

YEAR 3

SEMESTER 1

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.

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

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

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|------------------------------------|-----------------------|----------------------------|------------------------|
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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. Course Details

| | | | | | |
|----------------------|--|--------------------|--|---------------------|---|
| Course name | Upper Primary Children's Literature | | | | |
| Pre-requisite | Teaching Upper Primary reading and writing | | | | |
| Course Level | 300 | Course Code | | Credit Value | 3 |

Table of contents

1. Goal for the Subject or Learning Area

Children's literature play a vital role in helping children develop their language and have love for books and reading. As a result, this course is designed to train effective teachers to possess the various skills to teach children's literature and develop Upper Primary children's literature books to improve children's language acquisition and love for books.

2. Course Description

This course aims to introduce student teachers to children's literature and how to promote it in the Upper Primary classroom. It addresses misconceptions about literature and exposes student teachers to the value and scope of children's literature, and how to engage parents in the development of their children's interest in literature at the Upper Primary level. The course equips student teachers with the requisite knowledge, understanding and skill to teach literature to children at the Upper Primary level and ways to whip up the children's interest in literature. The course also looks at issues in teaching and learning children literature, assessing children's literature skills, and preparing appropriate materials to address the diverse needs and interests of Upper Primary learners in learning literature. Trainee teacher will be exposed to the use of technology in lesson to help student teachers apply it in their materials production and teaching. The course also equips student teachers with the skill to develop supplementary literature/reading materials for children and provides opportunities for school visits for student teachers to observe and interact with teachers on how they teach literature at the Upper Primary classroom and do co-teaching with colleagues or mentors. This will assist them to develop their portfolio for the course. The course delivery mode includes discussion, problem solving, questions, presentation brainstorming, group/individual work, self-study, school visits/observation and think-pair-share, methods that take all manner of learners into consideration. The mode of assessing student teachers includes quizzes, examinations, report writing, assignments, presentations, practical work, group work, individual work, teaching and class participation. The course seeks to fulfill the following NTS and NTECF requirements: NTS 1a, c, 2 b, d, and 3a, e, h, j, k, NTECF bullets 5, 6, 8, 10 (p. 25).

3. Key contextual factors

Literature plays a key role in language learning but it is de-emphasised in the 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 reading to the detriment of literature. There is the misconception that literature 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.

4. Core and transferable skills and cross cutting issues, including equity and inclusion

- Critical thinking and problem solving
- Collaboration
- Communication
- Observation and Enquiry skills
- Digital literacy
- Cultural diversity and inclusion

- Creative thinking

| 5. Course Learning Outcomes | 6. Learning Indicators |
|---|---|
| 1. Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children’s literature and misconceptions (NTS 1a) | 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 the role parents can play in the development of their children love and appreciation for literature |
| 3. Reflect on the need to develop children’s love and appreciation for literature and how to address such challenges (NTS1a) | 3.1 State and discuss ways 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 Upper 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. |

| 7. Course Content | | | |
|-------------------|--|---|---|
| Unit | Topic | 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 | 1. Discussion (student teachers discuss in groups the nature, characteristics, and scope of children's literature and present their findings orally to class) 2. 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) 3. Think-pair-share (Student teachers work individually on the values of children's literature in literacy development, share with partners and later present to class orally) |
| 2 | Teaching children's literature | 2.1. Role of teacher in teaching children's literature to develop their love and appreciation. 2.2. Role of parents in developing children's love for literature 2. 3. Misconceptions about children's literature | 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. 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 | 3.1 Challenges of developing children's interest, love and appreciation of literature 3.2. Ways to address challenges of children's literature | 1. 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) 2. Discussions (teacher leads students teachers through leading and probing questions to find ways of addressing the challenges of developing literature among Upper Primary) 3. Debate (In groups, students teachers debate the pros and cons of children's literature in literacy development) |
| 4 | Assessing children's literature skills | 4.1. Importance of assessing children's literature skills 4.2. Tools for assessing children's literature skills 4.3 Challenges of assessing children's literature skills 4.4 Addressing challenges of assessing children's literature skills | 1. Lecture/Discussion (teachers introduces the topic and breaks students into groups with each group assigned an assessment tool to research on how it is used in assessing children's literature skills development, challenges faced in using the assessment tool and how to address the challenges and present to class) |

| | | | |
|---|--|---|--|
| | | | 2. School observation and enquiry (students teachers visit schools to find out how the discussed assessment tools are used by teachers, the challenges they face using such assessment tools and how they address the challenges and compare with their class discussion). |
| 5 | Upper Primary Children's literature materials | 5.1.Preparing Upper Primary children's materials for literature teaching 5.2 Factors to consider in preparing and selecting children's literature books | 1. Discussion/brainstorming (teacher introduces the topic and leads discussion on preparing children's literature materials using thought-provoking questions and provide constructive 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. | 1. Teacher Presentation (Teacher presents to students the characteristics of children's reading books, common themes in children's books, and reasons for developing supplementary reading materials. This is followed by class discussion) 2. Group research and presentation (student teachers make research using books and online information to identify the need for inclusivity in children's books, gender and cultural sensitivity and the importance of illustrations and colour in children's books. Student teachers present their findings to class for discussion). 3. 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. 4. 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) 7.2 Teaching children literature using lesson plan designed. | 1. Individual Work (student teachers prepare a lesson plan to teach literature to learners using children's appropriate literature book. 2. Peer Review (Student teachers critique lesson presented and offer constructive suggestions for improvement) |

2. Teaching and Learning Strategies

This course will be taught in a one 3-hour session each week.

- Group work
- Demonstrations
- Think, pair and share
- School visits
- Discussion
- Concept mapping
- Individual work and presentation
- Teacher modelling
- Brainstorming
- Questioning
- Seminar
- Peer Review
- Debates

3. Course Assessment Components

Component 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%

Notes:

- 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, scope, misconceptions, and values. It also includes the role of teachers, role of parents and misconceptions about children's literature (LO 1, 2,3 – NTS 1 a, e)
 - 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 a reflective 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 a 600-word reflective report on challenges of the various strategies for 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 portfolio for assessment (LO 4 – 3k)

Assesses Learning Outcomes: Learning Outcomes to be measured 1,2, 3, 4, 5, 6 and 7

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

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

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

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

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

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

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

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

3j. 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.

3l. Listens to learners and gives constructive feedback.

Component 2: SUBJECT PROJECT (30%)

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

Note:

- Writing of children's literature book (Student teachers use the experiences they have acquired from the course to develop a supplementary story book for specific/selected Upper 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.

3l. 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 literacy skills, assessing children's literature skills and developing children's literature materials and developing children's literature books, teaching children's literature in the classroom and preparing lesson not for children's literature.

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

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

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

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

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

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

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

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

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

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

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

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

3l. 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

LESSON 1

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | | |
|--|--|---------------------------|---|---|--|--------------------------------------|--|------------------------|--------------|--|--|--|
| Title of Lesson | Introduction to children's literature | | | | | | | Lesson Duration | 3 hrs | | | |
| Lesson description | The lesson introduces Upper Primary student teachers to the concepts of children's literature, types characteristics and scope of children's literature. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course. | | | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have learned about the concept and types of Upper Primary reading and writing. | | | | | | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> Student teachers may not know how children's literature contributes to language acquisition Large class size | | | | | | | | | | | |
| 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. | <p>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</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | Learning Indicators | | | | | | | | | |
| | 1. Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children's literature and misconceptions (NTS 1a) | | 1.1 Define children's literature, its characteristic and scope. | | <p>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.</p> <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender will be stressed on in forming learning groups. | | | | | | | |
| Topic: Introduction to Upper Primary children's literature | Sub topic | Stage/time | | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | | |
| | | | | Teacher Activity | | | Student Activity | | | | | |
| | Revision of the previous lesson on concept and types of Upper Primary reading and writing | Stage 1: 20 mins | | Revise previous lesson with students through question and answer technique. Ask student teachers to talk about the concept of reading and writing and their role in literacy development. | | | Answer the questions asked by the tutor/lecturer to revise previous lesson (concept of literacy, components and the stages of literacy development). | | | | | |

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| | Introduction of the Children's Literature Course Manual | 30 mins. | <p>Group Discussion</p> <p>First, give an overview of the children's literature manual for Upper Primary learners. Through probing and leading questions, assist student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification.</p> | Student teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarifications. |
| | Definition and types of children's literature | Stage 2: 60 mins. | <p>Discussion:</p> <p>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)</p> <p>Semantic Mapping: Tutor guides student teachers individually to make a semantic map of what has been learned in the stage.</p> | <p>Discussion</p> <p>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.</p> <p>Student teachers individual make a sematic map of what has been learned in the stage and share with colleagues.</p> |
| | The characteristics and scope of Upper Primary children's literature | Stage 3: 60 mins | <p>Problem solving/Group Work</p> <p>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.</p> | <p>Group Work</p> <p>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</p> |
| | 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. |

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| | | | <p>Call student teachers to summarise the lesson.</p> <p>Answer student teachers' questions for clarification</p> <p>Ask student teachers to use the provided checklist to identify whether the indicator(s) of the lesson has been achieved.</p> | <p>Summarise the main points of the lesson orally.</p> <p>Ask tutor questions on the lesson for clarification.</p> <p>Use provided checklist to see whether the indicators of the lesson has been achieved.</p> |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification) • Critical thinking (through discussion, brainstorming and peer critiquing) • Communication (through discussion, presentation and asking and answering of questions) | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | <p>Summary of Assessment Method: Assessment for learning (group oral presentation on definition, types, characteristics and scope of children's literature. (Core skills targeted are communication, team work/collaboration, enquiry skills, critical thinking, gender inclusivity, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 1</p> | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • computer • Projector • Smartphones • Laptops | | | |
| Required Text (core) | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge | | | |
| Additional Reading List | <p>Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i>. London, UK: Routledge</p> <p>McClure , A. A., Garthwait , A. V. & Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era of Standards 1st Edition</i>, London, UK: Pearson</p> | | | |
| CPD Needs | Workshop on teaching introduction Children's literature | | | |

LESSON 2

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| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | | |
| Title of Lesson | Introduction to teaching children's literature | | | | | | | Lesson Duration | 3 hrs | | | |
| Lesson description | The lesson exposes student teachers to the misconceptions about children's literature and values of children's literature in language learning at the Upper Primary level. | | | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have learned about definition, types and scope of children's literature. | | | | | | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> Student teachers may not know that children's literature contributes to literacy development of children. Lack of children's literature books. | | | | | | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | | Learning Indicators | | | | | | | | |
| | 1. Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children's literature and misconceptions (NTS 1a) | | | 1.2 State and Discuss the values of children's literatures 1.3 Identify misconceptions of teaching literature at the Upper Primary and address them | | | 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. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | | | | |
| Topic: Introduction to teaching children's literature | Sub topic | Stage/time | | | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | |
| | Values and misconceptions of children's literature in language learning | | | | Teacher Activity | | | Student Activity | | | | |
| | Revision of the previous lesson the concept, characteristics and scope of children's literature | Introduction: | 15 mins | Revise previous lesson with students through question and answer technique. Ask student teachers to discuss the definition of children's literature, its characteristic and scope. | | | Student teachers answer the questions asked by the tutor/lecturer. Student teachers discuss the nature of children's literature as exist in the Upper Primary classroom during their school visit. Student teachers take | | | | | |

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| | | | 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 of children's literature | Stage 1: 55 mins. | | Think, pair, share: Ask student teachers to think individually about the values of Upper Primary children's literature in language learning. Encourage student teachers to use available technology to look for online information on the topic. Ask students to share/discuss their findings in pairs and finally expand their discussion to the whole class by calling students to share their responses. | Think, pair, share Student teachers do individual online search for information on the values of children's literature in language learning using available technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic |
| Misconceptions of literature in language learning | Stage 2: 50 mins | | Class Discussion Use leading and probing questions to help student teacher identify and explain the misconceptions of literature in language learning. Encourage student teachers to take notes. | Class Discussion Answer questions posed by the tutor to identify the misconceptions of literature in language learning and take notes of the various misconceptions. |
| Addressing the misconceptions | Stage 4: 50 mins | | Group Work: Put student teachers into mixed ability groups to brainstorm how to address the misconceptions on how literature promotes language learning for class discussion. Encourage student teachers to online materials and books on the topic and present their findings to class orally. Provide appropriate feedback. | 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 learning and present information to class orally. |
| School Visit | | | Provide student teachers with a checklist they will use during school visit to observe how teachers in the Upper Primary classroom address the misconceptions of literature in the classroom. They should indicate how this will improve their professional development as would be teachers. | During school visit student teachers use checklist provided by tutor to observe how teachers in the Upper Primary classroom 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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| | | | <p>Answer student teachers' questions for clarification.</p> <p>Follow-up: Ask students to read their required text on the role of teachers and parents in promoting children's literature.</p> | <p>Ask tutor questions on the lesson for clarification.</p> <p>Student teachers note section of text to read for next class.</p> |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions) | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | <p>Summary of Assessment Method: Assessment for learning (group oral presentation on values and misconceptions of literature on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 1</p> | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • computer • Projector • Smartphones • Laptops | | | |
| Required Text (core) | <p>Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i>. Accra: Sam-Woode Publishers [Units 11 and 12]</p> | | | |
| Additional Reading List | <p>Bailey, K. (2005). <i>Practical English language teaching: Speaking</i>. New York: McGraw-Hill. [Chapter 2 and 3]</p> <p>Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i>. England: John Wiley and Sons Ltd. [Chapter 13]</p> | | | |
| CPD Needs | <p>Workshop on teaching components of speaking, views of listening and components underlying effective oral instruction</p> | | | |

LESSON 3

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | |
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| Title of Lesson | Teaching children's literature | | | | | | | Lesson Duration | 3 hrs | | |
| Lesson description | The lesson focuses on the role of teacher in teaching children's literature to develop their love and 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 literature in general | | | | | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> Student teachers may not know the value of children's literature in literacy development of children Large class size | | | | | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | Learning Indicators | | | | | | | | |
| | 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 and misconceptions of children's literature (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 Discuss the role parents can play in the development of their children love and appreciation for literature. 2.3 Discussion on misconceptions of children's literature and addressing the misconceptions. | | | 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. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | | | | |

| Topic: Teaching children's literature | Sub topic | Stage/time | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | |
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| | | | Teacher Activity | Student Activity |
| | The role of teacher and parents in developing children's literature and misconceptions of children's literature. | | | |
| | Revision of the previous lesson on values and misconceptions of children's literature. | Introduction: 20 mins | <p>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.</p> <p>Give an overview of the current lesson on the role of teachers and parents' role and misconceptions of developing children's literature.</p> | <p>Make a semantic map/advanced organizer of the lesson on values and misconceptions of children's literature and orally share with the class.</p> <p>Student teachers take note of the overview of the current lesson provided by the tutor.</p> |
| | Role of teachers in developing children's literature | Stage 1: 50 mins | <p>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 Primary learners and present their findings to class for further discussions, e.g. orally. Let student teachers indicate how such roles can be used to address the diverse needs and interest of learners in literature. Provide appropriate feedback. (PDP Theme 4, p. 79)</p> | <p>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.</p> <p>Student teachers provide appropriate feedback.</p> |
| | Role of Parents in developing Children's literature skills. | Stage 2: 50 mins | <p>Video and Discussion: Show video of parents helping their children to develop literature skills. Let student teachers</p> | <p>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</p> |

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| | | | 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 comments. | their children develop love and appreciation for literature. Discuss findings with the class for comments. |
| Misconceptions of Children's literature | Stage 3: 40 mins | 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. | |
| Closure | 20 min | Ask student teachers to work individually and write the main points in the lesson. Answer student teachers' questions for clarification | Student teachers individually to write down the main points in the lesson and share with colleagues. Ask tutor questions on the lesson for clarification | |

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| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions) |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | <p>Summary of Assessment Method: Assessment for (Class presentation on the role of parents and teachers in developing among Upper Primary learners the love for literature. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking)</p> <p>Assesses Learning Outcomes: Course learning outcome 2</p> |
| Teaching Learning Resources | <ul style="list-style-type: none"> • computer • Projector • Smartphones • Laptops |
| Required Text (core) | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London,UK:Routledge |
| Additional Reading List | Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. [Chapter 2 and 3] |
| CPD Needs | Workshop on roles of teachers and parents on teaching children's literature |

LESSON 1

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 | | |
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| Title of Lesson | Issues in teaching Children’s literature | | | Lesson Duration | 3 hrs | | |
| Lesson description | The lesson introduces student teachers to the challenges of teaching children’s literature and ways addressing the challenges. | | | | | | |
| 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 | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> • Student teachers may not be aware of the challenges of teaching children’s literature. • Large class size | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | |
| <ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome | Learning Outcomes | | Learning Indicators | | | | |
| | 3. Reflect on the need to develop children’s love and appreciation for literature and how to address such challenges (NTS1a) | | 3.1 State and discuss ways 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. | | 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. <ul style="list-style-type: none"> • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | |
| Topic: Issues in teaching children’s literature | Sub topic Challenges of Teaching children’s literature | Stage/time | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | |
| | | | Teacher Activity | | Student Activity | | |
| | Revision of the previous lesson on the strategies of teaching speaking, the views of listening and | Introduction: 15 mins | Ask student teachers to develop a semantic map/advanced organizer to show the main strategies used in teaching speaking and how to address problems associated with the strategies. Call some | | Make a semantic map/advanced organizer of the lesson on strategies for teaching speaking and the problems associated with the strategies and present their work on the board for feedback. | | |

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| | component underlying effective oral instruction | | student teachers to present the maps on the board. Give an overview of the current lesson | Student teachers take note of the overview of the current lesson provided by the tutor. |
| | Challenges to teaching children's literature | Stage 1: 60 mins | Seminar/presentation Ask student teachers in groups to use available technology and books to research on the various challenges of developing children's love and interest for literature and present (orally/poster/PowerPoint) to class for discussion. Provide appropriate feedback and let the class comment on the presentations. | 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. |
| | Addressing the challenges of teaching children's literature | Stage 2: 90 min | Discussions Lead discussion through leading and probing questions to find ways of addressing the challenges of developing literature among Upper Primaryrs Debate In groups, students teachers debate the pros and cons of children's literature in literacy development) | Student teachers get involved in discussion by answering tutor questions and asking questions to find ways of addressing the challenges of developing literature among Upper Primaryrs Student teachers form 2 groups and debate the pros and cons of children's literature in literacy development. |
| | School Visit | | Ask students teachers during their school visit to identify the challenges of teaching literature at the Upper Primary and 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 Primary and ways of dealing with the challenges and how it develops their professional career for next class discussion. |
| | Closure | Stage 4: 20 min | Use question and answer techniques to help student teachers summarise the lesson. Answer student teachers' questions for clarification | Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions) | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | <p>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).</p> <p>Assesses Learning Outcomes: Course learning outcome 3</p> | | | |

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| Teaching Learning Resources | <ul style="list-style-type: none"> • 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 | <p>Bailey, K. (2005). <i>Practical English language teaching: reading</i>. New York: McGraw-Hill. [Chapter 2 and 3]</p> <p>Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i>. England: John Wiley and Sons Ltd. [Chapter 13]</p> |
| CPD Needs | Workshop on strategies and techniques for teaching listening and related unfamiliar concepts. |

LESSON 5

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
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| Title of Lesson | Tools for Assessing Children’s Literature | | | | | | | Lesson 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 knowledge, prior learning (assumed) | Student teachers have learned about challenges for teaching Upper Primary literature and how the challenges can be addressed. | | | | | | | | | | | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> Student teachers may not know how children’s literature skills are assessed Large class size | | | | | | | | | | | | | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to-face ✓ | 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | | Learning Indicators | | | | | | | | | | | | | |
| | 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 Importance of assessing children’s literature 4.2 Identify and discuss ways of assessing children’s literature skills development | | | To facilitate students’ participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | | | | | | | | | |
| Assessing Children’s Literature | Sub topic | Stage/time | | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | | | | | | | |
| | Importance of assessing children’s literature skills | | | Teacher Activity | | | | Student Activity | | | | | | | | | |
| | Discussion on school visit on challenges of teaching children’s literature | Introduction: 10 mins | | Use probing and leading questions to help student teachers discuss what they observed during their school visit on challenges of teaching children’s literature. Give an overview of the current lesson | | | | Student teachers answer questions to discuss what they observed during their school visit on challenges of teaching children’s literature. Student teachers take note of the overview of the current lesson provided by the tutor. | | | | | | | | | |

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| | 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 achieved. | Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning indicator has been achieved. |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • 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 | Summary of Assessment Method: Assessment for learning (Assessment on varieties of assessing children's literature.) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) | | | |

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| Lesson(linked to learning outcomes) | Assesses Learning Outcomes: Course learning outcome 4 |
| Teaching Learning Resources | <ul style="list-style-type: none"> • 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 | <p>Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i>. London, UK: Routledge</p> <p>McClure, A. A., Garthwait, A. V. & Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era of Standards 1st Edition</i>, London, UK: Pearson</p> |
| CPD Needs | Workshop on strategies for assessing children's literature. |

LESSON 6

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
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| Title of Lesson | 4. Assessing Upper Primary Children’s Literature | | | | | | | | Lesson Duration | 3 hrs | | | | | | | |
| 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) | Student teachers have learned about the various ways of assessing children’s literature skills. | | | | | | | | | | | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> Student teachers may not be aware of various challenges of assessing children’s literature skills. Large class size | | | | | | | | | | | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | | Learning Indicators | | | | | | | | | | | | | |
| | 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) | | | 4.2 Challenges of assessing children’s literature skills 4.3 Addressing challenges of assessing children’s literature skills. | | | 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. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | | | | | | | | | |
| 3. Assessing Upper Primary Children’s Literature | | | Stage/time | | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | | | | | | |
| | | | | | Teacher Activity | | | | | | Student Activity | | | | | | |
| | Revision of 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 | | | | | | Student teachers individually write down the main ideas in the previous lesson – strategies for assessing children’s literature skills and share with their colleagues. Student teachers take note of the overview of the current lesson provided by the tutor. | | | | | | |

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| | Challenges of assessing Upper Primary children's literature | Stage 1: 70 mins | Brainstorming Let students brainstorm individually on challenges of assessing Upper Primary children's literature skills. Let them share with their elbow partners and later share with the entire class for comments and feedback. address the challenges and present to class) | Group Work Student teachers work in mixed groups to use available technology and book(s) to find out the factors to consider when developing or selecting a speaking and listening TLM for Upper Primary's. Student teachers present to class their findings for comments and feedback from other group members and tutor. |
| | Addressing challenges of assessing Upper Primary children's literature skills | Stage 2: 70 mins | Class Discussion Introduce student teachers to the section, break them into groups with each group working on an assessment tool indicated earlier with its challenges, and suggest ways of addressing such challenges. Let them present their suggestions for comments and feedback(PDP Theme 3, p. 69) | Student teachers break into groups with each group working on an assessment tool indicated earlier with its challenges and suggest ways of addressing such challenges. Student teachers present their suggestions for comments and feedback (PDP Theme 3, p. 69) from the class. |
| | School Visit | | Ask students teachers during their school visit to identify the challenges of assessing children's literature skills and how they address the challenges in the classroom. They should indicate in their report how their visits will improve their skills in teaching children's literature skills for next class discussion. | Ask students teachers during their school visit to identify the challenges teachers face in assessing children's literature skills and how they address the challenges in the classroom. Indicate in your report how your visits will improve your skills in teaching children's literature for next class discussion. |
| | Closure | Stage 3: 20 min | Use leading and probing questions to help student teachers to summarise the lesson in turns. Answer student teachers' questions for clarification Let student teachers use provided checklist to find out if lesson indicators have been achieved. | Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning indicators have been achieved. |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • 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) | | | |

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| 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 challenges of assessing children’s literature and how to address them (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4 |
| Teaching Learning Resources | <ul style="list-style-type: none"> • computer • Projector • Smartphones • Laptop |
| Required Text (core) | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge |
| Additional Reading List | Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i> . London, UK: Routledge McClure , A. A., Garthwait , A. V. &Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era of Standards 1st Edition</i> , London, UK: Pearson |
| CPD Needs | Workshop on challenges of teaching Upper Primary children’s literature skills. |

LESSON 1

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 | | |
|--|---|---------------------------|--|--|---|--------------------------------------|------------------|
| Title of Lesson | Upper Primary Children's literature materials | | | Lesson Duration | 3 hrs | | |
| Lesson description | The lesson introduces student teachers to preparing children's literature materials. Student teachers are also exposed to the nature of children's literature materials. The lesson also introduces student teachers to using internet materials and computers in designing materials for children's literature class. | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have learned about the challenges of assessing Upper Primary children's literature skills and how to address such challenges. | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> 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 ✓ | Independent Study ✓ | e-learning opportunities ✓ | Practicum |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | Learning Indicators | | | | |
| | 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 | | 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. <ul style="list-style-type: none"> 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 | | 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 | Introduction: 20 mins | Ask students to write down the main ideas of the previous lesson the challenges of assessing Upper Primary children's literature skills | | Student teachers individually write down the main ideas in the previous lesson and share with their colleagues. Student teachers discuss their school visit report and they experiences they learned from | | |

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

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| | 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 materials and their effective use. | Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group, mixed ability group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports) | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | Summary of Assessment Method: Assessment as learning (One page report on how teacher prepare TLMs for teaching children' literature at the Upper Primary level) Assesses Learning Outcomes: Course learning outcome 5 | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • 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 | Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i> . London, UK: Routledge McClure , A. A., Garthwait , A. V. & Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era of Standards 1st Edition</i> , London, UK: Pearson | | | |
| CPD Needs | Seminar for tutor on speaking and listening assessment of Upper Primary learners. | | | |

LESSON 8

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| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | | |
| Title of Lesson | Upper Primary Children's literature materials | | | | | | | Lesson Duration | 3 hrs | | | |
| Lesson description | The lesson introduces student teachers to factors the influence the preparation of children's literature materials. It also looks at how to select and use appropriate children's literature learning materials to improve all learners' understanding of literature at the Upper Primary level. | | | | | | | | | | | |
| 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 | <ul style="list-style-type: none"> Student teachers may not be aware of factors to consider to consider in selecting and use of Upper Primary literature materials Large class size | | | | | | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | Learning Indicators | | | | | | | | | |
| | 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) | | 5.3 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 Upper Primary level. | | | 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. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | | | | | |
| 5. Upper Primary Children's literature materials, | | | Stage/time | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | | |
| | | | | Teacher Activity | | | Student Activity | | | | | |
| Revision of the previous lesson on the definition and nature of children's literature materials and tools for developing Upper Primary children's materials. | | Introduction: 15 mins | Ask student teachers to recap what was learned in the previous lesson on the definition and nature of children's literature materials and tools for developing Upper Primary children's materials Give an overview of the current lesson. | | | Student teachers individually write down the main ideas in the previous lesson and share with their colleagues. Student teachers note the overview of the current lesson provided by the tutor. | | | | | | |

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| | 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 |

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| | | | | Primary children's literature materials for your portfolio. |
| | Closure | 20 min | Ask students to write the main points discussed in the lesson as a summary. Answer student teachers' questions for clarification | Student teachers write then main points discuss in the lesson and share with their colleagues. Ask tutor questions on the lesson for clarification |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • 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) | <p>Summary of Assessment Method: Assessment for learning (Presentation on factors to consider when selecting TLMs for children's literature) (<i>Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking</i>)</p> <p>Assesses Learning Outcomes: Course learning outcome 5</p> | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • 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 | <p>Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i>. Accra: Sam-Woode Publishers</p> <p>Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i>. London, UK: Routledge</p> <p>McClure , A. A., Garthwait , A. V. & Kristo, K. V. (2014). <i>Teaching Children's Literature in an Era of Standards 1st Edition</i>, London, UK: Pearson</p> | | | |
| CPD Needs | Seminar for tutors on teaching the factors influencing the development/selection, use and challenges of preparing Upper Primary children's literature materials. | | | |

LESSON 9

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| Title of Lesson | Developing supplementary Upper Primary literature materials | | | | | | | | | | Lesson Duration | 3 hrs | | | | |
| Lesson description | The lesson introduces student teachers to definition of Upper Primary supplementary reading books. Besides, students are exposed to the characteristics and types of Upper Primary supplementary reading materials/books. The lesson concludes with the importance/values of Upper Primary supplementary reading materials. | | | | | | | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have learned about the factors to consider when developing, selecting and using Upper Primary children's literature materials. | | | | | | | | | | | | | | | |
| Possible barriers to learning in the lesson | <ul style="list-style-type: none"> Student teachers may not know the factors to consider when developing, selecting and using Upper Primary children's reading materials. Large class size | | | | | | | | | | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | | Learning Indicators | | | | | | | | | | | | |
| | 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 of Upper Primary supplementary reading materials. 6.3 Discuss the importance/values of Upper Primary supplementary reading materials. | | | | 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. <ul style="list-style-type: none"> 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 outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | | | | | |
| | | | | | Teacher Activity | | | | | Student Activity | | | | | | |
| Revision of the previous lesson the factors to consider when developing, selecting and using Upper Primary | | Introduction: 20 mins | | Ask students to do pair work by identifying the factors to consider when developing, selecting and using Upper Primary children's literature materials. After 10 minutes let learners share what they have done with the class as recap of the previous lesson. | | | | | Student teachers work in pairs to identify the factors to consider when developing, selecting and using Upper Primary children's literature materials. They later share their work with the class as a way of revising the previous lesson. | | | | | | | |

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| | 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, characteristics and types of Upper Primary supplementary reading materials | Stage 1: 80 mins | <p>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.</p> <p>Later let each group present their observations to the class for further discussions and comments from peers and tutor.</p> | <p>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.</p> |
| | Values/Importance of supplementary reading materials. | Stage 2: 60 mins | <p>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.</p> <p>Give student teachers opportunity to work individually in putting the discussion in the form of concept map and share with class.</p> | <p>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.</p> <p>Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.</p> |
| | School Visit | | <p>Let student teachers during their school visit; observe the characteristics and types of Upper Primary children's supplementary reading books/materials.</p> <p>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.</p> | <p>Student teachers visit schools to observe the characteristics and types of Upper Primary children's supplementary reading books/materials.</p> <p>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.</p> |

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| | Closure | Stage 20 min | Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification Follow-up: Ask student teachers to read ahead on the various themes in both fiction and non-fiction supplementary reading materials/books | Student teachers answer question write then posed by the tutor tom recap the lesson. Ask tutor questions on the lesson for clarification Student teachers read ahead on the various themes in both fiction and non-fiction supplementary reading materials/books |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • Inclusivity/gender (including both male and female in each group, mixed ability group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports) | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | Summary of Assessment Method: Assessment for and as learning (presentation on factors to consider when developing Upper Primary supplementary reading materials). (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6 | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • 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 | Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers Duncan, D (2009). <i>Teaching Children's Literature: Making Stories Work in the Classroom</i> . London, UK: Routledge | | | |
| CPD Needs | Seminar for tutor on interpreting the Upper Primary speaking and listening curriculum. | | | |

LESSON 10

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 2 3 4 5 6 7 8 9 10 11 12 | | |
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| Title of Lesson | Developing supplementary Upper Primary literature materials | | | Lesson Duration | 3 hrs | | |
| Lesson description | 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 | <ul style="list-style-type: none"> Student teachers may not know the themes in both fiction and non-fiction supplementary reading materials for Upper Primary learners. Large class size | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | Learning Indicators | | | | |
| | 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) | | 6.4 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. | | 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. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | |
| 6. Developing supplementary Upper Primary reading materials | | | Stage/time | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | |
| | | | | Teacher Activity | Student Activity | | |
| Revision on the previous lesson the meaning, types characteristics and values of Upper Primary supplementary reading materials | | Introduction: 20 mins | Ask student teachers individually to write summary/main points of the previous lesson as a recap and let them share it with the class. Preview the current lesson – designing a speaking and listening scheme of work and factors to consider in designing a scheme of work. | Student teachers work in pairs to identify some main contents areas in the definition, types, values of Upper Primary supplementary reading materials. They later share their work with the class as a way of revising the previous lesson. Student teachers note the | | | |

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| | | | | preview of the current lesson provided by the tutor. |
| | Themes in Upper Primary fiction and non-fiction supplementary reading materials for Upper Primary learners. | Stage 1: 70 mins | <p>Class Discussion</p> <p>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 learners.</p> <p>Allow student teachers time to do a semantic map of the various themes discussed. Let them share their semantic maps with colleagues.</p> <p>Give student teachers ample time to ask questions or make comments.</p> | <p>Student teachers discuss the various themes in both fiction and non-fiction supplementary readers meant for Upper Primary learners by answering and asking questions.</p> <p>Student teachers do a semantic map of the various themes discussed. Let them share their semantic maps with colleagues.</p> <p>Student teachers ask questions or make comments on the topic.</p> |
| | Factors to consider when designing a speaking and listening scheme of work | Stage 2: 70 mins | <p>Group Work:</p> <p>Put student teachers into mixed ability groups to use available information on line and in books to identify factors to consider when selecting a supplementary reading book for Upper Primary learners.</p> <p>Let groups present their work to class using posters/or orally for tutor or peer feedback and comments.</p> | <p>Student teachers work in mixed ability groups to use available information on line and in books to identify factors to consider when selecting a supplementary reading book for Upper Primary learners.</p> <p>Groups present their work to class using posters/or orally for tutor or peer feedback and comments.</p> |
| | 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 | <ul style="list-style-type: none"> • 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) | <p>Summary of Assessment Method: No assessment</p> <p>Assesses Learning Outcomes: Course learning outcome 6</p> | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • computer • Projector • Smartphones • Laptop | | | |
| Required Text (core) | Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers.</i> Accra: Sam-Woode Publishers [Unit 30] | | | |

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| Additional Reading List | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical</i> . London, UK: Routledge |
| CPD Needs | Workshop for tutor on themes and factors to consider when selecting Upper Primary supplementary readers. |

LESSON 11

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| Title of Lesson | Developing supplementary Upper Primary literature materials | | | | Lesson Duration | 3 hrs | | | | | | | | | | |
| Lesson description | 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 | <ul style="list-style-type: none"> Student teachers may not know how to observe gender, cultural sensitivity and inclusivity in children’s supplementary book for Upper Primary learners. Large class size | | | | | | | | | | | | | | | |
| 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | | Learning Indicators | | | | | | | | | | | | |
| | 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) | | | 6.6 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 | | | 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. <ul style="list-style-type: none"> 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 outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | | | | | | |
| | | | | Teacher Activity | Student Activity | | | | | | | | | | | |
| Revision on the previous lesson on themes in both fiction and non-fiction and factors to consider in selecting Upper | | Introduction: 15 mins | Ask student teachers in groups to revise the main points on the previous lesson on themes and factors to consider in selecting supplementary materials. Let groups share their work with the class for comments. | Student teachers work in groups to identify the main issues learned in the previous lesson on themes and factors to consider in selecting supplementary | | | | | | | | | | | | |

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| | 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 of the materials. | materials. for Upper Primary learners. Later share their work with the class as a way of revising the previous lesson. Student teachers note the preview of the current lesson provided by the tutor. |
| | 6.5 Gender cultural sensitivity and inclusivity in Upper Primary learners’ supplementary books | Stage 1: 70 mins | Class Research and Presentation: Tutor explains the concepts gender, cultural sensitivity and inclusivity in supplementary reading materials. Tutor divides class into mixed gender groups based on a given task and ask them to find information on line and in books to see how the three concepts can be achieved in developing 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. | Student teachers listen to explanation by the tutor and break into mixed gender groups and 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. |
| | 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 |
| | School Visit | | During school visit, let student teachers review existing Upper | During school visit, review existing Upper |

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| | | | 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. |
| | Closure | Stage 4: 15 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 the main issues in the lesson. Ask tutor questions on the lesson for clarification |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • 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) | <p>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)</p> <p>Assesses Learning Outcomes: Course learning outcome 6</p> | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • computer • Projector • Smartphones • Laptop | | | |
| Required Text (core) | Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers.</i> Accra: Sam-Woode Publishers [] | | | |
| Additional Reading List | Leland, C. (2012). <i>Teaching Children’s Literature: It’s Critical.</i> London, UK: Routledge | | | |
| CPD Needs | Workshop for tutor on reviewing supplementary reading materials for Upper Primary learners.. | | | |

LESSON 12

| Year of B.Ed. | 3 | Semester | 1 | Place of lesson in semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| 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 | <ul style="list-style-type: none"> 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 | 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. | <p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology</p> | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | | | Learning Indicators | | | | | | | | | | | | |
| | 7. Plan and co-teach 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) | | | 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. | | | 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. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. | | | | | | | | | |
| 7. Teaching children's literature | | | Stage/time | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | | | | | | | | |
| | | | | Teacher Activity | Student Activity | | | | | | | | | | | |
| Revision of the previous lesson on gender, cultural and inclusivity in Upper Primary children's literature and factors to consider when selecting children's literature books | | Introduction: 20 mins | Ask student teachers to work in pair to revise the main points on the previous lesson; gender, cultural and inclusivity in Upper Primary children's literature and factors to consider when selecting children's literature books. Let pair share their work with the class for comments. Give an overview of the current lesson – teaching children's literature at the Upper Primary level. | 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 | | | | | | | | | | | | |

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

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| | Course Overview | Stage 3: 30 mins. | Reflection Ask student teachers to reflect on the main topics in the entire course (all lessons) and indicate how it has helped them develop their professional skills in teaching children's literature as would be Upper Primary School teachers. Let student teachers share their reflections with class. | 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. |
| | Closure | Stage 4: 15 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 the main issues lesson. Ask tutor questions on the lesson for clarification. |
| Which cross cutting issues will be addressed or developed and how | <ul style="list-style-type: none"> • Inclusivity/gender (including both male and female in each group, mixed ability group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports) | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | Summary of Assessment Method: Assessment as learning (Assessment on preparing an Upper Primarychildren's literature teaching lesson plan on a selected lesson topic and co-teach (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 7 | | | |
| Teaching Learning Resources | | | | |
| Required Text (core) | <ul style="list-style-type: none"> • computer • Projector • Smartphones • Laptop • YouTube video on Teaching children's literature | | | |
| Required Text | Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers.</i> Accra: Sam-Woode Publishers [Unit 30] | | | |
| Additional Reading List | Leland, C. (2012). <i>Teaching Children's Literature: It's Critical.</i> London, UK: Routledge | | | |
| CPD Needs | Workshop for tutor on planning and delivery of children's literature lesson. | | | |
| Course Assessment | ¹ Component 1: Subject Portfolio assessment <ul style="list-style-type: none"> • Selected items of student's work (3 of them 10% each - 30%) • Mid-semester - 20% • Reflective Journal– 40% | | | |
| | ² Component 2: SUBJECT PROJECT (30%) <ul style="list-style-type: none"> • 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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