

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**



**USAID | LIBERIA**  
FROM THE AMERICAN PEOPLE



**Master Trainer Guide to**  
**In-service Make Up**  
**Training Package for**  
**Accelerated Learning Teachers:**

*Strengthening Accelerated Learning Teacher Skills in  
Reading, Numeracy and Effective Pedagogy*

**March 11-13, 2009**  
**Core Education Skills for Liberian Youth Project**

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**IN-SERVICE MAKE-UP TEACHER TRAINING**

**I. WHEN?            TIMING**

Mar 11-March 13, 2010

**II. WHERE:           TRAINING VENUE**

Montserrado County

**III. WHAT TYPE? TRAINING MODALITY**

Training session

**IV. WHAT'S NEEDED?: CHECKLIST OF SUPPLIES AND MATERIALS, PREPARATION TASKS, TRANSPORTATION NEEDS**

LRCs

- Need to prepare Materials
  - scissors,
  - white paper
  - Flip Chart or poster sheets
  - Note pads
  - hand outs
  - pens
  - Markers
  - tapes
  - icebreaker/exercise materials

**V. WHO COMES? PARTICIPANTS**

68 teachers

**VI. WHO FACILITATES?**

Training Officer for Nimba  
Training Officer for Montserrado  
Asst Minister For Teacher Training And Accreditation

**VII. WHY IS IT NEEDED? RATIONALE**

Teachers need focused inputs and skills upgrading in order to achieve the outcomes of CESLY.

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

CESLY has found that certain teachers were absent during the Inservice training because of prior commitments, administrative obligation, testing or other elements that prevented them from attending the Inservice training in January. Through teacher assessment, CESLY has found that the quality of these teachers is far below the quality of teachers of those who attend the Inservice. CESLY proposes to conduct a make up training for these particular teachers in order to maintain standards of quality across accelerated classrooms.

#### **VIII. WHAT FOR? GOAL AND OBJECTIVES**

Teachers improve in:

- Time on Task, Attendance & Punctuality
- Reading and Numeracy Outcomes
- Effective Pedagogy Skills

#### **IX. WHAT'S THE RESULT? OUTCOME**

Teachers trained in in-service training in pedagogical methods and topics necessary to reach CESLY goals

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**X. WHAT? TRAINING TOPICS TO BE COVERED**

	<b>DAY 1</b>		<b>DAY 2</b>		<b>DAY 3</b>
7:00 7:45	REGISTRATION BREAKFAST	7:45	BREAKFAST	7:45	BREAKFAST
8:30	INTRODUCTIONS CESLY INTRODUCTION	8:30	COMPONENTS OF READING: PHONEMIC AWARENESS	8:30	COMPONENTS OF READING: READING COMPREHENSION AND PRACTICE
9:15	ATTENDANCE AND PUNCTUALITY	9:45	TOOLS FOR TEACHING PHONEMIC AWARENESS	10:00	ADJUSTING ALP LESSON PLANNING FOR READING FOCUS
10:45	BREAK	10:45	PHONICS-ICEBREAKER	11:00	PHONICS-ICEBREAKER
10:50	TEACHER TIME ON TASK	10:50	COMPONENTS OF READING: DECODING AND WORD RECOGNITION	11:05	PROMOTING A CULTURE OF READING
12:00	LUNCH	12:30	LUNCH	12:30	LUNCH
1:00	ENCOURAGING CRITICAL THINKING	1:30	COMPONENTS OF READING: VOCABULARY KNOWLEDGE	1:30	NUMERACY IN THE ALP CLASSROOM
2:30	A COMPREHENSIVE APPROACH TO READING INSTRUCTION	3:55	PHONICS-ICEBREAKER		NUMERACY IN THE ALP CLASSROOM
4:15	INTRODUCTION TO EGRA (ASSESSMENT AND THE MANUAL)	4:00	COMPONENTS OF READING: ORAL READING FLUENCY	5:00	CONDUCTING OR MONITORING TUTORING AND LEARNER SUPPORT
5:45	END OF SESSION	5:45	END OF SESSION	5:45	END OF SESSION
	SUPPER	6:00	SUPPER		SUPPER
		7:00	EVENING SESSION: LOCALLY PRODUCED TEACHING AND LEARNING MATERIALS		

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

### BRIEFING OF TOPICS TO BE COVERED

#### CESLY Program Introduction

Develop understanding of the CESLY program and its objectives and components  
Understanding the transition of ALP into NFE

Goals: What Teachers Need to bring away from the training

Increased Time on Task, Attendance & Punctuality

Increase in Reading and Numeracy Outcomes

Improvement in Effective Pedagogy Skills

Achieving Change in Teacher Behavior

#### Teacher Time on Task

- attendance
- punctuality
- time engaged in teaching and learning
- time on task

#### Strengthening Reading

- Understanding and Challenging Teacher's Mental Models about reading
  - Explore teacher mental models of reading, build a conceptual map in people's head of how reading is acquired
  - Address what they don't know, common misconceptions
  - Address how to changing concepts which are true
- Understanding Phonics Based Approach to Reading
- Understanding EGRA\EGMA Approach
- How to teach components of reading:
  - phonological awareness
  - decoding and word recognition
  - vocabulary knowledge
  - oral reading fluency
  - reading and comprehension
  - purposefulness and context of reading
- Familiarization with the RTI Teacher Training Manual and how to use it
- Teacher and student-developed reading materials
- Strengthening Numeracy Teaching

#### Outside the Class

- Conducting or monitoring tutoring and learner support

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**XI. WHAT HAPPENED?**

Master Trainers will deliver sample training sessions and be monitored by their peers.

End of training evaluation will be administered and verbal feedback will be collected from participants.

**XII. HOW FEEDBACK IS INCORPORATED?**

Evaluation and verbal feedback will be fed directly into the in-service teacher training plan.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**CESLY INTRODUCTION**

**Objective:** to familiarize participants with one another, with their trainers and with the CESLY program

**Time Allocated for Activity:** 45 min

**Preparation Tasks:** Take material for group presentation and place it on flipcharts

**Materials needed:** flipcharts, markers

**Activities:**

Introduction of Participants

Use the interactive models of introduction you witnessed in the Master Trainer training or know from your own experience. It is important that the introduction be interactive and engaging with possible movement, so that this sets the tones for the training. By the time the teachers do the SCOPE tool pre-test later, they need to feel comfortable and well-adjusted in a safe, constructive learning environment.

Material to be Delivered in Large Group:

**Core Education Skills for Liberian Youth  
(CESLY)**

**About CESLY**

- The overall purpose of the CESLY program is to improve educational opportunities and outcomes for Liberian youth and young adults.
- The implementing partners for CESLY are Education Development Center, YMCA of Liberia, and RTI, International, working closely with the Ministry of Education.
- The CESLY project operates in Bong, Lofa, Nimba, Montserrado, Maryland and Grand Jedah

**CESLY CORE ACTION AREAS**

1. Accelerated Learning
2. Nonformal Education Program
3. Improving Teaching Capacity
4. Community Support of Education
5. Strengthening of MOE Institutions

## **IN-SERVICE TEACHER TRAINING**

**March 11-13, 2010**

### **TRANSITIONING FROM ACCELERATED LEARNING INTO NONFORMAL EDUCATION**

- The Ministry of Education plans to phase out accelerated learning, and guide younger children to enroll in formal school, while youth enroll in a nonformal education program.
- In the 2009-2010 school year, CESLY will help enroll and graduate learners in Levels 2 and 3 of accelerated learning.
- In the 2010-2011 school year, CESLY will help enroll and graduate learners in Levels 3 of accelerated learning.
- In the 2010-2011 school year, CESLY will also pilot a nonformal education curriculum for youth, so that the Ministry can phase out of accelerated learning and scale up nonformal education for youth.

### **KEY MESSAGES ON ENROLLMENT IN ACCELERATED LEARNING**

- Age appropriate enrollment for overage youth, ages 10 -35
- Girls are encouraged to enroll
- Children who are under age 10, should exit accelerated learning and enroll in formal primary school
- CESLY will help youth focus on work readiness/ life skills

### **IMPROVING TEACHING PRACTICES IN LIBERIA**

CESLY's goal is to improve capacity of teachers to implement approaches that improve learning outcomes for participants, specifically to:

- Introduce refined methodology for teaching reading and math to improve literacy and numeracy outcomes
- Establish culture of reading where teachers work with community members to implement community-based reading activities with youth and other community members
- Effect change in teacher time on task, attendance, punctuality and overall teaching practices
- Introduce instructional guidance in teachers' materials
- Promote use of critical thinking in teacher pedagogy
- Introduce new teacher assessment tool to help teachers progressively improve performance

### **WHAT SHOULD A TEACHER BRING AWAY FROM IN-SERVICE TRAINING?**

Knowledge, skills and tools on how to improve:

- Time on Task, Attendance & Punctuality
- Reading and Numeracy Outcomes among Students
- Effective Pedagogy Skills

## **IN-SERVICE TEACHER TRAINING**

**March 11-13, 2010**

Introduce the concept of an imaginary handbag/carrying case. Draw a simple symbol on the wall. Each time a teacher identifies a piece of knowledge, a skill or a tool they should note this in their notebook. The notebook for the training should serve like a manual which in effect is like a handbag which they will carry away with them and use in their classroom.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Attendance, Punctuality and Teacher Time on Task**

**Objective:** to acquaint teachers with how Attendance, Punctuality and Teacher Time on Task might be challenges, and for them to devise ways that these could be resolved in their own lives.

**Time Allocated for Activity:** 1.5 hour,

**Preparation Tasks:** Review the notes you took during the Master Trainer Training on this session

**Materials needed:** flipcharts, markers, each teacher needs to have their own notebook with them

**Activities:**

**GROUP DISCUSSION**

Engage teachers in guessing...

? ? How many hours do you think the average human life lasts?

- You can try three guesses...
- 650,000 hours!

**How long does a student spend in class in a semester?**

- 40 minutes x 4 sessions per day = 160 minutes
- First marking period = 29 days
- Second marking period = 29 days
- Third marking period = 19 days
- 77 days in school in Fall Semester 2009
- 160 minutes x 77 days= 12,320 minutes or... 205 Hours
  
- ..... But how many of this hour does a student actually engage in learning?

**Engage teachers in brainstorming: ☞ Your Turn!**

- Think of a student who goes through one semester of class.
- What happens when the teacher is absent?
- When the teacher is late?
- When the teacher spends time on things besides learning during class hours?

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

Ask teachers in a large group writing answers on flipcharts

- ☞ What kind of challenges do teachers face in attendance?
- ☞ What kind of challenges do teachers face in getting to class and starting class on time?
- ☞ What kind of challenges do teachers face in staying on task once in the class?
- ☞ Make a list of strategies about how each of these challenges can be overcome...

(Review your notes from the Master Trainer training. Prompt participants with any items were important but not included)

Guide each individual in the room to take silent time and write down their own list of challenges that these personally face in attendance and punctuality. They should write down the challenges they face specifically in their own life.

### School Level Plans

Break teachers and school administrators into small groups by school. (If there are too few teachers from one school then merge that group with a neighboring group.)

Let each group create a table on flipchart, such as below.

CHALLENGE	STRATEGY	ENSURING EFFECTIVENESS

Let each member of the group, contribute their own ideas about the challenges they personally face and how they think it can be overcome. Let them put down a strategy how they can ensure that the strategy is followed out, including possibilities of self-monitoring or monitoring each other. Let them each make a commitment to putting effort into accomplishing each strategy where they each sign their name to the flipchart. Allow time for each teacher to copy the table into their notebooks and the school administrator takes responsibility for taking the chart back to the school

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Teacher Time on Task**

**Objective:** to acquaint teachers with how Teacher Time on Task might be challenges, and for them to devise ways that these could be resolved in their own lives.

**Time Allocated for Activity:** 1 hour

**Preparation Tasks:** prepare vision of good teaching flipchart; prepare a skit where the master trainer acts as a teacher wasting time in class.

**Materials needed:** flipcharts, markers

**Time on Task in the Classroom (10 min)**

- Walk through a typical day showing how 40 minutes in an accelerated learning class period is utilized in one day

Let one of the Master Trainers model poor teacher time on task. Let the other master trainer pretend to use a stopwatch and write on the board on how time is allocated. (5 min for this, 10 min for this). The recording master training should put the minutes on the board in two columns, one “on task” one “off task” (The demonstration should briefly go through the simulation of 40 minute day not actually expending 40 minutes)

At the end, total the amount of minutes spent on task in one day

Multiply this number x 4 periods, x 77 days. This is the total number of minutes spent on learning tasks.

Then divide the number of minutes by 60

See how the total compares with 205 hours for semester 2 for 2010

**Your Vision of Teacher Time on Task (15 min)**

What does it look like when a teacher has maximum time on task?

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

Virtually no time is wasted because the teacher:

- minimizes distractions from outside the classroom manages the classroom effectively,
- establishes effective routines to collect and distribute paperwork and materials,
- ensures smooth transitions between instructional activities,
- provides very clear instructions that allow students to effectively complete instructional activities,

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

- prepares instructional materials ahead of time,
- Effectively plans and sequences instruction to virtually eliminate wasting time by frequently going back and forth during instruction.

Have teachers open their notes and make a label “My Vision of Good Teaching: Teacher Time on Task” accompanied by a happy face or thumbs up. Then they should copy the items into their notebook (Repeat this symbol through out the training so that teachers can open their notebooks and easily find the “My Vision of Good Teaching” pages.

### ☞ **Your Turn!** (15 min)

Divide the group into 9 groups by having them count off up to 9. (The objective of having more groups with a smaller number of people is to allow a greater number of teachers to practice newly learned skills during each practice session of the training) Let teachers model a simulation in which teacher overcomes challenges, disruptions, distractions, and other elements which took away from class time and establishes other routines that help them use time effectively.

### **Sharing with the Group** (10 min)

Invite one of the groups to share their skit with the class.

Use comedy and encourage participants to insert funny elements to make the skits enjoyable.

Think with the group about how you will manage time on task during the training. From among the teachers, assign one person for each of the days to be a timekeeper, keeping the group accountable for maintaining time on time task.

### **Transitioning.**

After they have had fun and lots of interaction, prepare them to get back in their seats and gather into large group for the next session on critical thinking.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Encouraging Critical Thinking**

**Objective:** to familiarize teachers with the concept of critical thinking, to understand how it can be integrated in teaching and to let them practice this skill.

**Time Allocated for Activity:** Day 1, 2:30 -5:30

**Preparation Tasks:** prepare flipcharts in advance

**Materials needed:** flipcharts, markers

**Activities:**

**LARGE GROUP TIME**  
**(20 min)**

**Critical Thinking Framework**

The Washington State University Critical Thinking Framework identifies critical thinking in the following steps.

A learner who engages in critical thinking does the following:

- 1) Identifies and summarizes the PROBLEM/QUESTION at issue (and/or the source's position).
- 2) Identifies and presents the STUDENT'S OWN PERSPECTIVE and position as it is important to the analysis of the issue them.
- 3) Identifies and considers OTHER PERSPECTIVES and positions that are important to the analysis of the issue.
- 4) Identifies and assesses the key ASSUMPTIONS.  
Identifies and assesses the quality of supporting INFORMATION/EVIDENCE and provides additional data/evidence related to the issue.
- 6) Identifies and considers the influence of the CONTEXT on the issue.
- 7) Identifies and assesses CONCLUSIONS, implications and consequences

**Thinking is Driven by Questions (Foundation for Critical Thinking)**

*(Master Trainers take the following piece and summarize it in your own words for teachers)*

“Thinking is not driven by answers but by questions. Had no questions been asked by those who laid the foundation for a field — for example, Physics or Biology — the field would never have been developed in the first place. Furthermore, every field stays alive only to the extent that fresh questions are generated and taken seriously as the driving force in a process of thinking. To think through or rethink anything, one must ask questions that stimulate our thought.

Questions define tasks, express problems and delineate issues. Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such.

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

This is why it is true that only students who have questions are really thinking and learning. It is possible to give students an examination on any subject by just asking them to list all of the questions that they have about a subject, including all questions generated by their first list of questions.

### **Feeding Students Endless Content to Remember**

Feeding students endless content to remember (that is, declarative sentences to remember) is akin to repeatedly stepping on the brakes in a vehicle that is, unfortunately, already at rest. Instead, students need questions to turn on their intellectual engines and they need to generate questions from our questions to get their thinking to go somewhere. Thinking is of no use unless it goes somewhere, and again, the questions we ask determine where our thinking goes.

Deep questions drive our thought underneath the surface of things, force us to deal with complexity.

### **Dead Questions Reflect Dead Minds**

Unfortunately, most students ask virtually none of these thought-stimulating types of questions. They tend to stick to dead questions like "Is this going to be on the test?", questions that imply the desire not to think. Most teachers in turn are not themselves generators of questions and answers of their own; that is, are not seriously engaged in thinking through or rethinking through their own subjects. Rather, they are deliverers of the questions and answers of others-usually those of a textbook.

We must continually remind ourselves that thinking begins with respect to some content only when questions are generated by both teachers and students. No questions equals no understanding. Superficial questions equals superficial understanding. Most students typically have no questions. They not only sit in silence, their minds are silent as well. Hence, the questions they do have tend to be superficial and ill-informed. This demonstrates that most of the time they are not thinking through the content they are presumed to be learning. This demonstrates that most of the time they are not learning the content they are presumed to be learning.

If we want thinking we must stimulate it with questions that lead students to further questions. We must overcome what previous schooling has done to the thinking of students.”

### **Paint a Picture!**

#### **Vision of Good Teaching: (10 min)**

Engage teachers in “painting their vision of good teacher”

- Think of a scenario in the classroom? How would you implement critical thinking strategies in the classroom? What would a classroom look like where critical thinking is being used?

## IN-SERVICE TEACHER TRAINING

### March 11-13, 2010

#### *Vision of a Teacher who practices Critical Thinking*

What does it look like when a teacher practices critical thinking?

- The teacher usually asks open-ended, follow-up, and probing questions both within the context of the lesson and in relation to other contexts.
- The teacher encourages students to wonder!
- The teacher makes practicing higher order or critical thinking skills a consistent and integral part of the lesson.
- The teacher plans a lesson with a central focus on providing students with ample and extended opportunities to: (a) gather, classify, analyze, and synthesize evidence and/or information, (b) compare and contrast ideas, (c) make defensible inferences, and/or (d) develop the attitudes and skills to ask critical questions or make critical comments regarding information, ideas, and assumptions discussed in textbooks or class.

(3:30, 10 min)

When the group has come to agreement about its vision, allow time for each person to copy the two lists into their notebooks with the “My Vision of Good Teaching” symbol.

#### **Probing or Open-ended Questions** (2:45, 10 min)

What is the difference between a question with a defined right or wrong answer vs. a probing or open-ended question? Engage teachers in the following activity:

(Prompt the group to generate some “dead mind” questions

Prompt the group to generate questions that prompt you to think and use critical thinking questions)

Take the content on the EGRA Plus Manual page 44, vol 1.

#### *Nyanquoi from King-Gray, by Geanjay G Rabat*

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there with his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi’s uncle, will eat all **of** the food without **sharing** with Nyanquoi. (**How do you think Nyanquoi feels?**) One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: “This dog is very thin.” Nyanquoi quickly responded “I think this dog lives with his uncle.” “What do you mean?” Nyanquoi’s uncle asked **in a rage**.

Make some “dead mind” questions based on the story.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

Now make some “alive mind” questions that prompt students to critically think.

Here are a few sample questions.

Why did the uncle feel rage?

Did Nyanquoi intend to offend his uncle?

Who has responsibility to feed Nyanquoi?

Should Nyanquoi be asked to clean the yard and cook if he doesn't receive food?

Where does his uncle get food?

At what age should Nyanquoi be expected to find his own food?

What underlying issues does the story address?

Are there any issues related to justice in this story?

Are there any issues related to human rights in this story?

Are there any issues related to family /cultural expectations in this story?

Is there a right and a wrong answer to what should have happened?

**IF THERE IS TIME.....**

☞ **Your Turn!** (15 min)

- Divide persons into groups of two, with the same person with whom they did the open-ended questions activity.

Let the group design a teaching activity utilizing critical thinking skills. (15 min preparation)

**Demonstration teaching** (40 minutes)

After the minutes is over, let them get into groups of six, (let each team of two, count off, up to 9 so that the teams of two are approximately evenly divided among the 9 groups. )

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**A Comprehensive Approach to Reading Instruction**

**Objective:** to enable participants to articulate the way they think people learn to read, to become familiar with the components-based approach to reading and to compare and contrast the differences between them.

**Time Allocated for Activity:** Day 2, 8:45-11:15

**Preparation Tasks:** prepare flipcharts in advance on components of reading; summarize in your own words the description of putting all the components together

**Materials Needed:** flipcharts, markers

**Activities:**

**Mental Models of Reading (10 min)**

Engage teachers in a group discussion

⌘ Think about it...

How do you think people learn to read?

- What are the components of reading?
- What skills do people need to know how to do?
- How do you they learn those skills?
- Does it happen all at once or does it occur in steps?
- What does the teacher do that makes children learn to read?
- Or do children just learn to read best on their own?

**Your Turn! (15 min)**

Making your own Map of a Mental Model

⌘ Break participants into groups of five.

Have them draw a map, a mental model of how students learn how to read.

**Round Robin (15 min)**

⌘ Next do round-robin visits to each mental model map, where one person stays at home-base and explains the mental model to the visiting groups.

**A Comprehensive Approach to Reading Instruction (, 35 min)**

Bring participants back to the main group.

Facilitate a presentation.

**What do reading researchers say?**

# IN-SERVICE TEACHER TRAINING

March 11-13, 2010

“Rigorous research has identified an effective approach to teaching children to read, and this approach is referred to as *evidence-based reading instruction*. Evidence-based means that rigorous evaluations have found that this approach helps most children learn to read efficiently and effectively.

Evidence-based reading instruction defines reading as a set of *component reading skills* that can and should be learned individually but also a set of *reading practices* that require the integration of all of those skills to perform tasks with text” (JC). The components are:

- Phonemic awareness
- decoding and word recognition
- vocabulary knowledge
- oral reading fluency and comprehension
- reading and comprehension

? What do each of these terms mean?

## **Phonemic Awareness**

Phonemic awareness is:

- The ability to recognize the different sounds of spoken words, parts of words (syllables), or phonemes (the smallest unit of sound in a given language).

In your own words...

- How can you put that in your words?

Give a few examples...

## **Decoding**

Decoding refers to the ability to connect phonemes to letters in order to sound-out unknown words. Decoding is the process of being able to translate sounds written on paper into a word that is pronounced according to the rules of the given language.

In your own words...

- How can you put that in your words?

Can you show an example of a learner who can decode words as opposed to one who cannot?

## **Word Recognition**

- Word recognition refers to the rapid and effortless ability to read whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory.

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

In your own words...

- How can you put that in your words?

Give a few examples...

### **Vocabulary knowledge**

- Vocabulary knowledge is the understanding of the meanings of words and their uses in varying contexts.

In your own words...

- How can you put that in your words?

Why do you think it is important?

### **Oral Reading Fluency**

- Oral reading fluency is reading with speed and accuracy, but it also includes reading out loud with the correct stress, intonation, and emphasis.

In your own words...

- How can you put that in your words?
- Demonstrate what it looks when a reader has oral good fluency?
- And when she does not?

### **Reading Comprehension**

- Readers must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated knowledge

In your own words...

- How can you put that in your words?
- How do you know if a reader is comprehending what they read or not?

### **Separate or Related?**

- These parts are separate and unique, but only when they all work together is the skill of reading learned.
- What analogies can you think of where you learn separate skills and put them all together to make it work?
- Learning to play soccer?
- Learning to dance?
- Learning to cook?

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

- Learning to drive? or... you choose

#### **Putting the Components of Reading Together**

Master Trainers should summarize the following description of reading, and tell it to teachers in your own words.

“Mastering these components enables readers to accomplish tasks (i.e.: learning, entertainment, religious practice, information seeking, record keeping, and communication) with text (i.e.: books, letters, documents, magazines, pamphlets, emails, and signs). Research has also found that reading instruction is most effective when it is linked to writing instruction, and so this training will address writing as well.

Since reading takes place within the mind and is, therefore, impossible to see, an analogy is useful to understanding this evidence-based approach. When a football (soccer) team is preparing for a game, the players spend some time practicing individual skills, such as passing or kicking goals, and some time playing the game by splitting the team into two sides or arranging practice games with other teams.

The players are practicing component skills and then integrating all of those skills to play a practice match. Many amateur players learned the game without formal practice of the component skills, and a few of those players may be quite good. However, most players who learn without a focus on component skills are not accomplished players, and every professional player prepares for his or her next game by practicing component skills. In fact, most good amateur players probably practiced those skills on their own or with friends when they were young. Good players do not have to think about these component skills once they are in a match because the skills have become automatic through practice. While in the game, the player is, instead, thinking about strategy, predicting where the ball might go next, and assessing the strengths and weaknesses of the other team.

The same is true for reading. Some children appear to have learned how to read without direct instruction in component skills, but most of these children probably practiced the component skills alone or with family and friends. Children need instruction and practice in the components of reading, and they need to use those skills to accomplish tasks with text. The component skills should be taught by starting with easy, simple skills and then slowly introducing more difficult, complex skills. The tasks and the texts should be ones that are a little bit difficult for students but not too difficult for them to read successfully. In addition these tasks and texts should be ones that are interesting and enjoyable for the students.

Teaching that focuses only on components or only on reading practices does not provide sufficient support to children so that they can develop into good readers. Both should be taught from the earliest stages of learning to read. However, to be good readers, children must learn to efficiently and effortlessly integrate multiple, component skills in order to make meaning from print.

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

Good readers immediately process the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use. Good readers have a large vocabulary so that they know the meanings of most of the words they read, and good readers are aware of the process of reading so that they can maintain their attention and accomplish the task they have for the text they are reading. (JC)”

### **Compare your Mental Model** (, 15 min)

Put participants in the same small groups as the mental models of reading activity.

- Pull out your Mental Model and compare it with that of the reading researchers. How are they similar and how do they differ?
- What are common gaps or misconceptions about reading, when you look at your own or others’ ways of teaching reading and compare it with what researchers have developed?
- If there are differences between the mental model your group created and the evidence-based approach to reading, how you would address or implement the idea of needing to change behaviors.

### **Making Change** (, 15 min)

Convene as a large group again.

- If you are working with a mental model that differs from the evidence-based comprehensive approach, how can you change your teaching if you have doing it and thinking in one way for a long long time?
  - What are the obstacles to change?
  - What makes it easier to change?
  - What strategies can be employed to change the way you teach reading?

### **IF THERE IS EXTRA TIME.....**

### **Documenting** (, 10 min)

Have participants document in their notebooks, the strategies that can be used to change.

### **☞ Your Turn!** (15 min)

- In small groups, develop role plays to address this issue.

(15 min)

Count off in groups of five and allow each group to develop a role play.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Present role plays (10 min)**

Present one role play (or more as are feasible) before 11:15.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Introduction to the Early Grade Reading Assessment**  
**Approach and EGRA Manual**

**Objective:** to understand the EGRA that will be conducted in their classrooms; to understand the EGRA Plus manual and how to use it

**Time Allocated for Activity:** Day 2, 11:15-12:30

**Preparation Tasks:** study the lesson in the EGRA Plus Manual, Read the passage below and be able to summarize for teachers from memory, rather than reading verbatim.

**Materials Needed:** flipcharts, markers, EGRA Plus manuals, sample of decodable books

**Activities:**

**Group Presentation** (, 15 min)

Summarize the following background on the Early Grade Reading Assessment...

*What is the Early Grade Reading Assessment?*

Remember how we discussed the evidence-based understanding of reading. Some of your work actually feeds into and contributes to that research.

Many of you have experienced teams of assessors coming to your schools to conduct reading assessments.

What these teams are doing is looking at how children are learning to read and whether they understand the core components of reading we discussed above.

Many of you have already had a visit from a team of assessors to your schools in November 2009. These assessment teams will visit a sample of your classrooms in June 2010 and again in June 2011 at the conclusion of the CESLY project. They will be able to systematically assess in where students are when they begin, how much improvement they make after you go home from this training and start using new skills, and how much improvement they make by the end of the project.

You shouldn't be worried or afraid if a team of assessors visits your classroom. You won't be penalized for bad results. Instead, learning what is happening in CESLY classrooms will help us to better understand how you as teachers, as well as the project implementers can help strengthen reading.

*What tools exist to help me strengthen reading skills in my class room?*

In the past two years, the Early Grade Reading Assessment project did an assessment in other counties in Liberia several years ago and found particular patterns of weaknesses demonstrated by learners in those counties. In order to systematically address these, and strengthen children in the areas where they were weak, the Early Grade Reading

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

Assessment project developed a manual that systematically teaches learners how to read, from step 1.

The CESLY project would like to utilize this manual. Why? Because even though Level 2 and 3 learners are at different levels of reading, we need to go back to the basics and ensure that learners have been trained how to reading in a systematic way, without missing any key building blocks, that are needed in order to layer the next level of learning. While you may think that the readers in your class are far beyond, we found that learners in some Level 3 classes couldn't pronounce the sounds of letters! So CESLY wants to ask you to utilize this manual during the Language Arts session of your classes. If you utilize the manual 3 days out of a 5 day week, learners will be able to reach a certain level of fundamental understanding of the core building blocks of reading before the end of semester 2 in 2010!

#### ***What does this manual cover?***

The Early Grade Reading Assessment (EGRA) Plus: Liberia Project has developed a manual that systematically introduces skills for teaching through programmed instruction. Each of the 20 lessons covers:

- Phonemic Awareness
- Phonics
- Phonics and Fluency Practice
- Vocabulary and Sight Words
- Comprehension
- Listening Comprehension

#### **Using the Tool (10 min)**

☞ On your own!

Tell teachers:

Turn to the lesson on page 6. Read through the lesson to yourself quietly.

#### **Practice (20 min)**

Tell teachers to:

Join with a partner next to you. In teams of two, practice teaching the lesson to one another with one person as teacher and one as student.

#### **Modeling (, 30 min)**

Choose one of the teams that is doing particularly well. Ask this team to model the method going through a whole lesson plan with the group, up until the 12:30 lunch break.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Components of Reading: Phonemic Awareness**

**Objective:** to enable teachers to understand phonemic awareness and feel comfortable teaching it in the classroom

**Time Allocated for Activity :** 1 hour, 15 min

**Preparation Tasks:** prepare flipcharts with information and lists of phonemes...

**Materials needed:** flipcharts, markers, paper for participants to make flash cards

**Activities:**

**Group Presentation** (45 min)

*What is Phonemic Awareness?*

Phonemic awareness is the ability to recognize the different sounds of letters, parts of words (syllables), or phonemes.

Teach pronunciation of letter names, letter sounds, and letter combination sounds.

*What is a phoneme?*

# IN-SERVICE TEACHER TRAINING

March 11-13, 2010

In linguistics, the phoneme of a language represents the individual sound patterns that constitutes the language structure. In short, each of the sound elements in a language is called a phoneme.

## *What some organs that produce specific sounds?*

- Bilabial Region (two lips) – producing the phoneme sounds /p/, /b/, /m/
- Dental region (teeth and tongue) /th/
- Alveolar region – (tongue hit rugged upper part of mouth) /t/, /d/,
- Laryngeal region - /h/

(Don't emphasize the use of strange new vocabulary words. Just use these as a way to point to regions that don't have other recognized names and help them isolate what body parts are used in making phonemes)

## *Phonemic Awareness*

- Understanding difference phonemes is one of basic fundamental aspects of reading. To begin to understand or approach reading, one must look at the individual sound patterns that constitute the English sound system.

“Students must learn to recognize the different sounds that make up words. This skill is referred to as *phonemic knowledge*. To develop this skill students must learn and practice the sounds associated with individual letters and combinations of one or more letters. Students first learn the names of the letters; then they learn the sound each letter makes, and finally they learn the sounds of the letter combinations. Students must then practice this skill so that it becomes easy and automatic. For English the letter names, letter sounds, and letter combination sounds are (JC)”:

### **Letter Names:**

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

### **Sounds:**

- Easy Consonants: T, N, R, M, D, S, L, C, P, B, F, V
- Short Vowels A, E, I, O, U, Y
- Long Vowels (with final E) A\_E, E\_E, I\_E, O\_E, U\_E
- Long Vowels E, O

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

- |                                                   |                                                                                              |
|---------------------------------------------------|----------------------------------------------------------------------------------------------|
| ▪ Single Consonants                               | G, H, K, W, J                                                                                |
| ▪ Consonant Pairs                                 | TH, CH, SH, WH                                                                               |
| ▪ Alternate Consonant Sounds                      | C (s), S (z), G (j), X (gs)                                                                  |
| ▪ Long Vowel Pairs                                | EA, EE, AI, AY, OA, OW                                                                       |
| ▪ Initial Consonant Blends<br>(Beginning of word) | PR, TR, GR, BR, CR, DR, FR, ST<br>SP, SK, SC, SW, SM, SN, PL, CL,<br>BL, FL, SL, GL, TW, STR |
| ▪ Final Consonant Blends<br>(End of word)         | LD, LD, SK, ST, NK, NT, MB, MP,<br>NG                                                        |
| ▪ R-Vowels                                        | AR, ER, IR, OR, UR, AIR, ARE,<br>EAR, EER                                                    |
| ▪ Broad O Vowels                                  | AW, AU, AL, O                                                                                |
| ▪ Other Vowel Sounds                              | OO, U (oo)                                                                                   |
| ▪ Schwas                                          | A, E, I, O, U                                                                                |
| ▪ Other Letter Combinations                       | GN, PH, KN, WR, OUGH, EA, IGH                                                                |

(schwa= An unstressed and toneless neutral vowel sound)

Practice making each of these sounds...

**Practice making new sounds**

***Examples of Short Vowel Sounds***

A	apple	_ pple	apple
E	egg	_ gg	egg
I	ink	_ nk	ink
U	umbrella	_ mbrella	umbrella
O	octopus	_ ctopus	octopus

***Examples of Consonant Sounds***

- *Short sounds for Consonants*

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

- B - bat, c - cat, d - dog, f - fish, g - goat, h - hut, j - jar, k - kite, l - ladder, m - mitten, n - nut, p - pail, q - Queen, r - rabbit, s - sun, t - top, v - valentine, w - window, x - box, y - yard, z - zebra.

*What sounds change when two letters are put together?*

- /ch/
- /th/
- /gh/
- /wr/
- /ph/
- /sh/

**Processing new information** (, 15 min)

Have participants copy the list of letter names and list of sounds into their own notebooks

**Vision of Good Teaching of Phonemic Awareness** (10 min)

Ask teachers to develop what they would think is a vision of good teaching of Phonemic awareness. Correct or prompt them to make sure that their list includes the following.

1. Students are taught the names of the letters.
2. Children are taught to both make the correct sound when they see a letter or letter combination and identify the correct letter or letter combination when they hear the sound.
3. Lessons are short and frequent
4. Children are taught individually or in small groups.

Ask teachers what they think of as poor teaching of Phonemic awareness....

**Weak Teaching:**

1. Though letter names and sounds might first be taught in a specific order (as from a chart for example), students are presented letters randomly (as with flash cards) and must also be taught to name letters and connect sounds to letters and letter combination without having first solidified the phonemes in their minds.

**Documenting** (10 min)

Each teacher writes down a vision of good teaching of Phonemic awareness.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

## **Tools For Teaching Phonemic Awareness**

**Objective:** to enable teachers to practice phonemic awareness and feel comfortable teaching it in the classroom

**Time Allocated for Activity:** 1 hour

**Preparation Tasks:** prepare flipcharts with information and lists of phonemes...

**Materials needed:** flipcharts, markers, paper for participants to make flash cards

**Activities:**

**What tools exist for teaching phonemic awareness?**

- Flash cards
- RTI EGRA Plus Manual
- Decodable books
- Instructional tools that you make from existing local materials

**Flash Cards** (20 min)

Distribute paper and instruct participants to make their own flash cards. (20 min)

“Each teacher is given sufficient blank flash cards and black marking pens so that they can make flash cards for each letter and letter combination. Each card should have one letter or letter combination on one side and at least one word, but preferably three words, which include the letter or letter combination on the other side. The word or words should be ones that are in the texts that students are using to learn to read. (Use the EGRA manual as a resource to find words that students are learning to read)

Teachers should then break into groups of three or four and discuss ways in which they could use these flash cards to teach students how to pronounce letter names, letter sounds, and letter combinations. After they have come up with several ways to do this, each small group practices these methods in their group (JC)”.

The Master Trainer then calls the small groups into a large group and shares the ways they have identified with the large group. Each method is demonstrated.

Teachers should then write down these ways of teaching in their notebooks.

**How Can I Practice Teaching Phonemic Awareness?** (20 min)

- Turn to the lesson on page 9 of the RTI EGRA Plus Manual.
- With a partner run through a sample lesson on page 9 and 10 (they can stop at end of page 10, before they reach Vocabulary section on page 11)

The second partner teaches Week 1 Day 3 lesson using the sample lesson on page 12 and 13 of the manual. The person should stop before reading the vocabulary section.

## **IN-SERVICE TEACHER TRAINING**

**March 11-13, 2010**

Each of the two should be given up to twenty minutes to complete the lesson. If the first partner has not finished after 20 minutes, Master Trainers should make the teams switch in order that both of the two teachers get practice time.

•

### **Decodable books (10 min)**

Show the sample of the Teach the World decodable books and explain that a pair of these books will be available in every classroom.

Group teachers into 3-4 per group.

Let teachers practice reading a story with learners, using the flash cards to supplement. Have learners pretend to be new readers, eliciting the kind of errors common among Level 2 and 3 learners.

Let each of the teachers get practice using a different decodable book and reading aloud, with a focus on introducing a new phoneme through the book. Start with Decodable book 1, about the fat cat.

### **Instructional tools that you make from existing local materials, (10 min)**

Let groups of teachers of 3-4, develop a list of Instructional tools that could be made from existing local materials. They should develop their lists and write them in their notebook. They can be making the tools up to 5:15. They should know they will also have more time later to continue making the books.

### **DURING BREAKS OR OFF TIMES OF THE TRAINING OR AS ICEBREAKERS**

In the last period of session, let teachers practice elements that were difficult for them with phoneme pronunciation.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Components of Reading: Decoding and Word  
Recognition**

**Objective:** to enable participants to develop skills to be able to teach decoding and word recognition

**Time Allocated for Activity:** 1 hour, 45 min

**Preparation Tasks:** Make up your own imaginary script or identify a script that you know and training participants do not.

**Materials needed:** flipcharts, markers, EGRA manual, paper that can be used to make flash cards, scissors, ALP curriculum manuals

**Activities:**

**GROUP ACTIVITY** (10 min)

**How do we make meaning out of dots and lines and symbols?**

Begin the session in a very serious tone. As a Master Trainer, make up your own alphabet. (If you are literate in another script, you can use that script. Examples of other scripts: Arabic, Hindi, Amharic, Russian, etc.). Make a series of lines and symbols across the wall. Now read that sentence in your imaginary language (or a language you know that others do not). Ask the teachers comprehension questions to test if they understood the content you delivered. Reprimand them when they answer incorrectly.

After teachers have experienced what it feels like to be lost when asked to decode and make meaning from written script they don't understand, then engage in the following group discussion.

**Presentation** (45 min)

*Making Meaning*

- To be good readers, children must learn to efficiently and effortlessly integrate multiple, discrete component skills in order to make meaning from print
- A good reader immediately processes the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use. Up until now, many teachers in primary schools have either not been providing direct instruction of component skills or teaching those skills in ways that are not effective in helping learners learn how to read. Some learners will graduate from level 3 or 6<sup>th</sup> grade without being able to sound a word that they have never seen.

## IN-SERVICE TEACHER TRAINING

### March 11-13, 2010

Students must also learn to sight read words, read them as whole words without having to sound them out. This skill is referred to as *word recognition*. Learning to read whole words rapidly and effortlessly occurs only after seeing the words many times. Reading whole words is critical for effective reading and reading comprehension. Students with weak decoding and word recognition skills tend to rely on context information as a primary strategy for reading words. That is they guess at what a word is based on the other words that are in the sentence they are reading. Because of their over-reliance on context, these children tend to make more word recognition errors, and they exhibit lower levels of comprehension.

#### ***What is decoding?***

- Decoding refers to the ability to connect phonemes to letters in order to sound-out unknown words.
- Teaching decoding and word recognition is most effective when children are systematically taught the relationships between sounds and letters, referred to as phonics instruction.
- This phonics approach to instruction also supports reading comprehension.
- “Some languages, such as English or French, preserve the historical origins of their words at the expense of clear sound to letter relationships, and decoding, therefore, requires not only knowledge of those sound-letter associations but also of unusual clusters of letters (such as “ight” in night and right in English).(JC)”
  
- Decoding, therefore, requires not only knowledge of those sound relationships but also of unusual clusters of letters

#### Words Spelled Based on Sound Relationships

- cat
- big
- ask

#### Words Spelled Based On Historical Origin of a Word

- night (Anglo-Saxon origins)
- Phone (Greek origins)
- Wrong (Anglo-Saxon origins)
- -ton (Latin origins)

When you see strange patterns of letters that are not common in English, this usually means that the English language meshed with the influences of another language and you still see the “footprints” of that other culture within the English language.

Every time you see those two letters together, you can see the pattern and you can help students connect themselves with history too so that they start to recognize the Greek and Anglo-Saxon parts of history showing up on their book pages!

#### **Practice**

## IN-SERVICE TEACHER TRAINING

### March 11-13, 2010

Have teachers turn to a partner.

Let them practice decoding familiar words, and practicing sounding them out.

Let them identify a list of words that follow sound relationships.

Let them identify a list of words that follow unusual sound relationships, (usually because of history).

### **Word recognition**

- Word recognition refers to the rapid and effortless ability to read whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory.

Students must also learn to sight read words, read them as whole words without having to sound them out. This skill is referred to as *word recognition*. Recognizing whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory.

Learning to read whole words rapidly and effortlessly occurs only after seeing the words many times.

☞ Your Turn!

Engage teachers in brainstorming

### ***Why do you think automatic retrieval of words from memory is important?***

After teachers have generated their ideas, supplement with the following information.

- Because learners can get so focused on making out the words, that they forget the meaning of what they are reading by the time they get to the end of the paragraph!
- This automatic word recognition of reading individual words out of context is critical for effective reading and is highly correlated with reading comprehension outcomes. Multiple encounters with words and letter patterns enable readers to retrieve words as whole units, freeing the “brain energy” of the reader from the need to decode those words.
- Reading whole words is critical for effective reading and reading comprehension. Students with weak decoding and word recognition skills tend to rely on context information as a primary strategy for reading words. That is they guess at what a word is based on the other words that are in the sentence they are reading. Because of their over-reliance on context, these children tend to make more word recognition errors, and they exhibit lower levels of comprehension.

### **Sight word instruction**

- What is sight word instruction?
- -introducing words as whole units rather than analyzing their letter-sound correspondences.

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

- Sight word instruction is also a critical part of early reading instruction, particularly in languages, such as English, that have high frequency words that are not decodable using a set of rules
  - *One*
  - *Women*
  - *the*

Engage learners in eliciting other examples of words that would be difficult to decode phonetically, where sight word recognition could be useful.

### Documenting

Have teachers write the list in their teacher notebooks.

### Vision of Good Teaching: Teaching Decoding and Sight Word Recognition (20 minutes)

- How would you teach sight word recognition?
- What kind of methods would you use?

☞ Brainstorm in groups of 3-4. Then write your answers on the wall.

After participants have supplied answers, prompt or supplement with the following information.

### Vision of Good Teaching:

1. Students are taught to put letter and letter combinations together to make words and to divide words into letters and letter combinations that make up the sounds of the word.
2. Students are taught to recognize whole words.
3. Students are given many opportunities to read text that contains the whole words they are learning.

### Poor Teaching:

Ask participants to elicit aspects of poor teaching of decoding. Ask them why this would be poor teaching. What would happen if they used these methods to teach decoding or word recognition.

After participants have supplied answers, prompt or supplement with the following information.

1. Students are taught whole words without learning to decode.

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

2. Students are taught whole words without opportunities to read them in text.

#### **Documenting** (10 min)

Have teachers write the vision of good teaching for decoding and word recognition in their teacher notebooks.

•

#### **Practicing Decoding and Word Recognition** (, 20 minutes)

- ☞ On your own!
- Turn to the lesson on page 12. In teams of two, practice teaching the lesson to one another, focus on how phonics leads to word recognition, and how you would present the word recognition section ....

If the first partner has not finished after 10 minutes, Master Trainers should make the teams switch in order that both of the two teachers get practice time.

#### **IF THERE IS TIME .....**

#### **Putting Decoding in Context** (10:10, 10 min)

- How much time do you think needs to be spent on decoding and sight word recognition?
- Turn the lesson on page 12. With a partner, look at the flow of the lesson. Look at how much time is spent on the basics of phonemic awareness and phonics, until you begin to introduce sight words on page 13.

#### **Tools for Teaching Word Recognition** (11:00, 15 minutes)

Engage teachers in brainstorming as a group.

- What kind of instructional materials would you use for teaching word recognition?
- How could you create materials you need in the classroom?

(Guide teachers to make word cards, but encourage them to also think up their own innovative instructional devices...)

#### **Filling up your handbag** (11:15, 30 minutes)

- With a partner, create your own instructional materials that you will take back in your “teacher’s handbag” and would use in your classroom. Make materials based on words that you encounter in lessons from Weeks 1-10 in the RTI EGRA Plus Manual. Look at the stories in italics to generate words (stories found on p. 8, p. 25, p. 44, p. 61, p. 84, etc.)

## **IN-SERVICE TEACHER TRAINING**

**March 11-13, 2010**

- You may also use the Accelerated Learning curriculum for your level to generate words.

11:45

Gauge where the participants need more time. Engage them in continuing to make instructional materials, conducting sample lessons or any other areas where they exhibit challenges.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Component of Reading: Vocabulary Knowledge**

**Objective:** to enable participants to learn effective strategies for equipping learners with good vocabulary

**Time Allocated for Activity:**

**Preparation Tasks:** Write out the reading passage on the wall.

**Materials needed:** flipcharts, markers

**Activities:**

**GROUP ACTIVITY** (15 min)

*The trainer reads out the following passage and asks comprehension questions.*

“The Atlantic Ocean has beautiful golden **racatacas**. Gbana and his **oraliyot** live near the **racatacas**. There is a lot of fresh **kubliot** and **merkel** there. Gbana’s **oraliyot** catches **marda** from the **kreel**.

Answer the following questions:

What do you think the racatacas look like?

Why do you think there is a lot of kubliot and merkel at the racatacas?

Do you think it is easier for Gbana’s oraliyot to catch marda in the kreel or the racatacas?

After participants have been given the opportunity to answer the questions, ask them-

- What did you not understand about this paragraph?
- Why was it difficult?
- Were you able to guess what a kreel or a racatacas is?

Turn to RTI Manual Volume 2, page 9

Compare the imaginary vocabulary words to the real English words below.

Did you guess any of the meanings of the imaginary vocabulary words correctly?

*Living Near The Beach, By Ruby T. Martin*

The Atlantic Ocean has beautiful golden **beaches**. Gbana and his **grandmother** live near the **beach**. There is a lot of fresh **air** and **sunshine** there. Gbana’s **grandmother** catches **fish** from the **lagoon**.

This shows the value of knowing vocabulary. Some times you can figure out what the vocabulary is from the context. But sometimes you make errors when you don’t have the full information. A student who is trying to make sense of new words without full information can come out of a class session with an entirely different idea than you think they might have.

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

**PRESENTATION** (, 15 min,)

*What does vocabulary refer to?*

Vocabulary knowledge is the understanding of the meanings of words and their uses in varying contexts.

- Are you ever puzzled by an unfamiliar word when you are reading?
- Do you have problems with decoding of strange words and your comprehension isn't what it should be?

Vocabulary In Your Own Life ...

- With your partner next to you, think of an example, in your own life, in which you didn't get a key word being used by other people. What happened? Where there other things that you missed because you missed that word? How did you catch up? Were you able to catch up to others who already knew that word and were not slowed down by not understanding it?

What is the significance of vocabulary knowledge?

- To read rapidly and efficiently, you must instantly recognize and define thousands of words, some never seen before, others whose meaning on context simply escapes you.
- Vocabulary is a comprehension tool. Failure to understand a word slows down your reading rate.

Why Vocabulary is important.

- It improves comprehension.
- It improves speaking.
- It increases a person's knowledge base
- Without sufficient vocabulary, a reader does not grasp key points. More and more information is layered and the individual has holes or gaps in their comprehension of what is going on. This leads to missing information that comes later as well.

What happens when a child is exposed to a vocabulary-poor environment ?

- In the United States, research was done comparing children who entered school from low income backgrounds vs. those from middle income background.
- They found that those from lower income background came into to school having been exposed to hundreds of thousands of fewer words. These kids

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

absorbed new vocabulary faster than the other kids, but they were never able to catch up academically with the kids who had been exposed to hundreds of thousands more words in their early years.

### What are different kinds of vocabulary?

- *Oral* vocabulary refers to words used or recognized in speaking or listening
- *Reading* vocabulary refers to words the individual recognizes when they are presented in a print form.

### If I get it, can I use it?

- *Receptive* vocabulary refers to the words an individual understands when presented with the words, either orally or in text.
- *Productive* vocabulary designates those words the individual can actually use in writing or speaking themselves

### **SMALL GROUP DISCUSSION** (15 min,)

Discuss: In small groups of 4-5, discuss the following questions

- Make a list of instances in which you note that a student did not pick up a key element in class due to a gap in vocabulary
- Can you think of an example in your life or in the life of a student when you could comprehend a word, but you could not reproduce it?
- What is the status of the present vocabulary of the learners in your classroom? Is it adequate for daily reading tasks?
- Do you find any differences between children who speak English at home and children whose mother tongue is not English?

### **PRESENTATION** (15 min,)

### So then.....How do we build our vocabulary knowledge?

- Understanding word meaning is a foundation to overall comprehension
- If you want to become a competent reader and increase your overall reading speed, then you must increase your vocabulary knowledge.
- Building one's vocabulary doesn't mean we must study long list of rare and technical words. This practice would be a waste of time.
- The best way to develop vocabulary is to read, and read extensively.
- By being exposed to new words, we are forced to expand our comprehension of these words
- As a teacher, one must pay attention to words that may seem new for learners
- Often that unfamiliar word may be explained by a context clue. It may be explained by a modifier, restatement, or even an example.

### Helping Ourselves so We can Help Others...

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

What about when I myself can't understand the word through the context clues?  
How can I deepen my own knowledge?

Dictionaries ! Dictionaries are created for the sole purpose of helping you expand knowledge when you do not know the meaning of a word.

What if I am a teacher, and I don't know the word, and I don't have a dictionary?

Your Turn to Brainstorm.

What should the teacher do when he or she doesn't know the word and can't find the meaning?

(Take a list of suggestions of from teachers. After they finish, add the following topics if these have not already been covered.

- Utilize a dictionary ?
- Try and figure out from the context of the word
- Ask other teachers/administrators in the school ?
- Ask others around the school (volunteers, educated persons) who may have content knowledge about the word?
- Send text message to LRC training officer or DEO or Master Trainer ?

Have teachers note down the list in their notebooks.

#### **SMALL GROUP DISCUSSION (15 min)**

- **YOUR TURN:** In groups, brainstorm your own strategies for how to expand vocabulary as a teacher in a rural classroom. What strategies will work in an ALP classroom in rural Liberia....

Debrief on what each group mentioned. Have participants write down the strategies in their notebooks

#### **LARGE GROUP DISCUSSION (35 min)**

Once you find the word, how do you keep it?

- The human brain has been compared to a garden. If you live in a house with a garden around it, if you go and plant a flower in one corner of the garden, and then leave it, you will never find that flower again. All the other leaves and plants will grow around it.
- In order to find the flower, you have to plant it first, in a secure place and make sure that the flower is solidly planted in the ground
- The next day you make a path through the vegetation to find it again

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

- And the next day you follow that path again, until a path is worn through the vegetation and you can easily find the flower whenever you want it.
- If you don't carve a path, the vegetation will grow and you will never find the flower again

### Retaining Vocabulary Knowledge

- Therefore in order to remember vocabulary, we cannot be exposed just once. We have to repeatedly become exposed to the vocabulary and see and use it in different contexts.
- Once you have learned the meaning of a new word, that word becomes your personal property.
- Use it daily in as many situations as possible.

### A Vision of Good Teaching of Vocabulary..

Your turn to brainstorm....

How can you teach vocabulary to students in an effective way?  
(Prompt participants with any items below that not included)

- Provide opportunities for learners to learn new words in rich contexts.
- Teach vocabulary both directly and indirectly.
- Teach words that are appropriate for learners' age and ability levels.
- Teach vocabulary directly in ways that actively engage learners.
- Introducing words before reading texts has been found to be effective.
- Find ways to repeat and reintroduce the use of the word, at different times and in different contexts.

Have participants document in their notebooks, the strategies that can be used for teaching vocabulary.

Discuss with the group:

How can you recognize students for whom the language spoken at home is not English?  
What kind of special support do you think these students need in the area of vocabulary?

Next have the teachers look at the ALP curriculum materials and make a list of words that they think would be difficult in level 2 or level 3 and might need explanation. Since you may not have curricular materials for every one do this as a large group activity or spread around the curricular materials that you have available.

### DEMONSTRATION TEACHING (20 min)

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

- Open the RTI manual, volume 1 to page 11 and read the story on Toe the Young Hunter. How does the manual help the teacher work with students to understand the vocabulary?

Discuss the strategies used as a large group.

Choose one stronger teacher to model the teaching of vocabulary section of that lesson for the whole group.

### IF THERE IS TIME .....

#### **PRACTICE** (3:20, 20 min)

**YOUR TURN:** Your very own word

In groups of two...

- Invent a new word- a word that does not already exist in the English language. Do not tell the meaning to anyone. Next with your partner introduce this new word to your partner. (If anyone has a hard time thinking of a new word, they can use the imaginary words presented at the beginning of the session)
- How will you teach your partner the meaning of the word?
- What materials will you show them to understand the word?
- How can you help them understand the word by its context?
- How can you check to make sure that they correctly understood the meaning of the new word?
- How will you help them get exposed to the word in different contexts?
- What strategies will you use to reinforce and help them practice using that new word?

Walk through each of these steps with your partner.

(after 10 minutes, make sure that all partners switch)

#### **STUDYING LESSON PLANS** (20 min)

Next, in groups of 2-3, have teachers compare the vocabulary sections of the lesson plan on page 7, page 11, then page 13, then page 16 of the manual.

Guide teachers to read and see how the lesson builds on the previous vocabulary words that students had learned on earlier days.

#### **TEACHING PRACTICE** (55 minutes)

Merge the small groups of 2-3 people in two, so that you can groups of 5-6 people in each group.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

Engage teachers in sample teaching.

Have them turn to page 15 (Week 1, Day 4 in the EGRA manual) and let them run through teaching the sample lesson, from step 1 up to the end.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Oral Reading Fluency**

**Objective:** to enable participants to help learners develop oral reading fluency

**Time Allocated for Activity:**

**Preparation Tasks:** Familiarize yourself with the story on page 44 and practice reading with incorrect intonation. Put the relevant information on flip charts.

**Materials Needed:** flipcharts, markers

**Activities:**

**GROUP ACTIVITY** (15 min,)

Tell the participants.

- Close your eyes and lean back.
- Listen to the passage that the trainer reads aloud.

The Master Trainer should turn to the story about Nyanquoi from King-Gray on page 44. Read the story with flat intonation, having difficulty sounding out words, going slowly, making mistakes, making the intonation drag when it should be funny, or making it sound hesitant, when the uncle should be angry. When there are punctuation marks like a question mark, use the intonation you would use for a period. Stop and start at the wrong times in the flow of the paragraph.

**What happens when you don't have oral fluency?**

- Can you follow the point of what is happening in the passage?
- What parts were not clear to you?

**What happens when oral fluency is there?**

- Now listen the passage when it is read with oral fluency.

The Master Trainer reads the paragraph with full vibrance and fluency, putting exclamation and emotion at the times where the reader would expect.

Ask participants:

- When you heard this second reading what was different?
- Are there parts of the story that you more clearly understood?
- Did you understand the emotions and the anger of the uncle more clearly the second time you heard the story? Did you get the humor in the story when it was read the second time with oral fluency?

**PRESENTATION** (45 min)

# IN-SERVICE TEACHER TRAINING

March 11-13, 2010

## How One Skill Relates to the Whole Process Of Reading

- “Teaching that focuses only on components or only on reading practices does not provide sufficient support to children so that they can develop into good readers. Both should be taught from the earliest stages of learning to read. However, to be good readers, children must learn to efficiently and effortlessly integrate multiple, discrete component skills in order to make meaning from print.
- A good reader immediately processes the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use (JC).”
- Because learners can get so focused on making out the words, they forget the meaning of what they are reading by the time they get to the end of the paragraph!
- Being able to individual words out of context is critical for effective reading and is highly correlated with reading comprehension outcomes (Perfetti, 1985; Torgesen, Rashotte, & Alexander, 2001). Multiple encounters with words and letter patterns enable readers to retrieve words as whole units, freeing the reader from the need to decode those words.
- When reader are familiar enough with how to verbalize sounds and words ...

**What does this lead to ?**

**Fluency!**

## Oral Reading Fluency

Oral Reading Fluency is the ability to read

- easily
- with speed
- with accuracy
- with appropriate rhythm
- with appropriate stress and emphasis in the right places.
- with intonation characteristic to the language
- and with expression that conveys the meaning of what is being read
- Fluency includes the ability to decode words rapidly and to group words into meaningful units for interpretation.
- It also includes attending to punctuation, determining emphasis, and pausing appropriately in order to make sense of what is being read.

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

### Putting it all together

#### ☞ Your turn

Open your EGRA Plus manual to the story on page 8 about “Toe, the Young Hunter”.

Practice- what does it sound like when a reader reads it aloud without oral fluency.

(Master Trainer asks for volunteers to read particular sentences to the group )

Practice reading:

Without normal speed

Without accurate pronunciation

Without accurate rhythm

With stress and emphasis in wrong places

With intonation characteristic of someone  
from Guinea or Cote D’Ivoire

With incorrect intonation at punctuation  
marks

Then with normal speed

Then with accurate pronunciation

Then with accurate rhythm

With stress and emphasis in the right places

With intonation characteristic of someone  
who is a native English speaker

With correct intonation at punctuation  
marks

#### ☞ For Group Discussion

What skills is oral fluency building on? How do they all fit together to make oral fluency?

### Why Should Fluency Be Taught?

According to the two research reports, fluent reading aids a reader’s ability to comprehend text. Two major activities make demands on a learner’s brain at the same time:

- decoding (recognizing words, punctuation marks...)
- comprehending.

Individuals who must expend great effort in decoding have less mental energy to devote to understanding the meaning of text.

Research with older learners suggests as well that fluency is an issue for adult beginning readers, intermediate and even some advanced readers.

Adult beginning readers’ fluency is similar to the fluency of children who are beginning readers.

Reading research also shows that receiving instruction and practice in fluency may lead to increases in reading achievement.

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

### **Vision of Good Teaching: Oral Fluency**

Ask participants: What do you think are some strategies for teaching oral fluency?

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Provide opportunities for readers to read passages orally multiple times with guidance and feedback from teachers, peers, or parents.
- Use systematic phonics instruction to improve beginning readers' fluency.
- Practice isolated words from a passage and then reading the passage repeatedly until fluency is attained
- Re-read a student's own dictated story until fluent reading of the story is achieved
- Practice with a version of a passage that is one grade-equivalent level above the student's reading comprehension score (either by recording it or having a higher level student read the passage)

Allow time for all participants to write down the session in their journals.

### **ROLE PLAY ( 20 min)**

#### **☞ Your Turn!**

- In groups of two, turn to the passage on page 39 of Volume I of the EGRA Plus Manual.
- Role play with one person as learner, and the other as teacher. How does the teacher help the learner to achieve oral fluency in reading the passage.
  
- Practice utilizing the strategies you have identified for practicing fluency with multiple reading passages in the EGRA Plus Book

### **IF THERE IS TIME.....**

### **GROUP DISCUSSION (30 min)**

#### **Teaching Oral Fluency**

Break participants into groups of 10

#### **☞ To Discuss as a Group**

- How can you teach oral fluency to a youth learner in an accelerated learning class ?  
What strategies will you use?
- How do you correct them if they are making a mistake?
- What do you do if the learner is reading a passage and making mistakes in speed, accuracy, stress, intonation, and expression ---all at the same time?
- If there are learners in the classroom whose native language is English and there are others with another native tongue, will you do anything differently with them?  
What kind of assistance to second language learners need?
- What are kinds of challenges do you think you would face when it comes to teaching oral fluency? How would you overcome them?

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

(Make a chart on the wall to document your ideas...)

Come back to the large group and share relevant thoughts from the groups with the larger session.

**TEACHING PRACTICE** (10:35, 35 minutes)

Merge the small groups of 2-3 people in two, so that you have groups of 5-6 people in each group.

Engage teachers in sample teaching.

Have them turn to page 18 (Week 1, Day 5 in the EGRA manual) and let them run through teaching the sample lesson, from step 1 up to the end.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Preparing Teaching and Learning Materials Using**  
**Reading-Components Approach**

**Objective:** to enable participants to manage instructional materials

**Time Allocated for Activity:** 2 hours

**Preparation Tasks:** Review of training sessions to see what teaching aids should be added to the list

Materials Needed: scissors, markers, glue, locally available materials that could be used for making teaching and learning aids--bottle caps, bottles, stones, items that others would discard, used wrappers or other colorful papers, tree bark, old outdated reading materials (newspapers, etc), old boxes or cardboard, plastic ties and strings, old cans, any other items that you can find that would be durable for a teaching aid.

ALP curricula, EGRA plus manual, In-service schedule

**Activities:**

*Since this is an evening task, make it fun hands on and engaging...*

**Resourcefulness**

Sometimes, as human beings it is easy for us to look to others provide things. But when we can provide things ourselves it enables to be much more independent. We learn how to avoid roadblocks by waiting for others to provide things.

When we make our own learning materials in the classroom it also helps our brains to become creative and alert. We develop problem solving and design skills. We make things are directly linked to the needs we have and to the messages we want to convey to students.

**Identifying Learning Material Needs**

Systematically think about what kind of learning material you would need for each teach activity you have performed until now.

What kind of materials do you think would be useful?

Look over the schedule from Day 1 of the training up until now

Look through the lessons in the EGRA Plus Manual.

Look through the teacher note book in which you have been keeping notes.

Remember the culture of reading session on creating a print-rich learning environment.

Look through the ALP curricula.

# IN-SERVICE TEACHER TRAINING

March 11-13, 2010

Make a list of the kinds of teaching and learning materials you think would be useful.

(Have teachers generate topics and place these on the wall . Categorize them by topic. Supplement with the following if they have not already named these. Let teachers choose which types of materials they would like to make. However, all teachers should mandatorily make a student report card template (see instructions below)

## Reading and Language Arts

Flash cards for vowels

Flash cards for sight words

Flash cards for consonant pairs

Flash cards for blends

Flash cards for sight words found in the EGRA plus manual

Flash cards for suffixes

Flash cards for prefixes

Decorated story boards

Important pieces of information

Names of the months

Names of the colors

Names of geographic sites in Liberia

Names of students

Material to place on a bulletin board

Making a user-friendly holder or hanger for flash cards, using locally available resources

Making a hand-made book in which students can write their own stories

Student Report Cards

(make two sample templates of report cards of a) : early grade reading supplementary report card for parents and b) student progress tracker. You can find these at p.6, and p8 in the Student Report Card Manual in the Back of EGRA Plus volume 2)

## Numeracy

Flash cards for single digit numbers

Flash cards for double digit numbers

Flash cards for operation signs ( +, x, -, etc)

Flash cards for patterns and shapes

Counting tools

Grouping tools

Tools for making patterns

A device to demonstrate fractions

A clock to practice telling time

## Social Studies

Map of Liberia

Globe

Map of your village

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

Now is your time to be creative and operate a temporary manufacturing factory for your classroom. During the time allotted make as many materials as you can for your classroom. Feel free to look around and get good ideas from your neighbors... Think about making holding devices for items that are small and could get easily lost.

After you create your materials you need to keep them in a safe place so that they do not fly around and get lost. Think about how you will transport them back to your school. Think about how you can attach items to the wall in a low cost manner.

When you get back think about continue to create materials for each lesson where you find a need.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Components of Reading: Reading Comprehension and Practice**

**Objective:** to enable participants to teach reading comprehension in the classroom

**Time Allocated for Activity:** 1.5 Hours

**Preparation Tasks:** prepare flipcharts

**Materials Needed:** flipcharts, markers

**Activities:**

**GROUP PRESENTATION (45 min)**

**What is Reading Comprehension ?**

Readers must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated knowledge

Reading comprehension refers to “getting the point” of a piece of text

**What do you think are the resources or sources of knowledge that a learner can draw on to figure out what is going on in a piece of text?**

??? What are your ideas ???

(Engage participants in eliciting their own answers. Supplement with the following ...)

Reading comprehension results from a dynamic interaction of :

- the words of the text at hand
- the reader’s own experience
- the reader’s own accumulated knowledge
- the reader’s knowledge of language, and print
- the reader’s purposes for reading
- and the comprehension strategies which the reader knows and employs to support understanding.

## **IN-SERVICE TEACHER TRAINING**

**March 11-13, 2010**

**What are some outside factors that may affect a person's ability to comprehend?**  
(Engage participants in eliciting their own answers. Supplement with the following ...)

- Cultural differences
- English as a second language
- malnutrition
- learning disabilities
- Knowledge of vocabulary
- Fluency
- Mental distress outside the classroom

Think! Your turn!

*What are the some of the background factors specific to learners in accelerated learning classrooms that might affect their comprehension abilities?*

### **Why Should Reading Comprehension Be Taught?**

- In order to construct meaning of what they are reading, children must learn how to pay attention to whether what they are reading is “coming together” or “makes sense” with what they have already read..
- Skilled readers are purposeful and active, applying comprehension strategies as they strive to construct meaning.
- However, reading research shows that many older beginning readers, however, are not even aware that strategies exist and are not likely to develop them if they are not taught how.
- So. ....researchers have concluded that teaching comprehension strategies is effective in enhancing reading comprehension and should be an integral part of reading instruction.

### **What is self-monitoring?**

Students must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated. In other words, in order to construct meaning of what they are reading, children must learn how to pay attention to whether what they are reading is “coming together” or “makes sense” with what they have already read. This skill is referred to as *self-monitoring*.

### **How can students develop self-monitoring?**

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

Students can develop self-monitoring habits in order to better fully comprehend a piece of text

Active comprehension strategies for self-monitoring should be taught by demonstration and description to help children understand the active thinking processes that make comprehension possible.

Students can demonstrate deep comprehension by talking about how they are making sense of what they read and by answering questions about or discussing text events, information, character actions, and thematic elements

### **What are some strategies for teaching comprehension?**

Provide explicit instruction and practice in the following:

- question generating
- question answering
- comprehension monitoring
- pictures or symbols that give meaning to text
- story structure
- Using headings
- Summarizing verbally
- Self-questioning
- Skimming

#### **Your turn!**

*What other strategies can you think of?*

*Which strategies would be most suitable in an accelerated learning classroom?*

### **Documenting**

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Strategies for Teaching Reading Comprehension

### **TEACHING PRACTICE (, 35 min)**

#### **☞ On your own!**

In pairs of two practice modeling these techniques for enhancing comprehension using the story on page 24 of the RTI EGRA Plus manual. Have the partners switch after 15 minutes.

### **IF THERE IS TIME....**

### **GROUP PRESENTATION (20 min)**

Review the list of strategies practiced before lunch.

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

### **How would you put these kinds of strategies into practice in your learning in the classroom?**

( elaborate the question for them... What kind of activities would you develop? Would you use just one of the strategies?... )

(Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list. )

- Engage learners in cooperative learning, in which learners instruct or interact with each other to learn text comprehension strategies.
- Provide tasks that demand active involvement.
- Provide instruction in comprehension alongside with instruction in word analysis, fluency, and vocabulary.
- Encourage and teach students to use comprehension strategies flexibly and in combination.
- Provide more *explicit* instruction in reading comprehension strategies for older learners
- Explore multi-media (books, computers, instructional materials) instruction to improve reading comprehension.
- Make time for sustained silent reading each day

### **Why is sustained silent reading important ?**

(Students must read silently as much as possible. This practice is usually done outside of class either as a homework assignment or for pleasure. However, students should spend part of every school day reading silently. This practice is referred to as sustained silent reading.)

### **Documenting**

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: How to Put Reading Comprehension Strategies into Practice in the Classroom

☞ **Let’s Plan (1:50, 20 min)**

### **Tutoring for Reading Comprehension**

If you are conducting tutoring or if there are volunteers in your community who were willing to work with learners and help them practice reading, how would you enable them to operationalize some of these strategies?

In groups of two, each teacher gives a mock orientation to a would-be volunteer teaching that person how to monitor and encourage comprehension in the

## **IN-SERVICE TEACHER TRAINING**

**March 11-13, 2010**

classroom. How would you help that person develop a lesson that involves the strategies and lessons mentioned above?

### **Teaching Practice (2:10, 40 min)**

In groups of 4-5

Using the above strategies, as well as manners of putting those strategies into practice, teach the following lesson: Week 2, Day 1 on page 22 of EGRA Plus volume 1. When you get to the comprehension section, place extra attention on putting into practice the comprehension strategies you have learned.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Adjusting ALP Lesson Planning For Reading Focus**

**Objective:** to enable participants to review teaching of numeracy skills and peer tutoring session

**Time Allocated for Activity:** 1 hour

**Preparation Tasks:** study of the syllabus of both curricula

**Materials Needed:** to be determined by participants, list of topics, ALP Manuals, EGRA Plus Manual

**Activities:**

**GROUP PRESENTATION**

**Putting into Practice a New Approach**

- Each of you has been utilizing the RTI EGRA Plus Manual to practice new methods for teaching reading.
- These manuals start at the very beginning of the reading and help teachers bridge the process of building steps to reading step by step
- Now that teachers will have a new technique for teaching the basic skills of reading, how will you incorporate that into the current Accelerated Learning classroom?

**How to fit in what a learner needs....**

- There are 78 days of instruction in Semester 2, 2010
- There are 80 days of instruction in the EGRA Plus manuals, Volume 1 and II
- Each ALP class consists of 40 minutes, and classes cover language arts, social studies, science and math
- Knowing that solid skills in reading, underlie achievement in all other areas and...
- Knowing that certain content needs to be covered in order to ALP learners to be prepared to pass their class exams and their WAYEC exams,.....

How will you integrate use of EGRA Plus Manual into the teaching of the ALP curricula?

**Integration of Reading Approach into ALP**

CESLY would like to propose

- teaching the EGRA Plus method 3 days a week during the Language Arts session during Spring Semester of 2010 in order to strengthen basic reading competencies before the end of the school year

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

In order to do this, the following topics have been prioritized so that learners can both strengthen their reading skills and also cover the necessary content in the ALP curriculum.

**Documenting –**

Copy these topics to be prioritized into your notebook

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Promoting a Culture of Reading**

**Objective:** to enable participants to manage instructional materials

**Time Allocated for Activity:** Day 5, 8:45-10:45

**Preparation Tasks:** prepare flipcharts

**Materials Needed:** flipcharts, markers

**Activities:**

**STEP 1:**

GROUP PRESENTATION ON CULTURE OF READING

What is a culture of reading? (*Training explaining that culture here means a habit or practice of reading. Make sure that should not lead off track into a discussion of culture in general, as happened in the In-service Training* )

Do you think we have this culture in Liberia? In our classrooms?  
and you can stimulate debate among the participants)

Why would we want to promote a culture of reading?

*Trainer leads an interactive discussion with participants*

*Trainer summarizes the following statement in your own words in language that is understood by the learners.*

Reading is one of the fundamental building blocks of learning. Becoming a skilled and adaptable reader enhances the chances of success at school and beyond.

Reading is not just for school, it is for life. Reading, in all its variety, is vital to our becoming better informed; have a better understanding of ourselves and others; and to our development as thoughtful, constructive contributors to a democratic and cohesive society.

A nation's economic health, social health, development, and competitiveness all depends on its level of literacy and the ability of its people to read widely for practical purposes and for pleasure.

## IN-SERVICE TEACHER TRAINING

### March 11-13, 2010

This means making the current generation more aware of the pleasure and importance of reading in daily life, and ensuring that they have the level of literacy skills required in modern society.

Without a Culture of Reading....

- Chalk and talk dominates classroom interactions.
- There is a lack of reading materials available to most teachers and students.
- Many possible gains for individual as well as the nation are lost

### GROUP PRESENTATION

Trainer should ask participants to generate ideas on how a culture of reading could be promoted at the local level. Let them elicit ideas. Prompt them with the follow ideas if these are not already brought up. (Bullets can be written on flipcharts but italicized text should be conveyed only verbally )

#### Strategies for Promoting a Culture of Reading OUTSIDE the classroom

- Link activities outside the classroom with those inside the classroom.
  - *For example, utilize reading materials developed inside the classroom to decorate the school compound or other community buildings.*
- Sponsor competitions and contests can be conducted in addition to National Reading Day in which:
  - *Students compete in spelling bees*
  - *students read a book and then must answer questions on the book*
  - *students produce their own stories, books, essays, dramas, poems or other written work*
  - *family-based competitions drawing on oral traditions, in which a learner writes down a family story transcribed in mother tongue one side, and translated in English on the next (for instance, a grandmother is the storyteller while the youth serves as a scribe)*
  - *Schools that demonstrate the greatest change in EGRA assessments win prizes*
  - *Competitions can be within a school and between schools.*
  - *Prizes could include:*
    - *public praise in the school assembly*
    - *and a place in the list of winners*
    - *a small prize*
- Establish a school yard or community bulletin board.
  - *Populate it with reading material that is interesting and engaging for onlookers.*

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

- *Use the bulletin board as a type of newspaper, with current events and recognition of youth who have excelled in reading*
- *Engage community in making signage at the community level*
  
- Establish Reading-Focused Clubs
  - *These clubs can be engaged in several child-led activities such as debates, discussions, exhibitions, and drama, with reading as a core skill to be strengthened in each activity. The underlying purpose of the clubs could be to address barriers and challenges in the children's schooling experiences and educational process or focus on particular topics.*
  
- Establish soccer matches linked with culture of reading activities,
  - *as a way of linking out-of-school youth into the promotion of a reading. Form teams mixing high and low-level readers, older and younger, pressure on the better ones to help others.*
  
- Invite “Reading Ambassadors” visits schools and communities
  - *to promote reading providing an informal, interactive forum for children and youth to focus on improving reading and writing skills (CESLY volunteers, such as Community Youth Interns and National Youth Service Volunteers, Peace Corps Volunteers, IFESH Volunteers, can be utilized as Reading Ambassadors)*
  
- Promote other reading-focused extracurricular activities
  - *field trips, service projects or other engaging activities that give students the opportunity to be exposed to and to practice reading*

*Trainer asks:*

WHO can promote a culture of reading at the community level?

*After getting ideas from participants prompt them with the following ideas.*

- Teachers can spearhead reading initiatives.
- The CESLY project will also recruit Community Youth Interns and National Youth Service Volunteers who can take an active role in promoting a culture of reading.
- Teachers and volunteers can engage peers, out-of-school youth, family members and more educated community members in reading activities, as competition judges, as service project coordinators, as oral storytellers, etc. Certificates can be presented to community members who are exemplary in volunteering their time.
- Teachers and volunteers can coordinate with the local YMCA to conduct reading-focused extracurricular activities

STEP 2:

National Reading Day

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

*Trainer should share the following plans for National Reading Day, summarizing and making the information relevant to participants in comprehensible language.*

For the first concrete activity, to be implemented in all CESLY sites, National Reading will be celebrated across Liberia.

The local committees will be charged with the responsibility to solicit the services of people in the educational field to serve as judges in the reading completion as well as other professional people to serve as keynote speakers.

Public Primary schools which will be identified will do an intra-class competition to find winners for each class in the competition. Levels 2 and 3 of the ALP Regular and Youth schools will also be involved in the competition at the various county levels.

The competition itself will consist of giving students passages from selected reading books of their grade level to read and then answer questions drawn from the text. Judges will tune their hearing for pronunciation, enunciation and comprehension.

Once the team for the county is determined by the competition, all the teams will converge on Monrovia for the final competition. If PTAs are involved, arrangements can be made through the Ministry of Education PTA Section for families to host students from the other counties.

At the level of the intra-school and inter-school competitions, climax should feature other activities such as reading or writing exhibitions, recitations and poem reading and a keynote address to be delivered by an illustrious personality. Other schools should be invited to take part in the program climaxing the competition.

### STEP 3:

#### **STEP 3**

Divide into groups by school .

Let participants know that during the Inservice Training each school developed a culture of reading school level plan.

Firstly, each CESLY site should plan for National Reading Day and how this will be operationalized at the school level.

Let each group generate a list of strategies that a school and community around the school could take in order to promote a culture of reading. Ask them to think about how

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

teachers, principals, PTAs, community members, local government bodies and others should be involved in the strategies.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**STRENGTHENING NUMERACY**

**Objective:** to equip teachers with skills in strengthening numeracy

**Time Allocated for Activity:** 3.5 hours

**Preparation Tasks:** Take material for group presentation and place it on flipcharts, choose sample math lesson plans to use for the training

**Materials needed:** flipcharts, markers, ALP curricular materials on math, the ALP Manual on Numeracy that you received at the Master Trainer training, materials for making a times table

**Activities:**

(Thanks to Trokon B. Wayne for the ALP Manual on Strengthening Numeracy, from which the activities are developed.)

*Note to trainer: The following activities on numeracy cover a full day of numeracy from the Inservice Training, looking at whole numbers, addition, subtraction, multiplication and division. Each type of activity has been listed here. Before choosing which type of numeracy operation to focus on, do an assessment of the teachers in your session and identify where they feel their weaknesses are. Then focus the 3.5 hours on the areas where teachers feel they need most strengthening.*

**NUMERACY in the ALP CLASSROOM GROUP PRESENTATION**

**(35 min)**

**Presentation To The Large Group**

**What is numeracy?**

Numeracy is the ability to work with numbers and other mathematical concepts.

**Stair Steps**

When children begin with a strong foundation in understanding mathematical facts, they will more easily add on additional concepts in each grade level present. Their learning builds, just like stair steps. Learners must first understand and recognize numbers to learn to count, to learn to add, to learn to subtract, to learn to multiply, etc. This basic math concepts starts at recognizing numbers and amazingly flows directly into high school algebra. If you miss a concept in any grade level you will struggle to keep up, just like a person climbing a flight of stairs who cannot get a good footing on the steps.

**Your turn**

In groups of 4, draw a diagram of stair steps. Delineate what steps you think are necessary to build each stair of a student's knowledge in numeracy, so that they can go on to the next level. Use the ALP Curricular Materials as a reference....

## IN-SERVICE TEACHER TRAINING March 11-13, 2010

### **How do you think we are doing in math in our ALP classrooms?**

Take a guess !....

What do you think was the average score (out of 100%) for ALP learners in:

- working with basic numbers?
- Calculating addition & subtraction ?
- Carrying out simple multiplication?
- Carrying out multiplication and division?
- Working with fractions and decimals?
  
- What do you think was students overall performance in mathematics?

(ask for volunteers. After you get each guess, write it on the wall. Then present the following information on the assessment, writing the real numbers in large size)

According to the midterm assessment conducted in accelerated learning classrooms in the summer of 2008, it was discovered that Level II learners scored:

- 77% average in working with basic numbers
- 59% in addition & subtraction
- 27% in simple multiplication

The overall average performance of students in level II in mathematics was..... **44%!**

For students in the Level III the overall average performance was

- 23% in multiplication and division
- 10% in fractions/decimal

### **In what specific areas did students demonstrate weaknesses?**

- Description of sets
- addition of fractions
- measurement including time-telling,
- understanding of simple reading problems
- differentiation of types of geometric figures
- use of the different division symbols other than the common ( $\div$ ) division symbol
  
- Students were stronger in simple counting skills, but not in arithmetic or other higher mathematical skills

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

### What can we understand from all of this information?

(Ask participants for their guesses before presenting the following information)

- The understanding of fundamental mathematics concepts is weak among students, which affects ability to understand all concepts learned later on
- It is not only limited understanding of basic mathematics concepts, but limited reading skills that impact performance in higher mathematical operations

### GROUP DISCUSSION (10 min)

Engage in group discussion on the following questions.

- What do these figures mean to you?
- Why do you think we need to strengthen numeracy?
- Why do think students need to start early?

### UNDERSTANDING NUMERACY GROUP PRESENTATION (10 min)

#### Going Step by Step

To understand math more comprehensively students have to start with the basic math concepts in the classroom. Each step for math sets learners up for the next lesson, they cannot learn subtraction without addition, they can not learn division without multiplication, etc.

Starting our students early with the basic math concept in a step wise order will give them a head start with more difficult concepts in math that will be taught later on in their educational experience.

#### Understanding the stair steps...

Reference the stair step model, explaining why math is necessary especially at the early stage

Let's look at the following operation.

23 divided by 6.

Let's walk through and do the operation together.

(After doing the operation,

Ask teachers when they used the follow operations to get to the final answer.)

-number recognition

-counting

-addition

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

-subtraction  
-multiplication

**Engage the group in discussion: (10 min)**

What do I need to know before I can be taught:

1. addition
2. subtraction
3. division
4. fractions
5. geometry
6. decimals

**QUESTIONS FOR A TEACHER TO ADDRESS WHEN TEACHING A MATH LESSON (20 min)**

Divide into two large groups, with the Master Trainer separately working with each one.

As a teacher, ask yourself these questions:

- 1) How can I show them how to do this operation in a way that makes sense to them?
- 2) Why do I want them to know this lesson? How can they use the skill in a more practical way ?
- 3) What are the most appropriate tools to teach this lesson?
- 4) How can I make them learn to love math?

**Documenting**

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Questions for a Teacher to Address When Teaching a Math lesson

The master trainer turns to a sample lesson plan in the ALP curricular materials. Work with the group to apply the questions above to the teaching of the lesson.

**Small Group Work** Let persons work in groups of two to practice utilizing these questions on another ALP lesson topic.

## **IN-SERVICE TEACHER TRAINING**

**March 11-13, 2010**

Come back as a large group to gather.

### **TEACHING COUNTING AND NUMBER RECOGNITION, NUMERATION (40 min )**

#### **Group presentation (20 min)**

These topics involve the following abilities

- ◆ The ability to recognize numbers accurately
- ◆ The ability to count accurately
- ◆ The ability to think and work with numbers
- ◆ The ability to using and show relationships
- ◆ The ability to describe quantities
- ◆ The ability to take specific numbers apart and put them together again
- ◆ The ability to add and subtract

#### **Vision of Good Teaching: Counting and Number Recognition, Numeration**

How do you think we can help our student master working with numbers?

(Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list. )

- ◆ Count anything and everything!
- ◆ Help students count real objects
- ◆ Point to the object as you recite each number name.
- ◆ Use fingers to count. Put up a finger one at a time as you count it: fingers are tools you always have with you.
- ◆ Help students learn to count accurately and efficiently, up and down
- ◆ Help your learners count without skipping numbers or counting something twice.
- ◆ Point out that counting lets them know how many things there are in a group
- ◆ To help learners learn that numbers are used to describe quantities and relationships, encourage them to:
  - Sort objects looking for similarities in color, shape, or size.
  - Sort objects looking for differences, like which box is bigger
- ◆ Talk to your learners about what numbers are used for, such as keeping score in a game, or writing a cell phone number or house number, ages, car license plates and so on.

#### **Documenting**

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Counting and Number Recognition, Numeration

### **Group Work (, 20 min)**

Separate learners into groups of two, and allow them to practice the above strategies. Give 10 minutes for each partner and make sure that they switch after ten minutes

### **ADDITION ( 55 min total)**

#### **Group presentation (15 min)**

Bring them out of small groups, and engage participants in group discussion. What techniques do you use for teaching addition?

List the techniques on the wall.

Walk through the following techniques in a large group, with the master trainer leading the demonstration of techniques.

- ◆ Teach add 0 (number stays the same)
- ◆ Teach adding 1 (it's like counting or giving the number after)
- ◆ Adding 2 (like skip counting - say one number in your head and the next one out loud - that's the answer!)
- ◆ teach adding doubles (i.e.  $1+1$ ,  $2+2$ ,  $3+3$  .... $9+9$ ) easy if they can skip count by 2's!
- ◆ Teach adding doubles plus 1 (i.e. since I know  $2+2=4$  I know that  $2+3=5$  or since  $7+7=14$  I know that  $7+8=15$ )
- ◆ Teach adding 10's and 1's (it's like place value  $10+1=11$  (1 ten 1 one),  $10+7=17$  (1 ten seven ones))
- ◆ Teach adding 9 plus ones (i.e. since  $10+7=17$  I know  $9+7$  will be 16)  
This leaves few facts to be memorized.
- ◆ Teach  $a+b=a+b$  ( $4+6=6+4$ ) and generalize it. Then after introducing each strategy use timed drills till mastery is reached for most students

### **Documenting (10 min)**

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Addition

### **Practice Teaching (30 min)**

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

### **TEACHING SUBTRACTION SKILLS (45 min total)**

#### **Group presentation (10 min)**

Explain how once addition is learned, subtraction follows. Subtraction is just reversing the skills learned above in adding.

- ◆ Teach subtract 0 (number stays the same)
- ◆ Teach subtracting 1 (it's like counting or giving the number after)
- ◆ Subtracting 2 (like skip counting - say one number in your head and the next one out loud - that's the answer!)
- ◆ teach subtracting doubles (i.e.  $1+1$ ,  $2+2$ ,  $3+3$  ... $9+9$ ) easy if they can skip count by 2's!
- ◆ Teach subtracting doubles plus 1 (i.e. since I know  $2+2=4$  I know that  $2+3=5$  or since  $7+7=14$  I know that  $7+8=15$ )
- ◆ Teach subtracting 10's and 1's (it's like place value  $10+1=11$  (1 ten 1 one),  $10+7=17$  (1 ten seven ones))
- ◆ Teach subtracting 9 plus ones (i.e. since  $10+7=17$  I know  $9+7$  will be 16) This leaves few facts to be memorized.
- ◆ Teach  $a+b=a+b$  ( $4+6=6+4$ ) and generalize it. Then after introducing each strategy use timed drills till mastery is reached for most students

Engage participants to think what other skills they would like to use for effectively teaching subtraction or on explaining subtraction to learners.

Add these to the list.

#### **Documenting (5 min)**

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Subtraction. (They don't need to recopy each sentence, but just to make an addendum/ addition , next to their previous notebook entry on addition.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Practice Teaching (25 min)**

Have teachers, work in groups of two. Let each partner practices the above techniques.  
Make sure partners switch after 12 minutes.

# IN-SERVICE TEACHER TRAINING

## March 11-13, 2010

### TEACHING MULTIPLICATION SKILLS (55 min total)

#### Presentation (10 min)

Students completing Level II should know multiplication facts by heart. This help make math automatic and learning time for the student time for the student to think and complete more difficult problems easier. Students who do not understand multiplication facts will definitely have a very difficult time doing division.

#### What are some ways you could help learners learn multiplication facts?

Allow participants to brainstorm and write down their answers. List the techniques on the wall.

After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Make a game or competition out of times tables.
- Have students practice multiplication on real objects in their midst.
- Have students compare how long it takes to count out each individual member of group, compared to when they multiply the elements in a group. Let them experience how much time they can save.

#### Documenting (10 min)

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Subtraction.

#### Learning Materials (15 min)

Engage all participants in making their own Multiplication Tables to take back to their classes.

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										

## IN-SERVICE TEACHER TRAINING

### March 11-13, 2010

10										
----	--	--	--	--	--	--	--	--	--	--

Encourage participants to see the interesting relationships in multiplication, get them interested in the “mysterious” parts of multiplication. Direct their attention to the following “9 column” in the chart. Look at how the digit in the first place goes from 0-9 and the second digit goes from 9 to 0. When teachers become curious or mystified by math, teachers can share that excitement with their learners.

	1	2	3	4	5	6	7	8	9	10
1									09	
2									18	
3									27	
4									36	
5									45	
6									54	
7									63	
8									72	
9									81	
10									90	

#### **Practice Teaching (30 min)**

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

### **TEACHING DIVISION SKILLS (60 min total)**

#### **Group Presentation (20 min)**

Explain to your students that doing division is like doing multiplication backwards and write some examples on the board:

2 times what equals 8?

3 times what equals 12?

Once you have done few examples and gotten several answers, you can tell the students that they were actually doing division. 8 divided by 2 is 4 and that 12 divided by 3 is 4

Once you get to bigger numbers, and for students who struggle with multiplication, get out some simple math manipulatives to teach the concept of division. If you have 8 pieces

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

on your desk, how many equal groups of 2 can you make? Divide the pieces into groups to find out, stressing that the groups must be equal and any that are left over are the remainder.

### Teaching Long Division

The steps for long division are:

- ◆ Divide
- ◆ Multiply
- ◆ Subtract
- ◆ Bring Down

Do sample problems walking through these steps with teachers.

### What are some ways you could help learners learn to do division?

List the techniques on the wall.

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Have students practice division on real objects in their midst.
- Have learners apply division to the marketplace and shopping
- Help students figure out their own cognitive processes ( i.e. to figure out a problem, do they do a long division formula in their head, or do they do a series of addition, subtraction and multiplication to get an answer)

### Documenting (10 min)

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Division .

### Practice Teaching (30 min)

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

### ICEBREAKER /BREAK

=

Usually this training model tries to avoid taking breaks where people disperse and time is wasted. Breaks and relief have been inserted through changing from group, to individual to interactive activities. However on this day, the content is particularly heavy and a lot is packed into one day. Feel free to give participants 10 minutes break to keep them alert

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

and focused for the rest of the day. You may also wish to do an energizing icebreaker with them... Gauge what their needs are and make your choice...

#### **DOING FRACTIONS (50 min)**

##### **Group presentation (15 min)**

Fractions represent parts of a whole. To understand fractions, learners need to think about:

- what the whole unit is
- how many pieces are in the unit
- if the pieces are the same size.

Walk through an exercise with teachers showing how to denote

One third=  $\frac{1}{3}$

One half= $\frac{1}{2}$

Etc.

##### **What are some ways you could help learners learn to do fractions?**

List the techniques on the wall.

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Many sharing activities help learners understand fractions by dividing food, fruits objects, classroom into parts and etc.
- Thinking about food, e.g. cutting up bread or sharing a nuts or fruits, are good ways to get learners thinking about fractions.

##### **Documenting (5 min)**

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Doing Fractions

##### **Practice Teaching (10 min)**

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

## IN-SERVICE TEACHER TRAINING

March 11-13, 2010

### TEACHING PATTERNS AND RELATIONSHIPS ( 40 min)

#### Group Presentation (15 min)

Pattern has to do with the repetition of things while relationship shows how things are connected in some way. These are helpful in ordering, organizing and grouping of things.

Share with them how mathematical patterns and sequences of numbers can be found in the way rabbits mate and multiply, around the rings of a pineapple, in the inside of a flower. One brilliant physicist named Stephen Hawking who sits in a wheelchair and can only communicate by wiggling his fingers, has written a whole book called "God Created the Integers!" showing how mathematical patterns are found all around us.

When teachers themselves have gotten excited about the exciting parts of math, and how it is all around and perceivable in all types of creation, teachers can share that excitement with their learners.

#### What are some ways you could help learners learn to master patterns and relationships?

List the techniques on the wall.

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- ◆ Help your learners find patterns in designs and pictures
- ◆ Help students see the patterns in movement and in recurring events such as the days of the week or the seasons of the year.
- ◆ Encourage them to look around in their natural environment and find the patterns and relations

#### Documenting (5 min)

Have the group recording the questions above into their notebooks, with the "Vision of Good Teaching" Symbol next to the label: Vision of Good Teaching: Techniques for Understanding patterns and relationships

#### Practice Teaching (20 min)

Have teachers, work in groups of two. Let each partner practice the above techniques. Make sure partners switch after 7 minutes.

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

**Title of Session:**  
**Conducting or Monitoring Tutoring**  
**and Learner Support**

**Objective:** to enable participants to manage instructional materials

**Time Allocated for Activity:** 45 min

**Preparation Tasks:** review session plan

**Materials Needed:** flipchart, markers.

**Activities:**

**GROUP PRESENTATION (20 min)**

**Conducting or Monitoring Tutoring and Learner Support**

Show of hands.

How many of you are currently conducting tutorial sessions in your classroom?

How many of you have conducted tutorial sessions in the past?

(Master trainers record this information to give to Training Officer)

**Identifying Tutorial Attendees**

Ask the group- what kind of learners do you think should participate in tutorial sessions?

(Supplement the list they generate, with the following if not already covered.)

Learners facing a number of types of challenges may benefit from tutoring.

- Responsibilities at home (income generation, search for food, domestic/farm responsibilities)
- Readjustment after displacement/war
- Gender-based responsibilities (domestic care, child care)
- Enrolling in semester late
- Extended absence due to labor, illness or any reason identified above
- Having repeated a grade
- Learning in second language
- Disability
- Any student who is not scoring above 70% will benefit from tutoring

# **IN-SERVICE TEACHER TRAINING**

## **March 11-13, 2010**

### **How Can We Identify Knowledge Gaps of Learners**

(Ask the group- Supplement the list they generate, with the following if not already covered.)

The tutor can identify area of difficulties in content areas through:

- Child's own comments
- Teacher feedback
- Daily report card utilized in the EGRA Plus Manual
- Homework
- Grades

### **Small Group Work ( 20 min)**

Gather in groups of teachers according to school.

- Brainstorm what you think to be the elements of an effective tutorial session.....
- How can tutorials be used for learners to clarify their knowledge gaps in understanding the lesson presented for the day?
- How can tutorials sessions be used for learners to complete homework correctly?
- How can tutorials be used for learners to catch up if they have been absent or missed content?

### **Group Presentation (30 min)**

#### **Timing**

CESLY suggests that tutorial sessions occur just after class, for 40 minutes, and that all learners participate in some kind of tutorial so that all learners depart from school at the same time.

( Instituting this kind of a plan will maximize participation and minimize student peer pressure not to attend tutorials)

#### **Who participates in conducting tutorials?**

- Teachers/school staff
- Volunteers
- Peers

#### **Teachers**

Tutorials are an extracurricular activity which promotes a culture of reading as well as increased academic performance. As such, they are included as part of the school memorandum of understanding established with teachers participating in the CESLY project. Teachers should understand that there is no separate payment for tutoring sessions. Tutorials are conducted as an opportunity for teachers to participate in extra curricular activities that promote the well-being of their students.

#### **How can teachers also involve other volunteers?**

## **IN-SERVICE TEACHER TRAINING**

### **March 11-13, 2010**

- Teachers can encourage any community member who has interest in supporting tutorial classes
- The following youth volunteers have been/will be specifically oriented on how to conduct tutorials:
- Community Youth Interns
  - (215 to be trained in each community with a CESLY school)
- National Youth Service Volunteers
  - (25 to placed in CESLY sites in 5 counties)

### **Peer to Peer Learner Support**

- Cooperative and peer learning helps those who are ahead teach those further behind. This builds and reinforces the skills of the more advanced readers/learners and strengthens the skills of the slower learners
- Peer to Peer Learner Support can be utilized both inside and outside the Classroom

Engage the large group in a discussion and make bulleted lists on the wall

How can peer-to-peer support be encouraged inside the classroom?

How can peer-to-peer support be encouraged in a tutorial session?

?? How can peer-to-peer support be encouraged outside the classroom?

### **Vision of Good Teaching**

Have teachers copy down into their notebooks the lists with the following labels

How peer-to-peer support can be encouraged inside the classroom

How peer-to-peer support can be encouraged in a tutorial session

How peer-to-peer support can be encouraged outside the classroom

### **☞ Your Turn! (30 min)**

With the teachers from your school, make a plan for instituting tutorial sessions for the students in your school. Your plan should cover:

- Location of the tutorial
- Timing of the tutorial
- Frequency of the tutorial session
- Which person or persons are engaged in conducting a tutorial
  - What the plan for follow up on monitoring the tutorial is
    - Who has responsibility for follow up monitoring
    - What the content of the tutorial will be

**IN-SERVICE TEACHER TRAINING**  
**March 11-13, 2010**

When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

At the top of your paper, please clearly label it with the name of your school and the county.

(Master Trainers should collect all tutorial plans and submit them to training officers)

If participants finish early they can leave early for lunch break

+++++

**THANK YOU FOR THE INCREDIBLY HARD WORK, SACRIFICE AND  
COMMITMENT THAT YOU HAVE EXERTED TO MAKE THIS TRAINING A  
SUCCESS AND MAKE AN INVALUABLE CONTRIBUTION TOWARD  
EDUCATION IN LIBERIA.**