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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY  
READING INTERVENTION PROGRAM

Training Manual: Module 1

Chichewa Standard 2

JULY 2014

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

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# **Early Grade Reading Activity**

## **Chichewa Standard 2**

### **Reading Intervention Program**

#### **Training Manual**

##### **Module I**

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

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## Table of Contents

Table of Contents .....	iii
Acknowledgements .....	v
Acronyms .....	vi
Introduction .....	1
Training programme: Chichewa Standard 2 .....	2
1. Registration, Welcome, and Introductions (30mins) .....	4
2. Your expectations of this training (30 mins) .....	5
3. The objectives of EGRA and of this NPC Chichewa Std 2 course (15 minutes) .....	5
4. Identifying challenges and solutions in the teaching and learning of Chichewa (1hr 15 mins) .....	5
5. Lessons learned from the EGRA learner assessment tests conducted in 2014 (1hr) .....	6
6. Overview of Chichewa Standard 2 teacher’s guide and learners’ book (30 Minutes) .....	9
7. Overview of the five key components of reading (45 mins) .....	9
8. Phonological awareness in the Chichewa Standard 2 course (45 mins) .....	10
9. Practising phonological awareness routines – Mutu 8 Phunziro 4 (60 mins) .....	13
10. Phonological awareness – practising Chichewa letter sounds (30 mins) .....	14
Day Two .....	15
1. Welcome back and review of Day 1 (15 minutes) .....	15
2. Handwriting practice (15 mins) .....	15
3. Alphabetic principle in the Chichewa Standard 2 course (45 mins) .....	16
4. Practising alphabetic principle routines from the Chichewa Standard 2 course (1 hr) .....	20
5. Fluency in the Chichewa Standard 2 course (30 mins) .....	21
6. Practising a fluency routine using text from the Chichewa Standard 2 course (1 hr 30 mins) .....	22
7. Vocabulary in the Chichewa Standard 2 course (45 mins) .....	23
8. Practising the vocabulary routine (1 hr 15 mins) .....	25
9. Comprehension in the Chichewa Standard 2 course (1hr) .....	25
Day Three .....	29
1. Welcome back and review of Day 2 (15 mins) .....	29
2. Practising comprehension routines and feedback discussion (1hr) .....	29
3. The importance of independent reading in and out of school (15 Minutes) .....	30
4. Instructional accommodations for learners with disabilities (45 Minutes) .....	30
6. Review lessons overview and practice teaching (1 hr 30 mins) .....	34
7. Letter cards – how to use them within the lesson routines (30 mins) .....	35
8. Assessment strategies (30 mins) .....	36
9. Implementing assessment (1 hr and 15 mins) .....	39

10. Preparation for tomorrow’s practicum (30 mins).....	43
Day 4.....	44
1. Welcome back, review of Day 3 and preparation for practicum (15 minutes).....	44
2. Practicum with Standard 2 and 3 learners (2 hs 15 mins).....	44
3. Feedback Session (60 mins) .....	44
4. Coaching – how to make the most of this opportunity (60 mins).....	44
5. Record-keeping in the classroom and school (60 mins) .....	45
6. Cluster and school-based planning for teaching Chichewa in Standard 2 (30 mins) .....	46
7. Evaluation .....	46
8. Closing comments, devotions and departure (15 mins).....	47
Annex 2: Fluency Games .....	49
Annex 3: Learner Progress Tracker Template.....	51
Annex 4: Sample lessons from Chichechwa Standard 2.....	52

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

We extend a special appreciation to senior officials of MoEST, especially Mrs. Lonely V. Magreta, Secretary for Education, Science and Technology; directors and staff of the Department of Inspectorate and Advisory Services; Department of Basic Education; Department of Teacher Education and Development; Malawi Institute of Education; 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 USAID/Malawi for providing the financial and technical means to produce this training manual. USAID/Malawi's EGRA 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 Assessment
IPTe	Initial Primary teacher Education
LAT	Learner Assessment Tool
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
MTPDS	Malawi Teacher Professional Development Support
NPC	National Primary Curriculum
ODL	Open and Distance Learning
PEAs	Primary Education Advisors
PCAR	Primary Curriculum and Assessment Reform
Q&A	Question and Answer
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SI	Social Impact
USAID	United States Agency for International Development

## Introduction

The Early Grade Reading Activity (EGRA) is a 40-months USAID education initiative that aims 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, literacy materials development and systems management. Building on the achievements of previous activities and in particular on the Malawi Teacher Professional Development Support Program, it also features a strong element of community 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 11 districts, with a special focus on improving literacy skills at the lower primary level.

To improve early grade reading, EGRA and MoEST are implementing an early grade literacy intervention in these 11 districts that is geared toward the development of basic literacy skills and knowledge. Focusing on schools and the wider community within which the schools operate, the program provides training to teachers, head teachers, and primary education advisors (PEAs) on how to effectively teach reading in the early grades. For parents, caregivers, and other key community members, EGRA provides training and ongoing support so that young learners' reading can be encouraged and improved both within school and at home.

The Chichewa Standard Two teachers' guide has been developed in collaboration with the Ministry of Education, Science and Technology. It is based on the National Primary Curriculum (NPC) learners' book and builds on the knowledge and skills developed in Standard One both through the PCAR Standard One and the EGRA Maziko a Kuwerenga courses. In Standard Two, learners further develop knowledge of phonics, fluency and vocabulary so that they are able to read with confidence and understanding.

This Module 1 training manual also focuses attention on how to assist learners with special educational needs, on coaching support for teachers and on skills that will enable teachers to assess learners' performance in literacy.

## Training programme: Chichewa Standard 2

### Day 1

Time	Session
8:00–8:30	1-Registration, Welcome, and Introductions
8:30-9:00	2-Participants' expectations
9:00-9:15	3-The objectives of this Module 1 training
9:15–10:30	4-Identifying challenges in the teaching and learning of Chichewa in Standard 2, and brainstorming solutions
<b>10:30-10:45</b>	<b>Break (15 minutes)</b>
10:45-11:30	5-Overview of October Learner Assessment Test findings
11:30-11:45	6-Overview of the lesson routines in Term 1
11:45-12:15	7- Overview of the five key components of reading
<b>12:15- 1:15</b>	<b>Lunch (1 hour)</b>
1:15–1:45	8- Phonological awareness in the Chichewa Standard 2 course
2:00-2:45	9- Practising phonological awareness routines
2: 45-3:15	10- Alphabetic principle routines and feedback discussion
<b>3:15-3:30</b>	<b>Break (15 minutes)</b>
3:30-3:45	11-Fluency in the Standard 2 course: overview and practice
3:45-4:30	12-Practising a fluency routine
4:30	Close

### Day 2

Time	Session
8:00–8:15	1-Welcome Back and Review of Day 1
8:15-9:15	2-Vocabulary in the Chichewa Standard 2 course
9:15-9:30	3-Comprehension in the Standard 2 course
9:30-10:45	4-Practising the comprehension routine
<b>10:45-11:00</b>	<b>Break (15 minutes)</b>
11:00-12:00	5-Pacing
<b>12:00-1:00</b>	<b>Lunch (1 hour)</b>

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1:00- 2:30	6-Lesson pacing – demonstration and practice
2:30-3:00	7-Assessment strategies
<b>3:00-3:15</b>	<b>Break (15 minutes)</b>
3:15-4.00	8-Practising a review lesson
4:00 - 4:15	Closure

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## **I. Registration, Welcome, and Introductions (30mins)**

Welcome to Module One of the Chichewa Standard 2 training course. This course provides continuity from both the Standard One Maziko a Kuwrenga course and the MoEST National Primary Curriculum (NPC) Chichewa course. . To ensure that all participants benefit from the workshop, please observe the following ground rules:

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

**You may wish to add to this list in agreement with the other workshop participants.**

To begin, 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 ...."

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. Your expectations of this training (30 mins)

Thank you for devoting time to attend this training. You must have come here with expectations as to what you are going to gain from the training. Share these expectations with your facilitator who will write them on a **flipchart sheet**. This will be posted on the wall, and as the training progresses, we will try to ensure that most expectations are met.

## 3. The objectives of EGRA and of this NPC Chichewa Std 2 course (15 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 in the teachers’ guide.
- Teachers know about and can develop relevant strategies and tools for assessing reading as an integral part of their teaching.

- **Application:**

- Teachers are able to correctly follow the lesson plans, and in so doing, implement teaching routines for the ‘Big Five’ reading skills.
- Teachers are able to correctly pace a lesson.
- Teachers are able to identify, develop and implement appropriate strategies and tools for assessing learners’ reading.

## 4. Identifying challenges and solutions in the teaching and learning of Chichewa (1hr 15 mins)

We know from the results of learner assessments (MTPDS, 2012; SACMEQ, 2011; Social Impact, 2013; EGRA LAT, 2014) that there are serious challenges in achieving improved reading skills in our young learners.

For example, as a baseline for the EGRA intervention, SI used the Early Grade Reading Assessment (EGRA) to assess a random sample of learners in the eleven EGRA intervention districts. This study found that 78% of Standard 2 learners were not able to read a single word in a short grade-level passage.

Large classes and lack of resources contribute significantly to this challenge. However, we also know that there are pockets of success in some of our schools; and whilst these successes can be attributed to a range of factors, we can be sure that effective teachers and committed school management are always evident in successful schools.

So although this course will be providing strategies for effective teaching of reading, it also needs to tap into, and build on existing skills and knowledge. Based on your experience as early grade educators, you already do have some of the answers about

addressing reading challenges in your classrooms. So this session focuses on your experiences, your challenges, and also your expertise.

### *Activity*

Get into groups of about ten people. In your groups, spend ten minutes brainstorming a list of the challenges that you face in teaching reading in Standard 2. Make a distinction between the challenges directly related to the teaching of reading, which we can change (e.g., pacing of the lesson, learners' losing concentration, etc.) and those which are often beyond the teacher's control and are much more difficult to change (e.g., large class size, irregular attendance, etc.).

### **Try to focus more on the challenges that we have power to change.**

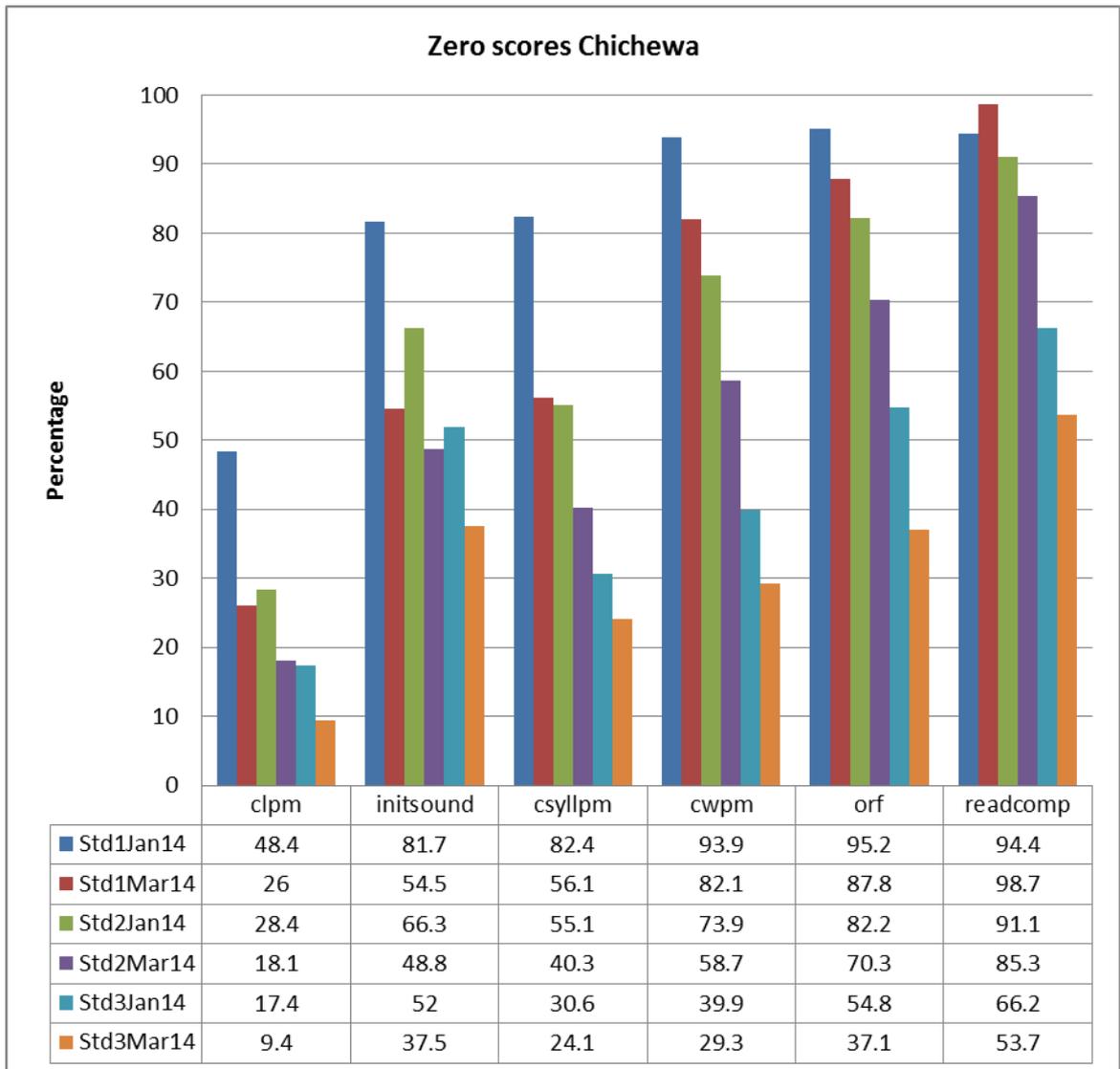
Now share these in plenary. The facilitator will write the challenges down on the board or chart paper, until all challenges are exhausted.

Discuss each challenge in turn, starting with the challenges you feel are most important:

- Why does this challenge have a negative impact on teaching and learning?
- What can be done to alleviate this problem?
- What action points can be adopted, 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?

## **5. Lessons learned from the EGRA learner assessment tests conducted in 2014 (1hr)**

Although this is the first module of the Standard 2 course, it is building on the foundations already laid in Standard One in the first year of this intervention. In Year One, Maziko a Kuwerenga and Nditha Kuwerenga materials, training and support were focused on Standard 1, and there was also coaching support provided by PEAs to all three standards. In January, March and July, monitoring and evaluation was carried out by EGRA on a sample of learners in all three standards, in thirty-three intervention schools in all eleven districts. At each school, assessors randomly selected 5 girls and 5 boys in every Standard 1, 2, and 3 classes per subject (Chichewa and English). A total of 1,980 learners were targeted for assessment. These were the findings from the January and March assessments:



What does this graph show us?

The codes on the graph are as follows:

clpm	correct letters per minute
initsound	listening to and giving the beginning sound of words (phonological awareness)
csyllpm	correct syllables read per minute
cwpm	correct words read per minute
orf	oral reading fluency (reading a short passage out loud)
readcomp	understanding of questions based on the short passage

The graph shows how many learners in each grade got zero scores, i.e., were not able to do anything in the LAT subtasks. So where the columns in the first graph are

tall, this is 'not good news' because it means that a large proportion of learners were unable to answer the subtasks correctly. The information about the performance of Standard 2 learners in each test item is contained in the bars on the graph. Reading from left to right, the first two bars represent Standard 1, the next two represent Standard 2 and the last two bars represent Standard 3.

So we can see that for the item, *correct letters per minute*, in January about 28%, and in March about 18% of learners could not read a single letter. This is quite a concern but not so much of a concern as the performance in the other items. For the reading of words, about 74% of learners in January and about 58% in March could not read a single word. So although there was a significant improvement between January and March, and also an improvement over the SI baseline of 78% in this skill, we still have a long way to go to reach the target of all Standard 2 learners being able to read.

### Activity

In pairs, find the answer from this graph to these questions:

1. What percentage of learners in Standard 2 was unable to read a single word in the short passage?
  - a. In January?
  - b. In March
2. What percentage of learners in Standard 2 was unable to understand what they were reading?
  - a. In January
  - b. In March?

(Answers in Annex 1)

Having identified these scores as a pair, discuss in plenary what they tell us about where our focus as teachers of reading should be.

There are two pieces of good news from this:

1. The improvements between January and March show that we are improving slightly (even though we have not reached our destination yet).
2. The Chichewa Standard 2 course has been designed to focus attention on reading fluency and comprehension, so it will assist you and the learners in continuing with the necessary improvement.

## 6. Overview of Chichewa Standard 2 teacher's guide and learners' book (30 Minutes)

The Std 2 Chichewa teachers' guide draws on the best practices of Maziko a Kuwerenga reading intervention for optimal implementation of the national primary curriculum (NPC). This is intended to support Std 2 teachers in teaching reading. The guide constitutes Units 1-8 of scripted lesson plans that integrate the 5 key components of reading which include phonological awareness, alphabetic principle, fluency, vocabulary and comprehension. A series of aligned lesson plans is presented in the teachers' guide and these correspond to the learners' book for Std 2 Chichewa. The module also focuses on skills that will enable teachers to assess learners' literacy performance using individualized oral reading assessments similar to the Learner Assessment Test (LAT) mentioned in session 5.

### Activity

Please take 10 minutes in pairs to skim and scan through this training manual, the teachers' guide and the learners' book. List any questions you may have.

After 10 minutes, the facilitator will lead a Q&A (Question and Answer) session for you to get all questions answered. Please listen well, as once your question has been asked by another pair, it does not need to be repeated.

## 7. Overview of the five key components of reading (45 mins)

There are five main components of reading. These are:

- Phonological awareness
- Alphabetic principle
- Fluency
- Vocabulary
- Comprehension

Each one builds on the other to ensure that learners have the necessary skills to be able to read fluently and with understanding. Learners in Standard One have already been exposed to these five components through *Maziko a Kuwerenga* and *Nditha Kuwerenga*. All Standard 1, some Standards 2 and 3 teachers who attended the training in September 2013 also have been trained in the implementation of these skills.

### Activity

Get into groups, organized so that there is at least one participant in each group who has been teaching or who has taught reading through *Maziko a Kuwerenga*. If there are not enough of such experienced participants for groupwork, then this activity can be done as a whole class, with the facilitators.

Fit the following definitions to the appropriate component title.

<b>Definitions</b>
The ability to associate sounds with letters and to use those sounds to read and spell words.
The ability to read or recognize letter sounds, syllables and words quickly and accurately (automatically).
The ability to make meaning from words on the page (i.e., understanding what you read).
The ability to hear, identify and manipulate sounds in spoken words (in the absence of text).
Knowledge of the meaning of words in a language.

**Phonological Awareness :** \_\_\_\_\_

**Alphabetic Principle:** \_\_\_\_\_

**Fluency:** \_\_\_\_\_

**Vocabulary:** \_\_\_\_\_

**Comprehension:** \_\_\_\_\_

## **8. Phonological awareness in the Chichewa Standard 2 course (45 mins)**

Remember that phonological awareness is the ability to hear, identify, and manipulate sounds in spoken words, without them being linked to text. Here are some examples of phonological awareness activities in Chichewa Standard 2 course. Watch and learn as your facilitator demonstrates these routines. Keep a note of any questions so that you can ask them at the end of the demonstrations.

- **Sound recognition**

**Kuphunzitsa liwu loyamba m'mawu:** Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba ndinena mawu. Kenaka nditchula liwu loyamba m'mawuwo. Kachiwiri ndinena mawu ndipo inu ndi ine titchula liwu loyamba m'mawuwo limodzi. Pomaliza nditchula mawu ndipo inu mutchula liwu loyamba m'mawuwo.

 Mphunzitsi	 Mphunzitsi + Ophunzira	 Ophunzira
<ul style="list-style-type: none"> <li>Mawu oyamba ndi ana liwu loyamba ndi /a/.</li> <li>Mawu achiwiri ndi buku liwu loyamba ndi /b/.</li> </ul>	<ul style="list-style-type: none"> <li>Tiyeni tichitire limodzi: mawuwa ndi ana. Liwu loyamba ndi /a/.</li> <li>Pitirizani ndi zitsanzo zina za mawu monga: buku, fisi, galu, lalanje...</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. Mawu oyamba ndi ana. Ophunzira atchula liwu loyamba la mawuwa.</li> <li>Ophunzira atchule liwu loyamba la mawu ena monga: buku, fisi, hamala, jumbo, galu, lalanje.</li> </ul>

Ref. Std 2 Chichewa Teachers' Guide Term 1, Mutu 1 Phunziro 4 page 7

**Kupeza ndi kutchula liwu la phatikizo:** 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"> <li>Mawuwa ndi kwawa.</li> <li>Ndipeza liwu loyamba kenaka nditchula liwu loyambalo /kw/.</li> <li>Mawu ena ndi fisi.</li> <li>Mawuwa akuyamba ndi /ff/ ndipo ndinena kuti /ff/.</li> </ul>	<ul style="list-style-type: none"> <li>Tiyeni tichitire limodzi. Mawu oyamba ndi kwera.</li> <li>Liwu loyamba ndi /kw/.</li> <li>Mphunzitsi ndi ophunzira anena /kw/.</li> <li>Pitirizani ndi zitsanzo zina za mawu monga lalanje, kwitya, ndodo, kwana.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo.</li> <li>Mawu oyamba ndi kwera.</li> <li>Ophunzira atchula liwu la /kw/.</li> <li>Pitirizani ndi zitsanzo zina za mawu monga lalanje, kwitya, ndodo, kwana, kwawa, kwawo.</li> </ul>

Ref. Std 2 Chichewa Teachers' Guide Term 1, Mutu 2 Phunziro 1, page 16.

○ **Blending sounds to form words**

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

**Matchuliro a mawu:** Tsopano tiphunzira katchulidwe ka mawu pogwiritsa ntchito maliwu ake monga: /a/ /n/ /a/ ana, /b/ /u/ /k/ /u/ buku, /f/ /i/ /s/ /i/ fisi. Mvetsetsani pamene ndikuchita matchuliro a mawuwa. Tiyeni titchule limodzi (Mphunzitsi ndi ophunzira atchula mawu moyenera). Tsopano tchulani nokha mawu monga: ana, buku, fisi.

*Ref. Std 2 Chichewa Teachers' Guide Term 1, Mutu 1 Phunziro 4, page 8.*

## 9. Practising phonological awareness routines – Mutu 8 Phunziro 4 (60 mins)

An example of phonological awareness routine for practice.

**Kuzindikira liwu la phatikizo:** Lero tiphunzira liwu la phatikizo latsopano. Poyamba nditchula liwu la phatikizo. Kenaka, ndinena mawu amodzi pa nthawi ndipo mudiuza 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
<ul style="list-style-type: none"> <li>• Liwu la phatikizo ndi /mI/.</li> <li>• Mawu oyamba ndi mlamba. Mawuwo akuyamba ndi /mI/ choncho ndiloza chala m'mwamba.</li> <li>• Mawu achiwiri ndi mkaka. Mawuwo sakuyamba ndi /mI/ choncho ndiloza chala pansi.</li> </ul>	<ul style="list-style-type: none"> <li>• Tiyeni titchule liwu la phatikizo. Liwu la phatikizoli ndi /mI/.</li> <li>• Ophunzira nenani kuti /mI/.</li> <li>• Tsopano nditchula mawu. Ngati akuyamba ndi /mI/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /mI/ muloze chala pansi.</li> <li>• Mawu oyamba ndi mlamba. Mphunzitsi ndi ophunzira aloza chala mwamba.</li> <li>• Pityirizani ndi zitsanzo zina za mawu monga mlambe, mganda, mlimi, mbuzi, kwilya, mleme.</li> </ul>	<ul style="list-style-type: none"> <li>• Tsopano mutchula liwu la phatikizo la /mI/ panokha.</li> <li>• Ophunzira atchula liwulo.</li> <li>• Tsopano nditchula mawu. Ngati akuyamba ndi /mI/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /mI/ muloze chala pansi.</li> <li>• Mawu oyamba ndi mlamba. Ophunzira aloza chala m'mwamba. Pityirizani ndi zitsanzo zina za mawu monga mlambe, mlimi, mbuzi, kwilya, mleme.</li> </ul>

Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 8 Phunziro 1, page 114.

Get into groups to prepare to present a phonological awareness routine from the Chichewa teachers' guide. Your facilitator will assign one of the routines to your group. She/he will select any one of you to present, so all be as prepared at the next.

After each presentation, write down and save your comments and questions so that all can be discussed when all groups have presented. When all the groups have presented, discuss any questions from this which may arise.

As a round-up of this session and discussion, note that as the first of the five key components, phonological awareness is a pre-reading skill. In Standards 2, as learners become more familiar with the alphabetic principle, and more competent in fluent reading of letters, words and syllables, the time devoted to phonological awareness should reduce.

## **10. Phonological awareness – practising Chichewa letter sounds (30 mins)**

In teaching sounds to the learners, you need to try to say the sound without adding a vowel after it. This helps learners to be able to correctly spell words.

There are 24 letters in the Chichewa alphabet. In Maziko a Kuwerenga, they are learnt in the order of most frequent use, this is as follows:

The facilitator writes these letters on the board:

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

In the Chichewa Standard 2 course, the letters are introduced in alphabetical order. They appear in the learners' book (LB on pages 5-7).

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

First look at each letter in this order, 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.

## **END OF DAY ONE**

## Day Two

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

Welcome back to Day 2 of this workshop.

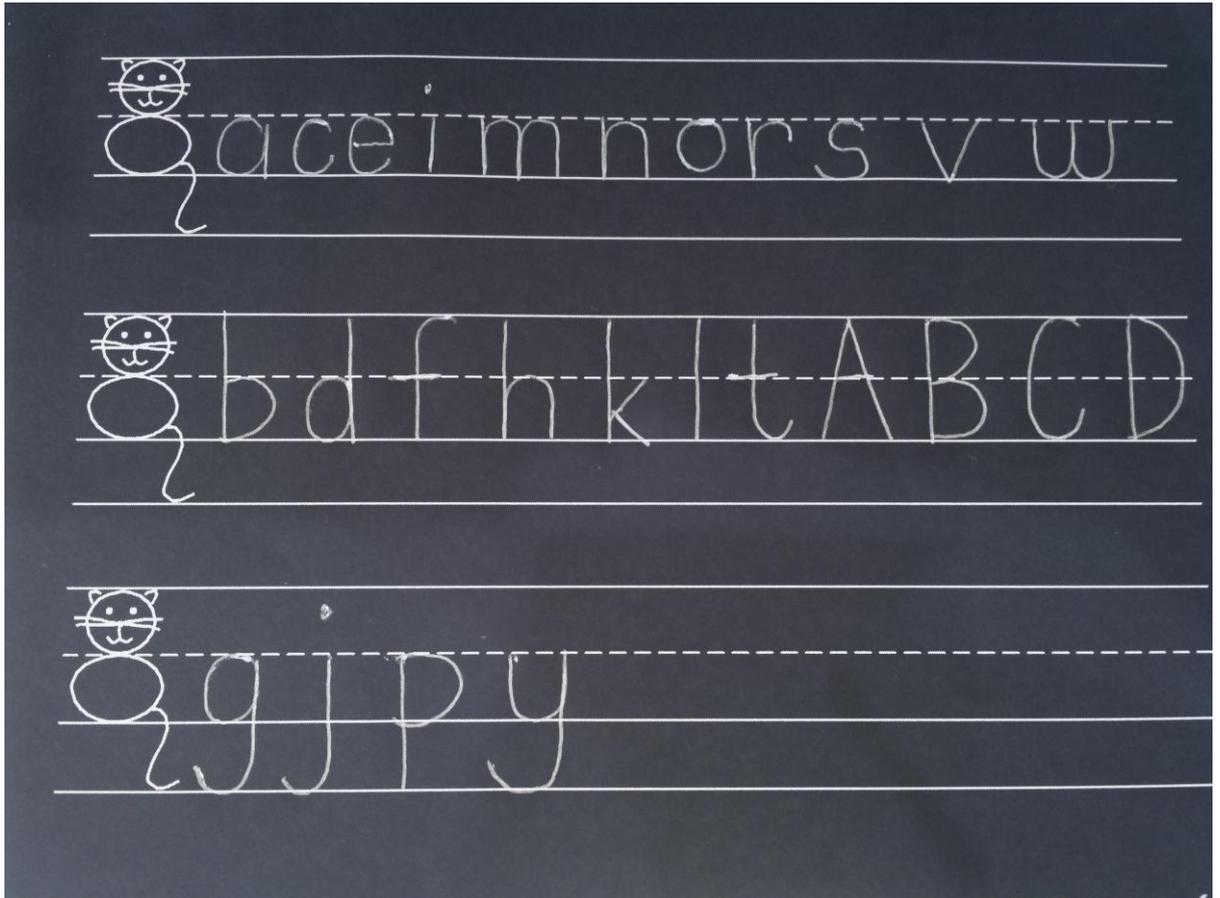
### 2. Handwriting practice (15 mins)

Before we discuss the second key component alphabetic principle, we need to devote a little time to ensuring that teachers' letter formation is an excellent model for the learners.

How many of you are confident that your handwriting provides this excellent model?

In the front pages of the TG, there is a guideline about how the letters should be positioned. Your facilitator will model on the chalkboard or flipchart how to ensure that letters are written and positioned correctly.

Note to facilitator: In preparation for this session, draw four lines on the board/flipchart paper, and a cat to show which letters are the same size as the body, which are the 'body and the head' and which are the 'body and tail'. If you think that your Std 2 learners do not need to use the cat to align their letters, just draw four lines.



### 3. Alphabetic principle in the Chichewa Standard 2 course (45 mins)

*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 letter recognition, 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; listening to and writing letter names or words (dictation); reading words by sounding out each letter and blending them together.

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

Importance to Reading:

- Alphabetic principle provides the foundation for later reading and spelling skills.
- Alphabetic principle gives learners a means for decoding, reading, and spelling unknown words.

- Learners need to learn how to segment and blend letter-sounds and apply that knowledge to read and spell words.

### Activity

In Standard 2, the learners have already been taught the letter-sound correspondence of all the single letters. After a revision of the single letter sounds in Unit 1, the focus is on the teaching and learning of blends.

The following blends are taught in Term 1:

### **kw, mb, mf, mg, mk, ml, mp**

The facilitator will use these blends to 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
  1. Recognizing and naming letters
  2. Identifying letter sounds and sounds of blends
  3. Syllable blending (blending letters to make syllables)
  4. Sound spelling
  5. Word blending (blending letters or syllables to make words)
2. Explain in your own words what the learners should be able to demonstrate after mastering these skills.

### Routine A

**Kulemba malembo:** Tsopano tiphunzira kulemba malembo a; a mpaka l. Poyamba ndilemba malembowa mmizere pabolodi. Kenaka tilemba pamodzi m'malele. Pomaliza inu mulemba nokha m'makope mwanu.

 Mphunzitsi	 Mphunzitsi + Ophunzira	 Ophunzira
<ul style="list-style-type: none"> <li>• Ndilemba malembo a; a, b, d, e, f, g pa bolodi pogwiritsa ntchito maliwu a malembowa.</li> </ul>	<ul style="list-style-type: none"> <li>• Tsopano tilemba malembowa pamodzi m'malele.</li> <li>• Tiyezi tilembe; a, b, d, e, f, g.</li> </ul>	<ul style="list-style-type: none"> <li>• Tsopano lembani nokha malembowa m'makope mwanu; a, b, d, e, f, g.</li> </ul>

Thandizani ophunzira omwe akulephera kulemba malembowa molondola. Uzani ophunzira angapo kuti awerengere anzawo zomwe alemba.

Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 1 Phunziro 5, page 9

### Routine B

**Kulemba maphatikizo:** Tsopano tigwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Titchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Ndipo nditchula phatikizo inu mutchula phatikizolo ndi liwu lililonse pamene mukulemba phatikizolo.

 Mphunzitsi	   Mphunzitsi + Ophunzira	  Ophunzira
<ul style="list-style-type: none"> <li>Phatikizo ndi mfa. Nditchula liwu pamene ndikulemba phatikizo la /mf/ /a/ mfa.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndikulilemba.</li> <li>Nenani mfe. Mphunzitsi ndi ophunzira anena pamene mphunzitsi akulemba /mf/ /e/ mfe.</li> <li>Pitirizani ndi zitsanzo monga mfi.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano yeserani nokha mfa. Ophunzira alemba m/makope mwawo.</li> <li>Kenaka nenani kuti: onani phatikizo langa ndipo phatikizo lanu liwoneke ngati ili.</li> <li>Pitirizani ndi zitsanzo izi mfe, mfi, mfo, mfu.</li> </ul>

Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 4 Phunziro 3, page 56

### Routine C

**Kuwerenga mawu:** Tsopano tigwiritsa ntchito maphatikizo omwe taphunzira kale powerenga mawu. Nditchula phatikizo lililonse la mawu palokha kenaka muwerenga mawuwu. Ndiika chala changa kusi kwa phatikizo lililonse ndipo tiwerenga mawuwu. Tikatha kulemba maphatikizo onse a mawu, ndiyendetsa chala kusi kwa maphatikizo a mawu ndipo inu mukuwerenga mawu onsewo.

 Mphunzitsi	   Mphunzitsi + Ophunzira	  Ophunzira
<ul style="list-style-type: none"> <li>Ikani chala chanu kusi kwa phatikizo loyamba la mawu omwe ali pa bolodi ndi kunena kuti.</li> <li>Yang'anani kuno: kwa wa kwawa.</li> <li>Yendetsani chala kusi kwa mawu ndi kunena mawu oti kwawa.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano tichitira limodzi. Kumbukirani kuwerenga phatikizo lililonse pamene ndi kulikoza. (Mphunzitsi akaza phatikizo lililonse la mawu pa bolodi.)</li> <li>Mphunzitsi ndi ophunzira awerenga maphatikizo oti kwa wa kwawa. Pitirizani ndi zitsanzo zina monga: kwawo, kwitya, kwina.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano yeserani panokha ndi mawu awa kwawa.</li> <li>Pitirizani ndi zitsanzo izi kwawo, kwitya, kwina, kwera, kwana, kwada.</li> <li>Uzani ophunzira kuti alemba mawuwa m/makope mwawo.</li> </ul>

Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 5 Phunziro 3, page 72.

Routine D

**Kupeza ndi kutchula liwu la phatkizo:** 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'mawuwu.

 Mphunzitsi	 Mphunzitsi +  Ophunzira	 Ophunzira 
<ul style="list-style-type: none"> <li>Mawuwu ndi mbuzi. Ndipeza liwu loyamba kenaka nditchula liwu loyambalo.</li> <li>Mawuwu akuyamba ndi liwu la /mb/ ndipo ndinena kuti /mb/.</li> </ul>	<ul style="list-style-type: none"> <li>Tiyeni tichitire limodzi. Mawuwu ndi mbuzi. Liwu loyamba ndi /mb/.</li> <li>Mphunzitsi ndi ophunzira anena /mb/.</li> <li>Pitirizani ndi zitsanzo zina za mawu monga: mbuzi, mbumba, mbalame, tambala.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwu.</li> <li>Mawu oyamba ndi mbuzi.</li> <li>Ophunzira atchula liwu la /mb/.</li> <li>Pitirizani ndi zitsanzo zina za mawu monga: mbuzi, mbumba, mbalame, tambala.</li> </ul>

Ref. Std 2 Chichewa Teachers' Guide Term 1, Mutu 5 Phunziro 4 page 75.

Routine E

**Kuchita Matchuliro a malembo.** Tsopano tiphunzira kulemba malaembo a : a mpaka z. Poyamba ndilemba malembowa m'mizere pabolodi. Kenaka tilemba pamodzi m'malere. Pomaliza inu mulemba nokha m'makope mwanu.

**Kulemba malembo:** Tsopano tiphunzira kulemba malembo a; m mpaka z. Poyamba ndilemba malembowa mmizere pabolodi. Kenaka tilemba pamodzi m'malele. Pomaliza inu nulemba nokha m'makope mwanu.

 Mphunzitsi	 Mphunzitsi +  Ophunzira	 Ophunzira 
<ul style="list-style-type: none"> <li>Ndilemba malembo a; m, n, o, p, pa bolodi pogwiritsa ntchito maliwu a malembowa.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano tilemba malembowa pamodzi m'malele.</li> <li>Tiyeni tilembe; m, n, o, p, r, s.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano lembani nokha malembowa m'makope mwanu; m, n, o, p, r, s, t, u, v, w, y, z.</li> </ul>

Thandizani ophunzira omwe akulephera kulemba malembowa molondola. Uzani ophunzira mgapo kuti awerengere anzawo zomwe alemba.

Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 1 Phunziro 7, page 12.

This is an example of an alphabetic principle routine. It teaches the relationship between the written letter(s) and the corresponding sound.

#### 4. Practising alphabetic principle routines from the Chichewa Standard 2 course (1 hr)

An example of alphabetic principle routine

**Kulemba mawu:** Tsopano tigwiritsa ntchito maliwu omwe taphunzira pochita matchuliro a mawu. Ndidzatchula liwu lililonse pamene ndikulemba lembo lomwe likuimilira liwulo. Ndidzatchula mawu, kenaka mudzanena mawuwo ndi liwu la lembo lililonse pamene mukulemba mawuwo.

 Mphunzitsi	 Mphunzitsi + Ophunzira	 Ophunzira
<ul style="list-style-type: none"> <li>Mawu awa ndi <b>mgolo</b>. Nditchula liwu lililonse pamene ndikulemba mawu /mg/ /o/ /l/ /o/ mgolo.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene mukulilemba.</li> <li>Nenani <b>mgolo</b>. Mphunzitsi ndi ophunzira atchula mawuwo pamene mphunzitsi akulemba /mg/ /o/ /l/ /o/.</li> </ul>	<ul style="list-style-type: none"> <li>Tsopano yeserani mawu oti <b>mgolo</b>. Ophunzira alemba m'makope mwawo.</li> <li>Nenani kuti onani mawu anga omwe ndalembe. Mawu anu awoneke ngati awa.</li> <li>Uzani ophunzira kuti alemba <b>mgalwa, mgonero, mgula, mgugu, mgodi</b>.</li> </ul>

Ref Std 2 Chichewa Teachers' Guide for Term 1, Mutu 6 Phunziro 3, page 87.

Get into groups to prepare to present an alphabetic principle routine from the Chichewa teachers' guide. Your facilitator will assign one of the routines to your group. She/he will select a different person to present this time, so all be prepared.

After each presentation, write down and save your comments and questions so that all can be discussed when all groups have presented. When all the groups have presented, discuss any questions from this which may arise.

As a round-up of this session and discussion, discuss how delivery of the routines can be improved and made as effective as possible, especially in a large class. Name some 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 how this functions in a word. 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.

Note that alphabetic principled draws on learners' phonological awareness but takes this one important step further. When learners can confidently and quickly relate the letter to its sound, and can blend letter sounds to make words, they are on the road to fluent reading; which takes us to the next of the five key components – fluency.

## 5. Fluency in the Chichewa Standard 2 course (30 mins)

Before we talk about reading fluency, let us define it:

### **Reading accurately, quickly, and with expression**

In this session, you will be introduced to the concept of the instructional cycle, that is used for the presentation of almost all the lessons in the Chichewa Standard 2 course. The instructional cycle involves 3 levels, one building on the previous one so that learners achieve mastery of a given skill.

The three levels are as follows:

- **Introduction** activities teach a new skill or strategy and move learners forward in developing abilities.
- **Practice** activities provide practise/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.

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.

### **Why is fluency important?**

Reading fluency is important for helping learners to be able to make meaning out of text. Learners need to recognize 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.

- Fluency helps learners make meaning out of text.
- Fluency helps learners read accurately enough to comprehend.
- Fluency helps learners enjoy reading.

### **Modelling Fluency Practice**

Practising fluency is crucially important. Learners must also receive feedback to correct errors (helping them become more accurate). Watch and learn as your facilitator briefly demonstrates the following fluency activities. Note that all these activities are very brief and that you should select just one, not all, of these to practice every day. Fluency practice works well in the lesson routine as an introductory or closing activity.

- Reviewing letters, syllables, and words every day, and with more reviewing time allotted for Fridays (1-2 minutes)
- 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 (see Annex 2)

## **6. Practising a fluency routine using text from the Chichewa Standard 2 course (1 hr 30 mins)**

Once more, in your groups prepare to present a fluency routine or game. Your facilitator will assign a routine or game to each group. The games appear in this manual as annex 2. You can use these games for introduction or closing activities on a daily basis. Your facilitator will assign one of the routines to your group. She/he will select a different person to present this time, so all be prepared.

After each presentation, write down and save your comments and questions so that all can be discussed when all groups have presented. When all the groups have presented, discuss any questions from this which may arise.

**Kuunikanso maphatikizo:** Tsekulani buku lanu patsamba 10. Lozani ndi kuwerenga maphatikizo awa mokweza pogwiritsa ntchito maliwu a lembo: mba, mbe, mbi, mbo, mbu. Funsani ophunzira kuti awerenge maphatikizowa paokhapaokha, awiriawiri kapena m'magulu. *Thandizani ophunzira omwe akulephera kuwerenga molondola.*

**Kuunikanso mawu:** Tsekulani buku lanu patsamba 10. Lozani ndi kuwerenga mawu awa mokweza pogwiritsa ntchito maphatikizo a mawu: mbuzi, mberere, tambala. Gwiritsaninso ntchito mawu ena omwe ali ndi mb munga mbiya, mbatata, mbumba, mbale. Funsani ophunzira kuti awerenge mawuwa paokhapaokha, awiriawiri kapena m'magulu. *Thandizani ophunzira omwe akulephera kuwerenga molondola.*

**Kuunikanso kuwerenga ziganizo:** Uzani ophunzira kuti awerenge ziganizo zomwe zili pa tsamba 10 munga: Ziweto zimalira mosiyanasiyana. Tambala amalira kuti kokoliko. Mbuzi imalira kuit meee meee! Mberere imalira kuti mbererere! Ziwetazi zimalira bwino zedi. *Thandizani ophunzira omwe akulephera kuwerenga molondola. Gwiritsaninso ziganizo munga chona amadya mbewa. Mbidzi imalira bwino. Amayi agula mbatata.*

*Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 5 Phunziro 5 page 76.*

## 7. Vocabulary in the Chichewa Standard 2 course (45 mins)

Component number 4 is vocabulary. This component is key for learners to understand what they are reading. Learners who have limited vocabulary will struggle to make 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. The routine consists of five parts:

- Say the word
- Have learners repeat the word
- Ask whether learners know the word

- If they know the word, ask them to put it in a sentence to show that they know the meaning.
- If they do not know the word, put it in a sentence to show the meaning of the word.
- Then have learners make other sentences with the word to show that they now understand its meaning.

Follow this routine with the other new words

Help learners to make definitions that convey the meaning of the word, e.g.:

Ine ndimagwiritsa ntchito khasu. = ili sithanthauzo labwino  
 Khasu ndi chipangizo chosulidwa kuchokera ku mtengo = ili ndi tanthauzo  
 ndi chitsulo ndipo timaligwiritsa ntchito polima m'munda. labwino

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.

### **Modelling the vocabulary teaching routine**

Watch and learn as your facilitator models the routine that is in the Chichewa Standard 2 teachers' guide for teaching new vocabulary words:

#### **Kupeza matanthauzo a mawu**

Tsopano ndikuwerengerani mawu. Kenaka ndikufunsani matanthauzo a mawuwo. Pomaliza mupanga ziganizo ndi mawuwa kusonyeza kuti mukudziwa matanthauzo ake.

Mawuwa ndi: mkaka, mkeka, mkono, mkate, mkute, mkoko. Nerani kuti mka ka (ophunzira anena kuti mkaka). Pitirizani ndi mawu awa: mkeka, mkono, mkate, mkute, mkoko. Kwezani dzanja ngati mukudziwa tanthauzo la mawu oti; mkaka, mkeka, mkono, mkate, mkute, mkoko. (ophunzira akweza manja). Ngati ophunzira opyola theka akweza manja atembenukire kwa oyandikana nawo omwe sakudziwa tanthauzo kuti awauze anzawo tanthauzo la mawuwo. Ngati ochepa akweza manja auzeni tanthauzo la mawuwo. Tanthauzo la mawu oti mkaka: chakumwa chochokera m'mawere; mkeka: chokhalira chooneka ngati mphasa; mkute: chakudya chotsala chogona. Gwiritsani ntchito mawu oti: mkaka, mkeka, mkono, mkate, mkute, mkoko m'ziganizo zomwe zikupereka matanthauzo a mawuwo.

## 8. Practising the vocabulary routine (1 hr 15 mins)

Now it is your turn to practice the vocabulary routine. Prepare in your groups to present the routine. Use words from the Chichewa Standard 2 learners' book or any other source to prepare your presentation of the vocabulary routine. After all have presented, provide constructive feedback to each other.

## 9. Comprehension in the Chichewa Standard 2 course (1hr)

The final component of reading is comprehension. Comprehension is the main goal of reading. It is only when the learners understand what they are reading that we can say they are truly able to read. When they understand what they are reading, they 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 ENJOY what they are reading.

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

As mentioned in a previous session, fluency is a key component of reading comprehension. If learners can only read slowly, one word at a time, they will not be able to derive meaning from the text. Ideally, by the end of Standard 1, learners should be able to read with some fluency so that they can comprehend/understand what they are reading. So in Standard 2 the purpose of teaching and learning is to further develop and strengthen reading comprehension skills. Often teachers use comprehension questions only for testing learners, whereas comprehension is a skill that needs to be taught. Here are the routines for teaching reading comprehension:

<p>Day 1</p> <p>Vocabulary and Prediction</p>	<p>Teach key vocabulary from the text (follow the vocabulary teaching routines from the previous session).</p> <p>Encourage learners to think and make informed guesses from the title and/or picture as to what the story will be about (don't reject any predictions offered, although you can ask learners to give reasons for their predictions- this develops logical thinking and oral skills).</p> <p>Read the story with the learners.</p> <p>Discuss if the predictions were accurate.</p>
<p>Day 2/3</p>	<p>Review the vocabulary.</p> <p>Read the story again with the learners; or finish reading the story if you stopped midway on Day 1.</p> <p>Guide learners to identify the main characters, setting, story and</p>

	<p>sequence.</p> <p>Provide time for the learners to read the text on their own (in pairs, groups, individually)</p>
Day 4	<p>Review the vocabulary.</p> <p>Provide time for learners to read the story.</p> <p>Ask more challenging comprehension questions.</p> <p>Ask learners to summarise the story.</p> <p>Ask learners to say what they liked/did not like, and why.</p> <p>Ask questions that relate the story to the learners' own experience</p>

### Activity

On your own, participants read the following notes about text sequence and story structure. The above table and these notes are a useful guide to be referred to during the next session when you will practise the comprehension routines

### Text Sequence

Another comprehension teaching strategy involves making learners aware of the sequence markers. In Standard 2 learners should be tackling longer texts and stories, many of which have a sequence of events. Being able to understand the sequence of events helps learners understand a story.

Learning about sequence also helps learners 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 recognize the main events by asking what happened **first**, what happened **next**, and what happened **at the end**.

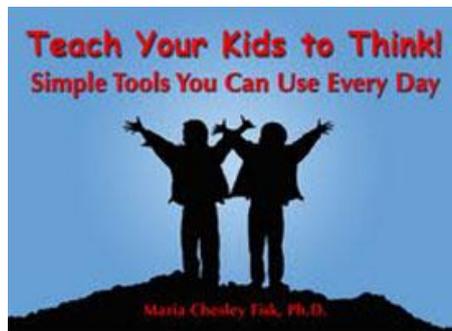
### Story Structure

You understand 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.

Structure	Meaning	Questions that elicit learners' understanding of this
Main characters	The most important person(s) or thing the story is about.	Who? What?

Setting	Where and when the story takes place.	Where? When?
Problem	Conflict, issue, or challenge in the story.	What? Why? Why do you think...?
Solution	The way in which the problem is solved or overcome.	What?

The type and range of comprehension questions you ask is powerfully linked to the development of learners' thinking skills. Young learners are capable of complex thinking. The teacher's questioning skills are the key that opens the door to the wide world, encouraging critical thinking from an early age.



*Facilitator demonstration*

Using a story prepared before the session, the facilitator now demonstrates the comprehension teaching routines. After the demonstration, provide time for Q&A. Before closing, note the following comprehension teaching routine which is an extract from the Chichewa Standard 2 TG.

Zomwe nkhaniyi ikukamba:

**Kuwerenga ziganizo:** Tsopano tiwerenga ziganizo kuchokera m' buku lanu kenaka ndikufunsani mafunso okhuza ziganizochi. Tsekulani buku lanu pa tsamba 19. Lozani chala chanu pa mawu oti onani m' chiganizo choyamba. Werengani chiganizochi. Ophunzira awerenga pang'anopang'ono. Onani mkeka. Tsopano ino ndi nthawi yanu yoti muwerenge nokha. Werengani ziganizochi molweza kuti ndimve momwe mukuwerengera. Mvetserani pamene ophunzira akuwerenga. Ndipo akamaliza munene kuti: Tiyeni tiwerenge ziganizo za zotsatirazi pamodzi. Atate akuluka mkeka. Amayi nawo akuluka. Onani botolo la mkaka. Mkaka umakoma zedi.

*Funsani ophunzira mafunso otsatirawa:*

Kodi mukuona anthu angati pa chithunzi?

Kodi anthu amenewa akuchita chiyani?

Nanga pambali pawo pali botolo la chiyani?

*Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 7 Phunziro 4 page 105.*

## **END OF DAY TWO**

## Day Three

### 1. Welcome back and review of Day 2 (15 mins)

### 2. Practising comprehension routines and feedback discussion (1hr)

You will now practise in your groups the routines that focus on learners' developing reading comprehension. Refer back to the notes from Session 9 on Day Two. Your facilitator will assign different texts to ensure that each group focuses on a different text.

**Materials:** The short texts in the Chichewa Standard 2 learners' book, the longer texts from Nditha Kuwerenga (if available), or any other short Chichewa texts can be used to practise routines.

Identify the key vocabulary words that need to be taught, and practise how you will teach them.

Prepare comprehension questions that establish if the learner has understood what she/he has read.

Remember to think of challenging questions that need a word or words in the answer, not just yes/no.

When you have fully prepared, your facilitator will ask you to present the routines below.

As you listen to others presenting, take special note of the questions. Are they:

Prediction questions (*What do you think will happen when the dog runs after her?*)

Getting information from the text (*What was the girl's name? What does the granny like to eat? What do plants need to help them to grow? etc*)

Seeking learners' opinions and ideas (*How do we know that the girl was sorry about what she did?*)?

Related to learners' own experience (*Who in this class has a baby brother at home? Tell us what your baby brother likes to eat [or whatever is in the text]*)?

All these question types are appropriate, and there should be a mix of questions.

When all groups have presented, discuss any learning points that emerge from this session. Remember the difference between the **teaching** of comprehension and the **testing** of comprehension.

### 3. The importance of independent reading in and out of school (15 Minutes)

Having now learnt about all five of the key components of reading, and having developed skills and knowledge in effective teaching of reading, take a moment to read this piece. It indicates the importance of achieving reading success early in a child's experience of school.

Discuss in your groups what you think we can do to increase learners' **opportunities to practise reading** both in school and in the community.

Do you provide learners the chance to take books home to read with family members?

Do you encourage learners to read quietly in the classroom on their own?

Does your school reach out to communities to help them establish reading centres?

As each group presents their feedback, listen carefully, as there may be some ideas that you can adopt that you or your school have not been implementing.

Did you know that EGRA has a competitive award known as Grants Under Contract; many of the criteria winning this award relate to how effectively the school, head teacher, and teachers involve the community in the reading progress of their children.

**Breaking the cycle of poor performance requires early intervention.** For learners on a low trajectory after first grade to catch up with those on a middle trajectory, they must achieve twice the fluency gains in the following year (Good et al., 1998). Research indicates that the more children learn, the longer they stay in school (Patrinos and Velez, 2009): In one study the greatest factor—surpassing even household wealth—predicting primary school completion in Senegal is a **child's success in second grade** (Glick and Sahn, 2010). Tackling the reading deficit early can change the whole course of a child's academic trajectory.

Gove, A. and P. Cvelich. 2010. Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Research Triangle Park, NC: Research Triangle Institute.

### 4. Instructional accommodations for learners with disabilities (45 Minutes)

#### Aim of the unit

The overall aim of this unit is to help you review your thinking and practice as a teacher with respect to the ways in which you respond to learners with special needs in your classroom. As you go through the training, we want you to consider your own experience and compare it with the ideas we discuss. This should help you to focus on aspects of your work that may be worthy of further development.

#### Objectives:

By the end of this unit, teachers will have developed the competence to;

1. Adapt instructional strategies, practices and materials to enhance the achievement of learners with special needs in reading.
2. Develop adapted lesson plans for learners with special needs.

### **Activity 1: What are accommodations? (5 Minutes)**

*Explain to the participants the meaning of accommodations for learners with disabilities as follows:*

Accommodations are changes that can be made in the way learners with disabilities access information and demonstrates performance. The accommodations make it possible for learners to work around the effect of their disabilities. They help learners to access information and show what they know and are able to do. The plain truth is that disability can pose a serious challenge to learning and to demonstrating knowledge and abilities fully. Accommodations can help learners overcome or minimize the barriers presented by their disabilities

Accommodations can be organized into four categories:

**Presentation:** how the learner will access information. Examples include the following;

- Large print editions of notes or tests
- Braille editions of notes or tests
- Key words in directions (such as verbs) underlined or highlighted
- Directions provided for each new set of skills in the exam
- Learner cued to remain on task
- Physical assistance provided
- Highlighting, colour coding
- Pictures
- Paper placed in different positions
- Learner's test-taking position altered
- Proper functioning of hearing aids ensured
- Magnifying equipment (closed circuit television, optical low-vision aid, etc.)

**Response:** how the learner will demonstrate competence. Examples include the following;

- Learner audiotapes responses
- Periodic checks provided to ensure learner is marking in correct spaces
- Spelling, punctuation and paragraphing requirements waived
- calculator/ talking calculator
- slate and stylus, braille writers, and modified abacus or speech output calculators (re: braille only)
- spell-check device (either separate device or as word processing function)

**Setting:** where the learner will be instructed and assessed. Examples include the following;

- In a small group, in a separate location
- Individually, in a separate location
- In the special education resource room
- With learner seated in front of classroom
- With teacher facing learner
- Near learner's special education teacher or aide
- At the learner's home
- With special lighting
- In location with minimal distractions
- Learners with visual impairments may be separated from other examinees if their method of response is distracting to other learners.

**Scheduling:** when the learner will be instructed and assessed. Examples include the following;

- Multiple testing sessions

- In periods of \_\_\_\_ minutes followed by rest breaks of \_\_\_\_ minutes
- Extended time to complete tests
- Untimed testing sessions

### **Activity 2: Creating ways to accommodate learners with disabilities in the lesson plans (15 Minutes)**

Divide the participants into 4 groups and let them work on the following activity;

1. Select one lesson routine from the Chichewa Standard 2 course to be taught
2. Briefly identify the success criteria.
3. Briefly identify the instructional plan and/or resources you are going to use for most learners.
4. Identify names of the learners with disabilities who will need accommodations in the instructional plan.
5. Now use the knowledge gained and examples shared as a means of thinking about some of the ways you could accommodate the following learners in the classroom for this lesson.
  - **Group 1:** Totally blind learners
  - **Group 2:** Learners with low vision
  - **Group 3:** Hearing impaired learners
  - **Group 4:** Learners with learning difficulties

### **Activity 3: Planning for the Use of Accommodations**

*Explain the following to the participants:*

When teachers plan individual lessons and units of instruction, they think about what learners are expected to learn and the kinds of activities they will use. Many teachers find that it is a good idea to keep a simple list with the names of the learners and their specific accommodations in the lesson plan books. This becomes an easy reference as they develop their lesson plans each week. When planning instruction, teachers think about the objectives and activities for each lesson. They may ask:

- What are my learners expected to learn in this lesson?
- What materials and tools are learners expected to use?
- What kinds of learning activities will be used?

- What kinds of practice will learners have?

How will I assess the learners?

- What kind of learning environment will be needed?
- What specific accommodations will be needed for the instruction and assessment tasks for the learners with special needs in my class?

#### **Activity 4: Questions to guide accommodation selection (10 Minutes)**

*Conclude the session with the following information;*

Selecting appropriate accommodations involves asking systematic questions about individual learners, such as:

- What helps this learner learn or perform better?
- What does this learner say about what helps him or her learn or show what he or she knows?
- What does this learner's parent say about how their child learns?
- What gets in the way of this learner demonstrating skills and knowledge?
- What has this learner been taught to use?

### **6. Review lessons overview and practice teaching (1 hr 30 mins)**

In your teachers' guides, find answers to the following questions:

How many review lessons are there in each unit?

How many review lessons are there in Term 1?

How many review units are there in Term 1?

Share your answers with the facilitator.

Now take 15 minutes to read through all the review lessons in Term 1 TG. You will see that the format of these lessons is the same every time.

The review lesson is taught to the whole class. It gives the teacher a chance to revise activities that learners found difficult.

*Activity*

At the end of each review lesson, there is an assessment checklist, which summarises all the success criteria from that unit. Discuss in your groups how you will use this checklist. In spite of the challenge associated with large class sizes, irregular attendance, lack of resources etc, you still need to have a plan as to how you will assess your learners' progress and keep records of the assessment.

For your assessment plan, think small, and think achievable. For example, there is little point making grandiose plans for weekly formal assessment or for the development of learner portfolios if you know this is unattainable. But planning to assess a different group of 10 learners per week, for example, is achievable.

Prepare to present your assessment plans but make sure that they are SMART ie

S- specific

M- measurable

A -achievable

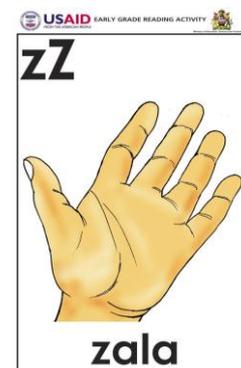
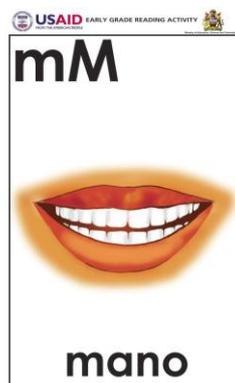
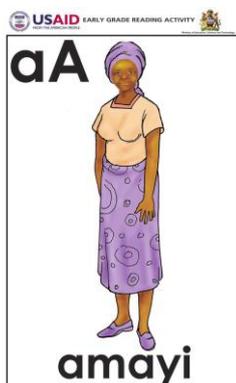
R- realistic

T-time-framed

For example, you may decide to select just two or three of the success criteria and to assess just a random sample of your learners. Or you may want to just assess those that you think are doing very well, or those who are not doing well.

Each group should present a plan as to how they will use the checklists, or any other means that they are already effectively using, for the assessment of their learners.

## 7. Letter cards – how to use them within the lesson routines (30 mins)



All EGRA schools have been supplied with two sets of A5 letter cards; one for Standard 1, and one for Standard 2. There are many uses for letter cards. Above are three samples from the 24 card set/

If you have a classroom with walls, these can be fixed to the wall at, or just above, the eye level of the learners. Then all new words, beginning with or containing that letter can be posted under the letter card. As the year progresses, there will be more words posted under each letter, and this provides an excellent source of revision and incidental reading for learners.

If you are teaching under a tree, the letter cards can be used for a range of activities. Here is one suggestion:

- Bring to class the letter cards that form the particular blend, syllable or word that you are teaching; bring also about 8 different letter cards.
- Introduce the letter cards to the whole class.
- Now call two or three learners to the front to pick out the correct letter cards and hold them up. They should then read the letter and read the word.
- Ask other learners to think of other words beginning with that letter.
- Write the words on the chalkboard, or if you have learners who can write clearly, ask a learner to come to write the word on the board.
- Now ask learners to make a sentence, which includes that word to show that they understand the meaning of the word. Remember, in the vocabulary routine, the sentence should provide a description that tells the meaning of the word.
- Next have learners write a short sentence on their slates or in their exercise books for each of the words given.

*Activity: Generating creative ideas for letter cards (30 minutes)*

In your groups, think of two creative ideas that you can share with other participants for use of the letter cards.

Share your ideas with the whole group.

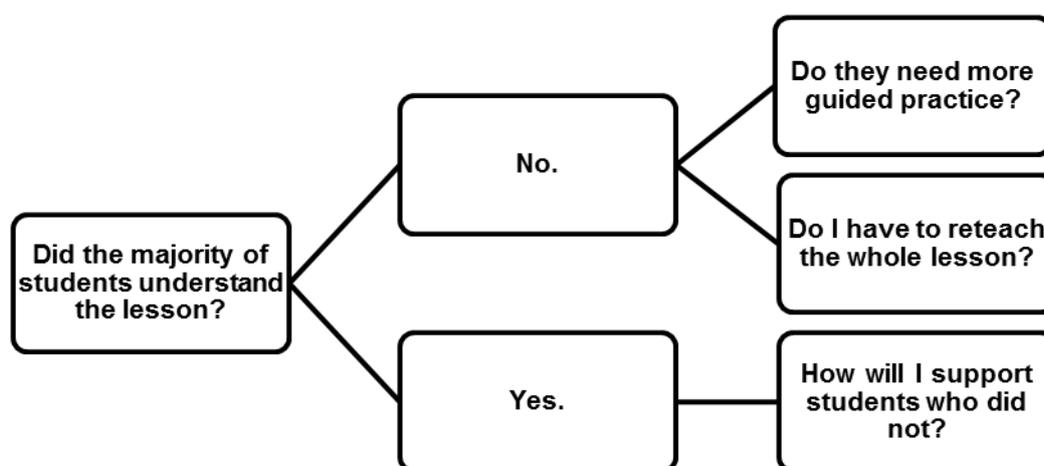
## **8. Assessment strategies (30 mins)**

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 assessments 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 unit, 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 activities 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.

The Chichewa Standard 2 course provides a review lesson at the end of each unit. In other words, every Lesson 9 is a review lesson.

A sample review lesson 9 of Std 2 Chichewa:

Kuunikanso ntchito yomwe ophunzira sadachite bwino m'sabatayi monga:

Kumva kachulidwe ka **mg**

Kutchula phatikizo la **mg**

Kumva maphatikizo a **mga, mge, mgi, mgo, mgu**

Kuwerenga maphatikizo a **mga, mge, mgi, mgo, mgu**

Kulemba maphatikizo a **mga, mge, mgi, mgo, mgu**

Kuwerenga mawu okhala maphatikizo a **mga, mge, mgi, mgo, mgu** molondola

Kuwerenga ziganizo zokhala ndi mawu okhala maphatikizo a **mga, mge, mgi, mgo, mgu**

Kulemba mwaluso mawu ndi ziganizo zokhala ndi maphatikizo a **mga, mge, mgi, mgo, mgu**

Kuyankha mafunso molondola

*Ref. Std 2 Chichewa Teacher's Guide for Term 1, Mutu 6 Phunziro 9, page 96.*

### Activity

In your groups, prepare to teach either a review lesson or a review unit lesson from Term 1. Your facilitator will assign lessons to make sure that each group prepares a different one.

A sample review lesson

**Chiyambi:** Imbani nyimbo iliyonse yotchula maphatikizo okhala ndi **kw, mb, mf**.

**Kuunikanso maphatikizo mawu okhala ndi kw, mb, mf:** Tsopano tibwereza kuwerenga maphatikizo omwe tidaphunzira kale. Maphatikizowa ndi awa: **kwa, kwe, kwi, mba, mbe, mbi, mbo, mbu, mfa, mfe, mfi, mfo, mfu**. Lembani maphatikizowa pa tchati. Funsani ophunzira kuti awerenge maphatikizowa paokhapaokha, awiriawiri kapena m'magulu. Thandizani ophunzira omwe akulephera kuwerenga molondola.

**Kuunikanso mawu okhala ndi kw, mb, mf:** Tsopano tibwereza kuwerenga mawu omwe tidaphunzira kale. Mawuwa ndi awa: **kwawa, kwawo, kwera, kwina, kwiya, mbuzi, mberere, tambala, mbalame, mbale, mfumu, mfulu, mfuti, mfiti, imfa**. Lembani mawuwa pa tchati. Funsani ophunzira kuti awerenge mawuwa paokhapaokha, awiriawiri kapena m'magulu. Thandizani ophunzira omwe akulephera kuwerenga molondola.

**Kulemba ziganizo:** Tsopano tigwiritsa ntchito mawu okhala ndi maphatikizo a **kw, mb, mf** potsiriza ziganizo zomwe zili mu Ntchito D pa tsamba 16. Ndiwerenga chiganizo chimodzi chokhala ndi mpata ndipo ndimaliza chiganizochi poika mawu oyenera monga: *Malikha adali mfumu yabwino*. Tsopano lembani ntchito D m'makope mwanu. Uzani ophunzira kuti asinthane makope awo. Kambirani ndi ophunzira mayankho awo. Thandizani ophunzira omwe akulephera kuika mawu oyenera m'mipata.

### Mathero

Yimbani nyimbo iliyonse yotchula maphatikizo okhala ndi **kw, mb, mf**.

*Ref. Std 2 Chichewa Teachers' Guide for Term 1, Mutu 5 Phunziro 8 page 80.*

The review lessons do not follow the usual classroom routines. Groups are given work to do independently so that the teacher can assess and record the performance of one group of learners.

Read through the lesson plans carefully and prepare to present this lesson.

There is a blank assessment recording template at Annex 3 of this manual. You can use this during your presentation, or prepare a similar one. Because of time limitations in this course, it may not be possible for all groups to present, but the preparation and observation of others presenting is equally important.

## **9. Implementing assessment (1 hr and 15 mins)**

### **Group Administered Assessment: Letters, syllables, words and sentences**

Have learners sit apart from each other, so they can't see their neighbour's paper easily. Ask the learners to open to a blank page in their exercise books. Tell them that you will say each letter sound and they will write the letter in their exercise books. Tell them you will read it twice, and they only need to write it once (repeat this instruction twice). Ask them not to look at anyone else's exercise book as they write the letter.

Dictate these letters (or any letters that you wish to assess) two times each, pausing for learners to write them:

**m s e f k w h p**

Now, tell learners that you will read syllables to them, and they will write them in their exercise books. Tell them you will read it twice, and they only need to write it one time.

Dictate these syllables two times each, pausing for learners to write them:

**mbi mgu mpe mfo**

Use this approach also for dictation of three words and one or two sentences. For example:

**mfolo mkaka tambala**

**Onani ana awiri.**

**Abambo agula mgolo lero.**

After you are finished, collect the exercise books from learners. As you open a learner's exercise book, put a tick in front of their name in the Learner Progress Tracker Sheet so you know you have completed their scoring. To score the assessment, you will put a tick in the box of each correct letter, syllable and word next to each learner's name in the record sheet. Incorrect letters, syllables or words are left blank. When finished, check to make sure that all learners have a tick in front of their name. If they don't, assess those learners on another day.

### **Individual assessment**

Being a quick diagnostic tool, the outcomes of individual assessment give teachers immediate feedback on learner and classroom performance. Using this feedback, teachers can help poor readers by improving instruction and periodically monitoring to check if the instructional changes are working.

Teachers should aim to assess each learner individually several times in the school year. However, due to large class sizes, it can take several days to assess all learners individually, so it is usually not possible to do this more than once per term. During individual assessment time, the other learners should continue to be active and learning. Give learners something else to do—for example, practise games, or arrange ahead of time with a teacher of an upper class to have older learners read to them and ask comprehension questions. Individual assessment may also be conducted during breaks or immediately after the school day ends.

Teachers should assess learners in letter reading, story reading and comprehension. If you wish to develop additional items, for example, to assess word reading, you can do so, but just be aware that the more assessment instruments you have, the longer it will take for you to complete these individual assessments with your whole class. Below you will find a description of each of the individual assessment items with specific instructions on how to assess learners.

Teachers should assess learners separated from the other learners so that the others will not listen and memorize the letters or story, or be distracted by what the teacher is doing. Teachers must make the learner being assessed feel comfortable, not anxious, while assessing. This will help the learner to perform better.

### **Letter Reading: Instructions to the Teacher (20 mins)**

Toward the end of the first term, assess the learners' ability to read the letter names or sounds. Develop your own assessment instrument by writing clearly 10-30

letters in rows of 10 on a piece of paper or card in a combination of lower and upper case. Like this:

a j W m S f B z e Y

Then write the same letters in the same order on a scoring template. You can use the one in Annex 3 of this manual, or develop your own on a similar design. You can use this record the scores of each learner.

To conduct an individual assessment of letter recognition, call learners to you one at a time and ask them to read the letters. As they are reading make a mark against each letter in the scoring template that the learner missed or read incorrectly. Letters that were read correctly, you can just leave unmarked. Thank the learner and, after he/she leaves your side, quickly add up the score for letters read correctly.

The same approach may be used to assess syllable and word reading.

#### *Activity:*

Work in groups. Divide up the tasks so that each group completes three assessment instruments for:

- letter recognition
- syllable reading
- word reading

Now take turns to role play conducting and marking a learner assessment with these three instruments.

### **Story Reading: Instructions to the Teacher (10 mins)**

Towards the end of Terms 1, 2 and 3, choose a text of about 60 words to assess the learners' ability to read the stories fluently. You can use a text from the Chichewa learners' book, any other Chichewa story at the right level for the learners, or you can write your own short story. Write it out clearly and neatly on a piece of paper or card. It needs to be re-used with a lot of different learners. You will need to develop an exact copy of this story for yourself so that you can mark it as the learner reads. On your copy, make a note of the number of words per line. This is so that you can easily count the total score for each child by adding up the total correct words read on each line. It makes sense when you are assessing each learner to use a pencil to mark your copy so that, after you have recorded the learner's score, you can erase the markings and use the same copy again to score the next learner.

After you have prepared the text, you need to prepare 4 or 5 comprehension questions, to check whether the learner has understood what he has read. The questions should span the whole text but make sure that at least 3 of them refer to the first half of the story, because slow readers who do not complete the reading

will also be penalized in the comprehension section. Three questions should be simple, information retrieval, where the answers can easily be found in the text. The other two should draw on higher order thinking skills, where the learner has to analyse, or give an opinion on the text.

The best way to test fluent oral reading is to time the reading. Have the learner read the story for 60 seconds. You can use a cell-phone or watch for timing the assessment.

On your own copy, strike through each word not read properly (for example, “~~unayamba~~”). When 60 seconds are finished, stop the learner and put a bracket (like this: “]”) after the last word read. Count the number of words that were read correctly. That score is the total words read correctly per minute.

### **Comprehension: Instructions to the teacher (20 mins)**

After the learner has read a story, ask the corresponding comprehension questions. Do not decide before asking the learner the question whether you think he or she can answer. Simply ask the questions up to the point at which the learner stopped reading. For each answer, mark either “correct” or “incorrect,” depending on the pupil’s answer. At the end, count the number of correct answers and mark it where indicated by the word “Total.”

#### *Activity: Practice Story Reading and Comprehension Assessment*

In your group, prepare a text and questions from the Chichewa learners’ book, from Nditha Kuwerenga, or any other standard-appropriate book. Develop a learner scoring template for this test.

Take turns to practise using and scoring the story reading and comprehension assessment instruments.

### **After assessment, what next? (15 mins)**

The assessment itself does not serve any purpose if the results are not used to inform instruction or for improvement of learning outcomes. Once each learner has been assessed, the teacher should always record each learner’s scores for the assessed skills. The teacher will then be expected to use the learner scores to improve instruction, learner learning, and learner motivation. The learner scores should also be shared with the head teacher, and the learners’ parents, coupled with advice about how they can help their child with reading.

In the future, when national reading standards have been established, by aligning the results of their assessments with national reading standards, teachers are able to link learner progress to the common reading goal. The common goal would be stated on the school wall or notice board in a simple way for the teachers, parents, and other

community members to know and understand. Through this system, there is accountability based on the shared goal, ensuring that every learner is being taught, and that progress can be tracked by the school and the community.

*Activity: Discussion*

Can you think of any additional suggestions to improve individual assessment in your school?

Share these with your group, and then each group should present to the plenary, and the facilitator will create a list of assessment ideas. **REMEMBER** to keep them **SMART!!**

As other groups present, only add those that have not been shared.

When the list is complete, write it in your notebook to take back to school to share with your colleagues.

**Note to facilitator: keep track of these suggestions, as you can make follow-ups as to how they are being implemented when you visit the schools for coaching.**

## **10. Preparation for tomorrow's practicum (30 mins)**

The practicum provides the opportunity for teachers to implement what has been learned during these two days. As many teachers as possible should take the opportunity to practise teaching a Term 1 lesson with real learners.

On Day 4 you will practise:

- Implementing a Chichewa lesson from Term 1 with learners in Standards 2 and 3.
- Implementing a review lesson and assessing learners.

For Standard 2 learners, the lessons in Units 1-4 & 5 (the review unit) will probably be appropriate. For Standard 3 learners (if there are any) you should be able to practise with units 6-9. You know the levels of your learners, so now is the time to discuss and decide which units best suit your learners.

**END OF DAY 3**

## Day 4

### 1. Welcome back, review of Day 3 and preparation for practicum (15 minutes)

Welcome back to Day 4 of this workshop. Facilitators will allow teachers a little time to prepare themselves for teaching the learners in the practicum session. If teachers have any questions for clarification, now is the time to ask, before proceeding to the teaching site.

### 2. Practicum with Standard 2 and 3 learners (2 hs 15 mins)

Make the most of this session, because it is a golden opportunity to practise and receive constructive feedback from fellow teachers, as well as from your facilitator. If you are not selected as the one to teach the learners, make sure that you watch, learn and take notes so that you can actively participate in the feedback session after the practicum and demonstration.

### 3. Feedback Session (60 mins)

Your facilitator will lead this session to get maximum benefit from the practicum. S/he may decide that there is need for a whole or partial lesson demonstration to clear up any misunderstandings. Participants should be encouraged to share their observations and ask any questions for clarification about the methodology of the lesson routine or of the individual learner assessment.

### 4. Coaching – how to make the most of this opportunity (60 mins)

**NB: During TOF:** - this is the time for facilitators to familiarise themselves with use of the tablet to conduct teacher observation and coaching

Let's start with a **question**:

How can we be sure that **once this workshop has finished** and you go **back** to your schools to teach, with **all the challenges that you face**, you will **remember** all that has been learned and **change** what you have always been doing to this **new approach**?

Share your thoughts about this question.

The research evidence supports the finding that coaching positively influences teacher practice and leads to increased learner achievement. So in this session, your facilitator will take you through the Teacher Observation Instrument (TOI) and the coaching feedback form to prepare you to get the most out of your coaching visit/

And remember, coaching is a two-way process. It is NOT supervision. It is NOT inspection. It is the teacher's chance to get support and guidance from the PEA and it is the PEA's chance to observe and learn about the context of each classroom in order to provide the kind of coaching that each individual teacher needs.

So turn to the TOI at Appendix 5. Read through it in your groups to make sure you understand it.

Collect any questions you may have and share these in the plenary session.

## 5. Record-keeping in the classroom and school (60 mins)

**Note to facilitators: For this session, you need a copy of the Teacher Observation Instrument (Annex 5 in this manual), the GUC instrument (Annex 6), and the school level data form (Annex 7). Be prepared to coach participants in how/when to collect and record data. If a DME is present, she/he should assist with running this**

Let's start once more with a question:

Why is record keeping in the classroom and school important?

Imagine a school, where the teachers do not complete the registers on a daily basis, where learners take tests that are not marked, or where learners' test scores are not recorded; where books provided by the district are not entered onto a stock register; where learners take books home to read with no record of who has taken books; where a brilliant reading fair is held but no record kept of who attended and who read well .....

Do we have the answer to the above question?

Record-keeping can sometimes seem tiresome but it is an essential aspect of effective classroom and school management. In an effort to incentivise improved teaching, learning of and record keeping of reading literacy, EGRA has established an award programme - the Grants under Contract, or GUC. Under this programme, the five schools in each district which make the most improvement and have the best kept records are eligible for a cash award, which can be spent on reading –related educational items as the school wishes.

### Activity

For this activity your facilitators will first go through with you in plenary the GUC instrument. This is so that all are aware of what the GUC grants competition is, and of the criteria needed to be a winning school.

Then you need to split into two groups:

- a. Teachers in one group to look carefully at the teacher observation instrument. This will help you to understand what PEAs will be looking for in terms of teacher performance and learners reading performance when they observe your class.
- b. Head Teachers and Section Heads will look carefully at the GUC instrument again and the school level data form. It is important that you understand these forms and the importance of completing them with fidelity.

## 6. Cluster and school-based planning for teaching Chichewa in Standard 2 (30 mins)

Teachers from the same school and cluster should sit together for this planning session.

This session provides an opportunity for reviewing the course and also for planning at school and cluster level as to how to support each other in the implementation of Chichewa in the Standard 2. Just a reminder, that it would benefit you and the learners to hold regular meetings like this and to include your Standard 1 teachers who all have been trained in the same approach, using Nditha Kuwerenga. Standard 2 classes have all been supplied with Nditha Kuwerenga and the accompanying teachers' guide, so for some of your teaching or to provide learners with more opportunities for independent reading, you should consider how to use these valuable resources.

Mention **FOUR** items that include teaching and assessing of Chichewa in Standard 2 that you are going to implement as soon as you get back to your classroom:

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Share these with your facilitator so that she/he can follow up on your progress with these issues at your next coaching visit.

## 7. Evaluation

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 in the teachers' guide.
  - Teachers know about and can develop relevant strategies and tools for assessing reading as an integral part of their teaching.
- **Application:**

- Teachers are able to correctly follow the lesson plans, and in so doing, implement teaching routines for the 'Big Five' reading skills.
- Teachers are able to correctly pace a lesson.
- Teachers are able to identify, develop and implement appropriate strategies and tools for assessing learners' reading.

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?

## **8. Closing comments, devotions and departure (15 mins)**

## Annex I. Answers

### Phonological Awareness Routines (page 9)

- 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

### Day 1 Session 4

1. What percentage of learners in Standard 2 were unable to read a single word in the short passage?
  - c. In January? **82.2%**
  - d. In March **70.3%**
2. What percentage of learners in Standard 2 were unable to understand what they were reading?
  - e. In January **91.1%**
  - f. In March? **85.3%**

## Annex 2: Fluency Games

### Word Scratch Off

Teacher: Today, we are going to play a game to practice reading words. Pick any 6 words from our word chart and write them in your notebook. I will call out a word and if you have the word, you will raise your hand. When I ask for the word, everyone who had written the word will read the word. Then you will cross out the word. When all your words have been crossed out, clap your hands.

### People Sentences

Teacher: Today, we are going to make sentences. You will write one word from the word chart in your notebook. Write the word big so that we can all read it. *After the learners have written the word*, tell them: Now, turn to the person to your right and put your words together. Read them. Do they make a sentence?

### Make a Word with Syllables/Syllable by Syllable

Teacher: Today, we are going to review some of the syllables we have learned. I will say a syllable and you will write it in your notebook. Next, I will ask you to tell your neighbor what word it might be. Then, I will tell you another syllable and you will write it and tell your neighbor what word it is or might be. Finally, I will tell you a third syllable, and you will write it and read the word.

### Write the Syllable/Make a Word [Make a Word with a Friend]

Teacher: Today, we are going to make words with our friends. First, you will write a syllable in your notebook. Then, turn to your neighbor and put your syllables together and read the word.

Ask a few pairs to read their word.

Ask learners to find another friend with whom to make a word. Repeat the process above two to three times.

### Word Building [Word Building: Add a Letter or Take One Away]

Ex: ana, kana, akana, kakana

Ex: akana, kana, ana,

Teacher: Today, we are going to play a word game. I will tell you a word and you will write it down. Then, I will give you directions one at a time to add a letter to make a new word. After we write each new word, you will check it with your neighbor and then me. Let's begin.

### Initial Sound Pop Up

Teacher: Today, we are going to play a new game. We are going to sing a song. Every time we say a word that begins with / /, we will stand up (or raise our arms or some other gesture).

### **Letter Bingo [Letter Sound Bingo]**

Teacher: Today, we are going to play a game to practice the letter sounds. Pick any six letters from our letter chart and write them in your notebook. I will call out a letter sound and if you have the letter that makes that sound, you will stand up. When I ask for the sound, everyone who had written that letter will say the sound. Then, you will cross out the letter. When all your letters have been crossed out, clap your hands.

### **Letter Bingo [Letter Name Bingo]**

Teacher: Today, we are going to play a game to practice the letter names. Pick any six letters from our letter chart and write them in your notebook. I will call out a letter name, and if you have that letter, you will stand up. When I ask for the name, everyone who has written that letter will say the name. Then you will cross out the letter. When all your letters have been crossed out, clap your hands.

### **Who Has My Letter?**

Teacher: Today, we are going to play a game. Pick any six letters from our letter chart and write them in your notebook. I will call on a learner and you will read one of the letters you wrote in your notebook. Everyone who has that letter written in his or her notebook will raise his or her hand. Then they will show their notebook. Next, I will ask another learner to read his or her letter and the game will continue.



## Annex 4: Sample lessons from Chichechwa Standard 2

### • MUTU 6 •

#### Phunziro 4

##### Zizindikiro za kakhosedwe

###### Ophunzira:

- Awerenga mga, mge, mgi, mgo, mgu molondola
- Apanga ziganizo zokhala ndi maphatikizo a mga, mge, mgi, mgo, mgu

##### Zipangizo zophunzitsira, zophunzirira ndi zoyesera

- Buku la mphunzitsi, tsamba 35
- Buku la ophunzira, tsamba 17

**Chiyambi:** Imbani nyimbo iliyonse yotchula phatikizo la mg.

**Kuwerenga maphatikizo:** Tsopano tigwiritsa ntchito maliwu omwe taphunzira kale powerenga maphatikizo. Titchula liwu lililonse palokha kenaka tiwerenga phatikizolo. Ndiika chala changa kusi kwa lembo lililonse ndipo mutchula liwu la phatikizolo. Mukatha kunena maliwu onse a phatikizolo, ndiyendetsa chala kusi kwa phatikizolo kenaka muwerenga lonse.

 Mphunzitsi	 Mphunzitsi +  Ophunzira	 Ophunzira 
<ul style="list-style-type: none"> <li>- Lozani chala chanu kusi kwa lembo koyamba la phatikizo pa bolodi ndi kunena kuti.</li> <li>- Yang'anani kuno: /mg/ /a/ mga.</li> </ul>	<ul style="list-style-type: none"> <li>- Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse ndikaliloza.</li> <li>- Mphunzitsi akaza lembo lililonse la phatikizo la mga pabolodi.</li> <li>- Mphunzitsi ndi ophunzira awerenga phatikizo la /mg/ /a/ mga.</li> <li>- Pitirizani ndi zitsanzo zina monga mge, mgi.</li> </ul>	<ul style="list-style-type: none"> <li>- Tsopano yeserani panokha ndi phatikizo la mga.</li> <li>- Pitirizani ndi maphatikizo awa: mge, mgi, mgo, mgu.</li> </ul>

**Kuwerenga mawu:** Tsopano tigwiritsa ntchito maphatikizo omwe taphunzira kale powerenga mawu. Nditchula phatikizo lililonse la mawu palokha kenaka muwerenga mawuwu. Ndiika chala changa kusi kwa phatikizo lililonse ndipo tiwerenga mawuwu. Tikatha kuwerenga maphatikizo onse a mawu, ndiyendetsa chala kusi kwa maphatikizo a mawu ndipo inu muwerenga mawu onsewo.

 Mphunzitsi	 Mphunzitsi + Ophunzira	 Ophunzira
<ul style="list-style-type: none"> <li>- Ikani chala chanu kumisi kwa phatikizo koyamba la mawu omwe ali pa bolodi ndi kunena kuti.</li> <li>- Yang'anani kuno: mgo lo mgolo.</li> <li>- Yendetsani chala kumisi kwa mawu ndi kunena mawu o ti mgolo.</li> </ul>	<ul style="list-style-type: none"> <li>- Tsopano tichitira limodzi. Kumbukirani kuwerenga phatikizo lililonse pamene ndi kuliloza. (Mphunzitsi aloza phatikizo lililonse la mawu pa bolodi.)</li> <li>- Mphunzitsi ndi ophunzira awerenga maphatikizo oti mgo lo mgolo. Pitirizani ndi zitsanzo zina monga: mgalwa, mgonero.</li> </ul>	<ul style="list-style-type: none"> <li>- Tsopano yeserani panokha ndi mawu awa mgolo.</li> <li>- Pitirizani ndi zitsanzo izi mgalwa, mgalwa, mgugu, mgula.</li> </ul>

**Kunikanso matanthauzo a mawu:** Ndikuwerengerani mawu kenaka ndikufunsani matanthauzo a mawuwu.

Mawuwu ndi: mgolo, mgalwa, mgonero. Nenani kuti mgalwa (Ophunzira anena kuti mgalwa). Pitirizani ndi mawu awa: mgalwa, mgolo, mgonero. Kwezani dzanja ngati mukudziwa tanthauzo la mawu oti: mgalwa, mgolo, mgonero. (Ophunzira akweza manja). Ngati ophunzira opyola theka akweza manja a tembenukire kwa oyandikana nawo omwe sakudziwa tanthauzo kuti awauze anzawo tanthauzo la mawuwu. Ngati ochepa akweza manja auzeni tanthauzo la mawuwu. Tanthauzo la mawu oti mgalwa: ufa wachimanga chosakonola; mgolo: chiwiya chosungiramo madzi kapena zinthu; mgonero: chakudya chamadzulo kapena chopatulika. Gwiritsani ntchito mawu oti mgalwa, mgolo, mgonero m'ziganizo zomwe zikupereka matanthauzo a mawuwu.

**Kuwerenga ziganizo:** Tsopano tiwerenga ziganizo kuchokera m' buku lanu kenaka ndikufunsani mafunso okhiza ziganizochi. Tsekulani buku lanu pa tsamba 17. Lozani chala chanu pa mawu oti Abambo m' chiganizo choyamba. Werengani chiganizochi. Ophunzira awerenga pang'onopang'ono. Abambo agula mgolo lero. Tsopano ino ndi nthawi yanu yoti muwerenge nokha. Werengani ziganizochi mokweza kuti ndimve momwe mukuwerengera. Mvetserani pamene ophunzira akuwerenga. Ndipo akamaliza munene kuti: Tiye ni tiwerenge ziganizo za zotsatirazi pamodzi. Amayi adagula kale mawere. Mawa adzagaya mgalwa. Iwo afuna adzafulule bota. Adzafulula botalo mu mgolo.

*Funsani ophunzira mafunso otsatirawa:* Kodi mukuona chiyani pa chithunzi? Kodi munthu ali pa chithunzichi wanyamula chiyani? Nanga ntchito ya chiwiya chi ndi yotani?

### Mathero

Funsani ophunzira angapo kuti awerenge maphatikizo awa: mga, mge, mgl, mgo, mgu ndi mawu monga mgalwa, mgolo, mgodi, mgugu pa bolodi.