize.

**Common mistakes to avoid in facilitation:** As you conduct the sessions, beware of the following pitfalls—they are common mistakes among facilitators!

- **Expert versus participant view:** Avoid becoming identified as the expert. The most important part of learning for the participants is the process of developing the knowledge or skills, not the knowledge and skills themselves. Most importantly, *remember that these participants are teachers!*
- **Not maximizing participant involvement:** Because of limited time and pressure, you may be tempted to hurry the training process by taking shortcuts such as lecturing. This encourages passivity and reduces learning for the participants. Remember that people learn best when they are active participants in the learning process.
- **Processing questions that do not relate to objectives:** During the session, some questions may arise that do not relate to the objectives. Do not spend much time on questions that are not relevant; save these questions for break time or after the session.

## BLOCK 1

### Session 1: Overview of English Language and Literacy Instruction

**Objective:** To understand the progression of foundational literacy skills

**Time:** 1 hour

**Materials:** Blackboard and chalk; tape; definitions of oral language, phonemic awareness, alphabetic principle, fluency and comprehension (written on large cards)

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Define the five key reading skills

### INTRODUCTION TO READING ACQUISITION

**Time:** 15 minutes

#### 1. Say

The objective of this session is to understand the progression of five foundational literacy skills.

#### 2. Pair-Share

Ask participants to turn to a partner and discuss this question: How do you teach reading to your learners?

After several minutes, ask a few pairs to share their current practices with the group.

#### 3. Say

- In this session, you will learn about five key reading skills. These skills build on each other over time, until a learner becomes a good reader.
- Research has shown that these skill areas are critical for reading acquisition.
- You can use these techniques with the National Curriculum.

#### 4. Write

- oral language
- alphabetic principle
- comprehension
- phonemic awareness
- fluency

### 1. Distribute

Distribute the following definitions cards to five participants (one card each):

The ability to speak and understand a language. It is the foundation of reading.

The ability to connect sounds with written letters.

The ability to hear and say the individual sounds in language.

The ability to read quickly, accurately, and with expression.

The ability to understand what is read. It is the goal of reading.

### 2. Activity

Point to term “oral language” on the board. Ask which participant thinks they have the definition for oral language. Ask that participant to come to the front, read the definition aloud and tape the definition next to the correct term. Repeat this process for phonemic awareness, alphabetic principle, fluency and comprehension.

Give participants several minutes to copy each term and definition in their notebook.

### 3. Say

These five skills are closely linked together—they strengthen each other. *Discuss raw linkages between the definitions taped to the board. If there is no tape, participants can hold the definitions.*

**Oral language** helps children develop vocabulary, grammar and comprehension skills that can later be applied to reading. Oral language development is especially important when children are first learning a new language, such as English in South Sudan.

**Phonemic awareness** refers to hearing and saying individual sounds. For example, a person can *hear* that the first sound in “dog” is /d/, even if they cannot read “d.”

**The alphabetic principle** (or phonics) builds on phonemic awareness. It means that learners can connect sounds to written letters. If learners can *hear* that the first sound in “dog” is /d/, the alphabetic principle allows them to connect the sound to the written letter “d.”

**Fluency** builds on the alphabetic principle. When learners can effortlessly connect sounds to letters, it becomes easier to read quickly, accurately and with expression. Good oral language skills (known as speaking fluently) will also help learners read fluently.

**Comprehension** builds on all of these skills. If learners can read fluently, they can focus on understanding a text rather than just pronouncing the words. In addition, if learners can understand oral language well, it will be easier for them to understand written texts.

#### 4. Ask

Are there questions?

<b>TIMING OF LITERACY SKILLS</b>	<b>Time: 10 minutes</b>
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#### 1. Write

<b>Approximate Ages at Which Skills Should Be Developed</b>	
Oral language	Age 0–adult
Phonemic awareness	Age 5–6
Alphabetic principle	Age 6–8
Fluency	Age 7–10
Reading comprehension	Age 7–adult

#### 2. Say

These skills are taught at different times, although they overlap. These are approximate ages at which these skills should be developed, but it varies by school and individual child. Teachers should adapt to the particular needs of their school and learners.

#### 3. Ask

According to the ages written on the board, which skills are taught in P1? Which are taught in P2? Which are taught in P3?

<b>REVIEW: Think-Pair-Share</b>	<b>Time: 10 minutes</b>
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*Before this exercise, take down the definitions that were displayed around the room.*

#### 1. Activity

- Think: Participants should open to a new notebook page. Without looking at their notes, they should write down the five skill areas and their definitions.
- Pair: Instruct participants to share their definitions with a partner. Did they write the same things?
- Share (whole group): Did you and your partner have different definitions? Are there any additional questions about these skills?

## 2. Say

We will continue to practice these skills in depth over the next several days. We will begin with oral language.

Session 2: Oral Language Acquisition	
<b>Objective:</b> To learn techniques for teaching English oral language	<b>Learning Outcomes:</b> At the end of the session, each participant should be able to: <ul style="list-style-type: none"> <li>• Define oral language and why it is important for reading</li> <li>• Sing songs that can be used to build English oral language</li> <li>• Create and use English flash cards</li> </ul>
<b>Time:</b> 2 hours and 5 minutes	
<b>Materials:</b> Blackboard and chalk; picture flash cards (morning, afternoon, night; head, shoulders, knees, toes); Key Information Cards	

<b>REVIEW: Think-Pair-Share</b>	<b>Time:</b> 10 minutes
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### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest how the challenges could be addressed.
- Do you have any questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**INTRODUCTION TO ORAL LANGUAGE****Time:** 10 minutes**1. Ask**

How did you learn your first language at home?

**2. Say**

Oral language development is very important for reading. If learners are able to speak and understand words in a language, it will be much easier to recognize those words in written texts. It is very difficult to learn a new word and how to read it at the same time! **The objective of this session is to learn techniques for teaching English oral language.**

**3. Write****Concept 1: Oral language**

Oral language means speaking and understanding a language. It is the foundation for reading.

**Teaching techniques:** flash cards, songs, read alouds.

*Give participants a moment to copy what you have written.*

**INTRODUCTION TO FLASH CARDS****Time:** 20 minutes

*THIS ACTIVITY IS MOST EFFECTIVE IF YOU USE A LANGUAGE THAT YOU KNOW, BUT OTHER PARTICIPANTS DO NOT. In some cases, that might be your own mother tongue.*

**1. Say**

I am going to teach you several new phrases using a language you do not know. This will help you remember what it is like to be a P1 learner who doesn't know the language.

- Show a *flash card of a rising sun*, wave your hand in greeting and say, "Good morning" (in your chosen language). Ask participants to repeat.
- Still giving instructions in a different language, ask participants to stand up, shake hands and greet each other with "good afternoon."

- Show a *flash card of a sun high in the sky*, wave your hand in greeting and say, “Good afternoon” in your chosen language. Ask participants to repeat.
- Ask participants to stand, shake hands and greet each other with “good afternoon.”
- Show each flash card again and ask participants to say the correct phrase.
- Add a new *flash card of the moon and stars*. Say, “Goodnight.” Participants repeat.
- Ask participants to stand up, shake hands and greet each other with “Goodnight.”
- Mix the flash cards and show them without speaking. Ask participants to say the phrase.

## 2. Ask

In this exercise, what teaching techniques helped learners understand new phrases?

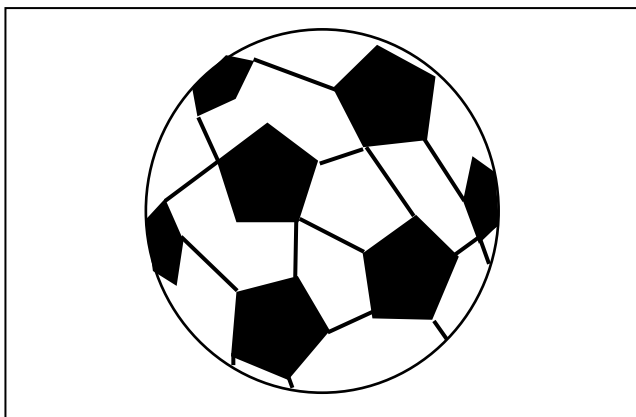
*Example answers: The teacher introduced only a few words, connected them with something meaningful (pictures and waving), and the words were repeated.*

## 3. Principles of good flash cards

**Write:** “Principles of good flash cards” on the board.

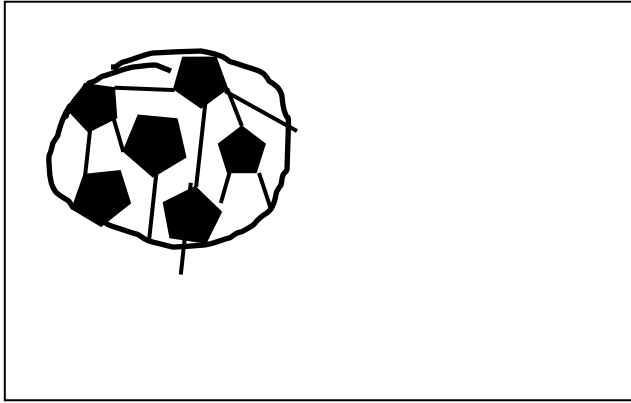
**Ask:** What do you notice about these flash cards? What makes them an effective material?

Write participants’ answers underneath the “Principles” heading. *Possible answers include: Bright, large size image, the picture is clear and tidy, the picture is easy to see, the picture is in the center. Examples of good and bad flash cards for the word “football” are below:*



**Good flash card:** The drawing is clear, it is large, it is centered and it is neat.





**Bad flash card:** The drawing is not clear, it is small and difficult to see, it is not centered.

## FLASH CARD CREATION

**Time:** 30 minutes

### 1. Activity

- Distribute markers, pencils, erasers, rulers and three pieces of paper (or flash boards) to each participant.
- Show two different sample picture flash cards to set a standard of what is expected.
- Ask participants to choose a theme. For example: fruits, clothes, colors, family. Ask each participant to choose three words related to that theme and make flash cards. **Remember, these are oral language cards and involve only pictures, not words. They are designed to help children build vocabulary even before they can read.**

### 2. Evaluate

- Ask participants to stand in a circle, holding one of their flash cards on their chest.
- Ask participants to evaluate each other's flash cards. What has been done well? What can be improved? Consider size, visibility, theme and picture quality.

## FLASH CARD PRACTICE

**Time:** 45 minutes

### 1. Write

- Show a card and say the word. Learners repeat (and do an action).
- Show the next card and say the word. Learners repeat (and do an action).

- Show each card and say the words. Learners repeat (and do each action).
- Show the last card. Learners repeat (and do an action).
- Mix the cards and show each. Learners repeat (and do an action).

## 2. Say

The picture helps learners understand the concept. Doing an action reinforces the concept and the word and also helps all learners to participate and stay engaged. In addition, actions also provide proof that learners understand the material. When you choose to draw an action, make sure it adequately represents the word. For greetings, you can wave or shake hands. For colors you can point to the color in the room, or for animals you can pretend to be the animal.

When using flash cards, ask individuals or the whole group to repeat the word.

## 3. Ask

Ask for one or two volunteers to follow the steps written on the board to teach their flash cards. Encourage them to use the language of their choice.

## 4. Small group work

Divide participants into groups of four. Ask each person to teach their flash cards in small groups. Circulate to observe and provide feedback.

<b>INTRODUCTION TO SONGS</b>	<b>Time:</b> 5 minutes
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## 1. Ask

- Do you sing songs with your learners?
- How can songs help build oral language skills?

## 2. Say

- Songs make English easy to remember.
- In this session, we will learn a few new English songs. Before each song, we will practice a few vocabulary words, just like you would with your learners.  
**Teaching vocabulary first will help learners understand and sing the entire song.**

<b>SONG PRACTICE</b>	<b>Time:</b> 20 minutes
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### Example 1: Head, Shoulders, Knees and Toes

1. Teach four new words using flash cards/boards: head, shoulders, knees, toes.

2. Ask participants to turn to the song page of their Key Information Cards and find “Head, Shoulders, Knees and Toes.”
3. Sing the song slowly together, then faster.
4. Give each picture card (head, shoulders, knees, or toes) to volunteer participants. The participants can hold up their card every time the word is sung.

*Head, shoulders, knees and toes, knees and toes  
 Head, shoulders, knees and toes, knees and toes  
 And eyes and ears and mouth and nose  
 Head, shoulders knees and toes, knees and toes*

**Example 2: One, Two, Tie My Shoe**

Teach this rhyme (from the National Curriculum textbook) while acting out the actions. Explain that you can sometimes act instead of using picture cards.

*One, two, tie my shoe  
 Three, four, shut the door  
 Five, six, pick up sticks  
 Seven, eight, you are late  
 Nine, ten, a big fat hen.*

**Example 3: The Ants Go Marching**

Ask participants to stand up and march!

<p><b>Verse 1:</b>  <i>The ants go marching one by one, hurrah,          hurrah          The ants go marching one by one, hurrah,          hurrah,          The ants go marching one by one, the little          one stops to suck his thumb          And they all go marching down, to the          ground, to get out of the rain, boom, boom,          boom</i></p>	<p><b>Verse 2:</b>  <i>The ants go marching two by two, hurrah,          hurrah          The ants go marching two by two, hurrah,          hurrah          The ants go marching two by two, the          little one stops to tie his shoe          And they all go marching down, to the          ground, to get out of the rain, boom,          boom, boom</i></p>
<p><b>Verse 3:</b> <i>The ants go marching three by          three... (the little one stops to climb a          tree)...</i></p>	<p><b>Verse 4:</b> <i>The ants go marching four by          four... (the little one stops to close the          door)...</i></p>

**RAPID REVIEW (5 minutes)**

**What oral language techniques have we learned so far?**

*Answer: Flash cards/boards and songs*

**How can oral language help learners learn to read?**

*Answer: After learners know a word, it will be easier to recognize that word in text.*

**What classes should teach oral language?**

*Answer: P1, P2 and P3 and Accelerated Learning Program (ALP), Community Girls School (CGS) and Pastoral Education Program (PEP) Levels 1 and 2*

***HOMEWORK:*** Ask participants to identify two oral language techniques they learned. Ask them try these techniques in their classrooms before next time.

## BLOCK 2

### Session 3: Read Alouds

**Objective:** To understand how to read aloud

**Time:** 1 hour and 55 minutes

**Materials:** Supplementary readers or National Curriculum English Pupils' Textbooks; ball

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Explain why reading aloud is important
- Demonstrate good read aloud techniques

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest how such challenges could be addressed.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**ACTIVATE PRIOR KNOWLEDGE: READ ALOUDS**

**Time:** 5 minutes

1. **Ask:** Have any of you ever read aloud to your learners? Why do you read aloud?

2. **Explain:** The objective of this session is to learn how to conduct a good read aloud.

**1. Write**

Read alouds help with:

- Oral language skills
- Concepts about print
- Fluency
- Comprehension
- Motivation: It is fun to listen to stories!

**2. Say**

Reading aloud helps learners develop many skills, including:

- Oral language skills: During read alouds, learners hear new words and grammar.
- Concepts about print: Learners see how to hold a book and turn pages.
- Fluency: Learners hear how good reading sounds, so that they can imitate it later.
- Comprehension: During a read aloud, learners will learn how to pay attention to important information in text. For example, if a teacher reads a text aloud and asks learners to summarize what happened in a text, then when a learner eventually reads alone, he or she will know to ask himself or herself “What were the main events?”
- Motivation: Reading aloud can be fun! If learners view reading as something enjoyable, they will be more likely to practice reading independently.

**RAPID REVIEW (2 minutes)****How can read alouds help learners learn to read?**

*Answer: They can help to build oral language, concepts about print, fluency, comprehension and motivate student to read.*

<b>CHARACTERISTICS OF A GOOD READ ALOUD</b>	<b>Time: 20 minutes</b>
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### 1. Demonstration

Choose a short story from Primary 2 National Curriculum English Pupils' Textbook. Tell participants you will read the story twice, and they should identify which reading is better and why.

- Read aloud example one: *Read the book poorly (slowly, no expression, no questions).*
- Read aloud example two: *Read a story well (introduce the title, read with good pace and expression, ask questions).*
- Ask participants to identify how the readings were different.

### 2. Write on the board

Good read alouds include:

- Introducing the title of the book/story from the National Curriculum English Pupils' English Textbook
- Showing the pictures
- Reading with expression
- Asking questions

<b>GROUP PRACTICE: READING WITH EXPRESSION</b>	<b>Time: 25 minutes</b>
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### 1. Explain

One of the most difficult aspects of read alouds is reading with expression. However, reading with expression is VERY important. Reading with expression helps learners understand the story's meaning. Even if learners don't understand English, reading with expression will help learners recognize when something good, bad, or exciting is happening. Reading with expression also makes a story fun! This will motivate students to learn.

### 2. Group practice

- Choose a story from the Primary 3 National Curriculum English Pupils' Textbook. If there are not enough textbooks for each participant to have a copy, ask them to share.
- Explain that everyone will practice reading with expression. *Encourage participants to be dramatic, even if they seem hesitant!*

- Ask a participant to read aloud the first two or three sentences. As a group, provide constructive feedback: Did the reader use expression? How could expression be improved?
- Continue asking different volunteers to read two or three sentences each until the story is finished.

<b>GROUP PRACTICE: READING WITH QUESTIONS</b>	<b>Time:</b> 20 minutes
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### 1. Explain

- Asking questions helps learners comprehend the text.
- Questions can be asked before, during and after a story to ensure that learners are engaged. Usually, 3–5 questions per story is sufficient.

Just like in conversation, there are many ways to ask questions during a story. In this session, we will focus on four types of questions:

**Predict:** Before or during a story, ask learners what they think will happen in the story, or what will happen next.

**Explain:** During or after a story, ask learners why a character did something, or why a particular event occurred.

**Summarize:** After a story, ask learners to describe the main events of the story.

**Connect:** After a story, ask learners if they have had a similar experience to the one in the text, or whether they would have done the same thing as the main character.

### 2. Write on the board

- |             |           |
|-------------|-----------|
| • Predict   | • Explain |
| • Summarize | • Connect |

### 3. Activity

- Ask participants to refer back to the story that was just read together.
- Go through the story again together. Every several pages, stop and ask participants what question they could ask learners. Participants can use the “who, what, when, where, why, how” list as a resource.



**PAIR PRACTICE****Time:** 20 minutes

Ask participants to choose another book and practice reading aloud in pairs, using both expression and questions. Circulate to listen. If time allows, ask for one more volunteer to read a dramatic story aloud to the group, using questions.

**RAPID REVIEW (5 minutes)****Why is it important to read aloud to learners?**

*Answer: It helps build vocabulary, comprehension skills, concepts about print, motivation.*

**What are good reading aloud techniques?**

*Answer: Introducing the book, reading with expression, asking questions*

**Think about how this session was conducted. For example, we used an energizer, group work and pair work. Do you think these techniques could work in your classes?**

***HOMEWORK:*** Ask participants to identify two techniques they learned on how to give a good read aloud. Ask them try these techniques in their classrooms before next time.

## BLOCK 3

Session 4: Phonemic Awareness	
<b>Objective:</b> To learn techniques for teaching phonemic awareness	<b>Learning Outcomes:</b> At the end of the session, each participant should be able to: <ul style="list-style-type: none"><li>• Describe the meaning of phonemic awareness and how it helps people learn to read</li><li>• Identify first and last sounds in words</li></ul>
<b>Time:</b> 1 hour and 10 minutes	
<b>Materials:</b> Blackboard and chalk; ball	

<b>REVIEW: Think-Pair-Share</b>	<b>Time:</b> 10 minutes
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### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest how such challenges could be addressed.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

### 4. Write on the board

**Concept 2: Phonemic awareness:** Phonemic awareness means hearing and saying individual sounds in words.

**Teaching techniques:** Identifying first and last sounds

*Give participants a moment to copy the concept and techniques.*

<b>DISCUSS</b>	<b>Time: 10 minutes</b>
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### 1. Explain

The objective of this session is understand ways we can teach phonemic awareness.

- Phonemic awareness is the ability to identify individual sounds in words. For example, it means knowing that “man” has the sounds /m/ /a/ /n/.
- Remember—these are letter SOUNDS, not letter names. For example, in the word, “farm,” the first *letter* is f but the first sound is /fff/. **It is very important to make this distinction, as learners need to hear and say sounds in order to read.**
- What are the sounds in cat? (Answer: /c/ /a/ /t/)
- What are the sounds in go? (Answer: /g/ /o/)
- What are the sounds in sit? (Answer: /s/ /i/ /t/)
- Phonemic awareness prepares students to read. Students learn to identify individual sounds so that later on, they can connect those sounds to letters.

<b>IDENTIFYING FIRST AND LAST SOUNDS</b>	<b>Time: 20 minutes</b>
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### 1. Explain

- There are many ways to teach phonemic awareness. In this session, we will talk about two teaching techniques: identifying first sounds and identifying last sounds.
- Teachers can implement these strategies for several minutes each day to help students learn to identify sounds.

### 2. Demonstrate

Say each of the following words. **Participants will say the first sound.**

- Cow (participants say, /c/)
- Child (participants say, /ch/)
- Mango (participants say, /m/)
- House (participants say, /h/)
- Road (participants say, /r/)
- Man (participants say, /m/)

*Remember—do not write any of these letters down! This exercise should be only verbal!*

### **3. Explain**

Remember, if learners can easily identify the first sound in a word, it will be easier for them later on to connect that sound with a letter. If learners know the first sound in “cow” is /c/, it will be easier for them to think of “c” as the correct first letter.

### **4. Activity: First and last sounds**

- Ask participants to stand in a circle.
- Say a word and toss the ball to a participant. The person who catches the ball should say the first sound in the word you said. For example, if you say “school” the participant should say /s/.
- After answering, the participant should throw the ball to another person. The person who catches the ball should say a word and begin the process again.
- After participants are comfortable with first sounds, ask participants to identify the last sound. For example, the last sound in “school” is /l/.

<b>SMALL GROUP WORK</b>	<b>Time:</b> 20 minutes
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- Ask participants to find a partner.
- Ask participants to practice first sounds with their partner. One person says a word, and the other person says the first sound.
- Ask participants to practice last sounds with their partner. One person says a word, and the other person says the last sound.
- If it appears most participants understand, they can also try identifying all the sounds in a word, including the middle sound.

### **RAPID REVIEW (10 minutes)**

**What phonemic awareness techniques did we learn today?**

*Answer: Identifying first and last sounds*

**How can these techniques help learners learn to read?**

*Answer: When students are able to hear sounds in words, they will later be able to connect these sounds to letters.*

**Reiterate to participants that these techniques are especially important for**

learners in the first grade. P1 teachers can teach exercises like this for just a few minutes each day.

***HOMEWORK:*** Ask participants to look at the first two example lessons in their Key Information Cards. Ask them to read these two lessons and identify what oral language techniques they see and to select one to try in their classrooms before next time.

## BLOCK 4

### Session 5: Materials Creation

**Objective:** To learn techniques for teaching the alphabetic principle

**Time:** 2 hours and 10 minutes

**Materials:** Blackboard and chalk; Handwriting document (in Key Information Cards); large poster paper (1 per participant); chart paper pieces for flash cards (26 per participant); markers; rulers

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Correctly form letters
- Create letter flash cards
- Create an alphabet chart

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest how such challenges could be addressed.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**Handwriting**

**Time:** 30 minutes

#### 1. Say

**Today, our objective is to focus on ways to teach the alphabetic principle.** First, however, we will create materials that we will use throughout the training.

Letters should be taught using their proper form. Both RtL and the Ministry of Education put a strong emphasis on copying letters in their proper form.

## 2. Demonstrate

On the board, demonstrate how to properly form a letter. As you write, describe your \_\_\_\_\_ motions:

*Example: Say, "For the letter A, I make a line down, then another line down, then I join the two lines at the middle with a straight line".*

*Now ask participants to do it with you.*

*Example 2: Say, "For the letter B, I make a line down, then a loop, then another loop."*

*Now ask participants to do it with you.*

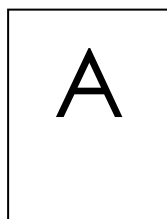
## 3. Activity: Handwriting practice

- Distribute the handwriting document that shows how to write the letters of the alphabet properly. Explain that the arrows show the direction in which you write, and the numbers show the order. Uppercase letters reach the top line, and lowercase reach the middle line.
- Give participants 20 minute to practice. Circulate to see if participants have difficulty.

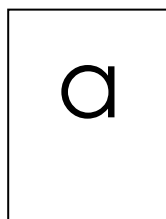
<b>FLASH CARDS</b>	<b>Time: 40 minutes</b>
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Distribute a set of 26 blank cardboard flash cards to participants. Cards should be at least 12 cm by 12 cm. Explain that they will write one letter of the alphabet on each card: the uppercase on the front and the lowercase on the back. Each letter should be large, clear and neat.

Example:



front



back

**ALPHABET CARDS****Time:** 40 minutes

Distribute a large piece of poster paper to each participant (1 meter by 50 cm). Ask each participant to create an alphabet chart. Each participant should use a ruler to draw straight lines on their chart, so that the letters are evenly formed. If time allows, participants can add illustrations.

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

***HOMEWORK:*** Ask participants to use the flash cards and the alphabet chart they made in this session at least once before next time.



## BLOCK 5

### Session 6: Alphabetic Principle

**Objective:** To learn techniques for teaching the alphabetic principle

**Time:** 2 hours and 25 minutes

**Materials:** Picture flash card of a ball; Letter flash cards; Teacher-made alphabet chart; ball; blank flash card (1 per participant); markers

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Define the alphabetic principle
- Demonstrate how to use flash cards
- Distinguish between letter names and letter sounds
- Demonstrate how to teach handwriting

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we do last time? How were you able to use the materials you made in the previous block session? Take 3 minutes to think of an example.
- What went well when you used the materials in the classroom?
- What challenges did you have? Ask participants to suggest how such challenges could be addressed.
- Do you have any other questions about how to use certain materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**INTRODUCTION**

**Time:** 5 minutes

#### 1. Write on the board

##### Concept 3: Alphabetic principle

The alphabetic principle means connecting sounds with letters.

**Teaching techniques:** Alphabet song, skywriting, flash cards

#### 2. Say

The alphabetic principle builds on phonemic awareness. It means connecting sounds

with letters. **The objective of this session is to learn techniques for teaching the alphabetic principle, including the alphabet song, skywriting and flash cards.**

<b>THE ALPHABET</b>	<b>Time: 15 minutes</b>
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### 1. Say

The alphabetic principle requires both the letter name and the letter sound. One of the best ways to learn letter names is the alphabet song. *The alphabet song is included in the P1 National Curriculum textbook.*

### 2. Activity: Alphabet song

- Ask for a volunteer to lead the group in singing the alphabet song (the volunteers should know the alphabet song well). As you sing the song, point to the letters on the teacher-made alphabet chart.  
*A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z*
- Explain that pointing to each letter as you sing helps connect the letter name and text.
- Ask for a volunteer to point at the alphabet chart as the group sings the song again. Make sure the volunteer points to the letters as the letters are sung. Repeat several times, or until all volunteers appear to know the song.

<b>SAMPLE LESSON</b>	<b>Time: 10 minutes</b>
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### 1. Say

A letter's sound is very different from its name. After children know all of the letter names, it is very important to focus on letter sounds.

A letter name can help you spell a word, but the sounds are important for actually reading. For example, if I say, "How do you spell 'dog?'" you will tell me the letter names: d, o, g. But if I am trying to *read* the word dog, I don't say the letter names. I say the sounds: /d/ /o/ /g/.

Now we will focus on letter sounds, building on our phonemic awareness exercises.

### 2. Demonstration: Sample lesson

- Show a flash card with the picture of a ball. Ask participants to repeat "ball."
- Ask participants if they sometimes play with a ball.
- Ask, "What is the first sound in "ball?"
- Flip over the flash card to show B. Say, "The letter B makes /b/ as in 'ball.'"
- Ask, "What letter did you learn? What sound does it make?"
- Ask, "Can a volunteer match the letter card to the alphabet chart?"

- Ask, “Can you think of other words that start with B?”
- Ask, “Do any of your names include the letter B? Stand up and say your name!”
- Explain, “**Names are a great way to teach letters in a meaningful way for learners who do not yet know English! When possible, emphasize names that correspond to the letter you are teaching.**”
- Show a book with “B” in the title. Explain that reading this book aloud after introducing “B” can reinforce the concept.

<b>PRACTICE TEACHING</b>	<b>Time:</b> 45 minutes
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### 1. Activity

Ask participants to choose one of their letter flash cards to teach. They will make a picture card (using the flash card principles) that corresponds to the letter. (For example, a picture of “cat” for the letter “C”). They have no more than 10 minutes to make their card.

If books are available, ask participants to choose one that highlights their chosen letter.

### 2. Write

- Show a picture.
- Identify the sound.
- Identify the letter.
- Match the letter to the chart.
- Identify names/words that begin with the letter.
- Show a book.

### 3. Say

Look at what I have just written on the blackboard. These are the steps I followed to teach you a letter card a few minutes ago. Now you will practice the same steps. Can I have a volunteer to teach their letter and picture to the group, using these steps?

### 4. Small group practice

After the whole group demonstration, divide participants into groups of four to continue practice teaching, using the given format. Encourage self-critique and group feedback.

**LETTER SOUND PRACTICE****Time:** 15 minutes**1. Say**

It's very important to know the sounds of each letter. We will briefly practice letter sounds.

**2. Activity**

Point to each letter of the alphabet chart. Ask participants to say the letter SOUND, not the letter name.

**3. Activity**

Ask participants to stand in a circle. Explain that a person will throw the ball and say a letter name. The person who catches the ball has to say the letter sound. If the thrower says, "F," for example, the catcher should say /f/. You do not need to go in alphabetical order. The catcher then throws the ball and says "M" and the person catching the ball says /m/. Continue until everyone has gotten the ball at least once.

**SKYWRITING****Time:** 40 minutes**1. Say**

Writing should begin as soon as learners start learning to read their letters. Even in low-resource classrooms without pencils and paper, you can still practice a technique called "skywriting."

**2. Demonstrate**

- Ask participants to watch as you "skywrite" the letter B.
- Ask participants to "skywrite" B with you.
- Show how you can "write" on other surfaces, like your hand, lap, or desk.

**3. Say**

"Skywriting" helps learners understand the overall shape of a letter so that writing will be easier. When you skywrite, make sure you imitate how you would actually write on paper.

**4. Activity**

- Ask participants to skywrite the letter B again. Describe what you do as you skywrite (I start at the top, make a line down, then make two small loops).

- Ask participants to watch as you write the letter with chalk on the board, describing what you do (I start at the top, make a line down, then make two small loops).
- Ask participants to write the letter with you in their exercise books. While you write, describe what you do (I start at the top, make a line down, then make two small loops).

## 5. Write

- Skywrite the letter alone.
- Skywrite the letter with the group.
- Write the letter alone.
- Write the letter with the group.

## 6. Activity

Ask for one or two volunteers to demonstrate skywriting with a new letter; then ask participants to continue practicing in small groups.

### **RAPID REVIEW (5 minutes)**

#### **What is the alphabetic principle?**

*Answer: It is connecting sounds with written letters.*

#### **Why is it important to teach both letter names and their sounds?**

*Answer: Letter names help you spell, but letter sounds help you read.*

**HOMEWORK:** Ask participants to select two of the activities learned today on the alphabetic principle and to try them with their learners before next time.

## BLOCK 6

### Session 7: Introduction to Assessment

**Objective:** To understand how basic techniques to assess learners

**Time:** 1 hour and 10 minutes

**Materials:** Blackboard and chalk; assessment exercises slips; letter card

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Describe why assessment is important
- Describe how to assess learners through notebook checking, individual assessments and peer checking

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest how such challenges could be addressed.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**INTRODUCTION**

**Time:** 5 minutes

#### 1. Ask

In your classes, how do you know that learners are learning?

#### 2. Say

It is essential for teachers to know whether their learners are improving. This way, the teacher can adjust teaching practices accordingly. The teacher can slow down and revisit important information if learners don't understand or can speed up and move to new topics if they do understand.

It is possible to assess learners even in large classrooms. Remember, assessments do not always have to be formal. They can be as simple as asking learners questions, or checking their notebooks. **The objective of this session is to practice three strategies for learner assessments.**

### 3. Write

- Ask good questions
- Peer checking
- Exit slip

Explain that you will demonstrate each technique.

<b>ASSESSMENT DEMONSTRATION</b>	<b>Time:</b> 20 minutes
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#### 1. Say/Demonstrate

I am going to show you how to skywrite the letter P. First I put my finger in the air like this. Then I make a line down, then I make a loop. Now you try it with me. We put our finger in the air, make a line down and then make a loop.

Now watch while I write on the board. I make a line down, then make a loop. Now take out your notebooks and pick up your pencil. Let's write together. Make a line down, then make a loop.

Can someone tell me how I wrote this letter? *(A volunteer should explain, "I make a line down and make a loop.")*

Please turn to a partner and check each other's work. If your partner is having trouble, it's your turn to be the teacher—you can try to help!

Now everyone please stand up and make a line. Bring your notebooks. *Participants make a line, holding their notebooks.* I'm going to sit by the door. You will show me the letter P you wrote as your "exit slip" to leave class today. *As each participant leaves the room, they should show you the letter P they wrote.*

#### 2. Analyze

What assessment techniques did I use in this exercise? Do you think these would work in your classroom?

What should a teacher do if a learner's "exit slip" is incorrect?

*Possible answers include: Keep the learner after class, ask the learner to talk to another learner for help, ask the learner to practice at home, etc.*

**GROUP DEMONSTRATION****Time:** 30 minutes**1. Say**

I'm going to divide you into three groups. Each group will receive a short example lesson and assessment. One person in the room will pretend to be the teacher, while the rest will pretend to be learners. You will demonstrate the lesson and assessment to the class.

**2. Activity**

Divide participants into three groups and give each separate instructions. Groups have about 10 minutes to choose a "teacher" and prepare. Then each group will demonstrate their lesson and assessment to the class. In each group, those who are not the "teacher" will act as "learners."

GROUP 1: QUESTIONS. Teach a letter of the alphabet (including its name and sound). Use QUESTIONS to confirm learner understanding. For example, "Can someone tell me what sound this letter makes?" "What words begin with this sound?" "Can someone point out the letter on the alphabet chart?"

GROUP 2: PEER CHECKING. Teach the alphabet song to the group. After you do so, ask participants to quietly practice the alphabet song in pairs.

GROUP 3: EXIT SLIP. Teach the group how to write the letter M. After participants practice, ask them to line up so that you can check their notebooks for a letter "M" as they leave.

**RAPID REVIEW (5 minutes)**

**Why is assessment important? An assessment helps a teacher understand the level of the learners: what they understand and do not understand. The teacher uses the information to help design appropriate activities.**

**Are there any questions?**

***HOMEWORK:** Ask participants to select two of the assessment activities learned today and try them with their learners before next time.*



## BLOCK 7

### Session 8: Introduction to Lesson Planning

**Objective:** To understand how to design a good first grade lesson plan

**Time:** 1 hour and 25 minutes

**Materials:** Blackboard and chalk; Key Information Cards (sample lessons and Lesson Observation Checklist)

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Analyze Key Information Cards
- Describe components of a good lesson plan
- Use the Lesson Observation Checklist

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest how such challenges could be addressed.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**KEY INFORMATION CARDS: INTRODUCTION**

**Time:** 20 minutes

#### 1. Say

We have discussed a variety of different teaching techniques for oral language, phonemic awareness and the alphabetic principle. **The objective of this session will be to discuss how these components of reading instruction fit together into one lesson.**

## 2. Say

- Turn to your Key Information Cards and look at Lesson 1.1. What examples of oral language, phonemic awareness and/or alphabetic principle do you see in this lesson? What examples of assessment do they see?
- Turn to your Key Information Cards and look at Lesson 1.2. What examples of oral language, phonemic awareness and/or alphabetic principle do you see in this lesson? How is this lesson similar to Lesson 1.1? How is it different? How does this lesson build on the previous lesson?
- Turn to Lesson 1.3. How does it compare to Lesson 1.2?

## 3. Say

The Key Information Cards use icons. What does the ear icon represent? What do the flash card icons represent? What other icons do you see?

<b>INTRODUCTION TO LESSON PLANNING</b>	<b>Time:</b> 20 minutes
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### 1. Ask

What are the components of a good lesson plan?

### 2. Say

We will focus on three components: objective, learner participation and assessment.

### 3. Write

- Objective
- Learner participation
- Assessment

**4. Ask:** Why is it important to have a lesson objective?

**5. Say:** An objective helps teachers focus their lessons and ensure that learners learn. It is the goal of the lessons. A teacher plans his or her activities as a way to achieve the objective. Later on, the “assessment” will show whether the objective was achieved.

**6. Ask:** Why is learner participation important in a lesson? What are some examples of learner participation?

**7. Say:** Learners learn best when they are actively involved rather than passively listening. Ideas include singing songs, responding to questions, doing actions, drawing, writing on the board, or listening for key information.

**8. Ask:** Why is it important to assess (check for understanding)?

**9. Say:** Assessment helps teachers know whether their teaching is effective and whether learners need additional help. It can help catch and solve problems early—before learners take big exams.

**10. Say**

Please look back at the Key Information Cards, Lessons 1.1 and 1.2. Try to find examples of the objective, learner participation and assessment in each lesson.

Refer participants to their Lesson Observation Checklist in the Key Information Cards. Engage participants in comparing and contrasting good qualities of a good lesson plan (objective, learner participation and assessment) with the Lesson Observation Checklist.

Ask participants to identify other qualities of a good lesson, such as the teacher uses appropriate materials, is inclusive of all learners, helps learners feel supported and accepted, uses only positive discipline.

<b>DEMONSTRATION LESSON</b>	<b>Time:</b> 30 minutes
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**1. Say**

Tomorrow, P1 teachers will conduct a practice lesson in small groups. P2 and P3 teachers will do a lesson the day after. After the lesson, each teacher will self-critique, then ask for feedback from the group.

Now I will conduct a demonstration lesson, using Key Information Card Lesson 1.1. During the lesson, I would like you to think of three things I do well and one thing I can improve.

**2. Demonstrate**

Conduct a 20-minute demonstration of Key Information Card Lesson 1.1. Explain that participants should have the Lesson Observation Checklist in front of them during the lesson. The checklist helps participants to identify things done well and things that could be improved.

**3. Discuss**

After the demonstration, provide a self-critique. Then ask participants to give you feedback: first several positive things, then one or two things to improve.

**4. Say**

This is an environment in which everyone can grow—even the facilitator! Tomorrow,

remember to be encouraging and respectful of your fellow teachers when they practice teach.

**RAPID REVIEW (5 minutes)**

**What are components of a good lesson plan?**

*Answer: A lesson objective, learner participation and assessment*

**Why do we use the Lesson Observation Checklist?**

*Answer: To appreciate teachers' strengths and provide suggestions for improvement.*

**Additional questions?**

**Session 9: Lesson Planning**

**Objective:** Teachers will practice their demonstration lesson plan

**Time:** 30 minutes

**Materials:** Blackboard and chalk; material creation supplies for the teachers; Key Information Cards

**Learning Outcomes:** At the end of the session, each teacher should be able to:

- Develop a sample lesson plan to demonstrate for the group

**1. Say**

- During this breakout session, P1 teachers will plan a lesson that they will demonstrate tomorrow. P2 and P3 teachers will help them plan the lesson.
- P1 teachers should choose a Key Information Card lesson (1.2, 1.3, or 1.4). P1 teachers can follow it exactly, or they can make a few variations. However, they should follow the general format.
  - P1 teachers will present their lesson tomorrow. Demonstration lessons should last only 20 minutes.
  - P1 teachers can work with others in their group to create teaching aids using available markers, paper and/or flash boards.

**2. Wrap-up: Say**

Are there any questions or comments about today's activities?

## Session 10: Micro-Teaching and Micro-Mentoring

<b>Objective:</b> To practice principles of good literacy teaching and good mentoring	<b>Learning Outcomes:</b> At the end of the session, each P1 Teacher should be able to: <ul style="list-style-type: none"> <li>• Teach a sample literacy lesson</li> </ul> Each Mentor Teacher/Head Teacher should be able to: <ul style="list-style-type: none"> <li>• Conduct a lesson debrief using the Lesson Observation Checklist</li> </ul>
<b>Time:</b> 1 hour and 15 minutes	
<b>Materials:</b> Blackboard and chalk; Lesson Observation Checklist	

<b>INTRODUCTION</b>	<b>Time:</b> 15 minutes
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### 1. Ask

What are the key ideas we learned yesterday? Are there questions?

### 2. Say

**The objective of this session will be to practice literacy instruction through demonstration and observation.**

- Demonstration lessons will be conducted in small groups (organized by school).
- Each Primary 1 teacher will teach a lesson for 15 minutes. The Primary 2 and 3 teachers and head teacher will act as learners.
- After the lesson, the P1 teacher will self-critique. Then the P2 and P3 teachers and head teachers will provide feedback.
- Remember, this should be a highly encouraging and supportive atmosphere—always mention things you liked about the lesson.
- After small group lessons, I will ask one teacher to demonstrate their lesson in the large group.

<b>MICRO-TEACHING AND MICRO-MENTORING: SMALL GROUP</b>	<b>Time:</b> 30 minutes
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- Teachers conduct a 20-minute sample lesson in their school teams.
- The teacher self-critiques, then asks for feedback from the group.

*Walk around and observe as mini-lessons are happening. If appropriate, identify a teacher who could provide a demonstration for the whole class.*

<b>MICRO-TEACHING AND MICRO-MENTORING: LARGE GROUP</b>	<b>Time:</b> 30 minutes
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- A teacher demonstrates a 20-minute lesson for the entire group.
- A mentor or head teacher demonstrates a 10-minute debrief with the teacher.
- The group provides feedback to both the teacher and the mentor.
- Final questions?

***HOMEWORK:*** Ask participants to try out writing three lesson plans following the guidelines learned during this block, have them conduct the lessons and observe at least two other peers in giving their own lesson before next time.

## BLOCK 8

### Session 11: Building Words

**Objective:** To understand techniques for combining letters and sounds to build words

**Time:** 1 hour and 40 minutes

**Materials:** Blackboard and chalk; National Curriculum textbooks; teacher-made letter flash cards; word cards from a story

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Describe and demonstrate techniques for word-level instruction
- Create materials for word-level reading

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to write and give the lessons you wrote using what you learned in the previous block session?
- What went well in your lessons? What went well when you observed your peers?
- What challenges did you have? Ask participants to suggest what could be done to address the challenges.
- Do you have any other questions about how to write lesson plans?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**ALPHABETIC PRINCIPLE: WORD BUILDING**

**Time:** 10 minutes

#### 1. Say

After children know a few letters, you can help them use the alphabetic principle to make words. **The objective of this session is to use the alphabetic principle to build words.**

For example, children/learners must combine /l/ /i/ o/ /n/ to quickly read the word "lion."

## 2. Ask

What sounds do you hear in the word “sit?” (Answer: /s/ /i/ /t/)

## 3. Write

Write “sit” on the board, with widely spaced letters: s i t.

## 4. Say

This lesson assumes that learners have already learned these three letters individually and are ready to practice combining them.

- Note the wide spaces between letters. This helps learner think about the individual sounds.
- Point to each letter and ask participants to say the sound with you: /s/ /i/ /t/. The second time, say the sounds more quickly, pointing to each letter again. The third time, say, “sit,” sweeping your finger under the letters.
- Ask for two or three participant volunteers to repeat the same exercise with different words (participants can choose the word). They should remember to space the letters, say the sounds and point to each letter again.

<b>ALPHABETIC PRINCIPLE: CHOOSING WORDS</b>	<b>Time: 20 minutes</b>
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## 1. Say

“Sit” is a good first word to teach children because it is short and manageable and you pronounce every letter. There are no silent letters or complicated spellings.

## 2. Ask/Write

What are other good examples of short words? *Write participant responses on the board.*

## 3. Say

You do not have to teach the whole alphabet before beginning to teach word reading. In fact, it’s better to start putting together a few letters when you can.

The National Curriculum textbooks do not introduce the letters in alphabetical order. They teach two letters per week—first A and D, then C and O, then B and G, etc. *If there is time, show the pages of the National Curriculum textbook where these are taught.*

## 4. Write

Write the letters: A, D, C, O, B, G.



## 5. Ask

What words can you make with only these letters? (Examples: Dog, God, Bad, Go, Bag, Add)

### FLASH CARD AND WORD BUILDING

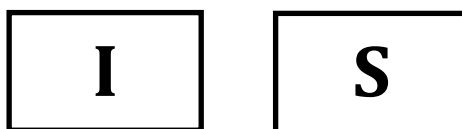
Time: 25 minutes

#### 1. Demonstrate

- Use teacher-made letter cards for S, I and T. Call up three volunteers.



- Give each volunteer one letter card (T, I, S). Have them hold their letter card so the class can clearly see it. Tell the participants that when you tap them, they should step forward. When a person steps forward, the class should say the sound.
- Tap the person holding “I” so that the person steps forward. Ask the class to say the sound /i/. Tap the person again so that they step back. Then repeat the process with T and S.
- Explain you will now tap *two* people. Tap “I” and then “S” so that they form the word “is.” Ask the class to say /i/ /s/ and then “is.”



- Tap the person holding “t” and rearrange the learners to make the word “sit.” Then tap each person in order, asking participants to say the sounds. You can continue with “it” and “its.”

## 2. Participant Demonstrations

Ask for different participants to choose a new word and use their handmade letter flash cards to teach the word to the class, using the demonstrated format.

### RAPID REVIEW (5 minutes)

**Think about the exercises we just completed. In these exercises, why was it important for learners to practice the letter sound—and not only the letter name?**

*Answer: When we read words, we blend letter sounds together, not the letter names.*

### WHOLE WORDS DEMONSTRATION

**Time:** 15 minutes

#### 1. Say

After learners become more comfortable with making words out of letters, you can try building sentences with whole words.

#### 2. Activity

- Before reading a story, distribute word cards that appear frequently in a story. For example, in the story “The Lion and the Mouse,” you could distribute the cards “lion” and “mouse” to certain participants.
- During the story, ask participants to raise their card when they hear the right word.
- After the story, use the word cards to practice building phrases related to the story. For example, call up a learner with a “the” card to stand at the front, then call up the learner with “lion.” Ask learners to read the words together. Continue adding words to make the sentence “The lion and the mouse.”
- Then try mixing the words (for example, “the mouse and the lion”) or calling up different participants with different cards (for example, “The lion and the den”.) You can even try substituting in some silly words!

The Lion and the Mouse

### 3. Say

You could do this same exercise more than once with learners. If they see these words on different days, they are more likely to learn and remember them.

<b>WHOLE WORDS PRACTICE</b>	<b>Time:</b> 15 minutes
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### 1. Say

- Before creating my cardboard words, I looked at the story I wanted to read. Then I chose words from the story that appeared frequently.
- Everyone will get in groups of three. I will assign each group a story in the National Curriculum English Pupils' Textbook to read. Choose several words that appear frequently in the story. Make word cards for these words.
- You have 10 minutes to complete the activity. Then your group will show the story and the word cards and explain why you chose these words.  
*Participants create their word cards, then share with the group.*

***HOMEWORK:*** Ask participants to practice two activities for word building with their learners before next time.

## BLOCK 9

### Session 12: Beginning Fluency

**Objective:** To understand how to help learners develop word-level reading skills

**Time:** 1 hour and 10 minutes

**Materials:** Blackboard and chalk; a short story written on a large piece of paper; a pre-prepared chart with a conversation on shopping

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Describe why fluency is important
- Demonstrate techniques for teaching beginning fluency

### REVIEW: Think-Pair-Share

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest what could be done to address the challenges.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

### INTRODUCTION

**Time:** 10 minutes

#### 1. Ask

If a person knows the letters of the alphabet and can sound out simple words, can the person read?

## 2. Say

Reading is more than saying letters and sounds. It is important to read fluently. I will provide an example of fluent and non-fluent reading. You should identify the differences.

## 3. Demonstrate

- Using a short text, provide an example of fluent reading and an example of non-fluent reading. Each example should be about two or three sentences long.
- Ask participants to explain which example is better. What was different about the “fluent” reading? Ask participants to help you make a list of what constitutes “fluent” reading. Write responses on the blackboard. (Make sure the list includes: **reading quickly, reading expressively and reading accurately.**)

## 4. Write on the board

### **Concept 4: Fluency**

Reading quickly, accurately and with expression

**Techniques:** 1) repeated short readings, 2) underlining with your finger

## 5. Say

If a child struggles to pronounce each word, then the child cannot focus on understanding the text. He or she will instead focus only on pronouncing the words, not on what the words mean.

**The objective of this session is to practice fluency instruction techniques with repeated reading and underlining with your finger.**

**READING SHORT TEXTS**

**Time: 20 minutes**

### 1. Explain

When students are beginning to become fluent, use short texts to help them practice fluency. Remember to underline text with your finger and repeat the text more than once.

## 2. Demonstration/Activity

Make sure you have a short story like the one below (one paragraph) written on a large piece of paper, preferably with an illustration.



At night the dog was feeling cold. It walked to the fire but the fox walked away. Dogs and foxes are not friends.

- Read the first sentence, underlining the text with your finger as you go. Stop after each sentence and ask participants to repeat, mimicking your speed and expression. As they read, underline the text with your finger.
- Read the text together again, more quickly and with more expression.
- To ensure learners are reading (not just repeating) point out a few individual words and ask learners to read those words individually.
- Ask for a volunteer to be the “teacher” and lead the group reading with the same paragraph, using their finger to underline and encouraging participants to read with expression.

### READING A CONVERSATION

Time: 30 minutes

#### 1. Ask

Have you ever been to a shop to buy things? What did you buy?

#### 2. Demonstrate

- Inform participants they are going to read a conversation between a shopkeeper and a customer.
- Display a pre-prepared chart.

#### AT THE SHOP

**Buyer:** Good morning.

**Seller:** Good morning. Can I help you?

**Buyer:** Can I have a pen please?

**Seller:** Which of these pens do you want?

**Buyer:** Blue please.

**Seller: Here you are.**

**Buyer: How much is it?**

**Seller: Ten pounds please.**

**Buyer: Here is the money.**

**Seller: Thank you.**

**Buyer: Goodbye!**

**Seller: Goodbye.**

- Read the part of the buyer and ask participants to read part of the seller. Change roles. Use a pointer to guide the reading.
- Divide participants in two groups. Group one reads the part of the buyer and group two reads the part of the seller. Change roles.
- Ask if any two of the participants can read the conversation on their own. One reads the part of the buyer and the other reads the part of the seller.

**3. Ask:**

- Who can show us a sentence that says “Can I help you?”
- Who can show us a sentence that says, “Here is the money”?

<b>Session 13: Intermediate Fluency</b>	
<b>Objective:</b> To understand how to help learners develop word-level reading skills	<b>Learning Outcomes:</b> At the end of the session, each participant will be able to: <ul style="list-style-type: none"> <li>• Demonstrate how to participate in a group reading using a selected story from the National Curriculum Primary 3 Pupils’ Textbook.</li> </ul>
<b>Time:</b> 30 minutes	
<b>Materials:</b> A selected story from the National Curriculum Primary 3 Pupils’ English Textbook	

<b>GROUP READING</b>	<b>Time:</b> 25 minutes
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**1. Say**

**The objective of this session is identify strategies to help learners develop higher-level fluency.** After learners can read short texts together, they are ready for longer

books. Group reading is a good way to focus on the specific needs of individual learners. If you have the time and space, you can try dividing learners into groups in your class. You can also check to see if learners in P5 or P6 would be willing to help lead small groups of learners in group readings.

## **2. Direct participants to the story**

Ask participants to turn to the story you want them to read in the National Curriculum Primary 3 Pupils' Textbook. Ask them to sit in a circle.

## **3. Practice reading in pairs**

Ask participants to turn to a person sitting next to them.

- Each participant whisper reads with a partner.
- The partners tracks the others' reading to make sure they aren't making mistakes and then they switch roles.
- After each has had a turn reading, direct the partners to read again. This time, partners take turns counting in their heads to time how fast their partner can read the same text over again.
- They switch roles.

Go around and monitor the work.

***HOMEWORK:*** Ask participants to practice two of the fluency activities with their learners before next time. They should use class level National Curriculum textbooks. Remind them to use a beginning fluency activity with learners who are just starting to read.



## BLOCK 10

### Session 14: Reading Comprehension

**Objective:** To understand how to help learners develop reading comprehension skills

**Time:** 1 hour and 40 minutes

**Materials:** Blackboard and chalk; short story on the blackboard; or a selected story in the National Curriculum Primary 3 English Textbook

**Learning Outcomes:** At the end of the session, each participant will be able to:

- Explain why reading comprehension is important
- Demonstrate techniques for reading comprehension
- Use the “predict, explain, summarize, connect” framework for questions

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest what could be done to address the challenges.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you’d like to share with the group?

**INTRODUCTION**

**Time:** 10 minutes

#### 1. Ask

What techniques did we discuss for listening comprehension?

#### 2. Say

**The objective of this session is to understand techniques to help learners develop reading comprehension.** A key technique in listening comprehension is *asking*

*questions*. Questions are also important during reading comprehension. The only difference is that now, instead of listening to the text, learners are reading the text for themselves.

## 2. Write on the board

### **Concept 5: Reading Comprehension**

Reading comprehension means understanding what is read. It is the goal of reading.

**Teaching techniques:** Questions; Drawings; Discussion; Acting

## ASKING QUESTIONS

**Time:** 35 minutes

### 1. Ask

What types of questions have we discussed before?

### 2. Write

- Predict
- Explain
- Summarize
- Connect

### 3. Say

As we discussed before, good questions prompt learners to think deeply about a story. Please take a moment and try to think of one example question for each category: prediction, explanation, summary and connection.

### 4. Write

Question	Example Question
Predict	What will the book be about? What do you think will happen next?
Explain	According to the text, why do flowers need sunshine? In this story, why is the main character jealous?
Summarize	What were three important events in this story? What was the main problem and how did the character solve it?
Connect	Have you ever seen this kind of flower in your village? Have you ever felt like the main character in the story?

## 5. Demonstrate

- Hold up the National Curriculum Primary 3 Pupils' English Textbook and refer participants to the story you used in the last reading session.
- Give an example of a prediction question for this story.
- Give an example of a summarizing question for this story.
- Give an example of a connection question for this story.

## 6. Activity: Group reading with comprehension questions

- Refer participants to another story in the National Curriculum Primary 3 English Textbook. If there are not enough books, participants can share.
- Ask participants to look at the first set of pictures and **predict**: What do they think the story will be about?
- Participants should take turns reading aloud. *All* participants should follow along with their finger.
- During the story, stop and ask a participant to **explain**: Why did a particular event happen, or why did a character make a particular decision?
- After participants finish the story, ask a participant to **summarize** what happened.
- Ask participants to **connect** the story to their own life.
- Suggest to participants: If they do not have enough books for all their learners, they can write a story on the board or chart paper before class. This way, everyone can read the text at the same time.

### **RAPID REVIEW (5 minutes)**

**What types of questions did we ask during this group reading?**

*Answer: predict, explain, summarize, connect*

**What grade level would this exercise be appropriate for?**

*Answer: All primary grades (P1–P3)*

<b>ADDITIONAL STRATEGIES</b>	<b>Time: 30 minutes</b>
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**1. Say**

Learners can demonstrate their comprehension in a variety of ways, including drawing, writing and acting.

**2. Draw**

Ask participants to each draw a picture that represents the story, then explain their drawing to a partner. Then ask a participant to share his or her drawing with the entire group.

**3. Write**

Ask participants to write three important events that happened in the story, then compare their writing with a partner's. Ask a participant to share his or her writing with the entire group.

**4. Act**

Ask participants to act out the story in groups of two or three. Then ask a pair to perform for the entire group.

**5. Say**

These strategies help demonstrate that learners understand the material.

<b>DISCUSSION</b>	<b>Time: 10 minutes</b>
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- What types of comprehension exercises did we demonstrate?
- Which would work best for your classrooms and why?
- What adaptations can you make to these exercises for overcrowded classrooms? For example, can you read with learners after school? Could younger learners be paired with older learners to practice their reading?
- Questions?

***HOMEWORK:*** Ask participants to practice all four types of comprehension question after reading aloud to their learners or to ask the questions after learners have read themselves before next time.

## BLOCK 11

### Session 15: Lesson Preparation

**Objective:** To prepare lesson plans (teachers)

**Time:** 1 hour and 25 minutes

**Materials:** Key Information Cards; a collection of National Curriculum textbooks for different classes; teachers' reference books; stationery items and tools to make teaching learning aids; supplementary readers

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Prepare a lesson plan

Each head teacher should be able to:

- Describe how to use and care for National Curriculum textbooks, teachers' reference books, stationery items and tools to make teaching learning aids, supplementary readers and other teaching and learning materials

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to apply what you learned in the previous block session? Take 3 minutes to think of an example.
- What went well when you applied what you learned in the classroom?
- What challenges did you have? Ask participants to suggest what could be done to address the challenges.
- Do you have any other questions about how to use certain strategies or materials in your classroom?

**2. Pair:** Share your thoughts with a partner sitting near you.

**3. Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

<b>DEMONSTRATION</b>	<b>Time: 20 minutes</b>
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**1. Explain**

The objective of this session is to understand what a good literacy lesson looks like for P2 and P3.

**2. Say**

I will demonstrate a lesson from the Key Information Cards, pretending to be a teacher. Participants should pretend to be learners. Think about how the techniques learned are used in this lesson and how these techniques build learners' skills.

**3. Demonstration: Lesson 2.1 from the Key Information Cards**

Conduct a demonstration lesson based on Lesson 2.1 in the Key Information Cards.

<b>LESSON ANALYSIS AND DISCUSSION</b>	<b>Time: 10 minutes</b>
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**1. Discussion**

- Ask participants to turn to their Key Information Cards and look at Lesson 2.1. Point out the different sections of the lesson and what the icons mean.
- Ask participants to turn to Lesson 2.2. How is this lesson similar to Lesson 2.1? How is it different? How does this lesson build on the previous lesson?

<b>BREAKOUT GROUP I: P1, P2, P3 AND MENTOR TEACHERS</b>	<b>Time: 45 minutes</b>
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**1. Teacher lesson preparation**

With the help of their school teams, P2 and P3 teachers will choose a lesson from the Key Information Cards. P2 teachers will choose a P2 lesson, and P3 teachers will choose a P3 lesson. P1 teachers will support the P2 and P3 teachers. Participants have the remainder of the day to practice the lesson and will conduct a demonstration lesson the following morning.

**2. Discussion**

- Ask head teachers to discuss and share their responses to how to use and care for National Curriculum textbooks, teachers' reference books, stationery items and tools to make teaching learning aids, supplementary readers and other teaching and learning materials.

- Discuss obstacles and solutions for obstacles.
- Final questions or concerns.

***HOMEWORK:*** Ask participants to try out writing three lesson plans following the guidelines learned during this block and have them conduct the lessons before next time.

## BLOCK 12

### Session 16: Micro-Teaching and Micro-Mentoring

<b>Objective:</b> To practice principles of good literacy teaching	<b>Learning Outcomes:</b> At the end of the session, each P2 and P3 teacher should be able to: <ul style="list-style-type: none"><li>• Demonstrate a lesson</li></ul>
<b>Time:</b> 2 hours and 10 minutes	
<b>Materials:</b> Blackboard and chalk; clock/timer; Lesson Observation Checklist	
	Each mentor/ head teacher should be able to: <ul style="list-style-type: none"><li>• Demonstrate a lesson observation debrief (mentoring session)</li></ul>

#### REVIEW: Think-Pair-Share

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? How were you able to write and give the lessons you wrote using what you learned in the previous block session?
- What went well in your lessons?
- What challenges did you have? Ask participants to suggest how the challenges could be addressed.
- Do you have any other questions about how to write lesson plans?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

#### INTRODUCTION TO MICRO-TEACHING AND MICRO-MENTORING

**Time:** 15 minutes

#### 1. Say

- Each P2 teacher will teach a lesson for 20 minutes to a small group of "learners." To save time, all P2 teachers will be teaching simultaneously.
- After the lesson, the P2 teacher will self-critique, then receive feedback from the group.
- This same process will be repeated with P3 teachers.
- Instruct participants that when they provide feedback about the lesson, they should provide two- three positive observations and one or two items for improvement.



- If there is time after all lessons are completed, a volunteer teacher will be asked to conduct an example lesson for the whole group, followed by feedback.

<b>MICRO-TEACHING AND MICRO-MENTORING: SMALL GROUP</b>	<b>Time:</b> 1 hour
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*Multiple lessons will be happening at the same time in different parts of the room.  
Make sure to time activities and call out when to switch to the next step.*

<b>MICRO-TEACHING AND MICRO-MENTORING: WHOLE GROUP</b>	<b>Time:</b> 30 minutes
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Ask for a volunteer teacher to demonstrate their lesson to the entire group, followed by a self-critique and group feedback.

<b>DISCUSSION</b>	<b>Time:</b> 15 minutes
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### 1. Ask

- What types of assessment did you notice in these demonstration lessons?
- What purpose did this assessment serve?
- Are there questions or comments about the demonstration lessons and feedback?

**HOMEWORK:** *Ask participants to observe two peers before next time and to confer with each of them afterwards to provide feedback on the lesson observed.*

## BLOCK 13

### Session 17: Basic Literacy Skills Assessment

**Objective:** To understand use of simple exercises to assess learners' progress in literacy skills development

**Time:** 50 minutes

**Materials:** Pre-prepared exercises to assess literacy skills as indicated below, cards for participants to use to design sample assessment activities/exercises

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Demonstrate skills to assess learners' literacy competencies using simple exercises
- Discuss a plan to design and use simple literacy skills assessment exercises

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? Were you able to observe your peers?
- What went well in their lessons?
- What challenges did you have providing feedback to your peers? Ask participants to suggest what could be done to address the challenges.
- Do you have any other questions about how to provide good feedback to peers?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**INTRODUCTION TO SIMPLE EXERCISES TO ASSESS LEARNERS' LITERACY SKILLS**

**Time:** 10 minutes

#### 1. Say

This session will build on knowledge and skills introduced in the previous session on assessment. We will focus on practicing how to use simple exercises that can: 1) be used or incorporated among the school periodical, end-of-term and end-of-year literacy skills assessment exercises and tests; and 2) guide literacy skills instruction.

## 2. Ask

Ask volunteers how they assess their learners' literacy skills during daily lessons, periodically during the term, at the end of term and end of year. Inform participants they are going to practice some of the exercises that can be incorporated in what they have been doing.

## 3. Demonstration

Organize two chairs in front of the class. Inform participants that you will demonstrate how to assess letter recognition.

### Letter sound knowledge and skills (phonemic awareness)

The exercise includes a set of different letters a teacher has taught in a given period (a few weeks, term, or year). Show participants a pre-prepared card, chart and chalkboard that can be used to assess letter sound knowledge and skills. Inform them that a teacher can create three different sets of letters to assess letter sound knowledge and skills. He or she can print uppercase letters and lowercase letters and can mix uppercase and lowercase letters as in the sample exercise below. Teachers can also choose to assess whole class, small group and individual learners. Whole class and small group assessment would provide a general picture of areas in which most learners need more practice, while assessing individual learners will provide information on progress made by the individual learners and areas where each learner needs more practice.

Ask a volunteer to come and sit next to you to play the role of a learner. Demonstrate how to assess letter sound knowledge and skills following the steps described below.

Letter sound knowledge and skills (phonemic awareness)	
<b>t</b>	<b>F s</b>
	<b>h c</b>
<b>B</b>	<b>m w</b>
	<b>u v</b>
Point one by one to the 10 letters on a pre-prepared card, chart, or portable chalkboard. Ask a learner/group/class to sound the letters as you point at them.	
If the learner/group/class is not able to correctly sound 8 out of the 10 letters from the list, the learner/group/class is not ready to move to the next stage.	If the learner/group/class correctly sounds 8 out of the 10 letters, the learner/group/class is ready to move to the next stage—letter name knowledge and skills (alphabetic principle).
Plan to give the learner/group/class more practice to improve letter sound knowledge and skills.	Prepare to introduce the learner/group/class to alphabetic principle activities, connecting letter sounds with letter names.

Encourage participants to ask questions for clarification on the observed demonstration.

<b>EXPERIENCING THE PROCEDURE TO ASSESS LEARNERS' LITERACY SKILLS</b>	<b>Time:</b> 20 minutes
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### 1. Explain

Ask participants to form four groups. Inform them they will practice and demonstrate alphabet letter name (alphabetic principle), word reading, paragraph reading and short story reading. Assign each group one of the following literacy assessment exercises to practice.

### 2. Activity

- Let each group study the procedure for conducting the exercise.
- Instruct participants to practice how to assess learners using the assigned literacy skills assessment exercise. They will practice in pairs. One person plays the role of the teacher (the assessor) while the other plays the role of the learner. The rest of the group members observe and provide feedback. After the first round, the pair changes roles. All pairs within each group get a chance to practice.
- Instruct participants to practice small group and whole class assessment whereby one participant plays the role of a teacher and the rest of the group members play the role of learners.

Visit pairs as they practice and provide hands on support.

<b>Letter name knowledge and skills (alphabetic principle)</b>	
<b>t</b> <b>F</b> <b>s</b>  <b>B</b> <b>m</b> <b>w</b>	  <b>h</b> <b>c</b>  <b>u</b> <b>v</b>
Point one by one at the 10 letters on a pre-prepared card, chart or portable chalkboard. Ask a learner/ group/class to read names of the letters as you point at them.	
If the learner/group/class is not able to correctly read 8 out of the 10 letters from the list, the learner/group/class is not ready to move to the next stage—simple word reading.  Plan to give the learner/group/class more practice to improve alphabetic principle knowledge and skills-connecting letter sounds with letter names.	If the learner/group/class correctly reads 8 out of the 10 alphabet letters, the learner/group/class is ready to move to the next stage—simple words reading.  Prepare to introduce the learner/group/class to simple word reading skills.

<b>Simple words reading</b>	
<i>This includes a list of 10 different words (nouns and verbs) you taught during a specific period week, term or year. For beginners, words should not have more than two consonants and one or two vowels. All the words in a list should be similar to those found in the learners' grade-level textbooks.</i>	
<b>Book    Go        run</b>  <b>Girl    tree        man</b>  <b>Sun     pot        Sit     cat</b>	
Point one by one at the 10 words.	
<p>If a learner/group/class does not read correctly 8 out of the 10 words, the learner/group/class is not ready to move to the next stage.</p> <p>Plan to give the learner/group/class more practice to read simple words.</p>	<p>If the learner/group/class reads correctly 8 out of the 10 words with ease, can match 8 out of the 10 words with pictures or real objects and can demonstrate meaning by doing actions (in case of verbs), then the learner/group/class is ready to move to the next stage.</p> <p>Give the learner/group/class a paragraph to read.</p>

<b>Paragraph/sentence reading</b>
<i>This is a set of a few simple sentences with four to five words in each sentence. Care is taken to ensure that the sentences are connected to each other. The words and sentence structure used in the reading activity are similar to those in the learners' grade-level textbooks. The words used in paragraphs are easy and common in daily usage.</i>
<p><b>DENG AND HIS BALL</b>  My name is Deng.  I have a big ball.  It is in my bag.  I like my ball.  I like playing football.</p>
<p><b>Questions:</b> 1. Show me the sentence that says, "I have a big ball" (read it).  2. Show me a word that says, "football" (read it).  3. Where is the ball?</p>

<p><b>The learner/group/class is not at the sentence/paragraph reading level if:</b></p> <ul style="list-style-type: none"> <li>• Does not read the sentences fluently.</li> <li>• Reads the sentences as a string of words rather than sentences.</li> <li>• Reads haltingly or stops very often.</li> <li>• Cannot answer two of the three questions</li> </ul> <p>In this case, provide more activities for sentence reading.</p>	<p><b>The learner/group/class is at the sentence reading level if:</b></p> <ul style="list-style-type: none"> <li>• Reads four of the five sentences fluently.</li> <li>• Reads each sentence as a sentence and not as a string of words.</li> <li>• Reads fluently with ease, even when reading slowly.</li> <li>• Can answer two of the three questions set.</li> </ul> <p>In this case plan and provide work for next stage- simple story reading.</p>
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### Simple story reading

*For beginners, a story can be 8 to 10 sentence long (approximately 60 to 65 words) with simple vocabulary and sentence structure. Words and sentences used in the story are comparable to grade-level textbooks.*

#### A GOOD TEACHER

Mrs. Mariam Atik is a good teacher. She teaches at Aweil Primary School. She teaches boys and girls in Primary 2. She comes to class early in the morning. Mrs. Atik does not like lazy learners. She wants everybody to work hard and do well. All the boys and girls try to work hard. It is good to have a teacher like Mrs. Atik.

**Questions:** 1. What is the name of the teacher?  
2. When does she go to class?  
3. What class does she teach?

<p><b>The learner/group/class is not at simple story reading level if:</b></p> <ul style="list-style-type: none"> <li>• Does not read sentences fluently.</li> <li>• Reads sentences as strings of words rather than sentences.</li> <li>• Reads haltingly or stops very often.</li> <li>• Fails to answer the comprehension questions.</li> </ul> <p>In this case, provide more sentence reading activities.</p>	<p><b>The learner/group/class is at simple story reading level if:</b></p> <ul style="list-style-type: none"> <li>• Reads most of the sentences fluently.</li> <li>• Reads each sentence as a sentence and not as a string of words.</li> <li>• Reads fluently with ease.</li> <li>• Correctly answers the comprehension questions.</li> </ul> <p>In this case plan and provide next level simple story reading activities.</p>
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<b>DISCUSSION</b>	<b>Time: 5 minutes</b>
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- What types of literacy assessment exercises did we demonstrate?
- Which would work best for your classrooms and why?
- What materials are likely to be more easy to use at the classroom level (cards, charts, portable chalkboards) and why?
- What adaptations can you make to these exercises for overcrowded classrooms? For example, what are you likely to be able to assess: individual learners, small groups, whole class?
- Can you conduct some assessment activities in the afternoon when you are not teaching or after school?
- Ask participants to suggest simple ways of keeping assessment records. Inform them that they should use one of the counter books supplied by RtL.
- The records should help the teacher to focus his or her teaching in ways that respond to the learning needs of the class, group, or individuals.

<b>PLANNING TO PREPARE LITERACY SKILLS ASSESSMENT EXERCISES</b>	<b>Time: 5 minutes</b>
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Build on the above discussion and encourage participants to 1) design reading assessment exercises, 2) record learners progress and 3) use the record to guide literacy instruction. Depending on the class one is teaching, some teachers will need more or fewer exercises to assess:

- Phonemic knowledge and skills
- Alphabetic knowledge and skills
- Word reading
- Paragraph reading
- Story reading

**HOMEWORK:** Ask participants to conduct literacy assessment exercises to assess phonemic knowledge and skills, alphabetic knowledge and skills, word reading, sentence/paragraph reading and story reading with their learners before next time.

## BLOCK 14

### Session 18: Materials Creation and Inventory

**Objective:** To create handmade books

**Time:** 2 hours and 25 minutes

**Materials:** Blackboard and chalk; demonstration materials (command cards, word cards and letter cards); material creation tools including a ream of A4 paper, markers, rulers and a stapler; storage checklists pre-written on the board

**Learning Outcomes:** At the end of the session, each participant should be able to:

- Understand how to make and use a variety of learning aids
- Create a handmade book

**REVIEW: Think-Pair-Share**

**Time:** 10 minutes

#### 1. Think:

- What did we learn last time? Were you able to assess your learners using the assessments you learned?
- What went well in assessing your learners?
- What challenges did you have assessing your learners?
- Do you have any other questions about how to administer or use the results from the assessments?

2. **Pair:** Share your thoughts with a partner sitting near you.

3. **Share:** Discuss with the whole group. Are there any successes or questions you'd like to share with the group?

**WHOLE GROUP DEMONSTRATIONS**

**Time:** 15 minutes

#### 1. Explain

The objective of this session is to help you understand how to make these aids for your classroom.



## 2. Demonstrations

- Hold up sample “command cards,” each with one verb such as “smile,” “laugh,” “jump,” “wave.” Hold up your cards and ask that participants do the action.
- Show cards with word pairs (for example, two cards that say “cat,” two cards that say “dog,” two cards that say “bird”). Mix the cards and distribute them to participants. Participants must find their matching pair. Ask participants to suggest other activities that can be done by learners using word and picture cards.
- Give each group letter cards. Make sure there are extra vowel letters included.
  - Flash a letter card. Ask participants to find the same letter from among the cut letters they have.
  - Ask volunteer participants to match the letter with the one on the classroom-displayed alphabet poster.
  - Ask participants to form short words using their cut letters. For example, say “cat” or “boy” and ask the participants to quickly form the word.
  - Ask participants to propose other activities that can be done by learners using cut alphabet letters.

### CREATING BOOKLETS AND WRITING SHORT STORIES

Time: 10 minutes

#### 1. Say

Teachers can be effective children’s authors. **The objective of this session is to practice making books for learners.** After we make books, some of you will present your books to the groups.

#### 2. Demonstrate

Show a teacher-made sample story book. Read the story aloud.

#### 3. Say

This story has three key things:

- Characters
- Problem
- Resolution

I first thought of two characters. Then I thought of a problem they would face and how they would resolve it. Then I wrote the story.

**STORY DRAFTING****Time:** 30 minutes

- Tell participants they will be writing their own version of the same story.
- Ask questions to participants to help guide their retelling of the story. Write down their answers.
- As a class, order the stories from beginning to end. Underline the problem and the solution.
- Re-read the story for the participants. Ask them if they want to add details or change anything to make the story more “their own.” Incorporate these ideas into the story.
- Have a few participants take turns reading the “class story.”
- Turn the story into a class book (see creating a storybook) and ask learners to illustrate parts of it.

**MAKING BOOKLETS****Time:** 15 minutes

- Ask volunteers to distribute 5 pages of A4 paper to each participant.
- Hold the 5 pages together and make sure they are straight. Ask participants to do the same.
- Hold the papers horizontally and fold them in half to make a 10-page booklet.
- Press hard along the spine of the booklet and use a stapler to pin the papers together. Use two staples to hold the papers firmly.
- Show the completed booklet to the participants.
- Ask participants to do likewise. Now they are ready to create their own storybooks.

**CREATING A STORYBOOK****Time:** 1 hour**1. Say**

Carefully copy your story into your handmade booklet. First write lightly in pencil, then trace over it with a pen or marker. If needed, use a ruler to make straight lines. After you have completed the text, add illustrations.

If time allows, participants will be allowed to share their finished book with the group. If you do not finish your book, you can take it home and finish it on your own time.

**RAPID REVIEW (5 minutes)****Why is it important for teachers to be able to write short storybooks for learners?***Answer: Teachers know best reading needs of their learners. They can fill the gap created by a lack of supplementary readers in schools.***What principles should one keep in mind when choosing a story to write for learners to read?***Answer: The story should use characters, a problem and a resolution.***BREAKOUT GROUP II: HEAD TEACHERS****Time:** 1 hour and 15 minutes*While participants are creating storybooks, conduct the following session with head teachers.***1. Explain**

Materials are meant to be used! We store materials carefully so they can last for many years. However, it is NOT good to keep materials in storage for fear of damaging them. Instead, it is important to establish good check-out and check-in systems to ensure that they are used properly and returned after use.

**2. Write on the board**

Item	Quantity	Borrower name	Check-out date	Return date
<i>Musa and Finda Make a Football</i>	10	Wani Francis	20 January, 2016	

Ask participants to copy this form in their notebooks.

### 3. Explain

- Each day, when teachers borrow or use materials, they should write down their name, the material and the date.
- This form should be kept in the materials storage area.
- Note that the inventory should be checked each week. If there are shortages in the inventory, the materials check-out form can be consulted.

### 4. Activity

- Ask a volunteer to come to the front to pretend to be a teacher checking out materials.
- Break participants into small groups. Provide each group with a small pile of materials. Ask participants to practice checking materials in and out.

<b>DISCUSSION</b>	<b>Time:</b> 15 minutes
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Ask participants to discuss their current storage and inventory systems. How will materials and inventory fit within those systems? What adaptations will they need to make?

***HOMEWORK:*** Ask participants to write a class story together with their learners before next time.

## GLOSSARY

**Alphabetic Principle:** The understanding that letters correspond to particular sounds (for example, understanding that m makes the sound /m/ and k makes the sound /k/). This understanding enables readers to spell and sound out words.

**Assessment:** Evaluation of learning and understanding. Assessments can be formal (such as a test) and informal (such as calling on learners to answer questions or walking around to check learner work). Teachers should regularly incorporate informal assessments into class time and use formal assessments to occasionally evaluate learner progress.

**Command Cards:** Flash cards with commands such as “jump,” “sit,” “wave,” etc. Learners must read the card and perform the command.

**Comprehension:** Understanding the important ideas in text or in spoken language.

**Fluency:** The ability to read quickly, accurately and with expression. This is an essential skill for reading; teachers must allow learners frequent opportunities to read aloud in order to build fluency.

**Letter name:** What a letter is called (in the alphabet song, for example). The name is usually different than the sound a letter makes. Letter names are often used for spelling, but not for actually sounding out words.

**Letter sound:** The actual sound (or sounds) a letter can make; unlike letter names, these sounds can be combined to make words. To distinguish the letter sound from the letter name in writing, the letter names are written normally (for example, c). Letter sounds are written with slash marks (for example, /c/). The first letter of “cow” is c, and the first sound in cow is /c/.

**Listening Comprehension:** Understanding the ideas in spoken language (for example, listening to someone tell a story). Listening comprehension should be taught throughout primary school. Skills learned in listening comprehension, such as asking and answering questions, are easily transferred to reading comprehension.

**Mentoring:** Providing guidance for professional improvement. Good mentors provide encouragement and recognize positive performance; they also provide ideas for improvement. Good mentoring is an ongoing relationship that is built over time.

**Micro-mentoring:** A public demonstration or role play of a “mentoring session.” One volunteer acts as a mentor while a second volunteer acts as the teacher. After watching the micro-mentoring, the group provides feedback on the mentor’s techniques and the teacher’s responses. This exercise provides training participants

with a concrete example of mentoring; it also creates a forum for group feedback and questions.

**Micro-teaching:** A public demonstration or role play of a school lesson. One volunteer acts as a teacher while the rest of the group acts as learners. After the micro-teaching, the group provides feedback on the teacher’s techniques. Micro-teaching may also be followed by micro-mentoring. This exercise provides training participants with a concrete example of teaching techniques; it also creates a forum for group feedback and questions.

**Oral language:** Refers to speaking and understanding a language without text. Oral language instruction is especially important for children who must attend school in a second or foreign language. Learners should begin oral language instruction as soon as they start school; they should continue developing oral language skills throughout primary school.

**Phonemic Awareness:** Phonemic awareness means hearing and saying individual sounds in language (for example, identifying that the first sound in cow is /c/).

**Read aloud:** The technique of reading a book aloud to learners to increase their listening comprehension, vocabulary and language skills, conceptions about print, conceptions of fluency and motivation to read. When reading aloud, teachers should introduce the book title, read with expression and ask occasional questions.

**Reading comprehension:** Refers to understanding important ideas in written text. Teachers can boost reading comprehension by asking learners to read text in a large group, in pairs, or individually. Learners should be asked to demonstrate understanding of the text in a variety of ways, such as answering questions, acting, drawing, or writing.

**Skywriting:** Using one’s pointer finger to “write” in the air. This can help prepare learners to start writing with pencils and can be a good option for writing practice in low-resource, crowded classrooms. It does not, however, replace real writing practice.

**Small Group Instruction:** One instructional approach that allows a teacher to focus on specific areas of learning based on the needs of different students. In small groups, teachers can provide remediation for struggling learners or provide enrichment to learners who are advancing quickly.

**Supplementary Materials:** Refers to any materials outside of the National Curriculum and textbooks. Supplementary materials reinforce academic concepts and address a variety of learning needs. Supplementary readers, teaching and

learning charts, work cards, manipulative games and material creation tools are types of supplementary materials.

## ANNEX A: Key Information Cards

### KEY INFORMATION CARD 1

#### ENGLISH LANGUAGE AND LITERACY INSTRUCTION

##### ORAL LANGUAGE

It is important to build oral language skills. If learners can hear and say English words, it will be easier for them to connect words to text later on.

##### Oral language technique 1: Picture Cards

Pictures help people learn new words. Choose 3–5 words per week and make corresponding picture cards. Choose words that will support a story or song you want to teach later on. Practice the cards throughout the week.

*Example: You decide to teach the song “The Lion Sleeps Tonight.” You look at the song and decide that “lion,” “village” and “jungle” are important words. You draw flash cards with the images below and use them to teach the words to learners before singing the song.*



##### Oral language technique 2: Songs

Songs can be used throughout primary school to build oral language skills.

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

###### **Verse 1:**

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

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

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

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

###### **Verse 2:**

*If you're sad and you know it...*

###### **Verse 3:**

*If you're angry and you know it...*

###### **Verse 4:**

*If you're proud and you know it...*



## KEY INFORMATION CARD 2: ORAL LANGUAGE (SONGS)

THE LION SLEEPS TONIGHT	
<p><b>Verse 1:</b>  <i>In the jungle, the quiet jungle  The lion sleeps tonight  In the jungle, the quiet jungle  The lion sleeps tonight</i></p> <p><b>Chorus:</b> <i>Weeee, dee dee dee da wee dum dum da weh. (Wim oh weh oh wim oh weh)</i></p>	<p><b>Verse 2:</b>  <i>In the village, the peaceful village  The lion sleeps tonight  In the village, the peaceful village,  The lion sleeps tonight</i></p> <p><b>Chorus:</b> <i>Weeee, dee dee dee da wee dum dum da weh. (Wim oh weh oh wim oh weh)</i></p>

HEAD, SHOULDERS, KNEES AND TOES
<p>Head, shoulders, knees and toes, knees and toes  Head, shoulders, knees and toes, knees and toes  Eyes and ears and mouth and nose  Head, shoulders, knees and toes, knees and toes</p>

ALPHABET SONG
<p>ABCDEFGHIJKLMNOPQRSTUVWXYZ</p> <p><i>Now I know my ABCs  Next time won't you sing with me?</i></p>

THE ANTS GO MARCHING	
<p><b>Verse 1:</b>  <i>The ants go marching one by one, hurrah, hurrah  The ants go marching one by one, hurrah, hurrah,  The ants go marching one by one, the little one stops to suck his thumb  And they all go marching down, to the ground, to get out of the rain, boom, boom, boom</i></p>	<p><b>Verse 2:</b>  <i>The ants go marching two by two, hurrah, hurrah  The ants go marching two by two, hurrah, hurrah  The ants go marching two by two, the little one stops to tie his shoe  And they all go marching down, to the ground, to get out of the rain, boom, boom, boom</i></p>
<p><b>Verse 3:</b> <i>The ants go marching three by three... the little one stops to climb a tree...</i></p>	<p><b>Verse 4:</b> <i>The ants go marching four by four... the little one stops to close the door...</i></p>

**Verse 5:** *The ants go marching five by five... the little one stops to take a dive...*

**Verse 6:** *The ants go marching six by six... the little one stops to pick up sticks...*

### KEY INFORMATION CARD 3

#### PHONEMIC AWARENESS

**Phonemic awareness means hearing and saying the individual sounds in language.**

Phonemic awareness refers to sounds only—it does not involve text. Phonemic awareness instruction helps learners hear individual sounds so they can eventually connect sounds to letters. It is especially important in P1.

**In English, the letter sound and the letter name are different. Learners must learn both. For example, the letter name is b but the sound is /b/ (buh).**

*Example: Ask learners to identify the first sound, not the first letter.*

What is the first sound in cat?  
What is the last sound in cat?  
What is the middle sound in cat?  
Let's say each sound in "cat": /c/ /a/ /t/

#### PHONICS:

**Phonics means applying sounds to written letters. For example, a learner can hear the sound /d/ and know that the letter d makes that sound.** Only teach one letter (either uppercase or lowercase) per class period and no more than two letters per week. After learners know several letters, you can start teaching words.

*Example: Use this example after learners have learned the letters c, a and t.*

- Ask a volunteer to come to the front of the class and hold up a letter card with c. Ask the rest of the class to say the sound (not the letter name!).
- Give another volunteer a card with a. Ask the class to say the sound.
- Give another volunteer a card with t. Ask the class to say the sound.
- Have the volunteers stand together, facing the class, to form the word "cat." When you tap each volunteer, the class should say the sound (/c/ /a/ /t/). Tap each volunteer faster and faster until the class can read "cat."

c a t

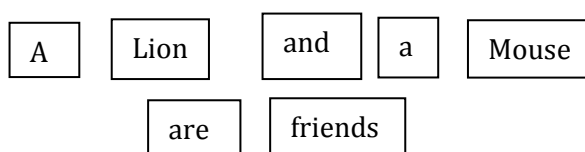
## KEY INFORMATION CARD 4

### FLUENCY

Reading is more than knowing letters and sounds. Learners must read quickly, accurately and with expression. This takes practice.

#### **Example 1: Beginning fluency**

- Choose a short sentence that relates to a story or song that you want to teach. Create word cards for the sentence:



- Give each word card to a volunteer and ask the volunteers to stand in order, facing the class.
- Ask the class to read the sentence.
- Reorder the words (for example, change "lion" and "mouse") and ask them to read again.

#### **Example 2: Intermediate fluency (excerpt from a book)**

- On the board, write: A lion comes out of his den. "I can see the savannah," he says. "Me too," says the mouse.
- Read the text aloud, underlining the text with your finger. Then ask learners to read it slowly with you. Read one more time, faster.

#### **Example 3: Advanced fluency**

- Distribute books so that all learners see the same text.
- For the first few pages, ask learners to follow the text with their finger as you read aloud. After each sentence that you read, ask learners to repeat the sentence.
- In the middle of the book, ask other learners to each take turns reading a page. Help them read with expression and accuracy. If they read slowly, ask them to read the page again to increase their speed.

## KEY INFORMATION CARD 5

### COMPREHENSION

**Comprehension—or understanding—is the goal of reading. The best way to build comprehension is to ask learners questions about what they read.**

**Think of questions that start with “Who, What, When, Where, Why.”**

Who is the main character?

Where does Finda live?

What problem does Finda have?

Why did Finda run to her mother?

**Help learners to predict, summarize and connect:**

Predict: Look at the cover and title of the book. What do you think will happen in this story?

Summarize: What happened first in this story? What happened next? What happened last?

Connect: Has something similar happened to you in your life?

**You can ask learners questions through many types of reading.**

Read alouds: In P1–3, teachers can read a book aloud to learners and ask them questions about what they hear. The teacher can ask questions before, during and after reading.










Guided reading: In P2–3, teachers can distribute the National Curriculum Pupils’ English Textbooks to learners and read a story to them aloud as a group. Learners can repeat after the teacher, or each take turns reading two or three sentences. The teacher can ask questions before, during and after reading.

Independent reading: In P3, Teachers may allow learners to carefully choose supplementary readers or stories created and written by the teacher on cards or in books for independent reading. The teacher can ask questions before, during and after reading.

Buddy reading: Teachers can pair lower primary learners with upper primary learners to read a book or story written on a card together. The upper primary learner can help the younger learner read and answer questions about the book or card.











SAMPLE LESSON 1.1

**Key objective:** Learners will be able to say and understand English words about feelings.

	Goal	Activity
	<p><b>Learn new words:</b></p> <p>Happy, sad, angry</p>	<p><b>Use these flash cards and ask learners to repeat the English word.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Mix the cards and repeat.</b></p> <p><b>Without showing the cards, say “happy,” “sad” or “angry,” and ask learners to show the expression on their faces.</b></p> <p><b>Continue until all or most learners can show the correct expression.</b></p>
	<p><b>Practice first sounds</b></p> <p>/h/ /s/ /a/</p>	<p><b>Ask learners</b></p> <p>What is the first sound in “happy?” What is the first sound in “sad?” What is the first sound in “angry?”</p>
	<p><b>Learn a new song</b></p>	<p><b>Practice and sing. Clap along.</b></p> <p>If you’re happy and you know it, clap your hands If you’re happy and you know it, clap your hands If you’re happy and you know it, and you really want to show it If you’re happy and you know it, clap your hands</p> <p><b>Explain the words “know” and “clap.”</b></p> <p><b>Repeat the song with “sad” and “angry,” using facial expressions.</b></p>
√	<p><b>Assess learning</b></p>	<p><b>Show the flash cards again in different order. Ask learners to say the word.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>






SAMPLE LESSON 1.2

**Objective:** Learners will be able to remember key words and identify key words in a story about feelings.

	Goal	Activity
	<p><b>Review words:</b></p> <p>happy, sad, angry</p>	<p>Use picture flash cards and ask learners to repeat the English word.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Mix the cards and repeat.</p> <p>Without showing the cards, say “happy,” “sad” or “angry,” and ask learners to show the expression on their faces.</p>
	<p><b>Review the song</b></p>	<p>Practice and sing. Clap along.</p> <p>If you’re happy and you know it, clap your hands                      If you’re happy and you know it, clap your hands                      If you’re happy and you know it, and you really want to show it                      If you’re happy and you know it, clap your hands</p> <p>Ask if learners remember the definition of “know” and “clap” from the last class.</p>
	<p><b>Read aloud</b></p>	<p>Read aloud the supplementary reader “My Feelings.” When learners hear one of the “feeling” words, they should make the facial expression.</p>
	<p><b>Discuss</b></p>	<p>Ask learners,</p> <p>Do you sometimes feel the same as the characters in the story? Which feelings do you like? Which do you not like? What makes you happy, sad or angry?</p>
√	<p><b>Assess learning</b></p>	<p>Show the flash cards; learners say the word. Ask different parts of the room to respond (example: first girls, then boys, then the back row, etc.).</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

## KEY INFORMATION CARD 8

### SAMPLE LESSON 1.3

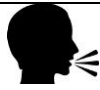



<b>Objective:</b> Learners will be able to identify and write the letter S.		
	Goal	Activity
	<b>Review words:</b> Happy, sad, angry	<b>Use picture flash cards to review the word “sad.”</b> 
	<b>First sounds</b> /s/	<b>Ask learners to identify the first sounds in “sad.” Can they think of other words with this sound? (Examples: sit, sky, snake) Does anyone have this sound in their name? (Example: Steven).</b>
	<b>Teach a letter</b>	<b>On a flash card or on the board, show the letter S.</b> <b>Say</b> This is the letter S. It makes the sound /s/. Say sssss. <b>Remind learners of their examples of words and names with the /s/ sound.</b>
	<b>Match a letter</b>	<b>Ask a learner to match the letter S to an alphabet chart or to a letter S found in words on display in the classroom.</b>
	<b>Skywrite</b>	<b>Show learners how to skywrite the letter S in the air, then ask them to skywrite with you.</b>
	<b>Write</b>	<b>Show learners how to write the letter S, then have them write the letter S in their exercise books. They should practice several times.</b>
	<b>Read aloud</b>	<b>Read aloud the supplementary reader “My Feelings” or any other grade-level short story about feelings. The story could be written on the blackboard or chart. When learners hear the letter S, they should hold up their notebook that has “S” written on it. Ask them to draw words (such as sky or snake) that start with s.</b>





√	<b>Assess learning</b>	<b>As learners leave the class, ask them to show their exercise books where they had written S. If you have too many learners to check all exercise books, ask them to compare their exercise books with a peer.</b>
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**KEY INFORMATION CARD 9**


**SAMPLE LESSON 1.4**


<b>Objective:</b> Learners will be able to read and write English words about feelings.		
	Goal	Activity
	<b>Discuss</b>	<b>Ask learners how they are feeling that day.</b>
	<b>Review words:</b>  Happy, sad, angry	<b>Use these flash cards and ask learners to repeat the English word.</b>    <b>Mix the cards and repeat. Ask learners to demonstrate the emotions.</b>
	<b>Practice word sounds; practice letters</b>  /h/ /a/ /p/ y/ /s/ /a/ /d/ /a/ /n/ /g/ /r/ /y/	<b>Ask learners</b>  What sounds do you hear in “happy?”  <b>When learners respond, write the corresponding letters on the board. Repeat with “sad” and “angry.”</b>  <b>Ask learners: What letter do these words all have?</b>
	<b>Play a letter game</b>	<b>Ask for five volunteers and distribute letter cards that spell the word “happy.” Ask that they put themselves in order and face the class.</b>  <b>Repeat with letters for “sad” and “angry.”</b>

	<b>Write</b>	<b>While the volunteers face the class holding their letter cards in the correct order, learners should copy the words in their exercise books.</b>
	<b>Read aloud</b>	<b>Read aloud a story on feelings such as the supplementary reader “My Feelings.” Ask learners to touch the word “happy” in their notebook when they hear it. Such a story could be written on the blackboard or chart.</b>
√	<b>Assess learning</b>	<b>As learners leave the class, ask them to show their notebooks where they had written happy, sad and angry. If you have too many learners to check all exercise books, ask them to compare their exercise books with a peer.</b>

## KEY INFORMATION CARD 10



### SAMPLE LESSON 2.1

<b>Objective:</b> Learners will be able to read and write names for colors and match them with objects and pictures.		
	Goal	Activity
	<b>Review colors in a game.</b>	<p><b>Tell learners you will review colors. Ask,</b></p> <p>Do you see something red? <b>A volunteer should find something red.</b></p> <p>Do you see something blue?</p> <p><b>Continue with different colors.</b></p>
	<b>Read aloud</b>	<p><b>Read aloud “Do you see?” showing the pictures.</b></p> <p><b>Ask learners to respond, “Yes, I do.”</b></p> <p><b>Ask learners if they see red, blue and black in their daily lives.</b></p>
	<p><b>Practice spelling colors</b></p> <p>Red Green Blue Black</p>	<p><b>Ask for volunteers. Give each volunteer a different letter (that is used in the color names).</b></p> <p><b>Ask different learners to call out a color, and the volunteer learners will attempt to spell it for the class.</b></p> <p><b>Volunteers should face the class with their finished word.</b></p>

	<b>Write</b>	<p>Ask learners to copy the words “blue” and “black” in their exercise books. Next to these words, they should draw a picture of something blue and something black. Let learners color their work with the correct colored pencil, crayon or chalk.</p> <p>Ask learners, What letters do these words have in common?</p>
√	<b>Assess learning</b>	<p>As learners leave the class, ask them to show their notebook where they had written blue and black. If you have too many learners to check all exercise books, ask them to compare their notebooks with a peer.</p>



**KEY INFORMATION CARD 11**

**SAMPLE LESSON 2.2**

<b>Objective:</b> Learners will be able to understand and write color names in a sentence.		
	Goal	Activity
	<b>Practice sight words with “Do You See?”</b>	<p><b>Teach the words “Do,” “you” and “see” using word cards. Ask for volunteers to hold the cards. Pointing to the word cards for each question, ask</b></p> <p>Do you see something red? <b>A volunteer should find something red.</b></p> <p>Do you see something blue?</p> <p><b>Continue with different volunteers and colors.</b></p>
Do you see something red?	<b>Build sentences</b>	<p><b>On the board, write, Do you see the red flower?</b></p> <p><b>Ask the class as you read with you. Underline the text with your finger as you read together.</b></p> <p><b>Add new sentences for the class to read with you:</b></p> <ul style="list-style-type: none"> <li>• Do you see the blue sky?</li> <li>• Do you see the green tree?</li> <li>• Do you see the black bird?</li> </ul>
	<b>Write</b>	<b>Ask learners to copy each sentence and draw a picture next to it to show comprehension.</b>
√	<b>Assess learning</b>	<b>As learners leave the class, ask them to show their exercise books where they had written their sentences. If you have too many learners to check all notebooks, ask them to compare their notebooks with a peer.</b>



## KEY INFORMATION CARD 12

### SAMPLE LESSON 2.3

<b>Objective:</b> Learners will be able to read and identify color names in the context of a book.		
	Goal	Activity
	<b>Review words:</b> Do You See Red Green Blue Black	<b>Use flash cards to review the words from before. Hold up the word flash card and ask different parts of the room to respond (first girls, then boys, then the back of the room, middle of the room, etc.).</b>
	<b>Guided reading</b>	<b>Distribute copies of a supplementary reader such as “Do You See?” OR use the blackboard to write the “Do You See?” story or any other story that the learners can read, with illustrations for all to see.</b>  <b>You can also use a story from the National Curriculum class-level English textbook.</b>  <b>Ask a volunteer learner to read the title.</b>  <b>Read each page aloud for the learners. After each page, ask learners to repeat, following the text with their finger and using proper speed and expression.</b>  <b>Read the book again. This time, ask a different learner to read each page.</b>
√	<b>Assess learning</b>	<b>Ask learners,</b> In this story, what was blue? What was black? What was red? What was green?  What other colors were in this book?  Can you think of other objects that are this color?

KEY INFORMATION CARD 13

SAMPLE LESSON 3.1



Objective: Learners will be able to read and answer questions about a book.		
	Goal	Activity
	<b>Discuss</b>	<b>Ask learners,</b> Do you like to play football? Do you play well? Where do you play?
	<b>Build a title</b>	<b>Ask for six volunteers. Give each volunteer a word card. Ask volunteers to put themselves in order and face the class to make the title of a supplementary reader such as “Musa and Finda Make a Football.”</b>  Ask the class to read the title together. Ask the class what words start with the same letter.
	<b>Read aloud</b>	<b>Show the supplementary reader, for example “Musa and Finda Make a Football.” Ask the class to predict what the book will be about.</b>  <b>Before reading, ask learners,</b> Look at the pictures and think about the title. Can you guess what the story will be about?  <b>During reading, ask learners,</b> How do you think they will make a football?  <b>After reading, ask learners questions such as,</b> What was Musa and Finda’s problem at the beginning of the story? Do you think they had a good solution?



√	<b>Assess learning</b>	<b>Summarize. Ask learners,</b> What happened first in the story? What happened next? What happened last?  <b>Connect. Ask learners,</b> Have you ever made a football? Did you use the same materials as Musa and Finda?
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**KEY INFORMATION CARD 14**

**SAMPLE LESSON 3.2**

<b>Objective:</b> Learners will be able to read a book with help and answer questions about the book.		
	Goal	Activity
	<b>Flash cards:</b> Run Tie Play Make	<p>Show flash cards for “run” and “tie” to learners. Define the words and ask learners to act out “run” and “tie.”</p> <p>Show flash cards for “play” and “make” to learners. Define and ask learners to act out those words.</p> <p>Mix the flash cards and ask learners to act the words out again.</p>
	<b>Guided reading</b>	<p>Distribute the supplementary reader used in the previous lesson, such as “Musa and Finda Make a Football,” to learners (or write part of the story on the blackboard). Give learners a minute to look for the words that were just practiced.</p> <p>Tell learners, We will read the story together. When I read a sentence, you repeat.</p> <p>For the first few sentences or pages, read each sentence and then ask learners to repeat it, following along with their finger.</p> <p>Then ask for a volunteer to read. Continue asking for volunteers until the end of the book or story written on the blackboard or chart. Help the learners use appropriate expression.</p>
√	<b>Assess learning</b>	<p>Show a flash card for selected words (run, tie, play, make). After each flash card, ask learners to point to the word in the book or story written on a board or chart.</p>

## KEY INFORMATION CARD 15

### SAMPLE LESSON 3.3

<p><b>Objective:</b> Learners will be able to read a book independently and answer questions about the book.</p>		
	Goal	Activity
	<b>Discuss</b>	<b>Ask learners,</b> What story have we been reading? Who are the main characters, and what did they do?
	<b>Independent reading</b>	<b>Distribute a supplementary reader used in previous lessons, such as “Musa and Finda Make a Football,” or a story written on cards by the teacher. If there are not enough books or cards, you can put learners in groups or pairs.</b>  <b>Tell learners,</b> You will read the book or story on cards independently. After finishing, you will write three things that happened in the story.
	<b>Write</b>	<b>After reading, ask learners to write down three things that happened in the story. They can use drawings to support the list.</b>
√	<b>Assess learning</b>	<b>While learners are working independently, call up individual learners or small groups of learners to read aloud with you. Try to choose learners who seem to be struggling and need extra practice and support.</b>

## ANNEX B: Lesson Observation Checklist

Observable Indicators		Comments
The lesson is prepared.	Yes/ No	
The lesson has an objective.	Yes/ No	
Learners actively participate in the lesson.	Yes/ No	
The teacher checks for understanding.	Yes/ No	
The teacher emphasizes important components of reading instruction.	Yes/ No	
The teacher uses appropriate materials.	Yes/ No	
The teacher encourages equal participation among girls and boys.	Yes/ No	
The teacher is inclusive of all learners.	Yes/ No	
The teacher helps learners feel supported and accepted.	Yes/ No	
The teacher uses only positive discipline.	Yes/ No	