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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY (EGRA)

READING INTERVENTION PROGRAM

Training Manual: Module 3

English Standard 2

MARCH 2016

Contract No.: AID-612-C-13-00002

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Early Grade Reading Activity

English Standard 2

Reading Intervention Program

Training Manual

Module 3

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It is not possible to recognize each and every contribution made to this training manual. Many committed educators and professionals have participated in the literacy activities of EGRA. The result is a scientifically valid understanding of the specific obstacles to literacy attainment facing learners in the primary grades. This training manual uses that evidence to address these obstacles.

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Acronyms

EGRA	Early Grade Reading Activity
LAT	learner assessment test
MoEST	Ministry of Education, Science and Technology
ORF	oral reading fluency
NPC	National Primary Curriculum
PEA	Primary Education Advisor
STEP	Standard 2 English with Phonics
USAID	United States Agency for International Development

Introduction

The Early Grade Reading Activity (EGRA) is a 40-month United States Agency for International Development (USAID) intervention aimed at enhancing the quality of primary education in Malawi. EGRA provides technical assistance to the Ministry of Education, Science and Technology (MoEST) in implementing teacher education support and literacy materials development. Building on the achievements of previous activities and in particular on the Malawi Teacher Professional Development Support Program, it also features a strong element of community mobilization and of inclusive education for learners with special learning needs. EGRA targets teacher trainers, teachers, school administrators, parents, and other key community members in 11 districts, with a special focus on improving literacy skills at the lower primary level.

To improve early grade reading, EGRA and MoEST are implementing an early grade literacy intervention in these 11 districts that is geared toward the development of basic literacy skills and knowledge. Focusing on schools and the wider community within which the schools operate, the program provides training to teachers, head teachers, and primary education advisors (PEAs) on how to effectively teach reading in the early grades. An additional focus is the teaching of English as a subject and in preparation for later learning of all subjects through the medium of English.

For parents, caregivers, and other key community members, EGRA provides training and ongoing support so that young learners' reading can be encouraged and improved both within school and at home. The English Standard 2 teachers' guide and learners' book (Standard 2 English with Phonics [STEP]) has been developed in collaboration with MoEST, and is based on the National Primary Curriculum (NPC) learners' book. This course builds on the English listening and speaking skills developed in Standard 1. The five components of reading still being learned and practiced in Chichewa are drawn on in this course, encouraging the early ability of skills transfer from Chichewa to English.

As you will read and experience in this course, all lessons follow a similar pattern. A short energizing introduction is followed by two or three activities. First, the teacher presents new language while the children listen and learn. Then the learners get the chance to practice with the teacher, and finally the whole class divides into groups or pairs to practice the new language on their own.

In Term 3 learners continue their use of supplementary readers in English, so the course addresses this, as well as continuous assessment, the new songs for Term 3, and the focus new letters and letter sounds for the term.

Enjoy this course!

English Standard 2, Module 3 Program

Day 1

Time	Sessions
8:00–8:15 a.m.	1. Registration, welcome, introductions, and ground rules
8:15–8:35 a.m.	2. Expectations of this training
8:35–8:45 a.m.	3. The objectives of Module 3 training
8:45–9:30 a.m.	4. Reflecting on the teaching of English
9:30–10:00 a.m.	5. Overview of the English teachers' guide for Term 3 and the learners' book
10:00–10:15 a.m.	Break
10:15 a.m. – 12:00 p.m.	6. Planning—Schemes of work and scripted lesson plans
12:00– 1:00 p.m.	Lunch
1:00–2:15 p.m.	7. Teacher attitude
2:15–3:00 p.m.	8. Some findings from the learner assessment test results
3:00–3:15 p.m.	Break
3:15–3:30 p.m.	9. Familiarization with English songs and rhymes in Standard 2 teachers' guide Term 3
3:30 – 4:00 p.m.	10. Learner access to supplementary readers
4:00 – 4:30 p.m.	11. Preparation for practicum

Day 2

Time	Session
8:00–8:15 a.m.	1. Welcome back and review of Day 1
8:15- 8:30 a.m.	2. Preparation for the practicum
8:30-10:30 a.m.	3. Practicum and feedback session
10:30-10:45 a.m.	Break
10:45 a.m.-12:00 p.m.	4. Assessment—Developing a mini-LAT
12:00 –1:00 p.m.	Lunch
1:00-1:45 p.m.	5. Handwriting

Time	Session
1:45–3:15 p.m.	6. Preparation of teaching and learning resources
3:15 – 3:30 p.m.	Break
3:30 - 4:15 p.m.	7. Final reflection session
4:15 – 4:30 p.m.	8. Closure

Day 1

1. Registration, welcome, introductions, and ground rules (15 minutes)

Welcome to this English Standard 2 Module 3 training workshop. This workshop will draw lessons from your own skills and experiences. We expect that this will ensure lively participation in all the activities for this two-day workshop. Let us maximize our use of time.

Self-Introductions

The training facilitator will ask participants to introduce themselves, giving their names and the names of the institution they represent. In addition, each participant should tell the group one way their learners have surprised them.

Workshop norms

To ensure that all participants benefit from the workshop, please observe the following ground rules:

- Turn off or have your mobile phones on silent. Avoid taking calls during sessions.
- Arrive on time, and don't leave early.
- Sign the attendance register each day.
- Respect all questions and opinions expressed.
- Participate in all activities.

Participants may add to this list with other items if need be.

Learning is and should always be a joyful experience, so we will start today's training session with a song:

Activity 1: English song

Ask participants to sing this song from Standard 2 Term 2:

If you are happy and you know it
Clap your hands
If you are happy and you know it
Clap your hands
If you are happy and you know
And you really want to show
That you are happy and you know it
Clap your hands

2. Expectations of this training (20 minutes)

Activity 2: Sharing expectations

- Ask participants to share their expectations of this training.
- Write participants' expectations on a flip chart.
- Assure participants that most of their expectations will be addressed as the training progresses.

Note to the Facilitator:

During the training, as expectations are met, tick them off the list. If there are any remaining, try to address them in the final question and answer session, or bear them in mind for attention during coaching visits.

3. The objectives of Module 3 training (10 minutes)

Knowledge:

- Review how to teach English
- Strengthen strategies for teaching English effectively
- Familiarization with new Term 3 English songs

Application:

- Reflection on achievements and challenges of teaching English
- Ability to use effective strategies for teaching English
- Engagement of learners' enthusiasm and enjoyment in learning English
- Ability to pronounce the focus letter sounds for Term 3

4. Reflecting on the teaching of English (45 minutes)

Reflective teaching means looking at what you do in the classroom and thinking about why you do it and how it works. It is a continuous process of self-observation and self-evaluation. By collecting information about what goes on in our classrooms and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

Learning from peers is often more valuable than learning from the facilitator or from the training content. In this session, you will have the opportunity to share your experiences on the teaching of English in Term 2.

Activity 3: Sharing achievements, challenges, and solutions

- Think about achievements and challenges you experienced in Term 2 in teaching English and write them in your note pad individually. Include achievements and challenges on special needs education.
- Share your achievements and challenges with a colleague sitting next to you and write a common list.
- Present your consolidated list to your facilitator.

Note to the Facilitator:

Write a consolidated list of achievements and challenges on flip chart paper and conduct a **whole group discussion of solutions to the challenges.**

5. Overview of the English teachers' guide for Term 3 and the learners' book (30 minutes)

Teachers need to study and understand the contents of the teachers' guide for Term 3, including the front matter pages in the Term 1 teachers' guide, before they begin to use it. Therefore, in the following activities you will go

through the front matter pages of the Term 1 teachers' guide and the whole teachers' guide for Term 3.

Activity 4: Preview of preliminary pages of the Term 1 teachers' guide

Your facilitator will assign the following pages of the front matter of the Standard 2 English teachers' guide for Term 1 to different groups to read, make notes, and report back on the main points:

viii-ix; x-xi; xii-xiii; xiv-xv; xv-xvii

BREAK (15 minutes)

6. Planning—Schemes of work and scripted lesson plans (1 hour 45 minutes)

Teachers must carefully plan what to teach, how to teach, when to teach, and how to assess. Each practicing teacher is supposed to thoroughly plan for effective teaching and learning. The major components of planning are studying the teachers' guide and the learners' book, writing schemes of work, and preparing teaching and learning resources. In this activity, you will use the Standard 2 English teachers' guide Term 3, and the learners' book to plan for Term 3 work.

Activity 5: Familiarizing with the Standard 2 teachers' guide for Term 3 (45 minutes)

Distribute copies of the Standard 2 teachers' guide for Term 3 and the learners' book for Standard 2 English with Phonics (STEP). Ask groups to find answers to the following questions on the teachers' guide:

- How many units are there in Term 3?
- How many teaching units are there in Term 3?
- How many lessons are there in each teaching unit?
- How many review units are in Term 3?
- How many lessons are there in each review unit?
- What is the duration of each lesson?
- How is the lesson split into periods?
- What type of lesson in each unit is Lesson 10?
- Which letter sounds and names are taught in Term 3?
- Look at the lesson planners that come before each unit. From these planners, list the listening and speaking skills to be taught in the term.
- Look at the songs in the back of the teachers' guide. Make a list of the songs that are new in this term.

And for the learners' book:

- Identify the number of units in the learners' book.
- Which units will be taught in Term 3?

- What is the difference between Unit 18 and the other units for Term 3?

Ask participants to present their findings in plenary.

Note to the Facilitator:

Consolidate the lesson by summarizing participants' findings and referring to **Annex 1**. Then provide the following important information:

The lesson plans in the teachers' guide cover content for two 30-minute lessons or periods. In each lesson plan, there is an indication of where the first lesson or period ends and the next one starts.

A note about the letter sounds:

In the teachers guide in most lessons, there are short blending and segmenting activities. The blending activity is where the learners listen to the sounds and blend them to form a word. The segmenting activity is where the learners hear a word and break it down (or segment it) into the sounds that make up that word.

The vowel sounds of English can be challenging, because the five vowels, depending on what word they are in, can produce 19 different vowel sounds.

A simple approach to describing the phonology has been used in the Teachers' guide. Where the vowel is short a (as in bag) the letter is written as it is in the alphabet. Where the vowel sound is long, as in (ā as in take) a bar is written above the a.

Also, where two consonants make one sound (ck as in back; ll as in bell). So in the blending and segmenting activity, this is indicated as one sound only, b a k are the three *sounds* that make up the word back. This is not about spelling, but about the sounds of the word.

The phonetic symbols for some of the words that may pose pronunciation challenges are in **Annex 8**

Activity 6: Writing schemes of work (35 minutes)

- In your groups, look at the scheme of work template in **Annex 2**. You will see that an example of how to complete it has been included.
- Discuss the template and the example entry.
- Now in plenary, select one participant as scribe to come to the front. Together guide him/her, through discussion, to complete the scheme of work for the first week of Term 3.

- As the scheme of work is collaboratively developed, you should also write a copy of it in your note pad. Use this as a model for writing all your schemes of work for the coming term.

Activity 7: Discussing effective use of scripted lesson plans (25 minutes)

In groups:

- Discuss how to prepare for teaching using scripted lesson plans.
- Present your ideas in plenary.

Note to the Facilitator:

Consolidate the ideas participants present by offering the tips on lesson preparation using scripted lessons in **Annex 3**.

Teaching and learning resources are an important part of scripted lesson preparation, BUT this element will be dealt with in a separate session in order to deal with it adequately.

LUNCH (1 hour)

7. Teacher attitude (1 hour 15 minutes)

Teaching is an art, and the quality of teaching depends on the love for, dedication to, and devotion towards the profession. Different people join the teaching profession for different reasons. In this session, you will discuss how teacher attitude positively or negatively affects the teaching and learning process.

Form groups of 5 or 6. Your facilitator will guide half the groups to carry out Activity 8 and the other half to do Activity 9. Then both sets of groups will report back to plenary.

Activity 8: (45 minutes)

- As individuals, answer the following questions on a piece of paper:
 - What motivated you to join the teaching profession?
 - What do you do as a teacher to ensure that you fulfill your goals as a teacher and live up to the standards you set yourself to achieve?

Share your responses with your group. Then the group should share in plenary.

Activity 9: Charting teacher behavior (30 minutes)

In groups, complete the following table on teacher behaviors.

Teacher behaviors that portray a positive attitude towards teaching	Teacher behaviors that portray a negative attitude towards teaching

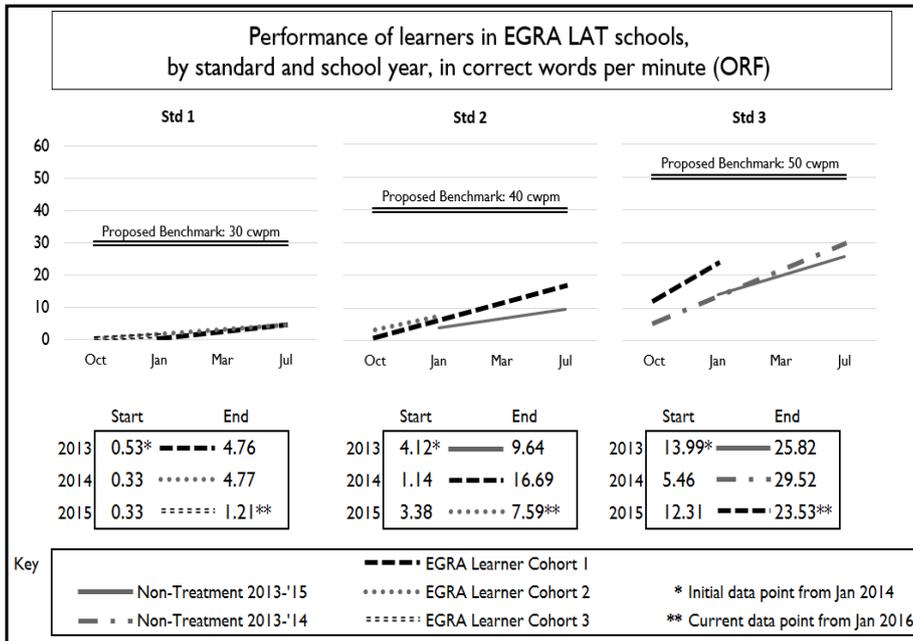
NOTE: A teacher needs to possess aspects in the positive attitude column in order to be a committed and effective practitioner.

Now answer this question: How do the teacher behaviors that portray a negative teacher attitude affect the learners and learning of reading?

Teacher behaviors that portray a negative attitude towards teaching	Consequences for the learners and learning

- Your facilitator will consolidate the activity by referring to highlighted points in **Annex 3**.

8. Some findings from the learner assessment tests (LATs) (45 mins)



There have now been 9 LAT rounds implemented by EGRA. The first was in January 2014, and the latest one in March 2016. It is not possible to include the figures for the latest LAT because they were being analyzed while this manual was going to print.

The exhibit above shows performance on oral reading fluency (ORF) in Standards 1, 2, and 3. Note that at the top of the graph, for each standard, there is a proposed benchmark. Although not formally adopted, these benchmarks were set at a recent MoEST workshop. So the fluency reading benchmark for Standard 1 is 30 correct words per minute (cwpm), for Standard 2 it is 40 cwpm, and for Standard 3, 50 cwpm. Aligning with the protocols of the National Education Standards, for a school to be seen as effectively implementing reading, 75 percent or more of the learners should reach these benchmarks by the end of the school year.

The vertical axis (0–60) in the graph shows how many correct words were read per minute. The various dotted lines show the progress in performance on each of the four LATs per year: October, January, March, and July. A flat or near-flat line shows little or no progress; a steep incline shows significant progress.

The information in the boxes below the graph provides the same information as shown in the graph, but detailed with exact numbers of cwpm.

The box at the bottom of the exhibit is the key, explaining what each line represents.

Activity 10: Making meaning from the graph—Plenary

Look first at the thick dashed line. This is interesting because it shows the performance of the first cohort of learners who were in Standard 1 in the first year of EGRA, 2013–2014, in Standard 2 from 2014–2015, and now are in Standard 3 from 2015 to the present.

- Notice how in Standard 1 in the first year of EGRA, although from a low base, the improvement was significant, from 0.53 cwpm in January 2014, to 4.76 cwpm in July of the same year.
- Then see how that cohort of learners, next in Standard 2, really starts to improve very notably, from 1.14 cwpm at the beginning of the year to 16.69 cwpm at the end of the year. The steep angle of the dashed line shows the dramatic improvement.
- Then look at the same cohort of learners, now in Standard 3 in the current school year, 2015–2016. We have results only for October and January, but already these learners in January were able to read 23.53 cwpm. There is still another six months to the end of the school year, so they may get reach close to the benchmark of 50 cwpm.

Activity 11: Making meaning of the graph—Pairwork

- Now in pairs look at the solid gray lines. These are referred to in the key as non-treatment, because when we tested them in 2013, we had not provided any Standard 2 or 3 materials. So it can be said that these learners are an internal control. Their reading performance shows what they were able to achieve without their teachers' getting any training and without any classroom materials.
- In your pair, compare using the graph and the scores in the boxes below it the difference between the performance of Standard 3 learners who have had EGRA input for the two previous years, and those Standard 3s who did not. Discuss your understandings of this comparison and prepare to report back to plenary on your findings.

Note for the Facilitator:

Allow time for participants to gain their own understanding of the graph. Encourage questions and discussion so that at the end of this activity, participants are able to take this information and package it clearly so that people who may not be familiar with graphs can understand that the series of LATs shows promising information about learners' reading performance.

BREAK (15 minutes)

9. Familiarization with English songs and rhymes in Standard 2 teachers' guide Term 3 (15 minutes)

Activity 12: Term 3 songs

- Turn to pages 203–209 in the teachers' guide. Here are the songs featured in Term 3. Most of them are familiar, while those marked with stars are new.

- Participants should form groups of 5–6.
- Groups will practice assigned songs that are marked with stars. Where possible, add gestures and actions to reinforce the meaning of the words.
- If the tune is not known, group members should help each other to make up a tune. It often helps to fit the words to a song that you already know. Be creative, have fun.
- After presentations let other members contribute other tunes they know to the songs.

10. Learner access to supplementary readers (30 minutes)

EGRA monitoring has revealed that materials registers are rarely used, and some teachers have no knowledge of them. Lending of books was not observed. Some learners leave borrowed books at home, and as result, some schools only use books in class.

For this training, all teachers have been asked to bring to the training their materials registers to show and share how they have been using them.

One of the objectives of EGRA has been to increase learners' use of borrowed books. This is such an important feature of literacy development because learners are only in school for a few hours, and they are at home for many more. **Children need to have access to books at home as well as in school.**

This important feature of the EGRA intervention must be recorded. So, in your groups you will be asked to count and report how many children have borrowed books (see below).

Activity 13: Use of materials register

In groups, take 10 minutes to look at the materials registers.

Discuss the use of the register:

- What has been positive about the use of this register?
- What has been difficult about using the register?
- Ensure that teachers and head teachers who have used the register to good effect share their experiences

Demonstrate how to use these materials registers.

Present in plenary.

Activity 14: Calculating % of learners who borrow books

The purpose of this activity is to:

- Reflect on the number of learners who used or borrowed to take home or to a reading center the supplementary readers OR learners' books during the second term (January to March) of the 2015–2016 school year
- Share the findings, discussing the enhancing and inhibiting factors

- Reflect on the current situation, re-energize, and plan for increased learner access to the books
- Share summary results with EGRA and other stakeholders
- Each school group should sit together to work out the numbers and then be prepared to share them with the rest of the participants

Note to the Facilitator:

Prepare a table on a flip chart paper(s) with six columns and enough rows for each school at the training venue. See the example below. A first row has been completed just for demonstration purposes. As schools report on their findings, take down their numbers on a separate sheet. When all schools have given their figures, you will be able to list the schools according to their ranking, starting with the highest percent and moving down to the lowest percent.

It is important to appreciate the performance of the schools with the higher percentage of learners accessing books, and they need to share with their colleagues how they manage this access, so that other schools can ask questions and learn from them.

However, it is NOT a contest; it is important that all schools in the zone increase learners' access to books.

*Use the completed table and the questions below for a discussion.

*Are we satisfied with current levels of learners' access to learner's books?

*Is there room for improvement?

***What should we do to improve performance?**

A. LEARNERS' BOOKS (includes supplementary readers, story cards, learners' books)					
Zone			Standard		
School name	Have and brought register for lending-out learners' books (Yes=1, No=0)	Total enrollment in Stds 1–3 SY2015/16	# learners who borrowed learners' book at least once in 2 nd term SY2015/16	% learners who borrowed at least one book in 2 nd term SY2015/16 *	Rank school with highest %
(A)	(B)	(C)	(D)	(E)	(F)
Maphiri	1	560	250	44.64%	
	1				
	0				
	1				

A. LEARNERS' BOOKS (includes supplementary readers, story cards, learners' books)					
Zone			Standard		
School name	Have and brought register for lending-out learners' books (Yes=1, No=0)	Total enrollment in Stds 1–3 SY2015/16	# learners who borrowed learners' book at least once in 2 nd term SY2015/16	% learners who borrowed at least one book in 2 nd term SY2015/16 *	Rank school with highest %
(A)	(B)	(C)	(D)	(E)	(F)
	1				
Total	3				
%	60%				

*To calculate the % of learners who borrowed books: divide the number who borrowed books (what you wrote in column D) by the total number of learners enrolled (column C), and multiply by 100. In this case it would be: $250/560 \times 100 = 44.64\%$

11. Preparation for practicum (30 minutes)

The practicum provides the opportunity for teachers to implement with real learners what has been learned during the workshop.

Your facilitator will divide you into 6 groups. Two groups will be allocated different but similar lessons to prepare, as follows:

- Groups 1 and 2: Lessons on phonological awareness from Unit 14, first half of Lesson 4; and Unit 15, first half of Lesson 1, respectively
- Groups 3 and 4: Lessons on comprehension from Unit 15, second half of Lesson 2; and Unit 16, second half of Lesson 2, respectively
- Groups 5 and 6: Lessons on supplementary readers from Unit 17, second half of Lesson 5; and Unit 17, second half of Lesson 5, respectively

END OF DAY 1

Day 2

1. Welcome back and review of Day 1 (15 minutes)

Welcome back to Day 2 of this workshop. Note that today participants will have the opportunity to practice what they have learned with real learners.

2. Preparation for the practicum (15 minutes)

The practicum is a golden opportunity to practice and receive constructive feedback from fellow teachers, as well as from the facilitator. Those who do not teach should observe and take notes so that they can actively participate in the feedback session after the practicum and demonstration. If you are observing, take note of the following:

- Use of real items/actions/gestures
- Is sufficient time allocated to the 3 segments of the lesson cycle: Teacher/Teacher and learners/Learners?
- Use of appropriate classroom discourse
- Responding to the needs of all the learners
- How does the teacher incorporate informal continuous assessment?

3. Practicum and feedback session (2 hours)

The facilitator will lead this session to get maximum benefit from the practicum. Participants should be encouraged to share their observations and ask any questions for clarification about the methodology of the lesson routine.

BREAK (15 minutes)

4. Assessment—Developing a mini-LAT (1 hour 15 minutes)

Assessment is an integral part of the teaching and learning process. Therefore, teachers need to conduct assessment on a continuous basis in order to track learners' performance and provide the necessary support to learners. In this activity, you will be given the opportunity to develop short a test of the language that you have already taught and practice administering it.

Note to the Facilitator:

Refer participants to **Annex 4** to look at an example of a mini-LAT before developing their own. This mini-LAT has been developed from Term 2 work. Participants should develop theirs from learners' book Units 13 to 18.

Commented [GL1]: 18 or 17?

Activity 1: Developing a mini-learner assessment test (LAT)

In groups:

- Use the learners' book Units 13 to 18 to develop mini-LATs of letters, decodable words, and short sentences you will teach in Term 3, and write them on a card/chart paper.
- Practice administering the items to 3 or 4 members of your group.

Commented [GL2]: 18 or 17?

- Give/receive feedback on the LAT administration.

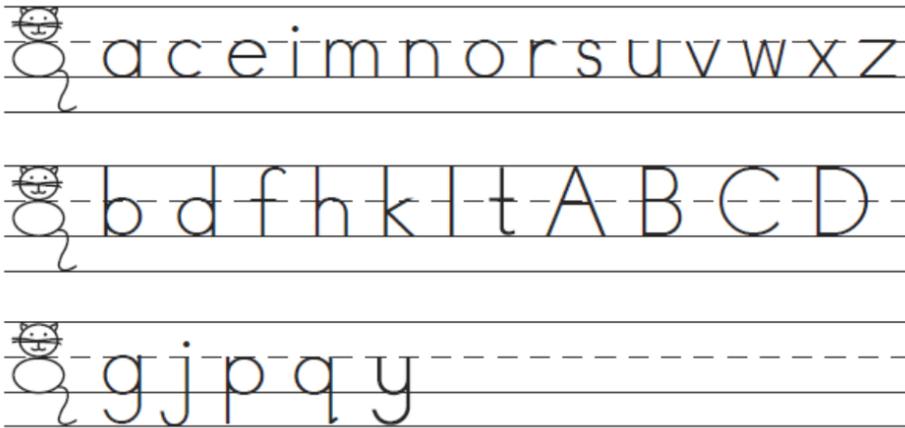
Note to the Facilitator:

Remind the participants what decodable words are: **words that can be sounded out from letters and syllables the learners already know.**

LUNCH (1 hour)

5. Handwriting (45 minutes)

During the monitoring of classes conducted by MoEST and EGRA, it was observed that most teachers do not follow the principles of handwriting. This is an indication that teachers do not model writing to learners using the 'cat principle.' Below is an illustration of the writing mechanics using the cat:



Activity 2: Modelling teaching of the mechanics of writing

Two teachers should volunteer to demonstrate how they teach the mechanics of writing, with the rest of the group role playing as learners. This should be followed by a discussion about the effective teaching of the mechanics of writing. Based on the observation of the modelling, the following guiding questions can initiate the discussions:

- What was done properly and why?
- What could have been improved upon and why?

Note to the Facilitator:

Wrap up the session by ensuring that everyone understands that the cat is not for decoration, but helps to show letter positions between the 4 lines: a body and head (for letters with ascenders), the body and tail (for letters with descenders), and the body only (for letters without ascenders or descenders as indicated in the image above).

6. Preparation of teaching and learning resources (1 hour 30 minutes)

In the recent monitoring of EGRA implementation, it was also observed that a good number of teachers are not committed to preparing teaching and learning resources. A few who used word cards and sentence cards did not use them effectively. In this session, you will prepare and demonstrate the proper use of some teaching and learning resources when teaching.

Activity 3: Discussing why teachers do not prepare and use teaching and learning materials (30 minutes)

- Individually, think about the reasons why you fail to prepare and use teaching and learning materials when teaching.
- Share the reasons with your facilitator and he/she will note them down on chart paper.
- As a whole class, discuss solutions to the challenges written on chart paper.

Note to the Facilitator:

Consolidate reasons why most teachers do not prepare and use teaching and learning materials and their solutions. Refer to **Annex 5**.

Activity 4: Preparing teaching and learning materials and demonstrating their effective use (1 hour)

In five groups, prepare teaching and learning materials for the following lessons that appear in the teachers' guide and learners' book:

- Group 1: Unit 13
- Group 2: Unit 14
- Group 3: Unit 15
- Group 4: Unit 16
- Group 5: Unit 17

In addition to the teaching and learning materials you have identified in the teachers' guide, add your own, including those that will cater to learners with special education needs.

Take turns explaining to the whole group how you can effectively use the resources in English lessons.

Note to the Facilitator:

Emphasize to participants the need for teachers to be creative in preparing additional teaching and learning materials apart from the ones suggested in the teachers' guide. Explain the tips on effective use of teaching and learning materials in **Annex 6**.

BREAK (15 minutes)

7. Final reflection session (45 minutes)

This is an opportunity for participants to:

- Reflect on what has been learned in this training
 - List at least one thing you learned that will improve your English teaching when you go back to school in April 2016
 - Be prepared to share that thing with colleagues
- Reflect again on challenges you experienced in teaching English
 - If the challenges have not been addressed by this course, share them again with your facilitator and fellow participants to get ideas on how to address them. A problem shared is a problem solved!

Note to the Facilitator:

Take careful notes during this session so that you can follow-up during your coaching sessions. You will want to check up on any challenges your teachers have shared in training. Include any issues, positive or negative, in your training report.

8. Closure (15 minutes)

As we started, so shall we finish. Choose a favorite song with which to end this training. Then close with the usual formalities.

END OF DAY 2

Annex 1: Possible answers to questions

Day1, Session 5: The teachers' guide

- How many units are there in Term 3? (6)
- How many teaching units are there in Term 3? (5)
- How many lessons are there in each teaching unit? (10)
- How many review units are in Term 3? (1)
- How many lessons are there in the review unit? (5)
- What is the duration of each lesson? (60 minutes)
- How is the lesson split into periods? (each period is 30 minutes)
- What type of lesson in each unit is Lesson 10? (a review lesson)
- Which letter sounds and names are taught in Term 3? (u - z & ly, ai)
- Look at the lesson planners that come before each unit. From these planners, list the listening and speaking skills to be taught in the term.
 - Asking and answering questions
 - Talking about an illustration
 - Saying what they did in the past
 - Describing the weather
 - Asking for and giving information
 - Answering questions

Day 1, Session 5: The learners' book

- Identify the number of units in the learners' book. (18)
- Which units will be taught in Term 3? (13–18)
- What is the difference between Unit 18 and the other units for Term 3? (Unit 18 is a review unit)

Annex 2: A Sample Scheme of Work

Week and dates	Success Criteria	Planned activities	Teaching, learning and assessment methods	Teaching, learning and assessment resources	References	Outcomes	Remarks
29 Feb to 4 March 2016	<p>Blends sounds to make words</p> <p>Listen to a folk tale</p> <p>Retell a folk tale</p> <p>Describe an illustration</p> <p>Read decodable sentences</p> <p>Read a story</p> <p>Answer comprehension questions</p> <p>Identify initial letter sound /u/ in words</p> <p>Read sight words with initial letter /u/</p> <p>Read supplementary readers</p> <p>Write words initial letter/u/</p> <p>Write names of colours</p>	<p>Unit 18: My Umbrella</p> <p>Lessons 1-5</p> <p><u>Listening and speaking</u></p> <p>Blending sounds to make words</p> <p>Listening to a folk tale</p> <p>Retelling a folk tale</p> <p><u>Reading</u></p> <p>Reading a story 'My Umbrella'</p> <p>Answering comprehension questions</p> <p>Identifying letter sound /u/ in words</p> <p>Reading sight words with initial letter/u/</p> <p>Reading supplementary readers</p> <p><u>Writing</u></p> <p>Writing words with the initial letter /u/</p> <p>Writing names of colours</p>	<p>Modelling, guided practice, independent practice (Teacher/Teacher and learners/Learners)</p> <p>Pair work</p> <p>Demonstration</p> <p>Question and answer</p> <p>Group work</p> <p><u>Continuous assessment</u></p> <p>observation of whole class and individual responses to oral work</p> <p>Informal assessment of individuals reading of LB text and supplementary readers</p> <p>Marking of learners' writing</p>	<p>Umbrella</p> <p>Word cards</p> <p>Sentence strips</p> <p>Teachers' guide</p> <p>Learners' book</p>	<p>MIE (2015) Standard Two English with Phonics (STEP) Pages 2-17</p> <p>MoEST (2015) Standards Two English with Phonics (STEP) Learners' Book. Pages 91-99</p>		

Annex 3: Tips on lesson preparation using scripted lessons

Day 1, Session 6

- Study the scripted lesson plan for the next day carefully and thoroughly.
- Identify all the main elements of the lesson plan such as:
 - Specific objectives
 - Teaching and learning resources
 - Number of activities and their advance organizers
 - Methodologies (lesson cycle)
 - Time allocation for each activity
 - Take note of the contents of the lesson plan
 - Envision the process of teaching and learning and learner interaction
- Develop guide notes where necessary.
- Ensure that all resources related to the lesson are available before the start of the lesson.

Annex 4: How lack of commitment and negative teacher attitude affect teaching and learning of reading

Day 1, Session 7

Teacher behaviors that portray a negative attitude towards teaching reading	Consequences for the learners and their reading progress
The teacher does not study the scripted lesson plans in advance. As a result, she/he teaches with the teachers' guide in his/her hands all the time.	Learners cannot benefit from gestures, presentation of realia, or eye contact with the teacher. The teachers' attention is on the book, not on whether the learners are following and understanding.
The teacher does not provide individual help to learners who are struggling and those with special needs.	Learners feel unvalued, get demotivated, and lose interest in trying to learn.
The teacher does not continuously assess learners' progress.	Learners receive no feedback and have no means of knowing if they are making progress; this leads to demotivation.
The teacher presents lessons illogically.	The learners cannot follow the lesson and will fail to learn anything.
The teacher does not manage time appropriately, which affects lesson pacing.	If the pace is too fast, learners cannot follow, and get demoralised and lose interest. If the pace is too slow, learners lose interest and motivation to continue to concentrate.
The teacher is too harsh.	Learners are fearful and unable to learn.
The teacher is too lax.	Learners become unruly, disruptive, and unable to learn.
The teacher has negative attitudes towards supervisors and monitors.	Learners do not benefit from any coaching advice given to the teacher.
The teacher is frequently absent from classes for no apparent reason.	This greatly limits learners' opportunity to learn and practice reading.

Annex 5: A sample mini-LAT

Day 2, Session 4

Letter names

d u B y v W f k Z s x

Words

pull van June box yam yoke holiday zebra whip rain

Short sentences

Bill is a nice man.

It is sunny today.

Annex 6: Why teachers do not prepare teaching and learning materials

Day 2, Session 6, Activity 3

- Negative attitude towards the teaching profession
- Some teachers consider the preparation of teaching and learning materials as unnecessary extra work
- Some teachers do not know and appreciate the importance of using teaching and learning materials
- Lack of passion and commitment
- Lack of creativity and resourcefulness
- Lack of special skills (technical know-how) on how to improvise appropriate teaching and learning materials
- Scarcity of some teaching and learning materials

Annex 7: Tips on effective use of teaching and learning materials

Day 2, Session 6, Activity 4

- Know your subject matter
- Know your learners' needs, including those with special needs (strengths and weaknesses)
- Consider classroom size and learner enrollment
- Consult colleagues who are competent in the effective use of teaching and learning resources (learning from each other)
- Team preparation and teaching
- Teachers should consider themselves life-long learners
- When reading a story, for example, teachers should read while maintaining eye contact to gain and sustain learners' attention

Annex 8: Phonetic symbols to aid pronunciation of words in the blending and segmenting activities

Page	Unit/Activity	Word	Phonetic symbols
2	13.1.1	mat	/m/æ/t/
		sand	/s/æ/n/d/
5	13.2.1	sing	/sɪŋ/
11	13.4.1	up	/ʌ/p/
		umbrella	u/m/b/r/ε/l/ə/
15	13.5.1	and	/æ/n/d/
		are	/ɑ:/
18	13.6.1	uniform	/ʊ / n /ɪ/ f /ɔ:/m /
		push	/p /ʊ /ʃ /
		unit	/ʊ / n /ɪ/ t /
21	13.7.1	fun	/ʊ / n /ɪ/ t /
27	13.9.1	veil	/v/eɪ/l/
41	14.2.1	cave	/k/eɪ/v/
47	14.3.1	wick	/w/ɪ/k/
50	14.5.1	week	/w/i:/k/
		wood	/w/ʊ/d/
53	14.6.1	night	/n/aɪ/t/
76	15.2.1	exit	/ε/ks/ɪ/t/
81	15.4.1	yoke	/j/ əʊ /k/
90	15.6.1	play	/p/l/ eɪ/
130	16.7.1	duck	/d/ ʌ/k/
148	17.1.1	quiz	/kw/ ɪ/z/
151	17.2.1	rice	/r/ aɪ/s/
		city	/s/ ɪ/t/i:/
		mice	/m/ aɪ/s/
154	17.3.1	walk	/w/ɔ:/k/
		wash	/w/ɒ/ʃ/
157	17.4.1	pain	/p /eɪ/n/
		today	/t/ə/d/ eɪ
160	17.5.1	cold	/k/ əʊ/l/d/
		weather	/w/ ε/ ð/ ə/
163	17.6.1	maize	/m/ eɪ/z/
		bake	/b/ eɪ/k/