

Four-Year B.Ed. Course Manual

Children's Literature

















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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

Course Manual

A. Course Information

Title Page

i. The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

| ii. Cou | ırse Details | | | | | | |
|--|--|--------------|------|---------------|-----------------------------|---|--|
| Course | Early Grade Children's Literature | | | | | | |
| name | | | | | | | |
| Pre- | Teaching Early Grade reading and writing | | | | | | |
| requisite | | | | | | | |
| Course | 300 | Course | | Credit | 3 | | |
| Level | | Code | | Value | | | |
| Table of con | tents | | | | | | |
| | | | | | | | |
| | al for the Subject o | | | | | | |
| Children'slite | erature play a vital | role in help | ing | children de | velop their language and | have love for books and reading. As a | |
| | 0 | | | | • | Is to teach children's literature and develop | |
| | | e booksto in | npr | ove childrer | n's language acquisition a | and love for books. | |
| | Irse Description | | | | | | |
| This course a | aims to introduce s | student teac | her | s to childrer | n's literature and how to | promote it in the early grade classroom. It | |
| | | | | - | | lue and scope of children's literature, and | |
| how to enga | ge parents in the o | developmen | t of | their childr | en's interest in literature | at the Early Grade level. The course equips | |
| | | | - | | • | erature to children at the early grade level | |
| • | | | | | | ssues in teaching and learning children | |
| | - | | | | | s to address the diverse needs and interests | |
| , 0 | 0 | | | | • | f technology in lesson to help student | |
| | • | • | | | • • • • | s student teachers with the skill to develop | |
| •• | | 0 | | | | s for school visits for student teachers to | |
| | | | | | | classroom and do co-teaching with | |
| - | | | | | | se. The course delivery mode includes | |
| | 0, 1 | | | | 0,0 1, | ial work, self-study, school | |
| | | | | | | nto consideration. The mode of assessing | |
| | | | | - | | entations, practical work, group work, | |
| | - | | | | | owing NTS and NTECF requirements: NTS | |
| | 1a, c, 2 b, d, and 3a, e, h, j, k, NTECF bullets 5, 6, 8, 10 (p. 25). | | | | | | |
| | contextual factor | | | | | | |
| • | | 0 0 | | | • | ational system. Language teachers consider | |
| | • | - | | | | id to teaching the basics of reading to the | |
| | | | | • | | elongs to learners at the advanced level in | |
| education (JHS and SHS). Children's literature develops in children love and passion for reading, develop cognitive skills and | | | | | | | |
| nurtures growth and development of children's personality and social skills but these values are lost because we do not teach | | | | | | | |
| our children literature. This is so because teachers are not trained to teach children's literature at the early grade level. In | | | | | | | |
| | addition, there are not enough children's literature materials in schools. In the Ghanaian educational system, literature is | | | | | | |
| | seen as a course for advanced learners so no mention is made in the early grade curriculum. In a nutshell, children's literature | | | | | | |
| | is neglected in schools. There is therefore the need to train teachers who can develop children's literature materials for children and teach it effectively in the early grade classroom to lay the foundation for reading in later life. | | | | | | |
| | | | | | | | |
| 4. Cor | | | | | ues, including equity an | d inclusion | |
| | Critical think | | len | 1 solving | | | |
| Collaboration | | | | | | | |
| | Communicat | ion | | | | | |
| | Observation | and Enquiry | ski | lls | | | |

- Digital literacy
- Cultural diversity and inclusion
- Creative thinking

| 5. Course Learning Outcomes | 6. Learning Indicators |
|--|---|
| 1. Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children's | 1.1 Define children's literature, its characteristic and scope. |
| literature and misconceptions (NTS 1a) | 1.2 State and Discuss the values of children's literatures |
| | 1.3 Identify misconceptions of teaching literature at the early grade and address them |
| 2. Exhibit knowledge, understanding and skills involved in their roles as teachers in teaching children's literature and | 2.1 Indicate the role teachers can play in the development of children's literature at the early grade level |
| the roles parents can play in developing children's interest in literature (NTS 1a, e) (NTS 1a, e) | 2.2 Identify and discuss therole parents can play in the development of their children love and appreciation for literature |
| 3. Reflect on theneed to develop children's love and appreciation for literature and how to address such | 3.1 State and discussways of developing children's literature at the early grade level. |
| challenges (NTS1a) | 3.2 Identify and address the challenges to developing children's love and appreciation for literature at the early grade level. |
| 4. Demonstrate knowledge of differentiated ways of assessing diverse children's literature skills at the early | 4.1 Identify and discuss ways of assessing children's literature skills development |
| grade level. (NTS 3k, NTECF bullet 6, p. 25) | 4.2 Discuss the challenges of assessing the development of children's literature skills at the early grade level and how to address the challenges. |
| 5. Prepare appropriate teaching-learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25) | 5.1 Prepare appropriate materials that address the diverse needs and interests of early grade learners to enhance their love and appreciation for literature 5.2 Identify the nature of children's literature materials 5.3 Discuss the tools that can be used in developing children's literature materials 5.3 Identify and discuss factors the influence the preparation of |
| | 5.5 Identify and discuss factors the infidence the preparation of children's literature materials. 5.4 Use appropriate children's literature learning materials to improve all learners' understanding of literature at the early grade level. |
| 6. Develop early grade supplementary reading materials to enhance the teaching and learning of literature at the early grade level and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25) | 6.1 Define the concept of supplementary reading materials 6.2 Identify and discuss the characteristics and types of early grade supplementary reading materials. 6.3 Discuss the importance/values of early grade supplementary reading materials. |
| | 6.4 Discuss the various themes in both fiction and non-fiction supplementary books for early grade learners 6.5 Identify and discuss factors to consider when selecting an early grade supplementary material/book. 6.6 Prepare appropriate supplementary literature materials for |
| | early grade learners that are underpinned by gender, inclusive, interest, ethnic and linguistics issues.6.7 Review supplementary literature/reading materials and select appropriate ones to benefit the diverse needs of learners. |
| | 6.8 Do action research on the readability of existing literature materials at the early grade level |
| 7. Plan and co-teach literature lesson at the early grade level that caters for the diverse needs and interests of learners (NTS 2d, 3a, e, h, i, l, m, NTECF bullet 5 ,p.25) | 7.1 Plan an appropriate early grade literature lesson bearing in mind the age, specific needs and interest of learners. 7.2. Co-teach a literature lesson using the lesson plan designed to reach all manner of learners to address their literature needs and interests. |

| | ourse Content | | |
|------|---|--|--|
| Unit | Торіс | Sub-topic if any) | Teaching and learning activity to achieve the learning outcomes |
| 1 | Introduction to Children's Literature | 1.1 Children's Literature 1.1.1. Definition 1.1.2. Characteristics of children's Literature 1.1.3 Scope of children's literature 1.1.4 Misconceptions about literature | Discussion (student teachers discuss in groups the nature, characteristics, and scope of children's literature and present their findings orally to class) Problem solving (student teachers are put in groups and asked to brainstorm on the misconception people and themselves have about literature and how to address such |
| | | | misconceptions and do class presentation on their findings) |
| | | 1.1.4 Values of Children's literature | Think-pair-share (Student teachers work individually on the values of children's literature in literacy development, share with partners and later present to class orally) |
| 2 | Teaching children's literature | 2.1. Role of teacher in teaching children's literature to develop their love and appreciation. | Discussion (students are put in groups to discuss the role teachers can play in teaching children's literature to develop the literacy skills of learners and present their findings to class for further discussions) |
| L | | 2.2.Role of parents in developing children's love for literature 2. 3. Misconceptions about children's literature | 2. Film/Documentary (students are shown videos of parents helping their children in to develop literature skills. Student teachers then break into groups to discuss the video and identify specific roles parents can play to help their children develop love and appreciation for literature. Student teachers discuss their findings with class) |
| | | Interature | 3. Brainstorming (student teachers are put in groups and asked to brainstorm on the misconception people and themselves have about literature and how to address such misconceptions and do class presentation on their findings) |
| 3 | Issues in teaching Children's literature | 3.1Challenges of developing children's interest, love and appreciation of literature | Seminar/presentation (students are tasked in groups to research on the various challenges of developing children's love and interest for literature and present to class for discussion) |
| | | 3.2. Ways to address challenges of children's literature | Discussions (teacher leads students teachers through leading and probing questions to find ways of addressing the challenges of developing literature among early graders) Debate (In groups, students teachers debate the pros and cons of children's literature in literacy development) |
| 4 | Assessing children's literature skills | 4.1. Importance of assessing children's literature skills 4.2. Tools for assessing children's literature skills 4.3 Challenges of assessing children's literature skills | 1.Lecture/Discussion (teachers introduces the topic and breaks students into groups with each group assigned an assessment tool to research on how it is used in assessing children's literature skills development, challenges faced in using the assessment tool and how to address the challenges and present to class) |

| | | 4.4 Addressing challenges of assessing children's literature skills | 2. School observation and enquiry (students teachers visit schools to find out how the discussed assessment tools are used by teachers, the challenges they face using such assessment tools and how they address the challenges and compare with their class discussion). |
|---|---|--|--|
| 5 | Early Grade Children's literature materials | 5.1.Preparing early grade children's materials for literature teaching | Discussion/brainstorming (teacher introduces the topic and leads discussion on preparing children's literature materials using thought- provoking questions and provide constructive feedback). |
| | | 5.2 Factors to consider in preparing and selecting children's literature books | Think-pair-share (student teachers work individually to find out the factors to be considered when designing or selecting children's literature books). |
| | | | 3. Concept mapping (students teachers are put into groups to make a concept map of the challenges to developing children's literature materials and how to address the challenges and later present to class) |
| | | | School observation (students visit partners schools to acquaint themselves with children's literature materials available and how they are used by teachers) |
| 6 | Developing supplementary early Grade literature materials | 6. 1. Definition, characteristics and types of children's reading books 6.2 Values/importance of | 1. Teacher Presentation (Teacher presents to students the characteristics of children's reading books, common themes in children's books, and reasons for developing supplementary reading materials. This is |
| | | children's reading books 6. 3 Common themes/genres in children's reading non-fiction books 6.4 factors to consider when selecting early grade supplementary reading materials. 6.5 Gender and cultural | followed by class discussion) 2. Group research and presentation (student teachers make research using books and online information to identify the need for inclusivity in children's books, gender and cultural sensitivity and the importance of illustrations and colour in children's books. Student teachers present their findings to class for discussion). |
| | | sensitivity in children's reading books 6.6 Inclusivity in children's books | 3. Book review (Student teachers review existing early grade supplementary readers in the schools to identify their suitability using criteria learned in class and how they address the issues of inclusivity, equity and gender. |
| | | 6.7 Illustrations, colour etc. in children's reading books. | Action Research (student teachers do a readability test on Upper Primary literature books available and write report on it. |
| 7 | Teaching children's literature | 7.1 Preparing lesson plan for teaching literature to children (KG-P3) | 1. Individual Work (student teachers prepare a lesson plan to teach literature to learners using children's appropriate literature book. |
| | | 7.2 Teaching children literature using lesson plan designed. | 2. Peer Review (Student teachers critique lesson presented and offer constructive suggestions for improvement) |

| 2. Teaching and Learning Strategies |
|--|
| This course will be taught in a one 3-hour session each week. |
| Group work |
| Demonstrations |
| Think, pair and share |
| School visits |
| Discussion |
| Concept mapping |
| Individual work and presentation |
| Teacher modelling |
| Brainstorming |
| Questioning Seminar |
| Peer Review |
| Debates |
| • Debates |
| 3. Course Assessment Components |
| |
| Component 1: SUBJECT PORTFOLIO (30% Overall) |
| Selected items of student's work (3 of them 10% each - 30%) Nid suprature 20% |
| Mid-semester - 20% Reflective Journal– 40% |
| |
| Organization of the subject portfolio -10% |
| Notes: |
| The selected works of students include |
| - Presentation(One group presentation on developing supplementary reading materials for early grade learners to |
| improve their literature skills. The presentation should deal with the common themes/genres (fiction/non-fiction), |
| gender issues, cultural issues, inclusivity, illustrations and use of colour (LO 6 – NTS 3j). |
| - Quiz - Student teachers take one quiz on introduction to children's literature – definition, characteristics, scope, |
| misconceptions, and values. It also includes the role of teachers, role of parents and misconceptions about children's |
| literature (LO 1, 2,3 – NTS 1 a, e) |
| TIM to support children's literature teaching (Student teachers prepare on appropriate TIM they would use for a |
| - TLM to support children's literature teaching (Student teachers prepare an appropriate TLM they would use for a given topic and make a write up on how it is prepared and word) (LO 5 – NTS 3) |
| given topic and make a write-up on how it is prepared and used). (LO 5 – NTS 3j) |
| • The mid-semester will be areflective paper (400 words) on what student teachers have learned in the six previous |
| lessons and how they have helped shape their skills in teaching early grade children's literature as professional |
| teachers) (LO 1, 2. 3, $4 - NTS 1$ a, e, 3k), |
| |
| • The Reflective Journal will include writing a600-word reflective report on challenges of the various strategies for |
| assessing children's literature at the early grade level and how to address the challenges. Indicate how it has helped |
| in developing your professional career as a language teacher. Let student teachers put it in their portfolio for |
| assessment (LO 4 – 3k) |
| |
| Assesses Learning Outcomes: Learning Outcomes to be measured 1,2, 3, 4, 5, 6 and 7 |
| NTS 1a, 2d, 3a, e, g, j, k, l, targeted are |
| |
| 1a. Critically and collectively reflects to improve teaching and learning. |
| 1e Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and |
| wider public as part of a community 2d. At pro-primary and primary the teacher knows the surriculum for the years appropriate to multiarade classes; has good |
| 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good |
| knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian |
| language as a medium of instruction. |
| 3a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. |
| <i>3e. Employs a variety of instructional strategies that encourages student participation and critical thinking.</i> |
| <i>3g. Employs a valiety of instructional strategies that encourages statent participation and entitial timking.</i> |
| <i>3j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.</i> |

3k. Integrates a variety of assessment modes into teaching to support learning. 3l. Listens to learners and gives constructive feedback.

Component 2: SUBJECT PROJECT (30%)

- Introduction, a clear statement of aims and purpose of the project 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project 20
- Substantive or main section 40%
- Conclusion 30%

Note:

• Writing of children's literature book (Student teachers use the experiences they have acquired from the course to develop a supplementary story book for specific/selected early grade class) (30 %)(LO 6 – NTS 3j)

(core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work)

Assesses Learning Outcomes: Course learning outcomes measured 4, 5, and 6

NTS 1a, e, 2b, d, 3 k, l, m targeted are

1a. Critically and collectively reflects to improve teaching and learning.

1e. Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.

2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.

2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach

beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

3k. Integrates a variety of assessment modes into teaching to support learning.

31. Listens to learners and gives constructive feedback.

3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

Component 3:- End of semester Exams (40%)

Note:

Student teachers write an end of semester examination, which covers the topics like the concept of children's literature, characteristics of children's literature, scope, misconceptions and values of children's literature. This assessment component will also the role of teachers and parents in developing the literature skills of early grade learners, challenges of developing children's literature skills, assessing children's literature skills and developing children's literature materials and developing children's literature books, teaching children's literature in the classroom and preparing lesson not for children's literature.

(Core skills addressed include communication, creativity, critical thinking, teamwork/collaboration, inclusivity, observation and inquiry skills, digital literacy)

Assesses Learning Outcomes: Course Learning outcomes measured 1, 2, 3, 4, 5, 6 and 7

NTS, 1a, e, 2 b, d, 3 a, e, g, j, k, I targeted are

1a. Critically and collectively reflects to improve teaching and learning.

1e. Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.

2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.

2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

3a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.

3 e. Employs a variety of instructional strategies that encourages student participation and critical thinking.

3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.

3 j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.

3k. Integrates a variety of assessment modes into teaching to support learning.

31. Listens to learners and gives constructive feedback.

3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

4. Required Reading and Reference List

Required Text: Leland, C. (2012). Teaching Children's Literature: It's Critical. London, UK:Routledge

Additional Reading List

Duncan, D (2009). *Teaching Children's Literature: Making Stories Work in the Classroom*. London, UK: Routledge McClure , A. A., Garthwait , A. V. &Kristo, K. V. (2014). *Teaching Children's Literature in an Era of Standards 1st Edition*, London, UK: Pearson

Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers

5. Teaching and Learning resources

1. Teaching Children's literature

2. Computers

3. Videos on teaching children's literature

4. Projector

6. Course related professional development for tutors/ lecturers

- Seminar/workshops on teaching speaking and listening by a resource person
- Workshop on preparing speaking and listening TLMs

| Year of B.Ed. 2 | Semester | Semester 1 Place of lesson in semester | | | | | | 1 2 3 4 5 6 7 8 9 10 11 12 | | |
|--|--|---|-----------------------|---------------|--|--|----------------------------------|---|--|--|
| Title of Lesson | Introduction to cl | hildren's li | iterature | ! | | | Lesson Duration | 3 hrs | | |
| Lesson description | characteristics an | he lesson introduces Early Grade student teachers to the concepts of children's literature, types haracteristics and scope of children's literature. This first lesson introduces student teachers to he course learning outcomes and the 3 assessment components of the course. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to | Student teachers | Student teachers may not know how children's literature contributes to language | | | | | | | | |
| learning in the lesson | Student acquisiti Large cla | on | illay ilc | DE KHOW HOW | children's | illerai | | to language | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face Activ | tical Wo vity Ba | ork- sed arning | Seminars ✓ | Independe Study | ent | e-learning opportunities √ | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | discussion, brains student teacher le Independent stud promote individu be part of any of Seminars: to gen or tutor led. e-Learning: Use of | Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / student teacher led. It should not usually be the main mode of work Independent study: to enable students to engage with relevant and appropriate materia promote individual and collaborative enquiry, more in-depth analysis and development. The part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcom 1. Demonstrate knowledge and understanding of definition, charac scope and values children's literatu misconceptions (l | the teristics, of ure and | 1.1 De literatu | teristic and | achieve tutor/le do onlii lesson a concep roles th • Cc co co sk • Inv | communication, critical thinking, collaboration, observation and enq skills, and digital literacy. | | | | |
| Topic: Introduction to Early Grade children' s literature , | Sub topic | Stage/time Teaching and learning to achieve learning outcom depending on delivery mode selected. Teacher learning collaborative group work or independent study Teacher Activity | | | | | | led, | | |
| | Revision of the previous lesson onconcept and types of early grade reading and writing | Stage 1 mins | Revise previous | | ugh questic echnique. eachers to t cept of rea nd their role | hnique. by the tutor/lecture hnique. revise previous lecture chers to talk (concept of litera ept of reading components and their role in of literacy develo | | cturer to lesson racy, id the stages | | |

| r | | | |
|---|----------------------|---|---|
| Introduction of the Children's Literature Course Manual | 30 mins. | Group Discussion First, give an overview of the children's literature manualfor early grade learners. Through probing and leading questions, assist student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification. | Student teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarifications. |
| Definition and types of children's literature | Stage 2: 60 mins. | Discussion: Tutor leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic using probing and leading questions. Provide feedback to make students contribute effectively. (PDP Theme 3, p. 69) Semantic Mapping: Tutor guides student teachers individually to make a semantic map of what has been learned in the stage. | Discussion Discuss as a class on the meaning and types of children's literature and its role in language learning by answering questions posed by tutor after the presentation. Student teachers individual make a sematic map of what has been learned in the stage and share with colleagues. |
| The characteristics and scope of early grade children's literature | Stage 3: 60 mins | Problem solving/Group Work Put student teachers in groups and ask them to brainstorm on the characteristics and scope of early grade children's literature and do oral class presentation/poster presentation on their findings. Let student teachers use available technology and books for their work. | Group Work Student teachers form mixed groups to brainstorm on the characteristics and scope of early grade children's literature by using available technology and book(s) to search information on the topic under discussion and present their findings orally or by poster to class for peer critique |
| School Visit | | Provide student teachers with a checklist they will use during school visit to find out the characteristics of children's literature materials available in the early grade classroom and identify how this will improve their views of children's literature in language learning as professionals for next class discussion. | During school visit, student teachers use checklist provided by tutor to identify the characteristics of children's literature materials available in the early grade classroom. They should identify how this will improve their views of children's literature in language learning as professionals for next class discussion. |
| Closure | Stage 4: 30min | Ask student teachers to work in groups and write the main points in the lesson. Call student teachers to summarise the lesson. | Work in groups to write the main points in the lesson. Summarise the main points of the lesson orally. |

| | | Answer student teachers' questions for clarification Ask student teachers to use the provided checklist to | Ask tutor questions on the lesson for clarification. Use provided checklist to see whether the indicators of the lesson has been | | | | |
|---|--|---|--|--|--|--|--|
| | | identify whether the indicator(s) of the lesson has | achieved. | | | | |
| | | been achieved. | | | | | |
| Which cross cutting | 0 / 1 | earching online for information on the to | | | | | |
| issues will be addressed | | er (including both male and female in eac | h group) | | | | |
| or developed and how | | orking in groups as a team) | | | | | |
| | | king questions for clarification) | | | | | |
| | | through discussion, brainstorming and p | 1 0. | | | | |
| | | (through discussion, presentation and asl | king and answering of | | | | |
| | questions) | | | | | | |
| Lesson assessments – | - | Method: Assessment for learning (group | oral presentation on | | | | |
| evaluation of learning: | | eristics and scope of children's literature. | | | | | |
| of, for and as learning within the lesson(linked | thinking, gender inclusivit | ommunication, team work/collaboration, | , enquiry skills, critical | | | | |
| to learning outcomes) | 0, 0 | | | | | | |
| Teaching Learning | Assesses Learning Outcomes: Course learning outcome 1 computer | | | | | | |
| Resources | Projector | | | | | | |
| | Smartphones | | | | | | |
| | Laptops | | | | | | |
| Required Text (core) | | na Children's Literature: It's Critical Londo | on LIK Routledge | | | | |
| inequined reactione) | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge | | | | | | |
| Additional Reading List | Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i> . London, UK: Routledge | | | | | | |
| | McClure , A. A., Garthwait, A. V. &Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era of Standards 1st Edition,</i> London, UK: Pearson | | | | | | |
| CPD Needs | Workshop on teaching int | roduction Children's literature | | | | | |

| Year of B.Ed. 2 | Semest | er 1 | Pla | ace of le | sson in seme | ster | 12 | 345678 | 9 10 11 | L 12 |
|---|--|---|---|--|---|---|--|---|--|----------------------------|
| Title of Lesson | Introduc | tion to teach | ning chil | ldren's li | terature | | | Lesson Duration | | 3 hrs |
| Lesson description | | • | | | | | | t children's lite ade level. | eraturea | nd |
| Previous student teacher knowledge, prior learning (assumed) | Student | values of children's literature in language learning at the Early Grade level. Student teachers have learned about definition, types and scope of children's literature. | | | | | | | | |
| Possible barriers to learning in the lesson | | Student tea developmer Lack of child | nt of chi | ldren. | | childre | n's litera | ature contribu | tes to l | iteracy |
| Lesson Delivery – chosen to support students in | Face- to-face | Practical Activity | Worl Base | k- Si d | eminars ✓ | Indep Study | endent | e-learning opportunitie | | ticum |
| achieving the outcomes Lesson Delivery – main | ✓ Face-to- | face: oppor | Learı tunity f | - | tended and c | ✓ coheren | t line of | ✓ argument. It ir | cludes | |
| mode of delivery chosen to | discussio | on, brainstori | ming, q | uestion | and answer, g | group v | vork, etc | . This can be tu | | / or |
| support student teachers in achieving the learning outcomes. | Independ promote can be pa Seminar / or tuto | dent study: individual a art of any of s: to genera r led. | to enat nd colla the abo te grou | ole stude aborative ove mod p and in | e enquiry, mo es dividual creat | e with i pre in-d tivity, d | relevant epth ana iscussior | and appropria lysis and deve and reflection | opment n: studer | . This nt and |
| | | technology | deo, us | e of onii | ne informatio | on, use | of compl | uters, smartph | one or a | iny |
| Learning Outcome for | Learning | Outcomes | | Learnin | g Indicators | | | | | |
| the lesson, picked and developed from the course specification Learning indicators for each learning outcome | definition scope an children' | | stics, and | the chi lite 1.3 Ider mis tea at t | e and Discus values of Idren's ratures ntify conceptions ching literatu he early grac d address the | achieve more in the limited time, tutor/lecturer will ask student tea to do online research a week befor the lesson and do some presentat on the concept of listening and ture speaking and the roles they play in ade language learning. | | | , achers fore ation in in king, and eracy. | |
| Topic: Introduction to teaching children's literature | Sub topi | c and | Stage, | /time | depending | g on de | livery mo | achieve learni ode selected. ∃ or independe | eacher | led, |
| , | children' literature | | | | Teacher A | | • | Student Ad | - | |
| | Revision previous concept, characte | of the lesson the ristics and f children's | Introc 15 mi | luction: ns | | | nts through the questions ask the tutor/lecture Student teachers the nature of chil | | ns asked cturer. chers dis of childre exist in | by scuss en's the |
| | | | | | discuss the children's characteri | literatu | ire, its | early grade during their Student tea | school v | visit. |

| The Values ofchildren's literature | Stage mins. | 1: | 55 | Give an overview of the current lesson on the values and misconceptions of children's literature Think, pair, share: Ask student teachers to think individually about the values of early grade children's literature in language learning. Encourage student teachers to use available technology to look for online information on the topic Ask students to share/discuss their findings in pairs and finally expand their discussion to the whole class by calling students to share their responses. (PDP Theme 9, P. 21) | note of the overview of the current lesson provided by the tutor. Think, pair, share Student teachers do individual online search for information on the values of children's literature in language learning using available technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic |
|---|----------------|----|----|--|---|
| Misconceptions of literature in language learning | Stage mins | 2: | 50 | Class Discussion Use leading and probing questions to help student teacher identify and explain the misconceptions of literature in language learning. Encourage student teachers to take notes. (PDP Theme 2, p. 35). | Class Discussion Answer questions posed by the tutor to identify the misconceptions of literature in language learning and take notes of the various misconceptions. |
| Addressing the misconceptions | Stage mins | 4: | 50 | Group Work: Put student teachers into mixed ability groups to brainstorm how to address the misconceptions on how literature promotes language learning for class discussion. Encourage student teachers to online materials and books on the topic and present their findings to class orally. Provide appropriate feedback. (PDP Theme 4, p. 25) | Group Work Student teachers work in mixed ability groups and use available technology and book to find information on how to address the misconceptions on how literature promotes language learningand present information to class orally. |
| School Visit | | | | Provide student teachers with a checklist they will use during school visit to observe how teachers in the early grade classroom address the misconceptions of literature in the | During school visit student teachers use checklist provided by tutor to observe how teachers in the early grade classroom address the misconceptions of literature in the classroom |

| Which cross cutting issues will be addressed or developed and how• Digital literacy (searching claring outcomes)• Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions)Iearning questions)Lesson assessments - evaluation of fearning: of, for and as learning within the lesson[linked to literacy)• Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)Required Text (core)• Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading ListBailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | | classroom They should indicate how this will improve their professional development as would be teachers. | They should indicate how this will improve their professional development as developing professional teachers. | | | | |
|--|-------------------------|-----------|-------------------|--|--|--|--|--|--|
| Which cross cutting issues will be addressed or developed and how• Digital literacy (searching claring outcomes)• Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions)Iearning questions)Lesson assessments - evaluation of fearning: of, for and as learning within the lesson[linked to literacy)• Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)Required Text (core)• Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading ListBailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | Closure | - | work in individually and write the main points in | individually write down the main points in the lesson and share with | | | | |
| Which cross cutting issues Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions) Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1 computer Projector Smartphones Laptops Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List | | | | questions for clarification. Follow-up: Ask students to read their required text on the role of teachers and parents in promoting children's | Student teachers note section of text to read for | | | | |
| will be addressed or developed and how• Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions)Lesson assessments - evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1Teaching Learning Resources• Computer • Projector • Smartphones • LaptopsRequired Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading ListBailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | | | | | | | |
| developed and howCollaboration (working in groups as a team)• Collaboration (through presentation and school observation)• Critical thinking (Discussion and peer critiquing)• Communication (through presentation and answering questions)Lesson assessments –evaluation of learning: of,for and as learning withinthe lesson(linked tolearning outcomes)Assesses Learning Outcomes:ComputerResourcesevalued Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading List | _ | - | | | | | | | |
| Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions) Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Assesses Learning Outcomes: Course learning outcome 1 Computer Projector Smartphones Laptops Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | | | cn group) | | | | |
| Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions) Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1 | developed and now | | | | al observation) | | | | |
| • Communication (through presentation and answering questions)Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1Teaching Learning Resources• computer • Projector • Smartphones • LaptopsRequired Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading ListBailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | | | | | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1Teaching Learning Resources• computer • projector • Smartphones • LaptopsRequired Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading ListBailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | | | | | | | |
| evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1Teaching Learning Resources• computer • Projector • Smartphones • LaptopsRequired Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading ListBailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | Lesson assessments – | | | | | | | | |
| for and as learning within the lesson(linked to learning outcomes)(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)Teaching Learning Resources(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)Teaching Learning Resources• computer • Projector • Smartphones • LaptopsRequired Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]Additional Reading ListBailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | | | | | | | |
| learning outcomes) Assesses Learning Outcomes: Course learning outcome 1 Teaching Learning Resources • computer • Projector • Smartphones • Laptops Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | _ | | | | | | | | |
| Teaching Learning Resources • computer • Projector • Smartphones • Laptops • Computer Required Text (core) • Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | literacy) | | | | | | | |
| Resources Projector Smartphones Laptops Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | | | | | | | |
| Smartphones Laptops Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | • | | | | | | | |
| Laptops Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | nesources | | | | | | | | |
| Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | | | 25 | | | | | | |
| teachers. Accra: Sam-Woode Publishers [Units 11 and 12] Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] | Required Text (core) | | Introduction to I | anauaae teachina skills [.] A re | source for language | | | | |
| Additional Reading List Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] [Chapter 2 and 3] | | | | | | | | | |
| [Chapter 2 and 3] | Additional Reading List | | | | | | | | |
| | | | | | | | | | |
| Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John Wiley | | | | as a foreign language for dui | mmies. England: John Wiley | | | | |
| and Sons Ltd. [Chapter 13] | CPD Needs | | | to of spooking views of | listoning and components | | | | |
| CPD Needs Workshop on teaching components of speaking, views of listening and components underlying effective oral instruction | CPD Needs | • | | s of speaking, views of | instening and components | | | | |

| Year of B.Ed. 2 | Semeste | r 1 | Place of | lesson in semes | ster | 123 | 3 4 5 | 5 6 7 8 9 10 11 12 | | | |
|--|---|---|---|---|--|--|--|--|---|--------------------------------|--|
| Title of Lesson | Teaching | eaching children's literature Lesson 3 I Duration | | | | | | | | | |
| Lesson description Previous student teacher | love and a | e lesson focuses on the role of teacher in teaching children's literature to develop their e and appreciation and the role of parents in developing children's love for literature dent teachers have learned about the values children's literature and misconceptions | | | | | | | | | |
| knowledge, prior learning (assumed) | about lite | out literature in general | | | | | | | | | |
| Possible barriers to learning in the lesson | d | itudent teac levelopment arge class siz | of children | not know the | value of | f child | ren's | literature | in lite | racy | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face ✓ | Practical Activity | Work- Based Learning | Seminars ✓ | Indeper Study √ | ndent | ••• | rning rtunities ⁄ | Practi m | cu | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | discussion student te Independ promote i can be pa Seminars: / or tutor e-Learnin | n, brainstorm eacher led. It ent study: to individual and rt of any of th : to generate led. | ing, questio should not o enable stu d collaborati ne above mo group and | extended and co n and answer, g usually be the m dents to engage ive enquiry, mor odes individual creation | roup wor nain mode with rele re in-dept wity, discu | k, etc. ⁻ e. evant a ch analy ussion a | This ca nd app ysis and and ref | n be tutor propriate m d developr flection: st | and / o naterial nent. Ti udent a | ls to his and | |
| • Learning Outcome for the lesson, picked and | | Outcomes | Learn | ing Indicators | | | | | | | |
| developed from the course specification Learning indicators for each learning outcome | understar involved i teachers i children's the roles p in develop interest in misconce | knowledge, nding and skil n their roles a literature an parents can p ping children' n literature ar ptions of literature (N | ls teach as devel childr d the e blay 2.2 D s parer nd devel childr TS appre litera 2.3 D misco childr addre | dicate the role ers can play in t opment of ren's literature a arly grade level. iscuss the role tts can play in th opment of their ren love and eciation for ture. iscussion on onceptions of ren's literature a essing the onceptions. | the and ting the term of the second s | nd achi me, tut eachers veek be ome pro f listeni oles the Cor con thir obs and | ieve mo tor/lect to do fore th esenta ing and ey play re skills nmunic hking, c servatic I digita | udents' par ore in the turer will a online res ne lesson a tion on the d speaking in languag targeted i cation, crit collaborati on and enc I literacy. I gender. | limited ask stud earch a nd do e conce and the ge learn include ical on, quiry sk | dent a ept e ning. | |

| Topic: Teaching children's literature | Sub topic The role of teacher | Stage/time | Teaching and learning to a depending on delivery mo collaborative group work o | |
|--|---|--------------------------|--|--|
| , | and parents in developing children's literature and misconceptions of children's literature. | | Teacher Activity | Student Activity |
| | Revision of the previous lesson on values and misconceptions of children's literature. | Introduction: 20 mins | Ask student teachers to develop a semantic map/advanced organizer to show the main things learned on values and misconceptions of children's literature. Call some student teachers to present their maps orally. Give an overview of the current lesson on the role of teachers and parents' role and misconceptions of developing children's literature. | Make a semantic map/advanced organizer of the lesson on values and misconceptions of children's literature and orally share with the class. Student teachers take note of the overview of the current lesson provided by the tutor. |
| | Role of teachers in developing children's literature | Stage 1: 50 mins | Discussion: Put student teachers in groups to discuss the role teachers can play in teaching children's literature to develop the literacy skills of early grade learners and present their findings to class for further discussions, e.g. orally. Let student teachers indicate how such roles can be used to address the diverse needs and interest of learners in literature. Provide appropriate feedback. (PDP Theme 4, p. 79) | Student teachers form groups to discuss the role teachers can play in teaching children's literature to develop the literacy skills of early grade learners and present their findings to class for further discussions. Student teachers provide appropriate feedback. |
| | Role of Parents in developing Children's literature skills. | Stage 2: 50 mins | Video and Discussion: Show video of parents helping their children to develop literature skills. Let student teachers then break into groups to discuss the video and identify specific roles parents can play to help their children develop love and appreciation for literature. | Watch a video of parents helping their children to develop literature skills. Break into groups and discuss the video and identify specific roles parents can play to help their children develop love and appreciation for literature. Discuss findings with the class for comments. |

| Resources | ProjectorSmartphones | | | | | | | |
|--|--|---------------------------------------|---|--|--|--|--|--|
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning | Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions) Summary of Assessment Method: Assessment for (Class presentation on the role of parents and teachers in developing among early grade learners the love for literature. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking) Assesses Learning Outcomes: Course learning outcome 2 computer | | | | | | | |
| Which cross cutting issues will be addressed or developed and how | Inclusivity/geCollaboration | nder (including b (working in grou | | n group) | | | | |
| | Closure | 20 min | Ask student teachers to work individually and write the main points in the lesson. Answer student teachers' questions for clarification | children as developing professionals for next class discussion. Student teachers individually to write down the main points in the lesson and share with colleagues. Ask tutor questions on the lesson for clarification | | | | |
| | School Visit | | Ask students during their school visit to identify the role teachers at the Early Grade play in developing the children's love for literature. Ask student teachers to indicate how this will improve their skills in teaching children's literature as developing professionals for next class discussion. | Student teachers write notes on the role teachers at the Early Grade level play in developing the children's love for literature. They cross check their findings with what they discussed in class. Student teachers indicate how this will improve their skills in developing the literature skills of | | | | |
| | Misconceptions of Children's literature | Stage 3: 40 mins | Let student teachers discuss their findings with the class for comments. Brainstorming Put student teachers in groups, ask them to brainstorm on the misconception people and themselves have about children's literature and how to address such misconceptions, and do class presentation on their findings for comments. (the presentation can be done by PowerPoint, orally or by posters) | Student teachers form groups and brainstorm on the misconception people and themselves have about children's literature and how to address such misconceptions and do class presentation on their findings either orally or by poster for comments | | | | |

| Required Text (core) | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge |
|-------------------------|---|
| Additional Reading List | Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. [Chapter 2 and 3] |
| CPD Needs | Workshop on roles of teachers and parents on teaching children's literature |

| Year of B.Ed. 2 | Semester | 1 | Place | of I | esson in semest | er: | 123 | $4{\scriptstyle56789101112}$ | | | |
|--|--------------------------------|--|-------------|------------------------------------|-----------------------------------|--------------------------------------|---------------------------------|--|-------------|--|--|
| Title of Lesson | Issues in tea | ching Child | dren's lite | rat | ure | | | Lesson Duration | 3 hrs | | |
| Lesson description | The lesson in ways address | | | ach | ers to the challe | nges | of teachin | g children's litera | ture and | | |
| Previous student teacher knowledge, prior learning (assumed) | | tudent teachers have learnt about the roles of teachers and parents in developing children' ove for literature | | | | | | | | | |
| Possible barriers to | | | - | ot k | e aware of the o | challe | nges of tea | aching children's | literature. | | |
| learning in the lesson Lesson Delivery – chosen | Large Face-to- | e class size Practical | Work- | | Seminars | Inde | ependent | e-learning | Practicum | | |
| to support students in | face | Activity | Based | | ✓ | Stud | - | opportunities | | | |
| achieving the outcomes | ✓ | - | Learnin | g | | | ✓ | ✓ | | | |
| Lesson Delivery – main | | | | | | | | ument. It include | | | |
| mode of delivery chosen | discussion, br | rainstormi | ng, questi | on | and answer, gro | up w | ork, etc. Th | nis can be tutor a | nd / or | | |
| to support student | | | | | ually be the mai | | | | | | |
| teachers in achieving the | - | • | | | | | | d appropriate ma | | | |
| learning outcomes. | | | | | | in-de | pth analys | is and developm | ent. This | | |
| | can be part o | | | | | | | | / | | |
| | | generate | group and | 1 in | dividual creativit | ty, di | scussion ar | nd reflection: stu | dent and / | | |
| | or tutor led. | lee of vide | o uso of a | | no information | | faamauta | rs, smartphone o | | | |
| | available tech | | o, use of d |)111 | ne mormation, | use o | compute | rs, smartphone c | or any | | |
| • Learning Outcome for the lesson, picked | Learning Out | | Lea | Learning Indicators | | | | | | | |
| and developed from | 3. Reflect on | the need t | o 3.1 | d ways of developing and achie | | | To facilita | facilitate students' participation | | | |
| the course | develop child | ren's love | and wa | | | | ieve more in the limited time, | | | | |
| specification | appreciation | for literatu | ire chi | | | | tutor/lect | cturer will ask student | | | |
| Learning indicators | and how to a | ddress suc | h the | e ea | , 0 | | | to do online research a week | | | |
| for each learning | challenges (N | ITS1a) | 3.2 | Ide | entify and addre | SS | before the lesson and do some | | | | |
| outcome | | | | | allenges to | | | ion on the concept of | | | |
| | | | | developing children's | | listening and speaking and the roles | | | | | |
| | | | | for literature at the early • Core | | | they play in language learning. | | | | |
| | | | | | | | ore skills targeted include | | | | |
| | | | gra | de | | | | nmunication, critical thinking, | | | |
| | | | | | | | | boration, observ | | | |
| | | | | | | | | iiry skills, and dig sivity including g | | | |
| Topic: Issues in teaching | Sub topic | St | age/time | | Teaching and l | earni | | eve learning out | | | |
| children's literature | ous copie | | uge, anne | | | | | elected. Teache | | | |
| , | Challenges of | f | | | • • | | • | dependent stud | | | |
| | Teaching | | | | | | | Student Activ | | | |
| | children's | | | | Teacher Activit | t y | | | | | |
| | literature | | | | | | | | | | |
| | Revision of th | | | | Ask student tea | | s to | Make a semant | | | |
| | previous less | | troductior | ו: | develop a sema | | • . | map/advanced | - | | |
| | on the strates | gies 15 | mins | | map/advanced | - | | of the lesson of | - | | |
| | of teaching | | | | show the main | | - | for teaching sp | - | | |
| | speaking, the | | | | used in teachin and how to add | | акіпд | the problems a | | | |
| | views of lister and compone | - | | | problems assoc | | lwith | with the strate present their w | - | | |
| | underlying | | | | the strategies. | | | board for feed | | | |
| | effective oral | | | | student teache | | | | Juck. | | |
| | instruction | | | | the maps on th | | | | | | |
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| | | | | 1 |
|---|---|---|--|---|
| | | | Give an overview of the current lesson | Student teachers take note of the overview of the current lesson provided by the tutor. |
| | Challenges to teaching children's literature | Stage 1: 60 mins | Seminar/presentation Ask student teachers in groups to use available technology and books to research on the various challenges of developing children's love and interest | Student teachers work in groups to use available technology and books to research on the various challenges of developing children's love and |
| | | | for literature and present (orally/poster/PowerPoint) to class for discussion. Provide appropriate feedback and let the class comment on the presentations. | interest for literature and present to class for discussion. Student teachers listen to other techniques provided by the teacher. |
| | Addressing the challenges of teaching children's literature | Stage 2: 90 min | Discussions Lead discussion through leading and probing questions to find ways of addressing the challenges of developing literature among early graders | Student teachers get involved in discussion by answering tutor questions and asking questions to find ways of addressing the challenges of developing literature among early graders |
| | | | Debate In groups, students teachers debate the pros and cons of children's literature in literacy development) | Student teachers form 2 groups and debate the pros and cons of children's literature in literacy development. |
| | School Visit | | Ask students teachers during their school visit to identify the challenges of teaching literature at the Early Grade and ways of dealing with the challenges and how it develops their professional career for next class | Students teachers visit schools to identify the challenges of teaching literature at the Early Grade and ways of dealing with the challenges and how it develops their professional career for |
| - | Closure | | discussion. Use question and answer | next class discussion. Student teachers answer |
| | | Stage 4: 20 min | techniques to help student teachers summarise the lesson. | tutors question to summarise the main point in the lesson. |
| | | | Answer student teachers' questions for clarification | Ask tutor questions on the lesson for clarification |
| Which cross cutting issues will be addressed or developed and how | Inclusivity/CollaboratiEnquiry skil | gender (includir on (working in g Ils (asking quest | nline for information on the top ng both male and female in each groups as a team) ions for clarification and school o | group) |
| | | | n and peer critiquing) presentation and answering ques | stions) |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to | Summary of Assessr students teachers' u | nent Method: Inderstanding o | Assessment for and as learning (f the challenges and ways of add ition, team work/collaboration, e | Assessment on quiz to test Iressing the challenges) |
| | •• | | Course learning outcome 3 | |

| | Smartphones Laptop |
|-------------------------|---|
| Required Text (core) | Leland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge |
| Additional Reading List | Bailey, K. (2005). Practical English language teaching: reading. New York: McGraw-Hill. [Chapter 2 and 3] Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John Wiley and Sons Ltd. [Chapter 13] |
| CPD Needs | Workshop on strategies and techniques for teaching listening and related unfamiliar concepts. |

| achieving the outcomes v Learning v v Learning Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. learning outcomes. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. -e-tearning lodicators for the lesson, pickad and developed from the course specification Learning Outcomes Learning Indicators of differentiate ways of assessing children's interature skills outcome 1. Importance of assessing children's interature skills development To facilitate students' participation and achieve more in the limited time, assessing children's interature skills development To facilitate students' participation and achieve more in the limited time, assessing children's interature skills development To facilitate students' participation and achieve more in the limited time, achieve more in the limited time, achieve more in the limited time, achieve nore in the limited time, achieve nore in the limited time, achieve more in the limited time, achieve nore in the limited time, achieve nore in the limited time, bachieverty grade level. <td< th=""><th>Year of B.Ed. 2</th><th>Semester</th><th>1 F</th><th>Place of les</th><th>sson in semest</th><th>er 123</th><th>4 5 6 7 8 9 10</th><th>11 12</th></td<> | Year of B.Ed. 2 | Semester | 1 F | Place of les | sson in semest | er 123 | 4 5 6 7 8 9 10 | 11 12 | | |
|---|---------------------------|-----------------------------|----------------|--------------|---|-------------------|-----------------------------------|--------------|--|--|
| early grade literature. Student teacher Previous student teacher Student teachers have learned about challenges for teaching early grade literature and how the knowledge, prior learning Cassumed) Possible barriers to learning in the lesson Student teachers may not know how children's literature skills are assessed Large class size Lesson Delivery - chosen to support students in achieving the outcomes Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher learning outcomes. Lesson Delivery - main fold: Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tuto led. e-Learning Outcome for the lesson, picket Learning Outcome Learning outcomes Learning outcomes children's literature skills development sessing children's literature skills development 2, 2) Learning outcomes <l< th=""><th>Title of Lesson</th><th>Tools for Assess</th><th>ing Children'</th><th>s Literatur</th><th>e</th><th></th><th>Lesson Duration</th><th>3 hrs</th></l<> | Title of Lesson | Tools for Assess | ing Children' | s Literatur | e | | Lesson Duration | 3 hrs | | |
| knowledge, prior learning (assumed) challenges can be addressed. (assumed) • Student teachers may not know how children's literature skills are assessed learning in the lesson • Large class size Lesson Delivery – chosen to support students in achieving the outcomes Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher learning outcomes. e learning outcomes. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. Learning Outcomes of differentiated ways of assessing children's literature skills of differentiated ways of assessing children's literature skills outcome 1.1 Importance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, sub on presentation on the concept of listening and speaking and the roles they play in language learning. • Learning indicators for each learning outcome Sub topic Stage/time Teacher Activity Teacher Activity • Le | Lesson description | | | nt teachers | s to the various | strategies for | assessing children | 's skills in | | |
| (assumed) • Student teachers may not know how children's literature skills are assessed Possible barrilers to learning in the lesson oblivery – chosen achieving the outcomes • Student teachers may not know how children's literature skills are assessed Lesson Delivery – chosen achieving the outcomes Face-to-face Practical Activity Work based Learning Seminars study Independent opportunities e-learning opportunities Practicum opportunities Lesson Delivery – main achieving the outcomes Face-to-face Opportunity for an extended and coherent line of argument. It includes discussion, promote individual rout usually be the main mode. Learning outcomes Face-to-face opportunity for an extended and coherent line of argument. It includes discussion, promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. - e-Learning: Outcome for the lesson, picked and developed from the course specification 4. Demonstrate knowledge of differentiated ways of assessing children's interature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 2.5) 1. Importance of assessing children's literature skills development To facilitate students' participation and enquiry skills, and digital literacy. tructus/ty including gender. Assessing Children's Literature Sub topic Stage/time mins 1. Importance of | Previous student teacher | Student teacher | s have learr | ned about | challenges for | teaching early | grade literature | and how the | | |
| Possible barriers to learning in the lesson Student teachers may not know how children's literature skills are assessed Lesson Delivery - chosen to support students in achieving the outcomes Fractical Cacto-face Practical Activity Seminars Learning Independent Study e-learning opportunities Practical Practical Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher teachers in achieving the learning outcomes Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher tutor led. Learning tutor and / or student teacher endition • Learning functions for the lesson, picked and developed from the course specification outcome Learning functions for each learning outcome Learning functions assessing diverse children's literature skills at the early grade level, p. 25) Learning lindicators for each learning outcome To facilitate students' participation and achieve more in the limited time, assessing children's literature skills development To facilitate student's assessing children's literature skills development To facilitate stud | knowledge, prior learning | challenges can b | e addressed | | | | | | | |
| learning in the lesson • Large class size • Large class size Lesson Delivery – chosen to support students in achieving the outcomes Face-to-face: Practical × Work- Based Learning Seminars Independent × e-learning opportunities Practicum opportunities Lesson Delivery – main achieving the outcomes Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. Learning Indicators for the lesson, picked and developed from the course specification Learning Outcomes Learning Indicators for each learning: Use of video, use of online information, use of computers, smartphone or any available technology Learning indicators for each learning outcome A. Demonstrate knowledge of differentiated ways of assessing children's literature skills at the early grade level, for assessing children's literature skills development To facilitate students' participation and enquiry skills, and digital literacy. Inclusivity including gender. Assessing Children's Literature Sub topic Stage/time inits Eaching and learning to achieve learning to achieve learning ouccomes: do online research a week before the lea | (assumed) | | | | | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes Face-to-face: v Practical Activity b Work- Based v Seminars v Independent Study e-learning opport study Practicum poport study Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, and support student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. • Learning outcomes Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. • Learning Outcome for the lesson, picked and developed from the course specification outcome Learning Outcomes Learning Indicators differentiated ways of assessing children's literature skills at the early grade level. (NT 38, NTECF bullet 6, p. 25) 1.1 Importance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, achieve more in the limited time, achieve more in the limited time, concept of listening and speaking and the concept of listening and speaking and the roles they play in language learning. • Learning indicators for each learning outcome Sub topic Stage/time Teaching and learning to achieve learning ou | Possible barriers to | Studen | t teachers m | ay not kno | w how childre | n's literature sk | ills are assessed | | | |
| to support students in achieving the outcomes ✓ Activity Learning Based Learning ✓ Study opportunities Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher to support student teachers in achieving the learning outcomes. Face-to-face: brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. Learning Indicators I Learning Outcome for the lesson, picked and developed from the course specification Learning Indicators of differentiated ways of assessing children's literature children's literature skills diverse 1.1 Importance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers be on and do some presentation on the concept of listening and speaking and the elson and do some presentation on the concept of listening and speaking and the elson and do some presentation on the concept of listening and speaking and the elson and do some presentation on the concept of listening and speaking and the elson and do some presentation on the concept of listening and speaking and the elson and delsome divery mode selected. Teacher led, collaboration, cr | learning in the lesson | Large c | lass size | | | | | | | |
| Achieving the outcomes Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, to support student to support student to support student to support student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, and snower, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. • Learning Outcome for the lesson, picked and developed from the course specification 4. Demonstrate knowledge of differentiated ways of assessing children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25) 1. Indportance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, trutor/iclurer will ask student teachers tutor/iclurer will ask student teachers tutor/iclurer will ask student teachers assessing children's literature skills development • Assessing Children's Literature skills Sub topic Stage/time Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study observed during the charker situe shills dechero situe skills argeted include communication, critical thinking, collaborative group work or independent study observed during the sch | Lesson Delivery – chosen | Face-to-face | Practical | Work- | Seminars | Independent | e-learning | Practicum | | |
| Lesson Delivery - main mode of delivery chosen to support student leachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Idependent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. Learning Outcome for the lesson, picked and developed from the course specification Learning Outcome of differentiated ways of assessing diverse children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25) Learning Indicators To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. Assessing Children's Literature Sub topic Stage/time Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study assessing children's literature skills Student Activity Assessing Children's Literature Introduction:: 10 mins 10 mins Use probing and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or indepe | to support students in | \checkmark | Activity | Based | ✓ | Study | opportunities | | | |
| mode of delivery chosen to support student tachers in achieving the learning outcomes. brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. learning outcomes. Independent study: to enable students to enage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 4.0 Emonstrate knowledge of differentiated ways of assessing diverse children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25) 4.1 Importance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. Assessing Children's Literature Importance of assessing children's literature skills Sub topic Student teachers answer questions to help student visit on challenges of teaching children's literature. Student teachers answer questions to help st | achieving the outcomes | | ✓ | Learning | | \checkmark | \checkmark | | | |
| to support student led. It should not usually be the main mode. teachers in achieving the learning outcomes. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology e Learning Outcome for the lesson, picked and developed from the course specification e. Demonstrate knowledge of differentiated ways of assessing children's literature skills differe's literature skills differe's literature skills differe's literature skills development To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the oncept of listening and speaking and the roles they play in language learning. outcome Sub topic Stage/time Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study. Assessing Children's Literature skills Introduction:: 10 Use probing and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study. Sub topic Introduction:: 10 Introduction:: 10 Use probing and learning to achieve learn | Lesson Delivery – main | Face-to-face: o | pportunity for | or an exter | nded and cohe | rent line of arg | ument. It includes | discussion, | | |
| teachers in achieving the learning outcomes. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. • Learning Outcome for the lesson, picked and developed from the course specification Learning Outcome of differentiated ways of assessing diverse children's literature skills at the early grade level. (NT3 Sk, NTECF builet 6, p. 25) Learning Indicators for each learning outcome 1.0 Importance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the concept of listening and speaking and the roles they play in language learning. • Assessing Children's Literature Sub topic Stage/time Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaboration, observation and enquiry skills, and digital literacy. inclusivity including gender. Assessing Children's Literature Discussion on school visit on children's literature skills Student Activity Discussion on school visit on challenges of teaching children's literature Introduction: mins 10 Use probing and leading questions to help student teachers discuss what they observed during their school visit on challenges of teaching children's literature. Student teachers answer questions to help student children's literature. <th>mode of delivery chosen</th> <th>brainstorming, o</th> <th>uestion and</th> <th>answer, g</th> <th>roup work, etc.</th> <th>. This can be tu</th> <th>tor and / or stude</th> <th>nt teacher</th> | mode of delivery chosen | brainstorming, o | uestion and | answer, g | roup work, etc. | . This can be tu | tor and / or stude | nt teacher | | |
| learning outcomes. promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology • Learning Outcome for the lesson, picked and developed from the course specification 4. Demonstrate knowledge of differentiated ways of assessing diverse children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25) To facilitate students' participation and achieve more in the limited time, task student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. Assessing Children's Literature Sub topic Stage/time Teaching and learning to achieve learning outcomes: communication, ortical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. Assessing Children's Literature skills Student Activity Teaching and learning to achieve learning outcomes: therature skills Iterature Sub topic Stage/time Teaching and learning to achieve learning outcomes: collaborative group work or indep | to support student | led. It should no | t usually be t | he main m | node. | | | | | |
| be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome outcome • Learning indicators for each learning outcome • Sub topic Stage/time Assessing Children's Literature skills diterature skills diterature skills • Discussion on the assessing children's literature skills development • Sub topic Sub topic Importance of assessing children's literature skills • Discussion on challenges of teaching children's literature skills • Discussion on challenges of teaching children's literature skills • Discussion on challenges of teaching children's literature skills • Discussion on challenges of teaching children's literature • Iterature • Discussion on challenges of teaching children's literature • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. Assessing Children's literature | teachers in achieving the | Independent st | udy: to enab | le student | s to engage wi | th relevant and | appropriate mate | erials to | | |
| Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology • Learning Outcome for the lesson, picked and developed from the course specification Learning Indicators To facilitate students' participation and achieve more in the limited time, usessing children's literature skills at the early grade level. (NTS 3k, NTECF bulle 6, p. 25) 1 Importance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. Assessing Children's literature skills Sub topic Stage/time Teaching and learning to achieve learning their school visit on challenges of teaching children's literature Student teachers answer questions to help student teachers answer during their school visit on challenges of teaching children's literature. | learning outcomes. | promote individ | ual and colla | borative e | nquiry, more ir | n-depth analysi | s and developmer | nt. This can | | |
| tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology • Learning Outcome for the lesson, picked and developed from the course specification 4. Demonstrate knowledge of differentiated ways of assessing children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25) 4.1 Importance of assessing children's literature skills development To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. • 2.5) Sub topic Stage/time Teaching and learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study Assessing Children's literature skills Importance of assessing children's literature skills Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study Assessing Children's literature skills Introduction: 10 Use probing and leading questions to help student teachers answer questions to help student teachers discuss what they observed during their school visit on challenges of teaching children's literature. Student teachers take note of the overview | | | | | | | | | | |
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| specification • Learning indicators for each learning outcomeassessing diverse children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25)literature skills discuss ways of lassessing children's literature skills developmenttutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.Assessing Children's Literature ,Sub topic Importance of assessing children's literature skillsStage/timeTeaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent studyDiscussion on school visit on challenges of teaching children's literatureIntroduction:10Use probing and leading observed during their school visit on challenges of teaching children's literature.Student teachers answer depending on delivery wo fiter is school visit on challenges of teaching children's literatureStudent teachers answer depending on delivery observed during teachers discuss what they observed during their school visit on challenges of teaching children's literature.Student teachers answer depending on delivery wo fiter is chool visit on children's literature.discuss of teaching children's literatureIntroduction:10Use probing and leading visit on challenges of teachers discuss what they observed during their school visit on challen | - | of differentiat | ed ways of | _ | | achieve mo | achieve more in the limited time, | | | |
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| provided by the tutor. | | | | | | | | | | |

| | lana t | Change 4 (CO) | | | | | |
|---|--|------------------|--|--|--|--|--|
| | Importance of Assessing children's literature skills | Stage 1: 60 mins | Group Work: Put student teachers into mixed group and ask them to search online using available technology and book(s) to look for the importance of assessing literature to Early Grade learners. Let students teachers present their findings orally to the class for comments and feedback (PDP Theme 4, p. 25) | Student teachers form mixed group and ask them to search online using available technology and book(s) to look for the importance of assessing literature to Early Grade learners. Let students teachers present their findings to the class for comments and feedback (PDP Theme 4, p. 25) and present to class for comments and feedback from other group members and tutor. | | | |
| | Various strategies for assessing children's literature skills | Stage 2: 80 mins | Think-Pair-Share: Ask student teachers to work individually to search for information online using available technology and books on various strategies they can use to assess early grade children's literature. Let learners discuss what they have found (PDP Theme 9, p. 21) | Student teachers work individually to find information on the topic using information from online, technology or required books and share with their elbow friend and later share with entire class for discussion. | | | |
| | School Visit | | Ask students teachers during their school visit to identify how teachers at the Early Grade level assess children's literature. Let student teachers indicate in their report how their visits will improve their teaching of children's literature. | students teachers during their school visit to identify how teachers at the Early Grade level assess children's literature. They should indicate in their report how their visits will improve their teaching of children's literature as would be teachers. | | | |
| | Closure | 20 min | Use question and answer techniques to help student teachers summarise the lesson Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson indicators have been | Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning incicator has | | | |
| Which cross cutting issues will be addressed or developed and how | Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group, mixed ability group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions, writing reports) | | | | | | |

| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | Summary of Assessment Method: Assessment for learning (Assessment on varieties of assessing children's literature.) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4 |
|---|--|
| Teaching Learning Resources | computer Projector Smartphones Laptop |
| Required Text (core) | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge |
| Additional Reading List | Duncan, D (2009). Teaching Children's Literature: Making Stories Work in the Classroom. London, UK: Routledge McClure , A. A., Garthwait, A. V. &Kristo, K. V. (2014).Teaching Children's Literature in an Era of Standards 1st Edition, London, UK: Pearson |
| CPD Needs | Workshop on strategies for assessing children's literature. |

| Year | of | B.Ed. |
|------|----|-------|

2 Semester

1 Pla

1 2 3 4 5 **6** 7 8 9 10 11 12

| Title of Lesson | 4. Assessing Ear | ly Grade Chi | ildren's Lite | erature | | | | Lesson Duration | | 3 hrs |
|---|--|---|---|---|---|---|--|---|---------------|---------------|
| Lesson description | The lesson deal address such ch | | nges of ass | sessing early | grade o | children's | s litera | ture and h | ow to |) |
| Previous student teacher knowledge, prior learning (assumed) | | Student teachers have learned about the various ways of assessing children's literature skills. | | | | | | | | |
| Possible barriers to learning in the lesson | literatu | literature skills. | | | | | | | | |
| Lesson Delivery – chosen to support students in | Earge C Face-to-face ✓ | Practical Activity | Work- Based | Seminars ✓ | Indep Study | endent | | rning ortunities | Pra | cticum |
| achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in | Face-to-face: of discussion, brain student teacher | nstorming, c led. It shou | uestion an Id not usua | d answer, gr ally be the m | roup wo ain moo | ork, etc. T de. | rgume This ca | n be tutor | and / | |
| achieving the learning outcomes. | Independent st promote individ can be part of a Seminars: to ge / or tutor led. e-Learning: Use available techno | lual and coll ny of the ab enerate grou of video, us | aborative e ove modes Ip and indi | enquiry, mor vidual creativ | e in-der vity, dis | pth analy cussion a | sis and | d developr flection: st | nent. uden | This t and |
| Learning Outcome for the leasen micked and | Learning Outco | | | | s | | | | | |
| the lesson, picked and developed from the course specification Learning indicators for each learning outcome | 4. Demonstrate of differentiated assessing divers | assess literat | assessing children's and achi literature skills time, tu teachers | | | litate students' participation hieve more in the limited utor/lecturer will ask student rs to do online research a | | | | |
| | literature skills a grade level. (N bullet 6, p. 25) | | challe | 4.3 Addressing challenges of assessing children's literature skills. | | | week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. | | | ncept |
| | | | | | Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, | | | skills, | | |
| 2 Associate Fach Conde | | Change (Ming | | T b ! | | inc | luding | al literacy. gender. | | |
| 3. Assessing Early Grade Children's Literature | | Stage/time | 9 | Teaching a depending collaborati | ; on deli | ivery mo | de sel | ected. Tea | cher | led, |
| | | | | Teacher Ao | ctivity | | | udent Activ | - | |
| | Revision of the previous Introduction: lesson various mins strategies in | | on: 20 | write down the main ideas of the previous lesson on various | | indi the pre | dent teach vidually wi main ideas vious lesso | rite d s in th n – | ne | |
| | assessing children's literature skills | | | strategies early grade literature s with their o | e learne kills and | ers d share | chil and | tegies for a dren's liter share with eagues. | ature | e skills |

| asses early childr litera | sing grade en's ture | 1: 70 mins | Give an overview of the current lesson Brainstorming Let students brainstorm individually on challenges of assessing early grade children's literature skills. Let them share with their elbow partners and later share with the entire class for comments and feedback. address the challenges and present to class) | Student teachers take note of the overview of the current lesson provided by the tutor. Group Work Student teachers work in mixed groups to use available technology and book(s) to find out the factors to consider when developing or selecting a speaking and listening TLM for Early Graders. Student teachers present to class their findings for comments and feedback from other group members and tutor. |
|------------------------------------|-------------------------------|------------|---|---|
| | nges of singearly en's | 2: 70 mins | Class Discussion Introduce student teachers to the section, break them into groups with each group working on an assessment tool indicated earlier with its challenges, and suggest ways of addressing such challenges. Let them present their suggestions for comments and feedback(PDP Theme 3, p. 69) | Student teachers break into groups with each group working on an assessment tool indicated earlier with its challenges and suggest ways of addressing such challenges. Student teachers present their suggestions for comments and feedback (PDP Theme 3, p. 69) from the class. |
| Schoo | ol Visit | | Ask students teachers during their school visit to identify the challenges of assessing children's literature skills and how they address the challenges in the classroom. They should indicate in their report how their visits will improve their skills in teaching children's literature skills for next class discussion. | Ask students teachers during their school visit to identify the challenges teachers face in assessing children's literature skills and how they address the challenges in the classroom. Indicate in your report how your visits will improve yourskills in teaching children's literature for next class discussion. |
| Closu | | 3: 20 min | Use leading and probing questions to help student teachers to summarise the lesson in turns. Answer student teachers' questions for clarification Let student teachers use provided checklist to find out if lesson indicators have been achieved. | Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning indicators have been achieved. |

| Which cross cutting issues will be addressed or developed and how | Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group, mixed ability group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions, writing reports) |
|---|--|
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to | Summary of Assessment Method: Assessment for learning (Assessment on challenges of assessing children's literature and how to address them (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4 |
| learning outcomes) Teaching Learning Resources | computer Projector Smartphones Laptop |
| Required Text (core) | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge |
| Additional Reading List | Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i> . London, UK: Routledge McClure , A. A., Garthwait, A. V. &Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era</i> of Standards 1st Edition, London, UK: Pearson |
| CPD Needs | Workshop on challenges of teaching early grade children's literature skills. |

| Year of B.Ed. 2 | Semester | 1 | Place | of lesson in seme | ster | 123 | 456 7 891 | 0 11 12 |
|--|--|-----------------------|----------------------------|---|-----------------------|--|---|-----------|
| Title of Lesson | Early Grade Children's literature materials | | | | | Lesson Duration | 3 hrs | |
| Lesson description | The lesson introduces student teachers to preparing children's literature materials. Student teachers are also exposed to the nature of children's literature materials. The lesson also introduces student teachers to using internet materials and computers in designing materials for children's literature class. | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have learned about the challenges of assessing early grade children's literature skills and how to address such challenges. | | | | | | | |
| Possible barriers to learning in the lesson | prepa | preparation. | | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- | Practical Activity | Work- Based Learning | Seminars ✓ | Indeper Study √ | ndent | e-learning opportunities √ | Practicum |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes 5. Prepare appropriate teaching- learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25) | | | materials that addresspartthe diverse needs andin thinterests of early gradetutolearners to enhanceteadtheir love andweeappreciation forsomliteraturecon5.2 Identify the naturespead | | partic in the tutor, teach week some conce speak in lan, • (coc t t coc s | acilitate students' icipation and achieve more he limited time, or/lecturer will ask student thers to do online research a ick before the lesson and do he presentation on the cept of listening and aking and the roles they play nguage learning. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. | |
| 4. Early Grade Children's literature materials | | Stag | ge/time | Inclusivity including gende Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study Teacher Activity Student Activity | | | mes: ed, | |
| , | Challenges assessing children's literature skills | 20 r | oduction: nins | Ask students to write down the Student teacher | | rite down s in the n and share | | |

| r | | | | |
|--------------|--|----------------------|---|--|
| | | | Discuss report by student teachers on their school visit and experiences they learned on the topic Give an overview of the current lesson | Student teachers discuss their school visit report and they experiences they learned from the visit in relation to the topic learned. Student teachers take note of the overview of the current lesson provided by the tutor. |
| c li | I. Definition of hildren's iterature naterials | Stage 1: 40 mins | Group Discussion Introduce lesson to student teachers and tell them the main areas they will be working on. Then put student teachers into groups and ask them to search online using available technology and book(s) to look for the definition of Early Grade children's literature materials. Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues. (PDP Theme 4, p. 79) | Student teachers note the main areas they will be working on. Student teachers are put into groups and ask them to search online using available technology and book(s) to look for the definition of Early Grade children's literature materials Student teachers present their findings to class for discussion and feedback. |
| c li | Vature of hildren's iterature naterials | Stage 2: 70 mins | Brainstorming Form mixed groups and let students brainstorm on the nature of children's literature materials and provide examples. Let the share their work with their elbow group and later share with the entire class for discussion and comments. | Brainstorming Student teachers form mixed groups and brainstorm on the nature of children's literature materials and provide examples. Let the share their work with their elbow group and later share with the entire class for discussion and comments. |
| d g li | ools for leveloping early grade children's iterature naterials | Stage 3: 40 mins. | Class Discussion Lead discussion through the use of leading and probing question to help student teachers identify the tools that can be used in developing early grade children's literature materials and their associated challenges | Student teacher answer and ask questions to help student teachers identify the tools that can be used in developing early grade children's literature materials and their associated challenges. |
| | School Visit Child Study) | | During student teachers' school visit, each student should observe how teachers prepare children's literature materials and use them in teaching children's literature. They should indicate how their observation or school visit will improve their skills in | During school visit, observe how teachers prepare children's literature materials and use them in teaching children's literature. Indicate how your observation or school visit will improve your |

| | | | developing early grade | skills in developing early | | | |
|--------------------------|---|--------------------|---|-----------------------------|--|--|--|
| | | | children's literature materials | grade children's | | | |
| | | | as professional teachers for | literature materials as | | | |
| | | | their portfolio building. | professional teachers for | | | |
| | | | P | your portfolio building. | | | |
| | Closure | | Use leading and probing | Student teachers answer | | | |
| | | Stage 10 min | questions to help student | tutors question to | | | |
| | | | teachers to summarise the | summarise the main | | | |
| | | | lesson in turns. | point in the lesson. | | | |
| | | | | | | | |
| | | | Answer student teachers' | Ask tutor questions on | | | |
| | | | questions for clarification | the lesson for | | | |
| | | | | clarification | | | |
| | | | Ask students to read factors to | | | | |
| | | | consider when | | | | |
| | | | preparing/selecting children's | | | | |
| | | | literatures materials and their | | | | |
| | | | effective use. | | | | |
| | | | | | | | |
| Which cross cutting | Digital lite | racy (searching | online for information on the topic |) | | | |
| issues will be addressed | Inclusivity | /gender (includi | ng both male and female in each g | roup, mixed ability group) | | | |
| or developed and how | - | | groups as a team) | | | | |
| | Enguiry sk | tills (asking ques | tions for clarification and school ob | servation) | | | |
| | | | n and peer critiquing) | | | | |
| | Communie | cation (through | presentation and answering questi | ons, writing reports) | | | |
| Lesson assessments – | | | Assessment as learning (One page | | | | |
| evaluation of learning: | | | ' literature at the early grade level | • | | | |
| of, for and as learning | Assesses Learn | ning Outcomes: | Course learning outcome 5 | | | | |
| within the lesson(linked | | - | - | | | | |
| to learning outcomes) | | | | | | | |
| Teaching Learning | computer | | | | | | |
| Resources | Projector | | | | | | |
| | Smartpho | nes | | | | | |
| | Laptop | | | | | | |
| Required Text (core) | Leland, C. (2012). | Teaching Childre | n's Literature: It's Critical. London, | UK: Routledge | | | |
| | | - | | - | | | |
| Additional Reading List | Owu-Ewie, C. (2018 | 8). Introduction t | to language teaching skills: A resou | rce for language teachers. | | | |
| | Accra: San | n-Woode Publish | ners | | | | |
| | Duncan, D (2009). | Teaching Childre | n's Literature: Making Stories Wor | k in the Classroom. London, | | | |
| | UK: Routle | edge | | | | | |
| | McClure , A. A., Ga | rthwait, A. V. & | Kristo, K. V. (2014). <i>Teaching Childre</i> | n's Literature in an Era of | | | |
| | McClure , A. A., Garthwait, A. V. &Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era of</i> | | | | | | |
| | Standards 1st Edition, London, UK: Pearson Seminar for tutor on speaking and listening assessment of Early Grade learners. | | | | | | |
| CPD Needs | | , | , | e learners. | | | |

| Year of B.Ed. 2 | Semester | 1 | Р | lace of | lesso | n in semeste | er 123 | 4567 8 91 | 0 11 12 | |
|--|--|--|--|---|--|---|---|---|---|--|
| Title of Lesson | Early Grade | Early Grade Children's literature materials Lesson 3 h Duration | | | | | | | | |
| Lesson description | literature n | The lesson introduces student teachers to factors the influence the preparation of children's literature materials. It also looks at how to select and use appropriate children's literature learning materials to improve all learners' understanding of literature at the early grade level. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student te | eachers ha | ave le | earned | abou | t the defin | - | ure of children | | |
| Possible barriers to learning in the lesson | us | udent tead e of early rge class s | grade | | | | ors to consider | to consider in s | electing and | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face- | Practical Activity | Wor Base Lear | d | Semin √ | | Independent Study ✓ | e-learning opportunities √ | Practicum | |
| mode of delivery chosen to support student teachers in achieving the learning outcomes. | student tea Independe promote in can be part Seminars: or tutor led | acher led. I nt study: dividual and of any of to generat d. : Use of vio | It shou to ena nd col the at te gro | uld not able stu laborat pove mo up and | usuall dents ive en odes indivi | y be the ma to engage v quiry, more dual creativi | in mode. with relevant ar in-depth analy ity, discussion a | This can be tutor and appropriate n rsis and developr and reflection: st ers, smartphone | naterials to nent. This udent and / | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning O 5. Prepare a teaching-le materials u technology means to te enhance ea children's le appreciatio literature (I bullet10, p. | appropriat arning sing and othen each and arly grade ove and on for NTS j, NTE | Learning Indicatorsiate5.3 Identify and discuss factors the influence the preparation of children's literature eTo facilitate students' pa achieve more in the limi tutor/lecturer will ask st to do online research a v lesson and do some pres concept of listening and the roles they play in lar • Core skills targeted | | | | | re in the limited er will ask stude research a weel to some present istening and spe ey play in langua tills targeted incl unication, critical ration, observat | time, nt teachers to before the ation on the aking and ge learning. ude thinking, ion and al literacy. | |
| 5. Early Grade Children's literature materials, | previous le the definit nature of c literature r and too developing | tion and hildren's materials Ils for | grade level. Stage/time Introduction: 15 mins | | outcomes: Teacher le independe Teacher A Ask studer recap wha in the prev the def nature of literature tools for | Teaching and learning to a outcomes: depending on a Teacher led, collaborative independent study Teacher Activity Ask student teachers to recap what was learned in the previous lesson on the definition and nature of children's literature materials and tools for developing early grade children's | | g selected. | | |

| | | | | | 1 |
|--|---------------|----|----|--|--|
| | | | | Give an overview of the | |
| Factors to consider in preparing and | Stage mins | 1: | 60 | current lesson Group Work Ask student teachers to | Student teachers brainstorm in groups and |
| selecting children's literature books | | | | brainstorm in groups and share with other groups the factors to be considered when designing or selecting | share with other groups the factors to be considered when designing or selecting early grade children's |
| | | | | early grade children's literature books. Later, let them crosscheck what they have done with information from the net and available book(s) and orally present their final work to the class for discussion and comments. | literature books. Later, they crosscheck what they have done with information from the net and available book(s) and orally present their final work to the class for discussion and comments. |
| Using appropriate children's literature learning materials to improve all learners' Literature skills | Stage mins | 2: | 50 | Independent Study: Let student teachers work individually to brainstorm on how to select and use appropriate early grade children's literature materials to improve the literature skills of all manner of learners. | Work individually to brainstorm on how to select and use appropriate early grade children's literature materials to improve the literature skills of all manner of learners. |
| | | | | Let them share with work with others for feedback. Follow this with class discussion on the topic. | Student teachers share their work with colleagues for feedback and participate in class discussion on the topic. |
| Challenges to preparing early grade children's literature materials | Stage mins | 3: | 30 | Concept mapping Put student teachers into groups to make a concept map of the challenges to developing children's literature materials and how to address the challenges and later present to class. They are to use available technology and books available for the needed information. | Student teachers form groups to make a concept map of the challenges to developing children's literature materials and how to address the challenges and later present to class. They use available technology and books available for the needed information. |
| | | | | Let the groups present their findings by poster and get feedback from others. | Groups present their findings by poster and get feedback from others. |
| School Visit | | | | Provide student teachers with checklist to use during school visit to identify the factors early grade teachers consider when | Student teachers visit schools to with a checklist and identify the factors early grade teachers consider when developing and using |

| | | | developing and using early grade children's literature materials and the challenges they encounter. Let student teachers indicate how this will improve their skill in developing early grade children's literature materials for their portfolio. | early grade children's literature materials and the challenges they encounter. Indicate how this will improve your skill in developing early grade children's literature materials for your portfolio. | | | |
|---|--|--|---|---|--|--|--|
| | Closure | 20 min | Ask students to write the main points discussed in the lesson as a summary. Answer student teachers' questions for clarification | Student teachers write then main points discuss in the lesson and share with their colleagues. Ask tutor questions on the lesson for clarification | | | |
| Which cross cutting issues will be addressed or developed and how | Inclusivity/g group) Collaboratio Enquiry skill Critical think | ender (including b n (working in grou s (asking questions king (Discussion an | for clarification and school | n group, mixed ability observation) | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | consider when select | ing TLMs for childr n work/collaborati | essment for learning (Preser ren's literature) (Core skills t on, enquiry skills, digital liter earning outcome 5 | argeted are | | | |
| Teaching Learning Resources | computer Projector Smartphone Laptop | | | | | | |
| Required Text (core) | Leland, C. (2012). <i>Te</i> | aching Children's L | iterature: It's Critical. Londo | on, UK: Routledge | | | |
| Additional Reading List | Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers Duncan, D (2009). Teaching Children's Literature: Making Stories Work in the Classroom. London, UK: Routledge McClure , A. A., Garthwait, A. V. &Kristo, K. V. (2014). Teaching Children's Literature in an Era of Standards 1st Edition, London, UK: Pearson | | | | | | |
| CPD Needs | Seminar for tutors of | on teaching the fa | | opment/selection, use and | | | |

| Year of B.Ed. 2 | Semester | 1 | PI | ace of | lesson in semest | ter | 123 | 45678 9 1 | 0 11 12 |
|--|---|--|--|---|---|--|------------|---|--------------|
| Title of Lesson | Developing su | Developing supplementary early grade literature materials Lesson 3 h Duration | | | | | | | 3 hrs |
| Lesson description | books. Beside | s, studen y reading | ts are g mate | expose rials/b | ners to definition ed to the charact ooks. The lesson materials. | eristics | and type | s of early grade | - |
| Previous student teacher knowledge, prior learning (assumed) | | ners have | e learn | ed abo | out the factors t | o cons | ider whe | n developing, se | electing and |
| Possible barriers to learning in the lesson | using | | ade ch | | know the factors s reading materia | | isider whe | en developing, s | electing and |
| Lesson Delivery – chosen to support students in achieving the outcomes | face ✓ | Practical Activity | Bas Lea | ed rning | Seminars √ | Study | (| e-learning opportunities √ | Practicum |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | discussion, br. student teach Independent promote indiv can be part of Seminars: to or tutor led. | face: opportunity for an extended and coherent line of argument. It includes on, brainstorming, question and answer, group work, etc. This can be tutor and / or teacher led. It should not usually be the main mode. dent study: to enable students to engage with relevant and appropriate materials t e individual and collaborative enquiry, more in-depth analysis and development. This art of any of the above modes s: to generate group and individual creativity, discussion and reflection: student and | | | | | | nd / or aterials to ent. This dent and / | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outo 6. Develop ea supplementar materials to e teaching and literature at th grade level an readability of materials. (NT 8, 10 p.25) | rly grade ry reading nhance to learning of he early id test the existing TS 3j) (NTI | g he of ECF, | Learning Indicators6.1 Define the concept of supplementary reading materialsTo facilitate students' participa and achieve more in the limited tutor/lecturer will ask student teachers to do online research before the lesson and do some presentation on the concept of supplementary reading | | | | mited time, lent arch a week ome pt of the roles ning. clude cal thinking, ation and ital literacy. ender. | |
| 6. Developing supplementary early Grade literature materials | Revision of previous lesso factors to co when devel selecting and early children's ch literature mat | the on the nsider oping, using grade ildren | Introductio n: 20 mins ele grad mat lear don | | depending on a collaborative g Teacher Activit Ask students to by identifying t consider when selecting and u grade children' materials. After learners share done with the o | thing and learning to achieve anding on delivery mode set aborative group work or ind ther Activity students to do pair work lentifying the factors to ider when developing, cting and using early e children's literature erials. After 10 minutes let hers share what they have e with the class as recap the previous lesson. | | lected. Teacher led, | |

| ГТ | | 1 | |
|---|-----------------------|--|---|
| | | Preview the current lesson – definition, types, characteristics and values/importance of early grade reading materials | Student teachers note the preview of the current lesson provided by the tutor. |
| Definition, characteristics and types of early grade supplementary reading materials | Stage 1: 80 mins | Group Work Put student teachers into two main mixed groups. Assign group one with the task of identifying the meaning and characteristics of supplementary reading books and group 2 with the various types of early grade children's supplementary reading books.Help each group to use available technology and books to collect information on their topic. Later let each group present their observations to the class for further discussions and comments from peers and tutor. | Group Work Student teachers work in two main tasked groups Group one works on the task of identifying the meaning and characteristics of supplementary reading books and group 2 works on the various types of early grade children's supplementary reading books. Each group uses available technology and books to collect information on their topic. Presents your work to the whole class for feedback and comment from your peers and tutor. |
| Values/Importance of supplementary reading materials. | e Stage 2: 60 mins | Class Discussion : Tutor uses probing and leading questions to help student teachers identify values/importance of supplementary reading materials to the development of early grade children's literature skills. | Student teachers answer tutor's question and ask questions to help them identify the values/importance of supplementary reading materials to the development of early grade children's literature skills. |
| | | Give student teachers opportunity to work individually in putting the discussion in the form of concept map and share with class. | Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments. |
| School Visit | | Let student teachers during their school visit; observe the characteristics and types of early grade children's supplementary reading books/materials. | Student teachers visit schools to observe the characteristics and types of early grade children's supplementary reading books/materials. |
| | | Ask student teachers write a reflection on it and indicate in their observation report how their knowledge of the supplementary books will help them develop such materials as professional teachers. | Student teachers write a reflection on it and indicate in their observation report how their knowledge of the supplementary books will help them develop such materials as professional teachers. |

| | Closure | Stage min | 20 | Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification Follow-up: Ask student teachers to read ahead on the various themes in both fiction and non-fiction supplementary reading materials/books | Student teachers answer question write then posed by the tutor tom recap the lesson. Ask tutor questions on the lesson for clarification Student teachers read ahead on the various themes in both fiction and non-fiction supplementary reading materials/books |
|---|---|---|----------------------------|--|--|
| Which cross cutting issues will be addressed or developed and how | CollaboratioEnquiry skillCritical think | n (workin s (asking o king (Disco | ig in g quest ussioi | ng both male and female in each g groups as a team) cions for clarification and school o n and peer critiquing) presentation and answering quest | bservation) |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | consider when devel are communication, | oping ear team wor | ly gra k/col | Assessment for and as learning (p ide supplementary reading mater laboration, enquiry skills, digital li rse learning outcome 6 | ials). (Core skills targeted |
| Teaching Learning Resources | computer Projector Smartphone Laptop | | | | |
| Required Text (core) Additional Reading List | Owu-Ewie, C. (2018). Accra: Sam- | Introduct Noode Pu aching Ch | tion t ublish nildre | n's Literature: It's Critical. London o language teaching skills: A reso lers n's Literature: Making Stories Wol | urce for language teachers. |
| CPD Needs | Seminar for tutor on | interpret | ing th | ne Early Grade speaking and listen | ing curriculum. |

| Year of B.Ed. 2 | Semester | 1 | Place of | lesson in seme | ster | 12 | 3 4 5 6 7 8 9 1 | 0 11 12 | |
|---|--|---|---|--|--|---|--|---|--|
| Title of Lesson | Developing sup | Developing supplementary early Grade literature materials Lesson 3 hrs Duration | | | | | | | |
| Lesson description | supplementary to factors to cor | The lesson introduces student teachers to various themes found in early grade supplementary reading materials (fiction and non-fiction). The lesson also exposes students to factors to consider when selecting supplementary readers for early grade learners to improve their literature skills. | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers supplementary | | | bout the mear | ning, ty | pes and | importance of | early grade | |
| Possible barriers to learning in the lesson | suppler | | | not know the naterials for earl | | | oth fiction and S. | non-fiction | |
| Lesson Delivery – chosen to | Face-to- Pra | actical \ | Work- | Seminars | Indep | endent | e-learning | Practicum | |
| support students in | face Ac | tivity I | Based | ✓ | Study | , | opportunities | | |
| achieving the outcomes | \checkmark | ✓ 1 | Learning | | ~ | / | \checkmark | | |
| mode of delivery chosen to support student teachers in achieving the learning outcomes. Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | discussion, brain student teacher Independent stu promote individ can be part of an Seminars: to ge / or tutor led. e-Learning: Use available techno Learning Outcou 6. Develop early supplementary in materials to enh teaching and lea literature at the grade level and a readability of ex materials. (NTS 3 (NTECF, 8, 10 p.) | led. It sho udy: to en ual and co ny of the a enerate gro of video, u ology mes grade reading hance the arning of early test the isting 3j) | uld not of able stu- illaborati ibove mo- bup and use of or Learni 6.4 Dis theme and no supple for ear 6.5 Ide factors selecti supple | usually be the n dents to engage ive enquiry, mo odes individual creat | nain mo e with r re in-de ivity, di n, use o s n s rs b s s n t t t t t t t t t t t t t t t t t | ode. relevant a epth anal iscussion of compu- of compu- of acilita and achie- utor/lect eachers t before the presentat istening a hey play • Core comr collai enqu | and appropriate a ysis and develop and reflection: s | materials to ment. This tudent and e or any icipation mited time, dent arch a week ome pt of the roles ning. iclude cal thinking, ation and ital literacy. | |
| 6. Developing | | Stage/ | time | Teaching and | learnin | | eve learning out | | |
| supplementary early grade reading | | | | depending on | delive | ry mode | selected. Teache ndependent stu | er led, dy | |
| materials | | | | Teacher Activ | ity | | Student Activ | vity | |
| | Revision on the previous lessor the meaning types characteristics and values of early grade supplementary reading | n Introdu , 20 min | | Ask student teachers individually to write summary/main points previous lesson as a re and let them share it the class. | | ts of the recap | Student teach pairs to identi main contents the definition, values of early supplementar materials. They later sha work with the | fy some areas in types, grade y reading re their class as a | |
| | materials | | | Preview the c | urrent | lesson – | way of revising previous lesso | - | |

| | | | | · |
|---|---|--|---|---|
| | Themes in early grade fiction and non-fiction | Stage 1: 70 mins | designing a speaking and listening scheme of work and factors to consider in designing a scheme of work. Class Discussion Tutor introduces the lesson, uses probing, and loading | Student teachers note the preview of the current lesson provided by the tutor. Student teachers discuss the various themes in both fiction and non- |
| | and non-fiction supplementary reading materials for early grade learners. | | uses probing, and leading question to help student teachers discuss the various themes in both fiction and non-fiction supplementary readers meant for early grade learners. Allow student teachers time to do a semantic map of the various themes discussed. Let them share their semantic maps with colleagues. Give student teachers ample time to ask questions or make comments. | fiction supplementary readers meant for early grade learners by answering and asking questions. Student teachers do a semantic map of the various themes discussed. Let them share their semantic maps with colleagues. Student teachers ask questions or make |
| | Factors to consider when designing a speaking and listening scheme of work | Stage 2: 70 mins | Group Work: Put student teachers into mixed ability groupsto use available information on line and in books to identify factors to consider when selecting a supplementary reading book for early grade learners. Let groups present their work to class using posters/or orally for tutor or peer feedback and comments. | comments on the topic. Student teachers work in mixed ability groupsto use available information on line and in books to identify factors to consider when selecting a supplementary reading book for early grade learners. Groups present their work to class using posters/or orally for tutor or peer feedback and comments. |
| | School Visit | | Let student teachers to visit schools to do a mini study on the various themes in both fiction and non-fiction supplementary books meant for early grade learners for their subject portfolio. | Student teachers visit schools, to do a mini study on the various themes in both fiction and non-fiction supplementary books meant for early grade learners for their subject portfolio |
| | Closure | Stage 3:15 20 min | Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification | Student teachers answer question posed by the tutor to recap main issues the lesson. Ask tutor questions on the lesson for clarification |
| Which cross cutting issues will be addressed or developed and how | group) Collabora Enquiry s Critical th | ation (working in skills (asking ques ninking (Discussio | ing both male and female in eac groups as a team) stions for clarification and schoo on and peer critiquing) presentation and answering que | l observation) |

| Lesson assessments – | Summary of Assessment Method: No assessment |
|-----------------------------|---|
| evaluation of learning: of, | Assesses Learning Outcomes: Course learning outcome 6 |
| for and as learning within | |
| the lesson(linked to | |
| learning outcomes) | |
| Teaching Learning | computer |
| Resources | Projector |
| | Smartphones |
| | Laptop |
| Required Text (core) | Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language |
| | teachers. Accra: Sam-Woode Publishers [Unit 30] |
| | |
| Additional Reading List | Leland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge |
| | |
| CPD Needs | Workshop for tutor on themes and factors to consider when selecting early grade |
| | supplementary readers. |
| | |

| Year of B.Ed. 2 | Semester | 1 | Place of | lesson in seme | ester | 1234 | 456789: | 10 11 | . 12 | |
|--|---|---|---|---|-------------------------|---|--|--|---|--|
| Title of Lesson | Developing | Developing supplementary early Grade literature materials Lesson Duration 3 hrs | | | | | | | | |
| Lesson description | inclusivity in | The lesson exposes student teachers to how to observe gender, cultural sensitivity and inclusivity in children's supplementary book for early grade learners. It helps student teachers to review the readability of supplementary reading materials/books used in the early grade classroom. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | | | | bout themes in pplementary re | | on and | non-fiction | and fa | ctors to | |
| Possible barriers to learning in the lesson | incl | | nildren's sup | ot know how oplementary bo | | - | | sensitiv | vity and | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face ✓ | Practical Activity √ | Work- Based Learning | Seminars √ | Independe Study √ | | e-learning opportunitie √ | | acticum | |
| mode of delivery chosen to support student teachers in achieving the learning outcomes. | / or student teacher led. It should not usually be the main mode. | | | | | | | als to This can and / | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | materials teaching literature level and of existin | | e the ng of ly grade adability | Learning Indicators 6.6 Prepare appropriate supplementary literature materials for early grade learners that are underpinned by gender, inclusive, interest, ethnic and linguistics issues. 6.7 Review supplementary literature/reading materials and select appropriate ones to benefit the diverse needs of learners. 6.8 Do action research on the readability of existing literature | | parti in th tuto teac weel some conc spea in lar • | acilitate stude icipation and e limited tim r/lecturer wil hers to do on k before the l e presentatio cept of listeni iking and the nguage learn Core skills ta communicat thinking, col observation skills, and dig Inclusivity in | achieve e, l ask stu line res esson a n on th ng and roles th ing. rgeted ion, crit laborati and eno gital lite | udent earch a nd do e ney play include ical on, quiry tracy. | |

| 6. Developing supplementary early Grade literature | | Stage/time | Teaching and learning to act depending on delivery mode collaborative group work or | e selected. Teacher led, |
|--|--|--------------------------|--|--|
| materials | | | Teacher Activity | Student Activity |
| | Revision on the previous lesson on themes in both fiction and non- fiction and factors to consider in selecting early grade supplementary readers | Introduction: 15 mins | Ask student teachers in groups to revise the main points on the previous lesson on themes and factors to consider in selecting supplementary materials. Let groups share their work with the class for comments. | Student teachers work in groups to identify the main issues learned in the previous lesson on themes and factors to consider in selecting supplementary materials. for Early Grade learners. Later share their work with the class as a way of |
| | | | Give an overview of the current lesson – gender, cultural sensitivity and | revising the previous lesson. |
| | | | inclusivity in children's supplementary book for early grade learners and readability of the materials. | Student teachers note the preview of the current lesson provided by the tutor. |
| | 6.5 Gender cultural sensitivity and inclusivity in early grade learners' supplementary books | Stage 1: 70 mins | Class Research and Presentation: Tutor explains the concepts gender, cultural sensitivity and inclusivity in supplementary reading materials. Tutor divides class into mixed gender groups based on a given task and ask them to find information on line and in books to see how the three concepts can be achieved in developing early grade supplementary materials. Each group works on one concept/ Let learners do a poster presentation of their findings Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments. | Student teachers listen to explanation by the tutor and break into mixed gender groupsand find information on line and in books to see how the three concepts can be achieved in developing early grade supplementary materials. Each group is assigned a concept. Student teachers do a poster presentation of their findings Contribute to discussion on the topic by answer and asking questions. Student teachers get ample time to ask questions or make comments. |
| | 6.6 Illustrations and colour in early grade learners' supplementary reading materials | Stage 2: 80 mins | Brainstorming: Let student teachers work in mixed ability groups to brainstorm the importance of colour and illustrations in early grade learners' supplementary readers and how to ensure effective illustrations and colour to give the desired | Student teachers work in mixed ability groups to brainstorm the importance of colour and illustrations in early grade learners' supplementary readers and how to ensure effective illustrations and colour to give the desired effect in |

| Which cross cutting issues Inclusivity/gender (including both male and female in each group, mixed ability group with e addressed or developed and how Stage 4: 15 min developing early grade supplementary readers and write a reflective report for their subject teachers and write a reflective report for their subject and teachers and write a reflective report for their subject and teachers and write a reflective report for their subject and their subject and their teachers and write a reflective report for their subject and their teachers and write a reflective report for their subject and their teach | | | | offect in early are de | oorly grada | | |
|--|----------------------------|--|----------------------|---|---|--|--|
| Which cross cutting issues will be addressed or developed and how Inclusivity/gender (including both male and female in each group, mixed ability group work, correst and sessments – evaluation of learning outcomes) Lesson assessments – evaluation of learning within the lesson(linked to learning outcomes) Computer Comp | | School Visit | | Encourage student teachers to use technology and available book(s) to look for information. Let student teacher to orally present their findings for class discussion and comments. During school visit, let student teachers review existing early grade supplementary reading materials to see their readability and appropriateness to | technology and available book(s) to look for information. Student teacher orally present their findings for class discussion and comments During school visit, review existing early grade supplementary reading materials to see their readability and appropriateness to | | |
| Stage 4: 15 minAsk students teachers question to recap the lesson. Answer student teachers' questions for clarificationquestion posed by the tutor to recap the lesson. Answer student teachers' questions for clarificationquestion posed by the tutor to recap the missues in the lesson. Ask tutor questions on the lesson for clarificationWhich cross cutting issues will be addressed or developed and how• Inclusivity/gender (including both male and female in each group, mixed ability group • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)Lesson assessments - evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)Summary of Assessment Method: Assesses Learning Outcomes: Course learning outcome 6Teaching Learning Resources• computer • Projector • Smartphones • Laptop• computer | | | | for their subject portfol. They should indicate how this will inform them in selecting and developing early grade supplementary readers to improve children's love for | inform you in selecting and developing early grade supplementary readers to improve children's love for | | |
| will be addressed or developed and how• Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)Summary of Assessment Method: Assessment for learning (Assessment on how to achieve gender, and inclusivity in children's literature. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6Teaching Learning Resources• computer • Projector • Smartphones • Laptop | | Closure | Stage 4: 15 min | question to recap the lesson. Answer student teachers' | tutor to recap the main issues in the lesson. | | |
| will be addressed or developed and how• Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)Lesson assessments – evaluation of learning: of, for and as learning within | Which cross cutting issues | Inclusivity/ | gender (including b | oth male and female in each g | roup, mixed ability group) | | |
| developed and how• Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)Lesson assessments - evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)Summary of Assessment Method: Assessment for learning (Assessment on how to achieve gender, and inclusivity in children's literature. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6Teaching Learning Resources• computer • Projector • Smartphones • Laptop | | - | | - | | | |
| Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions, writing reports) Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources computer computer Smartphones Laptop | developed and how | | | | oservation) | | |
| Communication (through presentation and answering questions, writing reports) Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources | | Critical thin | nking (Discussion an | d peer critiquing) | | | |
| evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)gender, and inclusivity in children's literature. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6Teaching Learning Resources• computer • Projector • Smartphones • Laptop | | | | | | | |
| for and as learning within the lesson(linked to learning outcomes) work/collaboration, enquiry skills, digital literacy) Teaching Learning Resources Assesses Learning Outcomes: Course learning outcome 6 • computer • Projector • Smartphones • Laptop | | | | | | | |
| the lesson(linked to learning outcomes) Assesses Learning Outcomes: Course learning outcome 6 Teaching Learning Resources • computer • Projector • Smartphones • Laptop | C . | | | | | | |
| learning outcomes) Teaching Learning Resources • computer • Projector • Smartphones • Laptop | - | | | | | | |
| Teaching Learning • computer Resources • Projector • Smartphones • Laptop | | Assesses Learning Outcomes: Course learning outcome 6 | | | | | |
| Resources Projector Smartphones Laptop | · · | • computer | | | | | |
| Smartphones Laptop | | | | | | | |
| Laptop | | | | | | | |
| | | | | | | | |
| Accra: Sam-Woode Publishers [] | Required Text (core) | Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. | | | | | |
| Additional Reading List Leland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge | Additional Reading List | | | | | | |
| CPD Needs Workshop for tutor on reviewing supplementary reading materials for early grade learners | CPD Needs | Workshop for tutor on reviewing supplementary reading materials for early grade learners | | | | | |

| Year of B.Ed. 2 | Semester | 1 | Place | e of | lesson in semest | er 1 | 23 | 45678910 | 11 12 |
|--|---|--|---|------|---|-------------------------|--|---|-------------|
| Title of Lesson | Teaching children's literature | | | | esson Puration | 3 hrs | | | |
| Lesson description | | The lesson introduces student teachers to preparing lesson plan for teaching literature to children (KG-P3) and teaching children's literature using lesson plan designed. | | | | ire to | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teach | Student teachers have learned about gender, cultural and inclusivity in children's literation books and the value of illustrations and colour in such books. | | | | | 's literature | | |
| Possible barriers to learning in the lesson | child | children literature. | | | | | | Early Grade | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- P | Practical Activity ✓ | Work- Based Learnir | | Seminars √ | Independ Study | dent | e-learning opportunities √ | Practicum |
| Lesson Delivery – main | - | | | • | extended and coh | erent line | of arg | • | es |
| mode of delivery chosen | | | | | n and answer, gro | | | | |
| to support student teachers in achieving the learning outcomes. | and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any | | | | | ent. This dent and / | | | |
| . Lesusing Outeeurs feu | available tech | | | | ing Indicators | | | | |
| • Learning Outcome for the lesson, picked and | Learning Out | | | | ning Indicators | e early | To facilitate students' | | |
| developed from the | literature l | | | | Plan an appropriate early rade literature lesson To facilitate students' participation and achieve | | | | |
| course specification | early grade | | | - | - | | e limited time, | | |
| Learning indicators for | caters for t | | | | | | tutor | r/lecturer will ask student | |
| each learning | needs and | | - | | learners. | | | ers to do online research a | |
| outcome | learners (N | | | | Co-teach a literatu | | | before the less | |
| | l, m, NTEC | F bullet 5 | | | | | | | |
| | ,p.25) | | | | anner of learners | | | ept of listening a king and the role | |
| | | | | | manner of learners to address their literature in language learning. | | s they play | | |
| | | | | | needs and interests. • Core skills targeted in | | ed include | | |
| | | | | | communication, criti | | | | |
| | | | | | thinking, collaboration, | | | | |
| | | | | | | | | observation and | |
| | | | | | | | | skills, and digital Inclusivity includ | - |
| 7. Teaching children's | | Sta | age/time | 2 | Teaching and lea | arning to a | | | |
| literature | | | Stage/time Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, | | | | | | |
| | | collaborative group work or independent study | | | | | | | |
| | | | | | Teacher Activity | | Student Activity | | |
| | Revision of th | | | | Ask student teachers to wo | | | | |
| | previous lesso on gender, | | Introduction: 20 mins | | on the previous lesson; ger cultural and inclusivity in e grade children's literature i factors to consider when selecting children's literatu books. Let pair share their with the class for comment | | | issues learned | |
| | cultural and | 20 | | | | | | previous lesso | |
| | inclusivity in | | | | | | | gender, cultur | |
| | early grade | | | | | | - | inclusivity in e | |
| | children's | | | | | | ire | , children's liter | |
| | literature and | 1 | | | | | | factors to con | |
| | factors to | | | | | | U | | |
| | consider whe | n | | | Give an overview of the | | literature books. Later share their work with the | | |
| | selecting | | | | current lesson – | reaching | | share their wo | nk with the |

| | children's | | children's literature at the early | class as a way of revising |
|---|---------------------------------|-------------|--|---|
| | literature books | | grade level. | the previous lesson. |
| | | | | Student teachers note |
| | | | | the preview of the |
| | | | | current lesson provided |
| | | | | by the tutor. |
| | 7. Planning and | Stage 1: 40 | Video Presentation: Prepare | Video Presentation |
| | Teaching early | mins | the class and show them a | Student teachers watch |
| | grade children's | | video of a teachers teaching | the video of a teachers |
| | literature | | early grade literature. | teaching early grade |
| | | | Class Discussion: Discuss with | literature. |
| | | | student teachers how the | Class Discussion |
| | | | lesson was delivered in the | Discuss by answering |
| | | | video, especially the steps | question posed by the |
| | | | involved in the lesson delivery. | tutor on the video |
| | | | Tutor explains to student | screened to show the |
| | | | teachers the steps involved in a literature lesson delivery to | steps involved in the lesson delivery. Student |
| | | | early grade learners. | teachers get involved in |
| | | | Use this opportunity to explain | discussion on steps |
| | | | to student teachers what a | involved in a literature |
| | | | teacher must do in a children's | lesson delivery to early |
| | | | literature lesson to motivate | grade learners. |
| | | | learners to love literature. | Student teachers ask |
| | | | Give student teachers ample | questions or make |
| | | | time to ask questions or make | comments on the |
| | | | comments about the | discussion. |
| | | | discussion. | |
| | Planning a | Stage 2: 80 | Pair Work | Group Work |
| | children's literature lesson | mins | Put student teachers pairs and | Student teachers work in |
| | illerature lesson | | ask each pair to plan a | pairs to plan a children's literaturelesson to |
| | | | children's literaturelesson to | benefit all manner of |
| | | | benefit all manner of learners. | learners. They indicate |
| | | | Let them indicate the major | the major parts of the |
| | | | parts of the lesson and what | lesson and what they will |
| | | | they will do to make the lesson | do to make the lesson |
| | | | motivating and successful. | motivating and |
| | | | | successful. |
| | | | Class Presentation: Let each | |
| | | | pairs demonstrate to classhow | |
| | | | they will use their lesson in real | Pairs demonstrate to |
| | | | classroom situation. Let peers | classhow they will use |
| | | | provide feedback (if any) to | their lesson in real classroom situation. |
| | | | beef up the lesson. | Peers provide feedback |
| | | | | (if any) to beef up the |
| | | | | lesson. |
| | School Visit | | | Student teachers use |
| | | | During school visit, student | their planned lesson to |
| | | | teachers use their planned lesson to co-teach for feedback | co-teach for feedback |
| | | | and comments from tutor and | and comments from |
| | | | mentor. | tutor and mentor. |
| | | | Let student teachers write a | |
| | | | reflection on the lesson | Student teachers write a |
| | | | delivered for their subject | reflection on the lesson |
| | | | portfolio. | delivered for their |
| 1 | | | l ' | subject portfolio. |
| | | | | |

| | | <u>ci</u> <u>a</u> <u>a</u> <u>a</u> | | | | |
|--------------------------------|--|--------------------------------------|--|-----------------------------|--|--|
| | Course | Stage 3: 30 | Reflection | Student teachers reflect | | |
| | Overview | mins. | Ask student teachers to reflect | on the main topics in | | |
| | | | on the main topics in the entire | their course and indicate | | |
| | | | course (all lessons) and indicate | how it has helped them | | |
| | | | how it has helped them | develop their | | |
| | | | develop their professional skills | professional skills in | | |
| | | | in teaching children's literature | teaching speaking and | | |
| | | | as would be Early Grade School | listening as would be | | |
| | | | teachers. Let student teachers | Early Grade teachers. | | |
| | | | share their reflections with | Student teachers share | | |
| | | | class. | their reflection with the | | |
| | | | | class. | | |
| | Closure | | Ask students teachers question | Student teachers answer | | |
| | | Stage 4: 15 | to recap the lesson. | question posed by the | | |
| | | min | Answer student teachers' | tutor to recap the main | | |
| | | | questions for clarification | issues lesson. | | |
| | | | | Ask tutor questions on | | |
| | | | | the lesson for | | |
| | | | | clarification | | |
| Which cross cutting issues | Inclusivity | l v/gender (includ | l ling both male and female in each ; | group, mixed ability group) | | |
| will be addressed or | | | n groups as a team) | B. cap,ca az, 8. cap, | | |
| developed and how | | - | stions for clarification and school c | bservation) | | |
| | | | on and peer critiquing) | | | |
| | | | presentation and answering ques | tions, writing reports) | | |
| Lesson assessments – | | | Assessment as learning (Assessm | | | |
| evaluation of learning: of, | | | | | | |
| for and as learning within | Grade children's literature teaching lesson plan on a selected lesson topic and co-teach (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) | | | | | |
| the lesson(linked to | Assesses Learning Outcomes: Course learning outcome 7 | | | | | |
| learning outcomes) | | | | | | |
| Teaching Learning | • | | | | | |
| Resources | | | | | | |
| Required Text (core) | computer | | | | | |
| | Projector | | | | | |
| | Smartphones | | | | | |
| | • Laptop | | | | | |
| | YouTube video on Teaching children's literature | | | | | |
| Required Text | | | to language teaching skills: A reso | urce for language teachers. | | |
| Additional Deading List | Accra: Sam-Woode Publishers [Unit 30] | | | | | |
| Additional Reading List | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge | | | | | |
| CPD Needs Course Assessment | Workshop for tutor on planning and delivery of children's literature lesson. ¹ Component 1: Subject Portfolio assessment | | | | | |
| Course Assessment | Selected items of student's work (3 of them 10% each - 30%) | | | | | |
| | Selected items of student's work (3 of them 10% each - 30%) Mid-semester - 20% | | | | | |
| | Reflective Journal– 40% | | | | | |
| | ² Component 2: SUBJECT PROJECT (30%) | | | | | |
| | Introduction, a clear statement of aims and purpose of the project – 10% | | | | | |
| | Introduction, a clear statement of aims and purpose of the project – 10% Methodology: what the student teacher has done and why to achieve the purpose of | | | | | |
| | Methodology: what the student teacher has done and why to achieve the purpose of the project – 20 | | | | | |
| | Substantive or main section – 40% | | | | | |
| | Substantive of main section – 40% Conclusion – 30% | | | | | |
| | Component 3: End of Semester Exams (40%) | | | | | |
| | Component 5. Lift | a of Junester LA | | | | |

 ¹ See Rubric for Subject Portfolio assessment in Annex 6 of NTEAP
 ²See Rubric for Subject Project Assessment in Annex 6 of NTEAP

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