



REPUBLIC OF ZAMBIA  
MINISTRY OF GENERAL EDUCATION

# Enriching Our Teaching: TEACHER GROUP MEETING MODULES



School-to-School International  
*Creating the conditions of success for every child.*

**RTS Teacher Effectiveness Series # 5**



**REPUBLIC OF ZAMBIA**

Ministry of General Education

**Enriching Our Teaching**  
**Teacher Group Meeting**  
**Modules**

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# Acknowledgements

The Ministry of General Education (MOGE) attaches the highest importance to Teacher Continuing Professional Development (CPD). The MOGE also recognizes that CPD becomes effective if a conducive environment is created at the points of delivery, which are the schools and zones.

The development of the Enriching Our Teaching: Teacher Group Meeting (TGM) Modules was preceded by extensive consultative work between the Read to Succeed (RTS) and the MOGE Teacher Education and Specialized Services Directorate (TESS) on identifying the challenges of the TGMs and the ways in which they could be improved. Both the RTS and the MOGE's Teacher Education conducted field visits to the schools in the districts to ascertain the effectiveness of the implementation of the Teacher Group Meetings.

The field visits revealed a gap in the availability of materials for guiding teachers on how TGMs should be planned and conducted. Consequently, the RTS and the MOGE's TESS resolved to develop Enriching Our Teaching: Teacher Group Meeting Modules which would guide teachers in their TGM sessions and would help in the standardization of how TGMs should be conducted by schools. Further, there are three modules that deal with school-based coaching. The modules are written in a format that is easy to follow and use.

Special thanks go to the USAID/Zambia Read to Succeed (RTS) project, implemented by Creative Associates International, for the financial and technical support during the conceptualization and development process of the Enriching Our Teaching: Teacher Group Meeting Modules in collaboration with STS International. Modules were reviewed by Francis Sampa, the RTS Deputy Chief of Party and Teacher Professional Development Adviser; Audrey Mwansa, RTS Deputy Chief of Party and Guidance and Counselling Adviser; William Kapambwe, RTS Performance Monitoring Adviser, Nephas Hindamu, Communication & Knowledge Management Specialist for USAID/RTS as well as the RTS project leaders and teachers from across Zambia.

Other thanks go to Dr. Tassew Zewdie, RTS Chief of Party for providing overall guidance for the process of developing the Enriching Our Teaching: Teacher Group Meeting Modules in collaboration with Ms. Esvah Chizambe, Chief Education Officer, Teacher Education.



**Muyangwa Kamutumwa**  
Director, Teacher Education and Specialized Services  
Ministry of General Education

# Preface

Teacher education is a continuing process that must be extended throughout the individual's years of actual teaching. The foundation laid in the pre-service program may be sound and adequate as a start, but it is not sufficient for improved quality of teaching that one requires in ever-changing learning and teaching contexts.

The Ministry of General Education (MOGE) has been implementing the School Programme for In-service Training (SPRINT) as a vehicle for ongoing professional development of teachers. SPRINT has been based on the different schools' and teachers' identified needs that can improve the quality of teaching and learning in all learning areas. Owing to the varied needs at different levels, SPRINT entails holding different meetings to support different groups through Continuing Professional Development. These are Grade Meetings at Resource Centers (GRACE), Head Teacher In-service Meetings (HIM) and Teacher Group Meetings (TGMs). Key among these are Teacher Group Meetings that aim at equipping and improving the teaching skills of the teachers at school level. The TGMs create a platform for teachers to meet, discuss and share ideas in an interactive and reflective way on good teaching practices and areas where they face challenges. Through this interaction teachers become more creative and resourceful by learning from each other. This is the basis of the Enriching Our Teaching: Teacher Group Meeting Modules.

The Enriching Our Teaching: Teacher Group Meeting Modules are aimed at supplementing and complementing the already available resources that promote and support the conduct of School-based Continuous Professional Development (SBCPD) for literacy and Guidance and Counseling through Teacher Group Meetings.

There are twenty TGM Guide Modules covering fifteen topics. The Enriching Our Teaching: Teacher Group Meeting Modules provide guidance on six subject areas, namely: Reading Instruction (PLP), School-Based Assessment (SBA), Performance Level Descriptors (PLDs), Coaching, Guidance and Counseling and School Community Partnerships. Each module contains several activities and discussions that can be completed within a 2-3 hour period.

The TGM meetings will be organized by School In-service Coordinators (SIC) whose responsibility in the structure of SPRINT is to provide CPD for other teachers in the school. The Team Leader will facilitate the discussion and be responsible for presenting a report to the Head Teacher on activities conducted through the SIC. These activities conducted during TGMs will also be recorded in the School In-service Record Book popularly known as the SIR Book. The Zone In-service Coordinators (ZICs) and District Resource Center Coordinators (DRCCs) will monitor the use of TGM Enrichment Modules.



**Chishimba Nkasha**

Permanent Secretary – Ministry of Education  
Ministry of General Education

# Introduction

## Purpose

The aim of the Enriching Our Teaching: Teacher Group Meeting (TGM) Modules is to provide guidance for the sustainable conduct of TGMs in schools in the form of structured learning modules in six subject areas: Reading Instruction, School-Based Assessment, Performance Level Descriptors, Coaching, Guidance and Counselling and School Community Partnerships. By providing guidance in these key areas, teachers can participate in ongoing professional development.

## Structure

The Enriching Our Teaching: Teacher Group Meeting Modules are self-instructional materials with scripted guidelines that can be followed in a group. They are not teacher guides for individual reading or referencing. Each Enriching Our Teaching: TGM Module takes key information from existing guides for literacy, assessment, etc. and presents it to teachers through activities that make use principally of chalkboard and chalk, paper, and occasionally of household items. Teachers are encouraged to participate in activities, to discuss their actions, to reflect on their practice and to apply new strategies in their classrooms.

The Enriching Our Teaching: TGM Modules are grouped by topic into the following sections:

<b>A. How to Introduce the TGM Modules</b>	A1: Overview of the Enriching Our Teaching: Teacher Group Meeting Modules
<b>B. Reading Instruction Modules</b>	B1: Phonemic Awareness B2: Phonics: Blending and Segmenting B3: Phonics: Encoding and Decoding B4: Teaching Vocabulary B5: Pre-Reading B6: Listening Comprehension B7: Writing
<b>C. School-Based Assessment Modules</b>	C1: Daily Assessment C2: Weekly Assessment C3: Using Reading Performance Level Descriptors C4: Monthly Assessment C5: Designing End-of-Term Assessment C6: Conducting End-of-Term Assessment
<b>D. School-Based Coaching Modules</b>	D1: School-Based Coaching D2: Classroom Observation D3: Peer Coaching
<b>E. Guidance Modules</b>	E1: Guidance and Counselling E2: Teaching Life Skills
<b>F. What Has Been Learnt Through TGMs?</b>	F1: Connecting Reflection and Action

## FAQ – Frequently Asked Questions

### How to Best Introduce and Implement TGM Enrichment Modules

Question	Answer
1. Who should implement the TGM Modules?	The School Education Support Team, which includes the Head Teacher and SIC, should coordinate the TGM program. This includes developing the SPRINT plan (which should include the TGMs and coaching plan) at the beginning of the term.
2. What is the role of the SIC in implementing the TGM Modules?	The SIC should help determine the most suitable teachers to lead the TGM for each topic. The SIC should remind the teachers of TGMs in advance and help them prepare for meetings as well as update records such as attendance registers, minutes, and the SIR Book.
3. Who should lead the TGMs? Can we have different leaders depending on the topic?	Yes, teachers can take turns to present according to the topic. This can be determined at the beginning of the term.
4. Can the Head Teacher, Deputy Head, and Senior Teachers participate in the TGM Modules?	Yes. It is very important that the school's leaders take part in the TGMs so they can keep their own knowledge and skills up to date, learn about the challenges faced by the teachers and ensure that the TGMs are an important part of the school's routine.
5. Where should the Enriching Our Teaching: Teacher Group Meeting Modules be kept?	The best place to keep the Enriching Our Teaching: Teacher Group Meeting Modules may differ from school to school. Over the course of the year, many teachers will need access to the modules. It is recommended that the SIC manage the book and ensure that each TGM leader is given access to the modules in time to prepare for the session.
6. How do we record these TGMs?	Attendance records and minutes should be kept, and the SIR Book should be updated. The DRCC is likely to request reports on SPRINT every term.
7. Can we have review meetings at the zone level to share with other schools in the Zone?	Yes, each Head Teacher can present a report on the school's SPRINT program, including these modules, when the head teachers meet every term to plan the zone's INSET activities.
8. We already conduct TGMs. How shall we integrate the Enriching Our Teaching: Teacher Group Meeting Modules with already existing TGM topics?	During the HIM meeting at the beginning of term, topics can be discussed and a schedule can be established. Module A1 suggests a way of planning TGMs.
9. How often should TGMs be organised?	Once every two weeks.
10. Is this series of Enriching Our Teaching: Teacher Group Meeting Modules the only one to be used for TGMs?	No, these modules can be integrated in the SPRINT plan with other topics.

<b>Question</b>	<b>Answer</b>
<b>11. The usual time allotted for a TGM is 1 hour, but some of the Enriching Our Teaching: Teacher Group Meeting Modules take more than 2 hours to complete. How do we integrate these sessions into the school program?</b>	Whenever possible, it is recommended that modules be conducted as a whole during one session. However, the modules can be split and delivered over two or three sessions. The sessions should not be too far apart since it is easy to forget what was discussed previously.
<b>12. Can we choose any Enriching Our Teaching: Teacher Group Meeting Modules to do, or should we follow a specific order of topics?</b>	You can choose which modules to cover each term as well as the order in which topics will be addressed. It is recommended that you try to complete the End-of-Term Assessment modules before EOTs are developed.
<b>13. We are a small school, and we only have 1 teacher in each grade. How can we use the TGM modules the best?</b>	The topics covered in these modules are relevant to the whole staff.
<b>14. We are a big school with 4 classes in each grade. However, there are two sessions, so some teachers are leaving when others are arriving. How can we arrange our TGMs to reach all teachers?</b>	It is best to arrange a time in the middle of the day when the teachers from both sessions can be present. The timetable for that day may be adjusted to allow a bit more time between the sessions. Teachers can bring their lunch and eat during the TGM.
<b>15. We have inadequate infrastructure. Where do we hold these meetings?</b>	The TGMs may be held in a classroom at lunch time.
<b>16. Our school has a small staff. How and when do we conduct our TGMs?</b>	Clustering TGM sessions can enable teachers to participate in TGMs at least once per month. School holidays, weekends, or times when teachers are in town to collect salaries provide opportunities for meeting.
<b>17. We do not have many resources. Can we still conduct our TGMs?</b>	These modules do not require any special resources. The session facilitator will use this manual, the chalkboard and chalk and other simple resources.
<b>18. What should the maximum size of a TGM group be?</b>	The modules were written with a group of about 10-15 teachers in mind. In very large schools, it might be advisable to run each session twice, with different teachers each time.
<b>19. Will each member of TGM have a copy?</b>	No, during a TGM only the session facilitator needs to have a copy of the enrichment module.
<b>20. What should we do when we complete all of the modules?</b>	Some modules or activities can be repeated. Teachers can adapt topics to other grade levels for example. Other topics may be identified during the termly Head Teachers' In-service Meeting (HIM) and based on MOGE's other programs.
<b>21. How can I motivate teachers to participate in TGMs?</b>	Ensure that facilitators are well prepared to lead the sessions so that they are interesting and useful. The Head Teacher should take and report attendance.

## **Guidelines for Facilitators – Enriching Our Teaching: TGM Modules**

The effective use of the Enriching Our Teaching: Teacher Group Meeting Modules requires a prepared facilitator. Here are some guidelines for facilitators of Enriching Our Teaching: TGM Modules.

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### **1 day prior to the session:**

The facilitator should read through the module at least one day prior to the session in order to review background resources, prepare any materials that are required, and to become familiar with his or her role in guiding the session (e.g. when to use local language, when to invite participants to form groups, etc.).

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### **30 minutes before the session:**

The facilitator should copy onto the chalkboard the outcomes of the session and any other recommended content. These instructions are provided on the introduction page of each module.

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### **At the beginning of the session:**

Review and Introduce - the first 15 minutes of the session provides teachers with the opportunity to review the previous module and discuss any work teachers may have done toward completing assignment or trying strategies in their classrooms. The topic and outcomes for the TGM of the day should be introduced.

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### **During the session:**

As the facilitator, you have a script to follow to help you lead the session. Please read the legend so you know what text to read out loud to participants and what text is informational for you. Keep an eye on the icons provided throughout the script as these will alert you to timing, where to use local language, as well as to changes in groupings (e.g. when participants need to form pairs for a discussion or discuss as a group).

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### **At the end of the session:**

Wrap-Up - each session provides 30 minutes for final discussions about the module. It also contains a suggested assignment for teachers to complete in order to help them practise and apply what they have explored together in session.

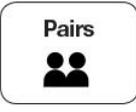
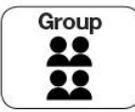
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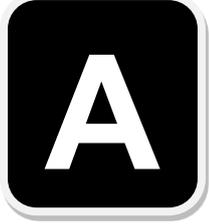
### **After the session:**

The activities conducted during TGMs should be recorded in the School In-service Record Book known as the SIR Book.

## Legend for the TGM Modules

Before leading a TGM Module, facilitators should become familiar with the following icons and text conventions. This will help to ensure that sessions run smoothly and in a meaningful way.

Text format	Meaning
Text is in bold	Indicates that this part of the script is to be read aloud. E.g. Ask the teachers: <b>How could you use this strategy in your class?</b>
<i>(Text is in italics and brackets)</i>	Indicates likely answers or suggested responses from teachers. E.g. What is an example of an inferential question we could ask? <i>(Why is Stanley sad? Why is Stanley at home?)</i>
Text is normal	Indicates instructions for the facilitator. These are not to be read aloud. E.g. Hold up the School-Based Assessment Guide.
Icon	Meaning
	Indicates the number of minutes allotted for each activity. E.g. This activity should take approximately 10 minutes.
   	Indicates the grouping of teacher/participants for a given activity. E.g. An activity could start with an exchange between two teachers (pairs icon would be used) and then finish by inviting the pairs to share with the entire group (plenary icon would be used).
	Indicates that an activity should be conducted in local language. E.g. An activity could suggest some vocabulary words in English. These would need to be translated or adapted to your local language.
	Indicates that the activity being led with teacher/participants is a demonstration of an activity that could be done in class. This is the icon used to indicate that the group will be role-playing. E.g. The facilitator plays the role of a teacher in a phonics lesson and the teachers play the role of learners in the classroom.
	Indicates that there is a content that needs to be copied onto the chalkboard. Where there is a lot to be copied, instructions at the beginning of the module encourage facilitators to copy it onto the chalkboard in advance.  E.g. In a module on assessment, you might need to copy PLDs (Performance Level Indicators) on the chalkboard.



# **How to Introduce the Enriching Our Teaching: TGM Modules**

## **A1. Enriching Our Teaching: TGM Modules**

# A1: Enriching Our Teaching: TGM Modules

This is the first session of the Enriching Our Teaching: Teacher Group Meeting Modules. It gives teachers an idea of how the meeting format can be conducted and how it will be different from their regular meetings. It also provides teachers with an overview of the range of topics that will be explored over the course of the 20 modules. You can use this time to discuss the schedule for TGMs.

## Outcomes:

By the end of this session, you/teachers will be able to:

- Describe how Enriching Our Teaching: Teacher Group Meeting Modules will function
- Name the six main subjects covered in the series
- Generate a list of topic areas
- State what teachers hope to do better after TGMs
- Establish a schedule for the series of modules

<b>Time</b>  2 hours, 10 minutes	<b>Materials</b>  Chalk and chalkboard, paper
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	Bring as many as possible of the following documents to the session: <i>Teachers' Manual, PLP Grade 1 (or Teacher Handouts for PLP); School-Based Coaching Manual, SBA Teachers' Guide, Reading Performance Level Descriptors for Grades 1-4, Guidance &amp; Counselling Guide, School Community Partnership Guide (topic 8 Life skills), Time to Learn Activity Handbook.</i>
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. Copy the chart from part 3 on the chalkboard to save time.

## How do Enriching Our Teaching: Teacher Group Meeting Modules work?

15 min



Welcome! The purpose of this session is to introduce the Enriching Our Teaching: Teacher Group Meeting Modules that we will be integrating into our Teacher Group Meetings.

Plenary



When we get together for Teacher Group Meetings, what do we usually do?  
Pause for teacher responses.

In this new series of modules, we will have a slightly different way of working together.

Here are some things you can expect:

1. **We will do activities together:** sometimes they will be challenging, sometimes they may seem easy, sometimes you will be asked to play the role of a teacher, sometimes you might be asked to pretend you are a learner in the classroom, sometimes it will be a demonstration, sometimes a discovery.
2. **We will reflect together:** We will take time to reflect on the activities that we do together and focus on what we are learning.
3. **We will share our experiences:** Each of us has a class and training and experiences to share.
4. **We will practise together:** As often as possible we will try out new strategies we are learning.
5. **We will practise on our own:** Between meetings, we will be asked to do assignments based on what we have learned.

The key ingredient in this series is you and your participation.

**20 min**

To show you what I mean, let's start with a phonics activity. After, we will talk about what we have done.

**Class**

Does anyone recall what phonics is? (*Phonics is a reading skill, the ability to associate the form of letters with the sounds that they make.*)

Ask: **Would someone like to come up and help me demonstrate this activity?**

Turn to your partner. Say: **I am going to use my finger to write a letter on the palm of your hand. You can tell me what sound the letter makes. Are you ready? Close your eyes.** Wait for the teacher to show his or her palm.

Write the letter "b" on their palm. Repeat if necessary.

**What sound does this make? /b/. Okay, let's do it again.**

Write the letter "m" on the teacher's palm.

**What sound does this make? /m/. Thank you. You can sit down now.**

**Pairs**

Now, it's your turn. **Work with the partner beside you. I would like you and your partner to repeat this exercise. This time I would like you to use local language to conduct the activity.**

**Local**

Just to review, one of you should write the letters on your partner's palm and one of you should say the sound the letter makes. When you have tried this a few times, change roles.

**You have 5 minutes.**

After 1 minute, go around to see if the teachers have understood the exercise.

After 5 minutes, say: **Let's stop now and discuss.**

15 min



**Do you think this activity could be helpful in teaching phonics? If so, how would you use it?** Pause for one or two teacher responses.

**How could this activity be adapted for Grade 2 or 3?**

*(It could be used for practising spelling, practising handwriting)*

Plenary



**This phonics activity was physical because it involved feeling the shape of the letter. Does anyone know a different physical phonics activity? If so, please describe it.** *(Pause for teacher responses).*

**Thank you for participating in this exercise. We are going to spend more time talking about phonics and discussing how we can teach phonics later in this series.**

**What I want to talk a bit more about is what we just did. What did we do together?**

*(We reviewed what phonics was, we did an activity together, we tested an activity for learners, we talked about how we could use it in our teaching, we talked about other examples of phonics activities)*

**We did this exercise together mainly to show how the Enriching Our Teaching: Teacher Group Meeting Modules work and why your participation is important. We will often do activities together. We will conduct activities as we would in class. After, we will talk about what we have done and then consider how we can include these ideas in our teaching.**

**Another important thing, you did this activity in local language. Throughout the series we will use local language as much as possible when we do classroom activities.**



We have looked at how Enriching Our Teaching: Teacher Group Meeting Modules are going to work. Now, let's look at some of the topics we are going to cover in the series.

Take out the following 6 reference documents. Hold each of them up and read the title.



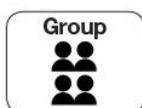
- **Teachers' Manual, PLP Grade 1 (or Teacher Handouts)**
- **Reading Performance Level Descriptors for Grades 1-4**
- **School-Based Assessment Teachers' Guide**
- **School-Based Coaching Manual**
- **Guidance & Counselling Guide**
- **School Community Partnership Guide**

Say: **Not all teachers have seen these resources or had the chance to use them. Do you recognize any of the resources? Have you used any of the resources?** Pause for teacher responses.

**Each of these resources is important for teachers to know about.**

Hold up the Teacher's Guide for the Primary Literacy Program. **For example, this guide shows us how to teach reading. In the TGM Enrichment Modules, we are going to spend several of our sessions talking about reading skills. For example, there is a section on phonics in this guide. In the TGM Enrichment Modules, there are two sessions on how to teach phonics.**

**Let's do an activity with the resources we have.** Form as many groups as you have different resources on hand. For example, if you have 3 resources on hand, form 3 groups. There can be more than one person in each group. Assign one of the resources to each group.



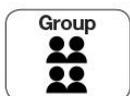
**Your task is to look at the resource and to answer these questions:**



1. **What is the goal of the resource?**
2. **What are four topics covered in the resource?**
3. **One question I have about it is: .....?**

**You have 15 minutes. After I will ask you to share your notes with the group.**

After 1 minute, go around to make sure teachers understand the task.



As teachers continue their work, you can write this chart on the chalkboard.



<u>Area</u>	<u>Modules</u>	<u>Topics</u>
<b>Primary Literacy Program</b>	<b>7 modules</b>	<b>Phonemic awareness, Phonics, Vocabulary, Reading Comprehension, Writing</b>
<b>School-Based Assessment</b>	<b>5 modules</b>	<b>Daily, Weekly, Monthly and End-of-term Assessment</b>
<b>Performance Level Descriptors (PLDs)</b>	<b>1 module</b>	<b>Performance Level Descriptors (PLDs)</b>
<b>Coaching Manual (section of this guide)</b>	<b>3 modules</b>	<b>School-Based Coaching, Classroom Observation, Peer Coaching</b>
<b>Guidance and Counselling</b>	<b>1 module</b>	<b>Guidance and Counselling</b>
<b>School Community Partnership</b>	<b>1 module</b>	<b>Life skills</b>

After 15 minutes, say: **Let's discuss together.**



**What is the goal of your resource?** (*See possible answers listed below.*)

**What are four topics covered in your resource?** Pause for teacher responses. Refer to the chart when you are talking about the different topics.

**What is one question you have about this area or this topic?** Pause for teacher responses. Make a list of their questions.

Say: **Obviously, our meetings cannot address everything that is in the resources. We will try to focus on what is the most important for classroom teachers to know, and as often as possible, we will try to practise together before we go back to our classrooms.**

## A1-4

### Activity: TGMs topics (cont'd)



Here is a list of the aims of the different resources:

*Teachers' Manual, PLP Grade 1 – to introduce teachers to the Primary Literacy Program and how to teach the basic skills of reading – phonemic awareness, phonics, fluency, vocabulary, reading comprehension and writing.*

*Reading Performance Level Descriptors for Grades 1-4 – to introduce teachers to the four proficiency levels of assessing reading performance, namely – outstanding, desirable, minimum and below minimum as well as the PLDs for different reading skill areas.*

*SBA Teachers' Guide – to introduce teachers to four different types of assessment – daily, weekly, monthly and end-of-term assessment – and how these can be implemented.*

*Coaching Manual – to give an overview of the School-Based Coaching Program and the different strategies for coaching in the schools.*

*Guidance & Counselling Guide – to give an overview of the Guidance and Counselling Program.*

*School Community Partnership Guide – to show different ways that schools and communities can collaborate to help learners.*

## A1-5

### Reflection-Discussion



**Let's take minutes to look the TGM schedule together. There are 19 more Enrichment Modules in this series.**



If you have already established a schedule, review it together. If you have not established a schedule, take a few minutes to do so. This will ensure that participating teachers know what to expect.

Make sure to say what module or topic will be covered next week.

**Final discussion**

15 min



**This is the first Enriching Our Teaching: TGM Module. What have we focused on today?**

*(How the Enriching Our Teaching: Teacher Group Meeting Modules will work, what topics we will cover, the TGM schedule).*

Plenary



**What is one way in which the new TGM series will be different from your usual meetings? (Pause for teacher responses).**

**What is something that you hope you will be better able to do after this series?**

Encourage teachers to set a goal for themselves. You may want to suggest the beginning of a sentence that they can complete.

*(For example: After this series, I hope that I will be better able to...teach phonemic awareness.)*

**Do you have concerns about the new TGM series?**

*Ask teachers to share their concerns and to think about ways they can overcome them.*

**Evaluation**

5 min



**Let's take a minute to review our outcomes and ask ourselves: were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**The Enriching Our Teaching: Teacher Group Meeting Modules provide an opportunity to learn together. Some of us know more about some topics, some know more about others, but all of us can learn something in the meetings.**

**By participating in the activities, by discussing together, by asking questions, and by sharing experiences, we will be able to improve how we teach and enhance learning for children.**



# **Reading Instruction Modules**

**B1. Phonemic Awareness**

**B2. Blending - Segmenting**

**B3. Encoding - Decoding**

**B4. Pre-reading**

**B5. Listening Comprehension**

**B6. Vocabulary**

**B7. Writing**

# B1: Phonemic Awareness

This session draws on teachers' existing knowledge of phonemic awareness, adds some new ideas and strategies, and gives them an opportunity to develop phonemic awareness strategies for their classes.

## Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss phonemic awareness and its role in learning to read
- Demonstrate new strategies for teaching phonemic awareness to peers
- Prepare a lesson using different types of phonemic awareness strategies
- State benefits and challenges of teaching phonemic awareness

<b>Time</b>  2 hours, 20 minutes	<b>Materials</b>  Chalk and chalkboard
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>Teachers' Manual, PLP Grade 1</i> , page 4 and Topic 2. If you have access to the <i>TTL Literacy Activity Handbook</i> , see pages 5-11 for additional classroom activities.
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. Make a list of simple rhyming words in local language. The ends of the words should rhyme ( <i>an example in English could be: run, sun, fun</i> ).

## B1-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you Learnt last session?** Pause for teacher responses

Present the topic and outcomes for this TGM Enrichment Module.

15 min

**What is Phonemic Awareness?**

*(Phonemic awareness is the ability to hear, identify, and manipulate individual sounds - these are sometimes called phonemes - in spoken words.)*

Plenary



**Let's do a few activities together so that we better understand phonemic awareness.**

**I am going to play the role of the teacher and you can participate as learners.**

Class



**I am going to say a sound. Repeat the sound after me. /b/(b), /b/(b), /b/(b).**

**Now I am going to say another sound /a/(a), /a/(a), /a/(a).**

**Now I am going to say both sounds. /b/(b), /a/(a), /b/(b), /a/(a). Good.**

**Now let's say the sounds closer together. /b.../a/(b a), /b/-/a/(b-a), /b/-/a/(b-a).**

**Now let's say the sounds right together. /b//a/(ba), /b//a/(ba).**

**From the beginning let's start saying the sounds separately and then bring them closer and closer. /b/(b), /a/(a), /b.../a/(b...a), /b/-/a/(b-a), /b//a/(ba), /b//a/(ba).**

**What did we do?**

*(We were listening to two sounds. We were making two sounds. We were moving the two sounds closer and closer together.)*

**Were we working with letters?**

*(No, we were working with the sounds that letters make. It is very important to note the difference.)*

**What grade level do you think we are teaching? (Probably Grade 1)**

15 min

**Let's try another activity.**

If you have assembled rhyming words in local language, you can use those words instead as long as they are simple words with matching end-rhyme.

Plenary



Here is an example in English:

**I am going to say a word and a sound to rhyme. I would like you to say a word that rhymes with the word I said. You need to say a word that has the same rhyming sound. Then I would like you to choose a third person to say the words and add a third rhyming word. So if I say the word *bat*, with the rhyming sound /at/, the second person could say *bat*, *cat* and a third person could say *bat*, *cat*, *hat*.**

Class



Local



**Ready? The word is: hot, with the rhyming sound /ot/.**

**Who can find a word that rhymes with hot? The beginning of the word can be different, but the end of the word should rhyme with hot.**

Choose a learner. The learner should repeat the word hot and then add his or her answer. (*Possible answers could be pot, not, rot*)

Then this learner should choose another learner in the class to continue rhyming with the sound /ot/. (*Again, possible answers could be pot, not, rot*)

**Now say: I have another word for us to rhyme. The word is sit, with the rhyming sound /it/ at the end.**

Choose a learner to rhyme the word and then make sure that this learner chooses a second learner to continue the rhyme. (*Possible answers bit, fit, pit*)

**Now say: I have another word for us to rhyme. The word is run, with the rhyming sound /un/ at the end.**

Choose a learner to rhyme the word and then make sure that this learner chooses a second learner to continue the rhyme. (*Possible answers sun, fun, gun*)

**Let's discuss the activity.****What did we do?**

*(We rhymed words. We were finding words with the same rhyming end sound.)*

**Were we working with letters?**

*(No, we were working with the sounds that the letters make.)*

## B1-4

## Activity: Break down words into sounds



Now it is your turn to develop an activity to build phonemic awareness. Work in groups of three or four. I would like you to design an activity to help learners break down words into their sounds. This activity should be conducted in local language.



**What do I mean by break down words into sounds?**

*(Separate the sounds that make up a word).*

**For example, let's break the word "bed" into sounds:** Say slowly: /b/ /e/ /d/



**You have 15 min to develop an activity.**

After 2 minutes go around to see if all the groups understand the task.

After 15 minutes, say: **Would anyone like to share the activity they developed?**



Choose a teacher to present their group's activity. Make sure that the teachers are not naming the letters, but rather making the sounds of the letters during their activity.

Ask: **Does anyone have a different activity idea that they would like to share?**

Sample activity:

*Tell the learners that you are going to whisper a word to one learner and that he or she should whisper the word to the next learner until you say stop. When you say stop, the learner who has the word should stand up and identify the sounds in that word. For example: whisper the word "water" to a learner. Then turn around so that you cannot see the learners whispering to one another. After 30 seconds say "stop", turn around and ask the learner who last heard the word to stand up and give you the sounds that make up the word. (/w//a//t//r/).*

**We have started to look at what phonemic awareness is. Based on what you know and what you have seen, how do you think phonemic awareness helps learners with reading?**

*(It helps them understand that language is made up of different sounds and combinations of different sounds. When the learners can hear the different sounds, they can grasp phonics more easily.)*

**B1-5****Activity: Design an activity**

35 min



In groups of three or four, you can design some activities to develop phonemic awareness. I am going to write two tasks on the chalkboard. Choose one activity. You have 15 minutes to complete this task.

Group



You should conduct your activity in local language.

Write on the chalkboard.

Chalkboard



**Design an activity in which...**

- learners must distinguish the last sounds of words OR
- learners must find the word in a series that contains a particular sound

After 2 minutes, go around to answer any questions about the task. Try to ensure that both tasks are chosen by some teachers so that later you can discuss both activities.

After 15 minutes, ask: **Would any group like to share the activity they developed for distinguishing the last sounds of words?** After the group has finished explaining their activity, ask: **Would a group that has a different idea like to share it?**

Plenary



**Would any group like to share the activity they developed for distinguishing the last sounds of words?** After the group has finished explaining their activity, ask: **Would a group that has a different idea like to share it?**

Say: **We designed lessons for helping learners develop phonemic awareness, but each of these tasks could also have been an assessment task for evaluating our learners. How might one of these activities be conducted as an assessment task?**

Here is an example for each task:

1. *Ask the learners to work in pairs or small groups. They are going to think of words that begin with the /m/ sound, but that have different end sounds. All the words should have two syllables like mu-sic or mo-tor. They should think of as many words as they can in 2 minutes. As an assessment task, you could ask a learner to think of two words that start with the same sound as the word music.*

2. *You are going to read learners a story. Read it through once and then tell them that you are going to read it again and this time and that you will choose a special sound. The sound you choose should not be the first or last sound of the word, but should be inside the word. Every time they hear a word with your chosen sound, they should stand up. The chosen sound is /i/.*

*David listens to music.*

*His baby sister cries.*

*David begins to dance.*

*His baby sister laughs.*

*The learners should have stood up 9 times, when you said the words David, listens, music, his, sister, David, begins, his sister. This activity can be repeated with other sounds like /l/, /n/. As an assessment task, this activity would be good for weekly assessment, as it would give us an idea of how many students are generally able to identify the sounds.*

**Final discussion**

10 min



**What is the main difference between phonemic awareness and phonics?** (*Phonemic awareness is the ability to hear, identify, and manipulate the sounds that letters make. Phonics involves associating the sounds with the written letters.*)

Plenary



**What are some of the strategies we used to help learners develop phonemic awareness?**

(*Rhyming the end sounds of words, identifying the sounds at the beginning, in the middle or at the end of words.*) **Do you think you could use any of the strategies in your class? If so, give an example.**

**What are your concerns about teaching phonemic awareness in the classroom?** Ask teachers to share their challenges and to think about ways they would overcome them.

**Assignment**

10 min



**Between now and the next meeting, you can apply what we have learnt today by doing the following:**

Write on the chalkboard and explain:

Chalkboard



**In your local language, design a phonemic awareness activity for your class and conduct it with the learners.**

**Next session, come prepared to share what you did.**

**Evaluation**

5 min



**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**Building phonemic awareness helps learners break down sounds and understand how to combine them. As learners become readers, their phonemic awareness ensures that they understand how sounds work together.**

## B2: Phonics – Blending and Segmenting

This session draws on teachers' existing knowledge of phonics, adds some new ideas and strategies for teaching blending and segmenting, and gives them an opportunity to develop new strategies for their classes.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss the role of blending & segmenting in learning to read
- Demonstrate new blending & segmenting strategies to their peers
- Prepare a lesson using 2-3 different types of blending & segmenting strategies
- State benefits and challenges of using blending and segmenting strategies

<b>Time</b>  2 hours, 10 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	<i>Teachers' Manual, PLP Grade 1</i> , pages 4-7 and Topic 3 or <i>Teachers' Handout Guide</i> . If you have access to the <i>TTL Literacy Activity Handbook</i> , see pages 12-27 for additional classroom activities.
<b>Prepare</b> 	Before the session, write the name of the session and the outcomes on the chalkboard.

### B2-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses

Present the topic and outcomes for this TGM Enrichment Module.

15 min

**What is phonemic awareness?**

*(Phonemic awareness is the ability to hear, identify, and manipulate individual sounds--phonemes--in spoken words.)*

Plenary

**What is phonics?**

*(Phonics is the ability to put written letters and their sounds together.)*

**What is an activity you have used to teach phonics?** Pause for teacher responses.

**What is the difference between phonics and phonemic awareness?**

*(Phonemic awareness is the ability to recognize and manipulate sounds – it is not written. Phonics is the ability to match these sounds with written letters.)*

**A few weeks ago, we did an exercise where I was the teacher and you were the students. I would say a sound and you would repeat the sound after me, like this: /b/ ... and you would say /b/, /b/.**

**Then we did the same with the /a/ sound and then with both sounds /b/, /a/, /b/, /a/. This activity helped the learners develop phonemic awareness. It focused on sounds only, not on the written letters.**

**Now, today we need to teach phonics.**

**How can I make this into a phonics activity?** *(Need to use written letters, need to write letters on the chalkboard or use flash cards)*

**Why is this now a phonics lesson?** *(Learners are associating the sounds with written letters.)*

Class

**Let's try a phonics activity.**

Write a letter "a" on one side of the chalkboard and a letter "b" a bit further away.

**I am going to say a sound. Repeat the sound after me.**

Point to the letter b. /b/ (/b/), /b/ (/b/).

**Now I am going to say another sound.** Point to the letter a. /a/ (/a/), /a/ (/a/).

**Now I am going to say both sounds.** Point to letters b and a. /b/ (/b/), /a/ (/a/).

Continue to point to the letters b and a as you say their sounds.

**Good. Now let's say the sounds closer together.** /b/-/a/ (/b/-/a/)

**Now let's say the sounds right together.** /ba/ (/ba/), /ba/ (/ba/).

**Then we could continue this activity, first saying the sounds separately and then bringing them closer and closer.**

Plenary



**What did we do?** *(We were making two sounds. We were looking at the letters associated with the sounds. We were moving the two sounds closer and closer together. We were blending the sounds.)*

**What grade level do you think we are teaching?** *(Grade 1)*

**If we were teaching a higher grade, how might this blending activity be different?** *(Learners would blend sounds in order to pronounce longer words.)*

**B2-3****Activity: Blending consonants and vowels**

Let's try another activity with blending. This may seem very simple, but it can help us prepare for the next group activity.



Write on the chalkboard.

a e i o u



Remember to conduct this exercise in local language, using local vocabulary.

**Let's imagine that we have just revised the vowel sounds with the learners.**

Now write the letter "k".



Say: **In Week 3, learners are introduced to the sound /k/ and letter k.**

Point to k: **What is this sound? (/k/)**

Point to a: **What is this sound? (/a/)**

**Let's put the two sounds together. Repeat after me.**

Point to the letters as you say them. /k/ (/k/), a (/a/), /k/-/a/ (/k-/a/), /ka/ (/ka/)

**We would then do the same thing with the letter e and the sound /e/. So /k/ - /e/, /ke/.**

**And then we would repeat the same blending activity with the remaining vowels i, o, and u.**

**Now, when I point to a letter, I want you to put the /k/sound in front of it. I point to a and you say /k/-/a/, /ka/.**

*/k/-/a/, /ka/; /k/-/e/, /ke/; /k/-/i/, /ki/; /k/-/o/, /ko/; /k/-/u/, /ku/.*

Point to letters in a mixed-up order and pronounce the blends together.



**What did we do in this activity?**

*(We blended the vowels with the letter K. We said sounds as we pointed to written letters.)*

**Why do you think that blending is important for reading?**

*(Blending is important because it helps build words and parts of words like syllables.)*

25 min



Now it is your turn to develop an activity. Work in groups of three or four.

Write on the chalkboard.

Group



N K M B W T

Chalkboard



Say: These are some consonants commonly taught in the first few weeks of Term 1, in Grade 1. Your group's task is to develop a list of simple 2 or 3 syllable words in local language. The words should be made from the consonants on the chalkboard and the vowels.

Local



For example: "woman". Woman is made up of two syllables or segments: /wo/ and /man/.

After you have found a few words, you should design a phonics activity to help learners read the simple words. You have 15 minutes.

After 2 minutes, go around in the room to ensure that the groups have understood the task.

After 15 minutes, say: **Would anyone like to share the activity they developed?**

Choose a teacher to present their group's activity.

After they have finished, ask: **Does anyone have a different activity idea?**

Sample activities:

*(Write on the chalkboard*

**ma ti ka ko ta ku**

*The learners should work in pairs. Their task is to make words using the sounds on the chalkboard. For example, if we combine the blended letter sounds /ma/ with /ma/, you will get the word mama.*

*Write on the chalkboard.*

**mama**

*Say /ma-/ma/, /ma-/ma/, /mama/ with the class. Then ask them, what words can you make? After a few minutes, ask the learners: How many of you made 1 word? How many made 2 words? How many made 3 or more words? Now ask: What words did you make? Write the words on the chalkboard. (You can continue the exercise and even ask the learners to use the words they developed in a short sentence.)*

20 min



We have looked at how to blend sounds to make words and parts of words. Blending is an important part of reading.

Plenary



Now we are going to look at another phonics strategy to help learners with reading – segmenting. Segmenting is the opposite of blending in that instead of bringing the sounds together, it breaks them apart. This is an example in English.

Chalkboard



Write on the chalkboard.

tomato

This is a big word for learners. How many letters does it have? (6)

But when we break it down into its syllables, the word becomes easier to read and understand. How many syllables does it have? (3)

Let's clap out the sound groups or syllables in this word. To (*clap*), ma (*clap*), to (*clap*). Again, to (*clap*), ma (*clap*), to (*clap*).

Write on the chalkboard, next to the word.

tomato

to ma to

Now using your hand or a paper, cover different syllables of the word.

Cover "mato" so that the learners can only see the first "to" and say **What sound does this make?** /to/.

Now cover the first "to" and the "to" at the end so that learners can only see "ma" and say: **What sound does this make?** /ma/.

Now just cover the last "to" so that learners can see "toma". **What sound does this make?** (/to-ma/).

Cover "toma" so that learners can see the last "to". **What sound does this make?** /to/ Uncover "toma".

Let's put all the sounds together. Point to the syllables as you say them (/to-ma-to/). **What word is this?** (tomato). **Can anyone make a sentence with this word?**

**What did we just do?** (We broke a word up into syllables. We clapped out the syllables. We read the different syllables separately and then we put them together again. Then we used the word in a sentence.)

**B2-6****Activity: Design a segmenting activity**

20 min



Now it is your turn to develop an activity. Work in groups of three or four.

Write on the chalkboard.

Group



mulila  
lalumi

Chalkboard



In your group, develop a phonics activity using segmenting where learners must break these silly words into syllables or sounds.

Propose one activity for the first word and a second different activity for the second word. You have 10 minutes.

After 2 minutes, go around to see if the groups have understood the task.

After 10 minutes, say: **Would anyone like to share the activity they developed?** Choose a teacher to present their group's activity.

Plenary



After they have finished, ask: **Does anyone have a different activity idea?**

Sample activity:

*(Write the word mulila on the chalkboard.)*

mulila

*Together, clap out the syllables of the word mulila. /mu/ (clap), /li/ (clap), /la/(clap). Ask 3 learners to come to the front of the class. Say to the 3 children - each of you is going to be a syllable of the word mulila.*

*Say to the learners, so that all learners can hear you: You are MU (to the first child), you are LI (to the second child), you are LA (to the third child). Write the letters for each syllable behind each child on the chalkboard.*

*Now, tell all three children to crouch down.*

*Say, I am going to read the word slowly, when you hear me start to say your sound, stand up. /mu/ (the first child should stand up), /li/ (the second child should stand up), /la/ (the third child should stand up). Now, tell the 3<sup>rd</sup> child to crouch down. Say to the whole class. What sound do I have now? (/mu-li/). You can direct the children to play with the different sounds.)*

**Final discussion**

10 min



**What is the difference between blending and segmenting?**

*(Blending is bringing sounds together. Segmenting is breaking sounds apart into syllables).*

Plenary



**Which blending and segmenting activities might you be able to use in your class? Give an example.**

**What are your concerns about teaching phonics using blending and segmenting?** Ask teachers to share their problems and to think about ways to overcome them.

**Assignment**

10 min



**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard



**Develop a phonics activity that you can give learners in a lesson that uses both blending and segmenting.**

**Next session, come prepared to share what you did.**

**Evaluation**

5 min



**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**Blending and segmenting are an essential part of phonics. Learning how to manipulate letter sounds by bringing them together or separating them helps learners build fluency.**

## B3: Phonics – Encoding and Decoding

This session draws on teachers' existing knowledge of encoding and decoding strategies, adds some new ideas and strategies, and gives them an opportunity to develop new strategies for their classes.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss the role of encoding and decoding in learning to read
- Demonstrate new encoding and decoding strategies to peers
- Prepare a lesson using different types of encoding and decoding strategies
- State benefits and challenges of using encoding and decoding strategies

<b>Time</b>  2 hours, 10 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>Teachers' Manual, PLP Grade 1</i> , pages 4-7 and Topic 3. <i>Teachers' Handouts</i> . If you have access to the <i>TTL Literacy Activity Handbook</i> , see pages 12-27 for additional classroom activities.
<b>Prepare</b> 	Before the session, write the name of the session and the outcomes on the chalkboard. You can also copy the story in part 5.

## B3-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses

Present the topic and outcomes for this TGM Enrichment Module.

35 min

**What is phonics?**

(Phonics is the ability to put written letters and their sounds together.)

Plenary

**What is the difference between phonics and phonemic awareness?**

(Phonemic awareness is the ability to recognize and manipulate sounds – it is not written. Phonics is the ability to match these sounds with written letters)

**A couple weeks ago, we learnt about blending and segmenting. What is the difference between blending and segmenting?**

(Blending is bringing sounds together to build syllables and words. Segmenting is breaking words apart into syllables and sounds.)

**Can you give me an example of blending or how you can bring sounds together to make a word?** (Blending brings sounds or syllables together so, /m/ – /a/, /ma/. Or /b/- /a/, /n/-/a/, /n/-/a/, banana.)

**Can you give me an example of segmenting or how you can pronounce sounds and syllables to make words?** (Segmenting breaks words apart into syllables or sounds so, tomato. /to/ – /ma/ – /to/)

**Keep blending and segmenting in your mind today as we talk about encoding and decoding.**

Class



**Let's start with an example of decoding. Are you ready to be learners again? I will be the teacher.**

**You can choose a simple sentence in your local language.**

Chalkboard



**Write on the chalkboard.**

**Baby eats banana.**

Local



**Let's look at this sentence together. We can figure out what it says by making the sounds that the letters tell us to make.**

**First, I want to ask you – how many words are there? (3)**

**Look at my finger. Keep looking at where I am pointing then make the sounds the letters tell you to make.**

**Point to ba and underline ba. What sounds do these letters tell us to make? (/b/-/a/, /ba/).**

**Point to by and underline by. Now after ba, we have two more letters. What sounds do these letters tell us to make? /b/-/y/, /by/).**



**Let's move on to the second word.**

Point to eats and underline eats. **What sounds do these letters tell us to make?** (/e-/ /t-/s/, /ets/).



**Now let's read the two words we have seen.**

Point to the words as we read them, **baby eats**.

**Our sentence has one more word. Does anyone want to try sounding out the word?** Pause for a teacher response.

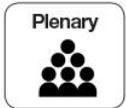
Point to ba and underline ba. **What sounds do these letters tell us to make?** (/b-/a/, /ba/).

Point to na and underline na. **What sounds do these letters tell us to make?** (/n-/a/, /na/).

Point to na and underline na. **What sounds do these letters tell us to make?** (/n-/a/, /na/).

**What do we get if we put these three syllables together?** (*banana*).

**What do we get if we put all three words together?** Point to the letters as you say them. (*Baby eats banana.*)



**What did we do?**

*(We were saying what sounds the letters told us to make. We were paying attention to what was being pointed at and underlined. We were putting sounds together to figure out the words.)*

**25 min**

Let's try another decoding activity.

This activity is in English. You can conduct this activity in your local language.

**Local**

Write on the chalkboard.

**David sees a lizard.**

**Chalkboard**

Say: I would like you to work in pairs. One of you will be the teacher and one of you will be the learner.

**Pairs**

The teacher should guide the learner in decoding or pronouncing the sentence.

Once you have done this once, switch roles and do it again. You have 10 minutes.

After 10 minutes, ask the teachers: **What do you think is important in decoding?**  
(Some possible answers: Helping the learner focus on the letter sounds by isolating them or pointing to them, making sure the learner pronounces the sounds rather than the teacher pronouncing and the learner repeating, taking the time that is needed to complete the task.)

**Plenary**



25 min

So far today, we have been doing some decoding. **What is decoding?**  
*(Decoding is figuring out the sounds that letters make and then putting them together to make meaningful words. Another word for decoding is reading.)*



Plenary

Now we are going to look at encoding. **Does anyone know what encoding is?**  
*(Encoding is when we write the letter sounds that make the sounds and syllables we hear. It is like spelling.)*



Class

I am going to say a word and I want you to write it.  
 Say: tomato /to/-/ma/-/to/, tomato

What letters did you write for /to/ (t-o)?  
 What letters did you write for /ma/ (m-a)?  
 What letters did you write for /to/ (t-o)?

How do you write tomato? (t-o-m-a-t-o)

Let's do a different encoding activity. This time I am going to say a silly word (a nonsense word with no meaning) and you can write it.

Say: Mopatuli. /Mo/-/pa/-/tu/-/li/

What letters did you write for /mo/? (m-o)  
 What letters did you write for /pa/? (p-a)  
 What letters did you write for /tu/? (t-u)  
 What letters did you write for /li/? (l-i)  
 How do you write mopatuli? (m-o-p-a-t-u-l-i)

Let's do another encoding activity. This time we can write any six syllables learners have covered in boxes.

Write on the chalkboard.



Chalkboard

mu	wa	ma
ti	na	bo

I want you to make the word “mumana” with the letters in the boxes. Write the syllables that make up the sounds in mumana.

Ask: Would someone like to write the word mumana on the chalkboard?

Ask: What letters did you write for /mu/? (m-u)

What letters did you write for /ma/? (m-a)

What letter sounds did you write for /na/? (n-a)

So, how do we write the word using the syllables from the boxes? (m-u-m-a-n-a)

+  +  =

Ask: What other words can you make?

**B3-5****Activity: Design an encoding activity**

30 min



Now it is your turn to develop an activity. Work in groups of three or four.

You can conduct this activity in your local language.

Group



Write on the chalkboard.

Local



Baby sees a white banana.  
It is up in the sky.  
Mama says, look, at the moon.

Chalkboard



Your task is to develop 2 different encoding activities using some of the words in this story. You have 15 minutes.

After 2 min, go around to ensure that teachers have understood the task.

After 15 minutes, say: **Would anyone like to share the activity they developed?**  
Choose a teacher to present their group's activity.

After they have finished, ask: **Does anyone have a different activity idea?**

Plenary



Here is a sample:

*After reading this story aloud to the learners, the teacher picks some of the words for the encoding activity. What is the first letter of the word "banana"? Whose name has the same sound /b/? From the learners who put up their hands, the teacher can pick one to come up to the chalkboard and write the word. The teacher can then repeat this with other words from the story.*

**Final discussion**

10 min

**What is the difference between encoding and decoding?**

*(Encoding is when we write the letters that make the sounds we hear, and decoding is figuring out the sounds and syllables that written letters make and then putting them together to make meaningful words. Encoding is spelling, and decoding is reading.)*

Plenary



**Why is it important to vary the words and texts that we use for encoding and decoding?** *(We want learners to work with the sounds and letters to make meaning. If we always use the same words and texts, they may just try to memorize and this does not help them build their reading skills.)*

**What are some ways that you can assess encoding and decoding in your class?** *(An example could be to ask learners to encode or decode a word that they do not know or a silly word in a weekly assessment)*

**What are your concerns about teaching phonics using encoding and decoding with your class?** Ask teachers to share their problems and to think about ways they would overcome them.

**Assignment**

10 min



**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard



**Develop a phonics lesson for your class that gives learners the chance to decode (figure out the sounds and syllables that written letters make) and encode (write the sounds that we hear).**

**Next session, come prepared to share what you did.**

**Evaluation**

5 min



**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**When we design decoding and encoding activities, we should try to use a variety of strategies. We always need to try to ensure that the activities we design require the learner to do the thinking. If the learner just repeats what is said by the teacher or by others, they will not be gaining reading skills.**

## B4: Teaching Vocabulary

This session draws on teachers' existing knowledge of teaching vocabulary, adds some new ideas and strategies for teaching new vocabulary, and gives them an opportunity to develop new strategies for their classes.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Explore 3 strategies for teaching vocabulary.
- Demonstrate new vocabulary teaching strategies to their peers.
- Prepare a lesson using at least 2 different types of vocabulary teaching strategies.
- State benefits and challenges of teaching vocabulary.

<b>Time</b>  2 hours, 25 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>Teachers' Manual, PLP Grade 1. Teachers' Handouts</i> . If you have access to the <i>TTL Literacy Activity Handbook</i> , see pages 30-55 for additional classroom activities.
<b>Prepare</b> 	Before the session, prepare a tray with a collection of items from the classroom: a pencil, a piece of chalk, a book, an eraser, a pair of scissors, and a pen. You will also need a scarf or chitenge to hide the items on the tray. Prepare a large picture card. Draw a mango tree with many parts including roots, a trunk, branches, leaves, bark, buds and several mangos. Separately, you need to make a snake (either drawn and cut out, or you can use a small piece of string).

## B4-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this TGM Enrichment Module.

20 min



Plenary



**What is vocabulary? Does anyone have some ideas?** (*knowledge of word and word meanings*) **What are some of your favourite ways to teach vocabulary? What are some ways you introduce new words to learners?** (*Pause for teachers' responses. They may say, for example: Present lists of new words, look at new words in a story or sentence, or tell a story that uses the new word and then write it on the chalkboard.*)

**Why is teaching vocabulary important?** (*Because it increases fluency & comprehension, and it increases learners' enjoyment of what they are reading.*)

**Let's do a lesson together. After the lesson we will discuss what we did.**

Class



**This activity is a game. I am going to play the role of the teacher and you are going to be the learners. In the Grade One curriculum, one of the assessment tasks for developing oral vocabulary is to be able to name all of the objects in the classroom. We are going to play a game to learn the names of objects in the classroom.**

Local



Remember that you can conduct this activity in your local language or in English as appropriate.

Take out the tray of objects. Lift up the pencil and say: **It is a pencil. What is it?** (*It is a pencil*). **It is a book. What is it?** (*a book*). **It is chalk. What is it?** (*chalk*).

Continue in this way until you have presented all the objects to the learners.

**Let's start the game. I want you to look carefully at all the objects on the tray. I want you to know the names of all the objects** (*Pause for a minute*). **Now, everyone must shut their eyes tight. Do not look.** (*Wait until all the learners have hidden their eyes.*)

Carefully remove an object away from view. (For example, hide the eraser under the scarf or put it in your pocket). Now say:

**Learners, open your eyes. Raise your hand if you can tell me which object is missing from the tray.**

Pick a learner. If the learner says "eraser," say: **Yes, the eraser was missing. Eraser.** Hold up the eraser. **Eraser.**

Say: **The game continues in this way. You can remove objects one by one or you can remove several objects at a time.**

**At this point, you can introduce more new vocabulary.**

**Learners, tell me, can you think of other things that are part of the classroom? Show me some other things that we find in the classroom?** (*Add the new items that the learners have picked out to the game. For example, a pen, a stapler, a pencil case, etc. If items are large, like door, desk, chair, etc., you can add a picture of the item.*)

10 min



Say: **Let's stop now and reflect on the oral vocabulary activity we have just done together.**

Plenary



**What did we do?**

*(We played a game. We introduced new vocabulary words. The learners had to recall new vocabulary. The learners added new vocabulary to the group of words we were learning. We did an activity that is an assessment task for vocabulary in Grade One.)*

**How did the game help the learners with vocabulary?** *(It related words to concrete objects, learners practised identifying objects randomly as opposed to learning a list of vocabulary words, the game encouraged learners to identify new vocabulary, added some fun.)*

**Can you think of how this game could be adapted to teach another set of new words?**

*(Items from the kitchen, food items, items from the market).*

Say: **Even if learners do not retain or understand all of the words that are explored, this is not a problem. Building vocabulary is a process that takes place over time as learners are exposed to words repeatedly and in different contexts.**

20 min



We just looked at a first strategy for introducing oral vocabulary through concrete objects. This is one way to connect vocabulary words with their meaning.

Class



Let's look at another strategy to build vocabulary, this time using pictures.

Remember to conduct this activity in local language.

Local



Take out the first picture card of the tree.

Show the picture to the class.

**What is this? (a tree). Yes, this is a tree. Let's look at the tree in more detail.**

Point to the roots. **Does anyone know the name of this part of the tree? (the roots).**

**Yes, these are the roots.**

**Can you tell me about other parts of the tree?**

*(For example, trunk, branches, leaves, bark, buds, mango)*

Take out the snake picture or piece of string.

**And learners, do you see the snake?** Put the snake on one of the higher branches.

**The snake is high up in the tree. How did the snake get from here...** Point to the ground. **To here?** Point to the snake high in the tree.

**I am going to walk around the class. When I stop in front of you, I will show you where the snake is and you can tell me what you think the snake did next. You should use one of our new words in a sentence.**

**Let's try it.** Walk around and stop in front on one of the teachers. Show them the picture with the snake on the ground.

Say: **The snake moved over the ground. What did it do next?**

*(It moved over the roots)* **Good, it moved over the roots.**

Move the snake onto the root.

Now walk and stop in front of another teacher.

Say: **The snake moved over the ground and then it moved over the roots.**

**What did it do next? (He climbed up the trunk). Good, it climbed up the trunk.** Move the snake onto the trunk.

**This activity would continue until many learners had made sentences and were familiar with the new vocabulary.**

**To continue the activity, you could have the snake go down the tree.**

**You could also add some new vocabulary by asking the learners to use some different verbs to describe the movement of the snake. What are some verbs we could teach? (Some possible answers in English are slithered, slid, inched, swung, jumped, etc.)**

## B4-5

### Reflection-Discussion:

5 min



**What did we do?** *(We used pictures to introduce vocabulary. Learners had to identify the words connected to the picture. Learners had to use one of the new words in a sentence.)*

Plenary



**How did this activity help us teach vocabulary?** *(By helping learners connect the object in the picture with the word, by making meaning with the word in a new sentence)*

**At the end, we discussed adding verbs to describe the movement of the snake. Should we include things the learners don't know? Why?** *(Yes, because when we teach vocabulary, we are teaching learners about things they don't already know, and the words for those things.)*

## B4-6

### Activity: Use the strategies

20 min



**It is your turn to develop a vocabulary building activity using concrete objects or pictures. In groups of 3 or 4, develop an activity that teaches types of clothing and words related to clothing. You should develop the activity in local language.**

Group



After 2 minutes, go around in the classroom to see if teachers have understood the task.

After 10 minutes, say: **Would anyone like to share their vocabulary activity?**

Local



Here are some examples.

*(Teachers bring in or ask learners to bring in some clothing. The clothing can be hung up in the classroom and the learners can explore the different types (e.g. vests, belts, dresses, ties, etc.), the different fabrics (e.g. cotton, wool), different components (e.g. buckles, buttons). When all the clothes are hanging up on display, you can play a "Who am I?" game. Say: I am thinking of a piece of clothing. I am made of leather, I have a buckle and I hold up your trousers. Who am I? (a belt)*

*Draw a picture of a young girl or boy on the chalkboard. Ask the learners to come up to the chalkboard and draw pieces of clothing on the doll. E.g. What does our person want to wear? (A jacket?) Say: She/He wants to wear a jacket. Come up and draw a jacket.*

*Now what does the jacket need? Choose another learner. (Buttons?) Say: The jacket needs buttons. This could go on until the person was dressed with many types of clothing.*

15 min



Let's start another activity:

Plenary



In the Grade 3, one of the assessment tasks is for learners to give the opposites of certain words. This is an opportunity to teach learners new vocabulary words. In this activity, we are going to tell the learners a story that means the opposite of what we say. The learners have to understand the real meaning of the story.

Local



Remember to adapt the examples to your local language.

First, let's review opposites. What are opposites? How would you describe opposites to your learners? (*Things that are the reverse of each other, things of the same type yet are extremely different*) What is the opposite of fast? (*slow*) What is the opposite of long? (*short*) What is another example of two opposite things? (*night and day*)

Class



I am going to tell you a story. Tortoise was a very wise and clever animal. He could tell you secrets or give you special messages. One day, Bupe met Tortoise. Tortoise said to her, "Bupe, I dislike you!" Bupe was shocked at how impolite Tortoise was. He was not wise or clever. So she replied, "I dislike you, too." Tortoise replied with a big smile. "That means we can be enemies!" he said. Bupe wondered why Tortoise was smiling. Suddenly, Bupe realized what was happening. Tortoise was playing a game: He was speaking in opposites. When he said, "I dislike you," he meant, "I like you!" And when he said, "Let's be enemies," he meant, "Let's be friends." Ever since that day, Bupe and Tortoise have been friends and the tortoise shares secrets and messages with Bupe.

Learners, can you help Bupe find out what Tortoise is telling her?

It is going to be sunny. (*It is going to rain.*)

A snake will come in front of you. (*A snake will come behind you.*)

The key for the house is on the table. (*The key for the house is under the table.*)

Plenary



Once the learners were familiar with the characters of Bupe and Tortoise, the teacher could give keywords for the learners to work with to find opposites, or they could work in pairs to develop sentences using opposites for one another.

**Final discussion**

10 min



Today we have looked at three types of strategies to build vocabulary. What are they? (*Using concrete objects, using pictures, using a story and characters as a starting point.*)

Plenary



How do you think these strategies can help build vocabulary? Give an example to explain. (*Concrete objects, visuals, and rich contexts help learners not only learn new vocabulary words, but also better understand the meaning of new words.*)

Which questions could work well in your class? Give an example.

What are your concerns about using teaching vocabulary in the classroom? Ask teachers to share their problems, and to think about ways they would overcome them.

**Assignment**

10 min



Between now and the next meeting, you can apply what we have learned today by doing the following:

Write on the chalkboard and explain:

Chalkboard



Develop lesson for your class that uses 2 or 3 strategies to teach oral vocabulary at your grade level.

Next session, come prepared to share what you did.

**Evaluation**

5 min



Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



The strategies we explored today provide rich contexts for learners to explore new vocabulary. If we want to ensure that learners are connecting meaning to new vocabulary, we need to practice using the words and also to provide opportunities for our learners to hear words used in many different contexts. As teachers, we should not be afraid to teach words that are above the level of our learners because they will learn the meanings little by little.

## B5: Pre-Reading

This session draws on teachers' existing knowledge of pre-reading activities, adds some new ideas and strategies for pre-reading, and gives them an opportunity to develop new strategies for their classes

### Outcomes:

By the end of this session, you/teachers will be able to:

- Explain what pre-reading strategies are, and how they can build reading comprehension.
- Prepare a lesson using pre-reading strategies.
- State benefits and challenges of using pre-reading strategies.

<b>Time</b>  2 hours, 25 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	<i>The Teachers' Manual, PLP Grade 1. Teacher Handouts.</i>
<b>Prepare</b> 	Before the session, write the name of the session and the outcomes on the chalkboard. You will be asked to draw several simple objects on the chalkboard during the session (a bag of mealie meal, a pot, a book, raindrops, and a shoe).

## B5-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this TGM Enrichment Module.

15 min



Plenary



Class



Chalkboard



Local



**What are pre-reading strategies? Does anyone have some ideas?** *(They are activities or questions we use with our learners before reading a text. They help our learners understand a story while they are reading it, build interest, and make connections with previous experiences.) Can anyone give an example of a pre-reading strategy they have used with their learners?*

**Let's do a lesson together. After the lesson we will discuss what we did.**

Draw on the chalkboard.

- Picture of a bag of mealie meal
- Picture of a pot
- Picture of a book

Remember to use words from your local language or in English as appropriate.

**I have drawn three pictures on the chalkboard. What are they?** *(a bag, a pot, a book).*

**How do you write the word bag?** Pronounce slowly and sound out the word with the learners. *(b – a – g, b-a-g, bag)*

Write the word bag by the picture.

**How do you write the word pot?** *(p – o – t, p-o-t, pot).*

Write the word pot by the pictures.

**How do you write the word book?** *(b – o – o – k, b-o-o-k, book).*

Write the word book by the picture.

**Learners, these are important words because they are new words that are going to be in today's story.**

**Now, before we read the story together, I have a question for you.**

**Have you ever carried so many things that you thought you might drop them?** Pause for teachers to respond.

**What were you carrying?** Pause for teachers to respond.

## B5-2

### Activity: What is pre-reading? (cont'd)



Read the story out loud slowly using local language or in English as appropriate.

“Alice carries a bag, a pot, a book, and a pumpkin. Oh no! Alice fell in the mud.”



Let me read it again. This time, when you hear the word **book**, I want you to put up your hand.

“Alice carries a bag, a pot, a book and a pumpkin. Oh no! Alice fell in the mud.”

Let me read it again. This time, when you hear the word **pot**, I want you to put up your hand.

“Alice carries a bag, a pot, a book and a pumpkin. Oh no! Alice fell in the mud.”

Now I am going to ask you some questions:

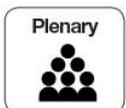
**What happened in the story?** (*Alice was carrying many things. She slipped and fell in the mud.*) **Who is the story about?** (*Alice*) **What was Alice carrying?** (*a bag, a pot, a book, and a pumpkin*)

## B5-3

### Reflection-Discussion



Say: We could continue asking listening comprehension questions, but let's reflect on the lesson together.



**What did we do?** (*We drew pictures of three things that would appear in the story. We identified those things and wrote out the words. We asked the learners if they had ever carried so many things that they thought they would drop something. The learners listened to a story, and then when they heard certain words, they raised their hands. Lastly we asked questions about the story.*)

**Before the lesson, we were talking about pre-reading strategies. Keeping in mind the things we did together, what three pre-reading strategies did I use in this lesson?**

(*1. Pre-taught some vocabulary words using pictures and words; 2. Related the story to the learners' experiences; and 3. Asked learners a question to think about as they listened to the story.*)

**Now that we have looked at some pre-reading strategies together, tell me how you would describe pre-reading.**(*Pre-reading is building some familiarity with the meaning of a text before reading it.*)

**Have you ever used any of these pre-reading strategies with your class? Can you give an example? What other strategies have you used?** Pause for teachers' responses. (*Many teachers have probably used pictures to introduce or check vocabulary, for example.*)

15 min



Find a partner for this activity.

I am going to read out discussion questions related to the three pre-reading strategies we just looked at. Each time, you will have two minutes to discuss the answer with your partner.

Pairs



Let's think about the first pre-reading strategy we saw: pre-teaching or teaching before. If I had wanted to pre-teach more words for the text I read out loud, what is another word I could have taught?

Give teachers 2 minutes to discuss. (*pumpkin, mud*)

Let's think about the second pre-reading strategy: relating to the learners' experiences.

What is another example of a question I could have asked the learners to help them understand the story?

Give teachers 2 minutes to discuss. (*Have you ever slipped in the mud?*)

Let's think about the third pre-reading strategy we saw: asking a question to keep in mind during the story. What is another example of a question that I could have asked the learners to keep in mind?

Give the teachers 2 minutes to discuss.

*(Here are three examples: What are the two things in the story that start with the /p/ sound?*

*Or, We just saw a group of three things. During the story, one more will be added. What is it?*

*Or, Listen carefully while I read. At the end, I am going to ask you to tell me how many things Alice was carrying.)*

20 min



Say: Let's say that the story of Mawa and the Goat is going to be read aloud in class. Now, what I want you to do is work with your group to help decide what can be done before teaching the story. What pre-teaching strategies can be used for this story?

Chalkboard



Write on the chalkboard.

Group



**Mawa's goat is lost! He looked near the river. There was no goat. He looked near the church. There was no goat. He looked near the market. No goat! Where is Mawa's goat?**

Local



Use words from your local language or English as appropriate.

**First, in your group, identify three words that you could pre-teach. You have 2 minutes to discuss.**

**What are some words that you could pre-teach?**

*(goat, river, church, market, near)*

**Here is the second task. In your group develop a question you could ask the learners about their own experiences to help them understand the story. You have 3 minutes to discuss.**

**What is a question you could ask the learners?**

*(For example, the teachers could ask: Have you ever lost an animal?)*

**Here is the last task. In your group, develop a question that the learners could keep in mind while they listen to the story. You have 3 minutes to discuss.**

**What question could the learners keep in mind?**

*(For example, listen carefully to the story. Mawa looks for his goat in three places. What are these places?)*

Let's do an activity together to explore a fourth pre-reading strategy. After that, we will discuss what we did.

15 min



Write on the chalkboard.

Class



**Kabwe's New Friend**

Let's read this together. This is the title of our story. Sound out the words "Kabwe's New Friend"

Chalkboard



Now, let's see what we can tell from the title. Who is the story going to be about? *(The story will be about a boy named Kabwe.)*

What do you think might happen?

*(Kabwe is going to meet someone new who is going to become his friend.)*

Write on the chalkboard.

Chalkboard



**Kabwe has a new friend. He is small. He is soft. He has four legs. He has a long tail. Who is Kabwe's new friend? Meow!**

This is how we can use the pre-reading work we did to make understanding the text easier.

Learners, we just read the word Kabwe in the title. Does anyone see the name Kabwe in the story? Come and underline the name Kabwe. Invite a teacher to come to the chalkboard.

We just saw the word new. Does anyone see the word new? Come and underline the word new. Invite a teacher to come to the chalkboard.

We just saw the word friend. Come and underline the word friend. Invite a teacher to come to the chalkboard.

Who is Kabwe's new friend? *(a cat)*

After this, if we were in class, we could start reading the text together, sentence by sentence.

15 min



**Let's talk about pre-reading strategies again. What pre-reading strategies did I use?**

*(We looked at the title and used the title to ask questions about the story, and we looked for familiar words in the text.)*

Plenary



**Have you ever used this pre-reading strategy in your teaching? Can you give an example?** Pause for teacher responses.

**Why do you think we asked questions about the title?**

*(We asked questions about the title in order to get learners thinking about what might happen in the text. We call this making predictions about the story.)*

**How does making predictions help learners with reading comprehension?**

*(Making predictions gives learners some clues about the story. It also raises their curiosity. Then later as the learners read, they will put the information together. This makes it easier to understand a story, and more fun.)*

**In this case, what clues did the learners have?**

*(Learners knew that the story was about a boy named Kabwe. Learners knew that he was going to make a new friend but they did not know whom the friend would be.)*

**20 min**

It's your turn to develop a pre-reading activity that involves making predictions. This time you will ask learners to make predictions about a story by looking at a drawing.

**Chalkboard**

Draw on the chalkboard:

**Picture of raindrops falling and below there is one shoe**

**Group**

**What do you think this story could be about?**  
*(about rain and a shoe, a shoe outside in the rain)*

**Local**

**What might learners be curious about?**  
*(How did the shoe end up by itself? How did the shoe end up outside? What happens to the shoe? Will someone find the shoe? Etc.)*

**Working in groups of three or four, use the picture and write a 3-4 sentence story. Use your local language or English as appropriate. You have 10 minutes.**

After 2 minutes, go around to see if teachers need assistance.

After 10 minutes, say: **Now before you share your story with the other teachers, think of one or two of the key pre-reading strategies we have looked at today (introducing key vocabulary, relating to learners' experiences, keeping a question in mind, and making predictions) or think of a different pre-reading strategy.**

**Again, you have 10 minutes.**

After 10 minutes. Say: **Would anyone like to share their story and pre-reading strategies?**

**Final discussion**

10 min



Today we have looked at four key pre-reading strategies to help with reading comprehension. **What are they?** (*Introducing key vocabulary, relating to learners' experiences, keeping a question in mind, and making predictions*)

Plenary



We have done several pre-reading activities. **How do you think a pre-reading activity can help build reading comprehension? Give an example to explain.** (*Learners can gain a bit of familiarity with a text through pre-reading activities. Later, when they come across certain words or ideas while reading, they will recognize them and be able to make meaning more easily. Pre-reading activities promote fluency.*)

Encourage teachers to give their own examples. If you need to contribute an example, see below.

*(For example, when we asked learners questions about the title of the story Kabwe's New Friend, we were able to give learners some key information about the story – it will involve a boy named Kabwe and a new friend – and when learners come across those words again in the story, they will be more prepared to understand the story)*

**Which pre-reading strategies (these or others you can think of) could work well in your class? Give an example.**

**What are your concerns about using pre-reading strategies in the classroom?** Ask teachers to share their problems, and to think about ways they would overcome them.

**Assignment**

10 min



**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard



**In local language, develop a lesson for your class that gives learners the chance to use 2 or 3 pre-reading strategies.**

**For next session, come prepared to share what you did.**

**Evaluation**

5 min



Let's take a minute to review our outcomes and ask ourselves: **Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

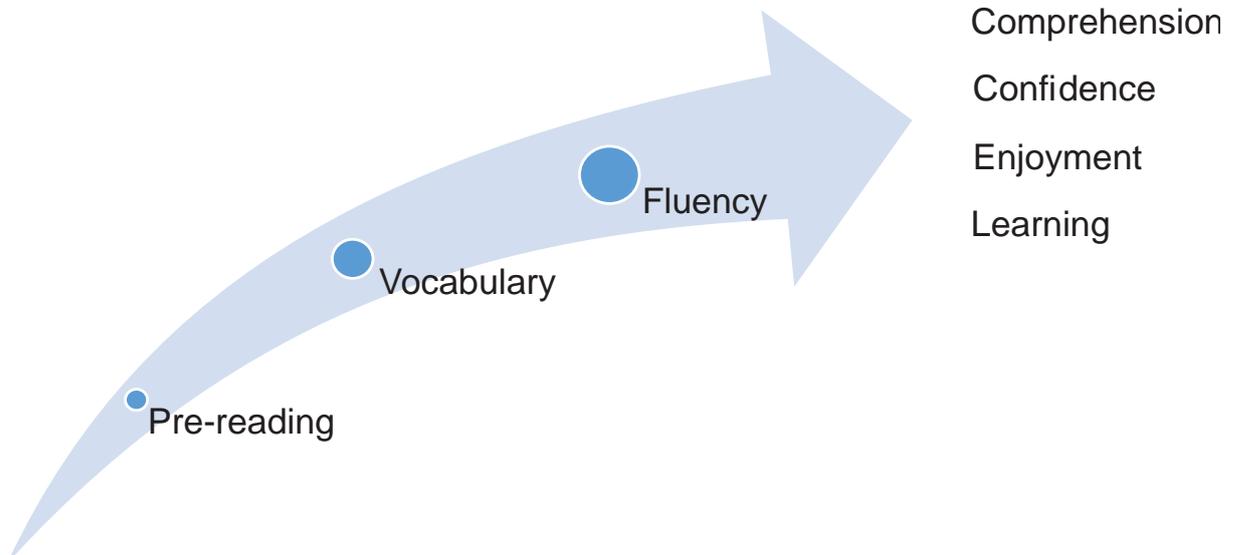
Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**Pre-reading strategies are important because they raise the learners' curiosity while increasing their ability to understand what they are reading. As the learners read, they will put the information together. This makes it easier to understand a story, and more fun. Pre-reading strategies also help learners build fluency and confidence in reading.**



# B6: Reading Comprehension

This session draws on teachers' existing knowledge of comprehension activities, adds some new ideas and strategies for teaching listening and reading comprehension, and gives them an opportunity to develop new strategies for their classes

## Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss the role comprehension plays in learning to read.
- Demonstrate new strategies for listening and reading comprehension to their peers.
- Prepare a lesson using 2-3 different types of comprehension strategies for different ability and grade levels.
- State benefits and challenges of teaching reading comprehension.

<b>Time</b>  2 hours, 30 minutes	<b>Materials</b>  Chalk and chalkboard
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>Teachers' Manual, PLP Grade 1. Teacher Handouts</i> . If you have access to the <i>TTL Literacy Activity Handbook</i> , see pages 30-55 for additional classroom activities.
<b>Prepare</b> 	Before the session, write the name of the session and the outcomes on the chalkboard. In Part 2 you will be asked to draw a picture of a shoe and some rain, which you can prepare in advance. You will also write down a short story about Mawa and a goat in Part 4. To save time, you can prepare these elements in advance.

## B6-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this TGM Enrichment Module.

30 min



**What is listening comprehension? Does anyone have some ideas?**

*(Listening comprehension is the ability to make meaning from words that are heard rather than written.)*

Plenary



**Can anyone give an example of a listening comprehension activity they have used with their learners?**

*(Reading a story aloud to the class and asking questions.)*

Draw on the chalkboard.

Chalkboard



**Picture of raindrops falling and below there is one shoe**

**Do you remember these images from the last session? We were using the pictures as a pre-reading strategy.**

**What do you think this story could be about?**

*(About rain and a shoe, a shoe outside in the rain)*

**What might learners be curious about?** *(Where is the other shoe? How did the shoe end up outside? What happens to the shoe? Will someone find the shoe? etc.)*

**Let's pretend we are in class. I will play the role of the teacher, and you will be the learners. The story is for learners in Grade Three. It might be above some learners' reading level, but probably not above their comprehension level.**

Class



**Before I read the story, I want to ask you – have you ever climbed a tree? How long has it been since you climbed a tree?**

**Listen carefully as I read this story.**

You are going to read the text twice. The first time in English and the second time in local language as appropriate.

**On his way home from school, Felix saw something yellow shining in a tree. It was a beautiful big mango! It was the last mango in the tree and it was on a high branch. Felix decided to climb the mango tree. He was hungry! He could see the mango glowing above him like a golden sun! He climbed higher and higher. Suddenly, Felix heard a loud buzzing sound. Bzzzzzz. Oh! No! Felix dropped out of the tree and ran home. He arrived hungry, wet, and wearing only one shoe. Felix's mother said, "Felix, tomorrow you must solve this problem."**

Local



**Now, I am going to read the story again. Read in local language as appropriate.**

**I would like you to think about this question as I read. Why did Felix drop out of the tree?**

Pairs



I have some questions for you. I would like you to work with a partner to answer these questions.

Plenary



Ask the questions, pausing between each one to allow the learners to find an answer. **What did Felix see in the tree?** (*a mango*) **Why did Felix want to have it?** (*He was hungry*) **Where did Felix climb?** (*up a tree*) **What did Felix hear?** (*buzzing*)

Pairs



I have some more questions for you. I would like you to work with a partner to answer these questions.

Plenary



Ask the questions, pausing between each one to allow the learners to find an answer. **Now, can anyone tell me why Felix dropped out of the tree?** Pause. Wait for responses. **Why do you think that?** Pause. Wait for responses.

*(Young learners may or may not be able to answer. If there are no responses, say: Let's keep the question and see if we can figure it out together.)*

*Here are questions that can elicit the answer: What happened just before Felix dropped out of the tree? (He heard a buzzing sound.) What makes a buzzing sound? (insects, wasps). Why would Felix drop out of the tree when he heard a buzzing sound? (to get away from the wasps).*

**What problem does Felix need to solve?** (*He needs to find his shoe.*) **When Felix finds his shoe the next day, would it be wet or dry?** (*probably wet from the rain*)

**B6-3****Reflection-Discussion: Three types of questions**

15 min



Say: **Let's reflect on the listening comprehension activity we have just done together. What did we do?**

*(Read a story to the learners twice, worked on listening comprehension, used pre-reading strategies – the drawings, asked a question about whether or not the learners had climbed a tree – then we asked the learners questions about the story. They worked in pairs to come up with answers.)*

Plenary



**I asked two different types of questions after the story. Can anyone name the two types of questions?** *(Literal questions and inferential questions.)*

**What are literal questions? Give an example.**

*(Answers to literal questions can be found in the story. For example: What did Felix see in the tree? A mango.)*

**I also asked inferential questions. What are inferential questions?** *(Answers to inferential questions are not explicitly found in the story. The reader has to infer the answer.)* **What is an example of an inferential question?** *(Why did Felix drop out of the tree? To answer this question we had to think about the clues in the text, the buzzing noise, and the urgency of his leaving.)*

**Can anyone think of another inferential question that I could have asked?**

*(Did Felix get the mango?)*

**We can ask literal questions and inferential questions to help learners with comprehension. We can also ask questions that help the reader understand how words are used in the story.**

Local



Use local language in this discussion as appropriate.

**What are some words that were used to describe the mango?** *(beautiful, yellow, big, golden, sun)*

**We learnt about making comparisons recently in Grade 3. In this story, the mango is compared to something using the word 'like'. What is the mango compared to?** *(a golden sun)* **Can you think of something else you could compare a mango to?** *(a jewel, a star, etc. )*

*Another language question could be: We learnt about opposites recently in Grade 3. Think about the words in the text and tell me the opposite of: low (high), ugly (beautiful)*

**Just to review, in this session we are talking about building comprehension. What three types of questions did we ask to help build learners' comprehension during this lesson?** *(1. literal questions, 2. inferential questions, 3. language questions)*

**Have you ever asked these types of questions in your class? Can you give an example?** Pause for teachers' responses. *(Many teachers have probably asked literal questions, for example. Encourage teachers who have asked inferential and language questions to share their examples.)*

20 min



Say: Now we are going to design some activities to enhance comprehension using the three types of questions we have just looked at.

Group



Listen carefully to another story. I will read it twice and then I would like you to work in your group to develop some comprehension questions.

Chalkboard



Write on the chalkboard.

**Mawa's goat is lost! He escaped in the morning and did not come back. Uncle heard that a goat ran by the market. Auntie heard that a goat ate two shirts by the river. Mawa is very upset.**

Local



**Develop 6 questions: 2 literal questions, 2 inferential questions, and 2 language questions**

Remember to conduct this exercise in your local language.

Read the story once again, slowly.

After 2 minutes, walk around the room to see if any groups need help.

Plenary



After 15 minutes, ask: **Can a teacher from each group to share their answers?**

*(Literal questions – sample answers:*

*What did Mawa lose? Where did Uncle see a goat? What was a goat eating?*

*Inferential questions – sample answers:*

*Why is Mawa upset? Where is one place Mawa should look for his goat? Why might the goat be at the market? Where is another place Mawa should look for his goat? Why might the goat be down by the river? What is Mawa's problem?*

*Language questions – sample answers:*

*In Grade 3, learners study opposites, homophones, homographs, so language questions related to these could be included in this lesson.*

*-Look for these opposites in the story. What word is the opposite of found? (lost) What word is the opposite of evening? (morning) What word is the opposite of happy? (upset)*

*-Homophones are words that are pronounced the same, but are written differently. Obviously, this needs to be adapted to your local language.*

*What word in the story is pronounced like the word eight? (ate)*

*What word in the story is pronounced like the word too? (two)*

*What word in the story is pronounced like the word buy? (by)*

**B6-5****Activity: Using language games**

20 min



Let's do another activity that promotes reading comprehension. After, we will discuss what we did. The object of this game is to figure out what the secret word is. Learners can do that step by step by answering simple clues that reveal each syllable.

Plenary



Say: Here is an example. What is the opposite of woman? (*man*) "Man" is the first syllable of our secret word. Here is how we make this into a clue. We write:

Write on the chalkboard.

Chalkboard



My first is the opposite of woman....

So when the learner answers this question, he or she uncovers the first syllable of the whole word we are searching for. Now we will give the second clue.

Write on the chalkboard.

Chalkboard



My first is the opposite of woman....  
My second is the opposite of stay....

So, what is the answer to this question? (*go*). "Go" is the second syllable of the whole word we are searching for.

The last clue we give in this game is for the whole word. To find the whole word we will put the two syllables together and it should give us the word that answers the last clue.

Write on the chalkboard.

Chalkboard



My first is the opposite of woman....  
My second is the opposite of stay....  
My whole is a delicious fruit...

What is the secret word? (*mango*)

This type of language game can be adapted to your local language.

How did this language game help to build comprehension? (*Learners were connecting the meaning of words with the words themselves, they were paying attention to the small words within a larger word, making syllables into words, and making meaning out of syllables and out of the combination of syllables.*)

Have you ever used a language game like this? Can you give an example?

**B6-6****Activity: Practise making a language game**

20 min



It's your turn to develop a language game in your local language. You can develop a secret word game like we just looked at or you can develop a different one.

Group



Work in groups of three or four to develop the game. You have 10 min.

After 2 minutes, go around to see if teachers need assistance.

Local



After 10 minutes say: **Would anyone like to share their language game?**

*(Here is an example of a secret word game for a Bemba word.)*

*My first is the opposite of under...(pa)*

*My second is the opposite of wet...(ma)*

*My secret word is what you must be to fight a lion...(pama, brave)*

**Final discussion**

10 min



Today we have looked at three types of questions we can ask to help learners' with comprehension. What are they?

*(Asking literal questions, asking inferential questions, asking language questions)*

Plenary



How do you think these questions can help build reading comprehension? Give an example to explain.

*(Asking questions helps ensure that learners are not only understanding the words of a text, but also the meaning of the text.)*

Which questions could work well in your class? Give an example.

What are your concerns about using pre-reading strategies in the classroom?

Ask teachers to share their problems, and to think about ways they would overcome them.

**Assignment**

10 min



Between now and the next meeting, you can apply what we have learned today by doing the following:

Write on the chalkboard and explain:

Chalkboard



In local language, develop a lesson for your class that uses 2 or 3 types of questions to enhance reading comprehension.

Next session, come prepared to share what you did.

**Evaluation**

5 min



Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



As a teacher, it is important to be able to ask questions that help learners understand the meaning of a story. Asking literal questions is often easier than asking inferential questions, but it is important to try and develop the ability to ask the inferential questions too as these require learners to put together information and develop a deeper understanding of the meaning of a story.

## B7: Writing

This session draws on teachers' existing knowledge of writing activities, adds some new ideas and strategies for teaching writing, and gives them an opportunity to develop new strategies for their classes.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss how writing helps children in their reading.
- Demonstrate new writing strategies to their peers.
- Practise peer-editing.
- Prepare a lesson using 2-3 different types of writing strategies.
- State benefits and challenges of teaching writing.

<b>Time</b>  2 hours, 25 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>Teachers' Manual, PLP Grade 1</i> .
<b>Prepare</b> 	Write the outcomes of the session on the chalkboard. Make the sentence building chart. Also, draw a picture of a girl holding a tortoise on the chalkboard, adding a snake on the ground.

## B7-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.



**What are some aspects of teaching writing?** Pause for teacher responses  
*(Here are some possible answers: handwriting, spelling, punctuation, capitalization, writing sentences, writing varied texts, organizing thoughts, editing)*



Some of these aspects of writing help children develop skills and some help them learn to apply skills and write. What is an example of a skill that needs to be developed in learning to write?

*(Here is one possible answer: capitalization or knowing that each sentence must begin with a capital letter).*

**What is an example of the kinds of things we write?**

*(Here are some possible answers: a paragraph, a letter)*

Today we are going to focus on strategies that help us teach our learners how to apply their writing skills and produce writing.

Let's look at a sentence building chart.

Write on the chalkboard.



A boy	is running	in the field
The teacher	is walking	to the bus
<ul style="list-style-type: none"> <li>• A boy is running to the bus.</li> <li>• The teacher is running to the bus.</li> </ul>		

**You may be familiar with this exercise. Can anyone explain how the sentence building chart works?**

*(You combine one element from each column to build a sentence. You can make various sentences using different combinations of subjects, verbs and objects.)*

**What are two other sentences I could add to my list?** *(The teacher is walking in the field. A boy is walking to the bus.)*

**How does the sentence building chart help learners with their writing?**

*(It helps learners recognize the parts of a sentence. It helps learners build complete sentences. If learners have read the sentences in a story already, the sentence building can help the learners create meaning.)*

**We are going to return to this activity later in the lesson.**

15 min



Let's do another activity. After, we will discuss what we have done. I am going to play the role of the teacher and you are going to be the learners. Choose a partner to work with.

Class



Draw on the chalkboard.

Chalkboard



Picture of a girl holding a tortoise.  
Picture of a snake on the ground.

Local



Remember to conduct this exercise in local language, using local vocabulary.

This is the type of activity you could do with a picture contained in a read-aloud or using the picture on the cover.

Tell me what you see in this picture. (*A girl, a tortoise, a snake*).

Now, I would like each of you to write a sentence in your notebook that tells us what is in the picture. Describe it!

Pairs



After the learners are finished writing the sentence, say: **Now, I would like you to pass your notebook to your partner and they should pass you theirs.**

Once everyone has exchanged books, say: **I want you to quietly read the sentence that your partner has written. If you want to do anything to help make the sentence better, talk to your partner and make the changes together.**

After 2 minutes, ask one of the learners to write their sentence on the chalkboard. Say: **Thank you. Let's read the sentence out loud together.**

Plenary



After reading together, ask some questions about the sentence:

**Does the sentence describe the picture? Is this a description?**

**If you hadn't seen the picture, would you know what was in the picture?**

**Is there anything we can do to make the sentence better?**

**This is when the class could work together to make any corrections to spelling and punctuation.**

(*For example: Does anyone see something missing from the beginning of the sentence? What does every sentence need at the start? A capital letter. Or, let's sound this word out together – does anyone have an idea of what other letter belongs in this word?*)

15 min

**What did we do?**

*(We observed a picture, we wrote sentences that described the picture, we discussed our sentence with our partner and revised the sentence, we edited our partner's sentence, and we read the sentence aloud and corrected the sentence together.)*

Plenary

**How does using a picture help learners with writing?**

*(It gives learners something concrete to write about. It gives them a reason to write.)*

**Describing what is in a picture** (For example, "I see a snake"), **writing labels for a picture** (For example – "This is Mutinta") or **stating a fact about a picture** (For example, "Mutinta has a tortoise.") are some ways that learners can apply their writing skills.

**We did some peer-editing by editing our partner's work. Have you ever used peer-editing in your class? If so, please give an example.** Wait for teacher responses.

**How does peer-editing help learners with writing?**

*(Peer-editing helps learners think about all the skills that go into writing like making meaning, spelling, punctuation, including capitalization, etc. It also gives the writer someone to write for – an audience. It is also "safer" than asking the teacher to edit the sentence because our peers are more like us.)*

**At the end of the activity, we reviewed the sentence out loud together. How does this review help learners with writing?**

*(As a teacher you need to model how to think about writing. You need to say aloud the questions you ask yourself when you are writing so the children can learn how to think as they write.)*

**B7-5****Activity: Adding details to create word pictures**

Say: **We are going to do another description activity. This time we will start with a sentence rather than a picture. Let's look at our sentence building chart again. Point to the chart on the chalkboard.**



Remember to use your local language.



A boy	is running	in the field
The teacher	is walking	to the bus
<ul style="list-style-type: none"> <li>• A boy is running to the bus.</li> <li>• The teacher is running to the bus.</li> </ul>		

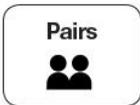
Point to the sentence: "A boy is running to the bus."

This sentence tells us something, but let's change it so that it shows us something by adding some details or description. What word(s) could we add to describe the bus?

*(Some suggestions are: the bus that is big, the bus that is red, the bus that is noisy, etc.)*

You are forming a picture with your words because you are using words that don't just tell us what you see. They show us.

Now, it is your turn. Choose a partner to work with.



Write on the chalkboard.



The boy is running in the field.

Re-write this sentence, adding words to create a better word picture.

After 3 minutes, say: **Now, pass your notebook to a partner next to you, and they should pass you theirs.**

Once everyone has exchanged books, say:

**I want you to quietly read the sentence that your partner has written, and I want you to add another word that adds detail to the description.**

After 2 minutes, say: **Good, let's stop here.**

## B7-6

## Reflection-Discussion:

10 min



Plenary



**So, what do you think could have happened next in this lesson?**

*(Some possible responses are: learners could have continued to add words to the word picture, learners could have added another sentence and started a story, they could have drawn the picture, learners could have done some peer-editing and reviewed some of the sentences as a class to model how we think when we write.)*

**In this activity, we practised adding details to sentences to create better descriptions. How does this help learners with their writing?**

*(Learners can use other vocabulary words, they can be motivated to create a meaningful word picture for a reader, they can apply different writing skills, they can use their creativity, and they can enrich what they are writing.)*

## B7-7

## Activity: Explaining to stimulate writing

30 min



Local



Chalkboard



Plenary



So far today, we have done writing activities that motivate learners to write by asking them to add details and create better descriptions and word pictures. Now, let's look at another strategy to motivate learners to write – asking them to explain something or give information.

Remember to conduct this activity using local language or English as appropriate.

Write on the chalkboard.

**The night is bright.  
Why?**

Read the sentence and the question out loud.

Ask the learners: **What do you think? What could make the night bright?** *(The moon is in the sky, the stars are shining, there is street lamp, or there is a fire burning.)*

**I am going to pick the moon in the sky. How do we write our answer? We write the first part of the sentence.** Write: "The night is bright". **We add the joining word.** Write "because", **and then we add our explaining words.** Write: "the moon is in the sky".

Write on the chalkboard.

Chalkboard



**The night is bright.  
Why?**

**The night is bright because the moon is in the sky.**

Plenary



Say: **Let's look at some new sentences for you to explain.**

**The cart stopped.  
Why?**

Chalkboard



Read the sentences on the chalkboard out loud.

Tell the learners: **This time, I want you to work with the partner beside you. I want you to write two sentences that explain why. One sentence should give a realistic explanation, and one sentence can be a silly explanation.**

After 4 minutes ask:

**What are some of your realistic sentences?**

*(Some possibilities are: The cart stopped because it turned over, or the cart stopped because there is a red light.)*

**What are some of your silly sentences?**

*(Some possibilities are: The cart stopped because the driver sneezed and fell out of the cart, or the cart stopped because it melted.)*

**Let's stop here. What do you think we would have done after this?** *(After this we would have reviewed some of the sentences together, or we could have discussed why the silly reasons were possible or not.)*

**It's your turn. Work in groups of 3 or 4 to develop an activity where learners need to explain something. You may want to use other joining words like "and" or "but", for example. You may also want to write with words that order things like "before" and "after", for example. You may want your learners to explain how to do something or where to find something.**

Group



**You have 10 minutes.**

After 2 minutes, check to see that the teachers have understood the task.

After 10 minutes, say: **Would any of you like to share your activity idea?**

Plenary



Sample activities:

*(Ask the learners to explain what they do after they get home from school and before bedtime. They could explain their activities using words like first, after, later, then, before.*

*Or*

*Tell the learners that Mutinta wants to make a bed for Tortoise. In pairs, they should write a note for Mutinta that explains what she needs to make Tortoise a bed.*

*Or*

*Ask the learners to think of a place they like in their community. They should write a description of the place or explain how to get there from the school, but they should not mention the name of the place. Once they have finished their writing, others can guess what their favourite place is.)*

**Final discussion**

10 min

**What are some of the aspects of writing that we have focused on today?***(We focused on some writing activities that involve description like adding details that we can picture in our mind, we did some peer-editing, we did some group review out loud, and we developed some explanatory writing that involves logical thinking.)*

Plenary

**Which writing activities might you be able to use in your class? Give an example.****What are your concerns about using doing writing activities in the classroom?**

Ask teachers to share their problems, and to think about ways they would overcome them.

**Assignment**

10 min

**Between now and the next session, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard

**Develop a writing activity that motivates the learner to explain something to learners in another class.**

Next session, come prepared to share what you did.

**Evaluation**

5 min

**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min

**In teaching writing, it is sometimes easier to focus on teaching writing skills like spelling, punctuation, etc., than it is to motivate learners to write and produce sentences and texts. Give learners the opportunity to write often and, as much as possible, give them a real audience to write for.**



# **School-Based Assessment Modules**

**C1. Daily Assessment**

**C2. Weekly Assessment**

**C3. Using PLDs to Design Lessons**

**C4. Monthly Assessment**

**C5. Design End-of-Term Assessment**

**C6. Conduct End-of-Term Assessment**

# C1: Daily Assessment

This session introduces teachers to daily assessment as part of the School-Based Assessment (SBA) scheme.

## Outcomes:

By the end of this session, you/teachers will be able to:

- Explain daily assessment and the importance of asking questions.
- Name one strategy that can be used with daily assessment.
- Develop assessment questions to ask during a lesson.
- State benefits and challenges of daily assessment.

<b>Time</b>  2 hours, 35 minutes	<b>Materials</b>  Chalk and chalkboard
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>Teachers' Manual: Implementation of School-Based Assessment</i> , pages 9-11.
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. Read the story of the Tortoise and the Hare included in this lesson.

## C1-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

30 min



**When we say we are assessing our learners' progress, what do we mean?**

*(We mean we are observing or measuring our learners' progress in order to make a judgment on how well they are learning. We can see if they are able to attain learning outcomes.)*

Plenary



**Why do we assess our learners?**

*(To know what problems they are having so we can find ways to help them learn better. We also assess our learners in order to assign a grade at the end of the term or year.)*

**In the TGM Enrichment Modules, we have discussed several types of assessment. What are some of the types of assessment that we have looked at together?** *(Weekly, monthly, End-of-Term assessments. We have also looked at using Reading Performance Level Descriptors, PLDs)*

**I'm going to write four phrases on the chalkboard. You will work with the teacher next to you and answer the questions:**

Pairs



Write on the chalkboard:

Chalkboard



**What is the purpose of each form of assessment?**

1. Questions during a lesson
2. An oral quiz at the end of the week
3. A pencil and paper test at the end of the term

After 2 minutes, go around to ensure that teachers understand the task.

After 10 minutes, say: **Would anyone like to share their group's answers?** Encourage a teacher from each pair to share his/her answer.

*(Some suggested answers are:*

*Asking questions during a lesson: This type of assessment checks for comprehension as you deliver the lesson. Oral quiz: This is a form of weekly assessment. It is designed to be informal and to give you a rough sense of how learners are progressing. The pencil and paper test is an end-of-term assessment. This is a formal assessment to see if learners have progressed and which level of performance they are at. Results are communicated to the head teacher and to parents.)*

Then say: **Each of these is a type of assessment. There are other types of assessment too. Each one allows us to observe or measure our learners' progress in order to make a judgment on how well they are learning.**

**C1-3****Activity: Asking questions during a lesson**

50 min



We are going to look at the types of questions we can ask during a lesson. As part of daily assessment, we can ask questions before, during and after a lesson, of course, but we are focusing on asking questions during a lesson.

Plenary



The questions we ask must, of course, be linked to the particular activity we are using in a lesson.

Class



Let's suppose your activity is guided reading. This demonstration lesson is in English, but in your class you may work with stories in local language.

This lesson focuses on the story of The Tortoise and the Hare. Do you remember the story? Here it is:

Local



The Tortoise and the Hare

Once upon a time, Hare boasted of his speed before the other animals. "I am so fast, I have never been beaten in a race," he said. "I challenge anyone here to race with me." Tortoise said quietly, "I accept your challenge."

"That is a good joke," said Hare. "I could dance around you all the way."

"Shall we race?" answered Tortoise.

Hare and Tortoise decided to race. Hare started quickly and almost disappeared. But he soon stopped and, to make fun of Tortoise, lay down and took a nap.

Tortoise plodded on, moving slowly but surely.

When Hare awoke from his nap, he saw that Tortoise was crossing the finish line. But it was too late! Hare could not run fast enough to catch up. Tortoise had won the race.

Then Tortoise turned to Hare and said, "Slow but steady wins the race."

Let's say your objective is to help your learners understand the meaning of this story during a read-aloud. You read the story to them as I just did with you, but you also ask them questions as you go. This is a form of daily assessment.

Group



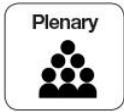
Let's practise. Form groups of three or four. In each group, your task is to list questions you could ask while you are reading this story. You have 20 minutes.

After 2 minutes, go around to ensure that teachers understand the task.

Class



After 20 minutes, say: **Would one of you like to pretend you are the teacher and we will be the learners? As the teacher you can re-read the story of "The Tortoise and the Hare" from this guide and ask us the questions you developed as you read the story. Pass the guide to a teacher.**



*(Here are some suggested questions to check for comprehension as you go: What did Hare boast about? What did Hare challenge the animals to? Who decided to race against Hare? Why did Hare stop racing? The story says that Tortoise plodded on, what does plodded mean? Who finished the race first? What is the lesson of the story?)*

After the teacher is finished, thank him/her, then ask all the teachers: **What can these questions tell us about how our learners are learning?** Pause for teacher responses.

**Do any of you have different questions to share with the group?** Pause for teacher responses.

When appropriate, ask: **Which questions might be difficult for learners to answer? How could you help them understand better?**

**Why is asking questions during a lesson important?**

*(Because by asking questions during the lesson, we can find out which learners are struggling, and try to find ways to help them before it's too late. We can make sure they are following the lesson.)*

**How often should we ask questions during our lessons?** *(Though there is no universal formula, we normally like to make sure we are asking questions throughout the lesson – e.g., every few minutes – to make sure our learners are learning. We can also ask questions before and after the lesson.)*

## C1-4

### Activity: Develop questions to ask

30 min



Group



Chalkboard



Now we would like to think about questions for other kinds of lessons.

In the same groups of three, I would like you to think of another kind of example for teaching reading. You could develop a lesson for teaching new vocabulary or blending sound, for example.

Write on the chalkboard:

1. What subject is being taught?
2. What is the focus or content of the lesson?
3. What is the desired outcome?
4. What is the activity?
5. What are one or two questions to ask during the activity?

Here is an example.

1. In our previous lesson, what was the subject? (*Reading.*)
2. What was the focus or content of the lesson? (*A story: The Tortoise and the Hare*)
3. What was the outcome? (*To build learner's listening comprehension skills.*)
4. What was the activity? (*A read-aloud.*)
5. What are some questions to ask during the activity? (*Who decided to race against Hare? Why did Hare stop racing?*)

Discuss the 5 questions in your group. Make sure someone takes notes. You will share your ideas with the entire group. You have 20 minutes.

After 2 minutes, go around to ensure that teachers understand the task.

After 20 minutes, ask: **Would anyone like to share the lessons and questions their group developed?**

Plenary



**What would asking these questions have told us about how our learners are learning?** Pause for teacher responses.

Encourage other teachers to share their work.

When appropriate, ask: **What if a learner can't answer this?**

**What kinds of difficulties might they have? How should the teacher respond to help the learner?** Pause for teacher responses.

**Final discussion**

10 min

**How can asking questions during a lesson help teachers?**

*(Some suggested answers: It can help teachers know if learners are having difficulty, it can show teachers what they might need to review, it can help teachers adjust the pace of the lesson.)*

Plenary

**How can asking questions during a lesson help learners?**

*(Some suggested answers: It can help learners pay attention, it can help learners focus on some important content, and it can help learners keep pace.)*

**What are your concerns about doing daily assessment by asking questions during lessons?**

*Ask teachers to share their concerns, and to think about ways they would overcome them.*

**Assignment**

10 min

**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard

**Make a note of the following:**

1. A lesson you taught during the week: Subject, focus, outcome, and activities
2. 1-2 questions you asked during the lesson which were difficult to answer for one or more of your learners
3. Why you think learners were having difficulty answering
4. How you responded to help them

Next session, come prepared to share what you did.

**Evaluation**

5 min

**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**Daily assessment happens throughout the day. We are used to asking questions after lessons to find out what learners have understood, but it is important to ask questions as we deliver lessons as well. By asking questions during the lesson, we will see immediately where learners are struggling and this will enable us to help them before it's too late.**

## C2: Weekly Assessment

This session introduces teachers to informal formative weekly assessments. It gives them the opportunity to develop a weekly assessment and observation form.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Explain weekly assessment and why it is important.
- Determine the requirements for a weekly assessment.
- Design a weekly assessment and an observation form.
- State benefits and challenges of conducting weekly assessments.

<b>Time</b>  2 hours, 40 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	Before this session, you can review the SBA Guide, pages 11-14 and page 33, and <i>Reading Performance Level Descriptors for Grades 1-4</i> , pages 1-11.
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. Prepare four flash cards, one for each of the following letters sounds: N, n, K, k. Also copy the part of the Assessment Task Map in part 4.

### C2-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses

Present the topic and outcomes for this TGM Enrichment Module.

10 min



**What is weekly assessment?** *(These are assessments we conduct at the end of each week on content and skills that were taught during the week. Note that we do not conduct weekly assessment on weeks when we conduct monthly and end-of-term assessments.)*

Plenary



**What are some other types of assessment that you do with your classes as part of School-Based Assessment?** *(Daily, monthly, end-of-term)*

**What are some ways in which weekly assessment differs from monthly assessment?** *(Weekly assessments are informal and formative, there are no marks submitted to the head teacher, they are conducted in a group rather than individually.)*

**What is the main purpose of weekly assessment?** *(The main purpose of weekly assessment is to help us understand how our learners are doing over the period of a week. We want to get a general idea of whether or not our learners have understood the key content and skills for that week before moving on to the next week. We want to know if our learners are progressing.)*

10 min



Before we start designing our weekly assessment, let's walk through one step-by-step, together. This is weekly assessment for Grade 1, Term 1, Week 4.

Please conduct this activity in local language.

Local



I will play the role of the teacher and you will be the learners. After the assessment, I am going to ask you some questions. Ready?

Class



Learners, I am going to ask you a few questions about what we have learned this week.

I am going to say a word and you tell me what sound the word begins with.

**Name...name. What sound does it begin with?** Choose a learner at one end of the room to respond. *(It begins with the sound /n/)*

**Kind...kind. What sound does it begin with?** Choose a learner in another area of the room to respond. *(It begins with the sound /k/)*

**Nose...nose. What sound does it begin with?** Choose a learner in another area of the room to respond. *(It begins with the sound /n/)*

**Keep...keep. What sound does it begin with?** Choose a learner close to you to respond. *(It begins with the sound /k/)*.

Plenary



This could continue for many words and learners. It is not necessary for each learner to participate in this evaluation, but the teacher should call on both strong and weak learners to get a rough idea of how the class is doing.

Let's go back to the weekly assessment.

Take out the flash cards that you made before the lesson with the letters N, n, K, and k on them.

Class



Learners, I have another game for you. I have written some letters on these cards. I will show you the cards and if I ask you, I want you to tell me what letter is on the card.

Show one of the flash cards you have prepared and say: **What is this?** Do this again and again for many of the learners.

Thank you, learners.

15 min



Let's discuss the weekly assessment we just completed.

**What written letters and letter sounds did we evaluate?** (*The written letters Nn and Kk and the sounds /n/ and /k/.*)

Plenary



Say to the teachers: **Nn and Kk** are the letter sounds that we learn in Lunda in Term 1, Week 4, according to the PLP guide.

**What reading skills did we evaluate this week?** (*Phonemic awareness and phonics*)

Say to the teachers: **The skills that are to be evaluated each week are indicated in the Assessment Task Map in the Annex of the Student-Based Assessment Guide.**

Hold up the Student-Based Assessment Guide.

Write on the chalkboard:

Chalkboard



Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
Weekly	4	✓	✓					2
Weekly	7		✓		✓			2

This is part of the Assessment Task Map in the SBA Guide.

For each week of each term in each Grade level, the type of assessment is indicated in the table.

Point to the assessment type column. **It could be weekly, monthly or end-of-term.**

**The week number is indicated.** Point to the Week column.

**And for each week of each term in each grade, the reading skills that should be assessed are also indicated.** Point to the reading skills columns.

**At the end of the table, the total number of reading skills being evaluated that week is indicated. How many reading skills are being evaluated in Week 7? (2)**

**Just a couple more questions for you about the assessment. Did I ask the questions to the group or to individuals?** (*Both. The questions were asked in front of the whole group and then individuals were asked randomly to answer questions.*)

**Did I question each of the learners?** (*No, I did not.*)

**Why do you think I did NOT question each of the learners?** (*Because in the weekly assessment, we want to get a general idea of how learners are doing. It is not necessary to question all of the learners individually.*)

## C2-5

## Activity: Designing a weekly assessment

40 min



Now, it is your turn to design a weekly assessment. Work in groups of three or four.

Group



Here is some information you can use to help you design your assessment.

The example is given for English, but you can conduct this activity in your local language by looking at what letters are taught in week 7.

Local



Write on the chalkboard.

Chalkboard



- Term 1, Week 7, Grade 1
- Content: Letter sounds Tt and Ss
- Reading Skills: Phonics, Vocabulary

Say to the teachers: **This week your class learnt the letter sounds Tt and Ss. You want to assess how well the whole class has understood the phonics. You also want to review some of the vocabulary you have learned.**

**You have 20 minutes to design a weekly assessment.**

After 5 minutes, go around to see if teachers need help with the task.

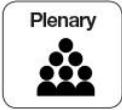
After 15 minutes, ask one teacher group to give their weekly assessment.

**Did we get a general idea of whether or not the class had learned the letter sounds Tt and Ss this week?**

**Did we get a general idea of whether or not the class knew the vocabulary words?**

Ask the teachers: **Did any group have a different type of question for phonics?**

**Did any group have a different type of question for vocabulary?**



Here are some examples of questions for this weekly assessment. Again, it is designed for a lesson in English. You can adapt the activities to your local language.

*Two examples for phonics:*

1) *Write the letter sounds T, t, S, and s on flash cards. Hold them up one at a time and ask the learners "What is this?" Now hold up a different flash card and ask another learner from another area of the room. Continue until you have a general idea of how well learners can identify these letters.*

2) *Write the letter sounds T and S in different areas of the chalkboard. Tell the learners that you are going to read them a word. If the word begins with the T they should point to the T. If the word begins with S, they should point to the letter S. Say the word "Tree" and observe where the learners' point their hands. Say the word, "Snake" and observe where the learners' point their hands.*

*Three examples for Vocabulary:*

1) *Write the new vocabulary words of the week on flashcards. For example: Tree, tall, snake. Hold them up one at a time and ask the learners "What word is this?" Now hold up a different flash card and ask another learner from another area of the room. Continue until you have a general idea of how well learners can identify these words.*

2) *Teachers write a vocabulary word on the chalkboard. Teachers then read a series of words. When the learners hear the word that is written on the chalkboard, they should stand up. For example, write the word "tree" on the chalkboard. Now read these words: door, book, tree, tall. Observe how many learners stand up when they hear the word tree. Repeat this activity with the learners until you have a general idea of whether or not they can identify the vocabulary words.*

3) *Teachers write the word book on the chalkboard. The teacher then asks the learners to use the word book in a sentence. After three learners have made three different sentences, change the word.*

**C2-6****Activity: Creating an observation form**

25 min



The purpose of doing weekly assessment is to get a general idea of how well our learners have understood the content and skills for the week. But what do we do with these general impressions?

Plenary



We need to record the information we gather. Let's look together at an observation form we can use for weekly assessment.

Write on the chalkboard.

Chalkboard



Skill area	How many learners were able to?	All 100%	Most 75%	Some 50%	None 0%
	Say a word that begins with the letter sound /n/ and ask, "What sound does this word begin with?" Repeat with the letter sound /k/ Repeat for both n and k with other words.				
Phonics					

Let's look more closely at this observation form. I have already started completing the form with information from the walk-through weekly evaluation we did together earlier. I want you to help me complete the form.

**What information goes in in the first column?**

*(The skill areas that we are evaluating.)*

**What skill area is missing from the skill area column? (Phonemic awareness).**

Write phonemic awareness in the skill area column.

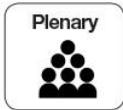
**What information goes in the second column?**

*(The content areas that we are evaluating and the questions we are asking to find out what learners know.)*

**What assessment question or task missing from the second column?**

*(Write the letter sounds, N, k, and K on flash cards. Hold the cards up one at a time and ask the learners what it is. Repeat in random order.)*

Copy this assessment task into second column beside phonics.

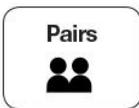


The four remaining columns – All learners, Most learners, Some learners and No Learners – are the areas where you record your observations. If most learners – 75% – were able to identify the sounds, you place a tick in the Most column. Make a tick in the Most column.

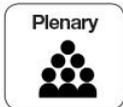
For the second assessment question using the flashcards, we observed that only some the learners were able to identify the letter sounds, so about half or 50%. Where should my tick go? (*In the Some column*). Make a tick in the Some column.

**Now, let's look at the completed form as a whole, what does it tell us?**

*(It tells us that for the letter sounds Nn and Kk, phonemic awareness is strong, but the learners' understanding of phonics is weaker.)*



**Working in pairs, you have 5 minutes to brainstorm on this question. What are the things we have to do before and during a weekly assessment?**



After 5 minutes. Ask a teacher for their group's ideas. Ask if others have anything different to contribute to the list.

*Here are some ideas that should be on the list.*

- *Identify the content that needs to be evaluated from the week.*
- *Identify the reading skill areas that need to be evaluated for the week (by checking the Assessment Task Map).*
- *Design a questions related to the content and skill.*
- *Prepare an observation tool.*
- *Conduct the assessment with the whole class (not with individual learners).*
- *Remember it is not necessary to assess each learner.*
- *Use the observation tool to say whether All, Most, Some or No learners were able to answer the questions.*
- *After the assessment, look at your observations to see what areas you may need to review with learners.*

**Final discussion**

10 min

**How can weekly assessment help us in our classrooms?**

*(Weekly assessment can help us understand how our learners are doing over the period of a week. It can give us a general idea of whether or not our learners have understood the key content and skills for that week before moving on to the next week.)*

Plenary



Ask the teachers: **What concerns do you have about conducting weekly assessment?** Invite the teachers to share their concerns, and to think about ways they would overcome them.

**Assignment**

10 min



**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard



**Design a weekly assessment and an observation form.  
Conduct the weekly assessment.**

**Be prepared to share your experiences with the group during the next session.**

**Evaluation**

5 min



**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**Conducting weekly assessment can help us make sure our learners are on track. If we know that our learners understand what we have taught during the week, then we are confident that we can move along to the content for the next week. But if our learners are struggling, we can plan to review or we can adjust our teaching to help learners succeed.**

## C3: Using Reading PLDs to Design Lessons

This session introduces teachers to Reading Performance Level Descriptors (PLDs) and gives them practice developing lessons using PLDs as a reference.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Describe what reading Performance Learning Descriptors (PLDs) are and how they can be used to design a lesson.
- Develop a lesson using PLDs for differing abilities and grade levels.
- State benefits and challenges of using PLDs to plan lessons.

<b>Time</b>  2 hours, 45 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	Review <i>Reading Performance Level Descriptors for Grades 1-4</i> , pages 1-11, for background information.
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. Copy the Reading PLD charts for parts 3 and 4 on the chalkboard. Copy the story of Kabwe and Alice in part 5 as well.

## C3-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

**C3-2****Activity: The four levels of reading PLDs**

20 min



Have you ever used Performance Learning Descriptors? Give an example. Pause for teacher responses.

Pairs



I'm going to write out a PLD for assessing Grade 1 reading fluency on the chalkboard. In Grade 1, fluency is evaluated by asking learners to read a timed passage.

First, let's recall what reading fluency is. Does anyone want to explain reading fluency?

*(Oral Reading Fluency is reading aloud with accuracy, appropriate expression and at a good rate.)*

Here is some background information.

Fluency, or Oral Reading Fluency, refers to reading sentences correctly, with speed, and with correct intonation. When a learner reads with speed, without hesitation, doesn't make mistakes, and reads words with the correct expression, the learner is reading fluently. We can help our learners improve their fluency by teaching vocabulary, using decoding exercises, modelling correct intonation, and practising reading quickly.

Work in pairs with the teacher next to you to complete the missing information in this PLD. In other words, what do you think goes in the space with the question mark? Point to the blank square in the chart under minimum.

Write on the chalkboard.

Chalkboard



Please fill in the missing information:

Below Minimum	Minimum	Desirable	Outstanding
Learner is able to read less than 20 words in 1 minute.	Learner is able to read at least 20 words in 1 minute.	?	Learner is able to read at least 30 words in 1 minute.

Plenary



After 5 minutes, ask a teacher from each pair to share his/her answers. Then, complete the table by writing the missing information under 'Desirable':

Chalkboard



The learner is able to read at least 25 words in 1 minute.

Teachers' answers may vary slightly. For example, if they say that the learner is able to read 26 words in 1 minute, this would be a correct answer too.

To give feedback, you can say: **What is important is that the answer fits in the sequence. For example, this reading PLD should state a target number of words (at least 25 and less than 30) and have the same time frame (in 1 minute).**

15 min



Let's look more closely at this PLD for reading fluency.

**Where do these reading PLDs come from?**

*(The source of the PLDs is the syllabus or curriculum. PLDs are curriculum outcomes that are broken down into levels of performance.)*

Plenary



**How many levels of performance are there?**

*(There are four levels. There are four levels of performance for each reading skill whether it is for assessing phonemic awareness, phonics, fluency, vocabulary, comprehension or writing.)*

**What are the names of the levels?**

*(Outstanding, Desirable, Minimum, Below Minimum. The same categories are used, regardless of the skill.)*

**Does anyone know the colour system that is often used to refer to the levels of PLDs? If so, tell us what colours are used and what they refer to.**

*(The Red Level system gives each level a colour: Below minimum is red; minimum is yellow; desirable is green; and outstanding is blue.)*

**Why are PLDs broken down into these levels?**

*(Each of the four levels describes a level of performance of a reading skill. When you look at all four levels together, you can see how reading skills progress over time.)*

**What level should students attain?**

*(Desirable. We would like all our learners to be at desirable or outstanding levels, but as teachers, we should strive to ensure that all students attain at least a minimum level for each skill.)*

**This means that at the end of Grade 1, how many words should a student be able to read in 1 minute?**

*(They should be able to read at least 25 words in 1 minute.)*

**Now imagine that at the end of Grade 1, one of your students reads 31 words per minute. What level of skill do you note?**

*(Outstanding. The outstanding level is for students who can read more than 30 words in 1 minute.)*

**C3-4****Activity: Using PLDs to develop lessons**

Write on the chalkboard.



**Assessment Tip: The learner is able to read a simple story of 3 sentences and to retell it orally.**

Below Minimum	Minimum	Desirable	Outstanding
Learner is not able to retell the story or can only retell part of the story.	Learner is able to retell the story and include the main points.	Learner is able to retell the story and include the main points and a few details.	Learner is able to retell the story and include the main points and many details, in correct order.

In the PLD Guide (p. 19), a Grade 1 reading skill for reading comprehension is to “retell a story”. If we want our learners to be able to retell a story, what exactly do we want them to be able to do?

The PLDs provide four types of answers to this question. Ask the teachers: **What are the four levels of performance again?** (*Outstanding, Desirable, Minimum, and Below Minimum*).

At one end of the sequence we have “outstanding”. This is the most we can hope for – here the student would be able to retell the story and include all the main points and many details. At the other end of the sequence we have “Below Minimum”. A student at this level would only be able to retell part of the story or retell it with difficulty.

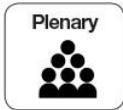
But how does a sequence of PLDs that seems to be about assessment help us to design lessons? Let’s look at that together.

Write on the chalkboard:



**Alice is going home. She carries three books, a coat, a blue shoe, a pot, and a radio. Be careful, Alice!**

Using this story, the assessment tip and the four PLDs, we can design a lesson that will enable us to observe all four of levels of skill.



**What is the easiest level?** Point to the Below minimum PLD column in the table. (*Below minimum*).

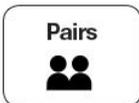
**And what will want the learner to be doing at this skill level?**  
(*We will want the learner to retell the story.*)

So for example, imagine that I read the story aloud in class: “Alice is going home. She carries three books, a coat, a blue shoe, a pot, and a radio. Be careful, Alice!”

**What question should I ask the learners? Pause for teacher responses.**  
(*For example: What happened in this story? The learners would then retell the story in their own words.*)

**Now, let’s design another task in the lesson using the next level of the PLD. What is the next level?** Point to the Minimum PLD column in the table. (*Minimum.*)

**And what will we want the learner to be doing at this skill level?**  
(*We will want the learner to retell the story and include the main points. This time the learner will need to tell us the main points.*)



**Working with the person beside you, describe the question you would ask or the task you could give your learners. You have 5 minutes.**

After 5 minutes, ask: **Would any of you like to describe the question or task you would give the learners for the second level of the Reading PLD?**



(*A possible answer could be: The teacher reads the story aloud. First the teacher asks, “What happened in this story?” Then the teacher asks, “Where is Alice going? What is Alice doing?” In order to be a good lesson for the second level, teachers must ask the learners to provide the main points.*)

**So let’s summarize.**

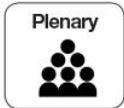
**How do we use PLDs to create lessons?**

If you look closely at a PLD, each one provides a sequence of difficulty for each skill. This sequence can help us to plan our instruction so that we can start with those parts of a skill that are easier, and then gradually add tasks that will help our learners achieve the skill at the highest level possible.

In this example, you would start by teaching the minimum requirement where the student retells the story as they wish, then by asking them to state the main points. If we had continued for the other two levels we would have asked the learners for more and more details. In this way, during the year, you can take your learners from “minimum” to “desirable” to “outstanding”. The “below minimum” PLDs can help teachers to identify activities to use with learners who need remediation.



We are going to practise designing a lesson using Reading PLDs. The skill we want to assess is oral comprehension in Grade 2. Please form four groups for this exercise.



Write on the chalkboard.



**Assessment Tip:** After reading or listening to a Grade 2-level story, the learner will be able to identify and recall in chronological order a series of events.

Below Minimum	Minimum	Desirable	Outstanding
Learner is not able to recall main events in chronological order.	Learner is able to recall some main events in chronological order.	Learner is able to recall all main events but some are out of chronological order.	Learner is able to recall all main events in chronological order.

Let's look at this new PLD together.

**What is the end goal that we can hope to achieve?**

*(The end goal we hope to achieve is that the student can recall all the main events in chronological order. To find the end goal, we look at the PLD in the Outstanding category.)*

**What is the first, easiest step to arrive at the goal?** *(The first, easiest step could be to ask students questions about something that happened before or after a particular event.)*

**What is the next more difficult step to arrive at the goal?** *(The next, more difficult step is to ask students to group events of 2 or 3 things that happened and to say them in the order in which they occurred.)*

**C3-6****Activity: Practise designing a lesson****30 min**

Let's work in groups to design a lesson using this PLD and the following story. Each group will design a part of the lesson for a different level of the PLD.

**Group**

**Group 1, design a task to teach Below Minimum level skills.  
Group 2, design a task to teach Minimum level skills.  
Group 3, design a task to teach Desirable level skills.  
Group 4, design a task to teach Outstanding level skills.**

**Local**

**You have 15 minutes. You can develop your lesson ideas in local language.**

**Chalkboard**

Write on the chalkboard or read orally:

**Kabwe is walking to the market to buy tomatoes for his mother. On the way he sees his cousin, Alice, riding a bicycle. Alice lifts her hand to wave to Kabwe. Then, she loses her balance and falls to the ground. Kabwe runs over to see if Alice is hurt. Poor Alice! Kabwe stays with Alice and forgets to buy tomatoes.**

**Plenary**

After 5 minutes, go around to see if the teachers need help.  
After 15 minutes, ask: **Group 1, can you please explain the task you developed?**

Here is an example of the type of lessons ideas that teachers may present:

*Level 1: The teacher reads the story aloud and asks the learners, "What happened in the story?"*

*Level 2: The teacher reads the story aloud and asks the learners, "What happened in the story? What happened in the story before Kabwe saw Alice? What happened in the story after Kabwe saw Alice?"*

*Levels 3 and 4: The teacher reads the story aloud and asks the learners, "What happened in the story? What was Kabwe doing at the beginning of the story? What happened next? What happened after that? How did the story end?"*

After all four groups have finished presenting, thank them.

Say: **As a group we have developed a lesson that contains tasks that build the skill level of our learners in oral comprehension.**

### Final Discussion

10 min



**Why is it important to use PLDs for designing lessons in reading?**

*(By using PLDs to design lessons, we can ensure that our students are working step-by-step toward a specific end goal, and that we as teachers understand clearly what we are expecting from our learners at a minimum.)*

Plenary



Ask the teachers to discuss the following question: **How can the PLDs for Grade 3 be useful to a Grade 4 teacher? Or how can the PLDs for Grade 1 be useful to a Grade 2 teacher?**

*(Using the PLDs for the previous grade can help to design review lessons. When students are struggling, teachers can look back to previous grades to design step-by-step lessons to help students build their reading skills.)*

**What concerns do you have using PLDs to design lessons?**

Ask teachers to share their problems, and to think about ways they would overcome them.

### Assignment

10 min



**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard



**Choose a PLD for your grade level focusing on Reading Comprehension, and then design four tasks based on the four levels of that PLD.**

Next session, come prepared to share what you did.

### Evaluation

5 min



**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

### Final Thought

5 min



**By using PLDs, we can build lessons to help build our learners' skill levels in reading step-by-step. You can plan schemes of work that enable learners to build on simple tasks to get to complex tasks. Using PLDs will help our learners achieve at least a minimum level of competency for each skill we are teaching.**

## C4: Monthly Assessment

This session introduces teachers to the Assessment Task Map and monthly assessments. It gives them the opportunity to develop a monthly assessment and assessment form.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Explain monthly assessment and why it is important.
- Use the Assessment Task Map to determine requirements for a monthly assessment.
- Develop a monthly assessment and a monthly assessment form.
- Describe how monthly assessments are to be conducted and recorded.
- State benefits and challenges of conducting monthly assessments.

<b>Time</b>  2 hours, 20 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	Pages 7, 8, and 14-17 in the <i>SBA Teachers' Manual</i> : Introduction, Overview, and 1.3: Monthly Assessments.
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. During the session you will be asked to copy the Assessment Task Map on the chalkboard as well as part of an assessment form. It is recommended that you do this in advance.

### C4-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

**C4-2****Activity: What is monthly assessment?**

25 min



First, has anyone conducted monthly assessments? Wait for teacher responses.

How are they conducted?

*(We assess our learners one at a time – individually – and then we score it.)*

Plenary



What is the purpose of the monthly assessment?

*(We do monthly assessments for two reasons: to learn about our learners' progress and difficulties so we can help them improve their learning, and to inform others, especially the school administration and the learners' parents, so they can also be aware of how their learners are progressing.)*

Write on the chalkboard:

Chalkboard



		GRADE 1								
	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total	
TERM 1	Weekly	1							0	
		2							0	
		3	1	1					2	
		4	1	1					2	
	Monthly	5	5	5					10	
	Weekly	6	1		1				2	
		7		1		1			2	
		8	1				1		2	
		9		1				1	2	
	Monthly	10	4	5	1				10	
	Weekly	11		1					1	2
		12						1	1	2
		End-of-term	13		3		3	2	2	10

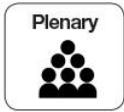
Now, let's look at this table in more detail. Does anyone know where I have copied this table from? *(The Student-Based Assessment Guide)*

Hold up the SBA Guide.

This is part of the assessment schedule for Grade 1. In the SBA Guide, there is an assessment schedule for Grades 1 – 4.

Looking at the table, tell me what types of assessment are listed in this assessment schedule?

Point to the column where the assessment types are listed. *(Weekly, monthly and end-of-term assessment)*



**When are monthly assessments to be conducted during the term? (5<sup>th</sup> and 10<sup>th</sup> weeks of each term)** Point to the 5<sup>th</sup> week and 10<sup>th</sup> week lines of the table.



**What are these letter combinations in the first row? For example, what is PA?** Point to PA (*PA is phonemic awareness. The first row lists the five foundational reading skills, as well as writing which skills we want to evaluate*).

**Do you know what the other letter combinations stand for?** Point to PH (*Phonics*). Point to FL (*Fluency*). Point to VO (*Vocabulary*). Point to CO (*Comprehension*). Point to WR (*Writing*).

Write on the chalkboard.

**PA=phonemic awareness, PH=phonics, FL=fluency, VO=vocabulary, CO=comprehension, WR=writing**

**How many monthly assessments do we give each term? (2)**

**In each column, we can see several numbers. What do these numbers mean?** (*The number of tasks to give for each type of skill on each assessment*)

**How many questions or tasks, do we include in a monthly assessment? (10)**

**What reading skills do we evaluate in Week 5 of Grade 1?** (*Phonemic awareness and phonics*)

**How many phonemic awareness tasks are we to give? (5)**  
**And how many phonics tasks are we to give? (5)**  
**Are we to give any others? (no)**

**Now look at the second monthly assessment, what reading skills do we evaluate in Week 10 of Grade 1?** (*Phonemic awareness, phonics, and fluency*)

**How many tasks should we give for each skill? (PA=4, PH=5, FL=1)**

**As you can see, we always have a total of 10 tasks for each monthly assessment.**

**How do we prepare the monthly assessment?** (*We find the skills to be assessed in the "Assessment Task Map" at the back of the SBA guide for our grade level.*)

**Why is it important to use the Assessment Task Map?** (*Because it follows the national curriculum and also includes the five foundational reading skill areas, as well as writing. Also by evaluating reading skills systematically, the assessments will be valid and reflect the learning going on in the classroom.*)

**C4-3****Activity: Develop a monthly assessment**

25 min



Group



Chalkboard



Form groups of three or four. Point to the line for the fifth week on the Assessment Task Map. As an exercise, each group will prepare the 10 items for the first monthly assessment in Grade 1: 5 phonemic awareness items and 5 phonics items. We will all do Grade 1 so we can discuss assessment using this content, then teachers in each grade will have an opportunity to do the same for their grade.

Write on the chalkboard.

**Phonemic awareness assessment**

Letters: vowels + n b m k

Task: The learner can recognize sounds at the beginning of words.

Local



Remember to conduct this activity in local language or in English as appropriate.

First, for phonemic awareness: By this time of the year, learners are to have focused mostly on the vowels and the letter sounds n, b, m, and k. So to assess learners' phonemic awareness skills, you can ask them to tell you the first sound of each word.

Take have 10 minutes and think of 5 words to present to your learners. You will say each word, and then ask the learner to tell you the first sound of that word.

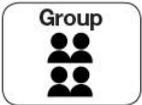
Here is an example of a phonemic awareness question:

*I am going to say three words. You are going to tell me which word begins with a different sound. Let's take an example. Keep, kind, bed - which one begins with a different sound? (bed) Or map, name, moon - which one begins with a different sound? (name)*

**Who would like to share the tasks that you developed?** Choose a teacher to read their group's questions. After, ask the group: **Are these questions clear? Will the questions tell us how the learners are doing in phonemic awareness?**

## C4-3

## Activity: Develop a monthly assessment (cont'd)



Now we need to develop 5 phonics tasks.

Write on the chalkboard.



### Phonics assessment

The learner can make the sound of letters that are shown.

A phonics skill that you can evaluate at the point is Grade 1 is the learner's ability to make the sounds of letters they read.



Let's develop 5 phonics tasks using the same letters, plus vowels. Remember to use local language.

Take 10 minutes.

**Who would like to share the tasks that you developed?** Choose a teacher to read their group's questions.

After, ask the group: **Are these questions clear? Will the questions tell us how the learners are doing in phonics?**

Here is an example of a phonics question:

*(Show the learner a flashcard for each of the following letter sounds – a, k, m, i, b. For each flashcard, ask the learner to say the sound.)*



**We have prepared the questions that we need for the monthly evaluation, but we need to prepare something else in advance, too. How are we going to keep track of the learners' responses?**

*(We need to use a monthly assessment form.)*



**How do we get a monthly assessment form?**

*(We must make one ourselves.)*

**What is one reason we need to make our own assessment form?**

*(Because each month the questions are on different reading skills; because each month the questions and answers are different; because the form should have the names of our students.)*

Write on the chalkboard.



Learner's Name	Task 2 (PH): Show the learner a flashcard for each of the following sounds and ask the learner to say the sound					Score (PH)	Level
	1. a	2. k	3. m	4. i	5. b		
Moses	✓	✓		✓	✓	4 (PH)	

Let's look at a part of a monthly assessment form – the part where we are marking the phonics questions.

Look at the columns on the form.

To the far left, there is a column for the learners' names.

In the middle, there is a column for the assessment task -- that is, the phonics skill we are evaluating, the question we are asking and the detailed answers for each question.

Lastly, on the far right, we have columns for the score and for the level. We will talk about these in more detail later.

Moses had a score of 4 on the phonics questions. Which question was incorrect on his assessment? *(Number 3)*

Say to the teachers. **Note that there are no x's on the marking sheet, only ticks. Incorrect answers are left blank.**

**C4-5****Activity: Develop a monthly assessment form**

30 min



Now, it is your turn. In your group, your task is to take the 10 questions you developed – 5 for phonemic awareness and 5 for phonics – and make an assessment form for 10 students in your class.

Group



You have 15 minutes.

After 2 minutes, check to see that the teachers understand.

After 15 minutes, ask the teachers: **Would anyone like to come up to the chalkboard and complete the table that we had started to develop using their group's phonemic awareness questions?** Choose a teacher.

The teacher will need to modify the assessment form by erasing the names column and then adding in the first assessment task on the top.

The following example shows (in English) how the phonemic awareness section could be added.

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner's Name	Task 1 (PA): I am going to say three words. You are going to tell me which word begins with a different sound. For example, the names Mellon, Betty, Beverly (Mellon).				
	1. keep, kind, bed (bed)	2. map, name, moon (name)	3.	4.	5.
Moses	✓	✓		✓	✓

As our colleague completes the table, let's continue to discuss.

Let us say that you have conducted your monthly assessment with each learner. Moses has 7 ticks and three blanks beside his name. What do you do next? (You add the ticks and enter that number as his score.) Point to the score column.

Plenary



Now, point to the Level column.

And then next you must put in the level. Does anyone know how to convert a score into a level?

(1-2-3 ticks=Level 4; 4-5 ticks=Level 3; 6-7=Level 2; 8-9-10=Level 1) Tell teachers we will discuss levels in more detail in another module.

Once you have completed the monthly assessment and filled out the form, what do you do?

(You submit it to the Head Teacher, and you look at the results to see if learners are struggling in certain areas so you can provide additional help).

**Final discussion**

10 min



Monthly assessment involves asking each learner in the class 10 questions. What are some ideas for making sure that this process goes smoothly?

Invite teachers to share their ideas.

Plenary



Here are some best practices that you can suggest:

*(Prepare all your materials – for example, flashcards for letter sounds, the assessment form – in advance;*

*Set up in an area where the class cannot see or hear you*

*Call learners one by one*

*Read the tasks slowly and clearly*

*Give examples of the type of response you would like.)*

**What are your concerns about conducting a monthly assessment in your classroom?** Ask teachers to share their challenges and to think about ways they can overcome them.

**Assignment**

10 min



Between now and the next meeting, you can apply what we have learned today by doing the following:

Write on the chalkboard and explain:

Chalkboard



**Develop a monthly assessment and monthly assessment form for next month.**

Next session, come prepared to share what you did.

**Evaluation**

5 min



Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



Conducting monthly assessment with each learner individually is indeed a big undertaking, but there are benefits for us as teachers. Monthly assessment is an opportunity for us to see our learners as the individuals that they are. So often, the strengths and weaknesses of individual learners become difficult to see in the context of the whole class. When we find out early where individual students are having difficulty, we can provide help so they don't fall behind the class.

## C5: Develop End-Of-Term Assessments

This session introduces teachers to end-of-term (EOT) assessments and gives them practice developing one using PLDs (Performance Level Descriptors) as a reference.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Name the steps for developing end-of-term assessments.
- Develop an end-of-term assessment using PLDs.
- State benefits and challenges of developing end-of-term assessments.

<b>Time</b>  2 hours, 40 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	Review the <i>School-Based Assessment (SBA) Guide</i> pages 16-20. Review <i>Reading Performance Level Descriptors for Grades 1-4</i> for background information.
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. Copy onto the board the steps for designing an EOT assessment in part 4 as well as the PLD for vocabulary in part 5 to save time.

## C5-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

40 min



### What is an end-of-term assessment or EOT Assessment?

*(These are formal assessments we give our learners at the end of each term – three times per year.)*

Plenary



### EOTs are formal assessments. What does formal mean?

*(In formal assessment, each learner receives a score based on his/her performance. With informal assessments, we do not score their work.)*

### What is one important way that EOT assessments differ from monthly assessments?

*(End-of-term assessments are “group administered” tests, which means that teachers administer the test to the entire class at once, rather than one learner at a time.)*

### Why do we do end-of-term assessments?

*(We do end-of-term assessments for three reasons: 1) to learn about our learners’ progress and difficulties so we can help them improve their learning; 2) to inform others, especially the school administration and learners’ parents, so they can also be aware of how their learners are progressing; and 3) to measure our own success by asking: Have we been able to help most of our learners succeed in each skill area?)*

Class



**Before we start designing our own EOT assessment, let’s walk through one step-by-step, together. This is an end-of-term assessment for Grade 1, Term 2.**

**I will play the role of the teacher and you will be the learners. Ready?**

**Learners, open your notebooks to a blank page. Listen carefully to my instructions and note the answers in your books when I ask you to.**

**Let us begin.**

Part 1: Phonics

Write on chalkboard:

Chalkboard



a k r t

**Say to the teachers: I am going to ask you to identify the initial sounds of words. For example, what sound does the word “top” begin with?**

If a teacher raises their hand and says the sound /t/, ask them to come up and draw a circle around the letter t. Tell them “**very good**” and ask them to return to their seat.

**Erase the example, then say: I will write three more sets of letters on the chalkboard. Open your books to a blank page. At the top of the page, write your name.**



Now write the numbers 1, 2, 3.

Write on the chalkboard:



1.  
2.  
3.

While the teachers are writing these numbers, copy the letters.

1. m      w      b      f  
2. c      k      y      d  
3. l      n      u      h

Say: Put your finger on number 1. Not with the hand you are writing with, use the other one. I am going to say a number and a sound. When I say the number, look at the sound indicated next to that number, and write the sound you have heard in your book. Only write the symbol of the sound, not the other sounds. You can look at the chalkboard for help.

Say each sound twice.

1. /w/.../w/ Write the sound in your notebook next to “Number 1”.  
Go around to ensure that learners understand the rules of the activity.



2. /d/.../d/  
3. //...//



Part 2: Vocabulary

Now, let's change the game. Write the numbers 4, 5, and 6 in your books.



Write on the chalkboard:

4.  
5.  
6.

We are going to play a game using the words I write on the chalkboard.



This exercise should be conducted in local language or in English as appropriate.

Write on the chalkboard:

boy tree night dark



I am going to say a word.

You are going to look at these words and find the word that is most opposite in meaning of the word I say. Are you ready?

**Day.** Which word is the most opposite in meaning? Day. (*Night*)

Ask for a volunteer to come forward and circle it.

Now you will write more words in your book and circle the correct one. Do not look at your friend's book; I want to know what each of you knows. You will pass me your books when you finish.

Write the following on the chalkboard:



4. dog bird snake ant  
5. sister daughter father uncle  
6. star cloud rain moon

Go around to ensure learners have done this properly.

Point to the number 4 and say: **Cat.** Look at the words next to number 4. Which one is the most opposite in meaning to cat?

Write the word next to 4 in your exercise book. (*dog*)

Walk around and ensure the learners understand the instructions, but do not help them find the right answer.

Now point to the number 5 and say: **Mother.** Look at the words next to number 5. Which one is the most opposite in meaning to mother?

Write the word next to 5 in your book. (*father*)

Now point to the number 6 and say: **Sun.** Look at the words next to number 6. Which one is the most opposite in meaning to sun?

Write the word next to 6 in your book. (*moon*)

Part 3: Comprehension (2)

**Now, let's change the game.**

Write the following story on the chalkboard:

**C5-2****What is an EOT Assessment? (cont'd)**

The girl walks to school. She sees her friend, William.



Ask the teachers to write the following numbers in their books – 7, 8, 9, and 10.

Write on the chalkboard:

7.  
8.  
9.  
10.

Say: **Read the story on the chalkboard. Read silently – to yourself – not out loud.**

After they have read the story, say: **I'm going to ask you two questions about the story. You will write the answer in your book next to each number.**

**Next to the number 7, answer this question:**

**Where does the girl walk? Write the answer in your book. (*to school*)**

**Next to the number 8, answer this question:**

**Who is the girl's friend? (*William*)**

Part 4: Writing (2)



**Now let's change the game again.**

Write on the chalkboard.

**Zambia**

Say: **Next to the number 9 in your book, write this word next to it.**

Point to "Zambia" on the chalkboard BUT DO NOT SAY IT.

Say: **Next to the number 10 in your book, write the sentence that I will say.**

Say this sentence slowly three times. Use local language. DO NOT WRITE IT.

**Last night, I ate nsima. Last night, I ate nsima. Last night, I ate nsima.**

Say to the teachers: **That is the last question of the end-of-term assessment.**

**At this point, the teacher would ask for a volunteer to collect the books and then would correct the assessments using a marking guide and a score sheet. We will learn more about these in the next module.**

**C5-3****Reflection-Discussion:**

15 min



Let's discuss the lesson we just did together.

Plenary



**How many questions did I ask during the assessment?** (12. There were 10 formal questions that were answered on paper. On top of that there were 2 sample questions that were answered on the chalkboard.)

**Why does the assessment have sample questions?** (To ensure that the learners understand the task.)

**Which four reading skills did we evaluate?** (We evaluated phonics, vocabulary, comprehension, and writing.)

**What materials did each learner need for the EOT assessment?** (Learners need a pencil and paper.)

**What materials does the teacher need?** (The teacher needs the chalkboard, chalk and an assessment plan that provides each question and instructions for the assessment.)

If there are Grade 4 teachers in the group, say: **How do you think an EOT Assessment for Grade 4 would differ from this one?**

(Certainly longer, also an EOT assessment for Grade 4 would focus on three reading skills – Vocabulary, Comprehension and Writing.)

**Most of you have probably conducted end-of-term assessments before. What are some differences between what you have done in the past and the assessment we did together today?**

(Teachers' answers may vary e.g. They are the same, we evaluated the reading skills separately, we evaluated children individually rather than in a group, the evaluation was longer, etc.)

After several teachers have identified differences say: **Today we are learning how to design EOT assessments together so that we can conduct similar evaluations in our classrooms based on the literacy PLDs at each grade level.**

30 min



We are going to discuss the steps involved in designing an end-of-term assessment.

Plenary



Ask the teachers: **Where do you think is a good place to start? Where are all the reading skills broken down and outlined clearly?** (*Reading Performance Level Descriptors Guide, PLD Guide*)

Hold up the guide. **The Performance Level Descriptors Guide gives 4 levels for each reading skill for each Grades 1 - 4.**

**Does anyone remember the levels?** (Below Minimum, Minimum, Desirable, and Outstanding)

Say: **To design an EOT assessment, the first step is to look at the PLDs for our grade level so that we know what the end goals are. If our assessment questions are in line with the PLDs, we will know how close our learners are to achieving the end goal.**

**Here are the steps for designing an EOT assessment.**

Write on the chalkboard.

Chalkboard

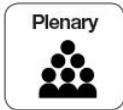


Steps to Design an EOT Assessment	Example
1. Identify the skill you want to evaluate and its PLDs.	
2. Ask: What question (or task) do I need to find out if the learner has this skill? And at what level?	
3. Develop a practice example if needed.	
4. Repeat with other skills and PLDs.	
5. Write an assessment script.	

So let's think through the steps one by one using an example from the assessment we just did. We will fill in the table together.

### 1. Identify a skill and its PLDs

One reading skill evaluated in the assessment we did together was to be able to recognize the sounds of the alphabet. I am going to read only a part of a PLD for this exercise - the desirable level PLD for this example (taken from on page 15 of the PLD guide). It reads: "The learner is able to say most of the sounds of the alphabet."



Fill in the example for number 1.

Write on the chalkboard:



**The learner is able to say most of the sounds of the alphabet.**

2. What question do I need to ask to get this information from the learners?

**So, think back, what question was asked in the assessment to get the learners to associate the sounds and their written symbols?** Pause for teachers' suggestions. *(I am going to say a sound and you are going to write the sound that you have heard in your book.)*

Fill in the example for number 2.

Write on the chalkboard.



**I am going to say a sound and you are going to write the sound that you have heard in your book.**

3. Develop a practice example if necessary. What would be a good practice example?

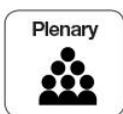
*(Say the first sound of the word top.)*

Fill in the example for number 3.

Write on the chalkboard.



**What sound does the word "top" begin with?**



**After you have gone through the first three steps, you repeat them using PLDs for different reading skills. Once you have questions for all the skills you want to evaluate, there is one last step - to make an assessment script.**

**Why do you think we need to make an assessment script?**

*(Some answers could be: To make sure that we include all the reading skills, to make sure that we give complete instructions and don't forget any information.)*

**C5-5****Activity: Design EOT assessment questions**

Now we are going to design some questions for an end-of-term assessment.



30 min



Group



Chalkboard



Local

ma mo mu

Form groups of three or four. This time we will use a full PLD. I am going to write a PLD for evaluating vocabulary in Grade 3. Using the steps we have discussed, design an example and an assessment question for this reading skill.

You have 10 minutes. You can conduct this activity in local language or in English as appropriate.

Write on the chalkboard.

Skill: Use sentences to compare things			
Assessment tip: The learner is able to make sentences that show an understanding of similes.			
Below Minimum	Minimum	Desirable	Outstanding
Learner is not able to write a sentence to compare things using a simile ("like" or "as").	Learner is able to write 1 sentence using a simile to compare things ("like" or "as").	Learner is able to write sentences using similes to compare things: 1 sentence using "like" and 1 sentence using "as".	Learner is able to write sentences using similes to compare things: 2 sentences using "like" and 2 sentences using "as".

After 2 minutes, walk around the room to see if any groups need help.

After 10 minutes, say: **Would someone like to share their answer?** Teachers' answers will vary.

*(Here is a sample answer in English: First, give an example. I want to describe something by making a comparison using the words 'like' or 'as'. Help me complete this sentence: The bird was as black as ... (Possible answer: night)*

Now, write the following words on the chalkboard:

gold ice ox cold nose strong sun

Tell the learners: *Make a comparison using the words 'like' or 'as' and any two of the words in this list. Write two sentences.*

**Final discussion**

10 min



**What strategies did you use to design questions?** Encourage teachers to share their ideas so that other teachers can learn from them.

*(Some possible strategies could be: Reading the whole PLD or starting with the requirements for the outstanding PLD as they are the most complex.)*

Plenary



**What are the steps to design an end-of-term assessment?**

*(1) We identify the skill we want to evaluate and its Performance Level Descriptors; 2) We develop questions and tasks that will give us the information we need; 3) We develop practice examples if needed; 4) We assemble the questions and tasks at the level we want to test; 5) We write a script with instructions to help us conduct the assessment.)*

**What concerns do you have about conducting EOT assessments?**

Ask teachers to share their challenges, and to think of ways to overcome them.

**Assignment**

10 min



**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Chalkboard



**Develop an end-of-term assessment for your class.**

Next session, come prepared to share what you did.

**Evaluation**

5 min



**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



**Using Reading Performance Level Descriptors can make designing questions for EOT assessment a much clearer and easier task for teachers. The descriptors outline for us the type of questions that should be asked for each reading skill. If we follow the PLDs we will not forget any reading skill and we will have confidence that our EOT assessments are complete.**

# C6: Conduct End-Of-Term Assessments

This session gives teachers the chance to learn how to conduct, score, mark, and interpret results.

## Outcomes:

By the end of this session, you/teachers will be able to:

- Name the steps for conducting an end-of-term assessment.
- Conduct an end-of-term assessment.
- State benefits and challenges of conducting end-of-term assessments.

<b>Time</b>  3 hours	<b>Materials</b>  Chalk and chalkboard
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	Review the <i>Student-Based Assessment (SBA) Guide</i> pages 16-22.
<b>Prepare</b> 	Write the name of the session and the outcomes on the chalkboard. Copy the class mark sheet in part 5 in advance of the session.

## C6-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

30 min



We are going to have a discussion on what to do before and after conducting an end-of-term assessment.

Let's form groups of 2 or 4.

Group



Half of the groups will discuss what to do before conducting an EOT assessment, and half will discuss what to do after conducting an EOT assessment. We will look at things to do during an assessment later on in the session.

Once the teachers have formed groups, say:

**Before group, your task is to name some of the things we have to do or keep in mind before we conduct an EOT assessment. For example, before the assessment, I need to make sure my chalkboard is clean so I can write on it.**

**After group, your task is to name things to do or keep in mind once we finish an EOT assessment. For example, after the assessment, I need to ensure that the learners have written their names at the top of the page in their book.**

**In your groups, I want you to identify things we have to do or keep in mind before and after the assessment. You have 10 minutes.**

After 2 minutes, go around the class to see if the teachers need help.

Plenary



After 15 minutes, ask the teachers in the before group:

**What are some things we need to do or keep in mind before an EOT assessment?**

*(Design the assessment questions, write an assessment script that includes instructions, develop a score sheet for marking, clear the chalkboard, and ensure students have books and pencils ready.)*

**What are some things we need to do or keep in mind after an EOT assessment?**

*(Ensure that students have written their names on their books, collect the books, mark the assessments using a score sheet, note the scores, and note areas where learners are struggling.)*

**Say: We are going to come back to many of these elements during our session today.**

**C6-3****Activity: Conducting an EOT assessment**

45 min



Pairs



Class

In this activity, we are going to play the role of “standard monitors” or inspectors. I am going to read out a question or a task from an EOT assessment conducted by one teacher and then I will read a similar question or task from an assessment conducted by another teacher. After I have read the two instructions, as school inspectors, you are going to consult with your partner and vote for the best one.

As facilitator you are playing the role of two different teachers. In order to make this more believable, play the role of Teacher Number 1 slightly to the right in the class, and play the role of Teacher Number 2 slightly to the left. Between reading one question and the other, you should shift your body.

**Let us begin.** Stand slightly to the right.

**Teacher Number 1 says:**

**“I will say a sentence and you should write it down.**

**Last night, I ate nsima.”**

Now, shift slightly to the left.

**Teacher number 2 says:**

**“Write the number 10 in your exercise book. Pause. Put your finger on number 10, not with the hand you are writing with, use the other hand. Pause. I will say a sentence and you will write it in your book next to number 10. Pause.**

**Last night, I ate nsima.”**

**Turn to your partners and discuss: Which Teacher did a better job asking the assessment question? Who will you vote for and why? You have 3 minutes.**

After 3 minutes, say to the teachers:

**Raise your hand if you vote for Teacher Number 1.** (Pause while teachers raise their hands.) **Thank you. You may lower your hands. Now, raise your hand if you vote for Teacher Number 2.** (Pause while teachers raise their hands.) **Thank you. You may lower your hands.**

**Teacher Number 2 was better at conducting the EOT assessment. Why?** *(Teacher Number 2 gave specific instructions by telling the learners what number to write – 10 – and where to write it – in their book. Giving clear instructions is an important part of conducting and EOT assessment.)*

**OK, let us go back to our two teachers.**

Shift slightly to the right.

**Teacher Number 1 says:**

**I am going to say a word and I want you to tell me how many syllables are in the word. For example, nsima. Raise your hand if you know how many syllables are in the word nsima. (3). Good.**

**Now write the numbers 6 and 7 in your book.**

Write on the chalkboard.



Chalkboard

6.

7.



Now, I am going to say two words and you will write the number of syllables in those words in your book.

You should choose words in your local language or in English as appropriate.



**The first word is: Animal. How many syllables are in the word animal?** (Repeat slowly) **Animal. The second word is: Football. How many syllables are in the word football?** (Repeat slowly) **Football.**

Shift slightly to the left.

**Ok, now for Teacher Number 2. Teacher number 2 says:**

**Write the numbers 6 and 7 in your book**

Write on the chalkboard.



6.  
7.

Now, I am going to say two words and you will write the number of syllables in those words in your book.

**Animal. How many syllables are in the word?**  
**Football. How many syllables are in the word?**

Time to vote.

**Turn to your partners and discuss: Which Teacher was better at conducting the assessment? Who are you voting for and why? You have 3 minutes.**

After 3 minutes, say to the teachers. **Raise your hand if you vote for Teacher Number 1.** (Pause while teachers raise their hands.) **Thank you. You may lower your hands.**

**Now, raise your hand if you vote for Teacher Number 2.** (Pause while teachers raise their hands.) **Thank you. You may lower your hands.**

**Teacher Number 1 was better at conducting the EOT assessment. Why?**

*(Here are some possible responses. 1) Teacher Number 1 used an example first. This ensured that the learners could remember the concept. 2) Teacher Number 1 repeated the words and read slowly. Using examples is a good practice in conducting EOT assessments. Repeating the key word and reading slowly are also very helpful.)*

## C6-4

### Activity: Assess the assessment

15 min



Now we are going to do a different activity. Working with your partner again, I would like you, as standards monitors, to help the teacher. I will read the EOT assessment question that the teacher developed and you will work with your partner to improve that question.

Class



Teacher Number 1 says:

I am going to write a sentence on the chalkboard. I would like you to change one word in the sentence to make it have the opposite meaning. Write the word in your book.

Chalkboard



I ran to school in the rain.

Read the exercise again for the teachers.

Teacher Number 1 says:

Pairs



I am going to write a sentence on the chalkboard. I would like you to change one word in the sentence to make it have the opposite meaning. Write the word in your book.

Plenary



After 2 minutes, go around the class to see if the teachers need help.

After 10 minutes, ask the teachers:

**What can we suggest to improve the EOT assessment question? Ask some of the teachers to share their answers.**

*(Some possible answers are: 1) To give an example first to ensure that the learners understand the concept; 2) To give clearer instructions including the number of the question; 3) To provide options for the learners to choose from, especially when there are several possible answers.)*

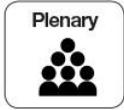
If teachers would like an example of how to provide options for learners to choose from, see below:

*(Write the number 6 and the following words in your book: star, sun, blue, moon. Now, I am going to write a sentence on the chalkboard. Read that sentence to yourself. (I ran to school in the rain. Look at the words in your book. Which of these words can change the sentence so that it has the opposite meaning? Circle the word that can change the meaning of my sentence.)*

Say to the teachers: **Thank you for helping Teacher Number 1 and 2 today. Let's just summarize what we learnt about conducting EOT assessments so far.**

## C6-4

### Activity: Assess the assessment (cont'd)



Plenary

Write on the chalkboard.



Chalkboard

1. Give clear instructions.
2. Give examples where necessary.
3. Read slowly and repeat instructions.
4. Give answer choices when there is more than one possible answer.

These are important things to keep in mind not only during assessment, but also even before the assessment. As much as possible, they should be included in your assessment script. For example, you should choose your possible answer choices in advance and include these in your script. And you can write a note that tells you to read slowly.

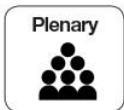
## C6-5

### Discussion: Marking the EOT Assessment



40 min

Say to the teachers: **Earlier, we mentioned that one of the steps for conducting an EOT assessment is preparing a scoring key and a class mark sheet. You will need both of these to mark the assessments.**



Plenary

**First, what is a scoring key?**

*(An answer key, a sheet where all the correct answers are written out)*

**How do we develop a scoring key?**

*(Look at each task in the assessment and write it out as the learners did in their books, with the correct answers circled or correct words or sentences written.)*

**Let's look at an example. The first question in the assessment asks the learners to write the sentence 'Last night I ate nsima.' So what should the scoring key look like?**

Write on the chalkboard.



Chalkboard

**Scoring Key**

1. Last night I ate nsima.

Here is one more example.

The task in the assessment is to read a sentence and answer two questions.



Write on the chalkboard (not in the scoring key, somewhere else on the chalkboard).

**The girl walks to school. She sees her friend, William.**

The teacher says: I'm going to ask you two questions about the story. You will write the answer in your book next to each number.  
**Number 7: Where does the girl walk?**  
**Number 8: Who is the girl's friend?**

So, what should the scoring key look like? Would someone like to add these answers to the scoring key?

The chalkboard should look like this:



**Scoring Key**

1. Last night I ate nshima.
7. To school / school
8. William

Later, when we are marking, we have the learner's work and the scoring key in front of us. We mark the learner's copy, putting ticks for correct answers of course and X's for incorrect answers.

The next step is using a class mark sheet.

Write on the chalkboard:



Learner's Name	PH		VO		CO		WR	Score	Level
	1	2	3	4	5	6	7		
Francis	✓	✓			✓	✓		4	
Djitanda	✓	✓	✓	✓			✓		
Moteeda									
Audrey									

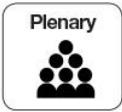


Let's look at the columns on the class mark sheet together.  
 There is a column for the learner's name.  
 There is a column for each question number, so 1 through 7 in this case.  
 There is a column to note the scores.  
 And lastly, there is a column for the level.

Francis had a score of 4. Which questions were incorrect on his assessment? (Number 3, Number 6 and Number 7).

Djitanda's assessment has been corrected using the scoring key, but the score is missing. What is the score? (5)

How did you calculate this? (By counting the number of correct questions, by counting the ticks.)



Say to the teachers: **Note that there are no x's on the marking sheet, only ticks. Incorrect answers are left blank.**

Ask for a volunteer to come to the chalkboard to write in Moteeda's results.

When the teacher is at the front say: **You should place a tick in the right columns for these results.**

**Moteeda got question 1 correct, 2 correct, 3 correct, 4 correct, 5 correct, 7 correct. What is the score? (6)** Ensure that the teacher writes this in the score column.

**And for Audrey. Please place a tick in the right columns for her results. Audrey had correct answers for 2 questions: questions 1 and 2 were correct. What is her score? (2)** Ensure that the teacher writes this in the score column.

**Let's look at the marking sheet so far. Which student is struggling the most? (Audrey)**

**In what area do the students seem to be the strongest? (Phonics)**

**In what area do the students as a whole seem to be struggling? (Comprehension)**

**Let's turn our attention to the last column of the marking sheet. The title is level. What do you think we mean by level here? (Level refers to the Performance Level. It is NOT grade level. It is NOT a note on whether the student has passed or failed.)**

**What are the reading Performance Levels? (Below minimum, Minimum, Desirable and Outstanding)**

Write on the chalkboard.



Below Minimum	Minimum	Desirable	Outstanding
1	2	3	4

**Each level corresponds to a number. The lowest level (below minimum) being 1 and the highest (outstanding) being 4.**

**How do we choose what level to note beside each learner's score?**

*(Distribute the number of questions in the assessment as evenly as possible across the four levels.) In this case, there are 7 questions to distribute and I have done so by putting 2 questions in each level, except for outstanding.)*

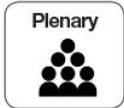


Below Minimum	Minimum	Desirable	Outstanding
1	2	3	4
1-2	3-4	5-6	7

**For the last part of this exercise, let's fill in the levels column together. Francis had a score of 4. What level did Francis achieve? (Minimum) Djitanda? (Desirable) Moteeda? (Desirable) Audrey (Below minimum)**

**Final discussion**

Today we looked at things we need to do or keep in mind in order to conduct an EOT assessment. Which is the most challenging part for you - before, during or after the assessment? Pause for teacher responses.



What concerns do you have about conducting EOT assessments? Ask teachers to share their challenges, and to think of ways to overcome them.

**Assignment**

Between now and the next meeting, you can apply what we have learned today by doing the following:



Write on the chalkboard and explain:

1. Develop clear instructions for your EOT Assessment.
2. Make a scoring key that has all the correct answers.
3. Make a marking sheet

Next session, come prepared to share what you did.

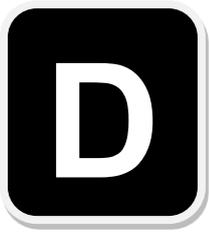
**Evaluation**

Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

In the weeks leading up to EOT assessments, it is important that we take the necessary time to prepare the assessments. It will make our work easier come assessment day; it will make the assessments clearer for the learners; and after, we will have results that we can use to help us in our work.



# **Coaching Modules**

**D1. School-Based Coaching**

**D2. Classroom Observation**

**D3. Peer Coaching**

# D1: School-Based Coaching

This session introduces the School-Based Coaching program. It offers an overview of how the teachers will be involved in the program and provides opportunities for teachers to explore strategies that can help them benefit from the program.

## Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss the School-Based Coaching program and the role of teachers.
- Demonstrate skills that support coaching.
- State benefits and challenges of doing school-based coaching.

<b>Time</b>  2 hours, 30 minutes	<b>Materials</b>  Chalk and chalkboard, paper
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>School-Based Coaching Manual</i>
<b>Prepare</b> 	Before the session, review the outcomes and copy them on the chalkboard. Copy the table in part 6 “5 Types of Literacy Coaching” on the chalkboard. Review your role in the two simulations of where you play the role of the Literacy Coach.

## D1-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

10 min



**We all know what a coach is when we are talking about football or other sports. What does a football coach do?**

*(A football coach guides and supports others and helps them achieve a goal.)*

Plenary



**What do you think a Literacy Coach does?** Pause for teacher responses.

*(A Literacy Coach guides and supports teachers in how to teach reading and writing.)*

**Many teachers have attended workshops on the PLP approach to teaching reading or learned about it in pre-service training, but this is only a beginning. When teachers return to schools, they need continued support. School-based coaching can help them as they implement what they learnt. Through the school-based coaching program, Literacy Coaches work with teachers to help ensure that reading is being taught effectively.**

**Has anyone ever worked with a Literacy Coach? What was it like?** Pause for teacher responses.

## D1-3

## Activity: Coaching Situation 1

15 min



We are going to look at two coaching situations. In the first situation, I will play the role of a “bad” coach and show the way coaching should not be done.

Let’s prepare. First, you will need a piece of paper or a page from your notebook.

Individual



I would like each of you to prepare a letter sound card.

To do this, you need to think of a simple word in your local language. On the top half of your paper, draw a picture that represents the word. On the bottom half of the paper, write the small letter and the capital letter that makes the first sound of the word.

You have 5 minutes.

After 1 minute, make sure that the teachers understand what to do.

After 5 minutes, say: **Would someone like to show us their drawing and their letters? Also, tell the group why you chose that word and why you did not choose other words.** Select a teacher to stand up and present their card.

Class



As facilitator of this activity, you must get ready to play a role.

While the teacher is presenting, move close to stand right next to the presenter, to study and scrutinize the drawing and then noisily scratch some notes on your paper. Hide these quickly behind your back so no one can see them. After the teacher has finished presenting say: **Thank you, you may sit down.**

**10 min****Let's stop now. What did we just do?**

*(We made alphabet cards, one teacher presented an alphabet card, and you – the bad coach or observer – watched very closely and made some notes on your paper.)*

**Plenary****Ask the presenter if he or she was bothered by you.**

*(Here is a possible response: Yes, you were standing too close.)*

**What else might have bothered the presenter?**

*(The noise of the writing might have been distracting. The presenter might feel self-conscious about the drawing or the hand-writing or might have worried about what was on the paper that you hid behind your back.)*

**It is uncomfortable when you and your work are being observed. We naturally become unsure of ourselves and start wondering what the other person is thinking. None of us likes to be judged by others.**

**Has anyone ever had an inspector sit in the back of their class and observe a lesson? What was that like?**

Invite teachers to share their experiences.

Acknowledge their responses: It is all right for teachers to state both positive feelings and concerns they have had when they have been observed.

It is natural to be uncomfortable when we are being observed.

**In the School-Based Coaching program, Literacy Coaches will sometimes observe you, but it will not feel the same because the purpose is improvement, not evaluation.**

**In the School-Based Coaching program, you will have been involved in planning the observation and you will be an active participant in a follow-up discussion. You and the Literacy Coach will reflect and discuss the observation at a later time (during a break or after school).**

**D1-5****Activity: Coaching Situation 2**

20 min



Now let's look at a "good example". We'll do a different simulation – this time the way we want to do a coaching observation.

Individual



I would like each of you to make a second letter sound card for the same sound. So, if you picked the sound /b/, you might have one card with a baby and one card with a picture of a bed.

Local



You have 3 minutes. Please use vocabulary from your local language or English as appropriate.

As facilitator, you must get ready to play the role of a coach.

Class



Walk around the class as they are working and make one or two encouraging comments: For example, lean over one teacher and say, "I like the way you drew the...." And to another teacher who appears very concentrated, say, "You are a hard worker!"

Group



After 3 minutes, say: **Now, let's work in groups of 3 or 4. Your task is to develop an activity using the alphabet cards at your table. The purpose of the activity is for learners to develop their phonemic awareness. That is, it should focus on sounds, not on the written letters. You have 10 minutes.**

After 2 minutes, walk around to make sure the teachers understand the task.

After 10 minutes, say: **I know you are going to be introducing this new phonemic awareness activity in your class soon using letter sound cards.**

**Are you happy with the activity?** Pause for teacher responses.

**Do you think that it can help the learners develop phonemic awareness?** Pause for teacher responses.

**If you would like, I can read it over with you. Also, I am available if you would like me to be there when you try it out. I can be your eyes and ears in the classroom.**

**D1-6****Reflection-Discussion: Role of teachers in coaching**

20 min



**We will get back to our activity a bit later. Let's talk about what just happened?**  
*(We made a second letter sound card, we developed an activity, and the coach offered to read our activity or observe the lesson in the classroom.)*

Plenary



**How did you feel when I said I would be happy to read over your activity or be present in your classroom when you tried it out?**  
*(Some possible answers are: suspicious because you might be wondering why someone was offering help; happy to have someone's help; or, defensive because you don't feel you need any help.)*

**I am trying to show you how a Literacy Coach might act. The Literacy Coach will be a supportive colleague. He or she will offer support for teaching reading skills like phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. And it is up to you to tell the coach how best he or she can help you. Is it designing your lesson, or helping you to make it work better in the classroom? If you tell the Literacy Coach where you need support, he or she will find a way to help you.**

Write on the chalkboard.

Chalkboard



5 Types of Literacy Coaching	
What Literacy Coach does:	What Teachers do:
<b>Offers support for reading skills of PLP:</b>  Phonemic awareness, phonics, fluency, vocabulary, comprehension, writing	Tell the Literacy Coach what reading skill you would like to improve.  Learn new ideas about how to teach each of these skills.  Develop and enrich your lessons.
<b>Classroom Observations</b>	<b>Before – Prepare the classroom visit with the Literacy Coach.</b>  Tell the coach how he or she can be helpful.  <b>During – Conduct your lesson while the coach observes.</b>  <b>After – Reflect and discuss the lesson. Listen to and consider the feedback of the coach.</b>

## D1-6 Role of teachers (cont'd)

Organizes Peer-coaching	Offer to share your skills with a colleague who is struggling in a particular area  Visit another teacher's class, if asked  Gain some tips from a colleague
Walk-throughs	Be welcoming if the Literacy Coach visits you during the lesson, as you are not being evaluated.
TGMs	Participate!

If you have copied this table on the chalkboard beforehand, go through the table and explain each activity -- classroom observation, peer coaching, walk-through and TGM. If you have not copied the table in advance, explain each activity as you fill in the table.

**Classroom observations: The Literacy Coach will organize classroom observations with teachers. Your role is to discuss how the observation can be the most helpful to you. Think about the coach as your eyes and ears in the classroom. What do you want those eyes and ears to pay attention to during your reading lesson? We are going to discuss this in detail in a future TGM Enrichment Module.**

**Peer-coaching: The Literacy Coach will set up some peer-coaching in the school. Teachers will work in pairs to support one another. Your role is to create a good partnership with another teacher – your peer – so you can learn from each other. We are going to discuss this again during a future TGM Enrichment Module.**

**Walk-throughs: The Literacy Coach may occasionally visit all the classrooms to get a general idea of what is going on. Your role is just to be welcoming. These visits are not to evaluate you, they are just “to take the temperature” of each class and the school and look for common strengths and needs.**

**TGMs: The Literacy Coach will participate in many Teacher Group Meetings, particularly the ones on literacy. Your role is to participate in the activities and learn what you can from the coach.**

**Look at the second column of the table. Does anyone have questions about what teachers need to do in School-Based Coaching? Pause for teacher responses. Encourage teachers to ask questions or add ideas and experiences.**

## D1-7

## Activity: Practise Coaching

30 min



Time to get back to the letter sound cards. Let's use the last few minutes of this session to present our letter sound card activities within our groups.

Group



One member of the group should play coach. Remember to use vocabulary from your local language or in English as appropriate.

You have 15 minutes.

Local



Here is an example of an activity you could present in order to get feedback from some teachers:

*Take two different alphabet cards and hide them behind your back. Ask a learner to pick which card he or she wants. Show the learner that card, making sure to cover the part of the card where the letter is written. Show the learner the picture only and ask, "What is this? What is the first sound in this word?" (The first sound in bed is /b/.) What is another word that starts with the sound /b/? (Bone.) Who else can think of a word that starts with /b/? (Ball.) Repeat the activity with two fresh cards.*

After 15 minutes say: **Let's discuss the coaching we have observed in our groups. What parts of this coaching were effective?** Encourage teachers to share their observations.

**What types of difficulties do teachers have teaching phonemic awareness?**  
(A possible response: Often teachers have difficulty focusing solely on sounds.)

**How can the coach help the teacher with these difficulties?**

## D1-8 Wrap-Up

### Final Discussion

10 min



**What are some of the topics that we have focused on today?**

*(We looked at what coaching is, what the School-Based Coaching program is, what Literacy Coaches do, what role teachers can play in the coaching program and how observation takes place in the coaching program.)*

Plenary



**What are your concerns about School-Based Coaching?**

Ask teachers to share their concerns, and to think about ways they would overcome them.

### Assignment

10 min



**Between now and the next meeting, you can apply what we have learned today by doing the following:**

Write on the chalkboard and explain:

Chalkboard



**Invite a colleague to walk through your class or observe part of a reading lesson. Practise teaching normally while they are present.**

Next session, come prepared to share what you did.

### Evaluation

5 min



**Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?**

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

### Final Thought

5 min



**Teacher participation is an important part of the School-Based Coaching program. As teachers, we have to be open to both sharing what we know with others and learning new tricks from others. In this way, everyone becomes better teachers, and the learners benefit.**

## D2: Classroom Observation

This session introduces classroom observation between peers as a strategy of the School-Based Coaching program. It offers an opportunity for teachers to become more familiar with how they can both provide observations and receive feedback from observers as part of this program.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss the role of classroom observation as a part of the School-Based Coaching program.
- Demonstrate skills that facilitate classroom observation and feedback between peers.
- State benefits and challenges of participating in classroom observations.

<b>Time</b>  2 hours, 20 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>School-Based Coaching Manual</i>
<b>Prepare</b> 	Before the session, copy the outcomes onto the chalkboard. You can also copy the notes on peer observation from part 3 and the story of Mawa and the goat.

### D2-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.



**What types of observation are conducted in your school?**

*(These are some possible types: external observations by Standard officers, DRCCs and ZICs and internal observations by HT, DHT, Senior Teacher and peers.)*



**Have any of you ever been observed as you teach? What was it like? How did it make you feel?** Pause for one or two teacher responses.



**Find a partner and continue the discussion together using the following questions. You may start your discussion right away even as I am writing. You have 10 minutes:**

- **Have you ever been observed?**
- **Who observed you?**
- **For how long were you observed?**
- **Where did the observer sit?**
- **What was the look on the observer's face?**
- **Were the learners aware of the observer? Give an example.**
- **Did you see the results of the observation?**

After 5 minutes, visit each group and remind them that both of the partners should have time to share.

After 10 minutes, say: **Let's talk about some of our answers. I would like each of you to give information about your partner's experience.**



**Questions 1-3:**

**Have you been observed? Who observed you? For how long were you observed?** Pause for some responses.

Note the longest observation and the shortest. *(For example: 3 minutes - 2 hours).*

Ask: **Which observations were the most disruptive? Why?** Pause for teacher responses.

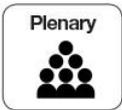
*(Often the shorter observations are more disruptive. During longer observations, we become used to the presence of the observer. Sometimes an observer will take over the class and demonstrate instead of observing, or disrupt the class by talking to learners.)*

**Question 4:**

**Where did the observer sit? Again, tell me about your partner's experience.** *(Probably at the back of the class)*

Ask: **Why do you think most observers position themselves at the back of the classroom?** Pause for teacher responses.

*(To get a broad view, to be able to observe learner responses and interactions).*

**Question 5:**

**What was the look on the observer's face? Some of you may have been so busy that you do not remember that, but some may remember.**

*(There are many possible responses: the observer was happy, the observer looked curious, the observer looked very serious, the observer was frowning, etc.)*

**Say: Very often when we are being observed, we glance at the observer to try and see what they may be thinking of us. If they look serious or frown or cross their arms like this – cross your arms and frown - what do you think a teacher is going to think? Pause for teacher responses.**

*(That the lesson is not going well, or that the observer is not impressed or pleased.)*

**As teachers, we often remember the body language of the observer.**

**Question 6:**

**Were the learners aware of the observer? Give an example. Remember to talk about your partner's experience. Pause for teacher responses. Answers will vary.**

**Say: It is normal of learners to be aware of the presence of the observer, especially at the beginning. They are curious. Usually, learners forget they are being observed after a while. However, some observers make noise that is distracting. Ideally observers should be quiet and discreet, like flies on the wall.**

**Question 7:**

**Last question: Did you see the results of the observation? Pause for teacher responses.**

*(Many times, teachers do not see the notes that were taken. They also rarely are given the opportunity to discuss the results of observation).*

**Would you have wanted to discuss the results of the observation?**

*(Some likely responses are: No, I feel I already know what works and doesn't work in my class, or yes, we could have discussed how I could do things differently.)*

## D2-3

### Activity: How to observe a peer

25 min



In the School-Based Coaching program, your literacy coach may pair you up with another teacher in the school and may ask you to observe a lesson in your partner's classroom.

Plenary



There are several things to do to prepare for the observation.

Write on the chalkboard.

Chalkboard



1. Meet with the teacher to find out what the teacher would like you to observe. (Write it down.)
2. Prepare an observation sheet to make notes about:
  - Teacher actions: What the teacher says and does
  - Learner actions: How learners respond
  - Materials: What materials the teacher uses
  - Outcomes: What did learners learn? (Say how you know they learnt it)

Now you are prepared for the observation. Thinking back to the first activity we did and the preparation we have done, let's discuss how to conduct the observation in the classroom.

Work with a partner for this task.

Pairs



Write on the chalkboard:

Chalkboard



**Discuss: What do you think you should do as a peer observer?**  
**Make a list of do's and don'ts for observing a peer.**

You have 15 minutes.

After 7 minutes, check to make sure that the teachers have started to make their lists.

After 15 minutes, say: **Would you like to share your do's and don'ts?**

Plenary



Here is a sample list:

- Do organize the observation with the teacher ahead of time.*
- Do stay in the classroom for the length of an entire lesson.*
- Do position yourself at the back of the classroom.*
- Do take notes using your observation sheet.*
- Do think about what the teacher asked you to observe.*
- Do not make noises, move around too much, shuffle papers, tap your fingers, etc.*
- Do not talk with the learners.*
- Do not interrupt or take over the lesson.*
- Do try to look relaxed and cheerful.*
- Do discuss your observations with the teacher.*

**D2-4****Activity: Practise Peer Observation**

20 min

Let's do an activity. After, we can talk about what we have done together.



Plenary

Do you remember our story from last session about Mawa and the lost goat? Using this story, we developed some literal questions and some inferential questions to ask our learners.

Write on the chalkboard.



Chalkboard

**Mawa's goat is lost! He escaped in the morning and did not come back. Uncle heard that a goat ran by the market. Auntie heard that a goat ate two shirts by the river. Mawa is very upset.**



Class

For this activity, I am going to play the role of a teacher who wants coaching on asking comprehension questions.

I need one of you to play the role of a learner. Pick a learner. The rest of you will be peer observers of the lesson. You can take notes on your pages.

Read the story quickly out loud. Read it a second time, again quickly.

Ask the learner:

**What did Mawa lose? (a goat)**

**Where did Uncle see a goat? (by the market)**

**What was a goat eating? (shirts)**

**When did the goat escape? (in the morning)**

**Who lost the goat? (Mawa)**

**Where did the goat eat shirts? (by the river)**

**How many shirts did the goat eat? (two)**



Plenary

**OK, let's stop here. Let's talk about the lesson. What did you observe about this lesson in oral comprehension? Pause for teacher responses. Give them time to collect their thoughts.**

*(There are two important things that they probably observed:*

*1) That you read too quickly.*

*2) That you only asked literal questions. You did not ask any inferential questions.)*

**Say: Thank you for your observations. I think you did a good job at reporting your observations about the lesson.**

## D2-5

## Reflection-Discussion: Giving Feedback

25 min



Now, let's look at some tips on how to share your observations with your peers. Remember, if you are in a coaching relationship, you are giving feedback to a colleague or a friend. The way you give your feedback is as important as the feedback itself.

Plenary



After observing the lesson, be sure to start by asking the teacher for their thoughts about the lesson as well as their opinion – what went well, what didn't, and their ideas for teaching it next time.

Write on the chalkboard.

Chalkboard



1. Ask the teacher what they think first.
2. Two positive observations + why you liked it.

**What is a positive observation? Can anyone give me an example from the lesson you just observed? Remember to say why you liked it.**

*(Positive observations are aspects of the lesson that you appreciate, things that were well done, successful.)*

Here are some examples:

*"You had a good list of literal questions to ask that covered all parts of the story."*

*"I like the story you developed for this lesson because you could use it to ask both literal and inferential questions."*

*"I like the way you look right at the learner when you are asking questions because it shows you are really listening."*

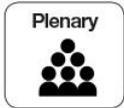
Write on the chalkboard. Add the next point.

Chalkboard



1. Ask the teacher what they think first.
2. Two positive observations + why you like it.
3. Two observations in areas that can be improved + why.

**What are two areas that need improvement in this lesson? Remember to say why.** *(Here are two possible answers: 1. the reading speed, because you need to give learners the opportunity to hear the story, and 2) the lack of inferential questions, because it is important for learners to think about the information in the story and that is one of the outcomes of the lesson.)*



Plenary

Write on the chalkboard. Add the third point and the title.



Chalkboard

**2+2+2=Good Feedback**

1. Ask the teacher **what they think first.**
2. Two positive observations + why you liked it
3. Two observations in areas that can be improved+ why.
4. Two suggestions or offers.

**Why is it important to be ready to offer a suggestion?**

*(By offering a suggestion, you can help the other teacher start thinking about how to meet challenges.)*

**What two suggestions could you offer for this lesson?**

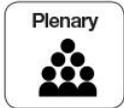
*(Here are two possible answers: You could encourage the teacher to point to each word as she or he reads on the board to help the learners follow along, and you could offer examples of inferential questions.)*

**I wrote the title 2+2+2 = Good Feedback. What does this refer to?**

*(This means that good feedback should include 2 positive observations + why, 2 observations in areas that can be improved + why and 2 suggestions for improvement.)*

**Final discussion**

As part of peer coaching, teachers observe each other's classes. If one teacher is the observer this time, then the next time, the other teacher is the observer. The teachers try to help each other get better at teaching reading.



In what area do you think you would like to improve? How do you think observations could help you?

**What are your hopes and concerns about classroom observation?** Ask teachers to share their concerns, and to think about ways peer teachers could help them to overcome them.

**Assignment**

Between now and the next meeting, you can apply what we have learned today by doing the following:

Write on the chalkboard and explain:



**Plan and conduct a classroom observation with another teacher.**

Next session, come prepared to share what you did.

**Evaluation**

Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

Peer observation works best when there is trust between partners – trust that the partner is trying to help us, that they will acknowledge the good things we are doing, and that their suggestions won't be critical, but helpful, so we can learn to improve our teaching.

## D3: Peer Coaching

This session introduces Peer Coaching as a strategy of the School-Based Coaching program. It offers an opportunity for teachers to become more familiar with how they can both provide support and receive feedback through peer coaching.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss the peer coaching as a part of the School-Based Coaching program.
- Demonstrate skills that facilitate peer coaching.
- State benefits and challenges of participating in peer coaching.

<b>Time</b>  2 hours, 10 minutes	<b>Materials</b>  Chalk and chalkboard
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	<i>The School-Based Coaching Manual</i>
<b>Prepare</b> 	Before the session, review the outcomes and write these on the chalkboard. You may want to copy Mrs. Vera's Idea on the chalkboard.

## D3-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

**D3-2****Activity: Asking Questions**

25 min



Let's start with an activity. I am going to read a story about Mrs. Vera. She is a Grade 2 teacher. She wants to discuss a lesson she is developing with her peer coach.

You can imagine that you are her peer coach. You have been paired up by the Literacy Coach. As you listen to this story, think about questions that you might ask Mrs. Vera after she presents her ideas.

Mrs. Vera approaches you and says she is developing a writing lesson for her class using opposites. She would like to look it over with you. You accept to meet her the next day after school. When you sit down together, she tells you about the lesson. She wants to use colours as vocabulary words: red, blue, green, yellow. She wants the learners to use these words in writing a story. Mrs. Vera says the story could begin with the phrase "One day, a strong wind blew into the village..."

Pairs



Say: So, how do you respond? Work with a partner. What 3 or 4 questions would you ask?

You have 5 minutes.

Plenary



After 10 minutes, invite the teachers to share their ideas.

There are many possibilities. Here are some examples:

*What is the objective of your lesson?  
Why are you choosing these vocabulary words?  
What opposites have you looked at in class?  
What do you want the learners to do?  
What materials do the learners need?  
How long will the lesson take?*

Say: These questions would help a peer coach to better understand Mrs. Vera's lesson.

Is it helpful to ask Mrs. Vera questions to clarify her lesson? Why? Give an example.

*(By asking questions to clarify the lesson, a peer coach can help Mrs. Vera think through what she is trying to do and draw her attention to things she might not have thought of.*

*For example, she might decide to add a lesson to practice using opposites before writing a story or she might realize that the vocabulary words she has chosen do not have clear opposites, i.e. What is the opposite of red or blue?)*

### D3-3

## Activity: Explaining a Lesson Step by Step



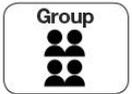
In groups of 3 or 4, work with Mrs. Vera's original idea to develop a writing lesson of your own. You can make 1 change to the idea.

You have 10 minutes.



Use local language or English as appropriate in developing the activity.

Write on the chalkboard.

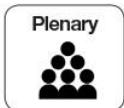


**Mrs. Vera's Idea:**

- A writing activity
- Use opposites
- Use colours: red, blue, green, yellow
- Use the first line of the story: "One day, a strong wind blew into the village..."

After 2 minutes, go around to make sure the teachers understand the task.

After 10 minutes, say: **In a few minutes, I am going to ask you to share your lesson idea. In presenting your idea, try to tell us step by step how the lesson will go using examples. Walk us through the lesson.**



**Take 5 minutes to prepare.**

After 5 minutes, say: **Would someone like to walk us through their lesson step by step? The rest of us will listen as peer coaches.**

After the teacher has finished presenting ask: **So, what one part of Mrs. Vera's lesson was changed?** Pause for teacher response.

**As the lesson was explained, could you clearly picture what the group had in mind? What would the learners do first and why? What would the learners do next and why? What examples did the teacher give?**

Ask the peer coaches:

**Was it helpful to hear the teachers present their lesson step by step? Why?**

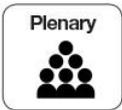
*(Possible responses: It becomes easier to give feedback, the lesson idea was clear, the strengths of the lesson are clearer, and the problems can also be clearer.)*

Ask the team that developed the lesson:

**Was walking through the lesson step by step helpful to you? Why?**

*(Possible responses: It helped us make sure we included details, and we saw where there would be problems.)*

If you have time, ask another teacher to present and practice walking through their lesson idea step by step.



*Here is an example:*

*The change made is that the vocabulary words are not colours.*

*First, I would start the lesson by asking: Learners, has a strong wind ever blown in your village? What did it feel like? What happened? The learners would describe their experiences.*

*I would write their words on the chalkboard. After there were several words listed, I would look at the words and underline any words that have opposites. I would ask: What is the opposite of this word? I would write these words on the chalkboard, too. For example, if the learner says, "The chitenge flew up into the air", we could write up and air. We would then write their opposites, "down" and "ground", besides these words.*

*After this, I would tell the learners to work in pairs. I would say, "I am going to give you the beginning sentence of a story and I would like you to finish my sentence twice using a pair of opposites from the chalkboard. For example, 'One day a strong wind blew into the village and the roof flew up off the house. One day, a strong wind blew into the village and a mango fell down into the pot.' "*

*After the learners have finished the two sentences, we would go over some of the learners' work together. The learners could also continue their stories using other pairs of opposites from the chalkboard.*

20 min



Discussion: So far today we have seen two skills to help us in peer coaching. **What are they?** (*Asking questions to clarify and presenting lesson ideas step by step*) Both of these ideas help us to communicate clearly to our peer-coaching partner.

Plenary



In the last activity, we briefly touched on another skill that is helpful for peer coaching. When I gave you the instructions for developing Mrs. Vera's idea, I asked you to follow her idea, but to change one thing. **What did you change? Give an example.** Pause for teacher responses. You proposed a change or reviewed the lesson.

If you were Miss Vera's peer coaching partner, you could review it with her and propose a change, too. For example, you could say: "How would it be if ... you started by asking the learners to give you the opposites of a set of words?"

Ask the teachers: **Thinking back to the lesson we had thought of, what other revisions could we propose? What words would you choose to introduce your idea?**

Chalkboard



Write on the chalkboard. Add the teachers' ideas to the following introductory words.

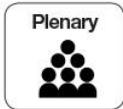
How would it be if ...?  
What if we...?  
What if you said...?  
What if you asked the learners to...?

## D3-5 Wrap-Up

### Final discussion



Today we have looked at three strategies that can help us in peer coaching. **What are these?** (*Asking questions to clarify, presenting lesson ideas step by step, and proposing revisions.*)



**Which strategy do you think would be most useful to you? Why?** Pause for teacher responses.

**What are your concerns about peer coaching?** Ask teachers to share their challenges, and to think about ways they would overcome them.

### Assignment



Between now and the next meeting, you can apply what we have learned today by doing the following:

Write on the chalkboard and explain:



Exchange lesson ideas with a colleague. When it is your turn to present your lesson idea, practise describing your lesson step by step. When you listen to your colleague's idea, ask questions and propose a change if you feel it is helpful.

Next session, come prepared to share what you did. Was it helpful, or not? If yes, in what ways? If not, how could it have been more helpful?

### Evaluation



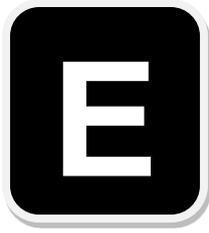
Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

### Final Thought



Developing lessons with a peer coach works best when there is trust between partners – trust that the partner is trying to help us, that they will acknowledge the good things we are doing, and that their suggestions won't be critical, but helpful, so we can learn to improve our teaching.



# **Guidance and Counselling Modules**

**E1. Guidance and Counselling**

**E2. Teaching Life Skills**

# E1: Guidance and Counselling

This session offers an overview of the Guidance and Counselling program and how teachers can be involved. This session provides opportunities for teachers to gain skills and explore strategies that can help them assist learners.

## Outcomes:

By the end of this session, you/teachers will be able to:

- Discuss guidance and counselling and the role of teachers in learner support.
- Identify behaviours of learners who may need guidance and counseling.
- Identify skills and resources to support guidance and counselling
- State benefits and challenges of guidance and counselling

<b>Time</b>  2 hours, 15 minutes	<b>Materials</b>  Chalk and chalkboard, paper
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>Guidelines on the Administration and Management of Guidance and Counselling in the Education System</i> .
<b>Prepare</b> 	Before the session, review the outcomes and write these on the chalkboard.

## E1-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

10 min



Let's start today with a discussion about some of the differences between guidance and counselling.

Plenary



**What is guidance? Can anyone provide an example?** Pause for teacher responses.  
*(Guidance aims to give learners ideas to help them make decisions or reach their goals. For example, when we show a learner some study skills or show them how to avoid conflicts with a peer or a teacher, we are giving them guidance.)*

**What is counselling? Can anyone provide an example?** Pause for teacher responses.

*(Counselling aims to help learners who need help dealing with problems. For example, helping a child who has been abused at home or helping a child who is going through grief after the death of a family member.)*

**What is an important difference that you see between guidance and counselling?**  
*(Counselling is given in response to problems, to help learners deal with difficult situations. Guidance provides learners the opportunity to make choices.)*

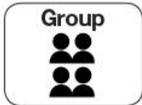
**Not all schools have structured guidance and counselling programs, but many have resource persons or teachers that are trained to offer guidance and counselling services. Guidance and counselling resources are available in many schools. As a teacher, you are in close contact with learners on a daily basis and are well placed to see when learners are in need of assistance.**

**E1-3****Reflection-Discussion: Common Situations**

Let's form three discussion groups on three situations that unfortunately arise in our schools: loss of a loved one and separation, HIV infection or illness in the family and severe poverty.



Write on the chalkboard.

**Groups**

Group 1 = Loss and separation

Group 2 = HIV infection or illness in the family

Group 3 = Severe poverty

**Discussion questions:**

1. Describe the experience of a child you have known.
2. What clues or information alerted you to the situation?
3. What helped to improve the situation?

Say: It is time to choose a discussion group. Find a place to talk away from other groups so that you will be able to hear one another. One of the group members should take notes of the discussion.

**You have 25 minutes.**

After 2 minutes, begin to go around between the groups. Ensure they understand the questions. Help teachers to focus on the three questions and to use examples.

After 15 minutes, go around to make sure that the groups have discussed more than one situation.

After 20 minutes, warn the groups that there is only 5 minutes remaining.

After 25 minutes, say: **Let's come back together. I am certain that this discussion could have gone on much longer. Hopefully many of you were able to share your experiences.**

30 min



Let's focus on Question 2.

Would someone from the group on coping with loss and separation like to share their responses? What clues or information alerted you to the situation? Pause for teacher responses from Group 1. Write these clues on the chalkboard. **Thank you.**

Plenary



Say: **Group 2, what clues or information alerted you to situations involving HIV infection or illness in the family?** Pause for teacher responses. Again, write notes on the chalkboard. Say: **Thank you.**

Say: **Group 3, what clues or information alerted you to situations where a child is suffering from severe poverty?** Pause for teacher responses. Again, write notes on the chalkboard. Say: **Thank you.**

**Let's look at these lists together. What clues are similar in all three lists?** Underline these on the chalkboard.

**What are some behaviours that teachers might be able to observe in class?**

*(Here are some behaviours that teachers might become aware of through contact with the child in class:*

*Sudden changes in behaviour. For example: A quiet child starts seeking your attention and disrupting class. A talkative child becomes withdrawn or quiet.*

*A child complains of headaches or stomach-aches.*

*A child stays after school and is reluctant or afraid to go home.*

*A child's grades are suddenly lower.*

*A child seems unable to concentrate in class.*

*A child starts being at the centre of conflicts in the schoolyard.*

*A child cries easily, is irritable, or has very emotional responses.*

*A child has or talks about having friends who are much older.)*

20 min



Let's focus on Question 3. Would anyone like to share their responses? What helped to improve the situation? Pause for teacher responses. Take notes on the chalkboard.

Plenary



After several teachers have responded, say: Does anyone have anything different to add to this list?

There are many different situations and each situation has a particular context. We have to deal with each situation as it comes and do our best to help. What are some of the most important things a teacher can do? Underline these.

*(Some possible responses: Talk to the child to find out what is going on, talk to the child's family, and talk to the head teacher about what other help is available.)*

As teachers, we talk to children all the time. How is talking to children about their problems different from talking to children in class?

*(When we talk to our learners in class, we always have a learning objective in mind, we are guiding the class in a certain direction. When we talk to children about their problems, we have to listen, we have to encourage them to open up, and we should let their concerns guide the conversation.)*

What are some ways that we can talk to children effectively about their problems?

*Here are some suggested answers, adapted from the Principles of Guidance and Counselling Training Manual (the participants' handout), p. 9.*

- *Take a lower position when dealing with a child by showing that the child knows more about certain things than you do as an adult.*
- *Develop good listening and attention skills; do not interrupt the child during your talk, ask follow-up questions, and be willing to sit in silence and listen.*
- *Sit at the same level as the child.*
- *Call the child by first name.*
- *Use local language.*
- *Use encouraging words, and use brief words and gestures to encourage the child to go on talking without interrupting.*
- *Be as present as possible. Give the child your full attention.*
- *Externalize problems. Separate the problem from the child without labelling a child as a bad person.*
- *Summarize. Repeat back to the child what you understand the child has said to you in order to affirm and validate the importance of what the child has said and that it has been perfectly understood.*
- *Close the conversation with what you can (or cannot) and will do by when so the learner knows what to expect and what they can depend on.*

Are there any resources outside the school to help children with specific problems like the loss of a loved one or sexual abuse? Pause for teacher responses. Note the suggestions on the chalkboard.

*Here are some resources that you can suggest: The head teacher, the social welfare office/victim support unit, organisations such as FAWEZA, CAMFED, influential people in the community, i.e. priest or Pastor, YWCA, etc., FAWEZA and CAMFED provincial coordinators.*

**Final discussion**

10 min



Today we have looked at some different roles that teachers play in helping with guidance and counselling. What are some ways that teachers can help? Give an example.

*(They can identify behaviours that show a child is in distress, they can talk to children about what is going on, and they can help children find resources in the school or community.)*

Plenary



**What are your concerns about guidance and counselling?**

Ask teachers to share their concerns, and to think about ways they would overcome them.

**Assignment**

10 min



Between now and the next meeting, you can apply what we have learned today by doing the following:

Write on the chalkboard and explain:

Chalkboard



**Continue to reflect on what resources may be available in your community to support children who have specific challenges. Share these ideas with other teachers.**

Next session, come prepared to share what you did.

**Evaluation**

5 min



Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



As teachers, you have the privilege of seeing your learners every day, and you will often be the first person to become aware of changes in their behaviour. Children often do not know whom they should turn to or whom to trust when things go wrong. Show them that you are open to talking with them.

## E2: Life Skills

This session introduces teachers to the notion of life skills. It identifies several key life skills and demonstrates strategies that can be used to help children develop these skills at school.

### Outcomes:

By the end of this session, you/teachers will be able to:

- Name critical life skills children must have to become confident, to feel safe and happy, and to become effective learners.
- Prepare a lesson to teach life skills.
- Discuss the role teachers can play as they help learners develop their life skills.
- State benefits and challenges of teaching life skills.

<b>Time</b>  2 hours, 15 minutes	<b>Materials</b>  Chalk and chalkboard, paper
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### 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	The <i>School Community Partnership Guide</i> , Topic 8: Life skills education.
<b>Prepare</b> 	Before the session, write the outcomes on the chalkboard. Prepare several pieces of chitenge or blindfolds for the group. Write the definitions of self-esteem and decision-making from part 6 on the chalkboard.

## E2-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

10 min



**Let's start today by asking what are life skills. Can anyone give an example?**

Pause for teacher responses.

*(Life skills are strategies or abilities that help one to live positively with oneself, with others and with the environments. Some examples of life skills are the ability to make good decisions and the ability to communicate well.)*

Plenary



**Have you ever taught life skills before? Give an example of what you taught.**

Pause for teacher responses.

**In general, not many teachers teach life skills directly on a daily basis as they do reading or mathematics. Most teachers talk about life skills at different times and when a situation arises. For example, many of you may have helped your learners sort out problems with their friends.**

**Life skills discussions can be woven into Teacher Read Aloud discussions and while discussing stories in the Learners' Books. Many stories offer the opportunity to talk about decision-making, problem solving, critical thinking, and lessons learned.**

**Teaching life skills is not solely the responsibility of the teacher. It is in partnership with parents and the community that life skills are developed.**

25 min



There are three areas of life skills that are outlined in the School Community Partnership Guide.

Write on the chalkboard.

Group



Chalkboard



### Types of Life skills

1. Skills for knowing and living with oneself
2. Skills for knowing and living with others
3. Skills for decision-making

Say: Let's form 3 groups, 1 for each type of life skill.

Your task is to come up with 2 or 3 examples of skills for your category.

For example, earlier today, we mentioned the example of helping children learn to sort out problems with their friends. Which type of life skill is this - type 1, 2, or 3?

*(Type 2. It is a skill necessary for living with others.)*

You have 10 minutes.

Plenary



After 10 minutes, ask the teachers: **Who has some examples of life skills that are skills of knowing and living with oneself – type 1?**

*(Here are examples: assertiveness, coping with stress, self-awareness, and self-esteem.)*

Teachers may use different words to express the same ideas. You can note these on the chalkboard.

**Who knows of some examples of life skills that are skills of knowing and living with others?**

*(Here are some examples: assertiveness, interpersonal relationships, non-violent conflict resolution, effective communication, formation of friendships, negotiation, peer resistance, and curiosity and consultation.)*

Teachers may use different words to express the same ideas. You can note these on the chalkboard.

**Who knows of some examples of life skills that are decision-making skills?**

*(Here are examples: critical thinking, creative thinking, decision-making, and problem solving.)*

Teachers may use different words to express the same ideas. You can note these on the chalkboard.

25 min



Let's do an activity and then after we can discuss it together. We are going to play a game that we could do with our learners to teach a life skill. First, everyone needs to find a partner. Give teachers time to put themselves in pairs.

Pairs



Stand next to your partner. Make sure you and your partner have some space around you.

Class



In this game one of you will play the role of an airplane lost in the fog and the other is the pilot of the airplane. If you are an airplane, you must close your eyes or be blindfolded and hold your arms out to the side to form the wings of the plane.

If you are a pilot, you should stand behind the airplane in silence and not touch the plane. Pilots can only guide the airplane by snapping their fingers on the side of the direction that they want to move. Pilots cannot talk.

All right, time for the countdown – 5-4-3-2-1, take-off.

After 2 minutes, ask the teachers to change roles.

Feel free to place some obstacles in the way of the planes, so they can navigate around these.

Plenary



After 5 minutes, say: **Thank you. Time for the planes to come in for a landing.**

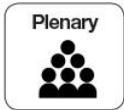
**I have a couple questions. How did you feel when you could not see?** (*Some possible responses: dependent, vulnerable, insecure, and unsafe.*)

**Pilots: What strategies did you find to be most useful for the plane?** (*Some possible responses: listen to partner, keep focused on partner and the partner's body, express your needs to the partner, trust, and relax.*)

**And when you were a pilot? How did you feel when you had to navigate around the room?** (*Some possible responses: responsible for another, powerless because could not use voice, and fear of an accident.*)

**Airplanes: What strategies did you find to be a good pilot?** (*Some possible responses: be quick to snap fingers and communicate with my partner, be aware of potential dangers on ground and from other planes.*)

**And last question, can you think of any other times when you had to depend on someone or when someone depended on you? Did you use any of the strategies we have talked about? Give an example.** (*A possible example: You were ill and could not attend an important meeting at school. You had to depend on your partner to observe and take notes. Having good communication skills and trusting the partner are two strategies that were used. These are life skills.*)



**Let's stop here and reflect. What did we just do?** (*We played a children's game, and we discussed what we experienced in the game.*)

**After the game, we talked about a bit about the importance of communication skills. What other life skills do you think we could talk about?**

*(Some suggestions: interpersonal relationship – how to co-exist harmoniously with others, empathy – how to put yourself in someone else's shoes, and problem solving – how to find solutions to challenging situations).*

**How was it useful to discuss the experience of the game after having played it?**

*(Some suggestions: We had common experiences to share, and there were opportunities to relate the experiences in the game to real-life experiences.)*

**Playing games with children and discussing what happened in the game is one way to talk about important life skills.**

**Can you think of any games that children play during recess, breaks, or physical education activities that you could add a discussion part to?** Pause for teacher responses.

## E2-5

### Activity: Life skills stories

30 min



We have spoken already today about how stories or Read-Alouds can be used to teach life skills. Let's practise using stories to teach life skills. The life skills we want to teach are written on the chalkboard.

For this activity, I would like you to develop the beginning of a story that presents a problem.

Your story should end with the question: "What should Moses do?" or "What should Alice do?"

Group



Work in groups of 3 or 4. Choose which life skill you would like to teach and develop your story. You have 15 minutes.

Chalkboard



Write on the chalkboard.

Develop a story idea for one of these life skills:

1. **Self-esteem:** This is the way an individual feels about himself/herself and feels how others feel about them. This is the awareness of one's worth and unique potential.
2. **Decision-making:** This is the ability to utilize all available information to weigh a given situation, analyse advantages and disadvantages and make informed personal choices.

After 2 minutes, go around between the groups to ensure they understand the task.

After 15 minutes, say: **Would any group like to share a story idea for developing self-esteem?** Pause for teacher responses. **Would any group like to share a story idea for learning decision-making?**

Plenary



Here are two sample stories:

*Self-esteem: Alice used to like going to school, but now she dislikes it. She can't think of one person in her class who is nice to her. Alice is taller and older than the other children. She had to stay out of school for a while because her mother was sick. When she came back to school, all of her old friends were together in a new grade, and she was left behind with younger boys and girls. The other students tease her and play tricks on her. Now, she hates school. What should Alice do?*

*Decision-making: On his way to school, Moses walks past his Uncle's house and a carpenter's workshop and the market. Once on his way to school, Moses' Uncle said, "You are a big strong boy, come and help me with my crops today. I will give you lunch." Another time, on his way to school, the carpenter said, "You are a big strong boy, come and move these boards. I will give you some kwacha." And yesterday, on his way to school, the market vendor said, "You are a big strong boy. Come by every day at this time to help me unload the cart. I will give you a job." Moses likes feeling useful and making money. He also can't really remember what he is studying at school. What should Moses do?*

**Final discussion**

10 min



Today we have looked at two ways that teachers can teach life skills at school. What are these?

*(By leading discussions after children's games and by developing stories to discuss)*

Plenary



What are some other ways that teachers can support the development of life skills at school?

*(Some possible responses: by talking to children informally, by working with other classes, by working with resource people in the community, and by collaborating with parents.)*

**What are your concerns about teaching life skills?**

*Ask teachers to share their concerns, and to think about ways they would overcome them.*

**Assignment**

10 min



Between now and the next meeting, you can apply what we have learned today by doing the following:

Write on the chalkboard and explain:

Chalkboard



**Write a story that teaches a life skill. Develop some questions that you can discuss with your learners.**

Next session, come prepared to share what you found.

**Evaluation**

5 min



Let's take a minute to review our outcomes and ask ourselves: Were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

**Final Thought**

5 min



As teachers know, there are opportunities to teach life skills every day. Situations arise – a learner gets a poor mark and is upset or there is a conflict in the schoolyard – and teachers are very often involved in sorting out the situation. Part of teaching life skills is helping children learn from these situations. How do you get over failure? What do you do to resolve a conflict? We need to involve the children in thinking through situations for themselves and in finding solutions.



# **What is Being Learnt Through the TGMs?**

## **F1. Connecting Reflection and Action**

# F1: Connecting Reflection and Action

This session provides an opportunity for teachers to reflect on their teaching and what they have learned. It also encourages them to share lessons and materials they have developed with one another.

## Outcomes:

By the end of this session, you/teachers will be able to:

- Identify some positive aspects of your teaching this year.
- Identify areas of your teaching that can be improved.
- Share best practices, lessons and/or materials with one another.

<b>Time</b>  2 hours, 20 minutes	<b>Materials</b>  Chalk and chalkboard, paper
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## 1 day before the session...

<b>Local language check</b> 	Remember to read over the session notes to see where you will need to use local language.
<b>Key reference</b> 	TGM schedule, schemes of work, syllabus
<b>Prepare</b> 	<p>Before the session, copy the outcomes onto the chalkboard. You may want to copy the Reflection Table so that it is ready for the group to complete together. Consider copying the chart on a piece of cardboard if you would like to keep the results. You may want to bring pieces of fabric or chitenge to decorate the desks for the materials market activity.</p> <p>In advance of this session, ask all teachers to bring a lesson plan or activity that worked very well in their class. Tell them to bring any materials that they used to conduct the lesson.</p>

## F1-1 Review and Introduce



Ask: **What did we do together during the last TGM?**

Pause for teacher responses.

Ask: **How were you able to apply what you learnt last session?** Pause for teacher responses.

Present the topic and outcomes for this Enriching Our Teaching: TGM Module.

**F1-2****Reflection: Exercise**

50 min



First, we are going to spend a few minutes thinking about what we have done in our classrooms this year. I am going to write some reflection questions on the chalkboard. You should be ready to explain your answer and have an example to share.

Individual



Chalkboard

**Reflection Questions**

- 1 area where I improved this year
- 1 area that I would like to improve next year
- 1 thing that I did with my class that I am proud of

You have 10 minutes.

Write on the chalkboard.

Chalkboard

**Reflection Table**

	Has improved this year ✓	To be improved ○	Proud of this ★
1. Phonemic awareness			
2. Phonics			
3. Vocabulary			
4. Fluency			
5. Reading comprehension			
6. Writing			
7. Assessment planning			
8. Asking questions			
9. Using Performance Learning Descriptors			
10. Coaching			
11. Guidance and Counselling			
12. Life skills			

Plenary

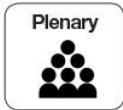


We are going to use three symbols:

A circle that is filled in (or coloured in) ● for areas where we have improved.

A circle that is not filled in ○ for areas where we would like to improve.

A star ★ for areas where we are proud of what we did with our learners.



As you can see, this chart contains many of the topics we have talked about in the Teacher Group Meetings. Are there other areas that you would like to add? Pause for teacher responses.

**Let's fill in the chart together. Come up and place symbols on the chart.**

You should participate, too. If you feel that your skills in coaching have improved this year, you would place a full dot in the first column in the square reserved for coaching.

As the teachers are filling in the chart, look at where there are clusters or groups of symbols.

When the teachers have returned to their seats, ask the teachers:

**Where do we see the full dots? What does that tell us?**

*(For example, if there are many full dots in reading comprehension, many teachers feel that their teaching of reading comprehension has improved. If the full dots are spread out evenly over the chart, teachers feel they are improving in different areas).*

Point to a full dot and say: **Would anyone who feels they improved in this area like to give us an example or tell us about the improvement?** Pause for a teacher response. Point to several other full dots and ask the teachers to tell you how they improved in that area.

**Now, let's look at areas where you would like to improve your teaching.**

**Where we see the empty dots? What does that tell us?**

*(For example, if there are many empty dots in reading comprehension, many teachers feel that their teaching of reading comprehension needs improvement. If the empty dots are spread out evenly over the chart, teachers feel that they need to improve their skills in many different areas.)*

Point to an empty dot and say: **Would anyone who feels they would like to improve their teaching in this area like to give us an example or tell us why they feel that way?** Pause for a teacher response.

Point to several other empty dots and ask the teachers to tell you why they would like to improve their teaching in that area.

Teachers could also tell what they would like to do next year to enhance their teaching in a given area. This could help literacy coaches, teachers, and peer coaches find areas in which they would like to work together. This chart can be saved for the next year to review and plan activities.

**Thank you for sharing your reflections about your teaching. When we look at this chart, we see that you have done a lot and learnt a great deal this year. Looking at the empty dots, we can also see the areas where there is a desire to learn.**

**F1-3****Activity: Materials Market**

50 min



Let's do another activity now. This activity focuses on the stars from our chart and lessons that we are proud of.

We are going to have a Materials Market. I asked each of you to come prepared to share a lesson idea or some materials that you developed this year. Can you please take out the materials?

Pairs



Say: I would like us to divide into two groups.

**Group 1, you are the market sellers. Each of you needs to set up a desk and two chairs, one for you and one for a visitor.**

**Group 2, you are the visitors. Let's set up.**

Assist the teachers in setting up desks and chairs. If you brought some fabric, you can decorate the desks of the market sellers.

After a few minutes, say: **Are we ready for the Materials Market? Here are your instructions.**

**Group 2 teachers, you are each going to visit a market seller and talk about your activity or materials. Make sure to say why you think this lesson was successful.**

**Group 1 teachers, or market sellers, your role is to listen to the ideas and then think about at least one part of the idea that you could use in your classroom.**

**Let's begin!**

After 2 minutes, go around to ensure that teachers understand. If a teacher does not appear to have materials, encourage them to give a detailed description of a lesson.

After 5 minutes, say: **All right, market sellers, have you thought of one idea you can "steal" or use in your classroom? If not, it is time to do so. It is also time to switch roles and for you to talk about a lesson that you are proud of and why. You have 4 minutes. Go!**

After 4 minutes, say: **May I have your attention? It is now time to for the visitors to sell their lesson at another table. Group 2, leave your chairs and find another market seller. Go! You have 4 minutes.**

After 4 minutes, say: **All right, market sellers, have you thought of one idea you can "steal" or use in your classroom? If not, it is time to do so. It is also time to switch roles and for you to talk about a lesson that you are proud of and why. You have 4 minutes. Go!**

You can continue this activity for as long as time allows. Try to allow teachers to visit at least 2 or 3 market stalls.

## **F1-4** **Wrap-Up**

### **Final Discussion**

15 min



Today we have taken time to reflect on our teaching. What did you learn from the reflection exercise or from looking at the chart that surprised you?

Pause for teacher responses.

Plenary



We have also taken time today to share some lesson ideas and materials. Did you take away any interesting ideas that you might be able to adapt or use in your classroom? Pause for teacher responses.

If you need to adapt it for a different grade level, how might you adapt it for your students?

Pause for teacher responses.

### **Evaluation**

5 min



Let's take a minute to review our outcomes and ask ourselves: were these outcomes met? What did we do in this session that tells us that each outcome was achieved?

Review each outcome one at a time, and elicit examples from this session that show that each outcome was achieved.

### **Final Thought**

5 min



As teachers, we spend much of our time focused on our lessons and activities. Our minds are filled with what we are going to be doing with our class today, and then what will we do tomorrow and next week. It is important to also take time to reflect on our actions. These reflections help us learn from what we are doing. They help us see how we might like to do things differently in the future. Our teaching improves when we balance action and reflection, and when our teaching performance improves, our learners' performance improves, too.



USAID/Zambia **Read to Succeed** Project  
Creative Associates International  
Private Bag E891, P.O. Box 642, Manda Hill, Katimamulilo Road,  
Olympia Park  
Plot # 6831 – Lusaka, Zambia

