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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY

READING INTERVENTION PROGRAM

Training Manual: Module 2

Chichewa Standard 3

NOVEMBER 2015

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

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Early Grade Reading Activity

Chichewa Standard 3

Reading Intervention Program

Training Manual

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Date Submitted: December, 2015

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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

CPD	Continuous Professional Development
DTED	Department of Teacher Education and Development
EGRA	Early Grade Reading Assessment
IPTe	Initial Primary teacher Education
LAT	Learner Assessment Tool
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
MTPDS	Malawi Teacher Professional Development Support
NPC	National Primary Curriculum
ODL	Open and Distance Learning
PEAs	Primary Education Advisors
PCAR	Primary Curriculum and Assessment Reform
Q&A	Question and Answer
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SI	Social Impact
USAID	United States Agency for International Development

Introduction

The Early Grade Reading Activity (EGRA) is a 40-months USAID education initiative that aims to enhance the quality of primary education in Malawi. EGRA provides technical assistance to the Ministry of Education, Science and Technology (MoEST) in implementing teacher education support, literacy materials development and systems management. Building on the achievements of previous activities and in particular on the Malawi Teacher Professional Development Support Program, it also features a strong element of community mobilisation and of inclusive education for learners with special learning needs. EGRA targets teacher trainers, teachers, school administrators, parents, and other key community members in 11 districts, with a special focus on improving literacy skills at the lower primary level.

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

The Chichewa Standard 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 Standard Two both through the PCAR Standard Three 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 also focuses attention on how to assist learners with special educational needs, on coaching support for teachers and on skills that will enable teachers to assess learners' performance in literacy.

Training programme: Chichewa Standard 3

Day 1 Recap of Term 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- Overview of October Learner Assessment Test Findings
10:30-10:45	Break (15 minutes)
10:45-11:30	5- Identifying successes and challenges in the teaching and learning of Chichewa in Standard 3, and brainstorming solutions
11:30-12:30	6-Practicing term 1 lessons to address challenges on lesson cycle, the Big Five reading skills (Phonological awareness, vocabulary and comprehension)
12:30- 1:30	Lunch (1 hour)
1:30–2:30	7- Practicing term 1 lessons to address challenges on mechanics of writing (handwriting, drawing lines on the chalkboard, punctuation and spacing between words)
2:30-3:15	8- Class management (large classes, pacing, reinforcement and language use, print rich, songs)
3:15-3:30	Break (15 minutes)
3:30-4: 15	9- Assessment and record keeping
4:15 -4:30	Wrap up of Day 1 and Closure

Day 2

Time	Session
8:00–8:15	1-Welcome Back and Review of Day 1
8:15-9:15	2- Overview of Chichewa Standard 3 term 2 course
9:15-9:30	3-Overview of the Five Big Skills in term 2
9:30-10:45	4-Practising routines for the five big skills (phonological awareness and alphabetic principle)
10:45-11:00	Break (15 minutes)
11:00-12:30	5- Practising routines – Fluency (poem)
12:30-1:30	Lunch (1 hour)
1:30- 2:45	6-Practicing routines - Vocabulary and Comprehension (answering questions in writing)

2:45-3:00	Break (15 minutes)
3:00-3:45	7-Writing mechanics – composition (punctuation and spelling)
3:45-4:15	8- Preparation for Practicum Teaching (writing composition/ reading poems)
4:15-4:30	Wrap up of Day 2 and Closure

Day 3

Time	Session
8:00–8:15	1-Welcome Back and Review of Day 2
8:15-9:00	2- Preparation for Practicum
9:00-10:00	3-Practicum
10:00-10:15	Break (15 minutes)
10:15-11:00	4-Feedback Session
11:00-12:00	5- Identifying and including learners with special needs
12:00-1:00	Lunch (1 hour)
1:00-2:00	6. How to assess composition (word choice, space, spelling and punctuation)
2:00- 2:45	7. Use of Supplementary Readers
2:45-3:00	Break (15 minutes)
3:00- 3:45	8- Use of Supplementary Readers
3:45-4:15	9-Action Planning for implementation
4:15-4:30	Wrap up of Day 3

DAY I

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

Welcome to Module 2 of the Chichewa Standard 3 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, please observe the following ground rules:

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

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

To begin, please introduce yourself to the other participants. When you introduce yourself, you will also be asked to complete the following sentence: "Learning to read is important because"

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

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

Yang'anayang'a pomwe Pali nkhwa

Yang'anayang'ana 2x

Ukamupeza umulembe

Yang'anayang'ana.

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’, 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 and writing as an integral part of their teaching.
 - There is sharing of good practices among the participants, from their experience of having implemented the Chichewa course in Std 3 term one
- **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 and writing skills.

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

		Proportion of zero scores on ORF		
		2013-'14	2014-'15	2015-'16
October	1		95.2%	89.0%
	2		86.0%	76.2%
	3		63.7%	38.0%
January	1	95.0%	84.7%	
	2	81.8%	64.0%	

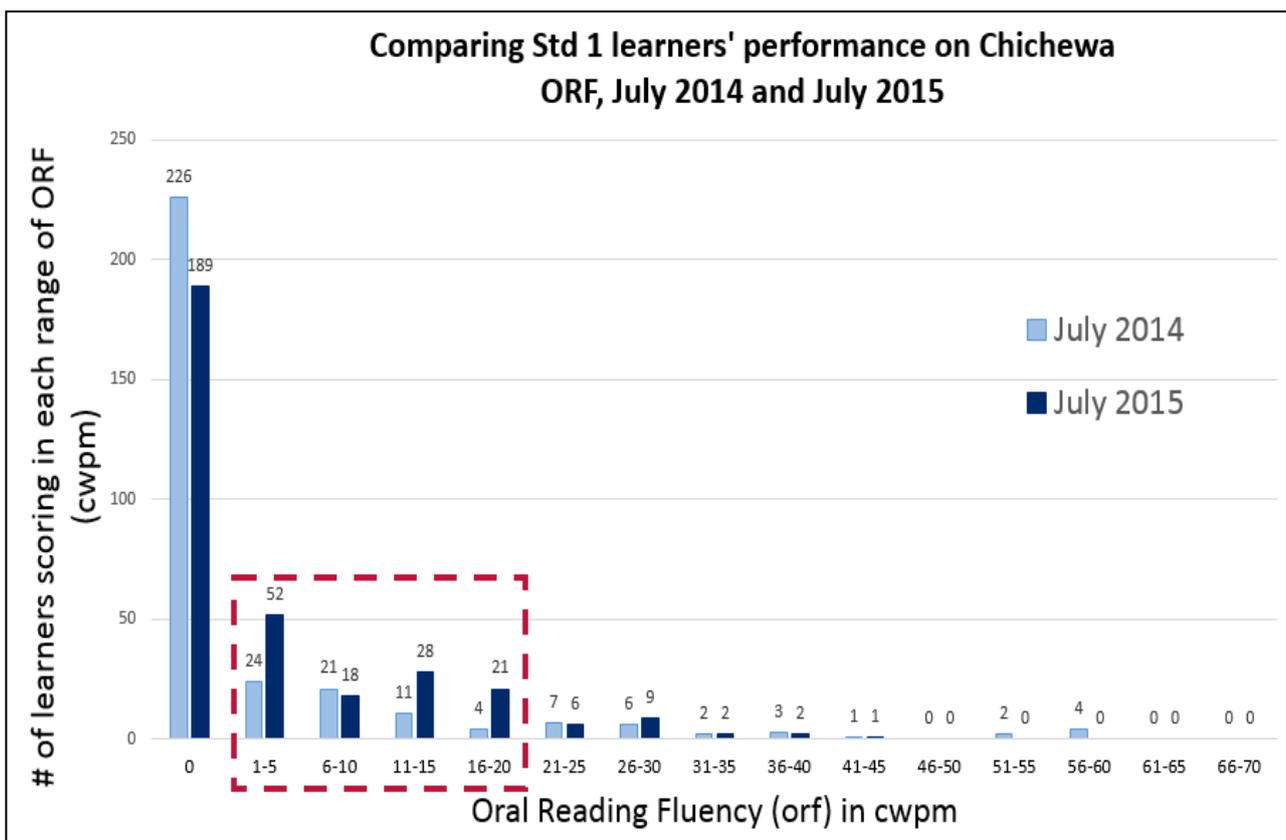
	3	52.4%	34.1%	
March	1	86.9%	74.7%	
	2	69.7%	56.6%	
	3	36.9%	21.4%	
July	1	72.4%	57.6%	
	2	54.5%	30.3%	
	3	25.5%	10.7%	

There have now been 8 rounds of Learner Assessment Tests (LAT) run by EGRA. The first was in January 2014. Although the LAT does not involve control schools to compare intervention with controls, it is possible to make comparisons between the different intervention years.

Look at the table above. It shows for each LAT and each Standard, the percentage of learners who were not able to read a single word in the passage reading (ORF – oral reading fluency) subtask.

Compare the information across the three years of the EGRA intervention, 2013-2014, 2014-15 and 2015-16. We can see that for every standard in every LAT, the percentage of learners who are failing to read a single word is reducing. This is a very good thing. It means that the teachers, head teachers, PEAs and in fact everyone who has been involved with EGRA must have been doing something right, to make inroads into this very important sector of learners, those who for whatever reason are poor performers.

Another interesting comparison is shown in the bar graph below



This graph shows the performance in July 2014 and July 2015 of Std I learners in oral reading fluency.

The vertical axis refers to the number of learners obtaining the scores; the horizontal axis refer to the number of correct words read per minute. The light shaded bars are 2014, the dark shaded bars are 2015. The dotted border draws attention to oral reading fluency scores of 1-20 words per minute. The July 2014 scores reflect the performance of learners whose teachers had implemented EGRA for one year. The 2015 graph shows the performance of learners whose teachers have implemented EGRA for two years. First note that the learners scoring zero reduced from about 226 to 189. This is still a high proportion but significantly lower.

If we exclude the zero scoring learners, notice that in 2014, the combined total of learners who scored between 1 and 20 correct words per minute is 60 learners (24+21+11+4). Whereas in 2015, for this same category of 1-20 correct words per minute, the total has risen to 119 (52+18+28+21). This is a significant improvement, suggesting that the intervention is having an increased effect, year on year.

1.1. Preparing learners for individual assessments (10 mins)

Why do you think that so many learners achieve zero scores?

Could it be that learners get scared when asked to read aloud on their own to someone they do not know, and therefore do not perform to their best?

Do learners in your class get frequent opportunities to read aloud on their own? Or is the usual practice whole class choral reading?

How can we help learners gain confidence about reading aloud on their own so that we can reduce the number of learners not reading a single word?

In pairs, discuss these three questions. After 3 minutes, your facilitator will take your feedback. Be prepared to share you views with the whole group.

Faciliator: Summarise the discussion and solution. If not mentioned by the participants, emphasise the importance of teachers developing and using mini-LAT type tests (as addressed in previous trainings: Dec 2013, March, July and December 2014; March 2015).

4.2 Preparing learners for individual assessments (10 minutes)

Why do you think that so many learners achieve zero scores?

Could it be that learners get scared when asked to read aloud on their own to someone they do not know, and therefore do not perform to their best?

Do learners in your class get frequent opportunities to read aloud on their own? Or is the usual practice whole class choral reading?

How can we help learners gain confidence about reading aloud on their own so that we can reduce the number of learners not reading a single word?

In pairs, discuss these three questions. After 3 minutes, your facilitator will take your feedback. Be prepared to share your views with the whole group.

Facilitator: Summarise the discussion and solution. If not mentioned by the participants, emphasise the importance of teachers developing and using mini-LAT type tests (as addressed in previous trainings in Dec 2013; March, July and December 2014; March 2015). The opportunity to do this comes as session 9 in this manual.

5. Identifying Challenges, Opportunities and Solutions to Large Classes (45 minutes)

Large classes are one of the major obstacles to ensuring quality education. There are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education. In spite of this, large classes are a reality in many schools and many countries including Malawi.

Many teachers faced with large classes might be tempted to give up, thinking that there is no chance of getting so many learners to learn. However, learners in large classes can learn just as well as those in small ones. What counts is not the size of the class but the quality of the teaching.

Think, pair, share:

Write in your notebook **at least two challenges** related to large classes. (2 minutes)

Then turn to your partner on your right. Compare your items; if she/he has different ones, add those to your list (2 minutes)

Now turn to the person to your left. Compare your items; again, if those are different ones, add them to your list. (2 minutes)

Now in your group, write on chart paper your combined list of challenges and provide possible solutions and strategies for each challenge.

- Suggest opportunities and strategies of dealing with large classes

Note to facilitator: Annex I provides possible solutions.

6. Practising term I lessons to address challenges on lesson cycle, the five components of reading, and pacing (1 hr)

6.1 Lesson Cycle

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 practise on a lesson cycle with focus on guided practice and independent practice that were challenging in Term One.

Describe the features of a lesson cycle

Demonstrate how to use the features of a lesson cycle.

6.1.1 Describing the features of a lesson cycle (10 mins)

In groups,

- 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 with focus on guided practice and independent practice.
- Write your responses on a flip chart.
- Present your responses in a plenary.

6.1.2 Demonstrating teaching a mini-lesson following the lesson cycle (15 minutes)

In your groups:

- Choose any lesson from the standard 3 Term One Chichewa Teachers' guide.
- Prepare a mini lesson having all the features of the lesson cycle.
- Teach the mini – lesson to show your understanding of guided practice and independent practice on the lesson cycle.
- Discuss the lesson as a class.
- Evaluate the lesson.

6.2 The Five Components of Reading (35 minutes)

Successful early grade reading takes into consideration the five key components also known as the Big Five 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 shot of these five key components. Afterwards, special attention will be given to phonological awareness, vocabulary and comprehension, and you will have an opportunity to practise teaching them.

- In phonological awareness the focus will be on sounds of blends and digraphs and use of print and slashes
- In vocabulary focus will be on using new words in sentences to show their meanings as a strategy of teaching vocabulary.
- In comprehension focus will be on full sentence, oral and written responses; group and individual work.

Activity 6.2.1 Phonological Awareness (15 minutes)

So as to deliberately reflect challenges observed, model a phonological awareness lesson for the following digraphs:

mw nth nj nkhw msw

(Incorporate print in the lesson; write sounds with slashes on the chalkboard)

Sing a song that practises the Term 1 letter sounds.

- Ask participants to make observations the lesson presentation.
- Let participants critique the lesson in their groups by giving strengths, weaknesses and corrections on the lesson
- Consolidate the lesson by giving tips on presenting a phonological awareness activity

Note to facilitator: Guidelines on tips are found in Annex 2 refer to Annex 2b
--

Activity 6.2.2 Vocabulary and Comprehension (20 minutes)

Explain to participants that the main challenge when teaching vocabulary is that learners struggle to give meanings of words in context. On the other hand, learners also struggle in answering comprehension questions by giving one word answers instead of giving their answers in complete sentences. Unfortunately, teachers overlook such errors and accept learners' responses.

Ask groups to choose any story from the Learner's Book which they taught in term one.

Let one participant from a group model teaching a lesson focusing on vocabulary and comprehension.

Ask the other participants to observe the modeled lesson and give feedback

Note: Facilitator should be very observant during the lesson presentation in order to give constructive feedback

Consolidate by explaining the following:

- 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.
- 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.

7. Practising Term I lessons to address challenges on mechanics of writing (handwriting, drawing lines on the chalkboard, punctuation and spacing between words) (1 hour)

This session focuses on mechanics of writing which the teacher should be aware of as he/she is teaching composition. In Standard 3, composition writing involves filling words in gaps. However, in addition,

Exercise:

Given below is a paragraph which could be used when teaching writing

In groups, identify writing errors in the paragraph.

Re-write the paragraph

What aspects of writing would you teach using the paragraph?

mmawa mwake ndunayi idasonkhanitsa mudzi wonse iyo idayankhula motere: ine ndatindichenjeze nonse ku mbaliyosamala zakudya sibwinokuphika zakudya zichuluka kuposa anthu omwe ayitanidwa taonani nsima yomwe mwayatayayi a nabetha kodi mwayiwala kale njala ijaidatisautsa chaka chathachi

Ask groups to present their findings.

Refer to Annex 3 to consolidate the activity.

8. Class management (large classes, pacing, reinforcement and language use, print rich classrooms, songs) (45 minutes)

Class management is very important for effective teaching and learning. It is therefore necessary for a teacher to use a variety of techniques. In this session special focus will be on pacing, reinforcement and language use, print rich classrooms and songs.

8.1 Lesson Pacing, Reinforcement and Language Use

Good lesson pacing is a very important aspect of effective teaching. In this session we will discuss factors that affect lesson pacing.

In groups

- Choose any lesson from term I
- Let one participant present a mini lesson in which pacing and reinforcement are featured

Ask the other participants to observe and critique the lesson

Consolidate the activity by highlighting the tips in Annex 4.

9. Assessment and record keeping (45 minutes)

Teaching and learning is incomplete without assessment. Therefore, assessing learners is an essential part in effective teaching. It is very important for teachers to keep record of learners' progress and keep track of learners' performance over a period of time. In this session, we will practice assessing learners in punctuation, spelling, word spacing, hand writing, vocabulary and oral and written comprehension.

Activity

Share the tasks to 4 groups as follows:

Group 1: Punctuation and spelling

Group 2: word spacing and handwriting

Group 3: vocabulary

Group 4: oral and written comprehension

Ask each group to develop assessment items on each task using the Learners' book and demonstrate assessing and how to keep record of learners' performance

Ask each group to report in plenary

Consolidate by highlighting main points of the activity.

END OF DAY 1

DAY 2

Welcome Back and Review of Day 1 (15minutes)

Welcome back to Day 2 of this workshop. Note that today and tomorrow's sessions focus on Term 2, beginning with an overview of the Chichewa Standard 3 Term 2 course.

I. Overview of Chichewa Standard 3 Term 2 Teachers' guide and Learners' book (1 hr)

The Standard 3 Term Two Chichewa course draws on the best practices of Standard 3 Term 1 Chichewa course. This course is intended to support Std 3 teachers in teaching reading and writing. Term 2 content covers Units 11 – 20 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.

After 10 minutes, the facilitator will lead a Q & A (Question and Answer) session for you answer the following questions:

- How many units are Term 2?
- How many lessons are in a unit?
- How long does each lesson take?
- How many review units are in Term 2?
- Which ones are these?
- Which lesson is for Supplementary Readers?
- Which blends and digraphs are in Term 2? Please sound them out not just saying the letters.
- Which units have the teaching of poems?

Refer to Annex 5

2. Overview of the Big Five Reading Skills in Term 2 (15 minutes)

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 3.1: 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	Knowing word meanings.
2. Alphabetic principle	Being able to make meaning out of a text that has been read.
3. Fluency	Being able to hear the sound and write the letter or being able to read a new word by sounding it out.
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 say the sounds in a word and being able to manipulate the sounds in words.

Refer to Annex 6

3. Practising routines for the five big skills (phonological awareness and alphabetic principle) (1 hr 15 minutes)

Activity 4.1 Practising phonological awareness (30 minutes)

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.

Task

Assign a unit (from units 11 to 20) to a group to identify phonological awareness routines

Let groups choose one routine to demonstrate.

Let others check the following: lesson cycle, reinforcement, no use of print/writing on the chalkboard.

Refer to Annex 12: Examples for blends and digraphs

Activity 4.2 Practising alphabetic principle (45 minutes)

In term 1 learners have already been taught the letter-sound correspondence of some blends and digraphs. In term 2 the focus is on the teaching and learning of blends and digraphs.

Allocate each of the following routines to a group. Ask groups to identify activities in the TG which are featuring the 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)

Ask participants to present in plenary

4. Practising Routines – Fluency (poem) (1 hr)

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). In this session, focus will be on fluency in reading poems with rhythm, expression and actions where necessary.

Activity

Your facilitator will assign a poem to a group for you to practice reading with rhythm, expression and actions. Before group work, your facilitator will demonstrate these skills where necessary.

Refer to Annex 9 Tips on fluency where reading poems.

5. Practising Routines – Vocabulary and Comprehension (answering questions in writing) (1 hr 15 minutes)

5.1 Vocabulary (30 minutes)

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 and reading the word, giving the meaning of words and making sentences with the word.

Activity 4.1

In groups, identify the words in the text to verify

Make a survey and identify vocabulary activities in the Standard 3 Chichewa Teachers' Guide units 11 to 20.

Describe the process of teaching vocabulary (See Annex 6 for the process)

Write the responses on a flip chart.

Include other methods of teaching vocabulary e.g. Ndani akudziwa tanthauzo la mawu awa.....? Akweza mkono.

Share your responses in plenary.

5.2 Comprehension (1 hr)

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. Comprehension is also important for learners to be able to ENJOY what they are reading.

This term focus is on oral and written comprehension with responses presented in complete sentences. You will now practise in your groups the routines that focus on learners' development of reading comprehension.

Activity: Identification of comprehension strategies

In groups,

- i. Identify comprehension teaching strategies in the Standard 3 Chichewa Teachers' Guide for Term 2
- ii. Practice asking and answering comprehension questions orally and in written form
- iii. Present your findings in plenary

6. Writing Mechanics (composition and spelling) (45 minutes)

6.1 Writing composition and spelling

Now we will write a composition using text from page 47 in the LB3.

Discuss the tips for writing composition in standard 3

Present in plenary

Refer to Annex 7 Tips on writing a composition

7. Preparation for Practicum Teaching (writing composition/ reading poems) (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 practice teaching writing composition and reading poems. Therefore, they should choose lessons from units 11 (poem), 16 (poem), 17 (composition) and 19 (composition).

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 (1 hr)

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. Use the practicum observation tool on Annex 13.

Identify one or two participants to present the lessons.

3. Practicum (1 hr 15 minutes)

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 minutes)

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. Including learners with special educational needs in the classroom

Aim

Many teachers have expressed concerns about teaching learners with special needs. Some believe they don't have the skills, experience or resources to do a good job and wonder why such learners are not in a special school or class. This module therefore simply aims to refresh your skills and knowledge regarding the teaching of learners with special educational needs in the classroom. In order to understand how to do this, teachers must develop their

knowledge and skills, and an understanding of key strategies critical to achieving success. The module gives you an opportunity to share suggestions for responding to the diversity that's in every classroom these days.

Objectives:

At the end of this session participants should be able to;

- Detect and identify signs for special needs among learners in their classroom.
- Select teaching approaches and activities matching the needs of learners with specific needs special needs in the classroom.

I. Group Activity:

Ask participants to be in 6 groups, each group to focus on one category of disability as indicated below;

Vision problems

Group 1: to focus on a learner with **Low vision**

Group 2: to focus on a learner who is totally **blind**

Hearing problems

Group 3: to focus on a learner who is partially **deaf (hard of hearing)**

Group 4: to focus on a learner who is **totally deaf (profound deaf)**

Learning disabilities

Group 5: to focus on a learner who is **gifted**

Group 6: to focus on a learner who is **slow**

- a) In your group, identify one child you know who has the type of disability as indicated above.
- b) Discuss the signs for special needs that you observed in this child.
- c) Suggest appropriate approaches a teacher should use in order to support this learner in the classroom.

Use the template below as a guide when presenting before the plenary;

Name of child	
Age	
Sex	
What are the signs for special needs that you observed in this child?	
What was the child NOT able to do?	
Suggest appropriate approaches to support this child in the classroom.	

Note to the facilitators: After the plenary, consolidate using the information below.

In summary, here are the teaching strategies that promote inclusion

1. Use the instructional sequence of "I do" (teacher model), "We do" (guided practice), and "You do" (independent practice).
2. Teacher needs to learn how to value all kinds of skills, not just academic ones, and provide daily success for all learners.
3. Use peer and team work
4. Use a variety of instructional methods.
5. Check with learners while they perform activities.
6. Employ specific, targeted positive reinforcement when a student meets a behavioral or academic goal

Finally, remember that there is an itinerate special needs teacher in every zone. Take his/her phone number so that, when you wish to assist guidance on inclusive teaching strategies, you can call on this person.

“All children can learn, but not all children learn in the same way, at the same time or at the same rate – learning is an individual process.”

6. How to assess composition (word choice, space, spelling and punctuation) (1 hour)

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

performance. The assessment will reveal whether learners are progressing towards reading and writing goals such as the following:

- Reading fluency (being able to read a text rapidly)
- Writing correct spellings for words
- Writing in straight lines
- Punctuation
- Spacing between words should be reasonable and consistent
- Avoiding unnecessary cutting of words at the end of a sentence
- Writing meaningful sentences
- Correct words
- Uniformity of letters

Activity: Developing assessment items and tools for a composition

In groups;

Develop assessment items and tools for a composition and write on chart paper

Use your tools to present mini lessons

Present in plenary

Note: Make sure you incorporate the above goals when developing the items and tools

Refer to Annex 8

7. Use of supplementary readers (1 hr 30 minutes)

7.1 The materials register (35 minutes)

In your groups, take 10 minutes to look at the materials register and answer the following recap questions:

- ❖ What is the colour coding for each level?
- ❖ How many Chichewa story card titles are there?
- ❖ How many English levelled readers are there?
- ❖ Where should the teacher write the number of copies of each title?
- ❖ What should the teacher write when a learner takes a book/story card?
- ❖ What should the teacher write when the learner returns the book/story card?
- ❖ Where are the guidelines for teaching a guided reading session?

In your groups, discuss your use of this materials register.

Say what is useful about it. What is not useful?

Provide suggestions as to how the recording of book borrowing can be improved.

7.2 Taking care of the books

(30 minutes)

In the two previous trainings there was a session on taking care of books.

Sit with your school colleagues and briefly prepare a report on the successes you have achieved in making sure that the books are taken care of and well used.

Some schools may have encountered challenges, be ready to provide suggestions on how to deal with those challenges.

Facilitator: Take note of the reports from each school so that you can follow up on successes and challenges during your coaching visits.

7.3 Differentiated group reading: Tiwerenge Nkhani and story cards (25 minutes)

With fewer copies of books or story cards, you can facilitate a group reading session with groups reading different texts. This requires careful management. Learners, who are used to reading as a whole class, will need to be trained in this approach. It will take patience and a few repeated tries of practising the routines before you and the learners adapt to it.

However, this activity is very important because it helps learners to develop independent reading strategies, which are necessary for all areas of the curriculum.

Before going into groups to prepare for a differentiated group reading session, consider the following:

- Learners need to be grouped according to their reading levels.
 - Unless you plan to do paired reading where you deliberately pair a stronger learner with a weaker learner for peer support. However, this might be difficult to manage with more than 64 learners per class.
- Decide on the grouping before the group reading session begins.
- Group leaders should be used to collect, distribute, gather in and return the story cards or books. Before the session begins, call the group leaders to you, and take a little time to explain what you expect them to do.
- It should not take more than five minutes for the learners to move to their groups, and for the books or story cards to be handed out. If you need learners to move to different groups for reading, practise a few times getting them to move quickly and quietly.
- Choose texts that are just at the right level or even slightly easy for most of the learners in the group.
 - If the text you choose is too difficult, learners will become demoralized, distracted, and start to disturb other groups.
 - If the text is too easy, learners will read through it too quickly, and become distracted and start to disturb the other groups.

- Choose one learner in each group to play the part of ‘the teacher’. She/he should lead the group in trying to predict what the story will be about by referring to the title and to the picture(s).
- Learners should then read aloud softly, following steps 13, 14, 15 and 16 of the guided group reading guidelines (see above and on the back of the materials registers).

8. Action planning for implementation (30 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. _____

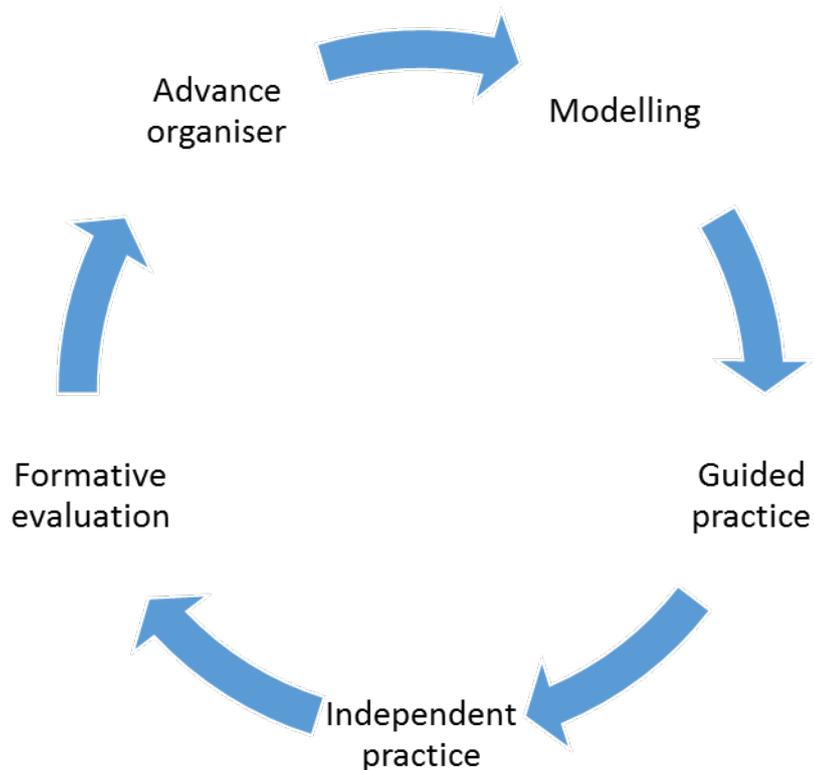
Share these with your facilitator so that she/he can follow up on your progress with these issues at your next coaching visit. Good luck with your teaching.

END OF DAY 3

Annex I: Challenges, Opportunities and Solutions to Large Classes

Challenges	Possible solutions
Insufficient classroom space	<p>Using mats instead of desks</p> <p>Removing unnecessary furniture</p> <p>Developing a plan for facilitating classroom movement (exiting and entering)</p> <p>Using space outside the classroom e.g. school ground</p>
Insufficient teaching and learning materials	<p>Using Learner Centred Education (LCE) methodologies</p> <p>Getting learners to work in groups</p> <p>Asking learners to bring resources</p> <p>Display work in a creative way that will enable all learners to see and participate</p>
Difficulty in conducting formative assessment	<p>Assessing a group of learners at a time while other learners are working on another task</p> <p>Conducting whole class, peer and self-assessment</p>
Difficulty in class management	<p>Using team teaching</p> <p>Using group leaders</p> <p>Developing classroom rules and reinforcing them</p> <p>Calling the register daily</p> <p>Using relevant songs that do not consume time</p>

Annex 2: Lesson Cycle



Annex 2b: Case Study

Be in five groups. Read all the sections of the case study and write your solutions for each. Your facilitator will request at random each group to provide feedback on just one of the sections.

Phonological awareness (PA)

Mr T is new to this EGRA school. He was mentored by the PEA but has a limited grasp of some of the aspects of teaching reading using the five components. He was recently observed teaching a phonological awareness activity – blending the sounds to make a word.

As he was saying the sounds he stood at the front of the class, trying his best, but it seemed that learners could not hear the sounds he was producing especially /mb/.

Then he wrote the sounds on the chalkboard like this: /ch/ /a/ /mb/ /o/ chambo

He followed the same routine with other words.

What advice would you give to improve his teaching of PA?

Alphabetic principle

Mr T moved on to the next activity which was *Kuwerenga maphatikizo*. He wrote on the chalkboard like this:

/ms/ /a/ msa

/ms/ /e/ msi

What was wrong with this approach? And why is it wrong? What advice would you give Mr T to improve his teaching of the alphabetic principle?

Vocabulary

Mr T now is about to read with the learners. He knows that he needs to pre-teach key vocabulary. The key words are *msale msika msomali*.

He rightly asks learners to tell the meaning of the word by putting in a sentence. A learner says:

Ine ndaona msale. Mr T praises the learner by saying, “Wakhonza, wakhonza!” Another learner says: Msomali wagwa pansi. Again Mr t says “Wakhonza, muwombeleni m’manja!”

What would be your reaction to this in as far as teaching vocabulary is concerned? Are there any tips you would give to Mr T?

Fluency

Mr T thought that his learners were making good progress. The whole class read aloud the words and sentences from the LB whenever he brought the learners’ books to the class. The learners’ books were kept in the head-teachers’ office so they were still in good shape and clean. When the head teacher’s office was locked, or if he had not realised before the lesson that the LBs were needed, he wrote the words and sentences on the chalkboard. Whenever the whole class read together, they were able to read fluently and correctly.

However, on conducting individual reading assessments, Mr T was surprised to find that

only three were able to read with any degree of fluency.

What could be the cause of this disappointing outcome? Read the case study carefully again. Then imagine that you are his PEA, headteacher, key teacher, or peer teacher; list what you would do to help Mr T resolve this problem.

Comprehension

In his previous school, they only started to do comprehension in Standard 3. So he was happy rather to focus on fluency with the whole class reading aloud together.

In the TG it says 'ask some comprehension questions about the story'. When the headteacher observed Mr T's class he noticed two things:

1. Mr T asked literal questions only (eg ones that could easily be answered by reading the text; learners did not have to think deeply or give an opinion to find the answers)
2. The learners gave one word answers, and Mr T accepted these.

The headteacher provided some guidelines to help Mr T improve his teaching of reading comprehension. Imagine you are the headteacher; write those guidelines. Also write how you, as the HT, would make sure that Mr T continues to receive the necessary support in following the guidelines.

Annex 3: Tips on presenting a phonological awareness activity

Phonological awareness is completely an oral skill and should be taught and practised without the use of text. Phonological awareness has five routines and these 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.

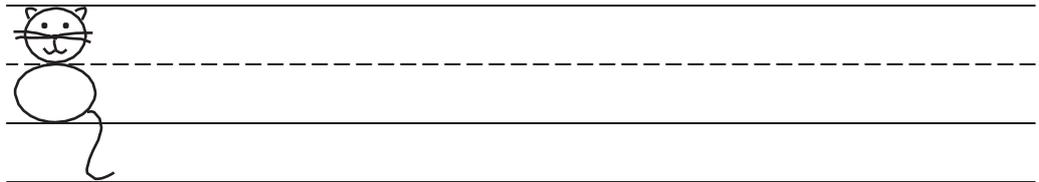
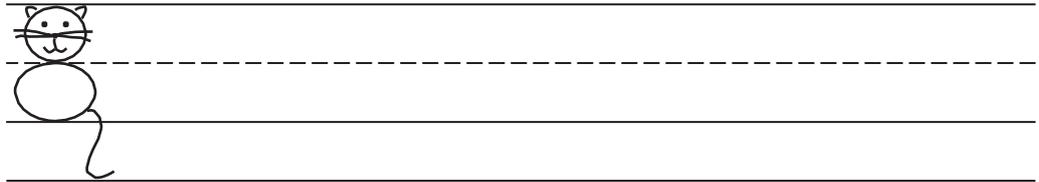
Note: In phonological awareness there is no use of print; therefore, there should be no use of letter cards or writing on the chalkboard.

Annex 3: Hints on Writing Mechanics

- writing in straight lines
- spacing
- spelling
- punctuation
- writing meaningful sentences

Refer to page 8 of the Standard 3 Chichewa Learners' Book for the correct version of the paragraph

Use the cat to align the letters in the paragraph



Annex 4: Tips on Pacing, Reinforcement and Language Use

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.

Tips on good pacing, Reinforcement and Language Use

- 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

Tips on Reinforcement and Language Use

- Vary reinforcement
- Reinforcement should not consume much of teaching time
- Avoid time wasters such as asking learners to choose their reinforcement
- Reinforcement should not be overdone
- Use of English reinforcement in a Chichewa lesson is not appropriate
- Learners with special needs need to be reinforced

Annex 5: Five Key Components of Reading

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

Annex 6: Overview of the Chichewa Standard 3 Term 2 course

- There are 10 units in Term 2.
- There are 7 lessons are in a unit.
- Each lesson is 35 minutes.
- There are 2 review units are in Term 2.
- Lesson 7 is for Supplementary Readers and assessment.
- The following blends and diagraphs are in term 2 ps zy nkhw ny rw ns zw bz mz ng tsw dw (refer to lesson 7 of each units for more blends and diagraphs)
- Units 11, 16 and 19 have the teaching of poems.

Annex 7: Description of Blends and Digraphs

Blend - a combination of letters that retain their separate sounds

Digraph – a combination of letters that make/give one sound

Some examples of Chichewa blends:	Some examples of Chichewa digraphs
nkhw as in nkhwenzule zy as in zyoli ps as in psopsona, psata zw as in zweta, zizwa ny as in nyemba, nyenyezi mp as in mpiru ms as in msasa mt as in mtima mz as in Mzuzu, mzati mb as in mbale	Ny as in nyama mb as in mbobo dz as in dzira ts as in tsika kh as in khala ph as in phika ng' as in ng'ona ng as in ngolo ch as in choka nj as in njanji mb as in mbiya

Annex 8: Tips on reading poems with fluency

Firstly, teacher models reading the first stanza of a poem two or three times with rhythm, expression, and drama

Secondly, teacher reads together with learners

Thirdly, learners read on their own as whole class, in groups, in pairs and individually

Fourthly, reciting with expression, speed and accuracy

Note: make sure that learners read the poem with rhythm, expression and drama.

Annex 9: The Process of teaching vocabulary

Saying/reading the word

Saying/reading the word

Defining the word

Making sentences with the word to show understanding of the meaning

Identifying the word in the text in the Learners' Books to verify its meaning

Annex 10: Tips on writing a composition

Writing correct spellings for words.

Writing in straight lines.

Spacing between words should be reasonable and consistent.

Avoiding unnecessary cutting of words at the end of a sentence.

Annex 12: Including learners with special educational needs in the classroom

Consolidation points

VISUAL PROBLEMS	
Indicators for visual problems	Teaching strategies
<ul style="list-style-type: none"> • Moves his / her head towards the source of light. • Rubs his / her eyes frequently • Keeps the book too far / too close to his / her eyes while reading. • Frequently asks other children when taking notes from the blackboard. • Looks at objects on the side. • Has difficulty in reading from the black board • Is NOT able to identify / match colors. • Has abnormal structure of eyes (bulging / too big / too small). • Has a problem in following moving objects. • Blinks eyes very often. • Bumps into things while walking. • Finds it difficult to identify objects / people at distance. 	<ol style="list-style-type: none"> 1. Use more than one way to demonstrate or explain information. 2. Call the student with a visual impairment by name if you want his/her attention. 3. Convey orally whatever you have written on the chalkboard. 4. The visually impaired person should be seated to best advantage. She or he will know where best to sit. This will usually be a seat near the front, or slightly to one side of the chalkboard. 5. Address all students by name so that the visually impaired student can learn to associate names with voices of classmates. 6. When giving instruction or demonstration to the class the teacher should move closer to the visually impaired learner. 7. Provide large print, when needed so that the VI child can follow the classroom's text-based teaching and lessons along with the sighted peers. 8. Assign a peer to provide help or assist when needed. (this is also to help promote acceptance and learning about differences in the classroom) 9. Use real objects to allow the student to learn and experience through touch. (You can make your lessons inclusive and also interesting by using hands on methods, and making as many experiences as you can, interactive.)
HEARING PROBLEMS	
Indicators for hearing problems	Teaching strategies
<ul style="list-style-type: none"> • Has a problem to hear when you speak to him/her from behind. • Speaks too loudly or too softly. • Does NOT respond when called by his / her name at a 3-5 feet distance. • Exhibits voice problem and 	<ol style="list-style-type: none"> 1. Arrange the classroom so that students can see each other. 2. When showing diagrams, pictures etc., use slower speech so that the HI child can follow your expressions. 3. Associate words with real objects. 4. Use pictures (flash cards), real objects,

<p>mispronunciations.</p> <ul style="list-style-type: none"> • Understands only after few repetitions. • Answers your questions irrelevantly. • Favors one particular ear for listening purpose. • Responds to questions through gestures or signs. • Keenly observes other people’s facial expressions / lips while talking. 	<p>real experiences, dramatization, and activities.</p> <ol style="list-style-type: none"> 5. When utilizing group work, make sure that the student with HI can follow all the group members’ discussions. 6. Develop communication amongst children through play activities. 7. Remind the group members to take turns in speaking to allow the student with HI to follow and participate with all. 8. Provide another child to help with communication. 9. If you have a learner with hearing loss in class, avoid moving around when speaking.
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LEARNING DISABILITIES (Slow learners)

Indicators for learning disabilities	Teaching strategies
<ul style="list-style-type: none"> • Has difficulty maintaining attention when performing tasks. • Out of seat behavior (unable to sit at one place at a stretch) • Has a problem memorizing things. • Has difficulty in completing the task within prescribed time. • Leaves letters or words while reading a line from a text. • Has difficulty tracking lines or words in a row. • Has a difficulty organizing things for example by shape, color or size. • Have a low tolerance level and a high frustration level. • Has a weak or poor self-esteem. • Is spontaneous in expression; often cannot control emotions. • Has some difficulty in working with others in small or large group settings. • Has a poor handwriting skill. 	<ol style="list-style-type: none"> 1. Use the instructional sequence of teacher modeling first, followed by group practice, and finally, individual practice 2. Give the learner more time to respond verbally as it often takes them longer to process oral language. 3. Give the learner more time to read passages or fewer passages to read because they are typically slow readers. 4. Provide clear and concise instructions. 5. provide ample independent, well-designed intensive practice; 6. Space breaks between activities so students can refocus on their tasks. 7. Carry out every day routines consistently. 8. Use diagrams, graphics and pictures to support instruction. 9. Learning disabled students need and should get lots of specific praise. Instead of just saying, “You did well,” or “I like your work,” be sure you provide specific praising comments that link the activity directly with the recognition; for example, “I was particularly pleased by the way in which you organized the rock collection for Chifundo.”

LEARNING DISABILITY (Gifted learners)

Indicators for gifted learners	Teaching strategies
<ul style="list-style-type: none"> • Has a high level of curiosity. 	<ol style="list-style-type: none"> 1. Provide gifted learners with lots of open-

<ul style="list-style-type: none"> • Has a well-developed imagination. • Can remember and retain a great deal of information. • Has the ability to concentrate on a problem or issue for extended periods of time. • Is capable of comprehending complex concepts. • Is well organized. • Is excited about learning new facts and concepts. • Is often an independent learner 	<p>ended activities—activities for which there are no right or wrong answers or any preconceived notions.</p> <ol style="list-style-type: none"> 2. Help gifted learners focus on many possibilities rather than any set of predetermined answers. 3. Encourage gifted learners to take on leadership roles that enhance portions of the classroom program (Note: gifted students are often socially immature.) 4. Provide numerous opportunities for gifted learners to read extensively about subjects that interest them. 5. Provide numerous long-term and extended activities that allow gifted learners the opportunity to engage in a learning activity over an extended period of time.
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Annex 13: Practicum observation template

OBSERVATION START TIME _____ **END TIME** _____

Use this template to record your observations of the lesson. Also use your TG and LB to follow the lesson. Depending on the lesson being taught, all items in the left column may not feature. If so just write n/a in the right column.

Component	Comments
Phonological Awareness	
1. Teacher is able to model correct letter sounds.	
2. Teacher focuses on sounds only, without writing on the chalkboard.	
Phonics/ Alphabetic Principle.	
3. Teacher reviews previously learned sounds/ syllables/words.	
4. Teacher teaches new sounds, syllables and words by blending (putting together) or segmenting (taking apart).	

Writing/Drawing

- | | |
|--|--|
| 5. Teacher uses lines on the chalk board and provides a good model of the mechanics of handwriting/letter formation. | |
| 6. Teacher provides opportunity for learners to practise writing / drawing e.g. in the air, on the ground, in their exercise books or on slates. | |

Comprehension**Before Reading**

- | | |
|---|--|
| 7. Teacher teaches new words using a relevant strategy/strategies, (e.g. actions, pictures, explanation, etc.), to ensure that learners show understanding. | |
| 8. Teacher asks learners to predict, from the title/picture, what the story will be about. | |

During Reading

- | | |
|---|--|
| 9. Teacher pauses and asks questions (re characters, plot, setting etc) to help learners show understanding of the story. | |
| 10. Teacher gives chance to learners to read in groups, pairs, and individually. | |

After Reading the Story

- | | |
|---|--|
| 11. Teacher verifies predictions. | |
| 12. Teacher asks comprehension questions. | |

General Teaching Techniques

- | | |
|---|--|
| 13. Teacher follows the lesson cycle i.e. advance organizer and the 'I do/We do/You do' procedure for each activity. | |
| 14. In 'You do' teacher allows sufficient time for independent reading or speaking (in pairs/groups and individually) | |
| 15. Use of learners' books and other resources | |
| 16. Uses group leaders to distribute and collect books | |
| 17. Pacing of the lesson(too fast/too slow/just right) | |
| 18. Teacher caters for learners with different reading difficulties. | |

19. Teacher is gender sensitive.	
General comments: Strengths	General comments: Challenges