

# Four-Year B.Ed. Course Manual

# **Literacy Across the Curriculum**









**GOVERNMENT OF GHANA** 









### **FOREWORD**

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

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

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

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

### **Professor Mohammed Salifu**

Director General, Ghana Tertiary Education Commission

### **ACKNOWLEDGEMENTS**

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

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

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

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

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

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

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

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### INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

#### The manuals serve the following purposes:

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

#### Specifically, they also:

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

### Who are course manuals for:

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

### **USING THIS MANUAL**

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

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

| My teaching philosophy is   |  |
|---|--|
| n view of this philosophy, I will facilitate this course by/through |  |

### **Course Manual**

#### A. Course Information

#### Title Page

#### 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 (P4-6) Literacy across the Curriculum |                                  |   |  |  |  |  |  |  |
| Pre-requisite   | Teaching                         | Teaching Upper Primary (P4-6) reading and writing |  |  |  |  |  |  |
| Course Level  | I 300 Course Code Credit Value 3 |   |  |  |  |  |  |  |
| Table of content  | Table of contents                |   |  |  |  |  |  |  |

#### 1. Goal for the Subject or Learning Area

Literacy across the curriculum plays a vital role in helping children develop appropriate register for the various disciplines in their academic work. As a result, this course is designed to train effective teachers to possess the various skills and abilities to teach children to develop appropriate language register in the various disciplines of study at the Upper Primary (P4-6) level and develop Upper Primary (P4-6) children's language acquisition and use of appropriate language.

#### 2. Course Description

The course aims to equip student teachers with the skill to incorporate subject specific literacy in their disciplines to enhance students' academic success. The course introduces student teachers to the concept literacy across the curriculum, the importance of cross-curricula literacy, principles and practice of cross-curricular literacy and planning for cross-curricular literacy. Additionally, the course exposes student teachers to ways they can apply literacy skills in teaching their subject areas. The course also aims at assisting student teachers to know how to integrate subject specific literacy into planning, teaching and assessing across the Upper Primary (P4-6) curriculum and teaching strategies to use to improve literacy across the curriculum. The course equips student teachers with listening, speaking, writing and reading strategies that can be used to improve literacy across the curriculum. In this course, students are also introduced to how to develop assessment and make use of literacy explicit in the various disciplines in the Upper Primary (P4-6). The course also emphasises planning appropriate lessons taking into consideration all manner of learners, their needs and interests. Student teachers are also given opportunity to visit school to acquaint themselves with how literacy is used across the curriculum in Upper Primary (P4-6). Student teachers will also have the opportunity to teach their subject area using the appropriate literacy demands. The course will be delivered through student-centred approaches like discussion, brainstorming, project work/seminars, thinkpair-share, class presentation by students, role-play, school visits/field work, concept mapping, teacher modelling and practical teaching. The assessment modes - for, of, and as - for this course include guizzes, assignments, examinations. presentations, report writing, portfolios and observations. The course is aimed at achieving the following: NTS 2b, 3 b, e, f, I, j, m and NTECF bullets 7, 8 (p. 25), bullet 6 (p. 25) and requirements.

#### 3. Key contextual factors

Literacy across the curriculum is a course developed against the background that literacy cuts across all disciplines and that every teacher is a teacher of literacy. Literacy has to be a shared responsibility throughout the entire school. Literacy (speaking and listening, reading and writing) is the main mode of communication used in school for teaching and learning, and for developing thinking in all disciplines. Literacy supports learning; learners need to understand the vocabulary, expression and organisational structures of a subject in order to conceptualise that subject and cope with its cognitive demands. Responding to higher order questions encourages the development of thinking skills and use of effective literacy skills. In the learning process, we make and revise meaning through language. There is the tendency however, for this all important element of learning to be de-emphasized in schools. There is also a general notion that literacy development among learners is the sole responsibility of the language teacher. For this reason, training is being strengthened to incorporate literacy into all subject areas. This will help learners read text effectively, produce their own versions and confidently participate in class discussions. In order to improve learning outcome of all learners, especially at the P4-P6 level, teachers must be equipped with the skill to incorporate literacy in their disciplines.

#### 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

| <ul> <li>Creative thinking</li> </ul>   |  |
|---|--|
| 5. Course Learning Outcomes   | 6. Learning Indicators   |
| 1. Demonstrate knowledge and understanding of<br>the concept and importance of literacy across the<br>Upper Primary (P4-6) curriculum, principles and<br>practice and planning for cross-curricula literacy<br>and misconceptions about literacy across the<br>curriculum (NTS 2b, 3i, m) | <ul> <li>1.1 Define with examples the concept of literacy across the curriculum</li> <li>1.2 Identify the importance of cross-curricula literacy in academic success</li> <li>1.3 Identify the principles and practice of literacy across the curriculun</li> <li>1.4 Identify subject specific literacy in the Upper Primary curriculum at word, sentence and text levels.</li> <li>1.5 Identify misconceptions of literacy across the curriculum and how address the misconceptions.</li> </ul>  |
| 2. Demonstrate knowledge and understanding of ways to apply literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))   | 2.1 Identify ways of applying literacy across the curriculum 2.2 Identify approaches to cross curricular literacy 2.3 Discuss the challenges of implementing literacy across the curriculum 2.4 Examine ways the challenges to implementing literacy across the curriculum can be addressed  |
| 3. Integrate subject specific literacy into (listening, speaking, reading and writing) into planning, teaching and assessing across the Upper Primary (P4-6) curriculum and strategies to improve literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))                         | <ul> <li>3.1 Use listening and speaking to engage with others in groups and cla discussions, learn collaboratively and explain their writing in their subject areas.</li> <li>3.2 Use reading to locate information, ensure meaning securely, summarise content and ideas, establish familiarity with technical ar specialised vocabulary, synthesise and adapt materials read and make notes in a specific discipline</li> <li>3.3 Use writing to select materials, organise writing in coherent and logical form, use technical and specialised vocabulary and language patterns in the subject area.</li> </ul> |
| 4. Demonstrate knowledge and understanding of how to use appropriate language register in their subject specific areas (NTS 2b)   | <ul> <li>4.1 Use appropriate language register for their disciplines related activities</li> <li>4.2 Develop appropriate language register in their subject area and indicate the importance of using subject specific register in their writing or speech.</li> </ul>   |
| 5. Interpret the P4-6 curriculum to find out how literacy is integrated across the curriculum and plan a lesson to teach with colleagues to demonstrate their understanding of literacy across the curriculum. (NTS 3b, e, f, j and NTECF bullet 8 (p. 25), bullet 6 (p. 26))             | <ul> <li>5.1 Examine the P4-6 curriculum to find out how literacy is integrated into the various disciplines.</li> <li>5.2 Design a lesson plan to indicate how literacy cuts across the P4-6 curriculum and teach with it bearing in mind learners' with diverse needs.</li> <li>5.3 Teaching literacy across the curriculum with lesson plan designed</li> <li>5.4 Review the literacy across the curriculum manual.</li> </ul>  |

| 7. Co | ourse Content  |  |   |
|-------|--|--|---|
| Unit  | Торіс  | Sub-topic if any)  | Teaching and learning activity to achieve the learning outcomes   |
| 1     | The concept and importance of Literacy across the curriculum | 1.1 Definition and examples of literacy across the curriculum. | Class Discussion (teacher leads discussion to introduction and Reinforce the definition of literacy. In working groups, students brainstorm a range of literacy skills in a spider-gram - choose one curriculum area and indicate which of the skills can be used for that curriculum area. Group will get feedback through presentation) |
|       |  | 1.2 Importance of literacy across the curriculum               | Group Discussion – Student teachers work in groups to identify and evaluate the importance of developing communication and language skills alongside literacy skills in Upper Primary (P4-6). (particularly Speaking and Listening) Evaluate how these skills are used in the following:  |

|    |   | 1400: 11 1 11 1   | I + · + · ·   |
|----|---|---|---|
|    |   | 1.3 Principles and practice of literacy across the curriculum including ways of assessment  | -In the Trainee Teacher group sessionsBy observing the mentor teacher during a school visit - The groups share their work with class  |
|    |   | 1.4 Cross-curricula literacy in teaching and learning of other disciplines  | Teacher leads discussion on principles that will guide the practice and planning of cross- curricular literacy, e.g. age, subject-knowledge, assessment etc. Discuss and record various ways of assessing cross curricular literacy.  |
|    |   | 1.5 Misconception of literacy across the curriculum   | What are the potential misconceptions of literacy across the curriculum? As a group, critically look at an age-related lesson plan or a video with embedded literacy skills. Discuss and evaluate the lesson plan/video, considering the literacy skills taught and strategies used to cater for inclusion, equal access and diversity. Record in SRJ. Agree a checklist (criteria) |
|    |   |   | for an effective lesson plan. 5. problem-solving (Student teachers are put in croups to find out the misconception of literacy across the curriculum and how to address the misconceptions  |
| 2. | Using appropriate language register/vocabulary in subject area  | 2.1 Use of appropriate language register in the various disciplines.  | 1. Class discussion - Define the term 'language register'. Identify the appropriate language register for a range of Upper Primary (P4-6) topics. 2. Group work (student teachers are put in groups and tasked with writing appropriate vocabulary/register to use on selected topics/areas. The words are then put in a chart/poster and displayed in the                          |
|    |   |   | classroom to share with others).<br>(update lesson plan checklist)  |
| 3. | Applying literacy across the curriculum                         | 3.1 Ways of applying literacy across the curriculum (Action research)   | 1. School visits - Observe the various strategies used in applying a range of literacy skills in a curriculum area) and how the skill is assessed – identify the strengths, challenges and barriers to learning (e.g. developmental milestones) and how they were addressed.  |
| 4. | Integrating literacy across the Upper primary (P4-6) curriculum | 4.1 Ways of integrating literacy across the disciplines in the Upper primary (P4-6) curriculum  | Pair Work - Using the strategies of integrating literacy skills observed in previous sessions, choose a curriculum area and draft a lesson plan.     Peer-review - Use agreed checklist to assess plan for its effectiveness.   |
| 5. | Literacy across the Upper<br>primary (P4-6)curriculum           | <ul><li>5.1 Interpreting the Upper Primary (P4-6) curriculum in relation to developing literacy across the curriculum.</li><li>5.2 Designing a lessons plan for</li></ul> | In working groups - examine the Upper<br>Primary (P4-6) curriculum to find out how<br>literacy is integrated into the various<br>disciplines. Group feedback. Record<br>reflections in SRJs.  |
|    |   | literacy across the curriculum  5.3 Co-teaching literacy across the curriculum with lesson plan   | 2. Use knowledge of the P4-6 curriculum to refine and improve lesson plan. Discuss and amend with co-teacher/mentor.  |

| designed 5.4 Review the literacy across the curriculum manual. | 3. Co-teaching – Student may take on main role in delivery (introduction, questioning, modelling etc.). |
|--|---|
|  | Reflect and evaluate outcome with   |
|  | mentor teacher and record in SRJ.   |

#### 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 (2 of them 15% 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 integrating subject specific literacy (listening, speaking, reading and writing) into planning, teaching and assessing across the P4-6 curriculum and strategies to improve literacy across the curriculum (LO 3 NTS 2b).
- Quiz Student teachers take one quiz on approaches to cross-curricular literacy and ways of applying literacy across
  the curriculum, concept and importance of literacy across the P4-6 curriculum, principles and practice and planning
  for cross-curricula literacy and misconceptions about literacy across the curriculum. It also includes using appropriate
  language register in their subject specific areas (LO 1, 2,4 NTS 2b, 3i, m)
- The mid-semester will be a reflective paper (400 words) on what student teachers have learned in the eight previous lessons and how they have helped shape their skills in teaching Upper Primary (P4-6) children's literacy across the curriculum as professional teachers) (LO 1, 2.3 NTS 2b, 3i, m)
- The Reflective Journal will include writing a 600-word reflective report on ways of applying Literacy Across the Curriculum, challenges of applying Literacy Across the Curriculum and how to address the challenges at the Upper Primary (P4-6) level. 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 2 2b)

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

NTS targeted are 2b, 3i, m

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

3i. Explains concepts clearly using examples familiar to students

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 topics like the concept of literacy across
the curriculum – definition, misconceptions and importance, principles and practices/subject specific examples,
ways of applying literacy across the curriculum, challenges of applying literacy across the curriculum and
addressing the challenges and the language skills and literacy across the curriculum. Other topics to be covered
are using and developing appropriate language register, the Basic school curriculum and language across the
curriculum, designing the literacy across the curriculum lesson plan and teaching language across the
curriculum.

(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, and 5

NTS 2 b, 3b, e, f, I, j, m targeted are

- 2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.
- 3b. Carries out small-scale action research to improve practice.
- 3e. Employs a variety of instructional strategies that encourages student participation and critical thinkina.
- 3f. Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- 3i. Explains concepts clearly using examples familiar to students.
- 3j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- 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:**

Jacobs, H. H. (2014). Active literacy across the curriculum: Strategies for reading, writing, speaking and listening. New York: Taylor and Francis

#### **Additional Reading List**

Antonacci, P. A., O'Callaghan, C. M. & Berkowitz, E. (2014). *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms (Volume 2) (Second Edition*) CA: SAGE Publications

Buehi, D. (2014). Classroom strategies for interactive learning (4<sup>th</sup>ed). Newark, DE: Integrated Reading Association, Inc. Daniels, H., Zemelman, S. & Steineke, N. (2007). Content-Area Writing: Every Teacher's Guide. NY: Heinemann

Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2015). 50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series) 3rd Edition. London: Pearson

Lent, R. C. (2015). *This is disciplinary literacy: Reading, writing, thinking and doing ... Content area by content area* (1<sup>st</sup> ed.). CA: Sage Publishing Company.

Tyrer, G. (2018). 100 ideas for Secondary Teachers: Literacy across the curriculum. New York: Bloomsbury.

Vacca, R. J., Vacca, J. A. L. & Mraz, M. E. (2017). Content Area reading, literacy and learning across the curriculum (12<sup>th</sup> ed.).London: Pearson

Zwiers, J. (2014). Building academic language (2<sup>nd</sup>ed). San Francisco: Jossey-Bass

- 5. Teaching and Learning resources
- 1. Books on Teaching Literacy across the curriculum
- 2. Computers
- 3. Videos on Teaching Literacy across the curriculum
- 4. Projector
  - 6. Course related professional development for tutors/ lecturers
  - Seminar/workshops on teaching literacy across the curriculum by a resource person

| Year of B.Ed. 3 | Semester | 2 | Place of lesson in semester | <b>1</b> 2 3 4 5 6 7 8 9 10 11 12 |
|-----------------|----------|---|-----------------------------|-----------------------------------|
|-----------------|----------|---|-----------------------------|-----------------------------------|

| Title of Lesson  | The concept and importance of Literacy Across the curriculum  Lesson  Duratio   |                  |   |  |   |  | 3<br>hrs  |
|--|---|------------------|---|--|---|--|---|
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to  | The lesson introduces Upper Primary (P4-6) student teachers to the Upper Primary (P4-6) literacy across the curriculum Course Manual and the definition and Importance of literacy across the curriculum. This first lesson also introduces student teachers to the course learning outcomes and the 3 assessment components of the course.  Student teachers have learned about literacy and its role in language acquisition.   |                  |   |  |   |  |   |
| learning in the lesson   | <ul><li>Student curricul</li><li>Large cl</li></ul>   | um               | may not   | know the defini  | uon and impor   | tance of literacy  | across the  |
| Lesson Delivery – chosen<br>to support students in<br>achieving the outcomes   | Face-to- P  | ractical ctivity | Work-<br>Based<br>Learning                      | Seminars<br>√  | Independent<br>Study  | e-learning opportunities   | Practicum   |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.   | Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode of work Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This could be part of any of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and tutor led.  e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology |                  |   |  |   |  | d / or<br>erials to<br>nt. This can<br>ent and / or   |
| <ul> <li>Learning Outcome for<br/>the lesson, picked and<br/>developed from the<br/>course specification</li> <li>Learning indicators for<br/>each learning<br/>outcome</li> </ul> | 1. Demonstrate knowledge and understanding of the concept and importance of literacy across the P4-6 curriculum, principles and practice and planning for cross-curricula literacy and constant of the process.   |                  | 1.1 Do exam of lite curric 1.2 Id import curric | efine with ples the concept cracy across the ulum entify the rtance of cross- ula literacy in emic success | achieve more tutor/lecture to do online lesson and d concept of Li curriculum a language lea • Core ski commu collabor enquiry • Inclusive stressed | students' participe in the limited to re will ask students' research a week to some presentateracy across the indication, critical ration, observations, and digitation in forming leand activities in factorial research. | ime, It teachers before the tion on the e e in Ide thinking, on and I literacy. der will be earning |
| 1. Course Manual Introduction/Defin ition and Importance of literacy across the curriculum   | Revision of the previous lesson on role of  |                  |   | depending on a collaborative g Teacher Activit Revise previous student teache question and a               | earning to achie<br>delivery mode s<br>roup work or in<br>y<br>s lesson with<br>rs through  | eve learning oute<br>elected. Teache<br>dependent stud<br>Student Acti<br>Answer the quasked by the<br>tutor/lecturer  | vity uestions to revise   |
|  | literacy in language acquisition  |                  |   | technique.   |   | previous lesson<br>literacy in languated<br>acquisition).  |   |

| I               | T           | T   |   |
|-----------------|-------------|---|---|
|                 |             | about the role of literacy in                               | Student teachers note                             |
|                 |             | language acquisition.  Provide a review of the              | down important issues in                          |
|                 |             | current lesson on the literacy                              | the lesson preview.                               |
|                 |             | across the curriculum manual,                               |   |
|                 |             | it definition and importance.                               |   |
| Introduction of | 30 mins.    | Group Discussion  | Trainee teachers listen to                        |
| the Literacy    |             | First, give an overview of the                              | the overview of the                               |
| Across the      |             | literacy across the curriculum                              | course manual and take                            |
| curriculum      |             | course manual for Upper                                     | notes of the key issues                           |
| Course Manual   |             | Primary (P4-6) learners.                                    | raised. Student teachers                          |
|                 |             | Through probing and leading                                 | answer questions to                               |
|                 |             | questions, assist student                                   | contribute to the                                 |
|                 |             | teachers to discuss the manual and course                   | discussion on the manual and course expectations. |
|                 |             | expectations. Answer  | Student teachers also ask                         |
|                 |             | questions from students                                     | questions for                                     |
|                 |             | teachers for clarification.                                 | clarifications.                                   |
| Definition of   | Stage 2: 60 | Discussion:   | Discussion  |
| literacy across | mins.       | Tutor leads discussion by first                             | Discuss as a class on the                         |
| the curriculum  |             | introducing the topic through                               | concept of literacy across                        |
|                 |             | lecture (using PowerPoint)                                  | the curriculum by                                 |
|                 |             | followed by class discussion                                | answering questions                               |
|                 |             | on the topic using probing and                              | posed by tutor after the                          |
|                 |             | leading questions. Provide feedback to make students        | presentation.                                     |
|                 |             | contribute effectively. (PDP                                |   |
|                 |             | Theme 3, p. 69)   |   |
|                 |             |   | Student teachers                                  |
|                 |             | Graphic Organiser: Tutor                                    | individual make a graphic                         |
|                 |             | guides student teachers to                                  | organiser of what has                             |
|                 |             | individually make a graphic                                 | been learned in the stage                         |
|                 |             | organiser of what has been                                  | and share with                                    |
|                 |             | learned in the stage and share with their colleagues.       | colleagues.                                       |
| Importance of   | Stage 3: 60 | Problem solving/Group Work                                  | Group Work  |
| literacy across | mins        | Put student teachers in groups                              | Student teachers form                             |
| the curriculum  | 3           | and ask them to brainstorm                                  | mixed groups to                                   |
|                 |             | on the characteristics and                                  | brainstorm on the                                 |
|                 |             | scope of Upper Primary (P4-6)                               | importance of literacy                            |
|                 |             | children's literature and do                                | across the curriculum of                          |
|                 |             | oral class presentation/poster                              | Upper Primary (P4-                                |
|                 |             | presentation on their findings.                             | 6)children by using                               |
|                 |             | Let student teachers use                                    | available technology and                          |
|                 |             | available technology and books for their work.              | book(s) to search information on the topic        |
|                 |             | DOORS TOT CHELL WOLK.                                       | under discussion and                              |
|                 |             |   | present their findings                            |
|                 |             |   | orally or by poster to                            |
|                 |             |   | class for peer critique                           |
| School Visit    |             | Provide student teachers with                               | During school visit,                              |
|                 |             | a checklist they will use during                            | student teachers use                              |
|                 |             | school visit to find out the                                | checklist provided by                             |
|                 |             | importance of literacy across                               | tutor to identify the                             |
|                 |             | the curriculum in the Upper<br>Primary (P4-6) classroom and | importance of literacy across the curriculum in   |
|                 |             | identify how this will improve                              | the Upper Primary (P4-6)                          |
|                 |             | their views of developing                                   | classroom and identify                            |
|                 |             | children's literacy skills in                               | how this will improve                             |
|                 |             | language learning as  | their views of developing                         |
|                 |             | professionals for next class                                | children's literacy skills in                     |
|                 |             |   |   |

|   |   |                   | discussion.  | language learning as professionals for next class discussion.                         |  |  |
|---|---|-------------------|--|---|--|--|
|   | Closure   | Stage 4: 30min    | Ask student teachers to work in groups and write the main points in the lesson.  | Work in groups to write the main points in the lesson.                                |  |  |
|   |   |                   | Call student teachers to summarise the lesson.   | Summarise the main points of the lesson orally.                                       |  |  |
|   |   |                   | Answer student teachers' questions for clarification   | Ask tutor questions on the lesson for clarification.                                  |  |  |
|   |   |                   | Ask student teachers to use the provided checklist to identify whether the indicator(s) of the lesson has been achieved. | Use provided checklist to see whether the indicators of the lesson has been achieved. |  |  |
| Which cross cutting issues will be addressed or developed and how | <ul> <li>Digital literacy (searching online for information on the topic)</li> <li>Inclusivity/gender (including both male and female in each group)</li> <li>Collaboration (working in groups as a team)</li> <li>Enquiry skills (asking questions for clarification)</li> <li>Critical thinking (through discussion, brainstorming and peer critiquing)</li> <li>Communication (through discussion, presentation and asking and answering of</li> </ul> |                   |  |   |  |  |
| Lesson assessments –  | questions) Summary of Assessment Method: Assessment for learning (group oral poster presentation on   |                   |  |   |  |  |
| evaluation of learning: of,                                       |   |                   | y across the curriculum}   |   |  |  |
| for and as learning within  |   |                   | tion, team work/collaboration, er  | nquiry skills, critical   |  |  |
| the lesson(linked to learning outcomes)                           | thinking, gender in   |                   | teracy)<br>se learning outcome 1   |   |  |  |
| Teaching Learning   | computer  |                   | oc icarrillig outcome 1  |   |  |  |
| Resources   | Projector   |                   |  |   |  |  |
|   | Smartphones   |                   |  |   |  |  |
|   | • Laptops   |                   |  |   |  |  |
| Required Text (core)  |   |                   | oss the curriculum: Strategies for   | reading, writing, speaking  |  |  |
|   |   | ing. New York: Ro |  |   |  |  |
| Additional Reading List   |   |                   | e, N. (2007). Content-Area Writing   | g: Every Teacher's Guide.   |  |  |
|   | NY: Heine   |                   |  |   |  |  |
| CDD Noods   | NY: Routledg  |                   | n to the concept of literacy acr   | eace the curriculum and its   |  |  |
| CPD Needs   | importance in lang  | -                 | n to the concept of literacy acr   | oss the curriculum and its  |  |  |
|   | importance in lang  | suuge leattiilig  |  |   |  |  |

| Year of B.Ed. 3 | Semester | 2 | Place of lesson in semester | 1 <b>2</b> 3 4 5 6 7 8 9 10 11 12 |
|-----------------|----------|---|-----------------------------|-----------------------------------|
|-----------------|----------|---|-----------------------------|-----------------------------------|

| Title of Lesson                               | The concept an                    |                |                                   |                  |                |   |            | Lesson<br>Duration      |          | 3<br>hrs |
|---|-----------------------------------|----------------|-----------------------------------|------------------|----------------|---|------------|-------------------------|----------|----------|
| Lesson description                            | The lesson intro                  |                |                                   |                  |                |   |            |                         |          |          |
|   | lesson exposes                    |                |                                   | subject          | t specific lit | eracy in the  | Upper P    | rimary curri            | culum    | at       |
|   | word, sentence                    |                |                                   |                  |                |   |            |                         |          |          |
| Previous student teacher                      | Student teacher                   | rs have learn  | ed abo                            | out defir        | ition and i    | nportance o   | f literacy | across the              | curric   | ulum.    |
| knowledge, prior learning                     |                                   |                |                                   |                  |                |   |            |                         |          |          |
| (assumed) Possible barriers to                | 0. 1                              |                |                                   |                  |                | 6.11.   |            |                         |          |          |
|   |                                   | t teachers m   | ay not                            | know t           | he principle   | es of literacy  | across t   | he curriculu            | m        |          |
| learning in the lesson                        | -                                 | 8              |                                   |                  |                |   |            |                         |          |          |
| Lesson Delivery – chosen                      | Face-to-face  √                   |                | Work-                             |                  | minars<br>✓    | Independe   |            | •                       | Prac     | ticum    |
| to support students in achieving the outcomes | <b>V</b>                          | •              | Based<br>Learni                   |                  | •              | Study   | opp        | ortunities              |          |          |
| Lesson Delivery – main                        | Face-to-face: 0                   |                |                                   |                  | d and cohe     | rent line of s  | rgumen     | t It includes           | <u> </u> |          |
| mode of delivery chosen to                    | discussion, brain                 |                |                                   |                  |                |   | -          |                         |          |          |
| support student teachers                      | student teacher                   |                |                                   |                  |                |   | iiiis caii | be tutor an             | iu / Oi  |          |
| in achieving the learning                     | Independent st                    |                |                                   |                  |                |   | nd annr    | onriate mat             | erials   | to       |
| outcomes.                                     | promote individ                   |                |                                   |                  |                |   |            |                         |          |          |
|   | be part of any o                  |                |                                   |                  | , ,            | . асранана  | ,0.0 0     | шете ерине              |          |          |
|   | Seminars: to ge                   |                |                                   |                  | al creativity  | , discussion  | and refl   | ection: stud            | ent an   | ıd /     |
|   | or tutor led.                     |                | 1                                 |                  |                | ,   |            |                         |          | •        |
|   | e-Learning: Use                   | of video, use  | e of on                           | line info        | ormation, u    | se of compu   | ters, sm   | artphone or             | any      |          |
|   | available techno                  |                |                                   |                  |                | ·   |            | •                       |          |          |
| Learning Outcome for                          | Learning Outco                    | mes            | Lear                              | rning Ind        | dicators       |   |            |                         |          |          |
| the lesson, picked and                        |                                   |                | 1.0                               | 4 2 Identificate |                |   |            |                         |          |          |
| developed from the                            | Demonstrate kr                    | _              |                                   |                  |                |   |            | ents' partic            |          | 1 and    |
| course specification                          | and understand                    |                |                                   |                  |                | achieve more in the limited time,<br>tutor/lecturer will ask student teachers |            |                         |          |          |
| <ul> <li>Learning indicators for</li> </ul>   | concept and im                    |                | of literacy across the curriculum |                  | ,              | to do online research a week before   |            |                         |          |          |
| each learning outcome                         | literacy across t                 |                |                                   | Identify         | cubioct        |   |            | do some presentation on |          |          |
|   | Primary curricul principles and p |                |                                   |                  | acy in the     |   |            | teracy acros            |          | JII      |
|   | planning for cro                  |                |                                   | er Prima         | •              |   |            | identify sub            |          | acific   |
|   | literacy and mis                  |                |                                   |                  | at word,       | example   |            | identity 3db            | jeet sp  | CCITIC   |
|   | about literacy a                  |                | sentence and text                 |                  |                | 1   |            | ude                     |          |          |
|   | curriculum (NTS                   |                | leve                              |                  | id text        |   |            | tion, critical          |          | ing      |
|   | (****                             | ,, ,,          |                                   |                  |                |   |            | n, observat             |          | _        |
|   |                                   |                |                                   |                  |                |   |            | ls, and digita          |          |          |
|   |                                   |                |                                   |                  |                |   |            | ncluding ger            |          | ,.       |
|   |                                   |                |                                   |                  |                |   | •          |                         |          |          |
| 2. Principles and                             | Sub topic                         | Stage/time     |                                   | Teach            | ing and lea    | rning to ach  | ieve lea   | rning outco             | mes:     |          |
| practices of                                  |                                   |                |                                   | depen            | ding on de     | livery mode   | selected   | d. Teacher l            | ed,      |          |
| literacy across the                           |                                   |                |                                   | collab           | orative gro    | up work or  | ndepen     | dent study              |          |          |
| Upper Primary                                 |                                   |                |                                   | Teach            | er Activity    |   | Stude      | ent Activity            |          |          |
| curriculum with                               | Revision of                       |                |                                   | Revise           | previous l     | esson with  | Studer     | nt teachers a           | nswe     | r the    |
| subject specific                              | the previous                      | Introductio    | n: 20                             |                  | nts through    |   |            | ons asked b             |          |          |
| examples                                      | lesson the                        | mins           | 0                                 |                  | nswer techi    |   | -          | ecturer.                | ,        |          |
| ,   | concept,                          | · <del>-</del> |                                   |                  | 2. 300/11      | 4. **   |            | e teachers c            | liscuss  | the      |
|   | characteristics                   |                |                                   | Ask st           | udent teac     | ners to   |            | ion and valu            |          |          |
|   | and scope of                      |                |                                   |                  | s the defin    |   |            | y across the            |          |          |
|   | children's                        |                |                                   |                  |                | across the  | curricu    | •                       |          |          |
|   | literature                        |                |                                   | curric           |                |   |            |                         |          |          |
|   |                                   |                |                                   |                  |                |   | Studer     | nt teachers t           | ake n    | ote of   |
|   |                                   |                |                                   | Give a           | n overview     | of the  | the ov     | erview of th            | e curr   | ent      |
|   |                                   |                |                                   | currer           | it lesson or   | the   | lesson     | provided by             | the t    | utor.    |

| Principles and practice of literacy across the curriculum                                     | Stage<br>mins. | 1: | 70 | principles literacy across the curriculum and practices of subject specific examples  Think-pair-share: Ask student teachers to think individually about the principles of literacy across the curriculum. 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 about the principles of literacy across the curriculum using available technology.  Student teachers share their information with colleagues and later get involved in class discussion on the topic   |
|---|----------------|----|----|--|--|
| Identification<br>of subject<br>specific<br>literacy in the<br>Upper<br>Primary<br>curriculum | Stage mins     | 2: | 70 | Group Work and poster session Let Student teachers work in mixed gender groups and identify subject specific literacy in the Upper Primary curriculum using available technology and books. Let each group write their findings on a provided material and present for a poster session. Give student teachers enough time to do gallery walk and write down notes for class discussion).  | Student teachers work in mixed gender groups and identify subject specific literacy in the Upper Primary curriculum using available technology and books. Write your findings on a provided material and present for a poster session. Do gallery walk and write down notes for class discussion.                                    |
| School Visit  |                |    |    | Provide student teachers with a checklist they will use during school visit to observe how teachers in the Upper Primary (P4-6) classroom apply the principles of literacy across the curriculum and how they use specific literacy across the curriculum in their teaching.  Let student teachers indicate how this will improve their professional development, as would be teachers for next class discussion.  | Use checklist provided by tutor to observe how teachers in the Upper Primary (P4-6) classroom apply the principles of literacy across the curriculum and how they use specific literacy across the curriculum in their teaching.  Indicate how this will improve your professional development, as would be teachers for next class. |

|                                      | Closure                                 |  | Ask student teachers to                 | Student teachers individually  |  |  |  |  |  |  |
|--------------------------------------|---|--|---|--|--|--|--|--|--|--|
|                                      |   | Stage 4: 20 min                        | work in individually and                | write down the main points   |  |  |  |  |  |  |
|                                      |   | Ü                                      | write the main points in the            | in the lesson and share with   |  |  |  |  |  |  |
|                                      |   |  | lesson.                                 | colleagues.  |  |  |  |  |  |  |
|                                      |   |  |   |  |  |  |  |  |  |  |
|                                      |   |  |   | Ask tutor questions on the   |  |  |  |  |  |  |
|                                      |   |  |   | lesson for clarification.  |  |  |  |  |  |  |
|                                      |   |  | Answer student teachers'                |  |  |  |  |  |  |  |
|                                      |   |  | questions for clarification.            | Student teachers note  |  |  |  |  |  |  |
|                                      |   |  |   | section of text to read for  |  |  |  |  |  |  |
|                                      |   | Follow-up: Ask students to next class. |   |  |  |  |  |  |  |  |
|                                      |   | read their required text on            |   |  |  |  |  |  |  |  |
|                                      |   |  | misconceptions of literacy              |  |  |  |  |  |  |  |
|                                      |   |  | across the curriculum and               |  |  |  |  |  |  |  |
|                                      |   |  | how to address them the                 |  |  |  |  |  |  |  |
|                                      |   |  | misconceptions                          |  |  |  |  |  |  |  |
| Which cross cutting issues           | _                                       |  | online for information on the to        | The state of the s |  |  |  |  |  |  |
| will be addressed or                 |   |  | ing both male and female in eac         | ch group)  |  |  |  |  |  |  |
| developed and how                    |   | oration (working in                    |   |  |  |  |  |  |  |  |
|                                      | •                                       |  | tions for clarification and school      | ol observation)  |  |  |  |  |  |  |
|                                      |   |  | on and peer critiquing)                 | _  |  |  |  |  |  |  |
|                                      |   |  | presentation and answering qu           |  |  |  |  |  |  |  |
| Lesson assessments –                 | ,                                       |  | Assessment for learning (Poste          | •  |  |  |  |  |  |  |
| evaluation of learning: of,          |   | •                                      | riculum and subject specific ex         |  |  |  |  |  |  |  |
| for and as learning within           |   |  | llaboration, enquiry skills, digit      | al literacy)   |  |  |  |  |  |  |
| the lesson(linked to                 | Assesses Learnii                        | ng Outcomes: Cou                       | irse learning outcome 1                 |  |  |  |  |  |  |  |
| learning outcomes) Teaching Learning | • compu                                 | tor                                    |   |  |  |  |  |  |  |  |
| Resources                            | <ul><li>compu</li><li>Project</li></ul> |  |   |  |  |  |  |  |  |  |
| 1100001000                           | • Smartp                                |  |   |  |  |  |  |  |  |  |
|                                      | • Laptop                                |  |   |  |  |  |  |  |  |  |
| Required Text (core)                 |   |  | cross the Curriculum: Strategies        | s for Reading Writing  |  |  |  |  |  |  |
| Required Text (core)                 |   |  | e <sup>rd</sup> Edition). NY: Routledge | s for heading, writing,  |  |  |  |  |  |  |
| Additional Reading List              |   |  | . & Berkowitz, E. (2014). <i>Develo</i> | opina Content Area Literacy: 40  |  |  |  |  |  |  |
| , additional feducing List           |   | -                                      | Secondary Classrooms (Volume            | . •  |  |  |  |  |  |  |
|                                      | Publica                                 | -                                      | y siassi somo (volume                   |  |  |  |  |  |  |  |
| CPD Needs                            |   |  | ples literacy across the curric         | ulum and provision of subject  |  |  |  |  |  |  |
|                                      | specific example                        | • .                                    | ,                                       | ,  |  |  |  |  |  |  |
|                                      |   |  |   |  |  |  |  |  |  |  |

| Year of B.Ed. 3 Semester 2 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12 |
|---|
|---|

| Year of<br>B.Ed.   | 2  | Semester  | 2   |  | Place of lesso   | on in semester  | 3   | 3  |   |  |
|--|--|---|---|--|--|---|---|--|---|--|
| Title of Lesso   | on   | Misconceptions an curriculum  | d dealing w   | dealing with the misconceptions of literacy across the <b>Lesso Durat</b>  |  |   |   |  |   | 3<br>hrs   |
| Lesson descr   | ription  | The lesson deals w<br>literacy developme  |   |  |  |   | the cu  | rriculum in  | child   | ren's  |
| Previous<br>teacher<br>prior learnin                         | student<br>knowledge,<br>g (assumed)           | Student teachers curriculum and pro   |   |  |  | f literacy acros  | s the   | Upper Prir   | mary  | (P4-6)   |
| Possible bar<br>learning in t                                |  | <ul><li>Student to of children</li><li>Large clas</li></ul>   | n   | y not knov   | w the value of o   | children's literat  | ure in  | literacy de  | evelo   | oment  |
| Lesson Deliv<br>chosen to su<br>students in a<br>the outcome | pport<br>achieving                             | Face-to-face  | Practical<br>Activity   | The state of the s |  | t e-learning opportunities  |   | Prac   | ticum   |  |
| mode of del<br>to suppor                                     | n achieving                                    | brainstorming, que<br>led. It should not u<br>Independent stud<br>promote individua<br>part of any of the a<br>Seminars: to gene<br>tutor led.                                    | ace-to-face: opportunity for an extended and coherent line of argument. It includes discussion arainstorming, question and answer, group work, etc. This can be tutor and / or student teachered. It should not usually be the main mode.  Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This call part of any of the above modes reminars: to generate group and individual creativity, discussion and reflection: student and / outor led.  Independent study: The student and individual creativity, discussion and reflection: student and / outor led.  Independent study: The student and individual creativity, discussion and reflection: student and / outor led. |  |  |   |   |  |   |  |
|  | g Outcome                                      | Learning Outcome  | :S  | Learnii  | ng Indicators  |   |   |  |   |  |
| course's  Learning for each outcome                          | ed from the pecification g indicators learning | 1. Demonstrate kn and understanding concept and impor literacy across the curriculum, princip practice and plann cross-curricula lite misconceptions ab across the curriculus, m) | of the<br>tance of<br>KG-P3<br>eles and<br>ing for<br>racy and<br>out literacy<br>um (NTS 2b  | literacy<br>curricu<br>addres<br>miscon  | ceptions of<br>vacross the<br>lum and how to<br>s the<br>ceptions.   | a week bet<br>misconcep<br>curriculum<br>misconcep<br>the lesson<br>critical thir<br>observatio<br>digital liter<br>gender. | on and<br>e, tuto<br>achers<br>fore th<br>tion o<br>and h<br>tions.<br>includ<br>nking,<br>n and<br>acy. Ir | d achieve nor/lecturers to do online lesson of literacy and community of the community of t | nore in will a ne resen cross tress trarge ilication, ills, ar necluding medical control on the | ask<br>search<br>the<br>he<br>ted in<br>on,<br>and |
| and<br>of L  | concept<br>importance<br>iteracy               | Sub topic   | Stage/tir   | ne   | depending on   | learning to achi<br>delivery mode s<br>group work or in   | selecte<br>ndepe  | ed. Teache<br>ndent stud   | r led,<br>ly  |  |
|  | oss the<br>riculum.                            | Povision of H-  |   |  | Teacher Activi   | •   |   | ke a seman   |   |  |
|  |  | previous lesson<br>on principles of<br>literacy across the<br>curriculum and  | on principles of mins iteracy across the curriculum and provide subject   |  | Ask student teachers to work in pairs to develop a semantic ma map/advanced organizer to show the main things learned on the principles of literacy chil |   |   |  | itic<br>d orga<br>on valu<br>otions<br>ature<br>ith the   | ues<br>of<br>and                                   |

| Г   |                  | 1  | 1   |
|---|------------------|--|---|
|   |                  | Use question and answer techniques to help student teachers reflect on their report on their school visit as a form of discussion.  Give an overview of the current lesson on the role of teachers and parents' role and misconceptions of developing children's literature.   | Answer and ask questions to reflect on their report of your school visit as a form of discussion.  Take note of the overview of the current lesson provided by the tutor.   |
|   | Ct 4: 70 '       | Oral Class Dissert   | Churchamb b C   |
| Misconcepti about literal across the curriculum | _                | Oral Class Discussion: Put student teachers in in mixed ability groups to discuss the misconceptions about literacy across the Upper Primary (P4-6) curriculum in relation to literacy development among Upper Primary (P4-6) learners and present their findings to class for further discussions, e.g. orally. Let student teachers indicate how such misconceptions affect the application of literacy across the curriculum in Upper Primary (P4-6) literacy development. Provide appropriate feedback. (PDP Theme 4, p. 79) | Student teachers form mixed ability groups and discuss the misconceptions about literacy across the Upper Primary (P4-6) curriculum in relation to literacy development among Upper Primary (P4-6) learners and present their findings to class for further discussions, e.g. orally.  Student teachers indicate how such misconceptions affect the application of literacy across the curriculum in Upper Primary (P4-6) literacy development. Ask questions for clarification and provide comments (PDP Theme 4, p. 79) |
| Addressing                                      | Stage 2: 65 mins | Brainstorming  | Student teachers form   |
| misconcepti<br>of Literacy a<br>the curricult   | cross<br>um.     | Put student teachers in groups, ask them to brainstorm on addressing the misconception people and themselves have about literacy across the curriculum and do class presentation on their findings for comments. (the presentation can be done by PowerPoint, orally or by posters)  | groups, and brainstorm on addressing the misconception people and themselves have about literacy across the curriculum and do class presentation on your findings for comments. (the presentation can be done by PowerPoint, orally or by posters)  |
| School Visit                                    |                  | Ask students during their school visit to identify how teachers at the Upper Primary (P4-6) address the misconceptions of literacy across the curriculum in developing the literacy skills of learners.  Ask student teachers to indicate how this will improve their skills in teaching children literacy   | Student teachers write notes on the role teachers at the Upper Primary (P4-6) 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   |

|   | Closure  | 20 min   | across the curriculum as developing professionals for their subject-based portfolio.  Ask student teachers to work in pairs to write the main points in the lesson and share | their skills in teaching children literacy across the curriculum as developing professionals for their subject-based portfolio.  Student teachers work in pairs to write down the main points in the lesson |  |  |  |  |
|---|--|--|--|---|--|--|--|--|
|   |  | with their colleagues.  Answer student teachers' Ask tutor questions or clarification the lesson for clarification |  |   |  |  |  |  |
| Which cross cutting issues will be addressed or developed and how   | <ul><li>Inclusivity/</li><li>Collaborati</li><li>Enquiry ski</li><li>Critical thin</li></ul> | gender (including bo<br>ion (working in grou<br>ills (asking questions<br>nking (Discussion and                    | for clarification and school obse  | rvation)  |  |  |  |  |
| Lesson assessments –<br>evaluation of learning:<br>of, for and as learning<br>within the lesson(linked<br>to learning outcomes) | literacy across the c<br>(Core skills targeted<br>critical thinking)<br>Assesses Learning C  | curriculum at Upper  | essment for (Class presentation o<br>Primary (P4-6) level and addressi<br>n, team work/collaboration, enqu<br>earning outcome 2  | ng the misconceptions   |  |  |  |  |
| Teaching Learning Resources   | <ul> <li>computer</li> <li>Projector</li> <li>Smartphor</li> <li>Laptops</li> </ul>          |  | the Control on Chartesia Co. S.  | and an Adelina Country  |  |  |  |  |
| Required Text (core)  Additional Reading List   | and Listeni<br>Buehi, D. (2014). Cla   | ng (3 <sup>rd</sup> Edition). NY:  | the Curriculum: Strategies for Re<br>Routledge<br>or interactive learning (4 <sup>th</sup> ed). Ne   |   |  |  |  |  |
| CPD Needs   |  |  | and addressing misconceptions  |   |  |  |  |  |

Year of B.Ed. 3 Semester 2 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12

| Title of Lesson  | Ways of applying Litera   | acy Acro  | oss the Cu  | ırriculum  |  |                                  | Lesson  |                                   | 3 hrs               |  |  |
|--|---|---|---|--|--|----------------------------------|---|-----------------------------------|---------------------|--|--|
| Lesson description   |   | The lesson introduces student teachers to the various ways of applying literacy across the curriculum at the Upper Primary (P4-6) level.  |   |  |  |                                  |   |                                   |                     |  |  |
| Previous student<br>teacher knowledge,<br>prior learning<br>(assumed)  | ways of addressing the  | student teachers have learnt about misconceptions of literacy across the curriculum and can sugrays of addressing the misconceptions.   |   |  |  |                                  |   |                                   |                     |  |  |
| Possible barriers to learning in the lesson  | curriculum at   | curriculum at .   |   |  |  |                                  |   |                                   |                     |  |  |
| Lesson Delivery –<br>chosen to support<br>students in achieving<br>the outcomes                                    | Face-to-face Prac   | vity Based 🗸 Study  |   |  | Independent<br>Study<br>✓  | e-learni<br>opportu<br>√         | _   | Practic                           | :um                 |  |  |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.     | brainstorming, question It should not usually be Independent study: to promote individual and part of any of the above Seminars: to generate tutor led. | Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher let should not usually be the main mode.  Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.  e-Learning: Use of video, use of online information, use of computers, smartphone or any available |   |  |  |                                  |   |                                   |                     |  |  |
| Learning Outcome   | Learning Outcomes   |   | Learnin   | g Indicators   |  |                                  |   |                                   |                     |  |  |
| for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome | 2. Demonstrate knowle<br>and understanding of v<br>apply literacy across th<br>curriculum (NTS 2b, NT<br>bullet 7 (p. 25))                              | vays to<br>e<br>ECF   | appl<br>acro<br>curr<br>2.2 Idei<br>appl<br>cros<br>liter | roaches to<br>s- curricular<br>acy.  | To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers online research a week before the lesso do some presentation on the various was applying literacy across the curriculum at Upper Primary (P4-6) level.  Core skills targeted include communication, critical thinking, collaboration, observation and eng skills, and digital literacy. Inclusivity including gender. |                                  |   | n and<br>ays of<br>at the<br>uiry |                     |  |  |
| <b>4.</b> Ways of applying   | Sub topic   | Stage   | /time   | _  | d learning to achi<br>n delivery mode  |                                  | _   |                                   |                     |  |  |
| Literacy   | Misconceptions of   |   |   |  | group work or i  | ndepend                          | ent stud  | dy                                |                     |  |  |
| Across the<br>Curriculum in  | literacy Across the<br>Curriculum   |   |   | Teacher Activ  | vity   | Stu                              | udent A   | ctivity                           |                     |  |  |
| disciplines  | Revision of the previous lesson on the misconceptions of literacy across the curriculum and how to address the misconceptions                           | Introd<br>20 mii  | luction:<br>ns  | Ask student teachers to discuss the misconceptions of literacy across the curriculum and how to address the misconceptions in pairs and later share their ideas with the entire class.  Give an overview of the current lesson |  | the liter curr add misc and idea | Student teachers discuss the misconceptions of literacy across the curriculum and how to address the misconceptions in pairs and later share their ideas with the entire class. |                                   | of<br>v to<br>pairs |  |  |

|   |   |  |  | Student teachers take  |
|---|---|--|--|--|
|   |   |  |  | note of the overview of<br>the current lesson<br>provided by the tutor.  |
|   | An approach to cross-<br>curricular literacy  | Stage 1: 60 mins.  | Seminar/presentation Ask student teachers in groups to use available technology and books to research on the various approaches to crosscurricular literacy. Let student teachers (orally/poster/PowerPoint) to class for discussion. Provide appropriate feedback and let the class comment on the presentations. | Student teachers in groups to use available technology and books to research on the various approaches to cross-curricular literacy. Student teachers (orally/poster/PowerPoin t) to class for discussion.  Student teachers listen to other techniques provided by the teacher. |
|   | Ways of applying<br>literacy across the<br>curriculum   | Stage 2: 90 mins.  | Discussions Lead discussion through leading and probing questions to find ways of applying literacy across the curriculumways of among Upper Primary (P4-6) learners.  | Student teachers discuss through answering and asking questions to find the various ways of applying literacy across the curriculum ways of among Upper Primary (P4-6) leaners.  |
|   |   |  | Debate In groups, student teachers debate the pros and cons of each of the ways of applying literacy across the curriculum.  | Student argue on the various ways of applying literacy across the curriculum   |
|   | School Visit  |  | Ask student teachers during their school visit to identify the various ways teachers at the Upper Primary (P4-6) level apply literacy across the curriculum and how it will develop their professional career as would be teachers for next class discussion.  | Student teachers during their school visit identify the various ways teachers at the Upper Primary (P4-6) level apply literacy across the curriculum and how it will develop their professional career as would be teachers 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><li>Inclusivity/gen</li><li>Collaboration (</li><li>Enquiry skills (a</li><li>Critical thinking</li></ul> | der (including bo<br>working in group<br>asking questions<br>g (Discussion and | for clarification and school observa   |  |

| Lesson assessments – evaluation of learning: | Summary of Assessment Method: Assessment for and as learning (Assessment mini-researchon ways of applying literacy across the curriculum and approaches to cross- curricular literacy. (Core skills |
|--|---|
| of, for and as learning                      | targeted are communication, team work/collaboration, enquiry skills, digital literacy)  |
| within the                                   | Assesses Learning Outcomes: Course learning outcome 2   |
| lesson(linked to                             |   |
| learning outcomes)                           |   |
| Teaching Learning                            | computer  |
| Resources                                    | Projector   |
|  | Smartphones   |
|  | Laptop  |
| Required Text (core)                         | Jacobs, H. (2017). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking,  |
|  | and Listening (3 <sup>rd</sup> Edition). NY: Routledge  |
| Additional Reading List                      | Buehi, D. (2014). Classroom strategies for interactive learning (4 <sup>th</sup> ed). Newark, DE: Integrated Reading  |
|  | Association, Inc.   |
| CPD Needs                                    | Workshop on teaching approaches and ways of applying curriculum across the curriculum in the  |
|  | classroom.  |

| Year of B.Ed. | 3 | Semester | 2 | Place of lesson in semester | 1234 <b>5</b> 6789101112 |
|---------------|---|----------|---|-----------------------------|--------------------------|
|---------------|---|----------|---|-----------------------------|--------------------------|

| Title of Lesson                  | Challenges of ap                      | nlying Lang   | пэде у   | cross the Cur                 | riculur  | m (I AC) ai  | nd Le                                 | esson                | 3 hrs         |  |  |
|----------------------------------|---------------------------------------|---|----------|-------------------------------|----------|--------------|---------------------------------------|----------------------|---------------|--|--|
| Title of Lesson                  | dealing with the                      |   | _        |                               | ricului  | II (LAC) ai  |                                       | uration              | 31113         |  |  |
| Lesson description               | The lesson introd                     |   |          | •                             | arious   | challenge    |                                       |                      | uage          |  |  |
|                                  | Across Curriculu                      |   |          |                               |          | _            |                                       |                      | _             |  |  |
| Previous student teacher         | Student teachers                      |   |          |                               |          |              |                                       |                      |               |  |  |
| knowledge, prior learning        | and the various                       | ways of app   | lying L  | AC at the Upp                 | oer Prii | mary (P4-    | 6) level                              |                      | , ,           |  |  |
| (assumed)                        |                                       |   |          |                               |          |              |                                       |                      |               |  |  |
| Possible barriers to learning in | <ul> <li>Student</li> </ul>           | teachers  | may no   | t know the                    | challe   | nges of a    | pplying L                             | anguage              | Across the    |  |  |
| the lesson                       | Curricul                              | Curriculum and how to deal with the challenges.                 |          |                               |          |              |                                       |                      |               |  |  |
|                                  | <ul> <li>Large cl</li> </ul>          | ass size  |          |                               |          |              |                                       |                      |               |  |  |
| Lesson Delivery – chosen to      | Face-to- Pra                          | ace-to- Practical Work- Seminars Independent e-learning Practic |          |                               |          |              |                                       |                      |               |  |  |
| support students in achieving    |                                       | ivity Bas   |          | ✓                             | Study    |              | opportu                               | unities              |               |  |  |
| the outcomes                     | ✓                                     |   | rning    |                               |          |              | ✓                                     |                      |               |  |  |
| Lesson Delivery – main mode of   | Face-to-face: o                       |   |          |                               |          |              | _                                     |                      |               |  |  |
| delivery chosen to support       | discussion, brain                     | _   |          |                               |          |              | c. This ca                            | n be tuto            | or and / or   |  |  |
| student teachers in achieving    | student teacher                       |   |          | •                             |          |              |                                       |                      |               |  |  |
| the learning outcomes.           | Independent stu                       | -   |          | _                             | _        |              |                                       | •                    |               |  |  |
|                                  | to promote indiv                      |   |          |                               | , more   | in-depth     | analysis                              | and deve             | lopment.      |  |  |
|                                  | This can be part                      |   |          |                               |          |              |                                       | cı                   |               |  |  |
|                                  | Seminars: to ge                       | _   | ıp and ı | individual cre                | ativity  | , discussion | on and re                             | flection:            | student       |  |  |
|                                  | and / or tutor led<br>e-Learning: Use |   | o of on  | lina informat                 | ian      | o of som     | ntorc cr                              | martahar             | 0.05.001      |  |  |
|                                  | available techno                      |   | e or on  | iline informat                | ion, us  | se or com    | puters, sr                            | nartpnor             | ie or any     |  |  |
| Learning Outcome for the         | Learning Outcom                       |   | Loarn    | ing Indicator                 | ·c       |              |                                       |                      |               |  |  |
| lesson, picked and               | Learning Outcom                       | 1163  | Leain    | ing mulcator                  | 3        |              |                                       |                      |               |  |  |
| developed from the course        | 2. Demonstrate                        |   | 2.3 Di   | 2.3 Discuss the               |          |              | To facilitate students' participation |                      |               |  |  |
| specification                    | knowledge and                         |   | С        | hallenges of                  |          | and achi     | eve more                              | in the lir           | nited time,   |  |  |
| Learning indicators for          | understanding o                       | f ways to   | ir       | mplementing                   |          | tutor/led    | turer will                            | rer will ask student |               |  |  |
| each learning outcome            | apply literacy ac                     | ross the  | li       | teracy across                 | the      | teachers     | to do online research a week          |                      |               |  |  |
| 8                                | curriculum (NTS                       |   | С        | urriculum                     |          | before th    | ne lesson                             | and do s             | ome           |  |  |
|                                  | NTECF bullet 7 (p                     | o. 25))   |          | camine ways                   | the      | •            | tion on th                            |                      |               |  |  |
|                                  |                                       |   |          | hallenges to                  |          |              |                                       |                      | racy Across   |  |  |
|                                  |                                       |   |          | nplementing                   |          |              | culum an                              | id how to            | address       |  |  |
|                                  |                                       |   |          | teracy across                 |          |              |                                       |                      |               |  |  |
|                                  |                                       |   | _        | urriculum car                 | n be     |              |                                       | -                    |               |  |  |
|                                  |                                       |   | а        | ddressed                      |          |              |                                       | •                    | al thinking,  |  |  |
|                                  |                                       |   |          |                               |          |              | aboration                             | •                    |               |  |  |
|                                  |                                       |   |          |                               |          |              | -                                     | _                    | tal literacy. |  |  |
|                                  |                                       |   |          |                               |          | IIICI        | usivity ind                           | cluding ge           | ender.        |  |  |
| 5. Challenges of applying        | Sub topic                             | Stage/tim   | ne l     | Teaching and                  | llearn   | ing to acl   | nieve lear                            | rning out            | comes:        |  |  |
| Literacy Across the              |                                       |   |          | depending o                   |          | _            |                                       | _                    |               |  |  |
| Curriculum (LAC) and             |                                       |   |          | collaborative                 |          |              |                                       |                      |               |  |  |
| dealing with the                 |                                       |   |          | Teacher Acti                  |          |              |                                       | ent Activi           | •             |  |  |
| challenges,                      | Discussion                            |   |          |                               |          |              | Chudou                                |                      | rs answer     |  |  |
|                                  | Discussion on school visit on         | Introducti  |          | Ask student t<br>questions on |          |              |                                       | ons to rev           |               |  |  |
|                                  | ways of                               | 25 mins   |          | lesson as rev                 |          | CVIOUS       | -                                     | us lesson            |               |  |  |
|                                  | applying LAC                          | 23 1111113  |          | 1033011 03 167                | 131011   |              | Previou                               | us iessull           |               |  |  |
|                                  | applying LAC                          |   |          | Use probing                   | and les  | ading        | Studen                                | nt teache            | rs answer     |  |  |
|                                  | Discussion of                         |   |          | questions to                  |          |              |                                       |                      | cuss what     |  |  |
|                                  | school visit                          |   |          | teachers disc                 |          |              |                                       |                      | luring their  |  |  |
|                                  | 23                                    |   |          | observed dur                  |          |              |                                       |                      | ow Upper      |  |  |
|                                  |                                       |   |          | school visit o                |          |              |                                       | y (P4-6) t           |               |  |  |
|                                  |                                       |   |          | Primary (P4-6                 |          |              |                                       | iteracy a            |               |  |  |
|                                  |                                       |   |          |                               | e, couc  |              | י ארףיי                               | c. acy at            | . 555 1110    |  |  |

| 1              |             | Г  |  |
|----------------|-------------|--|--|
|                |             | apply literacy across the                                | curriculum in their                              |
|                |             | curriculum in their teaching.                            | teaching and how it will                         |
|                |             | Give an overview of the                                  | help them professionally                         |
|                |             | current lesson   | Student teachers take note                       |
|                |             | Current lesson   | of the overview of the                           |
|                |             |  | current lesson provided by                       |
|                |             |  | the tutor.                                       |
| Challenges of  | Stage 1: 70 | Group Work and Oral                                      |  |
| applying       | mins        | Presentation: Put student                                | Student teachers form                            |
| Language       |             | teachers into mixed groups                               | mixed group and ask them                         |
| Across the     |             | and ask them to search                                   | to search online using                           |
| Curriculum     |             | online using available                                   | available technology and                         |
| (LAC) and      |             | technology and book(s) to                                | book(s) to look for the                          |
| dealing with   |             | look various challenges of                               | challenges of applying                           |
| the attendant  |             | applying language Across                                 | Language Across the                              |
| challenges     |             | the Curriculum in the Upper                              | Curriculum in the Upper                          |
|                |             | Primary (P4-6) classroom.                                | Primary (P4-6) classroom.                        |
|                |             | Let student teachers                                     | Let student teachers                             |
|                |             | present their findings orally                            | present their findings to                        |
|                |             | to the class for comments and feedback.                  | the class orally for comments and feedback.      |
| Addressing the | Stage 2: 70 | Think-Pair-Share: Ask                                    | Student teachers work                            |
| challenges of  | mins        | student teachers to work                                 | individually to find                             |
| applying the   | 111113      | individually to search for                               | information on the topic                         |
| various ways   |             | information online using                                 | using information from                           |
| of literacy    |             | available technology and                                 | online, technology or                            |
| across the     |             | books on challenges of                                   | required books and share                         |
| curriculum     |             | applying the various ways                                | with their elbow friend                          |
|                |             | of literacy across the                                   | and later share with entire                      |
|                |             | curriculum at the Upper                                  | class for discussion.                            |
|                |             | Primary (P4-6) level. Let                                |  |
|                |             | learners discuss what they                               |  |
|                |             | have found in pairs and the share with the entire class. |  |
| School Visit   |             | Ask student teachers during                              | Student teachers during                          |
| 56.1551 VISIC  |             | their school visit to identify                           | their school visit to identify                   |
|                |             | the challenges Upper                                     | the challenges Upper                             |
|                |             | Primary (P4-6) teachers face                             | Primary (P4-6) teachers                          |
|                |             | in applying literacy across                              | face in applying literacy                        |
|                |             | the curriculum and how                                   | across the curriculum and                        |
|                |             | they addressed such                                      | how they addressed such                          |
|                |             | challenges. Let student                                  | challenges. They should                          |
|                |             | teachers indicate in their                               | indicate in their report                         |
|                |             | report how their visits will                             | how their visits would                           |
|                |             | improve their teaching of children's literature.         | improve their teaching                           |
|                |             | children's literature.                                   | application of literacy across the curriculum as |
|                |             |  | would be teachers.                               |
| Closure        |             | Use question and answer                                  | Student teachers answer                          |
|                | 20 min      | techniques to help student                               | tutors question to                               |
|                | -           | teachers summarise the                                   | summarise the main point                         |
|                |             | lesson   | in the lesson.                                   |
|                |             |  |  |
|                |             | Answer student teachers'                                 | Ask tutor questions on the                       |
|                |             | questions for clarification                              | lesson for clarification                         |
|                |             | Let student teachers use                                 | Student teachers use their                       |
|                |             | their checklist to find out if                           | checklist to find out if the                     |
|                |             | the lesson indicators have                               | learning indicators have                         |
|                |             | been achieved.   | been achieved.                                   |

| Which cross cutting issues will | <ul> <li>Digital literacy (searching online for information on the topic)</li> </ul>                |
|---------------------------------|---|
| be addressed or developed and   | <ul> <li>Inclusivity/gender (including both male and female in each group, mixed ability</li> </ul> |
| how                             | group)  |
|                                 | <ul> <li>Collaboration (working in groups as a team)</li> </ul>                                     |
|                                 | <ul> <li>Enquiry skills (asking questions for clarification and school observation)</li> </ul>      |
|                                 | <ul> <li>Critical thinking (Discussion and peer critiquing)</li> </ul>                              |
|                                 | <ul> <li>Communication (through presentation and answering questions, writing reports)</li> </ul>   |
| Lesson assessments –            | Summary of Assessment Method: Assessment for learning (Assessment on challenges to                  |
| evaluation of learning: of, for | literacy development at the Upper Primary (P4-6) and how to address the challenges.) (Core          |
| and as learning within the      | skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)       |
| lesson(linked to learning       | Assesses Learning Outcomes: Course learning outcome 2   |
| outcomes)                       |   |
| Teaching Learning Resources     | • computer  |
|                                 | Projector   |
|                                 | <ul> <li>Smartphones</li> </ul>   |
|                                 | • Laptop  |
| Required Text (core)            | Jacobs, H. (2017). Active Literacy Across the Curriculum: Strategies for Reading, Writing,          |
|                                 | Speaking, and Listening (3 <sup>rd</sup> Edition). NY: Routledge                                    |
| Additional Reading List         | Buehi, D. (2014). Classroom strategies for interactive learning (4 <sup>th</sup> ed). Newark, DE:   |
|                                 | Integrated Reading Association, Inc.  |
| CPD Needs                       | Workshop on misconception about curriculum across the curriculum and addressing the                 |
|                                 | challenges.   |
|                                 |   |

| Year of B.Ed. 3 | Semester | 2 | Place of lesson in semester | 12345 <b>6</b> 789101112 |
|-----------------|----------|---|-----------------------------|--------------------------|
|-----------------|----------|---|-----------------------------|--------------------------|

| Title of Lesson  | Listening and    | speaking a   | and Literacy | across the curricu   | lum              | Lesson<br>Duration             | 3 hrs                        |  |  |  |  |  |
|--|------------------|--|--------------|--|------------------|--------------------------------|------------------------------|--|--|--|--|--|
| Lesson description                                       |                  |  | -            | g and speaking to one of the conditions of the c |                  |                                | d class                      |  |  |  |  |  |
| Previous student teacher                                 | Student teach    | ners have  | learned abo  | out the challenges   | of applying lite | eracy across the               | curriculum and               |  |  |  |  |  |
| knowledge, prior   | how to address   | ss such ch   | allenges.    |  |                  |                                |                              |  |  |  |  |  |
| learning (assumed)                                       |                  |  | -            |  |                  |                                |                              |  |  |  |  |  |
| Possible barriers to                                     | Stude            | Student teachers may not know that the integration of listening and speaking as literacy |              |  |                  |                                |                              |  |  |  |  |  |
| learning in the lesson                                   |                  | skills help them in articulating their wring in their subject area to their colleagues.  |              |  |                  |                                |                              |  |  |  |  |  |
| <b>0</b>   |                  | e class size   |              |  | and subject and  | , a to the a                   | 54.00.                       |  |  |  |  |  |
| Lesson Delivery – chosen                                 | <u> </u>         | Practical  | Work-        | Seminars   | Independent      | e-learning                     | Practicum                    |  |  |  |  |  |
| to support students in                                   |                  | Activity   | Based        | √ √  | Study            | opportunities                  | Tracticain                   |  |  |  |  |  |
| achieving the outcomes                                   | Iace             | Activity<br>√  | Learning     | •  | July ✓           | J J                            |                              |  |  |  |  |  |
| Lesson Delivery – main                                   |                  |  |              | xtended and cohe   | •                | mont It includes               | discussion                   |  |  |  |  |  |
|  |                  |  |              |  | _                |                                |                              |  |  |  |  |  |
| mode of delivery chosen                                  |                  |  |              | r, group work, etc.  | This can be tut  | or and / or stude              | nt teacher                   |  |  |  |  |  |
| to support student                                       | led. It should i |  |              |  |                  |                                |                              |  |  |  |  |  |
| teachers in achieving the                                |                  |  |              | lents to engage wi   |                  |                                |                              |  |  |  |  |  |
| learning outcomes.                                       |                  |  |              | e enquiry, more ir   | i-depth analysis | and developme                  | nt. This can be              |  |  |  |  |  |
|  | part of any of   |  |              | 1  |                  |                                | /                            |  |  |  |  |  |
|  |                  | generate   | group and i  | ndividual creativity   | , discussion and | reflection: stud               | ent and / or                 |  |  |  |  |  |
|  | tutor led.       |  |              |  |                  |                                |                              |  |  |  |  |  |
|  |                  | se of video  | o, use of on | line information, u  | se of computers  | s, smartphone or               | any available                |  |  |  |  |  |
|  | technology       |  |              |  |                  |                                |                              |  |  |  |  |  |
| <ul> <li>Learning Outcome<br/>for the lesson,</li> </ul> | Learning Outo    | comes  |              | Learning Indicate  |                  |                                |                              |  |  |  |  |  |
| picked and   | 3. Integrate su  | ubject spe   | cific        | 3.1 Use listening To facilitate students' participati  |                  |                                |                              |  |  |  |  |  |
| developed from the                                       | literacy into (I | istening, s  | peaking,     | and speaking to  | achieve m        | ore in the limite              | d time,                      |  |  |  |  |  |
| course specification                                     | reading and w    | riting) int  | 0            | engage with other  | ers tutor/lect   | rer will ask student teachers  |                              |  |  |  |  |  |
| Learning indicators                                      | planning, teac   | ching and  | assessing    | in groups and cla  | ss to do onli    | ne research a we               | e research a week before the |  |  |  |  |  |
| for each learning  | across the Up    | _  | _            | discussions, learn   |                  | d do some presei               | ntation on                   |  |  |  |  |  |
| outcome  | curriculum an    |  |              | collaboratively a  |                  | and speaking and               |                              |  |  |  |  |  |
| outcome  | improve litera   |  |              | explain their  | _                | skills targeted in             |                              |  |  |  |  |  |
|  | curriculum (N    |  |              | writing in their   |                  | munication, critic             |                              |  |  |  |  |  |
|  | 7 (p. 25))       | ,  |              | subject areas.   |                  | collaboration, observation and |                              |  |  |  |  |  |
|  | / (p. 25//       |  |              |  |                  | iry skills, and dig            |                              |  |  |  |  |  |
|  |                  |  |              |  |                  | sivity including g             | -                            |  |  |  |  |  |
| <b>6.</b> Listening and                                  |                  | Sta  | ge/time      | Teaching and lea   |                  |                                |                              |  |  |  |  |  |
| speaking and   |                  | 5.0  | 8c/ tillic   | depending on de  | _                | _                              |                              |  |  |  |  |  |
| Literacy Across  |                  |  |              | collaborative gro  | -                |                                | cu,                          |  |  |  |  |  |
| the Curriculum   |                  |  |              | Teacher Activity   |                  | Student Activ                  | vity                         |  |  |  |  |  |
|  | Devision of the  |  |              |  |                  | Chudoutte                      |                              |  |  |  |  |  |
|  | Revision of the  | - 1  |              | Ask student teac   |                  | Student teach                  |                              |  |  |  |  |  |
|  | previous lesso   |  | oduction:    | down the main id   |                  | individually w                 |                              |  |  |  |  |  |
|  | on the challen   | iges   20  | mins         | previous lesson o  |                  | main ideas of                  | •                            |  |  |  |  |  |
|  | of applying      |  |              | challenges of app  |                  | lesson on the                  |                              |  |  |  |  |  |
|  | literacy across  |  |              | across the curricu   |                  | applying litera                | •                            |  |  |  |  |  |
|  | the curriculum   | n  |              | to address the ch  | _                | curriculum an                  |                              |  |  |  |  |  |
|  | and how to       |  |              | share with their   | colleagues       | address the ch                 | -                            |  |  |  |  |  |
|  | address the      |  |              |  |                  | share with the                 | _                            |  |  |  |  |  |
|  | challenges.      |  |              | Give an overviev   | v of the current |                                |                              |  |  |  |  |  |
|  |                  |  |              | lesson   |                  | of the overvie                 | w of the                     |  |  |  |  |  |
|  |                  |  |              |  |                  | current lesson                 | provided by                  |  |  |  |  |  |
|  |                  |  |              |  |                  | the tutor.                     |                              |  |  |  |  |  |

| lis' sp        | ne concept of<br>stening and<br>beaking in<br>seracy across<br>se curriculum     | Stage 1: 50 mins | Brainstorming Let students brainstorm individually on the concept of listening and speaking in literacy across the curriculum at the Upper Primary (P4-6) level Let them share with their elbow partners and later share with the entire class for comments and feedback.   | Student teachers brainstorm individually on the concept of listening and speaking in literacy across the curriculum at the Upper Primary (P4-6) level. Share with your elbow partner and later share with the entire class for comments and feedback.  |
|----------------|--|------------------|---|--|
| sp             | stening and<br>beaking for<br>arning   | Stage 2: 50 mins | Class Discussion  Introduce student teachers to the subheading, break them into groups and let each group discuss opportunities that can be provided in the classroom on Listening and speaking for learning. Let them present their work for comments and feedback.  | Student teachers break into groups and let each group look for information online and discuss opportunities that can be provided in the classroom on Listening and speaking for learning.  Present your work for comments and feedback from tutor and colleagues.  |
| an<br>be<br>ex | Vays Listening and speaking can e applied to explain writing in the subject area | Stage 3: 40 min. | Demonstration  Explain to student teachers ways listening and speaking can be applied to explain writing in their subject area at the Upper Primary (P4-6) level. Follow this up with a short lesson demonstration to make students observe how listening and speaking can be used to explain writing or drawing. Let student teachers ask questions for clarification. | Student teachers listen to explanation on ways listening and speaking can be applied to explain writing in their subject area at the Upper Primary (P4-6) level.  Observe short lesson demonstration by tutor on how listening and speaking can be used to explain writing or drawing. Student teachers ask questions for clarification. |
|                | chool Visit  |                  | Ask student teachers during their school visit to observe how teachers use listening and speaking to explain writing or drawing in their lessons. They should indicate in their report how this will improve their skills as professional teachers for next class discussion.   | Student teachers, during their school visit observe how teachers use listening and speaking to explain writing or drawing in their lessons. Student teachers indicate in their report how this will improve their skills as professional teachers for next class discussion.   |
| Clo            | osure  | Stage 4: 20 min  | Use leading and probing questions to help student teachers to summarise the lesson in turns.  Answer student teachers' questions for clarification  Ask student teachers to read the next chapter for the next lesson.  | Student teachers answer tutors question to summarise the main point in the lesson.  Ask tutor questions on the lesson for clarification  Student teachers to read the next chapter for the next lesson.  |

| Which cross cutting                           | Digital literacy (searching online for information on the topic)  |
|---|---|
| issues will be addressed                      | <ul> <li>Inclusivity/gender (including both male and female in each group, mixed ability group)</li> </ul>  |
| or developed and how                          | Collaboration (working in groups as a team)   |
|   | Enquiry skills (asking questions for clarification and school observation)  |
|   | Critical thinking (Discussion and peer critiquing)  |
|   | Communication (through presentation and answering questions, writing reports)   |
| Lesson assessments –                          | Summary of Assessment Method: Assessment for learning (Assessment on a short (about 200   |
| evaluation of learning:                       | words) on using listening and speaking to enhance literacy across the curriculum). (Core skills   |
| of, for and as learning                       | targeted are communication, team work/collaboration, enquiry skills, digital literacy)  |
| within the lesson(linked                      | Assesses Learning Outcomes: Course learning outcome 3   |
| to learning outcomes)                         |   |
| Teaching Learning                             | computer  |
| Resources                                     | Projector   |
|   | Smartphones   |
|   | Laptop  |
|   | 1 F F   |
| Required Text (core)                          | Jacobs, H. (2017). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking,  |
| Required Text (core)                          |   |
| Required Text (core)  Additional Reading List | Jacobs, H. (2017). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking,  |
| , ,   | Jacobs, H. (2017). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3 <sup>rd</sup> Edition). NY: Routledge   |
| , ,   | Jacobs, H. (2017). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3 <sup>rd</sup> Edition). NY: Routledge  Buehi, D. (2014). Classroom strategies for interactive learning (4 <sup>th</sup> ed). Newark, DE: Integrated                           |
| , ,   | Jacobs, H. (2017). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3 <sup>rd</sup> Edition). NY: Routledge  Buehi, D. (2014). Classroom strategies for interactive learning (4 <sup>th</sup> ed). Newark, DE: Integrated Reading Association, Inc. |

| Year of B.Ed. 3 Semester 2 Place of lesson in sem | 1 2 3 4 5 6 <b>7</b> 8 9 10 11 12 |
|---|-----------------------------------|
|---|-----------------------------------|

| Title of Lesson                             | Reading and L                      | _iteracy Ad  | cross the | e Cu | rriculum                                 |          |            |                      | Lesson<br>Duration        | 3 hrs            |  |  |
|---|------------------------------------|--|-----------|------|--|----------|------------|----------------------|---------------------------|------------------|--|--|
| Losson description                          | The lesson int                     | roducos s  | tudont t  | .020 | hars to have road                        | ing car  | a ho usod  | to pro               |                           | ning across      |  |  |
| Lesson description                          |                                    |  |           |      | hers to how read                         | _        |            |                      |                           | -                |  |  |
|   |                                    |  |           |      | ng to locate inform                      |          |            |                      |                           |                  |  |  |
|   |                                    |  |           |      | arity with technica                      |          |            |                      |                           |                  |  |  |
| Burniana shadank karaban                    |                                    | dapt materials read and make notes in a specific discipline at the Upper Primary (P4-6) level. |           |      |  |          |            |                      |                           |                  |  |  |
| Previous student teacher                    |                                    | tudent teachers have learned how listening and speaking can be used to promote learning        |           |      |  |          |            |                      |                           |                  |  |  |
| knowledge, prior learning                   | across the cur                     | across the curriculum at the Upper Primary (P4-6) level.                                       |           |      |  |          |            |                      |                           |                  |  |  |
| (assumed)                                   |                                    |  |           |      |  |          |            |                      | ->                        |                  |  |  |
| Possible barriers to                        |                                    |  |           |      | ot be aware of                           | Uppe     | er Primar  | у (Р4                | -6) childre               | n's literature   |  |  |
| learning in the lesson                      |                                    | materials preparation.   |           |      |  |          |            |                      |                           |                  |  |  |
|   |                                    | e class size   |           |      |  |          |            |                      |                           |                  |  |  |
| Lesson Delivery – chosen                    |                                    | Practical  | Work-     |      | Seminars                                 | -        | pendent    |                      | arning                    | Practicum        |  |  |
| to support students in                      |                                    | Activity   | Based     |      | <b>√</b>                                 | Study    | '          |                      | ortunities                |                  |  |  |
| achieving the outcomes                      | <b>✓</b>                           |  | Learni    |      |  |          |            |                      | <b>√</b>                  |                  |  |  |
| Lesson Delivery – main                      |                                    |  |           |      | extended and coh                         |          |            |                      |                           |                  |  |  |
| mode of delivery chosen                     |                                    |  |           |      | er, group work, et                       | c. This  | can be tu  | itor ar              | nd / or stud              | lent teacher     |  |  |
| to support student                          | led. It should                     |  | •         |      |  |          |            |                      |                           |                  |  |  |
| teachers in achieving the                   |                                    |  |           |      | dents to engage w                        |          |            |                      |                           |                  |  |  |
| learning outcomes.                          | •                                  |  |           |      | ve enquiry, more                         | in-dep   | th analys  | is and               | developm                  | ent. This can    |  |  |
|   | be part of any                     |  |           |      |  |          |            |                      |                           |                  |  |  |
|   |                                    | generate   | group a   | nd i | ndividual creativi                       | ty, disc | cussion ar | nd refl              | lection: stu              | dent and / or    |  |  |
|   | tutor led.                         |  |           |      |  |          |            |                      |                           |                  |  |  |
|   | _                                  |  | o, use of | f on | line information,                        | use of   | compute    | rs, sm               | artphone c                | or any           |  |  |
|   | available tech                     |  |           |      |  |          | ı          |                      |                           |                  |  |  |
| Learning Outcome for                        | Learning Out                       | comes  |           | Lea  | arning Indicators                        |          |            |                      |                           |                  |  |  |
| the lesson, picked and                      | 2 Integrate s                      | ubject cne   | cific     | 2 2  | 2 Use reading to locate To facilitate of |          |            | tata ci              | students' participation   |                  |  |  |
| developed from the                          | 3. Integrate sull literacy into (I |  | CITIC     |      | _  |          |            |                      | more in the limited time, |                  |  |  |
| course specification                        | speaking, read                     |  |           |      | · · · · · · · · · · · · · · · · · · ·    |          |            | rer will ask student |                           |                  |  |  |
| <ul> <li>Learning indicators for</li> </ul> | writing) into p                    |  |           |      | •  |          |            |                      | do online research a week |                  |  |  |
| each learning                               | teaching and                       | _  |           |      | eas, establish                           | anu      |            |                      | sson and do               |                  |  |  |
| outcome                                     | across the Up                      | _  | n/        |      | niliarity with tech                      | nical    |            |                      | on using re               |                  |  |  |
|   | curriculum an                      |  | -         |      | d specialised                            | iiiicai  | -          |                      | _                         | _                |  |  |
|   | improve litera                     | _  |           |      | cabulary, synthes                        | ica      | curricul   |                      | earning across the        |                  |  |  |
|   | curriculum (N                      |  |           |      | d adapt materials                        |          |            |                      | ls targeted               | includo          |  |  |
|   | bullet 7 (p. 25                    |  | LCI       |      | ad and make note                         |          |            |                      | _                         | tical thinking,  |  |  |
|   | builet 7 (p. 23                    | · / / /  |           |      | pecific discipline                       | .5       |            |                      |                           | rvation and      |  |  |
|   |                                    |  |           | u J  | peeme discipiine                         |          |            |                      |                           | igital literacy. |  |  |
|   |                                    |  |           |      |  |          |            |                      | ry including              |                  |  |  |
| 7. Reading and                              |                                    | Stage  | /time     |      | Teaching and le                          | arning   |            |                      |                           |                  |  |  |
| Literacy Across                             |                                    | Juge   | ,         |      | depending on d                           | _        | *          |                      | _                         |                  |  |  |
| the Curriculum                              |                                    |  |           |      | collaborative gr                         |          |            |                      |                           |                  |  |  |
| the carriedian.                             |                                    |  |           |      |  |          | OTR OT III |                      | Student Ac                |                  |  |  |
|   |                                    |  |           |      | Teacher Activity                         | -        |            |                      |                           | •                |  |  |
|   | Revision of                        |  |           |      | Ask students to                          |          |            |                      | tudent tead               |                  |  |  |
|   | previous                           |  | duction:  |      | main ideas of th                         | •        |            |                      |                           | write down       |  |  |
|   | lesson                             | 20 mi  | ns        |      | lesson using list                        |          |            |                      | he main ide               |                  |  |  |
|   |                                    |  |           |      | speaking to pro                          |          | _          |                      |                           | son and share    |  |  |
|   |                                    |  |           |      | across the curric                        | culum.   |            | W                    | ith their co              | ileagues.        |  |  |
|   | Reflection on                      |  |           |      |  |          |            |                      |                           | ,                |  |  |
|   | school visit                       |  |           |      | Discuss report b                         |          |            |                      |                           | chers discuss    |  |  |
|   |                                    |  |           |      | teachers on the                          |          |            |                      |                           | visit report     |  |  |
|   |                                    |  |           |      | experiences the                          | y learr  | ned on th  |                      | nd they exp               |                  |  |  |
|   |                                    |  |           |      | topic                                    |          |            | th                   | hey learned               | I from the       |  |  |

|                            | T           | T   |   |
|----------------------------|-------------|---|---|
|                            |             |   | visit in relation to the                          |
|                            |             |   | topic learned.                                    |
|                            |             |   |   |
|                            |             | Give an overview of the current                               | Student teachers take                             |
|                            |             | lesson  | note of the overview of                           |
|                            |             |   | the current lesson                                |
|                            |             |   | provided by the tutor.                            |
| Reading and                | Stage 1: 70 | Discussion and Presentation                                   | Student teachers listen to                        |
| literacy across            | mins        | Introduce lesson to student                                   | the main areas they will                          |
| the curriculum             |             | teachers and tell them the main                               | be working on. Student                            |
|                            |             | areas they will be working on.                                | teachers form mixed                               |
|                            |             | Then put student teachers into                                | gender groups based on                            |
|                            |             | groups based on giving  | giving assignment/task                            |
|                            |             | assignment/task and ask them                                  | and search online using                           |
|                            |             | to search online using available                              | available technology and                          |
|                            |             | technology and book(s) to look                                | book(s) to look for (i) the                       |
|                            |             | for (i) the definition of reading                             | definition of reading and                         |
|                            |             | and types (ii) The role of reading                            | types (ii) The role of                            |
|                            |             | in academic success.  | reading in academic                               |
|                            |             | Lot oook group grootst thete                                  | success at the Upper                              |
|                            |             | Let each group present their                                  | Primary (P4-6) level.                             |
|                            |             | findings on orally/gallery walk to                            | Chudant taaab '                                   |
|                            |             | class for feedback and comment                                | Student teachers present                          |
|                            |             | from teacher and colleagues.                                  | their findings to class for                       |
| \\/                        | C+ 2. 70    | Businests and Buse sectorics                                  | discussion and feedback.                          |
| Ways of using              | Stage 2: 70 | Brainstorming and Presentation                                | Student teachers form                             |
| reading to                 | mins        | Form mixed groups and let                                     | mixed groups and                                  |
| enhance                    |             | students brainstorm on the ways                               | brainstorm on the ways                            |
| learning in                |             | reading can be used to promote                                | reading can be used to                            |
| other subject areas at the |             | learning in academic work in general and across subject areas | promote learning in                               |
| Upper Primary              |             | at the Upper Primary (P4-6)                                   | academic work in general and across subject areas |
| (P4-6) level.              |             | level.  | at the Upper Primary (P4-                         |
| (1 4 0) icvci.             |             | Let them share their work with                                | 6) level.   |
|                            |             | the next adjacent group and                                   | Student teachers share                            |
|                            |             | later share through oral                                      | their work with the next                          |
|                            |             | presentation or gallery walk with                             | adjacent group and later                          |
|                            |             | the entire class for discussion                               | share through oral                                |
|                            |             | and comments.   | presentation or gallery                           |
|                            |             |   | walk with the entire class                        |
|                            |             |   | for discussion and                                |
|                            |             |   | comments.   |
|                            |             | During student teachers' school                               | During school visit,                              |
|                            |             | visit, each student should                                    | observe how teachers use                          |
|                            |             | observe how teachers use                                      | reading to help learners                          |
|                            |             | reading to help learners learn                                | learn across the                                  |
| School Visit               |             | across the curriculum   | curriculum  |
| (Child Study)              |             | They should indicate how their                                | Student teachers should                           |
| ,,                         |             | observation or school visit will                              | indicate how their                                |
|                            |             | improve their skills in ways to                               | observation or school                             |
|                            |             | use reading to enhance Upper                                  | visit will improve their                          |
|                            |             | Primary (P4-6) learners'                                      | skills in ways to use                             |
|                            |             | academic performance across                                   | reading to enhance                                |
|                            |             | the curriculum as professional                                | Upper Primary (P4-6)                              |
|                            |             | teachers for their portfolio                                  | learners' academic                                |
|                            |             | building.   | performance across the                            |
|                            |             |   | curriculum as                                     |
|                            |             |   | professional teachers for                         |
|                            |             |   | their portfolio building as                       |
|                            |             |   | Upper Primary (P4-6)                              |
|                            |             |   | learners.   |
|                            |             |   |   |

|   | Closure  |                                  | Use leading and probing   | Student teachers answer                 |  |  |  |  |  |
|---|--|----------------------------------|---|---|--|--|--|--|--|
|   |  | Stage 20 min                     | questions to help student   | tutors question to                      |  |  |  |  |  |
|   |  |                                  | teachers to summarise the lesson in turns.                            | summarise the main point in the lesson. |  |  |  |  |  |
|   |  |                                  | lesson in turns.  | point in the lesson.                    |  |  |  |  |  |
|   |  |                                  | Answer student teachers' Ask tutor questions                          |   |  |  |  |  |  |
|   | questions for clarification the lesson for clari   |                                  |   |   |  |  |  |  |  |
|   |  |                                  |   |   |  |  |  |  |  |
|   | Ask student teachers to read on Student teachers w |                                  |   |   |  |  |  |  |  |
|   |  |                                  | writing and literacy across the                                       | read on writing and                     |  |  |  |  |  |
|   |  |                                  | curriculum for the next lesson.                                       | literacy across the                     |  |  |  |  |  |
|   |  |                                  |   | curriculum for the next                 |  |  |  |  |  |
| Mile also and another a leaves                  | D:-:4-11   | :+ /                             |   | lesson.                                 |  |  |  |  |  |
| Which cross cutting issues will be addressed or | _  |                                  | online for information on the topic)                                  | accompanies and a latitude accompanies. |  |  |  |  |  |
| developed and how                               |  |                                  | ing both male and female in each groups as a team)                    | oup, mixed ability group)               |  |  |  |  |  |
| developed and now                               |  |                                  | groups as a team) stions for clarification and school obs             | convotion)                              |  |  |  |  |  |
|   |  |                                  | on and peer critiquing)   | servation)                              |  |  |  |  |  |
|   |  |                                  | presentation and answering questic                                    | one writing roports)                    |  |  |  |  |  |
| Lesson assessments –                            |  |                                  | Assessment as learning (One page                                      |   |  |  |  |  |  |
| evaluation of learning: of,                     |  |                                  | n other subject areas at the Upper                                    | •                                       |  |  |  |  |  |
| for and as learning within                      | _  |                                  | team work/collaboration, enquiry s                                    |   |  |  |  |  |  |
| the lesson(linked to                            | 0  | ,                                | ,                               | .,                                      |  |  |  |  |  |
| learning outcomes)                              | Assesses Lea                                       | arning Outcomes:                 | Course learning outcome 3   |   |  |  |  |  |  |
| Teaching Learning                               | <ul> <li>comput</li> </ul>                         | er                               |   |   |  |  |  |  |  |
| Resources                                       | <ul> <li>Projecto</li> </ul>                       | or                               |   |   |  |  |  |  |  |
|   | <ul> <li>Smartpl</li> </ul>                        | hones                            |   |   |  |  |  |  |  |
|   | <ul> <li>Laptop</li> </ul>                         |                                  |   |   |  |  |  |  |  |
| Required Text (core)                            |  |                                  | vacross the curriculum: Strategies fo                                 | r reading, writing, speaking            |  |  |  |  |  |
|   |  | ing. New York: Tay               |   |   |  |  |  |  |  |
| Additional Reading List                         |  |                                  | lvey, G. (2015). 50 Instructional Ro                                  |   |  |  |  |  |  |
|   |  |                                  | s Series) 3rd Edition. London: Pearso                                 |   |  |  |  |  |  |
|   |  |                                  | ry literacy: Reading, writing, thinking<br>: Sage Publishing Company. | y una aoing Content area                |  |  |  |  |  |
|   |  |                                  | M. E. (2017). Content Area reading,                                   | literacy and learning across            |  |  |  |  |  |
|   |  | ulum (12 <sup>th</sup> ed.). Loi |   | merae, and rearning deross              |  |  |  |  |  |
|   |  |                                  | <i>ic language (2<sup>nd</sup>ed).</i> San Francisco: Jo              | ossey-Bass                              |  |  |  |  |  |
| CPD Needs                                       |  |                                  | ing reading to enhance learning in                                    |   |  |  |  |  |  |
|   | Upper Primary (I                                   | P4-6) level.                     |   | •                                       |  |  |  |  |  |
|   |  |                                  |   |   |  |  |  |  |  |

| Year of B.Ed. | 3 | Semester | 2 | Place of lesson in semester | 1 2 3 4 5 6 7 <b>8</b> 9 10 11 12 |
|---------------|---|----------|---|-----------------------------|-----------------------------------|
|---------------|---|----------|---|-----------------------------|-----------------------------------|

| Title of Lesson                             | Writing and Liter                      | acy Across   | the Cu  | urriculum at the U                    | pper Primary (P    | 4-6)                                | Lesson   |           | 3 hrs |  |  |  |
|---|--|--|---------|---------------------------------------|--------------------|-------------------------------------|--|-----------|-------|--|--|--|
|   | level                                  |  |         |                                       |                    |                                     | Duration   |           |       |  |  |  |
| Lesson description                          | The lesson introd                      | uces stude   | nt tea  | chers to how readi                    | ng can be used     | to prom                             | note learn   | ing ac    | ross  |  |  |  |
|   | the curriculum. T                      | he lesson l  | ooks a  | t how to use writin                   | g to select mate   | erials, o                           | rganise w  | riting i  | in    |  |  |  |
|   | coherent and log                       | ical form, a   | and use | technical and spe                     | cialised vocabul   | lary and                            | d language   | patte     | erns  |  |  |  |
|   | in the subject are                     | a at the U   | oper Pr | imary (P4-6) level.                   |                    |                                     |  |           |       |  |  |  |
| Previous student teacher                    | Student teachers                       | Student teachers have learned about using reading to enhance literacy across the curriculum. |         |                                       |                    |                                     |  |           |       |  |  |  |
| knowledge, prior learning                   |  | <del>-</del>   |         |                                       |                    |                                     |  |           |       |  |  |  |
| (assumed)                                   |  |  |         |                                       |                    |                                     |  |           |       |  |  |  |
| Possible barriers to                        | <ul> <li>Student</li> </ul>            | Student teachers may not be aware of how writing can be used to improve literacy             |         |                                       |                    |                                     |  |           |       |  |  |  |
| learning in the lesson                      |  | across the curriculum  |         |                                       |                    |                                     |  |           |       |  |  |  |
|   | Large cla                              | ass size   |         |                                       |                    |                                     |  |           |       |  |  |  |
| Lesson Delivery – chosen                    |  |  | ork-    | Seminars                              | Independent        | e-lear                              | ning   | Pract     | ticum |  |  |  |
| to support students in                      |  |  | sed     | ✓                                     | Study              |                                     | rtunities  |           |       |  |  |  |
| achieving the outcomes                      | / / / / / / / / / / / / / / / / / / /  |  | arning  |                                       | √ ×                | <b>oppo</b> . ✓                     |  |           |       |  |  |  |
| Lesson Delivery – main                      | Face-to-face: or                       |  |         | extended and cohe                     | rent line of arg   | ument                               | It include   | c         |       |  |  |  |
| mode of delivery chosen to                  |  |  |         | n and answer, grou                    | _                  |                                     |  |           |       |  |  |  |
| support student teachers                    |  |  |         | usually be the main                   |                    | is carr b                           | e tutoi ai   | iu / oi   |       |  |  |  |
| in achieving the learning                   |  |  |         | dents to engage w                     |                    | Lannror                             | nriata mat   | tarials   | to    |  |  |  |
| outcomes.                                   |  |  |         | ive enquiry, more i                   |                    |                                     |  |           |       |  |  |  |
| outcomes.                                   | can be part of an                      |  |         |                                       | ii-deptii alialysi | s and ut                            | evelopine  | :116. 111 | 15    |  |  |  |
|   |  |  |         | individual creativit                  | v discussion an    | d rofloc                            | tion: ctuc   | lont ar   | ad /  |  |  |  |
|   |  | ierate grot  | ip anu  | iliulviuuai creativit                 | y, discussion an   | u renec                             | Lion. Stuc   | ient ai   | iu /  |  |  |  |
|   | or tutor led.                          | .£:  |         |                                       |                    |                                     |  |           |       |  |  |  |
|   |  |  | e or or | nline information, u                  | use of computer    | s, smar                             | tpnone o   | rany      |       |  |  |  |
|   | available technol                      |  |         |                                       |                    |                                     |  |           |       |  |  |  |
| Learning Outcome for                        | Learning Outcom                        | ies  | Lea     | rning Indicators                      |                    |                                     |  |           |       |  |  |  |
| the lesson, picked and                      | 3. Integrate subje                     | ect specific   | 3 3     | Use writing to To facilitate stude    |                    |                                     | nts' nartic  | inatio    | n and |  |  |  |
| developed from the                          | literacy into (liste                   |  |         | -                                     |                    |                                     | ore in the limited time,                                     |           |       |  |  |  |
| course specification                        | speaking, reading                      | -  |         | -                                     |                    |                                     | rer will ask student teachers                                |           |       |  |  |  |
| <ul> <li>Learning indicators for</li> </ul> | writing) into plan                     |  |         | · · · · · · · · · · · · · · · · · · · |                    |                                     | research a week before                                       |           |       |  |  |  |
| each learning outcome                       | teaching and asso                      | _  |         | n, and use technic                    |                    | the lesson and do some presentation |  |           |       |  |  |  |
|   | across the Upper                       | _  |         |                                       |                    |                                     | g and Literacy Across the                                    |           |       |  |  |  |
|   | curriculum and st                      |  |         | cabulary and Curriculum               |                    |                                     | ·  |           |       |  |  |  |
|   |  | -  |         | •                                     |                    |                                     | antad inc  | السام     |       |  |  |  |
|   | to improve litera                      |  | -       |                                       |                    |                                     | ore skills targeted include ommunication, critical thinking, |           |       |  |  |  |
|   | the curriculum (N<br>NTECF bullet 7 (p |  | the     | subject area.                         |                    |                                     |  |           | _     |  |  |  |
|   | MIECE bullet 7 (p                      | . 25))   |         |                                       |                    |                                     | , observat   |           |       |  |  |  |
|   |  |  |         |                                       |                    |                                     | , and digit  |           | acy.  |  |  |  |
| 0.14/-:::::                                 |  | Ch /45   |         | T                                     |                    |                                     | luding ge  |           |       |  |  |  |
| 8. Writing and Literacy                     |  | Stage/ti   | me      | Teaching and lea                      |                    |                                     |  |           |       |  |  |  |
| Across the Curriculum                       |  |  |         | depending on de                       | -                  |                                     |  |           |       |  |  |  |
|   |  |  |         | collaborative gr                      | oup work or inc    |                                     |  |           |       |  |  |  |
|   |  |  |         | Teacher Activity                      |                    | Stude                               | ent Activi   | ty        |       |  |  |  |
|   | Revision of the                        |  |         | Ask student tead                      | hers to recap      | Stude                               | nt teache  | rs        |       |  |  |  |
|   | previous lesson                        | Introduc   | ction:  | what was learne                       | •                  | individ                             | dually wri   | te dow    | vn    |  |  |  |
|   | on reading and                         | 15 mins  |         | previous lesson                       |                    |                                     | ain ideas  |           |       |  |  |  |
|   | literacy across                        |  |         | using reading to                      |                    |                                     | ous lesson   |           | hare  |  |  |  |
|   | the curriculum                         |  |         | learning in other                     |                    |                                     | heir colle   |           |       |  |  |  |
|   | among Upper                            |  |         | at the Upper Pri                      |                    |                                     |  | 5         |       |  |  |  |
|   | Primary (P4-6)                         |  |         | level.                                | , (                | Stude                               | nt teache  | rs note   | e the |  |  |  |
|   | children.                              |  |         | Give an overvie                       | w of the           |                                     | iew of the   |           |       |  |  |  |
|   |  |  |         | current lesson                        |                    |                                     | n provided   |           |       |  |  |  |
|   | Overview of                            |  |         |                                       |                    |                                     |  | . ~,      | -     |  |  |  |
|   | new lesson                             |  |         |                                       |                    | tutor.                              |  |           |       |  |  |  |
|   | HEW IESSUII                            |  |         |                                       |                    | L                                   |  |           |       |  |  |  |

| Lv                           | Vriting and  | Stage         | 1. | 40 | Group Work   | Student teachers   |
|------------------------------|--|---------------|----|----|--|--|
| li                           | teracy across<br>he curriculum   | mins          |    | 70 | Ask student teachers to brainstorm in groups and share with other groups the relationship between writing and literacy across the curriculum.  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.   | brainstorm in groups and share with other groups the relationship between writing and literacy across the curriculum. Student teachers 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.  |
| v<br>e<br>le<br>tl<br>a<br>P | Vays of using viriting to enhance earning across he curriculum of the Upper Primary (P4-6) evel. | Stage<br>mins |    |    | Independent Study/Work: Let student teachers work individually to brainstorm on ways of using writing to enhance learning across the curriculum at the Upper Primary (P4-6) level.  Let student teachers share their work with others for feedback. Follow this up with class discussion on the topic.   | Student teachers work individually to brainstorm on ways of using writing to enhance learning across the curriculum at the Upper Primary (P4-6) level. Student teachers share their work with others for feedback. Student teachers participate in class discussion on the topic.  |
| to a c                       | Challenges to eaching writing icross the curriculum and now to address the challenges            | Stage<br>mins | 3: | 30 | Concept mapping Put student teachers into groups to make a concept map of the challenges to teaching writing across the curriculum and how to address the challenges. Ask student teachers to use available technology and books available for the needed information.  Let the groups present their findings by poster and get feedback from teacher and colleagues.  | Student teachers form groups to make a concept map of the challenges to teaching writing across the curriculum and how to address the challenges. Student teachers use available technology and books available for the needed information. Groups present their findings by poster and get feedback from tutor and colleagues.  |
| S                            | chool Visit  |               |    |    | Provide student teachers with checklist to use during school visit to identify ways of using writing to enhance learning across the curriculum at the Upper Primary (P4-6) level and challenges of teaching writing across the curriculum and how teachers addressed the challenges. Let student teachers indicate how this will improve their skill in developing Upper Primary (P4-6) children's literature materials for their portfolio. | Student teachers use checklist to identify ways of using writing to enhance learning across the curriculum at the Upper Primary (P4-6) level and challenges of teaching writing across the curriculum and how teachers addressed the challenges. Student teachers indicate how this will improve their skill in developing Upper Primary (P4-6) children's literature materials for their 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<br>then main points discuss<br>in the lesson and share<br>with their colleagues.<br>Ask tutor questions on the<br>lesson for clarification |
|---|-------------------------------|---------------|---|---|
| Which cross cutting issues                | _                             |               | online for information on the topi  |   |
| will be addressed or                      |                               |               | ing both male and female in each  | group, mixed ability group)   |
| developed and how                         |                               |               | groups as a team)   |   |
|   |                               |               | tions for clarification and school c  | observation)  |
|   |                               |               | on and peer critiquing)   | t: · · · · · · · · · · · · · · · ·  |
| Lesson assessments –                      |                               |               | presentation and answering ques<br>Assessment for learning (Individu  |   |
| evaluation of learning: of,               |                               |               | across the curriculum at the Uppe   | •   |
| for and as learning within                |                               | _             | challenges.) (Core skills targeted  |   |
| the lesson(linked to                      | _                             |               | digital literacy, critical thinking)  | ,   |
| learning outcomes)                        | Assesses Learning             | Outcomes: Cou | irse learning outcome 3   |   |
| Teaching Learning                         | <ul> <li>computer</li> </ul>  | r             |   |   |
| Resources                                 | <ul> <li>Projector</li> </ul> |               |   |   |
|   | • Smartpho                    | ones          |   |   |
|   | • Laptop                      |               |   |   |
| Required Text (core)                      |                               |               | across the curriculum: Strategies   | for reading, writing,   |
| A 1 15 15 15 15 15 15 15 15 15 15 15 15 1 |                               |               | York: Taylor and Francis  | D 11 1 D 1 C 1 1  |
| Additional Reading List                   |                               | •             | . Ivey, G. (2015). 50 Instructional I<br>s Series) 3rd Edition. London: Pear  | •   |
|   | , .                           |               | ry literacy: Reading, writing, think  |   |
|   |                               | •             | J. CA: Sage Publishing Company.   | g comg comcont  |
|   |                               |               | c language (2 <sup>nd</sup> ed). San Francisco:   | Jossey-Bass   |
| CPD Needs                                 |                               |               | ting to enhance literacy across the   |   |
|   |                               |               |   |   |

| Year of B.Ed. 3 Semester 2 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12 | emester 2 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 1 | of B.Ed. 3 | Year of B.Ed. |
|---|---|------------|---------------|
|---|---|------------|---------------|

| Title of Lesson             | Developing a  | nd using a   | opropriate l   | angua    | age registe                 | r           |                             |                               | Lesson<br>Duration       |        | 3 hrs   |
|-----------------------------|---|--|----------------|----------|-----------------------------|-------------|-----------------------------|-------------------------------|--------------------------|--------|---------|
| Lesson description          | The lesson in   | troduces st  | udent teach    | ers to   | using and                   | developir   | ng appi                     | ropriat                       | te languag               | e regi | ster.   |
|                             | The lesson de   |  |                |          |                             |             |                             |                               |                          |        |         |
|                             | -   | various ways to develop appropriate language register for a particular subject area and indicate |                |          |                             |             |                             |                               |                          |        |         |
|                             | the importance of using subject specific register in their writing or speech. |  |                |          |                             |             |                             |                               |                          |        |         |
| Previous student teacher    | Student teac  |  |                |          | _                           |             | across                      | the cu                        | urriculum a              | and v  | arious  |
| knowledge, prior learning   | ways to deve  | ways to develop appropriate register use them in writing.  |                |          |                             |             |                             |                               |                          |        |         |
| (assumed)                   |   |  |                |          |                             |             |                             |                               |                          |        |         |
| Possible barriers to        |   |  | rs may not l   |          | how to dev                  | velop and   | use ap                      | propr                         | iate langu               | age re | egister |
| learning in the lesson      |   | •  | subject area   | ١.       |                             |             |                             |                               |                          |        |         |
|                             | Ü   | e class size   |                | _        | _                           |             |                             |                               | _                        | _      | _       |
| Lesson Delivery – chosen to | Face-to-  | Practical  | Work-          | Sem      | ninars                      | Indepen     | dent                        | e-lea                         | _                        | Pra    | cticum  |
| support students in         | face  | Activity   | Based          |          | ✓                           | Study       |                             |                               | rtunities                |        |         |
| achieving the outcomes      | <b>√</b>  |  | Learning       |          |                             | <b>√</b>    |                             |                               | /                        |        |         |
| Lesson Delivery – main      | Face-to-face:   |  |                |          |                             |             |                             |                               |                          |        |         |
| mode of delivery chosen to  | discussion, br  |  |                |          | _                           | -           | etc. Th                     | ıs can                        | be tutor a               | nd / c | ır      |
| support student teachers    | student teach   |  |                |          |                             |             |                             |                               |                          | 1      |         |
| in achieving the learning   | Independent   | -  |                |          |                             |             |                             |                               |                          |        |         |
| outcomes.                   | promote indi  |  |                |          | uiry, more                  | ın-deptn a  | inaiysi                     | s and o                       | developme                | ent. i | nis     |
|                             | can be part o<br>Seminars: to   | -  |                |          | ual croativis               | hy discuss  | ion an                      | d roflo                       | sction: ctu              | lont : | and /   |
|                             | or tutor led.   | generate g   | group ariu iii | uiviui   | uai Creativi                | iy, uiscuss | ion an                      | u rene                        | ection. Stut             | ient a | iliu /  |
|                             | e-Learning: U   | se of video  | use of onli    | na int   | formation                   | use of con  | nnutar                      | c cma                         | rtnhone o                | ranv   |         |
|                             | available tech  |  | , use or orm   | iie iiii | ioiiiiatioii,               | use of con  | iiputei                     | 3, 31110                      | ii tpiione o             | i aiiy |         |
| Learning Outcome for        | Learning Out  |  |                | Lea      | rning Indica                | ators       |                             |                               |                          |        |         |
| the lesson, picked and      | zearning out  | comes  |                | 100      | arming mulcators            |             |                             |                               |                          |        |         |
| developed from the          | 4. Demonstra  | te knowled   | dge and        | 4.1      | Use approp                  | riate       | To fa                       | cilitate                      | e students'              |        |         |
| course specification        | understandin  | g of how to  | use            | lang     | anguage register for partic |             |                             | articipation and achieve more |                          | nore   |         |
| Learning indicators for     | appropriate la  | anguage re   | gister in      | thei     | ·                           |             | the limited time,           |                               |                          |        |         |
| each learning outcome       | their subject   | specific are   | as (NTS        | rela     | ·                           |             | r/lecturer will ask student |                               | ent                      |        |         |
| ,                           | 2b)   |  |                | 4.2      | r                           |             |                             | hers to do online research a  |                          |        |         |
|                             |   |  |                |          | ropriate lar                |             |                             |                               | e the lesso              |        | d do    |
|                             |   |  |                | _        | ster in thei                |             |                             |                               | entation or              |        |         |
|                             |   |  |                |          | ject area ar                | nd          |                             |                               | language r               | _      |         |
|                             |   |  |                |          | cate the                    |             |                             |                               | nce in spe               |        |         |
|                             |   |  |                |          | ortance of                  | -           |                             | _                             | he Upper F               | rıma   | ry      |
|                             |   |  |                | -        | ect specific                |             | •                           | ) level                       |                          |        |         |
|                             |   |  |                | _        | ster in thei                | r writing   |                             |                               | kills target             |        |         |
|                             |   |  |                | 01.5     | peech.                      |             |                             |                               | unication,               |        |         |
|                             |   |  |                |          |                             |             |                             |                               | ng, collabo<br>ation and |        |         |
|                             |   |  |                |          |                             |             |                             |                               | and digital              |        | •       |
|                             |   |  |                |          |                             |             |                             |                               | vity includ              |        | •       |
| 9. Developing and using     |   |  | Stage/time     |          | Teaching                    | and learn   |                             |                               | e learning               |        |         |
| appropriate language        |   |  | - 1000/ 11110  |          |                             |             |                             |                               | ry mode s                |        | ed.     |
| register                    |   |  |                |          |                             | •           | _                           |                               | -                        |        |         |
| 0 111                       | Teacher led, collaborative group work or independent study                    |  |                |          |                             |             |                             |                               |                          |        |         |
|                             | Teacher Activity Student Activity   |  |                |          |                             |             |                             |                               |                          |        |         |
|                             | Povision of the   | 10   |                |          |                             | -           | orc to                      |                               |                          |        | , do    |
|                             | Revision of th  | _  | Introductio    | n.       | Ask stude                   |             | ers to                      |                               | dent teach               |        |         |
|                             | previous less   |  | 20 mins        | 11.      | do pair w                   |             | NIIC.                       | -                             | work by ic               |        |         |
|                             | writing and li  | -  | 20 1111115     |          | identifyin<br>ways of d     |             | Jus                         |                               | various wa<br>eloping wr | -      |         |
|                             | at the Upper  |  |                |          | ways or d                   |             |                             |                               | eioping wr<br>curriculum | _      | 3CI USS |
|                             | (P4-6) level.   | rillidly   |                |          | curriculur                  |             |                             |                               | er 10 minu               |        | rudent  |
|                             | (r4-0) level.   |  |                |          | curriculur                  | 11.         |                             | AIC                           | er to mind               | ies st | uueni   |

|   |                  | 1   |   |
|---|------------------|---|---|
| Preview of the current lesson.  |                  | After 10 minutes let student teachers share what they have done with the class as recap of the previous lesson.  Preview the current lesson – definition, and examples of language register, various ways of developing and use of language register and its importance in writing and speech at the Upper Primary (P4-6) level   | teachers share what they have done with the class as recap of the previous lesson.  Student teachers note the preview of the current lesson provided by the tutor.  |
| Definition of appropriate language register                                 | Stage 1: 40 mins | Group Work Put student teachers into two main mixed groups. Assign group one with the task of identifying the meaning and characteristics of supplementary reading books and group 2 with the various types of Upper Primary (P4-6) children's supplementary reading books.Help each group to use available technology and books to collect information on their topic.  Later let each group present their observations to the class for further discussions and comments from | 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 (P4-6) 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. |
| Ways to develop appropriate language register in a particular subject area. | Stage 2: 40 mins | class Discussion: Tutor uses probing and leading questions to help student teachers identify ways to develop appropriate language register in a particular subject area at Upper Primary (P4-6) level.  Give student teachers opportunity to work individually in putting the discussion in the form of concept map and share with class for feedback.  | Student teachers answer tutor's question and ask questions to help them identify the various ways to develop appropriate language register in a particular subject area at Upper Primary (P4-6) level.  Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.  |

|                             | Ι  |                    | I   |                             |  |  |  |
|-----------------------------|--|--------------------|---|-----------------------------|--|--|--|
|                             | Importance of using  | Stage 3: 60        | Brainstorming/Debate                      | Student teachers do         |  |  |  |
|                             | appropriate language   | mins               | Let student teachers do                   | individual brainstorming    |  |  |  |
|                             | register in writing or   |                    | individual brainstorming                  | to identify the             |  |  |  |
|                             | in speech  |                    | to identify the                           | importance of using         |  |  |  |
|                             |  |                    | importance of using                       | appropriate language        |  |  |  |
|                             |  |                    | appropriate language                      | register in the writing or  |  |  |  |
|                             |  |                    | register in the writing or                | speech.                     |  |  |  |
|                             |  |                    | speech.                                   | Student teachers share      |  |  |  |
|                             |  |                    | Let them share their                      | their findings with the     |  |  |  |
|                             |  |                    | findings with the entire                  | entire class for feedback   |  |  |  |
|                             |  |                    | class for feedback from                   | from colleagues.            |  |  |  |
|                             |  |                    | colleagues.                               |                             |  |  |  |
|                             | School Visit   |                    | Let student teachers                      | Student teachers visit      |  |  |  |
|                             |  |                    | during their school visit                 | schools to observe the      |  |  |  |
|                             |  |                    | observe the various                       | various ways teacher use    |  |  |  |
|                             |  |                    | ways teacher use to                       | to develop the language     |  |  |  |
|                             |  |                    | develop the language                      | register of Upper Primary   |  |  |  |
|                             |  |                    | register of Upper                         | (P4-6) learners.            |  |  |  |
|                             |  |                    | Primary (P4-6) learners.                  |                             |  |  |  |
|                             |  |                    |   | Student teachers write a    |  |  |  |
|                             |  |                    | Ask student teachers to                   | reflection on their school  |  |  |  |
|                             |  |                    | write a reflection on it                  | observation and indicate    |  |  |  |
|                             |  |                    | and indicate in their                     | in their observation        |  |  |  |
|                             |  |                    | observation report how                    | report how their            |  |  |  |
|                             |  |                    | their knowledge of ways                   | knowledge of ways of        |  |  |  |
|                             |  |                    | of developing language                    | developing language         |  |  |  |
|                             |  |                    | register for a particular                 | register for a particular   |  |  |  |
|                             |  |                    | subject will help them                    | subject will help them      |  |  |  |
|                             |  |                    | develop as professional                   | develop as professional     |  |  |  |
|                             |  |                    | teachers.                                 | teachers                    |  |  |  |
|                             | Closure  |                    | Ask students teachers                     | Student teachers answer     |  |  |  |
|                             |  | Stage 20 min       | question to recap the                     | question write then         |  |  |  |
|                             |  |                    | lesson.                                   | posed by the tutor tom      |  |  |  |
|                             |  |                    | Answer student                            | recap the lesson.           |  |  |  |
|                             |  |                    | teachers' questions for                   | Ask tutor questions on      |  |  |  |
|                             |  |                    | clarification                             | the lesson for              |  |  |  |
|                             |  |                    | Follow-up: Ask student                    | clarification               |  |  |  |
|                             |  |                    | teachers to read ahead                    | Student teachers read       |  |  |  |
|                             |  |                    | on the Upper Primary                      | ahead on the Upper          |  |  |  |
|                             |  |                    | (P4-6) school curriculum                  | Primary (P4-6) school       |  |  |  |
|                             |  |                    | for discussion in the next                | curriculum for discussion   |  |  |  |
|                             |  |                    | lesson                                    | in the next lesson          |  |  |  |
| Which cross cutting issues  |  |                    | th male and female in each g              | group, mixed ability group) |  |  |  |
| will be addressed or        | · ·  | (working in group  | -   |                             |  |  |  |
| developed and how           |  |                    | or clarification and school o             | bservation)                 |  |  |  |
|                             |  | g (Discussion and  |   |                             |  |  |  |
|                             |  |                    | ntation and answering quest               |                             |  |  |  |
| Lesson assessments –        |  |                    | sment for and as learning (p              |                             |  |  |  |
| evaluation of learning: of, |  |                    | oropriate language register i             |                             |  |  |  |
| for and as learning within  | and importance of using appropriate language register. In academic work at the Upper Primary     |                    |   |                             |  |  |  |
| the lesson(linked to        | (P4-6) level). (Core skills targeted are communication, team work/collaboration, enquiry skills, |                    |   |                             |  |  |  |
| learning outcomes)          | digital literacy)  |                    | anning autopus - A                        |                             |  |  |  |
| Tanahina tanunin            | Assesses Learning Outc   | omes: Course lea   | arning outcome 4                          |                             |  |  |  |
| Teaching Learning           | • computer   |                    |   |                             |  |  |  |
| Resources                   | Projector  |                    |   |                             |  |  |  |
|                             | <ul> <li>Smartphones</li> </ul>  |                    |   |                             |  |  |  |
|                             | • Laptop   |                    | tand .: -                                 |                             |  |  |  |
| Required Text (core)        | Zwiers, J. (2014). Buildii   | ng academic langi  | uage (2 <sup>nd</sup> ed). San Francisco: | Jossey-Bass                 |  |  |  |
| Additional Reading List     | Fisher, D., Brozo, W. G.,  | , Frey, N. & Ivey, | G. (2015). 50 Instructional R             | outines to Develop Content  |  |  |  |
|                             |  |                    | s) 3rd Edition. London: Pears             |                             |  |  |  |
|                             |  | -                  |   |                             |  |  |  |

|           | Jacobs, H. H. (2014). Active literacy across the curriculum: Strategies for reading, writing, speaking and listening. New York: Taylor and Francis |
|-----------|--|
| CPD Needs | Seminar for tutor on teaching how to develop appropriate language register in a particular subject area.   |

| Year of B.Ed. | 3 | Semester | 2 | Place of lesson in semester | 123456789 <b>10</b> 1112 |
|---------------|---|----------|---|-----------------------------|--------------------------|
|---------------|---|----------|---|-----------------------------|--------------------------|

| Title of Lesson   | Basic school curric        | ulum and   | Literacy     |                  |                   | Lesson<br>Duration                      | 3 hrs        |  |
|---|----------------------------|--|--------------|------------------|-------------------|---|--------------|--|
| Lesson description  | The lesson introdu         | ces studer   | nt teachers  | to features of   | the Upper Prin    | nary (P4-6) curric                      | ulum and     |  |
|   | the literacy compo         | nent. It lo  | oks at the o | deficiencies of  | the curriculum    | . Finally, the less                     | on looks at  |  |
|   |                            | how literacy is integrated into the Upper Primary (P4-6) curriculum. |              |                  |                   |   |              |  |
| Previous student teacher  | Student teachers h         | nave learn   | ed about c   | leveloping and   | l using appropr   | iate language re                        | gister for a |  |
| knowledge, prior learning   | subject area.              |  |              |                  |                   |   |              |  |
| (assumed)   |                            |  |              |                  |                   |   |              |  |
| Possible barriers to  |                            |  | •            |                  | •                 | ents of literacy in                     |              |  |
| learning in the lesson  | Primary (F<br>• Large clas | -  | culum and    | how literacy is  | s integrated into | o the curriculum.                       |              |  |
| Lesson Delivery – chosen to   | Face-to- Pract             |  | k-Based      | Seminars         | Independen        | e-learning                              | Practicum    |  |
| support students in   | face Activi                |  | ning         | ✓                | t Study           | opportunities                           |              |  |
| achieving the outcomes  | ✓ V                        |  |              |                  | <b>√</b>          | ·· 🗸                                    |              |  |
| Lesson Delivery - main  | Face-to-face: opp          | ortunity fo  | or an exten  | ided and cohe    | rent line of argu | ıment. It include                       | S            |  |
| mode of delivery chosen to  | discussion, brainst        | -  |              |                  | _                 |   |              |  |
| support student teachers in   | student teacher le         | d. It should   | d not usual  | ly be the main   | mode.             |   |              |  |
| achieving the learning  | Independent study          | <b>y:</b> to enab  | le students  | s to engage wi   | th relevant and   | appropriate mat                         | erials to    |  |
| outcomes.   | promote individua          |  |              | nquiry, more ir  | n-depth analysis  | s and developme                         | nt. This can |  |
|   | be part of any of th       | ne above r   | nodes        |                  |                   |   |              |  |
|   | Seminars: to gene          | rate group   | and indiv    | idual creativity | , discussion and  | d reflection: stud                      | ent and /    |  |
|   | or tutor led.              |  |              |                  |                   |   |              |  |
|   | e-Learning: Use of         |  | of online    | information, u   | se of computer    | s, smartphone o                         | any          |  |
|   | available technolog        |  | I            |                  |                   |   |              |  |
| <ul> <li>Learning Outcome for<br/>the lesson, picked and</li> </ul> | Learning Outcome           | S  | Learning     | Indicators       |                   |   |              |  |
| developed from the  | 5. Interpret the Up        | per  | 5.1 a. Exa   | mine the key     | To facilitat      | e students' parti                       | cipation     |  |
| course specification  | Primary curriculum         | to find  | features     | of the Upper     | and achiev        | e more in the lim                       | ited time,   |  |
| Learning indicators for   | out how literacy is        |  | primary o    |                  |                   | irer will ask stude                     | ent teachers |  |
| each learning outcome   | integrated across t        | he   |              | find out how     |                   | e research a wee                        |              |  |
| ,   | curriculum and pla         | n a  |              | integrated int   |                   | the lesson and do some presentation     |              |  |
|   | lesson to teach wit        |  |              | us disciplines o |                   | on the features of the Upper Primary    |              |  |
|   | colleagues to dem          |  |              | r Primary (P4-   |                   | iculum and how                          |              |  |
|   | their understandin         | g of   | 6) curricu   | ılum.            |                   | ts of literacy are                      | integrated   |  |
|   | literacy across the        |  |              |                  | in the curri      |   |              |  |
|   | curriculum. (NTS 3         |  |              |                  |                   | skills targeted inc                     |              |  |
|   | and NTECF bullet 8         | (p. 25),   |              |                  |                   | nunication, critica                     | -            |  |
|   | bullet 6 (p. 26))          |  |              |                  |                   | oration, observa                        |              |  |
|   |                            |  |              |                  | -                 | ry skills, and digi                     | -            |  |
| 10. Basic school curriculum   |                            | Stage/ti   |              | Toaching an      |                   | ivity including ge<br>chieve learning o |              |  |
| and Literacy Across   |                            | Juage/ II  | ille         | _                | _                 | de selected. Teac                       |              |  |
| the Curriculum  |                            |  |              |                  |                   | r independent s                         |              |  |
|   |                            |  |              | Teacher Act      |                   | Student Activ                           |              |  |
|   | Revision on the            |  |              | Ask student      | teachers          | Student teach                           | ers work in  |  |
|   | previous lesson            | Introduc   | tion: 15     | individually     |                   | pairs to identi                         |              |  |
|   | development                | mins summary/main poin   |              |                  |                   | main contents                           |              |  |
|   | and use of                 | the previous lesson as a the definition, types,                      |              |                  |                   | types,                                  |              |  |
|   | language register          |  |              |                  |                   |   |              |  |
|   | and importance             |  |              | with the class.  |                   | (P4-6) suppler                          | nentary      |  |
|   | of language                |  |              |                  |                   | reading mater                           |              |  |
|   | register in                |  |              |                  |                   | They later sha                          |              |  |
|   | writing and                |  |              |                  |                   | work with the                           |              |  |
|   | speaking.                  |  |              |                  |                   | way of revising                         | g the        |  |

|                       |                     | Τ   |                                       |
|-----------------------|---------------------|---|---------------------------------------|
|                       |                     | Preview the current                         | previous lesson.                      |
|                       |                     | lesson – the Upper Primary                  | Student teachers note                 |
|                       |                     | (P4-6) curriculum and how                   | the preview of the                    |
|                       |                     | literacy is integrated in it.               | current lesson provided by the tutor. |
| Features of the       | Stage 1: 30 mins    | Class Discussion                            | Student teachers discuss              |
| Upper Primary         | Stage 1. 30 IIIIIIS | Tutor introduces the                        | the various features of               |
| (P4-6) curriculum     |                     | lesson, uses probing, and                   | the Upper Primary (P4-6)              |
| (1 + 0) carriculant   |                     | leading question to help                    | curriculum by answering               |
|                       |                     | student teachers discuss                    | and asking questions.                 |
|                       |                     | the various features of the                 | 0 1                                   |
|                       |                     | Upper Primary (P4-6)                        |                                       |
|                       |                     | curriculum.                                 | Student teachers do a                 |
|                       |                     | Allow student teachers                      | semantic map of the                   |
|                       |                     | time to do a semantic map                   | various features of the               |
|                       |                     | of the various features                     | curriculum discussed. Let             |
|                       |                     | discussed. Let them share                   | them share their                      |
|                       |                     | their semantic maps with                    | semantic maps with                    |
|                       |                     | colleagues. Give student teachers           | colleagues.<br>Student teachers ask   |
|                       |                     | ample time to ask                           | questions or make                     |
|                       |                     | questions or make                           | comments on the topic.                |
|                       |                     | comments.                                   | comments on the topic.                |
| Deficiencies in       | Stage 2: 60 mins    | Mixed Group Work:                           | Student teachers work in              |
| the Upper             |                     | Put student teachers into                   | mixed ability groups to               |
| Primary (P4-6)        |                     | mixed ability groups to use                 | use available information             |
| curriculum and        |                     | available information on                    | on line and in books to               |
| how to address        |                     | line and in books to                        | identify the deficiencies             |
| the deficiencies      |                     | identify the deficiencies in                | in the Upper Primary (P4-             |
|                       |                     | the Upper Primary (P4-6)                    | 6) curriculum and how to              |
|                       |                     | curriculum and how to                       | address them.                         |
|                       |                     | address them.                               | Groups present their                  |
|                       |                     | Let groups present their                    | work to class using                   |
|                       |                     | work to class using                         | posters/or orally for tutor           |
|                       |                     | posters/or orally for tutor                 | or peer feedback and                  |
|                       |                     | or peer feedback and                        | comments.                             |
|                       |                     | comments.                                   |                                       |
| Integration of        | Stage 3: 60 mins    | Think-Pair-Share                            | Student teachers work                 |
| literacy into the     |                     | Let student teachers work                   | individually using                    |
| various               |                     | individually using available                | available resources to                |
| disciplines of the    |                     | resources to find out how                   | find out how literacy is              |
| Upper Primary         |                     | literacy is integrated in the               | integrated in the various             |
| (P4-6)<br>curriculum. |                     | various disciplines of the                  | disciplines of the Upper              |
| curricululli.         |                     | Upper Primary (P4-6)<br>curriculum. Student | Primary (P4-6)<br>curriculum. Student |
|                       |                     | teachers discuss their work                 | teachers discuss their                |
|                       |                     | with elbow partner and                      | work with elbow partner               |
|                       |                     | later discuss with entire                   | and later discuss with                |
|                       |                     | class for feedback and                      | entire class for feedback             |
|                       |                     | comments.                                   | and comments.                         |
| School Visit          |                     | Let student teachers to                     | Student teachers visit                |
|                       |                     | visit schools to examine                    | schools, to examine the               |
|                       |                     | the Upper Primary (P4-6)                    | Upper Primary (P4-6)                  |
|                       |                     | curriculum in the various                   | curriculum in the various             |
|                       |                     | disciplines to see how                      | disciplines to see how                |
|                       |                     | literacy is integrated.                     | literacy is integrated.               |
|                       |                     | Let student teachers write                  | Student teachers write a              |
|                       |                     | a report on their observation for their     | report on their observation for their |
|                       |                     | portfolio.                                  | portfolio.                            |
|                       |                     | portiono.                                   | ροιτισίιο.                            |

| Mhishausanahinaina                              | Closure                       | Stage 3: 15 mins        | 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 | ·                             |                         | oth male and female in each g  | roup, mixed ability group)   |
| developed and how                               |                               | tion (working in grou   | ps as a team;<br>s for clarification and school ob   | aconvation)  |
| developed and now                               |                               | inking (Discussion an   |  | JSEI Valion)   |
|   |                               | • '                     | entation and answering questi  | ions writing reports)  |
| Lesson assessments –                            |                               | sment Method: No        |  | ions, writing reports,   |
| evaluation of learning: of,                     |                               |                         |  |  |
| for and as learning within                      |                               |                         |  |  |
| the lesson(linked to                            |                               |                         |  |  |
| learning outcomes)                              |                               |                         |  |  |
| Teaching Learning                               | <ul> <li>computer</li> </ul>  |                         |  |  |
| Resources                                       | <ul> <li>Projector</li> </ul> |                         |  |  |
|   | <ul> <li>Smartpho</li> </ul>  | nes                     |  |  |
|   | <ul> <li>Laptop</li> </ul>    |                         |  |  |
| Required Text (core)                            |                               |                         | oss the curriculum: Strategies f   | for reading, writing,  |
|   |                               | d listening. New York   |  |  |
| Additional Reading List                         |                               |                         | , G. (2015). <i>50 Instructional Re</i>  |  |
|   | , ,                           | 3 3                     | ies) 3rd Edition. London: Pears  |  |
| CPD Needs                                       |                               |                         | guage (2 <sup>nd</sup> ed). San Francisco: J   |  |
| CPD Needs                                       |                               | , -                     | ry components in the Upper Pr<br>ous disciplines of the Upper Pr   | • • •  |
|   | and integration of            | interacy into the vario | ous disciplines of the opper Pr  | imary (P4-0) curriculum.   |

Year of B.Ed. 3 Semester 2 Place of lesson in semester 12345678910 1112

| Title of Lesson  | Designing an inte   | grated litera              | cy le                    | esson plan   |  |      | Lesson<br>Duration   | 3 hrs   |  |
|--|---|----------------------------|--------------------------|--|--|------|--|---|--|
| Lesson description   | The lesson exposes student teachers to features of an integrated literacy lesson and design a literacy across the curriculum lesson plan.   |                            |                          |  |  |      |  |   |  |
| Previous student teacher knowledge, prior learning (assumed)   | Student teachers have learned about the Upper Primary (P4-6) curriculum and literacy across the curriculum  |                            |                          |  |  |      |  |   |  |
| Possible barriers to learning in the lesson  |   | ,,                         |                          |  |  |      |  |   |  |
| Lesson Delivery – chosen to support students in achieving the outcomes   | Face-<br>to-<br>face  | Work-<br>Based<br>Learning |                          | Seminars<br>✓  | Independe<br>Study   |      | e-learning opportunities   | Practicum   |  |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.                               | Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair work etc. This can be tute and / or student teacher led. It should not usually be the main mode.  Independent study: to enable students to engage with relevant and appropriate materials promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student are / or tutor led.  e-Learning: Use of video, use of online information, use of computers, smartphone or any |                            |                          |  |  |      | materials to pment. This student and   |   |  |
| Learning Outcome for the   | available technolo  Learning Outcome  |                            | Lea                      | arning Indica  | tors   |      |  |   |  |
| lesson, picked and developed from the course specification  • Learning indicators for each learning outcome  11. Designing a Literacy Across | 5. Interpret the Upper Primary curriculum to find out how literacy is integrated across the curriculum and plan a lesson to teach with colleagues to demonstrate their understanding of literacy across the curriculum. (NTS 3b, e, f, j and NTECF bullet 8 (p. 25), bullet 6 (p. 26))  |                            |                          | 5.2 Design a lesson plan to indicate how literacy cuts across the Upper Primary curriculum and teach with it bearing in mind learners' with diverse needs. |  |      | icilitate students cipation and ach imited time, tuto ask student teach are research a week on and do some pesigning the integracy lesson plan.  Core skills target communication, thinking, collaborobservation and skills, and digital Inclusivity includinieve learning output in the control of | ieve more in r/lecturer ers to do ek before the cresentation grated ed include critical ration, enquiry literacy. |  |
| the Curriculum lesson plan   |   | Stage/time                 | •                        | depending  | on delivery  | mode | nieve learning of<br>e selected. Teach<br>independent sti  | er led,   |  |
|  |   |                            |                          | Teacher Ac   | tivity   |      | Student Activ  | vity  |  |
|  | Revision on the<br>previous lesson<br>on the Upper<br>Primary (P4-6)<br>curriculum and<br>literacy.   | Introductio<br>20 mins     | Introduction:<br>20 mins |  | Ask student teachers in groups to revise the mapoints on the previous lesson on on the Upper Primary (P4-6) curricult and literacy. Let groups share their work with the class for comments. |      | Student teach to revise the non the previous on the Upper 6) curriculum Let groups shawork with the comments.  | nain points<br>us lesson on<br>Primary (P4-<br>and literacy.<br>are their   |  |

|                                 |                 |            | -        |  |   |
|---------------------------------|-----------------|------------|----------|--|---|
|                                 |                 |            |          | Give an overview designing                   | Student teachers note the                     |
|                                 |                 |            |          | an integrated literacy across the curriculum | preview of the current lesson provided by the |
|                                 |                 |            |          | lesson plan.                                 | tutor.  |
|                                 | Features of an  | Stage 1:   | : 70     | Think-Pair-Share                             | Student teachers listen to                    |
|                                 | integrated      | mins       | . ,0     | Tutor explains what                          | explanation by the tutor                      |
|                                 | literacy across |            |          | students should do and                       | work individually. Student                    |
|                                 | the curriculum  |            |          | askes student teachers to                    | teachers work on features                     |
|                                 | lesson plan     |            |          | work individually. Student                   | of an integrated literacy                     |
|                                 | ,               |            |          | teachers work on features                    | across the curriculum                         |
|                                 |                 |            |          | of an integrated literacy                    | lesson plan. Share your                       |
|                                 |                 |            |          | across the curriculum                        | work with an elbow                            |
|                                 |                 |            |          | lesson plan. Let the share                   | colleague and the entire                      |
|                                 |                 |            |          | their work with an elbow                     | class.  |
|                                 |                 |            |          | colleague and the entire                     | Participate in discussion on                  |
|                                 |                 |            |          | class.                                       | the topic by answering and                    |
|                                 |                 |            |          | Follow this with discussion                  | asking questions.                             |
|                                 |                 |            |          | on the topic using probing                   | Student teachers get                          |
|                                 |                 |            |          | and leading questions.                       | ample time to ask                             |
|                                 |                 |            |          | Give student teachers                        | questions or make                             |
|                                 |                 |            |          | ample time to ask questions                  | comments. Student                             |
|                                 |                 |            |          | or make comments.                            | teachers get ample time to                    |
|                                 |                 |            |          |  | ask questions or make comments.               |
|                                 | Designing an    | Stage 2    | · 70     | Individual Work/Pair Work                    | Student teachers design an                    |
|                                 | integrated      | mins       | 70       | Ask student teachers to                      | integrated literacy across                    |
|                                 | literacy across | 1111113    |          | design an integrated                         | the curriculum lesson plan                    |
|                                 | the curriculum  |            |          | literacy across the                          | individually to be used in                    |
|                                 | lesson plan     |            |          | curriculum lesson plan                       | teaching Upper Primary                        |
|                                 |                 |            |          | individually to be used in                   | (P4-6).                                       |
|                                 |                 |            |          | teaching Upper Primary                       |   |
|                                 |                 |            |          | (P4-6).                                      | Student teachers share                        |
|                                 |                 |            |          |  | their lesson plan with a                      |
|                                 |                 |            |          | Let student teachers share                   | colleague for comments                        |
|                                 |                 |            |          | their lesson plan with a                     | and feedback.                                 |
|                                 |                 |            |          | colleague for comments                       |   |
|                                 | School Visit    |            |          | and feedback.  Let student teachers visit    | Student teachers visit                        |
|                                 | SCHOOL VISIT    |            |          | schools and see how an                       | schools and see how an                        |
|                                 |                 |            |          | integrated literacy across                   | integrated literacy across                    |
|                                 |                 |            |          | the curriculum lesson plan                   | the curriculum lesson plan                    |
|                                 |                 |            |          | is designed. Let student                     | is designed. Let student                      |
|                                 |                 |            |          | teachers observe how                         | teachers observe how                          |
|                                 |                 |            |          | teachers teach integrated                    | teachers teach integrated                     |
|                                 |                 |            |          | literacy across the                          | literacy across the                           |
|                                 |                 |            |          | curriculum lesson. After the                 | curriculum lesson. After                      |
|                                 |                 |            |          | lesson, let students                         | the lesson, let student                       |
|                                 |                 |            |          | teachers have discussion                     | teachers have discussion                      |
|                                 |                 |            |          | with the teacher/mentor.                     | with the teacher/mentor.                      |
|                                 | Closure         | Ct         |          | Ask students teachers                        | Student teachers answer                       |
|                                 |                 | Stage 4    | 1: 20    | question to recap the                        | question posed by the                         |
|                                 |                 | min        |          | lesson.<br>Answer student teachers'          | tutor to recap the main issues in the lesson. |
|                                 |                 |            |          | questions for clarification                  | Ask tutor questions on the                    |
|                                 |                 |            |          | questions for clarification                  | lesson for clarification.                     |
| Which cross cutting issues will | Inclusivit      | v/gender   | (includi | ing both male and female in ea               |   |
| be addressed or developed       | group)          | 7/ 6011401 | merau    | Sour mare and remaie in ea                   | on broap, mixed ability                       |
| and how                         |                 | ation (wor | king in  | groups as a team)                            |   |
|                                 |                 |            | _        | tions for clarification and school           | ol observation)                               |
|                                 |                 |            |          | on and peer critiquing)                      | · · · · · · ,                                 |
|                                 |                 |            |          | presentation and answering qu                | uestions, writing reports)                    |
|                                 |                 | . , ,      |          | ,  | , 0 -1/                                       |

| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources | Summary of Assessment Method: Assessment for learning (Student teachers individually design an integrated literacy across the curriculum lesson plan as part of their subject portfolio). (Core skills targeted are communication, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5  • computer • Projector • Smartphones • Laptop |
|---|---|
| Required Text (core)  | Jacobs, H. H. (2014). Active literacy across the curriculum: Strategies for reading, writing, speaking and listening. New York: Taylor and Francis  |
| Additional Reading List   | Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2015). 50 Instructional Routines to Develop  |
|   | Content Literacy (Teaching Strategies Series) 3rd Edition. London: Pearson.   |
| CPD Needs   | Workshop for tutors on designing an integrated literacy lesson plan   |

Year of B.Ed. 3 Semester 2 Place of lesson in semester 123456789101112

| Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson  Lesson Delivery – chosen to support students in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Student t curriculum  Student t curriculum  Scott L  Face-to-face  Face-to-fa discussion and / or st Independ promote i can be part Seminars: / or tutor   | eachers can itudent tea curriculum. arge class Practical Activity Activity Activity Individual art of any of  | an presented and presented and presented and presented and presented and colfithe all free and colfithe all free and colfithe all free all | may have  ork- sed irning  of for an ex question a ed. It shoul able stude llaborative bove mod  | ntegrated le difficulty in t  Seminars  tended and co and answer, g d not usually ints to engage e enquiry, mo es  | and who sson plates and who searching lindepee Study  otherent group wo be the rewith real with | at has ban for to integrate integrate line of a bork, pair main modernt a | work etc. This code.<br>and appropriate  | r across  Practice  udes an be tut  materials  |
|--|--|---|--|--|--|---|---|--|--|
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| support students in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support student teachers in achieving  | Face-to-fa<br>discussion<br>and / or st<br>Independi<br>promote i<br>can be par<br>Seminars:<br>/ or tutor   | Activity  ace: oppoor a, brainstor tudent tear ent study: ndividual a rt of any of to genera  | Bas<br>Lea<br>rtunity<br>ming,<br>cher le<br>to ena<br>and col   | orning  of for an exquestion and the stude allaborative bove mod                                 | tended and co<br>and answer, g<br>d not usually<br>ints to engage<br>e enquiry, mo<br>es   | Study oherent group wo be the re with re  | line of a<br>ork, pair<br>main mo   | opportunitie s argument. It includes the content of | udes<br>an be tut<br>materials   |
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| Learning Outcome for   |  | discussion, brainstorming, question and answer, group work, p. and / or student teacher led. It should not usually be the main or lindependent study: to enable students to engage with relevant promote individual and collaborative enquiry, more in-depth are can be part of any of the above modes  Seminars: to generate group and individual creativity, discussion / or tutor led.  e-Learning: Use of video, use of online information, use of comavailable technology  |  |  |  |   |   |  |  |
| the lesson, picked and   | Learning   | outcomes  |  | Learning   | illulcators  |   |   |  |  |
| developed from the course specification  • Learning indicators for each learning outcome   | 5. Interpret the Upper Primary curriculum to find out how literacy is integrated across the curriculum and plan a lesson to teach with colleagues to demonstrate their understanding of literacy across the curriculum. (NTS 3b, e, f, j and NTECF bullet 8 (p. 25), bullet 6 (p. 26)) |   | 5.3 Teach literacy across the curriculum with lesson plan designed 5.4 Review the literacy across the curriculum manual.   |  | 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 teaching integrated lesson on literacy across the curriculum.  • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender. |   |   |  |  |
| 12. Teaching using Literacy Across the Curriculum and review of Literacy   | Stage/time Teaching and learning to achieve learning or depending on delivery mode selected. Teach collaborative group work or independent str   |   |  |  | acher led  |   |   |  |  |
| Across the Curriculum  |  |   |  |  | Teacher A  | ctivity   |   | Student Acti   | vity   |
| manual   | Revision<br>previous<br>designing<br>integrated<br>across<br>curriculun<br>plan  | d literacy<br>the   | Introd<br>20 mi  | duction:<br>ins  | Ask studer<br>work in pa<br>main point<br>previous le<br>designing a<br>lesson plar<br>literacy act  | nt teacher<br>ir to reviews on the<br>esson;<br>a integra<br>in to teac<br>ross the   | ew the  | Student teach<br>pairs to identi<br>issues learned<br>previous lesso<br>gender, cultur<br>inclusivity in U<br>Primary (P4-6<br>literature and  | ify the ma<br>d in the<br>on on<br>ral and<br>Jpper<br>) childrer  |
|  |  |   |  |  | Give an ov   |   | of the  | consider whe   |  |

|   |   |   | current lesson – teaching integrated literacy across   | children's literature<br>books. Later share their  |
|---|---|---|--|--|
|   |   |   | the curriculum lesson and review of the literacy across the curriculum manual.   | 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.   |
|   | 7. Planning to<br>Teach Upper<br>Primary (P4-6)<br>literacy across the<br>curriculum lesson | Stage 1: 60 mins  | Pair Discussion Give student teachers an overview of what they need to do before a lesson delivery. Pair student teachers to share the preparations they have made for the lesson they have planned for before delivery. Student teachers can share their plans with as many colleagues as possible for more feedback. | Student teachers listen to teacher's overview of what student teachers need to do before a lesson delivery. Pair student teachers to share the preparations they have made for the lesson they have planned for before delivery. Student teachers share their plans with as many colleagues as possible for more feedback. |
|   | Course Overview   | Stage 3: 60 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 literacy across the curriculum Upper Primary (P4-6)school teachers. Let student teachers share their reflections with class.        | Student teachers reflect on the main topics in the entire course (all lessons) and indicate how it has helped them develop their professional skills in teaching literacy across the curriculum Upper Primary (P4-6)school teachers. Let student teachers share their reflections with class.                              |
|   | School<br>Visit/Teaching  | 30 mins   | During school visit, student teachers use their planned lesson to teach for feedback and comments from tutor and mentor. Let student teachers write a reflection on the lesson delivered for their subject portfolio.  | Student teachers use their planned lesson to teach for feedback and comments from tutor and mentor.  Student teachers write a reflection on the lesson delivered for their subject portfolio.  |
|   | Closure   | Stage 4: 20<br>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 | group)  Collaborati Enquiry ski Critical thir   | ion (working in gro<br>ills (asking question<br>nking (Discussion a | both male and female in eac<br>oups as a team)<br>ns for clarification and schoo<br>and peer critiquing)<br>esentation and answering que   | l observation)   |

| Lesson assessments –            | Summary of Assessment Method: Assessment as learning (Assessment teach with an                 |  |  |  |  |  |  |
|---------------------------------|--|--|--|--|--|--|--|
| evaluation of learning: of, for | integrated cross-curricular literacy lesson plan and write a page reflection on their teaching |  |  |  |  |  |  |
| and as learning within the      | for professional portfolio) (Core skills targeted are communication, team work/collaboration,  |  |  |  |  |  |  |
| lesson(linked to learning       | enquiry skills, digital literacy)  |  |  |  |  |  |  |
| outcomes)                       | Assesses Learning Outcomes: Course learning outcome 5  |  |  |  |  |  |  |
| Teaching Learning Resources     | Assesses Learning Outcomes. Course learning outcome 3  |  |  |  |  |  |  |
| reaching Learning Resources     | ·  |  |  |  |  |  |  |
| Required Text (core)            | computer   |  |  |  |  |  |  |
|                                 | Projector  |  |  |  |  |  |  |
|                                 | Smartphones  |  |  |  |  |  |  |
|                                 | • Laptop   |  |  |  |  |  |  |
|                                 | YouTube video on Teaching children's literature  |  |  |  |  |  |  |
| Required Text                   | Jacobs, H. H. (2014). Active literacy across the curriculum: Strategies for reading, writing,  |  |  |  |  |  |  |
|                                 | speaking and listening. New York: Taylor and Francis   |  |  |  |  |  |  |
| Additional Reading List         | Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2015). 50 Instructional Routines to Develop     |  |  |  |  |  |  |
|                                 | Content Literacy (Teaching Strategies Series) 3rd Edition. London: Pearson                     |  |  |  |  |  |  |
|                                 | Zwiers, J. (2014). Building academic language (2 <sup>nd</sup> ed). San Francisco: Jossey-Bass |  |  |  |  |  |  |
| CPD Needs                       | Workshop for tutors on teaching literacy across the curriculum.                                |  |  |  |  |  |  |
|                                 |  |  |  |  |  |  |  |
| Course Assessment               | <sup>1</sup> Component 1: Subject Portfolio assessment   |  |  |  |  |  |  |
|                                 | <ul> <li>Selected items of student's work (3 of them 10% each - 30%)</li> </ul>                |  |  |  |  |  |  |
|                                 | Mid-semester - 20%   |  |  |  |  |  |  |
|                                 | Reflective Journal – 40%   |  |  |  |  |  |  |
|                                 |  |  |  |  |  |  |  |
|                                 | <sup>2</sup> Component 2: SUBJECT PROJECT (30%)  |  |  |  |  |  |  |
|                                 | <ul> <li>Introduction, a clear statement of aims and purpose of the project – 10%</li> </ul>   |  |  |  |  |  |  |
|                                 | Methodology: what the student teacher has done and why to achieve the purpose                  |  |  |  |  |  |  |
|                                 | of the project – 20%   |  |  |  |  |  |  |
|                                 | Substantive or main section – 40%  |  |  |  |  |  |  |
|                                 | • Conclusion – 30%   |  |  |  |  |  |  |
|                                 | 337.0  |  |  |  |  |  |  |
|                                 | Component 3: End of Semester Exams (40%)   |  |  |  |  |  |  |
|                                 |  |  |  |  |  |  |  |

<sup>&</sup>lt;sup>1</sup> See Rubric for Subject Portfolio assessment in Annex 6 of NTEAP <sup>2</sup>See Rubric for Subject Project Assessment in Annex 6 of NTEAP