Module: Train the Trainer

Teaching Early Literacy with the Learning Toolkit+

Welcome to the CSLP's Teaching Early Literacy with the Learning Toolkit+. As you move through these modules, you will familiarize yourself with each broad literacy skill and its corresponding sub-skills, gain a deeper understanding of various teaching approaches and practical tips, and explore how the CSLP's Learning Toolkit+ also known as LTK+ supports the development of these literacy skills.

These modules can be used in a variety of settings; from asynchronous and fully online to synchronous, blended and in-person workshops. Each of the modules has a similar structure, outlined in a table of contents. All of the modules focus on explanations, practice, and interactive content to insure understanding and engagement. We hope these modules provide you with new knowledge, useful suggestions on how to integrate the various literacy tools into your teaching, and helps you develop your expertise in early literacy instruction.

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Introduction

Introduction

There are several ways teachers* can choose to explore these literacy modules. The modules are available online if teachers prefer an independent asynchronous approach. However, others would find a blended approach hosted by a trainer* more suited to their context and learning style. The latter has the additional benefits of incorporating group work and discussions with peers and attaining immediate feedback when implementing their new knowledge and skills.

This module is intended to guide the lead facilitator* as they prepare trainers for the training they'll deliver, and understand how they can provide ongoing support. All learning modules contain suggested activities, but they can be tailored as needed to better suit the teachers attending the training.

Glossary

*Below are definitions for the key participants involved or impacted by this module's content.
- **Lead facilitator**: the person who trains the trainers. You may use a different title in your region, such as coach, ambassador, or mentor.
- **Trainer**: someone who trains teachers using the LTK+ program, including these learning modules (encompasses both current and new trainers).
- **Teacher**: the individual being trained in using these learning modules to improve their own literacy practice.
- **Adult learners**: a general term that is used when exploring the theory of how adults learn. This theory can be applied to both teachers and future trainers.
- **Learners**: children.

Module Objectives

This module will guide you through the key components of delivering meaningful training and support to trainers and teachers working through the literacy modules and the LTK+ training. At the end of this module, you will be able to:
- Identify key aspects of adult learning.
- Determine how you can best support trainers as they go through these modules.
- Establish how to guide teachers through learning about the LTK+ tools.
- Instill the importance of reflection in teachers' practice as well as your own.
- Determine how to assess the teachers' understanding.
- Promote teachers' continued collaboration and support of each other as a community of practitioners.

Evidence-Based Practice

Like the LTK+ tools, these learning modules are both evidence-based and evidence-proven. This means that the learning modules were designed in consultation with subject matter experts, and using the evidence generated by research in instructional design, teacher professional development and early literacy instruction. For example, the model used for the LTK-related TPD, including these learning modules, follows the seven design elements of the Darling-Hammond et al.** model. *Appendix A* explains how the LTK+ TPD model incorporates each of the seven design elements.

The CSLP was guided by Expectancy-Value Theory** when designing the teachers' learning modules and the proposed training delivery found within this module. There are several factors that influence motivation. Expectancy-Value Theory provides a model to understand how subjective motivation and values predict behaviour. Teachers are more likely to attend training, incorporate the learned skills, and use the LTK+ tools if they perceive that the value and success in doing so is high, while the costs are low. *Expectancy* refers to teachers' anticipated success after factoring in their self-evaluation of their own competence and/or personal growth, and external elements, such as the classroom environment and learners. *Values* refers to how worthwhile the teachers expect the intervention to be for themselves and their learners. *Cost* refers to teachers' assessment of the personal, physical, and psychological demands associated with the intervention.

Appendix B is a <u>survey</u> to learn how teachers weigh the cost-benefits of attending your training sessions. Any items that average 3.00 or below should be brought to the attention of the trainer.

We are interested in researching the effectiveness of using these modules in different contexts including face-to-face, blended and fully online. Several of the learning modules have been pilot tested with literacy teachers in both face-to-face delivery and through online platforms. These initiatives have been instrumental in understanding gaps and improving the delivery of training. Over the next couple of years, more widespread studies will be conducted of these different contexts and in different geographic regions as the CSLP is dedicated to ongoing evaluation of the success of training and gathering feedback from both trainers and teachers.

**The two theoretical pillars that heavily influenced the design and delivery of these learning modules are the *Darling-Hammond* model, and *Expectancy Value Theory*. Click on the links below to access key documents:
- Darling-Hammond et al.: Effective Teacher Professional Development Fact Sheet
- Darling-Hammond et al.: Effective Teacher Professional Development Brief
- Wozney et al.: Implementing Computer Technologies: Teachers' Perceptions and Practices

Adult Learners
What You Already Know
Adult learners share some similarities with young learners, but they also have many differences. What works when teaching children may be as impactful or have the opposite effect on adults. This module is designed to help you identify those differences so that you can present your training material in a way that is meaningful to your adult learners. This module will help guide you as you in turn support teachers. However, you can start by reflecting on what you already know.

Use this worksheet (see *Appendix C*) to help you consider what you already know about adult learners, and how that applies in your training.

Pedagogy, Andragogy, & Heutagogy
There are several educational theories that guide teaching and learning. Pedagogy, andragogy and heutagogy differ from each other in terms of goals, the role of the educator and learner, and overall learning design.
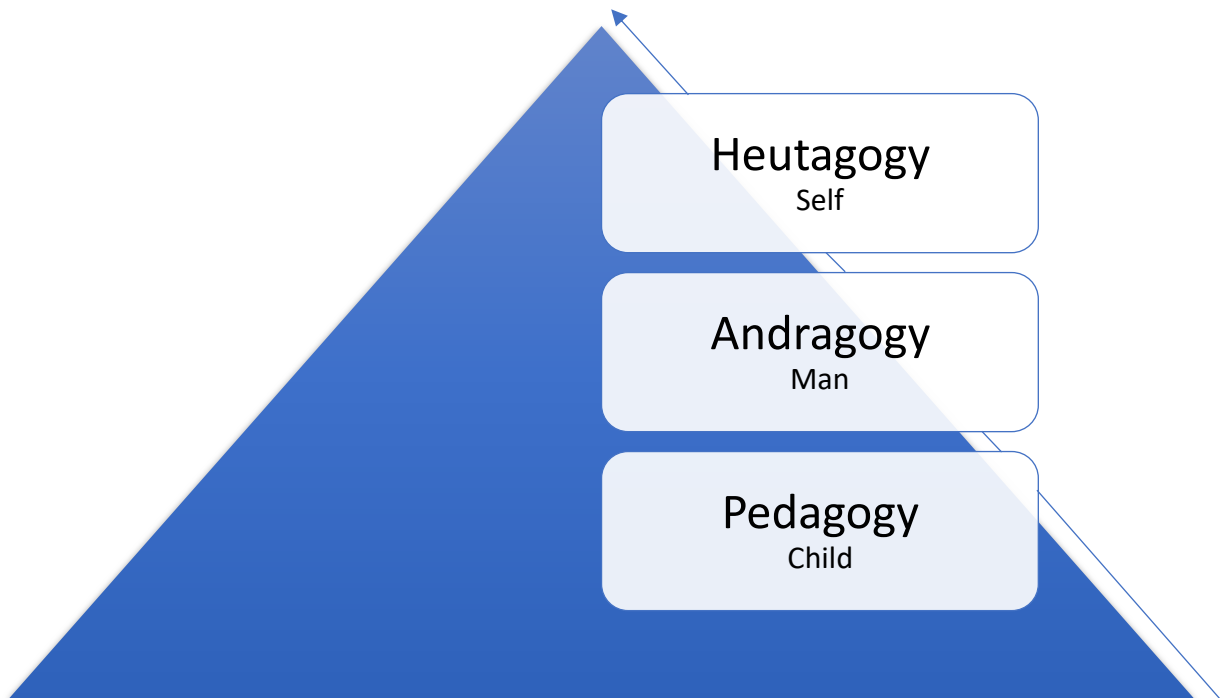
Pedagogy

Pedagogy refers to the teaching approach (theory and practice) directed towards teaching children and adolescents. There are different methods a teacher can choose to use in their classroom but the goal is to help children develop skills and knowledge. The teacher has a significant amount of control as they design the lessons and determine how it will be delivered to their learners. They provide explicit instruction, though the approach teachers use will depend on their own philosophy of teaching.

Andragogy

The term andragogy is generally used when teaching a group of adults, who are self-directed learners. Trainers maintain some control as they set learning outcomes and create lessons or modules that aid their adult learners to gain new knowledge. However, the trainer takes on a facilitator role as the adult learner is given the responsibility to determine how to learn the content. The focus in this approach is on the content and strives to develop the adult learners' competencies.

Heutagogy

Heutagogy is also associated with adult learners, though in this approach, the learners are self-determined. This means that they are guided by their own interest and motivation to develop personal learning goals. This approach requires adult learners to know *what* and *how* to learn. The learners set their own goals, and reflect on their learning so that they can revise as needed in order to achieve their goals. The learners focus on developing their own capability, which is essential for supporting life-long learning.

Characteristics of Adult Learners

Adults will come to your training with a wide range of ages, experience, skills, and motivation. These qualities can add to the learning experience, but they also pose a challenge to designing and delivering training that meets their unique needs.

Here are some characteristics of adult learners to keep in mind:
- They have different life and career experiences.
- They may comprise of different ages, resulting in intergenerational differences.
- They will have different internal and external motivation for attending your training.
- Cultural differences may impact how adult learners engage in the learning process.

Principles of Adult Learners

These principles will guide you in designing effective training for adult learners. This is a generalized list, so keep in mind these principles may not apply to all teachers in your training. Use them as a general guideline, and tailor your training as you get to know your adult learners.

Autonomy

Adult learners are self-directed. They should be directly involved in the learning process and determine why they are learning this content. Adult learners will be engaged if they see the value in what they are learning.

Experience

Adult learners have a wide array of experiences and habits. Many adults' sense of self is tied to what they have done. New learning experiences are measured against their prior knowledge and experiences. Their readiness to learn is tied to their social roles. Therefore, their experiences should be recognized and respected. Material should be relatable when presenting new information or helping adult learners develop their skills.

Relevance

Adult learners need to see the importance of what they are learning and how it might apply to their lives. Its practical usage should be clear and how they can immediately utilize the new information and skills. As a trainer, you can use real-world examples. Consider drawing on your own experiences, as well as from the lives of the participating teachers. Their anecdotes and personal questions can be a boon for your classroom and workshops; use their experiences as a resource for the entire group.

Task Oriented

Adults' incentive for learning is typically to address a particular task or problem. The focus is not on memorizing content, but rather targeting a purpose. Learning activities should center around common problems, allowing adult learners the opportunity to practice before engaging in similar situations in their day to day lives.

Module: Train the Trainer

Goal Oriented

It is important to define what the goals and objectives the adult learners are working towards. Present an outline of the goals you developed specifically for the training or workshop you're providing. Consider also gaining a better understanding of the participating teachers' personal goals and how these modules will help them on their path to attaining those goals.

Tips

- Gain an understanding of the participating teachers' needs and motivation for doing these learning modules. You can use this survey (see *Appendix D*) or conduct individual discussions. Tailor your instruction to address these various needs and motivations when possible.
- Provide realistic examples based on your experience or situations the teachers have shared with the group.
- Allocate some of the training session for assignments because adults lead busy lives and may not be able to easily accommodate homework.
- Aid teachers to see their personal growth. You can compare their early work with what they are able to produce at the end of the modules. Encourage them to make these comparisons after the training as well.
- Foster teachers' autonomy by giving them responsibilities, such as being a group leader, especially during exercises that focus on that individual's interests.
- Pair those that are highly motivated with the less skilled teachers.
- Use the opportunity to foster social relationships between the teachers. The feedback and support they get and provide during groupwork can be extended into their daily practice.
- Incorporate group discussions, debates, and real-world case examples when possible. This will allow teachers to reflect on how their own experiences relate to the content, and help them understand the relevance to their lives and/or to their peers' similar situations.

Activity: Matching Principles of Adult Learners

Recall that there are several important principles of adult learners that trainers should keep in mind when designing and delivering their training. This activity asks you to review those principle by matching the principle to its definition.

Match the Principle to its Definition

Role	Definition
Goal Oriented	Adult learners are self-directed. They are involved in the learning process and can determine why they are learning the content.
Experience	Adults' sense of self is tied to what they have done and their social roles.
Relevance	Adult learners need to see the importance of what they are learning and how it might apply to their lives.
Autonomy	Adults' incentive for learning is typically to address a particular task or problem.
Task Oriented	Define the objectives the adult learners are working towards, and how they help adults attain their personal goals.

Answer Key
- **Autonomy:** Adult learners are self-directed. They are involved in the learning process and can determine why they are learning the content.
- **Experience:** Adults' sense of self is tied to what they have done and their social roles.
- **Relevance:** Adult learners need to see the importance of what they are learning and how it might apply to their lives.
- **Task Oriented:** Adults' incentive for learning is typically to address a particular task or problem.
- **Goal Oriented:** Define the objectives the adult learners are working towards, and how they help adults attain their personal goals.

Pause and Think

Read the profile of each of the six characters below. Imagine they are representative of the teachers attending your training (similar character traits, experience, and motivation). Use your notebook (see *Appendix E*), or sign into ePEARL, to reflect on the following questions:
- What are your initial ideas to tailor the content of the training to be relatable to these participants?
- How can you use your attendees' experience to raise enthusiasm and readiness to participate in the training?
- Is there any additional information you'd like to know about these characters?
- Will any attendees need your help to develop personal goals and tasks so they benefit from the training?
- How would you create groups? Are there any characters you think would benefit from working with another? Are there any you would keep separated?

AMBER
First year teaching
- **Personality**: Positive, talkative, anxious
- **Family**: Single, no children
- **Self-assessment of early literacy education knowledge**: Low
- **Attending training because**: She is nervous about her first-year teaching. She would like to get additional tips on how to teach early literacy and classroom management techniques
- **Most recent career accomplishment**: Finished teacher training

ROHAN

Teacher for 5 years

- **Personality**: Confident, talkative, proud
- **Family**: Engaged, no children
- **Self-assessment of early literacy education knowledge**: Moderate-high
- **Attending training because**: he wants to meet other teachers and make connections that can help advance his career goals
- **Most recent career accomplishment**: Several of his learners' parents or guardians have told him their child constantly compliments his class

BETTY

Teacher for 20 years

- **Personality**: Hard working, responsible, inflexible
- **Family**: Married with three children (two are still living with her)
- **Self-assessment of early literacy education knowledge**: High
- **Attending training because**: she was encouraged to attend by her principal. She assumes the training won't be useful to her because she's been teaching early literacy for years
- **Most recent career accomplishment**: Worked on a special project for the Ministry of Education

NENE

Teacher for 7 years

- **Personality**: Creative, thoughtful, timid
- **Family**: Single-mother to 2 children
- **Self-assessment of early literacy education knowledge**: Moderate
- **Attending training because**: She will share any new information with other teachers at her school
- **Most recent career accomplishment**: she was interviewed by the local news station about how her school is helping the community

PETER

Teacher for 3 years

- **Personality**: Friendly, polite, lacks motivation
- **Family**: Married, expecting his first child
- **Self-assessment of early literacy education knowledge**: Low-moderate
- **Attending training because**: He would like to attain a certificate after completing this training so that he can use it to advance his career goals
- **Most recent career accomplishment**: Assisted two colleagues with creating and promoting a community book drive

TIAN
Teacher for 6 years
- **Personality**: Leader, honest, muddled
- **Family**: Married, no children
- **Self-assessment of early literacy education knowledge**: Moderate
- **Attending training because**: Wants to develop expertise and become a literacy consultant
- **Most recent career accomplishment**: Won a teaching award

Training with these Modules

Using the Modules in Different Setups

eLearning, sometimes referred to as online learning, is utilizing digital technologies to provide a learning program. Generally, people imagine young learners or adult learners accessing and engaging in that learning program from the comfort of their own homes. This is a valid way to design and deliver eLearning, but is not the only way to present and engage with information using digital technologies. The modules in this program were designed to support different types of environments.

Fully Online

As an online resource, it is possible for teachers to navigate through the modules in a fully online environment. The benefit this provides them is that they can move at their own pace and select the content areas that most interest them. The teachers that choose to engage with the modules in this manner are less likely to benefit from the support of a trainer because they are confident in their ability to learn the material or they may be unaware that you are there to help support them. When you invite teachers to attend your training, use the opportunity to inform teachers you are available to support them if they choose to work on the modules alone at home.

Here are some examples of the support you can provide:
- Answer questions and clear up misconceptions.
- Provide feedback on activities they did within the modules.
- Help them contact peers and join communities of learning.

Blended Workshops

Trainers will most likely be conducting training on these modules and the LTK+ tools in blended sessions (either in-person or hosting online sessions). Blended learning is when you combine online and offline resources with some face-to-face training. The modules are just one medium a trainer can use to facilitate the learning process.

However, they can also call upon other strategies. One of the benefits of a blended environment, is the ability to develop relationships between the trainer and teacher, as well as between the participating teachers. Peer to peer support not only enriches the activities and tasks teachers do, but these relationships can move beyond the training environment. For example, teachers can create a community of practice to ensure long-term support.

The role of a trainer is to provide a safe learning environment for teachers to develop their skills. Part of this means treating the teachers as colleagues and encouraging them to take ownership of their learning. Trainers provide them with opportunities to engage in realistic tasks they find relevant to their context. Support to teachers may be given by assessing their work and providing feedback.

> *Note: if you're unable to meet face-to-face, you can still foster collaboration amongst the teachers by providing opportunities for group discussions and providing feedback virtually. Many eLearning and conferencing platforms have features like 'breakaway rooms' for groups to work in.*

How to Build your Skills with These Modules

Before you provide training, you'll have to develop your own understanding of these modules and the LTK+ tools. The CSLP recommends learning about both with guidance from our LTK+ facilitators and/or head trainers. Learning from our facilitators has several benefits, such as scaffolded support and feedback. As you go through the content of this module, they will help ensure you understand and provide opportunities to develop and demonstrate your own growth. They will also provide you with practical suggestions, such as how many sessions to run. Similar suggestions will also be covered in this module as well.

Working with our LTK+ facilitators will also provide guided support through modelling, observations, and feedback. Your fellow trainers and you can learn from each other. Here's how:

- **Phase 1**: Observe the facilitators as they model delivering a training session.
- **Phase 2**: Pair with an LTK+ facilitator and another trainer will pair with another LTK+ facilitator. Groups will plan together. Then, one group will co-facilitate training while the other group observes and provides feedback. The groups discuss what happened after the training. Then the groups switch roles.
- **Phase 3**: You and another trainer co-facilitate a session while the LTK+ facilitator(s) observe. Afterwards, you will receive feedback on what went well and what to build on for the next time. In this phase, teacher classroom modelling may also be used, with the trainer being allocated a separate group to manage, support, and provide feedback during the micro-teaching session.

- **Phase 4**: You will provide in-school teacher support. Here you will hold a pre-lesson conference with the teacher to discuss the lesson. Then using the lesson observation tool, observe the lesson and scaffold the teaching using the LTK resources when needed. Afterwards discuss and provide constructive feedback to the teacher to aid growth, comfort and confidence in using the resource.

Note: Include these observations in your ePEARL portfolio. They will be an excellent resource when you want to compare these earlier sessions with ones you will facilitate on your own. You can use them to track your own growth.

Facilitation Techniques

There are many different ways that you can support trainers and teachers during the training sessions. In fact, you can incorporate facilitation approaches in your training to help serve as models for what teachers can do in their own classrooms. Aim to use the varied approaches that are easily transferable into their classroom management and pedagogy. The teachers then learn to model participatory and active learning approaches in their day to day teaching. Particularly those that encourage student-centered learning.

Here are some suggestions on how to facilitate learning:
- **How to group the teachers**: This will depend on your objective and who the participating teachers are. You may choose to group teachers by their interests or what would be most relevant to their contexts. For example, some teachers may want to learn more about incorporating fluency skills in their class, while others need to build comprehension strategies.
  You can also suggest different strategies to teachers that are more appropriate for their classroom context. For example, a teacher can list their learners in order of ability, cut the class list in half and then pair learners based on these two lists (the first learner at the top of one list works with the first learner at the top of the second list, and so on).
- **How to establish ground rules:** At the very beginning of the training, ask the group to develop a list of ground rules they feel are important for a supportive learning environment. Guide the group to establish an appropriate code of conduct by providing a frame of reference or reminding them about particular areas they need to consider and come to a consensus. Write down and distribute the rules they agreed upon. As they were involved with setting the rules, they may be more likely to follow them and encourage others to do so as well.
- **How to use learning stations**: Learning stations (or centers) are physical areas in the classroom where learners are asked to do a specific task. Each station should have straightforward directions for the problem they have to solve or task they have to complete. Set a timeframe for the station and ensure learners move

on to the next one once time's up.

Suggest teachers create different levels of difficulty within each station in their classroom when using this approach. This way, all learners can work independently and take ownership of their learning. Demonstrate how this is done, by setting up different stations during a training exercise. This includes providing an opportunity for the teachers to address the dynamics and challenges associated with the different class scenarios and context presented in their real practice such as: large classes, insufficient space and insufficient technology.

- **How to implement Cooperative Learning (CL) techniques**: Cooperative learning requires every learner, regardless of ability or temperament, to contribute towards the learning goal. Because this goal can only be achieved if everyone participates, CL fosters interdependence and individual responsibility. Incorporate different CL techniques, like *Jigsaw* or *Sukumawiki*, within your training exercises so that teachers can see this approach in action. You can learn more in the *Cooperative Learning* module.

Phase 3: Suggestions on Facilitating Long-Term Support
In phase three, mini-sessions will be beneficial to sharpen and deepen trainers' technological and pedagogical skills.

The lead facilitator may ask trainers to prepare a short presentation or exercise that they will have to deliver. This can be based on the concepts learned such as unpacking a literacy concept, lesson planning, or micro-teaching within the training. This kind of arrangement contains a high degree of risk for trainers but if it is done in the safety of a smaller group, then relatively intimate feedback can be given to build their confidence.

The lead facilitator may give the task instructions the evening before (where possible). They may ask the trainers to develop a checklist of all the resources they need to deliver the mini-lesson. Trainers should be offered support as they prepare for the mini-session. If the participating trainers are more than 15 people, then the lead facilitator could consider splitting the larger group into smaller ones.

The lead facilitator should quickly establish the presentation order, obtains a volunteer time-keeper and creates a rotating roster so that different trainers do a guided observation, and leads the feedback on each presentation. The lead facilitator should remind trainers that *constructive* feedback should be provided. A safe environment fosters greater engagement and helps build a community of practitioners.

General Structure of the Literacy Modules

The literacy modules cover broad early literacy skills and how to effectively use the LTK+ tools to teach early literacy to young children. In addition, the modules promote best practices and aim to bridge gaps in teachers' knowledge of literacy skills.

The modules were designed to follow a similar structure. They provide an explanation of a literacy skill or type of resource (repositories or portfolios), followed by a description of how the relevant LTK+ tool can support their classroom teaching. Several classroom resources are provided for additional support.

To increase the teachers' engagement and interest, the modules contain multimedia and interactive elements. There are explanatory videos that breakdown key concepts and provide explicit examples. There are also several suggested activities that prompt teachers to reflect on or apply their newfound knowledge.

The Teachers' Activities within the Modules

There are several types of activities incorporated in the modules: *Pause and Think* questions, interactive knowledge checks, and suggested activities to apply the knowledge and skills covered in the module.

Throughout the module, there are several *Pause & Think* slides. These slides list several reflection questions. Teachers are asked to stop and reflect on their expectations, experiences, and consider how they will apply what they've learned in their classrooms. Teachers are provided with a course notebook (see *Appendix H* for a compiled course notebook) containing the questions on these slides to facilitate the reflection process.

There are also built-in knowledge checks. The majority of these are interactive and provide immediate feedback. When an incorrect answer is chosen, the teacher will receive just-in-time feedback to help clarify any misunderstandings. The teachers are not scored on their answers, which offers a non-threatening way to assess their understanding of the topic.

There are also a number of suggested activities that teachers can complete outside of the tool. These are a means to allow teachers to check their understanding of the content, and also explore how to apply it to their own classroom and learners. You can tweak these activities or adjust them to help teachers target core areas of the curriculum. You can also create additional projects as you see fit.

Additional Support for Module Activities

There are several proposed activities in the modules. The trainer can help teachers reach the activity's goal. These short guides provide a more in-depth explanation and suggested prompts or answers to help guide teachers as they do the activity:

- Assessment Module Activity Support (see *Appendix I*)
- READS Module Activity Support (see *Appendix J*)

Creating a Customized Assignment

The literacy modules have suggested activities that are general enough they should apply to most contexts. However, it is important to provide adult learners with tasks that are relevant, capitalize on their past experiences, and help them work towards their goals. You can encourage teachers to constantly reflect on their own classroom needs and regional curriculum while doing the recommended activities in the modules. However, you may feel additional assignments or a more targeted unit is needed.

If you'd like to create a more customized assignment but aren't sure where to start, consider which areas the teachers struggle with the most and/or if there are specific objectives of the regional curriculum that should be emphasized, and frame the assignment around that. This planning guide (see *Appendix K*) provides key aspects to consider when creating an assignment.

Use of ePEARL

Teachers will benefit from using an ePEARL account when completing these assignments, and so would you. ePEARL can provide support in the process of designing a customized assignment, as well as a space for reflection once you've implemented it in your training. For example, you may wish to contemplate what worked and what could be improved before using the assignment in a new training session. To learn more about ePEARL, please visit the *ABRA-ePEARL Connection* module.

Recognizing Teacher Accomplishments

There are several ways to acknowledge the teachers' achievements.

You may decide to recognize teachers' efforts and accomplishments prior to the end of the literacy modules. The modules contain suggested activities that ask teachers to apply their understanding to their own context, such as creating a lesson plan. If teachers choose to share this lesson with you, preferably even film a portion of it in action in their classroom, you can recognize that teacher's achievements. One example would be to provide them with these bookmarks:

- Alphabetics (see *Appendix L*)
- Fluency (see *Appendix M*)

- Comprehension (see *Appendix N*)
- Writing (see *Appendix O*)
- ABRA Assessment (see *Appendix P*)
- READS (see *Appendix Q*)
- ePEARL (see *Appendix R*)
- Cooperative Learning (see *Appendix S*)

Their work can be used to help mentor other teachers. Consider asking them for permission to share their work with other teachers as they complete these modules.

If teachers have demonstrated proficiency with all of the modules, you can award them a mastery certificate (see *Appendix T*).

At the end of these modules, teachers may take a comprehensive quiz to evaluate their overall understanding. This quiz is scored, and teachers that pass the quiz will automatically receive a competition certificate.

Training on the LTK+

What is the LTK+ and How Does it Support Literacy Instruction?

The CSLP team has developed the **Learning Toolkit (LTK+)** a suite of five evidence-based and evidence-proven tools designed to support the development of literacy (**ABRACADABRA** and **READS**), numeracy (**ELM**), inquiry (**IS-21**) and other competencies within an environment that encourages self-regulated learning and student ownership (**ePEARL**). The LTK+ is available without charge to the educational community.

For more information about these tools, refer to the relevant teacher professional development modules, or check out the CSLP's [website](#).

How to Structure Your Training

There are several different ways to provide training on the LTK+ tools. How you'll go about it will depend on trainers' and teachers' prior knowledge, needs and interests, time, and resources available to you. Consider the following questions when determining how your training will unfold:

- Will your training combine exploring the tools while going over the relevant modules, or focus on the LTK+ tools while teachers explore the modules on their own?
- How much time to you have to provide training?
- What is the physical space that available to you?

- Is there a particular need you should focus on? For example, is there a particular literacy skill the teachers attending training struggle with?
- Do you have experienced trainers or teachers you can call upon (ex: share their own use of the tools, or activities they developed)?
- What technical challenges will you have when delivering training?
- (if relevant) How effective has past training been? Are there areas that need improvement?

Once you have a clear picture of the needs and any restrictions you'll have for delivering training, you can determine whether your face-to-face focus is on the tools, the modules, or both.

Appendix U is a sample PowerPoint Presentation for a 1-day overview of LTK+ Tools. The *notes* section contains directions. If you go to the online version of this module, you can download the PowerPoint file and adjusted it as needed.

Appendix V covers a 2-day ABRA & READS training outline.

Appendix W covers a 3-day Modules & ABRA training outline.

Appendix X provides a breakdown of periodic training for the whole year.

Designing Your Own Lesson Plans

The literacy modules ask teachers to develop their own lesson plans that incorporate the skill they learned. Most, if not all, of the teachers attending training should have some experience doing this. However, they may need additional guidance for developing *comprehensive* lesson plans, or help finding relevant materials and resources.

The next slide contains an activity with sample lesson plans. However, you can also practice making your own ABRA lesson plan prior to having teachers do so.
It might be helpful to start from a template, so as to remind yourself of the key areas. A generic template (see *Appendix Y*) is provided to teachers in the modules when they are asked to create a lesson plan. However, you might want to tweak the template to explicitly address your context and curriculum. *Appendix Z* contains a guide for building a QEP lesson and *Appendix AA* contains a guide for building a Kenya CBC lesson.

Lesson Plans: Technology vs. No Technology

Technology is a useful tool that can increase learners' engagement, but its inclusion in a lesson requires some additional consideration. These lessons are more dynamic and teachers will need to do some preparation before the lesson unfolds.

One of the first considerations would be to determine what technology is available. Will they be able to use laptops, tablets, or other technological devices? How many devices are available for their use? Will they be able to set up this technology in their classroom or will they need to go to a computer lab? How much class time is needed to set up and log into the technology? Have they factored in time to test the machines prior to their lesson to ensure they're all functioning?

Once the teacher has determined which technology is at their disposal, they can then consider how to incorporate it into their lesson. When creating the lesson plan, teachers should state how they will introduce the technology to children. If it is a new device or software, some additional class time may be needed to develop learners' ICT skills.

In the lesson development section, they should outline where technology fits in. That is, how they want learners to complete the technology-based activity. Are there sufficient devices for all learners? If not, what is the ratio the children will need to work together at a device. If the teacher decides to use technology as part of a learning station, then they will have to manage their class time to include pairing leaners, rotations of the centers, and what sort of prompts each one will have.

Modeling Comprehensive Lesson Plans

You can use this activity if you feel teachers need additional practice and support with creating strong and comprehensive lesson plans. This will take additional time in the training, so you will have to factor it in to your allotted time. It will be worth the effort as this is an essential skill for teachers, and they are asked to create lesson plans throughout the modules.

Start by modelling the process for them. Demonstrate constructing a lesson and explaining key components. *Appendix AB* contains a sample READS CBC lesson plan you can use. If you use a different curriculum, tweak this lesson as needed.

Divide the teachers into groups and give them the activity outline (see *Appendix AC*), and one of the example lessons below. They will evaluate the lesson for missing or weak elements. Have the groups rework the lesson plan so that it addresses all necessary elements.

Literacy Skill	Teacher Worksheet	Trainer Notes	Original
Alphabetics	*Appendix AD*	*Appendix AE*	*Appendix AF*
Fluency	*Appendix AG*	*Appendix AH*	*Appendix AI*
Comprehension	*Appendix AJ*	*Appendix AK*	*Appendix AL*
Writing	*Appendix AM*	*Appendix AN*	*Appendix AO*

Note: This activity was originally designed for Kenya and thus is centered around the CBC curriculum. If this is not the curriculum you use, adjust the lessons before you do this activity to match your curriculum.

> *Tip: Some teachers may feel like they have this skill (even if it needs refining). If they seem reluctant to participate ask them to serve as source of information and support the other teachers.*

Sample Instructions for ABRA Activities

Teachers new to ABRA may initially need guidance in how to navigate to and within the activities. The following documents provide instructions for four ABRA activities (one for each literacy skill):

- Alphabetics: Letter Sound Search (see *Appendix AP*)
- Fluency: Expression (see *Appendix AQ*)
- Comprehension: Sequencing (see *Appendix AR*)
- Writing: Spelling Words (see *Appendix AS*)

Providing and Receiving Teachers' Feedback During Training

Feedback is important to the learning process, and it should happen throughout the training. Incorporate opportunities to both give and receive feedback for each topic you cover.

When you provide feedback to trainers or teachers, you help them identify what is working well and what needs improvement. Immediate feedback is meaningful, so ensure there is time during training for you to circulate and see how they are progressing. This will also give you an indication of whether or not the trainers or teachers have understood the content you've covered. If not, you can tailor your training session to review the areas that are still unclear for them.

Receiving feedback can also inform your future training sessions. The trainers and teachers attending your training can let you know what they felt was the most useful for helping them learn the content, and what aspects of the training was not informative. Typically, trainers wait until the end of the training to ask for this type of feedback. While this is useful for an overall impression, trainers and teachers might not remember

everything they would otherwise comment on. Therefore, ask them for feedback throughout the training session(s).

Learn more about feedback in the *Assessment* section of this module.

Reflection

What is Reflection?

The process of reflection includes considering your thinking process, feelings, and impressions of your past experiences or present state. Evaluate the results of your work and the process you took to get there. Critically analyze any feedback you received along the way. While you do so, challenge your assumptions. Point to evidence to make strong and meaningful connections that will help you assess your process or product. Doing so will help identify the positive elements you want to replicate in the future, or identify the negative elements you need to adjust. Reflection is beneficial to exploring and planning future events.

Reflection is important because it allows you to take ownership of your learning and direct change in an informed manner. Reflection also allows you to connect with your own success.

The Importance of Reflective Practice

In the online version of this module, there is a video of two Concordia University professors discussing why and how reflective practice helps learners succeed. You can watch it online.

Skills of Reflection

Many people who are asked to reflect from an external motivator, will do so superficially. They may write a description of what happened instead of reflecting for a purpose, going on a deep exploration, and challenging their assumptions. Individuals need to be taught how to reflect effectively in order for their reflection to have a meaningful impact.

You can help teachers develop reflection skills by:
- Modeling the process of how to reflect;
- Holding a discussion about what reflection is;
- Providing a framework that includes guiding prompts;
- Creating an action plan for how to adjust the process for next time.

Appendix AT is a document that outlines a model for reflective practice.

Prompts

One strategy for reflection is to use a framework. The framework structures the reflection process in a way that encourages deeper thinking and challenges assumptions. Prompts provide guidance on what to focus on, and helps individuals to become comfortable with reflecting.

Here is one framework you can use for your own reflection and provide to teachers during training. In turn, teachers can use this framework when teaching their learners how to reflect meaningfully.

Report: Look back for a critical incident that posed a problem.
Example Prompt: What happened and why is it relevant?

Relate: Find a personal meaning.
Example Prompt: How does this relate to principles in your field, your beliefs and world view?

Reason: Highlight the reasons underlying the problem.
Consider different perspectives.
Example Prompts: Why do you believe the issue occurred?
How might another knowledgeable person in the field deal with this situation?

Reconstruct: Create an action plan based on evidence.
Example Prompt: How might you approach this differently next time?

Appendix AU is a document that provides additional prompts.

Showcase for Growth (Projects)

Reflection is an ongoing process. It should happen as you work through a task and when considering the end result. Use ePEARL to track your journey so that you can see your own growth.

For every task and topic you encounter within the literacy modules, consider how you will demonstrate what you've learned. For example, will you design a new activity, change a strategy that you have used in the classroom, or observe or lead a training session? Reflect on how you think you did. What are your strengths? What did you struggle with? How long did it take you to do? What did you learn from it? Provide and point to evidence to better illustrate what you're saying.

You can use this portfolio as evidence of learning to demonstrate you're ready to become a trainer. Continue to build your portfolio as you facilitate new training sessions. Periodically look back at previous work and reflections to see how much you have grown as an educator.

You can use your own portfolio as a guide for the teachers you train. Help them learn how they can design a portfolio to document their own learning journey.

Here are some sample resources:
- 6 Wise Men Questions (see *Appendix AV*)
  This is a sample Action Plan.
- What is Reflection? (video)
  A video of two Concordia University professors considering what reflection is and why reflecting is so helpful for students. You can watch it online.
- Model for Reflective Practice (see *Appendix AT*)

Assessment
For, As, Of
Assessment is an integral part of the learning process as it allows one to measure someone's ability before and after implementing an intervention, such as training. It guides and improves instruction just as much as it can highlight gaps in someone's knowledge.

Assessment can be either formative or summative. Formative assessment is carried out while the learner is engaged with the learning process. It is a means to measure the current knowledge of the learner and thus they are not graded on their performance. In contrast, summative assessment takes place at the end of the intervention and measures a learner's achievements.

Assessment FOR Learning
Assessment **for** learning is a type of ongoing, daily formative assessment. Teachers or trainers use a variety of means to evaluate whether their learners are meeting the objectives of the lesson. Using this type of assessment, teachers or trainers can provide their learners with specific, descriptive feedback that targets misunderstandings or gaps in their knowledge. It can also be used to inform teachers or trainers about the areas they may need to focus their instruction on or cover a second time if many learners are struggling. To learn more, see the ABRA-Assessment module.

Assessment AS Learning

Assessment **as** learning is another form of formative assessment, but it is guided by the learner. They evaluate their own progress towards learning goals, and adjust as needed. They can also provide and receive peer feedback. Not only can they reflect on someone else's perspective of their work and abilities, but assessing someone else can help them make sense of their own learning too. Teachers and trainers can help their learners do this kind of assessment by providing criteria to help them make their judgements.

Remind your participating teachers that they can use this kind of assessment to evaluate their own practices, as well as foster these skills in their learners. You can also obtain their feedback on your training, so that you may reflect on what's said when you evaluate your own performance after training.

Assessment OF Learning

Assessment **of** learning is summative assessment. It measures where the learner currently is at the end of a unit, semester, or year. In other words, everything they have learned up until that point. You may choose to use this type of assessment at the very end of your training.

This kind of assessment is used to let others (such as the child, parents or the school principal) know if the learner met the learning objectives. Typically, this is represented as a grade or pass/fail score. Also, learners are typically compared to others or evaluated against a recognized standard.

How to Check Teachers' Prior Knowledge

There are many strategies you can use to check for prior knowledge. Your participating teachers may already be using a variety of strategies in their classrooms. Here are a few to help you get started.

Group Brainstorm: Divide the workshop members into groups. One person in the group will take notes as everyone works together to describe what they know about the topic. Emphasize that at this stage, their focus is on listing any idea that comes to mind, record them all, and do not evaluate them during this activity. Combine two of the groups to share their notes and discuss the differences.
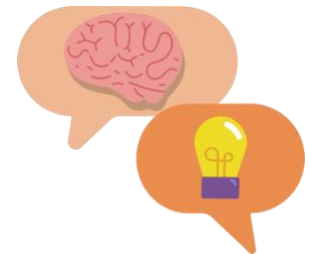
KWL Chart (see *Appendix AW*): *What do I know? What do I want to know? What have I learned?* This encourages teachers' autonomy as they think about what they want from this training. If they feel they did not learn it during training, get them to brainstorm how they can learn this moving forward.
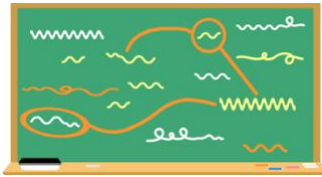
List Key Ideas: Write a main concept on a flipchart or blackboard, such as "Phonological Awareness". Ask teachers to work in pairs to jot down any key ideas they think of that relates to the main concept, such as "sounds" or "syllables". Invite one member from each group to write their key ideas on the flipchart or blackboard (at the same time). Pick one of the key ideas and ask teachers to explain it. Draw links between the concepts and write down any additional key words that come up.

Sort Key Ideas (see *Appendix AX*): Provide teachers with a number of concepts and have them sort the key ideas into groups. This activity can be revisited after they've completed the literacy modules to check their understanding.
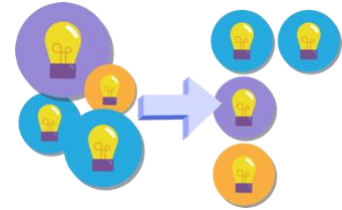
True/False Questionnaire (see *Appendix AY*): Give teachers a short pre-test with true/false questions. This not only provides you with an idea of the level of the teachers' understanding, but you can have the teachers take the test again after the module to compare their answers.

Activity: Literacy Squares

In the online version of this module, there is an interactive activity you can use to test the teachers' prior knowledge. Display this activity so that everyone is able to see it. Ask one teacher to select a square. Every teacher can weigh in on whether they think the character's answers is correct or not. If they cannot agree, select the majority's answer. Select another teacher to pick the next square, and continue until the game is won or lost. The game is won if all the squares have been answered correctly.

How To Play
1- Click on any square
2- A question will pop-up with an answer made by the teacher
3- Agree or disagree with that answer
4- Complete all the squares to win!
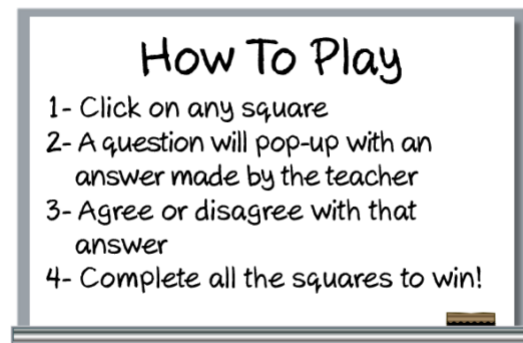
Here are the questions in the activity:

NENE
- Question: In the context of fluency skills, what does WPM stand for?
- Nene's answer: Written Paragraph Modeling.

BETTY

- Question: What is fluency?
- Betty's answer: The ability to read texts aloud accurately, at a proper speed, and with expression.

AMBER
- Question: Describe a comprehension monitoring strategy.
- Amber's answer: The child articulates what they find confusing in the text.

TIAN
- Question: What is phonemic awareness?
- Tian's answer: The ability to identify the smallest units of spoken language.

AMAL
- Question: What are tier 3 words?
- Amal's answer: Words with 3 syllables in them.

RAAVI
- Question: What is one strategy you can use to help children recognize beginning sounds?
- Raavi's answer: Read a sentence that repeats the initial consonant sound (ex: My mother makes me mop up my mess.)

ROHAN
- Question: How would you describe the ideal pencil grip?
- Rohan's answer: Wrap the thumb tightly around and over index finger.

PETER
- Question: What is *blending* in early literacy education?
- Peter's answer: Combining words to make a full sentence.

CALEB
- Question: How many phonemes does the word 'shoe' have?
- Caleb's answer: 'Shoe' has 3 phonemes.

Answer Key
NENE
- Question: In the context of fluency skills, what does WPM stand for?
- Nene's answer: Written Paragraph Modeling.
  Disagree. WPM stands for *Words Per Minute.*

BETTY
- Question: What is fluency?
- Betty's answer: The ability to read texts aloud accurately, at a proper speed, and with expression.
  Agree.

AMBER
- Question: Describe a comprehension monitoring strategy.
- Amber's answer: The child articulates what they find confusing in the text.
  Agree.

TIAN
- Question: What is phonemic awareness?
- Tian's answer: The ability to identify the smallest units of spoken language.
  Agree.

AMAL
- Question: What are tier 3 words?
- Amal's answer: Words with 3 syllables in them.
  Disagree. Tier 3 words are specialized vocabulary words.

RAAVI
- Question: What is one strategy you can use to help children recognize beginning sounds?
- Raavi's answer: Read a sentence that repeats the initial consonant sound (ex: My mother makes me mop up my mess.)
  Agree.

ROHAN
- Question: How would you describe the ideal pencil grip?
- Rohan's answer: Wrap the thumb tightly around and over index finger.
  Disagree. They should hold the tip of the pencil between the index finger and thumb, while using the middle finger for balance.

PETER
- Question: What is *blending* in early literacy education?
- Peter's answer: Combining words to make a full sentence.
  Disagree. Blending is joining individual sounds (phonemes) to make a word.

CALEB
- Question: How many phonemes does the word 'shoe' have?

- Caleb's answer: 'Shoe' has 3 phonemes.
  Disagree. 'Shoe' has 2 phonemes.

How to Verify Teachers are Understanding the Content Material

Within the modules, teachers are encouraged to create lesson plans that will demonstrate their knowledge. However, there are several other quick and easy activities you can implement during training or as a homework assignment between training sessions. Many of the activities listed in the 'How to Check Teachers' Prior Knowledge' section can be reused as formative assessment to check their understanding after the modules. Or, you can use the following ideas:

3-2-1 Survey (see *Appendix AZ*)**:** Ask teachers to think of three things they learned, two things they want to explore more, and one thing they still need to clarify. Instead of printing this sheet, have teachers sign in to ePEARL and use the reflection feature to answer these questions.

Discussion Cards (see *Appendix BA*): Provide each teacher with a set of three cards: I agree, I disagree, or I'm not sure. Ask one of your discussion questions about the topic (prepare this in advance). One teacher will answer the question, and everyone else will select a card based on their response. Call on a few other teachers to share their opinion. *Tip: laminate the cards so you can use them multiple times.*

Rubrics: Outlines specific criteria that will be assessed in order to determine if the learner can demonstrate their attainment of the objectives. They provide learners a systematic scale of evaluation, which not only informs learners about how they will be evaluated, but also provides a focus for self-assessment.
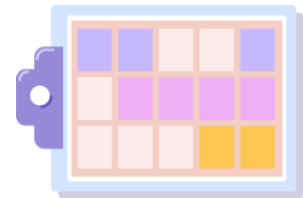
Scenarios: Provide teachers with a real-life problem*. In groups, have them come up with a plan that incorporate what they've learned. They should consider how they can assess the student, what tools are needed, and a possible solution. *ex: Jordan does not like to read aloud. He gets nervous whenever his teacher asks the class to take turns reading a book. Jordan has become very disruptive during reading time. What should his teacher do? How can the LTK+ tools help?*

*Alternatively, you can ask your teachers to share a scenario that occurred in their classroom. This can be something they currently need advice on, or something they

worked through in the past. If the latter, allow the other teachers to brainstorm an action plan before the teacher reveals what they had done in the real scenario.

Sticky Note Summary: Give each teacher a sticky note and ask them to write one thing they learned about the topic. Create a table on the blackboard and list the main topics covered during the training that day in the column headings. Have teachers read their sticky note and as a group decide where it goes on the table. You can create additional columns if it doesn't fit. Suggest teachers take a picture so they can keep a copy of the filled-out table.

Activity: Scavenger Hunt

In scavenger hunts, participants work in small teams to find a list of items in a designated area. This allows them to become acquainted and learn from each other. Typically, there is also the added challenge of being the first team to finish (either for a prize or bragging rights).

The following activity asks teachers to find one item in the picture for each clue. However, some of the clues can have multiple answers. You can extend this activity by challenging the groups to find as many answers as possible.
Alternatively, you can provide teachers with a printout of the questions, and ask them to find appropriate items in the room you're in, or send them outside for approximately 15-20 minutes so they can take pictures of the items they find. If there isn't sufficient time during the training, consider assigning this as a homework task. *Appendix BB* contains a printout version (edit as needed).

Can you find a word that…?

- Rhymes with utensil
- Has 3 syllables
- Has 4 phonemes and the last sound is /b/
- Starts with the letter C
- Is in the same word family as 'look'
- End with the /k/ sound (ex: stick, rake)
- Contains the phoneme /tʃ/ (ex: tor**ch**)
- Ends with the letter E

Answer Key
- Rhymes with utensil
  Possible answers: pencil.
- Has 3 syllables
  Possible answers: eraser, coveralls, overalls, furniture.
- Has 4 phonemes and the last sound is /b/
  Possible answers: globe.
- Starts with the letter C
  Possible answers: cat, chair, chairs, chalkboard, chicken, child, children, clock, coveralls, cup.
- Is in the same word family as 'look'
  Possible answers: book.
- End with the /k/ sound (ex: stick, rake)
  Possible answers: book, clock.
- Contains the phoneme /tʃ/ (ex: tor**ch**)
  Possible answers: chair, chairs, chalkboard, chicken, child, children, furniture, picture, teacher.
- Ends with the letter E
  Possible answers: apple, bookcase, globe, picture, furniture.

Ask for Feedback on your Training

Set aside a bit of time at the end of the training to solicit feedback from the teachers. This is a great opportunity to learn about what the teachers like best, and what you can improve upon for the next group. Keep the responses anonymous so that teachers don't fear any repercussions if they're honest about something they did not like about the training.

Appendix BC is a sample survey you can use. Edit as needed.

How Teachers Can Support Their Peers

Networking

One benefit of blended or face-to-face training is that it provides teachers the opportunity to meet new colleagues and build stronger connections with the peers they already know. These contacts can help teachers practice and build their knowledge and skill beyond your training sessions. It is a great opportunity for them to either meet a mentor or become one. Similarly, they may desire to build working relationships where they can co-create lessons and activities with someone in a similar context. Provide teachers some time during training to network so that teachers are given the opportunity to seek contacts that will aid them in attaining their career goals.

Communities of Learning

A community of learning is a group of people who share values and beliefs, learn from each other, and work together towards a goal. Together, they create a learning-centered environment that is cooperative and supportive.

There is no set format or platform needed to create a community of learning. Some examples for how participants may connect with each other include blogs, discussion forums, wikis, social media, or group chats. The key is that there is an open line of communication and a willingness from participants to keep engaging with each other.

You can suggest the following resources when teachers are determining how to connect after the training. This is by no means a comprehensive list of options. In fact, you may instead ask participating teachers to offer their own suggestions before providing these options. Keep in mind that some teachers may require additional help to set up the platform before they use it.

- Discord
- Facebook
- Instagram
- Kaizala
- LINE

- Pinterest
- Skype
- Slack
- Snapchat
- Telegram

- Twitter
- WhatsApp
- Wix
- WordPress
- Zoom

Note: Technology changes quickly, and you may feel some of these resources are not suitable choices. Or these options may not be feasible in some countries due to banned or restricted use.

Knowledge Check

Activity: Mini Quiz

This short quiz allows you to check your understanding on some of the key points of this module. This quiz is not graded. It is intended to help you determine whether or not to review certain sections of this module before you provide training.

Question 1: Which educational approaches (theory and practice) were developed for adult learners?
  a) Pedagogy and Heutagogy
  b) Andragogy and Heutagogy
  c) Andragogy and Pedagogy
  d) Pedagogy and Hedragogy

Question 2: True or False: Adult learners are self-directed and should be involved in determining why they need to learn the content of a training session.
    a) True
    b) False

Question 3: What is a common sign that a learner needs help to develop their reflective practice?
    a) They focused on a specific point of their work to underscore their reflection.
    b) They described what happened.
    c) They mentioned what they want to do next time they create a similar work.

Question 4: Why is reflection important?
    a) It allows an individual to take ownership of their learning and connect with their own success.
    b) It makes an individual remember what you did.
    c) It allows an individual to prove what they already know.
    d) It isn't important. However, it can be a good writing exercise.

Question 5: What is **NOT** an example of formative assessment?
    a) The ABRACADABRA assessment feature
    b) Homework
    c) Final Grade
    d) Group discussions

Answer Key
Question 1: Which educational approaches (theory and practice) were developed for adult learners?
    a) Pedagogy and Heutagogy
       Pedagogy refers to an educational approach for teaching children and adolescents.
    b) Andragogy and Heutagogy
       That's right!
    c) Andragogy and Pedagogy
       Pedagogy refers to an educational approach for teaching children and adolescents.
    d) Pedagogy and Hedragogy
       Pedagogy refers to an educational approach for teaching children and adolescents. Hedragogy is not an educational approach.

Question 2: True or False: Adult learners are self-directed and should be involved in determining why they need to learn the content of a training session.

    a) **True**
        That's right!
    b) False
        Adult learners are self-directed and should be involved in the learning process.

Question 3: What is a common sign that a learner needs help to develop their reflective practice?

    a) They focused on a specific point of their work to underscore their reflection.
        This is a good strategy for comprehensive reflections. Pointing to evidence makes strong connections.
    b) **They described what happened.**
        Correct! Reflections should be more than mere descriptions of what they did.
    c) They mentioned what they want to do next time they create a similar work.
        Comprehensive reflections can help inform future work. What you learned from one project can help you on your next one, such as which positive elements could be reused, or what negative elements need to be adjusted.

Question 4: Why is reflection important?

    a) **It allows an individual to take ownership of their learning and connect with their own success.**
        Correct! Reflection allows one to direct changes in an informed manner.
    b) It makes an individual remember what you did.
        This is an important aspect, but it is not sufficient on its own. Reflection should make meaningful connections.
    c) It allows an individual to prove what they already know.
        Reflection should challenge your assumptions. A critical reflection uses evidence to pinpoint exactly what and why something was successful or not.
    d) It isn't important. However, it can be a good writing exercise.
        This skill should be developed. By critically considering their thinking process and feelings, learners can replicate their success or improve future work.

Question 5: What is **NOT** an example of formative assessment?

    a) The ABRACADABRA assessment feature
        This feature gives teachers a snapshot of how their learners have progressed within the tool (ex: activities accessed or large-scale misconceptions).
    b) Homework
        Homework is not usually graded. Instead, it's typically used as a measurement for how much of the lesson was understood.
    c) **Final Grade**
        Correct! A final grade is considered summative assessment.

d) Group discussions
Individual, small groups, or whole class discussions can be used to identify learners' current understanding, and correct misunderstandings.

Summary

Summary

In this module you learned…

- Adult learners have characteristics that make them different from young learners: autonomy, experience, relevance, task oriented, goal oriented.
- Adult learners also differ from each other. For example, they will have different perspectives based on career and life experiences, cultural and intergeneration differences, and motivation for attending the training.
- The literacy modules may be used in a variety of set ups, such as fully online, blended, or in-person training.
- The modules contain a number of suggested activities, but trainers may add their own projects or activities to meet the needs of adult learners. It is good practice to assess the teachers' prior knowledge as well as evaluate their learning of the modules' content.
- An in-depth exploration of the LTK+ tools can help teachers determine how they can successfully incorporate the tools in their classroom in meaningful ways.
- Teachers may need additional support in how to construct comprehensive lesson plans. Trainers should model the process for them during training.
- Trainers may support teachers as they go through the modules by fostering reflective practice and providing feedback.
  - o Reflection not only analyzes the result of work, but also the process and strategies used to get there. Reflection should challenge assumptions and point to evidence.
  - o Formative assessment is carried out while the learner is engaged with the learning process. It assesses current knowledge to highlight gaps or achievements.
  - o Summative assessment takes place at the end of the intervention and measures how well a learner has attained the objective by using a score or grade.
- Training sessions are an opportunity for teachers to network with peers and build a community of learning that extends beyond the workshop.

Appendices

A: Effective TPD using the Darling-Hammond Model
B: Teacher Attitudes Survey
C: Characteristics of Adult Learners
D: Attendance Survey
E: Trainer Notebook
F: Jigsaw Activities
G: Sukumawiki Activities
H: Compiled Course Notebook
I: Assessment Module Activity Support
J: READS Module Activity Support
K: Planning Guide
L: Alphabetics Bookmarks
M: Fluency Bookmarks
N: Comprehension Bookmarks
O: Writing Bookmarks
P: ABRA Assessment Bookmarks
Q: READS Bookmarks
R: ePEARL Bookmarks
S: Cooperative Learning Bookmarks
T: Mastery Certificate
U: 1-Day Training Sample
V: 2-Day ABRA/READS Training
W: 3-Day Early Literacy with LTK+ Training
X: Term Topics for LTK+ Training
Y: Lesson Plan Template
Z: Building Blocks of a QEP Lesson Plan
AA: Building Blocks of a CBC Lesson Plan
AB: READS CBC Sample Lesson Plan
AC: Designing Successful Lesson Plans
AD: Alphabetics CBC Sample Lesson Plan – Teacher Worksheet
AE: Alphabetics CBC Sample Lesson Plan – Trainer Notes
AF: Alphabetics CBC Sample Lesson Plan – Original
AG: Fluency CBC Sample Lesson Plan – Teacher Worksheet
AH: Fluency CBC Sample Lesson Plan – Trainer Notes

AI: Fluency CBC Sample Lesson Plan – Original

AJ: Comprehension CBC Sample Lesson Plan – Teacher Worksheet

AK: Comprehension CBC Sample Lesson Plan – Trainer Notes

AL: Comprehension CBC Sample Lesson Plan – Original

AM: Writing CBC Sample Lesson Plan – Teacher Worksheet

AN: Writing CBC Sample Lesson Plan – Trainer Notes

AO: Writing CBC Sample Lesson Plan – Original

AP: Letter Sound Search Walk-Through

AQ: Expression Walk-Through

AR: Sequencing Walk-Through

AS: Spelling Words Walk-Through

AT: A Model for Reflective Practice

AU: Reflection Handout

AV: 6 Wise Men Questions

AW: KWL Chart

AX: Sort Key Ideas

AY: True False Questionnaire

AZ: 3-2-1 Survey

BA: Discussion Cards

BB: Alphabetics Scavenger Hunt

BC: Feedback Survey

Effective TPD using the Darling-Hammond Model
The Darling-Hammond et al. model offers seven design elements for developing and delivering effective professional development. The following table illustrates how the CSLP's *Teaching Early Literacy with the Learning Toolkit+* learning modules incorporates each of these elements.

Teaching Early Literacy with the Learning Toolkit+

Features*	Explanation	LTK+ PD-related Activities
Is content focused	PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.	LTK+ activities are also designed in line with competency-based approaches to learning and given their flexibility may be adapted and integrated into all curricula. Tools are also designed to track every learners' progress in order to assess their progress on learning outcomes. The core LTK+ TPD content is also flexible such that it can be adapted to fit each country's curricular objectives. Examples: Explicit linkages to curricula are outlined in the Teacher Guide and integrated into workshops and planning sessions. Curriculum-specific lesson plan templates are co-designed for each country.
Incorporates active learning	Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PD uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.	During the learner-centred TPD sessions, effective pedagogies and approaches are modeled that enhance interaction between facilitators and workshop participants. Teacher participants are actively involved in critical analysis and reflection through analysis of case studies, creation of new ideas on LTK+ integration, reflection on practice and curation of the learning process. Teachers are helped to contextualise the learnings to suitably entrench the CBC. Examples: Co-design of lesson plans in workshops and in regular planning meetings; workshop participants conduct trial lessons with peers and are peer assessed; use of cooperative learning groups, learner-centred and interactive workshops; demonstration of student/teacher work within the LTK+, modeling of how to integrate the software into existing non-technology lesson plans, workshop activities that require guided

		exploration of the LTK+ tools with reporting back; design of learner-centred workshops; use of live classes of students for LTK+ integration, followed by reflection
Supports collaboration	High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district.	Our ongoing TPD enables teachers to plan collaboratively. This strategy is extended to their schools, through the use of school-based ambassadors as they find voice and space to extend their collaboration in their working contexts amongst peers and in real classroom environments. Teachers form working groups that plan, teach and reflect on their practices while providing constructive feedback, support and answers to their contextual challenges based on own and peer best practices. They then showcase their success in an annual Swap and Share exhibit. Examples: What's App groups to encourage regular and ongoing communication with peers; regular in-school meetings led by school-based ambassadors
Uses models of effective practice	Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.	Head teachers are trained on pedagogical leadership in order to support continuous TPD at the school level. The heads then drive the vision collaboratively with the teachers. Examples of successful practices are shared on online fora for other educators to learn from. Examples: Use of the LTK+ Teacher Guide, model lesson plans, school visits, teacher implementation videos, job aids, and creation of other teacher support material
Provides coaching and expert support	Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.	The TPD is designed to enhance expert coaching by the master trainers and mentorship, including peer support and coaching both at the school level and cluster wide levels. School-based ambassadors work within the school to enhance collaborative peer support as well as champion teacher support, classroom-based observations Examples: Use of LTK+ ambassadors and school-based ambassadors who co-facilitate workshops and planning meetings, as well as provide regular in-school support; LTK+ and teacher support material

		is designed according to sound evidence-based practices
Offers feedback and reflection	High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.	The LTK+ tracking and assessment reports enriches the teacher's role in providing differentiated feedback to the learner. The learner also has an opportunity to reflect on their own growth while allowing for parent and teacher support. Secondly, the TPD program prepares the teachers for successful ways of providing constructive feedback to peers, and learners. Tools such as the lesson assessment rubrics, templates, designs, reflective journals, portfolios all meant to encourage both constructive feedback and reflection on own work and on student learning outcomes. Examples: Use of regular planning meetings and in-school meetings and support for the sharing of ideas, challenges and successes
Is of sustained duration	Effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.	The recently designed online TPD program allows for refresher or self paced instruction, and provides the opportunity for reflection, application and celebration of success. Examples: Intensive 3-day workshop is followed up with ongoing meetings and workshops throughout the school year.
* **Source:** Darling-Hammond, L., Hyler, M.E., Gardner, M. (2017, June). *Effective Teacher Professional Development.* Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/teacher-prof-dev		

Teacher Attitudes Survey

Name: _____ Date: _____

Competence Belief

1. How good are you at teaching the following early literacy skills? Circle your answer.

Scale   1= not useful   3= somewhat useful   5= very useful

Alphabetics	1	2	3	4	5
Fluency	1	2	3	4	5
Comprehension	1	2	3	4	5
Writing	1	2	3	4	5

2. How would you compare your abilities in the following categories to the other teachers at your school? Circle your answer.

Scale   1= not good   3= good   5= very good

Early literacy content knowledge	1	2	3	4	5
Class management	1	2	3	4	5
Technology integration	1	2	3	4	5
Solving technology problems	1	2	3	4	5
Increase learners' motivation	1	2	3	4	5

Expectancies for Success

3. How much do you anticipate improving your teaching skills after attending this training? Circle your answer.

Scale   1= very unlikely   3= good   5= very likely

1	2	3	4	5

4. How well do you think you'll do during this training compared to the other teachers attending? Circle your answer.

Scale	1= not good		3= good		5= very good
Learning the content	1	2	3	4	5
Applying content to your classroom	1	2	3	4	5
Technology integration	1	2	3	4	5

Interest Value: Enjoyment One Gains from Doing the Task

5. How much do you enjoy the following? Circle your answer.

Scale	1= not at all		3= neutral		5= very much
Attending PD training	1	2	3	4	5
Teaching early literacy	1	2	3	4	5
Using technology In your classroom	1	2	3	4	5

6. How much do you enjoy learning about the literacy skills below? Circle your answer.

Scale	1= not at all		3= neutral		5= very much
Alphabetics	1	2	3	4	5
Fluency	1	2	3	4	5
Comprehension	1	2	3	4	5
Writing	1	2	3	4	5

Attainment Value: Importance of Doing Well on the Task

7. How important is it for you to gain mastery of early literacy skills? Circle your answer.

Scale   1= not important   3= neutral   5= very important

          1   2   3   4   5

8. How important is early literacy to you compared to the other subjects you teach? Circle your answer.

Scale   1= not important   3= neutral   5= very important

          1   2   3   4   5

Utility: How Useful is it to Future Plans

9. How useful do you anticipate the following being? Circle your answer.

Scale   1= not at all   3= neutral   5= very much

This PD	1	2	3	4	5
Earning a certificate	1	2	3	4	5

10. How useful is it to dedicate time to developing your skills in teaching early literacy compared to your other professional tasks? Circle your answer.

Scale   1= not useful   3= neutral   5= very useful

          1   2   3   4   5

Relative Cost: What One has to Give Up & Anticipated Effort for the Task

11. How difficult do you expect the following to be because you're attending this training? Circle your answer.

Scale	1= not at all		3= neutral		5= very much
Time commitment	1	2	3	4	5
Managing other duties	1	2	3	4	5
Effort needed to complete training	1	2	3	4	5
Time wasted on technical problems	1	2	3	4	5
Pressure & expectations from others	1	2	3	4	5

12. If you were not attending training today, what would you be doing instead?

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Reflect on Your Experiences with Adult Learners

Fill in the chart below to indicate what similarities and differences you've observed between child and adult learners.

Children	Similarities	Adults

Attendance Survey

Name: _____ Date: _____

Tell Us More About Yourself

What influenced you to take this training?

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What is the main thing you hope to get out of this training?

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What is your primary motivation at work?

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Attendance Survey

What is your most recent career accomplishment?

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What are your current career goals? Please list 2-3 and why they are important to you.

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The purpose of this survey is to determine your needs and motivations for doing these learning modules. If you have any comments, questions or additional pieces of information to share, we welcome your comments here.

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Reflect on Teachers' Characteristics

AMBER
- First year teaching
- Personality: Positive, talkative, anxious
- Family: Single, no children
- Self-assessment of early literacy education knowledge: Low
- Attending training because: She is nervous about her first year teaching. She would like to get additional tips on how to teach early literacy and classroom management techniques
- Most recent career accomplishment: Finished teacher training

What are your initial ideas to tailor the content of the training to be relatable to these attendees?

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ROHAN
- Teacher for 5 years
- Personality: Confident, talkative, conceited
- Family: Engaged, no children
- Self-assessment of early literacy education knowledge: moderate-high
- Attending training because: he wants to meet other teachers and make connections that can help advance his career goals
- Most recent career accomplishment: Several of his learners' parents or guardians have told him their child constantly compliments his class

How can you use your attendees' experience to raise enthusiasm and readiness to participate in the training?

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BETTY
- Teacher for 20 years
- Personality: Hard working, responsible, inflexible
- Family: Married with three children (two are still living with her)
- Self-assessment of early literacy education knowledge: High
- Attending training because: She was encouraged to attend by her principal. She assumes the training won't be useful to her because she's been teaching early literacy for years
- Most recent career accomplishment: Worked on a special project

NENE
- Teacher for 7 years
- Personality: Creative, thoughtful, timid
- Family: Single-mother to 2 children
- Self-assessment of early literacy education knowledge: Moderate
- Attending training because: She will share any new information with other teachers at her school
- Most recent career accomplishment: she was interviewed by the local news station about how her school is helping the community

Is there any additional information you'd like to know about these characters?

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Will any attendees need your help to develop personal goals and tasks so they benefit from the training?

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PETER
- Teacher for 3 years
- Personality: Friendly, polite, lazy
- Family: Married, expecting his first child
- Self-assessment of early literacy education knowledge: Low-moderate
- Attending training because: He would like to attain a certificate after completing this training so that he can use it to advance his career goals
- Most recent career accomplishment: Assisted two colleagues with creating and promoting a community book drive

TIAN
- Teacher for 6 years
- Personality: Leader, honest, fussy
- Family: Married, no children
- Self-assessment of early literacy education knowledge: Moderate
- Attending training because: Wants to develop expertise and become a literacy consultant
- Most recent career accomplishment: Won an award

How would you create groups? Are there any characters you think would benefit from working with another? Are there any you would keep separated?

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Additional Notes

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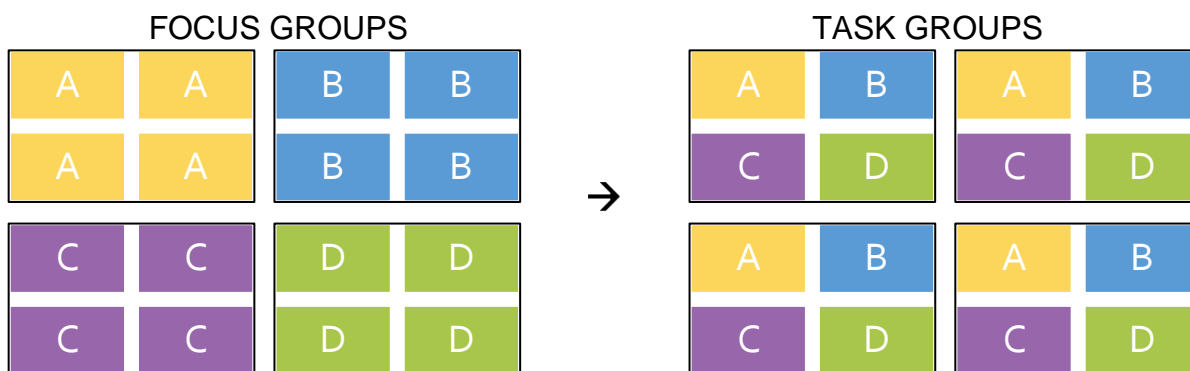
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JIGSAW ACTIVITIES

Cooperative Learning

As the name suggests, Jigsaw activities use a divide-and-conquer approach. The subject material is divided into sections and assigned to different pupils to master. Then, pupils come together with their team and share their knowledge.

To create a Jigsaw project:
1) Divide the subject material into 4-6 sections.
2) Create teams with 4-6 members (the same number that you divided the material into). These are the *task groups*.
3) Assign sections to different members of the team. Make sure that all sections of the subject are represented in the group.
4) Regroup learners into *focus groups*, so that learners work with peers who were assigned the same section as them.
   Note: You could keep the leaners in the task groups and have each learner individually learn the material.
5) Give learners time to master their section.
6) Direct leaners to return to their task groups.
7) Have each learner teach what they learned to their teammates.
8) Ask each team to demonstrates to the entire class how they have created a complete project (jigsaw puzzle) out of the different pieces.

Jigsaw takes more time to organize and carry out because the teacher must find appropriate work to divide into sections. As well, the material should not have to be mastered equally by all pupils.

This technique is effective because you have built-in *individual accountability* (each team member has a part of the jigsaw puzzle) and *positive interdependence* (the work—puzzle—cannot be finished without the contributions of all members).

FOCUS GROUPS   TASK GROUPS

A	A		B	B

| C | C | | D | D |

→

| A | B | | A | B |
| C | D | | C | D |

| A | B | | A | B |
| C | D | | C | D |

SUKUMAWIKI ACTIVITIES

Cooperative Learning

Sukumawiki is a variation on Team-Games-Tournaments (TGT) cooperative learning but adapted for reading practice.

Getting Started
1) Select stories that are challenging for the majority of learners.
2) Create mixed ability teams of 4 to 6 readers.
3) Assign stories to teams, ensuring at least two teams are reading the same story.

Reading Practice

Learners may work in pairs, triads, or individually, using any technique they like such as echo reading.
1) Ask teams to read and study their story thoroughly.
2) Remind them they will have to read the story aloud.

Tournament Tables
1) Set up tables so they can seat four to six learners.
2) Place a small piece of paper at the centre of each table, which represents the sukumawiki.
3) Assign learners who have read the same story to the same tournament table.
   Ideally, no learner from the same team is at the same table. This may not be possible.

Tournament Rules
1) Select one learner at each table to be the first reader.
2) Direct the reader begins reading the story, but soon leave out a word in the text, saying "sukumawiki" instead.
3) Inform the remaining learners at the table that when they hear "sukumawiki," they have to touch the sukumawiki (piece of paper). Whoever touches the paper first gets to speak.
4) Have this learner say what the correct word should be.
   They earn a point if they're right.
5) Have the reader continue for several tries (up to five), then the role of reader rotates to another learner.
6) Add up learner points at the end and assign them to the team.

Tips for Success
- Ensure that everyone has both a chance to read and to provide the correct word.
- Remind learners to substitute "sukumawiki" for an important word in the sentence—not for "the" or "and."
- You may need to assist some readers, perhaps by quietly pointing to a word, in making their selection of words to leave out.

Course Notebook

Teaching Early Literacy with the Learning Toolkit+

Learning Modules
- Introduction
- Getting Started with ABRA
- Alphabetics
- Fluency
- Comprehension
- Writing
- ABRA Assessment
- READS
- ABRA-ePEARL Connection
- Cooperative Learning

Reflect on Your Motivations

What influenced you to take this training?

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Describe your own ability or confidence in teaching early literacy and incorporating technology in your classroom.

Teaching early literacy   Incorporating technology

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Which early literacy skill are you most interested in learning more about? Why?

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How will you evaluate and track your own growth?

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Additional Notes
Write any questions or thoughts you have as you go through the module.

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Reflect on Your Expectations

What do you think the role technology has in the classroom?

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What do you hope to get out of the ABRA software?

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ABRACADABRA: Watch the Video
What did I learn from this video?

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What questions do I have after watching this video?

How do you see ABRA being used in your classroom context?

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What barriers do you anticipate? How can you overcome them?

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How can ABRA help you provide differentiated instruction to your learners?

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Which of the key literacy skills are you most interested in learning more about? Why?

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Additional Notes

Write any questions or thoughts you have as you go through the module.

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Reflect on Your Past Experiences

As a child, how did you learn to speak, read, and write?

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How easy or hard was it to connect spoken to written language?

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How have those early experiences shaped how you teach reading and writing?

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Alphabetics: Watch the Videos
What did I learn from these videos?

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What questions do I have after watching these videos?

ABRACADABRA
Which alphabetics skills (your top 2-3) would most benefit your class? Why?

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Which 2-3 ABRA activities could you use to build these skills?

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How can you use these activities? Make a specific plan.

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What challenges do you see in carrying out this plan? How can you overcome them?

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NOTE: If possible, meet with your colleagues to go over your plan.

Additional Notes

Write any questions or thoughts you have as you go through the module.

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Reflect on Your Past Experiences
Why is fluency important?

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What are some challenges you've faced implementing fluency instruction in your classroom?

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What strategies have you used to overcome these difficulties?

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Fluency: Watch the Video

What did I learn from this video?

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What questions do I have after watching this video?

Scenario: John takes his time to sound out words until he says them correctly. As he is focused on decoding the words, he reads each word slowly and with the same inflection in his voice. He does not pause for punctuation. Often, John has trouble connecting the words together in order to understanding the full text

What problems can you identify in John's fluency skills?

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How would you help John develop his fluency skills?

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ABRACADABRA

Which fluency skills do your learners struggle with the most?	Which ABRA activities could you use to build these skills?
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How can you use these activities? Make a specific plan.

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What challenges do you see in carrying out this plan? How can you overcome them?

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NOTE: If possible, meet with your colleagues to go over your plan.

Additional Notes

Write any questions or thoughts you have as you go through the module.

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Reflect on Your Past Experiences

How can you tell if a child has understood what they read?

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What teaching strategies have you tried in your classroom to foster learners' comprehension skills? What worked and what didn't?

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How are your learner's comprehension skills impacted by their vocabulary knowledge?

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What questions do you have about comprehension and vocabulary instruction?

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Understand Text: Watch the Videos

What did I learn from these videos?

Comprehension: _____

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Vocabulary: _____

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What questions do I have after watching these videos?

ABRACADABRA

Which comprehension skills do your learners struggle with the most?

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Which ABRA activities could you use to build these skills?

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How can you use these activities? Make a specific plan.

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What challenges do you see in carrying out this plan? How can you overcome them?

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NOTE: If possible, meet with your colleagues to go over your plan.

Additional Notes

Write any questions or thoughts you have as you go through the module.

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Reflect on Your Past Experiences

Think back to when you were learning how to write? What motivated you to develop this skill?

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What is still difficult about writing?

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How skilled are your learners at typing? Do you have any strategies to help children develop this skill?

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Course Notebook: Writing

What teaching strategies have you tried in your classroom to foster learners' writing skills? What worked and what didn't?

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What questions do you have about writing and typing instruction?

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Writing: Watch the Video

What did I learn from this video?

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What questions do I have after watching this video?

What motivated you to develop your own printing or typing skills?

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How will your learners benefit from developing their printing or typing skills?

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What barriers or limitations are there for teaching your learners printing or typing skills? How can you overcome them?

_____

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_____

What words do you have difficult spelling?	What words do you notice your learners struggling with?
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_____	_____
_____	_____
_____	_____

Story Prompts
INDIVIDUAL ACTIVITY – RANDOM WORDS

Write down the list of random words you'll use in your story:

_____

Write your short story:

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_____

What inspired you?

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What was challenging about this task?

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How would you adapt this task for young children? Try it in your classes!

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GROUP ACTIVITY – ONE SENTENCE AT A TIME

Write down the story starter your group selected:

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Write the story your group created:

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How did your group members inspire your creativity?

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What addition to the story surprised you the most?

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Did the story end the way you thought it would?

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How would you adapt this task for young children? Try it in your classes!

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GROUP ACTIVITY – COMPARE BEGINNINGS

Write down the story starter your group selected:

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Write the first paragraph of your story:

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What inspired you?

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How do you picture your story continuing?

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Are there any similarities between the stories?

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What inspired each of you?

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How would you adapt this task for young children? Try it in your classes!

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ABRACADABRA

What are some ways your learners struggle with writing and/or typing?

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How can the ABRA activities help build these skills?

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How can you use these activities? Make a specific plan.

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What challenges do you see in carrying out this plan? How can you overcome them?

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NOTE: If possible, meet with your colleagues to go over your plan.

Additional Notes
Write any questions or thoughts you have as you go through the module.

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Reflect on Your Past Experiences

How do you normally evaluate whether your learners are attaining alphabetics, fluency, comprehension and writing skills?

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How often do you track your learners' work?

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Activity: Explore the Reports

What is your impression of the class achievement when viewing the class portrait of *Word Families*?

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_____

Which leaners, if any, require additional support from Ms. Akter to understand word families?

_____

_____

_____

_____

Which leaners, if any, may benefit from enrichment activities after doing the *Word Families* activity?

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_____

What do the reports of *Tracking* tell you about Ms. Akter's class?

_____

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What suggestions do you have for how Ms. Akter can use the word list in the *Tracking* reports with her class/leaners?

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_____

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_____

Which leaners, if any, should Ms. Akter meet with individually after she views the reports on *Tracking*?

_____

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What is your impression of the class achievement when viewing the class portrait of *Story Elements*?

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Which leaners, if any, require additional support from Ms. Akter to understand story elements?

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Which leaners, if any, may benefit from enrichment activities after doing the *Story Elements* activity?

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How does examining the class portrait help you assess leaners' understanding?

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How does examining the individual leaners' reports help you assess leaners' understanding?

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What is your overall assessment of Fatima Nyakio?

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What is your overall assessment of Junior Sokoro?

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What is your overall assessment of Manu Levy?

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What is your overall assessment of Sophia Dewan?

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What should Ms. Akter's next steps be?

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ABRACADABRA

What are your thoughts on formative assessment?

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Would you use this feature in your classroom? Why or why not?

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Additional Notes
Write any questions or thoughts you have as you go through the module.

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Reflect on Your Experiences and Expectations

Reflect on any challenges you faced finding resources for your classroom. What are the biggest ones?

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What do you hope to get out of the READS tool?

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READS

How do you see READS being used in your classroom context?

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What barriers do you anticipate? How can you overcome them?

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How can READS help you provide differentiated instruction to your learners?

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Think of an upcoming theme you will explore in your classroom. Search READS to find a book that relates to that theme. How do you see this book fitting in to your lesson?

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Additional Notes
Write any questions or thoughts you have as you go through the module.

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Reflect on Your Thoughts and Experiences

In your own words, state the purpose of creating a portfolio.

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Have you ever created your own portfolio? If so, how did it help you work towards your personal or professional goals? If not, what steps can you take to find out more about the benefits of portfolios?

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Are portfolios suitable for your class? Why or why not?

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Self-Regulated Learning (SRL): Watch the Video

What did I learn from this video?

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What questions do I have after watching this video?

Self-Regulated Learning (SRL)

In your own words, state the importance of the *Plan* phase in the SRL process.

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In your own words, state the importance of the *Do* phase in the SRL process.

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In your own words, state the importance of the *Reflect* phase in the SRL process?

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In your past experiences, which SRL skill has been the most difficult for your leaners to develop? Why?

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ePEARL

How do you see ePEARL being used in your classroom context?

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What barriers do you anticipate? How can you overcome them?

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How can ePEARL help you provide differentiated instruction to your learners?

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Additional Notes
Write any questions or thoughts you have as you go through the module.

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Reflect on Your Past Experiences

How do you use group work in your classroom?

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What considerations do you use when grouping learners?

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How effective has this been?

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In what ways is cooperation a means to learning?

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In what ways is cooperation the end goal?

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What was the most challenging aspect of working with others? Were you able to work around it? Why or why not?

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What were you able to gain from working with others that you don't think you would have been able to do if you worked alone?

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Cooperative Learning: Watch the Video

What did I learn from this video?

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What questions do I have after watching this video?

Cooperative Learning

Describe a situation in your class where one type of dependence can be observed. How might this be a positive or negative aspect of your class?

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What steps can you take to avoid learners becoming 'free riders'? How should you address social loafing if you see it happening?

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Should individual learners' grades be influenced by their group's performance? Why or why not?

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Activities: Grouping Learners | Assign Roles in Groups
Start by creating groups and providing your rationale. Later you will be asked to assign roles to each learner.

Group 1	
Learner	Role
1.	
2.	
3.	
4.	
5.	
What is the rationale behind how you grouped the learners? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	What was your rationale for assigning the roles you did? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Group 2	
Learner	Role
1.	
2.	
3.	
4.	
5.	
What is the rationale behind how you grouped the learners? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	What was your rationale for assigning the roles you did? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Group 3	
Learner	Role
1.	
2.	
3.	
4.	
5.	
What is the rationale behind how you grouped the learners? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	What was your rationale for assigning the roles you did? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Group Discussion: Consider the similarities and differences between your groups and other teachers'.

If the other teachers' grouping was similar to yours, did they have the same reasoning?

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If the other teachers' grouping was dissimilar to yours, what was the main difference you noted?

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Do you want to adjust your original groups? Why or why not?

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Write down any techniques for grouping learners that the teachers shared. Would you use these in your own classroom?

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What type of group dynamics do you see going on?

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What sort of cues can get interpreted from the learners' body language?

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What should Ms. Akter say to these learners to foster positive interdependence?

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Group Discussion: What problems can be inferred in the picture?

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What you would do to address the noted problems?

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How can a learners' group members possitively impact their attitude, motivation, and work ethic?

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How can a learners' group members negatively impact their attitude, motivation, and work ethic?

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What can teachers do to reduce prejudice between learners working in a group?

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Which social skills do you think are the most important for your learners to develop and why?

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Go back to the groups you created earlier, and assign roles to each of the learners.

Pick one of your groups. If you kept them together for another assignment, list what roes you would give each learner. Explain your rationale for either keeping the same roles, or why you'd chosen different ones for some or all learners.

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Create your own LTK+ Cooperative Learning Activity
Keep track of your ideas here.

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Additional Notes

Write any questions or thoughts you have as you go through the module.

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Provide Support for Module Activities

As teachers go through the modules, they will be presented with various activities. They can do them individually or with a group. As the trainer, you can help them reach the activity's goal. This short guide provides a more in-depth explanation and suggested prompts or answers to help guide teachers as they do the activity.

Activity: Explore the Reports

The Task Given to Teachers

Scenario: Ms. Akter has four learners in her class. She has asked them to complete the first level of the Word Families activity, read the books 'The Little Red Hen' and 'The Three Billy Goats Gruff' in Tracking, and then answer the questions for these books in Story Elements. Some learners have not completed this work, while others have done more than asked.

As a group, review these images and answer the following questions:
- What is your impression of the class achievement when viewing the class portrait of Word Families?
- Which learners, if any, require additional support from Ms. Akter to understand word families?
- Which learners, if any, may benefit from enrichment activities after doing the Word Families activity? What sort of activities would you suggest?
- What do the reports of Tracking tell you about Ms. Akter's class?
- What suggestions do you have for how Ms. Akter can use the word list in the Tracking reports with her class/learners?
- Which learners, if any, should Ms. Akter meet with individually after she views the reports on Tracking?
- What is your impression of the class achievement when viewing the class portrait of Story Elements?
- Which learners, if any, require additional support from Ms. Akter to understand story elements?
- Which learners, if any, may benefit from enrichment activities after doing the Story Elements activity? What sort of activities would you suggest?
- How does examining the class portrait help you assess learners' understanding?
- How does examining the individual learners' reports help you assess learners' understanding?
- What is your overall assessment of Fatima Nyakio?
- What is your overall assessment of Junior Sokoro?
- What is your overall assessment of Manu Levy?
- What is your overall assessment of Sophia Dewan?
- What should Ms. Akter's next steps be?

The Learners in the Activity
Fatima Nyakio: Advanced learner
Junior Sokoro: Struggling learner
Manu Levy: Average learner
Sophia Dewan: Average learner

Word Families
The learners were asked to complete the first level. In the adventure room, they are asked to pick a book with this activity. The teacher did not specify which one so either would be acceptable.

Class
- Level 1 was accessed by all leaners, but only three learners completed it
- Level 2 was completed by two leaners – this was not assigned by teacher
- 'The Little Red Hen' was chosen by all leaners
- 'The Three Billy Goats Gruff' was only chosen by one leaner
- In most cases, the learners were able to self-correct the errors made

Fatima Nyakio
- Accessed the activity four times
- Completed level 1, as assigned by teacher
- Completed level 2, not assigned by teacher
- Selected both of the assigned stories from the main menu
- Made no errors

Junior Sokoro
- Accessed the activity five times
- Only selected level 1, as assigned by teacher
- Never completed the activity in full (i.e. he exited and started the activity over)
- Made errors on four words. He was able to self-correct on two words, unable to self-correct on one word, and exited the activity before attempting to correct the fourth word

Manu Levy
- Accessed the activity twice
- Completed level 1, as assigned by teacher
- Made one error, but was able to self-correct

Sophia Dewan
- Accessed the activity three times
- Completed level 1 once, as assigned by teacher
- Attempted level 1 a second time, but did not complete the activity
- Completed level 2 once, not assigned by teacher
- Made three errors, two in level 1 and one in level 2. She was able to self-correct each time

Suggestions

Guide teachers to see that Junior requires additional support as he made several errors and got discouraged and exited the activity to restart with a new word family. It would also be good to check in with Sophia. She made a few errors that she was able to self-correct but may still require guidance. Fatima has successfully moved on to level 2. She would benefit from some enrichment activities. Some possible ABRA activities are *Word Matching*, *Basic Decoding*, and *Word Changing*. Additional practice outside of ABRA is another means to provide enrichment activities. There are several worksheets on ABRA's *Teacher Resources* page, though teachers can create their own during this activity if desired.

Tracking

The learners were asked to read the books 'The Little Red Hen' and 'The Three Billy Goats Gruff'.

Class
- 3 out of 4 learners have read at least one story in full. The other learner has started to read a story but has not completed it
- All learners have chosen to read, or at least start to read, 'The Little Red Hen'
- One of the learners has not read 'The Three Billy Goats Gruff'
- Additional stories than the ones assigned have been read

Fatima Nyakio
- Read both assigned stories. She read 'The Three Billy Goats Gruff' twice
- Read additional stories
- Requested help only on words in the additional stories she read

Junior Sokoro
- Accessed both stories, but did not finish reading either book
- Did not ask for help with any of the words

Manu Levy
- Read both stories
- Asked for help on three words

Sophia Dewan
- Read only 'The Little Red Hen'
- Asked for help with two words

Suggestions

Remind teachers that in this case, the amount of words the learner requested help with is not indicative of who needs the most support. This is more accurately a representation of which learner recognizes the need for help and was willing to press the help button in the tool. For example, Fatima asked for the most help but it was for stories not yet assigned by the teacher. She possibly chose stories beyond her reading level or encountered vocabulary words the teacher would cover later in the year when reading the story as a whole class. The teacher can infer from this report that Fatima is

interested in reading more stories but may need support in choosing appropriate ones, and/or may require one-on-one decoding and vocabulary tutoring on the words she selected in the books.

Teachers can use this list of words to determine which words need to be reviewed as a whole class rather than just individually. For example, half of the students asked for help reading the word 'yeast'.

The teacher should also check in with the leaners who have not requested help with any words. This might reflect a resistance to ask for help or may indicate the learner has not read very far into the story.

Story Elements
The learners were asked to answer all questions for both stories.

Class
- All of the leaners have completed the activity at least once
- One of the learners has not done this activity for the story 'The Three Billy Goats Gruff'

Fatima Nyakio
- Completed the activity for both stories
- Made no errors

Junior Sokoro
- Completed the activity for 'The Little Red Hen'
- Did not yet attempt for the story 'The Three Billy Goats Gruff'
- Was able to correct both errors with help from the tool

Manu Levy
- Completed the activity for both stories
- Made one error in each story but was able to self-correct

Sophia Dewan
- Completed the activity for 'The Little Red Hen'
- Did not complete the activity for 'The Three Billy Goats Gruff'. After making an error, she navigated away from the activity

Suggestions
The teacher can compare the incorrect answers of learners to determine if there is a pattern with the question(s) that are answered incorrectly. For this class, a couple of students had trouble identifying where the story took place (setting), and what the character's problem had been (conflict). This may indicate that the teacher needs to review these standard story structure elements with the class.

Ms. Akter should follow up with the learners that made errors and were unable to self-correct either by using the help provided by the software or because they exited the activity prematurely. If this activity is too advanced for the learners, assign additional practice reading, and try the *Accuracy* activity.

Fatima was able to do the activity for both stories without any errors. The teacher should follow up with her to determine if she's ready for enrichment activities. Since she has a good grasp on story elements, some possible ABRA activities are *Prediction* and *Summarizing*.

Provide Support for Module Activities

As teachers go through the modules, they will be presented with various activities. They can do them individually or with a group. As the trainer, you can help them reach the activity's goal. This short guide provides a more in-depth explanation and suggested prompts or answers to help guide teachers as they do the activity.

Activity: Explore READS

The Task Given to Teachers

Sign in to your LTK+ account and explore READS. While you do so, consider which books may be incorporated in your lessons. Below is a search example you can follow. However, you can do this exercise using your upcoming lessons as the focus of your READS exploration.

If you are doing this activity with peers, form groups of 3-5 participants. If you are working individually, consider sharing the results with a colleague at a later date. You may get useful feedback and/or provide guidance to another teacher.

Navigating within the Tool

1) Use the Filter to narrow down the selection of books. Try selecting:
   - **Theme**: Feelings and Values
   - **Language**: English
   - **Difficulty**: Easy
   - **Type**: Fiction
   - **Format**: PDF
2) Browse the results.
3) Read any books that caught your interest.
4) Select one book to use in your class.
   For this activity, try either The *Generous Crow*, or *Turtle Trouble*, or Lazy Anansi.

Using Books within the Tool

1) Reread the book you selected carefully.
2) Brainstorm 2-3 ways you can incorporate the book into your lessons.
   Try thinking of how it can support different literacy skills. If you need ideas, go to the next section of this module.
3) Jot down an outline for each idea. Include the type of formative assessment you will use to evaluate your pupils' learning.
   You can use your course notebook or sign into ePEARL to keep track of your ideas.
4) Solicit feedback by sharing your ideas with another group or a peer, and adjust your plans as appropriate.
5) (optional) Use the book in your classroom as planned, and let your group or colleague know how what was successful and what you would improve next time.

Suggestions & Examples

If teachers are unsure on how to get started, ask them to first select a book from READS, a key literacy skill, and specific curriculum links they want to focus on. They can work with peers to brainstorm ideas even if they want to create their own activities individually. Remind them to choose how they will evaluate their learners' development of the literacy skill. You can encourage them to incorporate their activity into a larger lesson plan that they are encouraged to create at the end of the module.

Below are some example activities that could be created for this task.

Key Literacy Skill: Writing
READS Book: The Generous Crow
Sample Curriculum Links
QEP (Quebec):
- *ELA Competencies*: To read and listen to literary, popular, and information-based texts; To write self-expressive, narrative and information-based texts; To represent her/his literacy in different media; To use language to communicate and learn
- *Cross-Curricular Competences*: To use information; To use her/his creativity; To develop her/his personal identity
- *Progression of Learning*: Narrative and Literary Text Types
  1) Required Text Types
     a. The student produces own stories, as well as dramatizations of others' stories, through:
     ii.   Storytelling
  2) Structure and Features. The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to and producing spoken and written texts
     a. Spoken and Written texts
        i.   Plot structures and features: sequence of events; incidents
        ii.   Characterization: main character in a story;
        iii. Setting: The physical landscape and social context in which the action of story occurs, i.e. its time and space; Descriptive details that construct the world of the story
        iv.   Other features of narrative: Literary conventions; Dialogue

CBC (Kenya):
- Core competency: Creativity and Imagination; Critical Thinking and Problem Solving
- Values: Integrity, Respect
- PCI: Life skills and values education (life skills); Citizenship (social cohesion)
- Learning Outcomes:
  o *Knowledge*: Read texts accurately and fluently to access information;

- o *Skill*: Use thematic vocabulary to communicate appropriately in varied contexts; Express feelings, ideas, and opinions through writing in different formats;
- o *Attitude*: Demonstrate confidence in expressing self orally and in writing in varied contexts;

Classroom Activity: Read the story together as a class, then have a group discussion about the following:

- What is the point of the story?
- Which characters have good traits? What are they?
- Which characters have bad traits? What are they?
- What is your best trait or talent?

Ask many learners to answer the last question and prompt them to consider a variety of different traits and talents. Highlight how unique each learner is. Ask learners to individually draw themselves demonstrating that trait or talent. Underneath their drawing they should write their answer to the following questions:

- What is your best trait or talent?
- How did you develop this?
- How does it make you and others feel?

You can put the completed assignments around the classroom, or compile them and bind into a book to keep as a classroom resource.

Key Literacy Skill: Comprehension (Sequencing and Story Response)
READS Book: Turtle Trouble
Sample Curriculum Links
  QEP (Quebec):

- *ELA Competencies*: To read and listen to literary, popular, and information-based texts; To use language to communicate and learn
- *Cross-Curricular Competences*: To use information; To solve problems; To work with others
- *Progression of Learning*: Narrative and Literary Text Types
    2) Structure and Features. The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to and producing spoken and written texts
       a. Spoken and Written texts
         i. Plot structures and features: sequence of events; incidents
        ii. Characterization: Main character in a story
       iii. Setting: The physical landscape and social context in which the action of story occurs, i.e. its time and space; Descriptive details that construct the world of the story
        iv. Other features of narrative: Literary conventions, Repetition, Dialogue

CBC (Kenya):
- Core competency: Critical Thinking and Problem Solving
- Values: Integrity, Responsibility, Love
- PCI: Life skills and values education (moral education, family life)
- Learning Outcomes:
  - *Knowledge*: Read texts accurately and fluently to access information;
  - *Skill*: Use language in and out of school and respond in an appropriate way to spoken language; Use thematic vocabulary to communicate appropriately in varied contexts;
  - *Attitude*: Demonstrate confidence in expressing self orally and in writing in varied contexts;

Classroom Activity: Prior to the class, print out pages 1, 3, 5, 8, 10, & 14 of the story. Alternatively, create a handout that includes the text/images of these pages with space for learners to indicate the order of the section. Pair learners and ask them to read the story using the 'partner reading' strategy. Give them the printed pages, or handout, and ask them to properly sequence the events of the story. Once all groups have correctly done so, you can move on to the story response activity. Ask the following questions to the whole class:
- What do you like about the story?
- Honesty: Why was it important for the boy to tell his mother the truth?
- Animal care: Why is it important to care for animals?

Allow learners time to discuss their answer with their partner, before prompting group(s) to share and respond to their classmates' answers.

Key Literacy Skill: Fluency (Expression and Roleplay)
READS Book: Lazy Anansi
Sample Curriculum Links
    QEP (Quebec):
- *ELA Competencies*: To read and listen to literary, popular, and information-based texts; To use language to communicate and learn;
- *Cross-Curricular Competences*: To use information; To use her/his creativity; To work with others;
- *Progression of Learning*: Narrative and Literary Text Types
  1) Required Text Types
         a. The student produces own stories, as well as dramatizations of others' stories, through:
             iii.   Role-play involving character from own stories, from literature and from nonfiction;
  2) Structure and Features. The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to and producing spoken and written texts

a. Spoken and Written texts
    i. Plot structures and features: sequence of events; incidents
    ii. Characterization: main character in a story;
    iii. Setting: The physical landscape and social context in which the action of story occurs, i.e. its time and space; Descriptive details that construct the world of the story
    iv. Other features of narrative: Dialogue

CBC (Kenya):
- Core competency: Communication and Collaboration; Critical Thinking and Problem Solving; Self-Efficacy
- Values: Integrity; Responsibility
- PCI: Life skills and values education (life skills; moral education); Citizenship (integrity)
- Learning Outcomes:
  - *Knowledge*: Read texts accurately and fluently to access information;
  - *Skill*: Use language in and out of school and respond in an appropriate way to spoken language; Use thematic vocabulary to communicate appropriately in varied contexts;
  - *Attitude*: Demonstrate confidence in expressing self orally and in writing in varied contexts;

Classroom Activity: Expression and Roleplaying

Read the story as a whole class using the 'echo reading' strategy. The teacher will use this opportunity to demonstrate the correct tone of voice for the context of the story. Divide the class into groups of 4-5 and have them reread the story in the groups. Assign each student a character from the story, or allow them to choose their own: Anansi, Rabbit, Monkey and his wife (in groups of 4 only have Monkey, while in groups of 5 you can pair the lower ability learners to support each other in this role), and Warthog. The learners act out their roles using the appropriate expression. The teacher corrects any problems with expression as he/she circulates the classroom. Use discussion and the final performance as a means of formative assessment: discuss with learners how their tone of voice and gestures help us understand the story. The groups will then perform for the whole class, or if possible, younger learners.

*(optional) If you want to have larger groups, you can assign 9 learners to a group. Anansi is shown with a web around all eight of his limbs, but he only encounters three meals on his journey. Extend this activity into a **writing** task, and have groups create five more characters and write dialogue for what happens when Anansi meets these friends.*

Goals and Objectives

What is the core concept you want to focus on?

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What supporting objectives should be learnt?

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Regional Curriculum: Which competencies/standards will you encourage your adult learners to focus on for this project?

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Resources

Which technology resources will you need (hardware, software, online content)?

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Which print-based resources will you need (ex: books, worksheets, sample work)?

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Which community resources will you need (guest speakers, locations)?

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Planning Guide

Environment
Describe how you will set up the physical environment.

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Learning Experiences
What are some icebreakers or initial activities you can do to generate interest and learn more about your adult learners' experiences?

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What content-specific activities will you conduct to help your adult learners meet the objectives.

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How will you assess whether the learners understand the core concept?

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This bookmark was awarded for demonstrating *excellent* knowledge and *skill* with teaching *alphabetics*.

TEACHING EARLY LITERACY WITH THE LEARNING TOOLKIT+

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TEACHING EARLY LITERACY WITH THE LEARNING TOOLKIT+

Teaching Early Literacy with the LTK+

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

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TEACHING EARLY LITERACY WITH THE LEARNING TOOLKIT+

This bookmark was awarded for demonstrating

excellent

knowledge and

skill

with teaching

fluency.

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LEARNING AND PERFORMANCE

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Teaching Early Literacy with the LTK+

This bookmark was awarded for demonstrating *excellent* knowledge and *skill* with teaching *comprehension* & *vocabulary.*

This bookmark was awarded for demonstrating *excellent* knowledge and *skill* with teaching *writing.*

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LTK+

Teaching Early Literacy with the

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CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

LTK+

Teaching Early Literacy with the
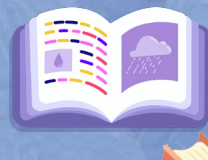
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LTK+

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**TEACHING EARLY LITERACY WITH THE
LEARNING TOOLKIT+**

This bookmark was awarded for designing an *intervention* to help fellow teachers using the ABRACADABRA *assessment* feature.

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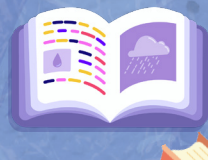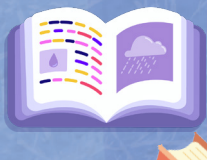This bookmark was awarded for demonstrating *excellent* knowledge and *skill* with incorporating *READS* in your classroom.

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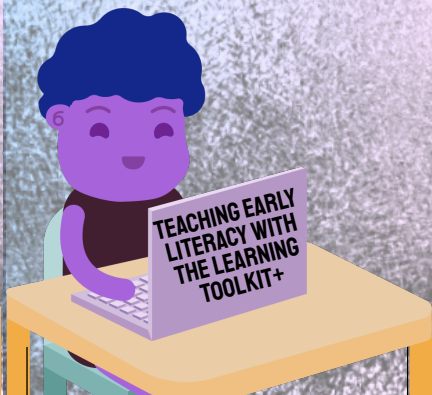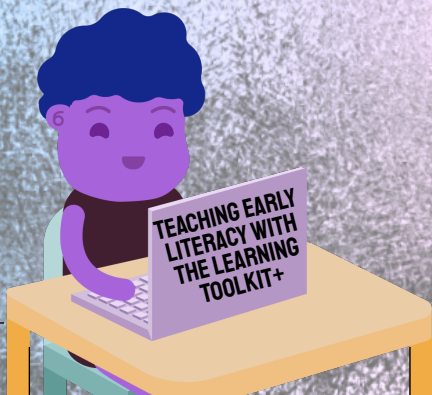
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TEACHING EARLY LITERACY WITH THE LEARNING TOOLKIT+

This bookmark was awarded for demonstrating *excellent* knowledge and *skill* with incorporating *ePEARL* in your classroom.

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TEACHING EARLY LITERACY WITH THE LEARNING TOOLKIT+

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Teaching Early Literacy **with the**

This bookmark was awarded for demonstrating *excellent* knowledge and *skill* with incorporating *Cooperative Learning* techiques with the LTK+ tools in your classroom.

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TEACHING EARLY LITERACY WITH THE LEARNING TOOLKIT+

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Certificate of Mastery
Teaching Early Literacy with the LTK+

This certificate is proudly presented to

for demonstrating your innovative ideas and incorporating ABRA and READS in your classroom
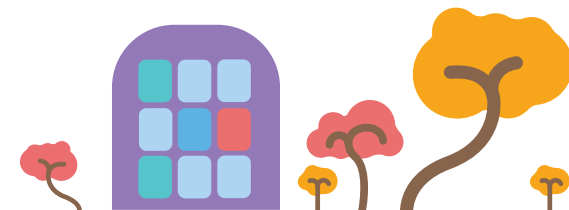
Philip C. Abrami, Ph.D.
Emeritus Professor

Maina WaGioko, Ph.D.
LTK+ Gloabl Hub Coordinator

Rose Iminza, M.Ed. & MA.
LTK+ PD Coordinator

Teaching Early Literacy with the Learning Toolkit+

1-Day Training
ABRA, READS, & ePEARL

Take a few minutes to go around the room and have everyone introduce themselves. Consider using an ice breaker activity. This is a good way to get everyone talking and hopefully help the shy people get more comfortable. A quick and easy icebreaker activity is to have everyone state their name, and what school they work at, and something interesting about themselves. The latter does not have to be related to teaching; it could be something random (my favourite fruit is pineapple, or every year I participate in a running marathon).

Agenda

- Introductions
- About the LTK+
- Overview of ABRACADABRA
- Connection to Your Curriculum
- Alphabetics Example (Word Families)
- Fluency Example (Tracking)
- Comprehension Examples (Summarizing & Story Elements)
- Break

- Explore ABRA / Create a Task
- Lunch Break
- Share Teachers' Class Activities
- Teacher Resources Site
- ABRA Assessment
- READS Overview
- Explore READS
- ABRA-ePEARL Connection
- Wrap Up & Evaluation

This is a suggested outline for the day. If you modify the presentation, make sure it is reflected here.

During the lunch break, encouraging teachers to mingle with each other and exchange contact information. This is a great opportunity to foster a community of learning beyond your training session.

About the LTK+

Designed to build foundational competencies:

ePEARL – Portfolio/Self-Regulated Learning

ABRACADABRA– Literacy

ELM – Numeracy

IS-21 – Inquiry Process Skills

READS – Repository of Books/Literacy

www.concordia.ca/ltk

The Learning Toolkit is designed and developed on sound research evidence to support basic and important literacy, numeracy, self-regulation and inquiry strategy skills. The tools have been the subject of research studies in Hong Kong, China, Kenya, the United Kingdom and Australia. There have been 17 international validation studies for ABRACADABRA.

In 2017, it was awarded the **UNESCO King Sejong Literacy Prize.** Learn more: https://en.unesco.org/news/technology-helps-develop-literacy-and-numeracy-sub-saharan-Africa

Individual accounts allow for tracking learners' progress and displaying that information for teachers.

Suggestion: ask if anyone in the training session has used any of these tools before, and to share their experiences. Alternatively, you can ask someone who was part of a previous training session and who later used the tool, to give a recap of their experiences and how the tools fit into their classroom.

ABRACADABRA, often referred to as ABRA, stands for A Balanced Reading Approach for Children Always Designed to Achieve Best Results for All. It is designed to support children's acquisition of early literacy.

Balanced Approach: These skills have been identified by researchers, including the National Reading Panel, as being foundational for success in literacy.
Alphabetics: This skill refers to the ability to associate sounds with letters and then to use those sounds to create words.
Fluency: This skill refers to the ability to read a text out loud accurately, at the proper speed, and with expression.
Comprehension: This skill targets reading for meaning, which is the goal of learning how to read. In ABRA, this category also covers vocabulary, which refers to the words used to communicate successfully.
Writing: This skill addresses the use of letters and words to create sentences and texts for others to read.

Account Types
Student (Learner) accounts have access to all of the activities and stories.
Teacher accounts have an additional assessment feature and link to a teacher

resource website. In addition, the CSLP has also developed teacher professional development modules that provide further explanation and support on ABRA's key literacy skills: https://literacy.concordia.ca/tpd/

Parents: There is a parent website that contains explanation and resources for parents and guardians that want to learn more about ABRA and teaching children early literacy skills. https://literacy.concordia.ca/resources/abra/parent/en/index.php

The activities vary from each other depending on the skill being taught. Some activities require learners' input in the software, while others work as a springboard to engage with peers or their teacher outside of the tool. When learners are asked to input their answer in the software, the tool will provide feedback. When the answer is incorrect, the software will provide a hint or direction on how to correct their answer.

Overview of ABRA

- **4 Literacy Domains**
  - Sounds, Letters and Words (Alphabetics)
  - Reading (Fluency)
  - Understanding the Story (Comprehension & Vocabulary)
  - Writing
- **4 Story Genres**
  - Folk and Fairy Tales
  - Poetry
  - Fiction
  - Non-Fiction

From the 'Adventure Room', leaners can choose an activity or story. Some activities will require them to also choose a book.

ABRA has 33 activities spread across the four literacy domains: alphabetics, fluency, comprehension, and writing.

ABRA contains 20 stories in 4 story genres:
Folk Tales: Folk tales are oral stories that have passed from generation to generation. They explain issues relating to life, nature, values, culture, etc. Fairy tales are make-believe stories that take place in a distant land and often feature magical or imaginary creatures.
Poetry: Writing that uses verse and rhymes to awaken the imagination and emotion as the reader interacts with the text.
Fiction: Made up or "not true" stories created by an author.
Non-Fiction: True stories about real people, places, and events.

 In addition to these 20 main stories, ABRA also contains several student stories written by young children).

Connection to Your Curriculum

Fill in this slide to showcase how ABRA addresses some key ICT and English curriculum objectives. This should be done at a general level for this slide. Later in the training, you can encourage teachers to make their own connections as they develop a classroom activity or lesson plan that is focused on a particular skill.

ABRA Overview

The ABRA activities are varied. Some are connected to the stories, while others are standalone.

Image on left: As soon as this activity was chosen, the 'Books' selection became inactive. This means that the learner does not have to choose a story to go with this activity.
Image on right: The activities that do connect with stories, only connect with some of the stories. See image on the right. The story "Where am I?" is not a possible selection with this activity.

Alphabetics: Word Families

- **Objective**: The student will be able to create different words from the same word family.
- 1St error: pronounces the incorrect letter-sound/word chosen, and then repeats the asked for letter-sound/word
- 2nd error: pronounces the incorrect letter-sound/word chosen, then makes the correct letter bigger while repeating the correct word twice

If possible, demonstrate this activity live so that the teachers can see the functionality and support given for incorrect answers. Can also demonstrate the repeat audio button.

Multiple repetitions in the activities. In Word Families, the learner is asked to create six words in the family.
Some activities give learners multiple attempts to answer the question. In this activity, they are given two chances to answer each question. When incorrect, the software provides additional support to help the learner. If incorrect a second time, the software provides the answer.

Fluency: Tracking

- **Objective**: While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.
- Audio button: Reads the whole page
- Clicked words: Provides guidance on how to read the word (sound it out, or explains it's a sight word)

By the end of summer, the wheat grew very tall. It was time to cut the wheat and take it to the mill.

If possible, demonstrate this activity live so that the teachers can see the functionality and support given for reading aloud. Demonstrate both the audio button and support for individual words.

Fluency: Tracking

Pronounces Individual Letter-Sounds
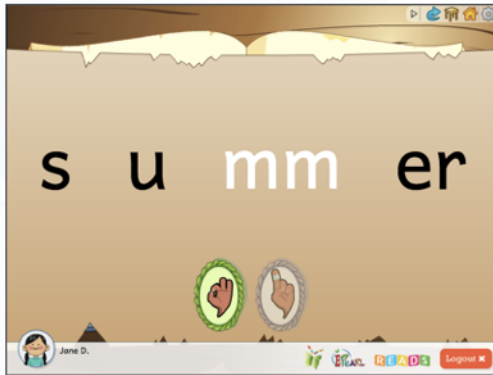
Word Clicked on in the Story

s u mm er

By the end of summer, the wheat grew very tall. It was time to cut the wheat and take it to the mill.

Click on a word and it opens the help screen. If leaners clicked the word by accident, they can just click the OK button and it will return them to the story. If they click the help me button (finger with band aid), they will get support in how to pronounced the word. This will also be tracked so that the teacher can see which word(s) the learners asked for help with.

Sound it out: Pronounces each letter-sound as the software highlights it. Repeats this twice, the second time moving the letters closer together. Then pronounces the full word.

Sight words: Pronounces the letters then the word.

In some activities asks leaners to come up with their own responses outside of the tool (for example Comprehension's 'Summarizing' activity). Therefore, leaners should work together and have input from the teacher or another adult to guide them.

Summarizing - Objective: The students will answer story-related questions to help them summarize the story.

Story Elements – Objective: The students must answer questions about events that took place in a story. They are given multiple-choice questions and must choose one of three possible answers.
→ This activity can be shown as another example where the tool provides support and guidance for incorrect answers.

Break

During this time, please make sure you can sign in to your LTK+ account. If not, please let me know ASAP so that we can address any problems before we reconvene.

Give teachers time for a bathroom break, or a morning snack.

The next part of the training has teachers exploring the tool for themselves. Use this time to help teachers sign into their accounts.

Allow teachers to explore the tool on their own. You can use this time to circulate and answer any questions.

(optional) Have a short discussion with teachers about their experience. Here are some prompts you can use to elicit responses:
- What is your overall impression of the tool?
- Which activities did you try? Why did you choose those?
- How do you see ABRA being used in your classroom?

Have teachers work with a partner (or a small group) to develop a classroom activity, project, or lesson plan that relates to one of the ABRA activities. Encourage them to connect their task to the curriculum.
Note: There are several example activities on the Teacher Resources site: https://literacy.concordia.ca/resources/abra/teacher/en/

Lunch Break

Encourage teachers network during this time. How can they continue to connect with the other teachers once the training is finished?

Share Tasks

Ask teachers to present their activity, project, or lesson plan to the whole group.
Solicit constructive feedback from the other groups.

Teacher Resources

- Two ways to access the site:
  1) From the LTK+ lobby page, click on the apple icon
  2) Go directly to the URL: https://literacy.concordia.ca/resources/abra/teacher/en/
- Offers a multitude of paper-based and multimedia resources intended to help teachers implement ABRA effectively in their classroom
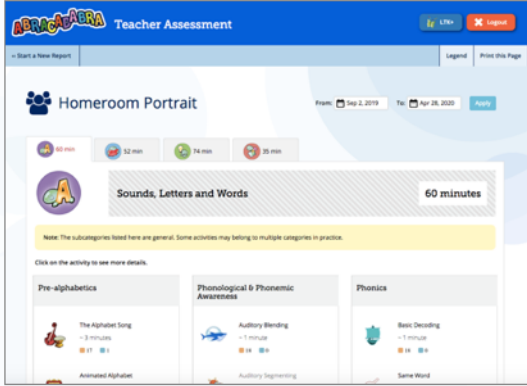
Homepage: This section provides an overview of the tool, including a brief description, where it is being used, and the philosophy behind the design.

Activities & Stories: These sections provide information about the activities and stories, such as a description, demo, insights, and resources.

Using ABRA: This section provides guidance for teachers that want to jump right into using ABRA. It includes quick links to resources, such as this teacher guide, explanation of ABRA features, and how to use ABRA with other LTK+ tools.

Videos: This section provides quick access to video support. Videos are grouped into playlists centered on a theme.

Resources: This section provides resources to support teachers' use of ABRA in their classrooms. These resources include a large number of PDF documents. Some example resources include lesson plans, worksheets, guides, and teacher aids.

They will first need to select which class, date range, and type of report you want.

The activities are listed by their categories. Click on the tabs to select the category and see the activities of that category.

The overview pages provide an indication of: which activities learners have attempted, how much time they spent in each activity and in the category overall, and how many of the learners have completed the activity at least once (class overview) or which levels the learner has done (student overview).

Additional information that can be obtained by the activity details pages (varies by activity) include:
- Summary
- Access Statistics
- Correct/Incorrect Statistics
- Error Report
- Stories Read
- Words Clicked On
- Activity Insights

- Activity Connections
- Drop-down Filter of Overall or Level Information
- Complete/Incomplete Pie Chart (class portrait) or Bar Graph Comparison (student portrait)

There is a teacher aid on the resource site that provides an overview of this feature. You can access it from the link below, but be sure to check the site regularly incase it has been updated.
https://literacy.concordia.ca/resources/abra/shared/downloads/teacher_aids/tech_sup/ABRA-TA-Assessment-20190915.pdf
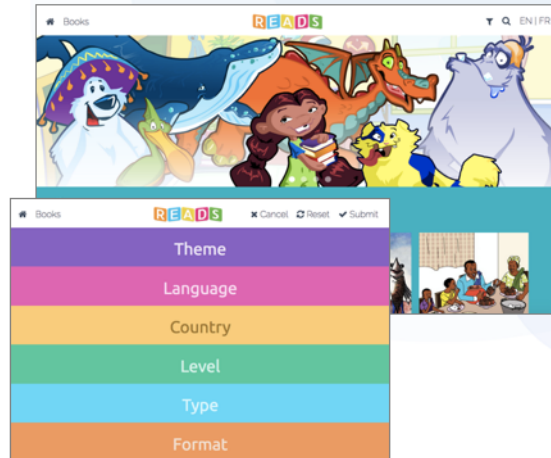
There is a teacher aid on the resource site that provides an overview of this feature. You can access it from the link below, but be sure to check the site regularly incase it has been updated.
https://literacy.concordia.ca/resources/abra/shared/downloads/teacher_aids/tech_sup/READS-TA-GettingStarted-20190430.pdf

Themes: READS has identified 15 common themes between all of the books within the repository. This can be a useful search strategy if teachers are building a unit on a particular theme, or if the child has shown interest in a particular subject.

Languages: Most of the stories are in English, but READS contains stories in 31 other languages as well. Some of the books have been translated into multiple languages. Others are only available in one language.

Country: READS has compiled stories from various countries across the world. This allows children to find and read stories relevant to their own culture, and/or explore and learn about new cultures and places.

Difficulty Levels:

- Beginner: First words, simple themes, large font, and lots of images.
- Easy: Short sentences, simple themes, introductory vocabulary, and lots of images.
- Average: Mix of simple and complex sentences, variety of themes, basic vocabulary, and less reliance on images for comprehension.
- Advanced: More complex sentences, may include more mature themes, some challenging vocabulary, and may or may not include images.
- Expert: Many complex and compound sentences, more mature themes, challenging vocabulary, and few images.

Type: READS has categorized the books within it into three groups: fiction, non-fiction, and poetry.

Format: The stories in READS are available in at least one of the following formats: PDF, audio, or html. The majority of the stories are available as a PDF.

Explore READS

- How do you see READS being used in your classroom context?
- What barriers do you anticipate? How can you overcome them?
- How can READS help you provide differentiated instruction to your pupils?
- Think of an upcoming theme you will explore in your classroom. Search READS to find a book that relates to that theme. How do you see this book fitting in to your lesson?

Allow teachers time to explore the tool on their own. You can use this time to circulate and answer any questions.

Have a short discussion with teachers about their experience.

ABRA-ePEARL Connection

- ePEARLis a web-based electronic portfolio software that has been designed to encourage self-regulated learning by supporting pupils as they set goals, develop and monitor strategies to accomplish tasks, and reflect on their learning
- My Readings: Practice reading one of the ABRA stories (use recorder)
- My Creations: Use ABRA stories as inspiration to create their own content

→ How can you use ePEARL in the task you created earlier?

There is a teacher aid on the resource site that provides an overview of this feature. You can access it from the link below, but be sure to check the site regularly incase it has been updated.
https://literacy.concordia.ca/resources/abra/shared/downloads/teacher_aids/ped_sup/ABRA-TA-ePEARLconnection-20190129.pdf

My Readings: use the recorder feature so that the learner can hear themselves (and compare their abilities at the beginning of the year and the end of the year.

My Creations: Very flexible. For example, they can use the recorder feature to orally answer story response questions. Or, they can use ePEARL for writing extension activities - perhaps creating a alternate ending to a story.

Inform teachers that they can use ePEARL for their own self-regulated learning. For example, they can upload a lesson plan they created then reflect on how it unfolded, and/or get feedback from a colleague, etc. There are 3 levels in the LTK+, so the teacher can adjust their level to suit their needs.

Wrap Up & Evaluation

Contact Information:

Add your contact information so that teachers can follow up with you after the training.

Answer any remaining questions the teachers may have.

Provide teachers with an evaluation form so that you can receive feedback on the training session. There is a sample form in the module.

Suggested Outline

The following guide provides a suggested breakdown for a 2-day blended training of the CSLP's *ABRA & READS* tools. This structure was adapted following several successful training sessions in Meru, Kenya. Adapt the following outline as needed.

Session Outcomes

Teachers:
- Explore the Learning Toolkit+ as a software that enhances with technology
- Understand what digital literacy is, and how it is instrumental in enhancing curriculum implementation

Trainers:
- Conceptualize how best to support the teachers they are working with both during the training and the implementation phases of the program

Day 1

Time	Objective & Activity	Methodology	Resources	Session Notes
10 minutes	Introductions & Ice Breaker	Whole Group	Session schedule	
10 minutes	Establish expectations: Each pair writes at least one	In pairs	Notebook and pen	
30 minutes	Andragogy: Understanding how to facilitate to adult learners	Whole Group	Presentation	
30 minutes	Introduce LTK+: Overview of tools with an emphasis on literacy (ABRA & READS)	Whole Group, Discussions,	Computers, PowerPoint Presentation	
30 minutes	Explore ABRA for awareness	Groups of 4, Hands on exploration with support	Computers, notebook and pen	
20 minutes	Teach what they explored in ABRA to another group			
Break				
60 minutes	Link ABRA to CBC lesson plans Discussing different language learning	Discussion and group work	Flip chart, Syllabus /CBC designs, Markers, and LTK (to	

	skills on both CBC/ syllabus and ABRA. Lesson planning (for a large class with alternative activities)		introduce a lesson, to teach a skill, or as an extension activity)	
60 minutes	Presentations of lesson plans and feedback	Group presentations	Flip Charts	
Lunch				
20 minutes	Teacher Module: Understanding the teacher resources and assessment feature	Presentation, whole group discussion, hands on	Computer, Powerpoint presentation or sample populated assessment reports	
60 minutes	Micro-lesson: Explain and demonstrate the features of a good lesson plan. Show a sample of a lesson plan. Distribute printouts with the sample lesson plan	Discussion, hands on activities in the software, small groups	Resources such as ABRA assessment, teacher resource site, TUSOME guide, and pintables	
60 minutes	Refining lesson plans Facilitate the groups in refining the lesson plans using the feedback given			
10 minutes	Reflection & Closure	Discussion and/or personal notes	Use prompts, such as "I used to think… Now I think…"	

2-Day ABRA/READS Training

Time	Objective & Activity	Methodology	Resources	Session Notes
10 minutes	Recap & reflection on the previous session	Presentation & Discussion	Group activities	
60 minutes	READS exploration The facilitator to explain and help participants to explore READS		Computers, Powerpoint presentation	
Break				
60 minutes	READS- Linkages to Class 6 syllabus. Aligning CBC designs to READS for English activities	Discussion, hands on activities in the software, small groups	Computers, Syllabus, notebook and pens	
90 minutes	Linkage to ABRA. Contextualizing learning- listing down ideas and think through on how it fits in a lesson	Discussion	Computers, Syllabus, notebook and pens	
Lunch				
60 minutes	Lesson planning and Micro lesson teaching preparation (READS)	Discussion and lesson planning	CBC/Syllabus	
60 minutes	Microteaching and feedback (encourage linkage to any subject)	Groupwork	Presentation	
30 minutes	Next steps: action points for ABRA	Whole group	LTK checklist	
30 minutes	Reflection & Closure Solicit feedback about training sessions	Discussion and/or personal notes	Use prompts, such as "I used to think… Now I think…" Feedback forms	

This 2-day outline is an adaptation of training sessions created by Maina WaGioko, Rose Iminza, and Enos Kiforo.

Reflection

What went well?

_____

_____

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What did not go well?

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What should be done going forward?

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Suggested Outline

The following guide provides a suggested breakdown for a 3-day blended training of the CSLP's *Teaching Early Literacy with the Learning Toolkit+*. Given the limited timeframe, the emphasis of these sessions is to explore the core literacy skills modules (Alphabetics, Fluency, Comprehension, and Writing), and how ABRA supports these skills. Teachers will be required to do some work outside of the training sessions before attending. They will also need to finish the remaining TPD modules on their own time. You can provide your contact information so that they can follow up as needed.

Preparations

Teacher's homework prior to training: Complete the *ABRACADABRA* module. Trainer preparation prior to training: Print feedback forms & course notebooks (optional).

Suggested Outline

Day 1

- Introductions
  Handout the course notebooks (if you printed copies)
- Brief overview of ABRA tool (student module)
  - Show video 'Getting Started with ABRA' https://youtu.be/hqkTRFlt7Wk;
  - Connect the tool to your curriculum (ICT & English).
    Can be general at this stage. Teachers will be asked to drill down when they create lesson plans.
- *Alphabetics* module:
  - Start by going through the module together;
  - Watch the phonological and phonemic awareness videos as a whole group;
  - Give teachers the chance to answer the 'Pause and Think' questions about the videos. Discuss as a group and answer any remaining questions the teachers have;
  - Allow teachers time to do the interactive knowledge check activities. These can be done individually or as a group;
  - During the 'Using ABRA to Support Alphabetics' section, go to the tool to demonstrate some activities live:
    - Review support/feedback of incorrect answers (use 'Word Families');
    - Review clicked on words support (use 'Tracking').
  - Have teachers do their own exploration of the tool and select an activity they think will be useful for their classroom.
- Direct teachers to create a lesson plan that incorporates an ABRA activity. Remind them to include curriculum links;
  Consider providing a sample lesson plan they can use as a model
- Teachers' homework: Complete the *Alphabetics* module, their lesson plan, and the *Cooperative Learning* module.

Day 2

- Ask teachers to present their lesson plans from the previous session. Solicit constructive feedback from the others;
- Divide the teachers into three equal groups and assign each group one of the remaining core skills modules (*Fluency*, *Comprehension*, and *Writing*);
  You can ask teachers to group themselves based on which module interests them the most.
- Support teachers as they move through their assigned module;
- Direct teachers to create a second lesson plan that focuses on their assigned literacy skill and an ABRA activity;
- Ask teachers to present their lesson plans. Solicit constructive feedback from the others;
  If you are short on time, you can ask the teachers to give you the lesson plans so you can provide feedback and return it to them.
  If you feel a lesson plan is strong, ask the teacher(s) who created it if you can use it as a model in future training sessions.
- Teachers' homework: Complete the remaining two core literacy skill modules, and the *ePEARL* module.

Day 3

- Answer any questions they teachers have about the modules they worked on for homework;
- Go through the *ABRA Assessment* module as a group (morning);
- Go through the *READS* module as a group (afternoon):
  - Have teachers to present their classroom activity from the 'Explore Reads' activity in the module.
    If you are short on time, you can ask the teachers to give you their work so you can provide feedback and return it to them at a later date.
- Allow enough time for teachers to take the final exam. Award them with a certificate when they pass the test;
- Provide teachers with a feedback survey.
  There is a sample form in the module you can use or edit.

Term Topics for LTK+ Training

Suggested Outline

The following guide provides a suggested breakdown for periodic training that will take place throughout the school year. By focusing on one topic at a time, teachers can gain a more in-depth understanding of how to incorporate the ABRA & READS tools in their classroom. Complete the table to suit your context.

Term 1

Date	Topic	Facilitators	Resources
	ABRA workshop		
	Pretesting		
	Awareness – ABRA/READS		Getting Started in ABRA Getting Started in READS
	ABRA lesson planning		Building Blocks of a CBC (Kenya) Lesson plan Building Blocks of a QEP Lesson Plan
	General workshop (classroom mgmt: logging in/out & turn-taking at the computer; managing large classes)		Login Basics Using ABRACADABRA in Large Classrooms Cooperative Learning Introduction
	Reflection on Term 1 (collection of checklists, observation forms, 1-pger; mention implementation of workshop topic - videotaping)		Discuss LTK implementation successes and challenges within each school; role of school-based ambassador (What worked? What didn't?); suggestions for topic foci for Term 2 (e.g., where are the gaps in understanding?)

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Term Topics for LTK+ Training

Term 2

Date	Topic	Facilitators	Resources
	Training and supporting teachers		
	Integrating ABRA with local curriculum		
	Using ABRA printed material		ABRA Teacher Resources
	ABRA & [curriculum] lesson: model		
	ABRA Assessment report		Assessing Students
	Using stations/centres		Using Stations/Centres
	Differentiation: model lesson		Different Pupils, Different Needs Gender Equality in the Classroom
	[Additional topics identified last term]		
	Reflection on Term 2		Discuss implementation successes and challenges within each school; role of school-based ambassador (What worked? What didn't?); suggestions for topic foci for Term 3 (e.g., where are the gaps in understanding?)

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Term Topics for LTK+ Training

Term 3

Date	Topic	Facilitators	Resources
	Balanced literacy approach		
	Using READS: fluency		Getting Started in READS Fluency Skills (READS)
	Using READS: comprehension & vocabulary		Comprehension Skills (READS) Vocabulary Skills (READS)
	Using READS: writing		Writing Skills (READS)
	[Additional topics identified last term]		
	Swap and share		
	Reflection on Term 3		Reflect on the past year of ABRA/READS implementation. How did their English instruction change as a result of using the software? What was impact on learners in terms of learning and motivation? What are their attitudes towards using ICT in teaching/learning – how have these changed? How could they adjust their teaching for those students who required remediation or were unable to keep up? Were their students who embraced use of ICT quickly and if so, how could these students be used next year to help the others?

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Lesson Plan Template

Lesson Name

Grade	Lesson Duration	Date
Topic		ABRA Activity
Materials Needed		Teacher Prep

Objectives

Prior Knowledge Needed

Lesson Objectives

Curriculum Links

Other Learning Areas	Non-Formal Learning

Lesson Activities

Introduction & Warm-up Activity	Time

Lesson Plan Template

Main Activity	Time

Extension Activity	Take Home Tasks

Consolidation

Assessment Questions	Assessment Strategies
	Assignment (Project or Presentation)
	Discussion Questions
	Homework
	Observation
	Peer-Assessment
Key Vocabulary	Self-Assessment
	Test/Quiz
	Other _____

Reflection

Successes

Improvements

Building Blocks of a Lesson Plan

Incorporating LTK+ and Quebec Education Program (QEP) Elements

This document explains the framework of an LTK infused lesson plan that integrates the Quebec Education Program.

The first section addresses the overall structure of the lesson. This includes both general information (such as the grade and subject), and the guiding principles or fundamental concepts woven throughout the lesson (such as the broad areas of learning and competencies).

The second section is the breakdown of the lesson. It provides details and steps to make the guiding principles come to life during the lesson.

The third section is for the teacher to fill out after giving the lesson. This space allows the teacher to reflect on how the lesson unfolded and ultimately evaluate if it supported students in developing the any of the goals outlined in the lesson.

General Information and Guiding Principles

Lesson Name		
Give your lesson a unique title that will let you quickly recall what it is about.		
Grade	**Subject**	**Date**
Preschool? Elementary cycle one, two, or three?	*What subject area is the focus of this lesson? English Language Arts? English as a Second Language? Ethics and Religious Culture Program? Drama? Etc.*	*MM/DD/YYYY*
Broad Area of Learning		**Topic**
What is the educational aim? *Health and Well-being; Personal and Career Planning; Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy; or Citizenship and Community Life.*		*What is the primary theme that will be the focus of the learning?*
QEP Subject-Specific Competencies		
What subject-specific curricular knowledge do you expect students to address in this lesson? For example, in English Language Arts they are: To read and listen to literary, popular and information-based texts; To write self-expressive, narrative and information-based texts; To represent her/his literacy in different media; To use language to communicate and learn.		
Cross-Curricular Competencies		
What other skills, not related to a specific subject, will be address in this lesson? To use information; To solve problems; To exercise critical judgment; To use creativity; To adopt effective work methods; To use information and communications technologies; To construct his/her identity; To cooperate with others; To communicate appropriately.		

Building Blocks of a Lesson Plan

Learning Objectives *What are the goals of the lesson? How can students demonstrate their knowledge? Consult the 'Essential Knowledges' and 'Progression of Learning' sections of the QEP to develop short and long-term goals.*	

Materials Needed *Will you be using real objects, a resource person, course books/students' books, teachers' guides, flash cards, digital resources, or worksheets in your lesson?*	**LTK+** *Which tool (ABRA, READS, ePEARL, ELM) will you use? Which activities or features will you use in your lesson?*
Learning Organization *Will students work individually, in pairs or groups, or with the whole class? Will this be in the computer lab, classroom or outside? What is the seating arrangement? Are students on the floor/mat or benches? Will there be learning stations and if so, what ones? Plan this in advance so you know how to set up your classroom or book necessary equipment.*	**Time** *How much time is needed to complete this lesson? 30 minutes? 45 minutes? An hour?*

Lesson Development

Review of Previous Lesson *What elements from the previous lesson can I use to remind students of their prior knowledge? How does it link to today's lesson? Consider using flashcards or other materials from the previous lesson to engage with the students.*	**Time** *Suggested time: 2 minutes*
Introduction (Hook) *How do I effectively begin my lesson? How can I effectively engage students with the new material? Is there a song or game I can use as a hook? Or is there a visual I can put on the board to help students warm-up for this lesson? What about questions, flashcard activities etc.*	**Time** *Suggested time: 5 minutes*
Lesson Development *Step by step describe what the students will be doing.* *For example:* • *Ask students to brainstorm possible outcomes* • *Encourage students to work as a team and engage in peer feedback.* *If using stations, clearly outline what students will do at each station: are they on a device? Are they using manipulatives? Are students using pencil and paper? Are students speaking to one another?*	**Time** *If describing multiple activities, you can break down the time per task.*
	Broad Areas of Learning & Competencies *Be specific in how these activities will address the QEP curriculum. Do not just list them again, but describe how your lesson supports curriculum goals.*
Conclusion (Transition) *How can I review what we've learned? Is there a song we can sing or a game I can model? This aids in wrapping up the lesson and fosters continued interest and reflection in students.*	**Time** *Suggested time: 5 minutes*

Extension Activities

How can I extend the learning outside of the classroom? What can the students do at home based on today's learning?

Also, plan for additional activities you can use for advanced students. If they finish their task quickly, how will you keep them engaged in the lesson (ex: additional worksheets? Put them in a helper role)?

Consult the Teacher Resources website of the relevant LTK+ tool for ideas.

Formative Assessment (Assessment <u>for</u> Learning; Assessment <u>as</u> Learning)

How will you determine if your students have understood the content or if they need additional support? Can you think of ways to encourage reflection to help students develop their self-regulated learning skills?

You can use the ABRA and ELM assessment features to help you determine students' strengths and weaknesses, or evaluate their unfinished artifacts in ePEARL.

Summative Assessment (Assessment <u>of</u> Learning)

What activities or tasks will you assign to help you evaluate students' attainment of the learning objectives for their final grade and report cards? How can they demonstrate their achievement in meeting the curriculum competencies?

Teacher Reflection

Reflection

What is your overall impression of the lesson? Did the instruction reach all students? How did your students engage with the content of the lesson?

Successes	**Improvements**
Provide details on the strengths of the lesson. What did your students enjoy most? Did you encounter problems you were able to successfully address?	*What areas of the lesson need to be revisited and why? What changes will I make for next time?*

Professional Competencies

Which professional competencies did you aim to address in this lesson? Did you succeed? If so, how? If not, what is the next step you can take to address this competency?

Building Blocks of a Lesson Plan

Incorporating LTK+ and Competency Based Curriculum (CBC) Elements

This document explains the framework of an LTK infused lesson plan that integrates the Competency Based Curriculum.

The first block, or the **index block**, provides general information pertaining to subject/learning area, roll, grade and date. The second block, or the **guiding principles**, outlines fundamental concepts that will be woven throughout the lesson plan. Finally, the third block is the **lesson development** section where you will see the guiding principles come to life during the lesson.

Take note that *Core Competencies*, *Values*, and *Pertinent Community Issues* do not have a designated section, rather these important elements will be incorporated within the body of the lesson.

Block 1 – Index

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
_____	Literacy/English Language Activities Mathematics Activities	#_____	MM/DD/YYYY	#_____	__:__	# of girls	# of boys

Block 2 – Guiding Principles

Strand	• *Mathematics Activities, the strands are: Numbers, Measurement, Geometry* • *Literacy Activities and English Language activities, the strands are: Listening, Speaking, Reading, Writing*
Sub-Strand	• *Mathematics Activities such as: Addition, Mass, Shapes* • *Literacy Activities and English Language activities such as: Storytelling, Phonemic Awareness, Spelling*
Essence Statement	*This statement sets the stage for the learning environment in terms of what learners will be exposed to and how it will support them once learning has taken place.*

	Example from an ELM lesson plan: The learner can count forwards and backwards from 1-20 and understand how number sequences can be applied to the counting of objects in both real-life and the digital context.
KIQ Key Inquiry Question	*This is a question that generates curiosity, inspires lifelong learning and ultimately responds to the learning outcomes of the lesson.*

Specific Learning Outcomes
  a) Know how to…
  b) Be able to demonstrate…
  c) Have an appreciation for…
	This section displays the progression of learning starting from knowledge acquisition to how a learner can demonstrate a skill and finally how a learner can apply this skill in other areas of everyday life.

LTK+ ABRA, READS, ELM, ePEARL	*Which activity will you be using or referencing in your lesson?*
Other Learning Resources	*Will you be using real objects/realia, a resource person, course books/learners' books, teachers' guides, flash cards, digital resources, or worksheets in your lesson?*

Learning Organization
  a) Learners work in pairs on the LTK+ to enhance a skill
  b) Learners use this skill in pairs and engage in an oral activity
  c) Game in groups
	This is an introduction to what the learning stations will include. Will learners work individually? In pairs? In small/large groups? Or whole class? Will this be in the computer lab, classroom or outside? What is the seating arrangement? Are students on the floor/mat or benches?

Block 3 – Lesson Development
This is where you can tie in core competencies, values, and PCIs.

Review of Previous Lesson Suggested time: 2 minutes	*What elements from the previous lesson can I use to remind learners of prior knowledge?* *Is there a song or game I can use as a hook? Or is there a visual I can put on the board to help learners warm-up for this lesson?* *Consider using flashcards or other materials from the previous lesson to engage with the learners.*
Introduction Suggested time: 5 minutes	*How can I effectively engage learners with the new material?*

	How do I effectively begin my lesson? Do I use a song, a recital, questions, flashcard activities etc. What can I bring forward from the previous lesson to link what we will learn today? Eg. review of previous lesson or previously learnt concepts that relate to the lesson.
Lesson Development Suggested time: 10 minutes Step1, Step 2…	*Step by step describe what the learners will be doing.* *For example:* • *Ask learners to brainstorm other possible outcomes (critical thinking)* • *Encourage learners to work as a team and engage in peer feedback (responsibility) (life skill).*
Differential Learning: **Learning Stations** Group 1, Group 2… Suggested time per station: 10 minutes *See lesson plans for suggested activities, however the teacher can use alternative activities available to them	*Learning stations directly compliment the CBC as the learner is at the core of the learning experience.* *Clearly outline what learners will do at each station: are they on a device? Are they using manipulatives? Are learners using pencil and paper? Are learners speaking to one another?*
Conclusion Suggested time: 5 minutes	*How can I review what we've learned in less than 5 minutes? Is there a song we can sing or a game I can model? This aids in wrapping up the lesson.*
Learner Refection	*How can I engage learners in reflection? This can be as simple as asking learners to express their opinion on the material or it can be an open-ended question that will inspire them to take their learning outside of the classroom and share with others. Or use self-reflection strategies such as exit cards, traffic light, one wish and a star, 3-2-1 etc. to enhance self-efficacy.*
Extended Activity	*How can I extend the learning outside of the classroom? Also, what can the learner do at home based on today's learning?* *Consult extension activities within Teacher Resources in the LTK.*

Summary Statement	*This statement answers the KIQ from the beginning of the lesson and gives an overview of the learning that took place in this lesson.*
Reflection	*What went well? What areas of the lesson that need to be revisited and why? Did my instruction reach all learners? How can I make changes for next time?*
Assessment	*Note: ABRA and ELM have an assessment module from which the teacher can derive an assessment report for the learner.* *Consider a formative assessment piece that will not only guide your instruction for future lessons but also give learners a chance to demonstrate their learning.*

GRADE 2 LISTENING & READS

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 2A	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#____	__/__/__	#____	__:__ __:__	____ BOYS	____ GIRLS

STRAND	Listening
SUB STRAND	Storytelling
ESSENCE STATEMENT	The learner listens to a story and can make connections to derive deeper meaning or values that can be applied to a real-life context.
KEY INQUIRY QUESTIONS	What can I learn from reading a storybook?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Understand words in the story and identify them in their own community; b) Discern the various parts of a story; c) Appreciate how we can learn valuable lessons from stories all while developing our reading skills.
LTK+	READS – "Khalai talks to plants".
OTHER LEARNING RESOURCES	Paint, plain papers, small pieces of paper, glue, **printed versions of the story "Khalai talks to plants" cut up into segments**, tablets/computers, stopwatch.

Learning Organisation
1) Learners engage in a short discussion about Mother Earth
2) Learners listen to (and read) a story from READS through choral reading
3) Learners in pairs/groups sequence the story from beginning to end
4) Learners express their understanding through painting

Review of previous lesson (2 mins)
Learners to share with the whole class in turns, a story they read together in class this year that they really admired.

Introduction (5 mins)
The teacher leads the class in singing a new song "I love the earth" (to the tune of the Itsy Bitsy Spider):

> *I love the earth and everything that lives*
> *I love the plants and the beauty each one gives*
> *I love the animals and the fish in the sea*
> *For I am a part of Mother Earth and it's a part of me*

Ask learners, "what does the word Mother Earth mean?". As they answer, emphasize the value of responsibility that humans have to be stewards of the Earth.

Lesson development (10 mins)

Step1: With the story up on the projector screen, the teacher leads the learners in choral reading of the story: "Khalai talks to plants". Boys read one sentence, and the girls the next.

Step 2: Write some of the vocabulary from the story on the board: *grass, flowers, hedge, branches, shade*. Ask:
- Which word makes the "h" sound? "gr"?
- Which word has two syllables?

Step 3: Teacher tells learners that these are all things from Mother Earth.

Differential Learning: Learning stations (10mins/station)

Set the stopwatch for 10 minutes, when the timer goes, learners switch stations.

Provide the group instructions as follows:

Group 1: The first group logs onto LTK and opens the story from READS. Learners re-read the story aloud in small groups or in pairs to enhance collaboration and turn taking.

Group 2: On the mat, groups of learners practice vocabulary from the story. **With small pieces of paper, glue, and large flashcards**, learners paste the small pieces of paper onto the letters. Emphasize peer support as children complete the task.

List of words from the story: *seven, wake, talks, grow, grass, flowers, branches, shade, hedge, visits, tomorrow.*

Group 3: This group of learners do a Sequencing activity**. Print out segments of the story** onto small sheets of paper. Learners work together to put the story back in order. When they are done, the children paste it back together.

Group 4: Issue this group with **plain paper and paints**. Inspire learners to paint a collection of things found in Mother Nature that they see every day to enhance creative thinking.

Conclusion: (5 mins)

Ask:
- What did Khalai do first? Second? Third?
- What did she do when she got to school?
  Ask the children why they think she does that.

Sing together: "I love the earth" (to the tune of the Teensy Weensy Spider)
> *I love the earth and everything that lives*
> *I love the plants and the beauty each one gives*
> *I love the animals and the fish in the sea*

For I am a part of Mother Earth and it's a part of me

Have the learners clean up and put all the materials used in order.

Learner Reflection
Ask the learners to think of three plants or animals they see on their way to school that bring them joy or beauty into their lives.

Extended Activity
Invite learners to share today's story with their families and ask their parents or guardian to share one as well. For the next lesson, the learner will be asked to share a story with the class.

ABRA Resources: *Word Search: Environment (Standard 3)*

Summary Statement
Reading stories helps us to learn to listen and learn to find deeper meaning in texts.

Teacher Reflection
Refer to the A Lesson Plan Template document for guidance.

ASSESSMENT
Collect the learner's drawings from learning station **Group 4**. What kind of connections were they able to make? Did they understand the meaning of the story and make it relevant to their own life? Make anecdotal records.

Remember: to print out and prepare the items highlighted in the bold blue font.

Any other story from READS can be selected and linked to PCIs, competencies, or values that the teacher intends the learners to develop. The selected story can also be linked to other learning areas such as Environmental activities, or Health Education and Personal Hygiene.

Outline for the Activity

This exercise relates to the "Modelling Comprehensive Lesson Plans" activity in the *Train the Trainer* module. It is designed to help teachers understand the important elements that make up a comprehensive lesson plan.

Objectives

- Ensure teachers have the skills and knowledge to develop lesson plans that link learning goals and outcomes to:
    1) Specific ABRA activities.
    2) Curricular and Syllabus goals.
- Ensure teachers know where and how to find information necessary to create a lesson plan that meets their curricular goals, learning objectives and themes.
- Ensure teachers use the provided materials and resources effectively to help them design comprehensive lesson plans.

Purpose

- Demonstrate how to create and evaluate a lesson plan so it meets the stated learning objectives.
- Analyse the lesson plans and identify the missing elements.
- Gain practice using the resources in the ABRA Teacher module to aid in planning a lesson.
- Practice identifying or creating the links between specific ABRA activities and the learning objectives.

Use

- Teachers will be given a lesson plan with some missing elements. They should be able to rework the lesson plan so that it addresses all of the necessary elements.

Possible Errors Found in the Lesson Plans

- Missing essential components of the curriculum.
- Missing or unclear learning objectives.
- Missing teacher preparation instructions, directives, which allow the teacher to know where to go to find the necessary information to choose stories and activities and review them before assigning them to pupils.
- Displaying incorrect links to syllabus.
- Missing necessary details or steps needed for another person to replicate the lesson in a classroom.
- Disorganized structure or mislabelled sections.

Exercise: Instructions & Materials

Instructions

1) Depending on the number of attendees, pair up teachers or create small groups.
2) Distribute one lesson plan per group.
3) Ask teachers to review, evaluate, and try to execute the lesson plan (write notes).
4) Ask teachers to improve the lesson plan (write suggestions).
5) (if time allows) Exchange with another group and repeat step 3.
6) Discuss and share with group.

Trainer's Copy of the Lesson Plans

- Includes all the necessary elements of a model lesson plan.
- The highlighted areas of the lesson plan represent missing or unclear information on trainee's copy.
- Descriptive notes explain the error.

Teachers' Copy of the Lesson Plans

- Contains missing and/or unclear information, which makes it difficult to follow and execute the lesson plan.

GRADE 1 READING (ALPHABETICS)

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 1B	LITERACY/ENGLISH language activities	#____	__/__/__	#____	__:__ __:__	____ BOYS	____ GIRLS

STRAND	Reading
SUB STRAND	Phonemic Awareness
ESSENCE STATEMENT	The learner can identify beginning sounds and understand how sounds can be put together to form words that are used in written text.
SPECIFIC LEARNING OUTCOMES	Learners being able to: a) Learn how to segment words with various sounds; b) Be aware of words that have similar sounds.
LTK+	ABRA – Word Matching (level 1).
OTHER LEARNING RESOURCES	**Flashcards**, sticky notes, tablets/computers, sounds from the environment, stopwatch, **checklist or rubric for a formative assessment**.

Learning Organisation
1)
2)
3)

Review of previous lesson (2 mins)
Learners to practice reading a few words from the board as they continue practicing left-right eye movement.

Introduction (5 mins)
The teacher writes the name on the board and ask learners to identify the first sound in **C**aroline. The teacher then asks the learners to come up with other words that have the similar beginning sound. For example: car, cup, cat, cub, can, cap.

Lesson development (10 mins)
Step1 (5 minutes): Pair the learners and have them identify the first sound in their names and come up with other words with similar beginning sounds.

Step 2: Write a few common sounds the learners use frequently, on the board, have them find new partners and let them come up with words with the beginning sounds as the ones written on the board.

Step 3 (30 minutes = 7 mins/station): Differential Learning: Learning stations

Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find word matching activity-level 1. Learners to work in pairs taking turns in finding and matching the same beginning sound. Use the story 'The Dove and the Ant'.

Group 2: Issue this group with **word flash cards**, let them identify the beginning sounds of the words.

Group 3: Issue this group with **paper cut-outs**, give them a sound or two, let them write as many words with a similar beginning sound. Have them display their work on the literacy corner once checked.

Group 4: **Provide picture cut-outs**, ask the learners look at the pictures and identify the beginning sound for each.

Have the learners clean up and put all the materials used in order.

Learner Reflection
Have learners fill out a collective acrostic poem of the alphabet somewhere in the classroom (large piece of paper/chalk board). Each learner is responsible to write a word or draw an image beside one of the letters of the alphabet and write their name beside it.

Extended Activity
Let learners find out the names of their family members, identify the first sounds of the names, they can share these sounds at the beginning of the next Literacy lesson.

ABRA Resources: *Letter Sounds and Blending*

Summary Statement
For every word that we read, we should identify the beginning sound as it will help us read the whole word.

Teacher Reflection
Refer to the A Lesson Plan Template document for guidance.

ASSESSMENT

Throughout many of the learning activities, learners have the opportunity to identify the beginning sound of words. Circulate the classroom with a checklist to log which sounds learners can easily identify and which sounds need to be reviewed in future lessons.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 1 READING (ALPHABETICS)

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 1B	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#____	__/__/__	#____	__:__ __:__	____ BOYS	____ GIRLS

STRAND	Reading
SUB STRAND	Phonemic Awareness
ESSENCE STATEMENT	The learner can identify beginning sounds and understand how sounds can be put together to form words that are used in written text.
KEY INQUIRY QUESTIONS	What sounds do you hear when you read different words? **This has been removed from the teacher's worksheet version.**
SPECIFIC LEARNING OUTCOMES	The learner should be able to: **has been changed to:** Learners being able to; **in the teacher's worksheet version. It should be phrased as singular.** a) Learn how to segment words with various sounds; b) Segment words that start with similar sounds; **has been changed to:** Be aware of words that have similar sounds. **There are two problems with this: a) "be aware of" is not a measurable verb. Teacher should choose something they can observe, like "Segment". b) "similar sounds" is too broad. Clarify by mentioning the focus is on beginning sounds.** c) Desire to segment all kinds of words and embrace the learning to learn attitude. **This has been removed from the teacher's worksheet version**
LTK+	ABRA – Word Matching (level 1).
OTHER LEARNING RESOURCES	**Flashcards**, sticky notes, tablets/computers, sounds from the environment, stopwatch, **checklist or rubric for a formative assessment**.

Learning Organisation
1) In groups, learners engage in the Word Matching activity in ABRA to match beginning word sounds.
2) Learners in pairs/groups look at flashcards to determine the beginning sound of words.
3) With the intervention of the teacher, a sound is provided to a group of learners so they can write words that have that sound.
4) In pairs, learners identify the beginning sounds from picture cut-outs.
This has been removed from the teacher's worksheet version. A hint was provided by keeping the numbered list, but only 3 numbers are shown.

Review of previous lesson (2 mins)
Learners to practice reading a few words from the board as they continue practicing left-right eye movement.

Introduction (5 mins)
The teacher writes the name on the board and ask learners to identify the first sound in **C**aroline. The teacher then asks the learners to come up with other words that have the similar beginning sound. For example: car, cup, cat, cub, can, cap.

Lesson development (10 mins)
Step1 (5 minutes): Pair the learners and have them identify the first sound in their names and come up with other words with similar beginning sounds.

Step 2 (5-7minutes): **The time has been removed from the teacher's worksheet version.** Write a few common sounds the learners use frequently, on the board, have them find new partners and let them come up with words with the beginning sounds as the ones written on the board.

Step 3 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find word matching activity-level 1. Learners to work in pairs taking turns in finding and matching the same beginning sound. Use the story 'The Dove and the Ant'.

Group 2: Issue this group with **word flash cards**, let them identify the beginning sounds of the words.

Group 3: Issue this group with **paper cut-outs**, give them a sound or two, let them write as many words with a similar beginning sound. Have them display their work on the literacy corner once checked.

Group 4: **Provide picture cut-outs**, ask the learners look at the pictures and identify the beginning sound for each.

Conclusion: (5 mins)
Wind up the lesson with the alphabet song:
    A is for apple a a apple
    B is for boy, b b boy
    C is for cat, c c cat….
This has been removed from the teacher's worksheet version.

Have the learners clean up and put all the materials used in order.

Learner Reflection

Have learners fill out a collective acrostic poem of the alphabet somewhere in the classroom (large piece of paper/chalk board). Each learner is responsible to write a word or draw an image beside one of the letters of the alphabet and write their name beside it.

Extended Activity

Let learners find out the names of their family members, identify the first sounds of the names, they can share these sounds at the beginning of the next Literacy lesson.

ABRA Resources: Letter Sounds and Blending

Summary Statement

For every word that we read, we should identify the beginning sound as it will help us read the whole word.

Teacher Reflection

Refer to the A Lesson Plan Template document for guidance.

ASSESSMENT

Throughout many of the learning activities, learners have the opportunity to identify the beginning sound of words. Circulate the classroom with a checklist to log which sounds learners can easily identify and which sounds need to be reviewed in future lessons.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 1 READING (ALPHABETICS)

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 1B	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#____	__/__/__	#____	__:__ __:__	____ BOYS	____ GIRLS

STRAND	Reading
SUB STRAND	Phonemic Awareness
ESSENCE STATEMENT	The learner can identify beginning sounds and understand how sounds can be put together to form words that are used in written text.
KEY INQUIRY QUESTIONS	What sounds do you hear when you read different words?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Learn how to segment words with various sounds; b) Segment words that start with similar sounds; c) Desire to segment all kinds of words and embrace the learning to learn attitude.
LTK+	ABRA – Word Matching (level 1).
OTHER LEARNING RESOURCES	**Flashcards**, sticky notes, tablets/computers, sounds from the environment, stopwatch, **checklist or rubric for a formative assessment**.

Learning Organisation
1) In groups, learners engage in the Word Matching activity in ABRA to match beginning word sounds.
2) Learners in pairs/groups look at flashcards to determine the beginning sound of words.
3) With the intervention of the teacher, a sound is provided to a group of learners so they can write words that have that sound.
4) In pairs, learners identify the beginning sounds from picture cut-outs.

Review of previous lesson (2 mins)
Learners to practice reading a few words from the board as they continue practicing left-right eye movement.

Introduction (5 mins)
The teacher writes the name on the board and ask learners to identify the first sound in **C**aroline. The teacher then asks the learners to come up with other words that have the similar beginning sound. For example: car, cup, cat, cub, can, cap.

Lesson development (10 mins)
Step1 (5 minutes): Pair the learners and have them identify the first sound in their names and come up with other words with similar beginning sounds.

Step 2 (5-7minutes): Write a few common sounds the learners use frequently, on the board, have them find new partners and let them come up with words with the beginning sounds as the ones written on the board.

Step 3 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find word matching activity-level 1. Learners to work in pairs taking turns in finding and matching the same beginning sound. Use the story 'The Dove and the Ant'.

Group 2: Issue this group with **word flash cards**, let them identify the beginning sounds of the words.

Group 3: Issue this group with **paper cut-outs**, give them a sound or two, let them write as many words with a similar beginning sound. Have them display their work on the literacy corner once checked.

Group 4: **Provide picture cut-outs**, ask the learners look at the pictures and identify the beginning sound for each.

Conclusion: (5 mins)
Wind up the lesson with the alphabet song:
> *A is for apple a a apple*
> *B is for boy, b b boy*
> *C is for cat, c c cat….*

Have the learners clean up and put all the materials used in order.

Learner Reflection
Have learners fill out a collective acrostic poem of the alphabet somewhere in the classroom (large piece of paper/chalk board). Each learner is responsible to write a word or draw an image beside one of the letters of the alphabet and write their name beside it.

Extended Activity
Let learners find out the names of their family members, identify the first sounds of the names, they can share these sounds at the beginning of the next Literacy lesson.

> **ABRA Resources**: *Letter Sounds and Blending*

Summary Statement

For every word that we read, we should identify the beginning sound as it will help us read the whole word.

Teacher Reflection

Refer to the A Lesson Plan Template document for guidance.

ASSESSMENT

Throughout many of the learning activities, learners have the opportunity to identify the beginning sound of words. Circulate the classroom with a checklist to log which sounds learners can easily identify and which sounds need to be reviewed in future lessons.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 3 LISTENING & SPEAKING (FLUENCY)

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 3B	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#____	__/__/__	#____	__:__ __:__	_____ BOYS	_____ GIRLS

STRAND	Listening & Speaking
SUB STRAND	Imitation
	Listening to formal and non-formal conversation can be used as a guide to respond effectively to certain audiences.
	How can listening help me speak effectively?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Listen to varied sentence structures. b) Use appropriate expressions and phrases when speaking. c) Appreciate that listening to someone's expression helps us respond effectively.
LTK+	ABRA – Expression, The Frogs and the Well, and Henny Penny.
OTHER LEARNING RESOURCES	*Which resources will you require?*

Learning Organisation
You're preparing to teach grade 3.
- *What things would you do to prepare for an ABRA lab lesson? For instance, go to the computer lab and test the machines, how many machines are available, how will you group the children, etc.*
- *How will the learning be organized?*

Review of previous lesson (5 mins)
On the projector, the teacher goes to ABRA, selects Prediction and chooses the The Frogs and the Well, or another story that students aren't yet familiar with.

As a class, the learners respond to one or two prompts

The teacher reminds learners that when a question is asked, our voices naturally intonate, or go up.

Introduction (5 mins)
Learners participate in choral reading using a **print version of "The Little Red Hen"**.

The teacher stops during reading for further instruction:
- Explain why our voices raise when we intonate (p.5, 10, 13, 17).

- Explain why our voices do the opposite when we reply with "no" (p.6,11, 14,19).
- Model how to show expression when there is an exclamation point (p.15).
- Model how to respond positively (p.18).

This allows students to access critical thinking and explore the aspect of using expression to convey meaning.

Lesson development (35 mins)

Step1 (10 minutes): On the projector, the teacher goes to ABRA, Reading, Expression and chooses a story the children are with, such as The Little Red Hen. As a class, the learners agree or disagree on whether or not the passage is read with the correct expression. Make it clear to learners that this natural intonation when we ask questions or read a story aloud is called expression.

Step 2 (10 minutes): Learners go to the Reading section, choose the activity Expression, and connect it to a story of their choice. With a partner, the learners agree or disagree on whether or not the passage is read with the correct expression.

Step 3 (15 minutes): In groups of 6, each learner is assigned a character from Henny Penny. Characters (6):

- Narrator;
- Henny Penny;
- Cocky Lockey;
- Foxy Woxy;
- Goosey-Poosey;
- Ducky Doodle.

Learners read the text and follow along in the ABRA book. The teacher circulates with a **checklist** and monitors if learners are using the proper expression.

This activity can be found on the teacher resource site: _Act It Out_

Conclusion: (5 mins)

Wind up the lesson by playing the game: complete the story. Learners sit in a circle and contribute one sentence to the class story. For larger classes, put learners in groups of 5 or 6.

Teacher: "Once upon a time there was a big scary dog…"
Learner 1: "The dog had big, sharp teeth…"

Have the learners clean up and put all the materials used in order.

Learner Reflection

In pairs, each learner reads a sentence. Did they read it with the correct expression?

Extended Activity

Summary Statement
Using the correct expression helps us effectively communicate.

Teacher Reflection (Sample)
How can I encourage learners to be more engaged when working in the lab?
- *Set time limits for learners so they remain more focused.*

Are learners using their learning potential fully when in the lab?
- *Some learners easily got off track by trying out other ABRA activities, perhaps set up a 3-strike system.*

What could I do differently next time?
- *Next time I will allow learners to choose their own ABRA book.*

How can I bring this lesson back into the regular classroom setting?
- *Now that we have had time in the lab, I will turn this activity into a drama activity, similar to part 3 of the extension activity above.*

ASSESSMENT
Write anecdotal records of learner progress. Ask myself the following questions: are learners working well in pairs? Are learners using the appropriate expression when reading?

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 3 LISTENING & SPEAKING (FLUENCY)

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 3B	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#____	__/__/__	#____	__:__ __:__	____ BOYS	____ GIRLS

STRAND	Listening & Speaking
SUB STRAND	Imitation
ESSENCE STATEMENT	Listening to formal and non-formal conversation can be used as a guide to respond effectively to certain audiences. **"Essence Statement" has been removed from the teacher's worksheet version. Teachers will have to identify that this phrase is the essence statement.**
KEY INQUIRY QUESTIONS	How can listening help me speak effectively? **"KIQ" has been removed from the teacher's worksheet version. Teachers will have to identify that this question is the Key Inquiry Question (KIQ).**
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Listen to varied sentence structures. b) Use appropriate expressions and phrases when speaking. c) Appreciate that listening to someone's expression helps us respond effectively.
LTK+	ABRA – Expression, The Frogs and the Well, and Henny Penny.
OTHER LEARNING RESOURCES	Tablets/computers, **print version of Henny Penny, checklist or rubric for a formative assessment**. **All of the resources have been removed from the teacher's worksheet version, and they are given the question:** *Which resources will you require?* **to guide them on how to fill out this section.**

Learning Organisation
1) In the lab, the teacher models ABRA activity.
2) Learners sign in to the LTK+ and go to ABRA.
3) Learners work in pairs to respond to prompts.
4) Learners take turns reading the story with expression.

The learning organization section has been removed from the teacher's worksheet version, and they are given these questions:
You're preparing to teach grade 3.
- *What things would you do to prepare for an ABRA lab lesson? For instance, go to the computer lab and test the machines, how many machines are available, how will you group the children, etc.*
- *How will the learning be organized?*

to guide them on how to fill out this section.

Review of previous lesson (5 mins)
On the projector, the teacher goes to ABRA, selects Prediction and chooses the The Frogs and the Well, or another story that students aren't yet familiar with.

As a class, the learners respond to one or two prompts

The teacher reminds learners that when a question is asked, our voices naturally intonate, or go up.

Introduction (5 mins)
Learners participate in choral reading using a **print version of "The Little Red Hen"**.

The teacher stops during reading for further instruction:
- Explain why our voices raise when we intonate (p.5, 10, 13, 17).
- Explain why our voices do the opposite when we reply with "no" (p.6,11, 14,19).
- Model how to show expression when there is an exclamation point (p.15).
- Model how to respond positively (p.18).

This allows students to access critical thinking and explore the aspect of using expression to convey meaning.

Lesson development (35 mins)
Step1 (10 minutes): On the projector, the teacher goes to ABRA, Reading, Expression and chooses a story the children are with, such as The Little Red Hen. As a class, the learners agree or disagree on whether or not the passage is read with the correct expression. Make it clear to learners that this natural intonation when we ask questions or read a story aloud is called expression.

Step 2 (10 minutes): Learners go to the Reading section, choose the activity Expression, and connect it to a story of their choice. With a partner, the learners agree or disagree on whether or not the passage is read with the correct expression.

Step 3 (15 minutes): In groups of 6, each learner is assigned a character from Henny Penny. Characters (6):
- Narrator;
- Henny Penny;
- Cocky Lockey;
- Foxy Woxy;
- Goosey-Poosey;
- Ducky Doodle.

Learners read the text and follow along in the ABRA book. The teacher circulates with a **checklist** and monitors if learners are using the proper expression.

> This activity can be found on the teacher resource site: _Act It Out_

Conclusion: (5 mins)
Wind up the lesson by playing the game: complete the story. Learners sit in a circle and contribute one sentence to the class story. For larger classes, put learners in groups of 5 or 6.

> *Teacher: "Once upon a time there was a big scary dog…"*
> *Learner 1: "The dog had big, sharp teeth…"*

Have the learners clean up and put all the materials used in order.

Learner Reflection
In pairs, each learner reads a sentence. Did they read it with the correct expression?

Extended Activity
Encourage learners to tell stories to their siblings and friends or try out an extension activity. Can you think of a funny story? A sad story? A scary story?

ABRA Resources: ABRA & Student Stories. Go to the Student Stories tab: Learners can choose from this list and practice expression with a story of their choice.

This has been removed from the teacher's worksheet version. If teachers are having trouble adding content to this part, notify them that there are 2 components. First, there is the extension to the community. For example, how can they share what they learned with a peer or parent? Secondly, there is the extension of the activity outside of the classroom using resources from the teacher resource site or READS.

Summary Statement
Using the correct expression helps us effectively communicate.

Teacher Reflection (Sample)
How can I encourage learners to be more engaged when working in the lab?
- *Set time limits for learners so they remain more focused.*

Are learners using their learning potential fully when in the lab?
- *Some learners easily got off track by trying out other ABRA activities, perhaps set up a 3-strike system.*

What could I do differently next time?
- *Next time I will allow learners to choose their own ABRA book.*

How can I bring this lesson back into the regular classroom setting?
- *Now that we have had time in the lab, I will turn this activity into a drama activity, similar to part 3 of the extension activity above.*

ASSESSMENT

Write anecdotal records of learner progress. Ask myself the following questions: are learners working well in pairs? Are learners using the appropriate expression when reading?

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 3 LISTENING & SPEAKING (FLUENCY)

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 3B	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#_____	__/__/__	#_____	__:__ __:__	_____ BOYS	_____ GIRLS

STRAND	Listening & Speaking
SUB STRAND	Imitation
ESSENCE STATEMENT	Listening to formal and non-formal conversation can be used as a guide to respond effectively to certain audiences.
KEY INQUIRY QUESTIONS	How can listening help me speak effectively?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Listen to varied sentence structures. b) Use appropriate expressions and phrases when speaking. c) Appreciate that listening to someone's expression helps us respond effectively.
LTK+	ABRA – Expression, The Frogs and the Well, and Henny Penny.
OTHER LEARNING RESOURCES	Tablets/computers, **print version of Henny Penny, checklist or rubric for a formative assessment**.

Learning Organisation
1) In the lab, the teacher models ABRA activity.
2) Learners sign in to the LTK+ and go to ABRA.
3) Learners work in pairs to respond to prompts.
4) Learners take turns reading the story with expression.

Review of previous lesson (5 mins)
On the projector, the teacher goes to ABRA, selects Prediction and chooses the The Frogs and the Well, or another story that students aren't yet familiar with.

As a class, the learners respond to one or two prompts

The teacher reminds learners that when a question is asked, our voices naturally intonate, or go up.

Introduction (5 mins)
Learners participate in choral reading using a **print version of "The Little Red Hen"**.

The teacher stops during reading for further instruction:
- Explain why our voices raise when we intonate (p.5, 10, 13, 17).

- Explain why our voices do the opposite when we reply with "no" (p.6,11, 14,19).
- Model how to show expression when there is an exclamation point (p.15).
- Model how to respond positively (p.18).

This allows students to access critical thinking and explore the aspect of using expression to convey meaning.

Lesson development (35 mins)

Step1 (10 minutes): On the projector, the teacher goes to ABRA, Reading, Expression and chooses a story the children are with, such as The Little Red Hen. As a class, the learners agree or disagree on whether or not the passage is read with the correct expression. Make it clear to learners that this natural intonation when we ask questions or read a story aloud is called expression.

Step 2 (10 minutes): Learners go to the Reading section, choose the activity Expression, and connect it to a story of their choice. With a partner, the learners agree or disagree on whether or not the passage is read with the correct expression.

Step 3 (15 minutes): In groups of 6, each learner is assigned a character from Henny Penny. Characters (6):

- Narrator;
- Henny Penny;
- Cocky Lockey;
- Foxy Woxy;
- Goosey-Poosey;
- Ducky Doodle.

Learners read the text and follow along in the ABRA book. The teacher circulates with a **checklist** and monitors if learners are using the proper expression.

> This activity can be found on the teacher resource site: *Act It Out*

Conclusion: (5 mins)

Wind up the lesson by playing the game: complete the story. Learners sit in a circle and contribute one sentence to the class story. For larger classes, put learners in groups of 5 or 6.

> *Teacher: "Once upon a time there was a big scary dog…"*
> *Learner 1: "The dog had big, sharp teeth…"*

Have the learners clean up and put all the materials used in order.

Learner Reflection

In pairs, each learner reads a sentence. Did they read it with the correct expression?

Extended Activity

Encourage learners to tell stories to their siblings and friends or try out an extension activity. Can you think of a funny story? A sad story? A scary story?

> ***ABRA Resources:*** *ABRA & Student Stories. Go to the Student Stories tab:* Learners can choose from this list and practice expression with a story of their choice.

Summary Statement

Using the correct expression helps us effectively communicate.

Teacher Reflection (Sample)

How can I encourage learners to be more engaged when working in the lab?
- *Set time limits for learners so they remain more focused.*

Are learners using their learning potential fully when in the lab?
- *Some learners easily got off track by trying out other ABRA activities, perhaps set up a 3-strike system.*

What could I do differently next time?
- *Next time I will allow learners to choose their own ABRA book.*

How can I bring this lesson back into the regular classroom setting?
- *Now that we have had time in the lab, I will turn this activity into a drama activity, similar to part 3 of the extension activity above.*

ASSESSMENT

Write anecdotal records of learner progress. Ask myself the following questions: are learners working well in pairs? Are learners using the appropriate expression when reading?

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 1 READING COMPREHENSION

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 1A	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#_____	__/__/__	#_____	__:__ __:__	_____ BOYS	_____ GIRLS

STRAND	Reading
SUB STRAND	Reading Comprehension
ESSENCE STATEMENT	
KEY INQUIRY QUESTIONS	
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Read simple texts fluently and with understanding. b) Identify new words and illustrate their meaning. c) Desire to discover new words while reading and embrace the learning to learn attitude.
LTK+	ABRA – Summarizing & Vocabulary (choose words: gulp, hurry, leap, waddle).
OTHER LEARNING RESOURCES	**Flashcards with words from the story, paper cut-outs, workbooks**, tablets/computers, stopwatch.

Learning Organisation
1) As a class, learners engage in the Summarizing activity in ABRA.
2) In pairs/small groups, learners work on the Vocabulary activity in ABRA.
3) In pairs/small groups, learners read new words aloud and confirm meaning through drawing.
4) As a class, learners share new words with the class and are encouraged to re-tell the story to their parents or guardians.

Review of previous lesson (2 mins)
Learners are prompted to recall characters from the story, "The Frogs and the Well". Possible questions: "Is there a main character in the story?" "What other characters are there?"

Lesson development (10 mins)
Step1 (5 minutes): Once the first question prompt comes up, the teacher repeats the question and generates discussion with the learners asking for volunteers to share their answers.

Step 2 (5-7minutes): Continue with the rest of the prompts.

Introduction (5 mins)
On the projector, the teacher goes to the story and connects it to the activity Summarizing in ABRA. One page is read by the girls, the next is read by the boys.

Step 3 (5 minutes): The final prompt will ask the learners to…
Ask learners to…

Step 4 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations.

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find the Vocabulary activity in the comprehension section and connect to the story the Frogs and the well. Learners are guided to choose the following words: gulp, hurry, leap, waddle. Encourage turn taking, a necessary skill for working cooperatively.

Group 2: Issue this group with **flash cards displaying words from the story**, let them identify the beginning sounds and draw attention to the end sounds of the words. Instruct learners to act out or model these words.

Packed, hurried, waddled, scampered, opened, buzzed, leaped, looked, excited.

Group 3 Using the same list of words from above, ask students to draw the meaning of the words on small **paper cut-outs**. Be sure to collect these to check understanding.

Group 4: In their **workbooks**, learners draw out the events in the story. Collect the workbooks after class to check for understanding.

Summary Statement
The learner displays comprehension skills by summarizing the story in their own words while incorporating newly acquired words from the lesson.

Conclusion
Invite learners to share the new words they learned today with the class. Encourage learners to go home and re-tell these words, and the story with their parents or guardian.

Reflection
The worksheet below can be used as an additional writing activity for learners that have finished work at their learning station or as a homework handout.

ABRA Resources: Writing Exercise: The Frogs and the Well

Extension Activity: (5 mins)
With the story on the projector, invite learners to read the final page of the book in a choral reading. Ask learners, "What does look before you leap mean?"

Have the learners clean up and put all the materials used in order.

Teacher Reflection
Refer to the A Lesson Plan Template document for guidance.

ASSESSMENT
Collecting student work after a lesson is a good way to check for understanding. Take 15 minutes to review the paper cut outs and workbooks to help make plans for the next lesson. If only a small group of learners struggled, perhaps pair those students with stronger ones during learning stations. If most of the class struggled, consider using vocabulary from the same book again and do some decoding activities.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 1 READING COMPREHENSION

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 1A	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#_____	__/__/__	#_____	__:__ __:__	_____ BOYS	_____ GIRLS

STRAND	Reading
SUB STRAND	Reading Comprehension
ESSENCE STATEMENT	The learner can convey meaning of new words in a variety of ways. **This has been removed from the teacher's worksheet version. Be sure that the Essence statement answers the KIQ.**
KEY INQUIRY QUESTIONS	How do words in a text help us understand a story? **This has been removed from the teacher's worksheet version.**
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Read simple texts fluently and with understanding. b) Identify new words and illustrate their meaning. c) Desire to discover new words while reading and embrace the learning to learn attitude.
LTK+	ABRA – Summarizing & Vocabulary (choose words: gulp, hurry, leap, waddle).
OTHER LEARNING RESOURCES	**Flashcards with words from the story, paper cut-outs, workbooks,** tablets/computers, stopwatch.

Learning Organisation
1) As a class, learners engage in the Summarizing activity in ABRA.
2) In pairs/small groups, learners work on the Vocabulary activity in ABRA.
3) In pairs/small groups, learners read new words aloud and confirm meaning through drawing.
4) As a class, learners share new words with the class and are encouraged to re-tell the story to their parents or guardians.

Review of previous lesson (2 mins)
Learners are prompted to recall characters from the story, "The Frogs and the Well". Possible questions: "Is there a main character in the story?" "What other characters are there?"

Introduction (5 mins)
On the projector, the teacher goes to the story and connects it to the activity Summarizing in ABRA. One page is read by the girls, the next is read by the boys. **This has placed after _Step 2_ of the lesson development section. Teachers will need to reorganize the lesson.**

Lesson development (10 mins)

Step1 (5 minutes): Once the first question prompt comes up, the teacher repeats the question and generates discussion with the learners asking for volunteers to share their answers.

Step 2 (5-7minutes): Continue with the rest of the prompts.

Introduction was inserted here.

Step 3 (5 minutes): The final prompt will ask the learners to …retell the story in your own words. Ask learners to …work in pairs and share their summary with a partner. **Only the beginning of the sentence is provided and the rest has been removed from the teacher's worksheet version. Teachers will need to compete the sentences.**

Step 4 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations.

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find the Vocabulary activity in the comprehension section and connect to the story the Frogs and the well. Learners are guided to choose the following words: gulp, hurry, leap, waddle. Encourage turn taking, a necessary skill for working cooperatively.

Group 2: Issue this group with **flash cards displaying words from the story**, let them identify the beginning sounds and draw attention to the end sounds of the words. Instruct learners to act out or model these words.

Packed, hurried, waddled, scampered, opened, buzzed, leaped, looked, excited.

Group 3 Using the same list of words from above, ask students to draw the meaning of the words on small **paper cut-outs**. Be sure to collect these to check understanding.

Group 4: In their **workbooks**, learners draw out the events in the story. Collect the workbooks after class to check for understanding.

Conclusion: (5 mins) **Has been mislabelled as Extension Activity**
With the story on the projector, invite learners to read the final page of the book in a choral reading. Ask learners, "What does look before you leap mean?"

Have the learners clean up and put all the materials used in order.
Also, this section switched places with the Summary Statement section.

Learner Reflection **Has been mislabelled as** Conclusion

Invite learners to share the new words they learned today with the class. Encourage learners to go home and re-tell these words, and the story with their parents or guardian.

Extended Activity **Has been mislabelled as** Reflection

The worksheet below can be used as an additional writing activity for learners that have finished work at their learning station or as a homework handout.

ABRA Resources: _Writing Exercise: The Frogs and the Well_

Summary Statement

The learner displays comprehension skills by summarizing the story in their own words while incorporating newly acquired words from the lesson.
This section switched places with the Conclusion section.

Teacher Reflection

Refer to the A Lesson Plan Template document for guidance.

ASSESSMENT

Collecting student work after a lesson is a good way to check for understanding. Take 15 minutes to review the paper cut outs and workbooks to help make plans for the next lesson. If only a small group of learners struggled, perhaps pair those students with stronger ones during learning stations. If most of the class struggled, consider using vocabulary from the same book again and do some decoding activities.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 1 READING COMPREHENSION

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 1A	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#_____	__/__/__	#_____	__:__ __:__	____ BOYS	_____ GIRLS

STRAND	Reading
SUB STRAND	Reading Comprehension
ESSENCE STATEMENT	The learner can convey meaning of new words in a variety of ways.
KEY INQUIRY QUESTIONS	How do words in a text help us understand a story?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Read simple texts fluently and with understanding. b) Identify new words and illustrate their meaning. c) Desire to discover new words while reading and embrace the learning to learn attitude.
LTK+	ABRA – Summarizing & Vocabulary (choose words: gulp, hurry, leap, waddle).
OTHER LEARNING RESOURCES	**Flashcards with words from the story, paper cut-outs, workbooks**, tablets/computers, stopwatch.

Learning Organisation

1) As a class, learners engage in the Summarizing activity in ABRA.
2) In pairs/small groups, learners work on the Vocabulary activity in ABRA.
3) In pairs/small groups, learners read new words aloud and confirm meaning through drawing.
4) As a class, learners share new words with the class and are encouraged to re-tell the story to their parents or guardians.

Review of previous lesson (2 mins)

Learners are prompted to recall characters from the story, "The Frogs and the Well". Possible questions: "Is there a main character in the story?" "What other characters are there?"

Introduction (5 mins)

On the projector, the teacher goes to the story and connects it to the activity Summarizing in ABRA. One page is read by the girls, the next is read by the boys.

Lesson development (10 mins)

Step1 (5 minutes): Once the first question prompt comes up, the teacher repeats the question and generates discussion with the learners asking for volunteers to share their answers.

Step 2 (5-7minutes): Continue with the rest of the prompts.

Step 3 (5 minutes): The final prompt will ask the learners to retell the story in your own words. Ask learners to work in pairs and share their summary with a partner.

Step 4 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations.

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find the Vocabulary activity in the comprehension section and connect to the story the Frogs and the well. Learners are guided to choose the following words: gulp, hurry, leap, waddle. Encourage turn taking, a necessary skill for working cooperatively.

Group 2: Issue this group with **flash cards displaying words from the story**, let them identify the beginning sounds and draw attention to the end sounds of the words. Instruct learners to act out or model these words.

Packed, hurried, waddled, scampered, opened, buzzed, leaped, looked, excited.

Group 3 Using the same list of words from above, ask students to draw the meaning of the words on small **paper cut-outs**. Be sure to collect these to check understanding.

Group 4: In their **workbooks**, learners draw out the events in the story. Collect the workbooks after class to check for understanding.

Conclusion: (5 mins)
With the story on the projector, invite learners to read the final page of the book in a choral reading. Ask learners, "What does look before you leap mean?"

Have the learners clean up and put all the materials used in order.

Learner Reflection
Invite learners to share the new words they learned today with the class. Encourage learners to go home and re-tell these words, and the story with their parents or guardian.

Extended Activity

The worksheet below can be used as an additional writing activity for learners that have finished work at their learning station or as a homework handout.

> *ABRA Resources: Writing Exercise: The Frogs and the Well*

Summary Statement

The learner displays comprehension skills by summarizing the story in their own words while incorporating newly acquired words from the lesson.

Teacher Reflection

Refer to the A Lesson Plan Template document for guidance.

ASSESSMENT

Collecting student work after a lesson is a good way to check for understanding. Take 15 minutes to review the paper cut outs and workbooks to help make plans for the next lesson. If only a small group of learners struggled, perhaps pair those students with stronger ones during learning stations. If most of the class struggled, consider using vocabulary from the same book again and do some decoding activities.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 2 WRITING

2B	LITERACY	#_____	__/__/__	#_____	__:__ __:__	____ BOYS	____ GIRLS

SUB STRAND	Spelling instruction
ESSENCE STATEMENT	The learner can write words that have common word patterns.
KEY INQUIRY QUESTIONS	How do spelling strategies help me write and communicate effectively?

SPECIFIC LEARNING OUTCOMES	The learner should be able to:
	  a) *Knowledge:*
	  b) *Skill:*
	  c) *Attitude:*

LTK+	ABRA – Spelling Words (level 4-8).
OTHER LEARNING RESOURCES	**Excerpt of "The Frogs and the Well" with missing words**, stopwatch,

Learning Organisation
1) In groups, learners engage in ABRA to type words.
2) Learners in pairs/groups participate in a short spelling bee with vocabulary from the story.
3) Learners re-write a new ending for the story "The Frogs and the Well".
4) Learners identify missing words from the story and fill in the blanks to complete it.

Review of previous lesson (2 mins)
Small groups of learners are assigned a specific letter and then they practice writing a few words that start with that letter.

Introduction (5 mins)

Lesson development (10 mins)
Step1 (5 minutes): Write a few sentences from the story on the board: don't include punctuation and add some spelling errors. Model to learners that we start a sentence with a capital letter, we include punctuation and when there is a spelling error, we cross it out and write the correction above.

Step 2 (5-7minutes): Learners change partners and the teacher hands back the sentences to different groups. Learners make corrections to the sentences and adds on more sentences. The teacher collects these for an informal assessment.

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Step 3 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations.

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find spelling words activity—level 4, 5, 6, 7, or 8 depending on the group's level. Connect to the story 'The Frogs and the Well". Learners to work in pairs taking turns typing in the word.

Group 2: Provide this group with a **list of words from the story**, one group member reads a word and the group writes it—similar to a spelling bee. Then a new group member reads the second word and the group writes it. Continue with this rotation until all words have been said.

Group 3: Issue this group with a **piece of paper each**, and they can write a new ending to the story and share their new endings with their peers.

Group 4: Provide an **excerpt of the story with words missing**, and ask the learners to write in the missing word (include a word bank). Once they are done, learners can read the excerpt aloud.

Conclusion: (5 mins)
Wind up the lesson by saying a word from the story and asking learners to spell out the word together as a class:
- look
- well
- cool
- damp…

Have the learners clean up and put all the materials used in order.

Learner Reflection
Learners write out one star and one wish on an **exit card**.

Extended Activity
Encourage learners to write their own stories at home or try out an extension activity.

ABRA Resources: *Writing Exercise: The Frogs and the Well*

Summary Statement
When we write, it is important to keep in mind spelling patterns and strategies.

Teacher Reflection (Sample)

Some learners completed the activities quicker than others. Next time it would be a good idea to have an additional step to each learning station so that stronger learners can move on to more difficult concepts. For instance, a learner can have their own personal log book to record their learning once they are done a station, and even move on to recording the middle sound or end sounds of words.

ASSESSMENT

Throughout many of the learning activities, learners have the opportunity to spell a variety of words. Be sure to collect their writing samples so you can see which words need to reviewed in future lessons.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 2 WRITING

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 2B	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#____	__/__/__	#____	__:__ __:__	____ BOYS	____ GIRLS

The table's heading has been removed from the teacher's worksheet version. Also, the words "Grade" and "English language activities" have been removed. Teachers should recognize that *Literacy* is taught in lower grades, and they will have to specify *English language activities* for Grade 2B.

STRAND	Writing **This has been removed from the teacher's worksheet version.**
SUB STRAND	Spelling instruction
ESSENCE STATEMENT	The learner can write words that have common word patterns.
KEY INQUIRY QUESTIONS	How do spelling strategies help me write and communicate effectively?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Know the common letter and sound correspondences. *Knowledge:* b) Identify and correct errors. *Skill:* c) Appreciate how spelling words directly contributes to being able to effectively communicate through writing. *Attitude:* **The specific learning outcomes have been removed from the teacher's worksheet version. However, they are provided the prompts "Knowledge, Skill, Attitude" to help guide them in writing these outcomes. Make sure teachers are using appropriate verbs when they fill in these sections. For example:** • **Knowledge: understand, recite, recognize, recall…** • **Skill: make, identify, demonstrate, use, discern, segment, blend, read…** • **Attitude: appreciate, desire, choose, model…**
LTK+	ABRA – Spelling Words (level 4-8).
OTHER LEARNING RESOURCES	**Excerpt of "The Frogs and the Well" with missing words, vocabulary list of words from the story,** sticky notes/small pieces of paper, tablets/computers, stopwatch, checklist or rubric for a formative assessment. **Most of the resources have been removed from the teacher's worksheet version. They have to identify what else is needed for this lesson.**

Learning Organisation

1) In groups, learners engage in the Spelling Words activity in ABRA to type words. **The specific ABRA activity has been removed from the teacher's worksheet**

version. If they are unsure which activity to select, guide them to read the lesson development section.
2) Learners in pairs/groups participate in a short spelling bee with vocabulary from the story.
3) Learners re-write a new ending for the story "The Frogs and the Well".
4) Learners identify missing words from the story and fill in the blanks to complete it.

Review of previous lesson (2 mins)
Small groups of learners are assigned a specific letter and then they practice writing a few words that start with that letter.

Introduction (5 mins)
The teacher writes some of the learner's words on the board. In their groups, learners use these words to write sentences on **small pieces of paper**. The teacher collects the small pieces of paper.
This has been removed from the teacher's worksheet version. Check to see what other lesson introductions and hooks teachers come up with. Are there connections to previous lessons? Is there a component for a formative or diagnostic assessment? Are there considerations/instructions on how learners are organized?

Lesson development (10 mins)
Step1 (5 minutes): Write a few sentences from the story on the board: don't include punctuation and add some spelling errors. Model to learners that we start a sentence with a capital letter, we include punctuation and when there is a spelling error, we cross it out and write the correction above.

Step 2 (5-7minutes): Learners change partners and the teacher hands back the sentences to different groups. Learners make corrections to the sentences and adds on more sentences. The teacher collects these for an informal assessment.

Step 3 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations.

Provide the group instructions as follows:

Group 1: The first group to use tablets/computers and log in to ABRACADABRA, guide them to find spelling words activity—level 4, 5, 6, 7, or 8 depending on the group's level. Connect to the story 'The Frogs and the Well". Learners to work in pairs taking turns typing in the word.

Group 2: Provide this group with a **list of words from the story**, one group member reads a word and the group writes it—similar to a spelling bee. Then a new group member reads the second word and the group writes it. Continue with this rotation until all words have been said.

Group 3: Issue this group with a **piece of paper each**, and they can write a new ending to the story and share their new endings with their peers.

Group 4: Provide an **excerpt of the story with words missing**, and ask the learners to write in the missing word (include a word bank). Once they are done, learners can read the excerpt aloud.

Conclusion: (5 mins)
Wind up the lesson by saying a word from the story and asking learners to spell out the word together as a class:
- look
- well
- cool
- damp…

Have the learners clean up and put all the materials used in order.

Learner Reflection
Learners write out one star and one wish on an **exit card**.

Extended Activity
Encourage learners to write their own stories at home or try out an extension activity.

> ***ABRA Resources****: Writing Exercise: The Frogs and the Well*

Summary Statement
When we write, it is important to keep in mind spelling patterns and strategies.

Teacher Reflection (Sample)
Some learners completed the activities quicker than others. Next time it would be a good idea to have an additional step to each learning station so that stronger learners can move on to more difficult concepts. For instance, a learner can have their own personal log book to record their learning once they are done a station, and even move on to recording the middle sound or end sounds of words.

ASSESSMENT
Throughout many of the learning activities, learners have the opportunity to spell a variety of words. Be sure to collect their writing samples so you can see which words need to reviewed in future lessons.

Remember: to print out and prepare the items highlighted in the bold blue font.

GRADE 2 WRITING

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
GRADE 2B	LITERACY/ENGLISH LANGUAGE ACTIVITIES	#_____	__/__/__	#_____	__:__ __:__	_____ BOYS	_____ GIRLS

STRAND	Writing
SUB STRAND	Spelling instruction
ESSENCE STATEMENT	The learner can write words that have common word patterns.
KEY INQUIRY QUESTIONS	How do spelling strategies help me write and communicate effectively?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Know the common letter and sound correspondences. b) Identify and correct errors. c) Appreciate how spelling words directly contributes to being able to effectively communicate through writing.
LTK+	ABRA – Spelling Words (level 4-8).
OTHER LEARNING RESOURCES	**Excerpt of "The Frogs and the Well" with missing words, vocabulary list of words from the story,** sticky notes/small pieces of paper, tablets/computers, stopwatch, **checklist or rubric for a formative assessment**.

Learning Organisation

1) In groups, learners engage in the Spelling Words activity in ABRA to type words.
2) Learners in pairs/groups participate in a short spelling bee with vocabulary from the story.
3) Learners re-write a new ending for the story "The Frogs and the Well".
4) Learners identify missing words from the story and fill in the blanks to complete it.

Review of previous lesson (2 mins)

Small groups of learners are assigned a specific letter and then they practice writing a few words that start with that letter.

Introduction (5 mins)

The teacher writes some of the learner's words on the board. In their groups, learners use these words to write sentences on **small pieces of paper**. The teacher collects the small pieces of paper.

Lesson development (10 mins)

Step1 (5 minutes): Write a few sentences from the story on the board: don't include punctuation and add some spelling errors. Model to learners that we start a sentence

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with a capital letter, we include punctuation and when there is a spelling error, we cross it out and write the correction above.

Step 2 (5-7minutes): Learners change partners and the teacher hands back the sentences to different groups. Learners make corrections to the sentences and adds on more sentences. The teacher collects these for an informal assessment.

Step 3 (30 minutes = 7 mins/station): Differential Learning: Learning stations
Divide the learners into their groups. Set the stopwatch for 7 minutes, when the timer goes, learners switch stations.

Provide the group instructions as follows:

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Group 2: Provide this group with a **list of words from the story**, one group member reads a word and the group writes it—similar to a spelling bee. Then a new group member reads the second word and the group writes it. Continue with this rotation until all words have been said.

Group 3: Issue this group with a **piece of paper each**, and they can write a new ending to the story and share their new endings with their peers.

Group 4: Provide an **excerpt of the story with words missing**, and ask the learners to write in the missing word (include a word bank). Once they are done, learners can read the excerpt aloud.

Conclusion: (5 mins)
Wind up the lesson by saying a word from the story and asking learners to spell out the word together as a class:
- look
- well
- cool
- damp…

Have the learners clean up and put all the materials used in order.

Learner Reflection
Learners write out one star and one wish on an **exit card**.

Extended Activity
Encourage learners to write their own stories at home or try out an extension activity.

ABRA Resources: *Writing Exercise: The Frogs and the Well*

Summary Statement
When we write, it is important to keep in mind spelling patterns and strategies.

Teacher Reflection (Sample)
Some learners completed the activities quicker than others. Next time it would be a good idea to have an additional step to each learning station so that stronger learners can move on to more difficult concepts. For instance, a learner can have their own personal log book to record their learning once they are done a station, and even move on to recording the middle sound or end sounds of words.

ASSESSMENT
Throughout many of the learning activities, learners have the opportunity to spell a variety of words. Be sure to collect their writing samples so you can see which words need to reviewed in future lessons.

Remember: to print out and prepare the items highlighted in the bold blue font.

Letter Sound Search Walk-Through
How to Navigate to and Within the Activity
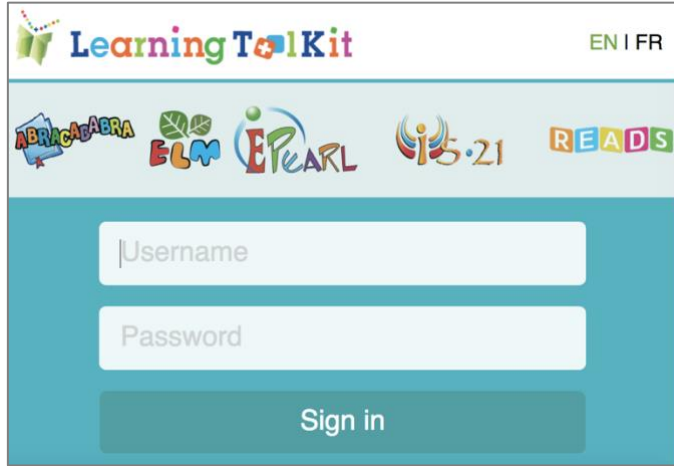
Note: The LTK+ tools are designed for desktop and tablet use.

1. Sign into your LTK+ account.
   If you don't know your username and password, ask your LTK+ contact to help you find this information.
   You will be taken to the LTK+ Lobby page. You should see the ABRACADABRA logo on this page. If you do not, your account might not be set to the correct level. To change your level, go to Manage > My Account > My ePEARL Account.

2. Press on the *ABRACADABRA* logo.
   This will take you to the ABRA splash page.

3. Press on the *Play! Student Zone* button.
   This will bring you to ABRA's *Adventure Room*.

4. Press on the *Sounds, Letters and Words* icon in the *Activities* section.

5. Press on the red arrow found to the right of the activities.

6. Select *Letter Sound Search*.
   The icon will appear on the desk.

7. Press on the *Go* button.
   You will be taken to the *Letter Sound Search* activity. The demo for this actvity will automatically play.

8. Watch the demo.

9. Choose a level and one of the letter-case options.
    - **Level 1:** 10 letters camouflaged in an easy background.
    - **Level 2:** 14 letters camouflaged in a medium background.
    - **Level 3:** 14 letters camouflaged in a hard background.
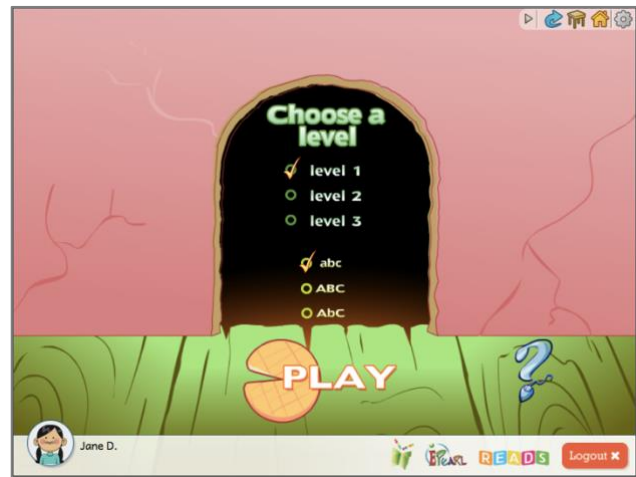
10. Press on the *Play* button.

11. Listen to the instructions. Press on the audio button if you need to hear the letter sound repeated.

12. Make a mistake by clicking on the wrong letter or on a part of the image that does not have a letter.

13. Listen to the feedback support. ABRA restates the requested sound and provides an example of it used in a word.

14. Make another mistake.

15. Observe the feedback provided while correct letter is shown.
    Visual feedback: Starting from where it's hidden in the image, the letter grows larger and centers on the screen.
    Audio feedback: Directs focus to the letter and repeats the sound it makes.

16. Correctly identify the next letter sound.
    Audio feedback: Repeats the letter and sound.
    Visual feedback: Starting from where it's hidden in the image, the letter grows larger and centers on the screen. Afterwards, the letter appears on the banner at the bottom of the screen.

17. Continue the activity, and alternate correct and incorrect answers. Note that only the correctly chosen letters appear in the banner at the bottom.

18. Redo the activity as many times as desired.

19. Press on the *Desk* icon to return to the *Adventure Room* when you're ready to start a new activity.

Expression Walk-Through
How to Navigate to and Within the Activity
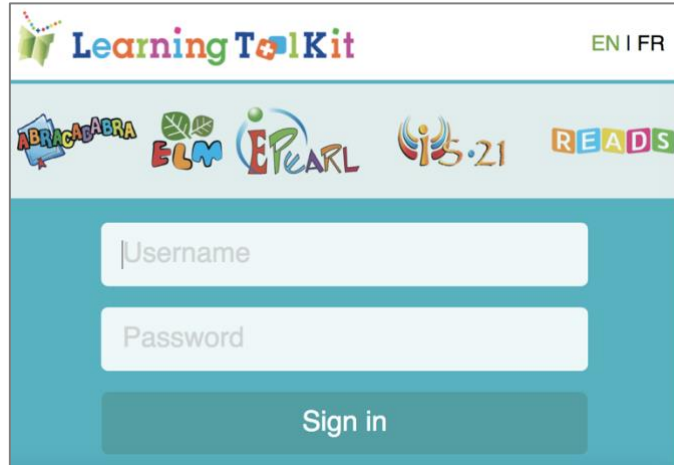
Note: The LTK+ tools are designed for desktop and tablet use.

1. Sign into your LTK+ account.
   If you don't know your username and password, ask your LTK+ contact to help you find this information.
   You will be taken to the LTK+ Lobby page. You should see the ABRACADABRA logo on this page. If you do not, your account might not be set to the correct level. To change your level, go to Manage > My Account > My ePEARL Account.

2. Press on the *ABRACADABRA* logo.
   This will take you to the ABRA splash page.

3. Press on the *Play! Student Zone* button.
   This will bring you to ABRA's *Adventure Room*.

4. Press on the *Reading* icon in the *Activities* section.

5. Select *Expression*.
   You will be prompted to select a story genre and book for this activity.

6. Select one of the available books.
   The icons for *Expression* and the chosen book should appear on the desk.

7. Press on the *Go* button.
   You will be taken to the *Expression* activity. The demo for this actvity will automatically play.

8. Watch the demo.

9. Press on the *Read* button.

10. Listen to the instructions.

11. Listen to Julie reading the passage.
    Press on the audio button if you want to hear the passage read again.

12. Make a mistake when determining if the passage was read with the correct expression.
    The correct button indicates you think the passage was read with the correct expression.
    The incorrect button indicates you think the passage was not read with the correct expression.

13. Observe the feedback support.
    Audio feedback: Julie states the answer was incorrect. Then the passage is read with the expression it should be read in. Finally, Julie names which emotion the passage should be read with to match the tone of the story.

14. Press on the arrow to navigate to the next page.

15. Correctly determine if the passage is read with the correct expression.

16. Observe the feedback.
    Audio: Julie names which emotion the passage should be read with to match the tone of the story.

17. Determine if the remaining pages are read with the correct expression.

18. Redo the activity as many times as desired.

19. Press on the *Desk* icon to return to the *Adventure Room* when you're ready to start a new activity.

Sequencing Walk-Through

Note: This activity asks you to order the events of a story. Please read the ABRA story you'll choose for this activity prior to accessing the Sequencing activity.

How to Navigate to and Within the Activity
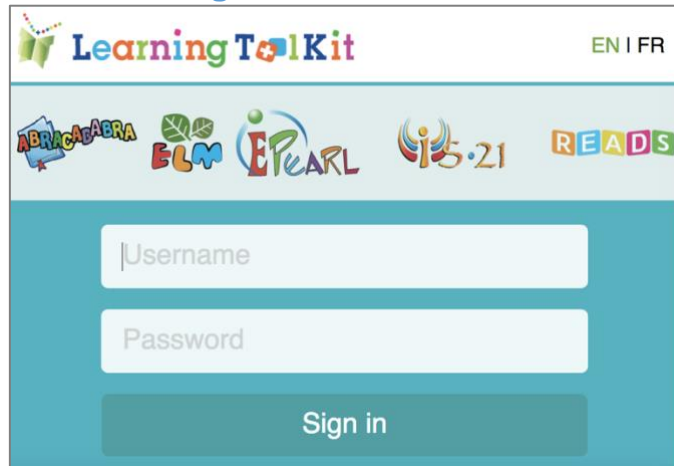
Note: The LTK+ tools are designed for desktop and tablet use.

1. Sign into your LTK+ account.
   If you don't know your username and password, ask your LTK+ contact to help you find this information.
   You will be taken to the LTK+ Lobby page. You should see the ABRACADABRA logo on this page. If you do not, your account might not be set to the correct level. To change your level, go to Manage > My Account > My ePEARL Account.

2. Press on the *ABRACADABRA* logo.
   This will take you to the ABRA splash page.

3. Press on the *Play! Student Zone* button.
   This will bring you to ABRA's *Adventure Room*.

4. Press on the *Understanding the Story* icon in the *Activities* section.

5. Select *Sequencing*.
   You will be prompted to select a story genre and book for this activity.

6. Select a story you've previously read from the available books.
   The icons for *Sequencing* and the chosen book should appear on the desk.

7. Press on the *Go* button.
   You will be taken to the *Sequencing* activity.
   The demo for this actvity will automatically
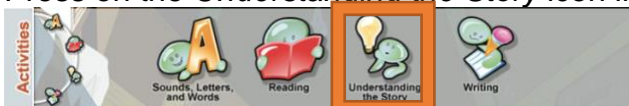
play.

8. Watch the demo.

9. Choose a level.
   - Level 1: 3 story events are displayed in random order.
   - Level 2: 5 story events are displayed in random order.

10. Press on the *Play* button.

11. Listen to the instructions.

12. Press on one of the passages.
    A speech bubble will appear. Press on the audio button if you want Julie to read the passage.

13. Make a mistake when placing the story events in order.
    Drag the passage to the numbered placeholders, then press the *A-OK* button.

14. Observe the feedback support.
    Audio feedback: States that the passages are not in the right order.
    Visual feedback: The incorrectly ordered passages are highlighted. Then the incorrect passages move back to the top while any the correct passages remain.

15. Make another mistake when placing the story in order.

16. Observe the feedback support.
    Audio feedback: States that the passages are not in the right order. Then suggests to use the help button if needed.
    Visual feedback: The incorrectly

ordered passages are highlighted. Then the incorrect passages move back to the top while any the correct passages remain.

17. Press on the *Help Me* button and observe the feedback support.
    The correct order is given.
    Audio feedback: Julie reads each passage.
    Visual feedback: The passages go to their correct order, and are highlighted when Julie reads them.

18. Correctly order the next set of passages.
    Audio feedback: Julie reads each passage.
    Visual feedback: The passages are highlighted when Julie reads them.

19. Order the remaining set of passages.

20. Redo the activity as many times as desired.

21. Press on the *Desk* icon to return to the *Adventure Room* when you're ready to start a new activity.

## Spelling Words Walk-Through
How to Navigate to and Within the Activity
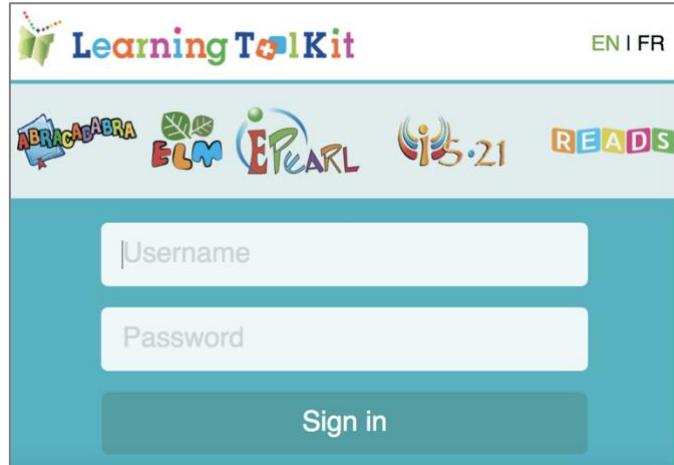
Note: The LTK+ tools are designed for desktop and tablet use.

1. Sign into your LTK+ account.
   If you don't know your username and password, ask your LTK+ contact to help you find this information.
   You will be taken to the LTK+ Lobby page. You should see the ABRACADABRA logo on this page. If you do not, your account might not be set to the correct level. To change your level, go to Manage > My Account > My ePEARL Account.

2. Press on the *ABRACADABRA* logo.
   This will take you to the ABRA splash page.

3. Press on the *Play! Student Zone* button.
   This will bring you to ABRA's *Adventure Room*.

4. Press on the *Writing* icon in the *Activities* section.
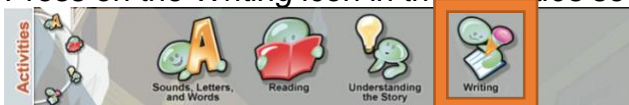
5. Select *Spelling Words*.
   You will be prompted to select a story genre and book for this activity.

6. Select one of the available books.
   The icons for *Spelling Words* and the chosen book should appear on the desk.

7. Press on the *Go* button.
   You will be taken to the *Spelling Words* activity. The demo for this actvity will automatically play.

8. Watch the demo.

9. Choose a level.
   - Level 1: 2-sound (phoneme) words.
   - Level 2: harder 2-sound (phoneme) words.
   - Level 3: 3-sound words.
   - Level 4: harder 3-sound words.
   - Level 5: 4-sound words.
   - Level 6: harder 4-sound words.
   - Level 7: 5-sound words.
   - Level 8: harder 5-sound words.

10. Press on the *Play* button.

11. Listen to the instructions.
    The instructions will automatically repeat again in 40 seconds if the learner has been idle.
    Press on the audio button if you need to hear the word repeated.

12. Make a mistake when typing the requested word.
    Type the word by either clicking on the letter on screen, or using the keyboard.

13. Observe the feedback support.
    Audio feedback: States the word then sounds out the letters.
    Visual feedback: Incorrect letters turn red, while correct letters turn green.

14. Make another mistake when typing the requested word.

15. Observe the additional feedback support.
    Audio feedback: States the word then sounds out the letters.
    Visual feedback: In addition to the coloured letters, the correct spelling

will briefly appear on screen. It disappears when the audio feedback is finished.

16. Make a third mistake when typing the word.
    Audio feedback: Directs user to type the word shown.
    Visual feedback: Keeps the correct spelling on screen.

17. Correctly spell the requested word. The letters turn green and the word appears on the right side.

18. Spell the next four words while alternating correct and incorrect spelling.
    The words that were spelled correctly or are corrected after one mistake, appear in a green font. The words that were incorrectly spelled multiple times appear in a black font.

19. Redo the activity as many times as desired.

20. Press on the *Desk* icon to return to the *Adventure Room* when you're ready to start a new activity.

A Model for Reflective Practice
Supporting the Reflection Process
Students probably won't engage in effective reflection unless teachers provide support, frameworks, and feedback. To support your students, try to:

1) Use prompts
   - Ask what, why, and how to help your students think about their experiences, ideas, and emotions.

2) Model the task
   - Give students problem-based scenarios or simulations to practice reflecting in a low-risk, non-threatening environment.

3) Provide a framework
   - The four-step process (Ryan, 2013) presented below can provide a structure for students to reflect on why they do what they do.
   - This process also helps them feel more comfortable with the uneasy business of finding that their assumptions might be wrong, or at least incomplete.

Photo by NESA by Makers on Unsplash

A Reflection Framework

REPORT	
Prompt: What?	• Students report what happened and why it is relevant. • Reflection must have a specific focus; e.g. a critical incident or issue that posed a problem, to avoid students reporting irrelevant actions or ideas.

RELATE	
Prompt: What does this mean to you?	• Students relate the reflection to the specific requirements of their field, their beliefs and world-view. • They relate the experience to similar events they observed personally in the specific work-related context. • Students should include their beliefs, prior experiences, and strategies in relation to that situation. • Encourage them to use reconstructive language to suggest how they could improve in a comparable situation.

REASON	
Prompt: Why?	• Students should highlight the reasons underlying the problem or incident, and explain its importance based on theory. • Encourage students to challenge assumptions by considering different perspectives. How might another knowledgeable person in the field deal with this situation?

RECONSTRUCT	
Prompt: How?	• Students ask: How might I approach this differently next time? • They think of an action plan, based on evidence. • Teachers should model this process, so that students avoid using 'personal viewpoints or homespun philosophy as 'evidence' in their reflections' (Ryan, 2013).

Reflection Handout

Reflection Handout

This handout provides a structure for reflecting on why you do what you do.

It should help you to challenge your previously held assumptions and to deal with the uneasy business of discovering that your assumptions might be wrong, or at least incomplete.

This tool will also serve as valuable documentation of your learning and growth.

If appropriate or relevant, complete this first section. Otherwise, move to the next page.

Internship: _____

Internship location: _____

Other information: _____

Define your long-term goal

Define your short-term goal	

PROCESS / GUIDING QUESTION(S)	**REFLECTION**
Report: Looking back, what happened?	
• When you implemented your short-term goal, what happened? (State objectively.) • Was it successful? To what extent? • Did you encounter any problem(s)? • After you implemented your goal, what happened? (How did you, or others react?)	
Relate: What does this mean to you?	
• Have you observed/experienced similar situations? • How does this relate to your beliefs, prior experiences, and strategies previously used in a similar situation?	
Reason: Why did that happen?	
• Why do you believe the events reported happened? • How might another knowledgeable person in the field deal with this situation? • What theoretical principles are you basing your reasons on? • Have you considered other different theories/approaches on why this happened?	
Reconstruct: How could it be improved?	
• Based on evidence and your interpretation of it, what could you have done better/differently?	
Looking ahead: Your action plan	
• Based on your reconstruction, write your next short-term goal and the key results (evidence) that will show your progress towards your long-term goal.	

Name: _____ Date: _____

6 Wise Men Questions

Below are six key questions to consider as you create your action plan. They will help you set a goal and determine what's needed to reach that goal.

What do you want to do?

_____

_____

_____

_____

Why do you want to do it?

_____

_____

_____

_____

How do you want to do it?

_____

_____

_____

_____

Action Plan

Who do you want to target?

_____

_____

_____

_____

When do you want to do it?

_____

_____

_____

_____

How will you know it worked?

_____

_____

_____

_____

Name: _____ Date: _____

Know-Want-Learn

Take a few moments to list what you already know about the topic. Then consider what you would like to learn. Which aspects of the topic interest you the most? Come back to this sheet later and reflect in what you have learned.

What I Know	What I Want to Know	What I Learned
List what you already know about the topic.	List some questions that you have about the topic. What interests you?	Summarize what you discovered about the topic.

Group Cards into Categories

Sort Key Ideas by their Overarching Concept

Print and cut the following cards. Divide the teachers into small groups, and give each group the cards. Either a) give the group the whole list and ask them to sort them all, or b) give them one category with a few cards from the other groups and they identify which ones don't belong. Some key ideas may relate to more than one category.

Alphabetics	Blending	Letter Knowledge	Letter-sound Association
Phonemes	Phonemic Awareness	Phonics	Phonological Awareness
Rhyming	Segmenting	Syllables	Word Families

Fluency	Accuracy	Emphasis	Expression
High Frequency Words	Prosody	Reading	Reading Strategies
Sight Words	Speed	Tone	Words per Minute (wpm)

Group Cards into Categories

Comprehension	Communication	Comprehension Monitoring	Meaning
Prediction	Sequencing	Story Elements	Story Response
Summarizing	Tier 1, 2, and 3 Words	Understanding the Story	Vocabulary

Writing	Communication	Composition	Cursive
Good Posture	Pencil Grip	Printing	Punctuation
Scribbling	Sentence Framing	Spelling	Typing

Name: _____ Date: _____

True or False: Alphabetics

Read each statement carefully. Write T next to the ones you think are true, or write F if you think it is false.

T or F	Statement
	1. Phonemes are individual speech sounds that make up words.
	2. The word 'cook' has four phonemes.
	3. *Phonemic awareness* means building connections between spoken words and written language.
	4. When young children begin school, they all start with the same skills in phonological awareness.
	5. Rhyming words, counting syllables in words, blending sounds to create words, and dividing words into the sound parts, are all examples of 'alphabetics'.

- -

- -

ANSWER KEY

1. T. 2. F (cook has 3 phonemes). 3. F (That is the definition for phonics). 4. F 5. T

3-2-1 Survey

Name: _____ Date: _____

Reflect on Today's Module
Identify 3 things you learned from this module.

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

Identify two things you want to explore more.

1) _____

_____

2) _____

_____

Identify one thing you still want help with.

1) _____

_____

_____

I AGREE because...	I AGREE because...
I DISAGREE because...	I DISAGREE because...
I'm NOT SURE how to respond.	I'm NOT SURE how to respond.

Name: _____ Date: _____

Alphabetics Scavenger Hunt

Read each clue carefully, and try to identify an object in the picture that matches. Write your answer in the space provided.

Rhymes with utensil _____

Has 3 syllables _____

Has 4 phonemes and the last sound is /b/ _____

Starts with the letter C _____

Is in the same word family as 'look' _____

Ends with the /k/ sound (ex: stick, rake) _____

Contains the phoneme /tʃ/ (ex: tor**ch**) _____

Ends with the letter E _____

Feedback Survey

Please answer the following questions   Date: _____

How would you rate the usefulness of this training? Circle your answer.

Scale	1= not useful		3= somewhat useful		5= very useful
Presentation	1	2	3	4	5
Activities	1	2	3	4	5

Please comment on the trainer's performance (knowledge, interest level, etc.).

_____

_____

_____

_____

_____

How would you classify the format of this training? Circle your answer.

Length	too short	just right	too long
Information provided	not enough	just right	overwhelming
Interactivity	not enough	just right	overwhelming

Did the modules meet your expectations? Why or why not?

_____

_____

_____

_____

_____

Feedback Survey

Did you learn anything new? If so, please provide details.

_____

_____

_____

_____

Was any of the content confusing? If so, please provide details.

_____

_____

_____

_____

What would you like to see more of?

_____

_____

_____

_____

Please share your suggestions for improvement for future workshops.

_____

_____

_____

_____

_____

Feedback Survey

Please share any additional comments you might have.

_____

_____

_____

_____

_____

_____

_____

_____

Train the Trainer Module Glossary

ABRACADABRA (ABRA): a tool in the LTK+ suite that is designed to support children's acquisition of early literacy.

Action Plan: a documented list of steps needed to achieve a task goal.

Alphabetics: the ability to recognize the different sounds in a spoken language and then match those sounds to written letters and words. Alphabetic skills include: letter knowledge, phonological and phonemic awareness, and phonics.

Andragogy: a teaching approach directed towards teaching adults. Trainers create objectives and lessons, but adults are self-directed learners given the responsibility to determine how to learn the content.

Asynchronous: learning takes place within a set timeframe, but the instructor and learners engage with the content at different times. This allows the learner to move at own pace, set their own schedule and communicate with the instructor and peers on their own time.

Blended Learning: combine online and offline resources and delivery with some face-to-face training.

Blending: combining individual sounds to make a word.

Community of learning: a group of people who share values and beliefs, learn from each other, and work together towards a goal.

Comprehension: the ability to understand information within a text.

Comprehension Monitoring: periodically checking that a learner understands what they've read while they are reading a text.

Cooperative Learning (CL): a teaching strategy that helps learners work together to achieve a common goal. The work is structured so that every learner, regardless of temperament or ability, must participate and reap the benefits.

ePEARL: a web-based portfolio software, offered within the LTK+ suite. It is designed to support children's acquisition of self-regulated learning (SRL) skills.

Expectancy-Value Theory: the concept that motivation is formed by weighing the perceived value and success of doing something against cost of doing it.

Expression: when a reader changes their voice (meaningful pauses, emphasizing words, and appropriate tone and pitch) to help convey feelings and meaning.

Feedback: information provided to help someone identify what is working well and what needs improvement.

Fluency: the ability to quickly recognize words and their meaning. Fluent readers are able to read with accuracy, speed, and expression.

Formative Assessment: measures the current knowledge of the learner while the learner is engaged with the learning process. It is a means to highlight knowledge gaps and achievements, and adjust instruction rather than grading the learner's performance.

Heutagogy: a teaching approach directed towards teaching adults. These adults are self-determined, develop personal learning goals, and determine what and how to learn.

Learning Toolkit+ (LTK+): a suite of tools designed to support the development of literacy (ABRACADABRA and READS), numeracy (ELM), inquiry (IS-21) and self-regulated learning and portfolio development (ePEARL).

Modeling: a teaching strategy where the teacher demonstrates to learners how to accomplish a task. The learners observe the teachers' behaviour and then imitate the teachers' actions.

Pedagogy: a teaching approach (theory and practice) directed towards teaching children and adolescents.

Pencil Grip: how a child holds a pencil or pen. This will affect how much control (legibility, speed, and pain) they have when writing.

Phonemes: individual sounds of language.

Phonemic Awareness: identifying and manipulating the smallest units of spoken language (sounds).

READS: a multilingual catalogue of digital books offered as part of the LTK+ suite of tools.

Reflection: evaluating the results of your work and the process you took to get there, including critically analyzing feedback you received along the way.

Rhyming: two or more words whose ending sounds the same. For example: bat and cat.

Sequencing: identifying the components of a story and placing the events in order.

Student-Centered Learning: an instructional approach where teachers and learners work collaboratively to determine what material is learned and how they learn it.

Learning Stations (or centers): physical areas in the classroom where learners are asked to do a specific task.

Subject Matter Expert: a specialist with a deep understanding of a particular field or topic.

Summative Assessment: occurs at the end of an instructional unit and measures leaner's academic achievements. These types of assessments are graded.

Syllables: an unbroken unit of spoken language that contains a vowel sound and usually a consonant.

Tier 3 Words: low-frequency specialized vocabulary words that appear in a specific domain, such as vocabulary words used for science class.

Word Families: a group of words that share a pattern, such as ending with the same letters and sound. For example: best, rest, west.

Writing: a skill that uses letters and words to create sentences and texts to express thoughts, feelings, and experiences in a clear way.