



REMEDIAL TEACHING

Teacher's tool kit

MARCH 1, 2020

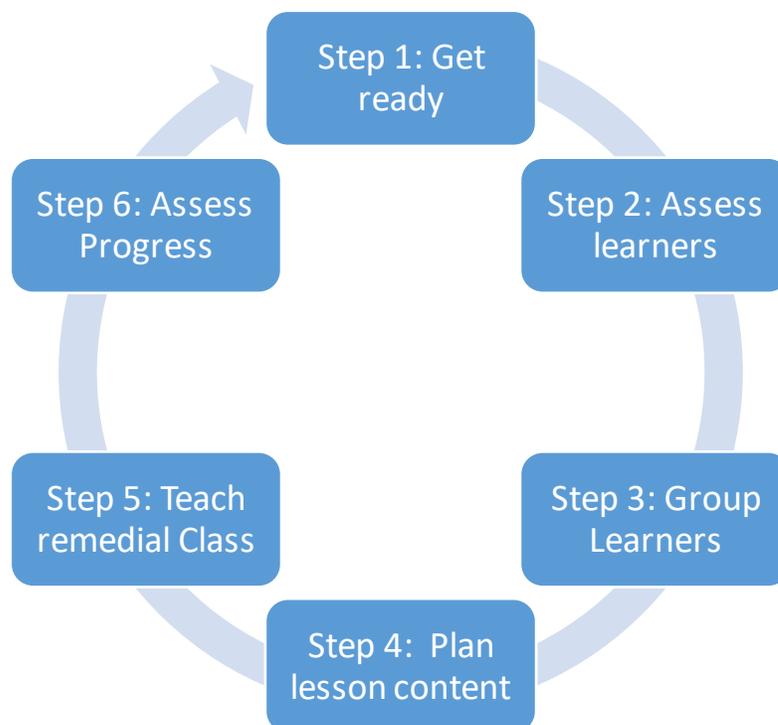
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Introduction

Your school has been selected as one of 45 schools to participate in an exciting pilot focused on remedial instruction. This program is essentially professional development and skills building program. The reason for the remedial program is that even after the EGR program has rolled out in most districts, many P3 learners are not able to read a single word and this is far below are expectations. Therefore, the remedial program focuses on building the skills of Primary 1 to 3 teachers to reach grade-level reading benchmarks by strengthening continuous assessment skills and using learner assessment to plan special time and activities to uplift learners. The pilot targets intentionally Primary 3 learners and their teachers; however, P1 and P2 teachers are asked to contribute to the remedial program so they may replicate techniques in their own classrooms. Data will be collected from you throughout the term and we will integrate your suggestions into the program, and pilot in the other schools, to generate a remedial program. If successful, the remedial program will be recommended for national scale up. Designing your school's remedial teaching program requires some planning. **Figure 1** below provides an overview of the steps you will take to establish a remedial program.

Figure 1. Remedial Program Overview



About this tool kit

This tool kit is a reference guide. It includes information on the following:

- Ideas to start a remedial program,
- Assessment guidelines and tools, and
- Suggested remedial activities.

Step 1: Getting Ready

1) Define benchmarks (expectations for each grade level) for reading in your school.

Learners who master the foundational skills of reading early in lower classes will continue to make positive academic gains, while learners who lag behind in literacy skills in Primary One (P1) just fall further behind as their schooling continues. Therefore, it's very important that teachers make sure that learners are reaching the grade-level benchmarks and provide remedial teaching where necessary to support pupils become successful readers. The curriculum is also designed to progressively build upon competencies so that pupils in P1 attain competencies that will contribute to their success in P2; and Primary 2 learners reach P2 competencies, and so on. Therefore, it is really important the teachers work to ensure all pupils are achieving. The remedial program focuses on individual learners and their progress towards the benchmarks.

Setting a benchmark can be complicated or simple. A simple way is to work in groups of teachers and discuss your realistic expectations of learners at the end of each class level. We have provided a simple example below.

- P1 Can identify all letters and their sounds and write their own name with correct capitalization and spelling (they are non-readers)
- P2 Can read words (low readers or emergent readers) and write simple sentences
- P3 Can read with fluency (emergent readers) with comprehension (they can answer questions that are directly and indirectly related to the text and write paragraphs).

Figure 2. Benchmarks for Non-Readers, Low Readers, Emerging Readers, and Fluent Readers

Non - readers	Cannot read any word
Low readers	I can read 1 - 19 words in one minute
Emergent readers	I can read 20 - 39 words in one minute
Fluent readers	I can read 40 and above words in one minute

For the P3 learners, as part of the remedial program, we can also

2) [Decide when and where the remedial program will take place](#)

Decide the best time to undertake a remedial program. For the pilot, the schools are to plan for 1-hour remedial session, once per week. Decide the day and time after regular classes. Locate appropriate classroom space that provide movable desks, so that you can arrange the desk for different group task.

1. Make an agreement to how you will support each other in the remedial program

Together with the other teacher and then later with the head teacher discuss what is required to make the school's remedial program successful. Answer some of the guiding questions (please adjust by adding or deleting suggested questions:

- What is the benefit of the remedial program for our learners?
- What will it mean in the lives of our children?
- What do we gain professionally and personally by participating?
- Are there any disadvantages personally or professionally of participating?

Make any adjustments that can minimize any disadvantages. Sign a group commitment to participate for your learners.

3) Meet with parents

It is important to communicate with parents about reading progress. The most important reason is you want parents to support their children's reading practice. Together with the other teachers participating in the program, ask the headteacher or SMC member to mobilize a meeting with the P3 parents to explain the program. In your planning, you may wish to meet with P1 to P3 parents to discuss general reading benchmarks for each grade. Communicate the benchmark expectations and how they can help learning at home and what the teachers is doing at school. All children will benefit if their parents support their learning to read.

Engage the parents of those children who are identified to participate in the remedial program by asking them to come to the school on a regular basis to receive updates on their children's progress. You want parents to help their children focus on the areas that need improvement whether it is letter identification and sounds, words, or sentences.

4) Story Cards

The project has developed simple story cards. These can be lent to children for them to take home and read with their parents. Please ensure that when you have the parents meeting you review with them the best way to help their children at home:

- Parents can ask their children to describe what is happening in the illustration
- Parents can ask children to name items in the illustration
- Parents can ask what the letter name and sound at the beginning of a word

Send a story card home, after each remedial class and have the pupil return it the next week.

Step 2: Assessment

In order to set up an effective remedial instruction program, the teacher needs to collect data on individual children's specific reading competences.

- Assessment is done to establish the learner's literacy needs.
- Assessment must be **one on one**
- Assessment should be periodic and regular
- Assessment is best when the tool is simple and the results easy to understand and communicate
- Assessment data is used to inform individual remedial action

The Assessment Tool

How to develop the assessment tool

- The teacher can select their own letters and/or select from the letter tables in the pupil book
- The teacher can create their own vocabulary and/or select words from vocabulary list or word family tables in the pupil book
- The can create his/ her own stories that should not exceed 60 words and / or use stories in the pupil book.

Assessment items

The assessment tool comprises of letters, selected words, simple sentences and a story. Figure 3 provides an example of an assessment based on the following items.

Nature of letters and words to be used for assessment

- Should be carefully selected according to the grade level

Nature of sentences

- Should be short
- Should be connected
- Should not have many new words
- Should be within the learner's experiences

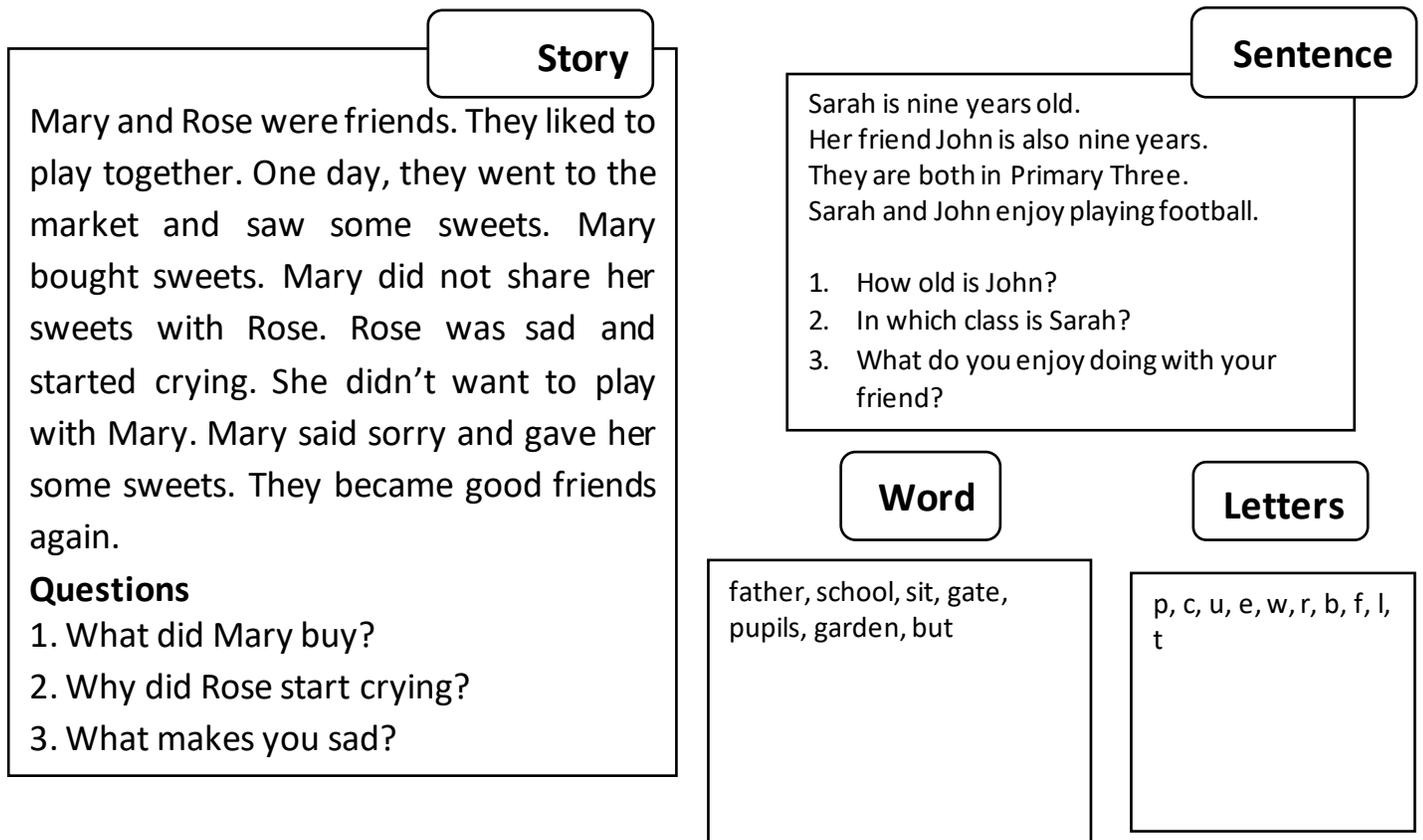
Nature of the story

- Should have a beginning, middle and ending
- Should be within the learner's experiences

- Should not have many characters
- Should introduce a problem and solution
- Should have a setting
- Should not have compound sentences
- During assessment if a learner can read the paragraph, they progress to the story level. If they cannot read a paragraph, they move lower to the word level. If a learner makes a maximum of 3 mistakes at the paragraph or story level to be marked as able.
- The learner should read four out of five words or letters correct to be marked as able at either of those levels. A learner who fails to read words is marked at letter level. A learner who fails to read letters is marked at beginner level.

Figure 3. Sample Reading Assessment Tool

- The can create his/ her own sentences and / or select from the pupil book



Recording Assessment Results

Assessment results should be entered in the assessment recording sheet, shown in Table 1. The teacher should assess remedial learners every two weeks as we want to measure progress resulting from the teaching. The teacher will assess learners with the same tool to check progress.

Fill out the table as follows:

- List the children's names
- The teacher should record learner performance using assessment symbols below.
 - Symbol Δ the learner's performance exceeds the competence
 - Symbol \wedge the learner's performance meets the competence
 - Symbol $/$ the learner's performance does not yet meet the competence
 - Symbol $_ _$ the learner's performance is stagnant (do not use during first assessment but thereafter as you measure progress of the remedial program interventions)
- With learners with Symbol $/$ add in the comment section if they can or cannot identify letters and sounds, reading work, or reading less than 20 words per minute, etc. In other words, record their current competency level.

Table 1. Rapid Assessment Recording Sheet

No	Name of Learner	Reading Competencies					Comment
		Recognizes and reads/ says letter names/ sounds	Identifies and combines meaningful segments to read whole words	Reads words with fluency	Reads text with fluency and meaning		
1							
2							
3							
4							
5							
6							

- After assessing all learners, identify only the learners with Symbol/ the learner’s performance does not yet meet the competence. These are the learners that need to participate in the remedial program until they reach either class level competency or above. Group these learners into levels as described below.
- The remedial program is focused on the P3 learners with Symbol/; however, P1 and P2 teachers can assess and use the same techniques in their classrooms.

Step 3: Group Learners

From the assessment, the teacher can eliminate the learners that are exceeding the competencies or meeting the competencies and focus on grouping those learners whose performance does not yet meet the competence.

The teacher should group learners according to their performance on the assessment into Level 1, 2, or 3 as described below. To avoid too many groups, learners are grouped at three levels.

- I. Level 1- Beginner or Letter Level. A learner at beginner level has the following characteristics: may or may not recognize letter symbols, letter names and sounds.
- II. Level 2- Word and Paragraph Level. A learner at word and paragraph has the following characteristics: may read 4 out of 5 words correctly and sentences with fluency without making more than 3 mistakes
- III. Level 3- Story Level. A learner at story level reads a given story without making more than 3 mistakes

Step 4: Plan Remedial Lesson Content

It is important that the teacher plans how to address the identified learner’s needs for each group. Consideration should be made of what to cover each week. Content selection is guided by the assessment and therefore activities should focus on the learning gaps (i.e. if specific sounds are a problem focus on those sounds only). Remedial teaching should be different from the normal classroom lessons as it focuses on individual learner needs.

Plan Remedial Schedule and Teaching Activity

Table 2 provides a suggested weekly program for each Level in the remedial program. For example, in week 1, the Level 1 group could do activities to

strengthen listening, speaking, and observing such as picture talk, which is described in the Annex (Teaching Activities).

Table 2. Suggested weekly specific program per level

Week	Level 1	Level 2	Level 3
1	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk
	Activities for letter recognition <ul style="list-style-type: none"> • Basket game/tin of sound 	Activities for word creation and sentence/ simple text/ story writing <ul style="list-style-type: none"> • Mind map 	Activities to listen, speak, read and write <ul style="list-style-type: none"> • Read a story with fluency
2	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk/reading 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk
	Activities for letter recognition <ul style="list-style-type: none"> • Flip the card 	Activities for word creation and sentence/simple text/story writing <ul style="list-style-type: none"> • -story making; • - what next 	Activities to listen, speak, read and write <ul style="list-style-type: none"> • Read a story and answer comprehension questions
3	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk/reading 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk
	Activities for letter recognition <ul style="list-style-type: none"> • Letter jump 	Activities for word creation and sentence/simple text/story writing	Activities to listen, speak, read and write <ul style="list-style-type: none"> • Read a story and Participate in extension

Week	Level 1	Level 2	Level 3
		<ul style="list-style-type: none"> • Correct the incorrect 	activities based on the story- use the vocabulary to construct sentences, create another ending to the story
4	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk/reading 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk
	Activities for consonant and vowel – concrete recognition <ul style="list-style-type: none"> • Syllable chart reading • Rhyming words 	Activities for word creation and sentence/simple text/story writing <ul style="list-style-type: none"> • Correct the incorrect 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Read a story • Participate in extension activities based on the story; • Reconstruct or paraphrase the story, • Look for synonyms and antonyms
5	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk/reading 	Activities for listening, speaking and observe <ul style="list-style-type: none"> • Picture talk/reading 	Activities to listen, speak and observe <ul style="list-style-type: none"> • Picture talk
	Activities for word creation and oral sentence building <ul style="list-style-type: none"> • Word building game 	Activities for word creation and oral sentence building <ul style="list-style-type: none"> • Informal talk • Picture talk 	Activities to listen, speak, read and write <ul style="list-style-type: none"> • Read a story • Participate in extension

Week	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> Word creation by ending letter/sound 	<ul style="list-style-type: none"> Story making-what next Mind map 	activities based on the story; <ul style="list-style-type: none"> Reconstruct or paraphrase the story, Look for synonyms and antonyms

Plan Materials

Add something. Suggestions of low or no-cost teaching aids is provided in the Activity description in Annex (Teaching Activities).

Step 5: Teaching the remedial class

With the planning complete, the teacher is ready to deliver the remedial class. We are recommending that the P3 learners selected to participate, with the support of their parents, will gather once a week after class for one hour.

The key to the remedial program is that learners are practicing the competencies. It is important that teachers establish a positive and supportive remedial classroom atmosphere and lots of individual practice is achieved through one-on-one, pair practice, small group work.

Establishing a positive and supportive remedial classroom

Simple tips for setting a positive and supportive learning climate. A teacher should:

- Greet children and welcome them to the special class
- Inspire them to be great readers
- Ask for their active participation
- Get them into groups quickly
- Speak with proper intonation, diction and voice modulation for giving the correct modelling.
- Speak in complete sentences.
- Ensure learners have a good view: The seating arrangement is very important. Make children sit in C shape or in a circle to get a clear view.
- Provide instructions for each group - Clearly explain the activity to be done
- Model/demonstrate how the activity is done in the 'I do' phase, then work with learners in the 'We do' phase and monitor and support learners in the 'You do' phase.
- Ensure every learner does "you do" on their own. These children are struggling or may lack confidence and need to be encouraged to participate and to express themselves with ease.

Tips for the teacher

- Conduct activities at least once a week.
- Plan your content
- Make appropriate and low/no cost instructional materials that support your activities
- Vary activities to sustain interest
- Use engaging and multi-sensory activities
- Support and guide the learner's engagement during remedial session
- Assess continuously and revise instruction accordingly.
- Record improvement
- **Celebrate every success !**

The teacher should use different ways to ensure learners are engaging with the content by using one-on-one support, pair work, small group work or whole group work.

Using groups to enhance individual practice

As stated above, the key is for teachers to use groupings in each level to increase each learners practice time. A teacher needs to move through the groups making sure that each learner is practicing the skill. What group is best for the activity that you are planning? The teacher can use Table 3 below to decide the best grouping to help their learners practice the skills, manage the numbers in the remedial class, and utilize the teaching team to maximize support to the learners.

Table 3. Different Types of Grouping to increase learner practice

Technique for individual practice	Description and Example	When to Use	How the teacher supports
One on one	Teacher directly supports individual learner.	Support struggling learner.	Demonstrate, model (1 to 2 times only), then let the learner practice. Bring the learner back to the same content later in the class to check understanding or previous content.
Individual work	Learner works on their own to complete a specific task. ie. Teacher models writing the letter a, learner and teacher practice, learner then writes many a letters on their own.	When learner needs to practice a skill	Teacher can give the same instruction to many learners working on their own. Ensure enough materials for each learner.
Pair work	Two learners work together with one practicing followed by the second learner. i.e. using letter cards to practice multiple sounds.	Learners need lots of practice. Learners work together to practice.	Teacher circulates watching each learner perform task, supporting when necessary i.e. when learners don't correct each other

Technique for individual practice	Description and Example	When to Use	How the teacher supports
Small group	The Level group is split into groups of 4 to 5 learners. Each group has a lead learner or teacher to lead the group.	Mixed skills in same Level group. Learners are refining their skills and learning from each other.	Ensure that there are enough materials for each group Do not change groups very often. Children need time to learn and to work together. Check the groups regularly to ensure they are on task. Make sure everyone is practicing.
Whole group	All members of the Level group participate in a single activity.	Introduce a new idea or content to all at the same time. There is a need to demonstrate, do the activity together, then have different individuals practice in front of others.	Conduct demonstrations. Do not chorus (“I do, we do, you do”. i.e. I do and we do only 1 to 2 times then each learner repeats individually)

Step 6: Assess progress

After two weeks, reassess each learner in the remedial program add new symbol to monitor if learners are progressing or stagnant. Review as a team the content planner and activities that will increase learning.

Together we will be observing the remedial practice classes, documenting our perceptions of progress, improving the activities and content.

Celebrate successes!!!

REMEDIAL TEACHING

Title: Basket/Box/Tin Game				
Level	Competency	Description	Materials Needed	Make it more difficult
Beginner	Sound / letter recognition.	<ul style="list-style-type: none"> • The teacher has a basket/box/tin which contains letters or syllables. • The teacher gets all learners to stand or sit in a circle. • The teacher introduces a song to learners. • The teacher explains that the basket/box/tin will be passed around the circle while the song is being sung. • When the song ends, the learner holding the basket will, with eyes closed, pick a card from the basket open the eyes and say the syllable or sound. The learner keeps the card they read. • The learner will also say one word that has that syllable or sound. • That word may be written on the board. The song is sung and the basket is passed round several times. 	Basket/box/tin. Flashcards with sounds, syllables	This activity can also be used with words and sentences for Level 2 learners

Title: Flipping the card				
Level	Competency	Description	Materials Needed	Make it more difficult
Beginner	Sound / letter recognition. memorization and visualization skills	<ul style="list-style-type: none"> • The teacher chooses 5-6 sound flashcards to introduce to the learners depending on the challenging letters (e.g. g, r, w, b, h). • The teacher shows the flashcard to the learners and puts the flashcard face down on the floor. The teacher does not say the sound. • Repeat for all flashcards, which are put on the floor face down in a random manner i.e. in a way that makes it more challenging for the learners to remember where each card is. • The teacher points to a sound or syllable on the syllable/alphabet chart. • The teacher chooses a learner to come and find the flashcard that corresponds to the sound on the syllable/alphabet chart. • The learner picks up a flashcard and shows it to the teacher and to the class. 	Flashcards with sounds, syllable cards	This activity can also be used with words and sentences for Level 2 learners

Title: Flipping the card

Level	Competency	Description	Materials Needed	Make it more difficult
		<ul style="list-style-type: none"> • The teacher asks the learners: “Is this correct?” • If the flashcard is not the correct one, the teacher says: • “What sound do we want to choose? What sound is this?” • Then the incorrect flashcard is put back in the position it was picked from. The learner choosing has up to three attempts to pick the right card. • If a learners picks a correct flashcard, they keep it. • Then the teacher points to another sound on the syllable chart, and chooses a learner to find the flashcard. 		

Title: Syllable chart reading				
Level	competency	Description	Materials Needed	Making it more difficult
Beginner	<ul style="list-style-type: none"> • To build automatic recognition of syllables (this improves reading speed) • Sharpen listening and observation skills 	<ul style="list-style-type: none"> • First, the teacher uses the large syllable chart. • The teacher says (for example): "I will point to a syllable and read it as you listen and observe." • Then the teacher and the learners together read the syllables. • Then learners read syllables as teacher points at chart. <p>The teacher should not follow any specific order while reading from the chart (unless learners are just beginning)</p> <ul style="list-style-type: none"> • Teacher can ask a learner to lead the class by pointing to the chart. • Then the teacher gives each learner their own syllable chart or they make their own syllable charts 	Large syllable chart and small syllable charts for individual use	

		<ul style="list-style-type: none">• The teacher will call out syllables and ask the learners to point to their individual charts. <p>Later, teacher will show the learners how to make a word / find a name from syllabic chart and ask each learner to find their own name from the syllable chart and making of words</p>		
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Note: This activity is very useful for local language reading.

Title: Picture reading				
Level	competency	Description	Materials Needed	Making it more difficult
All levels	<ul style="list-style-type: none"> • Vocabulary development • To encourage the learners to feel comfortable to say something in class. • Improving listening, speaking and observation skills. To bring everyone together at that point in the lesson 	<ul style="list-style-type: none"> • The teacher holds up a picture card, conversation poster, or calendar. • The teacher asks learners to say something they see in the picture. It should be something that has not already been said. • Once a few learners have said a word, the teacher will ask other learners to make a full sentence based on what is happening in the picture. • The teacher can also ask a few learners to tell a short story based on the picture. Alternative 1: teacher will use the picture to start a discussion about something that the learners can relate to, e.g. local markets, sports, festivals. Alternative 2: teacher will use the picture to tell a story, and ask other learners to do the same. 	Pictures	

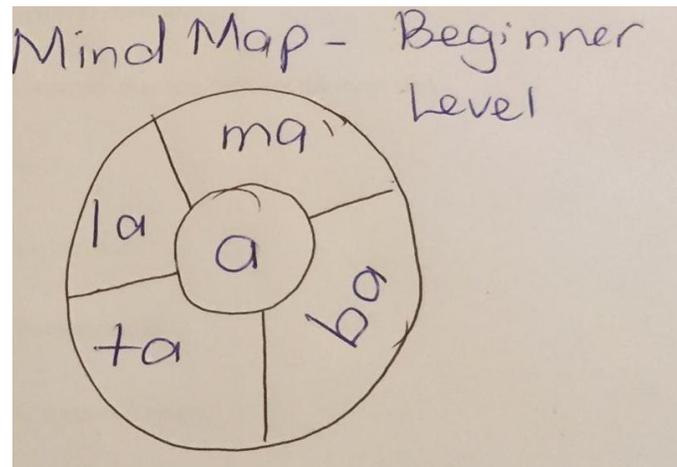
Title: Informal talk / Story telling				
Level	competency	Description	Materials Needed	Making it more difficult
All levels	<ul style="list-style-type: none"> • Vocabulary development • Enhancing the Listening and speaking skills. Get learners to express their own thoughts. • To bring everyone together at that point in the lesson. • To break down barriers between teachers and learners. 	<ul style="list-style-type: none"> • Teacher tells a story about something that is relevant to the learners For example, something that happened to the teacher on the way to school, or the way home, something that happened over the weekend or at an event such as a wedding or festival. <p><i>[For story-telling, the teacher will ask:</i></p> <ul style="list-style-type: none"> • <i>What other title can you give the story?</i> • <i>How else can you end the story?</i> 	Puppets, real objects depending on the story, socks	

Title: Mind Map				
Level	competency	Description	Materials Needed	Making it more difficult
All levels	<ul style="list-style-type: none"> • To develop listening, speaking, reading and writing skills. • It's a simple way to construct sentences or a paragraph and can lead to independent writing. 	<ul style="list-style-type: none"> • The teacher gives learners a topic and asks them to say one word that comes to their mind. • The teacher writes the words on the board. • Learners choose which word they like the most out of the given words. • When a word is chosen, the teacher erases all the words, writes the chosen word in the center of the board and circles it. • The teacher asks learners to say one word that is related to that word. • When a learner comes up with a word, the teacher writes it on the board. • This is repeated until there are a number of words on the board. • The teacher then asks each learner to make a sentence using the middle word and the word they contributed. Then the teacher can ask the learners to write the sentences 	Chalkboard, chalk Notebooks for writing and pens	

in their books. If they are beginners, they can make words from the syllables that they made using the sound in the middle.

Teacher asks learners to choose another favorite word. This time the learners can do the activity in groups.

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		<p>Mind Map - Word level</p> <pre>graph TD; food((food)) --- hungry; food --- hot; food --- fire; food --- mother; food --- eat; food --- plate; food --- cook;</pre>		
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Title: Rhyming word parts

Title: Rhyming word parts				
Level	competency	Description	Materials Needed	Making it more difficult
Beginner levels	<ul style="list-style-type: none"> • Word building • Understanding word patterns • Learning spelling 	<ul style="list-style-type: none"> • The teacher explains to learners that they can make words which look similar • She/he introduces a rime e.g. –at and gives learners an example of a word that has the word family or rime e.g. hat • Then s/he will ask the learners to come up with different words that have the rime. Guides them to use different consonants to begin the words. • Teacher writes the rhyming words on board and guides learners to recognize the rime • Then the teacher asks learners to write words in their books 	Chalkboard, chalk Notebooks for writing and pens	

Title: Letter Jump				
Level	competency	Description	Materials Needed	Making it more difficult
Beginner levels	Letter/sound recognition and remembrance	<ul style="list-style-type: none"> The teacher draws up a letter frame of any shape and randomly writes letters/sounds in the cells. The frame should be drawn on the ground since He/she calls on the learners to jump into the cell that has the letter being said. 	Enough space for children to jump	

Title: Word-building with ending letter/sound or word chain

Level	competency	Description	Materials Needed	Making it more difficult
Beginner, sentence/paragraph levels	Recognizing sounds, word knowledge, spelling, handwriting.	<ul style="list-style-type: none"> • The teacher divides group into two. • The teacher writes a word on the board. • The teacher asks the first group for a word beginning with the last letter or sound to have it written on the board. • The teacher asks the second group for a word that begins with the ending letter/sound of the word given by first group. • When all the members have written their words on the chalkboard, the group members read the words to the class checking spellings, and meaning • The teacher awards marks and star to the winning group. 	Chalkboard, chalk.	

Title: Correct the incorrect				
Level	competency	Description	Materials Needed	Making it more difficult
Sentence/paragraph levels	<ul style="list-style-type: none"> • Correct sentence construction, • sharpens listening improves fluency and builds confidence 	<ul style="list-style-type: none"> • The teacher says a simple sentence that is grammatically correct. • Teacher writes an incorrect version of the sentence on the board. The teacher asks a learner to write the correct version of the sentence. • The learner writes on the board and the class reviews it. 	Chalkboard, chalk.	Have incorrect sentences written on paper or card that can be given to groups to correct. Ask learners to come up with correct sentences.

Title: Copy writing				
Level	competency	Description	Materials Needed	Making it more difficult
Sentence/paragraph levels	Improves spelling, punctuation, handwriting. Reading, writing skills.	<ul style="list-style-type: none"> • Teacher writes two sentences on the board. The teacher reads as he/she writes the sentences. • Teacher asks the learners to copy the sentences in their notebooks. • Teacher reminds learners to pay attention to handwriting, spelling and punctuation. • After 5 minutes, teacher asks learners to check each other's notebooks and underline any mistakes. • Teacher asks learners to check spelling and punctuation. 	Board, chalk, learner notebooks and pencils.	.

		<ul style="list-style-type: none">• Teacher asks for feedback from one or two learners: how their partner did• The learner with the fewest mistakes and the one who finds the most mistakes in their partner's writing – will be announced as the two stars of the activity.		
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Title: Dictation				
Level	competency	Description	Materials Needed	Making it more difficult
Sentence/paragraph levels	<ul style="list-style-type: none"> • To develop listening and writing skills. • To practice punctuation and spelling 	<ul style="list-style-type: none"> • Teacher tells learners to get out their notebooks. • Teacher asks learners to write down what he/she will say. • Teacher says two to four sentences. He/she will say them with fluency. • Learners write down the sentences. • Teacher writes the sentences on the board. • Teacher asks learners to check each other's notebooks and underline any mistakes. 	Board, chalk, learner notebooks and pencils.	.

		<ul style="list-style-type: none">• Teacher asks learners to check handwriting, spelling and punctuation.• Teacher asks for feedback from one or two learners: how their partner did• Those who did minimal mistakes and those who find more mistakes in their partner writing – will be announced as the star of the activity.		
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Title: Simple paragraph reading				
Level	competency	Description	Materials Needed	Making it more difficult
Sentence/paragraph levels	<ul style="list-style-type: none"> • To model how to read. • So that learners observe the word carefully and make links between sounds and text. • Practice listening. • For learners to gain 	<ul style="list-style-type: none"> • The teacher distributes booklets of simple paragraphs, or simple paragraphs cut out to learners. • The teacher chooses one paragraph and asks learners to go to that page. • The teacher says (for example): "I will read the text, pointing at each word as you listen. • Listen to me and look at the words I am reading. Follow with your finger." 	Booklets or pages of simple paragraphs.	.

	confidence in reading.	<ul style="list-style-type: none">• The teacher reads clearly, with correct pronunciation.• The teacher checks that learners are pointing at each word/sentence that is being read.• The teacher asks (for example): “How did I read?” And then “Who will read the text like I did?”• The teacher chooses a few learners to read. The facilitator makes sure that the learners are pointing at each word that they read.• The teacher will talk about importance of clear voice, reading with a pointing finger, pronunciation, fluency, etc.		
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Title: Story Level Activity				
Level	competency	Description	Materials Needed	Making it more difficult
Story	<ul style="list-style-type: none"> • Improves their imagination • Improves their use of vocabulary. • Enhances their ability to form sentences before talking • Encourages the learners to talk about the text. 	<p>Step 1 Discussion of title (a) Write the title of the story on the board and discuss with the learners. Let children imagine what is given in the story based on the title (prediction)</p> <p>Step 2 Reading by the teacher</p> <ul style="list-style-type: none"> • Give story cards to the learners • Give instructions that no one should read but listen first 	Booklets or pages of simple paragraphs.	.

	<ul style="list-style-type: none"> • Reading comprehension is enhanced by answering questions. • Developing writing skills 	<ul style="list-style-type: none"> • The teacher demonstrates reading the story with a clear voice and proper diction (pronunciation) of each word • Learners will listen and move their fingers below the lines as the teacher reads the story. <p>Step 3 Reading by the children</p> <ul style="list-style-type: none"> • Children read the text or parts of it in turns Ask children if the content matches with their imagination based on the title of the story. <p>Step 4 Reminding the learners of the content of the story</p> <ul style="list-style-type: none"> • Ask learners to remember all the words in the text and teacher writes them on the board. • Ask a few learners to orally retell the story with the help of the word list from the text they just made. They can add any other words they remember. <p>Step 5 Group activities</p> <p>Competition</p> <p>The teacher divides the class into groups and assigns the group activities to prepare quiz questions each group will prepare questions based on one of the activities below...</p>		
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		<p>Activity 1. Facts from the story e.g. filling in the blanks to complete the sentence.</p> <p>Activity 2. Meaning of Difficult words</p> <p>Activity 3. Opposite words</p> <p>Activity 4. Words with the same meanings</p> <p>Step 6 Further discussions on the text Ask them questions to think critically and analytically</p> <ol style="list-style-type: none"> 1. What is the story about? 2. Why do you think this story was written? 3. Can you relate this story to your own experiences? 4. Is there anything more that you know about this content of the story? <p>Step 7 Writing Children are expected to do the following:</p> <ol style="list-style-type: none"> (a) Make a summary of the text (b) Answer questions about the text 		
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