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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY

READING INTERVENTION PROGRAM

Training Manual: Module 2

Chichewa Standard 2
and
Use of supplementary readers

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

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Early Grade Reading Activity

Chichewa Standard 2
Reading Intervention Program

Training Manual

Module 2

Submitted by:
RTI International
under
Contract No.: AID-612-C-13-00002

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Table of Contents

Table of Contents	iii
Acronyms	vi
Introduction	7
Training programme: Chichewa Standard 2.....	8
Day 1	10
1. Registration, Welcome, and Introductions (30minutes).....	10
2. Your expectations of this training (30 minutes).....	11
3. The objectives of this training module (15 minutes).....	11
4. Identifying challenges and solutions in the teaching and learning of Chichewa (1hr 15 minutes).....	11
5. Lessons learned from the EGRA learner assessment tests conducted in 2014 (45 mins)	13
6. Overview of Chichewa Standard 2 teacher’s guide and learners’ book (15 minutes).....	16
7. Overview of the five key components of reading (30 minutes).....	17
8. Phonological awareness in the Chichewa Standard 2 course (45 minutes).....	17
9. Practising phonological awareness routines (30 minutes).....	19
10. Alphabetic Principle Routines (60 minutes)	19
11. Fluency in the Chichewa Standard 2 course (15 minutes).....	21
12. Practising a fluency routine using text from the Chichewa Standard 2 course (45 minutes)	23
Day 2	23
1. Review of Day 1 and overview of Day 2 (15 minutes)	23
2. The Comprehension Routine (15 minutes)	24
3. Practising comprehension routines and feedback discussion (1hr 15 minutes).....	26
4. Pacing (45 Minutes)	27
5. Lesson Pacing: Demonstration and Practice (1 Hours and 30 Minutes).....	29
6. Pacing: practice in following a complete lesson plan (30 minutes)	29
7. Assessment strategies (15 minutes).....	30
8. Practising a review lesson (45 minutes).....	31
Day 3	34
Teaching Reading Using Supplementary Readers.....	34
1. Welcome, devotions and introduction (15 mins).....	35
2. Objectives of this training day: (10 mins)	35
3. Why do we need supplementary readers? (20 mins)	35
4. Overview of the supplementary readers provided in EGRA (30 mins).....	37
5. How to use the decodable readers: Tiwerenge Nkhani (30 mins).....	37
6. Facilitator demonstration (30 mins)	38

7.	Practice teaching of reading using a Tiwerenge Nkhani text (75 minutes).....	39
8.	The levelled readers – what are they, and how to use them (60 mins)	39
9.	The story cards: What are they, and how to use them (60 mins).....	40
10.	Selecting texts to suit learners’ needs (15 mins)	41
11.	Storage and management of supplementary readers (30 mins)	42
12.	Scheduling and the supplementary readers (30 mins)	42
13.	Summary and closure (5 mins)	43
	Annex 1: Supplementary readers register.....	44
	Annex 2: Fluency Games.....	45
	Annex 3: Sample Std 2 Term 2 Lesson Plan	47
	Annex 4: Chichewa Standard 2 Learner progress tracker template	49
	Annex 5: Faciliator notes	50

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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 the 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 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

CLPM	Correct letters per minute
CSyIPM	Correct syllables per minute
CWPM	Correct words per minute
EGRA	Early Grade Reading Assessment
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
ORF	Oral reading fluency
PEAs	Primary Education Advisors
PCAR	Primary Curriculum and Assessment Reform
Q&A	Question and Answer
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
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 2 training manual is a review of the five components of reading as well as the EGRA learner assessment test (LAT) findings. These two elements will assist teachers to with improved teaching strategies in order improve Standard Two 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 2 training
9:15–10:30	4-Identifying challenges in the teaching and learning of Chichewa in Standard 2, and brainstorming solutions
10:30-10:45	Break (15 minutes)
10:45-11:30	5-Overview of October Learner Assessment Test findings
11:30-11:45	6-Overview of the lesson routines in Term 2
11:45-12:15	7- Overview of the five key components of reading
12:15- 1:15	Lunch (1 hour)
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
3:15-3:30	Break (15 minutes)
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
10:45-11:00	Break (15 minutes)

11:00-12:00	5-Pacing
12:00-1:00	Lunch (1 hour)
1:00- 2:30	6-Lesson pacing – demonstration and practice
2:30-3:00	7-Assessment strategies
3:00-3:15	Break (15 minutes)
3:15-4.00	8-Practising a review lesson
4:00 - 4:15	Closure

Day I

I. Registration, Welcome, and Introductions (30minutes)

Welcome to Module Two 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: "One thing I am proud of in my teaching of Chichewa in Term 2 is"

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.

Kusukulu nkwabwino taphunzira mpa

Kusukulu nkwabwino taphunzira mpa

Taphunzira mpa

Taphunzira mpa

Kusukulu nkwabwino taphunzira mpa

Kusukulu nkwabwino taphunzira mpa

2. Your expectations of this training (30 minutes)

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 this training module (15 minutes)

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

- **Knowledge:**
 - Teachers understand the importance of implementing a full lesson cycle that is “ I do’, ‘we do’, “you do”.
 - 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.
 - There is sharing of good practice among the participants, from their experience of having implemented the course in Term I.
- **Application:**
 - Teachers ability to correctly follow the lesson plans, is enhanced, as is their understanding of how to implement the 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 minutes)

We know from the results of learner assessments (MTPDS 2012; SACMEQ 2011; Social Impact [SI] 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 read a single word in a short grade-level passage. And schools receiving the EGRA intervention are not producing radically transformed results. By the end of last school year, the average EGRA LAT score for Standard Two learners was ten correct words per minute (see the graphs below). If you think

how slow that is, you can see how far we still have to go for our learners to reach grade level reading competence.

Feedback from MoEST and EGRA monitoring visits to Standard 2 classrooms in in Term 1 highlight two challenges that may relate to limited improvement in learner reading. These are:

- Some teachers not following with fidelity the activity routines. The three levels of practice, Teacher/Teacher and learners/Learners is a research based methodology that requires full completion of all three stages. Some teachers were not completing the third level. This was preventing learners from practising independent reading. Without this key element, learners will not develop the fluency needed for competent, confident reading.
- Other teachers were observed not to give homework to learners. Since learners are in school for so few hours in the day, and are at home or in the community for the majority of the time, it is essential that on at least two days a week, learners are given something to read or write at home.

Activity

Get into groups of about ten people. In your groups, spend ten minutes first considering the above two observed challenges, then brainstorming your own list of challenges that you experienced last term with your teaching of the NPC Chichewa Standard 2 course. 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 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?

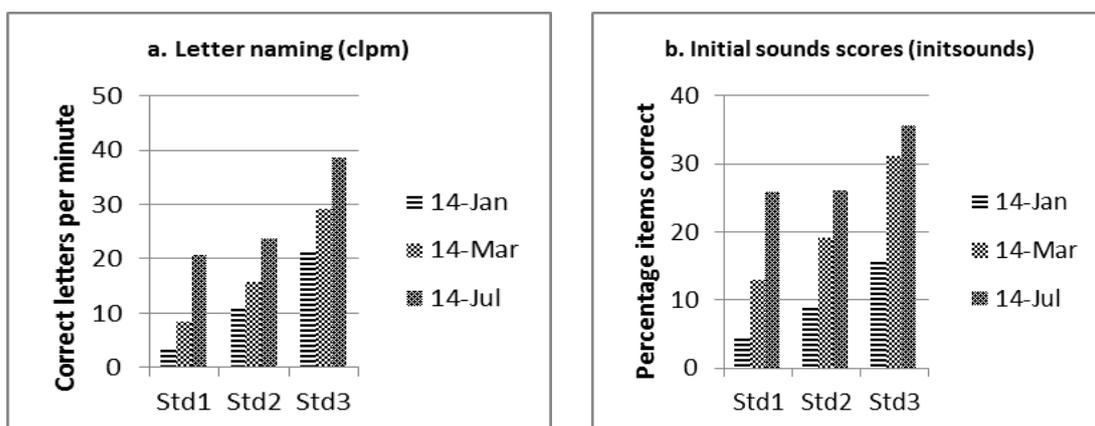
5. Lessons learned from the EGRA learner assessment tests conducted in 2014 (45 mins)

There are several ways in which learner performance in EGRA is being assessed. External evaluation is carried out on a system-wide basis by an external consultant, Social Impact. This involves a statistically valid sample of learners in all intervention zones and a comparison set of learners in control schools, which do not receive the intervention. These assessments are done on an annual basis

DTCs, DMEs and PEAs carry out small scale assessments of learners during monitoring and coaching visits. Additionally, the EGRA Monitoring and Evaluation Unit assists the MoEST to assess learners in intervention zones three times per year. In January, March and July 2014, the learner assessment test (LAT) was administered with 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). 1,980 learners were targeted for assessment. These were the findings from the January, March and July 2014 assessments:

MEAN SCORES¹

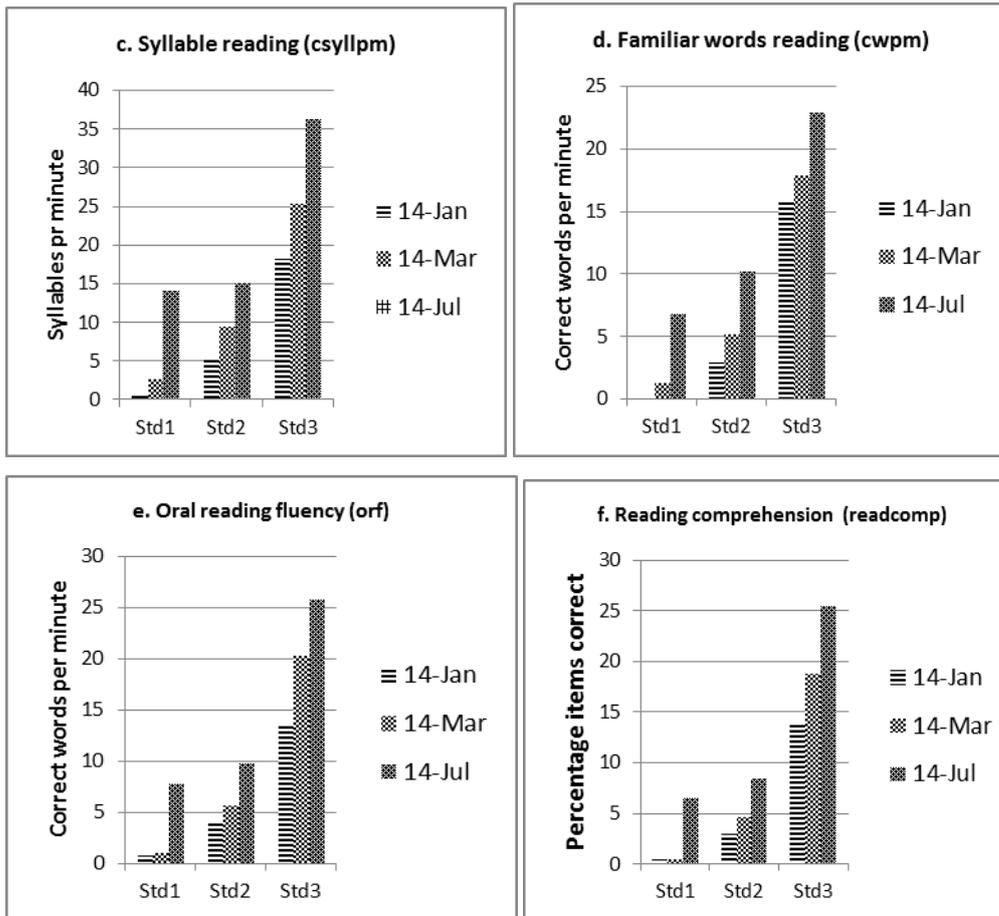
Figures 3 (a) to (f) Chichewa



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

¹ Mean scores = average scores

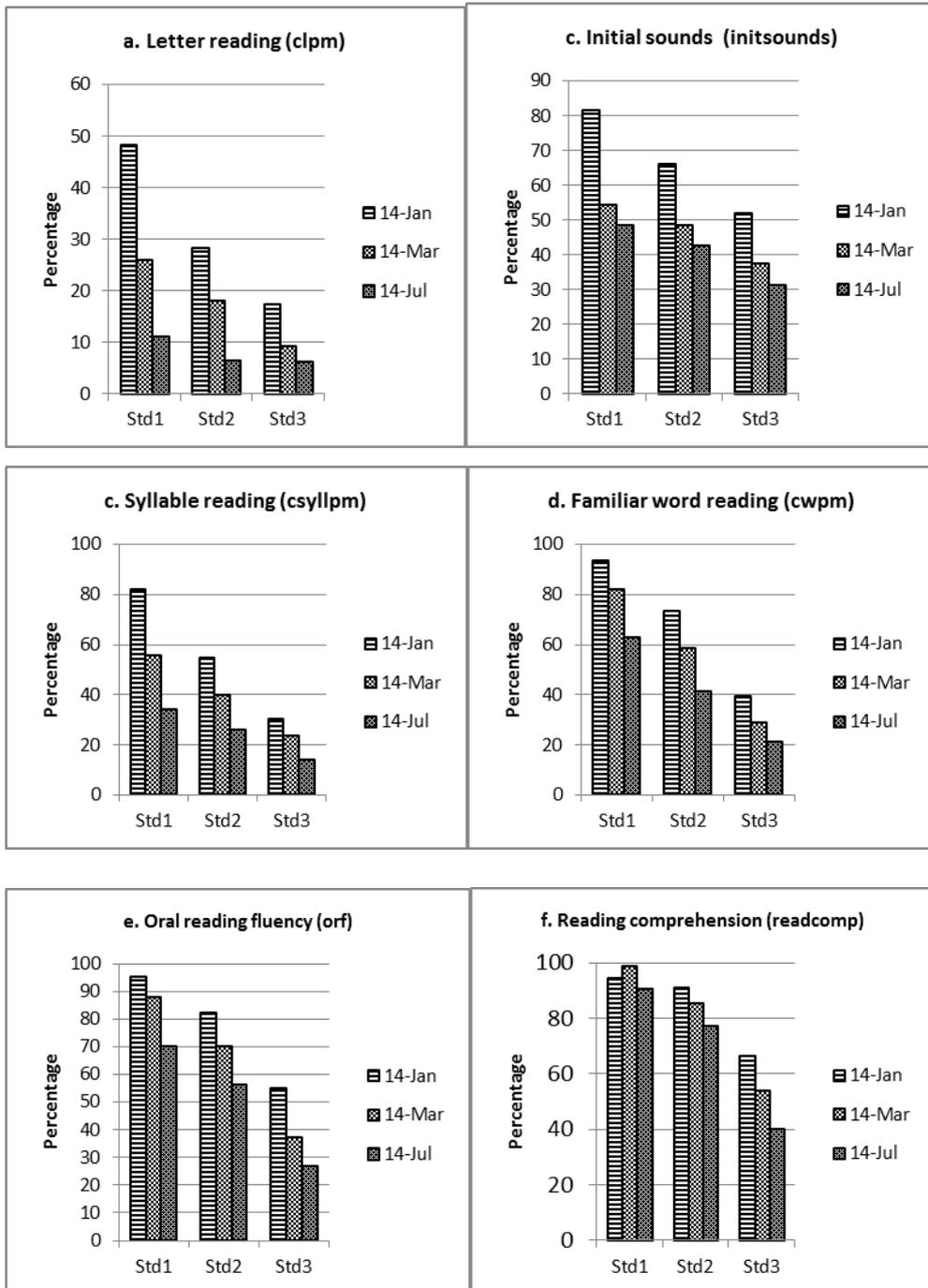


What do these mean scores graphs show us? Look at the way there is increased performance between March and July. What do you think may have caused or at least be related to this improvement?

Now look the Zero scores graphs. The high bars here are not a good sign. They show for each of the sub-tests, the percentages of learners who did not manage to score a single point.

ZERO SCORES

Figures 2 (a) to (f) Chichewa



The graph shows the average of the scores achieved by the learners in the six sub-tests of the LAT. The good news is that over the course of the year, and perhaps we can claim that this is due to the EGRA intervention, the average scores improved in all sub-tests. The improvements were particularly marked in Standard One, where learners started at a very low base and improved quite dramatically.

That said, the dramatic improvement still only saw Standard One learners reading about 7 words per minute by the end of the year. Though a huge improvement from an average of one

word per minute, it is still slow, and does not signify that Standard One learners were reading with enough fluency to be able to comprehend what they were reading.

It is interesting to note that Standard 1 improvement over the year in oral reading fluency was not matched by the same amount of improvement in Standard Two. Here learners only improved throughout the year from an initial score of 4 correct words per minute in January to an average score of 10 correct words per minute in July.

Now that the EGRA intervention is focusing in 2014-15 on Standard Twos and that the learners have entered Standard Two with a much higher score than the new Standard Twos in 2013, we are hoping for great news as the year progresses.

Activity

In pairs, find the answer from these graphs to these questions:

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

(Your facilitator will assist with the answers)

6. Overview of Chichewa Standard 2 teacher's guide and learners' book (15 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 9-16 of scripted lesson plans that integrate the 5 key components of reading which include phonological awareness, alphabetic principle, fluency, vocabulary and comprehension. In addition, it also includes writing which is practised through writing syllables, words and sentences and filling gaps. *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 (30 minutes)

As you learnt in Module 1 in August 2014 and have been practising during your implementation of the Chichewa Standard 2 course in Term 1. The table below shows the five key components of reading and their meanings.

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

Each one builds on the other to ensure that learners have the necessary skills to be able to read fluently and with understanding. Standard 2 learners have been exposed to these five components during the first term and in this manual, there is also more practice of these.

8. Phonological awareness in the Chichewa Standard 2 course (45 minutes)

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. Your facilitator will ask for a volunteer(s) to demonstrate these routines. Watch the demonstrations. Keep a note of any questions or comments to be raised at the end of the two demonstrations.

○ Sound recognition

Kuzindikira liwu la phatikizo: Lero tiphunzira liwu la phatikizo latsopano. Poyamba titchula liwu la phatikiso. Kenaka, ndinena mawu amodzi pa nthawi ndipo mundiuza ngati mawuwo akuyamba ndi liwu lomwe ndatchula. Ngati mawuwo akuyamba ndi liwu limeneli muloze chala m'mwamba. Ngati mawuwo sakuyamba ndi liwu limeneli muloze chala pansa.

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

Sound identification

Kupeza ndi kutchula liwu la phatikizo: Tsopano tipeza ndi kutchula liwu la phatikizo loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire phatikizo loyamba lomwe likupezeka. Ndikanena mawuwo inu mutchule phatikizolo.

Ref. Std 2 Chichewa Teacher's Guide Term 2, Mutu 9 Phunziro 1, page 17

○ **Blending sounds to form words**

Kulumikiza maliwu popanga mawu Tsopano tiphunzira kupanga mawu pogwiritsa ntchito maliwu omwe taphunzira kale. Nditchula liwu lililonse kenaka ndinena mawu ake.

Chitsanzo: /ms/ /a/ /l/ /e/ **msale**. Pitorizani ndi mawu awa: **msewu, msomali, msodzi**. Uzani ophunzira kuti akhale awiriawiri kapena m'magulu ndi kupanga mawu pogwiritsa ntchito maliwu oyenera.

Ref. Std 2 Chichewa Teacher's Guide Term 2, Mutu 11 Phunziro 8, page 41

9. Practising phonological awareness routines (30 minutes)

An example of phonological awareness routine for practice.

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

Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 12 Phunziro 1, page 44

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. Note: Facilitator allows 3 groups to present each of the 3 routines.

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. Alphabetic Principle Routines (60 minutes)

Alphabetic Principle encompasses several different skills. The main concept is that letters are the visual symbols of sounds, and they are used to write words. Teaching about the alphabetic principle should focus on 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 syllable sounds in Unit 9, the focus is on the teaching and learning of blends.

The following blends were taught in Term 1:

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

The following blends are taught in Term 2:

ms, mt, mv, mw, mz, nd, ng, ng', nj

The facilitator will assign to different groups to 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
 - Recognizing and naming syllables
 - Identifying syllable sounds and sounds of blends
 - Syllable blending (blending letters to make syllables)
 - Sound spelling
 - Word blending (blending letters or syllables to make words)

Routine 1 (Recognising and naming syllables)

Kuzindikira phatikizo

Tsopano tiphunzira kupeza ndi kutchula phatikizo loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire phatikizo loyamba lomwe likupezeka. Ndinena mawuwo inu mutchule phatikizo loyambalo.

Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 11 Phunziro 3, page 32

Routine 2 (syllable blending)

Kulemba Maphatikizo Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Titchula liwu lililonse palokha kenaka tilemba phatikizolo. Ndiika chala change kungsi kwa lembo lililonse ndipo inu mutchula liwu la lembolo. Mukatha kuthula maliwu onse a phatikizolo, ndiyendetsa chala kungsi kwa phatikizolo kenaka mulilemba.

Ref. Std 2 Chichewa Teachers' Guide for Term 2, Mutu 11 Phunziro 5, page 36

Routine 3 Reading words

Kuwerenga Mawu: Tsopano tiphunzira kugwiritsa ntchito maphatikizo omwe taphunzira kale powerenga mawu. Ndiika chala changa kusi kwa phatikizo lililonse ndipo tiwerenga mawuwo. Tikatha kuwerenga maphatikizo onse a mawu, ndiyendetsa chala kusi kwa maphatikizo ndipo inu muwerenga mawu onsewo.

Ref. Std 2 Chichewa Teachers' Guide for Term 2, Mutu 12 Phunziro 6, page 54

Routine 5 handwriting practice

Kuchita matchuliro a maphatikizo. Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale polemba. Titchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Nditchula phatikizo ndipo inu menena liwu lililonse pamene mukulemba phatikizolo. Pomaliza mulemba nokha m'makope mwanu.

Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 13 Phunziro 3, page 63

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

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.

Note that the alphabetic principle 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.

11. Fluency in the Chichewa Standard 2 course (15 minutes)

Mastery of the alphabetic principle is a pre-reading skill that enables learners to become fluent readers. In this session we are reminded of:

- the definition of fluency

- at what stage of the lesson cycle fluency is developed
- short activities that can be implemented to develop fluency.

Definition: Reading accurately, quickly, and with expression

At what stage in the lesson cycle is fluency developed?

The lesson cycle involves 3 stages, one building on the previous one so that learners achieve mastery of a given skill.

The three stages are as follows:

- **Aphunzitsi:** Teacher presents new activities or models and new skill or strategy.
- **Aphunzitsi ndi Ophunzira:** The teacher and learners practise together the new activities, or skills that they 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).
- **Ophunzira:** The learners have the opportunity to practice independently and also to use the newly mastered skills in different situations.

This cycle of I do/We do/You do is the basis of the Chichewa Standard 2 Teachers' guide methodology. Each new activity involves these three stages.

NB: It is the third stage in this cycle that is a new challenge for some teachers. The traditional approach to teaching and learning has the teacher at the centre, directing all activities. The Chichewa Standard 2 course adopts a learner-centred approach. For this approach to succeed, it is essential that learners get chance to practise and master new skills on their own.

Fluency is developed during second and third stages. Once learners have listened and observed the model provided by the teacher, they practise with the guidance of the teacher and then progress to practising and using the new skill on their own, without the teacher. Frequent, brief practice of fluency activities several times a week, is needed for learners to develop reading fluency.

Why is fluency important?

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

12. Practising a fluency routine using text from the Chichewa Standard 2 course (45 minutes)

Practising fluency is crucially important. Learners must also receive feedback to correct errors (helping them become more accurate). All these activities are very brief and you should select just one, not all, of these to practise 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 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 (2-3 minutes)
- Fluency games (see Annex 2)

Activity

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.

Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 10 Phunziro 7 page 24.

END OF DAY ONE

Day 2

I. Review of Day 1 and overview of Day 2 (15 minutes)

Component number 4 is vocabulary. This component is key for learners to understand what they are reading. Learners who have limited vocabulary will 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 and show the word
- have learners repeat the word
- ask whether learners know the word
- ask them to give a definition (if they know the word)
- give a definition (if they do not know the word)
- have learners make sentences with the word

Help learners to make sentences that convey the meaning of the word.

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 (15 minutes)

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

Kupereka matanthauzo a mawu: Tsopano tikambirana matanthauzo a mawu monga **mtedza, mtima, mtera, mvula, imvi**. Ndiwerenga mawu kenaka ndikufunsani matanthauzo a mawuwo. Mawuwa ndi **mtedza**. Nenani kuti **mtedza**. *Ophunzira anena kuti mtedza*. Funsani ophunzira kuti apange ziganizo ndi mawu oti **mtedza** kusonyeza kuti akudziwa tanthauzo lake. Chitani chimodzimodzi ndi mawu monga **mtima, mtera, mvula, imvi** kusonyeza kuti mukudziwa matanthauzo ake.

Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 12 Phunziro 1 page 45

After the presentation, ask participants any questions that arise about vocabulary routines.

2. The Comprehension Routine (15 minutes)

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.

In preparation for this and the next session, you need the short texts from Term 2 of the Chichewa Standard 2 learners' book, the longer texts from Nditha Kuwerenga or any other short Chichewa texts, or the FGRA supplementary readers

As mentioned in the 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:

Vocabulary	Teach key vocabulary from the text (follow the vocabulary teaching routines from the previous session).
Predicting	Encourage the 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.
Reading to the learners	Read the story with the learners. Discuss if their predictions were accurate or not Ask some comprehension questions
Learners read independently	Provide time for learners to read the story (in pairs, groups, individually). Ask more challenging comprehension questions. Ask questions that relate the story to the learners' own experience Ask learners to read the story again.

3. Practising comprehension routines and feedback discussion (1hr 15 minutes)

You will now practise in your groups the routines that focus on learners' developing reading comprehension. 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 the comprehension routines eg the supplementary readers provided through EGRA.

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 (*Kodi nchifukwa chiyani Dodolido sakufuna kudya mtedza?*)
- Getting information from the text (*Kodi amayi agula chiyani?; Kodi Dodolido wadwala chiyani?; Kodi iwo akufuna kuti Dodolido atani?;*)
- Seeking learners' opinions and ideas (*Kodi chimachitika ndi chiyani ngati inu simudya chakudya?;*)
- Related to learners' own experience (*Kodi inu mumapita kuti mukadwala? Kodi mukadwala mumamwa chiyani?*)

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.

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 solution². 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 character	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?

4. Pacing (45 Minutes)

Introduction (15 Minutes)

Good pacing is a very important aspect of effective teaching. Experience in implementing the Std 2 Chichewa course shows that teachers find pacing lessons to be a challenge.

One noted problem is that some teachers spend a lot of time on the phonological and alphabetic principle routines and this then does not leave enough time for fluency and comprehension routines.

If a teacher teaches too slowly:

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

But if a teacher teaches too quickly:

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

² There are, of course other structural features eg *plot, theme, text types* etc. These are better addressed in higher classes, where children have achieved sufficient fluency and automaticity in their reading.

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

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

Review of Tips on Good Pacing

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

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

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

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

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

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

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

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

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

Have you got any tips or suggestions for other teachers as to how best to fit these routines into 30 minutes?

Do you provide a break for learners during the course of the 30 minutes to help learners maintain their concentration?

5. Lesson Pacing: Demonstration and Practice (1 Hours and 30 Minutes)

Modelling whole lesson (30 minutes)

Invite one participant to be prepared to demonstrate the teaching of an entire lesson from Std 2 Chichewa Term 2 (Mutu 9, Phunziro 1). Participants should read along with the script, participate in the lesson as if they are learners, and also take note of any errors or questions they might have.

After this demonstration lesson, debrief and ask for questions, comments, and feedback.

Preparation (15 Minutes)

Now you are going to practise pacing the delivery of a lesson plan and trying to fit it within the allocated time of 30 minutes. However, remember that a good teacher is not necessarily one who finishes the lesson within exactly one hour. A good teacher is one who paces the delivery of the lesson to maximize the learning of **all learners** in the class.

Break into groups of about five teachers.

If you have a copy of a Std 2 Chichewa Term 2 Teacher's Guide with you, choose a lesson from it that you will teach together. Otherwise, use the lesson plan found in Annex 3 of this training manual.

Allocate responsibility for leading each routine of the lesson plan between the members of the group. Study the parts that you have been assigned and think about how you will fit them all in within the recommended time allocation of a 30 minute lesson.

6. Pacing: practice in following a complete lesson plan (30 minutes)

Activity

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

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

Discussion and feedback (15 minutes)

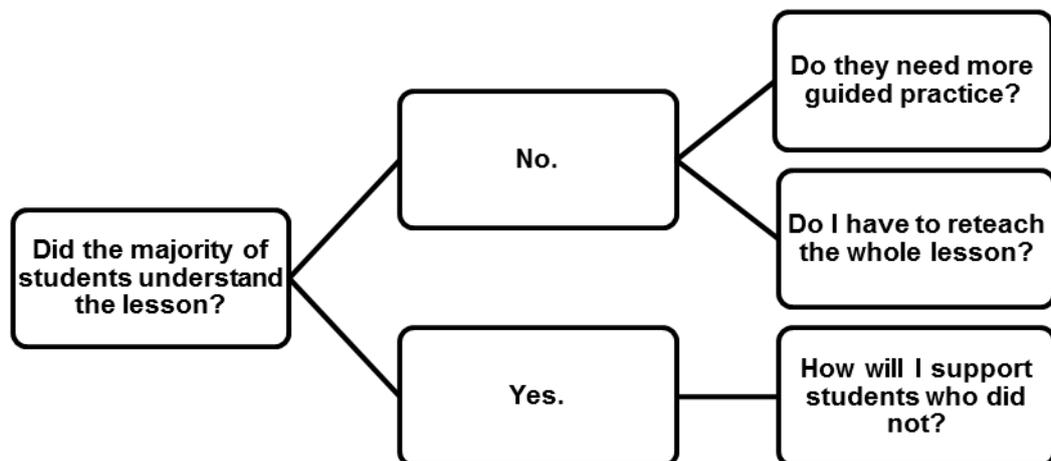
Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 9 Phunziro 3 page 4

7. Assessment strategies

(15 minutes)

The National Primary Curriculum (NPC) emphasizes the integration of teaching, learning, and assessment. The Chichewa Standard 2 course assists teachers with this integration in the following ways:

- Each lesson starts with a short introductory activity that revises previously taught work. Informal observation assessment of learner performance of these activities reveals how well the learners have retained and understood the items taught.
- Lesson 9 in each unit is a review lesson. During this lesson teachers can select key skills or knowledge taught in the previous 8 lessons to assess how well the class, or specific learners in the class have mastered the skill.
- The principle of 80-20%: 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.



- The TG provides an assessment checklist at the end of each unit. The teacher can use the items in this checklist to create a Learner Progress Tracker to assess all learners in the class. An example Learner Progress Tracker appears as Annex 4 in this manual.
- Unit 10 in Term 2 is a whole unit devoted to revision of the previous units. Here the teacher can make informal assessment of learners' progress. She/he can also assess the whole class by taking a few learners each day and testing their reading fluency and comprehension skills.
 - During the lessons in this review unit, group work can be assigned so that the teacher can devote more attention to teaching and assessing the progress of learners with specific learning needs.
 - The results of this short assessment should be recorded on the Learner Progress Tracker

8. Practising a review lesson

(45 minutes)

The Chichewa Standard 2 course provides a review lesson at the end of each unit and in Term 2, the whole of Unit 10 is a review unit.

A sample review lesson 9 of Std 2 Chichewa:

Sitandade: 2

Mutu: 13

Phunziro: 9

Tsiku:

Nthawi:

Zizindikiro za kakhosedwe

Ophunzira:

- abwereza ntchito yomwe sanachite bwino

Zipangizo zophunzitsira, zophunzirira ndi zoyesera

Buku la ophunzira, tsamba 34 mpaka 35

Kuunikanso ntchito yomwe ophunzira sadachite bwino m'sabatayi m'magawo awa:

- Kumva kachulidwe ka **mw** ndi **mz**
- Kutchula maphatikizo a **mw** ndi **mz**
- Kumva maphatikizo a **mwa, mwe, mwi** ndi **mza, mze, mzi, mzo, mzu**
- Kuwerenga maphatikizo a **mwa, mwe, mwi** ndi **mza, mze, mzi, mzo, mzu**
- Kulemba maphatikizo a **mwa, mwe, mwi** ndi **mza, mze, mzi, mzo, mzu**
- Awerenga mawu okhala maphatikizo a **mwa, mwe, mwi** ndi **mza, mze, mzi, mzo, mzu**
- Awerenga ziganizo zokhala ndi mawu okhala maphatikizo a **mwa, mwe, mwi** ndi **mza, mze, mzi, mzo, mzu**
- Alemba mwaluso mawu ndi ziganizo zokhala ndi maphatikizo a **mwa, mwe, mwi** ndi **mza, mze, mzi, mzo, mzu**
- Ayankha mafunso molondola

Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 13 Phunziro 9 page 70

A sample review lesson

Sitandade: 2

Mutu: 10

Phunziro: 8

Tsiku:

Nthawi:

Zizindikiro za kakhozedwe

Ophunzira:

- alemba mawu oyenera okhala ndi **mk, mg, ml** ndi **mp**

Zipangizo zophunzitsira, zophunzirira ndi zoyesera

Buku la ophunzira, tsamba 28

Makadi

Matchati

Chiyambi: Funsani ophunzira aloze mawu okhal ndi maphatikizo a **mk, mg, ml, mp** m'malo osiyanasiya mkalasi

Kuunikanso maphatikizo okhala ndi mk, mg, ml ndi mp: Tsopano tibwereza kuwerenga maphatikizo omwe tidaphunzira kale. Maphatikizowa ndi awa: **mka, mke, mki, mko, mku, mga, mge mgi mgo, mgu, mla, mle mli, mlo, mlu, mpa, mpe, mpi, mpo, mpu.** *Lembani maphatikizowa pa tchati. Funsani ophunzira kuti awerenge maphatikizowa paokhapaokha, awiriawiri kapena m'magulu. Thandizani ophunzira omwe akulephera kuwerenga molondola.*

Kuunikanso Mawu okhala ndi mk, mg, ml ndi mp: Tsopano tibwereza kuwerenga mawu omwe tidaphunzira kale. Mawuwa ndi awa: **mpira, mpata, mleme, mlimi, mkeka mkanda, mgaiwa, mgula, mpani, mpesa, mlonda, mlomo, mganda, mkazi, mkono.** *Lembani mawuwa pa tchati. Funsani ophunzira kuti awerenge mawuwa mmodzimmodzi, awiriawiri kapena m'magulu. Thandizani ophunzira omwe akulephera kuwerenga molondola.*

Kulemba ziganizo: Tsopano tigwiritsa ntchito maphatikizo a **mk, mg, ml** ndi **mp** polemba mawu omwe ali mu Ntchito **D** pa tsamba **28**. Ndiwerenga phatikizo limodzi mkabokosi koyamba ndipo ndimaliza mawuwo poika phatikizo loyenera kuchokera mkabokosi kachiwiri. Tsopano lembani ntchito **D** m'makope mwanu. *Chongani ntchito ya ana. Thandizani ophunzira omwe akulephera kuika mawu oyenera m'mipata.*

Mathero: Lembani nyimbo yang'anayang'ana pomwe pali mawu okhala ndi maphatikizo a **mk, mg, ml, mp.**

Ref. Std 2 Chichewa Teacher's Guide for Term 2, Mutu 10 Phunziro 8 page 25

In your groups, prepare to teach either a review lesson or a review unit lesson from Term 2. Your facilitator will assign lessons to make sure that each group prepares a different one.

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 sample Learner Progress Tracker template at Annex 4 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.

CLOSURE

Day 3

Teaching Reading Using Supplementary Readers

Programme

Time	Session
8:00–8:15	1-Welcome, devotions and introductions
8:15-8: 30	2-The objectives of this training
8:30-9:00	3- Why do we need supplementary readers?
9:00-9:30	4- Overview of the supplementary reading materials provided in EGRA
9:30-10:00	5- How to use the readers: Tiwerenge Nkhani
10:00-10:15	Break (15 minutes)
10:15-10:45	6- Facilitator demonstration
10:45-12:00	7- Practice-teaching using a Tiwerenge Nkhani text
12:00- 1:00	Lunch (1 hour)
1:00–2:00	8- The levelled readers: What are they, and how to use them
2:00-3:00	9- The story cards: What are they and how to use them
3:00-3:15	Break (15 minutes)
3:15-3:30	10-Selecting texts to suit learners’ needs
3:30-4:00	11- Storage and management of supplementary readers
4:00-4:20	12- Scheduling and the supplementary readers
4:20-4:30	13- Summary and closure

Teaching reading using supplementary readers

1. Welcome, devotions and introduction (15 mins)

For some participants, this is the third and final day of training, for others it is the first of three days. For others, it is the only day of training. Whichever applies, you are welcome! If new people are present, make brief introductions.

This one-day training session provides an introduction to the three different types of supplementary readers that will be distributed for use in EGRA intervention schools from the beginning of the second term.

2. Objectives of this training day: (10 mins)

Read through the following objectives and in plenary, discuss or ask questions for clarification.

Knowledge: Participants understand

- how early grade learners can benefit from exposure to a range of reading texts
- the difference between decodable readers and levelled readers
- the factors involved in selecting decodable and levelled texts to suit learners' reading levels
- the meaning of *guided reading* and how to implement it
- the importance of taking books and story cards for home reading
- how to set up and manage a classroom library

Skills: Participants

- select texts to suit learner needs
- practise the teaching of guided reading using decodable and levelled readers

3. Why do we need supplementary readers? (20 mins)

The term *supplementary readers* refers to reading materials that are additional, or supplementary to the core curriculum materials; that is, the Teachers' guide (TG) and the Learners' books (LBs). In a context where schools typically have very few materials, the provision of a TG for every teacher and a LB for every learner is already an achievement; and reading can effectively be taught and learnt with these materials alone.

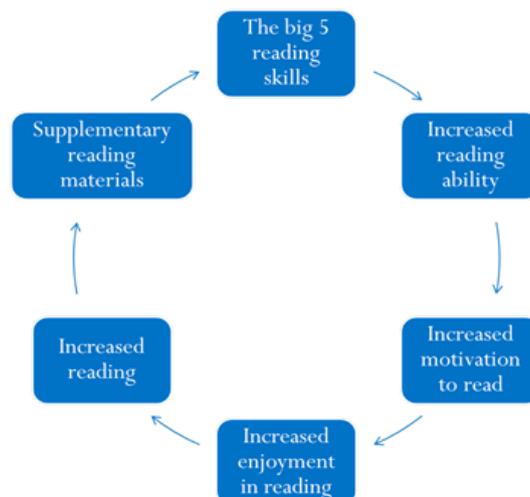
So why do early grade learners need supplementary readers?

Before reading further, take 5 minutes to:

- Think on your own as to why supplementary readers are important
- Share your thoughts with a partner
- Pairs should join with a neighbouring pair to share responses
- The groups of four should share their ideas with the facilitator
- The facilitator should capture responses on a flipchart sheet (no repetitions).

Hopefully your responses included some of the following ideas:

- Whilst there are five key components of reading (phonemic awareness, alphabetic principle, vocabulary fluency and comprehension) the ability to read fluently and with comprehension are the two components that prove that a learner is able to read.
- To develop fluency and comprehension, learners need to be exposed regularly and often to different types of text, and have lots opportunities to practise reading.
- In a classroom that is literacy-rich, there should be a variety of materials that facilitate language and literacy opportunities (for example, posters, letter cards, text books and supplementary readers)
- 'Good readers' read a lot. The more they read, the more **vocabulary** words they know, the more their **fluency** increases, and the more they are able to **comprehend**.
- The more learners develop ease and **automaticity** with reading, the more they enjoy it, and want to read more.
- If we want learners to develop a **love of reading** both in and out of school, we need to provide abundant opportunities for reading.
- We need to capture learners' **interest** in books, so that they actively want to read, to gain information and enjoyment from books and other textual sources.
- There is a '**virtuous circle**' of reading improvement, indicating that the more we read, the more we improve and the more we want to read and the more we continue to improve. Supplementary readers play a key part in this:



4. Overview of the supplementary readers provided in EGRA (30 mins)

Your facilitator will show samples of the three types of reading materials that the Early Grade Reading Activity (EGRA) is providing.

- **Decodable readers- Tiwerenge Nkhani**
 - Sets of 30 short stories in Chichewa, packaged in three volumes, each with ten stories.
- **Levelled readers**
 - Sets of 10 Chichewa and 5 English readers.
- **Story cards**
 - Sets of 10 Chichewa and 5 English laminated cards with stories on one side and questions on the reverse.

These readers have been developed mainly for use in Standard I. Next year there will be more books developed for Standards 2 and 3. However, it is not appropriate to restrict any reading series to a particular standard, as learners develop reading skills at different paces. The materials are in three levels, from basic to intermediate to more advanced. So they will be appropriate for use with learners in Standards 1-3. Later, you will have time to meet as school teams to plan how the materials can be shared across the standards.

There will be enough readers for each learner to have access to plenty of reading matter at their own level. However, unlike Nditha Kuwerenga and the Std I Learners' book, where each child in the whole class gets his/her own copy and reads together with the teacher at the same time, with supplementary readers, the idea is for small groups, pairs or individuals to read at their level. So there are many different titles, but fewer copies of each.

5. How to use the decodable readers: Tiwerenge Nkhani (30 mins)

This name *decodable* means that the reading matter has been developed according to the sequence that letter sounds are taught. In this case we are referring to Maziko a Kuwerenga and to the National Primary Curriculum (NPC) Chichewa Standard I course. In fact Nditha Kuwerenga and the NPC Learners' book are decodable readers; they give learners chance to practise reading words and sentences that contain the letter-sounds that they have been taught.

In Tiwerenge Nkhani, learners get more opportunities to read a range of different decodable texts, and through this to become fluent readers. Also, the texts are meaningful and interesting, with helpful and amusing illustrations; so learners will be motivated to read for enjoyment and to gain knowledge.

Activity- familiarizing with the 30 texts in Tiwerenge Nkhani

Divide into three groups (four, if there are more than 40 participants) .

Each group should receive one copy of each volume. In your groups, divide again into three sub-groups. Each sub-group should read all the stories/texts in one of the volumes and prepare to describe the contents for the rest of the group. Use the following questions to guide your presentation:

- How many stories/texts in the volume?
- How many new letter sounds are presented in the volume?
- Which story/text do you think is the most interesting for learners?
 - Read that story out to your group, and say why you like it.

Break (15 minutes)

6. Facilitator demonstration

(30 mins)

Your facilitator will demonstrate a guided group reading session using story in the Tiwerenge Nkhani series. Take note of how it is done. After the demonstration read through the following 18 steps and ask questions for clarification.

Teacher	Teacher and learners	Learners
<p>1. Pre-read the story and prepare in advance to teach 3 or 4 vocabulary words that are key to the story and that you think learners may not already know, or that may be difficult to read.</p> <p>2. Hand out copies of the reader so that all learners can get to see the text. Because the print is large, it should be possible for 3 learners to read together.</p> <p>3. Ensure that all learners have</p>	<p>4. Read the title, or ask learners to read the title.</p> <p>5. Ask learners to tell you what they see in the illustrations.</p> <p>6. Invite learners to predict from the title and the illustrations what they think the story will be about. Refer to these predictions for consideration after reading.</p> <p>7. Pre-teach any words that you think the learners will not know. Limit this to no more than 4 words.</p> <p>8. Say: I will read the story. Whilst I am reading you should listen and follow, putting your finger under the words as I read.</p> <p>9. Read at a pace that learners can follow, but not too slowly that the meaning of the story gets lost.</p> <p>10. After reading, discuss if their</p>	<p>14. Now give the learners chance to read the story again on their own, at their own pace.</p> <p>15. Learners will be reading at the same time, so to limit the noise in the class, show them how to read aloud softly. Demonstrate how you can modulate your own reading voice from very loud to very soft.</p> <p>16. As the learners read, move around to help where necessary.</p> <p>17. Ask learners to give their opinion about the story. If they liked it –</p>

<p><i>opened the book at the same page.</i></p>	<p><i>predictions were accurate or not.</i></p> <ol style="list-style-type: none"> 11. <i>Read the story again with the learners.</i> 12. <i>Ask one or two comprehension questions.</i> 13. <i>Invite groups, pairs and individuals to read the story aloud on their own. If it is a long story, have different combinations of learners read different sections.</i> 	<p><i>why; if they didn't like it- why not.</i></p>
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7. Practice teaching of reading using a Tiwerenge Nkhani text (75 minutes)

Now in the same three groups, choose one text and prepare to teach a guided reading session following the steps listed above.

All participants should prepare to be the demonstrating teacher; your facilitator will select one person from each group at random to present.

When all groups have presented, discuss and provide constructive feedback about the process.

In your groups, read through again, all the stories in the Tiwerenge Nkhani series to make sure that you are clear as to how you will tackle these stories with the learners.

LUNCH BREAK (60 mins)

8. The levelled readers – what are they, and how to use them (60 mins)

Each class will receive 10 Chichewa readers and 5 English readers. As with the Tiwerenge Nkhani readers, there are a few copies of each title. This is sufficient for group, paired or individual reading, but not for the whole class reading.

The difference between decodable readers and levelled readers is that levelled readers are more like the kind of books sold in book shops for reading pleasure. They have colourful illustrations, and the language of the text is not as carefully graded as in decodable texts. So, in general, levelled readers may be harder to read, but the content may be more complex and interesting.

Ten of the levelled readers provided to the EGRA intervention schools are **Read Malawi** books. They have colourful illustrations and interesting stories. Where it was felt that some of the learners may struggle to read the content, simpler and shorter stories have been developed by MoEST and included in the set.

The good thing about the levelled readers is that they are separate little books. These can be used in class for parallel sessions of group reading where all learners in groups read different books at their own level at the same time. Also these books can be taken by learners for independent reading in class and at home.

Activity- familiarizing with the 15 levelled readers

Divide into 3 groups (or four if numbers exceed 40).

Each group should receive one set of the 15 stories. In your groups, divide again into three sub-groups. Each sub-group should receive five stories (a combination of Chichewa and English). They should read the five stories and prepare to describe the contents for the rest of the group. Use the following questions to guide your presentation:

- Summarise the content of the stories
- Say which story you think will be the most interesting for the learners and why?

Activity – practicing to teach reading using the levelled readers

Each group should select one story for guided reading and demonstrate a guided reading lesson with it. The same steps, as listed in item 5 of this section of the training manual should be followed.

All participants should prepare to be the demonstrating teacher; your facilitator will select one person from each group at random to present.

When all groups have presented, discuss and provide constructive feedback about the process.

9. The story cards: What are they, and how to use them (60 mins)

The story cards are laminated and durable so that learners can take them for home reading. There are 15 story cards in the set, 10 Chichewa and 5 English stories. Each card has the text on one side and questions about the text on the other.

The Chichewa stories are aimed at Standard 1 and are levelled from simple, to intermediate to more advanced. The English stories are also levelled and the first two of these use only the letter-sounds that are taught in the first term of Nditha Kuwerenga. This means that learners should be able to easily decode the texts, so that they can focus more on the challenge of learning the meaning of the English words.

The Chichewa texts are taken from the Tiwerenge Nkhani series, and the English texts are taken from the levelled readers series. The re-utilisation of these texts will provide enhanced opportunities for learners to read on their own. This will encourage the fluency that is so necessary for them to become fluent independent readers, making meaning from text.

The main purpose of the story cards is for home and community-based reading. The questions about the text on the back of the card are a means of ensuring that learners read with understanding.

Activity – familiarization with the story card texts and questions

In your four groups again; each group should receive one set of 15 story cards.

As previously, divide again into three sub-groups. Each sub-group should receive five story cards (a combination of Chichewa and English). Noting that you have already seen the stories as they appear in Tiwerenge Nkhani and the levelled readers, prepare to discuss in plenary how you plan to use of the story cards:

- in the classroom
- In learners' homes
- in community reading centres

Your facilitator will make note of the ideas for support and follow-up during coaching visits, and for sharing with Community Development Assistants and District Community Mobilisation officers who can take further the ideas about use in community reading centres.

Break (15 mins)

10. Selecting texts to suit learners' needs (15 mins)

Whilst Nditha Kuwerenga and the Chichewa Learners' books are meant for whole class use, the supplementary readers are meant for individual use. Their role is to encourage learners to see themselves as readers and to want to improve their reading by starting with the simple stories and gradually progressing to more complex texts.

It is for this reason that the decodable readers and story cards are colour coded. Even before being able to read fluently, learners will know to select first the blue book, which is level 1 and then when they have read all ten stories in the blue book, they can progress to the yellow book and then finally to the green book. The levelled readers are not colour-coded, so the teacher needs to help learners to choose books at the right level. Because we want to encourage children to enjoy reading, the texts they read should match, or be only a little above their reading ability levels.

- The text is too difficult → the reader gets demoralised and gives up



- The text is too easy → the reader is not adequately challenged and may give up 😞
- **The text matches or is a little above the child's reading level** → 😊

We want to encourage learners to choose books from the classroom book corner, but the teacher needs to help to make sure that good choices are made, especially with Standard 1 learners.

11. Storage and management of supplementary readers (30 mins)

Ideally, the readers should be stored in a secure box in the classroom. The box should be available to the learners so that they can learn how to choose books, and how to be responsible for taking books and bringing them back.

Store the decodable readers, levelled readers and story cards in separate sections of the book box. Where there is colour-coding, keep all the same colour-coded titles together.

You also need to keep a record of the books and of which learner has taken a book home. Use the template at the end of this manual as a sample.

12. Scheduling and the supplementary readers (30 mins)

For this session, participants should sit in school teams with their head teachers.

As mentioned at the beginning of the course, these readers are aimed at Standard 1 learners but there are many Standard 2 and 3 learners who will also enjoy and benefit from them.

Therefore school teams should plan to share the readers across the standards. If all the supplementary readers are kept in a school library, teachers can go and borrow sets. However this will need to be carefully managed; and it is probably easier for each class to have its own allocation, and for the quantities of each title to be recorded on the record sheet.

In your school teams, discuss:

- how best to make shared use of the readers
- identify who will be responsible for the accessioning and loaning out
- how will the system be explained to the SMC and the PTA
- how you will keep records of which stories and stories cards each learner has read
- when in the school day to fit in the guided reading activity
- when in the school day to organize the borrowing and return of the story cards
- how you will know that a learner who took a story card home has actually read and understood it
- any other item that needs to be discussed.

After completing the discussion, provide a BRIEF report back to the plenary. Listen well to each report-back, as other schools may have a strategy that your school also could adopt.

13. Summary and closure (5 mins)

Thanks to all participants. We will all be excited to see the children's reactions to the availability of so much new and different reading material. PEAs during coaching visits will provide support where challenges arise; success stories about improved learner reading and interest in reading will be most welcome. Good luck with your use of the supplementary readers.

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 3: Sample Std 2 Term 2 Lesson Plan

Sitandade: 2

Mutu: 9

Phunziro: 3

Tsiku:

Nthawi:

Zizindikiro za kakhozedwe

Ophunzira:

- alemba maphatikizo a **mpa, mpe, mpi, mpo, mpu**
- alemba mawu okhala ndi maphatikizo a **mpa, mpe, mpi, mpo, mpu**

Zipangizo zophunzitsira, zophunzirira ndi zoyesera

Buku la ophunzira, tsamba 23

Makadi

Chiyambi: Uzani ophunzira kuti atole makadi a maphatikizo ndi mawu okhala ndi **mp** ndipo awerenge maphatikizo ndi mawu omwe ali pa makadipo. Maphatikizo ndi mawuwa ndi awa: **mpa, mpe, mpi, mpo, mpu, mpini, mpando, mpeni, mpunga, mpita, mpani.**

Kuzindikira phatikizo: Tsopano tiphunzira kupeza ndi kutchula phatikizo loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire phatikizo loyamba lomwe likupezeka. Ndikanena mawuwo inu mutchule phatikizo loyambalo.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<ul style="list-style-type: none">• Mawu oyamba ndi mpira. Phatikizo loyamba m'mawu oti mpira ndi mpi• Mawu ena ndi mpeni. Mawuwa akuyamba mpe.	<ul style="list-style-type: none">• Tiyeni tichitire limodzi. Mawu oyamba ndi mpira. Phatikizo loyamba ndi mpi <i>Mphunzitsi ndi ophunzira anena mpi</i>• Pitirizani ndi zitsanzo zina za mawu monga: mpani, mpini.	<ul style="list-style-type: none">• Tsopano nditchula mawu ndipo inu mutchule phatikizo loyamba la m'mawuwo.• Mawu oyamba ndi mpira.• <i>Ophunzira atchula phatikizolo.</i> <i>Pitirizani ndi zitsanzo zina za mawu monga mpini, mpando, mpeni, mpunga, mpita, mpani.</i>

Kulemba maphatikizo: Tsopano tigwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Titchula liwu lililonse palokha kenaka tilemba phatikizolo. Ndiyendetsa chala changa kungsi kwa lembo lililonse ndipo mutchule liwu la lembolo. Mukatha kutchula maliwu onse a phatikizolo, ndiyendetsa chala kungsi kwa phatikizolo kenaka mulilembe.

<p>Mphunzitsi</p> <ul style="list-style-type: none"> • Phatikizo ndi mpa. • Nditchula liwu la lembo lililonse pamene ndikulemba phatikizoli /mp/ la/ mpa. 	<p>Mphunzitsi + Ophunzira</p> <ul style="list-style-type: none"> • Tsopano tichitire limodzi. Tikumbukire kutchula liwu la lembo lililonse pamene ndikulemba. Tinene mpa <i>Mphunzitsi ndi ophunzira anena pamene mphunzitsi akulemba /mp/ la/ mpa</i> • Pitirizani ndi zitsanzo zina monga mpe, mpi 	<p>Ophunzira</p> <ul style="list-style-type: none"> • Tsopano yeserani nokha. Kumbukirani kutchula liwu la lembo lililonse pamene mukulemba. <i>Mphunzitsi ayendere ndi kuthandiza ophunzira</i> • <i>Kenaka nenani kuti</i>, onani phatikizo langa ndipo phatikizo lanu liwoneke ngati ili mpa. • Pitirizani ndi zitsanzo izi: mpe, mpi, mpo, mpu
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Kulemba Mawu: Tsopano tigwiritsa ntchito maphatikizo omwe taphunzira kale polemba mawu. Nditchula phatikizo lililonse la mawu palokha kenaka ndilemba mawuwo. Ndiika chala changa kungsi kwa phatikizo lililonse ndipo tilemba mawuwo. Tikatha kulemba maphatikizo onse a mawu, ndiyendetsa chala kungsi kwa maphatikizo a mawu ndipo inu mulemba mawu onsewo.

<p>Mphunzitsi</p> <p><i>Lembani maphatikizo a mawu oti mpani pa bolodi.</i></p> <p>Yang'anani kuno mpa ni mpani</p> <ul style="list-style-type: none"> • <i>Yendetsani chala kungsi kwa mawu ndi kunena mawu oti mpani.</i> 	<p>Mphunzitsi + Ophunzira</p> <p>Tsopano tichitira limodzi. Tikumbukire kutchula maphatikizo pamene ndikulemba. <i>Mphunzitsi aloza phatikizo lililonse la mawu pa bolodi</i></p> <ul style="list-style-type: none"> • <i>Mphunzitsi ndi ophunzira alembe maphatikizo oti mpa ni mpani. Pitirizani ndi zitsanzo zina za mawu monga: mpando, mpeni, mpunga.</i> 	<p>Ophunzira</p> <ul style="list-style-type: none"> • Tsopano yeserani panokha ndi mawu oti mpani. Kumbukirani kutchula maphatikizo pamene mukulemba • Pitirizani ndi mawu awa: mpando, mpeni, mpunga, mpita, mpani. • <i>Uzani ophunzira kuti alembe mawuwa m'makope mwawo.</i>
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Kupanga ziganizo: Tsopano tipanga ziganizo ndi mawu okhala ndi maphatikizo a **mpa, mpe, mpi, mpo, mpu**. *Uzani ophunzira kuti apange ziganizo pogwiritsa ntchito mawu awa: **mpando, mpeni, mpira, mpopi, mpunga, mpita, mpani**. Perekani chitsanzo cha chiganizo monga ichi: Ana akusewera **mpira**.*

Mathero: Uzani ophunzira angapo kuti akalembe **mpa, mpe, mpi, mpo, mpu** ndi mawu pa bolodi
 Imbani nyimbo ya *ichi n'chiyani ananu **mpa, mpa**...*

Annex 4: Chichewa Standard 2 Learner progress tracker template

Learner's Name	Amva katchulidwe ka mp?	Atchula mp?	Amva mpa, mpe, mpi, mpo, mpu?	Atchula mpa, mpe, mpi, mpo, mpu?	awerenga mpa, mpe, mpi, mpo, mpu?	Alamba mpa, mpe, mpi, mpo, mpu?	Amva maphatikizo a mpa, mpe, mpi, mpo, mpu?	Atchula mawu okhala ndi mp?	Awerenga mawu okhal ndi mpa, mpe, mpi, mpo, mpu?	Alamba mawu okhala ndi mpa, mpe, mpi, mpo, mpu?	Amva ziganizo zokhala ndi mawu omwe ali ndi mpa, mpe, mpi, mpo, mpu?	Apanga ziganizo zokhala ndi mawu omwe ali ndi mpa, mpe, mpi, mpo, mpu?	Awerenga ziganizo zokhala ndi mawu omwe ali ndi mpa, mpe, mpi, mpo, mpu?	Alamba mwalusso mawu ndi ziganizo zokhala ndi mawu omwe ali ndi mpa, mpe, mpi, mpo, mpu?	Ayankha mafunso?	Zokhoza	Zolakwa
Alefa Abudu	✓	✓			✓	✓		✓		✓			✓	✓	✓	9	6
Jonasi Bulaki	✓		✓		✓		✓	✓		✓		✓			✓	8	7

Annex 5: Faciliator notes

Answers to questions in Chichewa Standard 2 course

Day I Session 4

1. Looking at the mean scores graphs, how many correct familiar words per minute were Standard 2 learners able to read? **10**
2. Looking at the zero scores graphs, roughly what percentage of learners in Standard 2 were able to read at least one or more words in the short passage?
 - d. In January? **19%**
 - e. In July? **45%**
3. Looking at the zero scores, roughly what percentage of learners in Standard 2 were unable to understand what they were reading?
 - f. In January? **90%**
 - g. In July? **78%**

Day I session 8: 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 I Session 9: Alphabetic principle routines:

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.

