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## EARLY GRADE READING ACTIVITY (EGRA)

### READING INTERVENTION PROGRAM

## Training Manual: Module 3

## Chichewa Standard 3

**MARCH 2016**

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

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# **Early Grade Reading Activity**

## **Chichewa Standard 3**

### **Reading Intervention Program**

#### **Training Manual**

#### **Module 3**

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## Acronyms

cwpm	correct words per minute
EGRA	Early Grade Reading Activity
MoEST	Ministry of Education, Science and Technology
NPC	National Primary Curriculum
ORF	oral reading fluency
PEA	Primary Education Advisor
TG	Teachers' guide
USAID	United States Agency for International Development



## Introduction

The Early Grade Reading Activity (EGRA) is a 40-month United States Agency for International Development (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 mobilization 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 3 teachers' guide has been developed in collaboration with MoEST. It is based on the National Primary Curriculum (NPC) learners' book and builds on the knowledge and skills developed in Chichewa Standard 2, both through the Primary Curriculum and Assessment Reform Initiative Standard 3 and the EGRA *Maziko a Kuwerenga* courses. In Standard 3, learners further develop knowledge of phonics, fluency, and vocabulary so that they are able to read with confidence and understanding.

This Module 3 training manual 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 program: Chichewa Standard 3

## Day 1 Recap of Term 2

Time	Session
8:00–8:30 a.m.	1. Registration, welcome, and introductions
8:30–9:00 a.m.	2. Your expectations of this training
9:00–9:15 a.m.	3. The objectives of this training module
9:15–10:30 a.m.	4. Overview of lessons learned from the EGRA learner assessment tests (LATs)
<b>10:30–10:45 a.m.</b>	<b>Break (15 minutes)</b>
10:45–11:30 a.m.	5. Identifying challenges to and solutions for lack of planning
11:30–12:30 p.m.	6. Lesson delivery
12:30–1:05 p.m.	7. The five components of reading
<b>1:05– 2:05 p.m.</b>	<b>Lunch (1 hour)</b>
2:05–3:05 p.m.	8. Practicing Term 2 lessons to address noted challenges in the mechanics of handwriting
3:05–3:50 p.m.	9. Class management
<b>3:50–4:05 p.m.</b>	<b>Break (15 minutes)</b>
4:05–4: 50 p.m.	10. Identifying successes and challenges in the teaching of learners with special needs

## Day 2

Time	Session
8:00–8:15 a.m.	1. Welcome back and review of Day 1
8:15–9:15 a.m.	2. Overview of Chichewa Standard 3 Term 3 teachers' guide and learners' book
9:15–9:30 a.m.	3. Overview of the Big Five reading skills in Term 3
9:30–10:45 a.m.	4. Practicing routines for the Big Five reading skills
<b>10:45–11:00 a.m.</b>	<b>Break (15 minutes)</b>
11:00–12:00 p.m.	4. Practicing routines for the Big Five reading skills (continued)
<b>12:00–1:00 p.m.</b>	<b>Lunch (1 hour)</b>
1:00– 2:15 p.m.	4. Practicing routines for the Big Five reading skills (continued)

Time	Session
2:15–2:30 p.m.	Break (15 minutes)
2:30–3:15 p.m.	5. Writing composition—Jumbled sentences, picture composition, and letter writing
3:15–4:15 p.m.	6. Preparation for the teaching practicum (writing, picture composition, and play)

### Day 3

Time	Session
8:00–8:15 a.m.	1. Welcome back and review of Day 2
8:15–8:45 a.m.	2. Preparation for practicum
8:45–10:00 a.m.	3. Practicum
10:00–10:15 a.m.	Break (15 minutes)
10:15–11:00 a.m.	4. Feedback session
11:00–12:00 p.m.	5. Assessment and record keeping
12:00–1:00 p.m.	Lunch (1 hour)
1:00–2:00 p.m.	5. Assessment and record keeping (continued)
2:00– 3:00 p.m.	6. Use of supplementary readers
3:00–3:15 p.m.	Break (15 minutes)
3:15–4:00 p.m.	7. Lesson demonstration: Using supplementary readers
4:00–4:30 p.m.	8. Action planning for implementation
4:30p.m.	9. Closure

# Day 1

## 1. Registration, welcome, and introductions (30 minutes)

Welcome to Module 3 of the Chichewa Standard 3 training course. This course provides continuity from both the Standard 1 *Maziko a Kuwerenga* course and the NPC Chichewa course for Standard 2. 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.

### Note to the Facilitator:

You may wish to add to this list with any ground rules participants might propose and agree on.

And—in preparation for the opening song, post on the walls and write on the chalkboard some words that contain the syllable *mbwa*.

To begin, please introduce yourself to the other participants. When you introduce yourself, please also complete the following sentence: “Learning to read is important because ....”

Please 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 mbwa***

***Yang'anayang'ana 2x***

***Ukamupeza umulembe***

***Yang'anayang'ana.***

## 2. Your expectations of this training (30 minutes)

Thank you for devoting time to this training. You surely came today to this workshop with some expectations as to what you are going to gain from participating. Share these expectations with your facilitator, who will write them on a flip chart 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. Read through them on your own and ask questions, if any, for clarification:

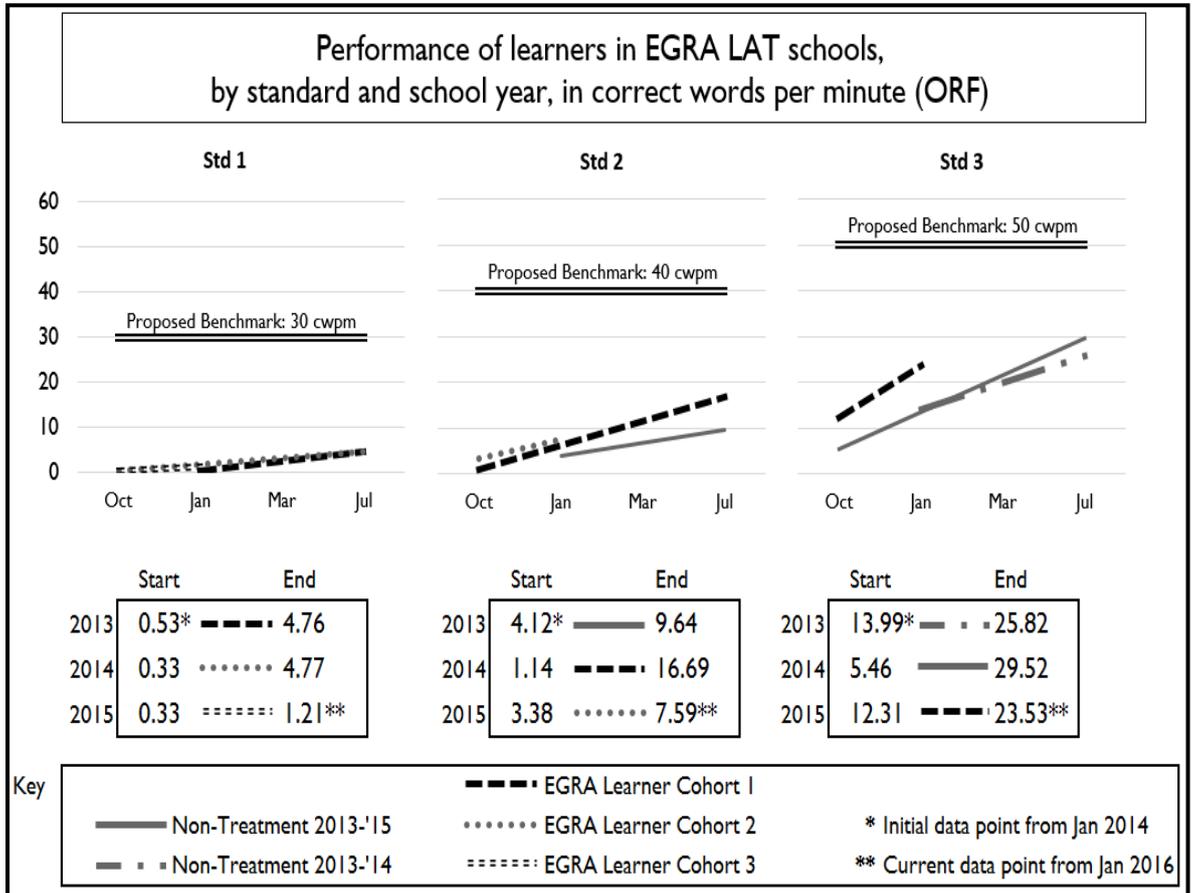
### *Knowledge*

- Participants understand the importance of implementing a full lesson cycle that follows the “I do,” “we do,” and “you do” model.
- 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 implementing the Chichewa course in Standard 3 Term 2.
- The effect of teacher attitude on the teaching and learning process

### *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 (LATs) (1 hour 15 minutes)**



There have now been 9 LAT rounds implemented by EGRA. The first was in January 2014, and the latest one in March 2016. It is not possible to include the figures for the latest LAT because they were being analyzed while this manual was going to print.

The exhibit above shows performance on oral reading fluency (ORF) in Standards 1, 2, and 3. Note that at the top of the graph, for each standard, there is a proposed benchmark. Although not formally adopted, these benchmarks were set at a recent MoEST workshop. So the fluency reading benchmark for Standard 1 is 30 correct words per minute (cwpm), for Standard 2 it is 40 cwpm, and for Standard 3, 50 cwpm. Aligning with the protocols of the National Education Standards, for a school to be seen as effectively implementing reading, 75 percent or more of the learners should reach these benchmarks by the end of the school year.

The vertical axis (0–60) in the graph shows how many correct words were read per minute. The various dotted lines show the progress in performance on each of the four LATs per year: October, January, March, and July. A flat or near-flat line shows little or no progress; a steep incline shows significant progress.

The information in the boxes below the graph provides the same information as shown in the graph, but detailed with exact numbers of cwpm.

The box at the bottom of the exhibit is the key, explaining what each line represents.

### ***Activity 1: Making meaning from the graph—Plenary***

Look first at the thick dashed line. This is interesting because it shows the performance of the first cohort of learners who were in Standard 1 in the first year of EGRA, 2013–2014, in Standard 2 from 2014–2015, and now are in Standard 3 from 2015 to the present.

- Notice how in Standard 1 in the first year of EGRA, although from a low base, the improvement was significant, from 0.53 cwpm in January 2014, to 4.76 cwpm in July of the same year.
- Then see how that cohort of learners, next in Standard 2, really starts to improve very notably, from 1.14 cwpm at the beginning of the year to 16.69 cwpm at the end of the year. The steep angle of the dashed line shows the dramatic improvement.
- Then look at the same cohort of learners, now in Standard 3 in the current school year, 2015–2016. We have results only for October and January, but already these learners in January were able to read 23.53 cwpm. There is still another six months to the end of the school year, so they may get close to the benchmark of 50 cwpm.

### ***Activity 2: Making meaning of the graph—Pairwork***

- Now in pairs look at the solid gray lines. These are referred to in the key as non-treatment, because when we tested them in 2013, we had not provided any Standard 2 or 3 materials. So it can be said that these learners are an internal control. Their reading performance shows what they were able to achieve without their teachers' getting any training and without any classroom materials.
- In your pair, compare using the graph and the scores in the boxes below it the difference between the performance of Standard 3 learners who have had EGRA input for the two previous years, and those Standard 3s who did not. Discuss your understandings of this comparison and prepare to report back to plenary on your findings.

#### **Note for the Facilitator:**

Allow time for participants to gain their own understanding of the graph. Encourage questions and discussion so that at the end of this activity, participants are able to take this information and package it clearly so that people who may not be familiar with graphs can understand that the series of LATs shows promising information about learners' reading performance.

**BREAK (15 minutes)**

## 5. Identifying challenges to and solutions for lack of planning (45 minutes)

Thorough planning is essential for smooth lesson delivery. Failure to plan is planning to fail. There are many research studies that point to the disadvantages of a lack of planning. Recent EGRA monitoring has revealed that some teachers do not plan for their teaching. This affects the process of teaching and learning.

### **Activity 3: Case study review: Groupwork**

The PEA of K\_\_\_\_\_ Zone observed during coaching visits that most teachers in the EGRA classrooms had no schemes of work or other records of work. In addition, the few teachers who had sketchy schemes never updated them. Consequently, the teachers resorted to teaching already taught lessons once the PEA or any other EGRA official visited them. Imagine that the PEA raised this issue during one of the zonal meetings with head teachers and deputy head teachers.

Form groups of 10 (head teachers and deputies form one group; teachers form groups of 10):

Assume this is your school. Your head teacher calls a staff meeting. In your group take different roles to play in the staff meeting. Identify who will be the head, deputy head, and section head. There may be good reasons why you all are not writing schemes of work and maintaining other records. Allow everybody to have their say. Role play the meeting so that challenges can be aired and that constructive solutions are reached.

Choose one person to record the action points of the meeting. For each challenge, indicate the proposed solution. The rapporteur should be prepared to report back to plenary on how your 'meetings' went, and the decisions taken.

During the plenary report phase, take special note of how groups resolve the issue. You may be able to implement these strategies in your classroom and school.

**Note to Facilitator: Annex 1** provides possible solutions.

## 6. Lesson delivery (1 hour)

### **Lesson Cycle**

A lesson cycle is a teaching strategy that includes three stages: modeling, when the learner watches the teacher perform the action (I do); guided practice, when learner and teacher do it together (We do); and independent practice, when the learner does it alone (You do).

It is important to know that the lesson cycle is based on a powerful theory of learning that states that we need to

- first observe how something is done/said/read, etc.;
- then practice that new learning with the help of a more able guide (in school, that is the teacher, at home it could be a parent, or a more able peer); and
- then take **plenty of time** to try it and practice doing it on our own, independently.

### ***Activity 3: Applying the lesson cycle to my own experience***

Think for a moment about your own experience of learning something new—not school learning, but learning a practical thing. Can you see how these stages of learning applied to your own experience? Do you remember that you needed to ‘do it on your own’ to really feel that you had learned it?

#### **Note to the Facilitator:**

Ask 2 or 3 participants to share their experiences of learning. Point out that the independent practice (the *You do*) is key to becoming an independent learner, and for that matter, an independent reader. Especially in Standard 3, learners should now either individually or in pairs be given lots of time to practice on their own.

### ***Activity 4: Demonstrating an activity from the teachers’ guide following the lesson cycle***

In your groups:

- Choose a lesson from the Standard 3 Term 2 Chichewa teachers’ guide that you had found challenging (this is your chance to practice!).

**Note to the Facilitator:** Make sure that the chosen lessons are different, to avoid duplication during the presentation stage. **Annex 2** provides a graphic of the lesson cycle.

- Prepare a mini-lesson that has all the features of the lesson cycle.
- Teach the mini-lesson to show your understanding of the importance of independent practice in the lesson cycle.
- Discuss the lesson as a class.

## **7. The five components of reading (35 minutes)**

Successful early grade reading takes into consideration the 5 key components, also known as the Big Five skills: phonological awareness, alphabetic principle, fluency, vocabulary, and comprehension. Each one builds on the others to ensure that learners have the necessary skills to be able to read fluently and with understanding. **Annex 7** lists the Big Five.

In this session, we will focus on four of these components and take the opportunity to practice teaching phonological awareness, vocabulary, fluency, and comprehension, because it was noted during the recent monitoring that these components still seem to pose challenges for some teachers. .

### 7.1 Phonological awareness (15 minutes)

**Note to the Facilitator:** Ask a participant to use the teachers' guide to demonstrate teaching one of the sounds from Term 2.

#### **Activity 5: A phonological awareness routine**

- Ask participants to jot down observations during the lesson presentation.
- Let participants critique the lesson by giving strengths, weaknesses, and corrections of the lesson.
- Consolidate the lesson by referring participants to **Annex 3** for tips on presenting a phonological awareness activity.

### 7.2 Vocabulary, fluency and comprehension (20 minutes)

Explain to participants that the main challenge noted during monitoring when teaching vocabulary is that learners struggle to give the meanings of words in context. Tip: If the word is *khasu* and a learner says *Atate anga an ndi khasu*, the teacher needs to probe more by asking, for instance: Yes, and what is it made of? What does he do with the *khasu*?

In fluency, the challenge is that teachers do not give learners enough time to read independently, either the in the learners' book or in the supplementary readers.

In comprehension the challenge is that teachers do not involve learners in making predictions as to what the story may be about. Why is predicting important? (See footnote<sup>1</sup>).

Additionally, teachers do not ask questions that teach how to identify key features, such as who is the story about (characters); where is it taking place (setting); what is the main topic? (theme).

#### **Activity 6: Practice teaching a lesson involving vocabulary, fluency, and comprehension**

Ask groups to choose any story from the learners' book they taught in Term 2 and prepare to teach all three components—vocabulary, fluency, and comprehension.

Select one group to present one of the components (either vocabulary, fluency or comprehension), while the other groups observe and give feedback afterwards.

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<sup>1</sup> Because it is the first step in the learners' making meaning of text. It gets her interested in reading or listening (if it is a read-aloud) to check if her predictions were correct.

**Note to the Facilitator:** You should be very observant during the lesson presentations in order to give constructive feedback.

Consolidate the feedback on this practical session by reinforcing the key points about vocabulary, fluency, and comprehension mentioned above. You can also refer participants to the longer explanations of fluency and comprehension in **Annexes 10 and 11**.

## LUNCH (1 hour)

### 8. Practicing Term 2 lessons to address noted challenges in the mechanics of handwriting (1 hour)

MoEST and EGRA monitoring noted that teachers often have lines prepared on the chalkboard but do not use the lines when modelling handwriting on the chalkboard. It was also noted that teachers do not monitor learners' handwriting; they do not know what to assess. Also, learners are not given enough practice on handwriting activities. This session focuses on the mechanics of writing that the teacher should be aware of in teaching handwriting in Standard 3.

#### **Activity 7: Teaching handwriting**

Below is a paragraph that can be used in teaching handwriting to demonstrate writing mechanics.

*iwowaadakuwa pamodzi mozizimuka kuti mayo tikufa ngodzikuongodziku  
mosakhalisa kudamvekakuti phwa minibasi yawoidawombaizake  
yapatsogoloija*

In groups, identify writing errors in the paragraph.

- Re-write the paragraph.
- What aspects of writing would you teach using the paragraph?

Ask groups to present their findings.

**Note to the Facilitator:** Annex 4 provides more information on handwriting. (Text taken from Chichewa Standard 3 Learners' book p. 48, paragraph 2, line 6)

### 9. Class management (45 minutes)

Good class management practices

Good classroom management fosters teaching and learning; however, EGRA monitoring has revealed that some teachers are still facing challenges in managing their classes. In this session, the special focus will be on good class management practices.

### **Activity 8: Identifying management techniques**

- In your groups, identify some of the causes of poor classroom management in your schools, then suggest solutions to the challenges identified.
- Present your findings in plenary.

Class management is very important for effective teaching and learning. With large class sizes, the ability to manage the class is even more important. It is therefore necessary for a teacher to use a variety of techniques to retain control and ensure effective learning. Punctuality, thorough preparation, good lesson pacing, a variety of reinforcements, and regular attendance of both learners and teachers can enhance class management.

**Note to the Facilitator:** Consolidate the activity by highlighting the tips in Annex 5.

### **BREAK (15 minutes)**

#### **10. Identifying successes and challenges in the teaching of learners with special needs (45 minutes)**

Previously many teachers expressed concerns about teaching learners with special needs. Some teachers believed they didn't have the skills, experience, or resources to do a good job and wondered why such learners were not in special schools or classes. Through EGRA trainings teachers are now gaining the knowledge and skills in how to teach learners with special educational needs. This section aims to celebrate the successes so far achieved.

#### **Activity 9: Special needs education case study**

- Read the following true life case study.
- Ask participants to form groups for discussion, to identify the what led to the positive outcome.
- If there are similar successes with learners with special needs in your school and/or classroom, share with your group and again identify what it took to achieve that success.
- Report back in plenary on the contributing factors that are needed for successful outcomes with learners with special needs.

#### **MIRACLE—A VISUALLY IMPAIRED LEARNER DEFIES ALL ODDS**

*"I want to be a nurse when I grow up. I just admire how nurses take care of patients."* These are words of eight-year-old Miracle Mbaza, a visually impaired boy from Kanjuwi L.E.A. School in Salima District.

The story of Miracle is one that has given parents around Matenje Zone in the area of T/A Khombedza some hope that a child with a disability has a chance to get a good education, just like any other child, as long as their special needs are taken care of.

Miracle has sight problems, and because they went undetected at the school, it seemed he was mentally disturbed. When he first came to the school, he was violent and would just leave the class. Then he entered the Standard 2 class of teacher Martha Batison, who had been trained by EGRA in how to identify and meet the needs of learners with special needs. Along with her head teacher, who had also received this training, Ms. Batison set about making a plan to better meet Miracle's needs. They engaged his parents to work together on how to change his violent behavior so that he would stay in class. Focusing not only on his challenges but also on his strengths, they noticed that his hearing was perfect and that it was just in reading and writing that he had problems.

*"I have worked with special needs learners before, and when I noticed Miracle I asked to have him in my class so that I could help him because he was not getting the attention required for a learner with special needs, said Ms. Batison.* Although not formally trained in special needs teaching, from the EGRA training, she had gained ideas about how to adapt materials and adopt strategies that accommodate certain learning difficulties.

Combining the training she received and her own initiative, Ms. Batison devised a way to help Miracle excel in his reading and writing skills. She noticed that Miracle was able to read when the letters were enlarged. So she talked to Miracle's parents about ways they could help. In addition to the flip charts used for writing the words in school, the parents offered to provide flip chart paper so that whatever was written on the board, could also be written larger on the flip charts to be read at home for more practice. *"This was an instant miracle, as his name suggests!"* Ms. Batison explained.

As soon as she started these strategies, and constantly verbalized what was happening in the classroom, Miracle was able to follow and contribute in the reading lesson. Ms. Batison encouraged his parents to always repeat at home the work he does at school, as Miracle required a longer time to read and understand a text compared to the other children. Ms. Batison provided the learners' book and other supplementary readers to take home so that his parents could help him with reading every day for a few minutes.

Miracle has improved rapidly and can now sound out all the letters and read with improved speed and accuracy. This success can be attributed to the combined efforts of the school, the parents, and the Miracle himself.

- Finally, refer to the tips in **Annex 15** on identifying and including learners with special needs; and remember that there is an itinerant special needs teacher in every zone. Get this teacher's contact details that when you wish to **seek** 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."**

([https://www.gov.mb.ca/fs/imd/edu\\_progr.html](https://www.gov.mb.ca/fs/imd/edu_progr.html))

## END OF DAY 1

## Day 2

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

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

### 2. Overview of Chichewa Standard 3 Term 3 teachers' guide and learners' book (1 hour)

The Standard 3 Term 3 Chichewa course draws on the best practices of the Standard 3 Term 2 Chichewa course. This course is intended to support Standard 3 teachers in teaching reading and writing. Term 3 content covers Units 21–30 of scripted lesson plans that integrate the 5 key components of reading: phonological awareness, alphabetic principle, fluency, vocabulary, and comprehension. In addition, the course also includes writing, which is practiced through writing dictation, word puzzles, composition, letter writing, comprehension answers, riddles, sentences, and gap filling exercises.

#### ***Activity 1: Reviewing the teachers' guide and learners' book for Term 3***

- Please take 10 minutes in pairs to skim and scan through the teachers' guide and the learners' book.

After 10 minutes, the facilitator will lead a question and answer session for you to answer the following questions:

1. How many units are in Term 3?
2. How many lessons are in a unit?
3. How long does each lesson take?
4. How many review units are in Term 3?
5. Which ones are these?
6. Which lesson is for supplementary readers?
7. Which blends and digraphs are in Term 3? Please sound them out; don't just say the letters.
8. Which units teach how to read poems?
9. Which units teach how to read a play?

**Note to the Facilitator:** Annex 8 provides the answers to the questions.

### 3. Overview of the Big Five reading skills in Term 3 (15 minutes)

On Day 1, we discussed the Big Five reading skills. Review the lesson session 7 of Day One to refresh your memory.

#### ***Activity 2: Match key components of reading with their correct definition***

Make sure you can describe the 5 key components of reading.

In groups:

- Match the number in the first column below 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 plenary (see **Annex 7** for the correct answers).

### Matching Reading Component

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

## 4. Practicing routines for the Big Five reading skills (1 hour 15 minutes)

### 4.1 Practicing phonological awareness (30 minutes)

Phonological awareness allows a learner to separate or segment words into sounds, blend sounds into words, or manipulate sounds by adding or subtracting them from a word. Phonological awareness is a completely oral skill and should be taught and practiced without the use of text.

#### Activity 3: Phonological awareness routines

- In your groups, identify phonological awareness routines from the learners' book (Units 21 to 30).
- Each group should present one phonological awareness routine.
- The other participants should role play as learners and also provide constructive feedback after each presentation.

**Note to the Facilitator:** Annex 9 provides examples of blends and digraphs.

### 4.2 Practicing alphabetic principle (45 minutes)

By Term 2, learners have already been taught the letter-sound correspondence of most blends and digraphs. In Term 3 the focus continues to be on the teaching and learning of blends and digraphs.

#### Activity 4: Alphabetic principal routines

- Read through the three activities listed below.
- Choose one of these alphabetic principle routines and find an example of it in the teachers' guide.

- Identifying syllable sounds and sounds of blends (TG Mutu 21, lesson 2)
  - Syllable blending (blending letters to make syllables) (TG Mutu 21, lesson 2, 5)
  - Word blending (blending letters or syllables to make words) (TG Mutu 21, lesson 5; TG Mutu 22, lesson 5)
- Three groups should present each of the above routines.

### **BREAK (15 minutes)**

#### **4. Practicing routines for the Big Five reading skills (continued; 1 hour)**

##### *4.3 Practicing fluency routines: plays, poems, and extended passages (1 hour)*

Fluency helps learners understand what they read. It helps learners make meaning out of text. Learners need to recognize syllables, read words accurately, and concentrate on the meaning of words rather than the sound of each syllable.

Fluency practice is important. Learners must receive feedback to correct errors (helping them become more accurate). In this session, the focus will be on fluency in reading poems, plays, and passages with rhythm, expression, and actions.

##### **Activity 5: Poems, plays, or passages**

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

Refer to **Annex 10** for tips on fluency when reading poems .

### **LUNCH (1 hour)**

#### **4. Practicing routines for the Big Five reading skills (continued; 1 hour 15 minutes)**

##### *4.4 Practicing vocabulary*

On Day 1, we discussed the Big Five reading skills; review the notes to Session 7.2 above to refresh your memory of vocabulary.

##### **Activity 6: Vocabulary routines**

In groups, identify and list the vocabulary activities in the Standard 3 Chichewa teachers' guide, Units 21 to 30.

- Describe the process of teaching vocabulary.
- Write the responses on a flip chart.
- Include other methods of teaching vocabulary, such as *Ndani akudziwa tanthauzo la mawu awa.....? Akweza mkono.*

- Share your responses in plenary.

#### *4.5 Practicing comprehension (1 hour)*

In Term 3, the focus is on comprehension of pictures, of poems and plays, with oral and written comprehension responses presented in complete sentences. You will now practice in your groups the routines that focus on learners' development of reading comprehension.

#### **Activity 7: Identifying comprehension strategies**

In groups,

- Identify comprehension activities in the Standard 3 Chichewa teachers' guide and learners' book for Term 3 and identify comprehension strategies that can be used when teaching comprehension.
- Practice asking and answering comprehension questions orally and in written form.
- Present your findings in plenary.

**Note to the Facilitator:** See **Annex 12** for further information.

### **BREAK (15 minutes)**

#### **5. Writing composition—Jumbled sentences, picture composition, and letter writing (45 minutes)**

#### **Activity 8: Writing compositions**

Discuss in your groups the tips for writing picture compositions, jumbled sentences, and letter writing in Standard 3, Term 3.

Present in plenary.

Refer to **Annex 13** for tips on writing a composition.

Now, we will write a composition using the Learners' book as follows: the pictures on p. 71, letter writing on pp. 66 and 70, and jumbled sentences on pp. 83 and 85.

Present your compositions in plenary.

#### **Note to the Facilitator:**

The composition writing activity in the learner's' book is mostly gap filling, picture composition, and jumbled sentences activities. These are guided writing activities that can help learners prepare for composition writing by demonstrating the structure of the composition.

**6. Preparation for the teaching practicum (writing, picture composition, and play) (1 hour)**

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 they should ask them before proceeding to prepare. The practicum provides the opportunity for teachers to practice teaching writing composition and a play. Therefore, they should choose lessons from units 23, 25 (letter writing), or 27 (play).

**END OF DAY 2**

## Day 3

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

Welcome back to Day 3 of this workshop. Quickly review Day 2 activities.

### 2. Preparation for practicum (30 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 good use of this session, because it is a golden opportunity to practice and receive constructive feedback from fellow teachers, as well as from your facilitator. If you are not selected as the one to teach the learners, make sure that you watch, learn, and take notes so that you can actively participate in the feedback session. Use the practicum observation tool in **Annex 16**.

Identify one or two participants to present the lessons.

### 3. Practicum (1 hour 15 minutes)

Identified teachers teach the lessons. The rest of the participants 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

### **BREAK (15 minutes)**

### 4. Feedback session (45 minutes)

Have 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. Assessment and record keeping (1 hour)

Teaching and learning is incomplete without assessment. Therefore, assessing learners is an essential part of effective teaching. Teachers can assess learners by giving homework or classroom activities. It is very important for teachers to keep records of learners' progress and keep track of learners' performance over a period of time. In this session, we will practice assessing learners in letter writing by focusing on, word choice, word spacing, handwriting, and punctuation.

#### **Activity 1: Assessment strategies**

Share the tasks among 4 groups as follows:

- Group 1: Punctuation and spelling

- Group 2: Word choice
- Group 3 Handwriting (including spacing and correct use of paragraphs).
- Group 4: Develop three homework activities based on Term 3 of the TG and LB that give learners practice in developing:
  1. Fluency
  2. Vocabulary (knowing the meaning and correct spelling)
  3. Comprehension

Ask each group to develop assessment items for each task..

Ask each group to report in plenary, demonstrating how they will assess and keep records of learners' performance.

Highlight the main points of the activity.

## **LUNCH (1 hour)**

### **5. Assessment and record keeping (continued) (1 hour)**

Assessment becomes more meaningful with record keeping. Unfortunately, most teachers do not keep records. Therefore it is difficult to keep track of learners' progress and provide evidence of assessment.

#### ***Activity 2: Record keeping***

In groups:

- List some of the records kept by the class teacher and their importance.
- Discuss challenges teachers face in not keeping assessment records and their solutions.
- Present your findings in plenary.

**Note to the Facilitator:** Annex 14 provides the composition progress tracker for Chichewa Standard 3.

### **6. Use of supplementary readers (1 hour)**

#### ***Activity 3: The materials register (20 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 why material registers are not used.

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

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

**Activity 4: Calculating percent of learners who borrow books (40 minutes)**

The purpose of this activity is to:

- Reflect on the number of learners who used or borrowed to take home or to a reading center the supplementary readers OR learners' books during the second term (January to March) of the 2015–2016 school year
- Share the findings, discussing the enhancing and inhibiting factors
- Reflect on the current situation, re-energize, and plan for increased learner access to the books
- Share summary results with EGRA and other stakeholders
- Each school group should sit together to work out the numbers and then be prepared to share them with the rest of the participants

**Note to the Facilitator:**

Prepare a table on a flip chart paper(s) with six columns and enough rows for each school at the training venue. See the example below. A first row has been completed just for demonstration purposes. As schools report on their findings, take down their numbers on a separate sheet. When all schools have given their figures, you will be able to list the schools according to their ranking, starting with the highest percent and moving down to the lowest percent.

It is important to appreciate the performance of the schools with the higher percentage of learners accessing books, and they need to share with their colleagues how they manage this access, so that other schools can ask questions and learn from them.

However, it is NOT a contest; it is important that all schools in the zone increase learners' access to books.

<b>A. LEARNERS' BOOKS (includes supplementary readers, story cards, learners' books)</b>					
Zone			Standard		
School name	Have and brought register for lending-out learners' books (Yes=1, No=0)	Total enrollment in Stds 1–3 SY2015/16	# learners who borrowed learners' book at least once in 2 <sup>nd</sup> term SY2015/16	% learners who borrowed at least one book in 2 <sup>nd</sup> term SY2015/16 *	Rank school with highest %
(A)	(B)	(C)	(D)	(E)	(F)
Maphiri	1	560	250	44.64%	
	1				
	0				
	1				
	1				
Total	3				
%	60%				

\*To calculate the % of learners who borrowed books: divide the number who borrowed books (what you wrote in column D) by the total number of learners enrolled (column C), and multiply by 100. In this case it would be:  $250/560 \times 100 = 44.64\%$

- Use the completed table for a discussion.
- Are we satisfied with current levels of learners' access to learner's books?
- Is there room for improvement?
- What should we do to improve performance?

### **BREAK (15 minutes)**

#### **7. Using supplementary readers: practice teaching (45 minutes)**

This session has two parts:

- Using a supplementary reader to read aloud to children; pre-teaching unfamiliar vocabulary; asking prediction questions before reading; verifying the predictions; asking comprehension questions after reading. Use of expression and dramatic intonation to engage learners' attention.
- Learners to do differentiated reading of the supplementary readers in groups. Participants needs to prepare in advance the books that learners will read. As they read, the 'teacher' presenting the mini-lesson follows the 16 steps (on the back of the materials register) to observe, help where needed and ask questions after the reading.

- At the end of the demonstration, participants should role play handing out and recording books or story cards for home reading.

### **8. Action planning for implementation (30 minutes)**

Keep aiming for the benchmark! 75 percent of learners, or more, reading at 60 correct words per minute!! *Zotheka!!!*

This action planning session is where you plan for that final push to really expose learners to lots of opportunities to read, in their groups, in pairs, on their own, in the class and at home. The Standard 3 LAT scores are already showing very exciting evidence of improved reading fluency. Here is where we make our plans for that extra effort on all fronts to give our learners the reading skills they need to progress to Standard 4.

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

Mention 4 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 in Term 3.

#### **Note to the Facilitator:**

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

**END OF DAY 3**

## **Annex 1: Causes of failure to plan, prepare and maintain records of work**

Negligence of duty by some teachers

Some teachers undermine their head teachers (rudeness)

Failure by head teachers to emphasize the importance of writing and updating schemes and records of work

Failure by head teachers to display a checklist that displays those teachers who have written schemes of work and updated records of work

### **Possible ways of handling the situation**

Counselling and advising those who do not write schemes and update the records

Including topics such as preparation and maintenance of schemes and records of work in continuous professional development workshops

Recognize and acknowledge teachers who do complete their planning and record keeping well and on time

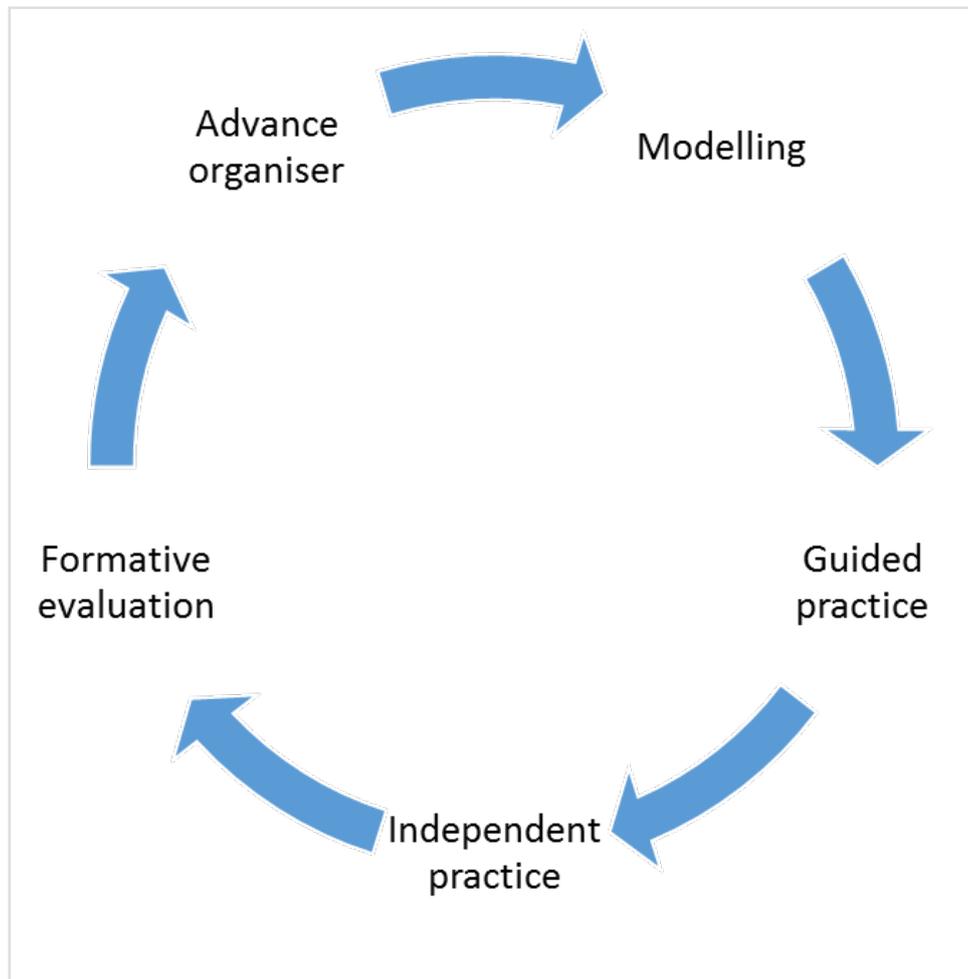
Use teachers who plan well to mentor those who do not

Set dates by which records must be completed

Report such teachers to the PEA for assistance

Develop a timeframed checklist for making follow-ups on how the teachers are writing and maintaining the records

## Annex 2: Lesson cycle



## Annex 3: Tips on presenting a phonological awareness activity

Phonological awareness is completely an oral skill and should be taught and practiced 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.

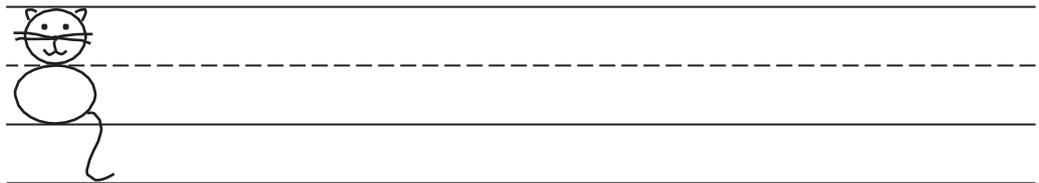
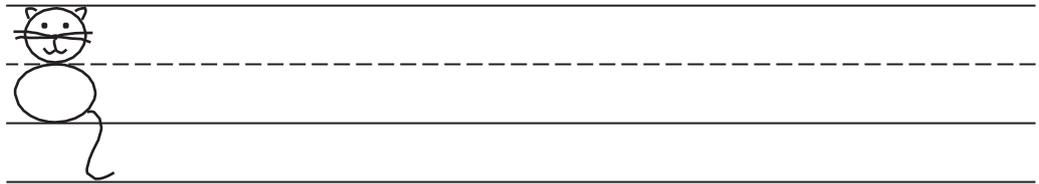
**Note:** In phonological awareness there is no use of print; therefore, there should be no use of letter cards or writing on the chalkboard.

## Annex 4: Tips on writing mechanics and correct punctuation

- Writing on straight lines
- Spacing
- Spelling
- Punctuation
- Writing meaningful sentences
- Size of letters (uniformity of letters)

Refer to page 48 (paragraph 3) of the Standard 3 Chichewa learners' book for the correct version of the paragraph.

***Use the cat to align the letters in the paragraph***



### **Day 1, Unit 8:**

The correctly punctuated version of the passage.

Iwowa adakuwa pamodzi modzimuka kuti: “Mayo! Tikufa. Ngozi kuno! Ngozi kuno!” Mosakhalitsa kudamveka kuti phwa! Minibasi yawo idawomba inzake yapatsogolo ija.

## Annex 5: Challenges, opportunities, and solutions for large classes

Challenges	Possible solutions
Insufficient classroom space	<ul style="list-style-type: none"> <li>• Using mats instead of desks</li> <li>• Removing unnecessary furniture</li> <li>• Developing a plan for facilitating classroom movement (exiting and entering)</li> <li>• Using space outside the classroom such as the school grounds</li> </ul>
Insufficient teaching and learning materials	<ul style="list-style-type: none"> <li>• Using Learner Centred Education (LCE) methodologies</li> <li>• Getting learners to work in groups</li> <li>• Asking learners to bring resources</li> <li>• Display work in a creative way that will enable all learners to see and participate</li> </ul>
Difficulty in conducting formative assessment	<ul style="list-style-type: none"> <li>• Assessing a group of learners at a time while other learners are working on another task</li> <li>• Conducting whole class, peer, and self-assessment</li> </ul>
Difficulty in class management	<ul style="list-style-type: none"> <li>• Using team teaching</li> <li>• Using group leaders</li> <li>• Developing classroom rules and reinforcing them</li> <li>• Calling the register daily</li> <li>• Using relevant songs that do not consume time</li> </ul>

## **Annex 6: 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 practice and master the skill.
- Slow learners will be left behind and not benefit from the lessons.

### **Tips on good pacing, reinforcement, and language use**

- Prepare thoroughly
- Adapt lessons to the needs of the learners.
- Minimize teacher talking time
- Move to the next activity only when the majority of learners demonstrate mastery of the skill being taught
- Do not move at the pace of the fastest or the slowest learner but 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 will need reinforcement.

## Annex 7: 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 8: Overview of the Chichewa Standard 3 Term 2 course

1. There are 10 units in Term 3.
2. There are 7 lessons are in a unit.
3. Each lesson is 35 minutes.
4. There are 2 review units are in Term 3.
5. Lesson 7 is for Supplementary Readers and assessment.
6. The following blends and digraphs are in Term 3: dz,nd, ng ,ns ny, ngw, nth, fy, ms, nj, khw, nz, ps, zy, nkh, ch, ts, bw, gw, mj, mv, mb, mbw (refer to lesson 7 of each unit for more blends and digraphs)
7. Unit 24 explains teaching of poems.
8. Unit 27 explains teaching a play.

### Comprehension activities in Term 3

Exercise A in units 21–29 feature comprehension questions on the unit's reading text.

## Annex 9: Description of Blends and Digraphs

Blend—a combination of letters that retain their separate sounds

Digraph—a combination of two letters that make/give one sound

Some examples of Chichewa blends:	Some examples of Chichewa digraphs
Nkhw as in mnkhwani zy as in zyolizyoli ps as in wopsedwe ms as in msasa ngw as in zingwa fy as in fyo fyo( linkhweru) ns as in nsalu ms as in msika nz as in mnzake ngw as in makungwa, nsungwi nkh as in nkhumba bw as in chibwa gw as in gwira mj as in mjigo mbw as in tambwali khw as in malikhweru, mv as in ndamva	Ny as in chinyachinya, nyanda dz as in makedzana ts as in gayitsa kh as in khoza ng as in ngolo ch as in chigayo nj as in njanji mb as in jomba nj as in njingo, sanja ng as in nguwo nd as in nyanda

## **Annex 10: Tips on reading poems with fluency**

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

Second, the teacher reads together with learners.

Third, learners read on their own as a whole class, in groups, in pairs, and individually.

Fourth, learners recite with expression, speed, and accuracy.

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

## **Annex 11: The process of teaching vocabulary**

- 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
- Vocabulary activities in term 3

Units 21 pp60 riddles, 22 pp 62, dictation and gap filling, 23pp66 making sentences, 24 pp making sentences , 27pp76 word opposite, , 28 pp78 riddles, 28, pp79 making sentences,

## **Annex 12: Strategies/ techniques for teaching comprehension**

1. Before reading:
  - a. Prediction: Ask the learners to predict, from the pictures and the story title, what it will be about. Tell the learners to check carefully as they read to check if their predictions were accurate or not.
  - b. Pre-teach new vocabulary words
2. During reading:
  - a. Read the story to the learners (or let them read, if it is at the learners' reading level).
  - b. At the end of the story (or it is very long, pause at a logical place in the middle) to ask literal comprehension questions to check their understanding of the story structure- characters (Who?); setting (Where? When?); plot (What? Why?)

3. After reading:
  - a. Ask the learners to say if their predictions as to what the story would be about, are accurate or not.
  - b. Ask literal comprehension questions that check learners understanding of the the plot, setting and characters (literal questions)
  - c. Ask higher order comprehension questions that encourage the learners to:
    - i. give their opinion about developments in the story
    - ii. suggest alternative actions the characters could have taken
    - iii. evaluate the story (giving reasons for their answers)
    - iv. summarise the story
    - v. say what they think will happen next
    - vi. relate the story to their own experiences (same/different)

## Annex 13: Tips on composition writing

Composition writing goes beyond gap filling. It is where the learner develops creative writing skills.

- Decide on the topic: Example: *Ngozi yapamsewu*
- Introduce the topic by briefly setting the scene: Example: *Lidali tsiku Lamulungu pomwe gulu lina lidakwera minibasi...*
- The body of the composition gives more detail about the topic (Some of these questions, in any order, can guide the writing: where, who, when, what, why, how).
- The conclusion provides a solution or ending to the story. Example: *Pangozipo padalibe yemwe adamwalira. Iwo adayamika Chauta chifukwa chowapulumsa*

The following mechanics of writing are also important, but while learners are developing the skills of creative writing, the choice of words and the way ideas are expressed are more important.

- Correct spelling and punctuation.
- Writing in straight lines.
- Spacing between words should be reasonable and consistent.
- Avoiding unnecessary cutting of words at the end of a sentence.

## Annex 14: Chichewa Standard 3 Composition Learner Progress Tracker Template

Learners Name	Reading fluency?	Writing correct spellings?	Writing in straight lines	Punctuation (capital letters, full stops, commas?)	Spacing between words?	Cutting of words?	Meaningful sentences?	Meaningful words?	Title of composition?	Uniformity of letters?
Alefa Abudu	√	√			√	√			√	
Jonasi Bulaki	√		√		√		√		√	√

# Annex 15: Identifying and including learners with special educational needs in the classroom

## Consolidation points

Indicators	Teaching strategies
<b>Visual Problems</b>	
<ul style="list-style-type: none"> <li>• Moves his / her head towards the source of light</li> <li>• Rubs his / her eyes frequently</li> <li>• Keeps the book too far / too close to his / her eyes while reading</li> <li>• Frequently asks other children when taking notes from the blackboard</li> <li>• Looks at objects on the side</li> <li>• Has difficulty in reading from the black board</li> <li>• Is NOT able to identify / match colors</li> <li>• Has abnormal structure of eyes (bulging / too big / too small)</li> <li>• Has a problem in following moving objects</li> <li>• Blinks eyes very often</li> <li>• Bumps into things while walking</li> <li>• Finds it difficult to identify objects / people at distance.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use more than one way to demonstrate or explain information.</li> <li>2. Call the student with a visual impairment by name if you want his/her attention.</li> <li>3. Convey orally whatever you have written on the chalkboard.</li> <li>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.</li> <li>5. Address all students by name so that the visually impaired student can learn to associate names with voices of classmates.</li> <li>6. When giving instruction or demonstration to the class the teacher should move closer to the visually impaired learner.</li> <li>7. Provide large print, when needed so that the visually impaired child can follow the classroom's text-based teaching and lessons along with the sighted peers.</li> <li>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.)</li> <li>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.)</li> </ol>
<b>HEARING PROBLEMS</b>	
<ul style="list-style-type: none"> <li>• Has a problem hearing when you speak to him/her from behind</li> <li>• Speaks too loudly or too softly</li> <li>• Does NOT respond when called by his / her name at a 3-5 feet distance</li> <li>• Exhibits voice problem and mispronunciations</li> <li>• Understands only after few repetitions</li> <li>• Answers your questions irrelevantly</li> <li>• Favors one particular ear for listening purpose</li> <li>• Responds to questions through gestures or signs</li> <li>• Keenly observes other people's facial expressions / lips while talking</li> </ul>	<ol style="list-style-type: none"> <li>1. Arrange the classroom so that students can see each other.</li> <li>2. When showing diagrams, pictures etc., use slower speech so that the hearing impaired child can follow your expressions.</li> <li>3. Associate words with real objects.</li> <li>4. Use pictures (flash cards), real objects, real experiences, dramatization, and activities.</li> <li>5. When utilizing group work, make sure that the student with hearing impairment can follow all the group members' discussions.</li> <li>6. Develop communication among children through play activities.</li> <li>7. Remind the group members to take turns in speaking to allow the student with hearing impairment to follow and participate with all.</li> <li>8. Provide another child to help with communication.</li> <li>9. If you have a learner with hearing loss in class, avoid moving around when speaking.</li> </ol>
<b>LEARNING DISABILITIES (Slow learners)</b>	

Indicators	Teaching strategies
<ul style="list-style-type: none"> <li>• Has difficulty maintaining attention when performing tasks</li> <li>• Out-of-seat behavior (unable to sit at one place at a stretch)</li> <li>• Has a problem memorizing things</li> <li>• Has difficulty in completing the task within prescribed time</li> <li>• Leaves letters or words out while reading a line from a text</li> <li>• Has difficulty tracking lines or words in a row</li> <li>• Has difficulty organizing things for example by shape, color, or size</li> <li>• Has a low tolerance level and a high frustration level</li> <li>• Has weak or poor self-esteem</li> <li>• Is spontaneous in expression; often cannot control emotions</li> <li>• Has some difficulty in working with others in small or large group settings</li> <li>• Has poor handwriting skill</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the instructional sequence of teacher modeling first, followed by group practice, and finally, individual practice.</li> <li>2. Give the learner more time to respond verbally as it often takes them longer to process oral language.</li> <li>3. Give the learner more time to read passages or fewer passages to read because they are typically slow readers.</li> <li>4. Provide clear and concise instructions.</li> <li>5. Provide ample independent, well-designed intensive practice;</li> <li>6. Space breaks between activities so students can refocus on their tasks.</li> <li>7. Carry out every day routines consistently.</li> <li>8. Use diagrams, graphics, and pictures to support instruction.</li> <li>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."</li> </ol>
<b>LEARNING DISABILITY (Gifted learners)</b>	
<ul style="list-style-type: none"> <li>• Has a high level of curiosity</li> <li>• Has a well-developed imagination</li> <li>• Can remember and retain a great deal of information</li> <li>• Has the ability to concentrate on a problem or issue for extended periods of time</li> <li>• Is capable of comprehending complex concepts</li> <li>• Is well organized</li> <li>• Is excited about learning new facts and concepts</li> <li>• Is often an independent learner</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide gifted learners with lots of open-ended activities—activities for which there are no right or wrong answers or any preconceived notions.</li> <li>2. Help gifted learners focus on many possibilities rather than any set of predetermined answers.</li> <li>3. Encourage gifted learners to take on leadership roles that enhance portions of the classroom program (Note: gifted students are often socially immature).</li> <li>4. Provide numerous opportunities for gifted learners to read extensively about subjects that interest them.</li> <li>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.</li> </ol>

## Annex 16: 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
Phonics/ Alphabetic Principle.	
Teacher is able to model correct letter sounds.	
Teacher focuses on sounds only, without writing on the chalkboard.	
Phonics/ Alphabetic Principle.	
Teacher reviews previously learned sounds/ syllables/words.	
Teacher teaches new sounds, syllables and words by blending (putting together) or segmenting (taking apart).	
Writing/Drawing	
Teacher uses lines on the chalk board and provides a good model of the mechanics of handwriting/letter formation.	
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)	
Teacher teaches new words using a relevant strategy/strategies, (e.g. actions, pictures, explanation, etc.), to ensure that learners show understanding.	

Component	Comments
Teacher asks learners to predict, from the title/picture, what the story will be about.	
Comprehension (During Reading)	
Teacher pauses and asks questions (re characters, plot, setting etc) to help learners show understanding of the story.	
Teacher gives chance to learners to read in groups, pairs, and individually.	
Comprehension (After Reading the Story)	
Teacher verifies predictions.	
Teacher asks comprehension questions.	
General Teaching Techniques	
Teacher follows the lesson cycle i.e. Advance organizer and the 'I do/We do/You do' procedure for each activity.	
In 'You do' teacher allows sufficient time for independent reading or speaking (in pairs/groups and individually)	
Use of learners' books and other resources	
Uses group leaders to distribute and collect books	
Pacing of the lesson( too fast/too slow/just right)	

Component	Comments
Teacher caters for learners with different reading difficulties.	
Teacher is gender sensitive.	
General comments: Strengths	General comments: Challenges