

Four-Year B.Ed. Course Manual

Childrens 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.

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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	urse Details					
Course	Upper Primary	Children's Lit	era	ture		
name						
Pre-	Teaching Upper	Primary read	ling	gand writin	g	
requisite		<u>. </u>				
Course	300	Course		Credit	3	
Level		Code		Value		
Table of con	otents					
	al for the Subject					
Children's lit	terature play a vit	al role in help	oing	g children d	evelop their language a	nd have love for books and reading. As a
						kills to teach children's literature and
		en's literatur	e bo	ooks to imp	prove children's languag	e acquisition and love for books.
	urse Description					
						how to promote it in the Upper Primary
classroom. I	t addresses misco	onceptions at	oou	t literature	and exposes student to	eachers to the value and scope of children's
						erest in literature at the Upper Primary level.
The course	equips student te	achers with t	the	requisite k	nowledge, understandi	ng and skill to teach literature to children at
the Upper P	rimary level and v	ways to whip	up	the childre	en's interest in literature	e. The course also looks at issues in teaching
and learning	g children literatu	ure, assessing	g cł	nildren's lit	erature skills, and prep	paring appropriate materials to address the
diverse need	ds and interests o	of Upper Prin	nary	y learners i	n learning literature. Tr	ainee teacher will be exposed to the use of
technology	in lesson to help	student tead	:hei	rs apply it	in their materials produ	action and teaching. The course also equips
student tea	chers with the	skill to de	velo	op suppler	mentary literature/read	ding materials for children and provides
opportunitie	es for school visits	for student	tea	chers to ob	serve and interact with	teachers on how they teach literature at the
Upper Prima	ary classroom and	l do co-teach	ing	with collea	agues or mentors. This v	vill assist them to develop their portfolio for
the course.	The course del	livery mode	ind	cludes disc	cussion, problem solvir	ng, questions, presentation brainstorming,
		-				e, methods that take all manner of learners
into conside	eration. The mod	e of assessin	ıg s	tudent tea	chers includes quizzes,	examinations, report writing, assignments,
						participation. The course seeks to fulfill the
-					-	F bullets 5, 6, 8, 10 (p. 25).
3. Key contextual factors						
Literature p	lays a key role i	n language l	ear	ning but it	t is de-emphasised in t	he educational system. Language teachers
consider literature as a subject for the higher levels. At the Upper Primary level, attention is paid to teaching the basics of						
		-	-			re is difficult and belongs 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 Upper Primary 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 Upper Primary						
curriculum. Briefly, 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 Upper Primary classroom to lay the						
foundation for reading in later life.						
			ros	s cuttina is	sues, including equity a	nd inclusion
		king and prob			,	
	Collaboratio	0 1		60.00		
	Communica					
			, cki	lle		

- Observation and Enquiry skills
- Digital literacyCultural diversity and inclusion

E Course Looming Outcourses	C Lasurdan Indiantana
5. Course Learning Outcomes 1. Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children's literature and misconceptions (NTS 1a)	 Learning Indicators 1.1 Define children's literature, its characteristic and scope. 1.2 State and Discuss the values of children's literatures 1.3 Identify misconceptions of teaching literature at the Upper Primary and address them
2. Exhibit knowledge, understanding and skills involved in their roles as teachers in teaching children's literature and the roles parents can play in developing children's interest in literature (NTS 1a, e) (NTS 1a, e)	 2.1 Indicate the role teachers can play in the development of children's literature at the Upper Primary level 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 challenges (NTS1a)	 3.1 State and discussways of developing children's literature at the Upper Primary level. 3.2 Identify and address the challenges to developing children's love and appreciation for literature at the Upper Primary level.
4. Demonstrate knowledge of differentiated ways of assessing diverse children's literature skills at the Upper Primary level. (NTS 3k, NTECF bullet 6, p. 25)	 4.1 Identify and discuss ways of assessing children's literature skills development 4.2 Discuss the challenges of assessing the development of children's literature skills at the Upper Primary level and how to address the challenges.
5. Prepare appropriate teaching-learning materials using technology and other means to teach and enhance Upper Primary 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 Upper Primary 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 children's literature materials. 5.4 Use appropriate children's literature learning materials to improve all learners' understanding of literature at the Uppe Primary level.
6. Develop Upper Primary supplementary reading materials to enhance the teaching and learning of literature at the Upper Primary 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 Upper Primary supplementary reading materials. 6.3 Discuss the importance/values of Upper Primary supplementary reading materials. 6.4 Discuss the various themes in both fiction and non-fiction supplementary books for Upper Primary learners 6.5 Identify and discuss factors to consider when selecting an Upper Primary supplementary material/book. 6.6 Prepare appropriate supplementary literature materials for Upper Primary 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 Upper Primary level
7. Plan and co-teach literature lesson at the Upper Primary 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 Upper Primary 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.

	Course 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 1.1.4 Values of Children's 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)
			 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)
	Teaching children's literature	2.1. Role of teacher in teaching children's literature to develop their love and appreciation.	1. 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)
2		2.2.Role of parents in developing children's love for literature2. 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)
			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 literature3.2. Ways to address challenges of children's 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) Discussions (teacher leads students teachers through leading and probing questions to find ways of addressing the challenges of developing literature among Upper Primary) Debate (In groups, students teachers debate the pros and cons of children's literature in
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 4.4 Addressing challenges of assessing children's literature skills 	literacy development) 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)

5	Upper Primary Children's literature	5.1.Preparing Upper Primary children's materials for literature teaching	 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). Discussion/brainstorming (teacher introduces the topic and leads discussion on preparing children's literature materials using thought-provoking questions and provide constructive
	materials	5.2 Factors to consider in preparing and selecting children's literature books	 feedback). 2. 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) 4. 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 Upper Primary literature materials	 6. 1. Definition, characteristics and types of children's reading books 6. 2 Values/importance of children's reading books 6. 3 Common themes/genres in children's reading non-fiction books 6.4 factors to consider when selecting Upper Primary supplementary reading materials. 6.5 Gender and cultural sensitivity in children's reading books 6.6 Inclusivity in children's books 6.7 Illustrations, colour etc. in children's reading books. 	 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 followed by class discussion) 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). Book review (Student teachers review existing Upper Primary 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. 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 (P4-6)	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.	 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
2	Debates
3.	Course Assessment Components
Compoi	nent 1: SUBJECT PORTFOLIO (30% Overall)
•	Selected items of student's work (3 of them 10% each - 30%)
•	Mid-semester - 20%
•	Reflective Journal– 40%
•	Organization of the subject portfolio -10%
Not	.ec.
	The selected works of students include
•	Presentation(One group presentation on developing supplementary reading materials for Upper Primary
-	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, scop
	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)
-	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 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 Upper Primary 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 f
•	assessing children's literature at the Upper Primary 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 portfo
	for assessment (LO 4 – 3k)
ssesse	s Learning Outcomes: Learning Outcomes to be measured 1,2, 3, 4, 5, 6 and 7
TS 1a	2d, 3a, e, g, j, k, l, targeted are
a. Criti	cally and collectively reflects to improve teaching and learning.
le Enga	ges positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations
and wid	er public as part of a community
2d. At p	re-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has
jood kn	owledge of how to teach
	ginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian
	nguage as a medium of instruction.
	s and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching
	loys a variety of instructional strategies that encourages student participation and critical thinking.
	loys instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
	uces and uses a variety of teaching and learning resources including ICT, to enhance learning.
	grates a variety of assessment modes into teaching to support learning.
lk Inta	graces a variety of assessment modes into teaching to support rearming.
	ns 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/selectedUpper Primary 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 Upper Primary learners, challenges of developing children's literature skills, assessing children's literature skills 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, 6and 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.

3q. 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. 3	Semester	1	Place of l	esson in seme	ster	123	34567891	0 11 12
Title of Lesson	Introduction to	children's	literature				Lesson Duration	3 hrs
Lesson description		istics and s	scope of child	dren's literatur	e. This first	lesson i	of children's liter ntroduces stude he course.	
Previous student teacher knowledge, prior learning (assumed)	Student teacher	rs have lea	rned about t	he concept an	d types of l	Jpper Pi	imary reading a	nd writing.
Possible barriers to learning in the lesson	acquisi		s may not	know how c	hildren's l	iteratur	e contributes t	o language
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work- Based Learning	Seminars ✓	Indepe Study	endent	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 of work 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 part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / o tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology 						teacher als to This can be t and / or	
Learning Outcome	Learning Outco	mes	Learning Inc	dicators				
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	1. Demonstrate knowledge and understanding of definition, characteristics, and values of ch literature and misconceptions 1a)	d literature, its characteristic and scope. the concept of listening and roles they play in language • Core skills targeted inc communication, critica collaboration, observa skills, and digital litera				time, tutor/lectu do online reseand do some pres ning and speakin nguage learning. eted include n, critical thinkin observation and al literacy. Juding gender wil forming learning	urer will ask rch a week entation on g and the g, enquiry l be groups.	
Topic: Introduction to Upper Primary children' s literature	Sub topic	Stage/tii	me	depending o	n delivery ı	mode se	ve learning outco elected. Teacher dependent study	led,
,	Revision of the previous lesson on concept and types of Upper Primary reading and writing	Stage 1:	20 mins	Teacher Acti Revise previo students thro answer techr Ask student f about the co and writing a literacy deve	bus lesson v bugh questi hique. ceachers to ncept of rea	ion and talk ading	Student Activ Answer the qu asked by the tutor/lecturer previous lesso of literacy, cor and the stages development.	to revise n (concept nponents

		1	
Introduction of the Children's Literature Course	30 mins.	Group Discussion First, give an overview of the children's literature manual for Upper Primary learners. Through probing and leading	Student teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers
Manual		questions, assist student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification.	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)	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.
		Semantic Mapping: Tutor guides student teachers individually to make a semantic map of what has been learned in the stage.	Student teachers individual make a sematic map of what has been learned in the stage and share with colleagues.
The characteristics and scope of Upper Primary 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 Upper Primary 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 Upper Primary 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 Upper Primary 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 Upper Primary 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.	Work in groups to write the main points in the lesson.

	[]		· · · · · · · · · · · · · · · · · · ·				
		Call student teachers to	Summarise the main				
		summarise the lesson.	points of the lesson				
			orally.				
		Answer student teachers'					
		questions for clarification	Ask tutor questions on				
			the lesson for				
		Ask student teachers to use	clarification.				
		the provided checklist to					
		identify whether the	Use provided checklist to				
		indicator(s) of the lesson has	see whether the				
		been achieved.	indicators of the lesson				
			has been achieved.				
Which cross cutting	Digital literacy (searching or	line for information on the topic)	L				
issues will be addressed		both male and female in each gro	(au				
or developed and how	Collaboration (working in gr	, o	-p)				
		•					
	••••	 Critical thinking (through discussion, brainstorming and peer critiquing) Communication (through discussion, presentation and asking and answering of questions) 					
Lesson assessments –	Summary of Assessment Method: As	· · · · · · · · · · · · · · · · · · ·					
evaluation of learning:	types, characteristics and scope of ch		presentation on demittion,				
-			ving skills, pritical thinking				
of, for and as learning within the lesson(linked	(Core skills targeted are communicat		any skins, critical trinking,				
	gender inclusivity, digital literacy)	ourse learning outcome 1					
to learning outcomes)	Assesses Learning Outcomes: Course learning outcome 1						
Teaching Learning	• computer						
Resources	Projector						
	Smartphones						
	Laptops						
Required Text (core)	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						
	Machine A.A. Conthrustit A.M. OK		la Lita natura in an Engl				
	McClure , A. A., Garthwait , A. V. &Ku		n's Literature in an Era of				
	Standards 1st Edition, Londo	· ·					
CPD Needs	Workshop on teaching introduction (Lniidren's literature					

Year of B.Ed. 3	Semester	1	Place of le	sson in semester	1 2 :	34567891	0 11 12
Title of Lesson	Introduction to te	Introduction to teaching children's literature Lesson Duration					3 hrs
Lesson description		The lesson exposes student teachers to the misconceptions about children's literatureand values of children's literature in language learning at the Upper Primary level.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers					dren's literature.	
Possible barriers to learning in the lesson	develop	teachers in ment of child hildren's lite	dren.	know that child	dren's literatu	re contributes	to literacy
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work- Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: op brainstorming, qu led. It should not Independent stur promote individu part of any of the Seminars: to gen tutor led. e-Learning: Use of technology	uestion and a usually be the dy: to enable al and collable above mod erate group of video, use	answer, gro he main mo le students porative en es and indivi of online i	oup work, etc. Th ode. to engage with r iquiry, more in-de dual creativity, di nformation, use o	is can be tutor relevant and ap epth analysis ar iscussion and re	and / or student propriate materind development. eflection: studen	teacher ials to This can be t and / or
Learning Outcome for the lesson,	Learning Outcom	es	Learni	ng Indicators			
 picked and developed from the course specification Learning indicators for each learning outcome 	1. Demonstrate k and understandir definition, charao scope and values literature and mis (NTS 1a)	ng of the teristics, of children's	the chil s lite s 1.3 Ide mis tea at t Prir	ate and Discuss values of dren's ratures entify conceptions of ching literature he Upper mary and Iress them	achieve more tutor/lecture to do online lesson and de concept of lis the roles the • Core ski commu collabor enquiry	students' particip e in the limited t er will ask studen research a week o some presenta stening and spea y play in languag ills targeted inclunication, critical ration, observation skills, and digita ity including gene	ime, t teachers before the tion on the king and re learning. de thinking, on and l literacy.
Topic: Introduction to teaching children's literature	Sub topic Values and	Stage/time	9	depending on a	earning to achi delivery mode	eve learning out selected. Teache ndependent stud	comes: er led,
,	misconceptions of children's literature in language learning			Teacher Activit		Student Acti	
	Revision of the previous lesson the concept, characteristics and scope of children's literature	Introductic mins	on: 15	Revise previous students throug and answer tec Ask student tea discuss the defi children's litera characteristic a	gh question hnique. Inchers to Inition of Iture, its	Student teach the questions the tutor/lect Student teach the nature of literature as e Upper Priman during their so Student teach	asked by urer. ers discuss children's xist in the y classroom chool visit.

			1
		Give an overview of the current lesson on the values and misconceptions of children's literature	note of the overview of the current lesson provided by the tutor.
The Values	Stage 1: 55 mins.	Think, pair, share:	Think, pair, share
ofchildren's literature	5.05C 1: 55 mills:	Ask student teachers to think individually about the values of Upper Primary children's literature in language learning. Encourage student teachers to use available	Student teachers do individual online search for information on the values of children's literature in language learning using 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.	technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic
Misconceptions	Stage 2: 50 mins	Class Discussion	Class Discussion
of literature in language learning		Use leading and probing questions to help student teacher identify and explain the misconceptions of literature in language learning. Encourage student	Answer questions posed by the tutor to identify the misconceptions of literature in language learning and take notes of the various misconcontions
Addressing the misconceptions	Stage 4: 50 mins	teachers to take notes. 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.	misconceptions. 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
		Provide appropriate feedback.	class orally.
School Visit		Provide student teachers with a checklist they will use during school visit to observe how teachers in the Upper Primary classroom address the misconceptions of	During school visit student teachers use checklist provided by tutor to observe how teachers in the Upper Primary classroom
		literature in the classroom They should indicate how this will improve their professional development as would be teachers.	address the misconceptions of literature in the classroom They should indicate how this will improve their professional development as developing professional teachers.
Closure	Stage 4: 20 min	Ask student teachers to work in individually and write the main points in the lesson.	Student teachers individually write down the main points in the lesson and share with colleagues.

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		Answer student teachers' questions for clarification. Follow-up: Ask students to read their required text on the role of teachers and parents in promoting children's literature.	Ask tutor questions on the lesson for clarification. Student teachers note section of text to read for next class.		
Which cross cutting	 Digital literacy (searchild) 	hing online for information on the topic)			
issues will be addressed	 Inclusivity/gender (in 	cluding both male and female in each gro	up)		
or developed and how	Collaboration (workir	ng in groups as a team)			
	 Enquiry skills (asking 	questions for clarification and school obse	ervation)		
	Critical thinking (Discussion and peer critiquing)				
	 Communication (through presentation and answering questions) 				
Lesson assessments –	Summary of Assessment Method: Assessment for learning (group oral presentation on values and				
evaluation of learning:	misconceptions of literature on literacy development of learners done in class) (Core skills targeted				
of, for and as learning	are communication, team work/collaboration, enquiry skills, digital literacy)				
within the lesson(linked	Assesses Learning Outcomes: Course learning outcome 1				
to learning outcomes)					
Teaching Learning	 computer 				
Resources	 Projector 				
	 Smartphones 				
	Laptops				
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers.				
		ublishers [Units 11 and 12]			
Additional Reading List	Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. [Chapter 2				
	and 3]	English as a foreign language for dumming	England: John Wilow and		
	Sons Ltd. [Chapter 13	English as a foreign language for dummies	and some volley and		
CPD Needs		oonents of speaking, views of listening a	and components underlying		
	effective oral instruction	onents of speaking, news of listening a	and components underlying		

Year of B.Ed. 3	Semester	1 Pla	Place of lesson in semester			2 3 4	5678910) 11 :	12
Title of Lesson	-	Teaching children's literature Lesson 3 Duration hrs							
Lesson description		he lesson focuses on the role of teacher in teaching children's literature to develop their love nd appreciation and the role of parents in developing children's love for literature							
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about the values children's literature and misconceptions about iterature in general							
Possible barriers to learning in the lesson		ment of chil		know the	value of o	children'	's literature	in lit	teracy
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work- Based Learning	Seminars ✓	Independ Study √		-learning pportunities √	Prac	ticum
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 can be part of an Seminars: to gen or tutor led.	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 /							s to nis
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcom 2. Exhibit knowle understanding an involved in their r teachers in teach children's literatu the roles parents in developing chil interest in literatu misconceptions o children's literatu 1a, e).	dge, nd skills roles as ing ure and can play ldren's ure and of	can pl develo literat Prima 2.2 Discus can pl develo childro appre literat 2.3 Discus misco childro addre	te the role te ay in the opment of ch ure at the U ry level. s the role pa ay in the opment of th en love and ciation for ure.	hildren's i pper i rents i eir i	participa in the lin tutor/lea teachers week be some pr concept speaking in langu • Cor con thir obs skil	tate students' ation and achi mited time, cturer will ask s to do online efore the lesso resentation on c of listening ai g and the role: age learning. re skills target mmunication, nking, collabor servation and lls, and digital	eve m stude resea n and the nd s they ed inc critica ration enqui literad	ent rch a l do r play lude al , ry cy.

Topic: Teaching children's literature	Sub topic The role of teacher and parents in	Stage/time	Teaching and learning outcomes: depending selected. Teacher led, or independent study	_
	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 Upper Primarylearners 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 Upper Primary 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	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

		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. Let student teachers discuss their findings with the class for	their children develop love and appreciation for literature. Discuss findings with the class for comments.
Misconceptions of Children's literature	Stage 3: 40 mins	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
School Visit		Ask students during their school visit to identify the role teachers at the Upper Primary 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 Upper Primary 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 children as developing professionals for next class discussion.
	20 min	Ask student teachers to work individually and write the main points in the lesson. Answer student teachers' questions for clarification	individually to write down the main points in the lesson and share with colleagues. Ask tutor questions on the lesson for clarification

M/high anges sutting issues	Dista literary (as a bir soliton for information and the test)							
Which cross cutting issues	 Digital literacy (searching online for information on the topic) 							
will be addressed or	 Inclusivity/gender (including both male and female in each group) 							
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) 							
Lesson assessments –	Summary of Assessment Method: Assessment for (Class presentation on the role of parents							
evaluation of learning: of,	and teachers in developing among Upper Primary learners the love for literature. (Core skills							
for and as learning within	targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical							
the lesson(linked to	thinking)							
learning outcomes)	Assesses Learning Outcomes: Course learning outcome 2							
Teaching Learning	computer							
Resources	Projector							
	Smartphones							
	Laptops							
Required Text (core)	Leland, C. (2012). Teaching Children's Literature: It's Critical. 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. 3	Semester	1	Place o	of les	sson in semest	ter	12	3 4 5 6 7 8 9	10 11 12
Title of Lesson	Issues in te	Issues in teaching Children's literature Lesson 3 hrs Duration							3 hrs
Lesson description		The lesson introduces student teachers to the challenges of teaching children's literature and ways addressing the challenges.							erature and
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learnt about the roles of teachers and parents in developing children's love for literature							ing children's
Possible barriers to learning in the lesson		udent tea rge class s	•	not	be aware of th	e challen	ges of t	teaching childrei	n's literature.
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face ✓	Practical Activity	I Work- Based Learnir	ng	Seminars ✓	Indepen Study ✓	ndent e-learning opportunities		Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning	discussion, student tea	brainstor icher led.	tunity for a ming, ques It should n	an ex tion ot u	and answer, g sually be the m	group wor nain mode	k, etc. e.	rgument. It inclu This can be tuto nd appropriate	r and / or
outcomes.	promote in can be part Seminars: or tutor lec e-Learning	 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 y or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology 						ment. This tudent and /	
Learning Outcome for the lesson, picked and	Learning O	utcomes		Lea	arning Indicato	ors			
developed from the course specification • Learning indicators for each learning outcome	develop ch appreciatio and how to challenges	3. Reflect on the need to develop children's love and appreciation for literature and how to address such challenges (NTS1a) the dev love literature			ays of developing and ildren's literature at tim e Upper Primary level stu 2 Identify and address res e challenges to and veloping children's cor re and appreciation for and		and a time, stude resea and c conce and t learn	 To facilitate students' participati and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesso and do some presentation on the concept of listening and speaking and the roles they play in langua learning. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry ski and digital literacy. Inclusivi including gender. 	
Topic: Issues in teaching children's literature	Sub topic		tage/time		depending o	n delivery	y mode	ieve learning ou selected. Teach	ier led,
,	Challenges Teaching children's literature	σ			Collaborative Teacher Activ		OFK OF	independent stu Student Activ	-
	Revision of previous le on the strategies of teaching speaking, th views of listening an	sson In 15 of he	Introduction: 15 mins		Ask student teachers to develop a semantic map/advanced organizer t show the main strategies used in teaching speaking and how to address problems associated with the strategies. Call some		map/advanced bizer to the lesson on s regies teaching speak aking problems asso the strategies with their work on the		d organizer of strategies for king and the ociated with and present

Cha tea chii lite	mponent aderlying fective oral struction hallenges to aching ildren's erature ddressing the allenges of aching ildren's erature	Stage 1: 60 mins Stage 2: 90 min	student teachers to present the maps on the board. Give an overview of the current lesson 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 for literature and present (orally/poster/PowerPoint) to class for discussion. Provide appropriate feedback and let the class comment on the presentations. Discussions Lead discussion through	Student teachers take note of the overview of the current lesson provided by the tutor. Student teachers work in groups to use available technology and books to research on the various challenges of developing children's love and interest for literature and present to class for discussion. Student teachers listen to other techniques provided by the teacher.		
tea chil lite Add cha tea chil	aching ildren's erature dressing the allenges of aching ildren's	mins Stage 2: 90	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 for literature and present (orally/poster/PowerPoint) to class for discussion. Provide appropriate feedback and let the class comment on the presentations. Discussions Lead discussion through	Student teachers work in groups to use available technology and books to research on the various challenges of developing children's love and interest for literature and present to class for discussion. Student teachers listen to other techniques provided by the teacher.		
cha tea chil	allenges of aching ildren's	-	Lead discussion through	-		
			leading and probing questions to find ways of addressing the challenges of developing literature among Upper Primaryrs	answering tutor questions and asking questions to find ways of addressing the challenges of developing literature among Upper Primaryrs		
			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.		
Sch	hool Visit		Ask students teachers during their school visit to identify the challenges of teaching literature at the Upper Primaryand ways of dealing with the challenges and how it develops their professional career for next class discussion.	Students teachers visit schools to identify the challenges of teaching literature at the Upper Primaryand ways of dealing with the challenges and how it develops their professional career for next class discussion.		
Clo	osure	Stage 4: 20 min	Use question and answer techniques to help student teachers summarise the lesson.	Student teachers answer 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	InclusivityCollaboraEnquiry sl	y/gender (includir ition (working in g kills (asking quest	online for information on the to ng both male and female in each groups as a team) cions for clarification and school	pic) h group)		
			n and peer critiquing)	actions)		
evaluation of learning: of, for and as learning withinstu (Co	Communication (through presentation and answering questions) Summary of Assessment Method: Assessment for and as learning (Assessment on quiz to test students teachers' understanding of the challenges and ways of addressing the challenges) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy).					

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	Bailey, K. (2005). Practical English language teaching: reading. New York: McGraw-Hill. [Chapter 2 and 3]
	Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John Wiley and Sons Ltd. [Chapter 13]
CPD Needs	Workshop on strategies and techniques for teaching listening and related unfamiliar concepts.

Year of B.Ed. 3	Semester	1 Pla	ice of les	sson in seme	ster	1	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Tools for Asses	sing Childre	en's Liter	ature		Le	sson Duration	3 hrs	
Lesson description		The lesson introduces student teachers to the various strategies for assessing children's skills in Upper Primary literature.							
Previous student teacher				out challeng	ges for	teaching	Upper Primary	literature and	
knowledge, prior learning	how the challer				-	U	,		
(assumed)		0							
Possible barriers to learning	 Studer 	nt teachers	may not	t know how o	childre	n's literat	ure skills are ass	essed	
in the lesson		class size	,						
Lesson Delivery – chosen to	1		/ork-	Seminars	Indep	endent	e-learning	Practicum	
support students in achieving			ased	\checkmark	Study		opportunities		
the outcomes			earning		view,		V		
Lesson Delivery – main mode	Eace-to-face:		<u> </u>	l avtended an	d cobe	ront line (of argument. It ir		
of delivery chosen to support							etc. This can be tu		
student teachers in achieving	student teache	-			-				
the learning outcomes.							nt and appropria	to materials to	
the learning outcomes.							nalysis and deve		
	can be part of a				noren	Гиерина	nalysis and deve	iopinent. mis	
					ostivity	discussi	on and reflection	a: student and /	
	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						ono or any		
	-	available technology						one of any	
Learning Outcome for the	Learning Outco		Learni	ng Indicators	S				
lesson, picked and	4. Demonstrate	2	4.1 lm	portance of		To facilitate students' participation and			
developed from the				essing childro	en's		more in the limit		
course specification	differentiated			-			er will ask student teachers		
Learning indicators for	assessing dive			entify and dis	CLISS		lline research a w		
each learning outcome	children's lite			/s of assessir			nd do some pres		
	skills at the Upper children's lite				-		of listening and		
	Primary level			ls developme			s they play in lan		
	NTECF bullet 6, p. 25)			is developing			e skills targeted		
	NILCI Dullet	0, p. 23)					nmunication, crit		
								-	
				collaboration, observation and enquiry skills, and digital literacy.					
Assessing Children's Literature	Sub topic	Stage/ti	me	Teaching	nd los		lusivity including achieve learning		
	Sub topic	Juge/ II	ine				de selected. Tea		
,	Importance of	:					or independent		
	assessing			conabordt	are gio	ap work	Student		
	children's			Teacher A	rtivity		Student	letivity	
	literature skills			Teacher A	cuvicy				
	Discussion on			Use probin	gand	eading	Student to	achers answer	
	school visit on		tion	questions	-	-		to discuss what	
	challenges of				-			rved during	
	teaching	10 111113	nins teachers discuss what observed during their				-		
	children's			visit on cha				of teaching	
	literature			children's l	-		children's		
	include			cinici ci 3 l	incratu		ciliuren s	incruture.	
				Give an ov	erview	of the	Student to	achers take	
				current les		or the		e overview of	
		1		currenties	5011		the curren		
		1						by the tutor.	
	I	1		1			provided L	y the tutor.	

		a	a w v a v	ı		
	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 Upper Primary 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 Upper Primary 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 Upper Primary 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 Upper Primary 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 Upper Primary 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		
			achieved.	been achieved.		
Which cross cutting issues will be addressed or developed	-		online for information on the top			
and how	 Inclusiv group) 	ity/gender (Includ	ing both male and female in each	i group, mixed ability		
		ration (working in	groups as a team)			
			stions for clarification and school	observation)		
			on and peer critiquing)	stions writing remark-1		
Lesson assessments –			presentation and answering que Assessment for learning (Assess			
evaluation of learning: of, for			ore skills targeted are communica			
and as learning within the				,		
-	work/collaboration, enquiry skills, digital literacy)					

lesson(linked to learning outcomes)	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. 3	Semester	1 P	lace of less	son in semes	ter 1	234	4 5 6 7 8 9 10) 11 12		
Title of Lesson	4. Assessing Upp	4. Assessing Upper Primary Children's Literature Lesson Duration								
Lesson description		The lesson deals with challenges of assessing Upper Primary children's literature and how to address such challenges								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	• Student skills.	skills.								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work- Based Learning	Seminars ✓	Independen Study		e-learning opportunities √	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	brainstorming, q led. It should not Independent stu promote individu be part of any of Seminars: to gen tutor led.	e-Learning: Use of video, use of online information, use of computers, smartphone or any available								
 for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	4. Demonstrate k of differentiated assessing diverse literature skills at Primary level. (N NTECF bullet 6, p	4.2 Challe knowledge assessing l ways of literature e children's at the Upper 4.3 Addre NTS 3k, challenge		enges of g children's e skills tutor/lecturer will a do online research a lesson and do some concept of listening roles they play in lar e skills. • Core skills targe communication collaboration, o enquiry skills, a			in the limited tin will ask student arch a week befo some presentati ening and speak v in language lear s targeted includ cation, critical th tion, observation	vill ask student teachers to rch a week before the ome presentation on the ning and speaking and the in language learning. targeted include ation, critical thinking, on, observation and ills, and digital literacy.		
3. Assessing Upper Primary Children's Literature ,		Stage/time	depending on o		nd learning to on delivery n ve group wor tivity	o achio node s	eve learning out selected. Teach ndependent stu Student Activ	tcomes: er led, dy ity		
	Revision of the previous lesson various strategies in assessing children's literature skills	Introduction: 20 mins		Ask student teachers to write down the main ideas of the previous lesson on various strategies for assessing Upper Primary learners literature skills and share with their colleagues Give an overview of the current lesson		leas individually write down the main ideas in the previous lesson – ry strategies for assessing s and children's literature skills gues and share with their colleagues.		te down in the a – ssessing ature skills their rs take note v of the		

	Challenges of	Stage 1: 70 mins	Brainstorming	Group Work			
	assessing Upper Primary		Let students brainstorm individually on challenges of	Student teachers work in mixed groups to use			
	children's		assessing Upper Primary	available technology and			
	literature		children's literature skills.	book(s) to find out the			
			Let them share with their	factors to consider when			
			elbow partners and later	developing or selecting a			
			share with the entire class for comments and	speaking and listening TLM for Upper Primary's.			
			feedback.	for opper Primary S.			
			address the challenges and	Student teachers present			
			present to class)	to class their findings for			
				comments and feedback			
				from other group			
	Addrossing	Stage 2: 70 mins	Class Discussion	members and tutor. Student teachers break			
	Addressing challenges of	Stage 2: 70 mins	Introduce student teachers	into groups with each			
	assessingUpper		to the section, break them	group working on an			
	Primary		into groups with each group	assessment tool indicated			
	children's		working on an assessment	earlier with its challenges			
	literature skills		tool indicated earlier with	and suggest ways of			
			its challenges, and suggest ways of addressing such	addressing such challenges. Student			
			challenges. Let them	teachers present their			
			present their suggestions	suggestions for comments			
			for comments and	and feedback (PDP Theme			
			feedback(PDP Theme 3, p.	3, p. 69) from the class.			
			69)				
			Ask students teachers	Ask students teachers			
			during their school visit to	during their school visit to			
			identify the challenges of	identify the challenges			
			assessing children's literature skills and how	teachers face in assessing children's literature skills			
			they address the challenges	and how they address the			
			in the classroom. They	challenges in the			
			should indicate in their	classroom. Indicate in your			
	School Visit		report how their visits will	report how your visits will			
			improve their skills in	improve yourskills in			
			teaching children's literature skills for next	teaching children's literature for next class			
			class discussion.	discussion.			
	Closure		Use leading and probing	Student teachers answer			
		Stage 3: 20 min	questions to help student	tutors question to			
			teachers to summarise the lesson in turns.	summarise the main point in the lesson.			
				11 110 1033011.			
			Answer student teachers'	Ask tutor questions on the			
			questions for clarification	lesson for clarification			
			Let student teachers use	Student teachers use their checklist to find out if			
			provided checklist to find out if lesson indicators have	learning indicators have			
			been achieved.	been achieved.			
Which cross cutting	-		e for information on the topic)				
issues will be addressed			oth male and female in each gro	oup, mixed ability group)			
or developed and how		ration (working in grou		voruation)			
		skills (asking questions thinking (Discussion an	s for clarification and school obs	servation)			
				ns, writing reports)			
	Communication (through presentation and answering questions, writing reports)						

Lesson assessments –	Summary of Assessment Method: Assessment for learning (Assessment on challenges of assessing						
evaluation of learning: of,	children's literature and how to address them (Core skills targeted are communication, team						
for and as learning within	work/collaboration, enquiry skills, digital literacy)						
the lesson(linked to	Assesses Learning Outcomes: Course learning outcome 4						
learning outcomes)							
Teaching Learning	computer						
Resources	Projector						
	Smartphones						
	Laptop						
Required Text (core)	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						
CPD Needs	Workshop on challenges of teaching Upper Primary children's literature skills.						

Year of B.Ed. 3	Semester	1 F	Place of l	esson in seme	ster	12	3456 7 891	0 11 12	
Title of Lesson	Upper Primary Children's literature materials						esson 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 Upper Primary children's literature skills and how to address such challenges.								
Possible barriers to learning in the lesson	 Student teachers may not be aware of Upper Primary children's literature materials preparation. Large class size 								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work- Based Learning	Seminars √	Independe Study √	ent	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 	5. Prepare appropriate teaching-learning materials using technology and other means to teach and enhance Upper Primary children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25)			materials that address the diverse needs and interests of Upper Primary learners to enhance their love and appreciation for literature 5.2 Identify the nature of children's literature		and time stuc rese and cone and	 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. 		
4. Upper Primary Children's literature materials		Stage/time	de co	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study Teacher Activity Student Activity					
,	Challenges of assessing children's literature skills	Introductio 20 mins	on: As pri ch U	Ask students to write down the main ideas of the previous lesson the challenges of assessing Upper Primary children's literature skills		Student teachers individual write down the main ideas i the previous lesson and sha with their colleagues. Student teachers discuss the school visit report and they experiences they learned fr		ain ideas in n and share les. liscuss their and they	

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

	Closure	Stage 10 min	Use leading and probing questions to help student teachers to summarise the lesson in turns. Answer student teachers' questions for clarification Ask students to read factors to consider when preparing/selecting children's literatures	Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification				
			materials and their effective use.					
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 Ass prepare TLMs fo	essment Method r teaching childre	Assessment as learning (One p n' literature at the Upper Primar Course learning outcome 5	age report on how teacher				
Teaching Learning Resources	 comput Projecto Smartp Laptop 	or						
Required Text (core)	Leland, C. (2012	.). Teaching Child	ren's Literature: It's Critical. Lond	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 tuto	r on speaking and	l listening assessment of Upper F	rimary learners.				

Year of B.Ed. 3	Semester	1	Place o	f lesson in semes	ster	12	3 4 5 6 7 8 9	10 11 12		
Title of Lesson	Upper Primary Ch	hildren's li	terature	e materials			Lesson Duration	3 hrs		
Lesson description	The lesson introd literature materia materials to impr	als. It also l	ooks at	how to select an	d use a	appropriate	reparation of ch e children's litera	ature learning		
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about the definition and nature of children's literature materials and tools for developing Upper Primary children's materials								
Possible barriers to learning in the lesson		r Primary li	-	be aware of fact e materials	ors to	consider to	o consider in sele	ecting and use		
Lesson Delivery – chosen to support students in achieving the outcomes		Practical Activity	Work- Based Learni	~	Stud	pendent Ƴ √	e-learning opportunities √	Practicum		
mode of delivery chosen to support student teachers in achieving the learning outcomes.	led. It should not Independent stud promote individu be part of any of f Seminars: to gen tutor led.	e-Learning: Use of video, use of online information, use of computers, smartphone or any avai								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcom 5. Prepare approp teaching-learnin materials using technology and means to teach enhance Upper children's love a appreciation fo literature (NTS bullet10, p. 25)	oriate ng other and Primary and r j, NTEF	5.3 Ide fact the chil ma 5.4 Us chil lea imp unc lite	ng Indicators entify and discuss tors the influence preparation of dren's literature terials. e appropriate dren's literature rning materials to prove all learners lerstanding of rature at the Upp mary level.	e D	 To facilitate students' participation an achieve more in the limited time, tutor/lecturer will ask student teacher to do online research a week before tillesson and do some presentation on t concept of listening and speaking and the roles they play in language learnin Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. 				
5. Upper Primary Children's literature materials,	Revision of the previous lesson on the definition	Stage/t	ction:			ivery mode selected. Teacher led up work or independent study Student Activ ers to recap in the previous Student teacher individually wr the main ideas		tivity chers write down		
	and nature of children's literature materials and tools for developing Upper Primary children's materials.			lesson on the definition and nature of children's literature materials and tools for developing Upper Primary children's materials Give an overview of the current lesson.		previous les with their co Student tea	son and share olleagues. chers note v of the on provided			

Factors to consider in preparing and selecting children's literature books	Stage 1: 60 mins	Group Work Ask student teachers to brainstorm in groups and share with other groups the factors to be considered when designing or selecting Upper Primary 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.	Student teachers brainstorm in groups and share with other groups the factors to be considered when designing or selecting Upper Primary children's 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 2: 50 mins	Independent Study: Let student teachers work individually to brainstorm on how to select and use appropriate Upper Primary 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.	Work individually to brainstorm on how to select and use appropriate Upper Primary children's literature materials to improve the literature skills of all manner of learners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.
Challenges to preparing Upper Primary children's literature materials	Stage 3: 30 mins	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. Let the groups present their findings by poster and get feedback from others.	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. 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 Upper Primary teachers consider when developing and using Upper Primary children's literature materials and the challenges they encounter. Let student teachers indicate how this will improve their skill in developing Upper Primary children's literature materials for their portfolio.	Student teachers visit schools to with a checklist and identify the factors Upper Primary teachers consider when developing and using Upper Primary children's literature materials and the challenges they encounter. Indicate how this will improve your skill in developing Upper

	Closure	20 min	Ask students to write the main points discussed in the lesson as a summary. Answer student teachers'	Primary children's literature materials for your portfolio. Student teachers write then main points discuss in the lesson and share with their colleagues. Ask tutor questions on the losson for elerification					
Which cross cutting issues will be addressed or developed and how	InclusivityCollaboraEnquiry sl	 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) 							
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning	when selecting TLI work/collaboration Assesses Learning	Ms for children <i>n, enquiry skills</i> Outcomes: Co	: Assessment for learning (Presentati 's literature) (Core skills targeted are c , digital literacy, critical thinking) purse learning outcome 5						
Resources	 computer Projector Smartpho Laptop 	nes							
Required Text (core)	Leland, C. (2012).	Teaching Child	<i>ren's Literature: It's Critical</i> . London, U	IK: 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 tuto	Seminar for tutors on teaching the factors influencing the development/selection, use and challenges of preparing Upper Primary children's literature materials.							

Year of B.Ed. 3 S	emester	1 Pla	ce of le	sson in semeste	er 123	1 2 3 4 5 6 7 8 9 10 11 12			
Title of Lesson	Developing su	pplementa	iry Upp	er Primary litera	ature	Lesson	3 hrs		
	materials					Duration			
Lesson description	The lesson int	roduces stu	ident te	achers to defini [.]	tion of Upper Pr	mary supplemen	tary reading		
	books. Besides	s, students	are exp	osed to the chai	racteristics and t	ypes of Upper Pr	imary		
	supplementar	y reading n	naterials	books. The les	son concludes w	ith the importan	ce/values of		
		Upper Primary supplementary reading materials.							
Previous student teacher	Student teach	Student teachers have learned about the factors to consider when developing, selecting and							
knowledge, prior learning (assumed)	using Upper P	using Upper Primary children's literature materials.							
Possible barriers to learning in	 Stude 	nt teacher	s may r	ot know the fa	ctors to conside	r when developi	ng selecting		
the lesson				y children's read			is, selecting		
		class size		,					
Lesson Delivery – chosen to	i i	Practical	Work-	Seminars	Independent	e-learning	Practicum		
support students in achieving		Activity	Based	✓	Study	opportunities			
the outcomes	√		Learnin	g	\checkmark	\checkmark			
Lesson Delivery – main mode	Face-to-face:	opportuni		•	coherent line of	argument. It incl	udes		
of delivery chosen to support			-			. This can be tuto			
student teachers in achieving				t usually be the					
the learning outcomes.	Independent	study: to e	nable st	udents to engage	ge with relevant	and appropriate	materials to		
					ore in-depth and	lysis and develop	oment. This		
	can be part of								
		generate gi	oup an	d individual crea	tivity, discussion	and reflection:	student and		
	/ or tutor led.								
			use of o	online informati	on, use of comp	uters, smartphon	e or any		
	available tech								
 Learning Outcome for the lesson, picked and 	Learning Outo	omes	Learni	ng Indicators					
developed from the	6. Develop Up	per	6.1 De	fine the concep	t To facilitat	e students' parti	cipation and		
course specification	Primary supple			supplementary	achieve m	ore in the limited	l time,		
Learning indicators for	reading mater	ials to		ding materials		urer will ask stud	ent teachers		
each learning outcome	enhance the t	-		entify and discus		to do online research a week before			
C C	and learning o			characteristics		the lesson and do some presentation			
	literature at th		-	per Primary		on the concept of listening and			
	Primary level a			plementary		nd the roles they	play in		
	the readability			ding materials.	language l	-			
	existing mater			scuss the		skills targeted ind			
	3j) (NTECF, 8,	10 p.25)		portance/values per Primary		nunication, critication, observation, observation, observation, observation, observation, observation, observa			
				plementary		iry skills, and digi			
				ding materials.		sivity including ge			
6. Developing supplementary		Stage/ti				ve learning outco			
Upper Primary literature				-	-	elected. Teacher			
materials						dependent study			
			-	Teacher Activit	•	Student Acti			
	Revision of			Ask students to	do pair work by	Student teach	ers work in		
	the previous	Introduc	tion:	identifying the		pairs to identi			
	lesson the	20 mins		consider when		factors to con			
	factors to			selecting and u		developing, se	electing and		
	consider			Primary children's literature using Upper Primary					
	when			materials. After 10 minutes let children's literature					
	developing,			learners share	what they have	materials. The	ey later		
	selecting and			done with the d	class as recap of	share their wo	ork with the		
	using Upper			the previous les	sson.	class as a way	class as a way of revising		
	Primary	1				the previous I			

		Droviou, the surrent lasts	Student teachara
children's children literature materials		Preview the current lesson – definition, types, characteristics and values/importance of Upper Primary reading materials	Student teachers note the preview of the current lesson provided by the tutor.
Definition, characteris s and type Upper Primary supplemen ry reading materials	of	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 Upper Primary 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 Upper Primary 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/Im tance of supplemen ry reading materials.	mins	Class Discussion: Tutor uses probing and leading questions to help student teachers identify values/importance of supplementary reading materials to the development of Upper Primary 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 answer tutor's question and ask questions to help them identify the values/importance of supplementary reading materials to the development of Upper Primary children's literature skills. Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.
School Vis	t	Let student teachers during their school visit; observe the characteristics and types of Upper Primary children's supplementary reading books/materials.	Student teachers visit schools to observe the characteristics and types of Upper Primary 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								
	Closure	c. 20 ·	Ask students teachers question	Student teachers answer					
		Stage 20 min	to recap the lesson.	question write then					
			Answer student teachers'	posed by the tutor tom					
			questions for clarification	recap the lesson.					
			Follow-up: Ask student	Ask tutor questions on					
			teachers to read ahead on the	the lesson for clarification					
			various themes in both fiction	Student teachers read					
			and non-fiction supplementary	ahead on the various					
			reading materials/books	themes in both fiction					
				and non-fiction					
				supplementary reading					
				materials/books					
Which cross cutting issues will	 Inclusi 	vity/gondor (inc	luding both male and female in eac						
be addressed or developed	group	·		en group, mixed ability					
and how	0 1.								
			g 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 –	Summary of As	Summary of Assessment Method: Assessment for and as learning (presentation on factors							
evaluation of learning: of, for	to consider who	en developing U	pper Primary supplementary readi	ng materials). (Core skills					
and as learning within the	targeted are co	mmunication, te	eam work/collaboration, enquiry sl	<pre>kills, digital literacy)</pre>					
lesson(linked to learning	Assesses Learni	ing Outcomes:	Course learning outcome 6						
outcomes)									
Teaching Learning Resources	 compt 	uter							
	 Projec 	tor							
	Smart	phones							
	 Laptor 								
Required Text (core)			Idren's Literature: It's Critical. Lond	on. UK: Routledge					
		, 5-		,					
Additional Reading List	Owu-Ewie, C. (2	2018). Introducti	ion to language teaching skills: A re	source for lanauaae					
5			Voode Publishers						
			Idren's Literature: Making Stories V	Nork in the Classroom.					
		n, UK: Routledge							
	Londo	., en nouncuge	-						
CPD Needs	Seminar for tut	or on interpretir	ng the Upper Primary speaking and	listening curriculum					
			o the opper rinner, speaking und						

Year of B.Ed. 3	Semester	1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12						0 11 12		
Title of Lesson	Developing supp	lementary	Upper	Prim	ary literature n	nate	rials	Lesson Duration	3 hrs	
Lesson description	reading materials	The lesson introduces student teachers to various themes found in Upper Primary supplementary reading materials (fiction and non-fiction). The lesson also exposes students to factors to consider when selecting supplementary readers for Upper Primary learners to improve their literature skills.								
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about the meaning, types and importance of Upper Primary supplementary reading materials.									
Possible barriers to learning in the lesson		reading materials for Upper Primary learners.								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work Based Learn	1	Seminars ✓	Ind Stu	ependent dy √	e-learning opportunities ✓	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	brainstorming, question of the second	 ce-to-face: opportunity for an extended and coherent line of argument. It includes discussion, ainstorming, question and answer, group work, etc. This can be tutor and / or student teacher d. It should not usually be the main mode. dependent study: to enable students to engage with relevant and appropriate materials to pomote individual and collaborative enquiry, more in-depth analysis and development. This can let of any of the above modes minars: to generate group and individual creativity, discussion and reflection: student and / or tor led. Learning: Use of video, use of online information, use of computers, smartphone or any available 								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcom 6. Develop Upper supplementary re materials to enha teaching and lear literature at the U Primary level and readability of exis materials. (NTS 3 8, 10 p.25)	r Primary eading ance the rning of Jpper I test the sting	6.4 [tł a sı fc le 6.5 l fa W U Sı	Discu heme nd no upple or Up earne dent actor vhen Upper upple	Indicators ss the various es in both fiction on-fiction ementary books oper Primary ers ify and discuss s to consider selecting an Primary ementary ial/book.		 To facilitate students' participation achieve more in the limited time, tutor/lecturer will ask student teach 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 thinkin collaboration, observation and enquiry skills, and digital literation. 			
6. Developing supplementary Upper Primaryreading materials		Stage/tii	me	dep coll		very	to achieve mode sele	sivity including g learning outcom cted. Teacher le pendent study Student Activit	nes: d,	
	Revision on the previous lesson the meaning, types characteristics and values of Upper Primary supplementary reading materials	Introduc 20 mins	Ask student teachers Introduction: individually to write				ap and ne class. sson – id rk and	Student teacher pairs to identify contents areas i definition, types Upper Primary supplementary materials. They later share with the class as revising the pre- Student teacher	some main n the s, values of reading their work s a way of vious lesson.	

	1	r		
				preview of the current lesson provided by the tutor.
	Themes in Upper Primary fiction and non- fiction supplementary reading materials for Upper Primary	Stage 1: 70 mins	Class Discussion Tutor introduces the lesson, uses probing, and leading question to help student teachers discuss the various themes in both fiction and non- fiction supplementary readers meant for Upper Primary	Student teachers discuss the various themes in both fiction and non-fiction supplementary readers meant for Upper Primary learners by answering and asking questions.
	learners.		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.	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 comments on the topic.
	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 Upper Primary learners. Let groups present their work to class using posters/or orally for tutor or peer feedback and comments.	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 Upper Primary 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 Upper Primary 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 Upper Primary 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	 Collabora Enquiry s Critical th Commun 	ition (working in kills (asking ques inking (Discussio ication (through	ng both male and female in each g groups as a team) tions for clarification and school ol n and peer critiquing) presentation and answering quest	oservation)
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)		Outcomes: Cou	No assessment rse learning outcome 6	
Teaching Learning Resources	 computer Projector Smartpho Laptop 	ones		
Required Text (core)		8). <i>Introduction</i> a m-Woode Publisł	to language teaching skills: A resou ners [Unit 30]	irce for language teachers.
	Actia. 3di			

Additional Reading List	Leland, C. (2	Leland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge										
CPD Needs	Workshop supplement			themes	and	factors	to	consider	when	selecting	Upper	Primary

Year of B.Ed. 3	Semester	1	Place of les	son in semes	ster 1	2345	67891	o 11	12
Title of Lesson	Developing supplem	nentary	Upper Prim	ary literatur	e materials	Less	on Duratio	n	3 hrs
Lesson description	in children's suppler	The lesson exposes student teachers to how to observe gender, cultural sensitivity and inclusivity in children's supplementary book for Upper Primary learners. It helps student teachers to review the readability of supplementary reading materials/books used in the Upper Primary classroom.							
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about themes in both fiction and non-fiction and factors to consider in selecting Upper Primary supplementary readers							
Possible barriers to learning in the lesson		s supple			serve gender, r Primary lear		sensitivity	and inc	lusivity
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face Pra	actical tivity	Work- Based Learning	Seminars ✓	Independen Study ✓	oppo	arning ortunities √	Practi	icum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	brainstorming, quest teacher led. It should Independent study: promote individual a be part of any of the Seminars: to genera tutor led.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair 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							udent o s can d / or
Learning Outcome	Learning Outcomes		Learning	Indicators					
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	6. Develop Upper Pr supplementary read materials to enhance teaching and learnin literature at the Upp Primary level and tear readability of existin materials. (NTS 3j) (f 8, 10 p.25)	ing e the g of her st the g NTECF,	ary 6.6 Prepare appropriate supplementary literature he materials for Upper Primary learners that are underpinned by gender, inclusive, interest, ethnic and linguistics issues. 6.7 Review supplementary				 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. 		
6. Developing supplementary Upper Primary literature materials		Stage/time Teaching and learning to achieve learning outcom depending on delivery mode selected. Teacher lear collaborative group work or independent study					her led, udy	,	
	Revision on the previous lesson on themes in both fiction and non- fiction and factors to consider in selecting Upper		Teacher Activity Introduction: Ask student teachers in to revise the main point previous lesson on then factors to consider in se supplementary materia groups share their work the class for comments.				ts on the in groups to identify mes and the main issues learned electing in the previous lesson ils. Let onthemes and factors k with to consider in selecting		

School Visit		During school visit, let student teachers review existing Upper	During school visit, review existing Upper
6.6 Illustrations and colour in Upper Primary 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 Upper Primary learners' supplementary readers and how to ensure effective illustrations and colour to give the desired effect in Upper Primary supplementary readers. 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	Student teachers work in mixed ability groups to brainstorm the importance of colour and illustrations in Upper Primary learners' supplementary readers and how to ensure effective illustrations and colour to give the desired effect in Upper Primary supplementary readers. Student teachers use technology and available book(s) to look for information. Student teacher orally present their findings for class discussion and comments
6.5 Gender cultural sensitivity and inclusivity in Upper Primary learners' supplementary books	Stage 1: 70 mins	Primary learners and readability of the materials. 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 Upper Primary 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.	lesson. Student teachers note the preview of the current lesson provided by the tutor. 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 Upper Primary 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.
Primary supplementary readers		Give an overview of the current lesson – gender, cultural sensitivity and inclusivity in children's supplementary book for Upper Primary learners and readability	materials. for Upper Primary learners. Later share their work with the class as a way of revising the previous lesson.

				Primary supplementary reading materials to see their readability and appropriateness to intended readers and write a reflective report for their subject portfol. They should indicate how this will inform them in selecting and developing Upper Primary supplementary readers to improve children's love for literature.	Primary supplementary reading materials to see their readability and appropriateness to intended readers and write a reflective report for your subject portfolio. Indicate how this will inform you in selecting and developing Upper Primary supplementary readers to improve children's love for literature.
issues will be addressed or developed and howCollaboration (working in groups as a team)• 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 6• Computer • Projector • Smartphones • Laptop• Computer • Smartphones • LaptopRequired Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers []Additional Reading ListLeland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge		Closure	Stage 4: 15 min	Answer student teachers'	the main issues in the lesson. Ask tutor questions on the lesson for
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 • LaptopRequired Text (core)Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers []Additional Reading ListLeland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge	issues will be addressed	CollaboraticEnquiry skillCritical thinl	on (working in grou s (asking questions king (Discussion an	ips as a team) s for clarification and school observ d peer critiquing)	ation)
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 [] Additional Reading List Leland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge	evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	gender, and inclusivi work/collaboration,	ty in children's lite enquiry skills, digit	rature. (Core skills targeted are con al literacy)	
Additional Reading List Accra: Sam-Woode Publishers [] Additional Reading List Leland, C. (2012). Teaching Children's Literature: It's Critical. London, UK: Routledge		 Projector Smartphone	25		
	Required Text (core)				or language teachers.
CPD Needs Workshop for tutor on reviewing supplementary reading materials for Upper Primary learners	Additional Reading List	Leland, C. (2012). <i>Te</i>	aching Children's L	iterature: It's Critical. London, UK:	Routledge
	CPD Needs	Workshop for tutor o	on reviewing suppl	ementary reading materials for Up	per Primary learners

Year of B.Ed. 3	Semester	1 •	Place of le	esson in semest	er	1 2 3 4 5 6 7 8 9 10 11 12			
Title of Lesson	Teaching children's literature						Lesson Duration	3 hrs	
Lesson description	The lesson introduces student teachers to preparing lesson plan for teaching literature to children (P4-6) and teaching children's literature using lesson plan designed.								
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about gender, cultural and inclusivity in children's literature books and the value of illustrations and colour in such books.								
Possible barriers to learning in the lesson	 Student teachers may not know how to design lesson plan for teaching Upper Primary children literature. Large class size 								
Lesson Delivery – chosen to support students in achieving the outcomes		actical tivity √	Work- Based Learning	Seminars ✓	Study	oendent / /	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, pair 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 								
Learning Outcome	technology Learning Outcomes		Learnin	g Indicators					
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Upper Primary level caters for the diverse needs and interests learners (NTS 3a, e, H	literature lesson at the Upper Primary level that caters for the diverse needs and interests of learners (NTS 3a, e, h, i, l, m, NTECF bullet 5 ,p.25) plar all r add			er Primary literature on bearing in mind age, specific needs interest of learners. teach a literature on using the lesson designed to reach nanner of learners to ress their literature ds and interests. and achiev tutor/lectu teachers to before the presentation • Core s comm collab enqui		eve more in the li cturer will ask stud to do online rese he lesson and do s and speaking and y in language learn e skills targeted in munication, critic aboration, observ juiry skills, and dig usivity including g	e students' participation ve more in the limited time, urer will ask student o do online research a week e lesson and do some on on the concept of nd speaking and the roles n language learning. skills targeted include nunication, critical thinking, poration, observation and iry skills, and digital literacy. sivity including gender.	
7. Teaching children's literature		Stage/	/time	-		ning to achieve learning outcomes: very mode selected. Teacher led,			
interature		Introduction: 20 mins			group	work or independent study Student Activity		,	
	Revision of the previous lesson on gender, cultural and inclusivity in Upper Primary children's literature and factors to consider when selecting children's literature books			Ask student te pair to revise t on the previou cultural and in Primary childre and factors to selecting childre	consider when ren's literature share their work for comments. ew of the – teaching ature at the		 pairs to identi issues learned previous lessor gender, cultur inclusivity in L Primary childr k literature and consider when children's liter books. Later s work with the 	Student teachers work in pairs to identify the main issues learned in the previous lesson on gender, cultural and inclusivity in Upper Primary children's literature and factors to consider when selecting children's literature books. Later share their work with the class as a way of revising the	

7. Planning and Teaching Upper Primary children's literature Stage 1: 40 mins Video Presentation: Prepare the class and show them video of a teachers teaching Upper Primary literature. Student teachers workt Upper Primary literature. Class Discussion: Discuss with student teachers how the lesson was delivered in the video, especially the steps involved in the lesson delivery. Tutor explains to student teachers what a literature lesson delivery to Upper Primary learners. Discuss by answering wideo of a teachers teaching Upper Primary literature. 9 Planning a children's literature lesson Stage 2: 80 Planning a children's literature lesson Stage 2: 80 Planning a children's literature lesson Planning a children's literature lesson to motivate learners to love literature. Group Work Student teachers pairs and ak each pair to plan a children's literature lesson to benefit all manner of learners. Let thein mindicate the major parts of the lesson adverse full involved in real discussion. Group Work Student teachers pairs and ak each pair to plan a children's literature lesson to benefit all manner of learners. Let thein mindicate the major parts of the lesson adverse the ipson on motivating and successful. Group Work Student teachers work to stow the y will use the lesson adw they will be devel will be soon not co-teach for feedback (far) to learners. They indicate the major parts of the lesson act oc-teach for feedback (far) to leasners. They indicate the major parts of the lesson act oc-teach for feedback (far) to lesson to co-teach for feedback (far) to lesson to						previous lesson.
7. Planning and Teaching Upper Primary children's literature Stage 1: 40 mins Video Presentation: Prepare the class and show them a video of a teachers teaching Upper Primary literature. Video Presentation: Student teachers activity upper Primary literature. 2. Solution of the class and show them a literature Stage 1: 40 mins Video Presentation: Student teachers teaching Upper Primary literature. 2. Solution of teachers video, especially the steps involved in the lesson delivery. Class Discussion Discuss by answering uestion posed by the tucro on the video screened to show the teachers the steps involved in the lesson delivery. 2. Berning a children's literature lesson Stage 2: 80 mins Planning a children's literature lesson to motivate learners to love literature. Give student teachers pairs and achildren's literature lesson to discussion. Stage 2: 80 mins Planning a children's literature lesson to discussion. Stage 2: 80 mins Planning a children's literature lesson to benefit all manner of learners. Let the major parts of the lesson motivating and successful. Student teachers work i discussion. 2. School Visit During school visit, student teachers use their planned lesson to co-teach for feedback and comments from tucra and pairs to plan a children's literature lesson to co-teach for feedback and comments from tucra and Student teachers work i data how they will use their lesson in real class how they will use their lesson in real class how they will use their lesson in real class how they will use their planned lesson to co-teach for feedback and comments from tucra and						previous lesson.
7. Planning and Teaching Upper Primary children's literatureStage 1: 40 minsVideo Presentation: Prepare the class and show them a video of a teachers teaching Upper Primary literature. Class Discussion: Discuss with student teachers how the lesson was delivered in the video, especially the steps involved in the lesson delivery. Tutor explains to student teachers the steps involved in a literature.Video Presentation teaching Upper Primary literature.Planning a children's literature lessonStage 2: 80 minsPlanning a children's literature lesson to motivate literature lesson to literature. Give student teachers what a teacher sub ore literature. Give student teachers what a teacher show the discussion.Group Work student teachers work a and ket pair to phina children's literature lesson to motivate literature lesson to motivate literature lesson to motivate literature lesson to metado discussion.Planning a children's literature lessonStage 2: 80 minsPin Work Put student teachers pairs and ack questions or make comments about the discussion.Group Work student teachers work i pairs to the lesson and what they will do to make the lesson to beeft all manner of learners. Let them indicate the major parts of the lesson in real classroom situation. Let peers provide feedback (if any) to beef up the lesson. Peers provide feedback and comments from tutor and and being provide feedback and comments from tutor and provide feedback (if any) to beef up the lesson.Pairs demonstrate to class for feedback ac omments from tutor and contents from tutor and provide feedback (if any) to beef up the lesson to co-teach for feedback and comments from tutor						Student teachers note
7. Planning and Teaching Upper Primary children's literature Stage 1: 40 mins Wideo Presentation the class and show them a video of a teachers teaching Upper Primary literature. Video Presentation Student teachers watch the video of a teachers student teachers how the lesson was delivered in the video, especially the steps involved in the lesson delivery. to Upper Primary learners. Use this opportunity to explain to student teachers mapt teacher must do in a children's literature lesson delivery. Student teachers and teachers the steps involved in the lesson delivery. Student teachers the steps involved in the lesson delivery. Student teachers the steps involved in the lesson delivery. Student teachers must do in a children's literature lesson Planning a children's literature lesson Stage 2: 80 mins Pair Work Primary iterature learners to love literature. Give student teachers pairs and ask each pair to plan a children's literature lesson to benefit all manner of the lesson and what they will do to make the lesson motivating and successful. Student teachers watch teachers suck the discussion. Planning a children's literature lesson Stage 2: 80 mins Pair Work Pui Work Student teachers and ask each pair to plan a children's literature lesson to benefit all manner of the lesson and what they will do to make the lesson motivating and successful. Student teachers such the wajor parts of the lesson and what they will do to make the lesson motivating and successful. School Visit During school visit, student teachers use their planned lesson to co-teach for feedback and comments from tutor and Student teachers use their planned lesson to cateach for feedback and comments from tutor and						the preview of the
7. Planning and Teaching Upper Primary children's literatureStage 1: 40 minsVideo Presentation reparate wideo of a teachers teaching Upper Primary literature.Video Presentation Student teachers watch the video of a teachers teaching Upper Primary literature.Primary children's literatureClass Discussion: Discussion: Discussion: Discussion: Discussion: Discussion: Discussion: Discussion on steps involved in the lesson delivery. Tutor explains to student teachers the steps involved in the literature lesson delivery to Upper Primary literature.Class Discussion: Discuss by answering question posed by the steps involved in the literature lesson delivery to Upper Primary learners. Use this opportunity to explain to student teachers what a literature lesson to literature. Give student teachers what a literature lesson to notwate learners to love literature. Give student teachers pairs and ak each pair to plan a children's student teachers work li alscussion.Student teachers work li discussion.Planning a children's literature lessonStage 2: 80 minsPair Work Pair Work Pair Student teachers work li ask questions or make comments about the discussion.Group Work Student teachers work li pairs to plan a children's literature lesson to beenefit all manner of learners. Let them indicate the major pairs of the lesson and what the ywill do to make the lesson motivating and successful.Pairs demonstrate to class how they will use the lesson in real classrom situation. Let pers privide feedback (if any) to beef up the lesson. Diefer up the lesson. Lesson in real classrom situation. Lesson in real classrom situation. Lesson in real classrom situation. Lesson						current lesson provided
Teaching Upper Primary children's literatureminsthe class and show them a video of a teachers watcher upper Primary literature. Class Discussion: Discuss with student teachers how the lesson was delivered in the esson delivery. Tutor explains to student teachers the steps involved in a literature lesson delivery. Tutor explains to student teachers the steps involved in a literature lesson delivery to Upper Primary literature. Upper Primary literature. Sone delivery to Upper Primary literature literature lesson delivery to upper Primary learners. Use this opportunity to explain to student teachers wata a teachers subout the discussion on steps involved in a literature literature lesson to motivate literature lesson to motivate literature lesson to motivate literature lesson to benefit all manner of learners. Let them indicate the major parts of the lesson and what they will do to make the lesson motivating and successful.Group Work student teachers work i parts of the lesson and what they will do to make the lesson motivating and successful.School VisitDiring school visit, student teachers use their planned classroon studution. Let pers provide feedback (if any) to beef up the lesson.Pairs demonstrate to class how they will use the esson motivating and successful.						
Primary children's literaturevideo of a teachers teaching Upper Primary literature.the video of a teachers teaching Upper Primary literatureClass Discussion:Discussion:Class Discussion:Class Discussion:Upper Primary literature.Class Discussion:Discussion:Discussion:Upper Primary literatureUpper Primary literature.Class Discussion:Discussion:Upper Primary literatureUpper Primary literature.Class Discussion:Discussion:Upper Primary literatureUpper Primary literature.Class Discussion:Discussion posed by the tutor on the videoUpper Primary literatureUpper Primary literature.Class Discussion:Discussion posed by the tutor on the videoUpper Primary literatureUpper Primary literature.Class Discussion:Discussion:Upper Primary literatureUpper Primary literature.Class delivery to Upper Primary literature.Upper Primary literatureIterature lesson to motivate teacher must do in a children's literature lesson to benefit all manner of learners. Let them indicate the major parts of the lesson and what they will use their lesson in real classroom situation. Let were will use their lesson in real classroom situation. Let mers provide feedback d any to beef up the lesson.Pairs demonstrate to class how they will use their lesson in real classroom situation. Let rears provide feedback d any to beef up the lesson.Pairs demonstrate to class how they will use their lesson in real classroom situation. Let rears provide feedback d any to beef up the lesson.School Visit <td< td=""><td>-</td><td>-</td><td>1:</td><td>40</td><td></td><td></td></td<>	-	-	1:	40		
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	Course Overview	Stage mins. Stage min			ReflectionAsk student teachers to reflecton the main topics in the entirecourse (all lessons) andindicate how it has helpedthem develop theirprofessional skills in teachingchildren's literature as wouldbe Upper Primary Schoolteachers. Let student teachersshare their reflections withclass.Ask students teachers questionto recap the lesson.Answer student teachers'questions for clarification	Student teachers reflect on the main topics in their course and indicate how it has helped them develop their professional skills in teaching speaking and listening as would be Upper Primary teachers. Student teachers share their reflection with the class. Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on	
						the lesson for clarification.	
Which cross cutting issues will be addressed or developed and how	CollaboratioEnquiry skillCritical think	on (work s (asking king (Dis	ing in g que cussi	stion on a	both male and female in each gro oups as a team) ns for clarification and school obso and peer critiquing) esentation and answering question	ervation)	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessm Primarychildren's lite	ent Met erature t mmunic	hod: each ation	As ing l , tea	sessment as learning (Assessmen lesson plan on a selected lesson to am work/collaboration, enquiry sk	t on preparing an Upper opic and co-teach (Core	
Teaching Learning Resources							
Required Text (core)	 computer Projector Smartphone Laptop YouTube vid 		eachi	ing c	hildren's literature		
Required Text	YouTube video on Teaching children's literature 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). <i>Te</i>	aching (Childr	en's	<i>: Literature: It's Critical</i> . London, U	K: Routledge	
CPD Needs	Workshop for tutor o	on plann	ing a	nd d	lelivery of children's literature less	son.	
Course Assessment	¹ Component 1: Subje • Selected ite • Mid-semest • Reflective Jo	ms of st er - 20%	uden		ssment vork (3 of them 10% each - 30%)		
	 ²Component 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% Component 3: End of Semester Exams (40%) 						

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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