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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY

READING INTERVENTION PROGRAM

Training Manual: Module 3

Chichewa Standard 2

March 2015

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

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# **Early Grade Reading Activity**

## **Chichewa Standard 2 Reading Intervention Program**

### **Training Manual**

#### **Module 3**

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**Date Submitted: March 2015**

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



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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
CSSPM	Correct syllable sounds per minute
CWPM	Correct words per minute
EGRA	Early Grade Reading Assessment
LAT	Learner Assessment Tool
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
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 3 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

Time	Session
8:00–8:30	1-Registration, Welcome, and Introductions
8:30-8:45	2-The objectives of this Module 3 training
8:45– 9:45	3-Identifying challenges in the teaching and learning of Chichewa in Standard 2, and brainstorming solutions
9:45 -10:30	4- Overview of Learner Assessment Test findings
<b>10:30-10:45</b>	<b>Break (15 minutes)</b>
10:45-11:00	5- Overview of Chichewa Teachers’ Guide for Term 3
11:00 -11:45	6- Phonological awareness in the Chichewa Standard 2 course
11:45-12:15	7- Practising a fluency routine
<b>12:15- 1:15</b>	<b>Lunch (1 hour)</b>
1:15–2:15	8- Practising comprehension routine
2: 15-2:45	9- Practising a lesson pacing
2:45- 3:15	10 - Assessment strategies
<b>3:15-3:30</b>	<b>Break (15 minutes)</b>
3:30-4:30	11 - Practising review lesson with supplementary readers
4:30	Close

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

Welcome to Module Three of the Chichewa Standard 2 training course. This course provides continuity from both the Standard One Maziko a Kuwerenga course and the MoEST National Primary Curriculum (NPC) Chichewa course. To ensure that all participants benefit from the workshop, let participants brainstorm some ground rules to be followed.

**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 pha*

*Kusukulu nkwabwino taphunzira pha*

*Taphunzira pha*

*Taphunzira pha*

*Kusukulu nkwabwino taphunzira pha*

*Kusukulu nkwabwino taphunzira pha*

## 2. 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’, and “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 2.
- **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.

### **3. Identifying challenges and solutions in the teaching and learning of Chichewa (1hr)**

This session will do the following:

- Provide a forum for you to brainstorm the challenges that you have faced in implementing the EGRA intervention.
- Engage teachers to develop and implement solutions to these challenges.
- Provide opportunity for PEAs to give feedback on commonly observed challenges.

Activity: Group discussion of challenges and solutions

Get into groups of about ten people. In your groups, spend ten minutes brainstorming a list of the challenges that you face in implementing the literacy intervention. 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.

### **4. Lessons learned from the EGRA learner assessment tests (45 mins)**

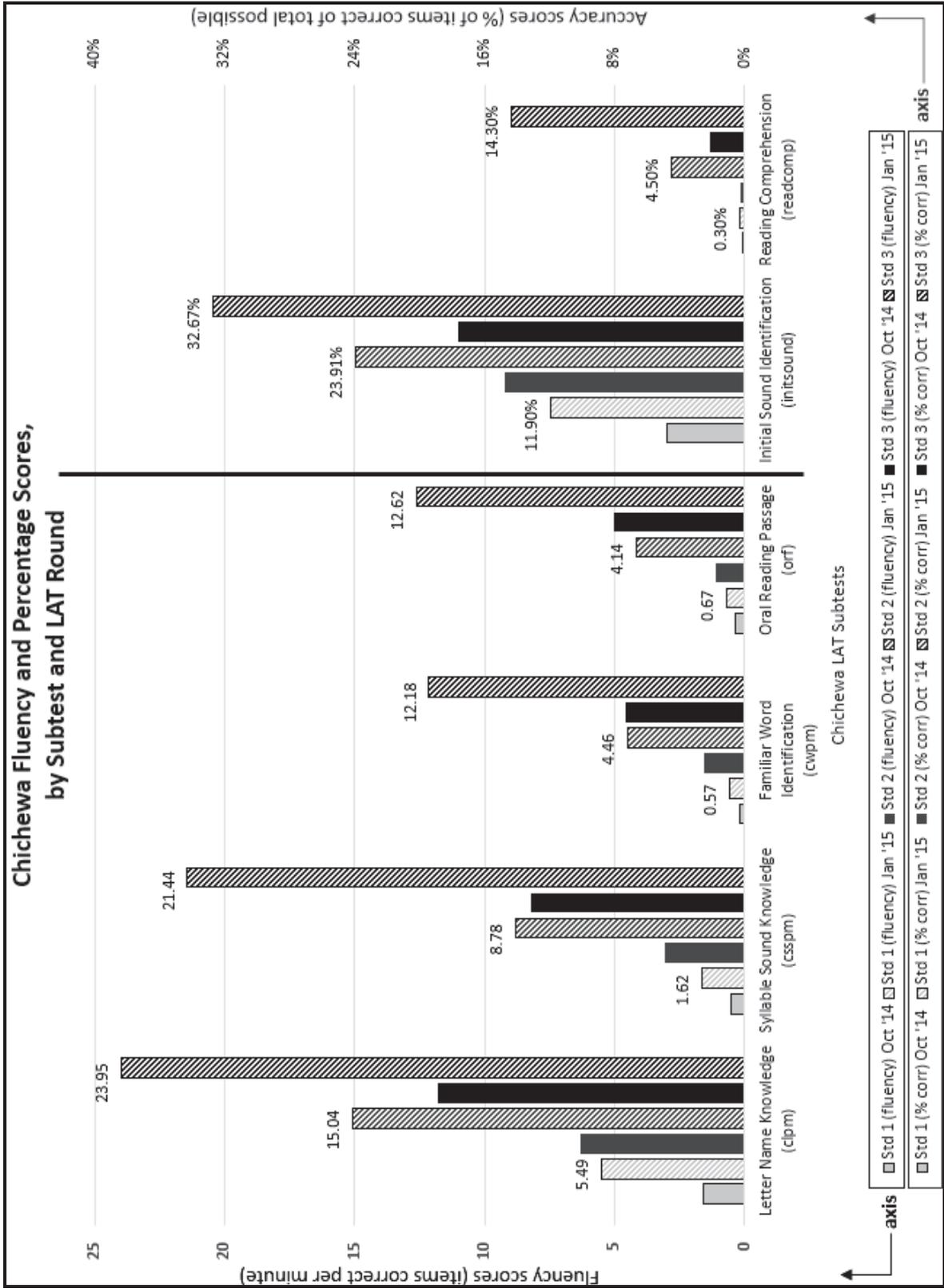
The Learner Assessment Tests (LATs) were conducted in 3 schools per district in October 2014 and January 2015. Although this is too small a sample for it to be statistically verifiable, the LATs give a picture of progress in EGRA. They help us to keep track of where we are doing well and where we need to improve.

The first graph, Fluency and Percentage Scores, shows average scores across all 33 schools. There are two columns per Standard for each item tested; so six columns for each item tested. The left column of each pair shows the results for October 2014 and the right column of each pair, the results for January 2015.

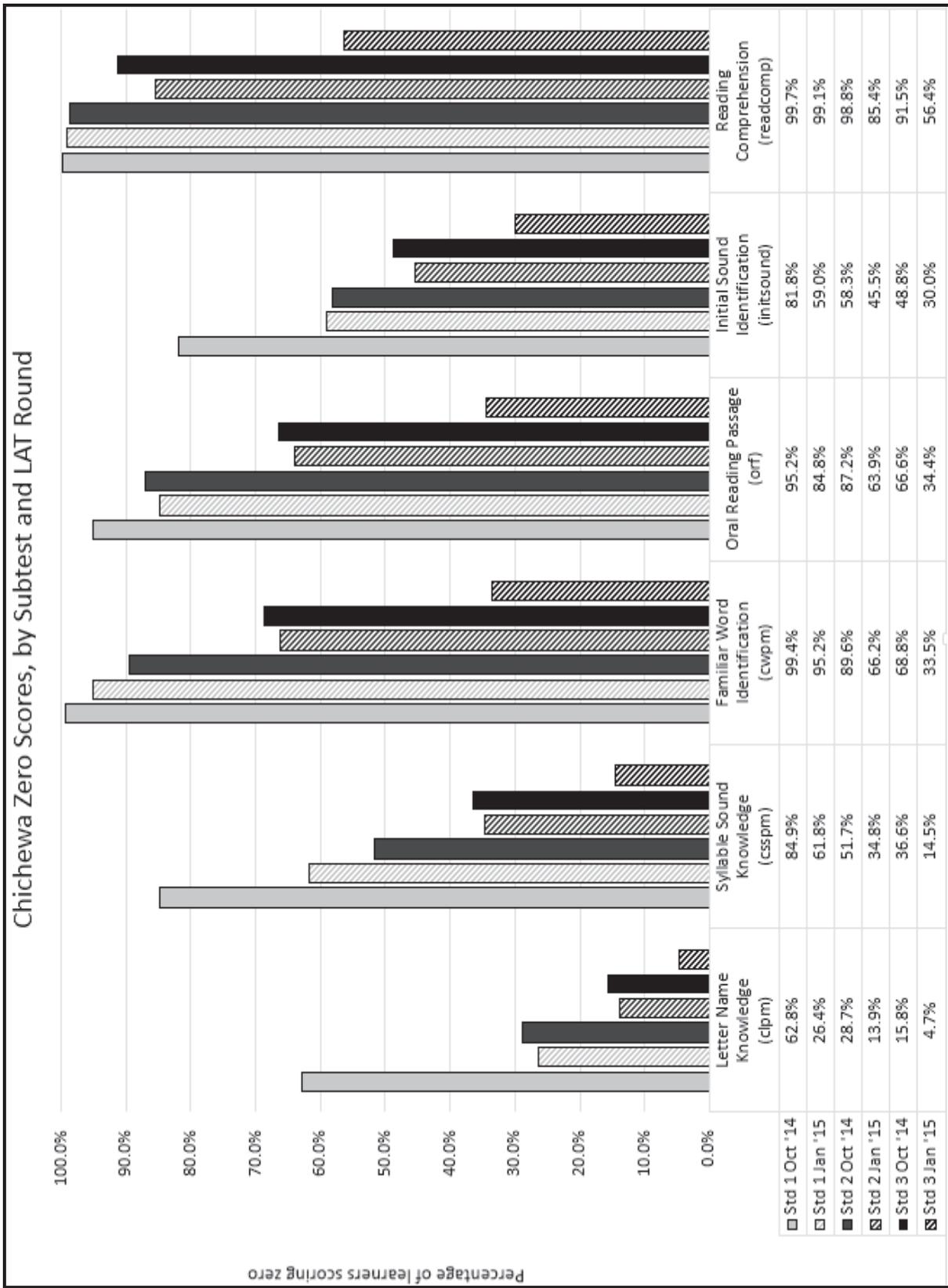
The first four sets of bars show the average scores in October and January for the test items that were timed. The last two bars are on a different scale because they are untimed tests, and the scores are shown as % correct.

The second graph, entitled Zero Scores shows the percentage of learners in each standard scoring zero on each of the test items. Again, the columns are in pairs, with the first column showing zero scores in October and the one next to it, zero scores in January.

Fluency and Percentage Scores



Zero scores



Here is a guide to help with understanding the graphs:

clpm	correct letters per minute
csspm	correct syllable segmentation per minute
cwpm	correct words read per minute
orf	oral reading fluency (reading a short passage out loud)
initsound	listening to and giving the beginning sound of words (phonological awareness)
readcomp	reading comprehension questions

*Activity: Using the information from the graphs to prepare a simple presentation for colleagues and/or parents.*

In your groups, referring to both graphs, prepare a short presentation that explains either to your school colleagues or to parents, the key aspects that these graphs show us. Your facilitator will assist if you have any questions.

Prepare to explain:

- Some 'good news' features:
  - The improvements in average scores between the October and January.
  - The reduction in zero scores between October and January.
  - Standard 1 learners' improvement in letter sound knowledge from about 1.5 words in October to 5.49 in January.
- Some 'alarm bell' features:
  - About 89% in October and 67% in January of Standard 2 learners, unable to read a single familiar word.
  - About 35% of standard 3 learners, still not able to read a single word of a passage in January.

Each group's presentation should last only 5 minutes. After this cut-off time, the next group should come in. This will ensure that the presentations are not too complicated, and that information across the groups is shared.

## **5. Overview of Chichewa Standard 2 Teachers' guide: Volume 3 (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 17-25 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.

## 6. 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.

### o Sound recognition

**Kuzindikira liwu la phatikizo:** Lero tiphunzira liwu la phatikizo latsopano. Poyamba titchula liwu la phatikizo. 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 Term 3, Mutu 17 Phunziro 1 page 1*

### o 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 3, Mutu 19 Phunziro 1, page 33*

## 7. The alphabetic principle (45 minutes)

### 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 Units 20 and 25, the focus is on the teaching and learning of blends and digraphs.

*Digraphs are a group of letters used to represent a single sound. They are included in this reading program in the same way as letters. Look at the digraphs below. Let's practise the sounds of these digraphs.*

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

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

Consonant blends:

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

The following digraphs were taught in Term 1-2:

mb, mp, nd, ng, ng', nj

These blends were taught in Term 1-2:

kw, mf, mg, mk, ml, ms, mt, mv, mw, mz

The following digraphs are taught in Term 3: ny, ph, sh, th, mph, ntch, tch

The following blends are taught in Term 3:

ns, nz, ps, pw, sw, ts, khw, ndw, nkh, nth, ngw, nkhw, nsw, thw

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.

- o Recognizing and naming syllables
- o Identifying syllable sounds and sounds of blends
- o Syllable blending (blending letters to make syllables)
- o Sound spelling
- o Word blending (blending letters or syllables to make words)

## 8. 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 1)

### *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 1. 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 should be prepared to present.

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 group, look for activities in the TG that can enhance development of fluency among learners and practise them. You may also check activities that are on every 8th lesson of the unit. These could enhance practice of fluency.

## 9. Practising Comprehension Routines (45 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.

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, any other short Chichewa texts and supplementary readers provided by EGRA can be used to practise the comprehension 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 (*Kodi nkhanayi ikukamba za chiyani?*)
- Getting information from the text (*Chifukwa chiyani akutsuka mano? Kodi potsuka mano amagwiritsa ntchito chiyani? Kodi mwanayu akufuna kupita kuti?*)
- Seeking learners' opinions and ideas (*Kodi chimachitika ndi chiyani ngati inu simusamba kapena kutsuka mamo?*)
- Related to learners' own experience (*Kodi tsitsi mumayenera kulisamalira bwanji? Kodi munthu wosapesa tsitsi amaoneka bwanji? Kodi kuipa kosapesa tsitsi ndi kotani?*)

Ref: Std 2 Chichewa LB page 64; TG Page 63, 65

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 solution. Knowing how to look for these elements in a story will help learners understand a story more easily.

## 10. Lesson Pacing : Demonstration and Practice

(45 Minutes)

### 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.

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1 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.

Choose a lesson from the Standard 2 Chichewa Term 3 Teachers' guide that you will teach together.

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.

### Activity

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

Try to deliver the lesson activities within the specified time allocations. 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.**

## II. Assessment strategies

(30 minutes)

The National Primary Curriculum (NPC) emphasizes the integration of teaching, learning, and assessment.

*Activity: Individual Learner Assessment*

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

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

- When you have completed teaching to a certain level, e.g., to the end of Mutu 25, select 10 letters in random order from Mutu 17-25 that the learners should already know.
  - o Example letters: s e N a L T k w d m
- Then choose 10 syllables that you have already taught.
  - o Example syllables: no ke li ma we ku ti do nu sa
- Then choose 20 words from Nditha that you have already taught. Choosing 20 words allows for the more advanced learners to show their ability. With a weaker learner, you would just let them try to read one row of 5 words.
  - o Example words: adana kalata meza kulima madzi  
tseka soka mano chulu puma
- To record the reading scores of each learner, write these letters, syllables, and words on a small chalk board or on a piece of paper or card.
- Take one learner at a time to read the letters, syllables, and words.
- It will take about one week to assess a class of 100 learners if you assess 20 learners per day; or two weeks if you assess 10 learners per day.

### Discuss with your group the importance of learner assessment.

Assessing learners reading on their own is an essential part of effective teaching of reading. It is not easy with large classes but your PEA and head teacher are available to help you organize this. You can discuss how to implement individual reading sessions and any challenges you have with your PEA or head teacher during your coaching session. However, the TG provides the checklist for recording learners' progress and each unit has an element of assessment at the end. Unit 20 and 25 are review and assessment units that can help teachers determine learner progress and performance on a particular skill. Every 8th lesson is a review lesson. Please browse through the TG, identify the activity and practise them.

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.

## **12. Practising a review lesson with supplementary readers (45 minutes)**

The Chichewa Standard 2 course provides a review lesson at the end of each unit and in Term 3, the whole of Unit 20 and 25 are review units. In Lesson 9 in each unit, teachers should give learners opportunity to read supplementary readers, and be asked comprehension questions. The choice of readers depends on the reading ability of the learners.

You should also allow learners to borrow books to read at home, or allow the community reading facilitator to borrow the books or story cards for reading at the reading centre. When books are borrowed, keep a record of who has taken what, and ensure that the books are returned the following day.

In your groups, prepare to teach either a review lesson or a review unit lesson from Term 3. 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.

## **Annex I: 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.





