

National Reading Programme

TRAINING MANUAL FOR CHICHEWA STANDARD 1



Malawi Institute of Education

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Abbreviations

LB	Learner's Book
MLA	Monitoring Learning Achievements
MoEST	Ministry of Education, Science and Technology
NPC	National Primary Curriculum
NRP	National Reading Programme
NRS	National Reading Strategy
PEA	Primary Education Advisor
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
TG	Teacher's Guide
UPE	Universal Primary Education
USAID	United States Agency for International Development

Preface

The Ministry of Education, Science and Technology (MoEST) recognizes that learning to read and write is a cornerstone of providing learners with a quality education. Given the role that reading and writing plays in education, as well as the lifelong benefits of literacy, learning to read in the early primary grades is a critical goal for Malawi's education system. Providing all children in Malawi with excellent reading instruction, and the materials they need to learn to read, is fundamental not only to their completion of the basic education cycle, but also to their future personal, academic, and social success. Moreover, the MoEST is committed to helping all children learn to read—boys, girls, and learners with special needs.

However, results from both the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the Monitoring Learning Achievements (MLA) have revealed that many children in Malawi are unable to read even after spending five to six years in school. These revelations point to the dire need to improve reading instruction and reading outcomes in order to achieve the goal of universal primary education.

The government of Malawi, through the MoEST, with support from the United States Agency for International Development (USAID) and the Department for International Development (DFID) is implementing a National Reading Program (NRP). This reading program aims at improving early grade learners' literacy skills. Central to achieving this goal is building teachers' capacity to teach foundational reading skills that are key for successful reading and comprehension abilities needed for learning content across the curriculum. The NRP introduces teachers to effective reading instruction through the five essential components of Phonological Awareness, alphabetic principle, vocabulary, fluency and comprehension. In addition, the NRP also includes oral language development and writing as part of the reading instruction.

The NRP's aims at providing teachers and head teachers with training on how to better teach children in the early primary grades to read and write in Chichewa and English. The NRP is focused on strengthening teachers' skills and knowledge of how to teach literacy by providing them with opportunities for training and ongoing professional development through coaching.

The MoEST encourages all of those involved in this effort—PEAs, teachers, head teachers and others—to fully engage in the trainings and in ongoing activities to support improved literacy. It is only through everyone's hard work and commitment that we will realize the important goal of having all Malawian children reading.

Message to the Trainers

We would like to thank you for your willingness to take on a leadership role! The success of this programme begins with the training experience. To that end, we wish to impress upon you the importance of knowing the content of the material, being fully prepared for the training sessions, and sticking to the timing of the training sessions.

Your training manual contains all that you need and these are:

- A daily schedule, including training objectives, content of the day’s training, and reference materials.
- Specific activities to go through with participants to help them understand the National Reading Programme strategies.
- Opportunities to determine whether participants grasped the day’s learning through debriefing and exit slips.
- A sample of an exit slip.

In your training, you will have head teachers, section heads and teachers. It is also important to know your role as well as those of your participants in training so that you can support all participants.

Table 1 shows key points in guiding the training experience.

Table 1. Key Points in Guiding the Trainingⁱ

Focus	The trainer should:
Training content	Know the Objectives of NRP
	Understand the 5 Components of Reading
	Understand the I do, We do, You do and How to Implement it Effectively (Gradual Release of Responsibility model)
	Understand the strategies used to support the teaching of the 5 components of reading
	Understand the lesson plans in the TG
	Know the daily schedule
	Understand the role of assessment in informing instruction
	Understand the role of reflection in helping to improve teacher practice and informing instruction
Training process	Understand and implement the I do, We do, You do model (Gradual release of responsibility model)
	Ensure that the training is learner-centered (engaging)
	Manage the timing of sessions (able to adjust and adapt)
	Understand the flow of activities and prepare necessary materials in advance

	Be a good role model for participants
Support	Be able to emphasize to the participant groups (head teachers, section heads and teachers) their role in programme implementation
	Be able to provide gentle and corrective feedback during training
	Know when to re-teach
Personal growth and effectiveness	Personally reflect on the accomplishments of the training on a daily basis
	Seek feedback through exit slips/reflections of participants during the week to improve training implementation

A major focus of the training will be providing participants with time to practise using the materials and delivering the lesson plans. To help participants focus on the key aspects of the training during lesson demonstration and lesson practice, you will prepare a chart that you will use throughout the remaining days of the training. The chart will be titled, *What to Look for in an Effective Lesson Delivery*. This chart contains guidelines in the form of a checklist on how to implement a lesson better. Participants will refer to the chart as they watch you demonstrate a lesson or when they observe a peer practice a lesson. They will also use it to reflect on their own lesson practice and provide feedback to others.

During an observation of a lesson demonstration or lesson practice, participants will be asked to jot down some notes in their notepad, using the chart as a guide. These notes will then be used during reflection and feedback sessions.

At the end of each day, trainers should facilitate participants' reflection on the day's activities, and solicit feedback to help them prepare for the next day, through the use of exit slips. The exit slip asks participants to reflect on what they learned as well as comment or raise question. The exit slip provides the facilitator with participants' feedback that can inform the training and address participant needs and concerns. The prompts on the exit slip (see example below) should be written on chart paper and taped on a wall. Participants can copy and answer the prompts in their notepads, tear out the paper, and give it to the trainer. At the end of the day, make time to review their responses on the exit slips. Use the information on the exit slips to inform how you can support participants on the next day.

Figure 1. Sample Exit Slip for Determining Participant Understanding

Exit Slip

1. Two things I learned today:

2. One question I have:

Tips for Trainers

(adapted from Nigeria Reading and Research Activity Training Manual)

Below are tips for trainers to help make the training successful. Paying attention to these details can and will make the experience pleasant for participants.

- Be fully prepared by reading through the sessions before facilitating.
- Prepare the necessary charts in advance.
- Manage the pacing of activities. Use the time allocated for each activity to ensure that all activities are covered.
- Some activities require that you write/prepare a chart in advance. Leave the charts produced during the training posted on the wall. These process charts will be helpful to participants throughout the training. They will support thinking, group discussions, and learning.
- Create a safe learning environment by letting participants know that when we learn, we all make some mistakes; making mistakes is an important part of learning.
- At the start of the training, let participants know that use of derogatory stories or jokes and demeaning expressions against girls/women and boy/men and people with disabilities will not be tolerated in the training. Make sure to remind them of this norm throughout the training.
- Model the use of positive reinforcement by praising participants for their efforts and not just their successes. Throughout the training, call upon participants to show the various positive reinforcement techniques they use with their learners. By doing so, participants will have increased the number of positive reinforcement techniques they know.
- When handing out materials, make sure everyone has a copy before you begin the session.
- Involve all participants –including both men and women, and those with special needs, by calling on all participants to answer questions, present and report back.
- When facilitating group work, the maximum size of each group should be 5 participants. Use your judgment as you have participants work in manageable groups.
- Make sure participants have the opportunity to work with different peers across group activities throughout the day.
- While participants work in independent, paired, or group activities, make sure to go around the room and help them as needed. This is an opportunity to informally assess and provide gentle feedback to support their learning.
- Understand and implement the I do, We do, You do model (Gradual Release of Responsibility model)
- Personally reflect on the accomplishments and challenges of the day. Plan how you will respond to them for next day of the training.
- Consolidate the learning that has happened across the activities of the day.
- On the next page, you will find a document titled: *What to Look for in an Effective Lesson Delivery*. Write the document into a chart along with the title. Place it in front of the room where all participants can read it. You will use it throughout the 10 days of the training to guide participants during lesson demonstrations, lesson practice, reflection, and feedback discussions.

Practical Guidelines to Support the Use of the Training Manual

Part I: Pre and Post Training Surveys

You will administer a pre-training survey on day 1 of the training. You will administer a post-training survey at the end of the training. Make sure to collect the responses for each participant and keep them in a safe place.

Part II: Lesson Demonstrations

A. Demonstration of an Activity within a Lesson

The purpose of demonstrating an activity within a lesson is to give participants an example of how a specific component of reading is taught. Prior to modeling an activity, make sure to read the full lesson with the participants and address any questions they may have. After participants have carefully read the full lesson, make sure they understand how the activity fits in with the rest of the lesson. This can be done by making connections between the activity titles that come before and after the target activity. Below is an example:

Activity title: Identifying initial letter sounds

Activity title: Learning a new letter name (Target activity to be modelled) Activity title:
Writing the new letter

Connections: The practice of *identifying initial letter sounds* helps to raise awareness between letter-sound relationships. *Learning a new letter name* will help learners know the name of the target letter that they will then be asked to write. *Writing the new letter* helps learners remember the name of the letter and also helps raise awareness of the relationship between speaking and writing.

Model the importance of preparing for an activity or lesson by having the materials you would use to teach the activity ready. Discuss with participants how the classroom environment can be used to promote learning. For example, for the target activity titled above, learning a new letter name, in the classroom you can have a picture of a word that starts with the target letter or direct them to a picture in the Learner's Book. In the classroom, the teacher can also direct learners' attention to pictures or charts that may have been used in previous lessons.

Discuss with the participants what *ways to check for understanding* are relevant to the activity about to be taught. For example, given that the target activity to be modeled is how to teach a new letter name, the facilitator can model how a teacher can use questioning or listening to check if learners have learned the name of the target letter.

Make sure you are familiar with the specific ways that the Teacher's Guide suggests to check for understanding because this is what will help teachers plan instruction to meet learners' different needs. These are noted below:

1	Watch and listen to learners closely during the <i>I Do</i> , <i>We Do</i> , and <i>You Do</i> portions of the lesson.
2	Examine mistakes as clues to where the learners are in the learning process.
3	Call on a variety of learners.
4	Walk around the classroom while learners do independent practice.
5	Do random spot checks.
6	Do a quick visual check of responses to get a quick glance of ability.
7	Ask learners to justify their responses. Can they explain why they answered that way?

B. Full Lesson Demonstration

The purpose of a full lesson demonstration is to help the participants see the flow of a lesson and get a clear idea on how to properly teach the *I do*, *We do*, *You do* lesson phases. During the full lesson demonstration, you are modelling how to effectively deliver a lesson in ways that specifically align to the *What to look for in an effective lesson delivery* chart that is used as a guide during lesson modelling, lesson practice, reflection, and feedback sessions.

You are modeling:

- proper implementation of the I do
- proper implementation of the We do (make sure that the participants who are roleplaying as learners participate in the We do at the same time.)
- proper implementation of the You do
- the importance of teaching *all* the content in a lesson.
- how to prepare the necessary materials in advance and how you used them appropriately within a lesson
- how to prepare the classroom environment to support the lesson content
- how to use the language of instruction correctly
- how to check for understanding across activities in a lesson

After modeling a full lesson, you will engage participants in reflection and feedback using the guidelines in *What to look for in an effective lesson delivery*. This is a critical piece of the training. This is how you will help teachers begin to understand how and why the *I do*, *We do*, *You do* model is an effective way to teach learners how to read.

Part III: Grouping

Different activities during the training will give participants the opportunity to work in whole group, small groups, and pairs. Individual work will entail practise teaching an activity within a lesson in small groups or a full lesson in front of the whole group.

Individual

Individual work will entail practice teaching an activity within a lesson in small groups or a full lesson in front of the whole group. While participants practice teaching an activity within a lesson or a full lesson, make sure to move around the room and provide gentle correction as needed.

Pairs

During the sessions, the participants will be asked to turn to a participant sitting near them to briefly discuss a question or prompt. Participants will then be asked to share responses with the larger group.

Small Groups

During the lesson practice activities, participants will work in small groups. The purpose of having participants work in small groups during the practice sessions is to make sure that as many participants as possible have a chance to practice teaching an activity within a lesson or teaching a full lesson, then receive feedback from peers. During these activities, as one participant practices teaching, the other participants will be observing. The observers are expected to jot down notes using the *What to look for in an effective lesson delivery* chart as a guide. After the presentation, they will be

expected to provide feedback to the presenter based on their notes. The teaching practice, observation, reflection, and feedback activities that occur during the small group work will help to reinforce learning how to teach the five components of reading using the *I do, We do, You do* model.

During this time, you will move around and help each small group by providing gentle correction as needed. Your active involvement during small group is an important way to model the kind of engagement we would like teachers to use with learners in their classrooms.

Whole Group

When you demonstrate a full lesson, some participants will role play as *learners*. Roleplaying as learners reinforces participants' understanding of what learners should be doing during the implementation of the *I do, We do, You do*.

When you demonstrate a full lesson, other participants will observe the lesson and use the guidelines in *What to look for in an effective lesson delivery*

Whole group work also involved when teachers

Part IV. Feedback Sessions: *What to Look for in an Effective Lesson Delivery*

When you are modeling a lesson or a participant practices teaching a lesson, make sure to explain how you prepared for the lesson. Have the chart titled, *Guidelines to Prepare a Lesson* available and refer to it often. Also make sure participants are using the chart titled, *What to Look for in an Effective Lesson Delivery*. During the reflection and feedback sessions, clarify any questions participants may have and provide

It is critical that you walk around and engage with participants while they work in groups, pairs, or independently. Circulate and consistently provide clarification, correction, and support as needed. When a participant practices teaching an activity or a lesson, make sure to make clear suggestions as to how the lesson delivery can be improved.

Part V. Exit Slip

At the end of most days, there is an exit slip activity. Participants are asked to write two things they have learned and one question they may have. Make time at the end of the day to read through these. Use the information gathered from the exit slips to adapt the training as needed.

Part VI. Charts

The charts in the training manual will be used throughout the training. When you create a chart, use two sheets of chart paper when there is a lot of text. This will ensure that participants who are seated in the back of the room can also read the chart from a distance. Make sure to leave the charts up on the walls so that participants can refer to them, make connections, and build on what they are learning each day. Most of the charts that you create for the Chichewa training will also be relevant to the English training.

Part VII. Phonological Awareness Activities - Energiser Bank

If you sense that an energiser activity is needed at some point throughout the day, refer to the bank of phonological awareness activities below.

PHONOLOGICAL AWARENESS BANK FOR CHICHEWA TERM 1

- Syllable review (Unit 7, Lesson 1, Activity 7.1.2)
- Discriminating the new letter sound (thumbs up, thumbs down) (Unit 7, Lesson 1, Activity 7.1.3)
- Identifying initial and ending letter sounds (Unit 7, Lesson 1, Activity 7.1.4)
- Songs (Unit 7, Lesson 1, Activity 7.1.1)
- Segmenting sounds that make up a word (Unit 10, Lesson 7, Activity 10.7.5)
- Count the number of phonemes or syllables in a word, Unit 8, Lesson 3, Activity 8.3.2)
- Blending sounds (Unit 7, Lesson 3, Activity 7.3.3)
- Initial sound to picture matching (Unit 6, Lesson 1, Activity 6.1.2)

Part VIII. Practicum Preparation

On days 6 and 10 of the training, participants will be expected to carry out a practicum. Here are some of the logistical arrangements that you need to make *in advance*:

As learners will be on holiday, arrange with the relevant structures of the school and community to have 20 learners for Classroom A and 20 learners for Classroom B from the surrounding villages come to the school for the practicum (20 girls, 20 boys).

Communicate the times for the practicum so that learners can come on time and also parents know what time to expect them to be back home. Arrange for a classroom at the centre school to conduct the practicum.

Guide the teachers in the preparation of the lesson delivery. Ask teachers to do the following:

- identify teachers to lead the practicum (this should be done no later than a day before the practicum).
- read and practice the lesson in advance
- prepare materials in advance

What you can do in advance:

- set up the classrooms A and B in advance
- prepare two charts titled, *What to Look for in an Effective Lesson Delivery*. Post one in classroom A and the other in classroom B. Participants who observe the lesson will refer to the guidelines as they take notes. They will use these notes to participate in the reflection and feedback session.
- ensure that there are enough LBs for each learner.

Table 2. What to Look for in an Effective Lesson Delivery

Lesson Delivery	Always	Sometimes	Not at all
Gradual Release of Responsibility (Using the I do, We do, You do model)			
1 Did the presenter follow the I do?			
2 Did the presenter follow the We do? (done in unison with the learners)?			
3 Did the presenter follow the You do?			
4 Did the presenter follow the sequence of every lesson activity? (not skipping activities)			
a List 2 things the presenter did well during the implementation of the I do, We do, You do model:			
b List 2 things the presenter can improve in the implementation of the I do, We do, You do model:			
Reading Components			
5 Did the presenter include all the content in the lesson (target sounds, letters, words, sentences)			
a Name the reading component that was taught.			
b Preparation, language of instruction, and pacing			
6 Did the presenter prepare the necessary materials ahead of time and use them appropriately during the lesson?			
7 Did the presenter teach each segment of the lesson in the allocated time?			
8 Did the presenter use the language of instruction appropriately (if English, did the presenter use effective English teaching strategies (i.e. use gestures and actions to reinforce what was said, speak clearly, use realia, objects or pictures, teach learners to respond to classroom instruction, encourage learners to speak)?			
Checking for Understanding			
9 Did the presenter check for understanding during the lesson? (observing, listening, looking at learners' work, asking questions, etc.)			
10 List 1-3 ways the presenter checked for understanding:			
Overall Feedback			

Lesson Delivery

- 12 What did you learn from watching this lesson delivery?
- 13 Name two things that were done well.
- 14 Name two things that could be improved
- 15 How will you apply this reflection in your own teaching practice?

Day 1 Training Agenda

	Time	Activity	Activity Description
Day 1	8:00-8:10		Logistics and administrative announcements (10 minutes)
	8:15 – 8:25		Pre-training survey (10 minutes)
	8:25 – 8:40		Norms and expectations of the workshop (15 minutes)
	8:40 – 8:45		Review of training objectives (5 minutes)
	8:45-9:15	1.0	Reading through the front matter of the Chichewa training manual (30 minutes)
	9:15 – 10:00	1.1	Research on Literacy Assessments in Malawi (45 minutes)
	10:00-10:30	1.2	The National Reading Programme (30 minutes)
	10:30-10:50		TEA BREAK
	10:50-12:00	1.3	Introduction to the 5 Components of Reading (70 minutes)
	12:00 – 1:00		LUNCH BREAK
	1:00-2:00	1.4	Getting to Know the Chichewa Teacher Guide (60 minutes)
	2:00-2:30	1.5	Overview of Weekly Lesson Components (30 minutes)
	2:30-3:00	1.6	Overview of the Chichewa Learner Book for Standard 1 (30 minutes)
	3:00 – 3:20		TEA BREAK
	3:20-3:50	1.7	Producing the Letter Sounds of <i>animukole</i> for Term 1 (30 minutes)
3:50-4:00	1.8	Exit slip (10 minutes)	

DAY 1 ACTIVITIES

Welcome, Introduction, and Registration

(10 minutes)

 *Do:*

Welcome the participants to the workshop. Tell them your name and position in the training and your work place. Then, ask each of the participants to introduce themselves. Let them mention their names, school and class they teach and number of years they have taught.

Logistics and Administrative Announcements

(5 minutes)

 *Do:*

Explain to participants the logistics and administrative arrangements for the workshop. Ensure that they have signed the workshop attendance register.

Pre-training Survey

(10 minutes)

Purpose:

Assess what participants currently know about teaching Chichewa in Standard 1.



Say:

Now you will take a pre-training survey of your knowledge about teaching reading in Chichewa Standard 1.

The purpose of this survey is not to grade or evaluate you, but to understand the knowledge and skills you have brought to the training. The survey will also help organisers find out if the training has been successful in improving your knowledge and skills in effective reading instruction.



Do:

Pass out the pre-training survey and give the teachers 10 minutes to complete the survey.

2. Have participants return the completed survey before proceeding to the next exercise.

Norms and Expectations of the Workshop

(15 minutes)

Purpose: Agree upon the behaviour expected of participants so that the training is successful.

Resources needed:

- chart paper
- masking tape
- marker



Say:

Thank you for taking time to complete the pre-training survey! Now we will share our expectations of this training.



Do:

1. In advance, post chart paper on the wall. Title it *Norms and Expectations*.
2. Invite participants to share norms and expectations.
3. Write participants' responses on the *Norms and Expectations* chart.
4. Ensure the teachers agree with the norms and are willing to be abide by them.

Below is a sample *Norms and Expectations* chart:

- 1 Sign the daily attendance sheet.
- 2 Attend all sessions.
- 3 Participate actively.
- 4 Respect each other's views.
- 5 Phones should be on silent mode/switched off during the sessions.
- 6 Punctuality should be observed at all times. Make sure to return promptly after morning/afternoon breaks and lunch.
- 7 Take care of the training materials provided.
- 8 Keep the environment clean.
- 9 Avoid unnecessary walking out of the training room.

Review of Training Objectives

(5 minutes)

Purpose:

Provide overall objectives so the participants know what activities will take place and help them be accountable for their own learning.



Do:

5. Communicate the objectives to the participants and review them together.



Say:

By the end of this training, you will be able to:

- explain the goals of the National Reading Programme
- discuss the 5 Components of Reading
- practice the I do, We do, You do model
- familiarize themselves with the Chichewa Teacher's Guide (TG) and Learner Book (LB)

- demonstrate how to teach key reading skills following the instructional routines outlined in the lesson plans
- practise preparing and teaching a lesson
- explain how to assess learner progress

We will meet these objectives through your active participation in the sessions that will take place over the next coming days. In the next section, we will learn more about the goals of the National Reading Programme.

Success Criteria for Day 1

By the end of the day participants should be able to:

- ✓ demonstrate an understanding of the National Reading Programme.
- ✓ identify the 5 Components of Reading through activities in the TG.
- ✓ describe structure of the Teacher Guide.
- ✓ distinguish lessons in the Chichewa weekly components table.
- ✓ describe structure of the Learner's Book

Activity 1.0: Reading through the Front Matter of the Chichewa Training Manual (30 minutes)



Say:

The front matter of the training manual contains some information on why some activities are conducted during the training and how they can be conducted effectively. We will read through the contents of the front matter in groups.



Do:

1. Ask participants to be in 8 groups.
2. Have them turn their manuals to the section titled, *Practical Guidelines to Support the Use of the Training Manual*
3. Read together the title of the page together.
4. Allocate sections of the guidelines to the groups as follows;
 - Groups 1 & 2 – Part 1. Pre and Post Training Survey and Part II. Lesson Demonstration
 - Groups 3 & 4 – Part III. Grouping and Part IV. Feedback Session
 - Groups 5 & 6 –Part VI. Charts, Part VII. Phonological Awareness Activities – Energizers Bank
 - Groups 7 & 8 – Part V. Exit Slip and Part VIII. Practicum Preparation

5. Have participants read the assigned sections in their groups and prepare to share with the rest of the participants.
6. Go around the room and answer any questions they may have.
7. Ask each group to present. Encourage participants to comment or ask for clarification where necessary.

Activity 1.1: Research on Literacy Assessments in Malawi (45 minutes)

Purpose:

Provide teachers with research evidence that shows the state of reading achievement in Malawi. Explain why it is critical to implement a National Reading Programme that uses a different instructional approach so that children learn to read in the early grades.

a. Sharing current teaching and learning experiences in the teaching of Chichewa in Standard 1 (15 minutes)



Do:

1. Share with participants their experiences on the teaching of Chichewa.



Say:

You have been teaching reading in Chichewa in standard 1. Get into groups to discuss the following points and then you will share in plenary:

- a. What approaches do you use in teaching reading in Chichewa?
- b. Have you had any successes in using these approaches? Please share.
- c. State the challenges you encounter in using the approaches.
- d. Explain how you address the challenges you have mentioned.
- e. How do you maximise the involvement of boys and girls, and learners with diverse needs in teaching of Chichewa and English?

b. Sharing Research findings from Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ II of 2005 and SACMEQ III of 2011) (10 Minutes)



Do:

1. Refer participants to the following on chart.
2. Briefly summarise the main points of the research findings.

POSITION	COUNTRIES	SACMEQ II	POSITION	COUNTRIES	SACMEQ III
1.	Seychelles	582	1.	TZ Mainland	578
2.	TZ Mainland	546	2.	Seychelles	575
3.	Kenya	543	3.	Mauritius	574
4.	Mauritius	537	4.	Swaziland	549
5.	Swaziland	530	5.	Kenya	547
6.	Mozambique	516	6.	TZ Zanzibar	537
7.	Zimbabwe	505	7.	Zimbabwe	508
8.	South Africa	492	8.	Namibia	497
9.	Uganda	482	9.	South Africa	495
10.	TZ Zanzibar	478	10.	Uganda	479
11.	Lesotho	451	11.	Mozambique	476
12.	Namibia	449	12.	Lesotho	468
13.	Zambia	440	13.	Botswana	435
14.	Malawi	429	14.	Zambia	434
15.	Botswana	421	15.	Malawi	434



Say:

SACMEQ II results show that Malawi was at position 14 in 2005. SACMEQ III shows that Malawi was at position 15 in 2011, the lowest among the 15 countries. Why is Malawi ranked among the lowest in SACMEQ II and ranked the lowest in SACMEQ III?



Do:

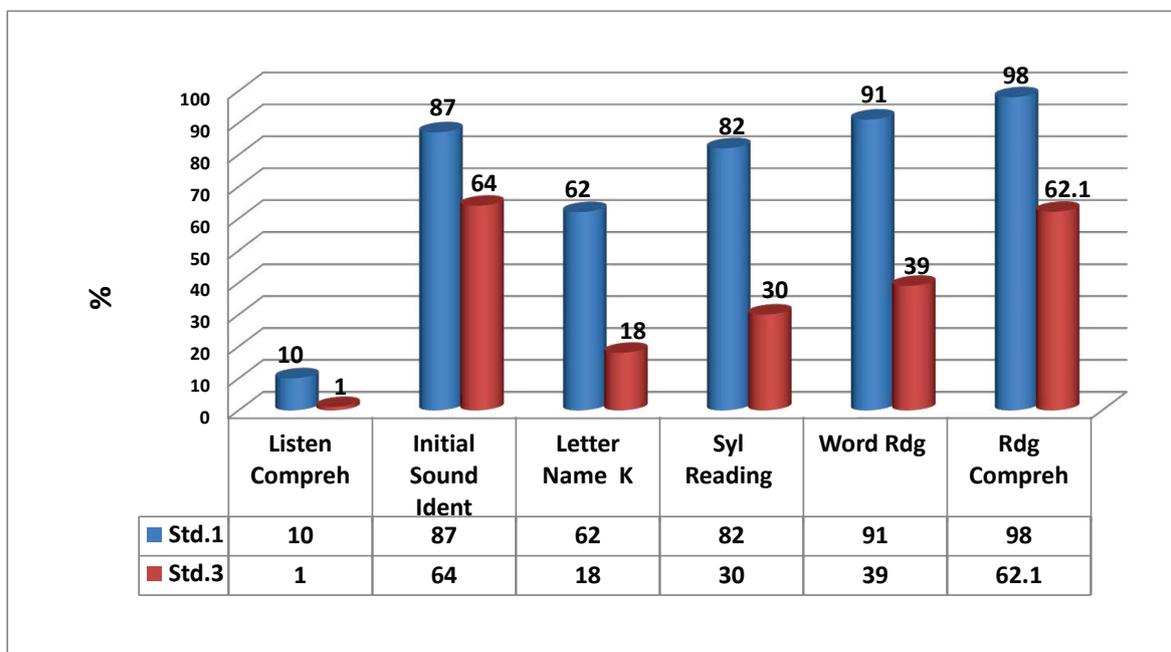
3. Have participants discuss in pairs.
4. Have participants discuss in plenary.

c. Analyzing findings from the Malawi National Reading Assessment (2014) for Standards 1 and 3 (15 Minutes)



Do:

5. Direct participants' attention to the chart that shows literacy data from the Malawi National Reading Assessment (2014).



Source: Malawi National Reading Assessment (2014)



Say:

The graph presents findings from the Malawi National Reading Assessment (MNRA) that assessed learners in Standards 1 and 3 in 2014. It shows the percentages of learners who scored zero on the items assessed.



Do:

1. Ask participants the following questions. Provide correction if needed.
 - What do the blue and brown bars stand for? (Answer: blue bars stand for standard 1 and brown bars stand for standard 3)
 - What does a long bar mean? (Answer: A long bar means that many learners scored zero; they were unable to give a correct answer on the task).
 - What does a short bar mean? (Answer: A short bar means more learners were able to perform the task they were asked to do-give a correct answer.)
 - Give examples of reading tasks that learners were assessed on. (Answer: letter names, initial letter sounds, reading syllables, words and a story, and answering comprehension questions).

- Which task was the easiest for learners in both Standards 1 and 3? (Answer: listening comprehension- answering questions based on a story read to them).
- After reading a story, what percentage of learners was able to answer questions correctly in Standard 1? (Answer: only 2%; almost none of the learners)
- After reading a story, what percentage of learners was able to answer questions correctly in Standard 3? (Answer: 37.9% or 38%).
- Why do you think children struggle with learning to read?



Say:

If learners do not know letter names and letter sounds, they are unlikely to be able to decode words. They will be unable to read a story and understand what they are reading. Learners will continue to move into higher standards without knowing how to read. For this reason, it is critical that we learn to teach children how to read in another way.

Activity 1.2: The National Reading Programme (30 minutes)

Purpose:

Inform teachers about the main goals of the NRP and the role that the 5 components of reading play in it.

Resources Needed:

- chart paper
- masking tape
- marker
- Chart titled, *The National Reading Programme*
- Chart below titled, *Questions*
- notepads
- pens

Questions

- What is the new programme the Ministry of Education, Science and Technology has embarked on?
- What does the Ministry want to achieve by introducing this programme?
- State the 5 key components of reading.



Do:

1. In advance, write the information in italics below and title it, *The National Reading Programme*. Post it on the wall.
2. In advance, post the *Questions* chart on the wall.
2. Have a participant read aloud the information in the chart titled, *The National Reading Programme*.

This reading programme aims at improving early grade learners' literacy skills. Central to achieving this goal is building teachers' capacity to teach foundational reading skills that are key for successful reading and comprehension abilities needed for learning content across the curriculum. The NRP introduces teachers to effective reading instruction through the five essential components of Phonological Awareness, alphabetic principle, vocabulary, fluency and comprehension. The NRP also includes oral language development and writing as part of reading instruction.

The programme aims to contribute to the achievement of the NRP aims at providing teachers and head teachers with training on how to better teach children in the early primary grades to read and write in Chichewa and English. It will focus on strengthening teachers' skills and knowledge of how to teach literacy by providing them with opportunities for training and ongoing professional development through coaching.

The MoEST encourages all those involved in this effort—PEAs, teachers, head teachers and others—to fully engage in the trainings and in ongoing activities to support improved literacy. It is only through everyone's hard work and commitment that we will realise the important goal of having all Malawian children reading.



Say:

Due to poor results like the ones noted in the Malawi National Reading Assessment, MoEST with support from its partners, carried out several literacy interventions over the past years. For instance, Malawi Breakthrough to Literacy (MBTL), Malawi Teacher Professional Development Support (MTPDS), Literacy Boost and Early Grade Reading Activity (EGRA). All these interventions aimed at improving literacy achievement levels. Several lessons were learnt in these interventions. These include the following:

- Proper sequencing of letters and sounds help learners to achieve high literacy levels.
- Teachers need proper and adequate training
- Teachers support plays a very important role in ensuring effective content delivery.
- Local communities have an important role in supporting learners.
- Availability of reading materials is crucial in ensuring effective acquisition of reading skills by learners.

Based on previous interventions, the Ministry of Education, Science and Technology (MoEST) developed a National Reading Strategy to guide reading instruction in primary school aimed at improving learners' reading skills. MoEST has now embarked on a new programme known as the National Reading Programme.

This programme will incorporate good teaching and learning practices learnt from the interventions conducted in districts and primary schools across Malawi.

The National Reading Programme will emphasise the 5 key components of reading:

- Phonological awareness
- Alphabetic principle
- Fluency
- Vocabulary and
- Comprehension

In addition, the NRP also includes oral language development and writing as part of the approach to reading instruction.

The 5 components of reading will help to achieve the National Education Standards (NES) set by the MoEST by ensuring that:

- there are relevant teaching and learning materials to support language development in Chichewa and English.
- teachers acquire skills and knowledge to teach reading effectively.
- there is adequate time allocation for reading instruction in both languages.
- all learners are given equal opportunity to acquire reading instruction in both languages.



Do:

1. Ask participants the following questions:

- What is the new programme the Ministry of Education, Science and Technology has embarked on?
- What does the Ministry want to achieve by introducing this programme?
- State the 5 key components of reading.

2. Have the participants discuss the above questions in pairs.

3. Have participants report the responses in plenary.

Tea Break

(20 minutes)

Activity 1.3: Introduction to the 5 Components of Reading (70 minutes)

Purpose:

The participants will learn the definitions of each of the 5 components of reading.

Resources needed:

- Teacher Guide
- Learner Book

- chart paper
- masking tape
- marker
- Chart titled, *Definitions of the 5 Components of Reading*
- Chart titled, *Examples of the 5 Components of Reading from Lesson Activities*
- Chart titled, *The Five Components of Reading: Initial Ideas*



Do:

1. In advance, create the charts below. Post the chart titled, *Definitions of the 5 Components of Reading* after step 9.

The Five Components of Reading: Sample Activities

Group	Component	Unit/Lesson	Sample Activity
1	Phonological Awareness	Unit 2 Lesson 1	Activity 2.1.2
2	Alphabetic Principle	Unit 2 Lesson 1	Activity 2.1.4
3	Fluency	Unit 2 Lesson 7	Activities 2.7.2 and 2.7.3
4	Vocabulary	Unit 2 Lesson 2	Activity 2.2.4
5	Comprehension	Unit 2 Lesson 2	Activities 2.2.2 -2.2.5

The Five Components of Reading: Our Initial Ideas

Initial Ideas about the 5 Components of Reading based on the Sample Activity and Group Discussion	Our Working Definition
Our ideas about phonological awareness:	Phonological Awareness is...
Our ideas about the alphabetic principle:	Alphabetic Principle is...
Our ideas about fluency:	Fluency is...
Our ideas about vocabulary:	Vocabulary is...
Our ideas about comprehension:	Comprehension is...

Definitions of the 5 Key Components of Readingⁱⁱ

	Name of skill	Definition	Example
1	Phonological Awareness	The ability to hear, identify, and manipulate sounds in spoken words. It is the general ability to discriminate the sounds of a language and the awareness that words can be broken up into sounds.	/k/ /a/n/a/
2	Alphabetic principle	The ability to associate sounds with letters and use those sounds to read and spell words. This focuses on symbol recognition, identification of syllables etc.	k a n a
3	Fluency	Reading accurately, with expression, and at a pace that is not too fast nor too slow. It is quick and accurate recognition of letters and words. It can also be <i>oral fluency</i> —how well learners use dialogue and vocabulary to communicate with others.	Fluency is reading accurately, with expression, and at a pace that is not too fast nor too slow. It is quick and accurate recognition of letters and words. It can also be <i>oral fluency</i> —how well learners use dialogue and vocabulary to communicate with others
4	Vocabulary	Knowledge of words and word meanings in a language	When you <i>define</i> a word, you are giving the meaning of a word.
5	Comprehension	The process of making meaning from spoken language and / or print. This is understanding what one is reading about.	When a learner can explain why a character behaves in a certain way.

2. Divide participants into 5 groups.
3. Assign each group a different component of reading.
4. Post the chart titled, *The Five Components of Reading: Sample Activities*
5. Give each group 10 minutes to read the sample activity in the TG for each corresponding component.
6. Address questions as needed.
7. Post the chart titled, *The Five Components of Reading: Our Initial Ideas*.



Say:

Let us take a look at the chart titled, *The Five Components of Reading: Our Initial Ideas*. Now that you have read the activity, discuss how you think the activity serves as an example of the component assigned to your group. Make connections to your teaching practice. Then, come up with a working definition of the component. Have one volunteer in your group write your group's responses in the chart.

8. Walk around to each group and support the participants as needed.

9. Make sure one volunteer from each group comes up and writes responses to the assigned section in the chart.
10. Post the chart titled, *Definitions of the 5 Components of Reading* after step 9.
11. Reconvene the whole group.
12. Have each group share their responses.
13. Post the chart titled, *Definitions of the 5 Components of Reading*
14. Consolidate the activity by cross-checking each group's working definition with the definition on the chart titled, *Definitions of the 5 Components of Reading*.
15. Emphasize the definition and example provided in the chart titled, *Definitions of the 5 Components of Reading*.
16. If necessary, provide additional examples of classroom activities that teach each of the 5 components of reading as noted below.

Additional Examples of Classroom Activitiesⁱⁱⁱ

Some sample classroom activities that teach each of the 5 Components of Reading:

Phonological Awareness

- Say a word and have learners identify the initial sound.
- Say three words that begin with the same initial sound and have learners identify the sound.
- Say an initial sound and have learners think of words that start with that sound.
- Have learners segment a sentence into words by clapping each word that they hear.
- Have learners segment a word into syllables by clapping each syllable that they say.

Alphabetic Principle

- Point to a letter and ask learners to make the sound.
- Make a sound and have the learners point to the letter that makes the sound. *Fluency*
- Read a story aloud in chorus with the teacher.
- Have individual learners read aloud in pairs.

Vocabulary

- Identifying words that mean the same as a given word (synonyms) or the opposite (antonyms).
- Matching a vocabulary word with its definition.
- Write a sentence on the board with one key vocabulary word missing. Ask learners to fill in the blank with an appropriate word.

Comprehension

- Retelling a story that has been read aloud.
- Making predictions about what is going to happen next in a story.
- Identifying the main characters and setting of a story.



Say:

Thank you for your participation! Today and for the rest of the training, you will use the Teacher's Guide to participate in activities to further explore how the five components are used to teach reading.

Activity 1.4: Getting to Know the Teacher Guide (60 minutes)

Purpose:

Help teachers become familiar with the Chichewa Teacher Guide for Standard 1. The participants should have a good working knowledge of the front matter, lesson structure, success criteria, and unit structure.

Resources needed:

- chart paper
- marker
- masking tape
- Teacher's Guide



Do:

1. In advance, write the following search items on chart paper:

Search Items

The table of contents	A sample <i>You do</i> from unit 7
The table that shows the <i>I do, We do, You do</i> model	1 components of reading
Two topics covered in the Front Matter	2 success Criteria from unit 7
An example of a unit	3 types of resources needed for a lesson
An example of a lesson	Example of a teacher tip
List the various parts of a lesson	Example of homework
A sample <i>I do</i> from unit 7	An example of a daily reflection prompt
A sample <i>We do</i> from unit 7	The section titled, <i>The Role of the Reading Centers in the NRP</i>

2. Post the *Search Items* chart on the wall where all participants can read it.
3. In advance, write the follow up questions on chart paper, to be used in the consolidation of the activity.

Follow up Questions Chart	
a.	How many units does the TG for term 1 have?
b.	Which units are review units?
c.	How many lessons are there in each unit?
d.	About how many activities does a lesson have?
e.	Give examples of topics covered in the front matter.
f.	How many review lessons are in a unit?
g.	How does a teacher know what to teach?
h.	Where can a teacher find the success criteria?
i.	How does the teacher know how much time to spend on each activity?
j.	What is the message in the section titled, <i>The Role of the Reading Centers in the National Reading Program</i> ?



Say:

Now you are going to familiarise yourselves with the format of the Chichewa Teacher Guide. You are going to play a game called *Search Items*. You will be searching through the Teacher Guide to find specific information. After searching for the items, each group will share the information found.



Do:

1. Have volunteers help distribute the Chichewa TG to each participant.
2. Give participants 2-3 minutes to look through the TG on their own.
3. Have participants work in manageable groups to find the search items. Have participants count 1-5, repeatedly, until everyone has a number. The '1' s should then form a group, the 2s should then form a group, etc.
4. Go around the room and help as needed. As you help the participants get to know the teacher guide, make sure to help them understand what a unit is, what a lesson is, and where to find them listed within the material.
5. Call upon participants to give the page number for each item on the chart and direct all to go to the location. Discuss briefly the content of the page or topic. For example, discuss the diagram that shows the *I do, We do, You do* model in the Front Matter.
6. Post the *Follow up Questions* chart on the wall where all participants can read it.
7. Have participants discuss in their groups.
8. Reconvene the whole group.
9. Have participants respond to the questions in the *Follow up Questions* Chart. Briefly refer to sample responses below to help you provide gentle correction to participants who are not able to get the right answer.

Answer Key for the <i>Follow up Questions Chart</i>	
1.	12 units
2.	Units 6 and 11 are review - just like Chichewa
3.	10 lessons
4.	between 4-6 activities each lesson (may vary)
5.	Components of Reading, Strategies for teaching Chichewa as an additional language
6.	10 lessons in a unit
7.	2 review lessons - lesson 9 and 10 on Friday - are review each week
8.	At the beginning of a lesson
9.	Each activity is allocated time
10.	Answers vary.



Say:

The purpose of the Standard 1 Chichewa Teacher Guide is to provide teachers with prepared lesson plans that focus on the key skills necessary to prepare children to learn to read with understanding

Activity 1.5: Overview of Weekly Lesson Components (30 minutes)

Purpose:

Ensure participants become familiar with the *Chichewa Weekly Lesson Components Table* in the Front Matter. Ensure participants understand how the weekly lesson components fit together.

Resources needed:

- Teacher's Guide
- chart paper
- masking tape
- marker



Do:

1. In advance, read the Chichewa Weekly Lesson Components Table so that you can isolate the similarities and differences.

In advance, prepare a chart like the one below and post it on the wall where all participants can read it:

Weekly Chichewa Lesson Components Comparison Chart

	Similarities	Differences
Lessons 1 and 5		
Lessons 2 and 6		
Lessons 3 and 7		
Lessons 4 and 8		
Lessons 9 and 10		

2. Have participants turn to the *Weekly Chichewa Lesson Components* table in the Teacher Guide.



Say:

As you become familiar with the components of the weekly Chichewa lesson, also look closely at the specific time allocated to each activity. The time allocated helps maintain proper pacing throughout the lesson.



Do:

3. Have the participants work in pairs and ask them to review the *Weekly Chichewa Lesson Components* Table in the Teacher Guide. Encourage them to read the *Lesson Framework* section. Indicate they should look for similarities and differences among the lesson pairs. (10-15 minutes)
4. Go around the room and provide support as needed.



Say:

Please take a moment to look at the *Weekly Chichewa Lesson Components Comparison* chart on the wall. Now that you have finished reviewing the *Weekly Chichewa Lesson Components* table in the Teacher Guide, I would like some of you to come up and write in the chart some of the similarities and differences you noticed about the lesson pairs.



Do:

5. Select several volunteers.
6. Briefly refer to sample responses from the answer key below to help participants who did not get the right answer. (20 minutes)
7. Highlight any relationships between the lessons that participants may have missed.

Weekly Chichewa Lesson Components Chart (Answer Key)

	Similarities	Differences
Lessons 1 and 5	The activities and script are the same	Only the target letter changes, so the key word and words used in the activities change as well to feature the new target letter
Lessons 2 and 6	Same story, same vocabulary	Lesson 2 is the 1st reading, while Lesson 6 is the 2nd reading of the same story, so the content will be more of a review the second time around
Lessons 3 and 7	The activities and script are the same	Only the target letter changes, so the syllables and words used in the activities change as well to feature the new target letter
Lessons 4 and 8	The activities and script are the same	Only the target letter changes, so the sentences and comprehension questions change as well to feature the new target letter
Lessons 9 and 10	In Term 1, Lesson 10 is a continuation of Lesson 9	The teacher chooses which activities she wants to review during Lesson 9 and which to review during Lesson 10. The activities will be different (teacher's decision) but the basic premise of choosing review activities is the same.



Say:

You did a wonderful job identifying the similarities and differences between the lessons in the *Weekly Chichewa Lesson Components* table from the TG. After lunch, you will have an opportunity to become familiar with the Chichewa Learner Book!

Activity 1.6: Overview of the Chichewa Learner Book (30 minutes)

Purpose:

Ensure teachers understand the format of the LB and how it relates to the TG.

Resources Needed:

- chart paper
- masking tape

- marker
- Learner Book



Do:

1. In advance, prepare the *Guiding Questions* chart and post it in front of the room where all participants can read it. Below is an example:

Guiding Questions	
1.	How many units does the LB have?
2.	Which units are review units? How are the review units different from the regular units?
3.	What are the different activities in the units?
4.	How many units will be covered in each term?
5.	Look at the first 5 units. Write down the sequence in which the letters of the alphabet are introduced in the book. What letters are taught in Unit 4?
6.	How different is unit 1 from the rest of the units? Why?
7.	Identify the icons that are used in the LB. What lesson element does each icon go with? Why do you think the LB includes these icons?
8.	Why are pictures in the learner book brightly colored?
9.	Are the illustrations gender sensitive and inclusive? How do you know? (Give evidence to support your position.)
10.	What is the relationship between the picture and the letters or words?

2. Have volunteers help distribute the LB to each participant.

3. Have participants work in pairs.



Say:

Please take a moment to look at the chart titled, *Guiding Questions*. Answer these questions and discuss other elements you notice about the LB.



Do:

4. Go around the room and support participants as needed.

5. Let one group present their findings while the other groups check their own responses and add where necessary.

6. Refer to the answer key below as needed.

Guiding Questions Answer Key	
1	How many units does the LB have? The learner book has 34 units.
2	Which units are review units? How are the review units different from the regular units? In Term 1, units 6 and 11 are the review units. The review units spend the first 5 lessons going over the content that was covered in the previous four weeks, and the last 5 lessons doing formal assessment.
3	What are the different activities in the units? Each lesson has about 6-7 activities that include, for example: syllable review, discriminating a new letter sound, identifying initial letter sounds, writing a letter, making predictions, reading a story, new vocabulary, and comprehension questions
4	How many units will be covered in each term? Term 1 = 1-12, Term 2 starts with Unit 13 but I don't know where it ends. Please ask Grace for clarification. I'm not sure the terms are marked in any way in the TG - not to my knowledge. But the first TG is only Term 1.
5	Look at the first 5 units. Write down the sequence in which the letters of the alphabet are introduced in the book. a, n, i, m, u, k, o, l, e
6	What letters are taught in Unit 4? u and k
7	How different is unit 1 from the rest of the units? Why? Unit 1 is on greetings, concepts of print, and getting familiar with the Learner Book. This serves as an introduction to the Learner Book and how to use it.
8	Identify the icons that are used in the LB. What lesson element does each icon go with? The fish icon indicates a review of previously learned syllables. The rabbit icon indicates the new target letter and picture of a key word that starts with that letter sound. The turtle icon indicates new syllables using the target letter. The rooster icon indicates new words using the target letter. The bird icon indicates sentences that use words with the target letter.
9	Why do you think the LB includes these icons? The icons help the learners find the right place on the page.
10	Why are pictures in the learner book brightly colored? This makes the pictures attractive to the learners.
11	Are the illustrations gender sensitive and inclusive? How do you know? (Give evidence to support your position.)
12	What is the relationship between the picture and the letters or words? The word that the picture represents starts with the target letter sound .

Tea Break

(20 minutes)

Activity 1.7: Producing the Letter Sounds of animukole for Term 1

(30 minutes)

Purpose:

The participants will learn producing the correct letter sounds for the letters a,n,i,m,u,k,o,l,e used in term 1

Resources needed:

- Chart showing letter sounds a,n,i,m,u,k,o,l,e used in term 1



Do:

1. In advance, write **a n i m u k o l e** on a chart. Display the chart on the wall where all participants can read it.
2. Tell participants that **animukole** is the new sequence in which letters of the alphabet will be taught. The sequence was developed based on the amount of words that can be produced using a particular letter. Therefore, in this sequence, most words in Chichewa contain the letter **a**, followed by **n**, then **i** and so on.
3. Produce the correct sounds of the letters using the *I do, We do, You do* model.
4. Help the participants practice further by having volunteers produce the sounds of **a n i m u k o l e**.

Activity 1.8: Exit Slip

(10 minutes)

Purpose:

Participants will review what they have learned today.

Resources needed:

- chart paper
- Chart titled, *Exit Slip*
- marker
- masking tape
- notepads
- pens



Do:

1. In advance, create the chart for the *Exit Slip* activity. Use it throughout the training.

Exit Slip	
2.	Two things I learned today: _____
3.	One comment I have: _____

2. Have participants tear a piece of paper from their notepads and write their responses to the prompts in the chart titled, *Exit Slip*.
3. Collect the responses.
3. Read them after the participants have left.
4. Use participants' responses on the exit slip to inform tomorrow's activities.



Say:

Thank you for your active participation today! Please be on time tomorrow.

Day 2 Training Agenda

	Time	Activity	Activity Description
Day 2	8:00 – 8:10		Introduction and Review (Pass the Ball Game)
	8:10-8:55	2.1	Introducing the I do, We do, You do Model
	8:55-9:20	2.2	Demonstrating the I do, We do, You do Model
	9:20-10:00	2.3.1	Describing Phonological Awareness Routines
	10:00-10:20	BREAK	
	10:20-11:20	2.3.2	Practicing Phonological Awareness Routines
	11:20-12:00	2.4.1	Describing Alphabetic Principle Routines
	12:00-1:00	LUNCH	
	1:00-2:00	2.4.2	Practicing Alphabetic Principle Routines
	2:00-2:50	2.5	Practicing Fluency Routines
	2:50-3:10	BREAK	
	3:10-3:55	2.6	Practicing Vocabulary Routines
	3:55 – 4:00	2.7	Exit Slip

DAY 2 ACTIVITIES

Success Criteria for Day 2:

Participants must be able to:

- ✓ identify the phases of the I Do, We Do, You Do model
- ✓ explain how the lessons in the TG create opportunities to check for learners' understanding
- ✓ describe the flow of a lesson
- ✓ demonstrate lesson pacing
- ✓ teach the components of reading using various routines

Introduction – Play the Game *Pass the Ball*

(10 minutes)

Purpose:

Have participants review what was learnt on the previous day.

Resources needed:

- ball



Say:

Welcome to another day of training!



Do:

1. Have participants stand in a circle.

Have participants pass the ball to someone near or far from where they are standing. The person holding the ball should share something they learnt the previous day. It should be something participants think will be useful when they practice teaching a lesson.

Make sure participants do not repeat what another participant has said.



Say:

In Day 2, you will learn phonological awareness routines. You will also learn more about the *I do, We do, You do* model through lesson routines in the TG that use the 5 components of reading. I will demonstrate a lesson with at least one of the phonological awareness routines!

Activity 2.1: Introduction to the *I do, We do, You do* Model (45 minutes)

Purpose:

Make clear what the teacher and learners are doing in each phase of *the I do, We do, You do* model.

Resources needed:

- Chichewa Teacher Guide
- Chart titled, *I do, We do, You do Guidelines for Teachers and Learners*



Say:

Teaching learners the skills they need to learn how to read, as noted above in the 5 components of reading activity, requires a great deal of instructional support. *The I do, We do, You do* model shows how to do this.

Let us go on to the next activity and learn how it is done!



Do:

1. In advance, select one activity from a lesson in unit 1 that uses *the I do, We do, You do* model.
2. In advance, find the page in the front matter of the Chichewa TG that shows the table titled, *I do, We do, You do Guidelines for Teachers and Learners*

I do, We do, You do Guidelines for Teachers and Learners

	Teacher	Student
<i>I do</i> <i>Direct Instruction</i>	<ul style="list-style-type: none"> ▪ Provides direct instruction ▪ Establishes goals and purpose ▪ Models ▪ Clarifies confusion 	<ul style="list-style-type: none"> ▪ Actively listens ▪ Asks for clarification
<i>We do</i> <i>Guided Instruction</i>	<ul style="list-style-type: none"> ▪ Interactive instruction ▪ Works with learners ▪ Checks for understanding ▪ Prompts and clues learners ▪ Provides additional modeling ▪ Meets with needs-based groups ▪ Clarifies confusion 	<ul style="list-style-type: none"> ▪ Asks and responds to questions ▪ Works with teacher and classmates ▪ Completes process alongside others
<i>You do</i> <i>Independent Practice</i> <i>and</i> <i>Collaborative Learning</i>	<ul style="list-style-type: none"> ▪ Checks for understanding ▪ Provides actionable feedback ▪ Moves among groups ▪ Clarifies confusion ▪ Provides support 	<ul style="list-style-type: none"> ▪ Works alone ▪ Relies on activities, classroom learning to complete the assignment Takes full responsibility for the outcome ▪ Works with classmates, shares outcomes ▪ Collaborates on authentic task ▪ Consolidates learning ▪ Completes an activity in small groups ▪ Looks to peers for clarification

Adapted from: Ellen Levy (2007) Gradual Release of Responsibility Model

3. Divide participants into groups of 5 people.
4. Have participants turn to the page that shows the table titled, *Gradual Release of Responsibility: I do, We do, You do Guidelines for Teachers and Learners*
5. Have participants carefully read the *I do, We do, You do Guidelines for Teachers and Learners* table located in the Front Matter of the TG.
6. In their groups, have participants mention several things that *teacher* and *learners* do during the *I do, We do, and You do* phases of the lesson.
7. Go around the room and help participants as needed.
8. Select six volunteers to come up to the front of the room to play the role of learners.



Say:

(to the participants who are not role-playing as learners):

I will now demonstrate an activity from a lesson in the TG. While I demonstrate, see if you can pick out *the I do, We do, and You do* for each activity. When you think you see the different elements, show 1 finger for the *I Do*, show 2 fingers for the *We Do*, and show 3 fingers for the *You Do*.

Activity 2.2: Demonstrating the *I do, We do, You do* Model (45 minutes)

Purpose:

Have participants see the proper implementation of the *I do, We do, You do* model

 **Do:**

1. Demonstrate an activity from a lesson in the TG.
2. After the demonstration, have the volunteers return to their seats.
3. Have participants explain in their own words what they observed the ‘teacher’ do during the *I do, We do, You do* phases of the lesson activity.
4. Have the volunteers who played the role of learners explain in their own words what they did during each phase of *the I do, We do, You do* and *how* they were asked to do it.
5. Make sure that participants have a clear understanding of what the teacher and the learners are expected to do in each phase of the *I do, We do, You do*.
6. Address any questions participants may have.



Say:

The *I do* part ensures that you model what you want the learners to do in a lesson. It gives you the opportunity to first *lead by example*. The *We do* part gives you and the learners the opportunity to try

the activity *together, and at the same time*. The *You do* part gives the learners the opportunity to *independently* try doing what they have just learned with teacher and group support. When the learners try an activity independently, this can occur in groups, pairs, or on their own. This is their chance to show what they are able to do on their own based on the success criteria of the lesson.

Activity 2.3.1: Describing Phonological Awareness Routines (40 minutes)

Purpose:

Participants will become familiar with the phonological awareness routines in the Teacher Guide.

Resources needed:

- TG
- chart paper
- masking tape
- markers



Do:

1. Distribute the TG.
2. Ask participants to be in groups of not more than 5 people.
3. Draw participants' attention to the phonological awareness routines below. Have them read through the routines to understand how they have been presented in selected Units of the TG (as guided below) .
Unit 2: Lesson 1: Kuzindikira liwu la lembo
Unit 2: Lesson 1: Kuzindikira ndi kutchula liwu la lembo
Unit 7: Lesson 9: Kulumikiza maliwu
Unit 7: Lesson 7: Kulekanitsa maliwu
4. Go around and help participants as needed.
5. Reconvene the whole group.
6. Have each group share their observations.
7. Address any questions participants may have.

Tea Break

(20 minutes)

Activity 2.3.2: Practicing Phonological Awareness Routines

(1 hour)

Purpose:

Have participants practice teaching phonological awareness routines.

Resources Needed:

- chart paper
- masking tape
- marker
- notepads
- pens
- Teacher's Guide



Do:

1. Divide participants into 4 groups.
2. Allocate a routine from activity 2.1 to each group.
3. Have groups read through the routine again and prepare for a mini presentation.
4. Walk around and support participants as needed.
5. Choose one participant from each group to present.
6. Conduct a feedback session.

Activity 2.4.1: Describing Alphabetic Principle Routines (40 minutes)

Purpose:

Participants will become familiar with Alphabetic Principle routines.

Resources needed:

- Teacher's Guide
- chart paper
- masking tape
- markers



Do:

1. Distribute the TG.
2. Ask participants to be in groups of not more than 5 people.

3. Draw participants' attention to the Alphabetic Principle routines below. Have them read through the routines to understand how they have been presented in selected units of the TG (as guided below):

Unit 2: Lesson 1: Kuphunzitsa lembo la tsopano

Unit 2: Lesson 4: Liwu la lembo la tsopano

Unit 2: Lesson 7: Kuwerenga maphatikizo

Unit 3: Lesson 3: kulemba maphatikizo

Unit 3: Lesson 7: kuwerenga mawu

4. Walk around and help participants as needed.

5. Reconvene the whole group.

6. Have each group share their findings.

Lunch

(1 hour)

Activity 2.4.2: Practicing Alphabetic Principle Routines (60 minutes)

Purpose:

Have participants practice teaching alphabetic principle routines.

Resources needed:

- chart paper
- masking tape
- marker
- notepads
- pens
- Teacher's Guide



Do:

1. Divide participants into 5 groups
2. Allocate a routine from activity 2.5 to each group
3. Have groups read through the routine again and prepare for a mini presentation.
4. Choose one participant from each group to present.
5. Conduct a feed back session.

Activity 2.5: Practicing Fluency Routines

(50 minutes)

Purpose:

Familiarise participants with methodologies used to teach fluency.

Resources needed:

- Teacher's Guide
- Learner's Book
- chart paper
- masking tape
- marker
- notepads
- pens
- Chart titled, *What to Look for in an Effective Lesson Delivery*
- Chart below titled, *Definitions of the 5 Components of Reading*



Say:

Fluency is defined as the ability to read at a pace that is not too fast nor too slow, with accuracy and expression. In order to develop fluency, learners should have many opportunities to practice reading print text.

Reading with fluency is important because it helps learners to understand what they read. Learners need to recognise letters and read words accurately and quickly in order to use more of their time and effort concentrating on the meaning of words rather than the sound of each letter. Fluency helps learners to read accurately enough to comprehend. When learners read with fluency, they are able to enjoy reading.



Do:

1. Ask the participants to individually read through the section in the Front Matter about fluency.
2. Let them share what they have drawn from the introduction by reporting in plenary. For example:
 - the definition of fluency
 - the importance of fluency
 - the qualities of a fluent reader
3. Consolidate by giving examples of fluent announcers on radio programmes.



Do:

4. Divide participants into groups.
5. Distribute the Teacher's Guide and Learner's Book to each participant.
6. Ask participants to identify fluency activities in the Teacher's Guide and Learner's Book.
7. Encourage participants to suggest other fluency activities in which they can engage learners.
8. Let them report in plenary.
9. Consolidate the activity by having the participants read through additional fluency activities in the Teacher's Guide.



Say:

The lesson routines that focus on fluency provide opportunities for learners to practice reading at a proper pace, with accuracy and expression. Some strategies for reading fluency include:

- Reviewing letters, syllables and words.
- Fluency games.
- Rapid letter naming.
- Rapid letter-sound identification.
- Rapid identification of syllables.
- Songs and rhymes.

We are going to sing a song. We will start slowly and increase the tempo:

*I will make you fishers of men,
Fishers of men, (3x)
I will make you fishers of men,
If you follow me.*



Do:

10. Ask participants to read through the fluency games located in the Front Matter.
11. Have participants work in pairs.
12. Allocate the games to groups and guide them in the activity.
13. Ask them to discuss how the games are played.
14. Help participants as needed.
15. Have each group present how to play the game.

Purpose:

Familiarise participants with a lesson routine on how to teach new vocabulary.

Resources needed:

- Teacher's Guide (Unit 7, Lesson 2- An activity that teaches vocabulary)
- Learner Book
- chart paper
- masking tape
- marker
- notepads
- pens
- chart titled, *What to Look for in an Effective Lesson Delivery*
- chart below titled, *Definitions of the 5 Components of Reading*

**Do:**

1. Use the chart on the *Definitions of the 5 Components of Reading*.
2. In advance, select an activity on teaching new vocabulary from Unit 7, Lesson 2.
3. In advance, keep all the charts used in previous activities posted on the walls for easy reference.
3. Draw participants' attention to the chart titled, *Definitions of the 5 Components of Reading*.
4. Select a volunteer to read the definition of *vocabulary* and explain the example shown in the chart.

**Say:**

Now that we have reviewed the meaning of *vocabulary*, let us now turn to an activity on vocabulary from unit 7 in the TG. I will demonstrate how to teach the activity. You will read the activity and then practice teaching it.

**Do:**

5. Have participants work in groups of 3.
6. Make sure they work with a different set of peers.
7. Have participants briefly review the chart titled, *What to Look for in an Effective Lesson Delivery*



Say:

First, I will demonstrate the activity. Then, one participant will practice the activity while the other two participants observe and take notes using the chart titled, *What to Look for in an Effective Lesson Delivery* to help guide you in determining what has been done well and what needs can improve. Each practice takes 10 minutes. Jot down your feedback in your notepad. You will have time to discuss at the end of the observations.



Do:

8. Assign an activity on teaching *new vocabulary* from Unit 7, Lesson 2 (Activity 7.2.3).
9. Give participants time to review and prepare for the activity.
10. Demonstrate how to teach the lesson activity.
11. Have each participant in the group take turns practicing how to teach the lesson activity.
12. Circulate and provide gentle correction as needed.
13. Emphasise proper implementation of the *I do, We do, You do* phases of the lesson, checking for understanding, and proper pacing.



Say:

Today, we have had time to practice some activities in the TG that will help learners acquire the 5 components of reading. In order to effectively teach those sessions, we need to make sure that we read and practice the lesson in advance. This can allow us to pace the lesson well and allow adequate time for learners to participate by following the *I do, We do, You do* model.



Do:

1. Reconvene the whole group.
2. Have participants reflect and share what they will improve on and how they will do so.
3. Commend participants on what they have done well during their lesson activity practice. Point out areas that you found participants should continue to pay particular attention to and offer appropriate suggestions.

Activity 2.7 Exit Slip

(5 minutes)

Purpose:

Participants will review what they have learned today.

Resources needed:

- chart paper
- Chart titled, *Exit Slip*
- marker
- masking tape
- notepads
- pens



Do:

1. In advance, create the chart below titled, *Exit Slip*.

<p><i>Exit slip</i></p> <p><i>Two things I learned today</i></p> <p>1. _____</p> <p>2. _____</p> <p><i>One thing I still have question about</i></p> <p>3. _____</p>
--

2. Have participants tear a piece of paper from their notepads and write their responses to the prompts in the chart titled, *Exit Slip*.
3. Collect the responses.
4. Read them after the participants have left.
5. Use participants' responses on the exit slip to inform the support you provide to participants in tomorrow's activities.



Say:

Thank you for your active participation today! Please be on time tomorrow.

Day 3 Training Agenda

	Time	Activity	Activity Description
Day 3	8:00-8:10	3.1	Introduction – Sing a song (10 minutes)
	8:10-9:00	3.2	Teaching Listening Comprehension (50 minutes)
	9:00-9:25	3.3	Demonstrating Proper Lesson Pacing (25 minutes)
	9:25-9:50	3.4	Practicing Proper Lesson Pacing (25 minutes)
	9:50-10:10	BREAK	
	10:10-11:10	3.5	Demonstrating a Full Lesson: How to Teach Reading Using Decodable Stories (60 minutes)
	11:10-12:10	3.6	Practicing How to Teach Reading Using Decodable Stories (60 minutes)
	12:10-1:10	LUNCH	
	1:10 – 1:40	3.7	Overview and Purpose of Assessment (30 minutes)
	1:40-2:50	3.8	Discussing Lesson 9 – the Review lesson and Additional Strategies for Responsive Instruction (70 minutes)
	2:50-3:10	Tea Break	
	3:10-3:55	3.9	Assessment in the Instructional Materials (TG and LB) (45 minutes)
	3:55 - 4:00	3.10	Exit slip

Success Criteria for Day 3

By the end of the day participants must be able to:

- ✓ practice a lesson activity on listening comprehension.
- ✓ practise the *I Do, We Do, You Do* model
- ✓ teach reading through decodable stories
- ✓ prepare and teach a full lesson
- ✓ use the assessment/review unit
- ✓ practice using ways to help learners with special needs

Activity 3.1: Introduction – Sing a Song

(10 minutes)

Purpose:

Familiarise participants with a song used for teaching letters or syllables in Chichewa.

Resources needed:

- TG
- chart
- masking tape
- marker



Do:

1. In advance, write the song on a chart so that participants can read along.
2. In advance, prepare the I do, We do, You do chart below:

I do	We do	You do
Teacher sings the song	Teacher and learners sing the song	Learners sing the song on their own.



Say: Good morning and welcome to another day of the training! Today you will learn a song that learners will practise singing in term 1.



Do:

3. As you say, 'I will sing the song and you will listen. Then we will sing the song together. Lastly, you will sing the song alone,' point to each corresponding segment of the I do, We do, You do model that is posted on the chart.
4. Model how to sing the song.
5. Sing the song with the participants.
6. Have the participants sing the song on their own.



Say:

Great effort! So far this week, you observed a full lesson demonstration and practised teaching lesson activities on four of the 5 components of reading. Today, you will practise a lesson activity on *listening comprehension*. I will demonstrate how to teach a full lesson on teaching reading through *decodable*

stories. You will learn how to prepare/teach a full lesson. You will also learn how to use the assessment/review unit and become familiar with ways to help learners with special needs. Let's get started!

Activity 3.2: Teaching Listening Comprehension (50 minutes)

Purpose:

Familiarise participants with a routine used to teach listening comprehension.

Resources needed:

- TG (Unit 7, Lesson 6 on listening comprehension)
- LB
- chart paper
- masking tape
- marker
- notepads
- pens
- chart titled, *What to Look for in an Effective Lesson Delivery*
- chart titled, *Definitions of the 5 Components of Reading*



Do:

1. In advance, post the chart titled, Definitions of the 5 Components of Reading.
2. In advance, select an activity on listening comprehension from Unit 7, lesson 6.
3. Draw participants' attention to the chart titled, Definitions of the 5 Components of Reading.
4. Select a volunteer to read the definition of comprehension and explain the example shown in the chart.



Say:

Now that we have reviewed the meaning of *comprehension*, remember that it includes understanding what is read or understanding a story that one is listening to. Let us now turn to an activity that focuses on listening comprehension from Unit 7, lesson 6. I will model how to teach the listening comprehension activity. Then you will practice teaching the listening comprehension activity.



Do:

5. Have participants read lesson 6 in pairs
6. Have them briefly review the chart titled, What to Look for in an Effective Lesson Delivery in preparation for your demonstration. Ask them to fill out their observations with guidance from the chart in their notebooks when you begin the demonstration.
7. Address any questions participants may have.

8. Demonstrate how to teach the listening comprehension activity.
9. Take time to discuss the feedback as noted by the participants.



Say:

One participant will practice the activity while the rest observe and takes notes using the chart titled, *What to Look for in an Effective Lesson Delivery* as guidance. Each practice takes 5 minutes. Jot down your feedback in your notepad. You will have time to discuss at the end of the observations.



Do:

10. Assign an activity on teaching listening comprehension from Unit 7, Lesson 6.
11. Give participants time to review and prepare for the activity.
12. Have each participant take turns practicing how to teach the lesson activity.
13. Go around the room and provide gentle correction as needed.
14. Emphasise proper implementation of the *I do, We do, You do* phases of the lesson, checking for understanding, and proper pacing.



Say:

Once you are done practicing the activity, use the remaining time to discuss what went well and what can be improved based on your feedback notes.



Do:

15. Reconvene the whole group.
16. Have participants reflect and share what they will improve on and how they will do so.
17. Commend participants on what they have done well during their lesson activity practice. Point out areas that you found participants should continue to pay particular attention to and offer appropriate suggestions.

Activity 3.3: Demonstrating Proper Lesson Pacing (25 minutes)

Purpose:

Participants will become familiar with ways to maintain a good pace during a lesson. The participants will understand the difference between a slow pace and proper lesson pacing

Resources needed:

- TG
- Chart titled, *Practices that assist with maintaining a good pace*



Do:

1. In advance, prepare the chart below titled, *Practices that Assist with Maintaining a Good Pace*

<i>Practices that Assist with Maintaining a Good Pace</i>
<ul style="list-style-type: none"> ▪ Be well prepared to teach the lesson. This helps the teacher to keep a quick, game-like pace of instruction. This means carefully reading and practicing the lesson at least once the day before and knowing what is to be taught and what materials are needed.
<ul style="list-style-type: none"> ▪ Teachers should follow the script as closely as they can and not add to the script. Keeping talk to a minimum is key for proper pacing.
<ul style="list-style-type: none"> ▪ All learners need '<i>think time</i>' after a teacher asks a question. However, too much '<i>think time</i>' can lead to off task behaviour. How much is reasonable think time? Maybe we should indicate an estimate here.
<ul style="list-style-type: none"> ▪ As learners learn the success criteria, teachers should be able to move through the lessons more quickly. Adjust the pace to keep learners engaged and challenged.
<ul style="list-style-type: none"> ▪ Wait time will vary with the activity. When learners are first learning a skill, they need more '<i>think time</i>' to respond correctly. Reduce the wait time as learners get comfortable enough to practice independently and for review activities.

2. In advance, prepare an activity from a lesson in one of the units in the TG. Practice teaching the activity in a slow pace. Practice teaching the activity in a lively pace. Make sure the difference is clear.



Say:

Activity pacing refers to how fast or slow a teacher conducts the lesson. You will notice that each lesson activity is allocated a specific number of minutes. Use the time given to help you manage pacing of activities. By maintaining a good pace, you are maximising the use of instructional time.



Do:

3. Review with participants some practices that assist with maintaining a good pace based on the chart titled, *Practices that assist with maintaining a good pace*.



Say:

I will now demonstrate an activity twice, once with a *slow pace* and once with a *lively pace* so you can see the difference. I will select one participant to time both versions, then we will use the different pacing as a discussion point. Remember, the *I do, We do, You do* phases of the lesson and proper lesson pacing are important elements in every lesson.



Do:

4. Select a volunteer who will keep track of the activity pacing.
5. Refer participants to the page number for the lesson activity and give them a moment to read the activity.
6. Have participants pay attention to the specific time allocated to the activity.
7. Demonstrate the lesson activity using a slow pace.
8. Repeat the demonstration and model good pacing.
9. Ask the participants to describe the difference between both demonstrations.
10. Ask the volunteer who kept track of the pacing to confirm the difference in the amount of time taken to deliver the lesson activity in the first and second demonstration.
11. Discuss with participants what they noticed.



Say:

So we have learned that maintaining proper pacing is very important. By moving at a lively pace across a lesson, we ensure that every part of the lesson is taught. Continue to keep this in mind as you practise teaching a lesson.

Tea Break

(20 minutes)

Activity 3.4: Practising Proper Lesson Pacing

(25 minutes)

Purpose:

The participants will practice teaching an activity from a lesson, paying attention to proper pacing.

Resources needed:

- Teacher's Guide
- Learner's Book
- notepads
- chart paper
- masking tape
- pens
- Chart titled, *What to Look for in an Effective Lesson Delivery*
- Chart below titled, *Guidelines to Help You Prepare for a Lesson*

Guidelines to Help You Prepare for a Lesson	
1	In advance, read the lesson carefully so that you understand the content, flow, and pacing of the lesson.
2	In advance, prepare the materials that you will need to teach the lesson.
3	In advance, prepare the classroom environment to teach the lesson.
4	In advance, think about how you will check for understanding.

- Chart titled, *Guidelines for Teachers and Learners during the I do, We do, You do*
- Chart below titled, *Ways to Check for Understanding*

<i>Ways to Check for Understanding</i>
▪ Watch and listen.
▪ Examine mistakes.
▪ Call on a variety of learners.
▪ Walk around the room while learners do independent practice.
▪ Do random spot checks.
▪ Do a quick visual check of responses to get a quick glance of ability.
▪ Ask learners to justify their responses.



Do:

1. In advance, have the charts prepared and posted in places where all participants can refer to them as needed throughout the training.
2. In advance, select an activity from a lesson in Unit 7 that is less than 10 minutes in duration.
3. Take a moment to select participants to read aloud the charts that show what was covered so far.



Say:

You have seen how to follow 3 easy steps to prepare for a lesson. You have observed a lesson demonstration showing how you teach at a lively pace and how to check for understanding. Here you can see a chart titled, *Ways to Check for Understanding* which shows the tips we read from the front matter in the TG. We have used the chart titled, *Things to Look for in an Effective Lesson Delivery* to help guide your thinking, learning, and talking about how to teach reading in a new way.

Today, two participants will have an opportunity to practise teaching a lesson activity and to apply what they have learned so far. Several participants will be selected to role-play as learners. As you role-play learners, make sure to follow the guidelines for learners noted in the chart titled, *Guidelines for Teachers and Learners during the I do, We do, You do*. Think about what you, in the role of learners, should be doing during the *I do, We do, You do*. For the participants who are practicing how to teach an activity from a lesson with proper pacing, keep in mind that you are practicing how to properly implement the *I do, We do, and You do* phases of the activity. Let's begin!



Do:

4. In advance, select another activity from a beginning lesson in Unit 7 that is less than 10 minutes in duration. Have participants read the activity.
5. Address any questions they may have about the activity.
6. Select 1 volunteer to practice teaching the activity.
7. Select 8 volunteers to practice the role of learners.
8. Have the volunteers go to the front of the room to present the activity.



Say:

(To the volunteer practicing the lesson)

While you are practising to teach an activity using proper pacing, I encourage you to apply other elements of strong teaching you have learned so far, such as checking for understanding. Use the charts that are available in the room to guide your practise.



Say:

(To those seated and observing the lesson)

Use the chart titled, *What to Look for in an Effective Lesson Delivery* as you observe the lesson practice. Observe how the presenter uses the *I do, We do, You do* model. Remember to jot down your responses in the notepad.



Do:

9. When the volunteers are done participating in the activity, commend them for their effort and have them return to their seats.
10. Select a second volunteer to practice teaching the same activity.

11. Select 8 volunteers to practice the role of learners. Make sure to give a new set of volunteers a chance to participate.



Say:

(To the volunteer practicing the lesson)

While you are practicing to teach an activity using proper pacing, I encourage you to apply other things you have learned so far, such as checking for understanding. Use the charts that are available in the room to guide your practice.



Say:

(To those seated and observing the lesson)

Use the chart titled, *What to Look for in an Effective Lesson Delivery* as you observe the lesson practice. Observe how the presenter uses the I do, We do, You do model. Remember to jot down your responses in the notepad.



Do:

12. When the volunteers are done participating in the activity, commend them for their effort and have them return to their seats.

13. Have the presenters share how they think the lesson delivery went. Encourage them to use the

14. Chart titled, *What to Look for in an Effective Lesson Delivery* to guide their thinking. For example, they can reflect on how well they paced the activity, followed the I do, We do, You do model, how well they included the content of the activity, and whether or not they followed the sequence of the activity.

15. Have the participants who role-played as learners describe what it was like during the I do, We do, You do.

16. Have participants provide feedback to both presenters using their responses to *What to Look for in an Effective Lesson Delivery*.



Say:

Name two things each did well. Then, name two things each can improve.



Do:

17. Encourage participants to use the process charts to help them provide suggestions to their peers on how they can improve on pacing and any other area.

Activity 3.5: Demonstrating a Full Lesson- How to Teach Reading Using Decodable Stories

(60 minutes)

Purpose:

Teach participants what *decodable stories* are. Demonstrate how decodable stories are used to teach reading. Model the proper implementation of the *I do, We do, You do* model.

Resources Needed:

- chart *What to Look for in an Effective Lesson Delivery*
- TG and LB for Standard 1
- chart paper
- markers
- masking tape



Say:

I will demonstrate how to teach unit 7, lesson 4. In this lesson, you will notice that *decodable stories* are used to teach reading. *Decodable stories* are stories that can be used when learners are beginning to learn how to read. These stories are made up of simple words that contain only letters and letter combinations that the learners have previously been taught. The learners should be able to easily read the stories and practice the skills you have taught.



Do:

1. Refer participants to Unit 7, Lesson 4 in the TG and page 22 in the LB.
2. Have participants read the lesson in the TG and the decodable story about Melina on page 22 carefully.
3. Address questions participants may have about the lesson.
4. Select 8 volunteers to come to the front of the room and role play learners so that they understand what the learners are expected to do in the *I do, We do, You do* segments of the lesson.
5. Have the rest of the participants observe the lesson and jot down in their notepads what they noticed about how the lesson was delivered. They should use the chart titled, *What to Look for in an Effective Lesson Delivery* to guide their reflection and learning about how to implement a lesson well.
6. Demonstrate how to teach Unit 7, Lesson 4.
7. After the lesson demonstration, engage participants in a reflection and feedback discussion based on their notes guided by the *What to look for in an effective lesson delivery* chart.
8. Have the participants who role played as learners describe what they were doing in the *I do, We do, and You do* phases of the lesson.

9. Remind participants that during the *We do*, the teacher and learners do the target activity at the same time.



Say:

In the next activity, you will have an opportunity to practice preparing and teaching Unit 7, Lesson 8. This lesson also includes the use of decodable stories.

Activity 3.6: Practicing How to Teach Reading Using Decodable Stories (Unit 7), Lesson 8 (60 minutes)

Purpose:

Have teachers practice preparing and/or delivering a lesson using the I do, We do, You do model.

Resources needed:

- TG
- LB
- chart paper
- masking tape
- marker
- notepads
- pens
- chart titled, *What to Look for in an Effective Lesson Delivery*
- chart titled, *Guidelines to Help You Prepare for a Lesson*

Guidelines to Help You Prepare for a Lesson

- In advance, read the lesson carefully so you understand the content, flow, and pacing of the lesson.
- In advance, prepare the materials needed to teach the lesson.
- In advance, prepare the classroom environment to teach the lesson.



Say:

Today, I demonstrated how to teach Unit 7, Lesson 4. Now you will practice preparing for the full lesson from Unit 7, Lesson 8.



Do:

1. Have participants refer to the chart titled, *Guidelines to Help you Prepare for a Lesson*.
2. Select a volunteer to read aloud guideline number 1.
3. Have participants read Unit 7, Lesson 8 in the TG.



Say:

When preparing for a lesson, it is important to read the lesson carefully in advance so that you understand the content, flow, and pacing of the lesson.



Do:

4. Select another volunteer to read aloud guideline number 2.



Say:

When preparing for this lesson, what materials are needed?



Do:

5. Select another volunteer to respond. (Answer: TG, LB, chart with the sentences on page 24 of the LB written on it in advance, exercise books and pencils for the learners)



Say:

Why is it important to prepare the materials needed to teach the lesson in advance?

6. Select another volunteer to respond (Sample response: If the materials are not prepared in advance, then the children will not have the opportunity to learn the lesson well).



Do:

7. Select another volunteer to read aloud guideline number 3.



Say:

How would you prepare your classroom environment to teach this lesson? Turn and talk to the person next to you.



Do:

8. Have a few participants share their responses.
9. Make these suggestions if they are not mentioned:
 - Have pictures that relate to the decodable story around the classroom.
 - Have the letters that appear in the decodable story written on letter cards and posted in the classroom in places where learners can easily identify them
 - Have a system in place to distribute the LBs or help learners turn to a specific page.
10. Select a volunteer to practice teaching all of lesson 3 from unit 7.
11. Select 7-8 volunteers to come up to the front of the room and role play as learners.
12. Have the rest of the participants refer to the chart titled, *What to look for in effective lesson delivery* to guide their thinking as they jot down notes in their notepads during the lesson practice. Remind them they will use the notes during the reflection and feedback discussion.
13. After the participant is done teaching the practice lesson, ask him or her to reflect and share how the lesson went.
14. Have the rest of the participants share feedback. Refer to the chart *What to Look for in an Effective Lesson Delivery* to guide the discussion on the delivery of the lesson.
15. Have the participants who role played as learners describe what they were doing in the I do, We do, and You do segments of the lesson.
16. Provide clear guidance on the areas the participant seemed to struggle with the most during the teaching practice.



Say:

Excellent effort! From this activity, you have learned how to prepare a lesson in advance by following 3 easy steps. Some of you had the opportunity to role play as learners. This gave you a better idea of what the learners are supposed to do during the I do, We do, You do segments of the lesson.

Lunch Break

(60 minutes)

Activity 3.7: Overview and Purpose of Assessment

(30 minutes)

Purpose:

Understand how assessment guides teaching and learning

Resources needed:

- chart paper
- markers
- masking tape



Say:

Now let's look at assessment.

As a teacher you are always assessing: every time you ask a question and a learner gives you feedback, you are assessing. Throughout the **We do** and **You do** phases of the lesson you are also assessing what learners are able to do and what they need support with. So what is assessment? Why should we do it in our classes? How it should it be conducted?

Assessment is about stopping and taking stock of what learners have learned and then using that information to decide where you need to go since not all learners will go in the same direction.



The purpose of this session is to build your understanding on gathering information that helps you know how learners are performing in reading in your class and how you can conduct meaningful assessments. This will guide your teaching and learning processes in your classes.

 Do:

1. Have the group tasks written on the chart.
2. Divide participants into groups. Have each group respond to the following questions:

Group 1: a) Based on your personal and professional experiences, what is an assessment?

- b) Why is it important to conduct assessment in a reading class?
- c) How often should a reading assessment be conducted?

Group 2: a) What are the various ways that you check for your learners' understanding in your class?

- b) Which strategies can be used to assess the 5 components of reading?
- c) What are the strengths and weaknesses of each type of assessment?

Group 3: a) What factors helped you conduct assessments effectively in your class?

b) How do you use the information from the assessment to inform instruction?

Group 4: What challenges do you encounter in conducting assessments in your class?
How do you overcome these?

3. Have the groups to share their responses. Each group takes turns to present its results. Make sure to write down all the points on chart paper.
4. Consolidate the session by explaining that it is only through assessment-checking for understanding- that teachers gain information on what to teach to which learners and how intensive the instruction should be.



Say:

Assessment does not need to be feared: ***it is a teachers' friend that provides different types of information to guide teachers.*** Assessment is the process of gathering information using a variety of sources to understand what learners know and are able to do. Teachers need to assess for learning, they need to assess learners throughout the teaching and learning process to be able to adjust so that the content and strategies are responding to students' learning needs. It is not possible to assess everything a student is learning and so just a sample of what they are learning is assessed at a time.

The best way to know how well the majority of learners are doing is to assess all learners. However, due to large classes it not possible to do this regularly and teachers can assess learners' understanding through teacher observation, group discussions, taking randomly selected learners to be assessed and peer assessment could be used. Assessment does not mean giving an exam only; it involves measuring progress through:

- Observation
- Listening to what learners are saying
- Questioning o Interviewing
- Looking at student work

There are two categories of assessments: formal and informal assessment. Each of them has its own place in the processes of teaching and learning. Formal assessment is **assessment of** learning whereby the teacher has planned to administer to learners in a more systematic way to find out what learners have learned or have achieved. It is standardized and written (through paper and pencil). For example, the tests given to learners at the end of the month, term or year are all forms of formal assessment.

Informal assessment is **assessment for learning** whereby teachers carry out throughout the lesson to check for learners' understanding of what is being. Teachers learn what their students are able to do well and what they are having trouble doing or understanding. Informal assessments can be done through class activities such as:

- asking questions during lessons;
- asking individual learners to come up to the board to point to, write, read etc;
- assigning writing activities in their note books - letters, syllables, words, drawing picture of stores read;
- asking learners to read, write or say letter names, sounds, syllables
- assign home work

Teachers need to reflect on their teaching to make appropriate judgments about how their learners are doing in class. ¹The teacher should **not** move on to another lesson if more than 20% of the learners do not understand. Instead, the teacher should re-teach the activity. Using information from the assessment, teachers can then plan what to do next:

Re-teaching the whole lesson to the whole class:

- Re-teach just parts of the lesson to the whole class that were particularly difficult for learners to understand
- Teach whole or parts of a lesson to a small group of learners. Teachers also do not have to work with the whole class but instead with just the learners who showed gaps in their understanding of the content while the rest of the class works on the next activity in the lesson
- Pair up/combine stronger and weaker learners to work together plan.
- Provide time for more **You do** (independent practice) activities

Activity 3.8 Discussing Lesson 9 – the Review Lesson and Additional Strategies for Responsive Instruction (70 minutes)

Purpose:

Familiarise teachers with the assessment approaches that will be used in the Chichewa TG.

Resource needed:

- Teacher's Guide



Say:

Lesson 9 is a revision lesson. In this lesson, you will notice that the success criteria for the week appear in *list form*.



Do:

1. Have participants turn to Unit 7, Lesson 9.
2. Give participants a moment to read lesson 9 on their own.
3. Have 2-3 participants give examples of the success criteria that appear in lesson 9.
4. Have 2-3 participants name the reading component under which certain success criteria are categorised.



Say:

Based on your observations/checking for understanding from each day during the week, you will choose 24 criteria in which the learners still need the most help. You will use this time for a revision of those skills. If 4 out of 5 of your average learners have successfully achieved a criterion, choose another criterion to review. You may choose to re-teach the original lesson or do alternate reinforcement activities described in the front matter. Lesson 10 is also a review lesson.



Do:

5. Address any questions participants may have regarding the review lesson.
6. Have participants read the section in the TG titled, *Additional Strategies for Responsive Instruction*
7. Have participants work in groups of 5 individuals.
8. Have each group select and try out at least 3 enrichment activities from the section in the TG titled, *Additional Strategies for Responsive Instruction*.
9. Go around the room and provide support as needed.
10. Reconvene the whole group.
11. Have participants share how they would use the review lessons in their classrooms.

Activity 3.9: Assessment in the Instructional Materials (TG and LB) (45 minutes)

Purpose:

Familiarize themselves with the assessment in the TG and LB

Resources needed:

- TGs
- LB
- chart paper
- markers
- masking tape
- Chart titled, *I do, We do, You do Guidelines for Teachers and Learners*



Do:

1. In advance, post the chart titled, *I do, We do, You do Guidelines for Teachers and Learners*
2. In advance, review the section in the Teacher's Guide front matter on *Additional Strategies for Responsive Instruction*. When you discuss the success criteria below, refer participants to this section so they know how to help struggling learners successfully meet the success criteria.



Say:

In the NRP, assessment is checking for understanding of the content taught. The teacher continuously checks for understanding in order to know whether learners have met the success criteria. This information helps the teacher plan appropriate instruction to support learners. Since learners have diverse learning needs, teachers can use this information to tailor instruction and meet learners' instructional needs. It is only through assessment that teachers gain information on what to teach to which learners and how intensive the instruction should be.



Do:

3. Refer participants to the lesson cycle **I Do/We do/You Do**. Engage them in a discussion on where the teacher should check for learners' understanding in the cycle.
4. Guide them that once teachers have modeled/taught new material in the **I do** segment, they should provide opportunity for learners to practice with the teacher (**We Do**) and then to practice on their own and apply it to other situation **You do**. Explain that it is in the **We do** section that opportunity presents itself for teachers to check for learners' understanding.
5. Direct participants to **You do** segments over a number of lessons and ask them what tasks learners are being asked to do. Engage them in a discussion on what teachers are doing in the

segment to check for learners' understanding (*asking learners to practice in groups, rows, pairs and individually; teacher helping learners who are struggling*).

6. Explain that there are tips to guide teachers to check for understanding at the end of each lesson. Have participants locate the checklist at the end of the lesson and review the guidelines given to the teachers. Ask participants to add to the checklist any ideas that have not been included.

7. Direct participants to Lessons 9 and 10 and engage them in a discussion of the structure of the lessons. Have them explain what they see in Lessons 9 and 10 of each unit by asking the following questions:

- How are they different from Lessons 1 through 8? (Expected answers: They are review lessons of work covered in Lessons 1 through Lesson 8)
- What does the checklist show? Expected answers: Lesson 9 reviews work covered in Lessons 1 through 4 and Lesson 10 reviews lessons from lessons 5 through 8)
- What is their source? (Expected answers: No new work is included).

8. Refer the participants to the Teacher's Guide and Learner's Book.



Say:

What is the connection between Lessons 9 and 10 and the Review Unit? (Expected responses: *Lesson 9 and 10 are review lessons while every fifth unit is a review and assessment unit; there is review but no assessment in Lessons 9 and 10 but there's review and assessment in the Review Unit; Lesson 9 and 10 reviews content covered in 1 week while Review Unit covers content for 4 units*).

What will teachers do during the Review Unit? (Expected responses: *Review what they taught using activities outlined in Learner Book; reteach using activities in the Learner's Book; providing enriching activities for learners who have successfully met success criteria for the week; from Lesson 6 to 10 assess all learners following the success criteria in the assessment grid.*)

Where do they get information to guide them in handling Review Lessons 9 and 10? (Expected responses:

from notes they complete in their notebook; from checking learners' understanding during lessons;

How will they use this information to inform the review unit? (In lessons 2, 4, 6, and 8, teachers will write a reflection in their journals. At the end of these lessons, answer these 3 questions in your journal:

1. Approximately what proportion of learners met each of the success criteria? *Help teachers establish proportion by asking: in every 10 learners, how many learners do you think have met each of the success criteria?*
2. Identify the success criteria that learners still struggle with the most.

3. Decide how to support learners so they can successfully meet the success criteria. (*Need to identify in advance these activities for teachers*)

Activity 3.10: Exit Slip

(5 minutes)

Purpose:

Participants will review what they have learned today.

Resources needed:

- chart paper
- chart titled, *Exit Slip*
- marker
- masking tape
- notepads
- pens



Do:

1. In advance, create the chart below titled, *Exit Slip*.

<p><i>Exit slip</i></p> <p><i>Two things I learned today</i></p> <p>1. _____</p> <p>2. _____</p> <p><i>One thing I still have question about:</i></p> <p>3. _____</p>

2. Have participants tear a piece of paper from their notepads and write their responses to the prompts in the chart titled, *Exit Slip*.
3. Collect the responses.
4. Read them after the participants have left.
5. Use participants' responses on the exit slip to inform the support you provide to participants in tomorrow's activities.



Say:

Thank you for your active participation today! Please be on time tomorrow.

Day 4 Training Agenda

	Time	Activity	Activity Description
Day 4	8:00 – 8:10		Introduction: Playing Syllable Bingo (10 minutes)
	8:10 – 9:10	4.1	Demonstrating a Full Lesson: PA and Syllable Review: Lesson 1 (60 minutes)
	9:10 – 10:30	4.2	Preparing and Teaching a Full Lesson: PA and Syllable Review: Lesson 5 (80 minutes)
	10:30-10:45		TEA BREAK
	10:50 – 11:05	4.3	Familiarisation with the Concept of Gender (15 minutes)
	11:05 – 11:20	4.4	Discussing the Use of Language in Teaching (15 minutes)
	11:20 – 11:35	4.5	Identifying Strategies for Positive Reinforcement in the Classroom (15 minutes)
	11:35 – 12:20	4.6	Discussing Classroom Management and Positive Reinforcement (45 minutes)
	12:20 – 1:20		LUNCH
	1:20 – 2:20	4.7	Demonstrating a Full Lesson: Syllable, Reading and Writing: Lesson 3 (60 minutes)
	2:20 – 3:35	4.8	Preparing and Teaching a Full Lesson: Syllable and Word Reading and Writing: Lesson 7 (75 minutes)
	3:35 – 3:55		TEA BREAK
	3:55 – 4:00	4.9	Exit Slip (5 minutes)

Success Criteria:

Participants must be able to:

- ✓ Describe the I do, We do, You do model.
- ✓ Demonstrate proper pacing based on time allotted to activities in the TG.
- ✓ Demonstrate the ability to check for understanding
- ✓ Use appropriate classroom management strategies.
- ✓ Identify positive reinforcement strategies.

Introduction – Syllable Bingo

(10 minutes)

Purpose:

Familiarise participants with a game used in the Chichewa TG.

Resources needed:

- TG
- chart
- masking tape
- marker



Do:

1. In advance, look for the game *Syllable Bingo* in the TG.
2. Become familiar with how to play the game.
3. In advance, prepare any materials that may be needed to play the game.
4. Write the instructions on how to play the game on chart paper and post them on the wall.
5. Select a participant to read aloud the instructions.
6. Have several volunteers come up to the front of the room and role play as learners.
7. Model how to play the game.

Activity 4.1: Demonstrating a Full Lesson on Phonological Awareness and Syllable Review- Lesson 1

(60 minutes)

Purpose:

Demonstrate how to teach a lesson on Phonological Awareness and syllable review. Model the proper implementation of the I do, We do, You model, proper pacing, and how to check for understanding during the lesson.

Resources Needed:

- chart *What to Look for in an Effective Lesson Delivery*
- TG and LB for Standard 1
- chart paper
- markers
- masking tape



Say:

I will demonstrate how to teach Unit 7, Lesson 1.



Do:

1. Refer participants to unit 7, lesson 1 in the TG and page 21 in the LB.
2. Have participants read the lesson in the TG and page 21 in the LB.
3. Address questions participants may have about the lesson.
4. Select 8 volunteers to come to the front of the room and role play as learners so they understand what the learners are expected to do in the I do, We do, You do phases of the lesson.
5. Have the rest of the participants observe the lesson and jot down in their notepads what they noticed about how the lesson was delivered. They should use the chart titled, *What to Look for in an Effective Lesson Delivery* to guide their reflection and learning about how to implement a lesson well.
6. Demonstrate how to teach Unit 7, Lesson 1.
7. Model proper lesson pacing and how to check for understanding during the lesson.
8. After the lesson demonstration, engage participants in a reflection and feedback discussion based on their notes guided by the *What to Look for in an Effective Lesson Delivery* chart.
9. Have the participants who role played as learners describe what they were doing the *I do, We do, and You do* phases of the lesson.
10. Remind participants that during the *We do*, the teacher and learners do the target activity at the same time and during the *You do*, the learners do the target activity on their own allowing the teacher to check for understanding.



Say:

In the next activity, you will have an opportunity to practice preparing/teaching Unit 7, Lesson 5! This lesson also includes a focus on Phonological Awareness and syllable review.

Activity 4.2: Preparing and Teaching a Full Lesson on PA and Syllable Review – Lesson 5

(80 minutes)

Purpose:

Have teachers practice preparing and/or delivering a lesson using the I do, We do, You do model.
Have teachers practice proper pacing and how to check for understanding.

Resources needed:

- TG
- LB
- chart paper
- masking tape
- marker
- notepads
- pens

- chart titled, *What to Look for in an Effective Lesson Delivery*
- chart titled, *Guidelines to Help You Prepare for a Lesson*

Guidelines to Help You Prepare for a Lesson

- In advance, read the lesson carefully so you understand the content, flow, and pacing of the lesson.
- In advance, prepare the materials needed to teach the lesson.
- In advance, prepare the classroom environment to teach the lesson.



Say:

Today, I demonstrated how to teach lesson 1 from unit 7. In this activity, you will practice preparing and teaching for the full lesson 5 from unit 7, which also focuses on PA and syllable review.



Do:

1. Have participants refer to the chart titled, *Guidelines to Help You Prepare for a Lesson*.
2. Select a volunteer to read aloud guideline #1.
3. Have participants read lesson 5 from unit 7 in the TG.



Say:

When preparing for a lesson, it is important to read the lesson carefully in advance so that you understand the content, flow, and pacing of the lesson.



Do:

4. Select another volunteer to read aloud guideline #2.



Say:

When preparing for this lesson, what materials are needed?



Do:

5. Select another volunteer to respond. (Answer: TG, LB)



Say:

Why is it important to prepare the materials needed to teach the lesson in advance?

-Select another volunteer to respond. (Sample response: If the materials are not prepared in advance, then the children will not have the opportunity to learn the lesson well.)



Do:

6. Select another volunteer to read aloud guideline #3.



Say:

How would you prepare your classroom environment to teach this lesson? How would you check for understanding in this lesson? Turn and talk to the person next to you.



Do:

7. Have a few participants share their responses.

8. Make these suggestions if they are not mentioned:

- Have letters and syllables posted on the walls.
- Have pictures that start with the target syllables.
- Have a system in place to distribute the LBs or help learners turn to a specific page.

9. Select a volunteer to practice teaching all of Unit 7. Lesson 5.

10. Select 7-8 volunteers to come up to the front of the room and role play as learners.

11. Have the rest of the participants refer to the chart titled, *What to Look for in an Effective Lesson Delivery* to guide their thinking as they jot down notes in their notepads during the lesson practice. Remind them they will use these notes during the reflection and feedback discussion.

12. After the participant is done teaching the practice lesson, ask him or her to reflect and share how the lesson went.

13. Have the rest of the participants share feedback. Refer to the chart *What to Look for in an Effective Lesson Delivery* to guide the discussion on the delivery of the lesson.

14. Have the participants who role played as learners describe what they were doing the *I do, We do, and You do* phases of the lesson.

15. Provide guidance on the areas the participant seemed to struggle with the most during the teaching practice.



Say:

Excellent effort! From this activity, you have learned how to prepare a lesson in advance by following 3 easy steps. Some of you had the opportunity to role play as learners. This gave you a better idea what the learners are supposed to do during the I do, We do, You phases of the lesson.

Activity 4.3: Familiarisation with the Concept of Gender

(15 minutes)

Purpose:

Teachers will learn the definitions of “gender” and “sex.” Teachers will learn how to promote gender sensitive language in the classroom.

Resources needed:

- chart paper
- markers
- masking tape
- Chart with the definition of *gender*:

Gender means the socially constructed differences between girls/women and boys/men. These include differences in roles, relationships, responsibilities, attitudes, behaviours, values, status and privileges. These differ from one culture to another. They change over time. They define who has power and influence over what.

- Chart with the definition of *sex*:

Sex refers to the biological differences between girls/women and boys/men. (For example, women can give birth. Men cannot.) These do not differ from one culture to another. These biological differences do not change over time.



Do:

1. In advance prepare the chart with a definition of *gender* and the chart with the definition of *sex*.
2. Post the charts side by side.



Say:

All children have a right to equal access to quality education. The teacher’s role is to make sure all learners in the class feel welcome and to support each child in learning. Standard 1 teachers have a special role in helping girls and boys learn to read. Teachers need to encourage girls and boys as well as children with disabilities equally, so that all children can participate and learn together in the same class. By doing this, the teacher has taken an important step toward giving all girls and boys equal access to a quality education in the classroom.

Learning Key Concepts about Gender

(10 minutes)

Defining the term 'gender'



Do:

3. Ask participants to answer the following question individually in their notepad:
 - How would you explain the word “gender” to someone who has never heard the word before?
4. Ask participants to mention one aspect of the word “gender.” Ask a few participants until they have mentioned most if not all of the aspects in the definition below.
5. Consolidate the definition by showing the participants a chart with the following written on it:

Gender means the socially constructed differences between girls/women and boys/men. These include differences in roles, relationships, responsibilities, attitudes, behaviours, values, status and privileges. These differ from one culture to another. They change over time. They define who has power and influence over what.

Defining the term 'sex'

6. Explain that the terms ‘gender’ and ‘sex’ are not the same.
7. Beside the chart with the definition of “gender” written on it, display the chart with the definition of ‘sex’ written on it as follows:
8. **Sex refers to the biological differences between girls/women and boys/men.** (For example, women can give birth. Men cannot.) These do not differ from one culture to another. These biological differences do not change over time.
9. Consolidate the differences between the two terms by referring to the two charts side by side.

Activity 4.4: Discussing the Use of Language in the Classroom

Purpose:

Raise awareness of the way language use may communicate stereotypes of girls and boys in the classroom.

Resources Needed:

- Charts from activity 4.3



Do:

1. Have participants work in groups of 5 individuals.
2. Give participants 6 minutes to answer the questions below.



Say:

You have 6 minutes to answer the following questions about widely-held societal ideas about girls as learners and how they should behave in class.

- What have you heard people in Malawi say about girls as learners?
- What have you heard people say about how girls should behave in class?



Do:

3. Ask the groups to present their findings and to identify which ideas are positive and which are negative. Groups do not need to repeat something that was already said by another group.

(Possible responses: Boys are more intelligent than girls. Boys are better group leaders; girls should help boys. Boys are good at mathematics; girls cannot do mathematics. Girls can't learn after puberty; they only think about boys. Boys need to do well in school because they will earn money for their family in the future. Girls don't need to be educated because they will be wives and not earn money outside the home. Etc.)

4. In plenary, ask participants the following questions:

- Although these ideas may be widely held in society, does this mean they are accurate?
- How do these ideas affect girls and boys when they are used during reading class in the classroom by the teacher?
- How do these ideas affect girls and boys when they are used during reading class in the classroom by other learners?
- How can you make sure negative terms about girls and boys are not used in your classroom – either by you or by the learners? What will you do if you hear learners or other teachers using these terms or repeating these inaccurate ideas?

5. Consolidate the activity by concluding that repeating negative stereotypes about girls as learners and boys as learners will negatively affect learners' motivation and believe in themselves, regardless if it said by teachers or other classmates. Teachers need to ensure negative ideas about girls and boys as learners are not said in their class so that all children can learn to the best of their ability regardless of whether they are a girl or boy.

Activity 4.5: Identifying Strategies for Positive Reinforcement in the Classroom (15 minutes)

Purpose:

Identify strategies for positive reinforcement in the classroom

Resources Needed:

- chart paper
- markers
- masking tape



Do: Think- pair- share

1. Ask participants to think of what the term “**positive reinforcement**” means.
2. Have them share and discuss their responses with the person sitting next to them.
3. Ask a few pairs to share their responses with the whole group.
4. Ask a volunteer to write their responses on a chart.



Say:

Children learn better when the school and classroom environment is supportive. One of the main factors that inhibit children’s potential even in learning how to read, is when teachers don’t create a safe and supportive environment in the classroom. One way of creating a welcoming learning environment is using positive reinforcement to support learners.

Positive reinforcement motivates learners to do what they are capable of doing and even what they thought was beyond their capabilities. For learners to make positive changes, they need a clear idea of what positive behavior is. They should be able to establish a relationship between positive reinforcement and the demonstrate behavior. Positive reinforcement can be defined as any event that follows a behavior and increases the likelihood that the behavior will be repeated in the same way or in a better manner. It is about the teacher praising learners of different abilities for their efforts to respond to questions or participate in activities. This increases the chance of the learner’s participation during lesson activities as they feel encouraged and accepted by their teacher.



Do:

5. Have participants come up with some examples of phrases, or words to use when providing feedback to learners after an activity which can be termed as “positive reinforcement.”
6. Write all the responses on chart paper.
7. Consolidate the activity with reference to the tips below.

<i>Tips for Positive Reinforcement</i>
<ul style="list-style-type: none"> ▪ Daily efforts should be rewarded and not only success
<ul style="list-style-type: none"> ▪ Intensify reinforcement
<ul style="list-style-type: none"> ▪ Strive to deliver the reinforcement immediately after the behavior occurs.
<ul style="list-style-type: none"> ▪ Vary reinforcement to maintain motivation and interest.
<p>Examples include: praise and nonverbal communication such as a smile, a nod, thumbs up, special attention, a conversation, special time with the teacher or a peer and tangibles</p>

Activity 4.6: Discussing Classroom Management and Positive Reinforcement (45 minutes)

Purpose:

Familiarize teachers with strategies to improve classroom management

Resources needed:

- TG
- chart paper
- markers
- masking tape



Do:

1. In advance, prepare and post the following 4 charts on the wall:

Chart 1:

The Classroom Environment

Challenges	Strategies

Chart 2:

Managing Student Behavior

Challenges	Strategies

Chart 3:

Access and Flow of Materials	
Challenges	Strategies

Chart 4:

FACTORS TO BE CONSIDERED FOR EFFECTIVE CLASSROOM MANAGEMENT
<ul style="list-style-type: none">● Class resources e.g. time, space, instructional materials, learners' experience● Equal involvement of all learners, including those with diverse needs● Managing transitions from whole class, small groups, paired work, and independent work● Ensuring effective and efficient classroom systems are adhered● Learners' engagement, which can be enhanced by:<ul style="list-style-type: none">○ Joyful learning○ Use of positive reinforcement○ Giving learners equal opportunities to participate in class activities○ Assigning responsibilities to boys and girls, including learners with diverse needs



Say:

Classroom management is an important aspect of effective teaching and learning. It deals with the procedures, processes and routines teachers use to keep the classroom and learners well organized, to maximize instructional time and promote effective teaching and learning.



Do:

2. Divide the participants into 3 groups:

Group 1: The Classroom Environment

Group 2: Managing Student Behavior

Group 3: Access and Flow of Materials

3. Distribute the corresponding chart to each group.

**Say:**

Now that you have been assigned a topic within your group, please think about the topics within classroom management that you have been assigned. Based on your experiences in the classroom, what challenges have you come across? How have you dealt with the challenges? Discuss these in your group. List the challenges on the left column and the strategies you have used to deal with the challenges.

**Do:**

4. Direct participants' attention to the chart titled, *Factors to be considered for effective classroom management*.

**Say:**

As you work in groups, refer to the chart titled, *Factors to be considered for effective classroom management*. It will help you to brainstorm some of the issues within each of the larger topics of managing the classroom environment, student behavior, as well as access and flow of materials.

Then, turn to the section in the front matter of the TG titled, *Tips for Classroom Management*. Read the section that corresponds to the topic assigned to your group:

Group 1: The Classroom Environment

Group 2: Managing Student Behavior

Group 3: Access and Flow of Materials

**Do:**

5. Go around and provide support as needed.
6. Reconvene the whole group.
7. Have each group share responses.

**Say:**

Thank you for sharing your experiences with classroom management! Through discussion, you have learned other strategies to help you manage your classroom. We all know how important it is to manage the classroom environment, student behavior, as well as access and flow of materials. If these are not managed well, even a well-prepared lesson will be difficult to deliver.

Activity 4.7: Demonstrating a Full Lesson, Syllable and Word Reading and Writing (60 minutes)

Purpose:

Demonstrate how to teach a lesson on syllable, word reading, and writing. Model the proper implementation of the *I do, We do, You do* phases of the lesson, proper pacing, and how to check for understanding during the lesson.

Resources Needed:

- chart *What to Look for in an Effective Lesson Delivery*
- TG and LB
- chart paper
- markers
- masking tape



Say:

I will demonstrate how to teach lesson 3 from unit 7.



Do:

1. Refer participants to Unit 7, lesson 3 in the TG and the corresponding pages in the LB.
2. Have participants read the lesson in the TG and the corresponding pages in the LB.
3. Address questions participants may have about the lesson.
4. Select 8 volunteers to come to the front of the room and role play as learners so they understand what the learners are expected to do in the *I do, We do, You do* phases of the lesson.
5. Have the rest of the participants observe the lesson and jot down in their notepads what they noticed about how the lesson was delivered. They should use the chart titled, *What to Look for in an Effective Lesson Delivery* to guide their reflection and learning about how to implement a lesson well.
6. Demonstrate how to teach Unit 7, Lesson 3.
7. Model proper lesson pacing and how to check for understanding during the lesson.
8. After the lesson demonstration, engage participants in a reflection and feedback discussion based on their notes guided by the *What to Look for in an Effective Lesson Delivery* chart.
9. Have the participants who role played as learners describe what they were doing the *I do, We do, and You do* phases of the lesson.
10. Remind participants that during the *We do*, the teacher and learners do the target activity at the same time.



Say:

In the next activity, you will have an opportunity to practice preparing and teaching lesson 7 from unit 7. This lesson also includes a focus on Phonological Awareness and syllable review.

Activity 4.8: Preparing and Teaching a Full Lesson on Syllable Reading, Word Reading, and Writing (75 minutes)

Purpose:

Have teachers practice preparing and/or delivering a lesson using the *I do, We do, You do* model. Have teachers practice proper pacing and how to check for understanding.

Resources needed:

- TG
- LB
- chart paper
- masking tape
- marker
- notepads
- pens
- chart titled, *What to Look for in an Effective Lesson Delivery*
- chart titled, *Guidelines to Help You Prepare for a Lesson*

Guidelines to Help You Prepare for a Lesson

- In advance, read the lesson carefully so you understand the content, flow, and pacing of the lesson.
- In advance, prepare the materials needed to teach the lesson.
- In advance, prepare the classroom environment to teach the lesson.



Say:

In the previous activity, I demonstrated how to teach lesson 3 from unit 7. In this activity, you will practice preparing and teaching a full lesson 7 from unit 7, which also focuses on syllable reading, word reading, and writing.



Do:

1. Have participants refer to the chart titled, *Guidelines to Help You Prepare for a Lesson*.
2. Select a volunteer to read aloud guideline #1.
3. Have participants read lesson 7 from unit 7 in the TG.



Say:

When preparing for a lesson, it is important to read the lesson carefully in advance so that you understand the content, flow, and pacing of the lesson.



Do:

4. Select another volunteer to read aloud guideline #2.



Say:

When preparing for this lesson, what materials are needed?



Do:

5. Select another volunteer to respond. (Answer: TG, LB)



Say:

Why is it important to prepare the materials needed to teach the lesson in advance?



Do:

6. Select another volunteer to respond. (Sample response: If the materials are not prepared in advance, then the children will not have the opportunity to learn the lesson well.)
7. Select another volunteer to read aloud guideline #3.



Say:

How would you prepare your classroom environment to teach this lesson? Turn and talk to the person next to you.



Do:

8. Have a few participants share their responses.
9. Make these suggestions if they are not mentioned:
 - Have letters and syllables posted on the walls.
 - Have pictures that start with the target syllables.
 - Have a system in place to distribute the LBs or help learners turn to a specific page.
10. Select a volunteer to practice teaching all Unit 7, Lesson 5 .
11. Select 7-8 volunteers to come up to the front of the room and role play as learners.
12. Have the rest of the participants refer to the chart titled, *What to Look for in an Effective Lesson Delivery* to guide their thinking as they jot down notes in their notepads during the lesson practice. Remind them they will use these notes during the reflection and feedback discussion.

13. After the participant is done teaching the practice lesson, ask him or her to reflect and share how the lesson went.
14. Have the rest of the participants share feedback. Refer to the chart *What to Look for in an Effective Lesson Delivery* to guide the discussion on the delivery of the lesson.
15. Have the participants who role played as learners describe what they were doing the *I do, We do, and You do* phases of the lesson.
16. Provide gentle guidance on the areas the participant seemed to struggle with the most during the teaching practice.



Say:

Excellent effort! From this activity, you have learned how to prepare a lesson in advance by following 3 easy steps. Some of you had the opportunity to role play as learners. This gave you a better idea what the learners are supposed to do during the *I do, We do, You do* phases of the lesson.

Tea Break

(20 minutes)

Activity 4.9: Exit Slip

(5 minutes)



Do:

1. In advance, create the chart below titled, Exit Slip.

<p><i>Exit Slip</i></p> <p><i>Two things I learned today</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p><i>One thing I still have question about:</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
--

2. Have participants tear a piece of paper from their notepads and write their responses to the prompts in the chart titled, *Exit Slip*.
3. Collect the responses.
4. Read them after the participants have left.
5. Use participants' responses on the exit slip to inform the support you provide to participants in tomorrow's activities.



Say:

Thank you for your active participation today! Please be on time tomorrow.

Day 5 Training Agenda

	Time	Activity	Activity Description
Day 5	8:00-8:10		Review (Pass the Ball Game)
	8:10-9:10	5.1	Demonstrating a Full Lesson on Reading Decodable Stories and Comprehension: Unit 7 Lesson 4
	9:10-09:30	5.1.2	Practice Preparing to Teach a Full Lesson: Reading Decodable Stories and Comprehension Lesson 8, from Any Unit (20 minutes)
	9:30 – 10:30	5.1.3	Practice Teaching a Full Lesson Reading Decodable Stories and Comprehension: Lesson 8
	10:30-10:45		Tea Break
	10:45-11:30	5.2.1	Meeting the Needs of Diverse Learners: Special Needs Activity
	11:30 – 12:00	5.2.2	Meeting the Needs of Diverse Learners – Making Connections to One’s Teaching Practice
	12:00-1:00		Lunch Break
	1:00-2:00	5.3	Practise Writing Schemes of Work
	2:00-2:30	5.4	Preparing for the Practicum
	2:30-3:30	5.5	Lesson Preparation for Practicum: Practice Teaching a Full lesson in Small Groups
	3.30-3.40		Tea Break
	3:40-3:50	5.6	Logistics of the Practicum
	3:50-4:00	5.7	Exit slip

Welcome Back and Recap of Day 4

(5 minutes)

Welcome participants to day 5 and review Day 4's work. Address questions raised through the exit slips.

Success Criteria:

Participants must be able to:

- ✓ teach full lessons on Decodable stories and Read Aloud
- ✓ identify necessary issues needed when preparing for the practicum
- ✓ write schemes of work from the Teacher's Guide
- ✓ use assessment in teaching and learning

Introduction – Play the Game *Pass the Ball*

(10 minutes)

Purpose:

Have participants review what was learnt on the previous day.

Resources needed:

- Ball



Say:

Welcome to another day of training!



Do:

1. Have participants stand in a circle.

Have participants pass the ball to someone near or far from where they are standing. The person holding the ball should share something they learnt the previous day. It should be something participants think will be useful when they practice teaching a lesson.

Make sure participants do not repeat what another participant has said.



Say:

Great effort! Let us continue to build on what you have learned so far. Today you will learn how to use decodable stories to teach reading. You will also practice preparing and teaching lessons in preparation for the practicum.

Activity 5.1: Demonstrating a Full Lesson on Reading Decodable Stories and Comprehension

(60 minutes)

Purpose:

Demonstrate how to discuss story illustrations, review concepts of print, teach word writing, and how to teach reading through a decodable story. Model the proper implementation of the I do, We do, You do model, proper pacing, and how to check for understanding during the lesson.

Resources Needed:

- Chart What to Look for in an Effective Lesson Delivery
- Chart *Guidelines to Help you Prepare for a Lesson*
- TG and LB for Standard 1
- chart paper
- markers
- masking tape



Say:

I will demonstrate how to teach Unit 7, Lesson 4.



Do:

1. Refer participants to unit 7, lesson 4 in the TG and page 22 in the LB.
2. Have participants read the lesson in the TG and the LB.
3. Address questions participants may have about the lesson.
4. Select 8 volunteers to come to the front of the room and role play as learners so they understand what the learners are expected to do in the *I do, We do, You do* phases of the lesson.
5. Have the rest of the participants observe the lesson and jot down in their notepads what they noticed about how the lesson was delivered. They should use the chart titled, *What to Look for in an Effective Lesson Delivery* to guide their reflection and learning about how to implement a lesson well.
6. Demonstrate how to teach Unit 7, Lesson 4 with proper lesson pacing and constantly check for understanding.
7. After the lesson demonstration, engage participants in a reflection and feedback discussion based on their notes guided by the *What to Look for in an Effective Lesson Delivery* chart.
8. Have the participants who role played as learners describe what they were doing the *I do, We do, and You do* phases of the lesson.
9. Remind participants that during the *We do*, the teacher and learners do the target activity at the same time.



Say:

In the next activity, you will have an opportunity to practice preparing/teaching lesson 8 from any unit! This lesson also focuses on reading decodable stories and comprehension.

Activity 5.1.2: Practice Preparing to Teach a Full Lesson, Reading Decodable Stories and Comprehension

(Lesson 8, from Any Unit)

(20 minutes)

Purpose:

Have teachers practice preparing a lesson using the *I do, We do, You do* model.

Resources needed:

- Teacher's Guide
- Learner Book
- chart paper
- masking tape
- marker
- notepads
- pens
- chart titled, *What to Look for in an Effective Lesson Delivery*
- chart titled, *Guidelines to Help You Prepare for a Lesson*



Say:

In this activity, you will practice preparing for the full lesson 8 from **any unit**. Lesson 8 also focuses on reading decodable stories and comprehension.



Do:

1. Have participants refer to the chart titled, *Guidelines to Help You Prepare for a Lesson*.
2. Select a volunteer to read aloud guideline #1.
3. Have participants read lesson 8 from **any unit** of their choice in the TG.



Say:

When preparing for a lesson, it is important to read the lesson carefully in advance so that you understand the content, flow, and pacing of the lesson.



Do:

4. Select another volunteer to read aloud guideline #2.



Say:

When preparing for this lesson, what materials are needed?



Do:

5. Select another volunteer to respond, depending on the resources outlined in the lesson they read. (Answer: TG, LB)



Say:

Why is it important to prepare the materials needed to teach the lesson in advance?

6. Select another volunteer to respond. (Sample response: If the materials are not prepared in advance, then the children will not have the opportunity to learn the lesson well.)

7. Select another volunteer to read aloud guideline #3.



Say:

How would you prepare your classroom environment to teach this lesson? Turn and talk to the person next to you.



Do:

8. Have a few participants share their responses.

9. Make these suggestions if they are not mentioned:

- Have letters and syllables posted on the walls.
- Have pictures that start with the target syllables.
- Have a system in place to distribute the LBs or help learners turn to a specific page.

10. Select a volunteer to practice teaching all of lesson 8 from **any unit** in the next session.



Say:

Excellent effort! From this activity, you have learned how to prepare a lesson in advance by following 3 easy steps. Reading the lesson in advance is a crucial step that every teacher must not miss.

Activity 5.1.3: Practice Teaching a Full Lesson: Reading Decodable Stories and Comprehension

(60 minutes)

Purpose:

Practice preparing and delivering a lesson using the *I do, We do, You do* model. Practice implementing proper pacing and checking for understanding. Practice teaching vocabulary and a read aloud activity.

Resources needed:

- TG
- LB
- chart paper
- masking tape
- marker
- notepads
- pens
- chart titled, *What to Look for in an Effective Lesson Delivery*
- chart titled, *Guidelines to Help You Prepare for a Lesson*



Do:

1. As needed, assist the presenter in finalizing any preparations.
2. Select 7-8 volunteers to come up to the front of the room and role play as learners.
3. Have the rest of the participants refer to the chart titled, *What to Look for in an Effective Lesson Delivery* to guide their thinking as they jot down notes in their notepads during the lesson practice. Remind them they will use these notes during the reflection and feedback discussion.
4. After the participant is done teaching the practice lesson, ask them to reflect and share how the lesson went.
5. Have the rest of the participants share feedback. Refer to the chart *What to Look for in an Effective Lesson Delivery* to guide the discussion on the delivery of the lesson.
6. Have the participants who role played as learners describe what they were doing the *I do, We do,* and *You do* phases of the lesson.
7. Provide guidance on the areas the participant seemed to struggle with the most during the teaching practice.



Say:

Excellent effort! From this activity, you have learned how to prepare a lesson in advance by following 3 easy steps. Some of you had the opportunity to role play as learners. This gave you a better idea what the learners are supposed to do during the *I do, We do, You do* phases of the lesson.

Tea Break

(20 minutes)

Activity 5.2.1: MEETING THE NEEDS OF DIVERSE LEARNERS: SPECIAL NEEDS ACTIVITY (45 minutes)

Purpose:

Help teachers become familiar with strategies to meet the needs of learners with special needs.

Resources needed:

- chart paper
- markers
- masking tape
- chart below titled, *Special educational needs and learner diversity*

Special educational needs	Learner diversity



Say:

There are individual differences in children. Some have impairments, others are gifted, talented, while others are slow learners. Every child has a potential to learn if the right environment is created.

‘If a child can’t learn the way we teach, maybe we should teach the way they learn.’ –Ignacio Estrada.



Do:

1. In advance, post the chart titled, *Special educational needs and Learner diversity* on the wall where participants can easily read it.
2. In advance, write Case study 1, *Mrs Kapata’s class* and Case study 2, *A Child with hearing impairment* on different pieces of chart paper and post them on the wall where participants can easily read them. Make sure to write the discussion questions for each.

3. In advance, prepare the chart titled, *Children with learning disabilities*.
4. In advance, be prepared to model what paying attention to learners with special needs and addressing learner diversity looks like. Do so in the following ways: Draw pictures of key words on the chalkboard or chart. Use gestures and instructional materials such as flashcards, pictures, puppets etc.
5. In advance, create a separate chart for each of the tips noted in this activity and post them on the wall next to each other.
 - Tips for teaching learners with visual impairment
 - Tips for teaching learners with hearing impairment
 - Tips for teaching children with learning disabilities

Chart 1: Tips for Teaching Learners with Visual Impairment	
1	Provide preferential seating. Have the child seated at a favourable seat close to the area the teacher instructs from and remove him/her from noise sources. Ensure that the child is comfortable where she or he is seated.
2	Talk to the learner and ask questions about how he or she sees. The best guide to the learners' condition and how it affects them is the learner himself/herself. Some kids do well in areas with lots of light, and others get such a glare that they prefer lower light. You won't know what works best for a particular child unless you communicate with the child or their parents.
3	Use tactile activities and as many hands-on experiences with all learners in the classroom as possible. Be sure to stand near the visually impaired child/children when showing the class something that requires visual description in order for them to understand a concept. Make an effort to let the child see things close up in each step of the activity.
4	Address the learner with visual impairment by name. This will help him/her to know when he or she is being spoken to. Address all students by name as well so that the visually impaired student can learn to associate names with voices of classmates.
5	Convey orally whatever you have written on the board, particularly charts and diagrams.
6	When giving instructions to the class, move closer to the learner with visual impairment.

Chart 2: Tips for Teaching Learners with Hearing Impairment	
1	Provide preferential seating. Have the child seated at a favorable seat close to the area the teacher instructs from and remove him/her from noise sources. She or he will know where best to sit. This will usually be a seat near the front.
2	Stand close to the learner when speaking. Standing near and keeping still at the child's eye level helps him/her hear better and be less distracted by movements.
3	Speak in a clear and audible tone voice. Speak slowly and use simple sentences and make all instructions clear and concise. Gesturing may be helpful.
4	Sit the learner with hearing impairment close to a bright child. The bright child is to help with communication.
5	Check for understanding. Make sure that the child understands what is being said. Observe facial expression and ask the child to rephrase or repeat given some given instructions.
6	Help the child to keep up with instructions by placing examples on the chalkboard.

Chart 3: Tips for Teaching Children with Learning Disabilities	
1	Children with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc.
2	Break learning into small steps. Present new information in small steps while checking for understanding along the way. For example, read stories or a passage focusing on pictures. Ask questions about the pictures and let the learner read words aloud if they know them.
3	Use rhymes, puzzles and games to revise new sounds and words.
4	Make activities concise and short, whenever possible. Long activities are particularly frustrating for a child with learning disability. For example, in practising early writing skills- let them draw single letters in the air, draw in the sand, trace over lines, write on the chalkboard. Make a game chart and let them pick the letter from the chart.
5	Model instructional practices that you want learners to follow. For example, write a word on a flash card, put letters in a box and let pupils pick the letters to form that word. Say the word loud. Let children spell it out.
6	When necessary, plan to repeat instructions or offer information in both written and verbal formats.
7	Give learners more time to read passages or fewer passages to read because they are typically slow readers.
8	Give learners more time to complete written assignments as it often takes them longer to get their thoughts down on paper.

6. Ask participants to be in pairs and discuss what the terms, 'special educational needs' and 'learner diversity' mean.
7. Go around the room and provide support as needed.
8. Select several participants to come to the front and write their definitions for both terms in the chart titled, *Special educational needs and Learner diversity*.



Say:

The term *special educational needs* refers to a child with a learning disability that impedes his or her learning so that he or she is not able to learn like other children of about the same age.

The term *learner diversity* refers to individual differences among learners. These individual differences can also be reflected among learners who have various disabilities. Based on the categories of disabilities, some children learn best through the use of vision, others through hearing and others through their tactile senses. Students with various disabilities have equal rights to education. It is therefore important that teachers should give them the necessary attention by making sure they also benefit from the instruction and learning process.

How can you identify a child with learning disabilities in your classroom? Turn and talk to the person next to you.

1. Encourage participants to share experiences of children they have taught who had learning disabilities.
2. Have 2-3 participants share with the whole group.
3. Refer to the chart titled, *Children with learning disabilities*.
4. Select a participant to read aloud the chart titled, *Children with learning disabilities*.

Children with Learning Disabilities

Children with learning disabilities are those whose brain has difficulties to receive, process, store, and respond to information. The term 'learning disability' is used to describe the difficulty the child has in acquiring basic academic skills like reading, writing, listening etc. These skills are essential for success at school and for life living. A learning disability is not a single disorder. It is a term that refers to a group of disorders.

Characteristics of a Child with Learning Disabilities

- Has poor auditory memory—both short term and long term
- Has a low tolerance level and a high frustration level
- Has a weak or poor self-esteem
- Is easily distractible
- Finds it difficult, if not impossible, to stay on task for extended periods of time
- Is spontaneous in expression; often cannot control emotions
- Is easily confused
- Has poor handwriting skills
- Has a poor concept of time



Do:

5. Divide participants into 2 groups.
6. Provide each group with chart paper and a marker.
7. Assign Case Study 1 to group 1 and point to the corresponding chart.
8. Assign Case Study 2 to group 2 and point to the corresponding chart.
9. Select 1 participant from group 1 to read aloud Case Study 1.
10. Select 1 participant from group 2 to read aloud Case Study 2.



Say:

Answer the questions below and write your answers on chart paper.



Do:

11. Go around the room and provide support as needed.
12. After a participant has posted the answer chart on a wall, have group 1 present to the whole group.
13. After a participant has posted the answer chart on a wall, have group 2 present to the whole group.

Case Study 1: Mrs Kapata's Class

Mrs Kapata teaches learners in Standard 2 at Lingamawa Primary School. The class enrolment is

164. There are 84 boys and 80 girls with age range of 7- 9 years. Among the learners, is Lucy, a 9- year-old girl who has low vision and comes from one of the surrounding villages. Despite her condition and the inability of her parents to provide her with eye glasses, she is hard working and always present in class. Lucy's parents have very high expectations of her becoming a lawyer in future. Although Mrs Kapata was informed by the parents about Lucy's condition, she has not shown any interest in supporting Lucy in the classroom. When teaching she writes most of the information on the chalkboard for the learners. She however does not read the information aloud making it difficult for Lucy to understand what is written. Besides this, Mrs Kapata makes sure that Lucy sits at the back of the classroom as she always reserves the front seats for the students she refers to as 'active learners'. During classroom activities, Mrs Kapata always tells Lucy not to join as she might be hurt by her friends. As a result of this, Lucy is performing poorly in class. She is even considering dropping out of school. *Discussion Questions for Group 1:*

- In a sentence, how would you describe Mrs Kapata's class?
- What type of impairment does Lucy have?
- State three strategies Mrs Kapata should have used to address Lucy's problem in class.

Case Study 2: A Child with Hearing Impairment

John is twelve years old and goes to Mwanje Primary School. He has been in the school for the past four years and has repeated twice in Standard 2. The school did not know what John's problem was. Last term John was assessed by a special needs teacher who discovered that the learner had difficulties in hearing low pitched sounds, especially when he could not see the person or thing that was making the noise.

The special needs teacher then advised John's teacher to make sure that John sits at a position where he felt he could hear better. In order to help him understand classroom instruction, the teacher was told to use a lot of gestures when explaining things. He was also advised to write instructions on the board and make sure that John sits next to one of the bright learners. After following these tips, John's performance improved.

Discussion Questions for Group 2

- What form of impairment did John have?
- What did the special needs teacher advise John's teacher to do?
- Think of other ways you can support a child with a similar impairment and write two strategies you can share during the group discussion.



Say:

Thank you for your active participation! In the next part of this activity, we will discuss how to apply some tips in our classrooms when teaching learners with special needs.

Activity 5.2.2: Meeting the Needs of Diverse Learners – Making Connections to One’s Teaching Practice

(30 minutes)



Do:

1. Refer to the charts you put up on the wall in advance titled:
Tips for teaching learners with visual impairment
Tips for teaching learners with hearing impairment
Tips for teaching children with learning disabilities
2. Have participants work in groups of 5 to read through the tips and discuss how they can apply them in their classroom.
3. Go around the room and answer any questions they may have.
4. Ask a few groups to share what they discussed in their group.

LUNCH

(1 hour)

Activity 5.3: Practise Writing Schemes of Work

(60 minutes)

Purpose:

Participants will practice writing systematic schemes of work.

Resources needed:

- Learner Book
- Teacher’s Guide
- markers
- chart paper
- chalkboard rulers
- masking tape
- note pads
- pens



Say

You will practice writing schemes of work for one week based on the template.



Do:

1. In advance, write the chart below depicting the template participants will use to practice writing schemes of work for one week.
2. Remind participants how schemes of are drawn.
3. Give participants time to prepare schemes of work for one week in their groups.
4. Go around and support participants as needed.
5. Have participants identifying similarities and differences with the one they use in their schools.
6. Consolidate the activity by explaining the main points.

SABATA NDI MASIKU	ZIZINDIKIRO ZAKAKHOZEDWE	NTCHITO YOKAPHUNZITSA	NJIRA ZOPHUNZITSIRA, ZOPHUNZILIRA, ZOYESERA	ZIPANGIZO ZOPHUNZITSIRA, ZOPHUNZILIRA, NDI ZOYESERA	MABUKU	NTCHITO YOMWE NDAPHUNZITSA	NDAMANGA
16/6/2016	<p>Ophunzira:</p> <ul style="list-style-type: none"> • atchula /e/, /w/ • alemba lembo la e • alemba limbo la w • apereka matanthauzo a mawu • amvetsera nkhani • ayankha mafunso ochokera pa nkhani • awerenga maphatikizo a ne, wi • alemba mwaluso 	<p>MUTU 7: PHUNZIRO 1 MPAKA 10 e, E, w, W</p> <p>Phunziro loyamba ndi lachichiwiri</p> <ul style="list-style-type: none"> • kupeza ndi kutchula liwu la lembo latsopano /e/ • kutchula dzina la lembo latsopano • kumvetsera nkhani <p>Phunziro lachitatu ndi lachinayi</p> <ul style="list-style-type: none"> • kuwerenga maphatikizo monga: ne • kulembamwaluso <p>Phunziro lachisanu ndi lachisanu ndi chimodzi</p> <ul style="list-style-type: none"> • kulembandikutchula liwu la lembo latsopano /w/ • kutchula dzina la lembolatsopano • kumvetserankhani <p>Phunziro la chisanu ndichiwiri ndi lachisanu ndichitatu</p> <ul style="list-style-type: none"> • Kuwerenga maphatikizo monga wi • Kulemba mwaluso <p>Phunziro lachisanu ndichinayi ndi lakhumi</p> <ul style="list-style-type: none"> • Kubwerezomwezinalizovuta 	<p>Ntchito ya awiriawiri</p> <p>Ntchito ya m'magulu sewero</p> <p>kuonetsa kufunsa ndi kuyankha mafunso ndi mayankho</p>	<ul style="list-style-type: none"> • makope • mapensulo • mwantche • chithunzi cha anthu akuthira nsembe • walesi • maluwa 	<p>Malawi Institution of Education; (2016) Chichewa Buku la ophunzira la sitandade</p> <p>1. Domasi: Malawi Institute of Education</p> <p>Masamba 21 mpaka 24</p>		
to							
10/06/2016							

Activity 5.4: Preparing for the Practicum (30 minutes)

Purpose:

Have participants apply what they have learned to prepare/teach a full lesson.

Resources needed:

- Teacher's Guide: Lesson 5 PA and Syllable Review for Group 1 and Lesson 8: Reading Decodable Stories and Comprehension Group 2
- Learner's Book
- Chart titled, *Guidelines to Help You Prepare for a Lesson*



Say:

During the training, you have been practicing how to prepare lessons, teach lessons, role play as learners, reflect on how a lesson went, and provide feedback to your peers. For the rest of the day, you will prepare for tomorrow's practicum. I will divide you into groups.

Group 1 will practice any lesson 5 that focuses on phonological awareness and syllable review. Group 2 will practice any lesson 8 that focuses on reading decodable stories and comprehension.

Two participants from each group will be selected to teach a full lesson in front of standard 1 learners that attend the school next to the TDC. We will walk over to a standard 1 classroom so that you can practice teaching a lesson or see firsthand what it is like for learners to be taught using the *I do, We do, You do* model. The participants in Group 1 will observe two peer teach a full lesson in a classroom. The participants in Group 2 will observe two peers teach a full lesson in another classroom. We will reconvene at the TDC and provide feedback during the debrief. Good luck!



Do:

1. Divide the participants into 2 groups: Group 1 and Group 2.
2. Have participants in Group 1 work in pairs.
3. Have participants in Group 2 work in pairs.
4. For Group 1, assign Lesson 5 PA and Syllable Review from **any unit**
5. For Group 2, assign Lesson 8 Reading Decodable Stories and Comprehension from **any unit**
6. Have participants refer to the chart titled, *Guidelines to Help You Prepare for a Lesson*



Say:

As you work in pairs, I will go around the room to make sure you have read and understood the lesson, discussed what materials need to be prepared in advance for the lesson, and discussed how you would prepare your classroom environment to teach the lesson.



Do:

7. Go around the room and provide support as needed. Make sure the participants are using the guidelines in the chart titled, *Guidelines to Help You Prepare for a Lesson*
8. Have participants from Group 1 and 2 reconvene.

9. Have participants from Group 1 share how the process of preparing for the lesson went.
10. Have participants from Group 2 share how the process of preparing for the lesson went.



Say:

Great effort! Preparing for a lesson is an important part of learning how to teach a lesson well. In the next activity, you will practice teaching the lesson for tomorrow's practicum.

Activity 5.5: Lesson Preparation for Practicum: Practice Teaching a Full Lesson in Small Groups

(1 hour)

Purpose:

Have participants practice the lesson that will be taught during the practicum.

Resources needed:

- TGs – Lesson 5 from **any unit** for group 1, Lesson 8 from **any unit** for group 2
- LBs
- Chart titled, *What to Look for in an Effective Lesson Delivery*
- notepads
- pens



Say:

If you are in Group 1, please move to the right of the room. If you are in Group 2, please move to the left of the room. Remember that Group 1 will practice teaching lesson 5 from any unit which focuses on Vocabulary and

Dialogue from any unit in the TG. Group 2 will practice teaching lesson 8 from any unit, which focuses on Phonological Awareness/alphabet knowledge as well as listening comprehension through the read aloud activity. I am sure you have selected the lessons by now.



Do:

1. Have participants decide which two volunteers from each group will lead the practicum tomorrow.
2. Have participants carefully read Lessons 5 and 8 so they are familiar with the lessons to be presented the next day.
3. Address any questions they may have.



Say:

Now that each group has identified a lesson to teach and two volunteers to lead the practicum tomorrow, you will now practice the lesson and observe the following:

- 30 minutes to practice teaching the full lesson
- 10 minutes to reflect how the lesson went and receive
- feedback from your peers based on the chart titled, *What to Look for in an Effective Lesson Delivery*

While a participant practices a lesson, some of you will role-play as a learners. This will help you practice what the learner is supposed to do during the I do, We do, You do phases of the lesson. Right after your peer finishes teaching a lesson, take a moment to jot down your reflections and feedback based on the chart titled, *What to Look for in an Effective Lesson Delivery* before the 10-minute reflection and feedback session starts. The participant who practiced teaching the lesson should be the first person to share with the group how the lesson went. After lesson practice, reflection, and feedback, we will reconvene and share key points from the lesson practice.



Do:

4. Have a participant from each group start the lesson practice.
5. Remind the other participants to role-play as learners.
6. After 30 minutes, have each group engage in the 10-minute reflection and feedback session.
7. Go around the room among the groups and provide gentle guidance on the areas the participant seems to struggle with the most during the teaching practice.
8. Reconvene the whole group.



Say:

Excellent effort! Now that the presenters have had the opportunity to practice teaching the lesson for tomorrow's practicum, let us take a moment for you to share the highlights of your group discussion. What went well? Where is there room for improvement? How would you teach the lesson differently?



Do:

9. Have as many participants as possible share what went well and what can be improved.

Tea Break

(20 minutes)

Activity 5.6: Logistics of the Practicum

(10 minutes)



Say:

Two volunteers from Group 1 and two volunteers from Group 2 will be selected to teach the learners at the school near the TDC tomorrow. The school is within walking distance. One volunteer from Group 1 and one volunteer from Group 2 will teach in Classroom A. One volunteer from Group 1 and one volunteer from Group 2 will teach in Classroom B. The participants from Group 1 will observe the lesson in Classroom A. The participants from Group 2 will observe the lesson in Classroom B. In this way, both groups will be able to observe the implementation of Lessons 5 and 8.

Make sure to bring your notepad and pen so that you can jot down notes. You have practiced using the *What to Look for in an Effective Lesson Delivery* throughout the training. By now you are familiar with the elements of effective lesson delivery. Keep these in mind as you write down what you noticed when well and what can still be improved in the lesson delivery. The chart will be posted in Classrooms A and B for easy reference.

When you arrive at the school, you will be directed to the classroom where you will observe your peers teach the lessons. Walk in quietly and remain in the back of the room. Make sure to silence your cell phone.



Do:

1. Address any questions participants may have about the logistics of the practicum.

Activity 5.7 Exit Slip

(5 minutes)



Do:

1. In advance, create the chart below titled, Exit Slip.

<p><i>Exit slip</i></p> <p><i>Two things I learned today</i></p> <hr/> <hr/> <p><i>One thing I still have question about:</i></p> <hr/>

2. Have participants tear a piece of paper from their notepads and write their responses to the prompts in the chart titled, *Exit Slip*.
3. Collect the responses.
4. Read them after the participants have left.
5. Use participants' responses on the exit slip to inform the support you provide to participants in tomorrow's activities.



Say:

Thank you for your active participation today! Please be on time tomorrow.

Day 6 Chichewa Training Agenda

Time	Activity	Activity Description
8:00 – 8:10	6.1	Playing the Game <i>Mrs. Phiri Says</i>
8:10 – 8:25		Logistics of the Practicum and Travel to the School
8:30 – 10:00	6.2	Presenting Lessons
10:00 – 10:20		Tea Break
10:20–11:20	6.3	Reflection and Feedback Discussions: Groups 1 and 2 Separately
11:20–12:30	6.4	Reflection and Feedback Discussions: Groups 1 and 2 Together
12:30–1:30		Lunch Break
1:30-2:30	6.5	Practising Games and Songs from the Teacher's Guide
2:30 – 3:00	6.6.1	Work Stations
3:00 - 3:20		Tea Break
3:20 – 3:50	6.6.2	Work Stations (continued)
3:50-4:00	6.7	Conducting the Post Training Survey
4:00-4:05		Closure

DAY 6: PRACTICUM ON TEACHING PHONOLOGICAL AWARENESS, SYLLABLE REVIEW, READING DECODABLE STORIES, AND COMPREHENSION

Success Criteria for Day 6

Participants must be able to:

- ✓ play a command game
- ✓ practice teaching Chichewa to standard 1 learners
- ✓ give constructive feedback to presented lessons
- ✓ practice Chichewa games and songs from the Standard 1 Teacher's Guide.

Activity 6.1: Playing the Game *Mrs. Phiri Says* (10 minutes)

Purpose:

Familiarise participants with a command game taught in Standard 1.



Say:

Welcome to our last day of training!



Do:

1. Play Mrs. Phiri Says with the commands stand up; sit down; touch your head, nose, arm, leg, neck, etc.



Say:

Now, we will go to the classrooms for the practicum. Remember your roles from the logistics of the practicum we discussed yesterday. If you are observing Lessons 5 and 8, remember to bring a notepad and pen so that you can take observation notes during the lesson. I will bring two copies of the chart titled, *What to Look for in an Effective Lesson Delivery* and post it one each classroom so that you can refer to it as needed.

Activity 6.2: Presenting Lessons (90 minutes)

Purpose:

Give teachers an opportunity to practise and observe teaching a lesson in a classroom setting.

Resources Needed:

- Teacher's Guide
- Learner Book
- Notepads
- Pens
- Chart paper
- Markers
- Chart titled, *What to Look for in an Effective Lesson Delivery*, to be posted in the each classroom as a reference for participants



Do:

1. In advance, prepare two copies of the chart titled *What to Look for in an Effective Lesson Delivery*. Post one in each classroom A and the other in classroom B so that participants can refer to it during the lesson observations.
2. Have the participants from Group 1 enter classroom A and participants from Group 2 enter classroom B. Make sure they sit or stand in the back of the classroom where they can clearly see the lesson delivery.
3. Have the two volunteers from each group enter the classroom assigned to them.
4. For Group 1, assign Lesson 5m PA and Syllable Review, from **any unit**.
5. For Group 2, assign Lesson 8, Reading Decodable Stories and Comprehension, from **any unit**.

Tea Break

(20 minutes)

Activity 6.3: Reflection and Feedback Discussion Groups 1 and 2 Separately (1 hour)

Purpose: Give participants an opportunity to think about what went well and what aspects of the lesson delivery could be improved.

Resources needed:

- Chart titled, *What to Look for in an Effective Lesson Delivery*



Do:

1. After the practicum, have Group 1 and Group 2 work separately. Group 1 will engage in a feedback session for their two presenters and group 2 will do the same.
2. In each group, have the lesson presenters share their comments about how the delivery of Lessons 5 and 8 went.
3. Encourage the lesson presenters to reflect on what went well in the lesson delivery and what can be improved with more practice.

4. Encourage the lesson presenters to think about how the lesson delivery impacted the learning process.
5. Make sure the lesson presenters refer to the chart titled, *What to Look for in an Effective Lesson Delivery* to reflect on their lesson delivery.
6. Then, have those who observed the lesson provide constructive feedback based on the notes they took during the observation.



Say:

You observed lesson demonstrations and practiced preparing for the teaching of target activities as well as full lessons. You practiced new and familiar ways of teaching Chichewa. You also reflected on your teaching practice and provided your peers with constructive feedback. In the process, you have developed a better understanding of how the *I do, We do, You do* model, when implemented well, can support children as they learn the 5 components of reading.

Activity 6.4: Reflection and Feedback Discussions: Groups 1 and 2 Together **(1 hour 10 minutes)**

Purpose:

Give participants an opportunity to think about what went well and what aspects of the lesson delivery could be improved.

Resources needed:

- Chart titled, *What to Look for in an Effective Lesson Delivery*



Do:

1. Gather both groups for a feedback session.
2. Start the reflection and feedback discussion about the delivery of **Lesson 5**.



Say:

(to Groups 1 and 2)

- What were some of the highlights from your group discussion on **Lesson 5**?
- How did the learners respond during the *I do, We do, You do* phases of the lesson cycle? Why?
- Why? Or Why not?
- What would you have done differently if you were to teach the same lesson?
- How can you tell if the success criteria for the lesson were met? (Sample answers: observe, listen, and question)



Do:

1. Summarise the main points of the discussion.
2. Provide additional suggestions on how they can improve the lesson delivery.
3. Start the reflection and feedback discussion about the delivery of **Lesson 8**.



Say:

(to Groups 1 and 2)

- What were some of the highlights from your group discussion on **Lesson 8**?
- How did the learners respond during the *I do, We do, You do* phases of the lesson cycle?
- Why? Or Why not?
- What would you have done differently if you were to teach the same lesson?
- How can you tell if the success criteria for the lesson were met? (Sample answers: observe, listen, and question)



Do:

1. Summarise the main points of the discussion.
2. Provide additional suggestions on how they can improve the lesson delivery.

Lunch Break(1 hour)

Activity 6.5: Practising Games and Songs

(1 hour)

Purpose:

Familiarise teachers with the games and songs that will appear in term 1 of the TG.

Resources needed:

- Songs and games from the Teacher's Guide



Do:

1. Have participants work in groups of 5 and assign a set of games and songs to each group.
2. Have participants explore and practice the games and songs.
3. Have participants in each group take turns teaching one another how to play games and sing songs.
4. Walk around and provide support as needed.
5. Groups should take turns to practice games and songs in plenary.



Say:

Great effort! Continue to practice the games and songs. As they come up in the lessons, you will be prepared to use them well with the learners.

Activity 6.6.1: Work Stations

(30 minutes)

Purpose:

Provide teachers with extra practice in teaching lessons in the TG and implementing the *I do, We do, You do* model.

Resources needed:

- chart paper
- masking tape
- markers
- LBs



Do:

1. In advance, select activities from lessons in the TG that depict the areas of focus noted below. Select activities that will be done in not more than 10 minutes.
 - PA review
 - Syllable review
 - Introducing a song related to a story
 - New vocabulary
 - Read aloud activity

Areas of Focus	Activities from the Chichewa TG
PA review	2.1.2 4.5.2 4.5.3 7.2.3
Syllable review	4.1.1 5.1.1 9.1.1 9.5.1
Introducing a song related to a story	4.4 6.5 8.1
New vocabulary	2.2.4 3.2.3 5.2.3
Read aloud activity	2.6.3 3.2.2 4.8.3

2. Write each activity, from different lessons across the units, on chart paper and spread them across the walls
3. Distribute a Learner's Book to each participant.
4. Divide participants into five groups according to the number of items you have selected above.



Say:

As you can see, lesson activities from the TG are posted all over the room. In this activity, you will move around the room to present parts of lessons to your peers. These lesson activities focus on the 5 components of reading you have been learning about during the training. In your groups, you will take turns teaching your peers as you rotate together. You will walk over to the next station after a signal from your facilitator. Whether you role play as teacher or learner, remember to implement the *I do, We do, You do* model correctly. Ensure that you spend not more than 10 minutes at a station so that you are able to practice most of the activities. If you think you need to practice certain activities more than others, please do so. Have fun!



Do:

5. Go around and provide support to the participants as needed.

Tea Break

(20 minutes)

Activity 6.6.2: Work Stations (Continued)

(30 minutes)



Say:

Continue to practice teaching activities from the lessons in the TG. I will walk around and provide support as needed.

Activity 6.7: Conducting the Post-training Survey

(10 minutes)

Purpose:

Assess what participants learned about teaching reading in Chichewa.

Resources needed:

- Copies of the post-training survey
- Pens



Say:

Now you will take a post-training survey of your knowledge about teaching Chichewa in Standard 1. The purpose of this survey is not to grade or evaluate you, but to understand the knowledge and skills you have learned from the training. The survey will also help determine if the training has been successful in improving your knowledge and skills in effective reading instruction. Remember to use your ID given during the post-training survey.



Do:

1. Pass out the post-training survey and give the teachers 10 minutes to complete the survey.
2. Have participants return the completed surveys before proceeding to the next exercise.
3. A copy of the Post-training Survey is available on the next page.

Closure

(5 minutes)



Say:

Thank you for your attendance and hard work throughout the training! You now have new teaching and learning materials and methods that will help you develop strong readers. Apply the knowledge and skills you have from this training in your classrooms in order to improve learners' reading skills. I look forward to working with you during the next section of the training!

ⁱTips adapted from Nigeria RARA Training Manual

ⁱⁱAdapted from Malawi EGRA Training Manual

ⁱⁱⁱUganda Facilitator's Guide, P1

^{iv}Ellen Levy (2007), Gradual Release of Responsibility Model: I do, We do, You do

