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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY

MAZIKO A KUWERENGA

READING INTERVENTION PROGRAM

Training Manual

Module 2

EFFECTIVE LITERACY TEACHING PRACTICES

December 2013

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

This training manual was prepared for review by the United States Agency for International Development. It was submitted to the Contracting Officer's Representative, Early Grade Reading Activity by RTI International.

Early Grade Reading Activity

Maziko a Kuwerenga

Reading Intervention Program

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Produced and published under the USAID Early Grade Reading Activity (**Contract No.: AID-612-C-13-00002;**) in collaboration with the Ministry of Education, Science and Technology (MoEST) and the Government of Malawi through the Malawi Institute of Education.

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Acknowledgements

Under USAID’s Early Grade Reading Activity, this training manual is the product of collaboration among a community of government officials from the Ministry of Education, Science and Technology (MoEST), scholars, practitioners, and education development professionals. Each is dedicated to improving early grade literacy and has been proactive in the drive to improve learning outcomes for all children in Malawi. While they have brought their own specialized expertise or perspective to this particular task, they represent a larger community of parents and educators who seek a better education and future for their children. We thank them for their passion and vision, and the longer-term commitment to the Primary Curriculum and Assessment Reform (PCAR).

It is not possible to recognise 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.

We extend a special appreciation to senior officials of MoEST, especially Mr McPhail Magwira, Secretary for Education, Science and Technology; Directors and staff of the Department of Inspectorate and Advisory Services (DIAS); Department of Basic Education; Department of Teacher Education and Development (DTED); Malawi Institute of Education (MIE), Centre for Language Studies; Centre for Educational Research and Training; and Teacher Training Colleges. Their enthusiasm for education knows no bounds. This book is dedicated to them and the millions of eager young learners across Malawi.

Finally, we would like to acknowledge the United States Agency for International Development (USAID)/Malawi for providing the funding and technical guidance to produce this training manual. USAID/Malawi’s Early Grade Reading Activity and its close collaboration with MoEST have been central to this work and will ensure that this training manual will be available to those who need it most. The opinions expressed in this manual are those of the authors and do not necessarily reflect the views of USAID.

Acronyms

CPD	Continuous Professional Development
DTED	Department of Teacher Education and Development
EGRA	Early Grade Reading Activity
LAT	Learner Assessment Tool
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
NPC	National Primary Curriculum
PEAs	Primary Education Advisors
PCAR	Primary Curriculum and Assessment Reform
USAID	United States Agency for International Development

Introduction

The Early Grade Reading Activity (EGRA) is a three-year USAID intervention that intends to enhance 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 projects and in particular on the Malawi Teacher Professional Support Program, it also features a strong element of community mobilisation and of inclusive education for learners with special learning needs. EGRA targets teacher trainers, teachers, school administrators, parents and other key community members in eleven 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 eleven 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. For parents, care-givers and other key community members, the program provides training and ongoing support so that young learners' reading can be encouraged and improved both within school and at home. The program, known as Maziko a Kuwerenga (Foundations of Reading), complements the PCAR Chichewa course (revised in 2012) in the teaching of foundational skills that are essential in learning to read. These include letter knowledge, phonological awareness, syllable reading, word reading, oral reading fluency and comprehension.

The Maziko a Kuwerenga Training Module 2 has been designed in response to feedback received from practising teachers and PEAs in the field. It consolidates and reinforces those essential early grade reading teaching practices—introduced in CPD Literacy Modules 1-4 and Maziko a Kuwerenga Module 1—that teachers find most challenging to implement. This Training Module 2 also focuses on continuous assessment and coaching support so that the benefits of this training will be carried forward into the classroom. Strategies are provided for teachers to practise continuous assessment; and the use of the classroom observation and coaching instrument presented in this module will strengthen teachers', headteachers' and PEAS' understanding of what constitutes effective early grade literacy teaching and learning.

Schedule of Teacher Training

Day 1

Time	Session
8:00–8:15	<ul style="list-style-type: none">Registration, Welcome, and Introductions (15 Minutes)
8:15–9:15	<ul style="list-style-type: none">Overview of the Maziko a Kuwerenga Module 2 (1 Hour)
9:15–10:30	<ul style="list-style-type: none">Identifying Challenges from Term 1 of Maziko, and Brainstorming Solutions (1 hour 15 minutes)
10:30–10:45	Break (15 minutes)
10:45–12:45	1. Review of “The Big Five” Reading Skills (2 Hours)
12:45– 1:45	Lunch (1 hour)
1:45–3:00	2. Phonological Awareness (1 hour and 15 Minutes)
3:00–3:15	Break (15 minutes)
3:15–4:30	3. Practice with feedback: Phonological Awareness Routines (1 hour 15 Mins)

Day 2

Time	Session
8:00–8:15	<ol style="list-style-type: none">Welcome Back and Review of Day 1 (5 minutes)Participants Practise letter sounds (10 minutes)
8:15–9:45	<ol style="list-style-type: none">Practice with Feedback: Alphabetic Principle Routines, with special focus on the blends and digraphs of Term 2 (1 hour 30 mins)
9:45–10:00	Break (15 minutes)
10:00–11:15	<ol style="list-style-type: none">Fluency and Practice (1 hour and 15 minutes)
11:15–12:30	<ol style="list-style-type: none">Vocabulary (1 hour and 15 minutes)
12:30 –1:30	Lunch (1 hour)
1:30–3:30	<ol style="list-style-type: none">Practice Teaching Vocabulary (1 hour and 30 minutes)
3:00–3:15	Break (15 Minutes)
3:15–4:15	<ol style="list-style-type: none">Comprehension (1 Hour)

Day 3

Time	Session
8:00–8:30	<ol style="list-style-type: none">Welcome Back and Review of Day 2 (15 mins)Practice of phonological awareness (15 mins)
8:30–9:45	<ol style="list-style-type: none">Practice Teaching Comprehension Lesson (1 hour and 15 mins)
9:45–10:00	Break (15 minutes)

10:00–11:15	4. Pacing (1 hour and 15 minutes)
11:15–12:30	5. Lesson Pacing Demonstration and Practice(1 hour and 15 mins)
12:30 –1:30	Lunch (1 hour)
1:30–3:00	6. Practice Lesson Pacing (1 hour and 30 mins)
3:00–3:15	Break (15 Minutes)
3:15–4:00	7. Practice lesson pacing continued (45 mins)

Day 4

Time	Session
8:00–8:15	1. Welcome Back and Review of Day 3 (5 mins) 2. Practice of phonological awareness (10 mins)
8:15–8:45	3. Continuous Assessment: Overview and purposes (30 mins)
8:45-10:15	4. Practice of assessment strategies (whole class and individual learners)
10:15–10:30	Break (15 minutes) -
10:30–12:30	5. Classroom observation Instrument/Continuous assessment activity
12:30 –1:30	Lunch (1 hour)
1:30–3:00	6. Combining Maziko a Kuwerenga and the PCAR Chichewa course (model lesson plan and practice teaching.
3:00–3:15	Break (15 Minutes)
3:15–4:00	7. Preparation for Practicum Teaching (45 minutes)

Day 5

Time	Session
8:00–8:15	1. Welcome Back and Review of Day 4 (15 minutes)
8:15–8:30	2. Preparation for Practicum (15 minutes)
8:30–10:00	3. Practicum with Standard I learners (1 hour and 30 minutes)
10:00–10:15	Break (15 minutes)
10:15–11:30	4. Demonstration Lessons (1 hour and 15 minutes)
11:30–12:15	5. Feedback Session (45 minutes)
12:15- 12:30	6. Evaluation (15 minutes)
12:30 –1:30	Lunch (1 hour)
1:30–2:00	7. Action Planning for Implementation (30 minutes)

Day I

I. Registration, Welcome, and Introductions (15 Minutes)

Welcome to this Effective Literacy Teaching Practices Workshop. This is the second module in the Maziko a Kuwerenga (Foundations of Reading) Reading Intervention Program. Please introduce yourself to the other participants. When you introduce yourself you will also be asked to complete the following sentence.

“Learning to read is important because”

To ensure that all participants benefit from the workshop, please turn off or silence mobile phones, be punctual, respect all opinions expressed and questions, and participate in all activities. You may wish to agree on other ground rules for the workshop with the participants.

Please also ensure that you have signed the workshop attendance register.

Learning should always be a joyful experience, so we will start today’s training session with a song.

A iwe A, A iwe

A iwe A , A iwe

Takumana pano pa sukulu A iwe A

N iwe N, N iwe N

Takumana pano pa sukulu N iwe N

2. Overview of Maziko a Kuwerenga Module 2 (1 hour)

Overview of the Reading Intervention Module 2 (10 Minutes)

EGRA is geared towards improving the reading skills among learners in the early grades and to achieve that, teachers in the early grades need to be equipped with knowledge and skills on how to teach learners to read and write right from Standard I.

The Maziko a Kuwerenga (MaK) teacher's guides for Terms 1 to 3 each contain 6 units of scripted lesson plans that outline skills that teachers should use to teach reading in Standard I. Each unit consists of five lessons that are taught one hour per day, that is, from Monday to Friday. This hour of teaching and learning is meant for increasing time on task and practising skills in reading Chichewa. Although the lesson is one hour depending on the understanding of the learners and performance, the lesson can be taught in two days so that learners acquire skills being taught and apply them in reading. The Nditha Kuwerenga reader for Standard I learners introduces concepts and skills in a chronological order of difficulty, that is, from known to unknown. It prepares learners to be able to read independently as it follows a phonics approach to teaching reading.

This second module of Maziko a Kuwerenga builds directly upon Module 1. This five-day training program has been designed in response to feedback received from practising teachers and PEAs in the field. It seeks to consolidate and reinforce those essential early grade reading teaching practices that teachers are finding most challenging to implement.

This Training Manual contains all the materials you will need for the workshop. Please take a little time to familiarize yourself with its content.

Review of the Agenda (10 Minutes)

Open the training manual to the previous page with the workshop agenda. During the next five days, this workshop will focus on the development of effective instructional practices and the teaching of reading routines. This Module will review and extend the practice of skills learned during implementation of Module 1. It will also provide guidance on how to combine the teaching of Nditha Kuwerenga with the PCAR Chichewa course for Standard I.

Learning Objectives (10 Minutes)

The specific **learning objectives** of this workshop are the following:

Knowledge:

Teachers (i.e., participants) are able to define each of the “Big Five” reading skills and identify examples.

Teachers are able to explain how to assess learners’ reading skills and how the assessment can inform planning and teaching.

Application:

Teachers are able to correctly implement teaching routines for the Big Five reading skills.

Teachers are able to correctly pace a lesson.

Teachers are able to make effective use of a range of assessment strategies and tools to assess learners.

Teachers are able to combine Nditha Kuwerenga with PCAR Chichewa.

3. Identifying Challenges from Term I and Brainstorming Solutions (1 hour 15 mins)

This training workshop is designed for teachers who have already completed Module I of Maziko a Kuwerenga.

This session will do the following:

Provide a forum for teachers to brainstorm the challenges that they have faced in implementing the interventions.

Engage teachers to develop and implement solutions to these challenges.

Provide opportunity for PEAs to give feedback on commonly observed challenges.

Activity

In plenary, spend five minutes brainstorming a list of the challenges that you face in implementing the literacy intervention. Focus on those challenges that have the biggest negative impact on learner performance. The facilitator will write the challenges down on the board or chart paper, until all challenges are exhausted.

- Discuss each challenge in turn, starting with the challenges that participants feel are most important:
- Why does this challenge have a negative impact on teaching and learning?
- What can be done at the school level to alleviate this problem?
- What action points can be adopted by the group, and who are the persons responsible for taking action when you return to your school?
- Can other members of the group provide examples of successful strategies they have used to deal with each challenge?

Discuss which of the following six elements of the Maziko a Kuwerenga intervention presents the greatest challenges in implementation. How can implementation of each element be improved?

- Meeting the needs of learners with special learning needs
- Making sure that learners can not only read, but can **understand** what they are reading
- Use of the Nditha Kuwerenga reader (including how to turn pages, take care of the books etc)
- Mobilizing parental support for reading
- Getting benefit from coaching and school-based support
- One hour daily of teaching and learning of Chichewa daily

4. Review of the Big Five Reading Skills (2 Hours)

Components of Reading (20 Minutes)

There are five main components of reading. Learners must learn all of these skills to become strong readers. You have been teaching these skills through the *Maziko a Kuwerenga* program; however, it is important to remember the difference between them and know how to teach each one.

Activity: Matching Exercise

In Module I, you learned about the five components of reading, and then you carried out an activity to match the examples with each component.

As a refresher activity, from your own understanding, write the definition for each component. The first one has been done for you:

Component of literacy learning	Definition
I. Phonological Awareness	Being able to hear, identify, and manipulate sounds in spoken words (in the absence of text).
• Alphabetic Principle	
• Fluency	
• Vocabulary	
• Comprehension	

Compare your answers with those given in Annex I (page 34). They do not have to be exactly the same words, so long as you have given the meaning of each component.

Now we will review your answers together. The facilitator will ask you to give answers and make sure the definitions below are reviewed and understood.

Activity: Name a Routine (1 hour)

Think about the teaching routines or activities that you know and how they fit into these categories. The facilitator will call out one of the five competencies, and you will describe a routine that focuses on that particular skill. The facilitator will then model the following examples of such routines for the group.

Phonological Awareness

Kuzindikira Liwu la Lembo (letter sound recognition): Lero tiphunzira liwu la lembo latsopano. Poyamba nditchula liwu la lembo. Kenaka ndidzanena mau amodzi panthawi. Inu mudzandiuza ngati mauwo akuyamba ndi liwu lomwe ndatchula. Ngati mauwo akuyamba ndi liwu limenelo muloze chala m'mwamba. Ngati mauwo sakuyamba ndi liwu limenelo, muloze chala pansi.

Mphunzitsi	Mphunzitsi ndi Ophunzira	Ophunzira
<p>Liwu la lembo ndi /w/ Mawu oyamba ndi wina. Mawuwa akuyamba ndi /w/ choncho ndiloza chala m'mwamba. Mawu achiwiri ndi leka. Mawuwa sakuyamba ndi /w/ choncho ndiloza chala pansi.</p> <p>Mawu ena ndi awa; agogo ndi ena.</p>	<p>Tiyeni titchule liwu la lembo limodzi. Liwu la lembo ndi /w/ Tiyeni tibwereze.</p> <p>Tsopano nditchula mawu. Ngati akuyamba ndi /w/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /w/ muloze chala pansi.</p> <p>Mawu oyamba ndi wanu. <i>Mphunzitsi ndi ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga: [wina, zula, nzimbe]</p>	<p>Tsopano mutchula liwu la lembo nokha. Liwu la lembo ndi /w/.</p> <p><i>Ophunzira atchula liwulo.</i> Tsopano nditchula mawu. Ngati akuyamba ndi /w/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /w/ muloze chala pansi.</p> <p>Mawu oyamba ndi waka. <i>Ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga [wana, dzulo]</p>

Alphabetic Principle

Dzina la lembo la 'p': Lero tiphunzira lembo latsopano. Ndikuwonetsani lembo. Kenaka ndikuuzani dzina lake. *Lembani lemboli pa bolodi. Lozani lemboli ndi kunena kuti, lembo ili ndi p.* Tchulani dzina la lembo mobwerezabwereza. Tiyeni titchule dzina la lemboli pamodzi. Lembo ili ndi **p** (*Mphunzitsi ndi ophunzira anena p*). Tsopano yeserani nokha. Lembo ili ndi (*Ophunzira anena p*). Tsopano yang'anani m'buku lanu pa tsamba **31**. Kodi mukuona lembo la **p**? Lozani ndi kuwerenga lemboli.

Kulemba lembo

Pophunzitsa luso la kulemba mphunzitsi ayenera kutsatira izi :

- alembe mizere yoongoka pa bolodi
- asonyeze kalembedwe ka zitchetche m'malere
- ana alembe zitchetchezo m'malere motsatira mphunzitsi kenaka paokha
- mphunzitsi alembe zitchetche pa bolodi zogwirizana ndi lembo lophunzitsidwa
- ana alembe zitchetchezo pansu, pa masileti kapena m'makope mwao

Kulemba lembo la 'p' : Tsopano tiphunzira kulemba lembo la **p**. Onetsetsani pamene ndikulemba **p**. Tiyeni tichitire limodzi (*Mphunzitsi ndi ophunzira alemba a m'malere*). Tsopano chitani izi nokha (*Ophunzira alemba p m'malere*). Tsopano lembani pansu (*Ophunzira alemba p pansu*).

Kupeza ndi kutchula Liwu la Lembo (letter sound identification) Tsopano tipeza ndi

kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
Mawuwa ndi yenda . Ndipeza liwu loyamba kenaka nditchula liwu loyambalo. Mawuwa akuyamba ndi /y/ ndipo ndinena kuti /y/ .	Tiyeni tichitire limodzi. Mawuwo ndi yanu . Liwu loyamba ndi /y/ <i>Mphunzitsi ndi ophunzira /y/</i> . Pitirizani ndi zitsanzo zina za mawu monga [yenda, pima, peka]	Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. Mawu oyamba ndi yanu . <i>Ophunzira atchula liwulo</i> . Pitirizani ndi zitsanzo zina za mawu monga [yenda, uyu, sesa]

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 8 Phunziro 3, page 39.

Alphabetic Principle

Kuphunzitsa dzina la lembo (introducing letter name)

Lero tiphunzira lembo latsopano. Ndipo ndikuonetsani lemboli kenaka ndikuuzani dzina lake. *Lembani lemboli. Lozani lemboli ndi kunena kuti, lembo ili ndi b.* Tiyeni titchule dzina la lemboli pamodzi. Lembo ili ndi (*Mphunzitsi ndi ophunzira anena b*). Tsopano yeserani nokha. Lembo ili ndi (*Ophunzira anena b*). Tsopano yang'anani m'buku lanu. Kodi mukuona lembo la **b** pafupi ndi chithunzi cha **bowa** pa tsamba **36** la buku lanu. Thandizani ophunzira omwe akulephera kutchula dzinali.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 9 Phunziro 2, page 53.

Matchuliro a Lembo (letter sound spelling) Tsopano tiphunzira kulemba lembo la **f**. Onetsetsani pamene ndikulemba **f**. Tiyeni tlembe limodzi (*Mphunzitsi ndi ophunzira alemba f m'malere*). Tsopano lembani nokha

f(Ophunzira alemba f m'malere). Tsopano lembani pansu f(Ophunzira alemba f pansu). Uzani ophunzira kuti alembe lemboli m'makope mwawo. Thandizani ophunzira omwe akulephera kulemba lemboli.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 11 Phunziro 3, page 106.

Fluency (Word Reading)

Kuwerenga Mawu: Tiyeni tiwerenge mawu m'mabuku. Werengani gawo la chizindikiro cha mtengo pa tsamba 27. Pafupi ndi chithunzi cha mtengo mmunsi mwake muli mawu. Lozani chala chanu kungsi kwa mawu oyamba, **wina**. Werengani mawuwa pamodzi ndi ine. Mphunzitsi awerenga pang'onopang'ono moto. Tsopano werengani mawu mokweza kuti ndithe kumva bwino. Mumvetsere pamene ophunzira akuwerenga mawu ena. Ophunzira awerenge mawu omwe aphunzira kale monga **wina, wana, wena, waka, wanu** ndi ena atsopano monga **kwina, kweza, kwada, kwera, kwawa**. Thandizani ophunzira omwe akulephera kuwerenga mawuwa.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 7 Phunziro 4, page 22.

Kumvetsa Nkhani I (Mphindi 10)

Vocabulary

Lero ndikuwerengerani nkhani. Tisanawerenge, tiphunzira matanthauzo a mawu ena omwe ali mu nkhaniyi ndi kukamba za momwe nkhani ingakhalire. Kenaka, ndidzakuwerengerani nkhani ndipo tidzayankha mafunso limodzi.

Mawu atsopano: mawu oyamba kuwamva ndi oti: '**kuseli**'. Nenani kuti '**kuseli**' (ophunzira anena kuti '**kuseli**'). Kwezani dzanja lanu pamene mwamva mawu oti **kuseli**. (Ophunzira akweza manja). Kwezani dzanja ngati mukudziwa tanthauzo la mawu oti malodza. (Ophunzira akweza manja). Ngati ophunzira opyola theka okweza manja auzeni omwe akweza manja kuti atembukire kwa oyandikana nawo omwe sakudziwa tanthauzo kuti awauze anzawo tanthauzo la mawuwo. Ngati ochepa akweza manja auzeni tanthauzo la mawuwo. Tanthauzo la mawu oti '**kuseli**' ndi mbali ina ya nyumba kapena chinthu. Gwiritsani ntchito mawu oti **kuseli muchiganizo chomwe chikupereka tanthauzo la mawuwo.**

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 12 Phunziro 3, page 129.

Comprehension

Werengani nkhani. Tsopano tiwerenga nkhani. Tisanawerenge nkhaniyi tiyeni tikambirane zomwe nkhaniyi ikukamba. Mutu wa nkhaniyi ndi **Kuthawa**. Kodi chomwe mukudziwa pankhaniyi ndi chiyani? Ndiganiza nkhaniyi ikukamba za.....ndi chinthu china chiti chomwe nkhaniyi ikukamba? (Itanani ophunzira awiri kapena atatu kuti apereke maganizo awo ndipo lembani maganizowa pa bolodi)

Tsopano tiyeni tiwerenge nkhaniyi. Pamene ndikuwerenga mvetserani maganizo anu aja ngati ali olondola. Muyenere kumvetsera mawu atsopano omwe taphunzira ndipo kwezani dzanja lanu pamene mwamva amodzi mwa mawuwo.

Kuthawa

Ndithawire Kuti? Njonjoma anajowa. Ndaponda chofewa! Kodi ndi chiyani? Aaa ndi njoka. Talekani mtathawa. Mayo! kunonso kuli njuchi. Ndithawira kuti tsono? Ndikwere pachulu? Mavuto zedi. Oooh! kulinso njati ndi njovu. Mwina ndipite kuphiriko kuti ndikabisale. Kuseli kwa mtengo wa naphini.

Pakutha pakuwerenga nkhani: Tsopano tawerenga nkhani, tsopano tiyeni tiunike maganizo amene tinapereka pa nkhaniyi. Tinagwirizana kuti nkhaniyi ikukamba za.... ndikuganiza kuti nkhaniyi imakamba za....ngati mukugwirizana nazo lozani chala m'mwamba.(perekani yankho kapena funsani chifukwa chomwe ena sakugwirizana nazo) izi zikusonyeza kuti maganizo athu aja anali olondola kapena ayi.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 12 Phunziro 3, page 130.

Activity: Practising Chichewa Letter Sounds (40 Minutes)

We know that learning sounds is important for learners so that they can sound out words correctly. We also know that we as educators have difficulty with correct pronunciation of the letter sounds. So before moving on to the Phonological Awareness part of the training, let's practise the 24 sounds of the Chichewa alphabet.

There are 24 letters in the Chichewa alphabet. Here are the letters as introduced in Maziko a Kuwerenga, according to frequency of use. This sequence is commonly known as anikumeto:

a, n, i, k, u, m, e, t, o, d, l, z, w, s, p, y, b, h, g, r, ch, f, j, v

However, in the National Curriculum, the order begins by introducing all the vowels followed by the consonants. So, the order is:

a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z

Note that the order in which they appear does not matter. What is important is the skill and methodology needed in teaching learners how to read.

Remember, a letter sound should include only one sound. For example the sound for b is /b/ not /ba/. It is important not to add on a vowel sound to the consonant sound when modelling sounds.

When practising sounding out letters, first look at each letter, then repeat the letter sound after the facilitator.

Next, as the facilitator points to a letter, in random order, give the correct sound along with the other participants.

The facilitator will provide corrective feedback if sounds are produced incorrectly.

The facilitator may also illustrate ways to engage every learner in the classroom by calling on different participants to respond to a question (e.g., members of a particular group, gender, row, those wearing a particular colour etc).

Activity Review letter sounds and teach digraphs and blends

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

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

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

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

5. Phonological Awareness (1 Hour and 15 Minutes)

Phonological Awareness (30 Minutes)

Phonological awareness is the general ability to discriminate the sounds of a language and the awareness that words can be broken up into sounds. The awareness of sounds of a language is one of the earliest skill sets that learners can master. They need to know that words are made up of sounds so they can sound out, or decode, new words.

Definition: the ability to hear, identify, and manipulate sounds in spoken words

Understanding Phonological Awareness allows a learner to (a) separate words into sounds, (b) blend sounds into words, or (c) manipulate sounds by adding or subtracting them from a word.

Phonological Awareness is a completely oral skill that should be taught and practised WITHOUT the use of text.

Importance to Reading:

Learners need to understand that words can be broken apart into sounds. The next step is to learn the letter so that they are able to map the sounds to letters and acquire the alphabetic principle.

Segmentation (separating words into sounds) and blending (putting the sounds together to make words) are skills that are foundational for reading success.

Activity

In Module 1, it was your facilitator who modelled each of the following five phonological awareness routines, with the workshop participants acting as learners. Now in Module 2 this is a recap session, so your facilitator may call on you to demonstrate one or two of the routines.

After each routine, the facilitator will ask you to:

1. Identify which of the following five phonological awareness skills are being taught in each routine

Sound recognition

Sound identification

Sound comparison

Blending sounds to form words

Separating words into sounds

Refer to Annex 1 (page 34) for a list of the correct answers.

2. Explain in your own words what the learners should be able to demonstrate after mastering these skills.

Routine 4

Kulumikiza Maliwu Lero tichita masewero opeka mawu. Ndidzatchula maliwu a mawu ndipo inu mudzandiuza mawuwu. Poyamba, ndidzatchula mawu pogwiritsa ntchito maliwu ake, Kenaka mudzalumikiza maliwuwu. Ndipo ndikanena kuti “Kodi ndi mawu ati omwe ndatchula?” inu mutchule mawuwu.

<p>Mphunzitsi Maliwu ndi /p/ /o/ /n/ /d/ /a/. Ndikumikiza maliwu kenaka ndipanga mawu oti ponda. Maliwu ena ndi, /n/ /y/ /a/ /n/ /l/. Ganizirani mawu amenewa. Ophunzira aganizira mawu. Mphunzitsi anena kuti nyani.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi Maliwu ndi /p/ /l/ /m/ /a/. Ganizirani mawu amenewa. Mphunzitsi ndi ophunzira nenani pima pamodzi. Pitirizani ndi zitsanzo izi /m/ /p/ /e/ /n/ /l/, mpeni;]</p>	<p>Ophunzira Tsopano ndinena mawu potchula maliwu ndipo mudzanena mawuwu. Maliwu ndi /n/ /y/ /a/ /m/ /a/. Ganizirani mawu. Ophunzira anena mawu oti nyama. Pitirizani ndi zitsanzo izi [/u/ /y/ /u/ /u/ ; /n/ /y/ /e/ /m/ /b/ /a/, nyemba]</p>
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Ref. Maziko a Kuwerenga Teacher’s Guide Term 2, Mutu 8 Phunziro 5, page 49

Routine 5

Kulekanitsa Maliwu Tsopano tigawa mawu kukhala maliwu. Poyamba, ndidzanena mawu ndipo inu mudzatchula maliwu onse a mawu.

<p>Mphunzitsi Mawu ndi peka. Ndinena maliwu onse monga /p/ /e/ /k/ /a/.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi Mawu ndi mpando. Mphunzitsi ndi ophunzira anena /m/ /p/ /a/ /n/ /d/ /o/. Pitirizani ndi zitsanzo izi [nyemba, /n/ /y/ /e/ /m/ /b/ /a/; nyama, /n/ /y/ /a/ /m/ /a/]</p>	<p>Ophunzira Tsopano ndi ndinena mawu ndipo inu mudzanena maliwu ake. Mawu oyamba ndi nyika. Ophunzira atchula /n/ /y/ /l/ /k/ /a/. Pitirizani ndi zitsanzo izi [pana, /p/ /a/ /n/ /a/; nyula, /n/ /y/ /u/ /l/ /a/]</p>
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Ref. Maziko a Kuwerenga Teacher’s Guide Term 2, Mutu 8 Phunziro 5, page 49

Routine 3

Kusiyanita Maliwu: Lero timvetsera maliwu a mawu. Ndidzatchula mawu awiri. Ngati mawuwa akuyamba ndi maliwu ofanana muloze chala m’mwamba. Ngati akuyamba ndi maliwu osiyana muloze chala pansi.

<p>Mphunzitsi Mawu awiri oyamba ndi, china_chona. Mawu awiriwa akuyamba ndi liwu la /ch/ choncho ndiloza chala m’mwamba. Mawu ena awiri ndi: thole_gona. Mawu awiri amenewa sakuyamba ndi liwu lofanana choncho ndiloza chala pansi.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi. Mawu awiri oyamba ndi: cheyo_chala. Ophunzira ayankha poloza chala pansi. Pitirizani ndi zitsanzo zina za mawu monga: chulu_thira; chona_chulu ; thole_galu.</p>	<p>Ophunzira Tsopano nditchula mawu awiri. Ngati mawuwa akuyamba ndi maliwu ofanana muloze chala m’mwamba. Ngati akuyamba ndi maliwu osiyana muloze chala pansi. Mawu awiri ndi china_cheyo. Ophunzira ayankha poloza ndi chala. Pitirizani ndi zitsanzo zina za mawu monga: [chala_chulu; thawa_chona]</p>
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Routine 1

Kuzindikira Liwu la Lembo (letter sound recognition): Lero tiphunzira liwu la lembo latsopano. Poyamba nditchula liwu la lembo. Kenaka, ndinena mawu amodzi pa nthawi ndipo mundiuza ngati mawuwo akuyamba ndi liwu lomwe ndatchula. Ngati mawuwo akuyamba ndi liwu limenelo muloze chala m'mwamba. Ngati mawuwo sakuyamba ndi liwu limeneli muloze chala pansi.

<p>Mphunzitsi Liwu la lembo ili ndi /b/ Mawu oyamba ndi, bala. Mawuwo akuyamba ndi /b/ choncho ndiloza chala m'mwamba. Mawu achiwiri ndi, nyika. Mawuwo sakuyamba ndi /b/ choncho ndiloza chala pansi.</p>	<p>Mphunzitsi + Ophunzira Tiyeni titchule liwu la lembo limodzi. Liwu la lemboli ndi, /b/ <i>Ophunzira nenani kuti /b/</i> Tsopano nditchula mawu. Ngati akuyamba ndi /b/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /b/ muloze chala pansi. Mawu oyamba ndi, bola <i>Mphunzitsi ndi ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga nyula, mpeni, bodza</p>	<p>Ophunzira Tsopano mutchula liwu la lembo. Liwu la lemboli ndi, /b/ <i>Ophunzira atchula liwulo.</i> Tsopano nditchula mawu. Ngati akuyamba ndi /b/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /b/ muloze chala pansi. Mawu oyamba ndi bala. <i>Ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina mpeni, bodza, waba</p>
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Ref. Maziko a Kuwerenga Teacher's Guide Term 2, Mutu 9 Phunziro 1, page 52

Routine 2

Kupeza ndi kutchula Liwu la Lembo (letter sound identification) Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

<p>Mphunzitsi Mawuwo ndi gula. Ndipeza liwu loyamba kenaka nditchula liwu loyambalo. Mawu oyamba ndi, gula. Mawuwo akuyamba ndi /g/ ndipo ndinena kuti /g/.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi. Mawuwo ndi bala. Liwu loyamba ndi /b/ <i>Mphunzitsi ndi ophunzira /b/.</i> Pitirizani ndi zitsanzo zina za mawu monga gogoda, lata, wala</p>	<p>Ophunzira Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. Mawu oyamba ndi gona. <i>Ophunzira atchula liwulo.</i> Pitirizani ndi zitsanzo zina za mawu monga galu, guza, hema</p>
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Ref. Maziko a Kuwerenga Teacher's Guide Term 2, Mutu 10 Phunziro 1, page 74

6. Practice with Feedback: Phonological Awareness Routines (1 Hour and 15 Minutes)

In this session, we will practise the implementation of phonological awareness routines and receive feedback. Remember the purpose of this workshop is to develop one another's teaching skills, so comments should be made and received in a constructive manner.

Activity: Practice and Feedback (1 Hour)

- The facilitator will assist you to break into groups of about five teachers. Try to ensure that the groups are of mixed gender and school.
- Each group member will take turns to play the role of the teacher for one of the five phonological awareness routines from the previous session. The other group members will act as learners. The facilitator will circulate between groups, providing feedback and support.
- Divide the five routines between the members of the group and allow members five minutes to prepare their routine before starting. When delivering the routines, be careful how you manage the time.
- At the end of each routine, discuss how delivery of the routine can be improved and made as effective as possible in a large class. No more than 10 minutes should be allowed for both delivery and discussion of each routine before moving on to the next one.

7. Alphabetic Principle (Phonics) (30 Minutes)

Alphabetic Principle encompasses several different skills. The main concept is that letters are the visual symbols of sounds, and they are used to write words. Teaching about the alphabetic principle should focus on recognizing letters and knowing the sound for each one, identification of syllables (combinations of letters), and blending letters or syllables to make words. Activities include orally identifying letter sounds or letter names; orally blending syllables, word parts, or letters to make words; and listening to and writing letter names or words.

Definition: **the ability to associate sounds with letters and to use those sounds to read and spell words**

The importance of alphabetic principle to reading:

- It provides the foundation for later reading and spelling skills
- It gives learners a means for decoding, reading, and spelling unknown words
- Note: Learners need to learn how to segment and blend letter-sounds and apply that knowledge to read and spell words

Activity

The facilitator will model each of the following five alphabetic principle teaching routines, with the workshop participants acting as learners.

After each routine the facilitator will ask you to:

1. Identify which of the following five alphabetic principle skills are being taught in each routine
 - Recognizing and naming letters
 - Identifying letter sounds
 - Syllable blending (blending letters to make syllables)
 - Sound spelling
 - Word blending (blending letters or syllables to make words)

Refer to Annex 1 (page 34) for the correct answers.

2. Explain in your own words what the learners should be able to demonstrate after mastering these skills.

Routine 1

Kuphunzitsa dzina la lembo la tsopano Dzulo tinaphunzira lembo la “s” wang’ono. Lero tiphunzira lembo la “S” wamkulu. Ndikuonetsani lembo ndipo inu mundiuza dzina la lemboli. Lembani **S** pa bolodi. Lozani lemboli ndi kunena kuti ‘Lembo ili ndi **S**’. Tiyeni titchulire limodzi. Lembo ili ndi **S** (Mphunzitsi ndi ophunzira anena kuti **S**). Tsopano

yesevani nokha. Lembo ili ndi **S** (Ophunzira anena kuti **S**). Tsopano onani m'mabuku anu patsamba **28**. Kodi mukuona lembo la **S** pambali pa chithunzi cha hatchi?

Ref. Maziko a Kuwerenga Teacher's Guide for Term 21, Mutu 7 Phunziro 4, page 21

Routine 3

Kulemba Maphatikizo Tsopano tigwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Titchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Nditchula phatikizo ndipo inu mutchula liwu lililonse pamene mukulemba phatikizolo.

Mphunzitsi	Mphunzitsi+ Ophunzira	Ophunzira
<ul style="list-style-type: none"> Phatikizo ndi kha. nditchula liwu pamene ndikulemba phatikizo la /k/ /h/ /a/ kha. 	<ul style="list-style-type: none"> Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndikulilemba. Mphunzitsi ndi ophunzira atchula phatikizo pamene mphunzitsi akulemba khe /k /h/ /e/. <p>Pitirizani ndi zitsanzo monga khi, kho</p>	<ul style="list-style-type: none"> Tsopano yesevani nokha phatikizo ili khu. Ophunzira alemba m'makope mwawo. Kenaka nenani kuti, onani phatikizo langa ndipo phatikizo lanu liwoneke ngati ili. Pitirizani ndi zitsanzo izi kho, kha

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 9 Phunziro 4, page 67

Routine 5

Kulemba Mawu Tsopano tigwiritsa ntchito maliwu omwe taphunzira pochita matchuliro a mawu. Titchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Nditchula mawu, kenaka mutchula mawuwo ndi liwu la lembo lililonse pamene mukulemba mawuwo.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<ul style="list-style-type: none"> Mawu wa ndi ie. Nditchula liwu lililonse pamene ndikulemba mawu li/ /y/ /e/ / iye 	<ul style="list-style-type: none"> Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene mukulilemba. Nenani yanu Mphunzitsi ndi ophunzira atchula mawuwo pamene mphunzitsi akulemba. ly/ /a/ /n/ /u/ 	<ul style="list-style-type: none"> Tsopano yesevani mawu oti uyu Ophunzira alemba m'makope mwawo. Nenani kuti, onani mawu anga omwe ndalemba. Mawu anu awoneke ngati awa. Uzani ophunzira kuti alembe eya, iyo

Kuwerenga Mawu pogwiritsa ntchito maphatikizo: Tsopano tiphunzira kuwerenga mawu pogwiritsa ntchito maphatikizo omwe taphunzira kale. Titchula phatikizo lili lonse kenaka tiwerenga mawu ake. Ndiloza chala kusi kwa phatikizo ndipo muwerenga phatikizolo. Mukatha kuwerenga maphatikizo onse, ndiyendetsa chala changa kusi kwa mawu ndipo muwerenga mawuwo.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<p><i>Ikani chala chanu kusi kwa phatikizo loyamba la mawu omwe ali pa bolodi ndi kunena kuti</i></p> <ul style="list-style-type: none"> Yang'anani kuno. 	<ul style="list-style-type: none"> Tsopano tichitire pamodzi. Kumbukirani kutchula phatikizo lililonse lomwe ndikulozereni. Mphunzitsi aloza lembo 	<ul style="list-style-type: none"> Tsopano yesevani. Mphunzitsi aloza phatikizo pamene ophunzira akuwerenga. u yu uyu. <p>e ya eya</p>

ya nu yanu.	<i>lililonse la maphatikizo pa bolodi. Mphunzitsi ndi ophunzira awerenga. i ye iye.</i>	
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Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 8 Phunziro 3, page 41

Routine 2

Kutchula Liwu la Lembo Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<ul style="list-style-type: none"> Mawuwa ndi fulu. Ndipeza liwu loyamba kenaka nditchula liwu loyambalo. Mawu oyamba ndi, fodya. Mawuwa akuyamba ndi /f/ ndipo ndinena kuti /f/. 	<ul style="list-style-type: none"> Tiyeni tichitire limodzi. Mawuwo ndi china. Liwu loyamba ndi /ch/ <i>Mphunzitsi ndi ophunzira /ch/</i>. Pitirizani ndi zitsanzo zina za mawu monga fulu, thawa, chulu 	<ul style="list-style-type: none"> Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. Mawu oyamba ndi fewa <i>Ophunzira atchula liwulo</i>. Pitirizani ndi zitsanzo zina za mawu monga fisi, chala, fodya

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 11 Phunziro 3, page 105.

Routine 4

Kuphunzitsa lembo la tsopano (letter name) Dzulo tinaphunzira lembo la **h** wang'ono. Lero tiphunzira lembo la **H** wamkulu. Ndikuonetsani lembo ndipo inu muniuza dzina la lemboli. *Lembani H. Lozani lemboli ndi kunena kuti lembo ili ndi H. Tiyeni titchulire limodzi.* Lembo ili ndi **H**(*Mphunzitsi ndi ophunzira anena kuti H*). Tsopano yeserani nokha. Lembo ili ndi **H**(*Ophunzira anena kuti H*). Tsopano onani m'mabuku anu. Kodi mukuona lembo la **H** pambali pa chithunzi cha **Hatchi**?

Matchuliro a lembo (letter sound spelling) Tsopano tiphunzira kulemba lembo la **H** wamkulu. Onetsetsani pamene ndikulemba **H** wamkulu. Tiyeni tilembere limodzi. (*Mphunzitsi ndi ophunzira alemba H m'malere*). Tsopano lembani nokha. *Ophunzira alemba H m'malere*). Tsopano lembani pansu (*Ophunzira alemba H pansu*). *Uzani ophunzira kuti alembe lemboli m'makope mwawo*. Kodi mukuona lembo la **'H'** pambali pa chithunzi cha **Hatchi** pa tsamba **38** la buku lanu?

Ref. Maziko a Kuwerenga Teacher's Guide for Term 2, Mutu 9 Phunziro 4, page 66.

Summary (15 Minutes)

There are similarities and differences between phonological awareness and alphabetic principle.

Similarities:

- They use similar skills, like blending and segmenting, or recognition and identification.
- They both include sounds.

Differences:

- The main difference is that phonological awareness does not use any printed material. Learners' ability to "play with" or manipulate sounds helps them become aware of what words are, and how they are formed.
- Phonological awareness helps prepare learners to understand how spoken words relate to printed words. It can also help learners think about how to spell a new word without looking at a book.

End of Day One

Day 2

1. Welcome Back and Review of Day 1 (15 Minutes)

Welcome back to Day 2 of this Effective Literacy Teaching Practices workshop.

2. Participants practise letter sounds

You will begin by practising in your groups for 5 minutes, the Phonological Awareness routines. We will practise this every day, so make sure each person gets chance to practise and get feedback.

Activity

Reviewing the definitions of the Big Five Reading Skills: Phonological Awareness, Alphabetic Principle, Fluency, Vocabulary, and Comprehension.

The facilitator will ask the following:

1. Which of the Big Five skills is the ability to read or recognise letter sounds and words quickly and accurately (automatically)?
2. Which of the Big Five skills is the ability to make meaning from words on the page, understanding what you read?
3. Which of the Big Five skills is the ability to associate sounds with letters and to use those sounds to read and spell words?
4. Which of the Big Five skills is the ability to hear, identify, and manipulate sounds in spoken words (in the absence of text)?
5. Which of the Big Five skills is knowledge of the meaning of words in a language?

Refer to Annex 1 (page 34) for the correct answers.

Discuss why each of these skills is important in learning how to read.

3. Practice with Feedback: Alphabetic Principle Routines (1 Hour and 30 Minutes)

In this session we will practise the implementation of alphabetic principle routines and receive feedback. Again, remember that comments should be made and received in a constructive manner.

Activity: Practice and Feedback (1 Hour)

- The facilitator will assist you to form new groups of about five teachers.
- Again, each group member will take it in turns to play the role of the teacher for one of the five alphabetic principle routines from the previous activity. The other group members will act as learners. The facilitators will circulate between groups, providing feedback and support.
- Divide up the five routines between the members of the group and allow members five minutes to prepare their routine before starting. This may involve preparing flashcards or other simple resources. When delivering the routines, be careful how you manage the time.
- At the end of each routine, discuss how delivery of the routine can be improved and made as effective as possible, especially in a large class. No more than 10 minutes should be allowed for both delivery and discussion of each routine before moving on to the next one.

Plenary Discussion (30 Minutes)

For the last 15 minutes of this session, the facilitator will lead a discussion aimed at identifying and summarizing key points and providing advice for the effective delivery of alphabetic principle routines. You should be ready to share at least one comment for each of the following questions:

- How do you ensure that all learners have enough opportunity to practice the skill?
- How do you assess learners' mastery of a skill?
- How do you make effective use of teaching and learning resources?
- How do you make the routine engaging and enjoyable for learners?

Note how some of the skills are the same, but that now you are using sound knowledge together with printed letters and words.

4. Fluency (1 Hour and 15 Minutes)

Materials needed: Module One Training Manual

The Instructional Cycle (20 Minutes)

In Module 1, you were introduced to the concept of the instructional cycle. Here is a recap of the three key points about the instructional cycle and how it helps learners achieve mastery and fluency in a given skill:

- Introduction activities teach a new skill or strategy and move learners forward in developing abilities.
- Practice activities provide practice/review with skills that learners have learned, but still need additional practice to develop automaticity. Automaticity is the automatic processing of information, such as the immediate recognition of letter-sound correspondences (seeing a letter and knowing what sound it makes).
- Generalization activities provide opportunities for learners to apply mastered skills in new situations. When learners generalize their understanding of a skill, they can apply it appropriately on their own.

This cycle of introduction, practice, and generalization underpins a systematic curriculum in which learners learn new skills, review them, and apply them. Each time we teach something, we use this cycle to help build a strong foundation of skills and strategies that learners can apply to all learning.

Why is Fluency Important? (20 Minutes)

Fluency is developed during the "Practice" stage. Once learners have built an initial understanding of a skill, the next thing to do is to have them practise it. If they are able to practise the same skills or new content (like letters or words) several times over a week, they are more likely to remember it in later classes.

Reading Fluency is important for helping learners to be able to make meaning out of text. Learners need to recognise letters and read words accurately and quickly to be able to use more of their time and effort concentrating on the meaning of words rather than the sound of each letter.

Definition: Reading accurately, quickly, and with expression

- Fluency requires quick and accurate recognition of letters and words.

Importance to Reading:

- Fluency helps learners to read accurately enough to comprehend.
- Fluency helps learners enjoy reading.

Modelling Fluency Practice (35 Minutes)

Practising Fluency is crucially important. Learners must also receive feedback to correct errors (helping them become more accurate). The following activities will help them become fluent:

- Reviewing letters, syllables, and words every day, and with more reviewing time allotted for Fridays
- Rapid letter naming from the blackboard (1–2 minutes)
- Rapid letter-sound identification from the blackboard (1–2 minutes)
- Rapid identification of syllables (2–3 minutes)
- With the class reading aloud together, slowly blend letters into a word. Still together, blend the letters into a word several times, each time increasing the speed. End by reading the whole word (3–4 minutes)
- Fluency games

You learnt about and practised the fluency games in the Module 1 training. As a recap, the facilitator will model one or two of the games. These are in Annex 2 of your **Module 1 Training Manual (page 37)**, and then participants will volunteer to demonstrate the above five fluency activities and all the other fluency games.

5. Vocabulary (1 Hour and 15 Minutes)

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

Definition: **knowledge of words and word meanings in a language**

Importance to Reading:

- Learners need to know the meanings of the words they are reading so they can comprehend text

For this component, there is only one routine consisting of five parts:

- i. saying the word
- ii. having learners repeat the word
- iii. asking whether learners know the word
- iv. giving a definition if learners do not know the word
- v. making a sentence with the word

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

Model the routine for participants

When making sentences with vocabulary words, ensure that the sentences are complex enough to give an explanation of what the word means. The sentence should describe the vocabulary word. For example if the

word is *iron*, do not give sentence such as: Mom is using the *iron*. A better sentence would be: Mom uses the iron to take the wrinkles out of the clothes.

Skills being learnt:

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

Once you have modelled the routine and answered questions, allow participants to work in groups to practise the routine and give each other feedback. Then ask three participants to demonstrate the routine for the whole group and give feedback.

6. Practice Teaching Vocabulary (1 hour and 30 minutes)

In groups, the participants look through Nditha from Mutu 7-12, the units that will be covered in Term 2.

- Each group should choose five words that you think the learners may not know
- In your groups, have each person practise teaching that word
- At the end of the groups practice, ask participants to answer the following questions:
 - What if anything, is challenging about teaching vocabulary?
 - From your own experience of teaching vocabulary in Term 1, what tips or suggestions can you share with other teachers?

7. Comprehension (1 hour)

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

The final component is comprehension. This is the main goal of reading. The previous four components are all important, but it is only when the learners understand what they are reading that we can say they are truly able to read.

With this final component, learners will be able to read to learn. Being able to read to learn will allow learners to learn all other subject areas such as science, social studies, and history. Comprehension is also important for learners to be able to understand and ENJOY what they are reading.

Definition: The process of getting meaning from spoken language and/or print

- Through comprehension, meaning is constructed and learners begin to read to learn.
- Children can be taught comprehension strategies—organised ways of thinking about text to make meaning.
- Comprehension instruction improves reading achievement and allows learners to learn from texts
- Children learn to self-monitor their comprehension and develop awareness of their own skills.
- Comprehension strategies are used before, during, and after reading.
- Text structures are used to aid comprehension.

For the comprehension component, the class will read one story each week. In the first term, you were encouraged to read to your learners so that they develop their listening skills and are able to answer listening comprehension questions. In the second and third terms, learners will read the story and do some comprehension activities. Each week of comprehension, routines will consist of the following structure:

Day 1

Teach vocabulary

Predicting—using the title and/or picture to guess what the story is about

Reading the story and checking to see whether the predictions were right

Days 2–3

Review vocabulary

Read the story

Teach the comprehension strategy

Day 4

Review vocabulary

Read the story

Ask more challenging comprehension questions about the story

Ask questions that relate the story to learners' own experience

Text Sequence

Tell participants that many texts, especially stories, have a sequence of events. Being able to understand the sequence of events helps learners understand a story.

It will also help them to understand an informational text that teaches how to do something step by step. It is also a first step in learning to summarize a story or text.

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

Story Structure

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

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

Setting: where and when the story takes place

Problem: conflict or issue in the story

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

End of Day 2

Day 3

1. Welcome Back and Review of Day 2 (30 Minutes)

Welcome back to Day 3 of this Effective Literacy Teaching Practices workshop.

2. You will begin by practising phonological awareness routines for the first 15 minutes.

Are you now confident about the definitions of Phonological Awareness, Alphabetic Principle, Fluency and Vocabulary? If not, quickly look back in this manual; your facilitator will call on participants at random to give the definitions of each component.

3. Practice Teaching Comprehension Lesson (1 Hour and 15 Minutes)

Activity

Using the three different short stories from the MaK Teacher's Guide, model each routine for the whole group.

Emphasise the importance of preparation. Before teaching comprehension, the teacher needs to prepare. S/he needs to read through the story to:-

- Decide which key vocabulary words to teach (no more than 6 new words at a time)
- Get a good sense of the story so as to decide what prediction, comprehension and wrap-up questions to ask
- Plan open-ended questions that will get the learners thinking (not just questions that need a yes or no answer)

Routine for Day 1

Teach vocabulary (see above for vocabulary teaching strategies)

Predicting—using the title and/or pictures to guess what the story is about

Ask open-ended questions to stimulate learners' thinking skills: For example, the title of the story is *Anna's first day at school*:

- What do you think the story will be about? Do you think it will be a happy or a sad story? Why do you think that?

Encourage individual learners give answers. Encourage a range of different answers to show that there can be no right or wrong predictions. We will have to read the story to see if the story matches our predictions or not.

Read the story, then ask the learners:

- Were our predictions right? How was the story different? How was the story the same as what we had thought it would be?

-

Routine for Days 2–3

Review vocabulary

- Get individual learners to put the vocabulary words into a sentence to show their understanding of the word.

Read the story

Then ask questions to guide comprehension:

These are question types; the teacher needs to ask similar questions but adapt them to closely relate to the story content:

- Who is the most important person in the story? What or who is the story about?
- Where does the story take place?
- What happens first?
- Then what happens next?
- How does the story end?
- Do you think this story has a happy or a sad ending? Why do you think so?

Routine for Day 4

Review vocabulary

- Get learners either to put the vocabulary words in their own sentences, or to say what the word means.

Read the story

Ask wrap-up questions to guide comprehension: Ask questions focusing on the text but also think of some more challenging questions that require learners to think, to give their opinion, or to relate the story to their own experience:

- Why do you think xxx happened? Did someone do something wrong? If so what? Etc
- Do you know anyone who has ever ...
- What do you think would happen if

After each routine is modelled, give the groups a chance to practise the routine. Once all three have been modelled and practised, ask three people to demonstrate each routine for the whole group.

4. Pacing (1 hour and 15 Minutes)

Introduction (15 Minutes)

Good pacing is a very important aspect of effective teaching. Experience in implementing the Maziko a Kuwerenga Literacy Intervention shows that teachers find pacing lessons to be a challenge, with poor pacing leading to the following problems.

If a teacher teaches too slowly:

Learners may not be able to cover all of the required content and activities in the time available.

Learners may become bored and restless.

But if a teacher teaches too quickly:

Learners will not get enough time to practice and master a skill before the teacher moves on to another skill.

Those who are slow learners will be left behind and will not benefit from lessons.

Can you think of any other negative consequences of teaching too fast or teaching too slowly?

Review of Tips on Good Pacing

In Module 1, we introduced the following tips for good pacing. Let's review them now:

Be well prepared to teach the lesson. This helps the teacher keep a quick, yet easygoing pace of instruction.

Good pacing takes practice. Teachers should practice reading the lesson out loud before teaching it.

Follow the script as closely as you can without adding to the script. Minimizing the amount that a teacher talks is important for proper pacing.

All learners need “think time” after a teacher asks a question. However, too much “think time” can lead to off-task behaviour.

Think time will vary with the activity. When learners are first learning a skill, they need more think time to respond correctly. Reduce the think time as learners get comfortable enough to practice independently and when reviewing activities.

As learners master the objectives, try increasing the pace of the activities. This will build “automaticity.” Adjust the pace to keep learners engaged and challenged while mastering the objectives of each activity.

Move forward only when the majority of learners can demonstrate mastery—so that the teacher does not move at the pace of the fastest OR the slowest learner—but should provide additional help to those learners who still need it.

Can you think of any others? Brainstorm additional tips with the facilitator, who will list your ideas on the board or on chart paper.

Allocation of Time within a Maziko a Kuwerenga Lesson Plan (25 Minutes)

Remind participants that many lesson plans in the Maziko a Kuwerenga Teacher’s Guides follow a similar sequence and that each lesson is designed to take 60 minutes to complete.

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

Activity (15 Minutes)

You did this activity in Module 1 before you had implemented Maziko a Kuwerenga. Now, based on your experience from Term 1, work in pairs to allocate a recommended time for each of the lesson activities so that the total time adds up to 60 minutes.

Lesson Activity	Suggested Time Allocation (in minutes)
I. Phonological Awareness	
• Letter name and sound	
• Letter writing	
• Syllable reading	
• Syllable writing	
• Word reading	
• Word writing	
• Sentence reading	
• Sentence writing	
• Story listening and comprehension	
Total time	60 minutes

Share your answers in plenary. Justify your allocation of time, based on your experience of teaching MaK in Term 1.

Have you got any tips or suggestions for other teachers as to how best to fit these routines into 60 minutes?

Do you provide a break for learners during the course of the 60 minutes to help learners maintain their concentration?

5. Lesson Pacing: Demonstration and Practice (2 Hours and 30 Minutes)

Tell participants that you are going to demonstrate the teaching of an entire lesson from Term 2 (Mutu 7, Phunziro 1). Participants should read along with the script, participate in the lesson as if they are Learners, and also take note of any errors or questions they might have.

Model lesson, debrief and ask for questions, comments, and feedback.

Preparation (30 Minutes)

Now you are going to practise pacing the delivery of a lesson plan and trying to fit it within the allocated time of 60 minutes. However, remember that a good teacher is not necessarily one who finishes the lesson within exactly one hour. A good teacher is one who paces the delivery of the lesson to maximize the learning of **all learners** in the class.

Break into groups of about five teachers.

If you have a copy of a Maziko a Kuwerenga Teacher's Guide with you, choose a lesson from it that you will teach together. Otherwise, use the lesson plan found in Annex 2 (page 35).

Allocate responsibility for leading each routine of the lesson plan between the members of the group. Study the parts that you have been assigned and think about how you will fit them within the recommended time allocations discussed in the Pacing session (Annex 1, page 34).

Practice in Delivering a Lesson Plan (1 Hour)

Activity

Work as a team to deliver the lesson plan. When it is not your turn to act as the teacher, then act as learners.

Try to deliver the lesson plan within the time allocations discussed in the Pacing session. Also, try to observe the tips on lesson pacing. **After you have finished, discuss those factors that affected the pacing of the lesson and how you can overcome any challenges that you encountered.**

End of Day 3

Day 4

1. Welcome Back and Review of Day 3 (15 minutes)

Welcome back to Day 4 of this Effective Literacy Teaching Practices workshop.

2. Phonological Awareness routines practice (10 minutes)

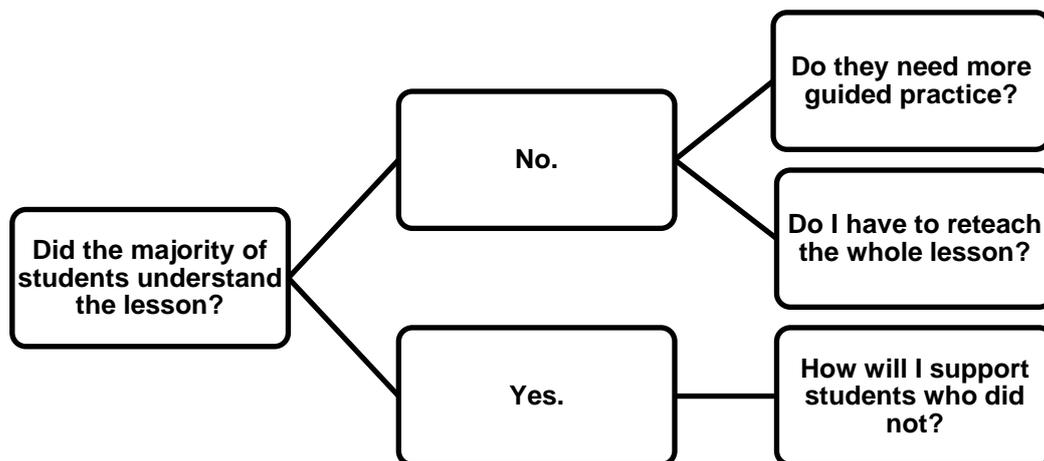
3. Continuous Assessment: Overview and Purposes (30 minutes)

Introduction (30 Minutes)

The National Primary Curriculum (NPC) emphasizes the integration of teaching, learning, and assessment. Continuous assessment is exactly what its name suggests: assessing learners continuously on a daily or weekly basis, in the classroom. It enables the teacher to identify what each learner knows or can do, and assists the teacher to identify what areas need to be re-taught and which learners need additional help. Learners needing help could include most of the class, a specific group of learners, or individual learners. Through assessment, teachers can better understand the effectiveness of their own instruction. The goal of continuous assessment is to monitor learning and improve instruction.

Continuous assessment will help in measuring the progress toward goals set by the teacher, school, or government for reading performance. The assessments will reveal whether the learners are progressing toward reading goals, such as the following:

- Increased letter knowledge (being able to rapidly name letters)
- Reading fluency (being able to read a text rapidly)
- Reading comprehension (being able to read and answer questions about what they read)
- Before closing the lesson or a week of lessons, teachers should evaluate their learners' understanding. The following figure shows one example of an evaluation process



Source: Maziko a Kuwerenga Module 1 Effective Teaching Practices p. 22

If a significant number of learners (more than 20%) struggle with certain letters and letter sounds already taught, teachers should not move on to another lesson. Instead, the teacher should consider how to teach the skill better to the learners who do not understand and spend additional time on it. This may mean delaying the progress of the rest of the lessons. It is not acceptable to give priority to a small number of

learners who are advancing rapidly on the complex skills (such as reading sentences), when most learners are falling behind on the easier skills (such as knowing the letter sounds and letter names).

The only way to know how well the majority of learners are doing is to assess all learners. Teachers should move around, checking on all learners in the class. If learners are responding individually, teachers should walk around and look at how learners are responding (10–20 learners). Each time they move around, teachers should look at different learners. If they have put learners in groups, teachers should move among the groups.

Maziko a Kuwerenga lesson plans provide review items each day and at the end of five lessons. The review items are provided so the teacher can be sure to assess only what has been taught already. When assessing at the early stages of learning to read, letter name and letter sound should not be mixed into the same assessment. As always, it is important to clearly say to the learners whether they should be thinking of letter names or letter sounds when they respond.

Activity: Practice of Assessment Strategies

Materials needed: Maziko a Kuwerenga Training Manual Module I

Review of Assessment Examples (30 Minutes)

Turn to pages 30-31 of your Module I training manual.

In Module I, we presented and discussed six ways to assess reading skills (see Module I, page 30-31). This session was challenging then because you had not started implementing Maziko a Kuwerenga.

Now you have taught the lessons in Term I and have used some or all of these assessment strategies. Now is the time to reflect on the different assessment strategies.

In your groups, read through the six examples of assessment.

For each one, answer the following questions:

Have you used this strategy? YES/NO

If YES, was it helpful? What are your tips for other teachers as to how/when to implement it

If NO, why did you not implement it?

Feed back your answers to the plenary group. Listen well to other groups' presentation to gain tips and strategies for more effective classroom assessment of your learners.

4. Individual learner assessment

To assess each learner individually you can develop your own mini Learner Assessment Tool (LAT), based on the sounds and letters that you have covered with the learners.

Here is an example of how to do it. In the next activity, you will develop your own LAT based on this model:

- When you have completed teaching to a certain level, eg to the end of Mutu 7, select 10 letters in random order from Mutu 1-7 that the learners should already know

○ Eg: s e N a L

T k w d m

- Then choose 10 syllables that you have already taught

○ Eg: no ke li ma we

Ku ti Do nu sa

- Then choose five words that you have already taught
 - Eg: adana kalata meza kulima madzi
 - Write these letters, syllables and words on a small chalk board or on a piece of paper or card (See Annex)
- Take one learner at a time to read the letters, syllables and words
- It will take about a week to assess a class of 100 learners if you assess 20 learners per day
- In your register, or in a separate record sheet, keep a record of how many letters, syllables and words each learner was able to read.
- Use the information from this learner assessment to:
 - Inform your planning
 - Know which learners need extra help, and which can be encouraged to make faster progress
 - Discuss with fellow teachers and your PEA
 - Inform parents of their children's progress and how they can help

5. Classroom Observation/Coaching Instrument (2 Hours)

Introduction (15 Minutes)

This session addresses two forms of assessment; that done by PEAs as part of classroom observation and coaching, and that done by teachers as part of continuous assessment. And between the two there is a lot of overlap.

Coaching and continuous assessment are two sides to the same coin. Coaching is a key strategy of EGRA, because we recognise that after receiving training and materials, teachers need ongoing support so that they can effectively implement Maziko a Kuwerenga and the Chichewa curriculum. So under EGRA teachers are receiving at least one coaching visit per term.

At the same time, for teachers to be implementing effectively, they need to be carrying out some form of continuous assessment. This will help the teacher to see with what routines and for which learners extra help is needed. Information from continuous assessment will be used for lesson planning and it will provide information that the teacher can share with the PEA during the coaching visits.

For the coaching, a classroom observation tool has been developed for the PEAs to use. It is important that PEAs, head teachers and teachers are familiar with this tool, so that we have shared understandings about what we mean by effective teaching in the EGRA. Sometimes the classroom observation information will be recorded on paper, sometimes on a tablet.

Activity : Reviewing the Classroom Observation tool (30 minutes)

Your facilitator will hand out paper-based copies of the classroom observation instrument.

In your groups, read through the instrument and prepare any questions you wish to ask.

PEAs: Your questions should focus on clarifying all aspects of the instrument so that you can use it with confidence during your coaching visits.

Teachers: This instrument can help as a checklist for good practice. If you know what your PEA or Head teacher is looking for when observing your classroom, this can help to focus your efforts on implementing EGRA as well as possible. So for you also, it is important to get clarity as to each indicator on the instrument.

Activity: Practical activity with Classroom Observation Instrument and/or Individual Learner Assessment Tool (1 Hour and 30 Minutes)

In this session, the activity is different for PEAs, Head Teachers and Teachers.

Note that at the end of the classroom observation instrument is a Feedback Report Form (page 45). It is important that PEAs and Teachers are familiar with this form because it will be used for each coaching visit.

PEAs

- Read carefully the paper-based version of the instrument so that you fully understand it and can use it during the classroom observation practicum on Day Five
 - In your groups discuss and agree on answers to the following questions:
 - a) What is the purpose of coaching?
 - b) How is coaching different from classroom observation?
 - c) Do's and Don'ts: List 3 things that you should do when coaching and 3 things you should not do.
 - Feedback your responses in plenary
 - Then check what you have said with the sample answers in Annex I on page 34
-
- Now watch as your facilitator role plays a coaching feedback session with one of the participants. This will be based on the Lesson Pacing Practice activity you carried out yesterday
 - After the feedback session, have the following discussion in plenary:
 - How well did the facilitator give feedback?
 - Was the 'teacher' given chance to make comment and reflect on her teaching?
 - Did the 'teacher' leave the session with valuable ideas for improvement?
-
- Now familiarise yourself with the same instrument on the tablet
 - Practise in pairs so that you are able to confidently do the following:
 - Switch on the tablet
 - Open up the classroom observation software
 - Use the buttons and stylus to complete the instrument
 - Know what to do if you want to correct something you have entered
 - Conduct the mini Learner Assessment with a small sample of learners
 - Know how to save the document
 - Any other functions
-
- Prepare to practise with both the paper-based and the tablet-based version during practicum

Teachers and Head Teachers

- Familiarise yourself with the paper-based version of the instrument so that you know what your PEA is keen to see when he/she carries out a coaching visit
- Work in pairs to focus on the mini Learner Assessment Tool
- Note how many sub-tasks it contains
 - Letter sound reading
 - Syllable reading
 - Word reading
- You can use a similar approach to developing an assessment for individual learners in your class
- Use your Nditha Kuwerenga Learner Book or your PCAR Chichewa Learner Book
- Choose 10 sounds (single letters, digraphs or blends)
- Choose 10 syllables
- Choose 5 words
- Write them on a piece of paper, card or chalkboard
- This is now your own Learner Assessment Tool that you can use with a few learners each day.
- Practise in pairs to implement the Learner Assessment that you have developed
- Take turns so that each partner role plays as the teacher and as the learner
- When all pairs have finished role playing, come together in plenary to discuss how and when you will use this strategy to assess your learners in Term 2
- Aim to assess each learner at least once per term. Because of large class sizes, it could take several days to assess all learners individually
- During individual assessment, give the other learners something meaningful to read or write
- Individual assessment may also be conducted during breaks or immediately after the school day ends
- Can you think of any additional suggestions to improve individual assessment in your school?

6. Combining Maziko A Kuwerenga with PCAR Chichewa

MoeST welcomes the provision in schools of Maziko a Kuwerenga as a means of complementing and enhancing its approach to the teaching and learning of Chichewa. The revised PCAR Chichewa course for Standard I is available in all schools. So the strengths of both courses can be harnessed in the EGRA schools. Turn to page 46 to read the model lesson, showing how both courses can be combined.

7. Practice of combining Maziko a Kuwerenga and PCAR Chichewa course (1 hour)

Now that you have read the above model lesson for Mutu 2, in your groups choose a Mutu from Term 2 to prepare for combining Maziko and Kuwerenga and the PCAR Chichewa course.

Take 20 minutes to prepare and then your facilitator will ask for one group to volunteer to present a section of the combined lesson.

After the presentation, there is time for discussion, questions and answers.

8. Preparation for Practicum Teaching (45 Minutes)

The practicum provides the opportunity for teachers to implement what has been learnt during these four days. As many teachers as possible should take the opportunity of a situation for practising new skills with real learners.

On Day Five you will practise:

- Implementing a lesson from early Term 2
- Assessing learners who have completed Term One of Nditha Kuwerenga

End of Day 4

Day 5

1. Welcome Back and Review of Day 4 (15 Minutes)

Welcome back to Day 5 of this Effective Literacy Teaching Practices workshop. You will begin by practising the phonological awareness routine that will be used in the practicum.

2. Preparation for Practicum (15 Minutes)

3. Practicum with Standard I learners (1 Hour and 30 Minutes)

Break (15 Minutes)

4. Demonstration Lessons (1 hour and 15 minutes)

5. Feedback Session (45 minutes)

6. Evaluation (15 minutes)

Activity

The specific **learning objectives** of this workshop were the following:

Knowledge:

Teachers (i.e., participants) are able to define each of the “Big Five” reading skills and identify examples.

Teachers are able to explain how to assess learners’ reading skills and how the assessment can inform planning and teaching.

Application:

Teachers are able to correctly implement teaching routines for the Big Five reading skills.

Teachers are able to correctly pace a lesson.

Teachers are able to make effective use of a range of assessment strategies and tools to assess learners.

Teachers are able to combine Nditha Kuwerenga with PCAR Chichewa.

Discuss the following questions in plenary:

To what extent has the workshop succeeded in meeting its objectives?

Which areas still require more attention?

How can you support your colleagues to address these challenges?

As a result of this workshop, what will you teach differently in the future?

7. Action Planning for Implementation (30 minutes)

8. Closure (15 minutes)

Annex I. Answers

Phonological awareness	Being able to hear, identify, and manipulate sounds in spoken words (in the absence of text).
Alphabetic principle	The ability to associate sounds with letters and to use those sounds to read and spell words.
Fluency	The ability to read or recognise letter sounds and words quickly and accurately (automatically).
Vocabulary	Knowledge of the meaning of words in a language.
Comprehension	The ability to make meaning from words on the page (i.e., understanding what you read).

Phonological Awareness Routines (page 11)

- Routine 1 = Blending sounds to form words
- Routine 2 = Separating words into sounds
- Routine 3 = Sound comparison
- Routine 4 = Sound recognition
- Routine 5 = Sound identification

Alphabetic Principle Routines (page 14)

- Routine 1 = Recognizing and naming letters
- Routine 2 = Syllable blending
- Routine 3 = Word Blending
- Routine 4 = Identifying letter sounds
- Routine 5 = Sound Spelling

Allocation of Time within a Maziko a Kuwerenga Lesson Plan (page 23)

Suggested timings:

Lesson Activity	Suggested Time Allocation (in minutes)
2. Phonological Awareness	4
• Letter name and sound	3
• Letter writing	3
• Syllable reading	3
• Syllable writing	5
• Word reading	5
• Word writing	5
• Sentence reading	6
• Sentence writing	6
• Story listening and comprehension	20
Total time	60

Coaching (page 30): (Your answers should be similar; they do not need to be exactly the same)

- The purpose of coaching is that through an ongoing supportive relationship, the performance, confidence and motivation of the teacher is improved. This should result in evident improvement in the learners' reading.
- Classroom observation is a part of coaching but, on its own it does not make a difference to the teacher's performance. Sometimes classroom observation is simply to gather data for a monitoring and evaluation exercise.

c) Do's and Don'ts:

Do	Don't
Explain the purpose of your coaching visit, before she/he starts to teach the lesson	Be impatient or disrespectful
Take time to observe before you give advice	Take control of the lesson, even if the teacher is struggling
Have an attitude that is firm but kind and respectful	Scold the teacher, and especially not in front of the learners
When giving feedback, let the teacher first comment on how she thinks she taught the lesson	Give feedback to the Head Teacher in the absence of the teacher
Give clear advice for practical steps to be taken to improve the teaching	
Leave the teacher with one or two positive guidelines for improvement that you will then check on during the next coaching visit	
In planning the way forward, let the teacher take the lead in deciding on the steps for improvement	

Annex 2: Lesson Plan for Pacing Activity

A Term 2 lesson that incorporates the routines for the five Components of Reading.

Mutu 7, Phunziro I

Kuzindikira Liwu la Lembo: Lero tiphunzira liwu la lembo latsopano. Poyamba titchula liwu la lembo. Kenaka, ndidzanena mawu amodzi pa nthawi ndipo mudzandiuza ngati mawuwo akuyamba ndi liwu lomwe ndatchula. Ngati mawuwo akuyamba ndi liwu limenelo muloze chala m'mwamba. Ngati mawuwo sakuyamba ndi liwu limeneli muloze chala pansi.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<p>Liwu la lembo ili ndi /w/</p> <p>Mawu oyamba ndi, wina. Mawuwa akuyamba ndi /w/ choncho ndiloza chala m'mwamba.</p> <p>Mawu achiwiri ndi, leka. Mawuwa sakuyamba ndi /w/ choncho ndiloza chala pansi.</p>	<p>Tiyeni titchule liwu la lembo limodzi. Liwu la lemboli ndi, /w/</p> <p><i>Ophunzira nenani kuti /w/</i></p> <p>Tsopano nditchula mawu. Ngati akuyamba ndi /w/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /w/ muloze chala pansi.</p> <p>Mawu oyamba ndi, wanu. <i>Mphunzitsi ndi ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga: [wina, zula, nzimbe]</p>	<p>Tsopano mutchula liwu la lembo. Liwu la lemboli ndi, /w/</p> <p><i>Ophunzira atchula liwulo.</i></p> <p>Tsopano nditchula mawu. Ngati akuyamba ndi /w/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /w/ muloze chala pansi.</p> <p>Mawu oyamba ndi waka. <i>Ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga [wanu, dzulo]</p>

Kutchula Liwu la Lembo Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<p>Mawuwa ndi wena. Ndipeza liwu loyamba kenaka nditchula liwu loyambalo.</p> <p>Mawu oyamba ndi, wena. Mawuwa akuyamba ndi /w/ ndipo ndinena kuti /w/.</p>	<p>Tiyeni tichitire limodzi. Mawuwo ndi madzi. Liwu loyamba ndi /m/</p> <p><i>Mphunzitsi ndi ophunzira /m/.</i> Pitirizani ndi zitsanzo zina za mawu monga [wana, lata, wala]</p>	<p>Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo.</p> <p>Mawu oyamba ndi wanu.</p> <p><i>Ophunzira atchula liwulo.</i> Pitirizani ndi zitsanzo zina za mawu monga [wina, nzanga]</p>

Kuunikanso Malembo ndi Maliwu: Onani gawo lomwe pali chizindikiro cha **nyenyezi** m'buku lanu pa tsamba 24. Lozani lembo lililonse ndi kutchula dzina la malembo panokha: **n N d D I L dz nz**. Tsopano lozani lembo lililonse ndi kutchula liwu la lembolo panokha: **n N d D I L dz nz**.

Kuphunzitsa lembo latsopano: Lero tiphunzira lembo latsopano. Ndikuwonetsani lembolo ndipo ndikuuzani dzina lake. *Lembani lemboli. Lozani lemboli ndi kunena kuti,* Lembo ili ndi **w**. Tiyeni titchule dzina la lemboli pamodzi. Lembo ili ndi **w**(*Mphunzitsi ndi ophunzira anena w*). Tsopano yeserani nokha. Lembo ili ndi

(*Ophunzira anena w*). Tsopano yang'anani m'buku lanu. Kodi mukuona lembo la **w**, pafupi ndi chithunzi cha **wenzulo**.

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

Matchuliro a Lembo Tsopano tiphunzira kulemba lembo la **w**. Onetsetsani pamene ndikulemba **w**. Tiyeni tlembe limodzi (*Mphunzitsi ndi ophunzira alemba w.m'malere*). Tsopano lembani nokha w(*Ophunzira alemba w m'malere*). Tsopano lembani pansu w(*Ophunzira alemba w pansu*). Uzani ophunzira kuti alembe lemboli m'makope.

Kuunikanso Maphatikizo Bwerezani maphatikizo omwe anawavuta ophunzira. Onani gawo lomwe pali chizindikiro cha **mbalame** m'buku lanu pa tsamba **24**. Lozani ndi kuwerenga maphatikizo monga awa: **nza, ndu, dze, dzo**.

Kuwerenga Maphatikizo Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale powerenga ndi kulemba maphatikizo. Tidzatchula liwu lililonse palokha kenaka tidzawerenga phatikizolo. Ndidzaika chala changa kungsi kwa lembo lililonse ndipo mudzatchula liwu la lembolo. Mukatha kunena maliwu onse a phatikizolo, ndidzayendetsa chala kungsi kwa phatikizolo kenaka mudzawerenga lonse.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<p><i>Lozani chala chanu kungsi kwa lembo loyamba la phatikizo pa bolodi ndi kunena kuti,</i></p> <p>Yang'anani kuno. /w/ /a/ wa.</p>	<p>Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse ndikaliloza.</p> <p><i>Mphunzitsi aloza lembo lililonse la phatikizo pabolodi.</i></p> <p>Mphunzitsi ndi ophunzira awerenga phatikizo la /w/ /a/ wa. Pityirizani ndi zitsanzo monga wa, wo, we</p>	<p>Tsopano yeserani nokha. Pityirizani ndi zitsanzo monga wi, wu, wo</p>

Kulemba Maphatikizo Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Tidzatchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Ndidzatchula phatikizo ndipo inu mudzanena phatikizolo ndi liwu lililonse pamene mukulemba phatikizolo.

Mphunzitsi	Mphunzitsi+ Ophunzira	Ophunzira
<p>Phatikizo ndi wa. ndidzatchula liwu pamene ndikulemba phatikizo la /w/ /a/ wa.</p>	<p>Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndikulilemba</p> <p><i>Nenani wi. Mphunzitsi ndi ophunzira anena pamene mphunzitsi akulemba. /w/ /i/</i></p> <p>Pityirizani ndi zitsanzo monga wu, we, wo</p>	<p>Tsopano yeserani nokha. we. <i>Ophunzira alemba m'makope mwawo.</i></p> <p>Kenaka nenani kuti, onani phatikizo langa ndipo phatikizo lanu liwoneke ngati ili.</p> <p>Pityirizani ndi zitsanzo izi wa, we, wi</p>

Kuunikanso Mawu Onani gawo lomwe pali chizindikiro cha **mtengo** m'buku lanu pa tsamba **24**. Lozani ndi kuwerenga mawu awa pamodzi ndi ine: **madzi, nzati, dzulo, nzanga, mudzi, nzanga, nzimbe**.

Kuwerenga Mawu: Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale powerenga ndi kupanga matchuliro a mawu. Tidzatchula liwu lililonse palokha kenaka mudzawerenga mawu. Ndidzaika chala changa kungsi kwa lembo lililonse ndipo mudzatchula liwu la lembolo. Mukatha kunena maliwu onse a mawu, ndidzayendetsa chala kungsi kwa mawu kenaka mudzawerenga mawu onsewo.

<p>Mphunzitsi</p> <p><i>Ikani chala chanu kungsi kwa lembo loyamba la mawu omwe ali pa bolodi ndi kunena kuti,</i></p> <p>Yang'anani kuno. /wl /il /nl /al</p> <p><i>Yendetsani chala kungsi kwa mawu ndi kunena mawu oti.</i> wina.</p>	<p>Mphunzitsi + Ophunzira</p> <p>Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndi kuliloza</p> <p><i>Mphunzitsi aloza lembo lililonse la mawu pa bolodi.</i></p> <p><i>Mphunzitsi ndi ophunzira awerenga mawu oti /wl /al /nl /al wana.</i> Pitirizani ndi chitsanzo china monga wena, waka, wanu.</p>	<p>Ophunzira</p> <p>Tsopano yeserani panokha. Pitirizani ndi zitsanzo izi wanu, wena</p>
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Kulemba Mawu Tsopano tigwiritsa ntchito maliwu omwe taphunzira pochita matchuliro a mawu. Tidzatchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Ndidzatchula mawu, kenaka mudzanena mawuwo ndi liwu la lembo lililonse pamene mukulemba mawuwo.

<p>Mphunzitsi</p> <p>Mawu awa ndi wina. Nditchula liwu lililonse pamene ndikulemba mawu /wl /il /nal /al wina</p>	<p>Mphunzitsi + Ophunzira</p> <p>Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene mukulilemba.</p> <p><i>Nenani waka.</i> Mphunzitsi ndi ophunzira atchula mawuwo pamene mphunzitsi akulemba. /wl /al /kl /al</p>	<p>Ophunzira</p> <p>Tsopano yeserani mawu oti. Wena. Ophunzira alemba m'makope mwawo.</p> <p><i>Nenani kuti,</i> onani mawu anga omwe ndalembe. Mawu anu awoneke ngati awa.</p> <p><i>Uzani ophunzira kuti alembe</i> wana, wina, waka</p>
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Kuwerenga Mawu pogwiritsa ntchito maphatikizo: Tsopano tiphunzira kuwerenga mawu pogwiritsa ntchito maphatikizo omwe taphunzira kale. Titchula phatikizo lili lonse kenaka tiwerenga mawu ake. Ndidzalozha chala kungsi kwa phatikizo ndipo mudzawerenga phatikizolo. Mukatha kuwerenga maphatikizo onse, ndidzayendetsa chala changa kungsi kwa mawu ndipo mudzawerenga mawuwo.

<p>Mphunzitsi</p> <p><i>Ikani chala chanu kungsi kwa phatikizo loyamba la mawu omwe ali pa bolodi ndi kunena kuti</i></p> <p>Yang'anani kuno. zo wa wa zowawa.</p>	<p>Mphunzitsi + Ophunzira</p> <p>Tsopano tichitire pamodzi. Kumbukirani kutchula phatikizo lililonse lomwe ndikulozereni.</p> <p><i>Mphunzitsi aloza lembo lililonse la maphatikizo pa bolodi.</i> Mphunzitsi ndi ophunzira awerenga. wa na ma wanama.</p>	<p>Ophunzira</p> <p><i>Tsopano yeserani.</i> Mphunzitsi aloza phatikizo pamene ophunzira akuwerenga. zo wa wa zowawa.</p>
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Kuwerenga Ziganizo Werengani ziganizo m'mabuku anu. Onani chithunzi cha **kalulu** chomwe chili pa tsamba **25**. M'munsi mwa chithunzichi pali ziganizo. Lozani chala chanu pa mawu oti **ateleka** m' chiganizo choyamba. Werengani chiganizochi. Ophunzira awerenga pang'onopang'ono. **Ateleka madzi.** Tsopano ino ndi nthawi yanu yoti muwerenge nokha. Werengani ziganizochi mokweza kuti ndimve momwe mukuwerengera. Mvetserani pamene ophunzira akuwerenga. Ndipo pakutha pa mphindi 10, munene kuti. Tiyeni tiwerenge ziganizo za tsopano pamodzi. Lozani chala chanu kungsi kwa mawu oti **Wina.** Tiyeni tiwerenge pamodzi. **Wina wanama.** Tsopano werengani chiganizo chotsatiracho (ophunzira awerenga Moto wawo wazima).

NYIMBO

Kusukulu nkwabwino taphunzira MAME

Kusukulu nkwabwino taphunzira MAME

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

Amene angokhala sakudziwa MAME

Kumvetsa Nkhani I (Mphindi 10)

Zomwe nkhanayi ikukamba :

Lero ndikuwerengerani nkhani. Tisanawerenge, tiphunzira matanthauzo a mawu ena omwe ali mu nkhanayi ndi kukamba za momwe nkhani ingakhalire. Kenaka, ndidzakuwerengerani nkhani ndipo tidzayankha mafunso limodzi.

Mawu atsopano: mawu oyamba kuwamva ndi oti: **'Kwada'**. Nenani kuti **'Kwada'** (ophunzira anena kuti **'Kwada'**). Kwezani dzanja lanu pamene mwamva mawu oti **kwada**. ophunzira akweza manja). Kwezani dzanja ngati mukudziwa tanthauzo la mawu oti malodza. (ophunzira akweza manja). Ngati ophunzira opyola theka okweza manja auzeni omwe akweza manja kuti atembukire kwa oyandikana nawo omwe sakudziwa tanthauzo kuti awauze anzawo tanthauzo la mawuwo. Ngati ochepa akweza manja auzeni tanthauzo la mawuwo. Tanthauzo la mawu oti **'Kwada'** nthawi ya usiku pamene dzuwa litalowa kapena nthawi yomwe kunjia kuli mdima. Gwiritsani ntchito mawu oti **Kwada** muchiganizo chomwe chikupereka tanthauzo la mawuwo.

Werengani nkhani. Tsopano tiwerenga nkhani. Tisanawerenge nkhanayi tiyeni tikambirane zomwe nkhanayi ikukamba. Mutu wa nkhanayi ndi **Kunjia kwada**. Kodi chomwe mukudziwa pankhanayi ndi chiyani? Ndiganiza nkhanayi ikukamba za.....ndi chinthu china chiti chomwe nkhanayi ikukamba? (itanani ophunzira awiri kapena atatu kuti apereke maganizo awo ndipo lembani maganizowa pa bolodi)

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

Kunjia kwada

Ana inu siyani kusesa. Tsopano kwada. Titsiriza mawa.

Pakutha pakwerenga nkhani: Tsopano tawerenga nkhani, tsopano tiyeni tiunike maganizo amene tinapereka pa nkhanayi. Tinagwirizana kuti nkhanayi ikukamba za..... ndikuganiza kuti nkhanayi imakamba za....ngati mukugwirizana nazo lozani chala m'mwamba.(perekani yankho kapena funsani chifukwa chomwe ena sakugwirizana nazo) izi zikusonyeza kuti maganizo athu aja anali olondola kapena ayi. .

Annex 3: Continuous Assessment Recording Template

Learner	s	e	N	a	L	T	k	w	d	m	correct	no	ke	ma	we	Ku	Do	nu	sa	correct	adana	kalata	meza	kulima	mazi	NO. correct		
Alinafe																												
Chifundo																												
Dorothy																												
Eric																												

Annex 4: Teacher Observation Instrument



EARLY GRADE READING ACTIVITY



Ministry of Education, Science and Technology

TEACHER OBSERVATION INSTRUMENT

Instructions

1. Plan to meet with the teacher at least 5-10 minutes before the lesson begins. You will want to cover the following issues:
 - a. Get the teacher profile information
 - b. Get information on the teachers teaching records
 - c. Get information on the number of boys and girls enrolled
2. Inform the teacher about the intent and purpose of your classroom visit.
 - a. This observation is intended:
 - i. to observe the teaching of reading/writing in Chichewa/English
 - ii. to help you and me learn more on how we can both improve the literacy and reading skills of our learners
 - iii. not to formally evaluate you as a teacher
 - b. This observation will not have any impact on your formal performance evaluation.
 - c. These results will help EGRA and MoEST identify areas for improving teacher support and in-service professional development.
3. At the end of the lesson, plan to take some time to discuss with the teacher what you have observed and recorded in the lesson.

BACKGROUND INFORMATION

School Name: _____ Emis No. _____ Zone: _____
District: _____ Division: _____
Name of Observer: _____ Date: _____
Standard: _____

TEACHER DEMOGRAPHICS

- TD1. Employment Number
(ID Number if a student teacher) _____
- TD2. Sex of Teacher (tick what applies) Male _____ Female _____
- TD3. Years of Teaching Experience completed (inclusive training) (enter zero for less than one year of teaching) _____
- TD4. Teaching Qualification (Tick one)
Teaching Certificate (T2) _____
Teaching Certificate (T3) _____
Pre-service Student (IPTE) _____

Pre-service Student (ODL) _____

Assistant Teacher _____

Volunteer Teacher _____

TD5. Are you a qualified special needs education teacher? YES _____ No _____

TD6. What standard did you teach reading in the following years?

<u>Academic year</u>	<u>Standards teaching</u>
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2012 – 2013	_____
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2013 - 2014	_____
-------------	-------

2014 – 2015	_____
-------------	-------

2015 – 2016	_____
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TD7. Which of the following EGRA training have you attended? (Tick all that apply)

No training _____

Training prior to 2013 – 2014 academic year _____

2013 – 2014: 1st term _____ 2nd term _____ 3rd term _____

2014 – 2015: 1st term _____ 2nd term _____ 3rd term _____

2015 – 2016: 1st term _____ 2nd term _____ 3rd term _____

CLASSROOM DEMOGRAPHICS

CD1. Standard Observed _____

CD2. Subject: _____ CD3. Unit: _____ CD4. Lesson _____

CD5. No. of learners enrolled in Class: Girls _____ Boys _____

CD6. No. of learners attending today: Girls _____ Boys _____

CD7. Number of reading books distributed to learners during today's class _____

CD8. Number of learners with books in their hand _____

CD9. Number of learners who brought school reading materials from home _____

CD10. Number of learners who used reading materials at home that they brought from school over the last week _____

CD11. Lesson start time: _____

CLASSROOM OBSERVATION

Lesson /Classroom preparation (circle what applies)

Activity	Yes	No	Comments
P1. Teacher has schemes of work	Yes	No	
P2. Teacher has a lesson plan	Yes	No	
P3. Teacher has assessment records	Yes	No	
P4. Teacher has teaching, learning and assessment resources	Yes	No	
P5. Classroom has print rich environment	Yes	No	

Lesson presentation (circle what applies)

Activity	Score					Comments
General Instruction						
1. Teacher uses the lesson cycle including an advance organiser and the I do/We do/You do methodology.	Never	Rarely	Sometimes	Frequently	Always	
2. Teacher maintains appropriate pace to cater for all aspects of the lesson while keeping learners actively engaged.	Never	Rarely	Sometimes	Frequently	Always	
3. Teacher varies class organization (group work, pair work, individuals sharing work) to maximize learning.	Never	Rarely	Sometimes	Frequently	Always	
4. Teacher supervises and supports learners through immediate and appropriate feedback.	Never	Rarely	Sometimes	Frequently	Always	
5. Teacher uses teaching, learning and assessment resources effectively.	Never	Rarely	Sometimes	Frequently	Always	
6. Teacher uses gender sensitive/appropriate language.	Never	Rarely	Sometimes	Frequently	Always	
7. Teacher adjusts lessons for learners with diverse abilities and special needs.						
Phonological Awareness						
8. Teacher is able to model correct letter sounds.	Never	Rarely	Sometimes	Frequently	Always	
9. Teacher waits until AFTER sound exercises to write letters on board or use print.	Never	Rarely	Sometimes	Frequently	Always	

Phonics						
10. Teacher reviews previously learned sounds, syllables and words adding the new sounds to create words.	Never	Rarely	Sometimes	Frequently	Always	
11. Teacher is able to blend (put together), segment (take apart) and manipulate sounds	Never	Rarely	Sometimes	Frequently	Always	
Writing						
12. Teacher provides opportunity for learners to practice writing e.g. in the air, on the ground, in their notebooks or slates.	Never	Rarely	Sometimes	Frequently	Always	
Before Reading (Circle where applicable according to the day's lesson)						
13. Teacher teaches new words using actions, pictures, explanation and sentences.	Never	Rarely	Sometimes	Frequently	Always	
14. Teacher gives the title of the story and asks learners to predict and records predictions.	Never	Rarely	Sometimes	Frequently	Always	
Reading the story (Circle where applicable according to the day's lesson)						
15. Teacher models reading the story with expression.	Never	Rarely	Sometimes	Frequently	Always	
16. Teacher pauses and asks questions to help learners identify characters, plot and setting.						
After Reading the Story (Circle where applicable according to the day's lesson)						
17. Teacher verifies predictions, ask comprehension questions and helps learners find answers.	Never	Rarely	Sometimes	Frequently	Always	
18. Teacher assigns correct writing exercise and homework.	Never	Rarely	Sometimes	Frequently	Always	

CD12. Lesson end time: _____

Lesson applications

PHONEMIC AWARENESS

PA1. What letter sound did the teacher focus on? _____

PA2. What activity did they do? (Tick all that applies)

None _____ initial sound identification _____ blending _____

Segmenting _____ sound games _____

ALPHABETIC PRINCIPLE

API. What letters or words did the teacher focus on? _____

AP2. What activity did they do? (Tick all that applies)

None _____ Letter sound identification _____ blending _____

segmenting _____ rhyming words _____ word manipulation _____

FLUENCY

F1. What was read? (Tick all that apply)

letters _____ syllables _____ words _____ sentences _____ story _____

F2. Who read? (Tick all that apply)

teacher _____ whole class (echo/choral) _____ pairs/groups _____ individual _____

F3. How many times? _____

F5. Have individual learners read aloud? Yes _____ No _____

F6. If yes, how many? _____

VOCABULARY

V1. What new words did the teacher focus on? _____

V2. What activity did they do? (Tick all that apply)

None _____ Build on learners' experience _____ Pair and share _____ gesture _____

make a sentence _____ point to something _____ give definition _____

reading _____

COMPREHENSION

C1. What was the title of the story? _____

C2. What activity did the teacher do? (Tick all that apply)

None _____ ask learners to make a prediction _____ ask predictive questions

C3. Asks questions: before the story _____ during the story _____ after the story _____

C4. Asks types of questions: factual _____ inferential _____

Coaching Feedback Report

School Name: _____ EMIS No. _____ Zone: _____

District: _____ Division: _____

Name of Coach _____ Name of Teacher _____

Date: _____ Standard: _____ Subject: _____

No. of learners enrolled in Class: Girls: _____ Boys: _____

No. of learners attending today: Girls: _____ Boys: _____

Coaching Notes

STRENGTHS	AREAS REQUIRING IMPROVEMENT
What went well during the lesson?	What weaknesses were observed?
SUPPORT GIVEN TO THE TEACHER	WAY FORWARD
Include demonstrations made, advice given.	Action plan - what will the teacher do?

Number of minutes spent on coaching the teacher: _____ minutes

Coach signature: _____ Teacher signature: _____

Head Teacher signature: _____

Annex 5: A model lesson aligning Nditha Kuwerenga and Standard I Chichewa Course

Sitandade: I

Mutu: 2

Phunziro: Lembo la “a” Tsiku:Nthawi:7.30 mpaka 8.30 mmawa

Zizindikiro za kakhozedwe

Ophunzira:

- atchula liwu la lembo la /a/ molondola
- atchula mau oyamba ndi liwu la /a/.
- atchula dzina la lembo la “a” molondola
- alemba lembo la “a”
- ayankha mafunso pa nkhani yomwe amvetsera molondola

Zipangizo zophunzitsira, zophunzirira ndi zoyesera

- Chithunzi pa tsamba 5 (Buku la ophunzira)
- Makadi a lembo la “a”
- Zinthu zosiyanasiyana zoyamba ndi “a”
- Galasi/kalilole.
- Zifanifani (modelo) za “a”
- Zithunzi zotukuza

Chiyambi

Lero tiphunzira liwu la lembo latsopano. Poyamba nditchula liwu la lembo. Kenaka ndidzanena mau amodzi panthawi. Inu mudzandiuza ngati mauwo akuyamba ndi liwu lomwe ndatchula. Ngati mauwo akuyamba ndi liwu limenelo muloze chala m’mwamba. Ngati mauwo sakuyamba ndi liwu limenelo, muloze chala pansi.

Ndondomeko

Mphunzitsi	Mphunzitsi ndi Ophunzira	Ophunzira
<p>Liwu la lembo ndi /a/ Mawu oyamba ndi ana. Mawuwa akuyamba ndi /a/ choncho ndiloza chala m’mwamba. Mawu achiwiri ndi ina. Mawuwa sakuyamba ndi /a/ choncho ndiloza chala pansi.</p> <p>Mawu ena ndi awa; agogo ndi ena.</p>	<p>Tiyeni titchule liwu la lembo limodzi. Liwu la lembo ndi, /a/ Tiyeni tibwereze.</p> <p>Tsopano nditchula mawu. Ngati akuyamba ndi /a/ muloze chala m’mwamba ndipo ngati sakuyamba ndi /a/ muloze chala pansi.</p> <p>Mawu oyamba ndi, mame, Mphunzitsi ndi ophunzira aloza chala moyenera. Pitirizani ndi zitsanzo zina za mawu monga: [ana, ima, akana, aka, amayi, ufa, ona]</p>	<p>Tsopano mutchula liwu la lembo nokha. Liwu la lembo ndi, /a/. Ophunzira atchula liwulo. Tsopano nditchula mawu. Ngati akuyamba ndi /a/ muloze chala m’mwamba ndipo ngati sakuyamba ndi /a/ muloze chala pansi. Mawu oyamba ndi, aka. Ophunzira aloza chala moyenera. Pitirizani ndi zitsanzo zina za mawu monga [ina, ana]</p>

Dzina la lembo la ‘a’: Lero tiphunzira lembo latsopano. Ndikuwonetsani lembo. Kenaka ndikuuzani dzina lake. Lembani lemboli pa bolodi. Lozani lemboli ndi kunena kuti, lembo ili ndi **a**. Tchulani dzina la lembo mobwerezabwereza. Tiyeni

titchule dzina la lemboli pamodzi. Lembo ili ndi **a**(*Mphunzitsi ndi ophunzira anena a*). Tsopano yeserani nokha. Lembo ili ndi (*Ophunzira anena a*). Tsopano yang'anani m'buku lanu pa tsamba **6**. Kodi mukuona lembo la **a**? Lozani ndi kuwerenga lemboli.

Kulemba lembo la 'a' : Tsopano tiphunzira kulemba lembo la **a**. Onetsetsani pamene ndikulemba **a**. Tiyeni tichitire limodzi (*Mphunzitsi ndi ophunzira alemba a m'malere*). Tsopano chitani izi nokha (*Ophunzira alemba la m'malere*). Tsopano lembani pansu (*Ophunzira alemba la pansu*).

Nyimbo

Yang'anayang'ana pomwe pali a,

Yang'anayang'ana

Yang'anayang'ana pomwe pali a

Yang'anayang'ana

Ukamuona umuloze,

Yang'anayang'ana

Ukamuona umugwire

Yang'anayang'ana

Ukamuona umulembe

Yang'anayang'ana

Nkhani I (Mphindi 10)

Nkhani ikukamba za chiyani?

Lero ndikuwerengerani nkhani. Koma ndisanawerenge tiyamba taphunzira mawu atsopano amene akupezeka munkhaniyi. Kenaka, ine ndikuwerengerani nkhaniyi ndipo tithandizana kuyankha mafunso okhudza nkhaniyi.

Mawu atsopano

Mawu oyamba kuphunzira ndi '**mwantche**' (*ophunzira anena 'mwantche'*) Imikani dzanja ngati mukudziwa tanthauzo la mawu oti **mwantche** (*ophunzira aimika manja*) Ngati ophunzira oposa theka la kalasi aimika manja awo, uzani omwe anaimika manjawa atembenuke ndikuuza anzawo omwe sanaimike manja tanthauzo la mawuwo. Ngati ophunzira ambiri sanaimike manja, auzeni ophunzirawo tanthauzo. Mawu oti **mwantche** amatanthauza **chidole chowumba ndi dothi**. Chitani chimodzimodzi ndi mawu awa; **kukowa** ndi **nsembe**.

Kuwerenga nkhani

Tsopano ndiwerenga nkhani mutu wake, **Kamdothi**. Koma ndisanawerenge tiyeni tikambirane za zomwe tikuganiza pankhaniyi. Kodi mukudziwa chiyani za Kamdothi? Nanga nkhaniyi ikunena zachiyani? (Uzani ophunzira awiri kapena atatu kuti anene maganizo awo)

Tsopano ndiwerenga nkhaniyi. Ndikamawerenga inu muzimvetsera kuti muone ngati mayankho amene tinaganiza aja ali okhoza. Mumvetserenso mawu atsopano amene tangophunzira aja ndipo muimike dzanja mukamva amodzi a iwo.

Kamdothi

Kalekale panali abambo ndi amayi. Ankafunitsitsa kukhala ndi mwana. Ndipo anapita ku mtsinje **kukakowa** dongo. Panjira anakumana ndi agogo. Agogo aja anawalangiza kuti akathire **nsembe**. Atathira **nsembe**, anaumba **mwantche**. Anapumila mpweya m'**mwantchemo**. M'mawa kutacha, **kamwantche** kaja kadali katasanduka kamoyo. Ndipo anakapatsa dzina loti Kamdothi. Kamdothi anakula mwamsanga ndipo anakonda kusewera ndi ana anzake. Makolo ake anamulangiza kuti azisewera kufupi ndi kunyumba kwawo. Koma tsiku lina anayiwala malangizo aja ndipo anakasewera kutali. Mwadzidzidzi mvula inayamba kugwa. Makolo a Kamdothi anada nkhwawa. Anayamba kuyimba nyimbo.

Kamdothiwe thawa mvula.

Kamdothiwe thawa mvula.

Yaya mwananga kamdothiwe. Thawa mvula.

Yaya mwananga kamdothiwe. Thawa mvula.

Kamdothi anathamanga zedi. Koma mvula ija inalimbika. Anafika kunyumba ataduka mikono.

Popeza mwamvetsera nkhaniyi tiyeni tiwonenso mayankho athu aja. Tinati nkhaniyi ikunena za..... Ngati mwavomereza onetsani chala chanu chachikulu mmwamba. Koma ngati sizili choncho lozani chala pansu. *Aphunzitsi apereke ndemanga pa nkhaniyi. Kenaka afunse ophunzira ngati ali ndi maganizo ena.*

Mathero

Imbani nyimbo ya **Kamdothi** ndi ya **Yang'anayang'ana**