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CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS

Developing Literacy: Vocabulary, Comprehension and the Literacy Lesson Cycle

LITERACY MODULE 4



Technology

NAME: _____

Produced and published under the USAID Malawi Teacher Professional Development Support (MTPDS) programme (Contract No.: EDH-I-00-05-00026-02; Task Order No: EDH-I-04-05-00026-00) implemented in collaboration with the Ministry of Education, Science and Technology (MoEST), Government of Malawi, through the Malawi Institute of Education.

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December, 2012

Acronyms

CPD	Continuous Professional Development
EGRA	Early Grade Reading Assessment
INSET	In-Service Training
MTPDS	Malawi Teacher Professional Development Support
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
OBE	Outcomes-Based Education
PCAR	Primary Curriculum and Assessment Reform

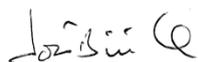
Foreword

The Ministry of Education, Science and Technology introduced the Primary Curriculum and Assessment Reform (PCAR) in all primary schools in Malawi in 2007. PCAR follows an Outcomes-Based Education (OBE) approach and has great potential for improving the quality of education in the country. The OBE approach emphasises learner-centred methods and continuous assessment. In this way, it ensures that every learner is given the attention required in order to attain the learning outcomes.

However, the implementation and management of the reform in schools has not been without challenges since some of the elements of the reform demand that teachers develop new skills and ways of operating in order to successfully cope with the innovations in OBE. Although teachers and school managers were oriented to PCAR in general and OBE in particular, the orientation was not sufficient due to time and resource constraints. A one-off week-long orientation session to PCAR was not sufficient for teachers to be helped on how to overcome the challenges that they encounter during the implementation of the curriculum. This is partly because new challenges keep cropping-up all the time in the classroom or school. In the face of reform, teachers need support all the time until they attain full mastery of the requisite skills. Continuous Professional Development (CPD) support for teachers is known to be instrumental in the improvement of the quality of teaching and learning in the classroom. CPD can best be provided in the zone, cluster and within the school itself.

In an effort to support the development of teachers in close collaboration with MoEST and the Malawi Teacher Professional Development Support (MTPDS) programme (February 2010 to March 2013). This programme is providing assistance for establishing a system for providing CPD that can be conducted in schools and clusters. The MTPDS program provides technical support to the MoEST by working with curriculum specialists from the Malawi Institute of Education and other education professionals from various institutions. The purpose for doing so is to identify the specific needs of school managers and classroom teachers for Standards 1-4. The main focus is on Literacy and Leadership. In order to address the identified needs, training modules are developed in the two areas. These modules are used to train Primary Education Advisors, head teachers with localised support from CPD mentors. The head teachers and CPD mentors, in turn, use the materials to support teachers' professional development in their schools.

I sincerely hope that the school heads, CPD mentors and teachers will find the modules useful in addressing their needs to ensure that PCAR and OBE are successfully implemented. This will hopefully contribute to the improvement of the quality of teaching and learning as well as learner achievement in our schools.



John J. Bisika

SECRETARY FOR EDUCATION, SCIENCE AND TECHNOLOGY

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Introduction to Developing literacy: Vocabulary, comprehension and the literacy lesson cycle

Purpose and goals of the workshop

Starting with Literacy Module 2, the CPD programme of MTPDS has sought to introduce Malawian teachers to a model of teaching reading that enables learners to quickly acquire basic reading skills. This model focuses on five key components of reading instruction, namely, phonological awareness, alphabetical principle, fluency, vocabulary and comprehension. Literacy Module 2 covered the basic definitions of and concepts behind these five key components of reading instruction as well as introducing the first key component, phonological awareness. Literacy Module 3 covered in some detail the next two key concepts, alphabetical principle and fluency, giving teachers practical examples for teaching learners to read letters, syllables and words. Literacy Module 4 focuses on the last two key components, vocabulary and comprehension.

As a conclusion to the CPD literacy series, Module 4 introduces teachers to stages of a literacy lesson cycle. These stages start with a demonstration of how to start a lesson in a way that motivates learners and lets them know what they are going to learn, and finishes with providing formative feedback to learners. The module also explores how to integrate all five key components of reading instruction within the same lesson. By using all five key components in one lesson, learners are able to follow a cycle that starts with letter sounds and ends with comprehension. This facilitates learning quickly how to read for meaning. We hope that the CPD literacy modules have been beneficial to you as teachers of early literacy. We anticipate that your learners and their parents or guardians will be able to see the fruits of your hard work.

Schedule

This is a suggested schedule. Adapt it according to your local area's needs.

Day One

Time	Task
8:00 am	Registration and Seating
8:30 am-9:45 am	Welcome and Review of Literacy Module 3
9:45 am – 10:00 am	Break
10:00 am – 11:45 pm	Unit 1: Teaching vocabulary in early grades
11:45 pm – 12:45 pm	Lunch
12:45 pm-2:45 pm	Unit 2: Teaching comprehension in early grades
2:45 pm-3:00 pm	Break
3:00 pm – 3:30 pm	Review of Training and Discussion
3:30 pm	End of Day One

Day Two

Time	Task
8:30 am–9:30am	Welcome Back and Review of Day One
9:30 am–10:00 am	Unit 3: Literacy lesson cycle and formative feedback
10:00 am–10:15 am	Break
10:15 am-11:45 pm	Unit 3 (Continued)
11:45 pm –12:45 pm	Lunch
12:45 pm – 1:45 pm	Unit 4: Integrating the five key components
1:45 pm – 2:00 pm	Break
2:00 pm–3:00 pm	Unit 4 (Continued)
3:00 pm –3:30 pm	Review of Training and Discussion
3:30 pm	End of Day Two

Review of Literacy Module 3

Introduction

The five key components of reading instruction were introduced in Literacy Module 2. These were phonological awareness, alphabetical principle, fluency, vocabulary and comprehension. Of the five key components, phonological awareness was covered in detail in Literacy Module 2 and alphabetical principle and fluency were covered in Literacy Module 3. This fourth module will cover in detail the remaining two. These are vocabulary and comprehension. Prior to introducing Literacy Module 4, it is necessary to review Literacy Module 3.

Learning outcomes

By the end of this activity, you should be able to:

- Describe successes and challenges you experienced in applying what you learned from Literacy Module 3.
- Identify areas for improvement in your literacy teaching based on Literacy Module 3.

Estimated Time: 1 hour 15 minutes

Suggested resources

- Flip charts
- Markers
- Masking tape
- Literacy Modules 1-3

Activity 1: Sharing experiences after implementing ideas from Literacy Module 3 (40 minutes)

1. Individually (5 minutes):
 - a. write down successes you have had following your exposure to Literacy Module 3.
 - b. identify challenges you faced.
 - c. state how you dealt with the challenges.
2. In groups share your experiences on the successes and challenges, and how you handled them (15 minutes).
3. In plenary, share your group work with the rest of the participants (20 minutes).
4. Take note while the facilitator reviews and consolidates ideas from groups.

Brain Bank

Overview of Literacy Module 3 content

The title of Literacy Module 3 was *Introduction to Developing literacy: The role of phonics and fluency in learning to read*. The contents were as follows:

Review of Module 2

Activity 1: Sharing experiences after implementing ideas from Literacy Module 2

Activity 2: Identifying areas for improvement

UNIT 1: Teaching letters through phonics

Activity 1: The importance of phonics in learning to read letters

Activity 2: Activities for teaching letter recognition

Activity 3: Modelling teaching letters through phonics

Conclusion

UNIT 2: Teaching syllables and words through phonics

Activity 1: Teaching syllables and words through phonics

Activity 2: Ideas for teaching syllables and words through phonics

Activity 3: Demonstrating teaching syllables and words through phonics

Conclusion

Mutu 3: Kufunika kwa kuphunzitsa maphatikizo a zilembo

Ntchito yoyamba: Kufunika kwa kuphunzitsa maphatikizo a zilembo

Ntchito yachiwiri: Njira zophunzitsira maphatikizo

Ntchito yachitatu: Phunziro la kuwerenga maphatikizo mosavuta

Mathero

UNIT 4: Improving learners' reading fluency

Activity 1: Discussing the meaning of reading fluency

Activity 2: Innovative ways of improving learners' reading fluency

Activity 3: Demonstrating how to teach fluency

Successes and Challenges

UNIT 1: Teaching vocabulary in early grades

Introduction

Success in academic work is associated with the ability to recognize words, understand their meaning, and use them in appropriate contexts. Learners can read fluently and with understanding if they have developed a wide range of vocabulary. Vocabulary is the ability to recognize words and understand their meaning. The development of vocabulary in learners needs to start in the early stages of their learning. Vocabulary is something you can learn from day one and continues to be essential even in later life. Teachers need to explore ways of inspiring learners to acquire a wide range of vocabulary.

This unit provides some of the techniques for helping early grade learners in broadening their vocabulary.

Learning outcomes

By the end of this unit, you should be able to:

- discuss the importance of vocabulary in early grades.
- identify techniques for teaching vocabulary to learners in early grades.
- demonstrate how to teach vocabulary to learners in the early grades.

Estimated time: 2 hours

Suggested resources

- Flip chart paper
- Markers
- Pens
- Masking tape
- Newspapers

Activity 1: Discussing the importance of acquiring a wide range of vocabulary in early grades (45 minutes)

1. Individually (10 minutes):
 - a. Review from the Brain Bank the importance of vocabulary in literacy development and the sources of vocabulary.
 - b. think about how these sources of vocabulary help individuals acquire a wide range of vocabulary.
2. In groups (20 minutes):
 - a. add any source not listed in the Brain Bank.
 - b. discuss how a teacher can use vocabulary sources to contribute to vocabulary development.
 - c. discuss how the acquisition of a wide range of vocabulary can promote reading.
 - d. write your responses on chart paper.
3. In plenary report your responses (15 minutes).
4. Review and consolidate ideas from the other groups.

Brain Bank

Importance of vocabulary in literacy development

- Vocabulary—the ability to recognize the meaning of words—is essential to understanding what the learner has read. As learners increase their vocabulary, they can better understand more complex passages.
- A good vocabulary enables learners to acquire new knowledge and skills. Knowing the meaning of words in a sentence helps learners capture meaning from what they are reading and begin to “read to learn” rather than just “learn to read”.
- Vocabulary knowledge improves learners’ reading fluency. As learners know the meaning of words they can read those words more quickly.
- Vocabulary development improves learners’ ability to communicate through writing, speaking and listening. The more words a learner understands within a sentence or phrase, the better they can capture the meaning of the writer or speaker.

Sources of vocabulary

- **Home:** Children learn vocabulary through interaction with family members and peers. Vocabulary is acquired by children as they relate with family members through greetings, doing chores, naming household items, the environment around the house, and audio and visual sources, among others.
- **Religious Institutions:** Children learn vocabulary related to worship, scripture, hymns, etc.
- **Playgrounds:** Children learn vocabulary for games, rules, sports, activities, etc.
- **Chores and Rituals:** Children learn vocabulary related to animal grazing, pounding, washing, fetching firewood/water, initiation rites, selling and buying, etc.
- **School:** Children learn vocabulary for schoolwork, rules, routines, learning, etc.
- **Media:** Children learn vocabulary for print, audio, and visual sources, etc.
- **Technology:** Children learn vocabulary related to electronic gadgets, phones, computers, etc.

Activity 2: Identifying techniques for teaching vocabulary in the early grades (60 minutes)

1. In groups, review the teaching routine in the Brain Bank below, and study the techniques for developing vocabulary listed on the next page (10 minutes).
2. Choose one technique and develop a teaching routine for effectively teaching vocabulary in the early grades. Make sure your technique is different from other groups (20 minutes).
3. In plenary, present your group's teaching routine (20 minutes).
4. Discuss observations made during the group presentations (10 minutes).
5. Review and consolidate ideas from the other groups.

Brain Bank

Teaching routine 4: Mawu atsopano, “mtondo” (Vocabulary)

See Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 10 Phunziro 3, page 88.

Mphunzitsi

Ndikuwerengerani nkhani. Tisanawerenge, tiphunzira matanthauzo a mawu ena omwe ali mu nkhaniyi ndi kukamba za nkhaniyi. Kenaka, ndikuwerengerani nkhani ndipo tidzayankha mafunso limodzi. Mawu oyamba kuwamva ndi oti: **'mtondo'**. Nenani kuti **'mtondo'**

Kwezani dzanja ngati mukudziwa

tanthauzo la mawu oti **“mtondo”**

(Tembenukirani kwa omwe mwayandikana nawo omwe sakudziwa tanthauzoli. Awuzeni tanthauzo la mawuwa.)

Tanthauzo la mawu oti **'mtondo'** ndi chipangizo chomwe amasinjiramo zinthu monga chimanga, mapira, ndi mtedza.

Mphunzitsi + Ophunzira

*(ophunzira anena kuti **'mtondo'**).*

*Kwezani dzanja lanu pamene mwamva mawu oti **mtondo**. Ophunzira akweza manja).*

Mphunzitsi

Gwiritsani ntchito mawu oti **mtondo** *muchiganizo chomwe chikupereka tanthauzo la mawuwo.*

Ophunzira: **“mtondo”**

(ophunzira akweza manja).

(ophunzira awuza anzawo tanthauzo la mawuwo)

Techniques for developing vocabulary among early grade learners

- a) Provide opportunities for learners to label parts of their body, objects in the classroom, objects and features around their school.
- b) Make time to read aloud to your learners and highlight unknown words.
- c) Find opportunities to teach words in context during other learning activities.
- d) Provide learners with opportunities to read interesting books, newspapers and magazines of their level. After reading, let them answer questions on vocabulary items from the texts they have read. Ensure that the classroom is print-rich.
- e) Let learners draw or tell stories that you or another grown-up can write down for other learners to read. As the story is read, have learners identify new words and their meanings. This can be done as a class activity or could be done during school assemblies, open days or Literacy Fairs.
- f) Create a bulletin board on which you can post words that learners describe through pictures, drawings, etc.
- g) Take learners out and let them describe the objects/scenes they can see.
- h) Display pictures on the board and ask learners to label them. Use pictures from magazines, books and newspapers. This could be done competitively with points given to the group who can come up with the most words.
- i) Create a word wall or tree and post new words and their meanings on it. Let learners use the words in sentences.
- j) Write a word on the board and ask learners to come up with as many words as possible from it. For example from the word **'msomali'**, learners can create new words such as **'ali'**, **'maso'**, **'lima'**, **'losa'**, **'malo'**, **'ola'**, **'mlosi'**, **'alosi'**.
- k) Highlight prefixes, suffixes and word roots to teach the meaning of unknown words
 - i. **Prefixes** For example, **un-**, **dis-**=not or do the opposite of (*unnecessary*, *dishonest*), **re-**=again (*rework*), **mis-**=wrong or badly (*misplaced*), **over-**=too much (*overflow*), **pre-**=before (*precooked*), **fore-**=before or in front (*forewarn*), **in-**, **im-**, **non-**=not (*incorrect*, *impatient*, *nonviolent*)
 - ii. **Suffixes** For example, **-ful**=full of (*helpful*), **-less**=without (*hopeless*), **-able**=able to (*drinkable*), **-er** or **-or** =someone who....(*teacher*), **-ly**=in away (*quickly*), **-al** =relating to (*musical*)

UNIT 2: Teaching comprehension in early grades

Introduction

The purpose of reading is to understand what is contained in the text. Research shows that the majority of the early grade learners in Malawi are not able to read, let alone understand what they read. This limits learners' acquisition of new knowledge. When learners are able to read, they are empowered to acquire new knowledge and skills. They move from "learning to read" to the state of "reading to learn". This is the true goal of literacy efforts and teachers need to find ways to help learners understand what they read. This unit discusses ways of enhancing learners' comprehension skills.

Learning Outcomes

By the end of this unit, you should be able to:

- discuss the importance of comprehension skills in language learning.
- practise a routine for teaching comprehension.
- demonstrate various techniques for teaching comprehension.

Estimated time: 2 hours

Suggested resources

- Flip chart paper
- Markers
- Masking tape
- Cards

Activity 1: Discussing the importance of comprehension skills in the lives of learners (40 minutes)

1. Individually, read the definition and suggested comprehension skills in the Brain Bank and add any additional suggestions (10 minutes).
2. In groups (15 minutes):
 - a. share the skills you added to your list.
 - b. discuss the importance of comprehension skills you have added.
 - c. select one comprehension skill from the Brain Bank and discuss how it helps learners succeed in learning.
3. In plenary, report your group's findings to the rest of the participants (15 minutes).
4. Review and consolidate ideas from the other groups.

Brain Bank

Definition of comprehension

As a teacher, it is important to know that comprehension is not just about answering a set of questions after reading a text. Comprehension goes beyond this. It starts the moment a learner is exposed to the text. The learner keeps reflecting on the text as he or she goes through other experiences that relate to the text.

It is also important to understand that learners need comprehension strategies, such as making predictions, thinking about how characters change, creating visual images as they read and making judgements based on what they value. Comprehension includes the ability to:

- understand words, phrases and sentences
- understand passages when they are read aloud to the learner (oral comprehension) and when learners read them by themselves (written comprehension)
- identify main ideas from a passage or story
- sequence ideas or events
- recall details
- predict the outcomes of a story
- draw conclusions from a passage or story
- summarize a passage or story
- identify cause and effect
- compare and contrast
- retell a story
- identify aspects of a story such as **story structure**(beginning, middle, end), **essential details** (who, what, when, why, where), **story map** (character, setting, conflict, resolution), **titles** and **pictures**.

Activity 2: Practicing a routine for teaching comprehension (40 minutes)

1. Individually, review the teaching routine in the Brain Bank (5 minutes).
2. In groups, practice teaching the routine to each other. Write down observations on what is easy to do, what is difficult and what may need more emphasis. (20 minutes).
3. In plenary, discuss observations made during the routine (15 minutes).
4. Review and consolidate ideas from the other groups.

Brain Bank

Kumvetsa nkhani (Comprehension)

(See Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 10 Phunziro 3, page 88)

Mphunzitsi: “Tsopano tiwerenga nkhani. Tisanawerenge nkhanayi tiyeni tikambirane zomwe nkhanayi ikukamba. Mutu wa nkhanayi ndi **Galundi Chona**. Kodi chomwe mukudziwa pankhanayi ndi chiyani?”

Ophunzira: “Nkhanayi ikukamba za . . .”

Mphunzitsi: “Ndi chinthu china chiti chomwe nkhanayi ikukamba?”

(Itanani ophunzira awiri kapena atatu kuti apereke maganizo awo ndipo lembani maganizowa pa bolodi)

Mphunzitsi: “Tsopano tiyeni tiwerenge nkhanayi. Pamene ndikuwerenga mveterani maganizo anu aja ngati ali olondola. Muyenera kumvetsera mawu atsopano omwe taphunzira ndipo kwezani dzanja lanu pamene mwamva amodzi mwa mawuwo. “

Mphunzitsi awerenga: “Galundi wanga amakonda kusewera. Koma amadana ndi chona. Amayenda mozemba akawona chona. Amafuna amugwire akabwera pafupi. Koma chona amathawa.”

Mphunzitsi: “Tsopano tawerenga nkhani, tiyeni tiwunike maganizo amene tinapereka pa nkhanayi. Tinagwirizana kuti nkhanayi ikukamba za chiyani?”

Ophunzira: “Tinati nkhanayi imakamba za . . .”

Mphunzitsi: “Ngati mukugwirizana nazo lozani m'mwamba chala cha manthu (ngati ena sangafune kuyika chala mm'mwamba, akhoza kuvomereza kapena kukana pogwiritsa ntchito kagwedzedwe ka mutu, kapena njira ina yomwe akufuna). Perekani yankho kapena funsani chifukwa chomwe simukugwirizana nazo. Izi zikusonyeza kuti maganizo athu aja anali olondola” kapena “sanali olondola.”

Activity 3: Demonstrating various techniques for teaching comprehension (40 minutes)

1. In groups (15 minutes):
 - a. review the suggestions for teaching comprehension and lesson activities ideas in the Brain Bank.
 - b. develop a routine for teaching comprehension using one of the strategies in the Brain Bank (see Brain Bank for Unit 1, Activity 2 for a sample routine).
2. Demonstrate your group's teaching routine to the rest of the participants (15 minutes).
3. In plenary, review the presented teaching routines and suggest ways of improving them (10 minutes).
4. Review and consolidate ideas from the other groups.

Brain Bank

Strategies for teaching comprehension

- **Directed Reading Thinking Activity.** Students make predictions for a text, then the teacher reads portions of a text, stops to make more predictions, reads some more, and so on until the text is finished.
- **Gradual Release of Responsibility.** The teacher and learners work together but the teacher gradually lets learners work on their own to develop independence.
- **KWL.** Before a story begins, focus on what learners **Know** and **Want to find out**, and then at the end of the story highlight what they have **Learnt**.
- **Story Maps.** Draw out the main characters, setting (time and place), the characters' problems or goal, and the story's events in their chronological order.
- **Sketch-to-stretch.** Learners draw or sketch what the story means to them. They go beyond mere words to think about and respond to what they have read by going beyond—stretching—the literal meaning to what the text 'means' to them.
- **Question-Answer-Relationships.** Learners discover that there are 'right there questions', 'think and stretch questions' and 'on my own questions'. Right-there questions are those questions whose answers are found directly in the passage. Think-and-stretch questions are those questions whose answers can only be inferred from the passage based on the context. For example, *what may have caused the accident?* On-my-own questions are those questions that a reader may ask themselves after going through the passage. For example, *what else should I read on this topic?*
- **Buddy reading.** Learners read with and discuss elements of the text with partners or 'buddies'.
- **Coaching groups.** The teacher works with small groups and coaches them to use their vocabulary and comprehension skills.

UNIT 3: Literacy lesson cycle and formative feedback

Introduction

In teaching a literacy lesson, the sequence a teacher uses is important. Learners need to know what is going to be taught and to see a teacher modelling the skill. Learners also need to be given an opportunity to practice the skill, first with the help of the teacher and then on their own. In this unit, we will review the five key components of reading instruction and explore the stages of the literacy lesson cycle. We will also discuss the importance of following the literacy cycle and providing formative feedback to learners. We will conclude the unit by practicing mini-lessons on how to follow the literacy lesson cycle and provide formative feedback.

Learning outcomes

By the end of this unit, you should be able to:

- explain the five key components of reading instruction.
- describe the literacy lesson cycle and formative feedback.
- practice the literacy lesson cycle.

Estimated time: 2 hours

Suggested resources

- Flip chart paper
- Markers
- Masking tape/prestick
- English Teachers' Guides and Learners' Books for Standards 1-4
- Letter cards with all letters of the alphabet, in capital letters and small letters

Activity 2: Exploring the literacy lesson cycle and formative feedback (45 minutes)

1. Individually, study the stages of the literacy lesson cycle and formative feedback in the Brain Bank (10 minutes).
2. In groups (20 minutes):
 - a. choose one stage and study it carefully.
 - b. discuss the importance of the stage and how it relates to the other stages.
 - c. write your responses on a chart.
3. In plenary, report your responses (15 minutes).
4. Review and consolidate ideas from the other groups.

Brain Bank

Stages of Literacy lesson cycle and formative feedback

Advance Organizer

This is a tool that the teacher uses to let learners know what will happen in a lesson, or in an activity.

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 modelling, each skill is clearly described and modelled (illustrated) to take the ‘mystery’ out of the task.

Example - *Teacher points to the letter and says, ‘The sound of this letter is /n/.’*

Guided practice – We do

Guided practice allows learners to practice what they have just seen the teacher do.

Example - Teacher: ‘Let’s do it together. The sound of this letter is /n/.’

Teacher and students together: ‘/n/’

Independent practice – You do

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.

Example - Teacher: ‘Now you do it alone. The sound of this letter is /n/.’

Students: ‘/n/’

Formative feedback

Guided Practice requires formative feedback to ensure that learners are learning and practicing the

skill or strategy correctly. 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.
- Describe how to correctly complete the task or use a strategy.

Activity 3: Practicing the literacy lesson cycle (45 minutes)

1. Individually, study the example lesson and the graphic in the Brain Bank below (5 minutes).
2. In groups, use the example in the Brain Bank to develop a teaching routine that uses all the stages of a literacy lesson cycle (15 minutes).
3. Demonstrate your routine to the rest of the participants (15 minutes).
4. In plenary, discuss observations made during the group presentations (10 minutes).
5. Take note while the facilitator reviews and consolidates ideas from other groups.

Brain Bank

Kulemba Maphatikizo

Mphunzitsi: “Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Tidzatchula liwu lililonse pamene tikulemba lembo lomwe likuyimilira liwulo. Ndidzatchula phatikizo ndipo inu mudzanena phatikizolo ndi liwu lililonse pamene mukulemba phatikizolo.”

<p>Mphunzitsi Phatikizo ndi /na/. ndidzatchula liwu pamene ndikulemba phatikizo la /n/ /a/ /na/.</p>	<p>Mphunzitsi+ Ophunzira Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndikulilemba</p> <p><i>Nenani Ni. Mphunzitsi ndi ophunzira anena pamene mphunzitsi akulemba. /n/ /a/ Pitirizani ndi zitsanzo monga [ne, ni]</i></p>	<p>Ophunzira Tsopano yeserani nokha. /Na/ Ophunzira alemba m'makope mwawo.</p> <p>Kenaka nenani kuti, “onani phatikizo langa ndipo phatikizo lanu liwoneke ngati ili.”</p> <p>Pitirizani ndi zitsanzo izi [ne, ni]</p>
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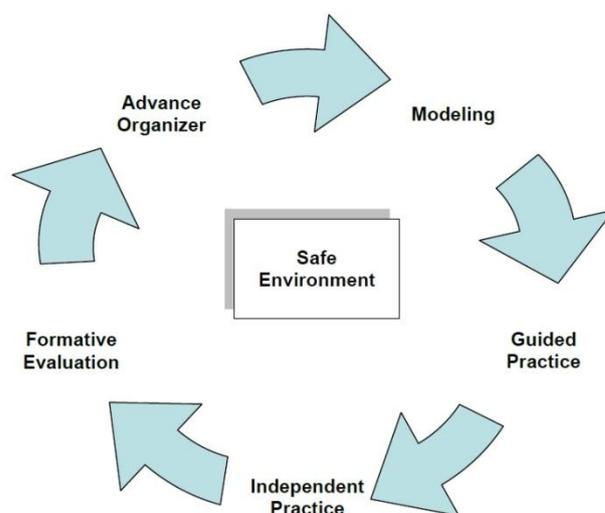


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UNIT 4: Integrating the five key components of reading instruction into literacy lessons

Introduction

Having established the stages of a literacy lesson cycle, the next step is to explore how each of the five key components of reading instruction can be combined within one literacy lesson. This unit will guide you on how to integrate the five key components of reading instruction. We will finish the unit by developing and practicing teaching routines that integrate the five key components of reading instruction.

Learning Outcomes

By the end of this activity, you should be able to:

- integrate the five key components of reading instruction into a literacy lesson.
- develop teaching routines that integrate the five key components of reading instruction.

Estimated time: 2 hours

Suggested resources

- Chart paper
- Markers
- Masking tape

Activity 1: Integrating the five key components of reading instruction into a literacy lesson (60 minutes)

1. Individually, review the four stages of the literacy lesson cycle (5 minutes).
2. In groups (35 minutes):
 - a. study the teaching routines in the Brain Bank.
 - b. choose one teaching routine from the Brain Bank, making sure each group chooses a different one.
 - c. describe the features of the teaching routine and you have chosen.
 - a. write your responses on chart paper.
3. In plenary, share your responses with the whole class (20 minutes).
4. Review and consolidate the lists.

Brain Bank

Integrating the five key components in one lesson

All the five key components of reading instruction are taught within a single lesson because they complement each other. The notes below demonstrate how to integrate the five components.

Teaching routine 1: Kuzindikira Maliwu a Malembo (Phonological awareness)

(See Maziko a Kuwerenga Teacher’s Guide for Term 1, Mutu 1 Phunziro 4, page 12)

Teacher: “Lero tiphunzira liwu la lembo latsopano. Poyamba titchula liwu la lembo. Kenaka, ndidzanena mawu amodzi pa nthawi ndipo mudzandiuza ngati mawuwo akuyamba ndi liwu lomwe ndatchula. Ngati mawuwo akuyamba ndi liwu limenelo muloze chala m’mwamba. Ngati mawuwo sakuyamba ndi liwu limeneli muloze chala pansi (ngati ena safuna kuloza chala m’mwamba, akhoza kusonyeza kuvomereza kapena kukana pogwiritsa ntchiti kagwedezedwe ka mutu, kapena njira ina yomwe akufuna).”

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
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<p>Liwu la lembo ili ndi /n/ Mawu oyamba ndi, nama. Mawuwa akuyamba ndi /n/ choncho ndiloza chala m’mwamba (kapena kugwedeza mutu movomera).</p> <p>Mawu achiwiri, ndi ana. Mawuwa sakuyamba ndi /n/ choncho ndiloza chala pansi (kapena kugwedeza mutu mokana).</p>	<p>Tiyeni titchule liwu la lembo limodzi. Liwu la lemboli ndi, /n/ <i>Ophunzira nenani kuti /n/.</i></p> <p>Tsopano nditchula mawu. Ngati akuyamba ndi /n/ muloze chala m’mwamba (kapena mugwedeze mutu movomera) ndipo ngati sakuyamba ndi /n/ muloze chala pansi (mugwedeze mutu mokana). Mawu oyamba, ndi nena. <i>(Mphunzitsi ndi ophunzira aloza chala moyenera.)</i> Pitorizani ndi zitsanzo zina za mawu monga: [ima, nena]</p>	<p>Tsopano mutchula liwu la lembo. Liwu la lemboli ndi, /n/. <i>Ophunzira atchula liwulo.</i></p> <p>Tsopano nditchula mawu. Ngati akuyamba ndi /n/ muloze chala m’mwamba (...)ndipo ngati sakuyamba ndi /n/ muloze chala pansi (...).</p> <p>Mawu oyamba, ndi aka. <i>Ophunzira aloza chala moyenera.</i> Pitorizani ndi zitsanzo zina.</p>
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Teaching routine 2: Kuzindikira liwu loyamba m’mawu (Alphabetic principle)

(See Maziko a Kuwerenga Teacher’s Guide for Term 2, Mutu 12 Phunziro 1, page 118.)

Kuphunzitsa lembo latsopano: Lero tiphunzira lembo latsopano. Ndikuwonetsani lembolo ndipo ndikuuzani dzina lake. *Lembani lemboli. Lozani lemboli ndi kunena kuti, Lembo ili ndi **g**. Tiyeni titchule dzina la lemboli pamodzi. Lembo ili ndi **g** (Mphunzitsi ndi ophunzira anena **g**). Tsopano yeserani nokha. Lembo ili ndi (Ophunzira anena **/g/**). Tsopano yang’anani m’buku lanu. Kodi mukuona lembo la **g**, pafupi ndi chithunzi cha **agogo** ?*

Liwu la Lembo Tsopano tigwiritsa ntchito liwu la lembo lomwe taphunzira kale powerenga mawu ndi kuchita matchuliro a mawu. Liwu la lembo ili ndi **/g/**. Tiyeni titchulire limodzi, liwu la lembo ili ndi *(Mphunzitsi ndi ophunzira anene **/g/**)*. Tsopano tchulani nokha. Liwu la lemboli ndi *(Ophunzira anene **/g/**)*.

Matchuliro a Lembo Tsopano tiphunzira kulemba lembo la **/g/**. Onetsetsani pamene ndikulemba **/g/**. Tiyeni tilembe limodzi *(Mphunzitsi ndi ophunzira alemba **/g/**.m’malere)*. Tsopano lembani nokha **g** *(Ophunzira alemba **/g/** m’malere)*. Tsopano lembani pansi **g** *(Ophunzira alemba **/g/** pansi)*. Uzani ophunzira kuti alembe lemboli m’makope.

Teaching routine 3: Kuwerenga mosajejema (Fluency)

(See Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 8 Phunziro 4, page 46.)

Mphunzitsi

Tiyeni tiwerenge mawu m'mabuku. Werengani gawo la chizindikiro cha mtengo pa tsamba 34. Pafupi ndi chithunzi cha **mtengo** mmunsi mwake muli mawu. Lozani chala chanu kungsi kwa mawu oyamba, "**nyika**"

Tsopano werengani mawu omwe taphunzira kale, ndi ena atsopano, panokha

Mphunzitsi + Ophunzira

Mphunzitsi awerenga limodzi ndi ana: "**nyika**"

Ophunzira

Ophunzira awerenga paokha: "**nyika**"

Ophunzira awerenga paokha: **Sula, seka, suta, tsira, tsiku, ponda, pana, pima, puma, peka, mpeni, iye, anu, uyu, eya, iyo, nyula, nyama, nyani**

Teaching routine 4: Mawu atsopano (Vocabulary)

See Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 10 Phunziro 3, page 88.

Mphunzitsi

Ndikuwerengerani nkhani. Tisanawerenge, tiphunzira matanthauzo a mawu ena omwe ali mu nkhaninyi ndi kukamba za nkhaninyi. Kenaka, ndikuwerengerani nkhani ndipo tidzayankha mafunso limodzi.

Mawu oyamba kuwamva ndi oti: '**amadana**'. Nenani kuti '**amadana**'

Mphunzitsi + Ophunzira

(*ophunzira anena kuti '**amadana**'*).

*Kwezani dzanja lanu pamene mwamva mawu oti **amadana**. ophunzira akweza manja).*

Mphunzitsi

Gwiritsani ntchito mawu oti **amadana** *muchiganizo chomwe chikupereka tanthauzo la mawuwu.*

Kwezani dzanja ngati
mukudziwa

tanthauzo la mawu oti
“amadana”

*(Tembenukirani kwa omwe
mwayandikana nawo omwe
sakudziwa tanthauzoli.
Awuzeni tanthauzo la
mawuwa.)*

Tanthauzo la mawu oti
‘amadana’ ndi kusagwirizana,
kusakondana, kapena
kusafunirana zabwino ndi
mnzako.

Ophunzira: “amadana”

(ophunzira akweza manja).

*(ophunzira awuza anzawo
tanthauzo la mauwo)*

Teaching routine 5: Kumvetisa zomwe nkhani ikukamba (Comprehension)

(See Maziko a Kuwerenga Buku la Mphunzitsi Lachitatu, Mutu 16 Phunziro 1, page 71)

Mphunzitsi: “Tsopano tiwerenga nkhani. Tisanawerenga nkhaninyi tiyeni tikambirane zomwe nkhaninyi ikukamba. Mutu wa nkhaninyi ndi **Ku dambo**. Kodi chomwe mukudziwa pankhaninyi ndi chiyani?”

Ophunzira: “Nkhaninyi ikukamba za. . .”

Mphunzitsi: “Ndi chinthu china chiti chomwe nkhaninyi ikukamba?”

(Itanani ophunzira awiri kapena atatu kuti apereke maganizo awo ndipo lembani maganizowa pa bolodi)

Mphunzitsi: “Tsopano tiyeni tiwerenga nkhaninyi. Pamene ndikuwerenga mveterani maganizo anu aja ngati ali olondola. Muyenera kumvetsera mawu atsopano omwe taphunzira ndipo kwezani dzanja lanu pamene mwamva amodzi mwa mawuwo. “

Mphunzitsi awerenga: “Mtendere anapita ku dambo. Mafuna kukadula mtengo wa **mvunguti**. Mtengowu uli pafupi ndi munda wa mtedza. Atafika pamalopo iye ananyadira mumtima mwake. Mwadzidzidzi anamva kulira kwa mvuu. Eeh! Lero ndikufa! Mwamsanga **analiyatsa** liwiro la mtondo **wadooka**. Anafika kunyumba atalefuka.”

Mphunzitsi: “Tsopano tawerenga nkhani, tiyeni tiwunike maganizo amene tinapereka pa nkhaninyi. Tinagwirizana kuti nkhaninyi ikukamba za chiyani?”

Ophunzira: “Tinati nkhaninyi imakamba za. . .”

Mphunzitsi: “Ngati mukugwirizana nazo lozani chala m’mwamba (kapena gwedezani mutu). Perekani yankho kapena funsani chifukwa chomwe simukugwirizana nazo. Izi zikusonyeza kuti maganizo athu aja anali olondola” kapena “sanali olondola.”

Conclusion

In this unit, we explored the connection between the stages of a literacy lesson cycle and the integration of each of the five key components of reading instruction into one lesson. We looked at how teaching routines can integrate key components of reading instruction. We reviewed the literacy cycle and how to provide formative feedback, and explored how to integrate the five key components of reading instruction. We finished the unit by developing and practicing teaching routines that integrate the five key components of reading instruction.

Self-reflection

Having gone through the unit, think about how you would introduce to your colleagues at the cluster level the process of integrating the five key components of reading instruction into one lesson.

Suggested cluster level activities

Think of activities you would want to be done in your cluster to ensure that your colleagues are able to understand and practice ideas from this module.

Appendix A: Defining key components of teaching literacy

(For Unit 3 Activity 1)

Phonological Awareness is the ability to hear, identify and manipulate sounds in spoken words (in the absence of text).

Alphabetic Principle is the ability to associate sounds with letters and to use those sounds to read and spell words.

Fluency is the ability to read or recognize letter sounds and words quickly and accurately (automatically).

Vocabulary is knowledge of the meaning of words in a language.

Comprehension is the ability to make meaning from words on the page – understanding what you read.

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