

# Remedial Instruction Program for School Pupils

Literacy Achievement and Retention Activity

January 2020

## Introduction

The purpose of the **facilitator’s Guide for Remedial Instruction Program for School Pupils** is to provide guidance to facilitators during the teacher training to make it more practical and active, and ensure that the training meets participants’ needs. As trainers you must familiarize yourself with the facilitator’s Guide, and ensure that you review the session’s plans before every session.

This guide provides you with a time table and session plans for all days of training. There are a variety of activities, including demonstrations and pair practice. The guide was developed to provide opportunities for participants to practice skills, and the emphasis throughout the training should always be participants practice

## Objectives of differentiated instruction program for school pupils

By the end of this workshop, the participants will be:

1. Oriented on differentiated instruction.
2. Guided to understand and practice key components of differentiated Instruction.
3. Equipped with knowledge and skills to assess learner’s reading level through differentiated instruction.
4. Equipped with knowledge and skills of designing and conducting differentiated learning activities.
5. Supported to carry out measurement and monitoring of differentiated instruction.

## General Timetable

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Introduction to the Differentiated instruction</b>	<b>Differentiated instruction</b>	<b>Differentiated instruction</b>
<b>7:45-8:00</b> Attendance and Registration	<b>7:45 -8:00</b> Attendance and Registration	<b>7:45 – 8:00</b> Attendance and Registration
<b>8:30-9:00</b> Workshop Official Opening and Overview.	<b>7:45-8:00</b> <b>Reflection</b>	<b>7:45-8:00</b> <b>Reflection</b>
<b>9:00-10:30</b> Introduction to differentiated Instruction	<b>8:00-9:00</b> How to conduct differentiated instruction - ACTIVITIES	<b>8:00-10:30</b> How to conduct differentiated instruction - ACTIVITIES
<b>10:30-11:00</b> <b>Break Tea</b>	<b>9:00 – 10:30</b> How to conduct differentiated instruction - ACTIVITIES	
<b>11:00-1:00</b>	<b>10:30 – 11:00</b> <b>Break Tea</b>	<b>10:30- 11:00</b> <b>Break Tea</b>

Assessment of learner's Literacy levels		
<b>1:00 -2:00</b> <b>Lunch</b>	<b>11:00-1:00</b> How to conduct differentiated instruction - ACTIVITIES	<b>11:00 – 1: 00</b> How to conduct differentiated instruction - ACTIVITIES
<b>2:00 - 5:00</b> How to conduct differentiated instruction - ACTIVITIES	<b>1:00 – 2:00</b> <b>Lunch</b>	<b>1:00 – 2:00</b> <b>Lunch</b>
	<b>2:00 – 3:00</b> How to conduct differentiated instruction - ACTIVITIES	<b>2:00 – 3:30</b> Documentation of progress of the differentiated instruction
	<b>3:00 – 4:30</b> How to conduct differentiated instruction - ACTIVITIES Performance Management	<b>4:00-4:30</b> Evaluation and Workshop Closure
	<b>4:30 – 5:30</b> How to conduct differentiated instruction - ACTIVITIES	

## Activity 1: Introduction to the Workshop

### Day 1

**Duration:**

**8:00-8:30 (30 minutes)**

**Facilitators' Notes:** Ensure that you start this session and all other sessions on time. You will break the ice and set pace for the workshop. It is basically a general introduction to the workshop covering logistics and administrative plans, explaining and ensuring that participants understand the general workshop objectives, guiding participants in establishing workshop norms as well as discussing participants' fears and expectations.

You will need the Workshop Timetable and team handouts for this activity. You will also need flipcharts for the Workshop Objectives and the Workshop Norms **prepared ahead of time**. Please refer to the general introduction to the training guide for the workshop objectives and suggested norms.

### Session Procedure

#### Welcome and Introduction

**(05 minutes)**

 *Do:*

Welcome participants to the workshop and introduce yourself.

#### Logistics and Administrative Announcements

**(05 minutes)**

 *Do:*

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

Distribute the workshop timetable and take participants through it.

#### Fears and Expectations:

**(10 minutes)**

 *Do:*

- Give participants a minute to think about their fears and expectations, then to pair with their neighbor and discuss their expectations and fears.
- Ask groups to share first their expectations and fears, write a few on the flip chart.

#### Workshop Objectives

**(05 minutes)**

 *Do:*

- Explain the workshop objectives to the participants.
- Make sure that all expectations are addressed, if some member has an expectation not in the agenda then put it in the "Parking Lot" (a flip chart on the wall with issue that need to be addressed either at the end of the day, or by MoES official, or LARA representative, etc.)

## Workshop Norms:

(05 minutes)



Say: Now let us look at our fears for the workshop. How can our individual actions minimize some of these fears and improve the learning? Can these be the norms for this workshop?

A set of workshop norms have been developed for this training. Below is the list of suggested workshop norms for review with participants.

Do:

1. Explain workshop norms written on a flipchart to the participants.
2. Assign roles to participants; welfare, time keeper and energizer leads.
3. Allocate teams rooms.

### Suggested list of Norms

1. Sign the daily attendance sheet.
2. Attend all activities.
3. Participate actively.
4. Have respect for each other's views.
5. Keep the climate clean.
6. Take care of the materials provided.
7. Phones should be in silent mode during the activities.
8. Be good time managers.
9. The methodology is very active, with many exercise. This approach needs individual engagement in their own learning.

### Activity 2: Workshop Official Opening

**Duration:**

**8:30-9:00**

**(30 minutes)**

### Facilitators' Notes:

This is the session when the workshop is officially opened. The official opening is presided over by a chief guest. Confirm the attendance of the chief guest in advance and ensure his/her timely arrival at the venue so that the workshop can be opened on time.

During the tea break participants will move into their groups. This is to allow participants enough time to have their tea and also locate the rooms for group activities.

**Session Procedure:**

 *Do:*

Facilitate the official opening of the workshop by doing the following;

**Welcome remarks by the principal:** **(05 minutes)**

 *Do:*

Invite the principal to make his/her welcome remarks to the participants.

**Introductions and Remarks:** **(25 minutes)**

 *Do:*

- Introduce workshop trainers and all members of staff present who should stand to be recognized by the chief guest.
- Introduce the Centre Coordinating Tutor (CCT) and schools.
- Introduce the chief guest and invite him/her to open the workshop.
- Close the session by telling participants to go to assigned rooms for training after the tea break.

**Activity 2: Early Warning Signs**

**Duration:** **9:00-10:30** **(1hour, 30 minutes)**

**Introduction:**

In this session, participants will discuss Early warning signs that indicate struggling learners. It is intended to deepen participants understanding and appreciation of the importance of carrying out differentiated instruction.

**Learning Outcomes:**

Participants will understand and be able to talk, with conviction and confidence, early warning signs and its impact on children’s progress towards learning to read.

**Competences:**

The participants will be able to:

- a) Explain how children who are struggling with acquiring reading competences can be noticed.
- b) Explain the consequences of continued manifestation of the signs among learners.

**Content**

Early warning signs to children who are struggling with literacy achievement

## Methods/Techniques:

- Plenary Presentations/Discussions

## Resources

- Reflection Journal

## Facilitator Notes

Children can sometimes have reading issues. It could be slow processing, vision problem, lack of interest or a neural problem. Learners who experience these issues exhibit some behavior patterns that parents and educators/teachers have to look out for to be able to provide the necessary assistance to the learners.

Some of the signs may include:

- Children's failure to remember letter sounds
- Children confusing look alike letters ( b/d/p) or sounds alike letters ( f/ v ; d/t)
- Children having difficulty with rhyming words eg bat, cat, mat
- Children' failure to remember sight words
- Children omitting word endings such as –s, -ing , or –ed
- Children having poor memory
- Children spelling the same word differently every other time it comes up
- Children's lack of interest in reading for varying reasons- when they finds it hard, boring, lack of comprehension

When any of these signs are noticed it means a call for intervention to address them. Whether children need reading intervention or simply need more time to develop, and the earlier its done the better or else it may lead to;

- Lack of interest in school manifested by truancy.....
- Lack of self confidence
- Drop out from school
- Poor performance

## Session Procedure:

### Lesson Introduction

(05 minutes)

 Do:

Explain the session background, learning outcomes and competencies to the participants.

## Activity



Say: Learners on Early Grade Reading (EGR) program sometimes struggle with coping up with reading. Learners in many cases are promoted to the next level even when they have not achieved the desired levels of literacy competences. This may negatively affect the subsequent learning of the child.

### **Do:**

In groups discuss the questions in the talking points

1. Give instruction.
2. Get people into their groups.
3. Make sure each group understand the instruction.
4. After 30, minutes, ask the Group As to find a Group B, and present
5. Give them 15-20 minutes to present to each other.
6. Make sure the presenters are getting the main points as they present.

### Talking Points

- What are the early warning signs/behaviors for children who may be struggling with acquiring reading competences?
- How can these behaviors affect the learners?
- What can be done by the parents and teachers when they notice such signs?

In plenary use the information provided in the facilitator's notes to guide participants get an understanding of the early warning signs, its consequences and let participants share their experiences about it.

### Activity 3: Introduction to the Differentiated Instruction

**Duration:**

**9:00-10:30**

**(1hour, 30 minutes)**

**Introduction:**

In this session, participants will discuss the concept of differentiated instruction and how it could be used to address learners' learning needs in literacy. It is intended to deepen participants understanding and appreciation of the importance of carrying out differentiated instruction.

**Learning Outcomes:**

Participants will understand and be able to talk, with conviction and confidence, about differentiated instruction approach and its contribution to children's learning to read.

**Competences:**

The participants will be able to:

- c) Explain the concept of differentiated learning and its rationale.
- d) Explain the components of differentiated learning.
- e) Generate ways of supporting teachers to actualize these components in their schools

**Content**

Differentiated instruction (meaning) and its rationale

Components of differentiated Instruction

A must do for teachers to conduct differentiated instruction

**Methods/Techniques:**

- Plenary Presentations/Discussions

**Resources**

- Reflection Journal

**Facilitator Notes**

Uganda has made tremendous gains in promoting school enrolment through UPE but data on learning, highlights an unfortunate truth. RTI literacy assessment in Uganda revealed despite the many gains in developing literacy skills in learners, primary school pupils are still struggling to acquire basic skills in literacy.

These assessment findings indicate that in many primary schools in Uganda there is a reading problem. Pupils score below the desired proficiency in reading. The unfortunate bit is that reading disabilities are identified after children have already fallen behind their peers, sometimes when it is too late for correction. When children notice this among themselves it makes them vulnerable to feelings of shame, depression and low esteem. Therefore calling for the need to intervene through differentiated learning instruction. Teachers need to be supported to plan graded activities that can help all learners develop the desired EGR competences.

### **Differentiated Instruction program**

Differentiated instruction by LARA borrows from Teaching at the Right Level (TaRL) experiences that targets the root of learning crisis by addressing the causes that lead to low achievement of children in literacy. The approach works by dividing children into groups based on learning needs rather than age or grades. The program is based on 4 components

### **The components of differentiated instruction**

#### **1. Assessment**

Assessment is at the core of the differentiated Instruction approach. By testing children one-on-one, teachers understand the specific learning needs of each child. They then use these assessment results to create manageable groups of children with similar reading needs and use appropriate activities to help children. The assessment process also allows teachers and mentors to track improvements and keep the whole system focused on the child's reading progress.

#### **2. Classroom methodology**

Differentiated instruction is flexible to children's reading needs, allowing them to grasp foundational skills before moving on to more complex concepts. In most education systems, children are grouped according to age when they begin school and are expected to progress at a similar pace through a set curriculum. During Differentiated Instruction time, classes are re-arranged according to basic reading needs. Differentiated Instruction teams create activities and materials to be done by children's to address the different reading needs, rather than adhering to class levels. Children can progress from one group to another as and when they gain competence

#### **3. Measurement and monitoring**

While assessment focuses on the child, monitoring covers both the learner (through the review of assessment data) and the teacher (through ongoing support and training). Implementing teams build continual tracking and feedback into differentiated Instruction program design. Differentiated Implementation teams often play the additional role of monitor and collecting classroom observation data. This information is used to inform practice at the classroom and school level and is aggregated to identify problems and successes at higher levels, as well as to inform program.

#### **4. Implementation teams**

Program Teams as mentors (FAs, PCs and teachers) support the design and implementation of Differentiated instruction. They also support teachers, to identify reading needs of children through assessment, to use differentiated instruction methods and tools to teach reading.

## Rationale and design of the Differentiated Instruction

The aim of Differentiated instruction is enabling learners overcome reading challenges and to successfully implement it, the following should be used:

- Different models to include; after school, during school, in short bursts of activities during the lesson or for an hour a day
- Assessment of learners to determine their learning needs and placement into groups.
- Well-designed activities that are given to children to address pupil learning needs.
- Structured on measurement and monitoring of pupil progress and inform activity designing

### Session Procedure:

#### Lesson Introduction

(05 minutes)

 *Do:*

Explain the session background, learning outcomes and competencies to the participants.

#### The Differentiated Instruction (45 minutes)

##### Activity



Say: The Early Grade Reading (EGR) program is based on thematic curriculum and with a specific scope and sequence that is unique to local language and English. Teachers have been trained and have been implementing the EGR program.

Despite this, numerous assessment by LARA from learner checks reveal that primary school pupils in some schools are struggling to acquire basic literacy skills.

 *Do:*

In groups discuss the questions in the talking points

1. Give instruction.
2. Get people into their groups.
3. Make sure each group understand the instruction.

4. After 30, minutes, ask the Group As to find a Group B, and present
5. Give them 15-20 minutes to present to each other.
6. Make sure the presenters are getting the main points as they present.

#### Talking Points

- What do you understand by differentiated Instruction?
- Why is it important for teachers to carry out differentiated instruction?
- Do you carry out differentiated instruction in your school/class? If yes explain how it's done.

In plenary use the meaning of differentiated learning instruction provided in the facilitator's notes to guide participants get an understanding of differentiated learning instruction, its rationale and let participants share their experiences about it.

 *Do:*

Present the 4 components of differentiated instruction to the participants.

#### Activity



Say: In pairs discuss the components and point out how these components could support differentiated Instruction.

#### Reflection:

- What have you learnt?
- What more do you need to know?

## Activity 4 : Assessment of learner's Literacy Levels

**Duration,**

**(1 hour)**

**Introduction:**

Assessment is at the core of the differentiated Instruction. Learners individually have to be assessed to establish their learning needs before differentiated instruction is applied. In this session, participants will be given some time to discuss the purpose of assessment and how it could be conducted in literacy. It is intended to deepen participants understanding and appreciation of the importance of carrying out assessment before differentiated instruction is conducted.

**Learning Outcomes:**

Participants will understand and be able to talk, with conviction and confidence, about assessment activities, how to conduct assessment it to find out pupil's literacy achievement levels and how these results can be used to plan for differentiated instruction.

**Competences:**

The participants will be able to:

- a) Explain the meaning of assessment.
- b) Explain how assessment could be conducted in literacy.
- c) Explain how assessment results could be used to plan for differentiated instruction.

**Content**

- Assessment (meaning)
- Assessment tools for literacy competences
- How to assess literacy levels
- Why conduct assessment before differentiated instruction

**Methods/Techniques:**

- Plenary Presentations/Discussions

**Resources**

- Reflection Journal

**Facilitators Notes:**

Differentiated instruction is intended to address learner's challenges early enough. The needs of the learners dictates the activity design and the time for the program. To establish the learners literacy needs, assessment tools begins from **simple paragraph** and progress to **story** or can go backwards to the **word level**. Activities for assessment can be: letters, selected words, simple paragraph or story.

Depending on the results learners can then be grouped in 3 levels;

Level 1: beginners or letter level

Level 2: Word and paragraph level

Level 3: Story level

Criterion for the assessment tools

Nature of Paragraph

- Should be short; made of few sentences
- Paragraph should be made of simple sentences
- Sentences should be connected
- Paragraph should not have many new words
- Paragraph 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
- Story should introduce a problem and solution
- Should have a setting
- Should not have compound sentences

Nature of letters and words to be used for assessment

- Should be carefully selected according to grade level

Criterion for placement

Assessment begins and paragraph level. If a learner makes more than 3 mistakes he/she is moved and re-assessed at the word level. If they don't they are moved and assessed at the story level.

**Session Procedure:**

**Lesson Introduction**

**(05 minutes)**

 *Do:*

Explain the session background, learning outcomes and competencies to the participants.

## Assessment of learner's literacy levels

### Activity



Say: It is important to find out the achievement levels of the learners before any attempt is made to provide remedial teaching.

**Do:**

1. Give instruction.
2. Get people into their groups.
3. Make sure each group understands the instruction.
4. After 30, minutes, ask the Group As to find a Group B, and present
5. Give them 15-20 minutes to present to each other.
6. Make sure the presenters are getting the main points as they present.

### Talking Points

- What is assessment?
- Explain how learner's achievement levels in literacy can be assessed?

**Do:**

In plenary groups share their findings. Use the facilitator's notes lead a discussion. Focus on the tools and criteria. Refer to the tools in Appendix 1

### Activity



Say: Individually, practice developing assessment tools that can be used to assess learners for differentiated instruction.

1. Beginner's level
2. Word and paragraph level
3. story

In plenary share and give feedback. The feedback should focus on the criterion for each category of assessment tools. Refer to the facilitator's notes.

## Activity



Say: In pairs, practice administering the assessment tool and filling the data collection form. Refer to figure 2 Appendix 1

### Activity 5: Differentiated Instruction: How to conduct differentiated Instruction Activities

**Duration,**

**(1 hour)**

#### **Introduction:**

In this session, participants will be introduced to how to conduct different activities that can be used to address different literacy learning needs

#### **Learning Outcomes:**

Participants will understand and be able to Prepare and use different activities that can be used to address children's literacy learning needs during differentiated instruction.

#### **Competences:**

The participants will be able to:

- a) Explain how to conduct different differentiated learning activities.
- b) Demonstrate how to use the different activities during differentiated instruction.

#### **Content**

Procedure for conducting differentiated instruction /Activities

Demonstration and Practice

#### **Methods/Techniques:**

- Plenary Presentations/Discussions

## Resources

- Reflection Journal

## Facilitator's Notes

The purpose of differentiated instruction is not to cover curriculum content but to address learners' learning needs through accelerating achievement of their literacy competences.

In conducting differentiated learning activities, there is need to follow the; *I do, we do, you do*.

- I do is for purposes of demonstration to allow pupils to learn with you the teacher.
- We do is for learners to interact to allow learners to come to the same level.
- You do is for consolidation

During differentiated instruction, learners should be placed in small groups of not more than six (6) learners. This is for purposes of encouraging participation. The sitting arrangement for all- the teachers and learners, should be circular to allow interaction.

NB;

- There should be leadership but it must rotate between learners.
- There should be enough materials to support learning
- Give the same task across groups although there could be variations in the activities
- Make sure learners feel the teacher's presence
- Create opportunities for sharing and feedback
- Support must be given to those learners that could still be struggling

## Session Procedure:

### Lesson Introduction

(05 minutes)

 Do:

Explain the session background, learning outcomes and competencies to the participants.

### Step



Say:

In this session, we are going to look at how to conduct activities during differentiated teaching.

## Activity



Say: It is important that activities have to be conducted in a way that allows learners to feel free to interact with each other and their teacher during differentiated learning instruction.

 **Do:**

1. Give instruction.
2. Get people into their groups.
3. Make sure each group understand the instruction.
4. After 30, minutes, ask the Group As to find a Group B, and present
5. Give them 15-20 minutes to present to each other.
6. Make sure the presenters are getting the main points as they present.

#### Talking Points

- What are some of the ways that can make learners comfortable to interact with each other?
- What can be done to ensure that learners are maintained to interact freely throughout differentiated learning activities?

In plenary, using the ideas in the facilitator's notes lead a discussion on ways that can make learners comfortable to interact and learn with each other.

#### Reflection:

- What have you learnt?
- What more do you need to know?

#### Day 2 and 3

**Activity 6: Demonstration and practice of how to use different activities during differentiated teaching**

Time:

**Introduction:**

In this session, participants will be introduced to different activities that can be used to address different literacy learning needs. In the session we will explain the purpose of the activity and then demonstrate how each activity is conducted.

**Learning Outcomes:**

Participants will understand and be able to Prepare and practice the different activities that can be used to address children’s literacy learning needs during differentiated instruction.

**Competences:**

The participants will be able to:

- a) Design materials that can support differentiated learning activities.
- b) Practice and use the different activities for differentiated instruction
- c) Observe a demonstration and give feedback

**Content**

- Activities for addressing different literacy learning needs of learners
  1. Flip the card
  2. Letter Jump/Gymnastics
  3. Syllable charts
  4. Word building activities/Competition
  5. Word formation
  6. Story activities
  7. Correct vs Incorrect ideas
  8. Tin of sounds, noisy game ....

**Methods/Techniques:**

- Plenary Presentations/Discussions
- Demonstration

**Resources**

- Reflection Journal

**Facilitator’s Notes**

This session will be presented in series. It will deal with a number of activities that can be used during differentiated instruction. It will involve discussing the activities one at a time with a focus on what literacy need it can address, what is needed to apply it and the a demonstration to allow participants learn how it is

conducted. At the end of each demonstration there will be an opportunity to share and give feedback and time for the participants to practice.

The explanation of each activities and the procedure of using them are provided in the appendix. Study them and rehearse where possible so that you can provide a perfect model.

## Teaching Procedure

### Lesson Introduction



**Do:**

Explain the session Introduction, learning outcomes, Scope of the content to be covered and competencies to the participants.

### Step



**Do:**

1. Give instruction.
2. Get people into their groups.
3. Make sure each group understand the instruction.
4. After 30, minutes, ask the Group As to find a Group B, and present
5. Give them 15-20 minutes to present to each other.
6. Make sure the presenters are getting the main points as they present.

### Talking Points

- If you have learners in your class who have learnt letter sounds but still struggling to read words what kind of help/activities can you give to them?
- If you have learners in your class who cannot read a paragraph/story fluently what kind of help/activities can you give them?
- 

In plenary, using the ideas in the facilitator's notes lead a discussion on the activities that can be used to conduct differentiated instruction.



**Say:**

In this session, we are going to look at how to develop and use some of the activities during differentiated teaching. Point out the different activities. (**Note: Each activity will be handled in a different session as stipulated on the timetable see appendix 2.**)

 Do:

- We already looked at the rationale of conducting differentiated learning activities. Let us explore how different activities can be planned for, developed and administered.
- Lead a discussion to find out the criteria for planning a differentiated learning activity. Emphasize the importance of assessment results as a way of establishing the learner's literacy needs.
- Demonstrate one activity at a time.
- Allow comments and questions.

### **Activity**

In pairs plan and practice conducting a given activity.  
Allow feedback from participants.

### **NB: APPLIES TO ALL DEMONSTRATION LESSONS**

*-Remind participants that their discussions of the activities should focus on how the activity was conducted, whether it addresses the learner's literacy needs, and other ways they would have done a similar activity*

## Day 3

### **Activity 7: Documentation of progress of differentiated Instruction**

**Duration, (1 hour)**

#### **Introduction:**

In this session, participants will be introduced to the rationale for documentation of how differentiated instruction is progressing and how these results can be used.

#### **Learning Outcomes:**

Participants will understand the rationale for and be able to document the progress of differentiated instruction as they attempt to address children's literacy learning needs during differentiated instruction.

#### **Competences:**

The participants will be able to:

- a) Explain the importance of documenting the learner's progress.
- b) Discuss how documentation will be done.
- c) Practice how to document their progress

**Content:**

Reasons for documenting progress/challenges  
Documentation of the progress of differentiated instruction.

**Facilitators Notes:**

The implementation of differentiated instruction requires continual tracking and feedback into differentiated Instruction program design. Differentiated Implementation teams often play the additional role of monitor and collecting classroom observation data.

Documentation can be done on how well the activities are conducted but most importantly on how they are contributing towards addressing the learner's literacy needs.

This information is used to inform practice at the classroom and school level and is aggregated to identify problems and successes at higher levels, as well as to inform program.

**Teaching Procedure****Lesson Introduction****Documentation of progress of remedial Instruction**

*Do:*

Explain the session Introduction, learning outcomes, Scope of the content to be covered and competencies to the participants.

**Step**

**Say:**

In this session, we are going to look at documentation of progress of remedial instruction, its importance and how it can be done.

**Activity**

Say: It is important to identify reasons for documenting progress/challenges of remedial instruction.  
In pairs discuss why it would be necessary to document the progress of remedial instruction.

Do

In pairs let participants discuss what to look out for to inform them of the progress of their differentiated instruction.

In plenary lead a discussion to share the identified reasons. Use the information in the Facilitator's notes to supplement on their findings.

Do

Lead a discussion on how documentation of the progress of differentiated instruction can be done.

Emphasize the importance of reflection, prompt entries of ones thoughts and objectivity. Refer to Appendix 3 and allow participants individually to try out filling the temperate

Reflection;

- What have you learnt?
- What more do you need to know?

Figure 1: Reading Assessment Tool Sample

**Story**

Mr. Musoke is a farmer. He lives in Busaana village. He has a very big farm. On the farm he keeps cows and goats. He grows vegetables and food like cabbages, carrots, potatoes and cassava.

Mr. Musoke works very hard on the farm. He is helped by his family. James is a son to Mr. Musoke. Every morning, James helps his father with milking the cows. He enjoys doing this work.

After milking the cows, he takes the milk to town with bicycle. He happily does this. He moves from home to home selling the milk. Sometimes people buy the milk. Sometimes they don't. The unsold milk gets spoilt. His father loses money.

Next month Mr. Musoke will buy a machine which will keep the milk safe for a long period of time. This will save him from losing money.

James thinks that one day he will become a farmer like his father.

1. What is the work of Mr. Musoke ?
2. What does James do to help his father?
3. What do you enjoy doing to help your parents?

**Paragraph**

Mary is nine years old.  
Her friend John is also nine years.  
They are both in Primary three class.  
Mary and John enjoy playing football.

1. How old is John?
2. In which class is Mary?
3. What do you enjoy doing with your

**Word**

**Letters**

Father, school, sit, gate, pupils, garden, but

P, c, u, e, w, r, b, f, l, t

**Figure 2: Data Recording Sheet**

Assessment Data Recording Sheet										
Name of teacher:						Name of school:				
S/N	Name of child	gender	class	age	Write "1" under highest level					Remarks
					Beginner	letter	Word	Paragraph	Story	
1										
2										
3										
4										
5										
6										
7										
8										
9										

## Appendix 2

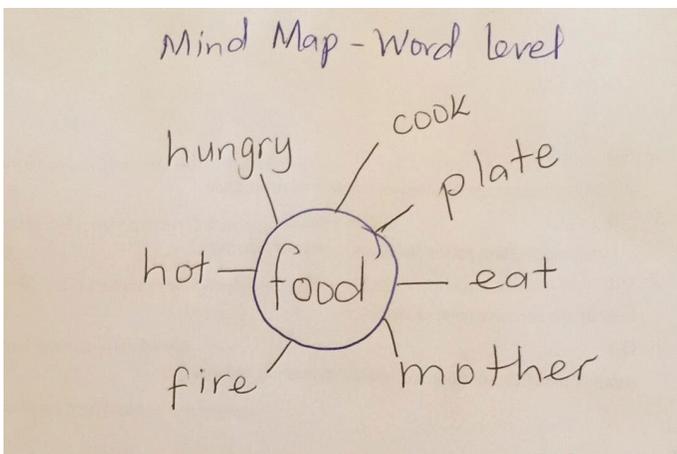
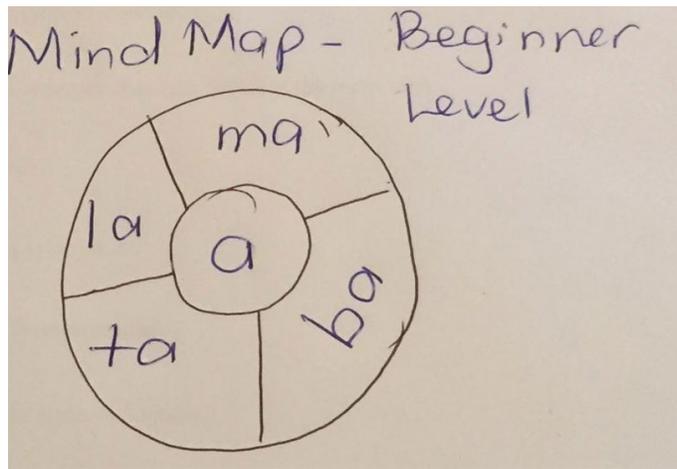
### 1. Beginner and letter level activities

#### Activities for the beginner level

Activities that can be used at beginner level include basket game, flip the card, letter jump/gymnastics, syllable chart reading, picture reading, word building using rhymes and onsets, mind map at letter or syllable level, word building using letter cards, word snake and listening to paragraph.

- *Basket game/ Tin of sound* - this letter or sound game has letter cards that are put in a basket/ tin or box and a tune is played. Whoever has the basket when the tune stops picks a card and reads it. This can also be played for syllables, words and sentences.
- *Flip the card*- This is a letter identification game. The teacher shows the class a series of letter cards and then puts them on a surface, face downwards. Learners are expected to observe a card and recall where it is placed. The facilitator calls out a letter and asks a learner to pick it out. When a learner picks a card, they show it to the class and read it out. If it is the correct letter, they read it out and keep it. The learner matches the card to a letter on the alphabetic chart. If it is incorrect, they still read it but put it back in the same position. This game can also be played as a matching game.
- *Letter jump*- teacher writes letters in a letter frame and randomly calls out letters and learners jump to the cell that has the called out letter
- *Syllable chart*- learners read the syllables of the language on a chart. Patterns help to build memory. However, syllable chart reading should **not** follow a specific order to avoid cramming or learning by rote. When learners have learnt the syllables, they can make words from them e.g. ba-no= bano (these ones) or ma-ta= mata (milk)
- *Rhyming words* -In this activity, the teacher uses a word family and demonstrates to learners how they can add onsets to initial consonants to make words. The teacher should make sure that all words made are meaningful.
- *Picture reading/ informal talk*- Teacher displays a picture of familiar things. Asks learners to make words or sentences according to their ability. It is useful for vocabulary development and making simple sentences. This activity builds confidence and self-expression. The teacher should not interrupt children or force them to talk.
- *Mind map*- can be done for letter, syllable and word level depending on the ability of the learners. This activity helps to build syllables and words for beginners and words and sentences for learners in the word and paragraph level. It helps to build vocabulary, confidence and to promote meaning. The teacher reads out a paragraph to learners

and then asks them for any words that they remember from the paragraph. From the list that they generate, the group chooses one word that they like. They build a map around it and teacher asks learners to say any words that the word in the middle reminds them about. The teacher reads the words twice for learners and some learners to read the words in turns. The teacher guide learners to make sentences using the subject word of the day and their word in a sentence. Teacher is always the first to give an example.



- *Copying* – teacher writes a simple paragraph on the board and asks learners to copy it. Then they exchange books and they check each other's ability. Teacher announces 2 Star learners: 1. The one with the minimum number of mistakes and 2. The one who spots the maximum number of mistakes

## **2. Activities for word and paragraph level**

- Word building using onsets and rhyme
- Reading paragraph: learners read simple paragraph of four sentences. Topics should be familiar to them.
- Making meaningful words from letter cards
- Mind map: the mind map at this level is for sentence construction

Copying - teacher puts up a short text and learners copy it. Learners check each other's work for mistakes.

Dictation - teacher dictates paragraph of appropriate length and learners write it down. Teacher puts up correct copy and learners check each other's work for mistakes

NB: Copying and dictation should not be done on the same day

## **3. Reading activities for story level**

### **Activities for story level (unfamiliar text)**

- The facilitator begins with prediction activities including discussion of title
- Facilitator reads story twice
- Learners identify difficult words
- Learners guess meaning of difficult words
- volunteers read
- learners list words they remember from story
- learners attempt to retell the story using mainly the list of words
- learners compose questions about story
- learners find synonyms and antonyms
- learners answer comprehension questions

### Appendix 3

Figure 3 : Template for documentation

S/N	Activity	Describe how it was done	Describe the progress observed	What lessons did you learn	Strategies for improvement
1					
2					
3					
4					
5					