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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY

READING INTERVENTION PROGRAM

Training Manual Module I

Chichewa Standard 3

July 2015

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

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Early Grade Reading Activity

Chichewa Standard 3

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

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Acronyms

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-month 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 Three 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 through the PCAR Standard One, and NPC Standard Two courses as well as the EGRA Maziko a Kuwerenga courses. In Standard Three, learners further develop knowledge of phonics, fluency and vocabulary so that they are able to read with confidence and understanding.

This training manual is an introduction to the five components of reading as well as the EGRA learner assessment test (LAT) findings. These two elements will equip teachers with improved teaching strategies in order to improve Standard Three learners' performance in literacy.

Training programme: Chichewa Standard 3

Day 1

Time	Session
8:30–8:45	1-Registration, Welcome, and Introductions
8:45-9:00	2-The objectives of this Module 1 training
9:00– 10:00	3-Identifying challenges in the teaching and learning of Chichewa in Standard 3 and brainstorming solutions
10:00-10:15	Break (15 minutes)
10:15-11:00	4-Overview of lessons learned from the EGRA learner assessment tests
11:00- 11:30	5- Overview of Std 3 Chichewa Teachers' Guide
11:30- 12:00	6-Lesson cycle
12:00- 1:00	Lunch (1 hour)
1:00–2:00	7-Lesson cycle
2: 00-2:20	8- Overview of the five Components of Reading
2:20- 3:00	9- Phonological awareness in the Chichewa Standard 3 course
3:00-3:15	Break (15 minutes)
3:15-3:45	11 - Phonological awareness in the Chichewa Standard 3 course
3:45- 4:00	Wrap-up of Day 1

Day 2

Time	Session
8:00–8:15	1-Recap of day 1
8:15-9:15	2-Alphabetic Principle
9:15– 10:00	3- Fluency
10:00-10:15	Break (15 minutes)
10:15-10:45	4- Vocabulary
10:45- 11:30	5- Comprehension
11:30- 12:00	6-Pacing
12:00- 1:00	Lunch (1 hour)
1:00- 1:45	6- Pacing
1:45–2:15	7-Handwriting

2:15-3:15	8- Songs
3:15-3:30	Break (15 minutes)
3:30-4:00	11 – Preparation for Practicum Teaching.
4:00- 4:15	Wrap-up of Day 1

Day 3

Time	Session
8:00–8:15	1-Recap of day 2
8:15-8:55	2-Preparation for practicum
8:55– 10:00	3- Practicum
10:00-10:15	Break (15 minutes)
10:15-11:00	4- Feedback Session
11:00- 12:00	5- Teaching Learners with Reading Difficulties.
12:00- 1:00	Lunch (1 hour)
1:00–2:00	6-Assessment
2:00- 2:45	9- Overview of Teaching Reading Using Supplementary Readers
2:45-3:00	Break (15 minutes)
3:00-3:40	11 – Action Planning for implementation.
3:40- 4:00	Wrap-up of Day 3

1. Registration, Welcome, and Introductions (15 minutes)

Welcome to Module 1 of the Chichewa Standard 3 training course. This course provides continuity from both the Standard Two 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 Std 3 Chichewa 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.

Iwe EGRA x 2

Tabwera kuno x 2

Tidzaphunzire /nd/, tidzaphunzire /khl/

Tidzaphunzire /mb/, tidzaphunzire /ph/

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 Chichewa course in Std 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 share the success stories, 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 successes, challenges and solutions

Get into groups of about ten people. In your groups, spend **ten** minutes brainstorming a list of the successes and challenges that you face in implementing the literacy intervention. Suggest solutions to the challenges directly related to the teaching of reading, which we can change (e.g., pacing of the lesson, learners' losing concentration, etc.). You should also list those challenges which are often beyond the teacher's control and are much more difficult to change (e.g., large class size, irregular attendance, etc.).

Present your findings in a plenary.

Facilitator: During this session, share and discuss this finding:

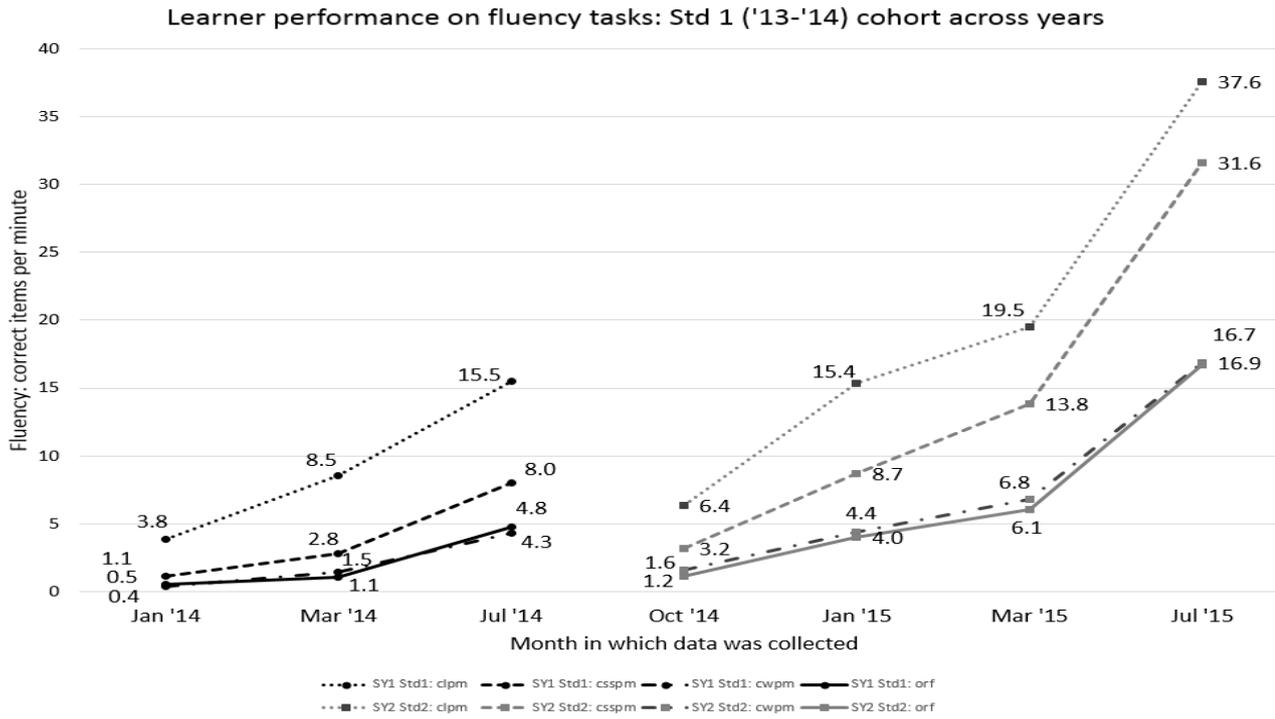
Teachers often fully grasp the new teaching skills during the training, and demonstrate beautifully the */I do/ We do/ You do* lesson cycle. But then back in the classroom, they go back to traditional approaches. Why is this? And what can help

4. Overview of lessons learned from the EGRA learner assessment tests (45 mins)

The Learner Assessment Tests (LATs) are conducted in October, January and July in all EGRA districts, 3 schools per district. Although this is too small a sample for it to have statistical validity, 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.

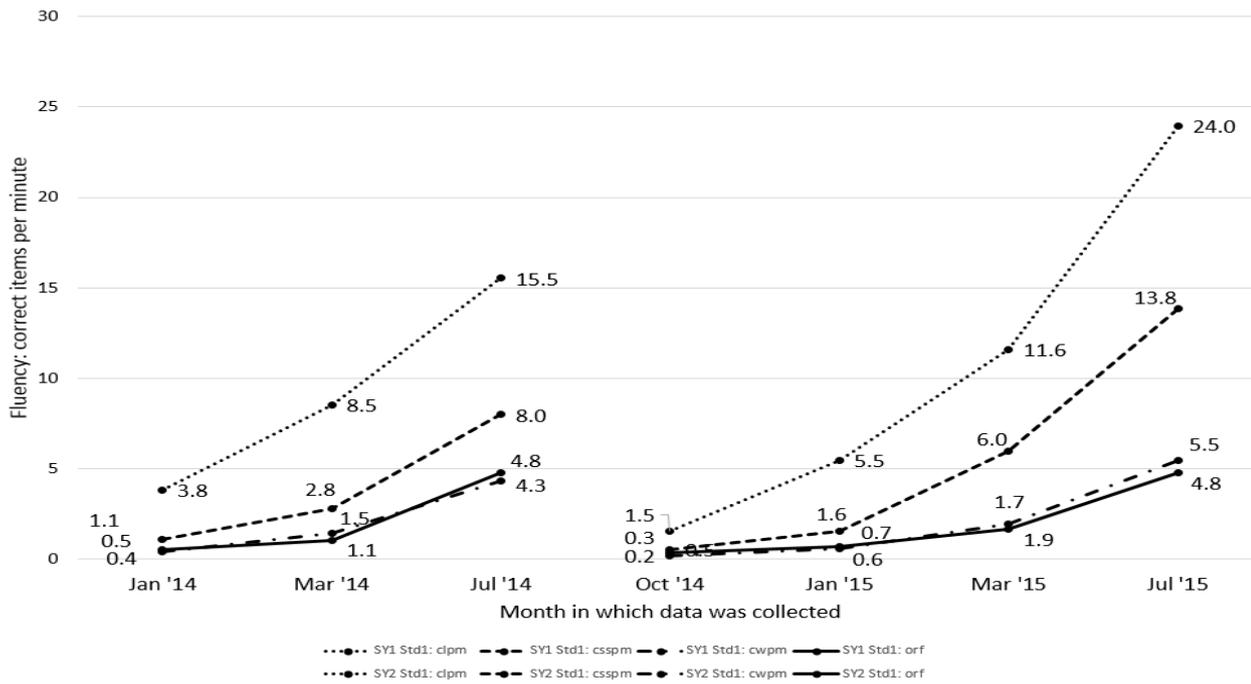
A random sample of 10 learners per Standard (1, 2 and 3) and per language (Chichewa and English) are tested, using the LAT, which assesses performance in the five skills of letter naming, phonological awareness, syllable reading, familiar word reading, reading of a short passage and comprehension questions, based on the passage. The graph below shows the combined average scores for the Standard 2 sampled learners on the four LAT sub-tests for reading fluency.

The results for October, January and July are featured for both years. The graph is divided into two parts. The scores for 2014 are on the left and the scores for 2015 are on the right. In 2014, EGRA had not yet provided scripted lesson plans, specific training or support for Standard 2. So these scores provide an interesting comparison of pre- and post-intensive EGRA training, materials and support.



Fluency tests

Std 1 Learner performance on fluency tasks: SY1 - SY2



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 parts of the graph, prepare a short presentation that explains either to your school colleagues or to parents, the key aspects that the graph shows us. Your facilitator will assist if you have any questions.

- Things to notice:
 - The comparison is only possible for the January and July 2015 LAT (months 5 and 11 on the graph) because in School Year 1, LAT was not conducted in October 2014.
 - The performance in January in School Year 2 was only slightly better than that in School Year 1
 - By July 2015 the performance of learners in School Year 2 is much better than the performance in School Year 1

- Some 'good news' features:
 - This overall improvement performance is encouraging.
 - The biggest improvement is in correct syllable reading – 14.1 words per minute in 2014 compared with 30.28 in 2015. .

- Some 'alarm bell' features:
 - The 2015 correct words per minute and oral reading fluency although much improved on the 2014 scores are still quite low at 16.13 and 16.24.

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 3 Teachers' guide and Learners Book (15 minutes)

The Std 3 Chichewa teachers' guide draws on the best practices of Std 2 Chichewa reading intervention. This is intended to support Std 3 teachers in teaching reading. The guide constitutes Units 1 – 30 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 gap filling exercises.

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. Lesson Cycle (1hr 45 mins)

Introduction

A lesson cycle is a teaching strategy and a way of writing lesson plans that includes three stages: modeling (I do), guided practice (We do) and independent practice (You do). It is important that you understand how a lesson cycle works in order for you to be able to follow what happens in a classroom. In this session, you will learn about a lesson cycle that you will use in the teaching of early grade reading.

Objectives

- Explain the importance of a lesson cycle
- Describe the features of a lesson cycle
- Demonstrate how to use the features of a lesson cycle
- Discuss the importance of formative evaluation

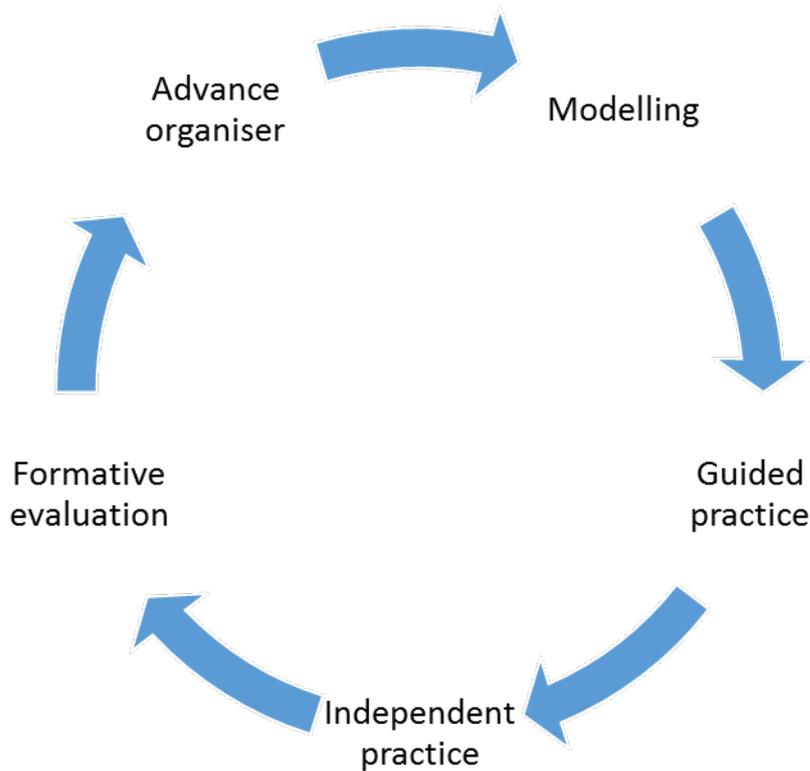
Activity 6.1: Describing the features of a lesson cycle

The following is the lesson cycle that guides teaching and learning.

Activity

In pairs:

- Study the diagram below and do the following:
- Discuss what you understand by the term lesson cycle.
- Identify the five features of an effective lesson cycle.
- Describe what is expected at every stage of a lesson cycle.
- Write your responses on a flip chart.
- Present your responses in a plenary.



Activity 6.2: Explaining the importance of a lesson cycle

In groups:

1. Explain the importance of a lesson cycle.
2. Write your responses on a flip chart.
3. Present your work in a plenary.

Activity 6.3: identifying features of a lesson cycle from a scripted lesson plan

In your groups:

1. Read through the unit assigned to you from the standard 3 Chichewa Teachers Guide.
2. Identify an advance organize, modeling, guided practice and independent practice from one of the lessons in the unit.
3. Give examples of formative assessment in each lesson.
4. Write your responses in a flip chart.
5. Present your responses in a plenary.

Activity 6.4: Discussing the importance of formative evaluation

In groups:

1. Answer the following questions:
2. Why is it important to evaluate learners’ understanding of lesson?
3. What measures can you take if the majority of learners did not understand the lesson?
4. If the majority of learners in your class understood the lesson, how can you support the learners who did not?
5. Write your responses on a flip chart.

6. Present your responses in a plenary.

Activity 6.5: Demonstrating teaching a lesson following the lesson cycle

In your groups:

1. Choose any lesson from the standard 3 Chichewa teachers Guide.
2. Prepare a mean lesson having all the features of the lesson cycle.
3. Teach the mean lesson to show your understanding of the lesson cycle.
4. Discuss the lesson as a class.
5. Evaluate the lesson.

7. Overview of the Five Components of Reading (20 mins)

Successful early grade reading takes into consideration the five key components also known as the five big skills which are phonological awareness, alphabetic principle, fluency, vocabulary and comprehension. Each one builds on the other to ensure that learners have the necessary skills to be able to read fluently and with understanding.

In this session, you will have a snap short of these five key components. Afterwards, special attention will be given to these components during which time you will have the opportunity to practise teaching them in the course of the training. When teaching the five components of reading, it is important to respond to the needs of all learners.

Objective

By the end of this session you should be able to, describe five key components of reading.

Activity 7.1: Matching key components of reading with correct definitions

In groups:

Match the number in the first column with the correct letter in the second column that has an explanation of the skill in the first column.

Record your responses and present them in a plenary.

Name of component	Explanation
1,Phonological awareness	Being able to make meaning out of a text that has been read.
2, Alphabetic principle	Knowing word meanings.
3, Fluency	Being able to say the sounds in a word and being able to manipulate the sounds in words.
4. Vocabulary	Being able to identify common words rapidly, or being able to read sentences quickly, accurately and with expression.
5.Comprehension	Being able to hear the sound and write the letter or being able to read a new word by sounding it out.

8. Phonological awareness in the Chichewa Standard 3 course (1 hr 10 minutes)

One of the key components of early grade reading instruction is phonological awareness. Remember that phonological awareness is the ability to discriminate the sounds of a language. Someone with phonological awareness is able to hear, identify, and manipulate words and break them into sounds. Understanding phonological awareness allows a learner to (a) separate or segment words into sounds, (b) blend sounds into words, or (c) manipulate sounds by adding or subtracting them from a word.

Phonological awareness is completely an oral skill and should be taught and practised without the use of text. Phonological awareness has five routines. The routines are sound recognition, sound identification, sound comparison, blending and segmentation. It is important to note that not all routines are done in one lesson. And that some learners may struggle to hear and pronounce the sounds due to various challenges.

Objectives

By the end of this session, you should be able to:

- Practise speech sounds
- Demonstrate teaching phonological awareness routines to learners with diverse needs

Activity 8.1 Practising speech sounds

1. Display a chart showing the Chichewa alphabet, diagraphs and blends
2. Let participants practise sounding alphabet letters, diagraphs and blends individually, in pairs and in groups.
3. Discuss difficulties learners with special educational needs experience when practising speech sounds
4. Demonstrate sounding letters, diagraphs and blends in plenary

Activity 8:2: Demonstrating teaching phonological awareness routines. Consider how your teaching strategies can meet the needs of all learners.

Here are some examples of phonological awareness activities in Chichewa Standard 3 course.

○ Sound identification

Kupeza ndi kutchula liwu loyamba: Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu ndipo nditchula liwu loyamba m'mawuwo. Kenaka ndinena mawu ndipo titchula liwu loyamba m'mawuwo. Pomaliza ndinena mawu ndipo inu mutchula liwu loyamba m'mawuwo.

Mphunzitsi

Mphunzitsi ndi Ophunzira

Ophunzira

<ul style="list-style-type: none"> ● Mawuwa ndi bwanji. ● Ndipeza liwu loyamba kenaka nditchula liwu loyambalo. Liwu loyamba m'mawu ndi /bw/. ● Mawu ena ndi mfuleni. Mawuwa akuyamba ndi /mf/. 	<ul style="list-style-type: none"> ● Tiyeni tichitire limodzi. Mawu oyamba ndi bwanji. Liwu loyamba m'mawuwa ndi /bw/. <i>Mphunzitsi ndi ophunzira anena limodzi.</i> ● Pitirizani ndi mawu ena monga: bwino, swera, bwera. 	<ul style="list-style-type: none"> ● Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. ● Mawu oyamba ndi bwanji. <i>Ophunzira atchula liwu la /bw/.</i> Pitirizani ndi mawu ena monga: swera, nthawi, dzulo, bwera.
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END OF DAY I

Day 2

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

Welcome back to Day 2 of this workshop. Note that today we will begin by practising letter sounds, digraphs and blends in our groups.

2. The alphabetic principle

(1 hr)

In Standard 1 and 2, the learners have already been taught the letter-sound correspondence of all the single letters, blends and digraphs. In Std 3 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 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 are some blends and digraphs: **kw, mf, mg, ms, mw, nd, ng', nj, ny, ph, pw, sh, sw, khw, mph, ndw, nkh, nth, ngw, nkhw, ntch, tch, nsw, thw, msw, dy, phw, thy, zy, rw, zw, tsw, mdz, mtsw, mnz, mbw, mnkhw**. Let participants categorize these into blends and digraphs and have them practise these.

The facilitator will assign a blend/digraph to a group to model each of the following five alphabetic principle teaching routines.

- 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)

3. Fluency (45 mins)

Fluency refers to the ability to read accurately, quickly and with expression. It is developed during practice stage. Learners should practise the new content several times so that they remember it.

Fluency helps learners to be able to understand what they read. It helps learners to make meaning out of text. Learners need to recognize letters and read words accurately and quickly to be able to use more of their time and effort concentrating on the meaning of words rather than sound of each letter.

Fluency practice is important. Learners must receive feedback to correct errors (helping them become more accurate). **Fluency practice and games are to be used as an introductory or closing activity in each lesson routine.** Select one of the activities below to practise in a day.

- 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 I)

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 I. 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.

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 all learners and practise them. **You may also check activities that are on every 7th lesson of the unit. These will enhance learners' fluency.**

Facilitator: Remind teachers that whole class reading is only one way to improve fluency. Learners need to practise in groups, as pairs and as individuals. Also, during independent practice, learners need to be encouraged to read as fast as they can.

4. Vocabulary (30 mins)

Vocabulary refers to knowledge of words and word meanings in a language. Learners who have limited vocabulary struggle to understand what they have read even though they may learn to sound out words fluently. This component is important because learners need to understand what they are reading.

Vocabulary has a routine which involves saying, repeating, knowing, defining and making sentences with the word.

Activity 4.1: Describing strategies followed in teaching vocabulary

In groups,

- i. Make a survey and identify vocabulary activities in the Standard 3 Chichewa Teachers Guide
- ii. Describe the process of teaching vocabulary
- iii. Write the responses on a flip chart

- iv. Share your responses in a plenary

Activity 4.2: Demonstrating teaching vocabulary

The facilitator will assign to each group a passage from Standard 3 Chichewa LB

- i. Prepare a mini lesson on how to teach vocabulary
- ii. Choose someone to present the mini lesson
- iii. Teach the mini lesson as other participants are observing the lesson
- iv. Discuss the lessons in a plenary

5. Comprehension Routines (45 mins)

The final component of reading is comprehension. Comprehension is the main goal of reading. It is the process of getting meaning from spoken language and/or print. Readings cannot be complete unless learners are able to understand what they are reading. 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' development of reading comprehension.

Activity 5.1: Identifying comprehension strategies

In groups,

- i. Identify comprehension teaching strategies in the Standard 3 Chichewa Teachers' Guide
- ii. Write these down on a flip chart
- iii. Present your findings in plenary

Facilitator: If the first group itemizes all the comprehension strategies, there is no need for other groups to repeat the same information. This will allow more time for the next practical activity. .

Activity 5.2: Practising teaching comprehension

The facilitator will assign each group a comprehension strategy and a text from Standard 3 Chichewa LB, supplementary readers and any other Chichewa texts.

- i. Prepare a mini lesson to demonstrate the strategy that you have been assigned
- ii. Choose someone to present the mini lesson
- iii. make observations while lessons are being taught
- iv. Discuss the lessons in a plenary

Note:

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 mano?).
- Related to learners' own experience (Kodi tsitsi mumayenera kulisamalira bwanji? Kodi munthu wosapesa tsitsi amaoneka bwanji? Kodi kuipa kosapesa tsitsi ndi kotani?).
- Issues of learners with special needs being taken on board.
- The strategy above emphasizes the **teaching** of comprehension and not testing of comprehension.

Story or text structure

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

Text sequence

Another comprehension teaching strategy involves making learners aware of the sequence markers. In Standard 3 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**.

6. Lesson Pacing (1hr 15 mins)

Good lesson pacing is a very important aspect of effective teaching.

If a teacher teaches too slowly

- Learners may not be able to cover all the content and activities within the scheduled time.
- Learners may become bored and restless.

But if a teacher teaches too quickly

- Learners will not get enough time to practise and master the skill.
- Slow learners will be left behind and not benefit from the lessons.

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

Tips on good pacing

- Thorough preparation
- Adapt lessons to the needs of the learners
- Minimize teacher talking time
- Teacher should move to the next activity only when the majority of learners demonstrate mastery of the skill being taught.
- The teacher should not move at the pace of the fastest or the slowest learner but should provide additional help to those learners who need it

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 30 minutes. A good teacher is one who paces the delivery of the lesson to maximize the learning of **all learners** in the class.

Activity:

Break into groups of about five teachers.

As a group choose a lesson from the Standard 3 Chichewa Teacher's Guide

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.**

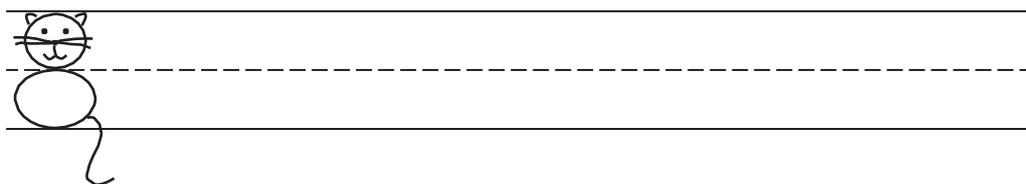
7. Handwriting practice (30 mins)

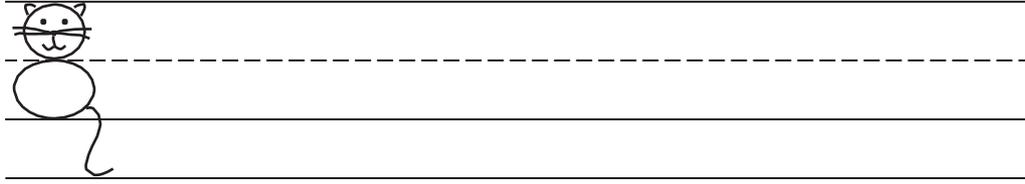
Before we discuss the second key component alphabetic principle, we need to devote a little time to ensuring that teachers' letter formation is an excellent model for the learners.

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

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

Note to facilitator: In preparation for this session, draw four lines on the board/flipchart paper and a cat to show which letters are the same size as the body, which are the 'body and the head' and which are the 'body and tail'. If you think that your Std 3 learners do not need to use the cat to align their letters, just draw four lines.





All participants should practise handwriting in their parts for 10 minutes on their own whilst the facilitators move round and provide assistance where necessary. This is a kind of activity that you can slot into your teaching day to help learners improve their handwriting.

8. Songs (1 hr)

Apart from providing enjoyment, songs enhance language learning. They promote language mastery and provide a context for practice. They motivate learners and help them remember vocabulary and structure. They also help learners to develop confidence in express themselves by improving fluency. Finally they give practice in sentence patterns, rhythms, stress and intonation.

Activity I: composing songs

In groups,

1. Compose at least two Chichewa songs
2. Make up your tune
3. Sing the song using gestures or actions
4. Present the songs to all participants
5. Participants should practise singing the songs

Note: The facilitator should take note of the songs presented.

9. Preparation for Practicum Teaching (30 Minutes)

Facilitators should allow teachers time to prepare themselves for teaching the learners in the practicum session. If teachers have any questions for clarification, this is the time to ask before proceeding to the preparation. The practicum provides the opportunity for teachers to implement what has been learnt during these two days. Therefore, it is necessary that many teachers take the opportunity to practise teaching with real learners.

END OF DAY 2

DAY 3

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

Welcome back to Day 3 of this workshop

2. Preparation for Practicum (40 minutes)

Facilitators will allow teachers a little time to prepare themselves for teaching the learners in the practicum session. If you have any questions for clarification, now is the time to ask them before you proceed to the teaching site.

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

Identify one or two participants to present the lessons.

3. Practicum (1 hr)

Identified teachers teach the lessons. The rest of the members should observe and take notes so that they can actively participate in the feedback session after the practicum. Those observing should take note of the following:

- Strengths of the lesson
- Areas requiring improvement
- Support or advice given to the teacher.
- Inclusivity

4. Feedback session (45 mins)

Make participants share their observations about the lesson. Let them ask any questions for clarification about the methodology of the lesson routine or of the individual learner assessment.

5. Teaching Learners with Reading Difficulties in a Classroom (1 hr)

Learners differ in many ways in a classroom. They differ in interests, personality, intelligence, cultural background and learning styles. In some learners, eyes are a key to their learning while others benefit much from hearing the information. Some have specific learning challenges. Others learn better by doing and touching. Therefore, teaching such a diverse class requires teachers who are creative, innovative, and organized.

Activity 5:I Identification of early reading difficulties signs among learners

Groups answer the two questions:

- i) Why do some learners have difficulties in learning to read?
- ii) What reading behaviours may make the teacher suspect a reading difficulty?

Facilitator: These consolidation points are in answer to the questions above. Participants may suggest other reasons and behaviours that are not here. Accept all reasonable suggestions.

Consolidation points for the facilitator

Learners may struggle with reading because of these reasons:

- Limited experience with books
- Speech and hearing difficulties
- specific learning disabilities e.g. reversal of letters
- Poor phonemic awareness
- intellectual difficulties

The following are some of the negative reading behaviours for possible reading difficulties (in random order):

1. Reads in a slow word-for-word manner.	13. Is easily distracted from reading.
2. Reads rapidly, ignoring punctuation.	14. Tries to avoid reading anything.
3. Points to each word with a finger.	15. Makes no attempt to read and just looks at the given passage.
4. Repeats words, phrases and sentences.	16. Gives up easily on reading tasks or avoids reading.
5. Loses place when reading.	17. Asking questions repeatedly when asked to read.
6. Skipping/jumps words, lines or sentences when reading.	18. Squints when reading.
7. Reads the picture instead of the words.	19. Looks off page when reading.
8. Uses a voice that is too high or low during oral reading.	20. Gets headaches when reading.
9. Head moves during reading tasks.	21. Tires easily when reading.
10. Appears anxious or nervous in a reading situation.	22. Watches teachers or speakers intently trying to grasp words.
11. Has speech problems.	23. Appears not to listen.
12. Raises a hand but gives inappropriate answers.	

Activity 5:2 How to teach learners with reading difficulties

In groups

1. Suggest how you would assist learners with reading difficulties
2. Present the findings in a plenary

Consolidation points for the facilitator

Some learners struggle with reading so when planning a reading lesson it is important to adapt to accommodate their learning needs. Below are some of the strategies that can assist in adapting the lesson:

- Break reading material into small sections and make them short and simple
- Adapt reading lessons to the learners' level
- Reading materials must be in accessible formats e.g. large print, braille, simple language
- Provide for more practice to insure over learning

- Use simple classroom language when giving instructions e.g. open page 12, read the sentence,
- Repetitions, reinforcements and flash cards should be used
- Ask simple questions from a passage to check understanding
- Teach learners to identify key words in a passage
- Use gestures and signs when teaching
- Talk before you write on the chalkboard
- Minimize unnecessary movements when teaching

6. Assessment strategies

(1hr)

The National Primary Curriculum (NPC) emphasizes the integration of teaching, learning, and assessment. Individual 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. Also remember that Units 5,10,15,20, 25 and 30 are review and assessment units, which can help teachers determine learner progress and performance on a particular skill. Every 7th lesson is a review lesson.

Activity:

- Browse through the TG,
- identify the assessment activities
- 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

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 30, select 10 syllables that you have already taught.
 - Example syllables: **kho dza mwe nkhwe nthā mswa ngó phwa tcho tswi**
- Then choose five simple sentences from Std 3 LB which contain syllables that you have already taught. Choosing five sentences allow for the more advanced learners to show their ability. With a weaker learner, you would just let them try to read a sentence.
 - Example sentences:
 - **pakhomo pa a Pofu padali pa ukhondo**
 - **Edzi ilibe makhwala**
 - **Tione amatsuka mano ndi mswuwachi**
 - **Nkhwenzule ili zyoli mu mtengo**
 - **Ngómbe zawo zabadwa**

- To record the reading scores of each learner, write these syllables and sentences on a small chalk board or on a piece of paper or card.
- Take one learner at a time to read the syllables, and sentences.
- 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.

7. Practising a review lesson with supplementary readers (45 minutes)

The Chichewa Standard 3 course provides a review lesson at the end of each unit. Units 5, 10, 15, 20, 25 and 30 are review units. In Lesson 7 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 any lesson in a review unit. *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

8. Action planning for implementation (40 minutes)

Teachers from one school should sit together for this session. Head teachers should take a leading role.

Mention four items you have learned at this training that you are going to implement as soon as you get back to your classroom.

1. _____
2. _____
3. _____
4. _____

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

END OF DAY 3

Annex I: Fluency Games

Word Scratch Off

Teacher: Today, we are going to play a game to practise 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 practise 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.