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# USAID FUNDED MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT (MTPDS) PROGRAM

## READING INTERVENTION PROGRAMME

### FACILITATOR'S MANUAL

## MODULE 2

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# Acknowledgements

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## Acronym

DBE	Department of Basic Education
CPD	Continuous Professional Development
DTED	Department of Teacher Education and Development
EMIS	Education Management Information Systems
GOM	Government Of Malawi
MIE	Malawi Institute of Education
MOEST	Ministry of Education Science and Technology
MTPDS	Malawi Teacher Professional Development Support
PEAs	Primary Education Advisors
PCAR	Primary Curriculum and Assessment Reform
USAID	US Agency for International Development
USG	US Government

## Introduction

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**The Malawi Teacher Professional Development Support (MTPDS) Project is a project which is funded by the United States Agency for International Development (USAID) and implemented by Creative Associates international Incorporated in partnership with Research Triangle Institute International and Seward International Incorporated in partnership with Malawi Ministry of Education, Science and Technology.** This project supports the Ministry of Education, Science and Technology in a number of its endeavours such as New Primary Curriculum implementation, Continuous Professional Development, Information Management Systems, Monitoring and Evaluation, Policy in order to improve the quality of education. Improving early grade literacy and numeracy among students in primary schools is one of the core indicators of MTPDS. Through the USAID funded MTPDS, the implementation of literacy approaches will guide effective teaching and learning of literacy in the early grades.

To improve early grade literacy, USAID Funded MTPDS is implementing an early grade reading intervention in Salima and Ntchisi which is geared towards the development of basic literacy skills and knowledge. The programme intends to provide teachers, headteachers and Primary Education Advisors (PEAs) with training on how to effectively teach reading in the early grades in Chichewa. The programme introduces foundational skills that students must learn in order to be able to read, such as letter knowledge, phonemic awareness, syllble reading, word reading and oral reading fluency as well as listening and reading comprehension. Together, these skills and knowledge along with effective practices will form package of training for early grade teachers.

This training manual focuses on effective practices that teachers use in teaching reading, as well as some practices that can be used to teach any subject matter. The examples contain elements of the reading program, including basic skills such as phonological awareness, letter knowledge and letter sound identification that support teachers to effectively assist students in early grades to be able to read and write in Chichewa. Although this intervention is focusing on Chichewa the approaches as to how to teach reading are quite suitable for teaching most alphabetic languages including English.

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## How to Use This Manual

This manual must be read in conjunction with the ‘Teachers’ Guide’ which contains a series of routines for teaching basic literacy skills. Participants in this 4 day training programme will need to make frequent reference to the Teachers guide and practice the routines that it contains during the course of this training.

# **Reading Intervention Programme**

## **Facilitators' Manual** **Prepared by USAID Funded MTPDS Program**

### **Module 2**

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## Day 1 - Teacher training

### Welcome and Introductions (15 minutes)

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Welcome participants and tell them your name. Let participants know that they are here to learn, and to feel free to ask questions. Tell them that anything they write in the teacher manual will be for their eyes only, their learning only – the manuals will not be collected or evaluated in any way.

#### Song

Kusukulu nkwabwino taphunzira MAME

Kusukulu nkwabwino taphunzira MAME

/M/ /A/ /M/ /E/ taphunzira MAME

Amene angokhala sakudziwa MAME

### Establishing Norms (5 minutes)

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To ensure that all participants benefit from the workshop, ask participants to help establish norms for the workshop. Ask them to suggest norms for all to follow and write them on a chart paper so they can be hung up for all to see throughout the workshop. If not suggested by participants add the following:

- Turn off or silence cell phones
- Be punctual
- Respect all opinions and questions
- Participate in all activities.

#### Purpose (10 minutes)

##### Explain the purpose of the workshop to participants

The Malawi Teacher Professional Development Support Project (MTPDS) is funded by USAID to support the Ministry of Education, Science and Technology in a number of its endeavors, such as the

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implementation of the new primary curriculum, as well as Continuous Professional Development (CPD), Open and Distance Learning (ODL), and Monitoring & Evaluation and Policy in order to improve the quality of education in Malawi. Improving early grade literacy and numeracy among students in primary schools is one of the core indicators of MTPDS. This workshop is one of the activities funded under the project.

## **Introduction of Agenda, and Learning Objectives (15 minutes)**

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Before beginning the workshop, make sure all the participants have the materials they will need, including pens, pencils, paper, and a copy of the Teacher’s Manual.

### **Review of the Agenda**

Ask participants to look at the agenda. Tell participants that over the next 4 days, the workshop will focus on instructional practices that are critical to reading instruction. Let them know that this training will extend the Continuous Professional Development (CPD) they have received on the implementation of good teaching practices, which are the foundation of effective teaching.

Review the agenda with workshop participants.

### **Review of Workshop and Learning Objectives**

Tell participants that by the end of the 4-day workshop, they should be able to

- Acquire knowledge of effective delivery of early reading instruction
- Teach using early reading teaching routines
- Practice implementing reading lessons using the new routines in the teacher’s manual.

The specific learning objectives are

- **Knowledge: Delivery of early reading instruction**
  - Teachers are able to identify the components of a lesson cycle.
  - Teachers are able to understand and explain the 5 components of reading
  - Teachers know the sounds of all letters in the Chichewa alphabet
- **Comprehend: Content and pedagogy**
  - Teachers understand that phonological awareness refers to sounds only, not writing
  - Teachers understand that each letter in the alphabet represents a sound, and children use both sound and letter knowledge, combined, to read and to spell
- **Application: Routines**
  - Teachers are able to use routines to deliver early reading instruction.
  - Teachers are able to use a proper pace to deliver lessons
  - Teachers can give appropriate feedback to students
  - Teachers are able to integrate supplemental materials such as response cards, letter and word cards, and text.

## Overview and Link to Previous Training (10 min)

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Let participants know that the beginning of the workshop will be a review from the last workshop but the skills are important because they will apply them in the early reading instruction they will be learning on days 2-4.

### Changing the Student's Experience

Say, *"If you are interested in improving students' outcomes, raise your hand."*

Then ask, *"Who is responsible for student learning?"*

*"If you think it is the teacher, show one finger, two fingers if you think it is students, and three fingers if you think it is both."*

Ask one or two persons to tell why they voted as they did.

*"As we learned in the previous workshop, teaching and learning are shared activities."*

1) There has to be a match between what is taught and students' levels.

2) Both teachers and students have a responsibility to engage in the give-and-take that occurs during instruction. Sometimes it can be easy to say, "Well, I said it, and they didn't learn" and go on with the next lesson.

3) As teachers, we have the responsibility to change the learning experience if students are not learning. Instead we should think, "If I move on to the next thing when 80% of my students, most of my students, don't know what I've taught, I'm not doing my job."

Tell participants that **there are three ways to change the student's experience:**

- The amount of instruction a student receives,
- The focus of instruction, and
- The quality of instruction.

You can increase the amount of instruction students receive by planning instruction carefully, being mindful of the use of time, and using practices that promote student engagement.

## Introduction to Reading Instruction (30 min)

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[The importance of learning to read early and an overview of how to teach reading effectively ]

Tell participants that if students do not develop reading skills early, they are likely to continue to lag behind their peers.

- The education paths are established early.

- Students who start on a low or unsuccessful path continue on this path unless the teacher changes something.
- The longer we wait to change instruction, the harder it will be to change their path because the content of what students learn gets harder and more complicated. Thus if students fall behind early they will continue to struggle until they get help. Learning to read requires instruction that specifically teaches reading skills and the opportunity to practice these skills every day. A worldwide study of instructional time conducted by UNESCO found that in Sub-Saharan Africa, language education, on average, comprised 41% of total instructional time in grades 1 and 2, and 39% and 36% in grades 3 and 4, respectively. If children in Malawi received language instruction for 1.5 hours per day, it would match the curricular time allocated in other countries worldwide and in Sub-Saharan Africa. However, students are allocated 1/3 of that (30 minutes) and likely receive less.

### **Activity: Reading to Learn**

Ask teachers what opportunities their students may have in the future, or what they'll be able to do better if they can read, compared to those who can't.

### **Components of Reading Overview**

*“There are 5 main components of reading. These components are skills and knowledge that students need in order to be successful readers. These skills must all work together in order for students to learn to read and make meaning from text. You may already know some of these components and use them in your instruction; however it is important to understand each component and the role it plays in being able to read.”*

For each component give a definition and ask for an example of each from participants. If participants have trouble in giving an example give examples.

Phonological Awareness – understanding that words are made up of sounds (no text) (for example the 3 sounds in the word dog; d-o-g) and being able to manipulate the sounds in words (for example, knowing dog, dig and dirt all have the same first sound)

Alphabetic Principle – understanding that letters represent sounds and words are made up of these letter/sounds

Fluency – reading or recognizing letter sounds and words quickly and accurately (automatically)

Vocabulary – knowing the meaning of words in the language

Comprehension - making meaning from words on the page – understanding what you read

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These 5 components will make up the basis for the reading program and will be explained in depth in the next few days as we learn how to implement the reading program.

## Overview of the Reading Curriculum (1 hour)

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### Scope and sequence

Tell participants that the reading curriculum is based on a specific scope and sequence that is unique to Chichewa. It was written by individuals from Ministry of Education, Science and Technology (MoEST), Malawi Institute of Education (MIE), and the Center for Language Studies (CLS). The **scope** is the content or what will be taught and the **sequence** is the order the content will be taught in. For this curriculum the scope is the letter sounds and the skills of reading while the sequence is the order in which they will be taught.

Activity: Have participants open their Teacher’s Guide to the first two weeks of lessons. Tell participants look through the lessons and notice what is being taught and in what order. What do you notice about the letter sounds being taught?

(Participants should notice how many letters and the order the letters are being taught in and how each day students will work with letters and words. If they do not, ask probing questions: what letter is taught first? Second? Do you see the content builds on what has come previously?)

*“Because we want students to be able to read even small words as soon as possible we will teach the letters in an order based on frequency and the ability to form small common words. In the first few weeks students will learn both vowels and consonants as well as review the sounds learned previously. They will then form words with the sounds they’ve learned. Skills will also be taught in order of difficulty, from easy to hard for each component of reading. “*

### Components of each lesson

Now let’s look at the lessons themselves. Look through the Teacher’s Guide and notice what makes up a whole lesson. Turn to a neighbor and discuss what you think the components of a whole lesson are.

Once participants have discussed with a neighbor call on 2-5 pairs to share what they have discovered. (Participants should notice that every day phonological awareness, phonics, comprehension and vocabulary are taught. That each day students learn letter sounds, words, hear or read a story and learn meanings of words.)

Explain that each lesson will include several activities. These activities teach skills students need to learn to read words and make meaning. They make up the 5 components of reading.

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## Children’s book components

Look at page 14 of the children’s book. You will see that at the top, 3 letters are reviewed “m”, “e” and “t” and there is one new letter, “o”. The three remaining sections are syllables, words, and multi-syllable words. Each section has review and new items. The new items are in bold. On the next page there are review and new sentences. These pages will provide material for 2 days of reading material for students.

## Types of lessons

Look at Set 5, Days 1-5. Take a look at what is taught this week. How many times do students learn new letter sounds and words? How many times do they review? How many times are students assessed?

Explain that in one week students will; 1) learn two sets of letter sounds and words 2) will then review each of those sets of letter sounds and words and 3) finally, will be assessed on all that has been taught once. Monday and Wednesday students will be introduced to new material Tuesday and Thursday lessons will be review and Friday will be assessment. Weeks 1-4 will follow this general pattern. In weeks 5-22, the same pattern will be followed, except we will gradually introduce elements on Tuesdays and Thursdays called blends and digraphs (we’ll explain these later).

## Importance of learning the sounds (1 hour)

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Tell participants that part of learning to read is learning sounds of a language. It is important that students learn the sounds correctly. To ensure this it is essential that teachers can hear and pronounce the sounds properly so they can be good models and give appropriate feedback.

- There are 24 letters in the Chichewa alphabet. This is the order in which students will learn them...(write the letters on the board).
- Write letters on the board:
  - a, n, i, k, u, m, e, t, o, d, l, z, w, s, p, y, b, h, g, r, ch, f, j, v
- Give teacher letter/sound handout

### Activity: Say sounds and ask for a word

Using letter cards show each letter then give the correct sounds and have all participants repeat. Explain to participants that a letter sound should only include 1 sound the sound for B is /b/ not /ba/. It is important not to add on a vowel sound to the consonant sound when modeling sounds. Use the letter recognition routine to reinforce the features of the routines. Use the children’s book pages with letters associated with pictures to help teachers remember the sounds (they will then use these with students).

### Optional activity: Letter card practice

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If time permits and participants need more practice, have participants stand up and form one large circle. Give one letter card to each participant. Have participants go around the circle and pronounce the letter on their card, give feedback if necessary, then have the group repeat the sound.

(These activities can be repeated any time there is a few extra minutes before a break or when participants are looking tired and need a quick activity to reenergize them. The more participants CORRECTLY practice the sounds the better they will remember them.)

## **Instructional Model: How to teach new skills (45 minutes)**

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“I do, we do, you do.” (demonstrated by trainers)

Tell participants that in the last workshop features of effective lessons were discussed. You may have noticed while looking in the Teacher’s Guide that these features are included in the lessons. Each routine will follow the same format and will include an Advanced Organizer, Modeling, Guided Practice, and Independent Practice. Let’s review each briefly.

### **Advance Organizer:**

This is a tool that the teacher uses to orient the class to a new assignment or gives instructions on organizing for tasks. When students understand the purpose of what they are doing, and how to do it, they work more independently and make greater academic progress. When you do a new activity with students, they will take extra time to understand it, but once they have done it for a few days you should be able to speed up. You will spend more time at the beginning of the year orienting students and less as the year goes on.

Example Teacher: Now we are going to learn the sound of the letter \_\_ “n” \_\_. We will use the sound of the letter to read and spell words.

### **Model – I do**

During modeling, each skill is clearly described and modeled (illustrated) to take the “mystery” out of the task. Taking the “mystery” out of the task assures that children aren’t confused or lost, in which case they will not learn. You should clearly state the focus and provide a clear demonstration of concepts, skills, and tasks in order to make the process visible.

Example *Teacher points to the letter and say,*

Teacher: The sound of this letter is \_ “nnnn” \_\_\_\_.

### **Guided practice – We do**

Tell participants that guided practice allows students to practice what they have just seen the teacher do. The teacher has taught students the new skill. The students will now practice all together with the support of the teacher leading the practice.

Example Teacher: Let's do it together. The sound of this letter is \_"nnnn"\_\_.

Teacher & Students: Say the sound

### **Independent practice – You do**

Tell participants that once the whole class has had a chance to practice the teacher should give small groups and individuals a chance to show what they have learned by asking them to do the task on their own. This will allow the teacher to get a sense of how many students understood, to give feedback. It will help the teacher make decisions about whether to continue to practice or to move on.

Tell participants that independent practice gives students opportunity to practice what they are learning. Some students need a little bit of practice, others need more. Students should not engage in independent practice until they know how to complete the task alone. We do not want them to practice incorrectly.

Example Teacher: Now you do it alone. The sound of this letter is \_"nnnn"\_\_\_\_.

Students: Say the sound, "nnnn"

There are several options for independent practice that the teacher can use. Teachers should vary their use of these options so that students are always ready to be called on and to assure that she can get a sense of what all students understand. Teachers should call on individual students all over the classroom as well as small groups of students such as the following:

Example Teacher: Now the boys. The sound of this letter is \_\_\_\_\_.

Example Teacher: Now the girls. The sound of this letter is \_\_\_\_\_.

Example Teacher: Now students in the last two rows. The sound of this letter is \_\_\_\_\_.

Example Teacher: Now students on the right side of the room. The sound of this letter is \_\_\_\_\_.

Example Teacher: Now students wearing red. The sound of this letter is \_\_\_\_\_.

Example Teacher: Now students whose name begins with this letter. The sound of this letter is \_\_\_\_\_.

### **Putting it all together:**

After answering any questions or concerns tell participants that you will now model one whole routine. Watch for each of the features. Ask participants to show thumbs up, quickly, at each of the moments when the “teacher” switches from Advanced Organizer to Model to Guided practice to Independent practice.

**Advance Organizer:**

Today we are going to identify and say the first sound in a word. First, I will say a word, you will think about the first sound and when I say, “First sound” you will tell me the first sound of the word.

**Model:** *Say the target word.*

T: The word is \_\_\_\_\_. I identify the first sound, then I say the first sound.

T: First word, \_\_\_\_\_. The word begins with \_\_\_\_\_ so I say / \_\_\_\_ /.

**Guided Practice:**

T: Let’s do it together. The word is \_\_\_\_\_. The first sound is \_\_\_\_\_.

T & S: Say the first sound of the word.

Continue with 2-3 examples.

**Independent Practice:**

T: Now I will say the word and you will say the first sound of the word.

T: First word \_\_\_\_\_. Students respond.

**Feedback on this activity**

If most participants understand then call on participants to tell which part is which.

If few to none understand scaffold by modeling each piece and asking/explaining which component it is.

## **Other Features of Effective Instruction (1 hour)**

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### **Other Features of Effective Instruction**

Guided Practice has two important components: **formative feedback and supported instruction**. These two practices are related and often work together to ensure that students are learning and

practicing the skill or strategy correctly. This is important because it is harder to unlearn something than it is to learn it correctly the first time.

### **Formative Feedback**

Formative feedback makes specific reference to a student's achievement or competence and can successfully lead to student improvement. For it to be effective, teachers need to first

- Indicate to the student whether their understanding is correct or incorrect,
- Tell or describe why an answer is or is not correct,
- Tell the student what they have or have not achieved, and
- Describe how to correctly complete the task or use a strategy.

Tell participants that you will demonstrate formative feedback, as follows:

- If I ask students to read the word ---ana--, but the word is read incorrectly. Some students say --aka--.
- I say, "No, that is not correct. That does not say --aka--. The /a/ sound is correct. But, you missed a letter. Let's say each sound together and then we will read the word fast. a-k-a. aka. Now you try it."

Explain to participants that this helps the student know how to approach the problem. If I just say, no, the student doesn't know any more than he did before, or how to discover the error.

### **Role Playing Activity**

Now it's your turn. Let's role play. In groups of three choose a lesson from the manual for practice. One person will be the teacher and give the lesson. The others will be the students and make mistakes when they respond. The person who is the teacher will practice giving formative feedback. Then switch roles.

Once the groups are finished, debrief – ask for questions, explain positive and negative things you saw during the role playing, and then ask 2-3 groups to demonstrate.

(From this point on all feedback given by trainer and participants in the workshop should be in this form. If it is not, be sure to remind participants)

### **Perky Pace/Minimal Teacher Talk**

Tell participants that another practice they need to be aware of is pacing. Activity pacing refers to how fast or slow a teacher conducts the lesson.

Review with participants some practices that assist with maintaining a good pace:

- Be well prepared to teach the lesson. This helps the teacher keep a quick, game-like pace of instruction.

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- Good pacing takes practice. Teachers should practice reading the lesson out loud before teaching it.
- Teachers should follow the script as closely as they can and not add to the script. Keeping teacher talk to a minimum is key for proper pacing.
- All students need “think time” after a teacher asks a question. However, too much “think time” can lead to off task behavior.
- Students who struggle with learning may process information at a slower pace. Increasing the speed of response helps build automaticity and faster processing.
- As students master the objectives, teachers should try increasing the pace of the activities. Adjust the pace to keep students engaged and challenged while mastering the objectives of each activity.
  - Teachers should go forward when the majority of students can demonstrate their mastery, so the teacher doesn’t move at the pace of the fastest OR the slowest student but should provide additional help to those students who still need it.
- Wait time will vary with the activity. When students are first learning a skill, they need more “think time” to respond correctly. Reduce the wait time as students get comfortable enough to practice independently and for review activities.

Tell participants that you will demonstrate what it means to teach with a “**perky pace**” and providing all students multiple opportunities to practice. Ask participants to follow along with the handout. To prepare for the routine below, write on the board: ma me mi

## Phonics Syllable Reading Routine

**SKILL:** Syllable reading

**OBJECTIVE:** Shown a syllable, the student will read syllables composed of previously learned letters.

**ADVANCE ORGANIZER:**

**Teacher:** We are going to use the sounds we know to read syllables. We will say each sound and will then read the syllable. I will put my finger under each letter and you will say the sound of the letter. After you say all the sounds of the syllable, I will sweep my finger under the syllable and you will read it.

**MODEL:**

*Put your finger under the first letter of a syllable on the board and say,*

**Teacher:** Watch me, /m/ /a/ ma, /m/ /e/ me, /m/ /i/ mi.

**GUIDED PRACTICE:**

**Teacher:** Now we will do it together. Remember to say the sound of each letter when I point to it.

*Teacher points to each letter of the syllable on the board.*

**Teacher and Students:** /m/ /a/ ma, /m/ /e/ me, /m/ /i/ mi.

**INDEPENDENT PRACTICE:**

**Teacher:** Now you try it.

**Students:** *say the following, without the teacher.* /m/ /a/ ma, /m/ /e/ me, /m/ /i/ mi.

**APPLICATION:** Continue practicing with more syllables.

### Activity: Perky Pace Practice

After modeling this lesson, tell the group that you will practice perky pace with them. Have whole group read through the lesson with you keeping rapid pace. Do this 2 times. Finally have the group read it along with a “perky pace” and watch to be sure everyone can do it.

Ask participants whether they have any comments or questions before moving on.

### Opportunities to practice

Tell participants that to ensure that students learn and internalize what they are teaching; they have to make sure they have multiple opportunities to practice skill. Instruction in this program includes many opportunities for students to practice until they master the skill.

Explain to participants that there are several ways to increase the number of opportunities students have to practice however the main practice that will be used is choral response or having all students answer at the same time.

- Have students answer in unison rather than individually gives more practice time than if called on individually. Also, students remain engaged during the practice time because they are expected to answer all questions. If a teacher asks a question and asks only one student for the answer, only that student gets practice, but if the teacher asks the entire class to answer, all students get practice.
- It is essential that students be taught to answer immediately and in unison. Students should answer without the influence of others. Teachers can train students to answer immediately through practice and feedback. Perhaps try asking students to close their eyes before they answer if the question does not necessitate text.
  - All students answer together. If a teacher has a larger class, after a students answer all together a few times, the teacher should break up the group by asking just girls or just boys, students in the back, or the front, etc., so that the teacher can better gauge how students are doing. Finally, when a teacher has students respond by group, he/she should be sure to have all the groups practice and return to the whole group from time to time to make sure everyone stays engaged.
    - The key is that students learn to think of the answer and give the response themselves; they don't simply repeat what the teacher says.

Note: Teachers should face their students while teaching and the students should face their teachers. All students should be engaged and the teacher must have a means of verifying that students are doing the skill or demonstrating knowledge correctly.

## Day 2 - Teacher training

### Review of previous day presentation (1 hour)

#### REVIEW QUESTIONS

- Importance of Teaching Reading Every Day
- Five Big Skills
- Instructional model

### Review Letter Sounds and teach Digraphs and blends

*“Digraphs are a group of letters used to represent a single sound. They are included in this reading program in the same way as letters. Look at your handout on letters, digraphs and blends. Let’s practice the sounds of these digraphs.”*

- Digraphs: nd, dz, ny, kh, ng, th, mb, nj, ph

*“Consonant blends are groups of consonants that are blended together in the same way consonants and vowels are. However, consonant blends can be more difficult for students. The consonant blends used in this reading program are the most common we found in children’s reading texts.”*

- Consonant blends: nz, kw, ts, pm, bw, dw, gw, ml, ns, fw, mk, mt, mv, ps, pw, bz

### Reading Instruction – Program implementation

Tell participants that from this point on we will be learning how to teach students each of the 5 components of reading. We will go over each component and the routines one at a time. It will be important to notice and begin to practice all of the features of effective instruction as well as the instructional model that we went over yesterday.

We will model the routines and then ask you to practice the routines in small groups and model them for the whole group. You are not being evaluated. We do not expect you to know this. We know it is new to you and making mistakes is part of the learning process. Modeling routines for the each other is an important way of understanding and internalizing the routines and while feedback and corrections will be given it is not mean to be a test, but rather, instructive. It is important that everyone agrees to be kind and constructive in their feedback to other participants. All feedback should be in the form of the formative feedback we discussed yesterday.

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# Phonological Awareness

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**Materials:** list of words

The first component is called phonological awareness. This component is one of the earliest skills and understanding that students need in order to learn to sound out or decode words.

- Definition: **the ability to hear, identify, and manipulate sounds in spoken words**
  - Understanding Phonological Awareness allows a student to: separate words into sounds, blend sounds into words, manipulate sounds by adding or subtracting them from a word
  - Phonological Awareness is a completely oral skill that should be taught and practiced WITHOUT the use of text (be sure to emphasize that all activities will not include text)
- Importance to Reading:
  - Children need to know the sounds in words so that they are able to map the sounds/phonemes to letters/graphemes and can acquire the alphabetic principle.
  - Segmentation and blending are predictive of reading success.

Model: demonstrate one Phonological Awareness routine then stop to discuss with participants:

- Initial questions?
- What features of effective instruction did you see?
- Why are the procedure and pacing important to the instructional model?

Review and practice the instructional routines for phonological awareness. Model each routine. Ask participants to pay attention to the use of the instructional model and other features of instruction. Ask participants to play the role of the students. After the model, ask for questions from participants.

- Model:
  - Sound Recognition
  - Sound Identification

Guided practice: read through the routines together with the whole group 1-2 times

- Role Playing Activity: Participants should break up into small groups and practice with the different phonological awareness activities. Make sure each person in the group has a chance to be the teacher for at least one activity. Students, be sure to make errors so the teacher can

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practice giving formative feedback. (walk around the room and observe as many groups as possible)

Repeat the process with the remaining routines. The facilitator will Model next 3 routines for group. Then the facilitator will read each one together with the teachers. Finally, have them practice using a role playing activity. Final routines:

- Sound Comparison
- Blending Sounds to form words
- Separate words into sounds

Once groups have had time to practice all activities ask them to pick one activity to model for the whole group. Tell the whole group to pay close attention and at the end ask for feedback from participants. Make sure feedback follows the formative feedback pattern – tell the group what was correct or incorrect and why.

## Phonics/Alphabetic Principle

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**Materials:** letter, syllable and word cards/list of syllables and words

Now we will talk about the 2<sup>nd</sup> component of reading: Alphabetic Principle. This component encompasses several different skills. These skills relate to the fact that letters are visual symbols of sounds and that these symbols are used to write words. This component requires that students know letter/sound correspondence and how to break written words into smaller parts such as syllables or letters in order to sound out or decode words. This knowledge is what is needed for students to read words.

*“Alphabetic Principle is often taught through a method commonly known as Phonics.”* Explain the following definition of Phonics making sure to say that Phonics is the METHOD for teaching Alphabetic Principle skills:

- Phonics Definition: **an approach to reading instruction that teaches letter-sound relationships and strategies to use those relationships to read words**
- Importance of **Alphabetic Principle** to Reading:
  - It provides the foundation for later reading and writing skills.
  - Gives students a means for reading and spelling unknown words.

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- Students need to learn how to segment and blend letter sounds and apply that knowledge to read and spell words. We call this alphabetic principle.
- They also need opportunities to read words so that reading them becomes an automatic process.

As before tell participants that students will learn the following skills in order to master Alphabetic Principle and learn to read words. Model: Demonstrate one routine then stop to discuss with participants:

- Discussion of model
- What features of effective instruction did you see?
- Why are the procedure and pacing important to the instructional model?

Review and practice of the instructional routines. Model each routine. Ask participants to pay attention to the use of the instructional model and other features of instruction. Ask participants to play the role of the students. Ask for questions from participants.

Be sure that participants fully understand each skill and pay special attention to the blending routines which can be difficult for some.

- Recognizing and name letters
- Identify letter sounds
- Syllable blending
- Sound Spelling
- Word Blending

Guided practice: read through the routines together with the whole group 1-2 times

Role Playing Activity: Again have participants break into groups and practice the different routines together giving each other appropriate feedback. Then participants to demonstrate each routine for the whole group while the group gives feedback.

Explain that digraphs will be taught just like letters. Consonant blends will use a routine like the syllable blending routine.

## Fluency

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**Materials:** word cards/list of words

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Tell participants the third component of reading is Fluency. This component is an important part of helping students to be able to make meaning out of text. Students need to recognize letters and read words accurately and quickly so as to be able to use more of their time and effort concentrating on meanings of words rather than sounds of each letter.

- Definition: **Reading accurately, quickly, and with expression.**
  - o It is an indicator that we can decode and comprehend at the same time.
  - o It requires automaticity of at least one of these tasks
  - o Quick, accurate recognition of letters and words
- Importance to Reading
  - o When reading is automatic, it frees up cognitive processes for comprehension

As before tell participants that students will practice reading and writing words quickly and accurately throughout the intervention to develop fluency.

Students will develop fluency through practice and review activities. The following activities will help them become fluent:

- o Review of letters, syllables and words each day, and for extra time on Friday
- o Fluency Games
- Model how to conduct a review session.
- Model and explain each game on the fluency handout.

Again have participants break into groups and practice the different routines together giving each other appropriate feedback. Then participants to demonstrate each routine for the whole group while the group gives feedback.

## Day 3 - Teacher training

### Review of previous day presentation (1 hour)

- What is phonological awareness? example
- What is alphabetic principle? example
- Instructional Model when teaching a skill (e.g., blends)
- Questions?

## Vocabulary

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Component number 4 is vocabulary. This component is key for students to understand what they are reading. Students who have limited vocabulary will have a difficult time making meaning even though they may learn to sound out words fluently.

- Definition: **knowledge of words and word meanings in a language**
- Importance to Reading
  - Students need to know the meanings of the words they are reading so they can comprehend text

For this component there is only one routine. The routine will consist of 3 parts saying the word, having students repeat the word, asking if students know the word, giving a definition if students do not know the word and making a sentence with the word.

Some days instead of teaching new words teachers will review the vocabulary words briefly but asking students to give a definition for each vocabulary word from the previous day and providing formative feedback when necessary.

Model the routine for participants. Be sure that when making sentences with vocabulary words that the sentences are complex enough to give an explanation of what the word means. The sentence should in part describe the vocabulary word. For example if the word is iron do not give sentence such as: Mom is using the iron. A better sentence would be: Mom uses the iron to take the wrinkles out of the clothes.

- Skills
  - Understanding word meanings and how they are used in a sentence

Once you have modeled the routine and answered questions allow participants to work in groups to practice the routine and give each other feedback. Then ask 3 participants to demonstrate the routine for the whole group and give feedback.

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## Comprehension

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**Materials:** Several (5-10) short texts that can be used to practice routines

The final component is comprehension. This is the main goal of reading. Reading is not complete unless students are able to understand what they are reading. With this final component students will be able to read to learn. Being able to read to learn will allow students to learn all other subject areas such as science, social studies, history etc.

- Definition: **The process of getting meaning from spoken language and/or print**
  - We use our knowledge of the world or we create a new model as we read to make meaning
- Importance to Reading:
  - Through comprehension, meaning is constructed and students begin to read to learn.
  - Children can be taught comprehension strategies, organized ways of thinking about text to make meaning.
  - Comprehension instruction improves reading achievement and allows students to learn from texts
  - Self-monitor their comprehension. They need to develop awareness of their own skills.
  - Comprehension strategies are used before, during, and after reading, and
  - Use text structures to aid comprehension.

Tell participants that for the comprehension component the class will read one story each week. The first 6 weeks will be listening comprehension where the teacher reads the story and the second six and third six weeks students will read the story and do some listening comprehension activities. Each week of comprehension routines will consist of the following structure:

### Day 1

- Teach vocabulary
- Predicting – using title and/or picture to guess what the story is about
- Reading the story and check to see if the predictions were right

### Day 2 – 3

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- Review vocabulary
- Read the story
- teach the comprehension strategy

#### Day 4

- Review vocabulary
- Read the story
- Answer wrap up questions

Using the three different short stories from the teacher manual. Model each routine for the whole group. After each routine is modeled give the groups a chance to practice the routine. Once all three have been modeled and practiced ask 3 people to demonstrate each routine for the whole group.

#### **Text Sequence**

Tell participants that many texts especially stories have a sequence of events. Being able to understand the sequence of events will help students understand a story. Also understanding this strategy will help students when they read more informational text that teaches how to do something step by step. It is also a first step in learning to summarize a story or text.

Using this strategy teachers will teach students to recognize the main character, setting, and main events by asking what happened first, what happened next and what happened last.

#### **Story Structure**

Tell participants that a story is generally made up of a few main elements: main character, setting, problem, and a solution. Knowing how to look for these elements in a story will help students understand a story more easily.

Main character: most important person or thing, person or thing the story is about

Setting: where and when the story takes place

Problem: conflict or issue in the story

Solution: the event or way in which the problem is solved or overcome

### **Putting It Together**

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Explain to participants that each of these components needs to be taught and mastered in order for students to know how to read. Therefore each day they will teach one routine from each component and this will make up a whole lesson.

Tell participants that you are going to model an entire lesson from the beginning of the year (Set 3, Day 1). Participants should read along with the script, participate in the lesson as if they are students, and also take note of any errors or questions they might have.

- Model lesson, debrief asking for questions, comments and feedback
- Give participants time to practice giving a whole lesson. Each participant should have a chance to give one complete lesson.

## Day 4 - Teacher training

### Review of previous day presentation (1 hour)

- Vocabulary
- Types of comprehension strategies
- Questions?

### Putting it All Together continued (2-2.5 hours)

Tell participants that for the first part of the day we will practice whole lessons together. We will ask volunteers to model one routine in a lesson and participants will help give feedback after each routine is completed. Participants should note down at least 1 good thing and any incorrect procedures.

(Choose 2 lessons one from the beginning of the Teacher's Guide and one further back in the sequence and ask for volunteers to model each routine)

## Assessment

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Tell participants assessment is an essential part of the instructional cycle. In order to know if students understood what has been taught teachers must assess their learning. Knowing what students have learned will allow teachers to decide when to move on and when to re-teach or give more practice. In this program teachers will assess students' knowledge in 3 different ways:

- Independent Practice at the end of each routine
- Day 5 assessment
- 6-Week progress monitoring

### Independent Practice

Tell participants that as has already been discussed each routine will generally end in some independent practice. This part of the routine is supposed to help teachers know if students have understood what has just been taught. Catching confusions or misunderstandings early is the best way to ensure that students have learned a certain skill and it is ok to move on.

### Day 5 Assessment

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Tell participants each Friday, or the 5<sup>th</sup> Day of a Set, the lesson will consist of an assessment of the week's letters, syllables, words, and sentences. This assessment is in the Teacher's Guide and will be an essential opportunity for teachers to know if students have learned all they need to know or if certain content needs to be re-taught or given more practice.

(Point out Day 5 assessment in Teacher's Guide. Model one assessment and then allow teachers to review and practice in their groups)

## **6 Week Progress Monitoring**

Tell participants that at least 1 week at the end of each Teacher Training Manual will be dedicated to Progress Monitoring. The purpose of the Progress Monitoring is to check in with each student and see what they know and don't know as well as how they are progressing towards the goal of fluent reading and comprehension. This week will consist of 3 parts:

- Review Teachers will review most of the letters, syllables, words, and sentences with students for 1-2 days.
- Assess Teachers will individually assess each student on knowledge of letters, syllables, and words and then ask students to read and answer comprehension questions. This will take 2-3 days depending on the number of students in the class. Teachers will review the data collected from the assessments and decide what needs to be re-taught or practiced again
- Re-teach teachers will spend the last 1-2 days re-teaching and offering practice opportunities where necessary.

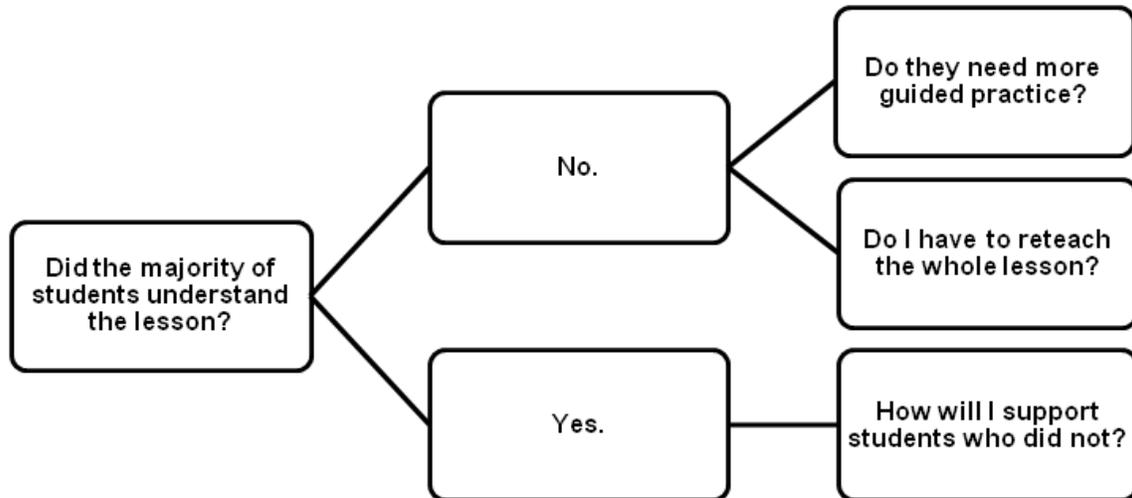
Let teachers know that the progress monitoring form will also be used to inform the community about how well children are learning to read and to encourage them to support student reading at home.

Go through the assessment process with teachers quickly. Read the instructions, and model how to assess a student on sentence reading and comprehension. Help them count to 1 minute (how much time each child will get to read). Finally, ask each teacher to pair up with another teacher and assess that teacher on sentences and sentence comprehension. (20 minutes)

### **How to decide when to re-teach**

Tell participants that at each point of the assessment, 1) independent practice, 2) Day 5 Assessment, and 3) the 6-Week Progress Monitoring you will have to decide if enough students have learned the material to move on or if the teacher needs to re-teach something. As a general rule if 80% or if 4 out of 5 students have learned the material it is ok to move on and later go back and help the other students who did not understand in a small group.

Below is a decision tree that can also help teachers decided whether to move on or re-teach. It can be used at all three points of assessment.



Teachers should not rush to complete the syllabus, to always feel they are against time and must move on no matter what. If the majority of students are getting something wrong that is important to learn, teachers should make sure to correct that. They'll need to stop, reflect and change their practice. Remember! There are 3 things that can be changed in order to improve learning:

- The amount of instruction a student receives,
- The focus of instruction, and
- The quality of instruction

(give 1 scenario as a model of how to use the decision tree then give participants 2-3 more scenarios for them to practice in small groups and share with the whole group)

## Scaffolding

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Tell participants that supportive instruction or scaffolding is essential. A teacher must not only recognize when students do not understand but also know how to change instruction to help students. Scaffolding is used to assist students as they are learning new skills and concepts. Scaffolding is more than helping a student get the right answer, it is a unique type of support that allows students to move toward new skills and levels of understanding; however, it

- Does NOT change the skill.
  - For example, if the task is “say the first sound in the word ana”, I **cannot** scaffold by asking students to tell me how to write ana, because writing and being able to provide the first sound are different skills.
- Provides only enough of a scaffold to allow the students to complete the task alone.
  - It gives clues to make the task easier for the student. For example, if the teacher says, “I will give you a word with 3 sounds. You tell me the sounds in the word.” Then the student knows to listen for 3 sounds – it makes the task easier.
- Is removed as students develop independence.

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- It is Temporary. When the task becomes easy for students they no longer need the scaffold.

Activity: Let's think of some ways to scaffold students that fit these criteria. I'm going to model a lesson and you are going to help me help the student with their letters. Listen:

**Skill:** Read high frequency words, affixes

**Objective:** Students will read high frequency words and affixes with automaticity

**Advance Organizer:**

T: We are going to learn to read some words that will help us read sentences.

**Model:**

*Say,*

T: I read the word. \_\_\_\_\_.

**Guided Practice:**

T: Now we will do it together.

T & S: Read the word.

**Independent Practice:**

T: Now you try it. Read the word

S: Read the word incorrectly replace first letter sound with a different but similar.

With your neighbor discuss as many ways as you can think of to scaffold the student who has answered the teacher incorrectly.

(When pairs are done call on 3-5 pairs to give their list of scaffolds. Ask pairs that share after the first pair to only give ideas that have not already been discussed. After each idea ask the group if it meets the criteria and if not explain why not)

## Getting to know the teachers guide

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Tell participants that the main component of this program will be the early grade reading curriculum. The curriculum has been layed out in the Teacher's Guide as a series of lessons. These lessons are based on the concepts and routines of effective instruction that were explained in the previous professional development workshop. The curriculum uses the instructional cycle and each lesson includes modeling, guided practice, and independent practice. Teachers must also give formative feedback continuously evaluate student progress. It will be essential that teachers follow the Teacher's Guide strictly in order to assure that students get the full benefit of the program.

### Activity: Teacher's Guide scavenger hunt

Tell participants that we are going to do a scavenger hunt within the Teacher's Guide. Teachers should break up into groups of 3-5 and work together to look throuhg the Teacher's Guide to find the things on the list. The group should write down the page number of each example. The first group to correctly find all examples of each item will let the facilitator know.

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1. **Introduction Lesson** – lesson that teaches a new skill for the first time
2. **Practice lesson** – lesson that practices a skill already taught
3. **Instructional Objective** - identifies what the student will learn and how they will demonstrate what they have learned
4. **Advanced organizer** – teacher lets students know what they will be doing. It directs students’ attention to what is important and why it is important to learn.
5. **Model** – teacher provides students an example, or illustration, of how they will complete a task or apply a strategy.
6. **Guided practice** – teacher and students practice new skill together
7. **Evaluation** – testing if students learned what has been taught
8. **Comprehension strategy** – a plan or framework to follow to help with comprehension
9. **Word reading activity** – early reading activity that teaches students how to break a sound into parts or blend sounds together to read a word
10. **Writing activity** – an activity that uses writing to help students practice letter sound correspondence
11. **Phonological Awareness** - Activity that does not involve text of any kind

Once there is a group that have finished, review each item with the whole group. Verify that the group has a correct example for each item and give an explanation of each item as to why that example is or isn’t a good example, illicit input from the rest of the group. If the group has an incorrect example have another group give their examples to see if they are all correct. Continue until 1 group has found all correct examples. Make sure to explain what each item is and connect it to an example.

## **Check-in with teachers**

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This is the main review and wrap up activity unless there is additional time in the day. At the conclusion ask participants if there are any other issues or confusions still left that they would like to address at this time.

### **Optional additional review/wrap up activity**

Tell participants that you are going to do one more activity to review all that we have learned. Watch as I model one final lesson for you. You will be the students. Feel free to make as many mistakes when responding as you like. You will also be an observer or an instructional coach. Raise your hand if I make any mistakes in how I give the lesson and when you are called on use formative feedback to correct the mistakes.

(model all or part of a lesson make mistakes in feedback procedures, in following the script, or use excessive time talking etc. and as participants raise their hands have them tell you what was incorrect then model the correct way. When finished or time has run out ask if there are any outstanding questions.)

## **Conclude the Workshop**

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Ask participants:

- What they found most valuable about the workshop
- What they found most difficult about the workshop
- To what extent the workshop met their expectations
- What could be done to improve the workshop.

Ensure that all administrative arrangements are concluded including the signing daily attendance registers.