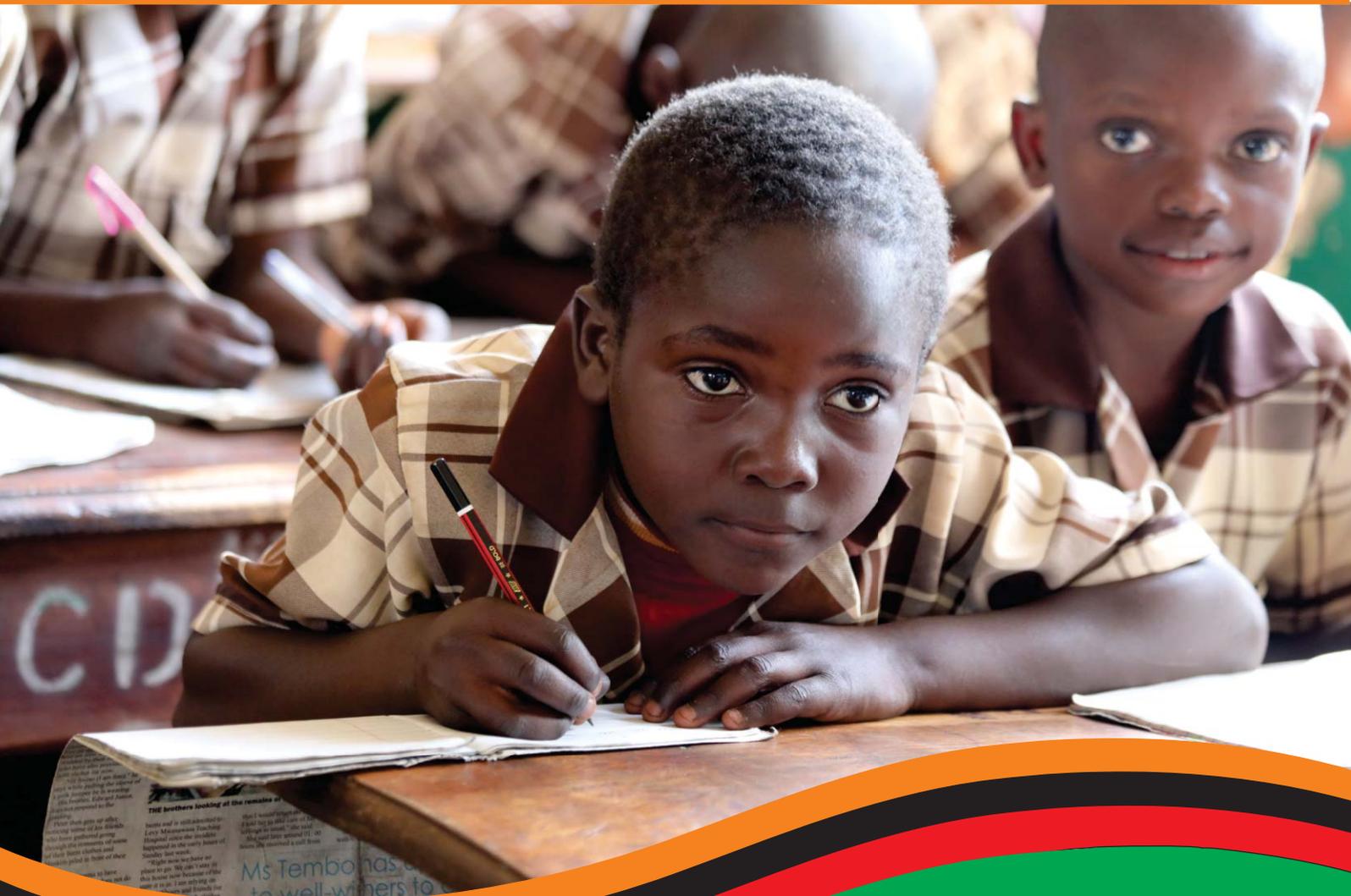


Active Teaching and Learning Approaches in Schools (ATLAS) Facilitator's Guide



Developed by
International Literacy Association (ILA)
In collaboration with ChildFund International
and Ministry of Education
May 2024.



Republic of Zambia

MINISTRY OF EDUCATION

Active Teaching and Learning Approaches in Schools (ATLAS) Facilitator's Guide

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1. About This Document.....	1
1.1 The ATLAS Training Toolkit.....	1
1.2 Icons/Symbols Index.....	2
1.3 Color Code.....	3
1.4 Acronyms and Key Terms.....	4
1.5 Concept Index.....	5
2. The ATLAS Project.....	7
2.1 Introduction.....	7
2.2 ATLAS Overview.....	9
2.2.1 Goal.....	9
2.2.2 Outcomes.....	9
2.2.3 Objectives.....	9
2.2.4 Competencies.....	9
3. Module 1 -- Teaching Techniques and Learning Strategies Framework.....	11
3.1 Training Components.....	11
3.2 Training Features.....	12
3.3 The Facilitators' Guide - Using ATLAS Modules.....	13
4. The ATLAS Project.....	14
4.1 Module Overview.....	14
4.2 Shaping Effective Workshops.....	15
4.2.1 Workshops Format.....	15
4.2.2 Description of Workshop Components.....	15
4.3 Teacher Group Meetings	19
4.3.1 Teacher Professional Development Background.....	19
4.3.2 TGM Sessions.....	22
4.3.3 Reflective Questions and Conversation.....	22
4.4 Observing Classroom Practice -- The Walk-Through Approach.....	25
4.5 Diagnostic Teaching.....	26
4.5.1 Effective Instruction Factors.....	26
4.5.2 Strategies for meaning construction.....	28
4.5.3 Strategies for meaning construction.....	29
4.5.4 Description of Workshop Components.....	31
4.6 The Before-During-After (BDA) Framework.....	32
4.6.1 Phase 1: Before - Introduction.....	32
4.6.2 Phase 2: During - Development.....	32
4.6.3 Phase 3: After - Conclusion.....	33
4.7 Demonstration Lessons.....	34
4.8 Debriefing Demonstration Activities.....	35



4.9	Conducting Debriefing Discussions.....	35
4.10	Guided Practice.....	37
4.11	Classroom Management and Materials Development.....	38
	4.11.1 Introduction.....	38
	4.11.2 Managing Differentiation.....	38
	4.11.3 A planning checklist for management.....	41
	4.11.4 Grouping and Cooperative Learning	43
	4.11.5 Development of teaching - learning materials.....	46
5.	Module 2 - Tools and Demonstration Lessons for Participation.....	48
5.1	Module Overview.....	48
5.2	Assessment Tool: Every Pupil Response.....	48
	5.2.1 Background.....	48
	5.2.2 Demonstration Lesson: YES/NO Cards.....	49
	5.2.3 Other Techniques for Assessing Every Pupil Response.....	52
	5.2.4 Using for Assessment to Inform Instruction.....	54
5.3	Process - Oriented Assessments.....	55
	5.3.1 Background.....	55
	5.3.2 Demonstration Lesson: Think Aloud	55
	5.3.3 Demonstration Lesson: My Turn/Your Turn.....	58
	5.3.4 Using for Assessment to Inform Instruction.....	62
5.4	Reading - Narrative Texts.....	62
	5.4.1 Background	42
	5.4.2 Demonstration Lesson: Retelling.....	63
	5.4.3 Other Process-Oriented Assessment Techniques.....	67
	5.4.4 Using for Assessment to Inform Instruction.....	67
5.5	Building Word Knowledge with Language Experience.....	68
	5.5.1 Background	68
	5.5.2 Language Experience Activity (LEA).....	69
	5.5.3 Other Word Knowledge Assessment and Development Techniques.....	73
	5.5.4 Word Stars.....	73
	5.5.5 Using for Assessment to Inform Instruction.....	74
5.6	Reading Fluency.....	75
	5.6.1 Background.....	75
	5.6.2 Fluency and Oral Reading Activity.....	76
	5.6.3 Variations and Guided Practice in Assessing.....	79
	5.6.4 Using for Assessment to Inform Instruction.....	80
5.7	Using Results of Diagnostic Teaching: Linking Assessment and Instruction....	80
	5.7.1 Demonstration Lesson: Using Data to Inform Instruction.....	80



5.7.2 Using for Assessment to Inform Instruction.....	82
5.8 Questioning.....	82
5.8.1 Background	832
5.8.2 Demonstration Lesson: Questioning	84
5.9 Reading comprehension -	92
5.9.1 Background.....	92
5.9.2 Demonstration Lesson: Managing Ideas and.....	94
5.10 Motivation and Response to Reading.....	103
5.10.1 Background.....	103
5.10.2 Demonstration Lesson: Motivation to Read and Response to Reading	105
5.10.3 Demonstration Lesson: Jigsaw - A cooperative learning strategy.....	111
5.11 The CLOZE Technique.....	112
5.11.1 Background.....	112
5.11.2 Demonstration Lesson: The CLOZE Procedure	113
5.11.3 Modified CLOZE Technique.....	117
5.12 Anticipation Guides.....	117
5.12.1 Background.....	117
5.12.2 Demonstration Lesson: Extended anticipation.....	144
5.13 Composition: Purposes and Types of Writing.....	120
5.13.1 Background.....	120
5.13.2 Demonstration Lesson: Writing for Different Purposes.....	121
5.13.3 Using diagnostic teaching techniques for assessment to inform instruction.....	126
5.14 Composition: The Writing Process.....	126
5.14.1 Background.....	126
5.14.2 Demonstration Lesson - The Writing Process.....	127
5.14.3 Revising and editing for an audience through modeling.....	130
5.14.4 Other process-oriented assessment techniques.....	135
5.14.5 Using diagnostic teaching techniques for assessment to inform instruction.....	136
6. Module 3 - Change Process and Leadership.....	137
6.1 Module Overview.....	137
6.2 The Change Process - Taking a Leadership Role.....	137
6.3 Stage 1: Initiating the innovation change.....	138
6.4 ATLAS Training Components.....	143
6.4.1 Training for Teacher Leaders.....	143
6.4.2 Coaching & Mentoring.....	145



6.4.3 School Group Meetings/Material Development & Procurement..... 147
6.4.4 Step-Down Training..... 147
6.4.5 Stepping-up the project in phase two 148
6.5 Stage 2: Implementing the Innovation..... 150
6.6 Stage 3: Institutionalizing the program..... 151
6.7 Becoming an Effective Teacher Leader..... 153
6.7.1 Best practices in professional development 153
6.7.2 Essential Elements in preparing for a professional development
session..... 155
6.8 Coaching Professional Learning/School Group Meetings..... 158

7. APPENDICES - HANDOUTS..... 162

Appendix 1: Practice on being direct 197..... 162
Appendix 2: Classroom Walk-Through Observation Guide..... 162
Appendix 3: Planning Sheet - Using Diagnostic Teaching Techniques..... 163
Appendix 4: Every Pupil Response Example..... 164
Appendix 5: Think Aloud Example..... 164
Appendix 6: My Turn/Your Turn Example..... 165
Appendix 7: My Turn/Your Turn Worksheet..... 167
Appendix 8: Retelling Example..... 167
Appendix 9: Word Stars Worksheet 170
Appendix 10: Reading Fluency Examples..... 171
Appendix 11: Instructional Planning Sheet..... 172
Appendix 12: Questioning Example..... 173
Appendix 13: Story Map..... 174
Appendix 14: Graphic Organizers 176
Appendix 15: Reading comprehension - managing ideas and information in expository
text Example..... 182
Appendix 16: Overview of Blooms Taxonomy of the Cognitive Domain..... 187
Appendix 17: Question Answer Relationships..... 188
Appendix 18: Active Thinking Strategy (Listen-Think-Pair Share)..... 188
Appendix 19: Prior Knowledge Strategy (K-W-L- Plus)..... 189
Appendix 20: LINK Strategy (List-Inquire-Note-Know)..... 190
Appendix 21: Sort and Predict Strategy..... 191
Appendix 22: Collaborative Reading Strategy..... 192
Appendix 23: Reciprocal Reading Strategy..... 192
Appendix 24: Process Notes Strategy..... 193
Appendix 25: Make and Take Session - Creating math games for the classroom 195
Appendix 26: CLOZE Technique Example..... 195
Appendix 27: Modified CLOZE Technique Example..... 197



Appendix 28: Extended Anticipation Guide for Partners or Small Groups.....	198
Appendix 29: Anticipation Guide Examples.....	203
Appendix 30: Examples of a Teacher Group Meeting from the ATLAS Pilot in Zambia.....	207
Appendix 31: Additional Texts	209
Appendix 32: Additional Tools.....	212
8. REFERENCES.....	218



Foreword

Active Teaching and Learning Approaches in Schools (ATLAS) seeks to enhance the quality of teaching and learning in schools through the use of active, participatory, child friendly and evidence-based approaches. Many of the teaching strategies contained in this Facilitators' Guide on Active Teaching and Learning Approaches in Schools (ATLAS) were originally adapted from a workshop facilitators' Guide on Diagnostic Teaching for Primary Level Schooling developed by the International Literacy Association for UNESCO, Dar es Salaam and supported by the Tanzania National Consultant Team Members. The preliminary guidebook was produced by International Literacy Association for the UNESCO-sponsored initiative and the Diagnostic Teaching for Primary Schools and Literacy Sites, which was implemented in Ghana and Kenya in January-December 2005.

The strategies selected for the ATLAS intervention are intended to promote best practices in active teaching and learning, particularly diagnostic teaching. The guide provides technical information and practical examples. In order to promote the use of evidence-based practices, integrating ATLAS in Colleges of Education during pre and in service, as well as a workshop approach is encouraged along with lecturers and student teachers' inputs as well as teachers in schools, to adapt the techniques for use in various classroom contexts. For the ATLAS pilot, the contributions of teachers and administrators in the Mumbwa District, Zambia, particularly those in Mukupi, Nangoma, Shimbizhi, Kalilwe schools, as well as Nakatete Primary School (Kafue District) were highly valuable. The work of Phyllis Hildebrandt and Dr. Janet Condy, International Literacy Association (ILA) volunteers, who guided and mentored teachers in these schools was also highly valuable.

The development, application and revision of the ATLAS Guide and Modules was made possible through the collaboration of ChildFund International- Global Programs, ChildFund New Zealand, ChildFund Zambia, the International Literacy Association (ILA), and the Zambian Ministry of Education.

It is my ardent belief that ATLAS will effectively enhance learning by our learners actively constructing and assimilating knowledge rather than through the passive addition of discrete facts to an existing store of knowledge.

Joel Kamoko (Mr.)
Permanent Secretary - Educational Services
MINISTRY OF GENERAL EDUCATION



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1. About This Document

1.1 The ATLAS Training Toolkit

This document is the second version of the ATLAS Project Training Toolkit.

1.2 Icons/Symbol Index

When using this Facilitator's Guide, you may find the following symbols useful.



Hardcopy Format



Module Overview



Terms and Concepts



Facilitator



Workshop Participants



Note



Worksheet/Handout



Example



Activity



Ask



Read/Speak

1.3 Colour Code

When studying this guide, you may find useful the colour code used for the different phases of the learning/ teaching activities.

Before Reading
During Reading
After Reading
Guided Practice
Debriefing

1.4 Acronyms and Key Terms



Training Sessions - for facilitators, conducted by a resource person (e.g. Phyllis)



TGM - Teacher Group Meetings (teacher group leaders meet to mentor each other and share experiences, reflect on practices and share/review materials, and to prepare to coach other teachers).



GRACE - Grade meetings at the resource centre .



Step down training (Cascading) - Trainers conduct training in their schools

Facilitators - resource persons who conduct training (also known as master trainers).



RO - a ChildFund Regional Office; an RO plays a guiding and support role and is instrumental in disseminating ATLAS at the regional level and seeking financial and technical support.



NO - a ChildFund Country Office; The CO plays a critical role promoting and supporting the implementation of ATLAS at the country level. CO also plays an important role building partnerships and funding for ATLAS.



SPRINT- School Programme of In-service for the Term



ZEST- Zonal Education Support Team

1.5 Concept Index

Concepts /Terms	Page
Active	17
Active Learning Environment	52
Active Thinking Strategy	137
Anticipation Guides	144
Being Direct	196
Bloom's Taxonomy	52
Classroom Management	52
Coaching	129
Collaborative Reading Strategy	180
Composition	113
Context	26
Construct Meaning	29
Conversation	22
Cooperative Learning	42
Debriefing	34
Demonstration Lessons	34
Diagnostic Teaching	30, 31
Differentiation	38
Effective Workshops	18
Grouping	42
Graphic Organisers	161
Guided Practice	37
Initiating Innovation	123
Learner	26
Leadership Role	123
Link	17
Linking Assessment and Instruction	30, 31
Link Strategy	178
Managing ideas and information	85
Mentoring	129
My Turn/Your Turn	55

Observing Classroom Practise	25	
Questioning	77	
Process-oriented assesment techniques	120	
Prior Knowledge Strategy (K-W-L- Plus)	176	
Process Notes Strategy	182	
Reading	59	
Reading Accuracy	73	
Reading Comprehension	83	
Reading Fluency	69	
Reciprocal Reading Strategy	181	
Reflect	17	
Reflection	32	
Reflective Questions	22	
Response to Reading	92	
Retelling	59	
School Group Meeting	130	
Sort and Predict Strategy	179	
Step-Down Training	131	
Text	26	
Teacher Group Meetings	22	
Teacher Group Leaders		127, 137
The Introduction-Development-Conclusion Framework	32	
The Close Technique	101	
The Walk-Through Approach	25	
Think Aloud	52	
Using Diagnostic Teaching Techniques for Assessment to Inform Instruction	146	
Word Knowledge	63	
Writing puproses and Types	108	
Yes/No Cards	47	

2. The ATLAS Project

2.1 Introduction

ATLAS seeks to enhance the quality of teaching and learning in schools through the use of active, participatory, child friendly and evidence-based approaches. Teachers are key actors in ATLAS; they develop, adapt/adopt and model effective classroom behaviours. To facilitate and support the enhancement of teaching behaviours, ATLAS enables teachers to participate in classroom-based training sessions as well as quality circles (Teacher Group Meetings) where observations, coaching and mentoring take place on an ongoing basis ATLAS is part of a wider ChildFund effort called Children Learning Actively in Supportive School Environments (CLASSE) aimed at making schools more effective and friendly for children and teachers.

ATLAS is focused on two components of CLASSE. ATLAS follows a teacher driven strategy, recognising that to improve the quality of teaching it is essential to enable these actors to use their experience and resourcefulness. Primary and secondary school teachers everywhere face the same challenge – to help their learners build learning skills and acquire knowledge essential for their future. Whether this is in classrooms lacking resources in underserved areas, or in fully equipped classrooms in well



resources areas, the intended outcomes are the same, and all children have the right to learn. Moreover, if education is to play a role in promoting development with equity, all schools must be effective. Accordingly, ATLAS brings teachers together for professional motivation and skills development, improvement in the services children receive; and, ultimately increased learning achievement. Experience shows that many teachers tend to teach in the ways they were taught (and in many cases this equates to didactic, teacher-centered methods), adequately supporting changes in teaching practises requires significant effort. However, considerable experience and research also show that teaching practises can change as a result of a combination of direct instruction, observation, modelling, and sharing among peers. Another key aspect of training success lies in giving teachers the opportunity to participate actively in processes that value their capacity. When teachers themselves are purposefully and meaningfully involved in the process of improving teaching and learning conditions, they are more motivated and willing to put what they learn and create into practise.

Hence, ATLAS is based on evidence of what works to improve teaching and learning, drawing experiences from East Africa (ILA, and Aga Khan Foundation teacher training intervention America (Escuela Nueva - Volvamos a la Gente Foundation) and more recently, the positive experience drawn from the ATLAS pilot project in Zambia. ChildFund education specialists also found through benchmarking studies of its CLASSE schools in Ecuador, Honduras and the Philippines that helping teachers build participatory, learner-centred teaching practices requires a combination of classroom-based training, continuous coaching, and essential teaching materials. ATLAS helps teachers integrate knowledge and practice, recognise and diagnose learning problems, seek and apply solutions through an iterative process that includes supportive supervision, coaching and mentoring, and develop materials. The ATLAS pilot implemented in Mumbwa, Zambia in 2008 - 2009, proved that this approach works. The evaluation of the programme conducted by Prof. Warwick Ellis showed that:

- 17 out of 21 targeted indicators had positive gains; 12 gains were statistically significant.
- Teachers were planning lessons better, organising their classroom more effectively, and creating interactive learning experiences.
- Teachers found it easier to manage large class sizes.
- Teachers were able to identify and assist children who needed more coaching.
- Teacher enthusiasm had increased to the extent that they valued and used ATLAS methods and enjoyed teaching more.
- Learners were more engaged, on task and participated with more self-confidence in learning activities.
- Classroom environments were more Learner-friendly and attractive.
- Interaction among children was enhanced.
- Overall school attendance increased.
- Pass rates increased at Grade Seven in ATLAS schools. Thus more Learners were able to transition into secondary school.

2.2 ATLAS Overview

2.2.1 Goal

Children in target schools receive quality education that supports their learning and development.

2.2.2 Outcomes

- Teachers improve their technical capacities;
- Teachers systematically increase teacher use of active, participatory, child-friendly, research based classroom practices, improving the relevance and delivery of curriculum; and
- Teachers are motivated to use and promote effective practices in their schools and beyond.

2.2.3 Objectives

The objectives are to help teachers:

- Acquire a set of easy-to-use teaching techniques that are content relevant, participatory and child centered;
- Develop an understanding of the connection between instruction and assessment;
- Gain access to various forms of monitoring learner learning;
- Establish the ability to plan and deliver effective lessons;
- Adapt or create suitable materials to support lessons;
- Develop an understanding of appropriate classroom management strategies; and
- Acquire a diagnostic teaching approach as a habit for reflecting on their understanding and in supporting others as teacher leaders.

2.2.4 Competencies

During the intervention participants should :

- Explain the relationship between assessment and instruction;
- Identify and use diverse techniques for monitoring learner performance;
- Provide evidence of having adapted or developed relevant classroom materials;
- Demonstrate proficiency in participatory, Learner-friendly approaches to teaching and learning;

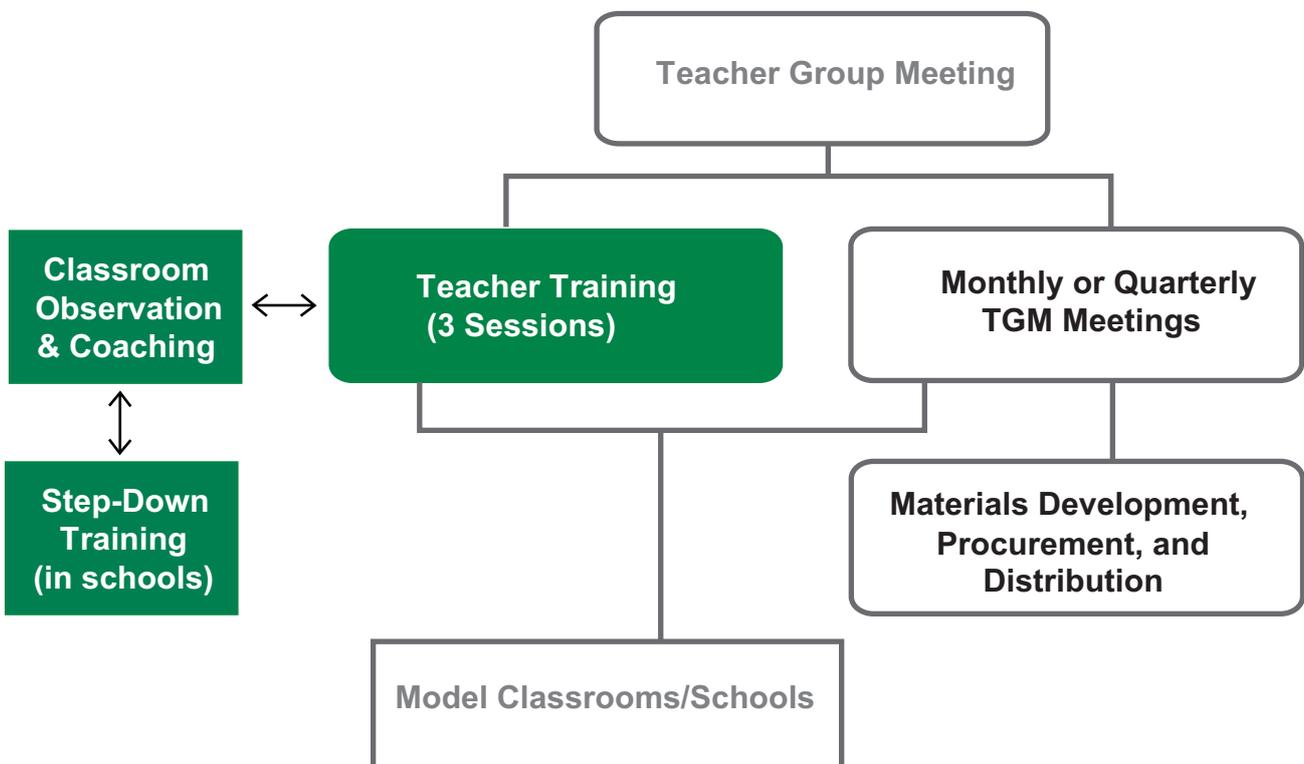
- Display the use of appropriate classroom management practises;
- Provide evidence of having adapted and applied techniques of the diagnostic approach with learners in their own contexts (Step down training); and
- Provide evidence of having facilitated opportunities for colleagues to solve classroom-related activities.



3. The ATLAS Training Approach

3.1 Training Components

The training is based on the following components:



Training Sessions forms one aspect of the overall ATLAS intervention that are carried out in three sessions, each guided by a respective Module. Each session is focused on providing teachers with opportunities to activate, build and consolidate their knowledge and understanding of appropriate and effective classroom practices. Embedded throughout the training sessions are appropriate forms of assessment and instruction such as the use of active, participatory, and child-centered teaching and learning methods. In addition to the appropriate forms of assessment and instruction, participants are to be provided with opportunity to refine their skills in order to "step-down" training and sustain "Teacher Group Meetings" both needed to model improved practice.

3.2 Training Features

ATLAS training contains the following features:

- Participatory demonstration of Diagnostic Teaching Techniques using local contexts;
- Illustrative lessons;
- Guided discussion on procedures and applicability;
- Small-group and large-group activities;
- Guided practice in applying specific techniques to local contexts;
- Classroom implementation;
- Opportunities for reflection, self-evaluation, peer evaluation, and formal observation; and
- Illustrative resources

In addition to the teacher training sessions, classroom coaching and supervision, participants should be enabled and expected to engage in Teacher Group Meetings (TGM). Participating in the TGM will ensure that teacher-directed learning and instructional behaviour changes happen through the modelling of improved practises by teacher leaders.

As the training attempts to provide contextually appropriate experiences, teachers are asked to use subject texts and/or resources available in their classrooms.



3.3 The Facilitators' Guide - Using ATLAS Modules

Individuals selected to become master teachers (i.e. mentors) should have access to this Workshop Facilitators' Guide, including the three Modules. Using this Guide, mentors can select and enhance materials for their coaching of peers and school-based meetings.

The ATLAS facilitators guide include three Modules; each corresponds to and should be used within a training session. Mentors as well as participating teachers should have access to each of the modules to guide and facilitate their participation in each training session. In addition to participating in training sessions, mentors are expected to participate in Teacher Group Meeting(TGM), taking turns to facilitate those meetings, and also facilitate whole school meetings to share with their school peers. More details are provided in Module 1 and Module 3

The Modules as well as the resources in the Appendices and Handouts part of this document, are particularly useful to develop lessons and prototype materials that can be shared and reviewed during TGMs. These modules are very useful to explain the nature of ATLAS training to all stakeholders at all levels of Education.



4. Module 1 – Teaching Techniques and Learning Strategies Framework

4.1 Module Overview

This module introduces basic concepts on teaching and learning. It provides an overview of the format of the training sessions and their components and sets the framework for TGMs, diagnostic teaching and classroom management.



In this module, participants will be introduced to:

- Process of training sessions and Teacher Group Meetings(TGMs)
- Diagnostic Teaching linking Assessment and Instruction
- A lesson plan format- Introduction-Development-Conclusion (IDC)
- Classroom management and participatory classroom techniques
- Strategies for Assessment and Instruction in reading



Participants will have an opportunity to:

- Practice newly acquired concepts and skills.
- Receive in-class coaching and supervision



4.2 Shaping Effective Training Sessions

4.2.1 Training Session Format

The training sessions in this intervention tended to introduce participants to techniques that can be used to monitor and assess learners' literacy and numeracy development. Diagnostic Teaching Techniques (DTT) are provided to participants with feedback processes and tools on the effectiveness of their instruction to help them make informed decisions about how to adapt their instruction to fit learners' needs. This process of using assessment to inform instruction is known as the Diagnostic Teaching approach.

The techniques provided in the trainings offer a broad range of strategies and skills for the instruction and assessment of learner achievement in literacy and numeracy



Facilitators should ensure the involvement of all participants.



Participants should spend ample time sharing background knowledge, trying out ideas, and presenting learning outcomes to and with colleagues.

Facilitators and participants are responsible for developing "team spirit" during the training sessions.

Each training session is participatory. Facilitators model active teaching - learning situations.



4.2.2 Description of Training Components

The training components (and format) are intended to produce an interactive discussion, to encourage facilitator-participant and participant-participant mentoring, and to promote guided experimentation in education settings - during, between, and after training sessions.

During training sessions, there should be group activities such as demonstrations, guided practice, and design of diagnostic teaching lessons, implementation in educational settings and peer observations. All these activities contribute to a deeper understanding of the techniques.

An effective training session has the following distinct components:

Component	Duration	Overview
<p>Introduction</p> <ul style="list-style-type: none"> • Emphasis on the <ul style="list-style-type: none"> - Introduction - Development - Conclusion Framework • Conceptual Framework for Teaching and Learning • "The Backbone" (used throughout the training sessions) 		<p>The conceptual framework Introduction- Development- Conclusion (IDC) helps participants to organise their lessons into a logical order to maximise learning. It should be reviewed before and emphasised during the course of the first training session. The facilitators should model the principles outlined in the Introduction-Development-Conclusion framework through their own facilitation work.</p>
<p>Facilitator's Demonstration Lessons</p>	<p>30-45 minutes each lesson</p>	<p>The facilitator(s) will present techniques that can be used at each phase of the Introduction Development and Conclusion framework. These are demonstrated using sample texts (oral or written) to reflect specific educational settings. Three or four lessons are recommended in a week-long training session. New lessons can be created by facilitator(s) as they become experienced.</p>

Component	Duration	Overview
<p>Debriefing (Self Evaluation) of Facilitators; Demonstration Activities</p>	<p>1 hour following each lesson</p>	<p>Debriefing discussions help participants review and understand the goals of the techniques. Participants should be able to recognise:</p> <ul style="list-style-type: none"> • How to use the techniques; • The purpose of the technique; • The ways they can tell the technique is working properly; • How the techniques compare with their current ideas and practice; and • How the techniques might be adapted for use in their participants' contexts.
<p>Guided Practice I - Lesson Plan Format</p>	<p>20 minutes - First Training Session only</p>	<p>Facilitators will hand out a lesson plan template and/or instructional model, which include an Introduction, Development and Conclusion section. Participants will use these for creating their own diagnostic teaching lesson plans.</p>
<p>Guided Practice II</p>	<p>1 ½ - 2 hours - All training sessions</p>	<p>Participants will brainstorm diagnostic teaching plans using the assessment techniques and existing texts. Songs, folktales, and other activities can be included. They will talk through their diagnostic teaching plans and provide peer critique.</p>
<p>Intervention visits and Observation</p>	<p>Two or more days</p>	<p>Participants will try out their diagnostic teaching plans in the classroom. Observers will use an observation tool to take observation notes. Immediately following the classroom observation, participants will regroup for a debriefing discussion similar to that carried out during the training session</p>

Component	Duration	Overview
Feedback/Exit Cards	10 minutes	This is an anonymous way to ask participants how the training sessions is going. Facilitators can respond to feedback/ exit card questions at the end or during the course of the day.



4.3 Teacher Group Meetings

4.3.1 Teacher Professional Development Background

The Role of Professional Development

Improvement by teachers of formative assessment practices will usually involve a significant change in the way they plan and carry out their teaching, so that attempts to force adoption of the same simple recipe by all teachers will not be effective. Success will depend on how each teacher can work out his or her own way of implementing change (Black, 1997).

Features of Professional Development

Change in teaching and learning that are closely linked to everyday teaching will not come through occasional in-service days or special training. Teacher professional development research (Loucks-Horsley, Hewson, Love & Stiles, 1998) indicates that a "one-shot" teacher professional-development experience is not effective in almost any significant attempt to improve teaching practice. Because the kind of diagnostic assessment and instruction practises discussed in this guide is intimately associated approach to his/her responsibilities and not simply an add-on to current practice, professional development must permit the examination of basic questions about what it means to be a teacher. Professional development needs to become a continuous process, where teachers have opportunities to engage in professional growth throughout their careers.

Rooted in Practice

As Black's statement at the outset suggests, widespread formative assessment will not come about solely by adopting specific interventions. New techniques can help, but understanding the basis for the new techniques is also necessary if it is to be implemented in a manner which is consistent with its intent. However, a teacher cannot successfully implement all the changes overnight.



Successful and lasting change, take time and require deep examination. It becomes critical to root professional development experiences in what teachers actually do. This approach also is consistent with what research says about teacher learning. A study by the National Research Council (1999) asserts that teachers continue to learn about teaching in many ways. Primarily, the study states, "they learn from their own practice". Teachers develop repertoires of action that are shaped both by standards and by the knowledge that is gleaned in practice (Wenger, 1998).

Reflective Practice

It is important to incorporate reflection into regular teaching practice. In other words, teachers should use learner data, observations of teaching, and interactions with colleagues to reflect on and improve teaching practice. Underlying many of the successful professional growth strategies is the use of data from a teacher's own classroom and experience. When teachers examine their own teaching, they begin to notice incidents and patterns that may otherwise have been overlooked. It is important that teachers allow feedback from their own practice to inform their future teaching, including their beliefs and understanding involved in teaching. Reflection and inquiry into teaching and the local and practical knowledge that results, is a start towards improved teaching and learning. One form this inquiry into teaching practice could take is action research, research conducted by teachers for improvement of aspects of their teaching. This form of research is based on the principle that the practical reasoning of teachers is directed toward taking principled action in their own classrooms (Atkin, 1992). By making changes in their own professional activities, teachers learn about themselves and the improvements they desire. Their understanding is deepened when they discuss these experiences with peers who share similar values and are trying to make similar changes (Akin, 1994; Cochran-Smith & Lytle, 1999; Elliot, 1987; Hargreaves, 1998).

Collaborative

For teachers working in what is often considered a solitary culture, collaboration with peers is thus another feature of improving practices. This is supported by research findings that teachers learn through their interactions with other teachers (NRC, 1999).

Research evidence indicates that the most successful teacher professional development activities are those that are extended over time and encourage the development of teachers' learning communities. These kinds of activities have been accomplished by creating opportunities for shared experiences and discourse around shared tasks and data about learner learning, and focus on shared decision making.

Deliberations among peers are a fundamental feature of professional development in any field. These deliberations can be formal or informal and also can occur among colleagues who teach the same grade level or across grades. The exact composition of the group is secondary to the common interest and goal of improved practice. Parallels do exist between what we know about teacher learning and our understanding of learner learning. One such parallel is the importance of collecting information

that can be used to inform teaching. Collaboration and cooperative groups help facilitate feedback; thus, opportunities that allow colleagues to observe attempts to implement new ideas-by visiting other classrooms and by watching videos-should be built into professional-development experiences. Arising from the finding about effective practices, teachers can glean valuable lessons from sharing and discussing practices that are less than successful.



Multiple Entry Points

Because teachers have different professional needs, designers of professional-development intervention try to provide multiple points of entry to the experiences as well as to encourage multiple forms of follow-up. Furthermore, they are cognisant of the fact that change does not happen all at once. To facilitate long-term growth, professional development experiences need to provide for, and foster as a desired skill, sustained reflection and deliberation

Discussions with groups of teachers focusing on learner-centred, experience-based learning can quickly lead to some basic questions: "What is really worth knowing?" What is worth teaching? How can we get learners engaged in their own learning? How can we manage large groups of learners within varying abilities and needs?"

An Agenda for Learner-Centred Teaching and Learning

There is no single and clear sequence in which the various issues, skills, and perspectives that are entailed might best be explored and understood in teacher development. A variety of components will be called into play, sooner or later, in any rich interventional development that starts with a focus on diagnostic teaching. The order in which they arise, may depend on the particular interests and starting points of the teachers involved. Professional development activities need to address established goals for learner learning performance, identifying learners' understanding, and articulating plans and pathways that help learners move towards the set goals.

4.3.2 TGM Sessions

The ATLAS intervention requires that teachers meet in TGMs at least two times in a month. If this is not possible, the meetings should be held monthly. Facilitators are expected to conduct training sessions whereby colleagues can share, discuss and solve classroom-related problems. The goal is to help teachers develop, plan, and improve on their teaching and learning in the classroom. In order to accomplish this, it is imperative that facilitators have opportunity to observe classroom teaching. A suggested tool for facilitating the TGM sessions is described in the following paragraph. Additionally, see the classroom walk-through approach that follows.

4.3.3 Reflective Questions and Conversation

Follow-up conversations aim to assist the teaching staff to engage in reflective inquiry. The approach used in the TGM is a differentiated coaching/mentoring approach. The TGM encourages the teacher to become a collegial participant in a collaborative interactive conversation.

Dependent /Direct Conversation

Coach/Mentor provides feedback to teacher and then teaches the teacher in the feedback conversation.



ATLAS strives to provide professional development that focuses on learner achievement. Hence, the approach used in the intervention;

- Deepen teachers' content knowledge and teaching practices;
- Facilitate ongoing inquiry, practice and reflection to inform practices;
- Nurture collegiality and collaboration; and
- Develop shared leadership, resources and inside/outside support.

Direct Feedback Statement and Conversation

Direct feedback statement and conversation allows for mentoring and teaching to occur. Direct feedback allows you to bring to the surface something you wish the teacher to consider in his or her practice. Rather than pose a question to a teacher with whom you wish to be direct, form a focused statement on the teaching practice you wish to discuss.



For example:

You have observed a Grade 6 Mathematics class. One of the strategies that the teacher uses to question learners is allowing "wait time" before calling upon learners to answer.

Instead of Asking How do you decide when to use wait time, and how long to wait?

Make a statement I would like to chat with you about wait time when questioning learners -- how you decide when to use it and when not to use it and how long to wait.

OR even better

I would like to chat with you about checking-for-understanding strategies that provide the opportunity for each learner to prepare a response and respond. Thus, giving learners more practice on the learning.

Making direct statements helps you to move teachers to reflective thought about the decisions they are making. The statements are neutral and the focus is on the curricular or instructional teaching practice decisions.

Giving direct feedback should focus only on one or two statements. A direct feedback conversation usually takes up to 15 minutes and should then move to a reflective question.

<p>Today I would like to talk with you about the decisions we make regarding the use of wait time - when to use it, how to set it up, and the length of wait time.</p>	<p>Focused statement</p>
<p>Think with me about how you make decisions about wait time.</p>	<p>Invitation to reflect with you</p>
<p>How I came to think about this was that, I briefly observed and saw that today you used wait time in your lesson. You had asked a question about what the percentage of the fraction 20/100 was. You said, "I am going to give you five seconds to think about your answer." Let's think about what criteria we use to decide whether or not to use wait time and how long wait time should be."</p>	<p>Describe teacher behaviour in the walk-through and the decision that led to a particular teaching practice.</p>

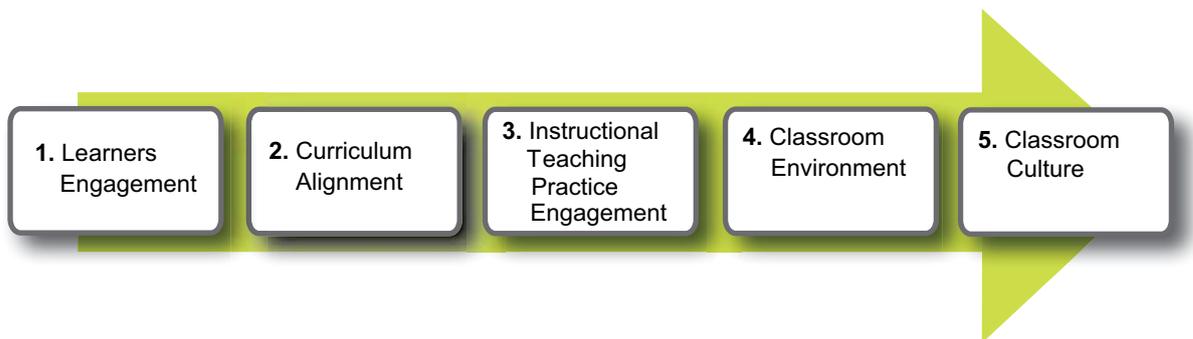
<p>Let's start with how we decide to use wait time. It is a very effective strategy that is used quite often. Think with me about how we decide to use it.</p> <p>Here are some times when we might use it: (give a couple of examples and encourage the teacher to add ideas.)</p> <ul style="list-style-type: none"> • Acquisition of new learning • Checking for understanding and • Initial oral practice <p>After an error has taken place, point out the potential problems with the approach:</p> <ul style="list-style-type: none"> • If a learner is called on before the question is posed, all other learners can choose not to think about the answer • Most teachers do not wait long enough for learners to give an answer • Depending on the level of difficulty, wait time will vary 	<p>Teach the concept - interact with teacher</p>
<p>Think about tomorrow's lesson and some questions you might ask. Let's practise with you setting up the question with wait time; pretend I am the learner.</p>	<p>Check for understanding</p>
<p>So, keep thinking about this idea of wait time. When you are teaching and asking questions, as well as thinking about when to provide wait time and how much time to give, what criteria do you use to make these wait time decisions, to provide each learner the opportunity to acquire expected competencies</p>	<p>End with a reflective question to continue thought on teaching practice.</p>



You can find a template to guide you through reflective questioning and discussion in **Appendix 1: Practice on being direct.**

4.4 Observing Classroom Practice: The Walk-Through Approach

Classroom walkthroughs provide mentors/coaches with strategies for using a 5-step structured Walk-Through Approach that focuses the classroom observation and provides a framework for reflective questioning.



The model is focused on teacher decisions, not on the teacher's actions. This approach enables coaches and mentors to collaborate on criteria being used in making those decisions and thus becomes an excellent tool for the Teacher Group Meetings (TGMs). One of the outcomes of using the Walk-Through model is that the culture of the school will change to become more collaborative, reflective and inquiry-based, one of the aims of the intervention.

- Using the Walk-Through Approach with reflective dialogue helps to:
- Develop reflective, self-directed, self-analytical, interdependent teachers who examine their own practices; and
- Facilitate a process for teachers to work towards higher learner achievement.

The Walk-Through Approach encourages a positive relationship between the coach/mentor and teacher. Therefore, the relationship is one that is collegial. It is focused on teacher development and encourages a collaborative approach to instructional improvement efforts. Specifically, the Walk-Through Approach:

- Focuses on those factors that influence higher learner achievement;
- Assumes there is alignment among the written, taught, and assessed curriculum;
- Encourages teachers to provide instruction at the right level of difficulty for each learner;
- Promotes teacher use of assessments for diagnostic purposes to determine prerequisites, and acquisition and mastery of learning;
- Promotes collaborative, reflective dialogue following classroom visits;

- Builds on the fact that change is intrapersonal - it comes from within;
- Focuses on the use of intrinsic motivational strategies that honour the teacher and his or her decisions versus telling the teacher what to do;
- Recognises the teacher's level of experience and readiness for self-direction;
- Engages in dialogue that moves the teacher to self-analysis; and
- Encourages collegial interactions and enables educators to learn together in an interdependent way.



Appendix 2: Classroom Walk-Through Observation Guide can be used to help facilitate and focus the reflective conversations and questions. Feedback in the form of reflective questions will be shared with individual teachers. During the TGM, portions may be used to model how the reflective conversations and questions can be used to inform school practice.

4.5 Diagnostic Teaching

4.5.1 Effective Instruction Factors

Effective classroom instruction is contingent upon understanding the interactive processes related to learning:

- the learning context that defines the task and purpose of the learner as well as the setting.
- the learner- the experiences he/ she brings to the situation
- the characteristics of the text



Learner learning is facilitated when appropriate assessment of these related factors is taken into consideration prior to instruction, during instruction and after instruction. The key to effective instruction is in the determination of the strategies needed by the learner to obtain meaning.

The learner

A learner will approach a task with his or her own background knowledge and experiences about the world. These background experiences will affect the learner's ability to construct meaning. To construct meaning, the learner interacts with the text and bridges the gap between the known and the new knowledge.



Prior knowledge is the key for new learning both from text and verbal messages as new information is linked with prior knowledge

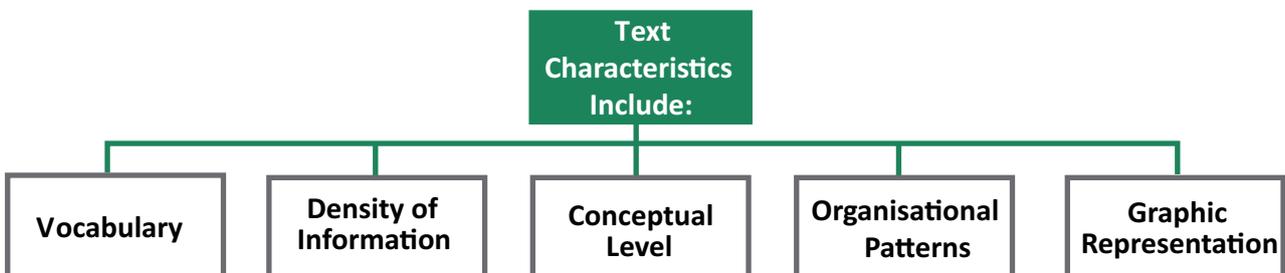
The ability to construct meaning is also affected by the different context in which the learning is to take place. Determining purpose is important as different contexts for learning will affect the individual's motivation to read, write, and do mathematics. Whether learners perform or learn in a particular situation largely depends on how they can do what must be done and whether they choose to do it. Learning and performance require both skill and will. Factors such as interest, the amount of time and effort required, willingness to take risks, or perceived competence can influence children's decisions whether to use their skills or not.



The learner's attitude toward reading, writing and numeracy is a central factor affecting performance. Comprehension (understanding) is determined by the learner's effectiveness in using appropriate strategies to construct meaning.

The Text

Text characteristics play a significant role in learning. Learners who understand text structure have increased comprehension and better recall of information.



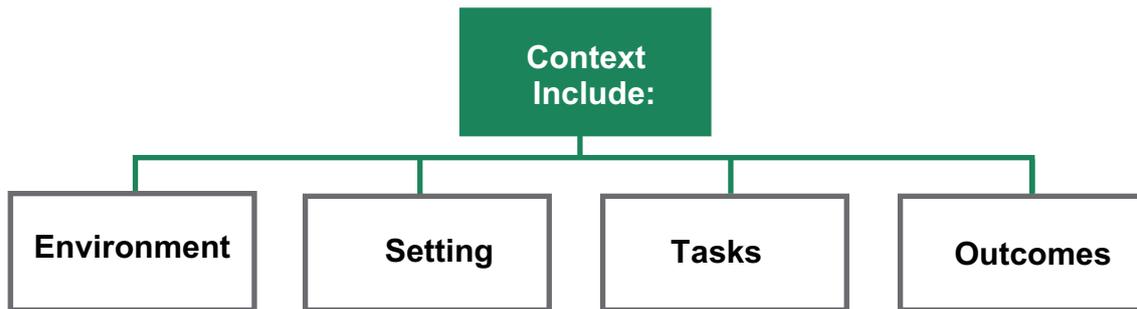
Texts clearly organised and well-written are called considerate text, while poorly written texts are referred to as inconsiderate. Considerate texts are designed to enable the learner to gather appropriate information with minimal effort. Inconsiderate texts require the learner to put forth extra effort in order to compensate for the inadequacies of the text.

Although text comprehension is strongly influenced by the reader's background knowledge and experience, texts have a structure separate from the reader's cognitive structure.

It is important that learners are taught to recognise and use text structure for organising their learning.

Context

Context includes environment, setting, tasks and outcomes. Each of these affects the strategies the learner draws upon. Environment refers to the classroom atmosphere, which is a combination of peer attitudes, teacher's expectations and the home environment



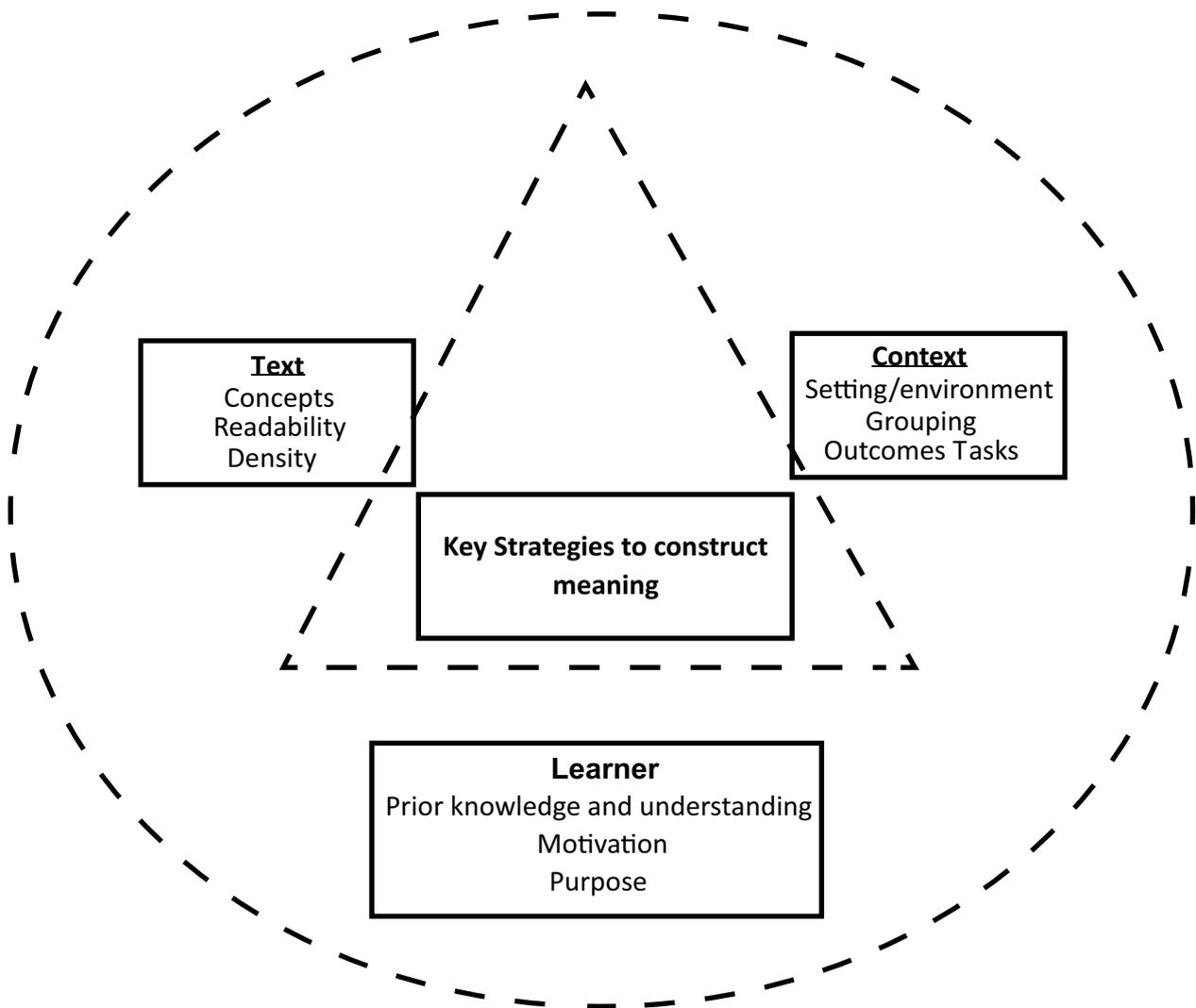
Setting refers to the physical place and conditions under which the instruction and learning take place.

The setting in which reading, writing, numeracy and their instruction take place affects performance. Meaning-making depends on the broader context in which a text is being written or read.

There are several aspects of classroom setting that have been examined and found to contribute to a learner's achievement. Context also includes the task and the outcomes, which together, determine the purpose for completing the task. The teacher's expectations for a specific assignment determine the way a learner approaches a specific task.

4.5.2 Strategies for Meaning Construction

Strategies refer to cognitive activities learners can use to bring meaning to a task. **There should be a clear relationship between the strategy selected, the task and the text.** The challenge for the learner is to choose the appropriate strategy for the task. Such knowledge and strategies do not develop on their own. Learners benefit from explicit instruction in each of these aspects of the learning process. Teachers can provide explicit instruction when they understand the process of constructing meaning themselves and when they possess a range of teaching techniques they can use to highlight specific knowledge and strategies. See these relationships represented in the following model for constructing meaning.



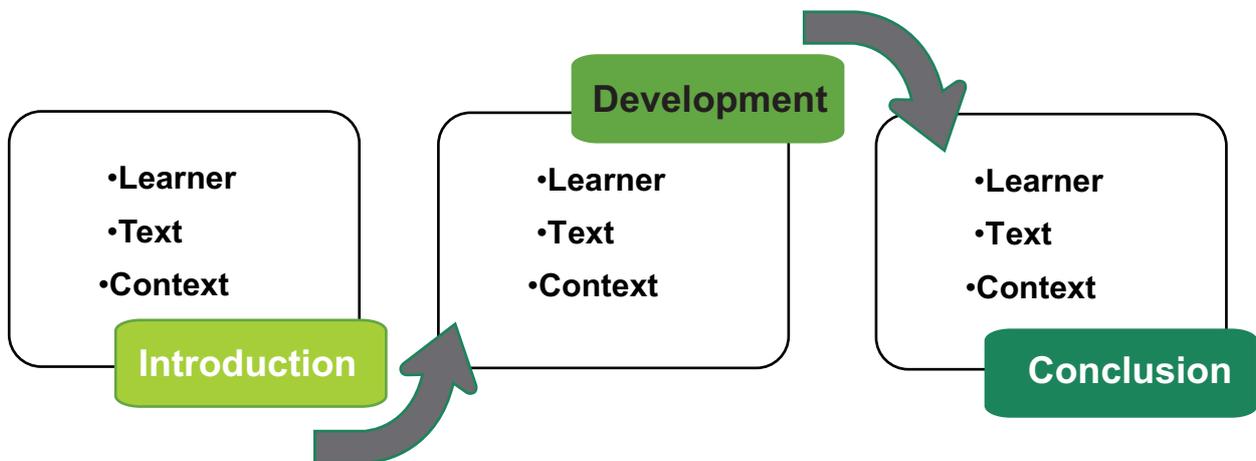
4.5.3 Linking Assessment and Instruction

Effective literacy and numeracy teaching emphasises helping people to become independent life-long learners, yet many education systems slip into a narrow focus on literacy and numeracy as a mechanical and procedural process. The literacy and numeracy skills required in today's societies require an early start in processing skills to effectively evaluate, analyse, and articulate information in oral, print, or graphic form.

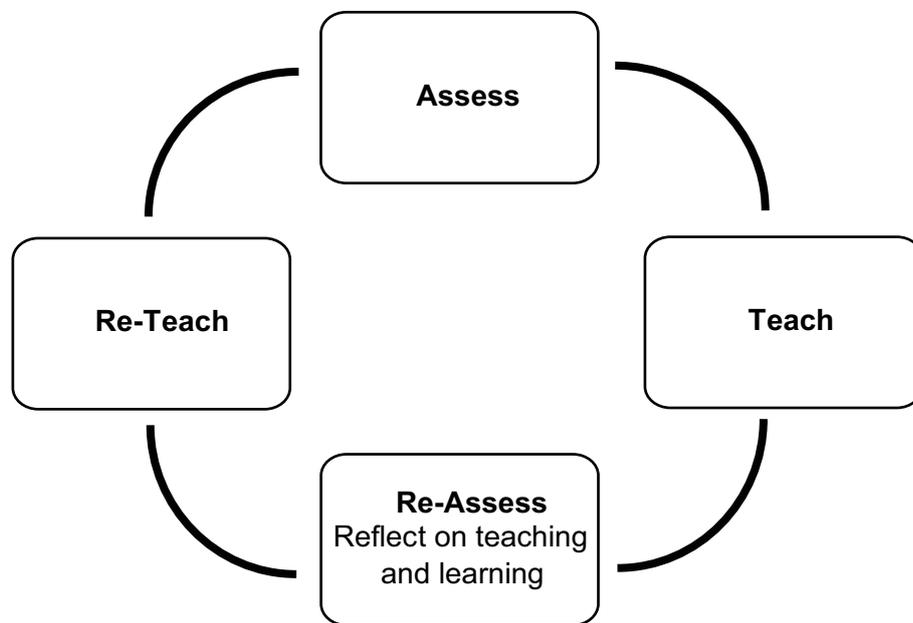
Diagnostic teaching is the “process of diagnosing learner abilities, needs and competencies and prescribing requisite learning activities”⁷.



Through Diagnostic Teaching, the teacher monitors the understanding and performance of learners before teaching, while teaching, and after teaching the lesson



Diagnostic Teaching can inform teachers of the effectiveness of their lessons with individuals, small groups of learners, or whole class, depending on the instruments used. Within a Diagnostic Teaching perspective, Assessment and Instruction are interacting and continuous processes, with assessment providing feedback to the teacher on the efficacy of prior instruction, and new instruction building on the learning that learners demonstrate. This Assessment/Instruction cycle is shown in the following graph.



Teachers may evaluate learner learning on the spot, or collect data at different points in time and compare progress over units of instruction. Diagnostic assessments are themselves educative for teachers. By introducing the concept of diagnostic teaching and the monitoring techniques to support

such instruction, teachers will be better able to recognise reading and enumerating as a developmental process and target instruction to meet the needs of individuals and groups.



In Appendix 3: you can find the "Planning Sheet for Using Diagnostic Teaching Techniques for Assessment to Inform Instruction." This form can be used throughout the demonstration lessons - typically at the end of each one - to help teachers think about using the technique to actually inform their practice.

4.5.4 A Framework for Instruction and Assessment

Diagnostic Teaching is embedded within the teachers' regular instruction. Unlike traditional assessments which typically take place at the end of a lesson, diagnostic teaching offers teachers opportunity to monitor learner learning (and the effectiveness of their own teaching) throughout the lesson.

To harness the techniques of the diagnostic teaching approach and to adapt these techniques to fit local contexts, teachers require a conceptual framework for teaching and learning. In other words, teachers require an effective framework for teaching and learning first. Then they will be able to find opportunities within this framework for monitoring learner learning.

Participants will follow a three-phase framework to organise lesson activities to take place before, during and after the main classroom task. The Framework reflects current research about how people learn most effectively.

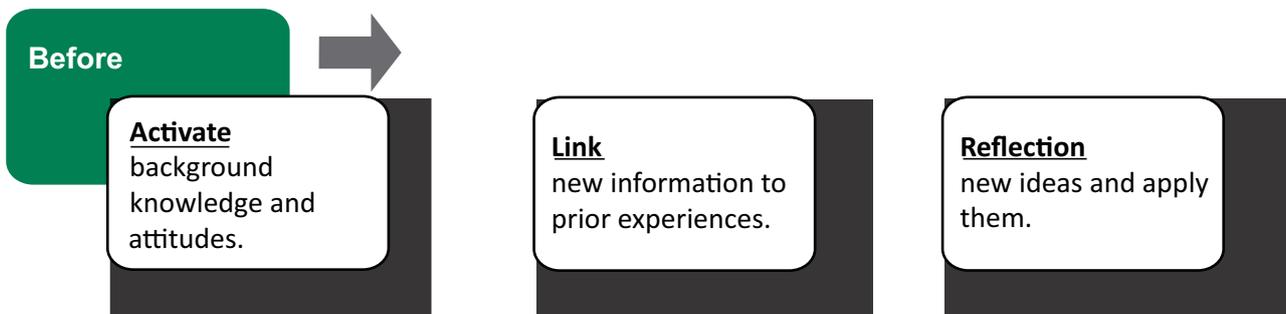


The phases are intended to help learners:



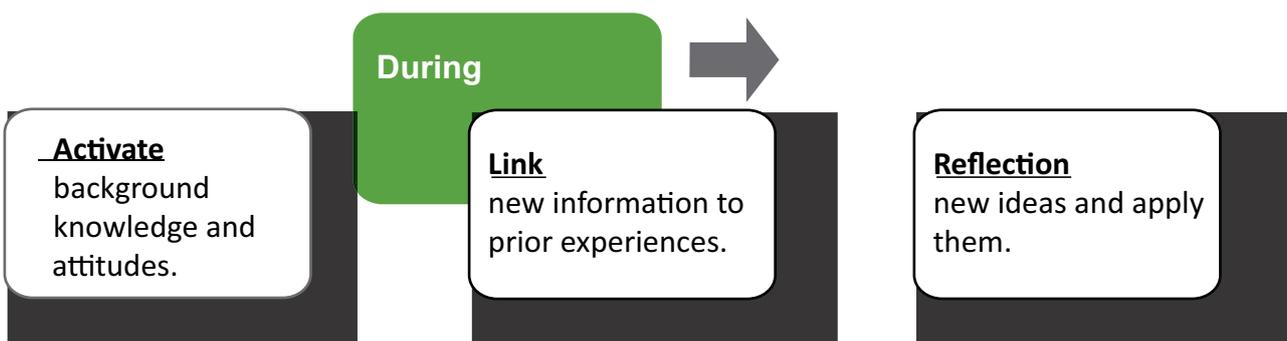
4.6 The Introduction - Development - Conclusion (IDC) Framework

4.6.1 Phase 1: Introduction



Diagnostic Teaching Techniques used in this phase emphasise strategies learners use to draw on what they already know about the topic. The techniques help the teacher to bring out/discuss/assess the learners' background knowledge and personal attitudes about the topic/activity. The Diagnostic Teaching Techniques remind learners that the topic/activity connects with their lives and with other things they have studied. They raise motivation by giving learners a purpose for learning. Learners become curious about what will come next. The diagnostic aspect of these techniques help teachers monitor how well their learners are applying these strategies before they read, write or compute.

4.6.2 Phase 2: Development



Diagnostic Teaching Techniques used in this phase guide learners to develop meaning from new information they read or hear. Teachers use this phase to provide learners with strategies they can use as they search for answers to their own questions or for ideas to satisfy learners' curiosity. Techniques used during this phase include strategies learners can use to monitor their own learning. The Diagnostic Teaching Techniques help teachers monitor when learners are struggling with the task, to prevent a breakdown in the learning process.

4.6.3 Phase 3: Conclusion

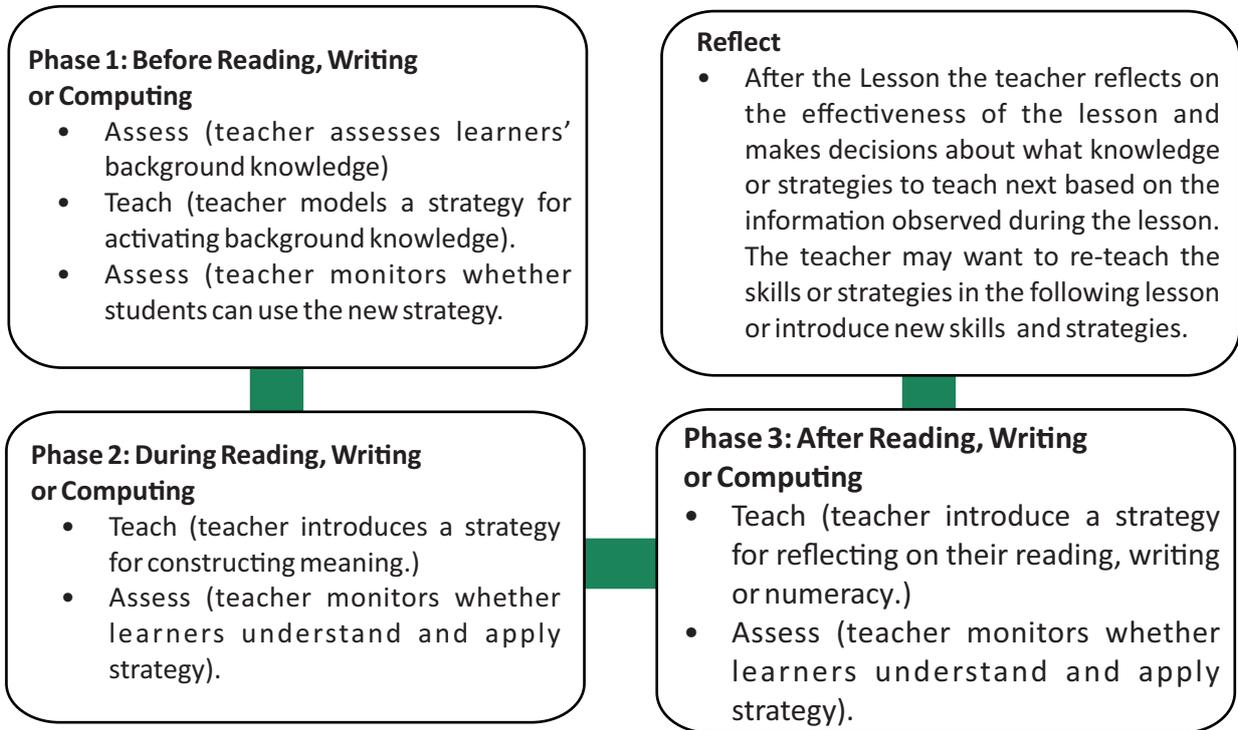


Diagnostic Teaching Techniques used in this phase emphasise strategies learners can use to reflect on information they have read, heard, or learned. The techniques provide learners with strategies they can use to organise and remember important information, ideas, and relationships. The techniques provide learners with strategies that enable them to use new information or to solve problems. Other techniques provide learners with opportunities that help them evaluate this new information. In doing all of this, learners come to re-examine their thinking and incorporate new ideas. The diagnostic aspects of these techniques enable teachers to monitor whether their teaching has been effective and whether learners are applying these strategies.

The Diagnostic Teaching Technique integrates assessment and instruction in the teaching - learning process. Unlike traditional approaches where teachers teach, then assess learner learning at the end of a lesson, diagnostic teaching enables the teacher (and the learners) to monitor the effect of instruction while it is taking place.



While in reality teaching and assessment cannot really be separated, the diagnostic teaching process might look something like this:



4.7 Demonstration Lessons



The main facilitator (resource person) is expected to provide a variety of demonstration activities in each training session. Demonstration activities not only introduce specific techniques for assessment and instruction, they also help to illustrate the principles of Diagnostic Teaching and the I-D-C framework. Facilitators are encouraged to follow suit.



- During the Demonstration Lesson, participants should:
- actively participate as learners in the procedures (as demonstrated) in each technique; and
 - experience the way the technique (as demonstrated) supports reading, writing, mathematics,
 - discuss and critically think within the Diagnostic Teaching Technique .



The facilitator(s) can find the demonstration lesson activities in Module Two. The demonstration activities are written with directions on how to implement them and include sample texts. Facilitator(s) is/are modelling what a real classroom activity could look like. Facilitator(s) should not refer to the name, or explain, the technique while doing the demonstration activities! Participants are expected to review and discuss the techniques during the debriefing discussion.



4.8 Debriefing Demonstration Activities

Debriefing discussions must follow each facilitator's Demonstration Lesson. The purpose of the debriefing is to remind the participants of the:

- steps of the procedures,
- Diagnostic Teaching Technique, and
- Introduction-Development-Conclusion



Facilitators review the Demonstration Lesson step-by-step and guide participants to talk about what happened during the activity. Particular attention is paid to specific strategies used by the teacher and (participant) learners.



Participants should be able to:

- realise that the teacher uses distinct teaching techniques for assessment and instruction;
- give the name for each technique demonstrated;
- identify the purpose of each assessment/instruction technique (how the activity illustrates an important aspect of the literacy/numeracy process);
- identify the effect of each phase of the activity; and
- demonstrate an understanding how the information obtained from the assessment informs instruction (diagnostic teaching)

4.9 Conducting Debriefing Discussions

Below you can find a guide for conducting debriefing discussions:



Facilitator: Let's review the activity we just completed. First, let's recall each part of the lesson.

Phase 1: Introduction (reading, writing or mathematics)

Let's recall the first thing we did when we started the activity. (Elicit and then write the name of technique on the chalkboard.)

Guide the participants to:

- identify the steps in the Diagnostic Teaching Technique and place them in the proper sequence (list the steps on the chalkboard);
- discuss how the diagnostic technique assessed learners' ability to activate background knowledge and/or attitude about the topic/activity;
- identify specific components of the literacy/numeracy process highlighted in this activity;
- discuss how the Diagnostic Teaching Technique compares with techniques the teacher currently uses; and
- brainstorm ways teachers might adapt the diagnostic teaching technique to fit their classroom contexts.

Phase 2: Development(reading, writing or computing)

Facilitator: Let's consider the way Phase 2 (Development) was carried out in this lesson. (Write the technique on the chalkboard.) Guide the participants to:

- identify the steps in the Diagnostic Teaching Technique and place them in the proper sequence (list the steps on the chalkboard);
- discuss how the Diagnostic Teaching Technique assessed learners' ability to link new information to prior experiences (i.e., construct meaning);
- identify specific components of the literacy/numeracy process highlighted in this activity;
- discuss how the technique helps assess the strategies the learner uses to relate background knowledge to the text or task;
- discuss how the technique compares with techniques the teacher currently uses; and
- brainstorm ways that teachers might adapt the Diagnostic Teaching Technique to fit their classroom contexts.

Phase 3: Conclusion (reading, writing, listening, discussion ...)

Facilitator: Now we'll review the last part of this activity. (Write the technique on the chalkboard.)

Guide the participants to:

- identify the steps in the Diagnostic Teaching Technique and place them in the proper sequence (list the steps on the chalkboard);

- discuss how the technique assessed the strategies learners used to reflect on new ideas and apply them;
- discuss how the technique assessed learners' ability to consolidate what they knew about the topic/activity with what was new;
- identify specific components of the literacy/numeracy processes highlighted in this activity;
- discuss how the Diagnostic Teaching Technique compares with techniques the teacher currently uses; and
- brainstorm ways that teachers might adapt the Diagnostic Teaching Technique to fit their classroom contexts.



Facilitator's Note: Make this a dialogue not a rigid review of activities carried out;

- Be prepared to suggest or model topics or subjects where you might apply techniques; and
- After debriefing, give participants a moment to identify techniques that might be used at different phases of the lesson. Give them a moment to think of examples or links to something they already do.

4.10 Guided Practice

This training must allow time for the facilitator(s) to guide the participants in practising some or all of the aspects of the new Diagnostic Teaching Techniques. Each group should have the opportunity to brainstorm a lesson plan using the techniques just demonstrated. These lessons will be carried out in schools during the field component of each training session. The lesson plan:

- introduces a simplified model for organising lessons;
- illustrates the three-phase framework for learner-centered instruction; and
- highlights appropriate points for conducting classroom assessments.



The facilitator will review the sample lesson plan format provided in this Facilitator 's Guide Appendix. Lesson plan formats will differ from school to school. Show a lesson plan sample that you plan presenting to the head teacher or principal during school visits. For this training session, the point is to illustrate to participants one approach which describes literacy/numeracy activities within the I-D-C framework



The participants will break into groups according to class levels or subject levels, and organise their diagnostic teaching plan using a text from their textbooks. They should be reminded to use the I-D-C framework as they develop their Diagnostic Teaching plans (provide about 20-30 minutes to organise lessons). Participants can choose to use one or more Diagnostic

Teaching Techniques in their lesson (depending on experience).

A group spokesperson presents the Diagnostic Teaching plan to peers for preliminary feedback. Presenters should talk through each part of their diagnostic teaching lesson plan briefly, to allow others to provide input.



Facilitators should ask for recommendations for a final draft of the lesson.



Groups prepare final drafts.



Facilitators may want to use less formal approaches for reviewing lessons. For example, lessons may be posted on the wall, and participants may be invited to take a "Gallery Walk" of the lessons.



Representatives can respond to questions and critique as participants pass by.



Facilitators can monitor participants' understanding by viewing posted plans and talking with participants.

4.11 Classroom Management and Materials Development

4.11.1 Introduction

This chapter focuses on moving away from traditional teaching methods in which the teachers talk and learners listen to a more active learning environment. In order to become active, learners must read, write, discuss, or be engaged in solving problems. More so, to be actively involved, learners must engage in higher order thinking tasks such as analysis, synthesis, and evaluation (Bloom's Taxonomy). Within this context, it is suggested that "strategies promoting active learning be defined as instructional activities involving learners in doing things and thinking about what they are doing".

4.11.2 Managing Differentiation

In looking at how instructions can be differentiated for learners with a wide range of abilities, interests, and learning styles, it is helpful to clarify the role of teachers. Their role is to facilitate learning and the development of skills in each subject area. The focus for teachers is to:

- Teach learners to access information and activate prior knowledge.
- Help learners to make personal meaning of the material and integrate it with what they already know.
- Facilitate the acquisition of knowledge and skills in real-life situations.

Differentiated instruction means offering learners multiple options at each stage of the learning process. It recognises that there are many avenues to reach learner learning outcomes and that each learner needs a complex and unique mix of basic instruction and practice to reach his or her potential.

This does not mean attempting to offer a different course to each learner, individualised for his or her abilities and needs. Instead, classroom experiences can be differentiated by offering choices and by varying teaching and assessment methods.

Full differentiated instruction means that:

- Teachers work in collaborative interdependence
- Learning is associated with on-task learner activity
- The foundation of classroom interaction is cooperative
- Learners gradually assume responsibility for their learning
- Teachers use a variety of instructional modes including music, demonstrations, and kinesthetic activities
- Learners demonstrate their learning in a wide variety of ways
- In an investigative approach, the content is open-ended
- Teachers use multiple instructional approaches including strategic teaching
- Instruction is resource-based
- Learners are active
- Assessment is ongoing
- Learners demonstrate learning through authentic products and processes
- Assessment demonstrates each learner's progress
- Assessment uses a wide range of tools
- Learners work alone, with a partner, in groups, or in the context of the whole class, depending on the task
- Desks or tables are rearranged as needed to facilitate working groups and learner interaction

Careful planning is required to ensure that all learners in a diverse class attain the learning outcomes. Learning experiences, resources, assessment and teaching strategies need to be adapted to the particular needs, abilities, learning styles and interests of the mix of learners a teacher encounters each year. Learners may need a variety of learning experiences to achieve the learning outcomes, and these experiences may differ from one learner to the other.

Differentiating instruction provides a particular challenge for teachers. It frequently means that several things are going on in the classroom simultaneously. Planning specific and detailed procedures for managing movement is as essential in an active classroom as it is in a busy airport.

Effective teachers plan, teach, and periodically review procedures for the movement of learners from one activity or grouping to another. They establish concrete and clearly understood guidelines for learner interaction and distractive noise management. Procedures to ensure that all learners are active participants, working on-task, and accountable are a crucial part of a teacher's planning and instruction. Although differentiated instruction is learner centered, classrooms are not learner directed.

In a well-managed classroom, all learners know what is expected of them at any time. Management is part of the classroom culture and contributes to a sense of security and identity for learners.

What helps learners learn? Of the many elements that influence learner learning, the following categories have the greatest impact:

Classroom Management

Teachers' use of strategies that maintain the active participation of all learners.
Teacher "with-it-ness"

Cognitive Processes

General intelligence
Prior Knowledge
Competence in reading and numeracy
Verbal Knowledge

Home Environment and parental support, including involvement in

Learners' capacity to plan, monitor, and, if necessary, re-plan their own learning.

Metacognitive Processes

Completion of homework
Achievement
School attendance

Learner-teacher social interaction

Frequency of interactions
Quality of interactions
Learners' self-esteem and sense of membership in class and school are linked to Learner-teacher interactions

4.11.3 A Planning Checklist for Management

Below is an overview of elements that teachers need to consider in their planning

Factors	Elements to Consider
<p>1 The Learning Environment</p>	<ul style="list-style-type: none"> • What steps will I take to establish an inviting learning environment? • What classroom management procedures do I need to introduce today? • Which procedures does the class need to review?
<p>2 Flexible Grouping</p>	<ul style="list-style-type: none"> • Which outcome can best be achieved individually, in pairs, in small groups, or in the whole class? • How will the pairings and groupings be determined? • What transitions will I use to ensure a smooth flow from one activity to the next?



Factors	Elements to Consider
<p>3 The Lesson</p>	<p>Preparing for teaching</p> <ul style="list-style-type: none"> • What written and oral forms will I use to provide the lesson overview? • Which advance organisers will I provide for learners? • What strategies will the learners and I use to activate, clarify, and extend prior knowledge? • How will learners make connections between what they know and what they will be learning? <p>Vocabulary</p> <ul style="list-style-type: none"> • Which words and concepts are essential? • Which strategies will learners use to learn these words and concepts? <p>Acquisition and integration of information and processes</p> <ul style="list-style-type: none"> • What will learners be doing as they learn? • In what ways will learners be collaborating and interacting as they learn? <p>Application, consolidation, and reformulation of information and processes</p> <ul style="list-style-type: none"> • What questions will I ask the learners? What level of response will these questions promote? • What activities will learners use to apply their learning? • What extension activities will consolidate learning and allow learners to reformulate their ideas?
<p>4 Assessment</p>	<ul style="list-style-type: none"> • What formative assessment can I provide during this lesson? • Does this lesson offer learners a variety of ways to demonstrate their learning?
<p>5 Instructions</p>	<ul style="list-style-type: none"> • What plans have I made to give instructions both orally and in written form? • How can I restate instructions?

Factors	Elements to Consider
<p>6 On-task behaviour</p>	<ul style="list-style-type: none"> • Does this lesson allow for a frequent change of pace? • Are there opportunities for discussion, writing, drawing, and viewing? • Will learners move between individual, partner, small-group, and whole-class work? • What alternative activities have I planned if the learners are not able to remain on task for the length of the class?

4.11.4 Grouping and Cooperative Learning

One of the most important components of planning is deciding how much time learners will spend working alone, in groups, or with the whole class.

Grouping requires:

- Frequent movement from the whole-class setting to individual work or to base or random groups, according to the instructional requirements
- Careful planning and management
- Teaching social and collaborative skills

Individual, Small-Group and Whole-Class Work

An essential component of planning is deciding what learners will be doing and with whom they will be working.

Learners' classroom time will be divided among time in the whole class setting, time alone, and time in small groups (in pairs, triads, or a table group). Each working configuration has important and different functions:

- **Working with the whole class:** The whole class is the setting for much direct instruction, and forms the learning community that contributes to a learner's sense of identity.
- **Working alone:** Individual work allows learners to consolidate and reflect on their learning, and to set individual goals. Teachers need to structure some time for learners to work individually at every stage of the learning and assessment process.
- **Working in groups:** Group work allows for greater learner engagement, teaches valuable cooperative and social skills, and acknowledges "the social construction of knowledge" (Brownlie and Close, 1992, 13).

How these three settings will be used is something teachers decide in planning their instructional strategies. Most successful lessons include some time and activities in each setting.

Flexible Grouping

A flexible grouping concept means that learners move frequently between one setting and the next, according to the lesson requirements. A lesson may be preceded by an individual free-write, and may be followed by a Think-Pair strategy, a whole-class opinion lineup, or individual reflection in a learning log.

Teachers need to plan what learners will do during any direct instruction, and what structure can be put in place in whole-class discussion to ensure that everyone is involved.

Managing Flexible Grouping

Flexible grouping is part of the class organisation and culture. In a well-planned classroom, learners move from one grouping or activity to another several times within a class period with minimum disruption because that movement is part of the rhythm of the class. Organisational structures are put in place through which learners interact and collaborate throughout the school year. This eliminates the need to explain expected behaviours each time a group activity is announced. One of the basic things a teacher must do to manage flexible grouping is decide how groups will be formed. Most classrooms with flexible grouping function with a combination of teacher-selected base groups and random groups.

- **Base groups:** At the beginning of the year, many teachers place their learners in heterogeneous groups which are changed every four to six weeks. During that period, whenever small-group collaboration is necessary, each learner works with the base group to which he or she was assigned. Other tasks may be done with the whole class or individually, but for group activities (such as Listen-Think-Pair-Share and Gallery Walk) learners move to their base groups.
- **Random groups:** Learners may move out of their base groups into random groups for other activities. Partners for labs or for peer-editing, for example, may be considered random groups. Sometimes random groups are used for informal strategies such as Think-Pair-Share. Teachers do not choose random groups, but in well-organised classrooms they provide the structure by which the groups are formed, whether it is by numbering off learners, lining them up by height or by birth dates, or using clock or agenda appointments for partners.

Group Work: "Curriculum in Disguise"

Flexible grouping and active learning strategies can facilitate classroom management. Learners of any age have a natural need for interaction and connection, and group work focuses that interaction on reaching learning goals. Nevertheless, teachers may have to revise their view of what a well-

ordered classroom looks and sounds like. After years of equating quiet with learning, teachers may find the noise and movement of group learning activities dismaying. It helps to remember that quiet does not necessarily mean that learning is taking place—in fact, an inactive learner is less likely to be learning. Furthermore, research indicates that learners are more likely to stay on task in learning groups (Kagan, 1994, 3:3).

Teachers also may need to revise their view of what "on-task" talk is when learners are working in groups. Especially with higher-order and creative tasks, learners' movement toward the group goal may sometimes be indirect and digressive, as it would be if they were working alone. Process writing theory recognises the circuitous route that a writer's work often takes between the initial conception of an idea and the final product. In a sense, learning groups facilitate a similar process, which could be called "process talking."

This is not to minimize the problems that group work will present. Learners cannot simply be moved into groups with the hope that they will magically begin to demonstrate the skills needed for cooperative work. In the first few weeks, a teacher monitoring a group may observe a host of problems. For example, a teacher may hear Leslie make a disparaging comment about Mark's contribution, may see Kevin working hard to get the attention of his friend at the next table, while Jennifer, who wants very much to do well with this project, is resolutely looking up information for Kevin's section of the task. A teacher with no experience in group learning may interpret this scene as evidence that the process does not work.

Behavioural problems like these are what Kagan (1994) calls "curriculum in disguise." Leslie's lack of support, Kevin's inability to resist his impulsivity, and Jennifer's retreat to independent behaviour in the face of conflict are expressions of a need for education in cooperation. To avoid grouping because it presents these problems is to turn away from a central need in learners' education and development. All cooperative processes require the specific instruction of social and group skills.

Cooperative Learning

The benefits of cooperative learning for the academic performance of all learners are now well-established. Johnson (1983) found that through cooperative learning learners at all ability levels enhance their short and long-term memory as well as their critical thinking skills. Cooperative learning provides all learners with opportunities to "discuss and wrestle with ideas, deepening their understanding of how new concepts relate to one another and to learners' prior knowledge" (Abrami et al, 1995). Cooperative groups continue to be particularly advantageous in diverse classrooms.

There is strong evidence that cooperative learning in heterogeneous classrooms has other positive effects. These include:

- Increased self-esteem,
- Improved attitude toward school,
- Enhanced appreciation of the value of human diversity,
- Increased academic achievement.

The elements of cooperative learning that account for these positive outcomes, as identified by researchers, include:

- Positive interdependence
- Individual accountability
- Group processing
- Interpersonal and small-group skills development
- Face-to-face interaction

4.11.5 Development of Teaching and Learning Materials

Involvement in developing teaching resources is one way to work collaboratively as a team of teachers. The advantage of teacher involvement in developing resources is that participants will not only increase their specific knowledge and skills, they will be working to enhance learner participation in the classroom. Groups of teachers can help one another by sharing ideas around activities linked to literacy and numeracy. During TGMs, teachers can share materials prototypes and ideas to improve them.

While the development of effective instructional materials for classroom is a difficult task, activity-based resources will lead to mastery of content and higher-order thinking.

One example is the production of numeracy games. These require very little equipment and are quick and easy to play. Mathematics games can get learners thinking strategically, engaging them and extending their learning to become problem solvers.

The development of games requires some pre-planning.

1. Conduct a Needs Assessment

Determine the level of learners you wish to cater to and what concepts in mathematics you wish to cover.

2. Lesson Preparation

Decide where this fits into the curriculum.

3. Material Preparation

Prepare the materials that are required such as:

- pieces of coloured paper
- crayons and/or markers
- scissors

- glue
- game markers (these can be easily created)
- dice, pebbles, bottle tops, seed, etc.
- plastic containers or bags to keep the game pieces intact

Game instructions/rules

- suggest the directions/steps of preparing the game
- Give clear instructions of how the game should be played.

4. Application

Test the game- modify and/or adapt if needed

5. Evaluate

Conduct an evaluation of the game. Is it of interest to learners? Are they engaged? Does it enhance mastery of concepts and/or does it promote logical and strategic thinking?

5. Module 2 – Tools and Demonstration Lessons for Participation



5.1 Module Overview

This module provides a series of strategies and tools useful for teachers and facilitators, who can use the material to demonstrate processes using exemplary lessons. The overriding focus of the module is modelling participatory, and active learning techniques. The second part of the module expands into techniques for building reading and writing skills.



Participants will be introduced to:

- Different types and levels of questioning;
- Expository reading comprehension strategies;
- Motivation and response to reading; and,
- Writing processes



Participants will have the opportunity to:

- Revisit Diagnostic Teaching Techniques linked to assessment and instruction; and
- Review the lesson plan format of Introduction-Development-Conclusion (I-D-C).

Participants are expected to receive the materials in the first training session.

5.2 Assessment Tool: Every Learner Response

5.2.1 Background

This builds on diagnostic teaching discussed in Module 1, and provides additional tools and practise opportunities. Diagnostic teaching techniques enable teachers to identify individuals' strengths and weaknesses. Teachers use the information they get from diagnostic teaching to:

- monitor learning;
- provide feedback to learners on their progress;
- receive feedback on their teaching effectiveness; and
- adapt instruction to help learners stay on track.'

Diagnostic teaching techniques are useful ways to evaluate learners' knowledge about literacy or numeracy. The important thing about diagnostic teaching techniques is that they are part of the instructional lesson plan. Teachers will be assessing learners' learning while instruction is taking place.

It would be ideal to assess learners individually. In fact, some skilful teachers with class-sizes as large as 40 learners are able to organise a classroom management plan (see Module One)

that allows them to assess learners in small groups and individually. In some cases, this may not be realistic, particularly in the context of very large classrooms. However, even in very large classes, a diagnostic teaching approach can still be used effectively. One diagnostic teaching technique termed "Every learner Response" is especially effective for monitoring large groups of learners.

5.2.2 Demonstration Lesson: YES/NO Cards

Provide each participant with an index card (or ask them to tear a piece of paper from their notebook). Ask them to write in capital letters the word "YES" on one side of the card. Have them write the word "NO" on the other side.

Test the "YES/NO" system with questions such as:

- "Did you have a good night's sleep?" "Show your response using cards."
- "Do you think this training will be useful for you?" "Show your response."

Explain that you will be reading aloud. Tell participants you will be asking questions from time to time as you read and you would like them to respond using their "YES/NO" cards.

Phase 1: Before Reading



In Appendix 4: Every Learner Response (ELR) Example, you can find the document to use when practising this Tool.



Write the title of the article on the the chart or chalkboard. Read the title aloud. Ask:

- Do you know anyone who has had Malaria? Show your response.
- Do you think Malaria can be prevented? Show your response
- Do you know what the word "transmitted" means? Show your response. Then, if someone responded "Yes" ask him/her to turn to the closest person and explain what the word transmitted means.
- Based on the title of this piece, do you think this will be a story? Show your response. Now have a person who responded "Yes" or "No" explain to the closest person why she/he thinks so.

Phase 2: During Reading



Now begin reading the text aloud:

What is Malaria?

The parasite that causes malaria is a protozoan called plasmodium. Most commonly, the parasite is transmitted from one person to another through the bite of the female Anopheles

mosquito. When this mosquito bites an infected person, it ingests microscopic malaria parasites found in the person's blood. The malaria parasite must grow in the mosquito for a week or more before infection can be passed to another person. If, after a week, the mosquito bites another person, the parasites go from the mosquito's mouth into the person's blood.

Malaria can also be transmitted by blood transfusion. . In congenital malaria, parasites are transmitted from mother to child before and/or during birth. [STOP]



Now ask:

- Do people get malaria by drinking bad water? Show your response.
- When a mosquito bites you, will you always get malaria? Discuss your response in pairs BEFORE you show your response.
- Malaria can be transmitted in several ways. Again, Let them discuss opinions in pairs BEFORE signalling their response. (Write their opinions and ideas on a the chart or chalkboard).



Continue reading aloud:

Symptoms of malaria include fever and flu-like illness, including shaking chills, headaches, muscle aches, and tiredness. Nausea, vomiting, and diarrhoea may also occur. Malaria may cause anaemia and jaundice (yellow colouring of the skin and eyes) because of the loss of red blood cells. Infection with the most dangerous type of malaria, plasmodium falciparum, may cause kidney failure, seizures, mental disorder, coma, and death if not promptly and properly treated. [STOP]



Now ask:

- Would you agree the term "jaundice" means about the same as "turning yellow"? Show response.
- Let volunteers explain how the information in the text gives a clue to the meaning of the word.
- There are many symptoms of malaria. Let volunteers give reasons to support their opinions.



Record opinions and ideas on the chart or chalkboard.



Continue reading aloud:

Malaria occurs in over 100 countries and territories. More than 40% of the people in the world are at risk. Large areas of Central and South America, Hispaniola (Haiti and the

Dominican Republic), Africa, the Indian subcontinent, Southeast Asia, the Middle East, and Oceania are considered malaria-risk areas. The World Health Organisation estimates that each year, 300 to 500 million people are infected with malaria and more than 1 million people die. [STOP]

**Now ask:**

- Do all people who get malaria die? Show response. Let a volunteer to explain how the information in the text gives a clue.

**Continue reading aloud:**

Adequately and promptly treated, malaria is still a curable disease. But drug resistance is a growing problem, largely due to widespread uncontrolled and unregulated drug distribution. Chloroquine is a very safe, cheap, and formerly very effective drug, but in Southeast Asia, portions of South America, and a large and increasing area of Africa chloroquine resistance levels are high. In some areas of Southeast Asia there is resistance to all the major drugs.

Though efforts are ongoing to develop a vaccine for malaria, there is none yet. [STOP]

- Is the fight against malaria hopeless? Show response. Let a volunteer explain how the information in the text gives a clue.
- Should anti-malarial drugs be controlled? Ask participants to compare ideas with a partner, then show response. Let volunteers to share opinions. Record ideas on the the chart, or chalkboard.

Phase 3: After Reading

**Now ask:**

- Is malaria preventable in this country? Show response. Let a volunteer explain how the information in the text gives a clue to this. Let participants discuss in pairs then signal their response.

Let volunteers share opinions. Record ideas on the chart, or chalkboard.

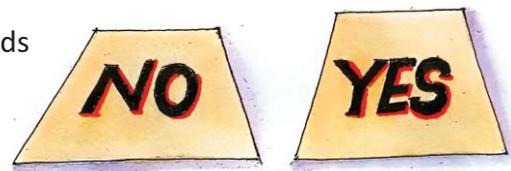
Let participants discuss in groups other ways to prevent the spread of malaria. Have each group create a mini-poster that might be used to provide information aimed at providing information about malaria (e.g. How is it spread or treatment information that is needed, etc.).

A "Quick Draw" is an effective way to get people participating. Be sure to post their drawings around the room.

Debrief Every Learner Response

See the Debriefing Demonstration Activities paragraph. During the debriefing discussion highlight:

- the three-phase instructional model (I-D-C);
- how the Every Learner Response (ELR) technique can be used in every phase of the model;
- how the ELR technique "YES/NO" cards assessed different aspects of literacy
- (e.g. activating background knowledge, vocabulary, grammar, text structure, etc.); and
- how assessment and instruction are integrated (diagnostic teaching).



Guided Practice

This activity should allow participants to work in grade-level or subject-area groups to experiment with ways they might use an ELR technique with their current curriculum and instructional materials. Allow time for groups to share ideas with other groups. Remind participants that they will have an opportunity to try out their ideas in the classroom later.

5.2.3 Other Techniques for Assessing Every Learner Response

Hands up/Hands down

Teachers use this strategy to get an overall assessment of learners' understanding any aspect of instruction. For example, teachers can pause during a read-aloud to ask who understands the meaning of a particular word from the text, "Who can tell me what the word "glimpse means?" Learners who understand the word "glimpse" put hands up, those who do not, keep hands down. The teacher can choose a learner from those whose hands up group to provide the definition of the word for those who do not know the meaning. If all the learners put their hands up, the teacher should still pick few at random to respond. If few put their hands up, the teacher can directly teach the word and the concept it represents.

Exit Cards - books

Exit cards are a quick and easy strategy for assessing learners. Depending on the task presented by the teacher, exit cards can be used to answer literal questions, test recall, or

record reactions to or questions about the content of the day's instruction. For example: List two main ideas from this text; What did you like about the way this author wrote this story? What questions do you have after reading this article? Note: Learners can use a page from their notebooks as cards.

Quick Writes

Quick writes are informal ways of assessing learners' understandings of information presented or read. These one- to five-minute assessments can be a literal evaluation of content, (e.g., list the events of the story in the order they took place), or they can be descriptions of the reading strategies they use (e.g., explain how you figured out the order in which the story events took place?). Quick writes can also be



used to activate learners' prior knowledge before reading about a topic. Quick writes can be used to assess learners' thinking while they are reading. For instance, after the learners finish reading a few paragraphs or pages of a text, the teacher might say, "Now take one minute and write down what you think might happen next." Or, "in three minutes write about the three things we've learned so far about the food chain." As learners write, teachers walk around the room, observe, and make anecdotal notes about individual learners' responses. After the quick write, the teacher may select several learners or groups of students to share their ideas. It is not necessary that the teacher read each individual quick write. Learners can share their writings with peers.

Quick Drawings

Quick drawings are similar to quick writes, but perhaps more suited for learners at the early stages of learning to read and write or learning English as a second language. Instead of writing responses, learners draw to represent their understandings of or responses to a narrative or informational text. For example, learners might draw a series of pictures that represent the events in a story and number them in chronological order. Like quick writes, drawings can be created before, during, and after reading a text. Quick drawings should be evaluated for the depth of understanding and the organisation of information. Quick drawings may also include diagrams, charts, tables, or maps. Teachers can also collect the drawings for evaluation purposes or these may be shared in groups.

Magic Box

One additional routine that might be introduced involves the use of random-learner selection to check understanding after every-learner response techniques. For example, in some classrooms teachers write learner' names on slips of paper, place them inside an empty box, and call on learners from this "Magic Box" in a random manner. This practice is not an actual diagnostic teaching technique but rather a management tool.

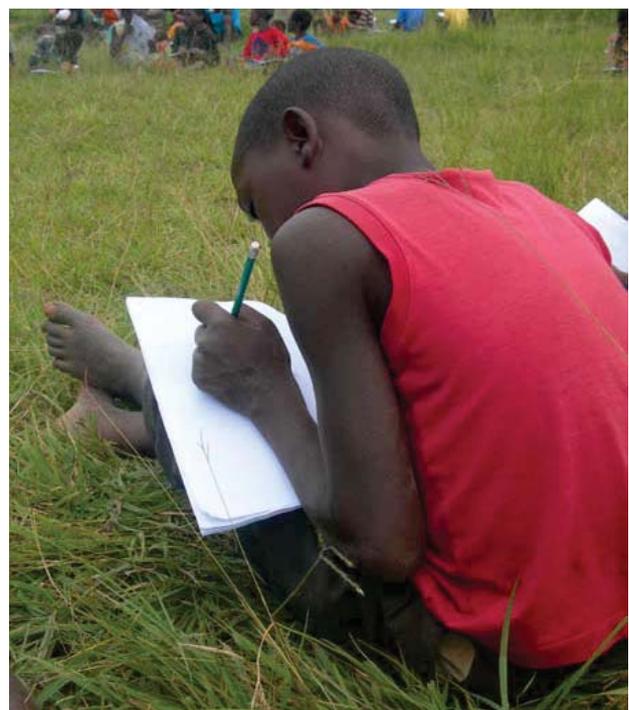


5.2.4 Using Assessment to Inform Instruction

In Appendix 3: You can find the "Planning Sheet for Using Diagnostic Teaching Techniques for Assessment to Inform Instruction." Use this form to help teachers think about using the every learner Response technique to actually inform their practice. Be sure to emphasise how important it is to actually pay attention to what learners are doing - it's not enough to just execute the technique. Rather, teachers should notice which learners seem to be confused, which understand well, and which are giving incorrect responses. Then, they will need to make adjustments - either immediately during the lesson or later (e.g. the next day).



In subsequent demonstrations, frame all activities within what is done Before, During, and After instruction.



5.3 Process - Oriented Assessments

5.3.1 Background

Some assessments, like Every Learner Response, measure what content information learners have learned from reading. However, these assessments do not tell the teacher much about the processes learners use when they are reading or writing. To find out about these strategies, effective teachers use diagnostic teaching techniques that are process-oriented. These diagnostic teaching techniques help teachers open a "window" onto learners' thinking. In doing so they gain information about the kinds of strategies learners can use. These may be strategies they have been taught previously but are not applying without being reminded to do so.

An example of a process-oriented diagnostic teaching is the Think Aloud technique. A Think Aloud is an oral report - by the reader or writer - of the decisions s/he is making as she or he reads, writes or computes.

Teachers introduce this diagnostic teaching technique to their learners by demonstration. In this way, a Think Aloud technique can also be used for instruction. During a modelled Think Aloud, teachers make their thinking processes explicit as they read through a text or solve a mathematical problem. Teachers can model enjoyment as well as problem-solving strategies. When learners think aloud as they read (or write and do mathematics) they also demonstrate their thinking processes, allowing teachers to view their strategies.

5.3.2 Demonstration Lesson: Think Aloud

Phase 1: Before Reading

Explain that you will be introducing a new diagnostic teaching technique. Tell participants you will be modelling how the technique works, and that they will have time to discuss the technique following the demonstration. Remind them to think about what aspect of the literacy process this technique might be assessing and how this technique might be modified for other aspects of the literacy process and to fit their classrooms.



In Appendix 5: Think Aloud Example, you can find the document to use when practising this Tool.



Write the name of the article on the chalkboard or the chart:

Builders in Silk
By Sandra Markle



Read the title aloud and model Think Aloud: "This title tells me the article will have something to do with silk. I know that silk is a kind of cloth like in a shirt. However, silk is very thin and light. I wonder how anyone could build something with silk."



Write the following words on a chart or chalkboard:

design	manufactures	snares
protein	ejected	secretes
victim	textiles	geometric

Let the participants write a sentence or a few sentences using all of the listed words. Explain that if they are unsure of the meaning of any of the words, they should make up a sentence using the word as they might predict an author would use it. Allow participants about 5 minutes to write sentences. Then have them share sentences in pairs. Ask volunteers to read their sentences aloud.

Explain that the author of the text they are about to read uses these words. Let them read along to compare the way the author uses these words with the way they used them in the sentences they wrote.

Phase 2: During Reading

Distribute copies of the article and ask participants to follow along as you read aloud.

Spiders are nature's master builders. They build with silk. Spiders make their own silk and use it in many different ways. Of the different things they can build, most of us would think first about their webs. Many different kinds of spiders make webs and each one has its own design which it can repeat over and over again.

Model Think Aloud: I'm not sure about this word "design." I wonder if the spider has a plan when it builds a web. If I substitute the word "plan" for "design," it sounds right and makes sense too. (Maybe a design is like a plan.)



Continue reading aloud:

A spider manufactures its own silk in tiny glands in its body. Silk is a protein, something like the protein in our hair, made out of little fibre-like molecules so that it is very strong. The strength of a strand of spider's silk is about the same as that of a steel thread of the same size.

Model Think Aloud: The author is using two important words here-"manufactures" and "protein." The word "manufactures" reminds me of factory. I know a factory is a place where people make things. I'm guessing manufacture means making things, so I guess the author means the spider makes silk. The other word "protein" seems to tell what the silk is made from. It may be a chemical, but I'm not sure. Nevertheless, the author says that it is the same stuff that hair is made from. Maybe protein is like pieces of hair.



Continue reading aloud:

A single strand of spider's silk is formed from a liquid ejected in a steady stream from eight spinnerets on the spider's abdomen. The eight thin streams join and harden on contact with the air. Our modern textile industries have copied the spider's technique. Threads of polyester are formed in much the same way.

Ask volunteers to use the Think Aloud technique to explain the meaning of the words printed in bold type. Let them explain the process they used to figure out the meaning of the words.



Continue reading aloud:

Spiders build webs to serve as traps or snares to catch insects for food. A spider's silk is strong enough that most insects can't break through it. Some of it is also slightly sticky. An insect is unable to fly or hop away once it has become stuck in the spider's web. The more the victim struggles, the more strands stick to it.

Ask volunteers to use the Think Aloud technique to explain the meaning of the words printed in bold type. Let them explain the process they used to figure out the meaning of the words.



Continue reading aloud:

The spider, however, moves about on its own web with ease. The spider secretes a tiny bit of oil onto its legs and feet. This allows the spider to walk right across those sticky strands of web.

Ask volunteers to use the Think Aloud technique to explain the meaning of the word printed in bold type. Let them explain the process they used to figure out the meaning of the word.



Continue reading aloud:

Scientists have studied the orb-weaving spiders that make geometric and almost perfectly spaced designs. Scientists have found that if they destroyed a portion of an orb-weaver's web, the spider would reweave the missing part. Again and again, part of

its web was destroyed to see what the spider would do. Each time, the spider repaired the damaged part.

Ask volunteers to use the Think Aloud Technique to explain the meaning of the words printed in bold type. Have them explain the process they used to figure out the meaning of the words.

Phase 3: After Reading

Finally, let participants relook at the sentences they wrote before reading the text. Let them make any revisions based on the meanings they now have about each of these words. Let volunteers share how they modified sentences based on their new understanding of the word meanings.

Debrief Think Aloud

Refer to general suggestions for facilitating a debriefing discussion. In particular, this debriefing discussion should highlight the following points:

- the **Think Aloud** technique can be used for instruction and assessment;
- the teacher used the **Think Aloud** technique to highlight components of the literacy process in one lesson;
- in this example, the **Think Aloud** technique was used to highlight processes readers used to determine word meanings (vocabulary); and
- the technique emphasised a variety of literacy strategies: context clues, prefixes, multiple meanings, and root words.

5.3.3 Demonstration Lesson: My Turn/Your Turn

Explain that you will be introducing an additional Diagnostic Teaching Technique (My Turn /Your Turn) that is closely related to Think Aloud Teaching Technique. Tell participants you will be modelling how the technique works, and that they will have time to discuss the technique following the demonstration. Remind them to think about what aspect of the literacy process this technique might be assessing and how this technique might be modified for other aspects of the literacy process and to fit their classrooms. Explain the use of the technique in terms of the framework "Introduction-Development-Conclusion" after reading.



In Appendix 6: In my Turn/Your Turn example, you can find the document to use when practising this Tool.



Write the name of the article on the chalkboard or the chart:

Literacy and HIV/AIDS: Tackling the Taboo in Africa



Read the title aloud and think-aloud: "This title tells me the article will have something to do with HIV/AIDS, literacy, and the "taboo" on discussing it openly. I bet it will answer some questions I might have.

Write the following words on the chart or chalkboard:

Questions I think might be answered in this article

Let the participants work in pairs to come up with a question that they think might be answered in the article. Let four or five pairs share the questions they came up with, and list their responses on the chart or on the chalkboard. Explain that good readers actively think and use strategies as they read, and that you will be practising using a variety of strategies during the reading of this article.

Distribute copies of Appendix 7: My Turn/Your Turn Worksheet. Explain that this worksheet includes "sentence starters" that help the reader to use strategies and active thinking during reading. The strategies include:

- predicting,
- making connections,
- clarifying,
- paraphrasing or summarizing, and
- inferring.



Begin by reading aloud the first paragraph:

"These days, Saturdays are devoted to funerals," says Dorothy Littler of the Swaziland National Commissions for UNESCO. The HIV infection rate in Southern Africa is the highest in the world. Despite the increasing availability of information on the HIV/AIDS pandemic, there is little sign that people are changing their behaviour.

Model strategy use by holding up the worksheet and saying "My Turn: This beginning part, "Saturdays are devoted to funerals" make me think about how true that is, since so many, many people, including relatives of ours, are dying of HIV/AIDS."

Continue reading aloud

In February, 2001, UNESCO organised a workshop on HIV/AIDS in Mbabane, the capital of Swaziland. The workshop was attended by about 30 education, health care and communications professionals from Malawi, Swaziland and Zimbabwe. Each participant chose a topic based on research with target groups in their home country and prepared educational materials for direct distribution to that group.

Model "My Turn" again: "I'm not sure about what the author is saying about this workshop. I think it sounds like the participants had to do their own research and then they brought some materials to the group in Mbabane..."

Facilitate a discussion (but keep it brief, to maintain momentum.) Read aloud, or do shared reading, of the next paragraph.

Let participants then use their My Turn/Your Turn worksheet. Each participant should choose one sentence starter and complete the sentence by sharing their thinking, related to the paragraph just read.

Use a random-selection technique to let one or two pairs to share their thinking.

Read the fourth paragraph aloud, and again model 'My Turn.' You might say, "I think the author is saying that wife inheritance is still widespread in Southern Africa, and it makes HIV/AIDS spread even more rapidly since multiple people are involved."

Continue in the same manner through the rest of the article, making sure to alternate between My Turn

(the teacher modelling the use of different comprehension strategies) and Your Turn (participants sharing their use of comprehension strategies.)

After reading, let participants relook at the questions they wrote before reading the text. Let them discuss in pairs to decide if any were answered. Let volunteers respond.

Finally, let participants discuss whether the title of the article was a good one or not. Let participants write one or two sentences on an Exit Card, indicating if they think the title was a good one, and why. If they did not think the title was a good one, think of an alternate title, and tell why it would be a better title. Let participants share their responses in groups of four, and then let volunteers share their responses.

Debrief My Turn/Your Turn

Refer to general suggestions for facilitating a debriefing discussion. In particular, this debriefing discussion should highlight the following points:

- The My Turn/Your Turn technique can be used for instruction and assessment.
- Teachers can use the My Turn/Your Turn technique to provide learners with opportunities to practise use of comprehension strategies and to see them modelled by the teacher.
- The teacher also uses the technique to observe how effectively learners are using comprehension strategies of predicting, making connections, clarifying, paraphrasing/summarising, and inferring.
- The modelling part of My Turn/Your Turn is essential. Be careful not to skip it!
- Explain that with older learners, it is very appropriate to have learners read the text silently, and then use the worksheet at designated points to share their use of comprehension strategies. Flexible use of comprehension strategies is key, so it is expected that different learners will use different strategies - even while reading the same text.

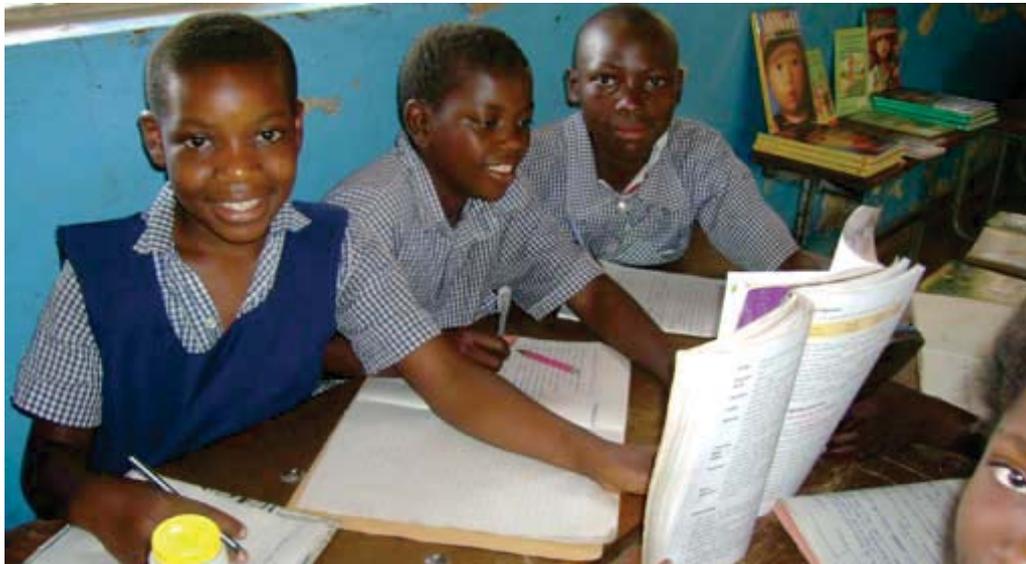
Guided Practice Think Aloud or My Turn/Your Turn

Refer to general suggestions for facilitating guided practise. Let participants work in grade level or subject area groups to develop implementation activities. Participants should select a text they want learners to read (or one they will read aloud). Facilitators might decide to let participants use both techniques, or they might have them choose one.

- If participants are using the Think Aloud Technique, let them choose a single aspect of the literacy process to highlight in the activity (letters, words, text structure, reader's background knowledge, etc.). Let participants mark on the sample text, places where they will stop to model the Think Aloud Technique. Let them mark places where they will stop and let learners to use the Think Aloud process to explain their thinking.
- If participants are using My Turn/Your Turn, let them do the same kind of planning as in "Think Aloud Technique," but mark places where they will stop to model (in the "My Turn" phase) their own comprehension strategy use, and then where they will stop to have the learners (in pairs) practise their own use of strategies. Stress the importance of continuing to use the "My Turn" phase since it provides a key opportunity for modelling effective use of comprehension strategies during reading.

5.3.4 Using Assessment to Inform Instruction

Use Think Aloud for Assessment to Inform Instruction. In Appendix 3, you can find the "Planning Sheet for Using Diagnostic Teaching Techniques for Assessment to Inform Instruction." Use this form to help teachers think about using the Think Aloud technique to help them understand what their learners are doing and thinking as they read. Be sure to emphasise how important it is to pay attention to what learners are doing - it's not enough to just execute the technique. Teachers should notice, for example, which strategies their learners can use and what types of thinking they are engaged in at that particular time. Then, they should model other types of thinking for their learners, using the Think Aloud approach and then scaffolding their learners with My Turn/Your Turn.



5.4 Reading - Narrative Texts

5.4.1 Background

After hearing and reading a variety of texts, individual participants begin to notice different ways information is presented and different patterns authors use when they write. Even very young learners, for example, learn to distinguish a story (narrative text) from information (expository text). They recognise the difference in topics. They may recognise the kinds of words an author uses for stories and how this language is different from the way authors write informative texts.

They can also recognise that authors use different patterns to organise information. These patterns are text structures. Science writers may organise facts into groups of main ideas and details. History writers may organise facts in a certain time order. Geography authors may compare or contrast facts.

Story-tellers use a particular text structure. In every narrative text, there is a plot, setting, there are characters, problems, a potential solution, and a final resolution. Effective readers are aware of the text structures authors use and use this knowledge to predict what the author will write. They can also use their knowledge of the text structure of narratives to help them remember important details and to make sense of the story as they read. Story Maps reflect the text structure in narrative texts. Re-telling is a diagnostic technique teachers can use to monitor whether learners are aware of text structures and if they are using this knowledge before, during, and after they read.

5.4.2 Demonstration Lesson: Retelling



Appendix 8: In Retelling example, you can find the document to use when practicing this Tool.



Write the name of the story (Three Friends of a Kind) on the chart or chalkboard.

Model Think Aloud (e.g.): When I see this title, it makes me think this will be a story. The title reminds me of a lot of folktales I know. I wonder if this will be a folktale. I wonder if this will be about three friends that are people or three friends that are animals. I wonder what the title means by three friends "of a kind?" I wonder if these friends will be kind to each other, or whether the author means they are alike in some way like three-of-a kind?

Then distribute copies of the text so that each participant has an individual copy. Tell them to follow along as you read aloud. Remind them not to read ahead.

Three Friends of a Kind

Long ago, Fox, Monkey, and Rabbit were very good friends. (**Think Aloud:** Ah ha! I was right. This is a story, and it is about animal friends so I believe it will be some kind of folktale, because in real life a Fox, Monkey, and Rabbit are not really friends).

They lived in the forest. Each of these animals was a clever trickster in his own way, but Rabbit was the most cunning of them all. Each time any of them played a trick on his friend, that friend was able to use his wisdom to free himself from danger. (**Think Aloud:** I think the word "cunning" means "smart" because the author uses the word "clever" and "wisdom" to tell about these characters.)

[Explain that you will create a chart to keep track of the story. On the chart name the **Characters**

Retelling: This is a story about three Characters, and then list: Fox, Monkey, and Rabbit.

Retelling: Write the label **Setting**, and then retell: This story took place a long ago, in the forest.]

Explain that the author has already identified the characters and where the story took place.

(Think Aloud, I predict these friends are going to have a problem and they will need to be cunning to solve the problem. I wonder what the problem might be?)

[On the chart or chalkboard, add the label: Problem. Think Aloud: I predict the problem will be one character is going to be jealous of another character.]

There came a time when there was famine in the land in which they lived. Food was very difficult to come by. Most of the animals including the three friends suffered greatly. The animals had to walk long distances in search of food. Sometimes, they returned home with very little food for themselves and their families. At other times, they returned home empty-handed. It was really a hard time.

(Retell: The problem is- there is no food. List on the chart or chalkboard under Problem: No food to eat. I wonder how the friends will try to solve the problem. I predict they will leave home and go to a place where there is more food.)

One day, the Squirrel wondered, "For how long is this famine going to last?"

The Rat added, "Nobody knows how long the famine will last. If we don't do something about it, we are all going to die soon." (Think Aloud: These marks " " mean that someone is talking. They show the part that tells what the characters said.)

The animals met on several occasions to think about what to do to get food to eat, but they could not find a solution.

Tiger was the only animal who did not suffer. This was because he was very rich. While the other animals played, he farmed. He had many farms and enough food to eat. He was also very selfish and wicked. He cared little about how the other animals could get food to eat. Some of the animals were very poor and had no money to buy food. Tiger was also a money lender. (Think Aloud: This whole paragraph seems to be about Tiger. I think he must be an important character in this story. I'll have to add him to my list of characters. I wonder whether he will be a good character or a bad character. Tigers are usually not very friendly.) He lent money to the animals that needed it and woe to any animal that borrowed money from Tiger and did not pay back at the given time. Tiger either ate him up or held him hostage and made such animals work for him on his farms. For this reason, all the animals feared him. Even Lion, who claimed to be very strong, feared Tiger.

[On the chart or chalkboard, add Tiger to the list of characters. **Retell:** The Tiger is another character, maybe an evil character.]

One day, Fox, Monkey, and Rabbit met to discuss their plight. (Think Aloud: This is a strange word. I'm not exactly sure what it means but it looks like it could rhyme with "light" so at least I know how to pronounce it.)

Fox suggested, "Friends, why don't we make our own farm? That way we shall soon have food to eat." (Think Aloud: I'll have to add this to my list of story ideas. This part tells how the characters are going to try to solve the problem. Instead of going away, they will grow food.)

[On the chart or chalkboard add a new label **Solution**: then **retell**: The friends plan to solve the problem by making their own farms. List: make farms, grow food]

"That's a very good idea," replied Monkey. "But I think it would be better for us if each one of us makes his own farm." (Think Aloud: I wonder why the Monkey would say this. I'm guessing he probably doesn't trust that his friends will work as hard as he will or that they will argue over how to do things.)

Rabbit also added, "Well, well, making a farm is a very good thing, but we have no money to start now."

[**Retell**: The friends needed money to start their own farms. On the chart or chalkboard, under the label Problem add No money]

Then Monkey suggested, "Let's go to Tiger to borrow money to make our farms. I'm sure he will grant us some loan." (Think Aloud: I have a feeling this is not going to go very well for somebody. I think either the Tiger won't give them money or if he does, they will have trouble paying back the loan.)

"Very well, let's go tomorrow" Fox added.

[**Retell**: The friends will ask the Tiger to loan them money to make their farms. On the chart or chalkboard under the label **Solution**, add: Borrow money from Tiger.]

The next day, the three friends set off to see Tiger. When they got to his house, he was asleep. They had to wait for some time until he woke up. To their surprise, Tiger was very pleasant towards them. He welcomed them warmly and asked, "Folks, what can I do for you?" (Think Aloud: I like the way this story-teller has the animals talking. They seem a lot like people! I'm going to try to remember to have characters talk like this when I write a story.)

They all spoke and said, "We've come to borrow money to make our own farms."

"Very well, tell me how much each of you will need and I'll give it to you," said Tiger with a smile.

"We shall need Five Hundred Thousand Kwacha each to start our farms," they all said.

Tiger entered his room and brought Five Hundred Thousand Kwacha to each of them. Tiger was very friendly that day. (Think Aloud: May be I was wrong about the Tiger. The author makes him sound very nice here.) He had a long chat with them about a lot of things. After a while, the three friends and Tiger agreed on the time for paying back the loan, and they left.

On their way home, they started to make plans for their farms.

[Retell: Tiger loaned each friend some money to make a farm. Add this to Solutions. Tiger loans money.]

Fox said, "I want to make a big soya beans farm. With that, I'll get plenty of money. As you know, soya beans is a very important crop."

Monkey said, "I prefer a big banana farm to a soya beans farm. It doesn't take too long for banana trees to bear fruits. You know I like bananas very much. I'll have as many bananas as I like and sell some to the other animals who like bananas."

Rabbit also said, "I want to make a big farm of food crops and vegetables. Soon, I'll get food crops like maize, cassava, groundnuts, Irish potatoes and sweet potatoes. I'll also have tomatoes, egg plant, okra, pepper, green vegetables, and beans. I'll have plenty to eat, give some to the poor and sell the rest to the animals who can afford to buy them. I can also keep some against a rainy day."

(Retell: Each Friend decides to make a different kind of farm List under Solutions: Fox/Soya beans; Monkey/Banana; Rabbit/Food Crops)

Think Aloud: Now I see why the animals wanted their own farms. They have very different ideas. I wonder if they will all be able to pay back their loans and still have enough food to eat.)

(The story continues....)

Review the story information listed in the story map to this point. Explain that the story continues but it is not included in this material. Let the participants work in groups to brainstorm how the story might end. Have them write an ending to the story. Remind them they might wish to add new characters, settings, problems, and solutions as they complete the story. Allow about 20 minutes for groups to brainstorm and complete writing. When all groups have finished writing, ask volunteers to read aloud their story conclusion. Encourage groups to read in pairs or dramatise as Readers Theatre.

Debrief Retelling

See the suggestions regarding debriefing discussions. Points to highlight in this discussion are:

- The diagnostic teaching technique was used before, during, and after reading;
- The technique highlighted a component of the literacy process-narrative text structure; and
- The technique assessed a variety of reading strategies: predicting, confirming, vocabulary, text structure, relating to past experiences, author style, etc.

Guided Practise with Re-telling

Let participants work in pairs to practise this diagnostic teaching technique. Using reading textbooks available have one person in each pair try the re-telling technique as she/he reads aloud. Let the partner note the details the reader is re-telling. When all partners have had a chance to experiment with the technique, let volunteers share what they have observed about their partners' reading process strategies. List these on the chart.

5.4.3 Other Process-Oriented Assessment Techniques

Re-telling with Think-Pair-Share

Think-pair-share is a way to organise learners for discussion and collaboration. At any point - before, during, or after reading - the teacher can prompt learners to re-tell text information by writing or drawing, and sharing their notes or drawings with a peer. Pairs can jointly create a response, and these responses, or some of them may be shared with the larger group.

5.4.4 Using Assessment to Inform Instruction



Appendix 3: You can find the "Planning Sheet for Using Diagnostic Teaching Techniques for Assessment to Inform Instruction." Use this form to help teachers think about using the Re-telling technique to inform their own practice. Be sure to emphasise how important it is to actually pay attention to what the learners are doing: what information do the learners re-tell? What information is missing? Do the learners use the story structure in their re-tellings? Is there a sensible sequence to their recall? Teachers can and should use their observations of learners' re-tellings to plan their "next steps" in teaching. Writing is another good way to observe learners' use of narrative structure.

5.5 Building Word Knowledge with Language Experience

5.5.1 Background

Word recognition is the ability to quickly and automatically read a word in print. Like word identification, the ability to decode even unfamiliar words, it does not assure that learners have a meaning association for the word. Simply being able to say the word is not the same as knowing what it means. The meaning aspects of word level knowledge are referred to as **vocabulary**.

Vocabulary development has been shown to have a very significant effect on learners' literacy-and overall cognitive abilities. Research in the United States (Biemiller, 2003) suggests that growing up in poverty can seriously restrict the vocabulary children learn before beginning school and can make attaining an adequate vocabulary a challenging task. Disadvantaged learners are likely to have substantially smaller vocabularies than their more advantaged classmates (Hart & Risley, 2003). Lack of vocabulary can be a crucial factor underlying the school failure of high-poverty learners.

On the other hand, teaching vocabulary can improve learners' comprehension of that selection and there is evidence that reading itself improves vocabulary (see Blachowicz & Fisher, 2000). "An important source of word knowledge is exposure to print and independent reading." (Snow et al., 1998). Consequently, teachers should focus attention on vocabulary and learners need to experience words in rich and varied contexts. Isabelle Beck and her colleagues have made some important distinctions aimed at helping teachers understand what words are worth spending time to teach (Beck & McKeown, 1985). They have divided words into three types, or **Tiers**. For maximum development, teachers should spend considerable time working with the Second Tier words.

First Tier Words are “Basic Words”

Examples: run, ball, is

Second Tier Words are “Sophisticated” words: mature, more precise words for concepts that students have under control.

Examples: absurd, reluctant, convince

Third Tier Words are “Content” words: low-frequency words that are needed to understand concepts in content study

Examples: nutrient, digestive, ingesting

5.5.2 Language Experience Activity (LEA)

Before starting the Demonstration Lesson, prepare sets of note cards. Select a topic using the list below and write likely Tier I and Tier II words on note cards. Create a set of ten cards (ten different Tier I and Tier II words). Make one set for each group of participants. Select one topic with which most participants will be familiar.

Language Experience, or Dictated, stories have traditionally been created by individuals or collaboratively by groups. Always start by talking with learners about what they would like to say. Length and complexity of the dictated passages will vary with the sophistication and age of the learners.

Explanation:

Begin the activity by telling the participants that they will be working together to write a brief story. But in this technique you will be doing the writing, they will be dictating sentences for the story.

Phase 1: Introduction

Option #1: Write the title of the text-to-be written on the chart, overhead or chalkboard. Read the title aloud. Tell the participants that we will be writing an article (passage, text) about this title.

Titles to select from:

"Farming in my community"
"Products of my community"
"Traffic in the capital city"

"Family Meals"
"Health Concerns"
etc.

The idea is to select a topic that will be familiar to all participants. Let the participants begin by visualizing the topic (for example, how to prepare a family meal). Ask them to picture all the details - objects, materials, tools, places, etc.-associated with the topic.

Ask (depending on the title:

What do you think this piece should say? [Turn to the person next to you and discuss]
What are some words we might want to use?

Ask participants to share words they brainstormed. List the words on the chart.

Option #2: Show the story map of a narrative story you have read together. Let the participants recall the type of main character that was in that story. Ask the participants to think about a new problem that this character(s) might encounter. Tell them that we are going to write our own story using those characters and the story map as a guide.

Phase 2: Development

Write the title of the text-to-be written on the chart paper, overhead, or chalkboard. Then ask, "What are some ways authors introduce their topic? How should we begin our writing?" Ask volunteers. Discuss possible choices and then select one sentence to record on the chart or chalkboard. The participant should dictate the sentence, while the facilitator records the sentence saying each word as it is written.

Write exactly what the participant says. When the entire sentence is written on the chart/chalkboard, read again the sentence aloud to the group. Continue with the next sentence. Ask participants to think about how authors organise their writing (storytellers put events in order, science writers group information into parts, history writers sometimes organise ideas into problems and solutions, etc). Ask, "How should we organise our ideas? What should we write next?" Let participants discuss in pairs or small groups and then ask volunteers to give their ideas. Select one idea. The participant dictates the sentence while the facilitator writes the sentence on the chart saying each word aloud as it is written. Encourage volunteers to connect sentences that are related. For example, participants might be encouraged to use words and phrases such as "Next," "As a result," "On the other hand," etc.

When a new topic/idea is introduced, start a new paragraph. Where appropriate, Think Aloud about what is being recorded (both the ideas and the print-level concepts). Continue in this manner until the group has generated six to eight sentences. Reread the completed text aloud.

If you are doing the innovation on a narrative story, let the groups generate a problem, and write sentences about it. Then let them attempt to write a narrative story. After each new segment of text, read the whole story again to remind them of what they have written. Use only one or two sentences for each segment.

Phase 3: Conclusion

Using Language Experience Activity (LEA) as the basis for Word Knowledge Activities.

1. First, demonstrate using the LEA for word recognition with young or struggling readers. Ask for suggestions of basic, Tier 1 words that they would expect children in Grade 1 to recognise. Write these on cards. Ask volunteers to find the word in the story and then go up to the text and match their word to the one in the story.
2. Next distribute the sets of note cards to each group (one set to each group). Let the

participants spread the cards on their table. Let them discuss the words and make sure they can read each word correctly. Working in groups, ask participants to reread the LEA passage. Identify any word matches between the text and the word cards.

3. Ask one person in each group to hold up a word card that matches the dictated story. Let a participant come to the chart and match the word on the note card with the word in the dictated text. Let the participant say the word aloud. Continue identifying words in the dictated text and calling on participants to find the matching word in their set until all words have been identified and matched.
4. Alternate Activity: Distribute blank cards and ask groups to select Tier 1 words and generate substitutions that are more sophisticated. Then, these groups challenge the others to find the correct word and substitute it in the story. Generate excitement and fun with this by applauding correct answers or interesting alternatives.

After participants have used/discussed all of the words that appear in the Dictated Story, let them look at the remaining word cards. Separate/sort these into piles of Tier 1 and Tier 2 words. Engage in the following activities:

- Try to substitute any of the remaining Tier 2 words for other, more common, words that have been used in the LEA story.
- " Identify several Tier 1 words from the passage and substitute a Tier 2 word for it. Make a word card for that tier 2 word.

Elaboration (if time allows):

Teachers can also use the ideas from the text to introduce new words. For example, perhaps the person in the story was "happy" - teachers can use words like "delighted" or "joyous" to describe this same feeling; thereby introducing Tier 2 words.

Ask participants to work in pairs to create an LEA passage. Ask teachers to select two or three sentences with interesting words. In those sentences, identify all the Tier 1 words and create a CLOZE sentence by deleting all those words. In two other sentences, they should identify the Tier 2 and 3 words and create another CLOZE by deleting only those words. Then, they should share their sentences with another pair (See CLOZE technique below).

Ask participants to try to figure out what each sentence is about. Draw attention to the different kinds of words-Tier 1 words and Tier 2 words-in the sentences. Discuss which words were most challenging to replace. Encourage Debrief Word Knowledge for participants to find other Tier 2 words that could be used in place of the words in the passage. Explain that

learners can expand their ability to read other texts by exposure to more sophisticated words in familiar contexts.

Debrief Word Knowledge

Refer to the general suggestions for debriefing activities. During the debriefing, highlight the following:

- The Diagnostic Teaching Technique emphasises one aspect of the literacy process—word knowledge.
- Emphasise the importance of Language Experience Activity (LEA) and word selection for assessing learners' vocabulary, language abilities, and prior knowledge.
- The ideas that word recognition and vocabulary knowledge are distinct concepts.
- Word recognition refers to the reader's ability to read words correctly and rapidly. This Diagnostic Teaching Technique encourages teachers to think about whether learners have the vocabulary needed for comprehension.
- Development of vocabulary is fostered by some important conditions: repetition, connection to previous concept/word knowledge, and active engagement.
- Encourage teachers to think about how they would use the information they gained from these diagnostic teaching practices in their teaching.

Variations and Guided Practice Regarding LEA and Word Knowledge

- According to Lipson and Wixson (2003), dictated stories can provide the basis for remedial or basic instructional word of the following sort:
 1. Create CLOZE passages using these stories to provide practice in using context and writing frequently used or important words. These CLOZE passages can, of course, be used for assessment also.
 2. Look for opportunities to link the dictated story to something that has been read.
- Let participants search their own textbooks (or other passages that have been used) for Tier 2 and 3 words. Let them make lists of these words. Provide participants with note cards and markers and ask them to prepare their own sets of word cards for assessing vocabulary knowledge.

5.5.3 Other Word Knowledge Assessment and Development Techniques

Vocabulary Self-Assessment Rating

Vocabulary assessment measures are relatively easy to incorporate into regular diagnostic teaching efforts. According to Lipson and Wixson (2003), "Children's self-assessments can be useful because they provide information in the introduction, Development and Conclusion after reading events (see Figure below). Interestingly, there is evidence that even a simple yes-no test is an effective way to assess learners' vocabulary knowledge (White, Graves & Slater, 1990).

Word	I Have Never Heard This Word	I have Heard This Word and I Know Something about What It Means	I am Very Familiar with This Word
Molten			
Lava			
Crater			
Crust			
Magma			
Eruption			
Plate			
Extinct			
Explosion			

Sample from Lipson & Wixson (2003)

Up to this point, we have been emphasising the importance of developing learners' general vocabulary knowledge. However, this example demonstrates how important Tier 3 words may be in studying a particular topic. Note that the examples in this sample are all Tier 3 words - specific to a particular area of study. This simple assessment (coupled with a check on the last column) could provide excellent evidence of learner learning, as well as the possible need for modifications and adjustments in teaching and learning opportunities.

5.5.4 Word Stars

The purpose of Word Stars is to provide encouragement and incentive for repeated and varied use of new vocabulary. It can be used in Grade 1-6.

- Construct a "Word Stars" poster somewhere in the classroom that is easily accessible by learners. (Some teachers use coloured index cards for the actual words, so that the poster can be more or less permanent, while the words are changed over time.)
- During Read -Aloud Technique or other occasions when interesting words are noticed, select a word to be placed on the "Word Stars" poster. Words should be:

- interesting and/or important: high utility words, or
- slightly challenging.
- Make sure that learners can decode the word, and explain its meaning (in learner-friendly terms) if you have not already done so. Use active, engaging approaches to help learners develop a deeper understanding of the word, as needed.
- Explain that we learn new words through practise, and the poster will provide a way to help us keep new words in mind so that we can notice them when they are used, any time a learner:
 - reads the word in text,
 - hears the word being used, or
 - uses the word (appropriately) in a sentence.
- Learner places his or her initials on one of the "points" of the star.
- Every so often, the teacher should let a learner whose initials are on one of the Word Stars, and ask him or her to describe or explain how the word was used. At the end of the week, ask a learner to take the words down and place them in a "Word Star Constellation Box." This box becomes a repository of already-explored vocabulary words, and a source of words that might be used for periodic review and classroom-based assessment.

In Appendix 9: Word Stars Worksheet, you can find the worksheet to use when practising this Tool.



5.5.5 Using Assessment to Inform Instruction

In **Appendix 3**, you can find the "Planning Sheet for Using Diagnostic Teaching Techniques for Assessment to Inform Instruction." Use this form to help teachers think about using the Language-Experience approach to inform their own practice example, teachers should notice which words are used by their learners and also which learners need additional work in the area of vocabulary. This information can be used to plan lessons that include instruction on more sophisticated vocabulary as well as help with content area words.



5.6 Reading Fluency

5.6.1 Background

Fluency is the ability to read text automatically with accuracy and with a flowing rhythm as well as appropriate emphasis. Automatic reading and accuracy are both critical elements of fluency; if accuracy is present without automaticity, there is too much of a burden on the reader's short term memory. Nonetheless even accurate and automatic reading of text is not necessarily fluent, since when read aloud, fluent reading sounds like speaking. Fluent readers group words into meaningful phrases. They change tone to emphasise or stress important ideas, or to signal a question or a statement.

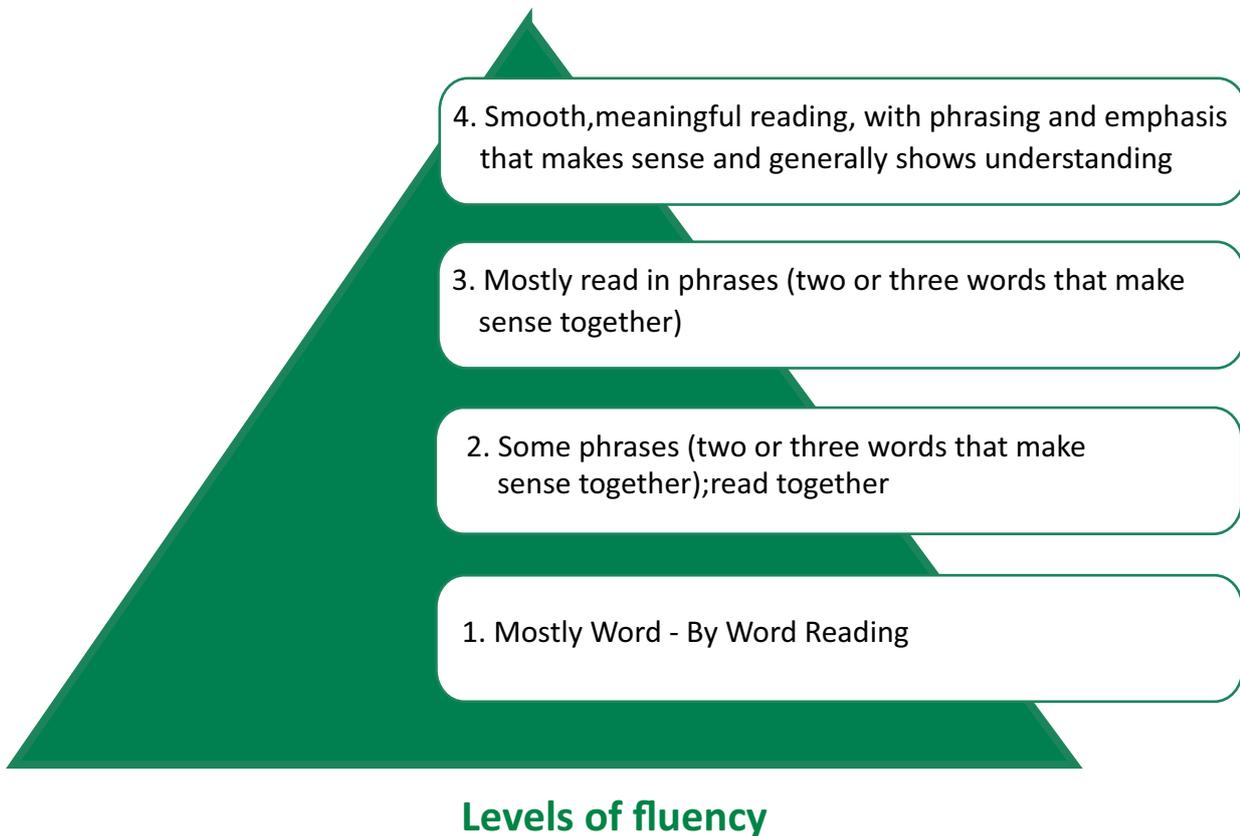
Fluency is related to reading comprehension. Some readers may be able to decode words accurately, but they may do this slowly or read "word by word." Often by the time the passage has been read, slow readers may have forgotten the meaning of the text as a whole. In addition, readers who do not know how to organise individual words into meaningful phrases will have a difficult time constructing meaning from an entire text. Individuals who read fluently are more likely to be able to understand what they are reading. In this way, fluency influences reading comprehension. The opposite is also true that individuals who understand what they are reading and have more background knowledge concerning the topic, are more likely to be able to read that text fluently. In other words, reading comprehension can affect fluency as well.

The idea of fluency can also be applied to silent reading, speaking, and writing. Even when reading silently, individuals mentally group words into meaningful chunks. They pay attention to punctuation marks, etc. Just as we expect individuals to speak fluently, we might also expect them to write fluently. That means we need to foster in learners the ability to fluently compose sentences using phrases, to spell accurately, and to use punctuation appropriately.



5.6.2 Fluency and Oral Reading Activity

Preparation: Write the following Fluency Scale¹³ on chart; put aside for use later in the lesson.



Using an Oral Reading Fluency Rubric - Marking Key

A fluency scale is a guide for evaluating the fluency of individual learners as they read unfamiliar texts aloud. Teachers often say, "I know fluent reading when I hear it." However, they may lack the ability to explain or identify specific aspects of fluency.



Begin by asking the participants what they know about the term "fluency" as it might be applied to reading and writing. Ask them (perhaps using Think-Pair Share) to define fluency, list examples, or make a web.

Phase 1: Introduction



Write the following sentence on the chart or chalkboard. This activity involves demonstrating different levels of fluency.

The rainy season is not my favourite time of the year.

Show this to the group and **ask them to read the sentence silently.**



Then (you) read the sentence (below, as shown) aloud word-by-word.

e.g., the (pause) rainy (pause) season (pause) is (pause) not (pause) my
(pause) favourite (pause) time (pause) of (pause) the (pause) year.



Ask the participants to assess your reading. Ask (by a show of hands, or verbal response) if it was

Accurate? Fast? Slow? Meaningful?



Then re-read the sentence, this time grouping the words as shown below:

The rainy season (pause) is not (pause) my favourite (pause) time of (pause)
the year.

Again, ask the participants to assess your reading (accurate, fast/slow, and meaningful?)



Then re-read the sentence again, this time emphasising words as shown in bold print.

The rainy season / is not/ my favourite / time of the year.

The rainy season/ is not/ my favourite / time of the year.



Ask the participants to evaluate your reading. Ask them what was different in the two readings, and how did this affect the meaning of the sentences? Ask the participants to think of other ways to read this sentence. Compare meanings. Point out that fluency is not only pleasant-sounding reading, but reading for meaning.

Explain that you will be reading a story titled "The Peacemakers" Reader's using a technique called Theatre to focus on fluency as we read.



In Appendix 10: Reading Fluency Examples, you can find the document to use when practising this Tool.

Ask participants to predict.

- What do you expect a story with the title? "The Peacemakers" will be about? (think-pair-share)

Phase 2: Development

Explain that Readers' Theatre provides a wonderful way to make a story come alive, and also helps build fluency of reading at the same time.

Show the adapted NAEP Fluency scale that you have made into a poster (and/or have handouts). Briefly explain it by reviewing the different levels of fluency. Co-facilitators should read the first two paragraphs aloud, as the narrator and the lion. Demonstrate and briefly explain how to include dialogue tags in the narrator's part (e.g. the narrator should say the segment "said the lion.")



Ask participants to silently read the whole piece through once or, this might be done as "shared reading."

Assign "parts" to various groups of participants, and ask them to chorally read their role through once. (You might assign one table of participants to a particular part, and, if space is tight, you might then ask them to practise their part either outside or in other settings/rooms.) Remind the "narrator" group to locate and include the dialogue tags in their part.



After groups have practised their parts once, **ask them (still in their small groups) to use the adapted NAEP fluency scale to discuss:**

- a. What sections could be improved on - in terms of fluency and interpretation?
- b. What should be kept the same?

(Note: as co-facilitators, provide feedback to groups as well)



Then, ask participants to practise their part again, modifying their reading based on the discussion they just had. Reconvene participants, and have them "perform" the piece, with each group taking its part. This might need to be done twice (if time allows).

Phase 3: Conclusion

As a whole group, discuss what went well in the final reading (performance), and what might be improved still further. Use the NAEP fluency scale to guide the discussion.

Ask participants to do a Quick Write (two or three sentences at most) in response to the following question: Why do you think the author gave the piece the title "The Peacemakers?" Ask participants to first write their response individually, and then share their responses in pairs. Then, based on their discussion with their partner, suggest that participants add to, or revise their Quick Write. Ask a few participants to share their responses, and to reflect on if they added to their quick write based on the discussion with a partner.

Debriefing Oral Reading Fluency

Refer to general suggestions for debriefing demonstration activities. In particular, be sure to highlight the following points:

- This assessment (adapted NAEP Fluency Scale) emphasises various aspects of the fluency component: rate, accuracy, and grouping words into meaningful phrases and expressions.
- Fluency also includes reading strategies and cues such as punctuation, grammar, context, and word meanings.
- Fluency scales can be used to provide an assessment of the reader's overall level of fluency.
- A Fluency Scale can reveal whether the reader understands these aspects of fluent reading, and how often she or he follows these as she or he reads.
- The NAEP Fluency Scale can be used both by the teacher and by the learners, thus providing a means not only for the teacher to evaluate fluency and adjust instruction as needed, but also for learners to self-assess and use practise as a method of improving their own fluency.
- In addition, explain that the use of guided, oral repeated readings, with feedback has been shown to be a highly effective approach in increasing fluency (National Reading Panel, 2000).

We also know that modelling of fluent reading is key.

5.6.3 Variations and Guided Practise in Assessing Oral Reading Accuracy and Fluency

Explain that teachers can assess their individual learners' oral reading fluency when individuals read aloud in the classroom. Refer again to the Adapted NAEP Fluency Scale from the chart.



Post on the chart or chalkboard, and then read aloud the following passage. Remind participants to note pauses and emphasised words in the text. Ask them to rate your fluency using the adapted NAEP 4 point scale.

There was once a man (pause) whose (pause) wife had died and (pause) he was left to look (pause) after their three young children. Most (pause) days this was all (pause) right, but sometimes he needed to go (pause) hunting and he knew that he must find a way (pause) to keep them safe when he was gone.

Let participants compare their ratings in pairs. Then discuss as a group. Remind participants to refer to the descriptions on the adapted NAEP Fluency Scale as they give their ratings.

Refer to general suggestions on guided practice, in particular, let participants discuss in groups the descriptions in the sample Fluency Scale. Let them discuss and suggest possible additional descriptions or other ways they might adapt this scale.

Explain that a teacher can also assess individual oral reading fluency by noting on the text places where the reader pauses (/), and which words the reader seems to emphasise (<) as she reads, and then using the fluency scale to note overall patterns.

If time allows, let them work in pairs to practise using the Fluency Scale, and the use of text marking. Let one person in each pair read aloud a portion from his/her textbook or an alternate piece of text - as a learner might read it aloud, while the partner marks up the text (in pencil) and uses the adapted NAEP scale to assess the reader's overall patterns of fluency.



5.6.4 Using Assessment to Inform Instruction

In **Appendix 3**, you can find the "Planning Sheet for Using Diagnostic Teaching Techniques for Assessment to Inform Instruction." Use this form to help teachers think about using these techniques to actually inform their practice. For example, teachers should notice which students need additional fluency work during Readers' Theater or which students appear to be struggling with oral reading accuracy. They will use this information to plan additional word-level lessons and work with fluency techniques.

5.7 Using Results of Diagnostic Teaching: Linking Assessment and Instructions

5.7.1 Demonstration Lesson: Using Data to Inform Instruction

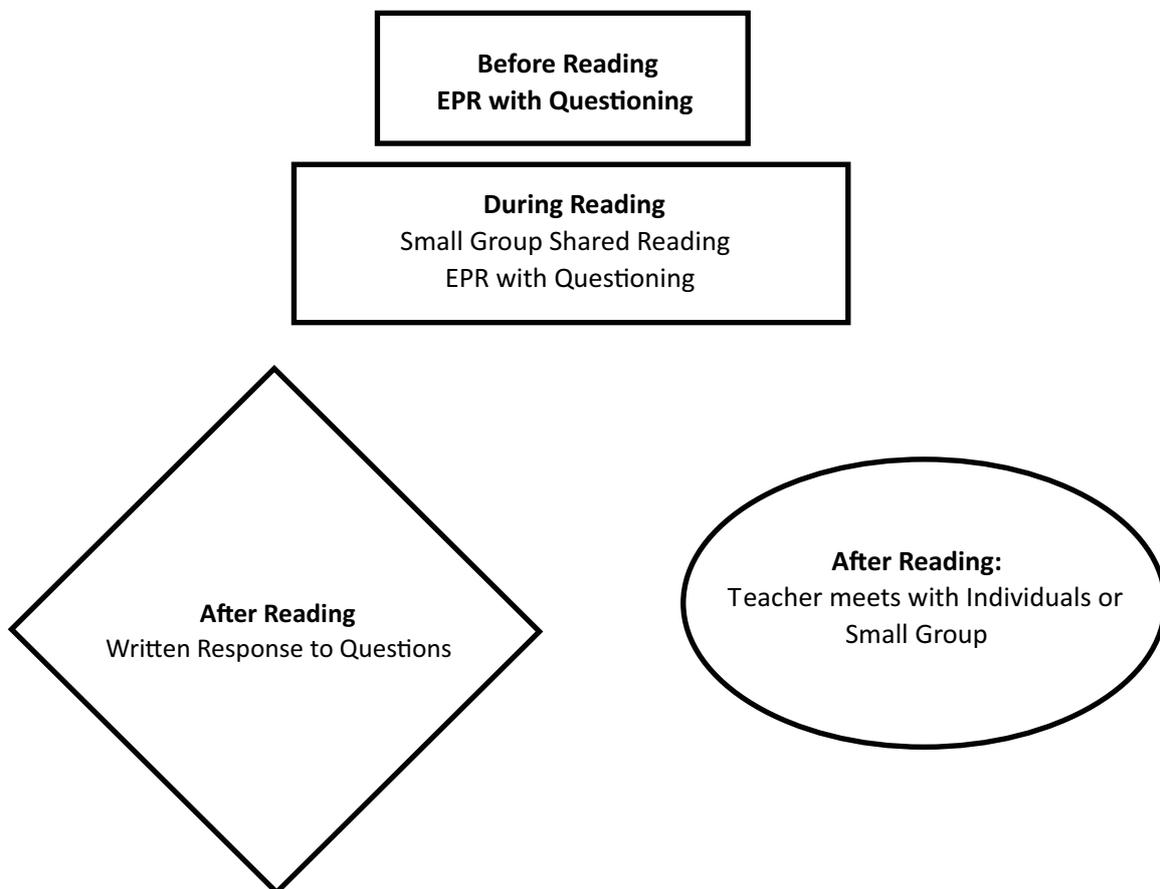
1. Draw the following format on the board

I Am Noticing	
Introduction	
Development	
After	

2. Model using one, simple, technique for diagnostic teaching. Focus on a procedure that could be used by them in their classroom. Consider Every Learner Response (ELR), for example:
 - a. Say: In the Introduction Stage, "I am noticing..."
 - b. Think aloud about what they could observe or note as they used ELR in each stage.

- c. Model asking yourself questions Introduction, Development, and Conclusion. Such questions might include:
 - i. Do my learners seem to know enough about the vocabulary/concepts to read and understand these materials?
 - ii. Can all my learners follow directions to complete the task?
 - iii. Which learners do not understand (or cannot read) the materials?
 - iv. Do some children need more time to complete these tasks?
- 3. Show teachers how they might use this information to respond in the classroom. Draw this figure on the chalkboard/chart:

Using Data to Inform Instruction



- 4. Remind teachers of the various diagnostic teaching strategies they have learned. Use the chart titled, "Using Diagnostic Teaching Techniques for Assessment to Inform Instruction" in Appendix 3. Encourage teams of teachers to work together to consider 1-4 diagnostic techniques.

5. Create a large example of this chart and debrief with the whole group.
6. The next step involves introducing Appendix 11: Instructional Planning Sheet. Encourage teachers to use the information they already have about their learners to form a subgroup and consider how they might respond within their classroom.

If possible, encourage participants to include such thinking in the planning they will do for the next observation.

5.7.2 Using Assessment to Inform Instruction



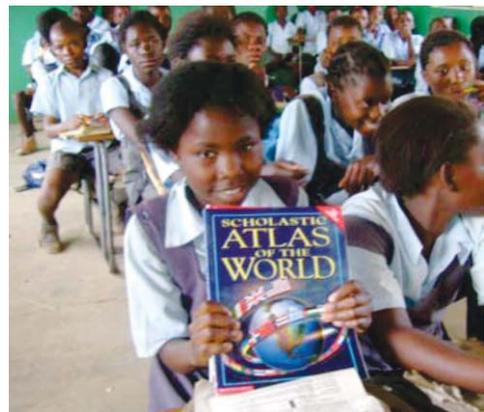
Appendix 3: you can find the "Planning Sheet for Using Diagnostic Teaching Techniques for Assessment to Inform Instruction." If you have done this throughout, then use it for review. If not, ask participants to work in teams to complete the form and/or to begin the form and then use it to generate discussion:

- Think about how they might alter questioning to include learners in different ways.
- Encourage them to imagine how they might alter their instruction before, during and/or after in response to the diagnostic information they are collecting.

5.8 Questioning

5.8.1 Background

No single technique has any greater potential for both instruction and assessment than **Questioning**. Although most teachers use questioning to measure what content information learners have learned, questions can also tell the teacher much about the processes learners use when they are reading, writing or computing. When teachers attend carefully to the type and location of their questions, it can be an effective diagnostic teaching technique to help them open a "window" onto learners' thinking. In doing so they gain information about the kinds of strategies learners can use, what ideas they are generating, and how they are responding to the texts they read.



Many different types of questions are used in a variety of ways each day in every classroom. Questions are an integral part of teacher presentations, discussions, class exercises, examinations, and homework assignments. A variety of question taxonomies have been used

to classify various types of questions. In general, these have attempted to capture the idea that some questions are more demanding and difficult than others and most people are familiar with the idea of "higher" or "lower" questions.

Lower cognitive questions are those which ask the learner merely to recall verbatim or in his/her own words material previously read or taught by the teacher. Lower cognitive questions are also referred to in the literature as fact, closed, direct, recall, and knowledge questions.

Higher cognitive questions are defined as those which ask the learner to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. Higher cognitive questions are also called open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions. (Cotton, 2001)

The research suggests that teachers generally ask a fairly narrow range of questions and that they ask many lower level questions; with one correct answer, than they do higher order questions or questions with more than one correct response (Cotton, 2001).

The point is not that one type of question is always preferable - indeed, there are circumstances under which lower-level questions are more appropriate than higher order ones. Instead, the idea is that teachers must use questions intentionally and purposefully in order to achieve the best results.

Finally, research has made it very clear that teachers generally do not provide nearly enough "wait time" for learners to respond (see Cotton, 2001). Wait time is important at two different junctures: 1) immediately after a question has been asked; and 2) immediately after an answer has been offered. When teachers extend the amount of time they wait, a number of positive effects result including: more elaborated answers, more answers by various learners, and an increase in learner- learner interaction.

There are many ways of categorising questions. Bloom's (1956) Taxonomy is sometimes used, for example, as is Raphael's (1982, 1986) Question-Answer Relationships. Both can be found in Appendices. Note, in particular, that the version of Bloom's Taxonomy that has been provided (Huitt, 2004) includes a matrix in which the complexity of the question-type (cognitive difficulty) has been crossed in a matrix with focus of questioning (e.g. content, process, etc.). But a far simpler approach is to think of questions in terms of three fundamental levels of comprehension. These are using literal, inferential and critical questions (McKenna, 2002).

1. Literal questions require a learner to recall a specific fact that has been explicitly stated in the reading selection. Such questions are easy to ask and answer, but they may reflect a very superficial understanding of content. Responding to literal questions has often been referred to as "reading the lines" as information can be located directly in the text.
2. Inferential questions, like literal questions, have factual answers. However, the answers cannot be located in the selection. Instead of finding the answer, the reader must make logical connections among facts in order to arrive at an answer. For all inferential questions, the reader must use facts that are stated to reach a conclusion about a fact that is not stated. For this reason, seeking a response to an inferential question has been referred to as "reading between the lines."
3. Critical questions call upon learners to form value judgments about the selection. Such judgments can never be characterised as right or wrong, accurate or inaccurate. This is because the answers to critical questions are not facts. They are judgments arrived at on the basis of an individual's value system. In this respect, seeking a response to a critical question requires the learner to "read beyond the lines."

5.8.2 Demonstration Lesson: Questioning

Explain that you will be introducing a new diagnostic teaching technique. Tell participants you will be modelling how the technique works, and that they will have time to discuss the technique following the demonstration. Remind them to think about what aspects of the literacy/numeracy process this technique might be assessing and how this technique might be modified for other aspects of the literacy/numeracy process and to fit their classrooms.

This demonstration has been written using a particular story (see Appendix for full transcript) but it could be adapted for use with any narrative story or expository text.

Phase 1: Before Reading



In **Appendix 12: Questioning Example**, you can find the document to use when practising this Tool.



Write the name of the article/story on the chalkboard or the chart:

The Lion and the Mosquito
Aesop's fable retold by Sally Murphy



- **Read the title aloud:** This title tells me that the story will be about a lion and a mosquito. I also know that the story is a fable. Ask: Does anyone know what a fable is?



- **Response:** A fable is a story that tries to teach people something. Aesop was a storyteller who lived in Greece more than two thousand years ago. Back then, people told each other stories instead of writing them in books.
- Does anyone have a prediction about this story?
- Does anyone have a question about this story?
- Does anyone have a question about this story?
-

Draw a simple story map on the board:

Title:

Beginning

Middle

End

Let the participants recall the elements of a story. Ask them to work in pairs to pose a question for each part of the story map. For example, I might ask the following questions:

Beginning: I wonder where the story will take place. I am also wondering who all the characters in the story might be.

Middle: I know that the lion is going to have a problem with the mosquito. I am wondering what that problem might be and steps he will take to resolve the problem.

End: I know that the story will end with a lesson to be learned. I am wondering what the mosquito will teach the lion or if the lion may teach the mosquito something.

Explain that the author of the text does many things to keep us interested in the story and help us understand. We are going to think about this and ask questions of the author as we continue to read.

Phase 2: During Reading

Ask participants to follow along as you read the text aloud. Remind learners that you will be

asking them three types of questions. You will be asking questions that are easy to find the answers to, because the answer can be located "right on the page". Some questions will require the learners to use facts from the story to assist them in answering. Responses to these types of questions are found "between the lines". For some questions, the answer cannot be located on the lines and can only be found in their head or "beyond the lines".



Read the first paragraph in the story.

Lion lay sleeping under a tree. He was very tired. Spider was spinning her web, hoping that soon she would catch some dinner. Monkey swung from branch to branch in the tree above Lion. Snake lay on a log in the sun.



Question: Who are the characters in the story? (Lion, Spider, Monkey, and Snake)
Where were the answers found? (On the lines)



Explain to learners that you are going to ask them a question that will make them think of the information already given in order to answer the question.



Question: Where do you suppose this story takes place? (There are many possible answers: in an open place, possibly a natural reserve where lions stay.)



Explain to learners that we have been given some information. For example: there is a tree and a log- so it can be a wooded area. We also know that lions like shade but also roam the savannah, etc. We had to use our prior knowledge and experience to enable us to answer the question comfortably.

Continue reading the next two paragraphs.

Whine, whine, whine, whine. Lion heard a noise above his head. He tried to go back to sleep, but the noise grew louder and louder.

Whine, whine, whine, whine. Lion sleepily opened one eye. A mosquito was flying around him.

"Go away, Mosquito," Lion said.

"I'm trying to sleep."

Let learners help you pose a question where the answers can be found directly on the lines.

Possible questions: What was flying above lion's head? (A mosquito) What was lion trying to do? (Sleep)

Now let learners try to come up with questions where the information is found only between the lines.

Possible question: What was the problem in the story? (Lion's sleep was being interrupted)

Explain to learners that a problem statement usually comes at the beginning of the story. Usually, we are quickly introduced to the main characters and a problem that will arise between some or all of them. While we do not find the word "problem" exactly on the lines in the story, we know that some action will be taken if the mosquito continues to bother the lion.

Let learners know that there is another kind of question that will require them to use their common sense and judgment to answer. Remind them to follow along closely as you will be asking them to respond to questions that will require them to give an opinion.



Read

"Oh, Lion, said Mosquito. "You think that you're King of Animals. Well, you don't scare me. I'll fly where I want and when I want. You can't stop me!" Mosquito flew around Lion's head. Whine, whine, whine, whine.



Question: Is it right to call a Lion the "King of the Animals?"

- Is it fair to assume that just because a lion is king of the animals, he can tell everyone where to go?

Allow time to discuss how learners arrived at their answers. In other words, they must justify their answers.



Write on the chalkboard

- Literal level questions: answers are found on the lines
- Inferential level questions: answers are found between the lines - I must make connections
- Critical level questions: answers are found beyond the lines - I must use my prior knowledge and provide an opinion or judgement

Let learners follow along as you read the next section and to pose questions that are either at the literal, inferential or critical level.



Read

"Grrr," growled Lion. Mosquito wasn't scared of Lion's sleepy growl. He flew closer to Lion's ear, whine, whine, whine, whine.

Lion tried to hit Mosquito away with his big paw, but Mosquito quickly flew out of the way. He wasn't afraid of Lion's paw, either.

Mosquito flew right inside Lion's ear, whine, whine, whine, whine.

Finally, Lion could not take it anymore. He was very angry. His eyes grew big, and his fur stood on end. He stretched his claws and opened his mouth. "ROOOAAAARRRR!"

The other animals hid. Spider climbed to the top of her web. Monkey swung into the high branches of the tree. Snake slid under the log that she had been lying on.

They knew Lion must be very angry, and they were frightened by his roar. However, Mosquito was not frightened.



Ask learners to give several examples of literal level questions. For example:

- Was mosquito afraid of the lion?
- What steps did lion take to rid himself of mosquito? (He growled; hit at him with his big paw)
- What signal do we get in the story that let us know trouble is coming? (e.g. Monkey climbed higher up the tree, Snake slid under the log, and Spider climbed to the top of her web)



Now ask for examples of inferential level questions. For example:

We know that the other animals hid. Why do you suppose that they were afraid and not the Mosquito?

What message is the mosquito trying to give the lion? (By not being afraid, Mosquito is trying to tell Lion that he could not be king).



Let learners come up with a critical level question. For example:

The author chooses to have other characters in the story (Snake, Spider, Monkey) but they do not speak or act up to this point. Why do you suppose the author chooses for them not to speak? What point is he trying to make?

- How do you describe Mosquito's character?
- How do you describe Lion's character?

Explain to learners that in the middle of the story, certain events take place that will lead to a culminating action. Let them predict what they believe will happen.



Read

"That was a loud roar, Lion," he said, "but I'm not scared. I might be small, but I'm faster and smarter than you. Maybe I should be King of the Animals." Mosquito laughed as he flew away.

He was laughing so hard that he didn't look where he was going. Mosquito flew straight into Spider's web.

Help, help!" Mosquito cried. "I'm stuck. Help me out of this sticky web." Spider ran across her web to see what she had caught. Monkey and Snake came out of their hiding places to see what had happened.

"Spider is small, too, but she's faster and smarter than you, Mosquito," said Lion. "You should be more careful. It doesn't matter how fast and clever you are, there will always be someone who is faster and smarter.

With that, he walked away to find a quieter place to sleep.

Let learners ask different types of questions. Let them identify those that are literal, inferential or critical. Examples:

Literal: What happened to Mosquito? (Got caught in spider's web)

Inferential: What was the lesson to be learned? (Being too proud and boastful can get you into more trouble than you can imagine!) Why didn't anyone help Mosquito?

Critical: The author chooses to state that "It doesn't matter how fast and clever you are, there will always be someone who is faster and smarter." Is that true?

Was it not unfair for anyone to help Mosquito when he pleaded for it?

Phase 3: After Reading



Let learners help fill in the Appendix: Story Map that is more elaborate than the initial map placed on the flipchart. Allow them to discuss it in groups. Let them develop one final question at each of the levels (Literal, Inferential and Critical).

Debriefing Questioning

Refer to general suggestions for facilitating a debriefing discussion. In particular, this debriefing discussion should highlight the following points:

- The Questioning Technique can be used for Instruction and Assessment.
- The teacher uses the Questioning technique to highlight components of the literacy/numeracy process in one lesson.
- In this example, the Questioning Technique was used to highlight processes readers use to comprehend, make inferences and to give opinions or place judgement.

Discuss the value of asking higher level questions.

Ask for examples of how this activity could be turned into one that is totally participatory- and that could be used with large classes. Discuss the value of the different approaches.

In addition to discussing the types of questions and their placement (Introduction, Development and Conclusion), be sure to discuss other aspects of questioning that are important. In particular, discuss WAIT TIME. Research has demonstrated that learner participation and comprehension is improved if teachers exercise additional "wait time." Wait time refers to the amount of time a teacher waits after s/he has posed a question but before s/he calls on a child to answer it.

Guided Practice Using Questioning

In your school groups, practise developing different levels of questions. Present to the other groups how you would introduce the topic of "questioning" to your colleagues and model for us some of the types of questions that you would use for examples. Demonstrate how you could maximise on learner participation in a large classroom.



You are free to explore **Appendix 16: Overview of Bloom's Taxonomy of the Cognitive Domain** and **Appendix 17: Question Answer Relationships** and include other techniques/strategies that were introduced.



5.9 Reading Comprehension - Managing ideas and information in expository text

5.9.1 Background

Expository texts are written to convey, describe, or explain non-fictional information. Expository texts are more difficult to understand than narrative texts because they are written in a specific way. The ability to manage ideas and information presented in expository texts involves knowing what to expect - anticipating the kinds of organisational structures the reader might encounter. Content literacy also involves understanding the kinds of graphic features the reader needs to interpret, as well as vocabulary specific to the topic. The reader uses the text's organisation, language, and visual features in a unified way to derive meaning. Learning how to read informational texts involves strategies such as:

- Gathering information
- Summarising and synthesising information and
- Making connections to prior knowledge

Features of Expository Texts

Below is a chart that highlights the most common features to be found in informational kinds of texts.

Print Features

• Font	• Bullets	• Italics
• Boldprint	• Titles	• Labels
• Coloredprint	• Headings, sub-headings	• Captions

Graphic Aids

• Diagrams	• Maps	• Cross-sections
• Sketches	• Charts	• Timelines
• Graphs, figures	• Tables	• Overlays

Organizational Aids

• Tableofcontents	• Glossary	• Pronunciationguide
• Index	• Preface	• Appendix

Illustrations

• Coloredphotographs	• Labeleddrawings
• Coloreddrawings	• Enlargedphotographs
• Blackandwhitephotos	• Acrylic,watercolor,oilpaintings
• Blackandwhitedrawings	

Patterns of text structure in expository texts

The overall structure of a text reveals how the writer has organised the content. The most often found expository structures are:

- Description
- Temporal sequence
- Comparison/Contrast
- Cause and effect
- Problem/solution

Teachers can help learners identify text structures in reading as a way of making the text easy to understand. They can also help learners use text structures to organise their writing. The chart below provides a brief introduction to each of the structures along with a definition and key or signal words that can be found in the text.

Text Pattern	Definition	Key Words
Description	Use language to help the reader form images or visual processes	Descriptive details: words like on, over, beyond, within descriptive adjectives e.g Tall, smart
Temporal Sequence	Present ideas or events in the order in which they happen	First, second, before, after, finally, then, next, earlier, later, last
Comparison/Contrast	Discuss two ideas, events, or phenomena, showing how they are similar and different	While, yes, but, rather, most, either, like and unlike, same as, opposed to, as well, likewise, on the other hand, although, the same, similarly, opposites
Cause and Effect	Provide explanation or reasons for phenomena	Because, since, thus, so that, if...then, therefore, nevertheless, due to, this lead to, as a result, then...so, for this reason, on account of, consequently
Problem/Solution	Identify problems and pose solutions	Propose, conclude, a solution, the problem or the question, research shows, the evidence is, a reason for

The following strategies can help learners understand expository texts:

- Provide explicit instruction on how to recognise the text structure
- Model the use of strategies.
- Make use of graphic organisers



A variety of graphic organisers that can be used to help guide instruction can be found in Appendix 14: **Graphic Organisers**.

5.9.2 Demonstration Lesson: Managing Ideas and Information in Expository Texts

Explain that you will be introducing a new diagnostic teaching technique. Tell participants you will be modelling the use of a graphic organiser as a means to helping learners manage ideas and information that is presented in an expository text.

Phase 1: Before Reading



Appendix 15: Reading Comprehension - managing ideas and information in expository text example, you can find the document to use when practicing this tool.

Write the title of the passage on the chart, overhead, or chalkboard.



Food for the World

Model Think Aloud

When I see this title it makes me think that I will be reading information about food that will feed the world. I am thinking that this will not be a story. A text that does not tell a story is called an expository text because it contains ideas, facts, and principles related to the physical, biological, or social world. I know that expository passages contain vocabulary that is content specific and the words are often challenging to understand. I also know that a strategy I can use to help me understand the most important ideas in the passage is to look for a pattern in the text that will help me manage the ideas and information in the text. Surveying the text is a good way to try to recognise a text pattern that will help me to understand what I am reading.

Hand out copies of the text Food for the World

Tell learners to follow along with you as you think aloud.



I am going to use a strategy to survey the text by looking for the main headings. The title of the passage is Food for the World.

On the next page I see the heading, "The Issue of World Hunger". Write the heading underneath the title of the passage.

Food for the World

The Issue of World Hunger

On the following page I see the heading "Problem Faced in the Fight". I also note that there are three sub-headings: The population explosion; limited natural resources; and difficulties in distribution. I also note that the sub-heading "limited natural resources" is further divided

into four sections: farming today produces more food than ever before; the number of farms has decreased; farmlands have disappeared as cities have grown and farmers have more knowledge and concerns about the environment.

Write the next sub-heading on the chalk board and place four indicators for the above-mentioned points under limited natural resources.

Food for the World

The Issue of World Hunger
Problems faced in the fight

The population explosion
Limited Resources

- a.
- b.
- c.
- d.

Difficulties in Distribution

The next sub heading that I find is called "Promising Solutions." I see that there are six solutions mentioned: hydroponic farming; aquaculture; crops from the sea; water for farming; new and better food plants and changes in diet.

Write the next sub-heading and 6 points under.

Food for the World

The Issue of World Hunger
Problems faced in the fight

The population explosion Limited Resources

- a.
- b.
- c.
- d.

Difficulties in Distribution

Promising Solutions:

- Hydroponic farming
- Aquaculture
- Crops from the sea
- Water for farming
- New and better crops

- Changes in diet

Hope for the Future

The last heading I see is called "Hope for the Future". I will add it to the above outline of the text.

Write the heading underneath the outline.

I also see that this passage has a glossary. A glossary will help me to understand the vocabulary. I noted that certain words were highlighted in the passage and these are the words found in the glossary. So, I will be able to look up words that I do not understand when I encounter them in the passage.

Ask learners to look at the outline you have created based on the headings in the passage.



Ask them to come up with suggestions or predictions on what they believe the text will be about. Accept answers and write them on the chart.

Model your thinking about an appropriate structure or pattern that the text will follow.

I see that we are first introduced to the idea that world hunger is a big problem. I also see by the second subheading that there are challenges in dealing with world hunger. This section of text is followed by a heading that is suggesting solutions to fighting hunger. The text ends with the title that indicates that there is possible hope for the fight.

There are two key words in the headings: Problems and Solutions. The text pattern follows a Problem-Solution frame. I know that I can use the Problem-Solution frame to help me manage ideas and information that will be presented in the text. It will help me understand and remember the most important ideas.

Write the Problem-Solution Frame on the chalkboard.

Problem/Solution

**Who
Problem**

What
Why

Attempted Solutions	Results
1.	1.
2.	2.
3.	3.
4.	4.

End Results

Phase 2: During Reading



Ask learners to follow along as you read the first section.

Tell them that you will be reading with the intent of filling in the first part of the frame: who; problem; what and why

Food for the World

Each year on October 16, World Food Day is observed. People from around the world take time to talk about hunger on that day. The date of World Food Day is no accident. October 16 is the anniversary of the founding in 1945 of the United Nations Food and Agriculture

Organisation (FAO). The FAO was organised to help countries work toward an important goal. That goal is to make sure that everyone on Earth has enough food to eat.

I believe that the last sentence in the first paragraph gives us the central problem of the passage: The goal is to make sure that everyone on Earth has enough food to eat.



Fill in the sentence in response to "who" on the frame
Continue reading

The amount of attention given to the issue on World Food Day makes it clear that hunger is a serious problem. It is a problem that affects people everywhere. Those people who are concerned with fighting world hunger have a huge job. To do this job, they must look at what is going on today. They must also study the past. They observe how things have changed over time. They determine what has worked and what has not. Then they put all this information together and make predictions about the future.

I am thinking that the first sentence in this paragraph is an important one: ...it is clear that hunger is a serious problem. It is a problem that affects people everywhere.



Fill in the sentences in response to: Problem- what
Continue reading

Of course, the future holds surprises that cannot be **predicted**. There are natural disasters such as hurricanes, earthquakes, severe droughts, floods, and man-made disasters such as war. All of these have serious effects on the world food supply. However, even in an unpredictable world, there are still many things that can be planned and can be done.

This book contains facts about the world's **population** and farming methods. It describes some of the possible ways of feeding people around the globe. It tells about what is happening now to fight world hunger and what is expected to happen in the future.

What are the issues of world hunger? What are the goals of those who are fighting against it? What are the major problems faced in that fight? Most importantly, what are some of the solutions being considered?

I am thinking that, why this is a problem, is because the future holds surprises that cannot be predicted. Fill in the "why" on the organiser. The organiser should look like this

Problem- Solution Frame

Who	Everyone on Earth should have enough food to eat
Problem-What	Hunger is a serious problem. People are affected by hunger

Problem- Why

everywhere

The future holds surprises that cannot be predicted and therefore we cannot guarantee that everyone will have food and consequently some or many will be hungry



Ask learners to agree or disagree with the introduction to the passage by show of hands (YES/NO).

Tell the learners that you will now read the next story passage titled "The Issue of World Hunger". They are to follow along and note facts or ideas that may help to elaborate on the problem of providing world food or the causes of world hunger.

**Read****The Issue of World Hunger**

A lot of people are hungry right now. Throughout the world, about 800 million individuals do not have enough to eat. Twenty-five thousand of them die every day. Some die from starvation. Others die from illnesses that result from being undernourished. Most of those who die from hunger are children.

Although hunger is a global problem, it is not as serious in some regions of the world as in others. Developed countries such as the United States, have more than enough food available. Those who live in developing countries are much more likely to suffer from hunger. Firstly, most of the people living in these countries are impoverished. Therefore, even if there was plenty of food, they would not be able to afford sufficient quantities of what they require. Secondly, there is significantly less food accessible in developing countries. There are many reasons why this is so.

Some developing countries are at war. This makes it difficult to raise food crops, harvest, or transport food. Food supplies may be cut off to a region for long periods of time. In addition, some developing countries experience frequent natural disasters. Weather-related disasters can wipe out the harvest for an entire season, or even longer. Cleanup and recovery from these disasters are costly and cut out government funds that could otherwise be allocated to supplying food to the most impoverished members of society.

To make matters worse, the population of developing countries is growing much faster than that of developed countries. This implies that these nations consistently have a greater number of people to feed than they did previously - but less food available to accomplish this growing demand.



Ask learners what pieces of information have been given to be added to the frame introduction of the problem?

Suggestions to what the problem is: Some people die from starvation; others die from illnesses; many are children; in other words, hunger causes death and particularly death in children

Suggestions for why: in developing countries, people are impoverished and therefore cannot purchase enough; developing nations have less food accessible than developed countries; and some developing countries are at war, suffer from disasters and have faster growing populations

Write their responses and facilitate the inclusion of the main ideas onto the organiser by thinking aloud and summarising the main ideas

Problem- Solution Frame- revised

Who	Everyone on Earth should have enough food to eat- but developing countries struggle to feed their people- therefore hunger is a serious problem
Problem-What	Hunger can result in illness or even death
Problem- Why	People in developing countries are: impoverished; growing at a faster rate than industrialised countries Subsequently they have more people to feed; and are affected by natural disasters, war and climate change.

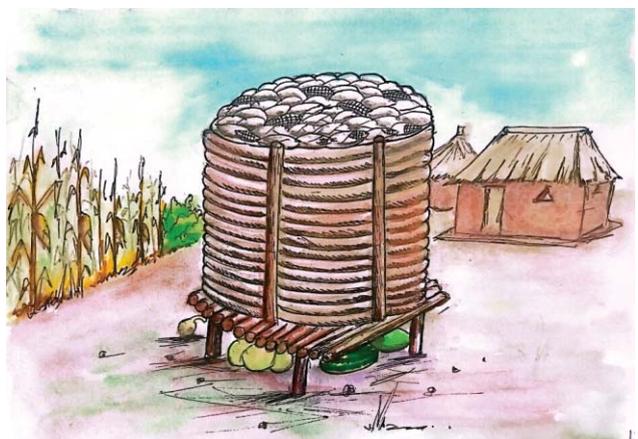
Tell learners that you will be reading the next section "Problems Faced in the Fight". They are to follow along as they did in the previous section and write down any facts that can be added to help us understand the problems of world hunger.

Problems Faced in the Fight

The problems faced with hunger are complex and involve many factors. Some of these are an increasing world population, limited natural resources, and difficulties in distribution- getting food where it is needed the most.

The Population Explosion

Food security means having enough food for everyone who is living now. It also means being sure there will be enough food in the future. A rapidly growing population is one reason for world hunger. By 2050, there will be 37 nations with more than 50 million people. Another reason for population growth is



that people are living longer than they did in the past. This is especially true in developed nations. Experts predict that by 2055, everyone will live three years longer.

Limited Natural Resources

The amount of food produced in the world today is limited by the number of natural resources there is to produce food. It takes land suitable for farming, with the right amount of water and sunlight, the proper climate, seeds, and farm animals to produce most of the world's food.

To meet the food demands of the increasing population, farming has changed dramatically over the past hundred years. Consider these changes:

Farming today produces more food than ever before. New machinery and improved seeds, fertilisers and **pesticides** have contributed to the increased plant **yield**. More successful breeding, growth, and care of animals have increased the amount of food that they provide.

The number of farms has decreased. Even though more food is produced than in the past, there are fewer farms and farmers.

Farmlands have disappeared as cities have grown. Many people who used to live on farms now live in cities or towns. The movements from farms to cities are happening worldwide. Experts predict that by 2025 more than half of all people on each continent will live in cities instead of farms.

Farmers have more knowledge and concerns about the environment. In the past, most people, farmers and non-farmers alike, did not understand that some things they did were bad for the environment. Precious resources were almost used up. Land, air, and water became polluted. Among the boldest changes in farming are the conservation and protection of Earth's resources.

Difficulties in Distribution. Some experts believe that one major problem in the fight against hunger is getting the food to everyone who needs it. There are many hungry people in the world living in remote areas or in war-torn countries. There may be no roads to these people, or the governments of the countries at war may keep other people out, even though they are there to help.

Write suggestions for the revision of the problem-solution frame on the chart and think aloud as you summarise the main ideas and supporting detail onto the frame.

Problem- Solution Frame - 2nd revision

Who	Everyone on Earth should have enough food to eat
Problem-What	developing countries struggle to feed their people - therefore hunger is a serious problem which can result in illness or even death
Problem-Why	The population in developing countries is:

- impoverished;
- growing at a faster rate than developed countries. Subsequently, there are more people to feed; good farmland is being taken up by growing population;
- affected by disasters such as war and climate change;
- limited to natural resources and experience difficulty in getting food to where it is needed; farms are disappearing



Ask learners to suggest ways to refine the problem frame.

Indicate to the learners that they will practise using this technique with the remaining sections of the text.

Phase 3: After Reading

Learners to read "Promising Solutions" and "Hope for the Future". Discuss possible answers to attempted solutions and results (second part of the frame). Let learners submit their filled in frame and discuss examples.

Debriefing Managing Ideas and Information in Expository Texts

Revisit the strategy of "Think Aloud". Let the participants state the benefits of using this strategy. Ask if there is any other strategy they have learned that could be used to process the text (e.g.: questioning).

Discuss the use of a frame or organiser to help manage ideas and information in content area reading. Can they suggest other ways in which to map the passage?

Discuss links to assessment: assessment can be used before, during and after reading. Ask participants to come up with ways in which they assess learner's understanding before, during and after reading a selection such as this.

Ask participants to suggest other ways in which this passage could be introduced.

Guided Practice

Let the participants go into their groups and prepare an instructional piece to conclude the lesson: Solution and End Results from the text heading "Promising Solutions and "Hope for the Future". In your presentation, you should:

- a) present the summary you arrived at in the frame; and
- b) apply this strategy of using organisers in your own context.

5.10 Motivation and Response to Reading

5.10.1 Background

Literacy is a physical, cognitive and process affective proces. People who do not see themselves as readers and writers or who do not see themselves as successful in these areas are not likely to put much effort into developing their reading and writing abilities.

Motivation

A learner's motivation to read and write can play a powerful role in their eventual success as readers and writers. Individuals must have a personal or intrinsic motivation to read. Even the most enthusiastic teacher cannot provide enough external motivation to encourage individual learners to develop and sustain life-long habits of literacy.

Motivation to read (and write) has two important dimensions. One aspect is the learner's perception of the value of reading. The other dimension is the learner's self-concept or perception of himself or herself as a competent reader. Ideally, learners will both perceive literacy as important and that they are making good progress in developing as readers and writers.

Effective teachers can play an important role in modelling a positive value for reading and writing by sharing their own honest attitudes. These teachers share the notion that reading and writing are not simply school tasks, but are valuable and rewarding communication arts. Effective teachers also explain why they read and write, what they enjoy about different stories or authors, how they feel when they write a letter, poem, or story of their own. They also provide parents with information about how to model positive values for literacy in the home.

Teachers enhance learners' motivation to read by making reading and writing positive, important, and pleasurable activities. They select good literature to read aloud to learners. They create special times for writing and reading in the class. They organise areas of the room to display works done by the learners and they create spaces and opportunities for learners to read for pleasure. They also contribute to learner's motivaton to read when they provide learners with feedback on their progress as readers and writers.

Response to Reading

How learners respond to reading is closely related to motivation, and it is important to think about how response opportunities can impact motivation. We sometimes read to obtain information from text (as in reading a recipe or a set of directions to be carried out), and at

other times we read "for the sake of reading," primarily for the enjoyment of the experience. With both kinds of response, connections are often made. Three kinds of connections are frequently listed:

- Text-To-Self Connections (when a reader relates something that is read to a personal experience that helps him/her to better understand the meaning of the text.) For example, "reading about this kind of snake reminds me of the conversation I had with my grandfather about snakes' venom."
- Text-To-Text Connections (when a reader relates something in one text to a related idea, event or content from another text) For example, "This description of snake venom does not exactly match what I read last week in the newspaper about snake bites."
- Text-To-World Connection (when a reader relates what is read to a broader idea or concept) For example: "This part about snake venom makes me think about the whole idea of how animals have to adapt to their environment to protect themselves."

Connections are certainly not the only kind of response that learners make to reading, however, it is important to broaden the types of response beyond those listed above. These response opportunities can take place in the Introduction, Development and Conclusion after reading. For example, this might include experiences such as the following:

Before Reading

- Predicting what might happen, or what might be learnt.
- Discussing what the title could mean.
- Skimming the text and posing questions that the reader thinks will be answered.
- Discussing or writing what you already know about the topic and how it might connect with this piece.

During Reading

- Noting or marking places that the reader wants to talk about something after reading.
- Making predictions based on what has been read so far.
- Finding evidence of a character's trait or quality.
- Making a judgement, forming an opinion, and noticing evidence for it.
- Finding parts that were surprising, or particularly interesting or important.
- Noticing parts that are confusing.
- Noticing connections made.

After Reading

- Discussing or writing about what you liked about a piece and why.
- Discussing or writing about what you did not like about a piece and why.
- Noticing how the author used language to make his/her point.
- Responding to a question.
- Discussing or writing a reaction to the piece. (open-ended)
- Writing a different ending.
- Writing a letter to the author.

Again, the kinds of experiences and opportunities that we provide learners for response can definitely affect their motivation. Hence, it is important to think about them as we assess learners' motivation to read.

5.10.2 Demonstration Lesson: Motivation to Read and Response to Reading

Note to facilitators:

This lesson includes several parts:

- Part 1 builds background knowledge about the concept of motivation and introduces the motivation to read survey,
- Part 2 includes a lesson on motivation and response to reading using the Introduction-Development-Conclusion Framework, and,
- Part 3 introduces a variety of additional ways to evaluate learners responses to reading.

Part 1. Concept of Motivation and Motivation to Read Survey



Ask participants to brainstorm ideas about the term "motivation." This might be done by having participants individually make a list, or a web. Then have participants talk in pairs to define this term and then call on volunteers to share ideas with the whole group. Write their ideas on the chalkboard or the chart.



Next, tell participants that they will be constructing two lists. Have them title one list: "Things I am Motivated to Do" and have them title the other list, "Things I am Not Motivated to Do." As a co-facilitator, create your own sample list on the overhead, manilla the chart, or chalkboard, thinking aloud as you complete a few entries for each column.



Next, ask participants to complete their own lists. After a few minutes, let the participants share their lists in pairs. Let volunteers share their lists with the whole group. Ask whether any participants listed something in their "Motivated" column that someone else had listed

under their "Not Motivated" column. Have them explain why some people might have different levels of motivation for the same activity (e.g., never learned how, didn't think it was useful, something only males/females do, too difficult, people who are good at this are just born able to do this, too much work, it's boring, etc.) Record their opinions and ideas (as to the reasons for different levels of motivation) on the chart or chalkboard.



Ask participants whether they think any of these opinions might be applied to reading and writing. Discuss the implications of motivation on learning to read and write. Explain that it is important for effective teachers to be aware of their learner's level of motivation (i.e., their perceptions of the value of reading and their perceptions of themselves as readers and writers). Then tell participants that a survey (individual or group) is one way to assess learners' level of motivation.



Write the following on the chart or chalkboard, and read aloud:

Motivation Survey

1. Reading at home is something I (often) (never) do.
2. People who read are usually (lazy) (smart).
3. Most people would say I'm a pretty (bad) (good) reader.
4. I almost (always) (never) understand what I'm reading.
5. If someone gave me a book as a gift I would be very (angry) (happy).
6. Its (easy) (difficult) for me to figure out new words when I read them.



Ask each person to complete the brief survey independently. Remind them that there are no correct or best answers, but that they should feel free to complete the survey with their honest opinions and attitudes.

When the participants have finished responding to the brief survey, point out that some of the statements refer to the value of reading and some of the statements refer to self-concept. Let volunteers to identify the different types of statements and label these on the chart/chalkboard.

Scoring and Interpreting the Motivation Survey: Next explain how participants can score their responses.

1. Let participants score each item. In this survey each pair of responses has one extremely negative choice and one extremely positive choice. They should score a positive choice (often, smart, good, always, happy, easy) with five points and a negative responses with one point.

Positive response = 5 points

Negative response = 1 point

2. Let participants total their responses. Explain this represents a Total Motivation score.
3. Let participants total their scores for items 1, 2, and 5. This represents their perceptions of the Value of Reading.
4. Let participants total items 3, 4, and 6. This score represents their Self - Concept of themselves as readers.

Explain how participants can fill in their own charts, using the following table:

Items	Subscale	Respondent's Score
Items 1, 2, 5	Value of Reading	
Items 3, 4, 6	Concept of Self as a Reader	
		TOTAL MOTIVATION SCORE: _____

Part 2. Demonstration Lesson on Motivation and Response to Reading

Phase 1: Before Reading



Ask participants to think back to the pieces already read during the training. (You and the participants should list them on the chart/ board.) Ask participants: "Which piece did you like the most? OR? Which piece did you NOT like? WHY? Turn and talk to a partner about this." Explain that good readers support their responses with evidence from the text.

Phase 2: During Reading



Now, ask participants to read the piece they selected again, and note parts or aspects of the piece that they particularly liked (or did not like), and why. Suggest that they make a "T chart":
 Piece: _____

What I liked or did not like (include evidence from the text if possible).	Why?

Phase 3: After reading (Quick-Write)



Now, ask participants to write a short paragraph (three to five sentences at most) explaining why he/she liked or did not like the piece. Remind them to support their response with specific evidence from the text. Show the checklist below, and explain that you want participants to keep that checklist in mind as they write their quick-write.

Let **participants meet in groups** of four to share their responses.

Show a sample response (created by you, the facilitator) and assess that response using the following checklist:

- Response includes an explanation of why the learners liked or did not like the piece.
- Response includes evidence from the text.
- Response can be understood clearly.

Debriefing Assessment of Motivation and Reader Response

Refer to the guidelines for general ideas about facilitating the debriefing of this technique. Particular attention should be drawn to the following:

- This Diagnostic Teaching Technique emphasises two specific aspects of the literacy process motivation and reader response.
- Motivation to read and write has two dimensions (perceived value and self-concept).
- Motivation contributes to the learners' willingness to persevere in becoming literate.
- Teachers increase learners' motivation by modelling their positive values and self-concepts by thinking aloud in the classroom and by providing valuable feedback about their progress towards becoming competent readers and writers.
- Response to reading is closely related to motivation.
- There are a variety of types of reader response and different ways to evaluate learners' responses.



Ask participants to list the ways that they currently have learners respond to reading before, during and after reading. List on a chart/chalkboard and add others as appropriate. Ask if any of these methods of reading response are assessed, and how. Underline those that are currently assessed.

Part 3. Other Techniques for Assessing Motivation and Response to Reading

Explain that assessment techniques can include both teacher-administered assessment and self-assessment by the learners. Particularly in large classes, self-assessment can provide a means of increasing the frequency of assessment practices. It is important when using self-assessment to make sure that learners understand that the goal is to rate one's work or processes honestly and accurately, not to always rate one's work as excellent. It is through noticing our mistakes and "gaps" that we learn and improve.

Open-Ended Interviews

Teachers can interview their learners to learn about their motivation to read and write. Interview questions are written out and read aloud to the learner. The learner responds orally. Interviews are designed to allow learners to express their opinions and attitudes in their words. So, interview questions for this purpose must be open-ended (that is, they cannot be answered by "yes" or "no".) Examples of open-ended questions include:

- Why do you think people read?
- How do you feel when you are asked to read aloud in front of the class?
- Who is a good reader that you know? Why do you think that person is a good reader?

An effective teacher saves responses from interviews and repeats the interview months later to compare whether learners' values and motivation have changed over time.

Happy Face



Sad Face



Learners who are just beginning to read and write may lack sufficient writing skills to respond to surveys.

Teachers construct statements that can be answered with a smiling face (positive response) or sad face

(negative response). For example, the teacher might say,

1. "Show me what your face would look like if I read a story aloud to you."
2. "Show me what your face would look like if someone gave you a book as a gift."

This technique can be used with a whole class.

Task-Tailored Assessment Tools: Checklists, scales, and rubrics

Effective teachers use these tools to help learners know what is expected, and then to determine what adjustments need to be made to help learners improve. They share the assessment tool to be used with learners ahead of time, so that everyone knows what will be assessed, and how. Checklists, scales, and rubrics can be designed to fit the task or response option used.

Checklists should include specific, observable characteristics that have a YES/NO option. Items to be evaluated, can be concerned with the processes used by learners and/or with the content of the lesson. If, for example, learners are asked to discuss in pairs Before Reading what they currently believe to be health problems in factories, a simple checklist might be:

- Discussion involved both partners.
- Discussion included specific problems that could be related to factories.

The checklist included above (for the written response about a piece that was liked or not liked) provides another sample.

Scales provide more of a range - when yes/no is either not appropriate or insufficient. A sample scale, used to assess learners' written response after reading, might look like the following:

1.	2.	3.	4.
No response	Limited response	Clear response	Well-developed response

Rubrics provide more specific detail. A simple rubric to be used after a quick-draw (after reading) might look like:

4. Drawing shows clear understanding of how the disease is transmitted. Labels are included and very well done.
3. Drawing shows general understanding of how the disease is transmitted. Labels are included.
2. Drawing is unclear, or shows some understanding, or No labels included.
1. Drawing is unclear, and has no labels.

Guided Practice with Assessing Motivation and Response to Reading

Refer to general guidelines for facilitating guided practice.

- A. Let participants work in grade level or subject area groups to:

- create more fully developed motivation surveys, or to
- revise the survey to better match their learners' language.

Remind them that the surveys need to assess both dimensions of motivation. Furthermore, point out that the sample survey offered only two extreme choices. Challenge them to create motivation surveys that provide a continuum of choices (e.g., always, usually, once in a while, never). Remind them to assign point values to each. Point out that they will need to provide the same number of choices for each item in their survey. Remind participants that they will have an opportunity to test their motivation surveys with learners later in the training.

- B. Next, let participants work in pairs to choose a piece of text and decide upon ways to have learners respond before, during, or after reading. Let them design how they might assess learners' responses, using a checklist, scale, or simple rubric.

If time is short, you might consider having participants choose to work on either A or B. Some subgroups (perhaps also organised by grade-level) would revise the motivation survey, while others would work on response options and methods of assessment.

Let participants share their work with the whole group.

5.10.3 Demonstration Lesson: Jigsaw - A Cooperative Learning Strategy

Phase 1: Introduction

Explain that you will be introducing a cooperative learning strategy. Tell participants you will be modelling how the technique works, and that they will have time to discuss the technique following the demonstration. Remind them to think how this technique might be modified to suit their particular subject content in the classroom.



Write the name of the technique on the board and give an explanation of the technique:

Jigsaw: A Cooperative Learning Strategy/Technique

Jigsaw was developed in 1978 (Aronson, Blaney, Silkes, and Snapp), and has since been modified in various ways. In this Cooperative Learning Strategy, learners become experts on part of a topic, which they then share with their group. The topic and learning materials are teacher determined.

Jigsaw requires that each member of a learner team be given a unique subsection of curriculum materials that is comprehensible on its own. To master this material, each team member meets with learners from other teams who have been assigned the same material to learn. They also discuss means of teaching the material to their respective team members. The teams re-form, and each learner teaches the others his or her segment of the material. Learners take individual tests on the material.

Phase 2: Development

Tell participants you have modified the steps of the cooperative learning strategy in order to meet content needs. In other words, you will be giving them different teaching techniques that can incorporate cooperative learning as an option. Participants are to master the content of the teaching technique in their group. They will then have to teach the other groups their particular technique and speak to how cooperative learning can benefit participation in their class sizes.

Divide the class into learning groups (2-3 per grouping).

Distribute copies of the following strategies:

- Appendix 18: Active Thinking Strategy (Listen-Think-Pair Share)
- Appendix 19: Prior Knowledge Strategy (K-W-L- Plus)
- Appendix 20: LINK Strategy (List-Inquire-Note-Know)
- Appendix 21: Sort and Predict Strategy
- Appendix 22: Collaborative Reading Strategy
- Appendix 23: Reciprocal Reading Strategy
- Appendix 24: Process Notes Strategy
- Appendix 25: Make and Take Session - Creating math games for the classroom

Each group is to receive one copy of the strategy selected for their group. Tell them that they are to learn about the strategy and that they will be teaching the strategy to the others in the class. They may use the chart/chalkboard or demonstrate the lesson to the class.

Phase 3: Conclusion

As a whole group discuss the following:

- How was the jigsaw strategy modified?
- What steps need to be put in place to ensure that classroom management is adhered to?
- How can you maximise participation through groupings?
- What preparation do you need to do prior to teaching the jigsaw strategy?
- How can I use the jigsaw strategy in my own classroom setting?

5.11 The CLOZE Technique

5.11.1 Background

CLOZE is a Diagnostic Teaching Technique that provides information about strategies readers

use when they are trying to construct meaning from what they read. The technique requires readers to read a passage with deleted words. This technique follows the idea of reading as a problem-solving process. The problem, in this case, is how to construct meaning from print. To solve this problem, the reader has to use knowledge about grammar, the text topic, and the structure and organisation of the text to make predictions about the deleted words.

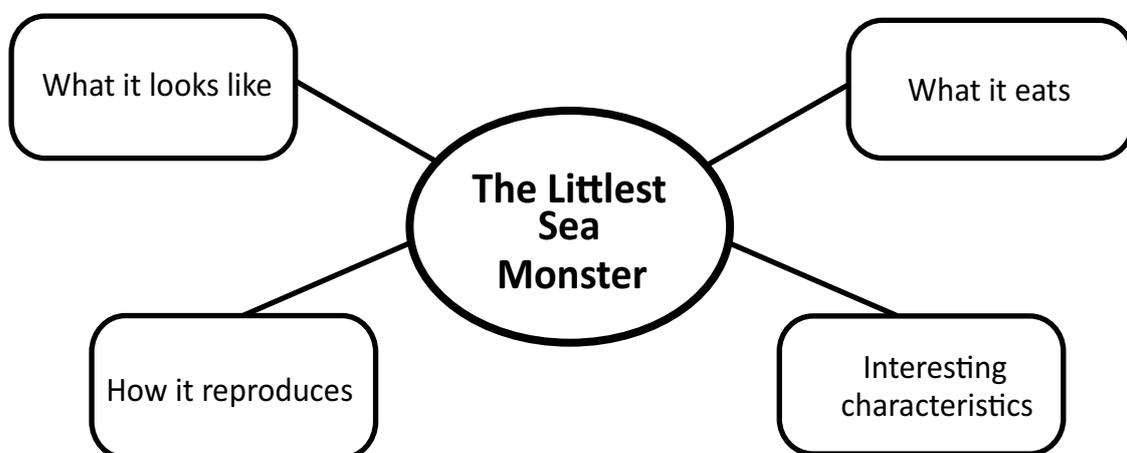
CLOZE is also an effective way of looking at readability, another way to match readers to books. If the learner is not able to make consistent and accurate predictions about the deleted words, the text may be written at a level that is too difficult. There may not be enough clues in the text, or the reader may not be able to recognise enough clues to solve the problem of constructing meaning.

5.11.2 Demonstration Lesson: The CLOZE Procedure

Phase 1: Before Reading

Begin by telling the participants that they will be reading a science text about an animal called a sea horse. Ask them whether they have ever seen this animal or read about it. Then ask them to list on a sheet of paper words they would predict an author might use in a science text about sea horses. Allow participants about five minutes to construct their lists individually. Then let them compare lists with a partner.

Let volunteers share words from their lists. Write these words on the chart or chalkboard. When participants have completed sharing, ask how these words might be organised into groups (e.g., body parts, food, protection, habitat, etc). Rewrite the words clustering them in similar groups. Explain that we will return to this chart after the reading in case anyone wants to add more words.



Phase 2: During Reading



Give each participant a copy of the amended text (b) of **Appendix 26: CLOZE Technique Example, The Little Sea Monster**. Read the first paragraph aloud.



Read:

The Littlest Sea Monster

By Carol Kive

Horse monster is what the sea horse's scientific name, Hippocampus, means. Its head and neck resemble those of a horse. Its lower body, ending in a tail that can grasp things, seems right out of a book on sea monsters. The truth is that Hippocampus is one of nature's most interesting fishes.



Ask: Can you predict what kinds of "interesting" facts the author might provide in the following paragraphs.



Write the results on the chart/chalkboard

Read the second paragraph aloud saying "**blank**" each time you come to a place where a word has been deleted. Keep the continuity or fluency of the reading. Then return to the first sentence in the second paragraph and think aloud what word might fit in the blank. Explain why **you think** so.

Think Aloud - Paragraph 2

There are about 25 _____ of sea horses, most _____ in the warmer seas _____ the world. Dwarf sea _____ are a little more than a centimetre long when _____ grown. Some sea horses _____ grow to more than 30 _____.

Repeat the think aloud process for the next deleted word. Explain that the goal is not to be concerned about finding the exact word the author might have used. The point is to find a word that fits. Remind them that there may be a number of possible words that might fit each blank and thus there may be no single correct answer. The idea is to be able to explain "why" the word fits.

When all the participants understand the task, ask them to complete the puzzle (paragraphs 3-7) individually. Allow about 20-30 minutes.

Then have individuals compare responses with partners.

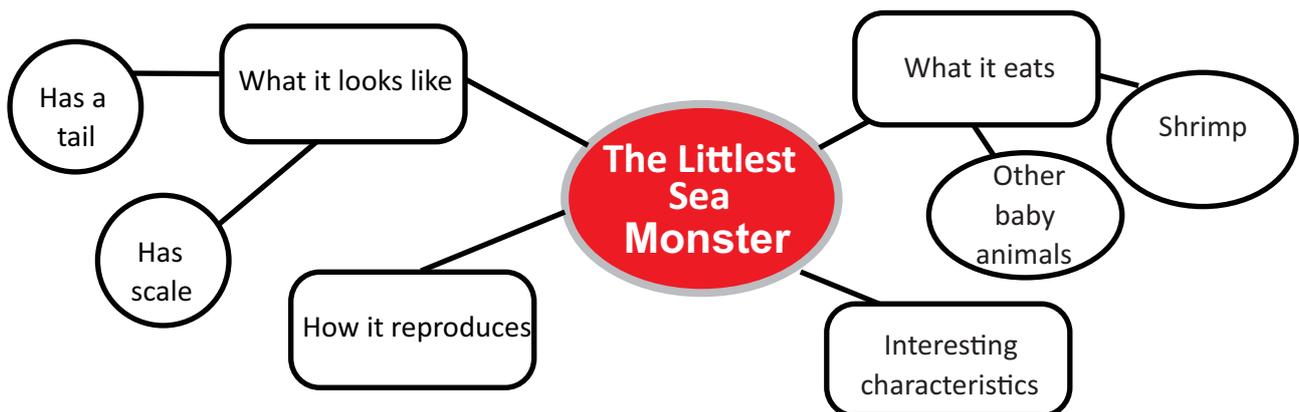
Phase 3: After Reading

After partners have discussed their possible solutions for the missing words, let individuals to read sentences aloud, supplying the missing words as they read. When a person finishes reading ask,

- "How did you decide to choose that word to fit in the blank?"
- "What clues did you use to solve this puzzle?"

Continue until the entire passage has been read aloud and all deleted words have been discussed.

Then return to the word list and graphic organiser created at the start of this activity. Complete the chart with participants (see partial example below) and also be sure to ask if anyone would like to add new words (or new categories) to the clusters on the chart.



Debriefing the CLOZE Technique

See general suggestions for debriefing demonstration activities. Main points to highlight in this discussion are that the CLOZE Technique:

- assesses specific aspects of the reading process.
- assesses comprehension and vocabulary processes.
- highlights specific reading strategies (context clues, activating background knowledge, and text structure).
- has special rules for construction and use.

Guided Practice



See general suggestions for facilitating guided practice sessions. Let participants select a passage from one of their own textbooks (or use the text *Lion* found in Appendix 27: Modified CLOZE Technique Example). Alternatively, let participants work in pairs to create a brief informational piece that describes something they know how to do or something that they know a lot about. Using that material, let them construct CLOZE assessment passages. Then, let the pairs exchange their passages with another team and let them "solve" it. Encourage participants to test out their CLOZE passages with each other.

Procedure for creating a CLOZE passage

1. Chose a passage of 100 - 250 words.
2. Leave first sentence or if short, leave second sentence intact also.
3. Randomly select a word in next sentence.
4. Count off 5 words.
5. Delete 5th word, unless it is a proper noun, in which case, skip it and delete next word.
6. Replace it with a blank.
7. Continue the process until 20 words have been deleted & replaced with blanks.
8. After the 20th deletion, leave the next sentence intact.

Administration:

1. Tell learners they need to replace the blanks with a word that makes sense.
2. Tell learners they may not know all words; getting half the words is considered good.
3. Allow ample time.

Scoring:

1. Count all the correct words (words that exactly match the author's)
2. Multiply the total by 5 to obtain the score.

How to interpret the cloze score for information about reading comprehension and reading level:

- Above 60% means the learner is at **Independent Reading Level**
This score suggests that learners can easily read material at the level of the passage.
- 40-60% means the learner is at **Instructional Reading Level**
Learners with this score can read material at the passage level with support, such as graphic organisers, study guides & directed instruction.
- Below 40% means the learner is at **Frustration Reading Level**

Learners need to listen to the material read aloud or need to have had direct experience with the topic in order to understand passages at this level.

5.11.3 Modified CLOZE Technique

The **CLOZE** Technique may be modified by providing initial letter cues for each of the deleted words. For example, "The teacher left his b_____ on the table". This provides the reader with an additional cue (letter sounds) to solve the reading puzzle. The technique may be modified by listing the final letter or letter sounds. For example, "The teacher left his _____k on the table". Provide learners with connected text. That is, there should be a number of sentences (with deletions) and all of the sentences should go together to make one coherent text.

Word Banks

Create a Word Bank with content words (words that relate to the specific topic of the text) and structure words (grammatical cues such as the, and, next, through, etc). Learners can refer to the Word Bank for the possible words needed to complete the activity. Provide learners with connected text. That is, there should be a number of sentences (with deletions) and all of the sentences should go together to make one coherent text.

Choose the Best

This version of the CLOZE Technique provides the learner with two-word choices and asks the reader to make the best choice between the two. For example, "Daniel put his (coat, cat) on the hook". Provide learners with connected text. That is, there should be a number of sentences (with deletions) and all of the sentences should go together to make one coherent text.

5.12 Anticipation Guides

5.12.1 Background

The Anticipation Guide¹⁵ is a special type of reading guide useful with nonfiction selections that may challenge learners' preconceived ideas about certain topics. Such a guide consists of a series of statements about the material covered by the selection. Learners read the statements prior to the selection and indicate whether they agree or disagree with each statement. The teacher and the learners openly discuss the statements, but the teacher refrains from suggesting responses. The rationale of the Anticipation Guide is simple. The statements activate learners' appropriate prior knowledge, and their responses provide hypotheses to be tested through reading.

When well constructed, Anticipation Guides have the potential to stimulate interest, they create controversy, help learners clear up misconceptions and accommodate new information that may be different from their previous thinking. Duffelmeyer (1994) offers four steps for creating an effective anticipation Guide.

Once the guide is created:

Step 1. Identify the major idea presented in the material to be read

Step 2. Consider what beliefs your learners are likely to have.

Step 3. Create statements that target those beliefs.

Step 4. Arrange the statements in a manner that requires either a positive or negative response

5.12.2 Demonstration Lesson: Extended anticipation Guide for Partners Pairs or Small Groups

Phase 1: introduction



Use handout located in Appendix 28: Extended Anticipation Guide for Pairs or Small Groups - Part 1

Instructions : Inform learners that they will be reading a text called The Truth About Bananas. Tell them that they will be taking turns reading each statement in Part 1 with a partner or partners. If you believe the statement is true, put a checkmark icon (a tick or a cross) in the "Agree" column. If you believe it is false, checkmark the "Disagree" column. Be ready to explain your answer to each other and to the class.

Share/discuss answers.

Phase 2: Development



Use handout located in Appendix 28: Extended Anticipation Guide for Pairs or Small Groups - Part 2

instructions: Ask learners/learners to read the text in pairs or in turns in their groups and discuss their misconceptions about the banana.

Phase 3: Conclusion

Go back to the first handout - Part 1

Instructions: Pairs or groups are to return to the handout Part 1 with their original answers (Agree/Disagree) and discuss which marks need to be changed and why.

Regroup as a whole class and discuss the notion of misconceptions and proof to the statements.

Debriefing

See general suggestions for debriefing demonstration activities. Main points to highlight in this discussion:

15 Adapted from McKenna, M. *Help for Struggling Readers: Strategies for grades 3-6*. London: Guilford Press

- Anticipation Guides help to develop motivation and arouse curiosity
- Anticipation Guides develop schema (an understanding for what is to be read)
- Grouping learners helps them to socially construct knowledge and understanding
- The Anticipation Guide helps teachers to assess learners' prior knowledge before reading and after reading
- There are simple procedures to develop Anticipation Guides

Guided Practice

Anticipation Guides are an effective way to activate learners' ideas and information about a topic. Before reading a selection, hearing a presentation, or viewing a film, learners respond to several statements that will support or challenge their prior knowledge about the subject. The teacher usually presents these statements on a prepared Think /Work Sheet or Prediction Chart (see in Appendix 29: Anticipation Guide Examples).

Use your own texts or use the passages "What is a Bribe?" or "How HIV/AIDS is Transmitted" in Appendix 29: Anticipation Guide Examples.

Purpose

- To create interest in a topic and help learners focus on the goal of the lesson.
- To identify misconceptions in prior knowledge.
- To clarify misconceptions in prior knowledge.
- To correct misconceptions in prior knowledge.

Steps

- On the left side of a Think Sheet, the teacher writes a series of statements about the subject to be studied. The statements are designed to elicit learners opinions.
- Learners write an initial response to the statements. The teacher may ask learners to explain or defend their responses in small or large group discussions.
- After the lesson, learners write their other responses and explain why their responses have or have not changed.

5.13 Composition: Purposes and Types of Writing

5.13.1 Background

Learners need to write for both practical and recreational purposes. Therefore, written work provides an unusually good tool for diagnostic teaching. Both process and product can be examined to see what is known about how language is written (and decoded) and also what is known about organising and understanding ideas. Over the past thirty years, researchers and educators have come to understand that the development of the ability to compose a piece of writing requires a focus on process as much as product. In other words, it is not just **what** is written, but **how** it is done that is important.

Educators and researchers have also come to realise how closely connected reading and writing are. Reading can be used to encourage writing, while at the same time, improve reading. When writing follows reading, comprehension is often improved. Further, learning how to organise thoughts on paper often leads to increased understanding of text structure. Some would argue, then, that writing is a tool for thinking.

We write for many reasons- to inform, to remember, to persuade, to entertain, to respond, and to learn. These different purposes result in different types of writing. However, opportunities to practise writing are sometimes limited for the learner in large class settings. There are many different types of writing that are appropriate for learners- these include:

- Responses to reading
- Stories for others to read
- Personal narratives about experiences
- Procedures for completing a task or activity
- Poetry or song lyrics
- Lists or notes for remembering information.
- Formal and informal letters

The focus in this section will be on getting learners to recognise different purposes for writing and on personal narratives and understanding the writing process.

5.13.2 Demonstration Lesson: Writing for Different Purposes

Shared Writing - Part 1

Preparation: Large chart and markers should be available to the participants. Before starting the demonstration lesson, be sure you have the previously used texts from Module One and/or Two.

Explanation: Explain that you will be introducing a new diagnostic teaching technique. This time, however, you will be focusing on writing, not reading. We are going to consider different ways of writing. Tell participants that you will be modelling how the writing process works, and that they will have time to discuss the techniques following the demonstration. Remind them to think about writing as an aspect of the literacy process that has strong ties to reading. They should think about how this technique might be used as an assessment and how it might be modified to fit other learning situations.

Before Writing

Say: Writing can be used for many things. Sometimes I write because I want to remember something to purchase at the shop. Other times I write to help me understand something I am reading. I often write to members of my family or to my friends to let them know about my life. I write to prepare reading for my teaching, too. There are many ways to write and there are many reasons for writing.

Provide participants with a piece of paper. Ask them to think of ways that writing can be used. What things do people write? (What types of things do you read?) Why did they write? Think about other types of writing (newspaper writers, authors of books, etc.) What is the purpose?

Participants should put down their ideas on the paper provided. Tell them to write whatever comes into their heads and to keep writing, no matter what, for 2-3 minutes.

During Writing

The facilitator will be modelling the use of a shared writing technique.

Ask participants to offer one way they thought about writing.

Ask participants to share, the facilitator listens carefully and repeats the information given. Facilitator writes out the information, pausing and saying aloud what he/she is doing as he/she writes the information on a T Chart so everyone can see.

T Chart so everyone can see.

What type of writing?	Why it was written?

Example:

Facilitator

Would someone share one of the ways you used writing yesterday?

Participant

I made a list of things I needed to have ready for class

Participant

Facilitator (While writing on the chart says out loud: you made a list of things to have ready for class write lists of things ready for class).

Participant shares

Facilitator may or may not add the item and says: Why did you write that down?

Participant

To remember

What type of writing?	Why it was written?
<ul style="list-style-type: none"> • Lists of things for class • Letter to my mother • Summary of factual information • Newspaper editorial 	<ul style="list-style-type: none"> • To remember • To inform • To learn • To form an opinion

As the facilitator writes each statement on the chart, appropriate pauses should be made for thinking aloud through the writing process. The facilitator should say things such as, "Notice, I am not writing every word, only the really important ones. We are creating two lists: a list of what was written and a list of why it was written. Lists are written with very few words. They have to be easy to read if they are going to be helpful." The facilitator should be sure that several different examples are shared.

After Writing

Ask the participants to add to their own list by considering each of the text pieces already read (see list above). Participants examine the text asking themselves:

- What type of writing is this?
- Why did the author write this piece?
- How do I react to this piece? Why might I read it/use it?

After a few minutes, add to the whole group list.

Quick Writes - Part 2

Explanation: Explain that you will be introducing another writing technique. Locating ideas for writing or finding out how you think about something can be very hard- especially for learners in large classes. Many people are even a little afraid to write. To get started, we can use a technique called Quick Writes.

Before Writing

Explain to the participants that as writers we need to make time for writing every day just as we want to make time for reading every day. This practice will help us become better and more efficient writers. One technique that can be used is that of the Quick Writes. A quick write is a topic or question that is given to the whole group and is designed to provoke reflections and to jump start your thinking about an idea.

Read a quick write entry from your own notebook (you may need to create one).

Say, good writers write a lot. Because it can be hard to get started, most writers just begin... they write something. Moreover, not all writing has to be final and complete when we first do it. So, to help us become better writers and better thinkers, we're going to do a Quick Write.

There are some differences between a quick write and other types of writing:

- Quick writes can be about anything the writer wants
- They are meant to get us started and help us find a topic that we want to write about
- They do not have to be well organised- they should help us discover what we think.

Often writers are given less than 8 minutes to respond. During a quick write it is important to continue writing for the entire time. Everyone writes during a quick write. If possible, participants should write in a notebook that they will use for all of their writing.

During Writing

Give the participants a list of prompts (see below) OR, choose the one you think will work best with your group.



Ask participants to respond in writing. They can take a sentence from the prompt and use it as a beginning. They can take 2 or 3 key words that are of interest and write from these, or they can just write about whatever they want.

Set the time for about 4-5 minutes.

Quick Write Prompts

- When I was a kid I had certain chores to do. The first one was...
- Write about that chore in all the detail you can remember and show your feelings about doing it
- Finish the phrase, "I'm from....." with concrete images from your past. If you get stuck, just write "I'm from" and finish the sentence with whatever comes into your head.
- I was not a very good cook when I got married. I decided to make one of my mother's cakes. Unfortunately, I confused the salt with the sugar. Of course, the result was a disaster- it tasted more like paste than cake. Write about a time when something turned out badly for you.
- Write about an incident when you were learning to do something.
- Write about a time when you tried to do the right thing but it didn't turn out quite the way you had hoped.
- Write about a time when you were really proud of yourself.

The facilitator should also be writing at this time.

After Writing

When the time is up, ask the participants to read again the piece they just wrote to themselves. Ask participants to share their writing in small groups. They should pick a small part of their writing to share. They should take turns reading the piece out loud. Let them discuss what they noticed about their group's writing. What did most people use as a means to start their prompt- sentence, words, or anything else?

Note: Participants can use pieces of writing from text being read, poetry, pieces they have written themselves or other pieces of text as Quick Writes prompts. These should be completed pieces that are rich in language and have strong use of sensory imagery. They are

best if they are tied to the interests of the learners, in other words, the text should mean something and be thought provoking.

Debriefing Writing Purposes and Types

Refer to the general suggestions for debriefing activities. During the debriefing highlight and emphasise:

- The importance of getting learners to reflect on writing;
- Review the different purpose and types of writing;
- The idea that different types of writing and purposes for writing should be used with learners; and
- Encourage participants to think about how they would use the information they gained from written responses to shape and inform their own work

When debriefing Quick Write Technique, be sure to highlight and emphasise that it:

- encourages learners to begin writing quickly;
- gives learners an opportunity to practise formulating their ideas;
- shows learners that not everyone will respond in the same manner;
- gets words on paper;
- helps learners find words for their ideas;
- develops writing fluency and stamina; and
- helps to bring out the writer within.

Extend participant's understanding by noting that Quick Writes is a literacy strategy that is designed to give learners the opportunity to reflect upon their learning. This writing assignment can be used at the beginning, middle, or end of a lesson and takes only three to five minutes. Open-ended prompts that can be used in a reading framework include the following:

Before Quick Writes

- What do you already know about the topic?
- What questions do you have from our discussion?
- Write one key idea from yesterday's lesson.
- What do you want to know about this topic?

During Quick Writes

- What do you think about this information?
- What questions are raised by this section?
- What do you think will happen next?

- What does this remind you of?

After Quick Writes

- What do you think is the most important thing about this?
- What is something you learnt today?
- What do you not understand?
- How could you use this information?
- Is there something new that you want to learn about now?

5.13.3 Using Diagnostic Teaching Techniques for Assessment to Inform Instruction

Because writing is so open-ended, it can be used to assess many aspects of literacy. When learners are engaged in quick writing or response, remember to notice:

- What learners write
- What that tells you about learner's prior knowledge or comprehension
- What that tells about learners' writing abilities (both mechanics and meaning)

Then, facilitators can make adjustments- either immediately during the lesson or later (e.g. the next day).?

5.14 Composition: The Writing Process**5.14.1 Background**

Authors generally work their way through major writing projects by using a series of activities. Together these activities are called the "writing process." Most experts agree that the phases of the writing process include:

- Generating ideas for writing
- Choosing a topic
- Writing a draft
- Conferring and/or getting feedback
- Revising
- Editing
- Publishing or sharing

Once learners begin to do more writing, their work can be "published," or put together into little books that other learners can read.

Summary of instructional hints for writing instruction

1. Writing tasks should focus on meaningful content
2. Learners create different types of writing for different purposes or audiences
3. Learners can engage in writing as a process-including planning and revising across multiple drafts
4. Learners work with others to improve their writing- they incorporate feedback and reflect upon their work
5. Learners have some choice of topic(s)
6. Increasing the number of times that learners write generally improves the quality of the writing.

In this section, we address the idea of a process approach to writing a personal narrative and describe a writer's training.

5.14.2 Demonstration Lesson - The Writing Process

Preparation: The following should be available for each participant: writer's notebooks, writing paper, pencils/pens, markers, and sticky notes. The facilitator should have a prepared list of story ideas and the chart.

Explanation: Explain that you will be introducing a new Diagnostic Teaching Technique. This time, however, you will be focusing on writing, not reading. We are going to consider the process involved in the writing of a finished piece of writing. Tell participants you will be modelling how the writing process works and that they will have time to discuss the techniques following the demonstration. Remind them to think about writing as an aspect of the literacy process that has strong ties to reading. They should think about how this technique might be used as an assessment and how it might be modified to fit their educational settings.

Before Writing**Setting purpose, considering audience, and generating ideas**

Say (something like): Our activity will help us to get to know one another better through our writing. When we finish this lesson, we will have a collection of personal stories that we can read and enjoy.

Personal narratives are stories about our everyday life. We choose a small idea and make it bigger. I want you to think of three things about your life that you do not think anyone else knows about. These can be very small events that have happened to you or show an

interesting side of you as a professional or as a person. They can be from right now or from when you were younger.

I am going to brainstorm my list for you. Brainstorming requires me to think very quickly and let my ideas come forward in my mind. I write down whatever I think of quickly. Right now I am thinking of three things from my life.

Example list:

- My first job as a classroom teacher
- The cold season in Zambia
- My friends

If I were to pick one of these ideas to write about, I think I would pick "The cold season in Zambia". Writing about the cold here in comparison to the cold in Canada (or elsewhere), I know that I will be thinking about my writing before, during, and after I write.

Now I want you to brainstorm some events from your life. Write down 3-4 events that you think would tell about you. Do this quickly (2-3) minutes. Write these in your writer's notebook. This notebook will be a place to keep your ideas and the first drafts of your writing.

During Writing

Creating the first draft

Give participants about 2-3 minutes to come up with at least 3 ideas of their own. They should write these in their writer's notebook.



Say: To help me get started with actually writing my story, it helps to talk it through with another person before I write. Writers need other writers to help them think about their writing before, during, and even after.

Turn and talk: Using their brainstormed list, let participants share their ideas with each other. Each participant needs to pick one of their ideas to "talk out the story" with the other. The listener should take notes to give to the narrator at the end. Notes would be things the listener thinks are important for the writer to remember to include in the written story. The listener is encouraged to ask questions. Each person should have about 5 minutes to tell and talk about his or her story.

Example of such a note from someone hearing my story:

- Cold seasons in Zambia feel as cold as winters in Canada because:
- Both countries have a dry climate

- Both require me to put on a heater to keep warm inside
- I must put on layers of clothing to keep warm outside

Cold seasons in Zambia are somewhat different from winters in Canada because:

- There is no snow in Zambia
- The Zambia cold season lasts only for approximately 6-8 weeks in comparison to months in Canada
- It usually warms up in Zambia by mid-day as opposed to constant cold temperatures all day in Canada



Say: When you told your story to another person, how did it go? Did you notice anything about how you narrated it? Was it hard to get started? What helped you?

Write the ideas of the participants on paper.

A sample chart should have these big ideas:

Telling my story- what helped?

Using a compare/contrast frame helped me to organise my story and helped me to stick to the topic Writing out the ideas helped me to notice that I have not added how I personally feel- that could come as a final paragraph to the short expose.

It is now time to write down your story. Consider how it worked to tell your story to another person. Now you will need to think about how to put it on paper so that others can read it. Writing a story means you have to include lots of information as the reader may not know you at all. It helps a writer to know who will be reading his/her story before he/she writes. Your audience will be all of the participants in this room. You will only have short time -20 to 25 minutes- to write this story. Your story should be about a small event from your life that tells about you. Try to think about your ideas and your audience as you write. If possible, give your piece a title. This will be quiet writing time. Each person will be working alone.

Quiet writing time: Now participants should write their short personal stories in their writer's notebook. They should be sure to include a title. As they write, the facilitator should be writing as well. The facilitator can help individual participants frame their thoughts, but often this time is important for learners to just to "do" it.

After Writing

After the 20 - 25 minutes are up, stop the writing even if participants are not finished. Ask them to read again for clarity and to finish any last thoughts or ideas they have for the piece. Writers should read again their piece looking for a part of their writing to share with others.

Ask at least 5-6 participants to share a part of their story out loud with the whole group. When sharing, the person should read the part out loud from their paper. This is not the time to tell their story; it is the time to read their writing. It is helpful if the facilitator shares from his or her story as well at this time. Participants should be encouraged to comment on what they have heard shared. Were they surprised? What surprised you? Did you hear anything you really enjoyed? Why?

5.14.3 Revising and editing for an audience through modelling

Before revising - Explanation

Explain that you will be introducing a technique for revising and editing for an audience. Revision involves going back to a finished piece of writing and reading it through like a reader. This is the time that a writer really considers their purpose for writing and the audience for the writing. The person who will be reading the piece of writing will make a difference as to how it should it be written.

Say: Now you have created a first draft of your personal narrative. I have, too. I know that before I give my story to someone else to read, I will need to think more about my writing and the words I have chosen to use. I will need to think like a reader at this time. Do my words make sense? Have I picked the most powerful words to help paint a picture for my reader? Have I told my story well?

The facilitator will now model the process of revision with his/her piece of writing while thinking out loud about the process. This should be shown on the overhead or chart. The facilitator will make notes on his/her story so that he/she knows where to make revisions.

Example - say: I think I will choose my story about the Cold Seasons in Zambia and Canada. It is a short story and you will be amused to know that I thought Zambia got very cold; but compared to Canada!

I am going to read the story aloud and I will talk through what I am thinking as I read it. I will be making a plan for my own revision that I will do afterwards. I will read it aloud to you. If I were by myself, I would still read it aloud.

My Story My thinking as I reread Cold Enough! and plan for my revisions

<p>I always complained about the cold seasons in Zambia. However, I got a scholarship to study in Canada, where it really gets cold.</p>	<p>I want people to know that I despise the cold in Zambia. However, after experiencing the long winters and the snow in Canada, I wanted to come back to Zambia. I am wondering if what I have written reveals the emotion. I am also wondering if the introduction is sufficient to set the stage for the comparison of the climates.</p>
<p>I have come to know that I have not escaped being cold no matter where I am. In Canada and Zambia the cold season are cold. The dry winter air penetrates right down into the bones. I find that I must wear layers of warm clothing to stay warm in Zambia as well as in Canada to go outside. I also find that when I am in the house, I use a heater to keep warm.</p>	<p>This paragraph explains how the climates are similar. I am thinking that some of the wording is awkward - I may try revise the sentence order/structure. I will need a sentence at the end of the paragraph to transition into the contrasts between the climates.</p>
<p>There are differences between Canadian and Zambia cold seasons. The cold season in Zambia lasts only about 6-8 weeks, whereas the Canadian winter can last up to 5 months of the year. There is no snow in Zambia compared to metres of it in Canada. Lastly, in Zambia we can look forward to it warming up near mid-day, but in Canada it can remain the same deep cold temperature all day and into the night. The difference is in how cold it gets and how long the winter lasts</p>	<p>I am wondering if the reader gets a feel for my emotions in this paragraph - what I want to say is that I was somewhat pleased with the differences between the two climates, but still unhappy about the fact that Zambia's cold seasons are cold.</p>
<p>I am not fond of the cold. I have realised that just because there is no snow and sub-zero temperature, winter season means that it is cold- cold enough to make me shiver!!!</p>	<p>I want to conclude on a light note- that I have learned something - the true meaning of winter in some places.</p>



Say: What did you notice me doing as I worked through this process?

With participants, create a chart that captures the big ideas for revising. The following should be on the list:

Participants should notice that:

- Reread to make plans
- Reread, made a picture in my mind, and added/deleted words
- Added missing information
- Added strong words that paint a picture
- Reread and thought, "What parts will be confusing for my reader?"



Say: You have just told me what writers do to revise their writing for a reader. Revising is used to improve a piece of writing for the reader. There are several simple steps to follow.



Ask the group to help you put big ideas into a simple list that could help them to revise their piece. Remind them that lists use few words, but the most important words. Use a shared writing approach to complete this on the chart.

Simple chart:

The ways we revise

- Revise your writing
- Make a new beginning
- Take away what doesn't make sense
- Show- not tell
- Take away words that don't belong
- Add people talking or saying something
- Add more
- Slow it down
- Tell what I saw
- Add details
- Add a new ending
- Change it into different kinds of writing



Say: Now it is your turn to revise your personal story. Consider the chart we just made about revising and try some of these ideas with your writing. You all need to begin this process by reading your piece of writing aloud. Then you work with a partner. You have 15 minutes to do this.

During revising and editing for content and clarity

The process:

1. Partner participants
2. Give participants revising pens- a different colour from blue or black
3. Each participant will need to spend 5 minutes reading his or her personal narrative aloud
4. One person in each group should go first. Read the piece aloud. Make a plan using sticky notes.
5. The other people should do the same with his or her piece of writing.
6. Participants would then begin to work on their plan for revising their piece of work.

At the end of the session, no matter where the participants are in the process, call the groups back together to talk about the process. Is it working for them? Is it helpful? Would anyone share what he or she has done?

After writing

Final draft - writing for an audience

Introduce the "Writing Revision Checklist". Let each participant consider this list with his or her edited piece of writing. Ask them to tick the things they did. It is okay not to have used everything for this piece. Participants should now take their draft with their revision notes and complete the final copy. They should write their piece of work on paper that can be included in a class work.

Say: Creating the final draft means your piece of writing is all ready for a reader to read it. Use your revision notes to create this final draft. At this stage, handwriting, sentence structure and spelling become very important. Your reader needs these things to be in place to be able to read and understand your story. Use this revision checklist to be sure you have worked through the entire process. When your final copy is completed, hand it in and it will be placed into a large class book of stories.

Writer's Revision Checklist¹⁶

Story Title: _____

Strategy	Yes	No
I reread and make plans		
I reread, made a picture in my mind, and added words		
I added missing information		
I added dialogue		
I took out things that did not build on my main idea		
I added more scenes		
I used strong words that painted a picture		
I reread and thought about, "What parts will be confusing?"		
I reread and looked for words I may have misspelled, missing punctuation, and awkward sentence structure		

Debriefing the Writing Process

Refer to the general suggestions for debriefing activities. During the debriefing:

- Emphasise the importance of getting learners to reflect on writing
- Review the fact that the process of writing includes many components
- Generating ideas for writing
- Choosing a topic
- Writing a draft
- Conferring and/or receiving feedback
- Revising
- Editing
- Publishing or sharing
- The idea that not every piece of writing will go through the entire process
- Learners need to write a lot in order to write better
- Encourage participants to think about how they would use the information they gained from these written stories to shape and inform their own educational settings

Point out the fact that this demonstration lesson was constructed to work in a writer's training setting. In this setting, learners would be engaged in the various parts of the process of writing. Time would be given for the participants to instruct and the learners to try out and to practise these lessons for developing a piece of writing for a reader to read. This process can now be applied to all pieces of writing. Publishing a final copy would be reserved for the best pieces versus all of the pieces the learner has done.

The writing process is messy. Usually learners do not finish their pieces of writing at the same time. Teaching learners the process for how to get started with writing a personal narrative means they could start a new story while others are working on older pieces.

5.14.4 Other process-oriented assessment techniques

Writing Rubrics

Often facilitators will create rubrics with learners around the writing essentials for various categories of writing. The rubric will outline what needs to be included in a genre piece. It will also give a description of the quality of the written piece. A four (4) point rubric is commonly used.

Create your own rubric for any curriculum area by following the instruction below:

- Decide what criteria are applicable to this particular writing genre
- List and describe the criteria below
- Under column labelled three (3), describe the standard/grade expectation or benchmark- proficiency for each criterion

15 Chart adapted from: Routman, R. (2005). Writing essentials: Raising expectations and results while simplifying teaching. Portsmouth, NH: Heinemann.

- Under columns labelled one (1) and two (2), describe below benchmark proficiency. Focus on what the learner can do
- Under column labelled four (4), describe above benchmark proficiency

A sample rubric is below:

Curriculum area _____

Criteria	Not there yet 1	Almost there 2	Right on 3	Above & Beyond

Conferring

Learners often have different strengths and needs. Conferring is a good way to understand what learner's need as individual writers. This can occur often or just a few times a year. Use of a simple recording form is helpful. The learner writes what he/she is working on. Both the facilitator and the learner have a copy of this form. All things listed as "can do" are now expected to be used in future writing pieces.

I am working on...	Date	I can do...	Date...

Individual goal-setting for process writing

When participants are working in the process of writing, facilitators will notice that different learners will have different needs. Facilitators can help participants' articulate goals for themselves as writers.

These are constructed during a one-on-one conference or in a small group meeting of participants with similar needs. Facilitator and the participant agree upon the goals and the participant works to meet them. Goals chosen need to be immediate next steps for the participant. It is better for each participant to pick one or two goals at a time.

Goal setting examples for the different attributes of writing

Purpose	Organisation	Details	Voice or Tone	Grammar, usage, and mechanics
Goal: I will work on establishing a clear purpose for my writing (stay on topic).	Goal: I will put my ideas in order. I will use paragraphs to organise my ideas. I will write in complete sentences	Goal: I will add more descriptive language to my writing. I will explain my ideas so that my readers can "see" them. I will give more details (information) in my writing.	Goal: I will use the active voice / direct speech. I will try to add words and language that will excite or move my reader. I will use appropriate tone in a research piece of writing.	Goal: I will put spaces between my words. I will put end marks where needed. I will use capital letters at the beginning of sentences and on names. I will write in complete sentences.

5.14.5 Using Diagnostic Teaching Techniques for Assessment to Inform Instruction

Because writing is so open-ended, it can be used to assess many aspects of literacy. When learners are engaged in quick writing or response, facilitators should notice

- what learners write
- what that tells about learners' prior knowledge or comprehension is
- what that tells about learners' writing abilities (both mechanics and meaning)

Then, adjustments can be made, either immediately during the lesson or later (e.g. the next day).

6. Module 3 - Change Process and Leadership

6.1 Module Overview



This module presents an approach and techniques that can be useful for mentors to plan, manage and contribute to promoting change in their schools and districts. It consists of two parts; **Part A** is focused on the change process and leadership, and **Part B** on roles of tmentors

- In this module, Participants will be introduced to:
- A change process framework.
- Leadership roles.
- The gradual release training model.



Participants should:

- Demonstrate understanding and use a change and leadership approach.
- Plan training using a collaborative approach.
- Consolidate ideas on coaching-mentoring and workshop planning and facilitation.

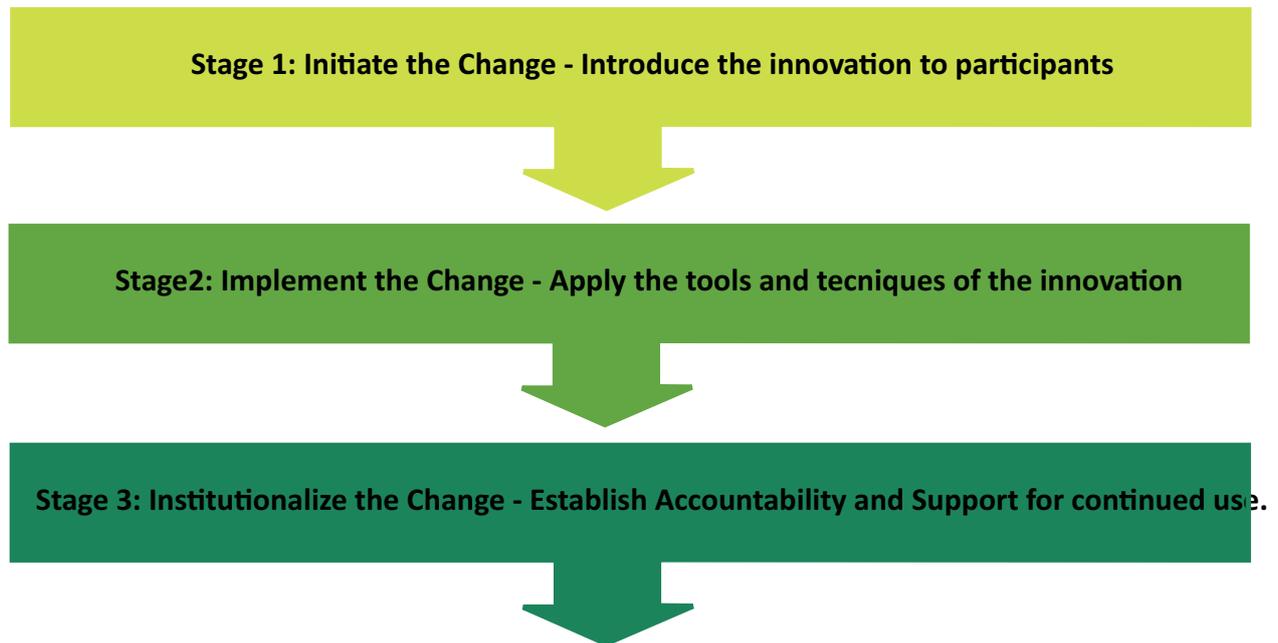
PART A

6.2 The Change Process - Taking a Leadership Role

This particular module and its corresponding training explore issues with key stakeholders involved in making the ATLAS intervention. The training is divided into two sections: the first section addresses roles and responsibilities as they relate to the support network (TGM); the additional sections are focused directly on supporting the teacher leaders in the intervention.

The theme of the training is "Change": Managing the change process and taking a leadership role.

According to Fullan (1991), change occurs in three stages:



It is important to recognise the leadership role that you play at each stage of the change process in relation to the ATLAS intervention

6.3 Stage 1: Initiating the innovation change

In order to initiate innovation, leaders need to be aware of the context, goals process, and timeline for all who are involved. Initiation calls for inclusion of all stakeholders: extending invitations for them to participate, question, acknowledge concerns, and eventually announce their level of commitment to the change.

In understanding this earliest stage of change, it is important to note the need for an energising level of excitement. Some participants will anticipate the best possible scenario, others the worst. Some cannot wait for the innovation to begin; others cannot wait until it is over. Yet, for both the one who anticipates and the other who dreads, the initiation stage signals to all concerned that things are going to change.



Activity

Adult Learners - Knowing your audience.

This activity focuses on the roles that people assume when organised in groups that address change. It is important to understand the typical roles and keep the cast of characters in mind at each stage of the intervention

Adult Learners: Roles People Play (Fogarty & Pete, 2007)

It is important to recognise and understand the roles that adults assume naturally when they become involved in the change process. Some may assume the role of caretaker or nurturer, another, the role of devil's advocate, and still others the role of the sage (wise). Some roles are necessary to move the group forward, whereas others, most likely considered the negative roles, tend to consume time and negate any real progress for the group. For whatever reason, these seemingly unhelpful roles frequently emerge as part of the group process. Regardless of the circumstances, many of these roles turn up in group settings. In fact, if one of the members leaves the group either permanently or temporarily, someone else steps in to take over the absented role.

Below is a description of the various roles that adults assume. As you read the description, try to mentally slot these roles into your own real-world situations. You may get a sense of "déjà vu!" (something that you have already seen). The exercise will provide insight into the dynamics of small-group interactions, reaction, and eventual actions.

Caretaker

Naturally, the caretaker role involves the nurturing and looking after the others in the group. The Caretaker checks the temperature of the team with queries such as, "Do you need a little break?" "Is it time to wrap this up and continue when we are fresh?" Or, "Is everyone comfortable with this agenda or decision?" The Caretaker plays a vital role in the group's wellness, which in turn subsequently affects the outcomes of the group. Florence Nightingale reincarnated, "The Caretaker is the ultimate nurse at her best."

Know-It-All

This is the role of the pseudo (not really) expert, not that of the authentic sage. The Know-It-All possesses a telling comment for every idea and is more than willing to share it. This person can monopolise the group and absorb much of time because he or she feels obliged to share every bit of information with others. When the role player is discovered and recognised for what he or she is, team members tune out with an impending launch of the Know-It-All's rhetoric. The group eventually closes its ears to the Know-It-All's continuous preaching and insistence, but the Know-It-All still poses a difficult challenge for facilitators who must handle this person with skill and style.



Hitchhiker

As the name implies, the Hitchhiker is someone who wants and accepts a free ride. The Hitchhiker contributes little or nothing to the group. So one soon learns not to look his or her way for any substantive contributions, leaving the Hitchhiker to become a silent passenger in the "vehicle" of himself or herself. Often a passive learner and docile thinker who appears fairly removed from the action, he or she assumes this position because it seems to be part of this learner's demeanour, not to fulfill any need of the group.

Blocker (Devil's Advocate)

The blocker role is sometimes referred to in small groups as the "Devil's Advocate." This person tends to take contrary positions in the discussion and frequently apologises for the interruption but insists that he or she has a cogent point that needs to be voiced. More often than not, these insertions tend to sideline the main discussion and may even cause untimely delays in the meeting agenda. Yet, there are times when the Devil's Advocate, rather than blocking the decision, brings up an important point that leads to a needed compromise to get everyone on board with the final stance.

Omnivore

Bruce Joyce and Beverly Showers (1995) often refer to the motivated adult learner as the "Omnivore"- the one who devours everything and is not satisfied until he or she knows every last detail of the issues at hand. The Omnivore is the group's highly motivated eager beaver, often pursuing a point of interest of others. Yet, this is an example of the adult learner who is often a pleasure to work with because she/he pushes the leader to be more comprehensive about some things.

Inquisitor

The inquisitor not only constantly asks questions but also frequently acts more like a key player in the "inquisition." While some of his/her questions may be to the point and relevant, others go over the top. The Inquisitor asks such things as, "How many?" "How much?" "When and where?" "What's the timeline for this?" "How many of us want to make this commitment?" "Is there a better plan that we haven't thought of yet?" "How does this compare to last year?" Although some of these questions address authentic issues harboured by other members of a "silent majority," others appear rather meaningless to many others in the group.



Negotiator

There is always a negotiator who takes on the role of bargaining for the group. This is the persistent person who negotiates meeting times, a lesser amount of work due, the location of the next meeting, or even the length of lunch break. This is the "professional negotiator" who knows just when and how to word the request so that the leader(s) must stop everything and show thoughtful consideration to the "reasonable" request. However, these requests often are out of context to what is going on at the moment and tend to create sidebars to the action at hand.

Overachiever

The Overachiever is similar to but different from the Omnivore. Although both are motivated learners, the focus for the Omnivore is getting information during the input stage, while the focus for the Overachiever is in the output stage of giving information. The Overachiever goes into full swing when the assignments are due. He or she puts tremendous effort into the assigned tasks and goes above and beyond the call of duty in submitting comprehensive and superior products. The Overachiever feels a sense of accomplishment as he or she individually tackles a piece of the puzzle for the group.

Parliamentarian

The Parliamentarian keeps the group on track with his or her frequent "calls to order." This role embraces the activities of the "policy policed," as the role player insists on law and order or, at least, Robert's Rules of Order. The Parliamentarian demands a faithful following of the procedures of order- the rules and regulations and the acknowledged forms and norms set and accepted by the group. He or she is as interested in the process as in the progress of the product. This person is in it for the journey, not merely the destination, often asking such questions as, "Didn't we agree to vote after all the ideas have been fully explained?" "Haven't we extended our rule about time limits for members to present their case?" "I'd like to propose that we review the procedure we agreed to last time."



Sage

The Sage is the master or mentor of the group. This person garners the role for him- or herself, or, more likely, the team benevolently bestows the role of the Sage on this serving

person. The Sage holds both formal and informal power, controlling discussion by simply withholding opinions or not giving the informal nod of agreement or look of consensus. In a more formal action, the Sage may approve or disapprove an idea with or without justification. The Sage, by nature, holds an enormous amount of power. A Sage may be a seasoned and experienced member of the group or the person who is most qualified, certified, or holds the highest degree or title. Again, this is the role that greatly influences the work of the group. Many times and in many cases, the Sage has the last word.

The Clown

Although the Clown may seem to play a frivolous role that groups can do without, this position is actually critical to a group's ongoing success. The Clown supplies the needed levity to diffuse a mounting conflict, skilfully providing a timely remark or a telling wisecrack that frequently brings emotions back down to a neutral level. In fact, the group counts on the Clown to monitor tight situations and intercede when emotions are too high or when anger, sarcasm and cynicism begin to threaten group process. The Clown acts almost like an informal referee or umpire, checking the tenor of the group and interceding when necessary. Of course, the Clown may overplay his/her role and get on the nerves of other group members, but, in the end, the Clown offers humour, a welcome medicine for any team.

Role Play: True Confessions

The role I often play -

Reflect on the roles assumed when in group situations dealing with change.

On the following pages, the key components of ATLAS training are spelt out in detail so that teacher leaders have a full view of the envisioned process.



6.4 ATLAS Training Components

6.4.1 Training for Teacher Leaders

Who is the training for in this phase of the ATLAS intervention

Selected teachers from districts and schools form the training intervention schools and key participants (e.g. District Supervisors, Master Trainers, School Managers or Headteachers, staff from the Ministry of Education).

What is the purpose of the training?

The purpose of the training is to provide hands-on opportunities for teachers to acquire the skills focused on using participatory teaching and learning methods and to support this core group of teachers in a leadership role in their schools and districts.

How many training sessions will there be?

Three training sessions in participatory methods have been planned; teacher leaders will receive a facilitator's manual that will enable them to replicate lessons in the step-down training. In addition, mentors will be able to share specific modules with teachers in their schools.

Mentors will:

- Indicate the dates when they train in each module Receive their first training in participatory methods in _____ Date (Module 1);
- Receive their second training in participatory methods in _____ Date (Module 2); and
- Receive their third training in participatory methods in _____ Date (Module 3).

In order to support teachers in their leadership role, a special training session should be held in _____ Date. (Module 3)

Who is conducting the ATLAS training?

A facilitator is needed to provide coaching and mentoring for the mentors in this phase and other critical phases of the intervention. The facilitator should have knowledge in leadership, curriculum and teacher education. (See Who is Providing Coaching and Mentoring, below)

What does the model of training look like?

The model used for training is a research-based instructional model called the Gradual Release of Responsibility (Pearson and Gallagher 1983). In this optimal learning model, the responsibility for task completion shifts gradually over time from the teacher to the learner.

It is important to understand that the gradual release of responsibility model is not linear. Learners move back and forth among each of the components as they master skills, strategies, and learning standards. In training, the "teacher" refers to the facilitator and "learner" refers to the participants. Over time, the "teacher" will refer to the teacher leaders and "learner" to their participants, be it teachers in the step-down training or learners in their respective classrooms.

Focus lesson	Teachers' use of strategies that maintain the active participation of all learner. Teacher "with-it-ness"
Guided Instruction	General intelligence Prior Knowledge Competency in reading and numeracy Verbal Knowledge
Collaborative Learning	Learners' capacity to plan, monitor and, if necessary, re-plan their own learning.
Metacognitive Processes	Completion of homework Achievement School attendance
Independent learning	Frequency of interactions Quality of interactions learners' self-esteem and sense of membership in class and school are linked to learner-teacher interactions

- Ido it
- Guided Instruction
- We do it
- You do it together
- You do it alone
- Collaborative learning
- Teacher Responsibility
- Learner Responsibility

6.4.2 Coaching and Mentoring

What is the purpose of the intervention of coaching and mentoring?

Mentors need coaching and mentoring training to help them in acquiring and understanding the methodology, in conducting school-based meetings and in stepping down the training. Coaching and mentoring enables teachers to receive feedback on their progress in conjunction with their training. Mentors:

- Should indicate the date when they coached and monitored
- Receive coaching and mentoring during the first training demonstration lessons in _____ Date;
- Receive coaching and mentoring in-class at their respective school sites in _____ Date;
- Receive coaching and mentoring during the leadership training in _____ Date; a

Who is providing the coaching and mentoring?

An experienced facilitator should provide one-on-one coaching and mentoring for the mentors. It is expected that the trained mentors can then assume a stance of practical or collegial coach and mentors for teachers in their schools.

What does the model of coaching and mentoring look like?

The coaching and mentoring follows the same model for training in that there is a gradual release of responsibility. The purpose is to develop a professional learning relationship between the coach and teacher or administrator through building a common experience and knowledge base.

<p>You Do - I Watch</p> <ul style="list-style-type: none"> • Teacher teaches-Coach observes • Independent Practice • Teacher plans with coach and leads debrief 	<p>When</p> <ul style="list-style-type: none"> -In step-down training -In conducting school group meetings
<p>You do - I Help</p> <ul style="list-style-type: none"> • Teacher teaches-Coach assists • Guided Practice 	<ul style="list-style-type: none"> -In class observations -In step-down training
<p>I Do - You Help</p> <ul style="list-style-type: none"> • Coach teaches-Teacher assists • Shared practice • Both plan and debrief 	<ul style="list-style-type: none"> -In intraning 1 and 2 -In training workshop 1
<p>I Do - You Watch</p> <ul style="list-style-type: none"> • Coach teaches-Teacher observes • Modeling and demonstration • Coach plans and leads debrief 	
<p>Coach and Teacher Leaders</p>	<p>Teacher Leaders/Administrators</p>

6.4.3 Teacher Group Meetings/Material Development and Procurement

What is the purpose of the Teacher Group Meeting?

Schools identify mentors to participate in direct training under the ATLAS intervention pose of the school group meeting is to foster an ongoing culture of reflective teaching and professional development. It is expected that teacher leaders meet with staff in their schools regularly to monitor, discuss, and solve classroom issues related to the implementation of new teaching practices as well in the development/improvement/procurement of teaching materials, as needed. School administrators play an important role in ensuring that school group meetings happen and stay focused.

Teacher Group Meetings can:

- Involve all teachers or some teachers
- Can take the form of a discussion related to common school issues/new strategy or skill
- May involve material/resource development

School group meetings should be documented and recorded.

Why is material development and procurement an important aspect of the Teacher Group Meetings?

A Teacher Group Meeting that is related to a practical hands-on learning experience that has immediate applications built into it will be a successful meeting. When a new strategy or skill is introduced, teachers should be supported in making relevant applications to their classroom. Teachers probably have good materials to share and/or ideas on how to develop new materials.

Teacher Group Meetings (TGM)

It is recommended that the core group of mentors be supported on an ongoing basis by school management. A co-facilitator to the intervention designated to facilitate whole group meetings with the main facilitator. A TGM can help to refine ATLAS effectiveness in the field. The TGM also becomes the avenue to designate mentors who will become responsible for stepping-up the training and mentoring additional TGMs.

You may also read Appendix 30: Examples of a Teacher Group Meeting from the ATLAS Pilot in Zambia.

6.4.4 Step-Down Training

What is step-down training?

It is expected that mentors working collaboratively with the School In-service Coordinator(SIC) will step-down the training at their schools/districts. In a cascade model, newly trained teachers can then begin to train others, thus broadening the scope of influence of the methodology in the ATLAS intervention.

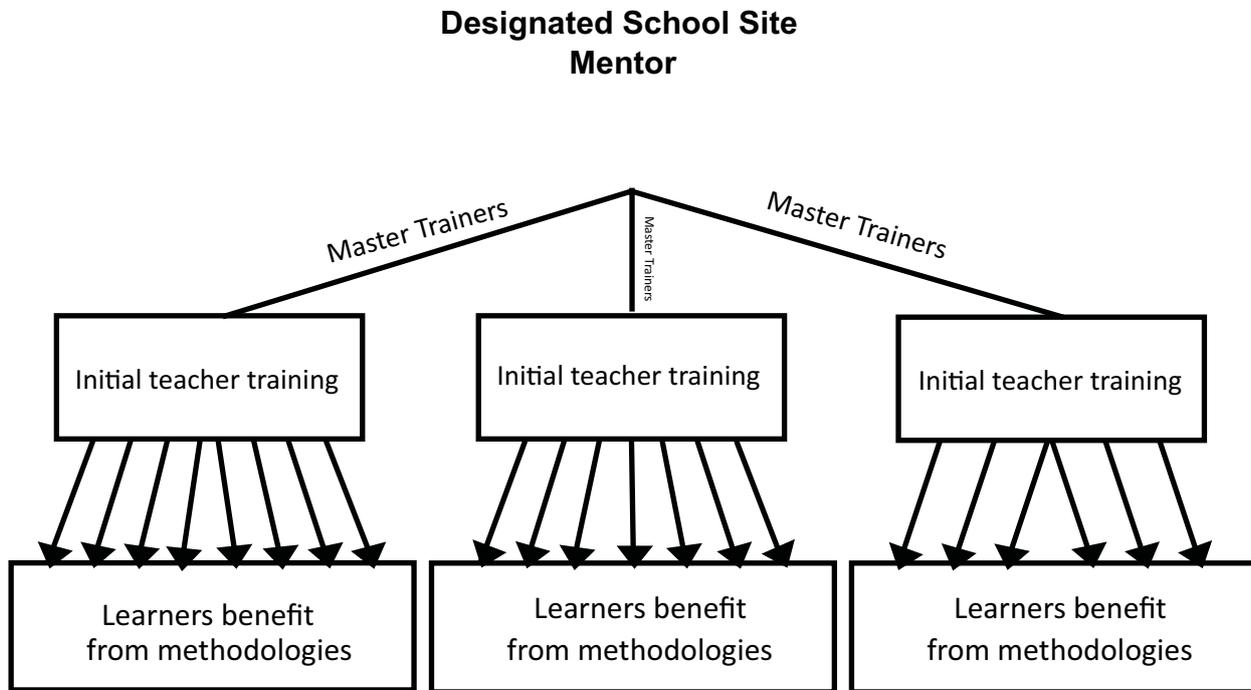
How will mentors step-down the training?

Mentors should be provided with the facilitator's manual on the methods before the first training session. Mentors should receive coaching and supervision in providing the step-down training. The first step-down training should be carefully planned and supported by the coach-mentor (main facilitator) and the co-facilitator. It is anticipated that mentors will enhance their roles in the second stepdown training; however, if possible, the coach-mentor and co-facilitator should closely follow and provide feedback on the second step-down training at school sites. It is anticipated that the coach-mentor will be able to provide support at the third step-down training session as well.

What does the step-down process look like?

The step-down training process follows a cascade model. In the cascade model, teacher

leaders are responsible to train teachers in their respective school in order to create child-friendly schools.



Stepping up ATLAS is advisable for several purposes; the main ones being:

- 1) improved practices are disseminated more widely so that a critical mass of practitioners needed to sustain changes is created, at least at the district level.
- 2) The more teachers are trained, the lower the cost ratios of the intervention more attractive it becomes for funders and partners - the pilot in Zambia showed that economies of scale are possible and desirable.
- 3) More learners can benefit.

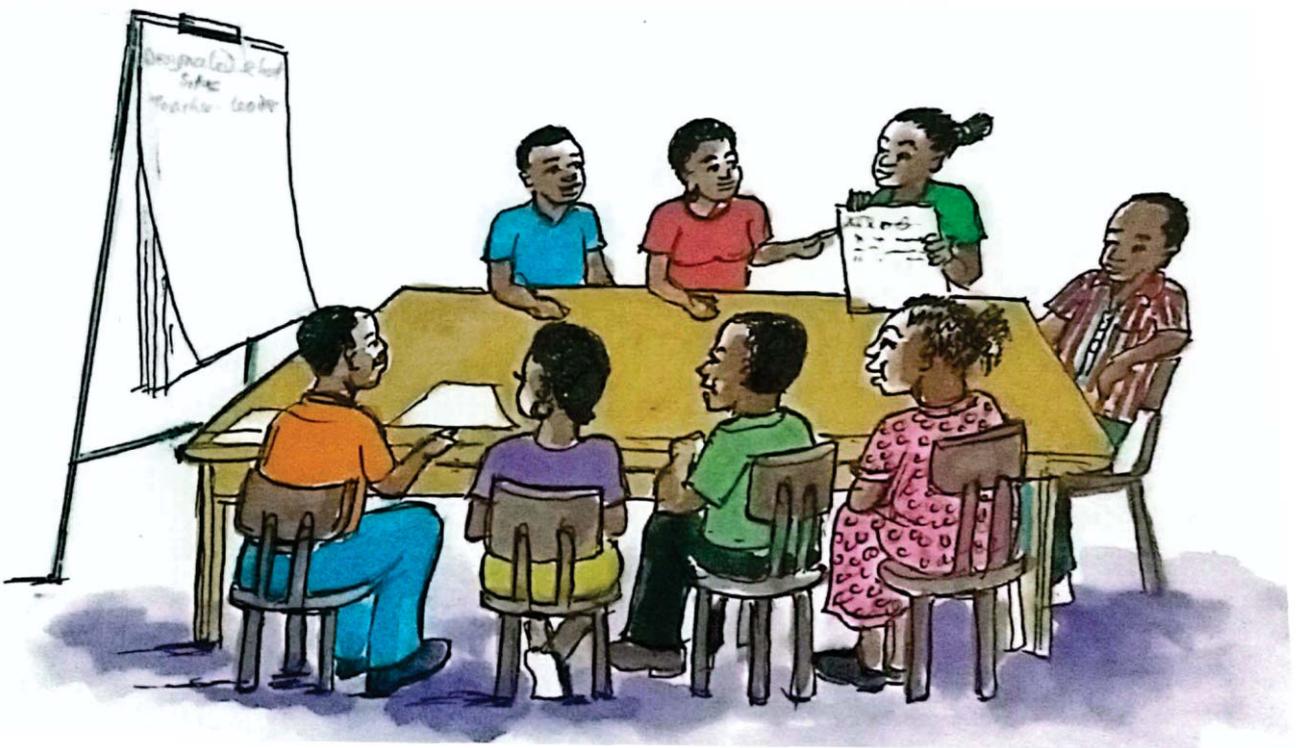
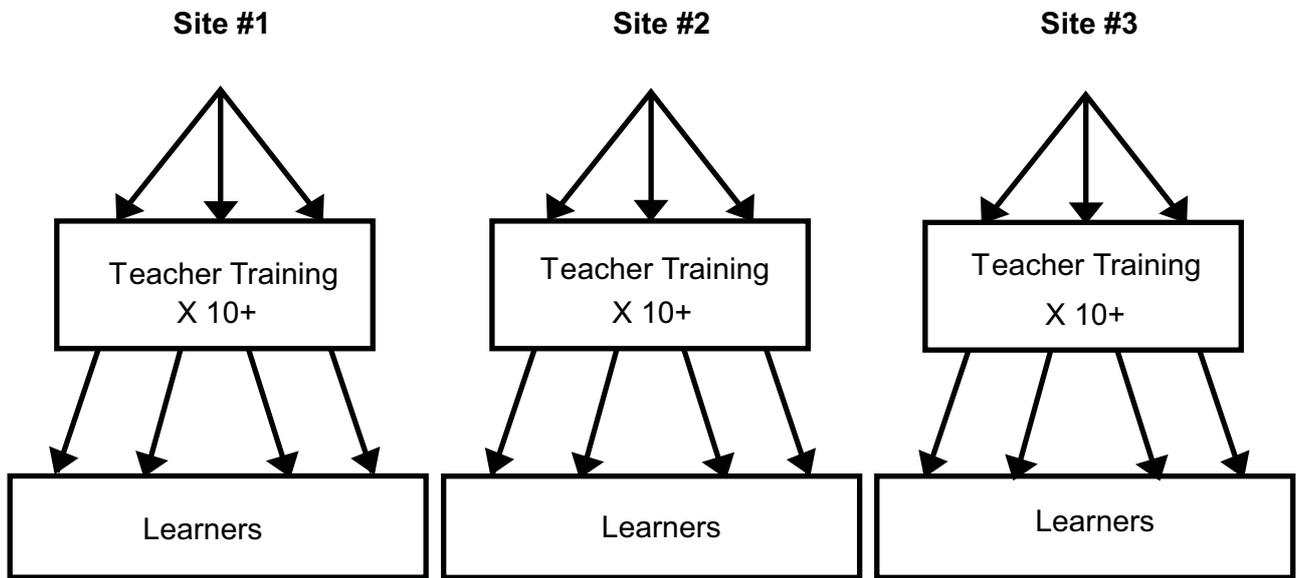
6.4.5 Stepping-up the project in phase two

What is stepping-up the project

In stepping up the project the designated school sites are expected to “adopt” 2 to 4 neighbouring schools to form additional TGM teachers in these will benefit from training (See diagram below)

Zonal Level/Zonal Site Mentor

Cascading



6.5 Stage 2: Implementing the Innovation

Implementing refers to the stage when the plan is put into practice. During implementation, change is applied in real and meaningful ways. Models are introduced through the existing structure for SPRINT that executes the innovation with integrity and provides the needed input to support the change. It is in this stage that attention is given to the appropriate practice, feedback and coaching needed to ensure success. This is the stage that moves from theory to practice. The way professional development is delivered and supported is crucial in the implementation stage.

According to Guskey (2000), effective professional development should adhere to three critical factors: the way it is delivered, the content of what is delivered and the approach taken to support and sustain the innovation. The ATLAS approach adheres to these three factors:

Professional Development Model	ATLAS model for Professional Development
<ul style="list-style-type: none"> • Process: The way the project is deployed • Content: The curriculum • Context: The supports and structures 	<ul style="list-style-type: none"> • Process: Training is interspersed with opportunity to practise in the classroom • Content: Follows best research-based best practices • Context: Includes coaching and mentoring and commitment from administrators



Activity

Identifying the leadership role you play in implementing the ATLAS intervention

Implementing the ATLAS intervention leadership role

Process:

In this phase, the way the intervention has already been pre-determined, you will have an opportunity to provide input into the second phase.

Content:

In this phase of the intervention, parameters for the content have been set and operationalised. You will have an opportunity to provide input into revising the content of the training.

Context

You play a key role in ensuring that support and structures are put in place for success in the implementation of the ATLAS intervention. An important step towards implementation involves a written action plan that delineates the necessary tasks to be completed, accompanied by time, dates, and details needed to make it happen. The action plan answers the questions, who needs to do what and when does it need to be done? It delineates where and how as well the blocks and alternatives. This action plan ensures that there is a process in place for managing the complexities of tasks that spell success for the professional development implementation plan.

Who? What? When? Where? How? Blocks? Alternatives

Task 1: (Individually) In response to your leadership role, fill in the following:

- Who:** is the target audience for your support?
What: would/could support from you look like?
When: or at what stage can you envision providing support?
Where: specify the location.
How: describe the process.
Blocks: what are some of the potential obstacles? Alternatives: What are some solutions?

Task 2: (As a whole group) Based on feedback from our individual action plans, as a whole group we are to come up with an implementation plan that addresses the above contextual factors.

6.6 Stage 3: Institutionalising the Intervention

To institutionalise change means that the initial innovation permeates every aspect of the participating stakeholders at all levels becoming ingrained in its very principles, practices and policies. Everyone knows that these innovations have become integral to the overall expectations of all who are involved with the institution.

To institutionalise an innovation requires persistence and patience. It takes time, rehearsal, repetition, and practise for participants in the innovation to move from novice levels of performance to those of competency and proficiency. It takes financial, emotional, and professional support to adopt significant innovations of such magnitude.

What will be required to ensure success of the ATLAS intervention

Teacher change that is:

- MOE/ Cooperating partners
- Monitoring on an ongoing SPRINT system
- Supported by the SEST, ZEST, PEST and NEST

**Activity**

Elements in the change process in schools - The change game

Elements in the change process in schools

The change game (Hands-on Activity)

How do you think the exchange process goes? You have 4 cards with elements written on them. Move the cards into the appropriate left-to-right sequence to represent how you think change occurs through professional development (Guskey, 2000).

If possible, share your thinking with someone else.

Now see below what Guskey says about the complex and elusive process of change.

Create individual cards with one step on each card

Answer Key

- Professional Development
- Change in practice
- Change in learner achievement
- Change in belief

PART B

6.7 Becoming an Effective Mentor

6.7.1 Best practices in professional development

Lieberman (1988) writes about schools as learning organisations in which professional development is an integral part of everything that goes on in the school. In her discussion of effective models of learning organisations, she delineates the reasons why professional development often fails in its mission. The following ten reasons provide clear clues to some of the limitations that impede change through professional development practices.

Reasons Why Professional Development Fails

1. Lack of knowledge about how teachers learn.
2. Teachers' definition of the problems of practice ignored.
3. Agenda for reform not part of teachers' professional learning.
4. Teaching described as a set of technical skills, not invention (how I get meaning).
5. Importance of context within which teachers' work is ignored.
6. Support mechanisms and learning over time not considered.
7. Time and mechanism for inventing often absent.
8. Importance of facilitating at school level to change practice absent.
9. Connections to school culture to change practice often ignored.
10. Networks to support change in practice not promoted.



Activity

In a group discuss what the statements in box above mean to you in your teacher leader role. Be prepared to share with the whole group. If you are unsure as to what the statement means, place a question mark beside it for clarification in the whole group discussion.

The ten limitations cluster around the idea of lack of input on the part of the key stakeholders, the teachers; the possibility that initiatives are introduced without sufficient context; and teacher creativity not considered as part of the process.

When educators know how teachers learn, when to involve them in generating the alternatives, when to foster creative solutions and when to support them within the culture and the context of their work, the resulting response is positive and long lasting. In fact, that is how real change occurs-over time and with the ownership of all directly involved. ATLAS training strongly reflects these lessons learnt.

A summary of the research (on the following page) is clear on what is known about how professional development influences a faculty or individual teachers Joyce et al (1980). Source: "Improving In service Training-Message to Research." Educational Leadership 37(5).

**Activity**

In your group discuss what each statement means to you in your teacher-leader role. Be prepared to share with the whole group. If you are unsure as to what the statement means- place a question mark beside it for clarification in the whole group discussion.

Research on Professional Development

1. What the teacher thinks about teaching determines what the teacher does when teaching. In training teachers, therefore, we must provide more than "going through the motions" of teaching.
2. Almost all teachers can take useful information back to their classrooms when training includes: (1) presentation of theory; (2) demonstration of the new strategy; (3) initial practice in the workshop and (4) prompt feedback about their efforts.
3. Teachers are likely to keep and use new strategies and concepts if they receive coaching (either expert or peer) while they are trying the new ideas in the classroom.
4. Competent teachers with high self-esteem usually benefit more from training than their less competent, less confident colleagues.
5. Flexibility in thinking helps teachers learn new skills and incorporate them into their repertoires of tried-and-true methods.
6. Individual teaching styles and value orientations do not often affect teachers' abilities to learn from staff development.
7. A basic level of knowledge or skill in a new approach is necessary before teachers can buy into it.
8. Initial enthusiasm for training is reassuring to the organisers but has relatively little influence upon learning.
9. It doesn't seem to matter where or when training is held, and it doesn't really matter what the role of the trainer is (teacher, administrator, or professor). What does matter is the training design.
10. Similarly, the effects of training do not depend on whether teachers organise and direct the intervention social cohesion and shared understanding do facilitate teachers' willingness to try out new ideas.

6.7.2 Essential Elements in preparing for a professional development session

The role that the teacher leader(s) assume in designing the professional development activity will greatly impact on its success. It is therefore critical to consider planning before, during and after the actual professional development experience.

In preparing for the activity, four elements should be considered: (1) theory, (2) demonstration, (3) practice, and (4) coaching. It begins with the concept, the theory, and then proceeds with input, demonstration, cooperative structure, and practice task. Finally, it ends with reflective processing, the assignment coaching plan, and closing piece.



For example:

On Module Two training topic focused on "different levels of questioning". Looking at the model used in training, "the gradual release of responsibility" and what is presented here, the professional development planning would look like this in the preparation phase.

Planning (Introduction):

Mentors choose the topic they wish to present and become familiar with the theory behind the concept. In this instance, the concept of "different levels of questioning" is based on Bloom's Taxonomy and higher order thinking skills. The mentors should become familiar with the theory (background knowledge) pertaining to what higher order thinking skills refers to and the levels of questions in Bloom's Taxonomy. This phase represents an understanding of "theory" behind the strategy or concept.

In order to ease understanding of the concept, three levels of questioning (literal, inferential and evaluation/synthesis) were chosen for demonstration. This choice was made based on an assessment of the participants in the first training session of the pilot project. A decision needs to be made as to how much or how little should be presented.

The text used for demonstration was selected with the topic in mind and careful and close reading and preparation took place prior to the actual in-class demonstration that occurred.



Activity

In a group, choose another topic from Module Two and discuss the "planning phase" for teaching. List the following on the chart/chalkboard:

- Topic and theory behind the concept
- What exactly will be demonstrated
- What text/resources would be used to deliver the demonstration

In the planning phase, you attempt to answer "what" the lesson is about and "why" you have chosen this lesson. Be prepared to share with the whole group.

Demonstration (Development):

As is cited in the framework used for training (see Training Framework, Module One), a focus lesson allows the teacher-leader to demonstrate the concepts/strategy in order for the participants to gain a greater understanding of the content. The demonstration is usually brief and to the point and engages the learners in the task. In the demonstration lesson that was given in Module Two on levels of questioning, the facilitator modelled three different levels of question-types and encouraged participants to respond to her questions (at three levels: literal, inferential and critical/evaluative) in the mini-lesson.

Guided Practice (during):

As is suggested in the model of gradual release of responsibility, participants were then encouraged to formulate questions with the support of the facilitator. Guided instruction allows participants to prompt, question, facilitate, or lead learners through tasks that increase understanding of the content. In the demonstration lesson used with the levels of questioning, participants were invited to develop their own levels of questions. The facilitator "guided" their learning.



Activity

In your group plan for the demonstration and guided practice portion of your lesson. List the steps you will take to deliver the content and practice for the participants on your chart/chalkboard. For example:

- What will the seating arrangement look like?
- How will the demonstration proceed (teacher modelled and/or teacher/learner engagement)
- What shape will the guided practice take?

This portion of the lesson answers the question as to "how" it will unfold. Be prepared to share with the whole group.

At this point in the lesson on levels of questions, a debriefing of the activity took place. A review helps teacher participants to gain a clearer understanding of the what, why and how.

Collaborative learning/coaching (after):

In order to help consolidate the new learning, teacher participants are then grouped to replicate the task with a new piece of text. It is at this point that the facilitator can assess

whether the concept has been understood. It forms part of the continuous diagnostic cycle. It is also at this stage that exploration, opportunities to solve problem, discuss, and negotiate takes place. Feedback is ongoing.



Activity

Acquiring the Skill /Method of Teaching :

In your group, complete the lesson on the chart/chalkboard by describing how you will assess and coach participants in acquiring the skill or method of teaching.

Practice task/Independent learning:

This component refers to teacher participants applying the skills and information in new ways. For the teacher-leaders in this training, independent learning refers to the step-down training that has and/or will take place at each school site.

After the step-down training:

There is a need to reflect on the training and prepare a plan of action based on the outcomes. What needs to be changed? What can stay the same? How will teachers be supported in their efforts in their classrooms? Etc.



Activity

Reflection of step-down training

Step-Down Training Self-Evaluation Tool

Check if observed

- Key concept is identified and theory is presented to support the concept
- Motivator is included at the onset of the lesson (hook)
- Demonstration is focused and brief
- Opportunity is given for collaborative groups or a cooperative structure
- Guided practice is provided
- Debriefing/Reflection is covered
- Assessment task to demonstrate understanding
- Coaching occurs throughout the lesson
- Recap and closure to the lesson

Reflection on step-down training

In your school groups, prepare a reflection of your first step-down training by following the guiding questions. Be prepared to share with the whole group.

- What was the concept you chose for training?
- What theory supports this concept?

Briefly describe the flow of the lesson. What aspects were fully covered:

demonstration/modelling, learner engagement; cooperative learning; and guided practice?

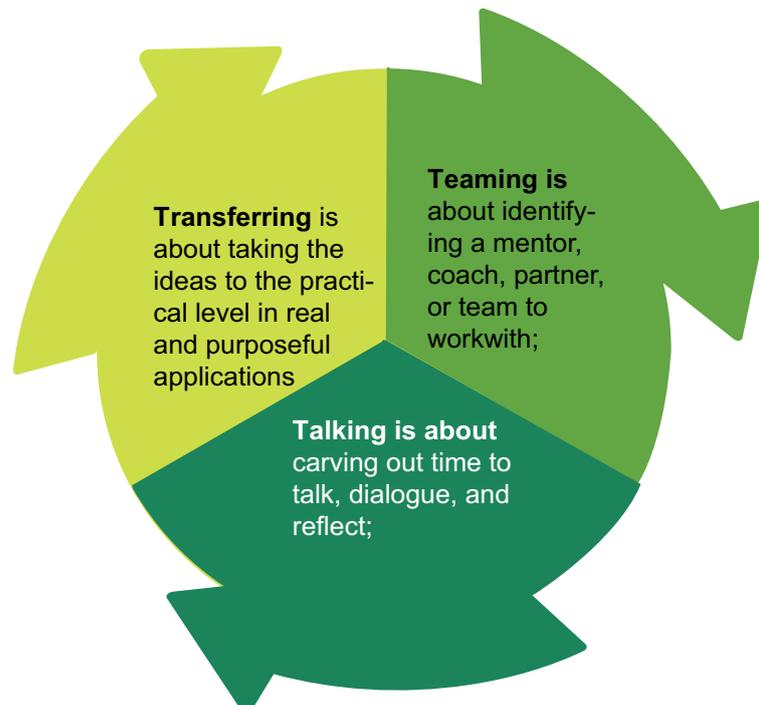
- Did a "debriefing" take place after the demonstration?
- What have you done since the training that would support teachers in gaining confidence in the method?
- What could you have done different?



6.8 Coaching Professional Learning/Teacher Group Meetings

A very important role for the mentor is that of coach. As a coach, the mentor is able to zero in on a particular situation, teams, or persons and counsels in more intimate and personal ways. While this coaching may occasionally take place within the actual training day, the real power occurs in those day-to-day opportunities for coaching within the learner's work settings. When someone is available to coach- when they are visible, and accessible; when they are able to be there in the heat of the action to counsel, to guide, encourage, and support- the influence on the learner is multiplied many times over.

That is not to say that the teacher-leader is expected to become the "expert" coach. Expert coaches have a certain level of expertise and credibility in the field. What is possible, however, is for the mentor to become a "practical or collegial peer coach" to staff in their school/district. In this instance, there are three critical elements that the peer coach needs to remember:



Teaming

In order to create a team there has to be a partnership. And in order for a partnership to form, there has to be a relationship between you as a peer coach and the teacher. It will only be after some time together and some moments of head-to-head, heart-to-heart talks that any relationship will begin to take off.



Activity

Who is a Coach/Who is Coaching?

In your school groups, determine the "team" members. In other words, who is coaching whom? Is it on one-to-one or the group?

Talking and transferring ideas

It is imperative that the coach take the opportunity to talk frequently and regularly with

teachers. That is why the coach or mentor needs to be home-based in the building. Indeed, the practical and/or collegial coach and mentor can provide experience and excitement and the school group meeting is an excellent venue for the practical coach and mentor to demonstrate teaching methods/strategies and give feedback and coaching. They can also offer empathy to colleagues and collaborate in counselling each other through some of the tough times.

You can structure opportunities to provide feedback to your colleagues by using the following tools located in your training manuals and reproduced here in the appendix:

- Classroom observation guide (focused on the simple Introduction-Development- Conclusion (I-D-C) format and highlighting the literacy/ numeracy concept)
- Classroom Walk-Through (focused on: learner engagement, curriculum alignment, instructional teaching practices, classroom environment and classroom culture)

Teacher Group Meetings

Sometimes the most helpful reflection emerges from a team-wide debrief of an episode or concern. It is the synergy that forms when the group puts its collective mind to an idea. Each viewpoint informs the group with another dimension to consider. There can be varied approaches to conducting the school group meeting. A Teacher Group Meeting can:

- Involve the whole staff or partial staff
- Take the form of a discussion related to common school issues/new strategy or skill
- Involve material/resource development

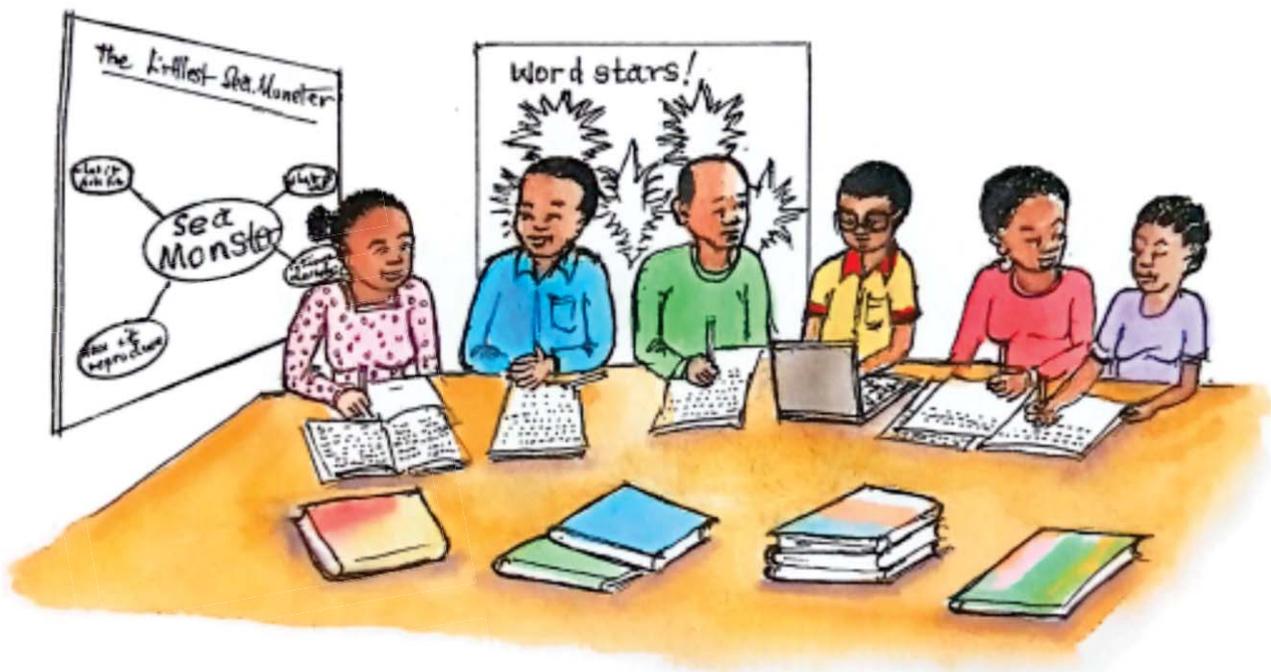
It is critical that school administrators support teacher-leaders in facilitating and managing the school-group meetings. It is also important to document and record the activities of the meetings.

A useful tool to put structure to the discussion at the school meeting is the data collected from school observations or walk-throughs (see Appendices and Module One). If the teacher-leader is uncomfortable or does not have the time to conduct the walk-through, the should provide support in this area. school administrator

Managing the school group meeting can present a challenge in the sense that teacher leaders need to place the onus on their colleagues to problem-solve and discuss the status of teaching and learning in their classrooms. Teacher leaders will need support and guidance in facilitating reflective questions and conversations.

Resource and material development/procurement

A school group meeting can be focused specifically on preparing new resources that are child-friendly and/or be focused on selecting new resources for teaching. Teacher leaders can help to create make and take materials that can meet the needs of several levels in the schools. In the training session 3, teacher should have an opportunity to collaborate in a make and take activity with the session coach/mentor. You may also see resources in Appendices.



7. APPENDICES - HANDOUTS

Appendix 1: Practice on being direct

What you would say:	Attributes
	Focused statement on one aspect of instructional teaching practice to be addressed.
	Invite the teacher to reflect with you.
	Briefly describe the behavior observed in the walk-through and the decision the teacher made leading to the teaching practice.
	Teach about the curricular or instructional teaching practice.
	Check for understanding.
	End with a reflective question to continue through on teaching practice.

Appendix 2: Classroom Spot Check Observation Guide

Name of the teacher/lecturer: _____ Duration: _____

School/College: _____ Date: _____

Lesson/Subject/Course _____ Observer: _____

Student/Learner Engagement Check if observed

- Lesson is participatory _____
- Learners initiate interaction (ask questions, seek help) _____
- Learners are motivated to learn _____
- Learners are on task _____

Curriculum Alignment

- Curriculum guides are available _____
- The lesson is aligned with curriculum objectives _____

Instructional Teaching Practices

- Objectives of the lesson are clear _____
- Lesson is prepared (plan exists) _____
- Evidence of teacher modelling (Introduction stage) _____
- Evidence of guided practice (Development) _____

- Evidence of learner independent/group work (Conclusion) _____
- Evidence of assessment/feedback/questions _____

Classroom Environment

- The classroom has displays of learner work _____
- The classroom has instructional posters on walls _____
- Space is organised, safe and conducive to learning _____

Classroom Culture

- There is a friendly, relaxed atmosphere _____
- Classroom routines are established _____
- Evidence of learner empowerment (praise/encouragement) _____
- Highly interactive environment _____
- Learner wellness issues _____

Appendix 3: Planning Sheet - Using Diagnostic Teaching Techniques for Assessment to Inform Instruction

Diagnostic Teaching Technique	What could I notice using this technique? What assessment information could it provide?	How could I use this information to inform my teaching?	My question(s):

Appendix 4: Every Learner Response Example

What is Malaria?

The parasite that causes malaria is a protozoan called plasmodium. Most commonly, the parasite is transmitted from one person to another through the bite of the female Anopheles mosquito. When this mosquito bites an infected person, it ingests microscopic malaria parasites found in the person's blood. The malaria parasite must grow in the mosquito for a week or more before infection can be passed to another person. If, after a week, the mosquito bites another person, the parasites go from the mosquito's mouth into the person's blood.

Malaria can also be transmitted by blood transfusion. In congenital malaria, parasites are transmitted from mother to child before and/or during birth.

Symptoms of malaria include fever and flu-like illness, including shivering chills, headaches, muscle aches, and tiredness. Nausea, vomiting, and diarrhoea may also occur. Malaria may cause anaemia and jaundice (yellow colouring of the skin and eyes) because of the loss of red blood cells. Infection with the most dangerous type of malaria, *P. falciparum*, may cause kidney failure, seizures, mental confusion, coma, and death if not promptly and properly treated.

Malaria occurs in over 100 countries and territories. More than 40% of the people in the world are at risk. Large areas of Central and South America, Hispaniola (Haiti and the Dominican Republic), Africa, the Indian subcontinent, Southeast Asia, the Middle East, and Oceania are considered malaria-risk areas. The World Health Organisation estimates that each year, 300 to 500 million people are infected with malaria and more than 1 million people die.

Adequately and promptly treated, malaria is still a curable disease. But drug resistance is a growing problem, largely due to widespread uncontrolled and unregulated drug distribution. Chloroquine is a very safe, cheap, and formerly very effective drug, but in Southeast Asia, portions of South America, and a large and increasing area of Africa chloroquine resistance levels are high. In some areas of Southeast Asia there is resistance to all the major drugs.

Though efforts are ongoing to develop a vaccine for malaria, there is none yet.

Appendix 5: Think Aloud Example

Builders in Silk

By Sandra Markle

Spiders are nature's master builders. They build with silk. Spiders make their own silk and use it in many different ways. Of the different things they can build, most of us would think first about their webs. Many different kinds of spiders make webs and each one has its own **design** which it can repeat over and over again.

A spider manufactures its own silk in tiny glands in its body. Silk is a protein something like the **protein** in our hair, made out of little fiber-like molecules so that it is very strong. The strength of a strand of spider's silk is about the same as that of a steel thread of the same size.

A single strand of spider's silk is formed from a liquid ejected in a steady stream from eight spinnerets on the spider's abdomen. The eight thin streams join and harden on contact with the air. Our modern textile industries have copied the spider's technique. Threads of polyester are formed in much the same way.

Spiders build webs to serve as traps or snares to catch insects for food. A spider's silk is strong enough that most insects can't break through it. Some of it is also slightly sticky. An insect is unable to fly or hop away once it has become stuck in the spider's web. The more the victim struggles, the more strands stick to it.

The spider, however, moves about on its own web with ease. The spider secretes a tiny bit of oil onto its legs and feet. This allows the spider to walk right across those sticky strands of web.

Scientists have studied the orb-weaving spiders that make geometric and almost perfectly spaced designs. Scientists have found that if they destroyed a portion of an orb-weaver's web, the spider would reweave the missing part. Again and again, part of its web was destroyed to see what the spider would do. Each time, the spider repaired the damaged part.

Source: Based on Builders in Silk, a chapter by Sandra Markle from *The World in Your Backyard* (Zaner-Bloser Publishers, 1990).

Appendix 6: My Turn/Your Turn Example

Literacy and HIV/AIDS: Tackling the Taboo in Africa

These days, Saturdays are devoted to funerals, says Dorothy Littler of the Swaziland National Commission for UNESCO. The HIV infection rate in Southern Africa is the highest in the world. And despite the increasing availability of information on the HIV/AIDS pandemic, there is little sign that people are changing their behaviour.

In February 2001 UNESCO organised a workshop on HIV/AIDS in Mbabane, the capital of Swaziland. The workshop was attended by around 30 education, health care and communication professionals from Malawi, Swaziland, and Zimbabwe. Each participant chose a topic based on research conducted with target groups in their home country and prepared educational materials for direct distribution to that group.

The subject of HIV/AIDS and sex are still taboo in many parts of Africa. In Mbabane, the approach was informal and open, and challenged participants to overcome their own misgivings and misconceptions, and to learn from the experiences of their neighbours.

Two of the booklets produced during the workshop deal with the issue of "wife inheritance"-a custom which exacerbates the spread of HIV/AIDS. In several African countries, including Kenya, Swaziland, and Zimbabwe, when a man dies his wife automatically becomes the property of his brothers, along with his cattle, house, and land. Perhaps the woman's husband died of AIDS and she is HIV positive, or perhaps her brother-in-law is already infected. Her husband's brother may already have a wife or wives. Each time a wife inheritance occurs, the number of people at risk of infection multiplies.

Two other booklets discussed so-called "sugar daddies," a term used to describe those men who buy sexual favors from young girls with tempting material goods such as make-up, mobile phones, and clothes. This predatory behaviour, while not unique to Africa, means naïve and neglected teenagers are even more vulnerable to HIV/AIDS. The workshop also discussed the impact of the "Hyena" practise, a custom which symbolizes society's view of women as nothing more than sex objects. According to this tradition, a family pays a man to have sex with a virgin daughter. She is given a piece of white cloth to be shown to the women of the family as "proof" that sexual intercourse took place. In a story related by Grace Kulupando-Seka from Malawi, the mothers of girls who contracted sexually transmitted diseases after this "initiation" were forced to re-examine their age-old beliefs.

The most uplifting session of the workshop was testimony from a number of people with HIV. Gcebile Ndlovu, for example, who was diagnosed 14 years ago and is a picture of health today, doing all she can to "live and think positively." Other HIV positive people interviewed at the workshop told of how they now lead fuller lives, with greater appreciation and awareness than before.

Appendix 7: My Turn/Your Turn Worksheet

My Turn/Your Turn
I predict...
This makes me think that...
I'm not sure about ...
This means that...
I think the author is saying that...

Appendix 8: Retelling Example

Three Friends of a Kind
By Abenaa Korama

Long ago, Fox, Monkey, and Rabbit were great friends.

They lived in the forest. Each of these animals was a clever trickster in his own way, but Rabbit was the most cunning of them all. Each time any of them played a trick on his friend, that friend was able to use his wits to free himself from danger.

There came a time when there was famine in the land in which they lived. Food was very difficult to come by. Most of the animals including the three friends suffered greatly. The animals had to walk

long distances in search of food. Sometimes they returned home with very little food for themselves and their families. At other times, they returned home empty-handed. It was really a hard time.

One day, the Squirrel wondered, "For how long is this famine going to last?"

The Rat added, "Nobody knows how long the famine will last. If we don't do something about it, we are all going to die soon."

The animals met on several occasions to think about what to do to get food to eat, but they could not find a solution.

Tiger was the only animal who did not suffer. This is because he was very rich. While the other animals played, he farmed. He had many farms and enough food to eat. He was also very selfish and wicked. He cared little about how the other animals could get food to eat. Some of the animals were very poor and had no money to buy food. Tiger was also a money lender.

He lent money to the animals who needed it and woe to any animal who borrowed money from Tiger and did not pay back at the given time. Tiger either ate him up or held him hostage and made such animals work for him on his farms. For this reason, all the animals feared him. Even Lion, who claimed to be very strong, feared Tiger.

One day, Fox, Monkey, and Rabbit met to discuss their plight. Fox suggested, "Friends, why don't we make our own farm? That way we shall soon have food to eat."

"That's a very good idea," replied Monkey. "But I think it would be better for us if each of us makes his own farm." Rabbit also added, "Well, well, making a farm is a very good thing, but we have no money to start now."

Then Monkey suggested, "Let's go to Tiger to borrow money to make our farms. I'm sure he will grant us some loan."

"Very well, let's go tomorrow," Fox added.

The next day, the three friends set off to see Tiger. When they got to his house, he was asleep so they had to wait for some time until he woke up. To their surprise, Tiger was very pleasant towards them. He welcomed them warmly and asked, "Folks, what can I do for you?"

They all spoke and said, "We've come to borrow money to make our own farms."

"Very well, tell me how much each of you will need and I'll give it to you," said Tiger with a smile.

"We shall need five hundred thousand Kwacha each to start our farms," they all said.

Tiger entered his room and brought five hundred thousand Kwacha to each of them. Tiger was very

friendly that day. He had a long chat with them about a lot of things. After a while, the three friends and Tiger agreed on the time for paying back the loan, and they left. On their way home, they started to make plans for their farms.

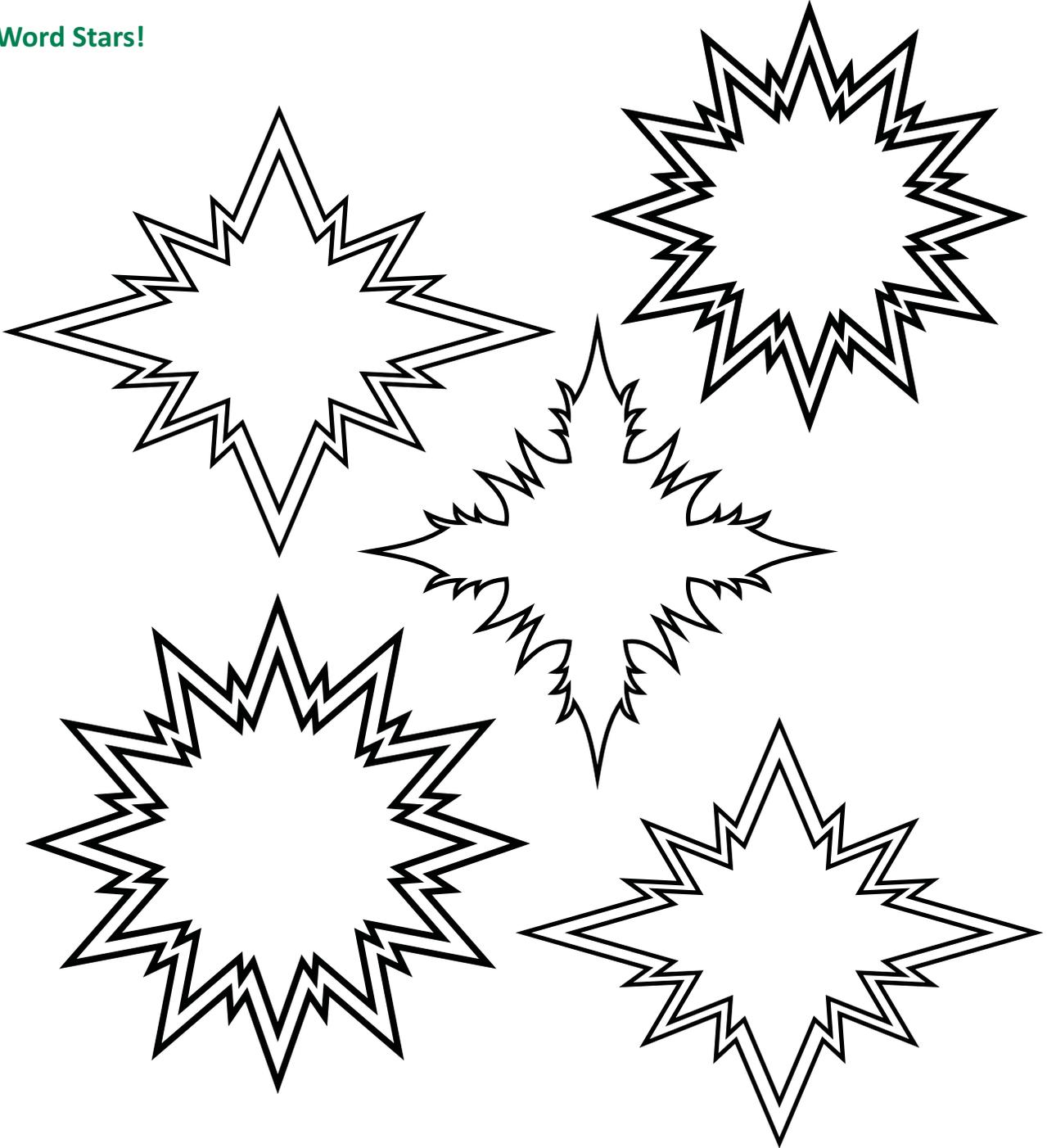
Fox said, "I want to make a big cocoa farm. With that, I'll get plenty of money. As you know, cocoa is a very important crop."

Monkey said, "I prefer a big banana farm to a cocoa farm. It doesn't take too long for banana trees to bear fruits. You know I like bananas very much. I'll have as many bananas as I like and sell some to the other animals who like bananas."

Rabbit also said, "I want to make a big farm of food crops and vegetables. Soon, I'll get food crops like maize, cassava, irish potatoes, bananas, and sweet potatoes. I'll also have tomatoes, eggplants, okra, pepper, green vegetables, and beans. I'll have plenty to eat, give some to the poor and sell the rest to the animals who can afford to buy them. I can also keep some for a rainy day."

Appendix 9: Word Stars Worksheet

Word Stars!



Appendix 10: Reading Fluency Examples

The Peacemakers

The leaders of the Lions, the Boars, and the Tortoises met to find a way to insure that their three groups always lived together in peace. They began the meeting by agreeing that the leaders themselves should set the example of friendship with each other.

"To make sure that we do not offend one another," said the Lion, "let us tell each other what we dislike, so that we may not offend each other accidentally." The others agreed that this was a good idea.

"Only one thing bothers me, but I hate it," said the Tortoise. "I do not want to be talked about when I am away."

The Boar said, "Being talked about does not bother me, but I do not like it when any one steps on my tail."

"None of those things affect me," said the Lion, "but I hate it when anyone looks me in the face without respect." As peacemakers, they agreed to remember what had been said and not to offend each other, as well as teach what they had learnt to the animals they represented. The turtle excused himself to run an errand.

When the Turtle had left, the Lion asked the Boar, "I wonder what the Tortoise thinks we say about him when he is not with us?"

"Probably how clumsy he is because of that big shell on his back," laughed the boar.

The Tortoise had never left, but had hidden in the grass to listen to the others. Pretending to come back from his errand, he gave the Lion a dirty look. The Lion, angered at the way the Tortoise had scowled at him, began to fight with the Tortoise. As they fought, the Lion stepped on the Boar's tail and then the three of them were fighting. By this time, the rest of the Boars, Lions, and Tortoises had come to see how their leaders were doing. All three groups joined in the fray, and they have been enemies ever since.

Readers Theatre Description

Goals:

- *Develop fluency through repeated reading.
- *Use discussion to strengthen interpretation of text.

Select text - narrative, short, with dialogue, and not more than 3 or 4 characters, ideally.

Explain that Readers' Theatre provides a wonderful way to make a story come alive, and also helps

build fluency of reading.

Show learners how to identify the narrator's part (including "said the snake").

Learners read the whole piece through once, silently or orally. This might be done as "shared reading." Assign parts to various groups of learners, and ask them to chorally read their role.

Have learners (in their small groups) discuss:

What parts could be improved upon in terms of interpretation?

What do we want to keep on doing the same?

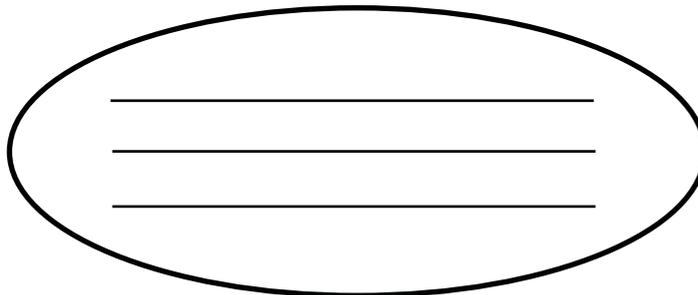
...and practice parts (that need it) again.

The whole group meets and "performs" the piece.

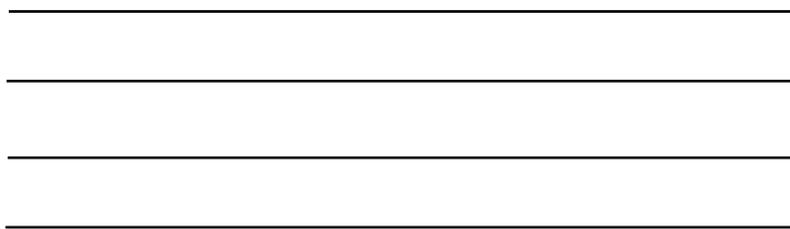
The whole group discusses what went well, and what might be improved. If time allows, they might "perform" the Readers' Theatre piece to another class (no props!)

Appendix 11: Instructional Planning Sheet

Needs: Teachers list the skills, strategies, or knowledge that some learners need.



Learners: Teachers list the learners who have or are experiencing these difficulties



Instructional Strategies: Teachers generate the specific instructional "moves" that they can make to address these difficulties and also, when they will use these (before, during, after).

Appendix 12: Questioning Example

The Lion and the Mosquito

Aesop's Fable retold by Sally Murphy

Lion lay sleeping under a tree. He was very tired. Spider was spinning her web, hoping that soon she would catch some dinner. Monkey swung from branch to branch in the tree above Lion. Snake lay on a log in the sun.

Whine, whine, whine, whine Lion heard a noise above his head. He tried to go back to sleep, but the noise grew louder and louder. Whine, whine, whine, whine Lion sleepily opened one eye. A mosquito was flying around him.

"Go away, Mosquito," Lion said. "I'm trying to sleep."

"Oh, Lion," said Mosquito. "You think that you're King of the Animals. Well, you don't scare me. I'll fly where I want and when I want. You can't stop me!" Mosquito flew around Lion's head. Whine, whine, whine, whine.

"Grr," growled Lion. Mosquito wasn't scared of Lion's sleepy growl. He flew closer to Lion's ear. Whine, whine, whine, whine.

Lion tried to hit Mosquito away with his big paw, but Mosquito quickly flew out of the way. He wasn't afraid of Lion's big paw, either.

Mosquito flew right inside Lion's ear. Whine, whine, whine, whine.

Finally Lion couldn't take it any more. He was very angry. His eyes grew big, and his fur stood on end. He stretched his claws and opened his mouth. "ROOOAAAARRRR!"

The other animals hid. Spider climbed to the top of her web. Monkey swung into the high branches of the tree. Snake slid under the log that she'd been lying on.

They knew Lion must be very angry, and they were frightened by his roar. But Mosquito wasn't frightened. That was a loud roar, Lion," he said, "but I'm not scared. I might be small but I'm faster and smarter than you. Maybe I should be King of the Animals." Mosquito laughed as he flew away.

He was laughing so hard that he didn't look where he was going. Mosquito flew straight into Spider's web.

"Help, help!" Mosquito cried. "I'm stuck. Help me out of this sticky web." Spider ran across her web to see what she had caught. Monkey and Snake came out of their hiding places to see what had happened.

"Spider is small, too, but she's faster and smarter than you, Mosquito," said Lion. "You should be more careful.

It doesn't matter how fast and clever you are, there will always be someone who is faster and smarter."

With that, he walked away to find a quieter place to sleep.

Appendix 13: Story Map

Title: _____

Setting:

Characters _____

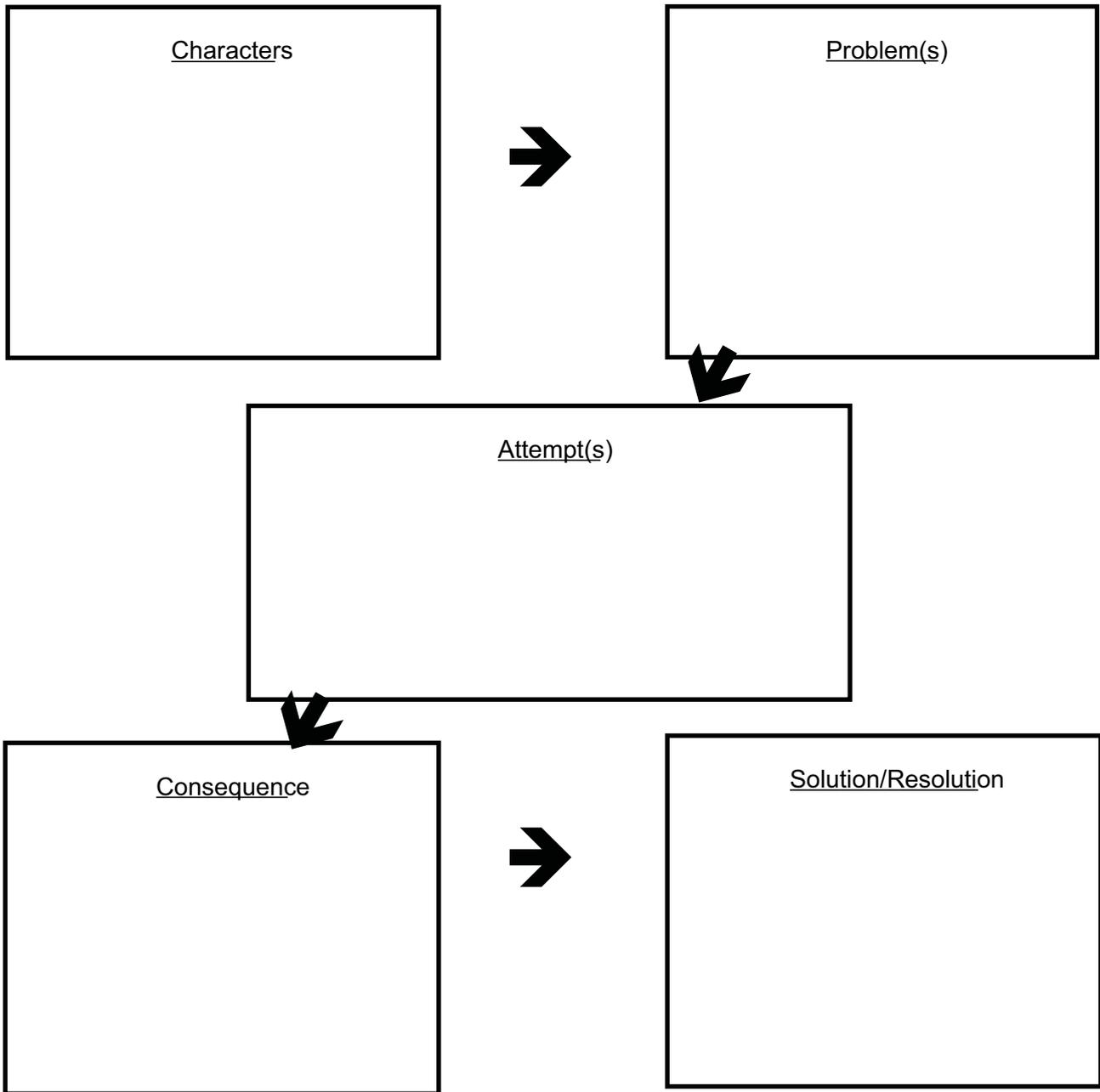
Problem:

Event1 _____

Event2 _____

Event3 _____

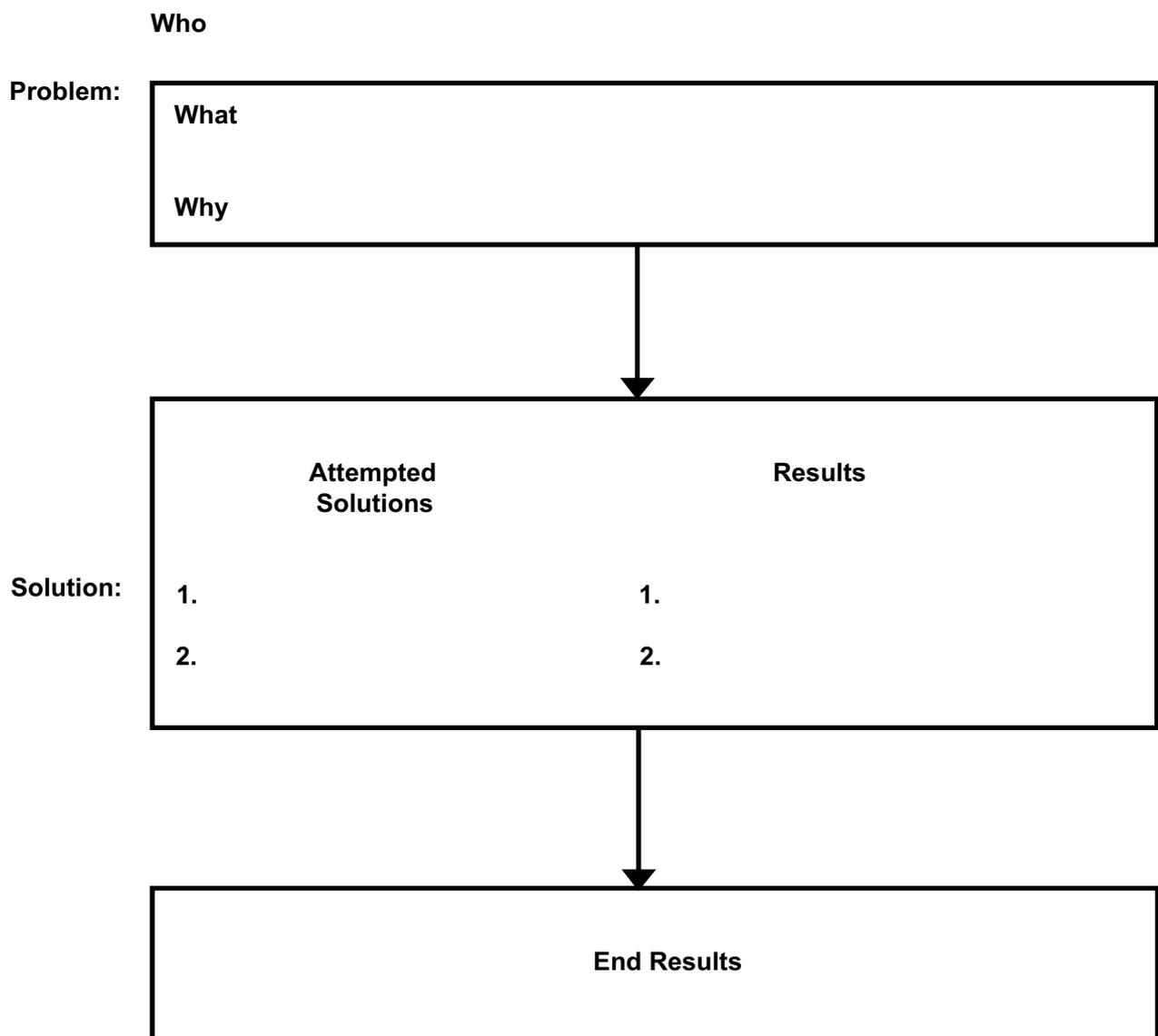
Solution:



Appendix 14: Graphic Organisers

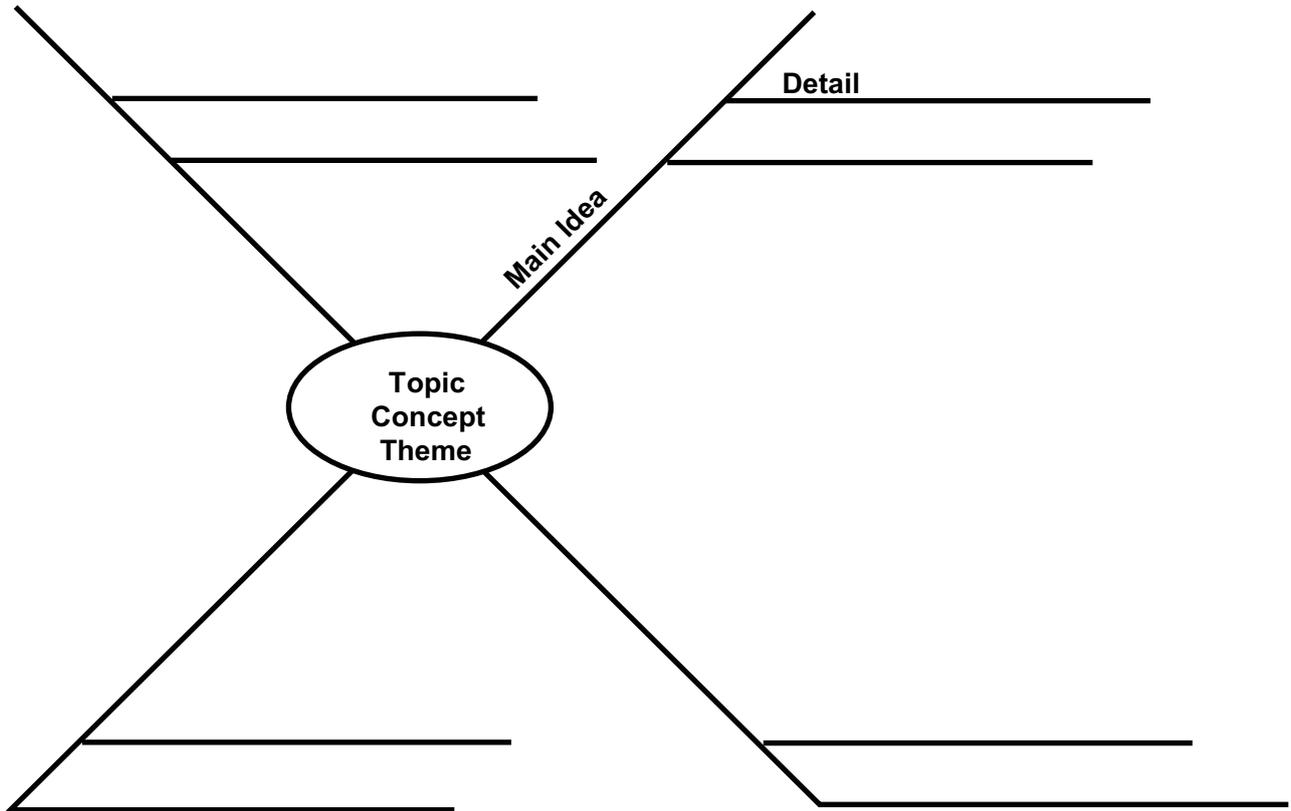
Problem/Solution

Problem/Solution requires learners to identify a problem and consider multiple solutions and possible results.



Description

Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

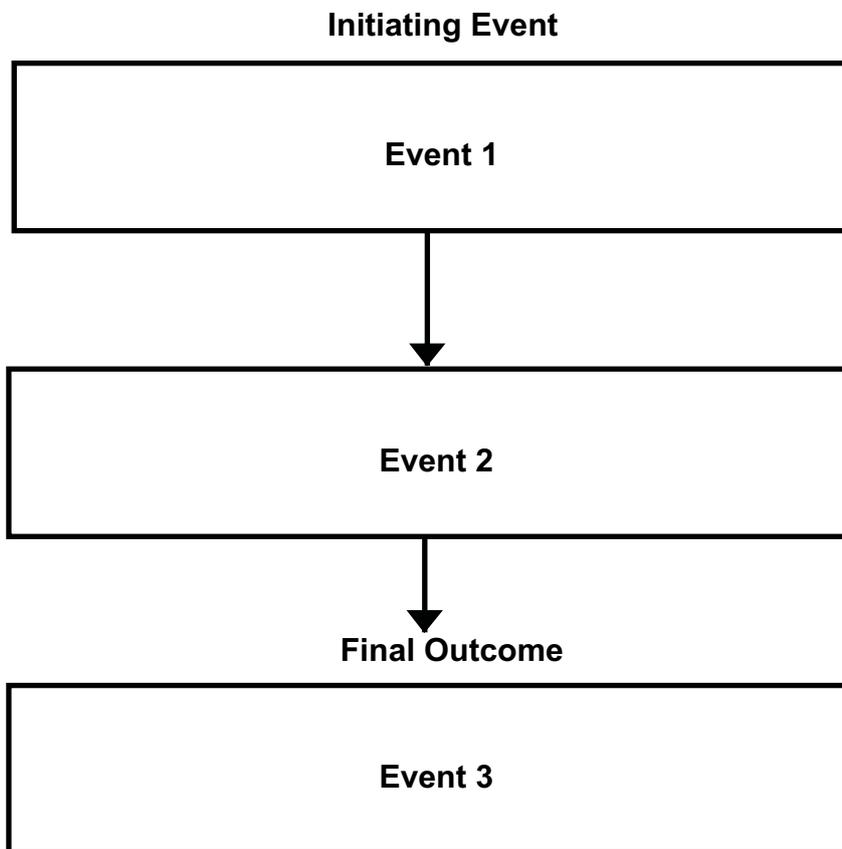


Graphic Organisers - Sequence

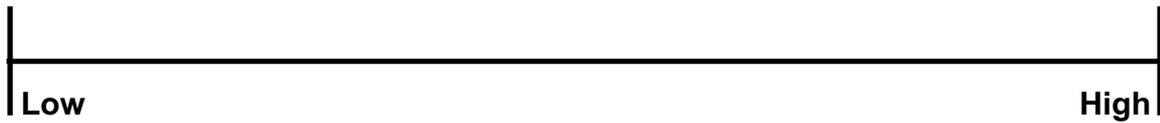
Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions:

What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Series of Events Chain



Continuum Scale



Used for timelines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the endpoints?

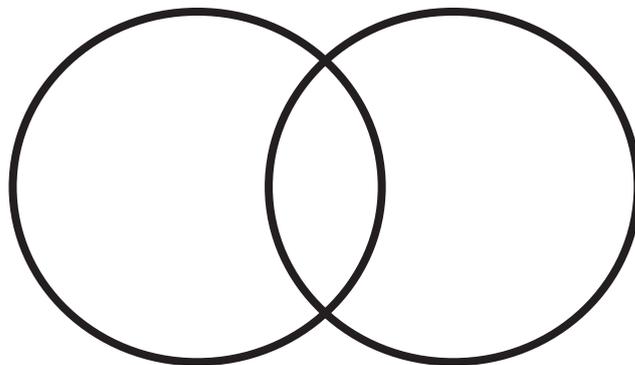
Compare/Contrast Matrix

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Keyframe question: What things are being compared? How are they similar? How are they different?

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Venn Diagram

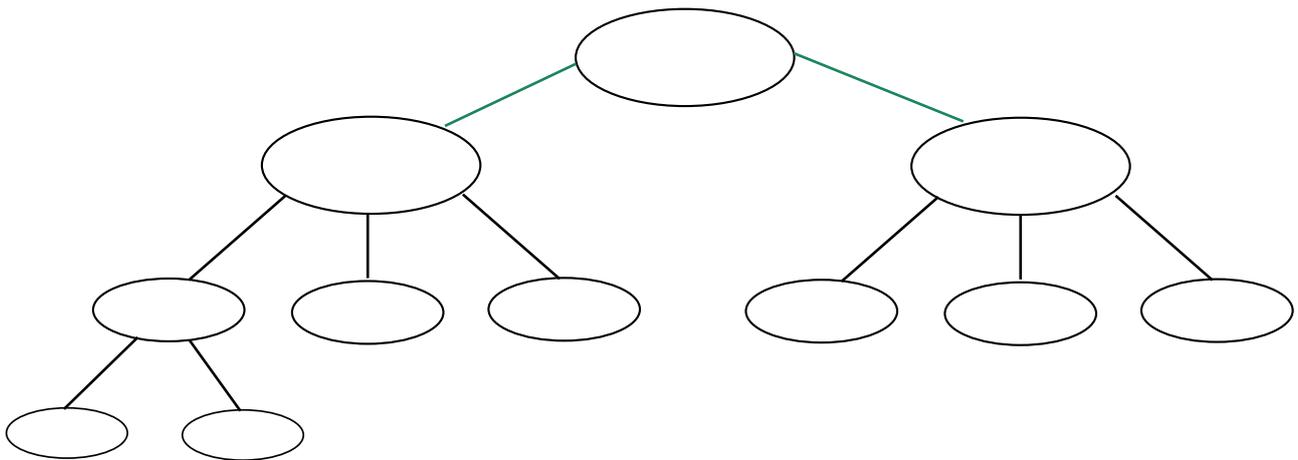
Used to find or show common or overlapping attributes, or interests of two or more seemingly separate entities. Could have two, three or even more spheres that show common or overlapping elements of different entities.



Cause and Effect

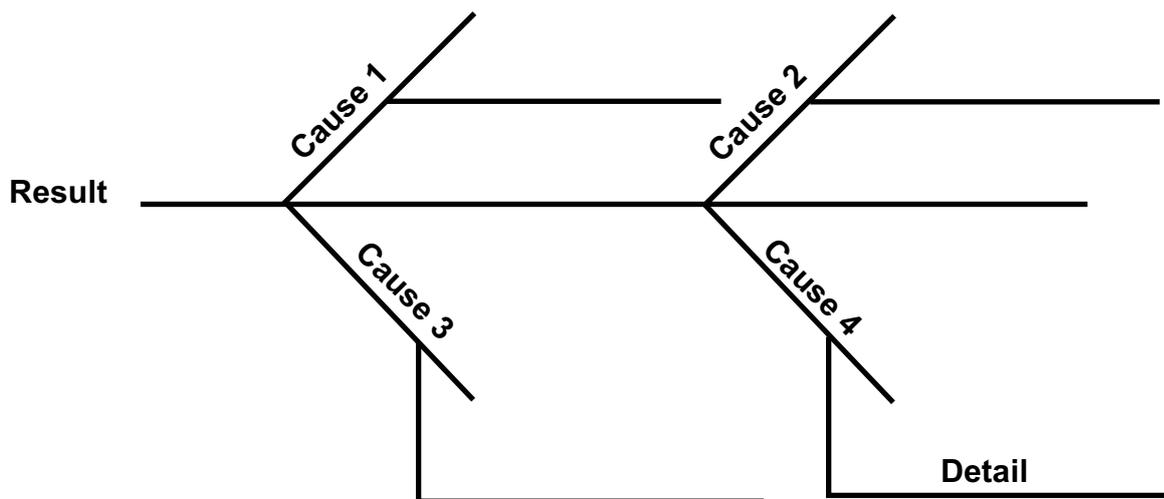
Network Tree

Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the super ordinate category? What are the subordinate categories?



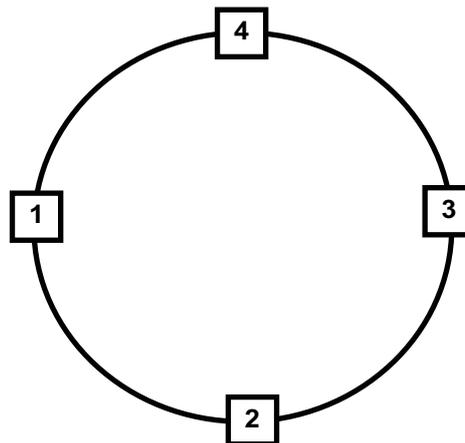
Fishbone Map

Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate?



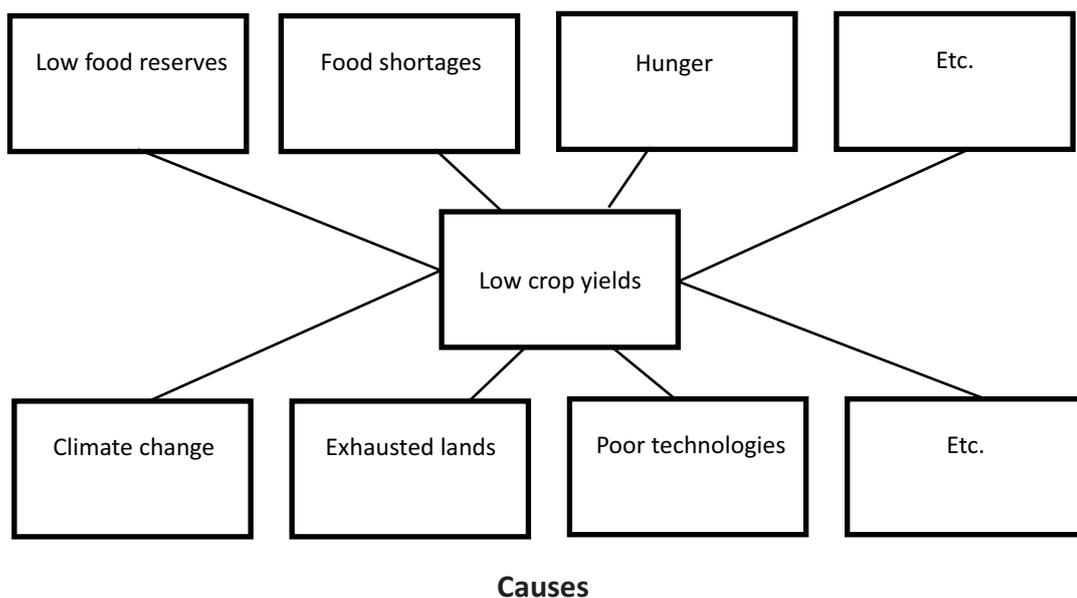
Cycle

Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?



Cause and Effect Chart

Used to differentiate causes (readily observable, or less obvious, or hidden deep rooted) from effects or manifestations of the various causes. A central problem or issue is identified and written at the centre. For example, low crop yields. Effects could be food shortages; whereas causes could be climate change. A comprehensive cause and effect chart could show various layers of effects and causes. For example, hunger might be a higher level effect than food shortages. Climate change could be a higher level cause. Deeper causes can be identified by using a questioning chain, where why, why and why questions are used several times.



Appendix 15: Reading comprehension - managing ideas and information in expository text Example

Food for the World

Each year on October 16, World Food Day is observed. People from around the world take time to talk about hunger on that day. The date of World Food Day is no accident. October 16 is the anniversary of the founding in 1945 of the United Nations Food and Agriculture Organisation (FAO). The FAO was organised to help countries work toward an important goal. That goal is to make sure that everyone on Earth has enough food to eat.

The amount of attention given to the issue on World Food Day makes it clear that hunger is a serious problem. It is a problem that affects people everywhere. Those people who are concerned with fighting world hunger have a huge job. To do this job, they must look at what is going on today. They must also study the past. They observe how things have changed over time. They determine what has worked and what has not. They then put all this information together and make predictions about the future.

Of course, the future holds surprises that cannot be predicted. There are natural disasters such as hurricanes, earthquakes, severe droughts, and floods, and man-made disasters such as war. All of these have serious effects on the world food supply. However, even in an unpredictable world, there are still many things that can be planned and can be done.

This book contains facts about the world's population and farming methods. It describes some of the possible ways to feed people around the globe. It tells about what is happening now to fight world hunger and what is expected to happen in the future.

What are the issues of world hunger? What are the goals of those who are fighting against it? What are the major problems faced in that fight? And -most importantly- what are some of the solutions being considered?

The Issue of World Hunger

A lot of people are hungry right now. Throughout the world, about 800 million individuals do not have enough to eat. Twenty-five thousand of them die every day. Some die from starvation. Others die from illnesses that result from being undernourished. Most of those who die from hunger are children.

Although hunger is a global problem, it is not as serious in some regions of the world as in others. In developed countries such as the United States, there is more than enough food available. Those who live in developing countries are much more likely to suffer from hunger. Firstly, most of the people living in these countries are impoverished. So, even if there was plenty of food, they would not be able

to buy enough of what they need. Secondly, far less food is available in developing nations. There are many reasons why this is so.

Some developing countries are at war. This makes it too difficult to grow food crops, harvest, or transport it. Food supplies may be cut off to a region for long periods of time. In addition, some developing countries experience frequent natural disasters. Weather-related disasters can wipe out the harvest for an entire season, or even longer. Cleanup and recovery from these disasters is expensive and uses government funds that could be used to provide food to the poorest members of the population.

To make matters worse, the population of developing countries is growing much faster than that of developed countries. That means these nations continually have more people to feed than they did before-but less food with which to do so.

Problems Faced in the Fight

The problems involved with hunger are complex and involve many factors. Some of these are an increasing world population, limited natural resources, and difficulties in distribution-getting food where it is needed the most.

The Population Explosion

Food security means having enough food for everyone who is living now. It also means being sure there will be enough food in the future. A rapidly growing population is one reason for world hunger. By 2050, there will be 37 nations with more than 50 million people. Another reason for population growth is that people are living longer than they did in the past. This is especially true in industrialised nations. Experts predict that by 2055, everyone will live three years longer.

Limited Natural Resources

The amount of food produced in the world today is limited by the amount of natural resources there is to produce food. It takes land suitable for farming, with the right amount of water and sunlight, the proper climate, seeds, and farm animals to produce most of the world's food.

To meet the food demands of increasing population, farming has changed dramatically over the past hundred years. Consider these changes:

Farming today produces more food than ever before. New machinery and improved seeds, fertilisers and pesticides have contributed to the increased plant yield. More successful breeding, growth, and care of animals have increased the amount of food that they provide.

The number of farms has decreased. Even though more food is produced than in the past, there are fewer farms and farmers.

Farmlands have disappeared as cities have grown. Many people who used to live on farms now live in cities or towns. The movements from farms to cities are happening worldwide. Experts predict that by 2025 more than half of all people on each continent will live in cities instead of farms.

Farmers have more knowledge and concerns about the environment. In the past, most people- farmers and non farmers alike- did not understand that some things they did were bad for the environment. Precious resources were almost used up. Land, air, and water became polluted. Among the boldest changes in farming are the conservation and protection of Earth's resources.

Difficulties in Distribution.

Some experts believe that one difficult problem in the fight against hunger is getting the food to everyone who needs it. There are many hungry people in the world living in remote areas or in war-torn countries. There may be no roads to these people, or the governments of the countries at war may keep other people out- even though they are there to help.

Promising Solutions

If more food can be produced, more people can be fed. This means that farming is an important part of the solution to world hunger. However, it is not enough simply to increase the amount of land used for farming. Instead, there must be an emphasis on sustainable farming. This is farming that protects the environment while meeting current and future food needs.

The word sustainable means to protect the environment for the future. The only way to be sure that there will be enough food in the future is to care for the environment today. This means wisely using the resources of soil, water, forests, air and fuel. There are many new, exciting ideas for achieving sustainable farming and achieving the goal of food security. Some of the most promising ideas are as follows:

Hydroponic Farming: Hydroponic farming uses no soil. Instead, plants are grown directly in water, although sometimes gravel or a soil substitute is used. The plants are fed vitamins and minerals to provide the nutrients they normally get from the soil.

One advantage of hydroponic farming is that crops can be grown in places where the soil is too poor to support them. Plants grown in hydroponic greenhouses are protected from weather and insects. The disadvantages of hydroponic farming are that greenhouses must be built and the amount of crops grown is limited to the size of the greenhouses.

Aquaculture: Aquaculture is farming which involves the growing of fish and crops in water. There are many benefits of aquaculture. Fish can be grown in bodies of water not normally used for fishing. Due to the fact that different breeds of fish live at different depths, it is possible to grow several crops in the same body of water. It is also possible to raise fish in an area where they do not normally occur.

Crops from the Sea: Some crops are actually harvested directly from the sea. Seaweed consists of edible water plants.

Seaweed has another important role in food production. It can be used as a fertiliser. It adds minerals and other nutrients to the soil and increases the growth of food crops.

The fast rate at which seaweed grows means that it may become a very important food crop. Seaweed is also extremely nutritious. It is high in protein, vitamins, and minerals.

Water for Farming: Almost one-third of the world's land mass is desert. A desert region's low rainfall means many plants- especially farm crops- will not grow there. However, there are places where water is being brought to the desert. How do they do this?

The answer is irrigation. Not far from Cairo, Egypt's capital, there is a large desert reclamation project. Water from the nearby Nile River is transported through canals and piped to farm fields.

In some parts of the world, there is plenty of water. Most of it, though, is salt water. That means it cannot be used for drinking or irrigating crops. Researchers are developing ways to remove the salt from the water. This process is called desalination. By removing salt from seawater, countries like Israel are striving to meet its water needs.

New and Better Food Plants: By improving the quality of the crops farmers grow, more and better food can be realised. Farmers need crops that grow in different kinds of soil and climate conditions. They need crops with high yields. In addition, they need crops that produce different food that are highly nutritious.

As a result, researchers are always working to improve existing food plants and create new ones. Some food plants are new discoveries, while others are just variations of existing types of food.

How do researchers discover new food plants? Some food plants that originally grew only in the wild have been cultivated. Their seeds have been collected so they can be planted as food crops. Some plants that were once grown only in one part of the world have been introduced in other regions. Scientists are also creating new plants by changing the genes of existing ones. This is called "genetic engineering". Genetic engineering can increase a plant's yield and make it more nutritious. It can make a plant grow faster or resist insect damage.

Changes in Diet: One way to increase the world's food supply is to substitute cheap, healthy food for expensive food. In some parts of the world, meat makes up a large part of people's diet. It takes a tremendous amount of grain and other food plants to feed the animals that provide this meat. Therefore, meat is a much less efficient food resource than plants are.

Some products have been developed as substitutes for meat. Many of these are based on soya beans, which is a highly nutritious food crop. Some soya foods taste and look almost like real meat products.

Hope for the Future

The United Nations Food and Agriculture Organisation is not the only group working to solve these problems. Many public and private groups have the same goals. Their efforts have already made a difference:

1. There are fewer undernourished people today than were a short time ago.
2. The actual number of deaths from hunger has decreased.
3. While the number of people in the world has doubled, there is actually more food available now.
4. Farming today produces more food than ever before.
5. More and more people, organisations, and governments are helping in the fight against world hunger.

The problems related to world hunger are very difficult to solve. However, the efforts of many people are beginning to pay off. Perhaps on the next World Food Day, you will have a chance to get someone else interested in fighting world hunger. Perhaps in the future, you will have a chance to make an important contribution to food security yourself.

Glossary

Conservation	Activities intended to preserve natural resources
Desert reclamation	Bringing water to dry desert lands
Developing countries	Countries that have or use few resources
Edible	Able to be eaten
Genes	Small parts of living cells that determine the organism's makeup
Harvest	A mature crop, ready to be picked
Industrialized countries	Countries that have and use many resources
Irrigation	Supplying water to farmland
Natural resources	Air, water, fossil fuels, soil
Nutrients	Vitamins and minerals needed for good health
Pesticides	Chemicals used to kill insects that harm crops
Population	The total number of people who live in a place
Poverty	Lack of money and comforts
Undernourished	Not eating enough food to keep healthy
Yield	Amount of food that plants produce

Appendix 16: Overview of Bloom's Taxonomy of the Cognitive Domain

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIOR
REMEMBER	Requires that student recall or identify information, ideas, and concepts directly from the text or lecture.	List Label Name Define	Students will name three ways to prevent malaria. Students will retell the story.
COMPREHEND	Requires students to understand or interpret information based on text and prior learning.	Explain Summarize Paraphrase Illustrate	Students will summarize the story emphasizing the theme.
APPLY	Requires students to use information and concepts to solve a problem of task.	Use Solve Demonstrate	Students will use the Predict and Infer strategy while reading.
ANALYZE	Requires students to select and connect information – to identify concepts critical to responding to a question or understanding a complex system or situation.	Analyze Categorize Compare Contrast Separate	Students will compare and contrast the settings in two stories.
EVALUATE	Requires a student to assess or critique a text or ideas using standards and/or criteria.	Judge Recommend Justify	Judge the effectiveness of different approaches to controlling HIV/AIDS.
SYNTHESIZE	Requires students to integrate and/or combine ideas to create something that is new to them.	Create Design Invent Develop	Students will develop a plan for connecting the science information with their reading strategies.

Appendix 17: Question Answer Relationships

In the Book QARs	In My Head QARs
<p>RIGHT THERE Answer in the text</p>	<p>AUTHOR & YOU Answer NOT in the text; think about what the author has said and what you know.</p>
<p>THINK & SEARCH Put parts of the text together</p>	<p>ON MY OWN Answer is related to text, but I don't even have to read the story</p>

Refer to general suggestions for facilitating guided practise. Let participants work in grade level or subject area groups to develop implementation activities. Participants should select a text they want learners to read (or one they will read aloud). Have participants mark on the sample text, places where they will stop to model the Questioning technique. Have them mark places where they will stop and call on learners to use the Questioning process to explain their thinking.

Appendix 18: Active Thinking Strategy (Listen-Think-Pair Share)

The Think-Pair-Share strategy developed by L. T. Lyman (McTighe and Lyman, 1992, 74) is an indispensable tool for learners who are processing new information. It can be adapted or expanded in several ways, and is an organisational structure for many other strategies.

Listen-Think-Pair-Share is a common variation:

Listen - to instructions, a lecture, video, presentation, or discussion

Think - individually and make a list, a map, or a diagram

Pair - with a partner, add to the ideas generated individually

Share - responses with the whole group

The Listen-Think-Pair-Share strategy

- Allows for wait time before a response is required
- Provides time for learners to collect their thoughts and to think in private before any sharing begins
- Enables learners to talk their way through to understanding a concept
- Encourages collaboration
- Allows learners who are reluctant to speak out in a large group to discuss their ideas with a partner

McTighe and Lyman (1992) suggest that teachers should teach this strategy explicitly, until learners move efficiently from one stage to another on a cue from the teacher. Cues can be hand signals or graphic cues (e.g. an arrow moved to the next quadrant of a wheel posted on the wall). Teachers can also cue learners to specific activities at each stage. At the Pair stage, for example, learners are cued to reach consensus, or to play the devil's advocate.

Appendix 19: Prior Knowledge Strategy (K-W-L- Plus)

The KWL (Know-Want to Know - Learned) strategy, developed by Donna Ogle (1986), is one of the most widely used strategies to activate prior knowledge. A variation called the KWL Plus (Carr and Ogle, 1987) incorporates mapping and summarization. This strategy has several other variations, and can be used as an introduction to a single lesson or an entire unit.

KWL Plus

Course		Topic	
Know	Want to Know	Learned	
Categories			
Mapping and Summarization			

Purposes:

- To activate prior knowledge
- To provide a focus for learning
- To categorise information
- To map information
- To summarise what has been learned

Steps: Know

- The teacher presents a specific topic for brainstorming
- Through discussion, the teacher and learners generate ideas about the topic, recording them on the chalkboard or the chart
- Learners sort the ideas into categories generated by the teacher and learners

KWL alternative

- Learners could work with a partner to brainstorm ideas, incorporating the Think-Pair-Share strategy

Want to know

- Through class discussion, the teacher attempts to provoke questions, disagreements, or intriguing ideas, and highlight gaps in knowledge
- Learners list questions of their own that they would like to have answered in a reading selection, lesson, or series of lessons

Learned

- As the lesson proceeds, learners write answers in the L column, parallel to their questions in the W column
- Learners check which questions they still need answered

Plus

- At the end of this process, learners build a mind map of the information
- Learners write a summary of the information

Variations - Cooperative KWL

Cooperative KWL is especially useful for young children working in groups. At the beginning of a unit, the topic to be explored can be divided into subtopics. Each group is assigned a subtopic, and follows the steps of the KWL strategy.

Appendix 20: LINK Strategy (List-Inquire-Note-Know)

Link is a brainstorming strategy that assists learners in activating their prior knowledge and provides an opportunity to clarify misconceptions before a study of a new concept begins. It also engages learners in their own learning through having them make and discuss predictions.

Purposes:

- To activate prior knowledge
- To clarify and correct misinformation

Steps:

- The teacher shows a picture, diagram, or key word or term

List:

Working individually, learners list everything that comes to mind

- Working with the whole class, the teacher asks learners to give their responses and lists them on the chalkboard.

Inquire:

- In small groups, learners inquire of each other. They ask for clarification or more information about the points listed. The teacher may also clarify any important misconceptions that could affect the learners' understanding of the concept.

Note:

- Learners note (write, list, draw) everything that they have learned. If learners appear to have a number of misconceptions, the teacher may wish to make another list of learner-suggested points on the chalkboard.

Know:

- Learners read, view, or listen, and then confirm what they know

Appendix 21: Sort and Predict Strategy

Sort and Predict is a categorizing strategy that can be used in conjunction with various other strategies.

Purposes:

- To help learners become familiar with the unit vocabulary
- To help learners see the connection between specific words and larger concepts
- To focus learners' attention on the goals of the unit.

Steps:

- The teacher provides learners with 20-30 key vocabulary words from the lesson
- Working with partners or in small groups, learners predict the meaning of words and sort them into categories. If learners are familiar with categorizing, they could be asked to make one a "unique" category
- A reporter from each pair or group shares categories with the class, and the class compares the categories
- The teacher may make categories on the chalkboard, discussing the placement of each word. A mind map could be used to show the connection between categories
- Learners identify words for which they need more information to be able to categorise them with clarity. Learners could add these words to the "Need to Know" column in the a chart

[Note: In the early grades/standards, the teachers can use pictures for this strategy].

Appendix 22: Collaborative Reading Strategy

The Collaborative Reading strategy allows learners to connect new information to their prior knowledge as they discuss a passage with peers. It can be used with pair or triads.

Purposes:

- To promote text comprehension through relating the content to prior knowledge
- To develop listening skills
- To develop summarising and clarifying skills
- To connect content to learners' prior knowledge

Steps:

- Each partner takes a turn reading aloud
- The first reader stops at a self-chosen point in the text and comments on the reading, connecting it to a personal experience or an idea. The teacher may wish to teach learners how to summarise and clarify and encourage them to summarise and clarify in addition to commenting on the reading. Younger learners may need prompts such as "This reminds me of..."
- The listener then comments on the reading
- The listener begins to read aloud
- The cycle of reading, speaking, and listening continues

Option:

An option for learners who are unable to read at or near grade level is to use triads. Two readers follow the above procedure and the third person acts as a listener throughout, and then comments and summarises after the first two have commented or spoken.

Appendix 23: Reciprocal Reading Strategy

Reciprocal Reading is an interactive strategy that is particularly useful when the subject material is difficult and requires active reading to construct personal meaning. It teaches learners to ask questions that will enhance the skills of inferring and making connections between what the author says and what the learners know. It can be used across the curriculum:

English: Reciprocal Reading is an excellent strategy to use during a novel study or in transactional reading such as editorials.

History: Issue-based articles can be read using this strategy (e.g., an article on overpopulation). Controversial text, such as South African Apartheid, can be studied in this manner.

Mathematics: Reading a problem using Reciprocal Reading can promote understanding in problem solving.

Purposes:

- To provide variety and increase learner interest in the reading material
- To promote long-term improvement of literacy and communication, problem solving, and human relations skills
- To create a "community of learners"

Steps:

- The teacher explains the purpose for using the Reciprocal Reading strategy, and the various types of questions to be taught and modelled

The three general categories of questions are:

- **On the lines** - answers can be found by looking in the text
- **Between the lines** - answers can be found by problem solving, inferring, or using the clues to build connections
- **Beyond the lines or in your head** - answers can be found by thinking of what is known already from experience and putting this knowledge to work
- The teacher and learners silently read the passage of text.
- Learners close their books and a team of three or four volunteers lead a class discussion by posing questions about the reading
- The teacher helps make connections, models good questions, and clarifies and extends thinking
- After reading the next section of text, the roles change, so that the team answers questions posed by classmates
- Reading continues in this manner, with the role of the questioners changing
- When several passages have been analysed, the teacher has learners predict what might follow in the text
- Learners check their predictions after they have finished reading, and the teacher leads a follow-up discussion on what they discovered
- Learners may be given time for written reflection on the effect this strategy has had on their individual thinking and learning
- After several sessions using this strategy, learners can work in groups of three or four, formulating and responding to one another's questions.

Appendix 24: Process Notes Strategy

When using the Process Notes Strategy, learners describe, in writing, the process they went through in solving a problem. These notes help learners to become aware of how they find their way through problems. Modelling the strategy in working through a problem with the whole class helps learners to learn new problem-solving strategies.

Purposes :

- To increase metacognition
- To help learners assess the efficiency of their problem-solving processes
- To help learners expand their repertoire of problem-solving strategies

Steps:

- Immediately after solving a problem, learners write a description of the process they went through to arrive at the answer, (Even if they get stuck and cannot solve the problem, they record their process.)
- Learners share their problem-solving process with a partner or a group
- After sharing, learners add to their process notes, assessing their own strategy
- Examples:

Grade 2 Maths



I like working with pattern blocks

Learners select one option)

I really liked making patterns

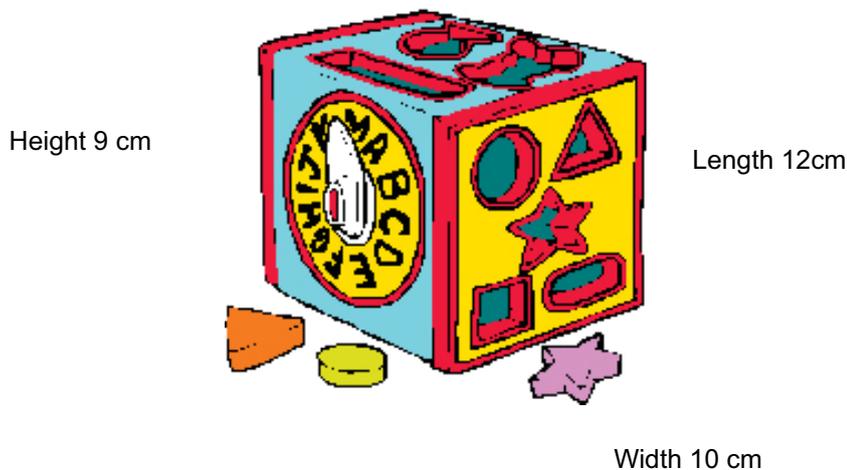
I really liked making patterns

I didn't like _____

This is what I learned about pattern blocks

There is more than one way to make a hexagon. I learned the names of different shapes.

Grade 5 Mathematics - Area



Today the teacher gave us a problem on area. The question was about how much wrapping paper she will need to cover the box. The length of the box is 12 cm. The width of the box is 10 cm and the height of the box is 9 cm. Her wrapping paper comes on a roll of 15 cm wide and has 2000 cm long. For this question I will have to multiply the length times the width and the height of the box in order to determine the area of the box. I will then have to guess if the box can be covered by the single roll of paper

Appendix 25: Make and Take Session - Creating Maths games for the classroom

Directions:

Teachers select games that are aligned with their grade levels) and with concepts they wish to reinforce in the classroom.

In a pair or in a small group, they create the game and then prepare to teach the game to the others in class.

Check some games for this session from www.makingmathmorefun.com. There is free access to the web-site.?

Appendix 26: CLOZE Technique Example

Text a

The Littlest Sea Monster

By Carol Kivo

Horse monster is what the sea horse's scientific name, Hippocampus, means. Its head and neck resemble those of a horse. Its lower body, ending in a tail that can grasp things, seems right out of a book on sea monsters. The truth is that Hippocampus is one of nature's most interesting fishes.

There are about 25 species of sea horses, most living in the warmer seas of the world. Dwarf sea horses are a little more than a centimetre long when fully grown. Some sea horses may grow to more than 30 centimetres.

A sea horse's body has an outer frame made of scales that are very hard. These scales work like the armour that knights wore, to protect the sea horse in much the same way. In the middle of its back the sea horse has a fin, which does most of the work for swimming. By vibrating this fin very rapidly, the sea horse swims so slowly that it appears to glide through the water.

The sea horse can see both where it is going and where it has been at the same time. Each eye moves by itself so that one eye can look forward while the other looks back. This may help the sea horse find every bit of food it can.

A sea horse eats tiny animals such as shrimp and baby crabs, sucking them into its long snout. Like other fishes, it breathes through gills on the side of its head. And sea horses are dark brown but can change colours to match their surroundings.

The sea horse is clever in using its tail to hold many things. Sometimes a brown sea horse holding onto a twig with its tail swaying with the currents looks like a part of the twig itself.

When a male and a female sea horse are ready to breed, they begin elaborate dancing around each other. Then, the female places a thousand or so eggs in the male's brood pouch and swims away. Six weeks later the male opens his pouch and pushes the babies out. The babies hide among rocks and sea grass as they search for food and try not to be eaten themselves. In six months the new horse monsters will be fully grown.

Source: Based on *The Littlest Sea Monster*, a chapter by Carol Kivo from *Making Friends with Killer Whales*

Text b

The Littlest Sea Monster By Carol Kivo

Horse monster is what the sea horse's scientific name, Hippocampus, means. Its head and neck resemble those of a horse. Its lower body, ending in a tail that can grasp things, seems right out of a book on sea monsters. The truth is that Hippocampus is one of nature's most interesting fishes.

There are about 25 _____ of sea horses, most _____ in the warmer seas _____ the world. Dwarf sea _____ are a little more _____ a centimetre long when _____ grown. Some sea horses _____ grow to more than 30 _____.

A sea horse's body has _____ outer frame made of _____ that are very hard. _____ scales work like the _____ that knights wore, to _____ the sea horse in _____ the same way. In _____ middle of its back s _____ sea horse has a _____, which does most of _____ work for swimming. By _____ this fin very rapidly, _____ sea horse swims so _____ that it appears to _____ through the water.

The _____ horse can see both _____ it is going and _____ it has been at _____ same time. Each eye _____ by itself so that _____ eye can look forward _____ the other looks back. This _____ help the sea horse _____ every bit of food it _____.

A sea horse eats _____ animals such as shrimp _____ baby crabs, sucking them _____ its long snout.

Like _____ fishes, it breathes through _____ on the side of its _____. And sea horses are _____ brown but can change _____ to match their surroundings.

The sea horse is _____ in using its tail _____ hold many things. Sometimes _____ brown sea horse holding _____ a twig with its _____ swaying with the currents _____ like a part of the twig itself.

When a male and _____ female sea horse are _____ to breed, they begin _____ dancing around each other. Then, _____ female places a thousand _____ so eggs in the _____ brood pouch and swims _____. Six weeks later the _____ opens his pouch and _____ the babies out. The _____ hide among rocks and _____ grass as they search _____ food and try not _____ be eaten themselves. In six _____ the new horse monsters _____ be fully grown.

Source: Based on *The Littlest Sea Monster*, a chapter by Carol Kivo from *Making Friends with Killer Whales* (Zaner-Bloser Publishers, 1990).

Appendix 27: Modified CLOZE Technique Example

Lions²³

The lion is a big cat that is closely related to the tiger, the leopard, and the jaguar. These four types of cat are the only ones that can roar.

Most lions live on the open plains of Africa, called savannahs. Some also live in Asia, mostly in India. Those lions are called "Asiatic Lions." Asiatic lions used to live throughout Southwest Asia, but now they only live one place in the wild, the Gir forest in India. Although Asiatic lions are different from the lions that live in Africa, the difference is not large.

Even though they have the nickname "King of the Jungle", lions do not actually live in jungles. There are fewer and fewer lions left. Most live in national parks in the African countries of Zambia, Kenya, Botswana, Tanzania and South Africa.

Lions have yellow fur. They grow to a length of about 3 meters and stand about 1.2 meters tall. Male lions are larger than the females (called lionesses), weighing about 250 kg. The lionesses usually weigh about 180 kg and look sleeker. The males are also different than the lionesses because each adult male lion has a ring of brownish fur, called a "mane", around his head.

Lions mostly eat other large mammals like zebra, gazelle, and wild pigs. Lions live and hunt in groups called "prides." The female lions do most of the hunting, the males' main duty being defending the pride.

The lion cubs are raised in prides. Prides are family groups of related female lions, their cubs (both male and female) and an unrelated male who fathers the cubs. The female lions do most of the

hunting, bringing back meat for the pride's cubs, while the male lion defends the pride's territory from other lions. When a younger male lion is fully grown, he usually has to leave the pride, though once in a while they can take over their own pride.

Interesting facts

- The muzzle of a lion is like a fingerprint - no two lions have the same pattern of whiskers.
- Lions say hello by rubbing cheeks.
- The lion is the loudest of the big cats. A male lion's roar can be heard for up to five miles away.
- Lions normally walk 4 km/h, but can run up to 60 km/h. They can also leap distances of up to 12 meters.

Appendix 28: Extended Anticipation Guide for Partners Pairs or Small Groups

Instructions (before): Take turns reading each statement in Part 1) in Pairs. If you believe the statement is true, put a checkmark icon in the "Agree" column. If you believe it is false, checkmark in the "Disagree" column. Be ready to explain your answer to each other and to the class.

Agree	Disagree	
_____	_____	1. Bananas are berries.
_____	_____	2. Bananas grow on trees.
_____	_____	3. Bananas are the second most important commercial fruit sold in the United States.
_____	_____	4. In addition to being an excellent source of potassium, vitamins A and C, and quick energy, bananas are a major source of protein.
_____	_____	5. The banana is at its best eating condition when The bright yellow peeling is flecked with brown specks.
_____	_____	6. More bananas come from Ecuador than any other country.
_____	_____	7. The botanical name for banana, <i>Musa Sapiantum</i> , derives from the legend that sages in India sat under banana trees during times of meditation.

The Truth About Bananas

Scientific Name

Family:

Genus: Musa

Species: Musa acuminata
(common banana)

Musa paradisiaca
(plantain banana)

Food Value

Water: 75.7%

Protein: 1.1 g

Fat: 0.2 g 0.2 g

Carbohydrates: 22.2 g

Food Energy

Musaceae Approximately 1 calorie per gram

Vitamin A: 190 IU

Thiamine (B1):

Ribofavin (B2): 0.06 mg

Phosphorous: 26 mg

Potassium :370 mg

Vitamin C: 10 mg

Niacin 0.7 mg

Calcium: 8 mg

Iron: 0.7 mg

Sodium: 1 mg

Which of these statements could be true?

Pound for pound, bananas are the most widely sold fruit

Bananas are highly nutritious and easily digestible.

- The banana is a berry.
- Bananas do not grow on trees but on large herbs or banana palm because they do not have woody trunk like a tree



The Banana Plant

You may be surprised to learn that bananas are berries! A berry is a simple fruit having a skin surrounding one or more seeds in a fleshy pulp. Botanists classify grapes, tomatoes, currants, and bananas as berries.

Bananas grow on a tropical plant that is not a tree; it has no trunk. Bananas are gigantic herbs that spring from underground stems. What appears to be the trunk is a false stem formed by tightly wrapped leaf sheaths that grows to a height of three or more meters. From the top, 10-20 large oblong to elliptical-shaped leaves fan out. It takes 5-18 months to grow the one stalk of bananas it bears. Bananas on the stalk point upward. After harvesting, the plant is cut down and the underground rootstock produces new shoots for the next plant.

History of Bananas

It is generally agreed that the banana originated in Malaysia and the East Indies. It is frequently referred to in ancient Hindu, Chinese, Greek, and Roman literature and in sacred texts of Oriental cultures. It is said that the armies of Alexander the Great fighting in India were the first Europeans to learn about bananas. Theophrastus, in a book written in the 4th century B.C. and considered to be the first scientific botanical work known described the banana. The Arabs introduced bananas to the Near East and Mediterranean. They came to the Caribbean Islands and

Mexico shortly after Columbus' voyages. It is interesting to note that the Polynesians introduced bananas throughout the Pacific region during their migration.

The name of one species, *Musa sapientum*, means "fruit of the wise men." This name derives from the legend that sages in India sat under banana plants during times of meditation. Today wise men, women, boys and girls eat bananas because they are such an excellent and nutritious food.

Sources of Supply

In the Western Hemisphere In Asia:

Ecuador (largest exporter)

Honduras (chief export)

Panama (chief export)

Costa Rica

Guatemala

Mexico

Dominican Republic

Brazil

Columbia

Taiwan

In Africa:

Canary Islands

Ethiopia

Cameroon

Guinea

Nigeria

The Banana as Food

Pound for pound, bananas are the most widely sold fruit in the United States. In some countries they can be the most important of all commercial fruits, close to the combined production of all citrus fruits.

Bananas are an excellent food source of potassium, vitamins A & C, and quick energy. They are low in protein and fat. They are an excellent between-meal snack and one of the most easily digested and nutritious natural foods. A medium-size banana has about 125-130 calories, or about one calorie per gram. Bananas are recommended for low-fat, low-sodium diets.

Bananas come with their own wrapping, ready to go into lunch bags. They are tasty sliced on breakfast cereals, in fruit salads, and gelatin desserts. Bananas are used in the preparation of flavouring. Vacuum dehydration yields banana crystals, a light-brown powder used in ice cream, bakery products and milk-based beverages.

"Tree-ripened" would not make good advertising for bananas. If allowed to ripen on the plant they are starchy, mealy, or rotten and therefore inedible. They are sent to market green and are ripened in air-tight rooms with controlled humidity and temperature.

These conditions permit nearly all of the starch to be converted into sugar for good taste.

The banana is at its best eating condition when the bright yellow peeling is flecked with brown specks, known as "sugar specks." Look for plump, well-filled fruit.

A plantain is a cooking variety of banana that is larger than our common banana. It is a staple food in the tropics. Plantains are starchy when green and take the place of potatoes. Plantain chips are the Latin-American equivalent of potato chips!

Appendix 29: Anticipation Guide Examples

What is a Bribe?

Moso Magazine Term 2, 2008 - Botswana

Source: Directorate on Corruption and Economic Crime (DCEC)

A bribe is any payment in cash or kind, which is given or received corruptly. The legal definition is "valuable consideration". It includes a gift, benefit, loan, fee, reward or commission, employment or contract, payment, service, assistance, protection, any materials gain, concession, advantage, or gift other than casual gift.

What Makes People Corrupt?

People become corrupt because of:

- Extreme poverty and opportunity. A person cannot be corrupt unless there is a chance to be so;
- Poor leadership especially by leaders, senior civil servants and top businessmen; Greed and dishonesty. Even rich people can become corrupt;
- Lack of ethical standards or codes of conduct that prompt people to act with integrity;

- A belief that they will not be caught and that even if caught, punishment will be light;
- Competition for insufficient goods and services.

What Promotes Corruption?

Opportunities for corruption in business will exist:

- If rules and regulations are outdated or cannot be reinforced because of insufficient manpower;
- If policies are unclear and outdated which makes employees interpret them as they like;
- If there are excessive instructions which allow staff to make decisions, for which they are not equipped, thus causing delays that contribute to corruption;
- If there is insufficient supervision which allows laid down policies to be flouted;
- If there is insufficient publicity on codes of conduct within institutions, which makes staff, claim they have no knowledge of policies.

How HIV/Aids is Transmitted

Mozo Magazine, Term 2, 2009

Source: Ministry of Health, Botswana

HIV is spread by sexual contact with an infected person, by sharing needles and/or syringes (primarily for drug injection) with someone who is infected, or, less commonly (and now very rarely in countries where blood is screened for HIV antibodies), through transfusions- of infected blood or blood clotting factors. Babies born to HIV-infected women may become infected before or during birth or through breast-feeding after birth.

In the health care setting, workers have been infected with HIV after being stuck with needles containing HIV-infected blood or, less frequently, after infected blood gets into a worker's open cut or a mucous membrane (for example, the eyes or inside of the nose).

Some people fear that HIV might be transmitted through other routes (such as through air, water, or insects), the pattern of reported AIDS cases would be much different from what has been observed. For example, if mosquitoes could transmit HIV infection, many more young children and adolescents would have been diagnosed with AIDS.

All reported cases suggesting new or potentially unknown routes of transmission are thoroughly investigated by state and local health departments with the assistance, guidance, and laboratory support from CDC. No additional routes of transmission have been recorded, despite a national sentinel system designed to detect just such an occurrence.

Anticipation Guide 1

Course _____ Unit _____

Statements	Your Response
	Initial: After: Why:

Anticipation Guide 2
 Course English Language Arts Unit Racism

Statements	Your Response
Racists are usually poor and uneducated.	Initial: I think that most racist people are poor and uneducated. After: Now I disagree. Why: In our reading we've seen examples of wealthy and poor, and educated and uneducated racists.
Racism has a long-lasting effect on people.	Initial: Yes, I agree with this. After: I still agree. Why: Racism changes people. They act in certain ways for years because of racist treatment. Racism hurts.

Prediction Chart 1 - Grade 2 Example

Little Mouse Dances

Prediction

I predict that a little mouse will forget to dust, then his house will get very messy. I predict that he loses his paper bow.

What happened

Little mouse thought she should dance in the night and run and scrub in the morning.

Novel: Stone Fox - Grade 5

Prediction Chart 2

Chapter	I Predict	What Happened
Chapter 1-3	will predict that it will Take place in a forest. I predict the problem will be the boy is poor. I predict the Man's dog is stone fox.	The man's dog was search light. It takes place in Wyoming. The grandfather got sick and does not want to live.
Chapter 4-6	I think grandfather is going to die. I predict there will be a man called Stone Fox.	Grandfather did not die. There is a man named Stone Fox. A person came to collect taxes.

Appendix 30: Examples of a Teacher Group Meeting from the ATLAS Pilot in Zambia

The TGM is meant to be a time for teacher leaders to facilitate sessions whereby colleagues can share, discuss and solve classroom-related problems. The goal is to help teachers develop, plan, and improve on their teaching and learning in the classroom. The coach - mentor should model what a TGM could look like.

Example of a TGM from a School Positive Statement:

There is evidence of implementation of strategies acquired in the first training.

Focused statement (for Primary): I noted that there were very large classes in grades 1 & 2 (80-100 learners). It appears to be a challenge to "sustain" the learners' attention when there are so many learners in the class. Those in the back are sometimes lost or distracted. If they are up at the front on the floor beside you, the group gets too big for focus and they all can't see you. Some learners can't get to the front to demonstrate -not all can sit on the floor- so they are not in your visual periphery. It is a challenge because of lack of resources and space for everyone to participate.

Invitation to reflect: It appears that sustaining attention/motivation is a challenge for teachers who have large classes. Can you reflect on your lessons today or at other times when you felt you did not have all the learners with you in the lesson? What happened? What did you do? (Draw out teacher's use of movement to refocus).

Teach strategies to refocus attention: Let us revisit the stages of lessons—

Before stage focuses direction of lesson

- Purpose of energiser
- Activate prior knowledge
- Provide experiences

During stage of lesson

- Teacher models
- Teacher provides guided practice **this is where we often lose learners in large classes
- Teacher differentiates instruction

After stage of the lesson

- Learner demonstration of learning

There are many factors that enhance or distract attention:

- Class routines I-D-C
- Type of activity- and when it is used
- Match between level of understanding and the level of the lesson

The teacher must monitor learners/lessons and adapt and adjust

Discussion/questions/clarification

Check for understanding: I want you to think of the next lesson. What could you do in regards to learner motivation that would provide balance in your lesson?

Invitation to reflect: So, in keeping focus on the learner's peak attention at all times- keep track of when you are losing focus, think of the antecedent to that behaviour- think of ways to change/monitor your teaching.

Example from Another School

Positive statement: I noted that there was excellent implementation of strategies learned in the first training workshop.

Focused statement: I noticed that the physical environment of the classroom poses challenges for you to engage learners in multiple ways. (It was mostly teacher-led). You have 70-100 learners/few books/few desks/and needed to make use of the floor/learners don't have the needed materials.

Invitation to reflect: Beyond the use of ELR/Think/Pair/Share, I want to talk about the different ways we can ensure that all learners are engaged and on task throughout the lesson.

How I came to this observation is that a prevailing theme that is coming out of my observations is that the teachers are doing a lot of the work- most of it being oral- use of the chalkboard. Can you suggest ways that you have used to ensure that there are a variety of strategies to acquiring new knowledge/skills in the I-D-C phases of the lesson? Discuss one observed lesson and invitation to others.

Teach: I will use the example of the lesson focus on Vocabulary/Comprehension- review what took place

Before:

- Brainstorm words on the board (keep target vocabulary in mind)
- Have learners think/write down words known and their meaning-share 1-1 or in a group
- Survey text to see if there are unknown words-write them down (check and put meaning thereafter) o Use anticipation guide using vocabulary True/False statements

After:

- Complete the anticipation guide
- Have them write (retell) a paragraph using target vocabulary
- Have learners develop questions in pairs-make it a competition

This ensures that all modalities are used- visual, auditory and tactile

Check for understanding: I want you to think of the next lesson. What could you do in regards to learner engagement that would provide balance on all modalities?

Reflective question: So, in keeping in focus on the notion of the kinds of learners- try to keep track of the ways your lesson could/was adapted to accommodate and engage learners.

Appendix 31: Additional Texts

Laughing Hyenas- But their lives are no joke

Spotted hyenas often have a bad reputation for being smelly cowards that giggle a lot. They're actually highly intelligent housekeepers of the bush, with the females firmly in charge of daily life.

It's believed hyenas originated about 26 million years ago and 15 million years ago there were about 30 different species. Today just four species remain in the family: spotted, brown and striped hyenas and the aardwolf. While hyenas may appear related to dogs, they are actually most closely related to meerkats and mongooses and occur throughout much of Africa, Arabia and India.

Renowned carnivore specialist Dr Gus Mills says hyenas are his favourite animal. "They are the most fascinating and interesting animals and because few people like them, I promote them all I can. Brown hyenas are very good looking and spotted hyenas are highly intelligent. They are fascinating animals and extremely important in the ecosystem. Hyenas are also highly efficient hunters with extremely evolved social systems. Did you know that hyenas have a female dominated society, where the lowest ranking female still has higher status than the highest ranking male?"

Spotted hyenas are also called laughing hyenas but the societies in which they live are no joke. Hyena societies are more complex than those of most carnivores, and they live across diverse habitats from savanna to forest edges. Their clans of up to 80 members are led by the alpha female or matriarch and females all carry high society status in hyena life.

Females follow the matriarch in status, followed by pups and lastly hyena males. Hyena females not only dominate males in the clan, but also outweigh them at up to 70 kg. While females remain with their natal clan, males leave the pack at about two years of age. Only females tend to the pups.

Hyenas rarely accept strangers into their clan, and if they do these individuals are bottom ranking in status. However, females do breed with males from different clans to ensure genetic diversity- and the females always choose whom they will mate with. They will usually pick a patient, docile male to father their pups, because he needs to be- courtship can last up to a year.

Clans are permanent groupings and their lives revolve around the communal den, which is usually at the centre of their territory and on higher ground. Only the pups live in the den, which has a single entrance and a series of underground tunnels for them to hide in.

DID YOU KNOW?

- In ancient Egypt hyenas were domesticated and fattened to be eaten as a delicacy.
- Hyenas protect the Ethiopian town of Harar, where select locals or hyena men feed them, not by hand but by the hyenas taking meat out of the men's mouths.
- The Maasai of Kenya and Tanzania leave their dead to be consumed by hyenas.

Born with their eyes open and sharp little teeth after four months' gestation, hyena pups are cared for by a babysitter while the mother goes out to hunt for food. The mother's milk is so rich that pups - usually two- can be left unfed for many days, and by the time they are five months old they are already eating meat to supplement their high protein high fat milk diet. At just a year old they are already following mum on the hunt, learning the tricks of a smart kill.

Most people perceive hyenas as scavengers -and while they have no aversion to carrion and so keep the bush clear of decaying flesh and resultant disease- they are firstly hunters that prefer fresh meat. Dr Mills says that hyenas actually scavenge better than lions and hunt just as well.

There's clear strategy when they hunt and hyenas will pick out weaker and sick animals first, so ensuring the survival of the fittest among their prey. Their intelligence is also demonstrated by dragging prey out of sight of other predators and vultures, so they can enjoy it in peace. The main enemies of hyenas are other predators and man, and they can live happily in the wild for up to 12 years- or double that in captivity.

HYENA SPEAK

- Straight tail indicates attack mode.
- The tail held high over the body shows excitement.
- Tail between their legs indicates fear.
- There are also 11 different hyena vocalizations that include grunts, growls, yells, squeals, whoops, lows, groans and giggles. These calls indicate everything from greetings and impatience to alarm and aggression.
- Giggles mean fear, not happiness.

Not only do hyenas have extremely strong jaws and bone-crushing teeth- though not the strongest jaws in the animal kingdom- they also have unusually powerful digestive systems that can literally digest an entire prey animal, including teeth, bones and horns. Only hair and hooves are regurgitated. Unlike African wild dogs, hyenas do not regurgitate food for their young.

With longer front than back legs, strong muscular necks and large hearts, hyenas are built for endurance and run for up to three kilometres without tiring. They are also good swimmers and can even hold their breath under water.

The myth about hyenas being hermaphrodites with both male and female sex organs is just that- a myth, started by the ancient Greeks. And they can't change their seat at will either.

What is difficult, though, is to tell male and female hyenas apart in the wild, as both appear to have the male-like genitals. This may be in order for females to appear stronger and able to defend their young.

Interestingly, hyenas are actually neat and tidy and use communal latrines far from their dens. These can easily be spotted in the bush because their litter is white from eating and digesting bones. All species also excrete a yellow oily substance from their anal glands that serves as a territorial scent-marking substance to clearly define their territory to other species. Intruders are promptly chased out.

Dr Mills suspects that people don't like spotted hyenas particularly because they are attracted to human habitation and make extremely human-like sounds. "The giggle and cackle of hyenas sounds just like witches cackling, which I think has caused superstition amongst the indigenous people of Africa. Many attitudes about wild animals are picked up from local people and perpetuated."

The shrill laughter of spotted hyenas -which can be heard up to five kilometres away- has some African cultures believing hyenas can imitate humans and call them by name. They are also associated with demons and witches, and folklore suggests witches sometimes ride hyenas and can even transform into them.

What is for sure is that if you're in the wild and hear hysterical laughter resonating across the African night, it's more than likely a spotted hyena laughing out loud. Listen carefully to the language of the bush and the conversation of the night. Important stories are being told.

Appendix 32: Additional Tools

Quick Text Level Check-In

Student: _____ Text: _____			
Date: _____ Teacher: _____ Grade: _____ Level of text: _____			
Part 1: Oral Reading Accuracy: 100 words sampled from page: _____			
Tally errors: (Note: self-corrections do not count as errors). Patterns observed:			
Check accuracy level below:			
11 or more (<90%) (frustration)	8-10 (90-92%) (marginal instructional)	6-7 (93-94%) (instructional)	0-5 (95-100%) (independent)
Check fluency level:			
1. Mostly Word - By Word Reading	2. Some phrases (2 or 3 words that make sense together) read together	3. Mostly read in phras- es (two or three words that make sense together)	4. Smooth, meaningful reading, with phrasing and emphasis that makes sense and generally shows understanding
Part 2: Evidence of Surface Comprehension: Ask the student to read the next section of text silently, saying "when you are finished, I will ask you to tell me about the party you read..." (After reading, say: "Now, tell me about the party you just read.")		What the student said:	
Limited Comprehension	Some Comprehension	Acceptable Comprehen- sion	Excellent comprehension
Summary Comments:		Overall Evaluation: <ul style="list-style-type: none"> • Easy • OK • Marginal • Too hard 	

Teacher Observation/Monitoring Form

% Age Score

Part A: General Information

School _____ Emis No. _____

Status _____ District _____

Name of Teacher _____ Sex _____ TS No. _____

Date of Birth _____ Date of first Appointment _____

Date reported to present school _____

Qualifications (Academic/Profession) _____

Confirmation in appointment _____

Monitoring Objective

Subject _____ Grade _____

Lesson Observed _____

Date of Monitoring _____

Enrolment as per register: Boys _____ Girls _____ Total _____

Number of pupils present on day of monitoring _____

S/N	Nature of Children	Boys	Girls	Total
1	Number of ordinary children			
2	Number of children with SEN			

Comment:

Part B Lesson Presentation

Personal Presentation

S/N		Unacceptable (0)	Fair (1)	Good (2)	Very Good (3)
1	Appearance				
2	Voice projection/Sign language				

Comment

Lesson Progression

S/N		0	1	2	3
1	Was the teacher fully prepared for the lesson?				
2	Were the lesson objectives clearly stated in the lesson plan?				
3	Were the lesson objectives communicated to the learners?				
4	Did the lesson start with revision/introduction?				
5	Were the teaching steps followed appropriately?				
6	Was the lesson learner-centered?				
7	Was the methodology used appropriate?				
8	Did the teacher give a written exercise to the learners?				
9	Did the teacher evaluate what the learners had learnt?				
10	Total				

Comment

Working Documents

S/N		0	1	2	3
1	Were the following documents available and upto date?				
	•Syllabus				
	•Schemes and records of work				
	•Weekly forecasts/records of work				
	•Lesson plan				
	•Time table				
	•Pupils progress record				
2	Total				

Teaching Resources

S/N		0	1	2	3
1	Were teaching/learning aids used apart from black board?				
2	Were teaching//learning aids applicable/appropriate?				
3	Were teaching/learning aids well managed?				
10	Total				

Comment

Pupil's Participation

S/N		0	1	2	3
1	Did the whole class participate fully in the lesson?				
2	Did the teacher use pair/group work in the lesson?				
3	Did the learners interact among themselves during the lesson?				
4	Was pupil-teacher relationship friendly?				
5	Were the learners given written work at the end of the lesson?				
6	Does the teacher give homework to the learners?				
7					

Comment

Attention of individuals

S/N		0	1	2	3
1	Did the teacher attend to individual people?				
2	Did the teacher give remedial teaching to slow learners?				
3	Did the teacher identify children with SEN?				
4	Was pupil-teacher relationship friendly?				

Comment

Knowledge of subject matter

S/N		0	1	2	3
1	Did the teacher display knowledge of subject matter?				
2	Was the teacher confident of him/herself when teaching?				
3	Was the teacher active and alive?				
4	Total				

Comment

S/N		0	1	2	3
1	Did the teacher attend to individual people?				
2	Did the teacher give remedial teaching to slow learners?				
3	Did the teacher identify children with SEN?				
4	Was pupil-teacher relationship friendly?				

Comment

Other Factors

S/N		0	1	2	3
1	Did the teacher manage the black board well?				
2	Do the classroom walls have instructional posters on them?				
3	Does the teacher mark pupil's books?				
4	Was the teaching motivating?				
5	Was the classroom clean?				
6	Was the reimprovisation of teaching/learning materials?				
7	Total				

Comment

*Note- Total score possible is 126

TOTAL SCORE

Recommendations

11 General Comments

Certification

Name of teacher _____ Ts No _____

Signature _____ Date _____

Name of Supervisor _____ Ts No _____

Signature _____ Date _____

Name of Standards Officer _____ Date _____

Signature _____ Date _____

Scale

School Date Stamp

1-30= Unacceptable

40-69= Satisfactory

70-111= Good

112-124= Very Good

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