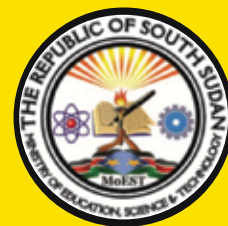


TRAINING OF TRAINERS TEACHING GUIDE



MINISTRY OF GENERAL EDUCATION AND INSTRUCTION



Primary 1 - 4



Table of Contents

Introduction

Section 1: Opening Sessions

Session 1.1: Welcome and Overview

Session 1.2: Classroom Organisation and Management

Section 2: Teaching and Assessing Literacy

Session 2.1: The 5 Components of Teaching Reading

Session 2.2: Strategies for Teaching Literacy

Session 2.3: Creating Literacy Lessons Using the Kit

Session 2.4: Measuring and Assessing Literacy

Section 3: English Literacy Kit

Session 3.1: Exploring the Teacher's Guide

Session 3.2: Unit 1 – Letter Sounds

Session 3.3: Unit 2 – Common Words

Session 3.4: Unit 3 – Picture Stories

Session 3.5: Unit 4 – Texts

Section 4: National Language Literacy Kit

Session 4.1: Exploring the Teacher's Guide

Session 4.2: Unit 1 – Letter Sounds

Session 4.3: Unit 2 – Common Words

Session 4.4: Unit 3 – Picture Stories

Session 4.5: Unit 4 – Texts

Section 5: Teaching and Assessing Mathematics

Session 5.1: The 5 Components of Teaching Mathematics

Session 5.2: Strategies for Teaching Mathematics

Session 5.3: Creating Mathematics Lessons Using the Kit

Session 5.4: Measuring and Assessing Mathematics

Section 6: Mathematics Kit

Session 6.1: Exploring the Teacher's Guide

Session 6.2: Unit 1 – Numbers

Session 6.3: Unit 2 – Shapes

Session 6.4: Unit 3 – Time, Fractions and Decimals

Session 6.5: Unit 4 – Days and Months, Length, Weight, Capacity and Money

Section 7: Practice and Planning

Session 7.1: Lesson Planning

Session 7.2: Practice Lessons

Section 8: Toolkit

Tool 1: Timetable

Tool 2: Lesson Observation Checklist

Overview of Icons in Facilitator's Guide



Reading and Writing Icon



Small Group Work Icon



Think-Pair-Share Icon



Facilitator Tip Icon



Practice Icon



Activity Icon



Demonstration Icon

Introduction to the Facilitator's Guide

Purpose of the Facilitator's Guide

The purpose of the Facilitator's Guide is to provide guidance to facilitators during the teacher training. As a trainer you must familiarise yourself with all the details of the Facilitator's Guide and make sure that you revise the session plans before every session.

How to Use the Facilitator's Guide

Sections and Sessions

This guide provides you with session plans for every day of the training. Sessions are led by a facilitator, who provides the content and information needed for successful whole group, small group and pair work. Some sessions require members to work in small groups to prepare lessons and carry out practice and demonstration lessons. Each session plan includes the following parts:

Session Title	Tells you what the lesson is about.
Purpose	Tells you what the overall focus for the session is and what members are expected to do.
Objectives	Lists the skills that members should be able to demonstrate after the session.
Time	Tells you how long the session should be.
Materials	List of materials you need to facilitate the session.
Key Methods	Lists the methods used in the session to ensure active learning.

Training Timetable and Adapting Sessions to Meet Your Training Needs

A workshop timetable is located in the toolkit section of this guide on **page 94**. In this guide there are a series of sections related to each of the three teaching and learning materials kits: National Language Literacy, English Literacy and Mathematics. Only teach the sections of this guide that relate to the materials you have received in your school. If you do not have a National Language kit, for example, skip teaching that section of the guide. Adjust your workshop timetable and delete the day from the schedule using the tips provided in the timetable in the toolkit.

Materials Needed

- English Teacher's Guide and Chart Set
- National Language Literacy Teacher's Guide and Chart Set
- Mathematics Teacher's Guide and Chart Set
- Journals or notebooks (for reflection journals and notes)
- Pens and pencils
- Markers
- Flip chart paper

Preparing for Each Session

Each section consists of between 2 and 5 sessions. Each session has its own purpose, objectives, time frame, set of materials and key methods. These are described in a box at the beginning of each session.

Read these introductory boxes carefully and use the information in them to ensure that you are prepared for facilitating each session. Make sure you review the objectives and materials for each session before the training day. Some sessions require special materials in addition to a chalkboard and chalk.

Each session is broken down into 3 parts: reflection, core concept and discussion. The tasks in each part are numbered. Use these numbers as a guideline to make sure you are completing each task in order as you carry out the session.

Adult Learning

- Keep the following principles about adult learning in mind when facilitating sessions using this guide:
- Teachers' knowledge and skills are best developed through experience and reflection; they cannot be forced upon them. Avoid long lectures. Leave lots of time for discussion, demonstration and practice. These strategies will help teachers learn and be able to use these new concepts.
- Learning is best when training goals are clear and important ideas are repeatedly discussed and reviewed. State objectives clearly at the beginning of each session. At the end of each session, review key points through questions, discussions and summarising.
- Learning must be relevant. Regularly link ideas in training to teachers' lives and help identify how they can bring these new concepts into their classroom.

The Facilitator's Role

Your role is to create an active learning environment, including:

- Encouraging the active involvement of all members.
- Promoting cooperation, respect and encouragement.
- Providing linkages to other sessions and prior knowledge and assisting members in doing so.
- Encouraging members to relate group experiences to real life situations.
- Being available as a resource, but not acting as the 'expert' who has all the answers.

Pair and Small Group Work

This workshop provides members with lots of time to interact with the teaching and learning material kits. Therefore, the workshop was designed so that members spend each day working in pairs or small groups. During these small group sessions, members review the Teacher's Guides and get prepared to watch and practice demonstration lessons.

Reflective Practice

This workshop is designed to create reflective practice for teachers through the daily use of **Learning Journals** where teachers record session notes and personal reflections. Below is a definition of reflective practice:

In reflective practice, teachers engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they create in themselves and in learners. The goal is to observe and refine teaching practice on an on-going basis.

A **KWLD Chart** is also used throughout the training to help teachers monitor their understanding. It is a place for them to record their 'big ideas' about what they **KNOW**, **WANT TO KNOW**, and **LEARN** in training sessions. After the session they write what they are going to **DO** with their new knowledge and skills.

This journal can be used to track and assess teacher progress during the training and after when teachers begin using the materials in their classrooms. It provides a record of teachers' ideas, strengths and weaknesses for further observation and development post-training.

Organisation of Teacher Training

- Members will be organised into small groups, either by school or grade level.
- A small group should have between 4 members.
- Small groups can break into pairs to perform small tasks.
- During small group work teachers are expected to write and prepare notes in their reflection journals according to the content of the day.
- The demonstration lessons will be taught by the facilitator to the whole group.

Introduction to the Facilitator's Guide

Purpose of the Facilitator's Guide

The purpose of the Facilitator's Guide is to provide guidance to facilitators during the teacher training. As a trainer you must familiarise yourself with all the details of the Facilitator's Guide and make sure that you revise the session plans before every session.

How to Use the Facilitator's Guide

Sections and Sessions

This guide provides you with session plans for every day of the training. Sessions are led by a facilitator, who provides the content and information needed for successful whole group, small group and pair work. Some sessions require members to work in small groups to prepare lessons and carry out practice and demonstration lessons. Each session plan includes the following parts:

Session Title	Tells you what the lesson is about.
Purpose	Tells you what the overall focus for the session is and what members are expected to do.
Objectives	Lists the skills that members should be able to demonstrate after the session.
Time	Tells you how long the session should be.
Materials	List of materials you need to facilitate the session.
Key Methods	Lists the methods used in the session to ensure active learning.

Training Timetable and Adapting Sessions to Meet Your Training Needs

A workshop timetable is located in the toolkit section of this guide on **page 94**. In this guide there are a series of sections related to each of the three teaching and learning materials kits: National Language Literacy, English Literacy and Mathematics. Only teach the sections of this guide that relate to the materials you have received in your school. If you do not have a National Language kit, for example, skip teaching that section of the guide. Adjust your workshop timetable and delete the day from the schedule using the tips provided in the timetable in the toolkit.

Materials Needed

- English Teacher's Guide and Chart Set
- National Language Literacy Teacher's Guide and Chart Set
- Mathematics Teacher's Guide and Chart Set
- Journals or notebooks (for reflection journals and notes)
- Pens and pencils
- Markers
- Flip chart paper

Preparing for Each Session

Each section consists of between 2 and 5 sessions. Each session has its own purpose, objectives, time frame, set of materials and key methods. These are described in a box at the beginning of each session.

Read these introductory boxes carefully and use the information in them to ensure that you are prepared for facilitating each session. Make sure you review the objectives and materials for each session before the training day. Some sessions require special materials in addition to a chalkboard and chalk.

Each session is broken down into 3 parts: reflection, core concept and discussion. The tasks in each part are numbered. Use these numbers as a guideline to make sure you are completing each task in order as you carry out the session.

Adult Learning

- Keep the following principles about adult learning in mind when facilitating sessions using this guide:
- Teachers' knowledge and skills are best developed through experience and reflection; they cannot be forced upon them. Avoid long lectures. Leave lots of time for discussion, demonstration and practice. These strategies will help teachers learn and be able to use these new concepts.
- Learning is best when training goals are clear and important ideas are repeatedly discussed and reviewed. State objectives clearly at the beginning of each session. At the end of each session, review key points through questions, discussions and summarising.
- Learning must be relevant. Regularly link ideas in training to teachers' lives and help identify how they can bring these new concepts into their classroom.

The Facilitator's Role

Your role is to create an active learning environment, including:

- Encouraging the active involvement of all members.
- Promoting cooperation, respect and encouragement.
- Providing linkages to other sessions and prior knowledge and assisting members in doing so.
- Encouraging members to relate group experiences to real life situations.
- Being available as a resource, but not acting as the 'expert' who has all the answers.

Pair and Small Group Work

This workshop provides members with lots of time to interact with the teaching and learning material kits. Therefore, the workshop was designed so that members spend each day working in pairs or small groups. During these small group sessions, members review the Teacher's Guides and get prepared to watch and practice demonstration lessons.

Reflective Practice

This workshop is designed to create reflective practice for teachers through the daily use of **Learning Journals** where teachers record session notes and personal reflections. Below is a definition of reflective practice:

In reflective practice, teachers engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they create in themselves and in learners. The goal is to observe and refine teaching practice on an on-going basis.

A **KWLD Chart** is also used throughout the training to help teachers monitor their understanding. It is a place for them to record their 'big ideas' about what they **KNOW**, **WANT TO KNOW**, and **LEARN** in training sessions. After the session they write what they are going to **DO** with their new knowledge and skills.

This journal can be used to track and assess teacher progress during the training and after when teachers begin using the materials in their classrooms. It provides a record of teachers' ideas, strengths and weaknesses for further observation and development post-training.

Organisation of Teacher Training

- Members will be organised into small groups, either by school or grade level.
- A small group should have between 4 members.
- Small groups can break into pairs to perform small tasks.
- During small group work teachers are expected to write and prepare notes in their reflection journals according to the content of the day.
- The demonstration lessons will be taught by the facilitator to the whole group.

Before the Training

Check the space and evaluate its resources (including a chalkboard, chalk, tables and chairs).

- Review and rehearse presentations for each section you are facilitating. Become familiar with the content, objectives and timing of each session.
- Gather all necessary materials and tools and organise them according to the proper day.

During the Training

Use the session facilitation tips below during your training to support the best learning outcomes possible for members.

Activating prior knowledge: Each session begins with a formal reflection exercise to help members activate their prior knowledge and consider what they already know about a topic. This helps members learn from one another and get ready for receiving new information. The activity only lasts a few minutes, but it is a critical part of the learning process.

Stating the objectives: Objectives are stated at the beginning of each session. It is very important to announce the objective to prepare members for the session and help activate their prior knowledge about the topic of the session.

Reviewing important information: After members learn something new, they must review and summarise it through discussions and activities. Through this process of review and reflection, real learning takes place. Every session in this guide contains end of session reflection and discussion questions to guide this process. These reviews help members to process information so that they can retain it and use it after the training.

Tracking time: The beginning of each session includes the time frame for the session. Keep a clock or watch handy and check the time every few minutes. This is very important to ensure that all topics will be covered! Within the sessions, the time for facilitating each of the three parts is indicated, too.

Writing on the chalkboard: Write only the most important information on the chalkboard or a paper during the training. If you write too much, members may become bored or will become more focused on note-taking than listening. Instead of writing a lot, focus on talking, sharing and discussing with members.

Discussions: Every training session in this manual uses either large group discussions, small group discussions or pair discussions to explore new ideas and concepts. All of these discussion types are important to the learning process. In large group discussions, your responsibility is to ask questions, keep the discussion moving and ensure the discussion stays on topic. You are also responsible for keeping time. Most of the talking will be done by members.

In small group and pair discussions, your responsibility is to make the instructions clear and let the groups or pairs work on their own. Move from group to group or pair to pair to make sure the assignment is being done correctly. At the end of the small group or pair discussion, ask the some members to share their conclusion or ideas with the larger group.



Tips for Facilitating Discussions

- Ask open-ended questions that make people think about their responses, rather than a simple 'yes' or 'no.'
- Keep focused. If the conversation gets side-tracked, bring it back to the core concept.
- Get as many members involved in the discussion as possible.
- During a discussion, talk with members, not at them.

Example Feedback and Summary Questions for Discussions

- If I understand you correctly, you are saying that...
- Let's make sure everyone understands the point you are making. Would you summarize it for us?

Strategies for Effective Facilitation

- Make eye contact. Members will engage better if you maintain eye contact while speaking and listening to them.
- Communicate about time and keep the session moving. Timing is given for each session and each part in a session. Use a clock or phone to stay on schedule. Remember that sessions that move too slowly will cause members to disengage. When giving instructions for an activity, announce how much time members have and give them a time warning before they finish, for example, "Two more minutes!"
- Encourage new volunteers. Participation from all group members is critical for learning. If only a few people are participating, pose new questions and ask for responses from members who have not said anything yet; then thank them for their contributions.
- Be supportive. When you face a difficult or problem member of the group, you could say: I guess I am demanding a lot from you, but....
- Connect on a personal level. Try to get to know members during breaks, including their names. Connecting on a personal level will improve learning! As a get-to-know-you activity at the beginning, ask members to write their name on a piece of paper and draw several things that represent them. Then ask them to share with the group.
- Keep members energized! When you see focus or energy levels falling, stop for a quick song, game or moving exercise. If members are tired, it's almost always worth stopping for several minutes to re-energize.

Common Mistakes to Avoid in Facilitation

- Expert versus member view: Avoid becoming identified as the expert in the room. The most important part of learning for members is the process of developing their knowledge or skills, not the knowledge and skills themselves. Most importantly, remember that these members are teachers!
- Not maximizing member involvement: Because of limited time and pressure, you may at times want to hurry the training process by taking short-cuts for activities and instead just lecturing. This encourages passivity and reduces learning for members. Remember that people learn best when they are active and guiding their own learning process.
- Answering questions unrelated to the core concept or objectives: During the session, some questions may arise that do not relate to the core concept or objectives of the session. Do not spend much time on questions that are not related to the session content. Instead, note the questions down and save them for break time or after the session.

Section 1:

Opening Sessions

Session 1.1: Welcome and Overview

Purpose

To welcome members and provide an overview of the training workshop.

Objectives

- Learn about the training programme.
- Identify objectives and expectations for the workshop.

Time: 1 hour

Materials

- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Display a copy of a KWLD chart on a flip chart or the chalkboard.

KWLD Chart			
K	W	L	D
What I know	What I want to know	What I learned	What I am going to do

2. Explain to members how to complete a KWLD chart to monitor their learning in this training.

- A KWLD chart is used to monitor understanding. It is a place to record your 'big ideas' about what you know, want to know, and learn in training sessions.
- Before the session, write what you **KNOW** about the topic of the text in the first column.
- Before and during the session, write what you **WANT TO KNOW** about the topic of the text in the second column.
- After reading, write what you have **LEARNED** about the topic in the third column.
- Finally, write what you are going to **DO** with your new knowledge and skills in the fourth column.

3. Explain to members that they will keep learning journals during the workshop. Ask members to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
4. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching early grade literacy and mathematics in the first column. ■ Write what you WANT TO KNOW about teaching early grade literacy and mathematics in the second column.
During the session	■ Write what you LEARN about teaching early grade literacy and mathematics in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching early grade literacy and mathematics in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

5. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

6. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
7. Remind members to complete the L column during the session.

Part 2: Core Concept (35 minutes)



Overview of Training Workshop (35 minutes)

1. Write the following objectives on a flip chart or the chalkboard and review them with members.

Workshop Objectives

- Acquire knowledge and skills in methods for teaching early grade literacy and mathematics.
- Learn about the teaching and learning kits for literacy and mathematics.
- Identify ways to assess literacy and mathematics in the classroom.

2. Write the following norms on a flip chart or the chalkboard and review them with members.

Workshop Norms

- Sign the daily attendance sheet.
- Attend all sessions.
- Participate actively.
- Have respect for each other's views.
- Keep the environment clean.
- Take care of the materials provided.
- Phones should be on silent mode during the sessions.
- Start and end the session activities on time.

3. Write the workshop timetable in Tool 1 in the Section 8: Toolkit on a flip chart or the chalkboard and review it with members.
4. Explain the following information about the teaching and learning kits for literacy and mathematics.

Teacher's Guide and Mini-Lessons

- All of the Teacher's Guides are designed in the same way to make it easy to use them and match the content across grade levels. They all have the same sections and organisation.
- The Teacher's Guide uses colours to tell the sections and grade levels apart. The colours assigned to each grade level stay the same throughout all of the materials in National Language, English and Mathematics Kits.

Primary 1	Primary 2	Primary 3	Primary 4
Green	Purple	Blue	Yellow

- The Teacher's Guides use a mini-lesson approach. One mini-lesson lasts 10-15 minutes. Some mini-lessons are 20 minutes. The mini-lessons repeat across the grades.
- Each year, the teacher uses different content in the mini-lessons to teach pupils higher level skills, but using the same teaching procedures.



- The Teacher's Guides use a mini-lesson approach. One mini-lesson lasts 10-15 minutes. Some mini-lessons are 20 minutes. The mini-lessons repeat across the grades.
- Each year, the teacher uses different content in the mini-lessons to teach pupils higher level skills, but using the same teaching procedures.

5. Answer any questions members have. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How will you benefit from this training?
 - How will you prepare to use the information from this training in your classroom?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 1.2: Classroom Organisation and Management

Purpose

Classrooms should be arranged to support learning. Instructional materials should also be properly arranged and stored.

Objectives

- Learn key strategies to organise and manage your classroom for literacy and mathematics instruction.

Time: 1 hour

Materials

- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about classroom organisation in the first column. ■ Write what you WANT TO KNOW about classroom organisation in the second column.
During the session	■ Write what you LEARN about classroom organisation in the third column.
After the session	■ Finish writing down what you have LEARNED about classroom organisation in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Classroom Organisation (20 minutes)

1. Break members into small groups. Assign each group a task from the list below and give groups 10 minutes to discuss.

- Identify at least three ways of organising a classroom and factors that hinder good classroom organisation.
- Identify five classroom resources that can be used to improve learning.
- Describe how to label, display and store teaching and learning materials.
- State ways to make the learning environment more interactive.
- State the importance of good classroom organisation.

2. After 10 minutes, allow groups to share. Use the information below to guide the discussion.



Tips for Good Classroom Organisation

Classroom organisation is the arrangement of the classroom to match the objectives of the lesson, number of pupils, the pupils' needs, furniture and space available.

Importance of Classroom Organisation

- It allows regular changing of approaches
- It maximises pupil interaction and allows different forms of pupil interaction
- It maximises use of space and resources
- It ensures free handling of materials
- It helps children take responsibility for their learning by selecting materials and activities
- It promotes safety and cleanliness for pupils and materials
- It makes pupils curious to learn and avoids boredom

Factors Limiting Good Classroom Organisation

- Too many pupils
- Type of furniture
- Limited space
- Lack of enough materials
- Lack of knowledge about ways to organise the classroom

Solution to Limiting Factors

- Too many pupils or limited space
- Use outside spaces
- Position yourself where you can be easily seen by every child.
- Make pupils responsible for their affairs in groups (Giving instructions and roles to different people).
- Lack of enough materials or lack of creativity
- Use the environment - be creative!
- Involve pupils in the collection and making of materials
- Use group work so that one material can be used by all the pupils in the group
- Lack of knowledge about organising classrooms
- Learn from other teachers through classroom visits and inter-school visits.
- Try to read relevant books, hand outs, articles and newspapers.

Displaying Materials

- Make them easily accessible and retrievable
- The eye level of children should be considered so they see the materials regularly
- They should be well categorised and orderly
- Materials should be interactive
- Pupil's work should be displayed
- Use improvised display boards e.g. banana fibre mat and mobile displays

Storage and Protection of Materials

- Use protective covering materials like transparent polythene paper
- Keep materials away from rain and other wet surfaces
- Sensitise children on proper handling and storage
- Where possible, store the materials in bags, cupboards, boxes etc.

Interactive Learning Environment

- Give children the opportunity to interact with the materials freely
- The charts in the classroom should have activities for children to do

3. Get members to consider what they do in their classrooms already and what they could do to improve the organisation of their classrooms. Emphasise the following:
 - a. There is no right and wrong way to organise a classroom
 - b. It is easier to fit many pupils into a small space and teach them if their desks are grouped
 - c. Make sure you group the pupils so that they can all see the board
 - d. Using different methods and never doing one method or approach for more than 10 minutes is best for all pupils. Pupils get bored by too much teacher talk or group work or pair work, but they like changing between these approaches.
4. Answer any questions members have. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these strategies help you better organise your classroom?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Section 2:

Teaching and Assessing Literacy

Session 2.1: The 5 Components of Teaching Reading

Purpose

To learn about the 5 components of teaching reading and understand how they are used in classroom instruction through demonstration activities.

Objectives

- Understand the 5 components of teaching reading.
- Review Sections 2.1 and 2.2 of the English Teacher's Guide.
- Demonstrate the 5 components of teaching reading.

Time: 1 hour 30 minutes

Materials

- English Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about the 5 components of teaching reading in the first column. ■ Write what you WANT TO KNOW about the 5 components of teaching reading in the second column.
During the session	■ Write what you LEARN about the 5 components of teaching reading in the third column.
After the session	■ Finish writing down what you have LEARNED about the 5 components of teaching reading in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 10 minutes)



Reviewing the Teacher's Guide (10 minutes)

1. Keep members in pairs and distribute one copy of the English Teacher's Guide to each pair. If this is not possible due to the number of materials available, put members in small groups to share the Guides.
2. Instruct pairs or small groups to read **Section 2:1: Purpose of this Kit and 2.2: Approaches to Teaching Literacy** in **Section 2: How to Teach Using This Kit**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



The 5 Components of Teaching Reading (60 minutes)

3. Tell members you will now demonstrate an example activity for each of the components of teaching reading in 2.2. You will be the teacher and they will act as learners.
4. Remind members to write down notes and tips for teaching that component in their KWLD chart.
5. Use the information in the box below for your demonstration.
 - First, explain the information about the component – definition, what and why. If possible, write the definition on a flip chart or the chalkboard.
 - Then, demonstrate the example activity for the component.
 - Answer questions. Repeat with the next component.

Component 1: Phonemic Awareness

Definition: The knowledge and use of sounds in spoken words.

What: Phonemic awareness is the ability to identify, control and break apart sounds that make up words. You need to help your pupils' notice that sounds (also called phonemes) make up words. Before pupils can notice individual letter sounds, they need to learn the larger units of sounds at the sentence, word and syllable level.

Why: Pupils need to become aware of sounds (phonemes) to help their reading and spelling. Pupils without this awareness may struggle with reading.

How: Phonemic awareness can be developed through rhymes, songs and games working with the sounds of language. A pupil who has phonemic awareness can identify that the words 'map' and 'mother' both begin with the same sound, /m/.

Example Phonemic Awareness Activity: Sound Identification Game

Steps:

1. The teacher says 3 words that all begin with the same sound.
2. Teacher: What is the beginning sound in the words mat, map, mice?
3. The pupils identify the beginning sound of the words and imitate the sound correctly.
4. Teacher: Good. The beginning sound is /m/. Let's say it together: mmmmm.

Component 2: Alphabetic Principle (Phonics)

Definition: The relationship between written and spoken letters and sounds.

What: Successful reading requires an understanding that letters (or groups of letters) represent sounds in words. Phonics is the method for teaching your pupils how to connect printed letters and sounds.

Why: Pupils need to become aware of sounds (phonemes) to help their reading and spelling. Pupils without this awareness may struggle with reading.

How: You can help your pupils by teaching individual letter names and sounds, letter shapes and patterns and syllables. You also want to give them regular opportunities to blend (put together) and segment (take apart) letters and words. Pupils who have been taught phonics can read and spell new words even if they do not know the word's meaning.

Alphabetic Principle Activity: Introducing Letter Sounds

Steps:

1. The teacher introduces the key letter sound (NOT the letter name).
 - Teacher: The letter /a/ makes the sound /a/, /a/, /a/, 'Africa'. Say it out loud with me like this: /a/, /a/, /a/, Africa.'
2. The teacher asks pupils to name other words beginning with the same letter.
 - Teacher: Good. Other words beginning with the sound /a/ are apple, air, arm and art.

Component 3: Fluency

Definition: The ability to read accurately, with grade-appropriate speed, accuracy and expression.

What: Fluency includes both oral (speaking and listening) and reading skills. Pupils need to see examples of good oral and reading fluency. In the early grades, fluency is taught as a whole class and in small groups. As pupils become independent readers, they can practice fluency on their own.

Why: It helps your pupils make meaning from text. It also helps them become aware of how sentences are written, which helps their writing.

How: The more pupils read different types of text the more likely it is that they will become fluent readers. Guided and independent reading helps your pupils become more fluent. A fluent reader changes their voice and pace to match the words and punctuation.

Fluency Activity: Reading the Text

Steps:

1. The teacher reads a story aloud to the class while pupils watch and listen.
 - The teacher uses a pointer to point to each word to help the pupils follow along.
 - The teacher reads slowly, naturally, clearly and with expression.
2. The teacher and pupils read the story together.
 - The teacher points to the words while reading.

Component 4: Vocabulary

Definition: The knowledge of words, their definitions and usage.

What: Vocabulary helps pupils understand what they hear and read. Vocabulary also helps pupils speak and write.

Why: Pupils need a big vocabulary so they can understand what they read and so they can express themselves.

How: You can teach vocabulary both directly and indirectly. Lessons using actions, pictures, objects and read alouds provide opportunities for pupils to hear and use words. Your classroom should be a print-rich environment. A pupil who has been taught vocabulary understands more of what they hear and read. Pupils can also use vocabulary in their writing.

Vocabulary Activity: Introducing New Words

Steps:

1. The teacher writes the vocabulary word on the chalkboard.
2. The teacher reads the word aloud while pupils listen.
3. The teacher reads the word aloud together with the pupils.
4. The pupils read the word aloud on their own.
5. The teacher says the word in a simple sentence that will help pupils understand the word.
6. The pupils guess the meaning of the word from its position in the sentence.

Component 5: Comprehension

Definition: The ability to understand and interpret text.

What: There are two main types of comprehension. Literal comprehension is the ability to recall factual information from the text. Inferential comprehension requires the reader to understand information that is not stated directly in the text.

Why: It is the main goal of reading.

How: Comprehension should be taught to even the youngest pupils. It is taught before, during and after reading. A pupil who has been taught comprehension skills can make predictions about a story, monitor their understanding and recall and evaluate the text.

Comprehension Activity: Understanding the Text

Steps:

1. Reread the story read in class.
2. The teacher asks the pupils to retell the story to check their understanding.
3. The teacher asks the pupils comprehension questions about the story.
 - Who is...? Why did...? What did...do? What causes...? What did you think when...?

6. Answer any questions members have about Sections 2.1 and 2.2. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these components fit in your reading lessons?
 - What components will be the easiest to teach in your classroom?
 - What components will be the hardest?
 - How will you make these harder components easier so your pupils can understand them?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 2.2: Strategies for Teaching Literacy

Purpose

To learn about the strategies and activities for teaching literacy used in this Teacher's Guide.

Objectives

- Learn key strategies and activities for teaching literacy.
- Review Sections 2.3, 2.4, 2.5 and 2.6 of the English Teacher's Guide.

Time: 1 hour 30 minutes

Materials

- English Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about strategies for teaching literacy in the first column. ■ Write what you WANT TO KNOW about strategies for teaching literacy in the second column.
During the session	■ Write what you LEARN about strategies for teaching literacy in the third column.
After the session	■ Finish writing down what you have LEARNED about strategies for teaching literacy in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 10 minutes)



Reviewing the Teacher's Guide (20 minutes)

6. Instruct pairs or small groups to read **Section 2:3: Strategies for Teaching Literacy, 2.4: Teaching English Literacy, 2.5 Speaking English versus National Language and 2.6 Activities in the Kit in Section 2: How to Teach Using This Kit.**
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



Active Learning (50 minutes)

7. Explain that this Teacher's Guide uses active learning approaches to teach pupils to read and write.



What is active learning?

- Active learning is as any instructional method that engages pupils in the learning process. Active learning requires pupils to do meaningful learning activities and think about what they are doing.
- There are many different teaching strategies that actively engage pupils, like group and pair work, discussions, demonstrations and role plays.
- Active learning does not mean never giving instructions, but instead making sure that —if you are talking — you pause to ask questions, have pupils pair up with a partner to discuss or try a task, or do some activity related to the learning.
- In short, active learning is anything that pupils do in a classroom other than only listening or watching!

8. Break members in to small groups. Ask them to brainstorm reasons to use active learning in the literacy classroom.
9. After 10 minutes, allow groups to share. Make sure the reasons below are mentioned.



Benefits of Active Learning

- Lets' pupils practice important materials, concepts and skills
- Provides more feedback to pupils
- Addresses different learning styles
- Provides pupils with an opportunity to think about, talk about and practice new material
- Creates personal connections to the material for pupils, which makes them more motivated
- Allows pupils to practice teamwork through pair and group work
- Creates a sense of community in the classroom

10. Answer any questions members have about Sections 2.3, 2.4, 2.5 and 2.6. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these strategies and activities fit in your reading lessons?
 - What strategies will be the easiest to use in your classroom? Why?
 - What strategies will be the hardest? Why?
 - How will you implement the harder strategies so that they work in your classroom?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 2.3: Creating Literacy Lessons Using the Kit

Purpose

To learn how to use the kit to create literacy lessons that fit into the weekly timetable.

Objectives

- Understand how to use the kit to create literacy lessons.
- Review Question and Answer Section of the English Teacher's Guide.

Time: 1 hour

Materials

- English Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	- Write what you KNOW about creating literacy lessons in the first column. - Write what you WANT TO KNOW about creating literacy lessons in the second column.
During the session	Write what you LEARN about creating literacy lessons in the third column.
After the session	- Finish writing down what you have LEARNED about creating literacy lessons in the third column. - Write what you are going to DO with your new knowledge and skills in the fourth column.

- Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

- Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
- Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Reviewing the Teacher's Guide (20 minutes)

- Instruct pairs or small groups to read the section '**Question and Answer: How do I create literacy lessons using this kit?**' in the Kit in **Section 2: How to Teach Using This Kit**.
 - Have members take turns reading aloud the section in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



Time Allocation for Literacy (20 minutes)

- Present and explain the table below on a flip chart or the chalkboard.

Subject	Number of Periods in Primary 1-3	Number of Periods in Primary 4
National Language	5	5
English	7	7
TOTAL LESSONS	13	13
TIME PER LESSON	35 minutes	40 minutes

- In pairs or small groups, have members identify how many 10 minute, 15 minute, and 20 minute mini-lessons can fit in one Primary 1-Primary 3 lesson (of 35 minutes) and in one Primary 4 lesson (of 40 minutes) for National Language and English literacy instruction.
- Answer any questions members have about the Question and Answer section. Write any key points on a flip chart for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

- After learning the core concept, have members discuss these questions with their partner:
 - How can you fit these mini-lessons into your reading lessons?

- What about creating literacy lessons will be the easiest in your classroom?
- What about creating literacy lessons will be the hardest?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 2.4: Measuring and Assessing Literacy

Purpose

To learn why, how and when to assess pupil progress in literacy.

Objectives

- Understand why it is important to monitor and assess literacy.
- Learn when and how to track pupil's progress.
- Review Sections 3 and 8 of the English Teacher's Guide.

Time: 1 hour 30 minutes

Materials

- English Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	- Write what you KNOW about why you should assess literacy and how to assess literacy in the first column. - Write what you WANT TO KNOW about this topic in the second column.
During the session	Write what you LEARN about why you should assess literacy and how to assess literacy in the third column.
After the session	- Finish writing down what you have LEARNED about why you should assess literacy and how to assess literacy in the third column. - Write what you are going to DO with your new knowledge and skills in the fourth column.

- Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

- Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
- Remind members to complete the L column during the session.

Part 2: Core Concept (70 minutes)



Reviewing the Teacher's Guide (40 minutes)

- Instruct pairs or small groups to read **Section 3: Measuring Pupil Progress and Achievement** and **Section 8: Assessment**.
 - Have members take turns reading aloud the section in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



Assessment Tests and Tools (30 minutes)

- In small groups, identify similarities and differences in the **Primary 1, 2, 3, and 4 Summative Assessment Tests in Section 8.3** and the **CAM Forms in the Toolkit (English Teacher's Guide)**.
 - Similarities:** All units are assessed in the same way using similar activities and approaches for continuous and summative assessments.
 - Differences:** Content information and competencies for assessment change depending on the grade level, as do the expected literacy abilities of pupils' by grade.
- Answer any questions members have about Sections 3 and 8. Write any key points on a flip chart for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

- After learning the core concept, have members discuss these questions with their partner:
 - What competencies do you need to develop to improve your pupils' reading skills?
 - What reading assessment approaches are you using regularly?
 - What reading assessment approaches can you try to use more often?



Write Individually (5 minutes)

- 2.** Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
- 3.** Have members complete the D column of their KWLD chart and identify what they will DO with their new knowledge – how will they fit these new ideas into their daily teaching?

Section 3:

English Literacy Training Sessions

Session 3.1: Exploring the English Teacher's Guide

Purpose

To learn about the format of the English Teacher's Guide and how to use it in the classroom to teach literacy.

Objectives

- Identify the different sections of the Teacher's Guide
- Review Section 1 of the Teacher's Guide.
- Review the Toolkit Section of the Teacher's Guide.

Time: 1 hour

Materials

- English Teacher's Guide
- Poster Sets
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about why you should assess literacy and how to assess literacy in the first column. ■ Write what you WANT TO KNOW about this topic in the second column.
During the session	■ Write what you LEARN about why you should assess literacy and how to assess literacy in the third column.
After the session	■ Finish writing down what you have LEARNED about why you should assess literacy and how to assess literacy in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (70 minutes)



Reviewing the Teacher's Guide (40 minutes)

1. Instruct pairs or small groups to read **Section 3: Measuring Pupil Progress and Achievement** and **Section 8: Assessment**.
 - Have members take turns reading aloud the section in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



Assessment Tests and Tools (30 minutes)

2. In small groups, identify similarities and differences in the **Primary 1, 2, 3, and 4 Summative Assessment Tests in Section 8.3** and the **CAM Forms in the Toolkit (English Teacher's Guide)**.
 - Similarities: All units are assessed in the same way using similar activities and approaches for continuous and summative assessments.
 - Differences: Content information and competencies for assessment change depending on the grade level, as do the expected literacy abilities of pupils' by grade.
3. Answer any questions members have about Sections 3 and 8. Write any key points on a flip chart for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - What competencies do you need to develop to improve your pupils' reading skills?
 - What reading assessment approaches are you using regularly?
 - What reading assessment approaches can you try to use more often?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will DO with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 3.2: Unit 1 – Letter Sounds

Purpose

To introduce the first unit on letter sounds in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice letter sound activities from each grade level.

Objectives

- Understand how to teach sound awareness and letter sounds to pupils.
- Review Unit 1 of the Teacher's Guide.
- Demonstrate letter sound mini-lessons from the Teacher's Guide.
- Practice letter sound mini-lessons from the Teacher's Guide.

Time: 3 hour

Materials

- English Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching sound awareness and letter sounds in the first column. ■ Write what you WANT TO KNOW about teaching sound awareness and letter sounds in the second column.
During the session	■ Write what you LEARN about teaching sound awareness and letter sounds in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching sound awareness and letter sounds in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Reviewing the Teacher's Guide (40 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 1: Letter Sounds in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the 2-page Unit 1 overviews across the Primary 1, 2, 3, and 4 Teacher's Guides.
 - Similarities: Unit overviews are organised the same way; all units focus on letter sounds in English; all overviews have similar teaching tips; pacing for introducing letters is the same
 - Differences: More difficult content each year – single letters to 2- and 3-letter sounds, different posters; more sound awareness activities in P1-P2; more letter awareness activities in P3-P4
3. Read the **Set A Sound Awareness and Set B Letter Awareness** overviews and review the mini-lessons in the **Primary 1 and 2 Teacher's Guide**.
 - Sound Awareness lessons are taught in Primary 1 and 2 to develop pupils' phonemic awareness (listening and speaking) skills for the letter sounds in English.
 - Letter Awareness lessons are taught in Primary 1 and 2 to develop pupils' alphabetic principle (reading and writing) skills for the letter sounds in English.
4. Read the **Set 1 Letter Sound and Set 2 Letter Formation** overviews and review the mini-lessons in the **Primary 3 and 4 Teacher's Guide**.
 - Letter Sound and Letter Formation lessons are taught in Primary 1, 2, 3 and 4 to develop pupils' phonemic awareness (listening and speaking) and alphabetic principle (reading and writing) skills.
 - Pupils focus on individual letter sounds and common sounds to read and spell shorter words in Primary 1 and 2.
 - Pupils focus on vowels, complex letter sounds and 2- and 3-letter sound combinations to read and spell longer words in Primary 3 and 4.



Mini-Lesson Demonstration (40 minutes)

5. Tell members you will now demonstrate an example activity for teaching letter sounds from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
6. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
7. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 3: Sound Identification and Imitation ■ Mini-Lesson 8: Sentence Segmentation ■ Mini-Lesson 11: Introducing Letter Sounds ■ Mini-Lesson 15: Letter Writing Practice	■ Phonemic awareness ■ Alphabetic Principle
Primary 2	■ Mini-Lesson 5: Active Storytelling ■ Mini-Lesson 8: Concept of Word Rhymes	■ Phonemic Awareness ■ Alphabetic Principle
Primary 3	■ Mini-Lesson 1: Introducing 2-Letter Sounds ■ Mini-Lesson 2: Introducing Word Families	■ Alphabetic Principle
Primary 4	■ Mini-Lesson 3: Word Building ■ Mini-Lesson 6: Using 2-Letter Sounds to Write Sentences	■ Alphabetic Principle

8. Answer any questions members have about the mini-lessons in Unit 1. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 1 Mini-Lesson Practice (60 minutes)

9. Display the English Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
10. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 1 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both sound and letter awareness AND letter sound and letter formation lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 1.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your reading lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you teach the harder mini-lessons to make them as easy for the pupils as possible?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 3.3: Unit 2 – Common Words

Purpose

To introduce the unit on common words in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice common word activities from each grade level.

Objectives

- Understand how to teach common words to pupils.
- Review Unit 2 of the Teacher's Guide.
- Demonstrate common word mini-lessons from the Teacher's Guide.
- Practice common word mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- English Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching common words in the first column. ■ Write what you WANT TO KNOW about teaching common words in the second column.
During the session	■ Write what you LEARN about teaching common words in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching common words in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 2: Common Words in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 2 overviews across the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on common words in English; all overviews have similar teaching tips; pacing for introducing common words is the same; most words are sight words, meaning you cannot sound them out and must recognise them as a whole word by sight.
 - Differences: More difficult content each year – shorter words in P1 and longer words in P4, different posters for P1-P2 and P3-P4.
3. Read the **Set 1 Reading Common Words** and **Set 2 Writing Common Words** overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.
 - Reading and writing common word lessons are taught from Primary 1 to 4 to develop pupils' alphabetic principle and vocabulary skills.
 - Pupils focus on shorter words with fewer syllables in Primary 1 and 2, and longer words with more syllables in Primary 3 and 4.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching common words from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Introducing Common Words ■ Mini-Lesson 8: Writing Common Words	■ Alphabetic Principle ■ Vocabulary
Primary 2	■ Mini-Lesson 2: Active Word Reading ■ Mini-Lesson 6: Spelling Common Words	■ Alphabetic Principle ■ Vocabulary
Primary 3	■ Mini-Lesson 8: Went to the Market and I Bought Game	■ Vocabulary
Primary 4	■ Mini-Lesson 10: Writing Sentences Using Common Words	■ Vocabulary

7. Answer any questions members have about the mini-lessons in Unit 2. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 2 Mini-Lesson Practice (40 minutes)

8. Display the English Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
9. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 2 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both common word reading AND common word writing lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 2.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your reading lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 3.4: Unit 3 – Picture Stories

Purpose

To introduce the unit on picture stories in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice picture story activities from each grade level.

Objectives

- Understand how to teach picture stories to pupils.
- Review Unit 3 of the Teacher's Guide.
- Demonstrate picture story mini-lessons from the Teacher's Guide.
- Practice picture story mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- English Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching picture stories in the first column. ■ Write what you WANT TO KNOW about teaching picture stories in the second column.
During the session	■ Write what you LEARN about teaching picture stories in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching picture stories in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 3: Picture Stories in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 3 overviews** across the **Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on telling stories in English based on poster charts with pictures on them; all overviews have similar teaching tips; pacing for introducing stories is the same
 - Differences: Different thematic content each year that changes per grade level; some posters have 1 picture and other posters have 3 pictures
3. Read the **Set 1 Picture Story Reading** and **Set 2 Picture Story Writing** overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.
 - Picture story lessons are taught from Primary 1 to 4 to develop pupils' fluency, vocabulary and comprehension. Lesson types repeat each grade level.
 - Pupils focus on reading shorter stories with repetitive sentences in Primary 1. Stories are longer and use harder words each year from Primary 2 to Primary 4 to grow pupils' reading skills. Comprehension questions also grow in difficulty each year.
 - Writing lessons are tied to the stories read in class each week.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching picture stories from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Talking About the Pictures	■ Fluency
	■ Mini-Lesson 3: Retelling Stories about the Pictures	■ Comprehension
Primary 2	■ Mini-Lesson 2: Listening to Stories About the Pictures	■ Comprehension
Primary 3	■ Mini-Lesson 7: Writing Class Stories	■ Fluency
Primary 4	■ Mini-Lesson 9: Writing Stories about the Pictures	■ Fluency

7. Answer any questions members have about the mini-lessons in Unit 3. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 3 Mini-Lesson Practice (40 minutes)

8. Display the English Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
9. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 3 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both picture story reading AND picture story writing lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 3.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your reading lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 3.5: Unit 4 – Texts

Purpose

To introduce the unit on texts in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice text reading activities from each grade level.

Objectives

- Understand how to teach text reading to pupils.
- Review Unit 4 of the Teacher's Guide.
- Demonstrate text reading mini-lessons from the Teacher's Guide.
- Practice text reading mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- English Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching text reading in the first column. ■ Write what you WANT TO KNOW about teaching text reading in the second column.
During the session	■ Write what you LEARN about teaching text reading in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching text reading in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 4: Texts in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 4** overviews across the **Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on reading story texts in English that the teacher writes on a chalkboard, cardboard, paper, etc.; all overviews have similar teaching tips; pacing for introducing story texts is the same
 - Differences: Different thematic story content each year that changes at each grade level; length and difficulty of stories changes at each grade level
3. Read the **Set 1 Text Reading** and **Set 2 Text Writing** overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.
 - Text reading lessons are taught from Primary 1 to 4 to develop pupils' fluency, vocabulary and comprehension. Lesson types repeat each grade level.
 - Pupils focus on reading shorter stories in Primary 1. Stories grow longer and use harder words each year from Primary 2 to Primary 4 to grow pupils' reading skills. Comprehension questions also grow in difficulty each year.
 - Writing lessons are tied to the text read in class each week.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching text reading from the Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Reading the Text ■ Mini-Lesson 2: Understanding the Text	■ Fluency ■ Comprehension
Primary 2	■ Mini-Lesson 1: Reading the Text	■ Fluency
Primary 3	■ Mini-Lesson 3: Drawing Pictures and Writing Stories about the Text	■ Fluency ■ Comprehension
Primary 4	■ Mini-Lesson 4: Writing about the Text	■ Fluency ■ Comprehension

7. Answer any questions members have about the mini-lessons in Unit 4. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 4 Mini-Lesson Practice (40 minutes)

8. Display the English Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
9. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 4 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both text reading AND text writing lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 4.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these text mini-lessons fit in your reading lessons?
 - What text mini-lessons will be the easiest to use in your classroom? Why?
 - What text mini-lessons will be the hardest? Why?
 - How can you make the harder text mini-lessons easier for your pupils?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Section 4:

National Language Teacher's Guide

Session 4.1: Exploring the National Language Teacher's Guide

Purpose

To learn about the format of the National Language Teacher's Guide and how to use it in the classroom to teach literacy.

Objectives

- Identify the different sections of the Teacher's Guide
- Review Section 1 of the Teacher's Guide.
- Review the Toolkit Section of the Teacher's Guide.

Time: 1 hour

Materials

- National Language Teacher's Guide
- Poster Sets
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about why you should assess literacy and how to assess literacy in the first column. ■ Write what you WANT TO KNOW about this topic in the second column.
During the session	■ Write what you LEARN about why you should assess literacy and how to assess literacy in the third column.
After the session	■ Finish writing down what you have LEARNED about why you should assess literacy and how to assess literacy in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Reviewing the Teacher's Guide (40 minutes)

1. Keep members in pairs and distribute one copy of the National Language Teacher's Guide to each pair. If this is not possible due to the number of materials available, put members in small groups to share the Guides.
2. Review the **Table of Contents** as a group, pointing out each section of the Teacher's Guide and where it is located.
3. Instruct pairs or small groups to read **Section 1: Introduction**.
 - Have members take turns reading aloud the section in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
4. Review **Section 2.4: Using National Language to Teach Literacy, Section 3: Measuring Pupil Progress and Achievement** and **Section 8: Assessment**. Identify similarities and differences between the English and National Language Teacher's Guides.
 - Similarities: Both Teachers' Guides assess literacy in the same way using similar standards, activities and approaches for continuous and summative assessment.
 - Differences: Pupils and teachers use only National Language for instruction in the National Language lessons. Pupils and teachers use a mix of English and National Language in the English lessons to ensure understanding.
5. Give pairs or small groups the remaining time to look through the Toolkit and the National Language Teacher's Guide.
6. Answer any questions members have about the overall design of the National Language Teacher's Guide. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - Which sections of the Teacher's Guide will be easy to use? Why?
 - Which sections of the Teacher's Guide will be hard to use? Why?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 4.2: Unit 1 – Letter Sounds

Purpose

To introduce the first unit on letter sounds in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice letter sound activities from each grade level.

Objectives

- Understand how to teach sound awareness and letter sounds to pupils.
- Review Unit 1 of the Teacher's Guide.
- Demonstrate letter sound mini-lessons from the Teacher's Guide.
- Practice letter sound mini-lessons from the Teacher's Guide.

Time: 3 hour

Materials

- National Language Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about teaching sound awareness and letter sounds in the first column. ■ Write what you WANT TO KNOW about teaching sound awareness and letter sounds in the second column.
During the session	■ Write what you LEARN about teaching sound awareness and letter sounds in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching sound awareness and letter sounds in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Reviewing the Teacher's Guide (40 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 1: Letter Sounds in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 1** overviews across the **Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on letter sounds in National Language; all overviews have similar teaching tips; pacing for introducing letters is the same
 - Differences: More difficult content each year – single letters to 2- and 3-letter sounds; different posters; more sound awareness activities in P1-P2; more letter awareness activities in P3-P4
3. Read the **Set A Sound Awareness** and **Set B Letter Awareness** overviews and review the mini-lessons in the **Primary 1 and 2 Teacher's Guide**.
 - Sound Awareness lessons are taught in Primary 1 and 2 to develop pupils' phonemic awareness (listening and speaking) skills for the letter sounds in National Language.
 - Letter Awareness lessons are taught in Primary 1 and 2 to develop pupils' alphabetic principle (reading and writing) skills for the letter sounds in National Language.
4. Read the Set 1 Letter Sound and Set 2 Letter Formation overviews and review the mini-lessons in the Primary 3 and 4 Teacher's Guide.
 - Letter Sound and Letter Formation lessons are taught in Primary 1, 2, 3 and 4 to develop pupils' phonemic awareness (listening and speaking) and alphabetic principle (reading and writing) skills.
 - Pupils focus on individual letter sounds and common sounds to read and spell shorter words in Primary 1 and 2.
 - Pupils focus on vowels, complex letter sounds and 2- and 3-letter sound combinations to read and spell longer words in Primary 3 and 4..



Mini-Lesson Demonstration (40 minutes)

5. Tell members you will now demonstrate an example activity for teaching letter sounds from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
6. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
7. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.

- Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 4: Sound Identification and Imitation ■ Mini-Lesson 9: Syllable Segmentation ■ Mini-Lesson 11: Introducing Letter Sounds ■ Mini-Lesson 16: Letter Writing Practice	■ Listening, speaking ■ Phonemic awareness ■ Alphabetic Principle
Primary 2	■ Mini-Lesson 2: Introducing Vowel Sounds	■ Alphabetic Principle
Primary 3	■ Mini-Lesson 1: Using Complex Sounds	■ Alphabetic Principle
Primary 4	■ Mini-Lesson 1: Using Multi Syllable Words	■ Alphabetic Principle

8. Answer any questions members have about the mini-lessons in Unit 1. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 1 Mini-Lesson Practice (60 minutes)

9. Display the National Language Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
10. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 1 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both sound and letter awareness AND letter sound and letter formation lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 1.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your reading lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make these harder mini-lessons easier for the pupils to understand?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 4.3: Unit 2 – Common Words

Purpose

To introduce the unit on common words in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice common word activities from each grade level.

Objectives

- Understand how to teach common words to pupils.
- Review Unit 2 of the Teacher's Guide.
- Demonstrate common word mini-lessons from the Teacher's Guide.
- Practice common word mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- National Language Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching common words in the first column. ■ Write what you WANT TO KNOW about teaching common words in the second column.
During the session	■ Write what you LEARN about teaching common words in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching common words in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 2: Common Words in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 2 overviews** across the **Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on common words in National Languages; all overviews have similar teaching tips; pacing for introducing common words is the same
 - Differences: More difficult content each year – shorter words in P1 and longer words in P4; different posters for P1-P2 and P3-P4
3. Read the **Set 1 Reading Common Words** and **Set 2 Writing Common Words** overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.
 - Reading and writing common word lessons are taught from Primary 1 to 4 to develop pupils' alphabetic principle and vocabulary skills.
 - Pupils focus on shorter words with fewer syllables in Primary 1 and 2, and longer words with more syllables in Primary 3 and 4.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching common words from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Introducing Common Words ■ Mini-Lesson 7: Writing Common Words	■ Listening, speaking ■ Vocabulary
Primary 2	■ Mini-Lesson 4: Bingo Game ■ Mini-Lesson 5: Spelling Common Words	■ Alphabetic Principle ■ Vocabulary
Primary 3	■ Mini-Lesson 6: Role Plays with Common Words	■ Vocabulary
Primary 4	■ Mini-Lesson 9: Writing Using Common Words	■ Vocabulary

7. Answer any questions members have about the mini-lessons in Unit 2. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 2 Mini-Lesson Practice (40 minutes)

8. Display the National Language Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
9. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 2 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both common word reading AND common word writing lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 2.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your reading lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make the harder mini-lessons easier for your pupils?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 4.4: Unit 3 – Picture Stories

Purpose

To introduce the unit on picture stories in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice picture story activities from each grade level.

Objectives

- Understand how to teach picture stories to pupils.
- Review Unit 3 of the Teacher's Guide.
- Demonstrate picture story mini-lessons from the Teacher's Guide.
- Practice picture story mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- National Language Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about teaching picture stories in the first column. ■ Write what you WANT TO KNOW about teaching picture stories in the second column.
During the session	■ Write what you LEARN about teaching picture stories in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching picture stories in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 3: Picture Stories in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 3 overviews** across the **Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on telling stories in National Language based on poster charts with pictures on them; all overviews have similar teaching tips; pacing for introducing stories is the same
 - Differences: Different thematic content each year that changes per grade level; some posters have 1 picture and other posters have 3 pictures
3. Read the **Set 1 Picture Story Reading** and **Set 2 Picture Story Writing** overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.
 - Picture story lessons are taught from Primary 1 to 4 to develop pupils' fluency, vocabulary and comprehension. Lesson types repeat each grade level.
 - Pupils focus on reading shorter stories with repetitive sentences in Primary 1. Stories grow longer and use harder words each year from Primary 2 to Primary 4 to grow pupils' reading skills. Comprehension questions also grow in difficulty each year.
 - Writing lessons are tied to the stories read in class each week.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching picture stories from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Talking About the Pictures	■ Fluency
	■ Mini-Lesson 3: Telling Stories about the Pictures	■ Comprehension
Primary 2	■ Mini-Lesson 2: Listening to Stories About the Pictures	■ Fluency
	■ Mini-Lesson 6: Writing Class Stories	■ Comprehension
Primary 3	■ Mini-Lesson 5: Telling News Stories	■ Fluency
Primary 4	■ Mini-Lesson 7: Writing Personal Stories	■ Fluency

7. Answer any questions members have about the mini-lessons in Unit 3. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 3 Mini-Lesson Practice (40 minutes)

8. Display the National Language Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
9. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 3 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both picture story reading AND picture story writing lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 3.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your reading lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make the harder mini-lessons easier for your pupils to understand?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 4.5: Unit 4 – Texts

Purpose

To introduce the unit on texts in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice text reading activities from each grade level.

Objectives

- Understand how to teach text reading to pupils.
- Review Unit 4 of the Teacher's Guide.
- Demonstrate text reading mini-lessons from the Teacher's Guide.
- Practice text reading mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- National Language Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching text reading in the first column. ■ Write what you WANT TO KNOW about teaching text reading in the second column.
During the session	■ Write what you LEARN about teaching text reading in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching text reading in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 4: Texts in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 4 overviews** across the **Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on reading story texts in National Language that the teacher writes on a chalkboard, cardboard, paper, etc.; all overviews have similar teaching tips; pacing for introducing story texts is the same
 - Differences: Different thematic story content for each grade level; length and difficulty of stories changes each grade level
3. Read the **Set 1 Text Reading** and **Set 2 Text Writing** overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.
 - Text reading lessons are taught from Primary 1 to 4 to develop pupils' fluency, vocabulary and comprehension. Lesson types repeat each grade level.
 - Pupils focus on reading shorter stories in Primary 1. Stories grow longer and use harder words each year from Primary 2 to Primary 4 to grow pupils' reading skills. Comprehension questions also grow in difficulty each year.
 - Writing lessons are tied to the text read in class each week.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching text reading from the Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Reading the Text ■ Mini-Lesson 2: Understanding the Text	■ Fluency ■ Comprehension
Primary 2	■ Mini-Lesson 1: Reading the Text	■ Fluency
Primary 3	■ Mini-Lesson 3: Writing about the Text	■ Fluency ■ Comprehension

7. Answer any questions members have about the mini-lessons in Unit 4. Write any key points on a flip chart for members to add to their notes.



Letter Sound and Unit 3 Mini-Lesson Practice (40 minutes)

8. Display the National Language Letter Sound Chart. Review the letter sounds with members.
- First, read through the chart 2 times while members listen.
 - Then, read through the chart 2 times together with members.
 - Call on individual members to read different letter sounds on the chart.
 - Remind members to practice their letter sounds every day.
9. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 4 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- Make sure members use both text reading AND text writing lessons from the Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 4.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your reading lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make the harder mini-lessons easier for your pupils?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Section 5:

Teaching and Assessing Mathematics

Session 5.1: The Key Components of Teaching Mathematics

Purpose

To learn about the key components of teaching mathematics and understand how they are used in classroom instruction through demonstration activities.

Objectives

- Understand the key components of teaching mathematics.
- Review Sections 2.1 and 2.2 of the Mathematics Teacher's Guide.
- Demonstrate the key components of teaching mathematics..

Time: 1 hour 30 minutes

Materials

- Mathematics Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about the key components of teaching mathematics in the first column. ■ Write what you WANT TO KNOW about the key components of teaching mathematics in the second column.
During the session	■ Write what you LEARN about the key components of teaching mathematics in the third column.
After the session	■ Finish writing down what you have LEARNED about the key components of teaching mathematics in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 10 minutes)



Reviewing the Teacher's Guide (10 minutes)

1. Keep members in pairs and distribute one copy of the Mathematics Teacher's Guide to each pair. If this is not possible due to the number of materials available, put members in small groups to share the Guides.
2. Instruct pairs or small groups to read **Section 2:1: Purpose of this Kit and 2.2: Approaches to Teaching Mathematics in Section 2: How to Teach Using This Kit.**
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart..



The Key Components of Teaching Mathematics (60 minutes)

3. Tell members you will now demonstrate an example activity for each of the components of teaching mathematics in 2.2. You will be the teacher and they will act as learners.
4. Remind members to write down notes and tips for teaching that component in their KWLD chart.
5. Use the information in the box below for your demonstration.
 - First, explain the definition of the component. If possible, write the definition on a flip chart or the chalkboard.
 - Then, demonstrate the example activity for the component.
 - Answer questions. Repeat with the next component.

Component 1: Number Sense

Definition: The ability to count accurately forward and backward. Being successful in mathematics requires an understanding of the relationship between numbers to support actions like adding and subtracting.

Example Number Sense Activity: Counting

Steps

1. Hold up one object such as a small stone.
2. Ask pupils how many objects you are holding.
3. When pupils answer 'one', point to the 1 on the Number Square Chart.
4. Repeat with 2, 3, 4 and 5 more objects.

Component 2: Representation

Definition: Making mathematical ideas 'real' by using words, pictures, symbols, and objects (like sticks, counters or blocks).

Example Representation Activity: Counting Sticks

Steps

1. Help pupils create tens 'bundles' with counting sticks.
2. Have pupils tie 10 sticks together to symbolise a group of 10.

Component 3: Spatial Sense

Definition: Later in school, children will call this 'geometry.' It is introducing the idea of shape, size, space, position, direction and movement.

Example Spatial Sense Activity: Common Shapes

Steps

1. Chose a shape (e.g. a rectangle).
2. Call on a pupil to identify the object in the room you are thinking of that is a rectangle.
 - Example: Book, door, table
3. Play the game again, but name an object that is a triangle, square or circle.

Component 4: Measurement

Definition: Finding the length, height and weight of an object using units like centimetres, metres or kilos. Measurement of time (in days or minutes, for example) also falls under this skill area.

Example Measurement Activity: Metres

Steps

1. Draw a line on the chalkboard 1 metre in length.
2. Ask pupils to name objects in the room that are about one metre long, shorter than a metre and longer than a metre.

Component 5: Estimation

Definition: The ability to make a good guess about the amount or size of something. Children need help learning the meaning of words like more, less, bigger, smaller, more than, less than.

Example Estimation Activity: Guessing Distance

Steps

1. Tell pupils to choose 2 objects outside. For example, the wall of the school and a tree.
2. Tell them to estimate how many metres the distance between the two objects is..
3. Have pupils measure the distance with a metre length of string.
4. Have pupils compare their estimate with the real answer. How close was their 'estimate'?

Component 6: Patterns

Definition: Patterns are things – numbers, shapes, images – that repeat in a logical way. Patterns help children learn to make predictions, to understand what comes next, to make logical connections and to use reasoning skills.

Example Pattern Activity: Number Chart

Steps

1. Show pupils a number square and count by 2s from 0 to 20.
2. Ask pupils what pattern the numbers follow on the chart.
 - Every other number is counted; sometimes multiples of 2 share the same number (e.g. 2, 12)

Component 7: Problem-solving

Definition: The ability to think through a problem, to recognise there is more than one path to the answer. It means using past knowledge and logical thinking skills to find an answer.

Example Problem Solving Activity: Number Stories

Steps

1. Tell pupils an addition number story. Example: Father has 6 goats. He buys 12 more. How many does he have now?
2. Allow pupils to discuss in pairs and use counting sticks to find the answer.
3. Discuss the answer as a class: $6 + 12 = 18$.

6. Answer any questions members have about Sections 2.1 and 2.2. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these components fit in your mathematics lessons?
 - What components will be the easiest to teach in your classroom?
 - What components will be the hardest?
 - For the harder components, how can you teach them so that the pupils will understand?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 5.2: Strategies for Teaching Mathematics

Purpose

To learn about the strategies and activities for teaching mathematics used in this Teacher's Guide.

Objectives

- Learn key strategies and activities for teaching mathematics.
- Review Sections 2.3, 2.4 and 2.5 of the Mathematics Teacher's Guide.

Time: 1 hour 30 minutes

Materials

- Mathematics Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about strategies for teaching mathematics in the first column. ■ Write what you WANT TO KNOW about strategies for teaching mathematics in the second column.
During the session	■ Write what you LEARN about strategies for teaching mathematics in the third column.
After the session	■ Finish writing down what you have LEARNED about strategies for teaching mathematics in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 10 minutes)



Reviewing the Teacher's Guide (20 minutes)

1. Instruct pairs or small groups to read **Section 2:3: Strategies for Teaching Mathematics, 2.4: Language of Instruction** and **2.5 Activities in the Kit in Section 2: How to Teach Using This Kit**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



Active Learning (50 minutes)

2. Explain that this Teacher's Guide uses active learning approaches to teach pupils basic numeracy. Ask members to explain active learning.



What is active learning?

- Active learning is as any instructional method that engages pupils in the learning process. Active learning requires pupils to do meaningful learning activities and think about what they are doing.
 - There are many different teaching strategies that actively engage pupils, like group work, discussions, demonstrations and role plays.
 - Active learning does not mean never giving instructions, but instead making sure that —if you are talking — you pause to ask questions, have pupils pair up with a partner to discuss or try a task, or do some activity related to the learning.
 - In short, active learning is anything that pupils do in a classroom other than only listening or watching!
3. Break members in to small groups. Ask them to brainstorm reasons to use active learning in the mathematics classroom.
 4. After 10 minutes, allow groups to share. Make sure the reasons below are mentioned.



Benefits of Active Learning

- Lets' pupils practice important materials, concepts and skills
- Provides more feedback to pupils
- Addresses different learning styles
- Provides pupils with an opportunity to think about, talk about and practice new material
- Creates personal connections to the material for pupils, which makes them more motivated
- Allows pupils to practice teamwork through pair and group work
- Creates a sense of community in the classroom

5. Answer any questions members have about Sections 2.3, 2.4 and 2.5. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these strategies and activities fit in your mathematics lessons?
 - What strategies will be the easiest to use in your classroom? Why?
 - What strategies will be the hardest? Why?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 5.3: Creating Mathematics Lessons Using the Kit

Purpose

To learn how to use the kit to create mathematics lessons that fit into the weekly timetable.

Objectives

- Understand how to use the kit to create mathematics lessons.
- Review Question and Answer Section of the Mathematics Teacher's Guide.

Time: 1 hours

Materials

- Mathematics Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about creating mathematics lessons in the first column. ■ Write what you WANT TO KNOW about creating mathematics lessons in the second column.
During the session	■ Write what you LEARN about creating mathematics lessons in the third column.
After the session	■ Finish writing down what you have LEARNED about creating mathematics lessons in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Reviewing the Teacher's Guide (20 minutes)

1. Instruct pairs or small groups to read the section '**Question and Answer: How do I create mathematics lessons using this kit?**' in the Kit in **Section 2: How to Teach Using This Kit**.
 - Have members take turns reading aloud the section in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



Time Allocation for Mathematics (20 minutes)

2. Present and explain the table below on a flip chart or the chalkboard.

Subject	Number of Periods in Primary 1-3	Number of Periods in Primary 4
Mathematics	6	6
TIME PER LESSON	35 minutes	40 minutes

3. In pairs or small groups, have members identify how many 10 minute, 15 minute, and 20 minute mini-lessons can fit in one Primary 1-Primary 3 lesson (of 35 minutes) and in one Primary 4 lesson (of 40 minutes) for mathematics instruction.
4. Answer any questions members have about the Question and Answer section. Write any key points on a flip chart for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can you fit these mini-lessons into your mathematics lessons?
 - What about creating mathematics lessons will be the easiest in your classroom?
 - What about creating mathematics lessons will be the hardest?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 5.4: Measuring and Assessing Mathematics

Purpose

To learn why, how and when to assess pupil progress in mathematics.

Objectives

- Understand why it is important to monitor and assess mathematics.
- Learn when and how to track pupil's progress.
- Review Sections 3 and 8 of the Mathematics Teacher's Guide.

Time: 1 hour 30 minutes

Materials

- Mathematics Teacher's Guide
- Learning Journal
- Flipchart and markers (or chalkboard and chalk))

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about why you should assess mathematics and how to assess mathematics in the first column. ■ Write what you WANT TO KNOW about this topic in the second column.
During the session	■ Write what you LEARN about why you should assess mathematics and how to assess mathematics in the third column.
After the session	■ Finish writing down what you have LEARNED about why you should assess mathematics and how to assess mathematics in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (70 minutes)



Reviewing the Teacher's Guide (40 minutes)

1. Instruct pairs or small groups to read **Section 3: Measuring Pupil Progress and Achievement** and **Section 8: Assessment**.
 - Have members take turns reading aloud the section in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.



Assessment Tests and Tools (30 minutes)

2. In small groups, identify similarities and differences in the **Primary 1, 2, 3, and 4 Summative Assessment Tests in Section 8.3** and the **CAM Forms in the Toolkit (Mathematics Teacher's Guide)**.
 - Similarities: All units are assessed in the same way using similar activities and approaches for continuous and summative assessments.
 - Differences: Content information and competencies for assessment change depending on the grade level, as do the expected mathematics abilities of pupils' by grade.
3. Answer any questions members have about Sections 3 and 8. Write any key points on a flip chart for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - What competencies do you need to develop to improve your pupils' numeracy skills?
 - What mathematics assessment approaches are you using regularly?
 - What mathematics assessment approaches can you try to use more often?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Section 6:

Mathematics Kit

Session 6.1: Exploring the Mathematics Teacher's Guide

Purpose

To learn about the format of the Mathematics Teacher's Guide and how to use it in the classroom to teach numeracy.

Objectives

- Identify the different sections of the Teacher's Guide
- Review Section 1 of the Teacher's Guide.
- Review the Toolkit Section of the Teacher's Guide.

Time: 1 hour

Materials

- Mathematics Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about using a teacher's guide in the first column. ■ Write what you WANT TO KNOW about this topic in the second column.
During the session	■ Write what you LEARN about using this teacher's guide in the third column.
After the session	■ Finish writing down what you have LEARNED about using this teacher's guide in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Reviewing the Teacher's Guide (40 minutes)

1. Keep members in pairs and distribute one copy of the Mathematics Teacher's Guide to each pair. If this is not possible due to the number of materials available, put members in small groups to share the Guides.
2. Review the **Table of Contents** as a group, pointing out each section of the Teacher's Guide and where it is located.
3. Instruct pairs or small groups to read **Section 1: Introduction**.
 - Have members take turns reading aloud the section in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
4. Review **Section 2.4: Using Mathematics to Teach Literacy**, **Section 3: Measuring Pupil Progress and Achievement** and **Section 8: Assessment**.
5. Give pairs or small groups the remaining time to look through the Toolkit and the Mathematics Teacher's Guide.
6. Answer any questions members have about the overall design of the Mathematics Teacher's Guide. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - Which sections of the Teacher's Guide will be easy to use? Why?
 - Which sections of the Teacher's Guide will be hard to use? Why?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 6.2: Unit 1 – Numbers

Purpose

To introduce the first unit on numbers in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice number value activities from each grade level.

Objectives

- Understand how to teach number value to pupils.
- Review Unit 1 of the Teacher's Guide.
- Demonstrate number value mini-lessons from the Teacher's Guide.
- Practice number value mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- Mathematics Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching number values in the first column. ■ Write what you WANT TO KNOW about teaching number values in the second column.
During the session	■ Write what you LEARN about teaching number values in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching number values in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (2 hours 40 minutes)



Reviewing the Teacher's Guide (60 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 1: Numbers in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the **2-page Unit 1 overviews across the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Similarities: Unit overviews are organised the same way; all units focus on number value and place; all overviews have similar teaching tips
 - Differences: More difficult content each year – smaller to bigger numbers, counting, solving equations, more complex addition and subtraction each year
3. Read the lesson overviews and review the numbers mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.



Mini-Lesson Demonstration (40 minutes)

4. Tell members you will now demonstrate an example activity for numbers from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Numbers from 1 to 9 ■ Mini-Lesson 6: Recognising Groups of Tens	
Primary 2	■ Mini-Lesson 4: Guess the Number Game ■ Mini-Lesson 14: Adding Tens and Ones Using Counting Sticks	
Primary 3	■ Mini-Lesson 3: Creating Addition Number Stories for Tens ■ Mini-Lesson 13: Experimenting with Place Value	
Primary 4	■ Mini-Lesson 7: Copying Multiplication Tables ■ Mini-Lesson 12: Creating Subtraction Number Stories for Thousands	

7. Answer any questions members have about the mini-lessons in Unit 1. Write any key points on a flip chart for members to add to their notes.



Unit 1 Mini-Lesson Practice (60 minutes)

8. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 1 mini-lessons from any of the Primary 1-4 Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 1.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these mini-lessons fit in your Mathematics lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make the harder mini-lessons easier for your pupils?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Session 6.3: Unit 2 – Shapes

Purpose

To introduce the unit on shapes in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice shape identification activities from each grade level.

Objectives

- Understand how to teach shapes and line patterns to pupils.
- Review Unit 2 of the Teacher's Guide.
- Demonstrate shape mini-lessons from the Teacher's Guide.
- Practice shape mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- Mathematics Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about teaching shapes in the first column. ■ Write what you WANT TO KNOW about teaching shapes in the second column.
During the session	■ Write what you LEARN about teaching shapes in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching shapes in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 2: Shapes in the Primary 1, 2, 3, and 4 Teacher's Guides**.
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the 2-page Unit 2 overviews across the Primary 1, 2, 3, and 4 Teacher's Guides.
 - **Similarities:** Unit overviews are organised the same way; all units focus on common shapes; all overviews have similar teaching tips
 - **Differences:** More difficult content each year – common to uncommon shapes; types of lines; concepts of halves and quarters; 2- and 3-dimensional shapes
3. Read the lesson overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide**.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching shapes from each of the Primary 1-4 Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 1: Recognising Common Shapes ■ Mini-Lesson 7: Shapes all Around Us	
Primary 2	■ Mini-Lesson 6: Counting Edges and Corners ■ Mini-Lesson 7: Fitting Shapes Inside Each Other	
Primary 3	■ Mini-Lesson 7: Quarters Must Have Equal Parts ■ Mini-Lesson 10: The Relationship Between Halves, Quarters and Wholes	
Primary 4	■ Mini-Lesson 1: 2D and 3D Shapes	

7. Answer any questions members have about the mini-lessons in Unit 2. Write any key points on a flip chart for members to add to their notes.



Unit 2 Mini-Lesson Practice (40 minutes)

8. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 2 mini-lessons from any of the Primary 1-4 Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 2.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these mini-lessons fit in your Mathematics lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make the harder mini-lessons easier to teach in your classroom?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 6.4: Unit 3 – Time, Fractions and Decimals

Purpose

To introduce the units on time (Primary 1, 2, 3) and Fractions and Decimals (Primary 4) in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice activities from each grade level.

Objectives

- Understand how to teach time, fractions and decimals to pupils.
- Review Unit 3 of the Teacher's Guide.
- Demonstrate time, fractions and decimals mini-lessons from the Teacher's Guide.
- Practice time, fractions and decimal mini-lessons from the Teacher's Guide..

Time: 2 hours

Materials

- Mathematics Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching time, fractions and decimals in the first column. ■ Write what you WANT TO KNOW about teaching time, fractions and decimals in the second column.
During the session	■ Write what you LEARN about teaching time, fractions and decimals in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching time, fractions and decimals in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session..

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 4: Days and Months in the Primary 1 Teacher's Guide, Unit 4: Length in the Primary 2 and 3 Teacher's Guides, and Unit 4: Weight, Capacity and Money in the Primary 4 Teacher's Guide.**
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the 2-page Unit 3 overviews across the Primary 1, 2 and 3 Teacher's Guides and the Primary 4 Teacher's Guide.
 - Similarities: Unit overviews are organised the same way; Primary 1-3 units focus on telling time based on poster charts with pictures on them; all overviews have similar teaching tips
 - Differences: Different thematic content each year that changes per grade level; telling time on the hour, half and quarter hour changes, switch to introducing fractions in Primary 4 to express numbers less than 1.
3. Read the lesson overviews and review the mini-lessons in the **Primary 1, 2, 3 and 4 Teacher's Guide.**



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching text reading from the Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 4: Experimenting with the Clock	
Primary 2	■ Mini-Lesson 4: Counting 60 Seconds in a Minute ■ Mini-Lesson 8: How Do We Spend Our Days	
Primary 3	■ Mini-Lesson 7: Recognising Shapes on the Clock ■ Mini-Lesson 11: Number Stories for Days in the Week	
Primary 4	■ Mini-Lesson 3: The Relationship Between Eights, Quarters, Halves and Wholes ■ Mini-Lesson 5: Using the Fraction Wall	

7. Answer any questions members have about the mini-lessons in Unit 4. Write any key points on a flip chart for members to add to their notes.



Unit 4 Mini-Lesson Practice (40 minutes)

8. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 4 mini-lessons from any of the Primary 1-4 Teacher's Guides.
- One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 4.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
- How can these mini-lessons fit in your Mathematics lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make the harder mini-lessons easier to teach in your classroom?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 6.5: Unit 4 – Days and Months, Length, Weight, Capacity and Money Session

Purpose

To introduce the units on days and months, length and weight, capacity and money in the Teacher's Guide, explore mini-lessons in the unit for Primary 1-4, and demonstrate and practice activities from each grade level.

Objectives

- Understand how to teach days and months, length, weight, capacity and money to pupils.
- Review Unit 4 of the Teacher's Guide.
- Demonstrate mini-lessons from the Teacher's Guide.
- Practice mini-lessons from the Teacher's Guide.

Time: 2 hours

Materials

- Mathematics Teacher's Guide
- Poster Sets
- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Demonstration
- Practice

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about teaching days and months, length, weight, capacity and money in the first column. ■ Write what you WANT TO KNOW about the topics in the second column.
During the session	■ Write what you LEARN about the topics in the third column.
After the session	■ Finish writing down what you have LEARNED about teaching the topics in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (1 hour 40 minutes)



Reviewing the Teacher's Guide (30 minutes)

1. Instruct pairs or small groups to read the **2-page overviews of Unit 4: Days and Months in the Primary 1 Teacher's Guide, Unit 4: Length in the Primary 2 and 3 Teacher's Guides, and Unit 4: Weight, Capacity and Money in the Primary 4 Teacher's Guide.**
 - Have members take turns reading aloud the sections in their pairs or small groups. Other members should listen and take notes about what they learn in the L column of their KWLD chart.
2. Identify similarities and differences in each of the 2-page Unit 4 overviews across the Primary 1, 2, 3, and 4 Teacher's Guides.
 - Similarities: Unit overviews are organised the same way; all units focus on measurements; all overviews have similar teaching tips
 - Differences: Different content each year as pupils' learn to measure different items and quantities
3. Read the overviews and review the mini-lessons in the Primary 1, 2, 3 and 4 Teacher's Guide.



Mini-Lesson Demonstration (30 minutes)

4. Tell members you will now demonstrate an example activity for teaching text reading from the Teacher's Guides. You will be the teacher and they will act as learners.
5. Remind members to write down notes and tips for teaching that mini-lesson in their KWLD chart.
6. Use the mini-lessons in the box below for your demonstration. Write down the grade level, mini-lesson title and page number in the Teacher's Guide on a flip chart or the chalkboard so members can follow along.
 - First, review the mini-lesson in the Teacher's Guide as a group.
 - Then, demonstrate the selected mini-lesson. Keep the demonstrations short by only giving one example or doing a step once.
 - Have teachers identify the skills pupils develop during the mini-lesson.
 - Answer questions. Repeat with the next mini-lesson.

Grade	Mini-Lesson	Skills Developed
Primary 1	■ Mini-Lesson 3: Activities on Different Days of the Week ■ Mini-Lesson 8: Events in Different Months of the Year	
Primary 2	■ Mini-Lesson 3: Estimating with Hand Spans ■ Mini-Lesson 5: Exact Measurement with a Metre Stick	
Primary 3	■ Mini-Lesson 3: Estimating and Measuring Half Metres with a String ■ Mini-Lesson 10: Measuring Perimeter	
Primary 4	■ Mini-Lesson 1: Introduction to Capacity ■ Mini-Lesson 3: Introduction to Weight	

7. Answer any questions members have about the mini-lessons in Unit 4. Write any key points on a flip chart for members to add to their notes.



Unit 4 Mini-Lesson Practice (40 minutes)

8. Put members into small groups of 3-4 people. Allow them to practice teaching Unit 4 mini-lessons from any of the Primary 1-4 Teacher's Guides.
 - One member will be the teacher while other members act as learners.
 - Make sure each group member has a chance to teach a practice mini-lesson from Unit 4.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can these mini-lessons fit in your Mathematics lessons?
 - What mini-lessons will be the easiest to use in your classroom? Why?
 - What mini-lessons will be the hardest? Why?
 - How can you make the harder mini-lessons easier to teach in your classroom?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Section 7:

Practice and Planning

Session 7.1: Lesson Planning

Purpose

To learn how to design a good lesson plan that uses mini-lessons from the literacy and mathematics Teacher's Guides.¹ *Content adapted from Room to Learn TPD Literacy Manual.

Objectives

- Describe and design a good lesson plan.

Time: 1 hour

Materials

- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Think-pair-share
- Discussion
- KWLD Chart
- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart	
Before the session	■ Write what you KNOW about writing a good lesson plan in the first column. ■ Write what you WANT TO KNOW about writing a good lesson plan in the second column.
During the session	■ Write what you LEARN about writing a good lesson plan in the third column.
After the session	■ Finish writing down what you have LEARNED about writing a good lesson plan in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.

¹Content adapted from Room to Learn TPD Literacy Manual.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

Part 2: Core Concept (40 minutes)



Components of a Good Lesson Plan (20 minutes)

1. Explain that a good lesson plan has three components: objective, pupil participation and assessment.
2. Break members into small groups. Assign each group a question from the list below and give groups 10 minutes to discuss.

- Why is it important to have a lesson objective?
- Why is pupil participation important?
- What are some examples of pupil participation?
- Why is assessment important?

3. After 10 minutes, allow groups to share. Use the information below to guide the discussion.



Tips for Making a Good Lesson Plans

Why is it important to have a lesson objective?

An objective helps teachers focus their lesson and ensure that pupils learn. It is the goal of the lessons. A teacher plans activities as a way to achieve the objective. Later on, the assessment shows if the objective was achieved.

Why is pupil participation important?

Pupils learn best when they are actively involved rather than passively listening.

What are some examples of pupil participation?

Ideas include singing songs, responding to questions, doing actions, drawing, writing on the board, or listening for key information.

Why is assessment important?

Assessment helps teachers know whether their teaching is effective and whether learners need additional help. It can help catch and solve problems early— before learners take big exams.



Lesson Planning (20 minutes)

4. Instruct members to create one literacy (either English or National Language) and one mathematics lesson plan using the information provided in this session and the mini-lessons and assessment information in the Teacher's Guides. Remind them they will practice teaching the lessons in the next session.
5. Answer any questions members have. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - How can you use these tips to write lesson plans for literacy and mathematics?
 - What extra support do you still need to write a good lesson plan?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Session 7.2: Practice Lessons

Purpose

To practice literacy and mathematics lessons from the Teacher's Guide and offer support and feedback to peer teachers using a lesson observation checklist.²

Objectives

- Teach a sample literacy and mathematics lesson.
- Conduct a lesson feedback and debrief using the Lesson Observation Checklist in Tool 2.

Time: 2 hours

Materials

- Learning Journal
- Flipchart and markers (or chalkboard and chalk)

Key Methods

- Group Activity

Part 1: Reflection (10 minutes)



Write Individually (5 minutes)

1. Welcome members to the session. Ask them to take out their Learning Journals to complete a KWLD chart to monitor their learning in this session.
2. Read the instructions below aloud to members. You can also write them on a flip chart or on a chalkboard.

Instructions for Completing the KWLD Chart

Before the session	■ Write what you KNOW about conducting practice lessons and giving and receiving feedback in the first column. ■ Write what you WANT TO KNOW about conducting practice lessons and giving and receiving feedback in the second column.
During the session	■ Write what you LEARN about conducting practice lessons and giving and receiving feedback in the third column.
After the session	■ Finish writing down what you have LEARNED about conducting practice lessons and giving and receiving feedback in the third column. ■ Write what you are going to DO with your new knowledge and skills in the fourth column.

3. Allow members to complete the K and W columns of a KWLD chart in their Learning Journal.



Discuss with a Partner (5 minutes)

4. Tell members to share and discuss what they wrote in the K and W columns with their partner. Have them update their KWLD chart with notes and new information they learn from each other.
5. Remind members to complete the L column during the session.

²Content adapted from Room to Learn TPD Literacy Manual.

Part 2: Core Concept (1 hour 40 minutes)



Preparing for Practice Lessons (20 minutes)

1. Explain the process below for presenting and critiquing practice lessons in small groups.

- Lessons will be conducted in small groups of 4 people each.
- One person will teach at a time; the other members will act as pupils.
- Each person will teach 1 literacy and 1 mathematics lesson. Each person will teach for 20 to 25 minutes.
- Other members will observe and participate. They will complete a Lesson Observation Checklist from Section 8: Toolkit, Tool 2 for each lesson to identify things the teacher did well and what can be improved.
- After the lesson, the teacher will self-critique and other members will provide feedback based on what they wrote in their Lesson Observation Checklist: first several positive things, then one or two things to improve. The feedback discussion should last 5 minutes..

2. Write a copy of the Lesson Observation Checklist from **Section 8: Toolkit, Tool 2** on a flip chart or the chalkboard and review it with members.

- Lessons will be conducted in small groups.
- One person will teach at a time; the other members will act as pupils.
- Each person will teach 1 literacy and 1 mathematics lesson.
- Other members will observe and participate. They will complete a Lesson Observation Checklist from Section 8: Toolkit, Tool 2 for each lesson.
- After the lesson, the teacher will self-critique and other members will provide feedback.



Practice Lessons (1 hour 20 minutes)

3. Instruct members to conduct their practice lessons in small groups following the process you discussed.
4. Debrief at the end of the practice lessons. What did members do well? What was challenging?
5. Answer any questions members have. Write any key points on a flip chart or the chalkboard for members to add to their notes.

Part 3: Discussion (10 minutes)



Discuss with a Partner (5 minutes)

1. After learning the core concept, have members discuss these questions with their partner:
 - What did you do well today that you will continue doing in your classroom?
 - How can you use the feedback you received today to improve your lessons next time?



Write Individually (5 minutes)

2. Instruct members to update the L column of their KWLD chart with notes and new information they learned from the session and from other members.
3. Have members complete the D column of their KWLD chart and identify what they will **DO** with their new knowledge – how will they fit these new ideas into their daily teaching?

Section 8:

Toolkit

Tool 1: Workshop Timetable

Section	Session Number	Total Time
Day 1		
Section 1: Opening Sessions	1.1, 1.2	2 hours
Section 2: Teaching and Assessing Literacy	2.1, 2.2, 2.3, 2.4	5 hours 30 minutes
Section 3: English Literacy Kit	3.1	1 hour
Day 2		
Section 3: English Literacy Kit	3.2, 3.3, 3.4, 3.5	9 hours
Day 3		
Section 4: National Language Literacy Kit	4.1, 4.2, 4.3, 4.4, 4.5	10 hours
Day 4		
Section 5: Teaching and Assessing Mathematics	5.1, 5.2, 5.3, 5.4	5 hours 30 minutes
Section 6: Mathematics Kit	6.1, 6.2	3 hours
Day 5		
Section 6: Mathematics Kit	6.3, 6.4, 6.5	7 hours
Section 7: Practice and Planning	7.1, 7.2	3 hours

Tips for Using the Timetable

Adjusting According to Materials

- Only teach the sections relevant to the materials you have.
- If you do not have a National Language Kit, skip teaching those sessions on Day 3. Instead, move the Day 4 content to Day 3 and continue with the training.
- You can either end the training in 4 days, or you can add extra time for practicing the English and Mathematics Kits (which is recommended!).

Adjusting According to Time

- Session times for Days 2, 3, 4 and 5 are estimates. The length of the training on these days can be adjusted.
- Most of the sessions on these days contain demonstration and practice activities.
- As such, these activities can be adjusted and shortened – or lengthened – as needed depending on the time available for your training.

Practice, Practice, Practice

- The more practice members get with the materials in the kits, the better they will use them in the classroom!

Tool 2: Lesson Observation Checklist

Observable Indicators	Observed? (Yes or No)	Comments
The lesson is prepared.		
The lesson has an objective.		
The lesson uses active learning – pupils are doing, creating, making, practicing, etc.		
The teacher checks for understanding.		
The teacher focuses on one important component of reading or mathematics instruction.		
The teacher uses appropriate materials.		
The teacher encourages equal participation among girls and boys.		
The teacher is inclusive of all pupils.		
The teacher helps pupils feel supported and accepted.		
The teacher corrects pupils positively and encourages them.		



This programme is funded by USAID



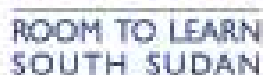
This programme is co-funded by GPE



This programme is implemented by Montrose



This programme is managed by UNICEF



Before the Training

Check the space and evaluate its resources (including a chalkboard, chalk, tables and chairs).

- Review and rehearse presentations for each section you are facilitating. Become familiar with the content, objectives and timing of each session.
- Gather all necessary materials and tools and organise them according to the proper day.

During the Training

Use the session facilitation tips below during your training to support the best learning outcomes possible for members.

Activating prior knowledge: Each session begins with a formal reflection exercise to help members activate their prior knowledge and consider what they already know about a topic. This helps members learn from one another and get ready for receiving new information. The activity only lasts a few minutes, but it is a critical part of the learning process.

Stating the objectives: Objectives are stated at the beginning of each session. It is very important to announce the objective to prepare members for the session and help activate their prior knowledge about the topic of the session.

Reviewing important information: After members learn something new, they must review and summarise it through discussions and activities. Through this process of review and reflection, real learning takes place. Every session in this guide contains end of session reflection and discussion questions to guide this process. These reviews help members to process information so that they can retain it and use it after the training.

Tracking time: The beginning of each session includes the time frame for the session. Keep a clock or watch handy and check the time every few minutes. This is very important to ensure that all topics will be covered! Within the sessions, the time for facilitating each of the three parts is indicated, too.

Writing on the chalkboard: Write only the most important information on the chalkboard or a paper during the training. If you write too much, members may become bored or will become more focused on note-taking than listening. Instead of writing a lot, focus on talking, sharing and discussing with members.

Discussions: Every training session in this manual uses either large group discussions, small group discussions or pair discussions to explore new ideas and concepts. All of these discussion types are important to the learning process. In large group discussions, your responsibility is to ask questions, keep the discussion moving and ensure the discussion stays on topic. You are also responsible for keeping time. Most of the talking will be done by members.

In small group and pair discussions, your responsibility is to make the instructions clear and let the groups or pairs work on their own. Move from group to group or pair to pair to make sure the assignment is being done correctly. At the end of the small group or pair discussion, ask the some members to share their conclusion or ideas with the larger group.



Tips for Facilitating Discussions

- Ask open-ended questions that make people think about their responses, rather than a simple 'yes' or 'no.'
- Keep focused. If the conversation gets side-tracked, bring it back to the core concept.
- Get as many members involved in the discussion as possible.
- During a discussion, talk with members, not at them.

Example Feedback and Summary Questions for Discussions

- If I understand you correctly, you are saying that...
- Let's make sure everyone understands the point you are making. Would you summarize it for us?

Strategies for Effective Facilitation

- Make eye contact. Members will engage better if you maintain eye contact while speaking and listening to them.
- Communicate about time and keep the session moving. Timing is given for each session and each part in a session. Use a clock or phone to stay on schedule. Remember that sessions that move too slowly will cause members to disengage. When giving instructions for an activity, announce how much time members have and give them a time warning before they finish, for example, "Two more minutes!"
- Encourage new volunteers. Participation from all group members is critical for learning. If only a few people are participating, pose new questions and ask for responses from members who have not said anything yet; then thank them for their contributions.
- Be supportive. When you face a difficult or problem member of the group, you could say: I guess I am demanding a lot from you, but....
- Connect on a personal level. Try to get to know members during breaks, including their names. Connecting on a personal level will improve learning! As a get-to-know-you activity at the beginning, ask members to write their name on a piece of paper and draw several things that represent them. Then ask them to share with the group.
- Keep members energized! When you see focus or energy levels falling, stop for a quick song, game or moving exercise. If members are tired, it's almost always worth stopping for several minutes to re-energize.

Common Mistakes to Avoid in Facilitation

- Expert versus member view: Avoid becoming identified as the expert in the room. The most important part of learning for members is the process of developing their knowledge or skills, not the knowledge and skills themselves. Most importantly, remember that these members are teachers!
- Not maximizing member involvement: Because of limited time and pressure, you may at times want to hurry the training process by taking short-cuts for activities and instead just lecturing. This encourages passivity and reduces learning for members. Remember that people learn best when they are active and guiding their own learning process.
- Answering questions unrelated to the core concept or objectives: During the session, some questions may arise that do not relate to the core concept or objectives of the session. Do not spend much time on questions that are not related to the session content. Instead, note the questions down and save them for break time or after the session.

