

**YEAR 3**

**SEMESTER 2**

## **Four-Year B.Ed. Course Manual**

# **Literacy Across the Curriculum**





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# FOREWORD

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

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

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

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

**Professor Mohammed Salifu**

Director General, Ghana Tertiary Education Commission

## ACKNOWLEDGEMENTS

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

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

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

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

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

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

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# INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

## USING THIS MANUAL

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

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

My teaching philosophy is .....

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

# Course Manual

## A. Course Information

### Title Page

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

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

#### ii. Course Details

<b>Course name</b>	<b>Upper Primary (P4-6) Literacy across the Curriculum</b>				
<b>Pre-requisite</b>	Teaching Upper Primary (P4-6) reading and writing				
<b>Course Level</b>	300	<b>Course Code</b>		<b>Credit Value</b>	3

### 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, think-pair-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 quizzes, assignments, examinations, presentations, report writing, portfolios and observations. The course is aimed at achieving the following: NTS 2b, 3 b, e, f, l, 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

• Creative thinking			
5. Course Learning Outcomes		6. Learning Indicators	
1. Demonstrate knowledge and understanding of the concept and importance of literacy across the Upper Primary (P4-6) curriculum, principles and practice and planning for cross-curricula literacy and misconceptions about literacy across the curriculum (NTS 2b, 3i, m)		1.1 Define with examples the concept of literacy across the curriculum 1.2 Identify the importance of cross-curricula literacy in academic success 1.3 Identify the principles and practice of literacy across the curriculum 1.4 Identify subject specific literacy in the Upper Primary curriculum at word, sentence and text levels. 1.5 Identify misconceptions of literacy across the curriculum and how to address the misconceptions.	
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))		3.1 Use listening and speaking to engage with others in groups and class discussions, learn collaboratively and explain their writing in their subject areas. 3.2 Use reading to locate information, ensure meaning securely, summarise content and ideas, establish familiarity with technical and specialised vocabulary, synthesise and adapt materials read and make notes in a specific discipline 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.	
4. Demonstrate knowledge and understanding of how to use appropriate language register in their subject specific areas (NTS 2b)		4.1 Use appropriate language register for their disciplines related activities 4.2 Develop appropriate language register in their subject area and indicate the importance of using subject specific register in their writing or speech.	
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))		5.1 Examine the P4-6 curriculum to find out how literacy is integrated into the various disciplines. 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. 5.3 Teaching literacy across the curriculum with lesson plan designed 5.4 Review the literacy across the curriculum manual.	
7. Course Content			
Unit	Topic	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.  1.2 Importance 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)  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:

		<p>1.3 Principles and practice of literacy across the curriculum including ways of assessment</p> <p>1.4 Cross-curricula literacy in teaching and learning of other disciplines</p> <p>1.5 Misconception of literacy across the curriculum</p>	<p>-In the Trainee Teacher group sessions. -By observing the mentor teacher during a school visit - The groups share their work with class</p> <p>Teacher leads discussion on principles that will guide the practice and planning of cross- curricular literacy, e.g. <i>age, subject-knowledge, assessment etc.</i> Discuss and record various ways of assessing cross curricular literacy. 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 groups to find out the misconception of literacy across the curriculum and how to address the misconceptions</p>
2.	Using appropriate language register/vocabulary in subject area	2.1 Use of appropriate language register in the various disciplines.	<p>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). (update lesson plan checklist)</p>
3.	Applying literacy across the curriculum	3.1 Ways of applying literacy across the curriculum ( <b>Action research</b> )	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	<p>1. Pair Work - Using the strategies of integrating literacy skills observed in previous sessions, choose a curriculum area and draft a lesson plan. 2. Peer-review - Use agreed checklist to assess plan for its effectiveness.</p>
5.	Literacy across the Upper primary (P4-6) curriculum	<p>5.1 Interpreting the Upper Primary (P4-6) curriculum in relation to developing literacy across the curriculum.</p> <p>5.2 Designing a lessons plan for literacy across the curriculum</p> <p>5.3 Co-teaching literacy across the curriculum with lesson plan</p>	<p>1. In working groups - examine the Upper Primary (P4-6) curriculum to find out how literacy is integrated into the various disciplines. Group feedback. Record reflections in SRJs.</p> <p>2. Use knowledge of the P4-6 curriculum to refine and improve lesson plan. Discuss and amend with co-teacher/mentor.</p>

		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.
<b>2. Teaching and Learning Strategies</b>			
<p>This course will be taught in a one 3-hour session each week.</p> <ul style="list-style-type: none"> <li>• Group work</li> <li>• Demonstrations</li> <li>• Think, pair and share</li> <li>• School visits</li> <li>• Discussion</li> <li>• Concept mapping</li> <li>• Individual work and presentation</li> <li>• Teacher modelling</li> <li>• Brainstorming</li> <li>• Questioning</li> <li>• Seminar</li> <li>• Peer Review</li> <li>• Debates</li> </ul>			
<b>3. Course Assessment Components</b>			
<p><b>Component 1: SUBJECT PORTFOLIO (30% Overall)</b></p> <ul style="list-style-type: none"> <li>• Selected items of student’s work (2 of them 15% each - 30%)</li> <li>• Mid-semester - 20%</li> <li>• Reflective Journal – 40%</li> <li>• Organization of the subject portfolio -10%</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>• The selected works of students include <ul style="list-style-type: none"> <li>- 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).</li> <li>- 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)</li> </ul> </li> <li>• 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)</li> <li>• 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)</li> </ul> <p><b>Assesses Learning Outcomes:</b> Learning Outcomes to be measured 1,2, 3 and 4,</p> <p>NTS targeted are 2b, 3i, m</p> <p><i>2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.</i></p> <p><i>3i. Explains concepts clearly using examples familiar to students</i></p> <p><i>3m. Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.</i></p>			

**Component 3: – End of semester Exams (40%)**

**Note:**

1. 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, l, 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 thinking.

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

# LESSON 1

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>The concept and importance of Literacy Across the curriculum</b>					<b>Lesson Duration</b>	<b>3 hrs</b>
<b>Lesson description</b>	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.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about literacy and its role in language acquisition.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know the definition and importance of literacy across the curriculum</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b>	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode of work</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core/transferable Skills</b>		
	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 misconceptions about literacy across the curriculum (NTS 2b, 3i, m)		1.1 Define with examples the concept of literacy across the curriculum 1.2 Identify the importance of cross-curricula literacy in academic success		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of Literacy across the curriculum and its importance in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy.</li> <li>Inclusivity including gender will be stressed on in forming learning groups and activities in the classroom.</li> </ul>		
1. Course Manual Introduction/Definition and Importance of literacy across the curriculum	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
	Revision of the previous lesson on role of literacy in language acquisition	Stage 1: 20 mins	<b>Teacher Activity</b>		<b>Student Activity</b>		
			Revise previous lesson with student teachers through question and answer technique.  Ask student teachers to talk		Answer the questions asked by the tutor/lecturer to revise previous lesson (role of literacy in language acquisition).		

			about the role of literacy in language acquisition. Provide a review of the current lesson on the literacy across the curriculum manual, its definition and importance.	Student teachers note down important issues in the lesson preview.
	Introduction of the Literacy Across the curriculum Course Manual	30 mins.	<b>Group Discussion</b> First, give an overview of the literacy across the curriculum course manual for Upper Primary (P4-6) learners. Through probing and leading questions, assist student teachers to discuss the manual and course expectations. Answer questions from student teachers for clarification.	Trainee teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarification.
	Definition of literacy across the curriculum	Stage 2: 60 mins.	<b>Discussion:</b> Tutor leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic using probing and leading questions. Provide feedback to make students contribute effectively. (PDP Theme 3, p. 69)  <b>Graphic Organiser:</b> Tutor guides student teachers to individually make a graphic organiser of what has been learned in the stage and share with their colleagues.	<b>Discussion</b> Discuss as a class on the concept of literacy across the curriculum by answering questions posed by tutor after the presentation.  Student teachers individually make a graphic organiser of what has been learned in the stage and share with colleagues.
	Importance of literacy across the curriculum	Stage 3: 60 mins	<b>Problem solving/Group Work</b> Put student teachers in groups and ask them to brainstorm on the characteristics and scope of Upper Primary (P4-6) children's literature and do oral class presentation/poster presentation on their findings. Let student teachers use available technology and books for their work.	<b>Group Work</b> Student teachers form mixed groups to brainstorm on the importance of literacy across the curriculum of Upper Primary (P4-6) children by using available technology and book(s) to search information on the topic under discussion and present their findings orally or by poster to class for peer critique
	School Visit		Provide student teachers with a checklist they will use during school visit to find out the importance of literacy across the curriculum in the Upper Primary (P4-6) classroom and identify how this will improve their views of developing children's literacy skills in language learning as professionals for next class	During school visit, student teachers use checklist provided by tutor to identify the importance of literacy across the curriculum in the Upper Primary (P4-6) classroom and identify how this will improve their views of developing children's literacy skills in

			discussion.	language learning as professionals for next class discussion.
	Closure	Stage 4: 30min	<p>Ask student teachers to work in groups and write the main points in the lesson.</p> <p>Call student teachers to summarise the lesson.</p> <p>Answer student teachers' questions for clarification</p> <p>Ask student teachers to use the provided checklist to identify whether the indicator(s) of the lesson has been achieved.</p>	<p>Work in groups to write the main points in the lesson.</p> <p>Summarise the main points of the lesson orally.</p> <p>Ask tutor questions on the lesson for clarification.</p> <p>Use provided checklist to see whether the indicators of the lesson has been achieved.</p>
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <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 questions)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for learning (group oral poster presentation on definition and importance of literacy across the curriculum)  (Core skills targeted are communication, team work/collaboration, enquiry skills, critical thinking, gender inclusivity, digital literacy)  Assesses Learning Outcomes: Course learning outcome 1</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptops</li> </ul>			
<b>Required Text (core)</b>	Jacobs, H. (2014). <i>Active literacy across the curriculum: Strategies for reading, writing, speaking and listening</i> . New York: Routledge			
<b>Additional Reading List</b>	Daniels, H., Zemelman, S. & Steineke, N. (2007). <i>Content-Area Writing: Every Teacher's Guide</i> . NY: Heinemann NY: Routledge			
<b>CPD Needs</b>	Workshop on teaching introduction to the concept of literacy across the curriculum and its importance in language learning			

## LESSON 2

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
<b>Title of Lesson</b>	<b>The concept and importance of Literacy across the curriculum</b>				<b>Lesson Duration</b>	<b>3 hrs</b>						
<b>Lesson description</b>	The lesson introduces student teachers to the principles of literacy across the curriculum. The lesson exposes student teachers to subject specific literacy in the Upper Primary curriculum at word, sentence and text levels.											
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about definition and importance of literacy across the curriculum.											
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know the principles of literacy across the curriculum</li> <li>Large class size</li> </ul>											
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>					
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>											
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>									
	Demonstrate knowledge and understanding of the concept and importance of literacy across the Upper Primary curriculum, principles and practice and planning for cross-curricula literacy and misconceptions about literacy across the curriculum (NTS 2b, 3i, m)		1.3 Identify the principles and practice of literacy across the curriculum 1.4 Identify subject specific literacy in the Upper Primary curriculum at word, sentence and text levels.			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, do some presentation on the concept of literacy across the curriculum, and identify subject specific examples. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>						
2. Principles and practices of literacy across the Upper Primary curriculum with subject specific examples	<b>Sub topic</b>	<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>								
				<b>Teacher Activity</b>				<b>Student Activity</b>				
	Revision of the previous lesson the concept, characteristics and scope of children’s literature	Introduction: 20 mins		Revise previous lesson with students through question and answer technique.  Ask student teachers to discuss the definition and values of literacy across the curriculum.  Give an overview of the current lesson on the				Student teachers answer the questions asked by the tutor/lecturer. Trainee teachers discuss the definition and values of literacy across the curriculum.  Student teachers take note of the overview of the current lesson provided by the tutor.				

			principles literacy across the curriculum and practices of subject specific examples	
Principles and practice of literacy across the curriculum	Stage 1: 70 mins.		<p><b>Think-pair-share:</b> 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.</p>	<p><b>Think, pair, share</b> 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</p>
Identification of subject specific literacy in the Upper Primary curriculum	Stage 2: 70 mins		<p><b>Group Work and poster session</b> 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).</p>	<p>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.</p>
School Visit			<p>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.</p>	<p>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.</p>

	Closure	Stage 4: 20 min	<p>Ask student teachers to work in individually and write the main points in the lesson.</p> <p>Answer student teachers' questions for clarification.</p> <p>Follow-up: Ask students to read their required text on misconceptions of literacy across the curriculum and how to address them the misconceptions..</p>	<p>Student teachers individually write down the main points in the lesson and share with colleagues.</p> <p>Ask tutor questions on the lesson for clarification.</p> <p>Student teachers note section of text to read for next class.</p>
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <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 and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for learning (Poster presentation on the principles of literacy across the curriculum and subject specific examples. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 1</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptops</li> </ul>			
<b>Required Text (core)</b>	Jacobs, H. (2014). <i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3<sup>rd</sup> Edition)</i> . NY: Routledge			
<b>Additional Reading List</b>	Antonacci, P. A., O'Callaghan, C. M. & Berkowitz, E. (2014). <i>Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms (Volume 2) (Second Edition)</i> CA: SAGE Publications			
<b>CPD Needs</b>	Workshop on teaching the principles literacy across the curriculum and provision of subject specific examples.			

## LESSON 3

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 B.Ed.	2	Semester	2	Place of lesson in semester	3						
<b>Title of Lesson</b>	Misconceptions and dealing with the misconceptions of literacy across the curriculum							<b>Lesson Duration</b>	<b>3 hrs</b>		
<b>Lesson description</b>	The lesson deals with misconceptions about the roles of literacy across the curriculum in children's literacy development and hoe to deal with the misconceptions										
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about the principles of literacy across the Upper Primary (P4-6) curriculum and provide specific subject examples.										
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know the value of children's literature in literacy development of children</li> <li>Large class size</li> </ul>										
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>				
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>										
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>							
	1. Demonstrate knowledge and understanding of the concept and importance of literacy across the KG-P3 curriculum, principles and practice and planning for cross-curricula literacy and misconceptions about literacy across the curriculum (NTS 2b, 3i, m)			1.5 Identify misconceptions of literacy across the curriculum and how to address the misconceptions.			To facilitate student teachers' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson on misconception of literacy across the curriculum and how to address the misconceptions. Core skills targeted in the lesson include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.				
3. The concept and importance of Literacy Across the Curriculum.	<b>Sub topic</b>	<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>							
				<b>Teacher Activity</b>			<b>Student Activity</b>				
	Revision of the previous lesson on principles of literacy across the curriculum and provide subject specific examples.	Introduction: 25 mins		Ask student teachers to work in pairs to develop a semantic map/advanced organizer to show the main things learned on the principles of literacy across the curriculum. Call some student teachers to present their maps orally.			Make a semantic map/advanced organizer of the lesson on values and misconceptions of children's literature and orally share with the class.				

			<p>Use question and answer techniques to help student teachers reflect on their report on their school visit as a form of discussion.</p> <p>Give an overview of the current lesson on the role of teachers and parents' role and misconceptions of developing children's literature.</p>	<p>Answer and ask questions to reflect on their report of your school visit as a form of discussion.</p> <p>Take note of the overview of the current lesson provided by the tutor.</p>
	Misconceptions about literacy across the curriculum	Stage 1: 70 mins	<p><b>Oral Class Discussion:</b> 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)</p>	<p>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)</p>
	Addressing misconceptions of Literacy across the curriculum.	Stage 2: 65 mins	<p><b>Brainstorming</b> 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)</p>	<p>Student teachers form 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)</p>
	<b>School Visit</b>		<p>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</p>	<p>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</p>

			across the curriculum as developing professionals for their subject-based portfolio.	their skills in teaching children literacy across the curriculum as developing professionals for their subject-based portfolio.
	Closure	20 min	Ask student teachers to work in pairs to write the main points in the lesson and share with their colleagues.  Answer student teachers' questions for clarification	Student teachers work in pairs to write down the main points in the lesson and share with colleagues.  Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <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 and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for (Class presentation on the misconception of literacy across the curriculum at Upper Primary (P4-6) level and addressing the misconceptions (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking)</p> <p>Assesses Learning Outcomes: Course learning outcome 2</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptops</li> </ul>			
<b>Required Text (core)</b>	Jacobs, H. (2017). <i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3<sup>rd</sup> Edition)</i> . NY: Routledge			
<b>Additional Reading List</b>	Buehi, D. (2014). <i>Classroom strategies for interactive learning (4<sup>th</sup>ed)</i> . Newark, DE: Integrated Reading Association, Inc.			
<b>CPD Needs</b>	Workshop on teaching misconceptions and addressing misconceptions			

# LESSON 1

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
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Title of Lesson	Ways of applying Literacy Across the Curriculum						Lesson Duration	3 hrs
<b>Lesson description</b>	The lesson introduces student teachers to the various ways of applying literacy across the curriculum at the Upper Primary (P4-6) level.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learnt about misconceptions of literacy across the curriculum and can suggest ways of addressing the misconceptions.							
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not be aware of the various ways of applying literacy across the curriculum at .</li> <li>Large class size</li> </ul>							
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>							
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>					
	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.		To facilitate students’ participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the various ways of applying literacy across the curriculum at the Upper Primary (P4-6) level. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>			
4. Ways of applying Literacy Across the Curriculum in disciplines	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>					
	<b>Misconceptions of literacy Across the Curriculum</b>		<b>Teacher Activity</b>		<b>Student Activity</b>			
	Revision of the previous lesson on the misconceptions of literacy across the curriculum and how to address the misconceptions	Introduction: 20 mins	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		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.			

				Student teachers take note of the overview of the current lesson provided by the tutor.
	An approach to cross-curricular literacy	Stage 1: 60 mins.	<b>Seminar/presentation</b> Ask student teachers in groups to use available technology and books to research on the various approaches to cross-curricular 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/PowerPoint) to class for discussion.  Student teachers listen to other techniques provided by the teacher.
	Ways of applying literacy across the curriculum	Stage 2: 90 mins.	<b>Discussions</b> Lead discussion through leading and probing questions to find ways of applying literacy across the curriculumways of among Upper Primary (P4-6) learners.  <b>Debate</b> In groups, student teachers debate the pros and cons of each of the ways of applying literacy across the curriculum.	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.  Student argue on the various ways of applying literacy across the curriculum
	<b>School Visit</b>		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
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <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 and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions)</li> </ul>			

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning (Assessment mini-research on ways of applying literacy across the curriculum and approaches to cross- curricular literacy. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 2
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>
<b>Required Text (core)</b>	Jacobs, H. (2017). <i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3<sup>rd</sup> Edition)</i> . NY: Routledge
<b>Additional Reading List</b>	Buehi, D. (2014). <i>Classroom strategies for interactive learning (4<sup>th</sup>ed)</i> . Newark, DE: Integrated Reading Association, Inc.
<b>CPD Needs</b>	Workshop on teaching approaches and ways of applying curriculum across the curriculum in the classroom.

## LESSON 5

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Challenges of applying Language Across the Curriculum (LAC) and dealing with the attendant challenges							<b>Lesson Duration</b>	3 hrs								
<b>Lesson description</b>	The lesson introduces student teachers to the various challenges of applying Language Across Curriculum and how to deal with the challenges at the Upper Primary (P4-6) level.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about approaches to Language Across the Curriculum (LAC) and the various ways of applying LAC at the Upper Primary (P4-6) level																
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know the challenges of applying Language Across the Curriculum and how to deal with the challenges.</li> <li>Large class size</li> </ul>																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>																
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>													
	2. Demonstrate knowledge and understanding of ways to apply literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))			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			To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the with the challenges of applying Literacy Across the Curriculum and how to address the challenges <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>										
5. Challenges of applying Literacy Across the Curriculum (LAC) and dealing with the challenges,	<b>Sub topic</b>		<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>												
					<b>Teacher Activity</b>				<b>Student Activity</b>								
	Discussion on school visit on ways of applying LAC		Introduction: 25 mins		Ask student teachers questions on the previous lesson as revision  Use probing and leading questions to help student teachers discuss what they observed during their school visit on how Upper Primary (P4-6) teachers				Student teachers answer questions to revise the previous lesson  Student teachers answer questions to discuss what they observed during their school visit on how Upper Primary (P4-6) teachers apply literacy across the								

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

<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for learning (Assessment on challenges to literacy development at the Upper Primary (P4-6) and how to address the challenges.) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 2</p>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>
<b>Required Text (core)</b>	<p>Jacobs, H. (2017). <i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3<sup>rd</sup> Edition)</i>. NY: Routledge</p>
<b>Additional Reading List</b>	<p>Buehi, D. (2014). <i>Classroom strategies for interactive learning (4<sup>th</sup>ed)</i>. Newark, DE: Integrated Reading Association, Inc.</p>
<b>CPD Needs</b>	<p>Workshop on misconception about curriculum across the curriculum and addressing the challenges.</p>

# LESSON 1

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Listening and speaking and Literacy across the curriculum										<b>Lesson Duration</b>	<b>3 hrs</b>					
<b>Lesson description</b>	The lesson deals with using listening and speaking to engage with others in groups and class discussions, learn collaboratively and explain their writing in their subject areas.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about the challenges of applying literacy across the curriculum and how to address such challenges.																
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know that the integration of listening and speaking as literacy skills help them in articulating their writing in their subject area to their colleagues.</li> <li>Large class size</li> </ul>																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>																
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>													
	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))			3.1 Use listening and speaking to engage with others in groups and class discussions, learn collaboratively and explain their writing in their subject areas.			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 Listening and speaking and LAC <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>										
6. Listening and speaking and Literacy Across the Curriculum			<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>													
				<b>Teacher Activity</b>	<b>Student Activity</b>												
Revision of the previous lesson on the challenges of applying literacy across the curriculum and how to address the challenges.		Introduction: 20 mins	Ask student teachers to write down the main ideas of the previous lesson on the challenges of applying literacy across the curriculum and how to address the challenge and share with their colleagues  Give an overview of the current lesson	Student teachers individually write down the main ideas of the previous lesson on the challenges of applying literacy across the curriculum and how to address the challenge and share with their colleagues Student teachers take note of the overview of the current lesson provided by the tutor.													

	The concept of listening and speaking in literacy across the curriculum	Stage 1: 50 mins	<b>Brainstorming</b> 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.
	Listening and speaking for learning	Stage 2: 50 mins	<b>Class Discussion</b> 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.
	Ways Listening and speaking can be applied to explain writing in the subject area	Stage 3: 40 min.	<b>Demonstration</b> 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.
	School 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.
	Closure	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.

<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for learning (Assessment on a short (about 200 words) on using listening and speaking to enhance literacy across the curriculum). (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 3</p>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>
<b>Required Text (core)</b>	<p>Jacobs, H. (2017). <i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3<sup>rd</sup> Edition)</i>. NY: Routledge</p>
<b>Additional Reading List</b>	<p>Buehi, D. (2014). <i>Classroom strategies for interactive learning (4<sup>th</sup>ed)</i>. Newark, DE: Integrated Reading Association, Inc.</p> <p>Zwiers, J. (2014). <i>Building academic language (2<sup>nd</sup>ed)</i>. San Francisco: Jossey-Bass</p>
<b>CPD Needs</b>	<p>Workshop on teaching the approaches and ways of applying literacy across the curriculum.</p>

# LESSON 1

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
<b>Title of Lesson</b>	Reading and Literacy Across the Curriculum				<b>Lesson Duration</b>	<b>3 hrs</b>						
<b>Lesson description</b>	The lesson introduces student teachers to how reading can be used to promote learning across the curriculum. It deals with reading to locate information, ensure meaning securely, summarise content and ideas, establish familiarity with technical and specialised vocabulary, synthesise and adapt materials read and make notes in a specific discipline at the Upper Primary (P4-6) level.											
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned how listening and speaking can be used to promote learning across the curriculum at the Upper Primary (P4-6) level.											
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not be aware of Upper Primary (P4-6) children's literature materials preparation.</li> <li>Large class size</li> </ul>											
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>					
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>											
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>								
	3. Integrate subject specific literacy into (listening, speaking, reading and writing) into planning, teaching and assessing across the Upper Primary curriculum and strategies to improve literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))			3.2 Use reading to locate information, ensure meaning securely, summarise content and ideas, establish familiarity with technical and specialised vocabulary, synthesise and adapt materials read and make notes in a specific discipline			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 using reading to enhance learning across the curriculum. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>					
7. Reading and Literacy Across the Curriculum			<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>							
					<b>Teacher Activity</b>				<b>Student Activity</b>			
Revision of previous lesson		Introduction: 20 mins		Ask students to write down the main ideas of the previous lesson using listening and speaking to promote learning across the curriculum.				Student teachers individually write down the main ideas in the previous lesson and share with their colleagues.				
Reflection on school visit				Discuss report by student teachers on their school visit and experiences they learned on the topic				Student teachers discuss their school visit report and they experiences they learned from the				

			Give an overview of the current lesson	visit in relation to the topic learned.  Student teachers take note of the overview of the current lesson provided by the tutor.
Reading and literacy across the curriculum	Stage 1: 70 mins	<b>Discussion and Presentation</b> Introduce lesson to student teachers and tell them the main areas they will be working on. Then put student teachers into groups based on giving assignment/task and ask them to search online using available technology and book(s) to look for (i) the definition of reading and types (ii) The role of reading in academic success.  Let each group present their findings on orally/gallery walk to class for feedback and comment from teacher and colleagues.	Student teachers listen to the main areas they will be working on. Student teachers form mixed gender groups based on giving assignment/task and search online using available technology and book(s) to look for (i) the definition of reading and types (ii) The role of reading in academic success at the Upper Primary (P4-6) level.  Student teachers present their findings to class for discussion and feedback.	
Ways of using reading to enhance learning in other subject areas at the Upper Primary (P4-6) level.	Stage 2: 70 mins	<b>Brainstorming and Presentation</b> Form mixed groups and let students brainstorm on the ways reading can be used to promote learning in academic work in general and across subject areas at the Upper Primary (P4-6) level. Let them share their work with the next adjacent group and later share through oral presentation or gallery walk with the entire class for discussion and comments.	Student teachers form mixed groups and brainstorm on the ways reading can be used to promote learning in academic work in general and across subject areas at the Upper Primary (P4-6) level. Student teachers share their work with the next adjacent group and later share through oral presentation or gallery walk with the entire class for discussion and comments.	
<b>School Visit</b> (Child Study)		During student teachers' school visit, each student should observe how teachers use reading to help learners learn across the curriculum They should indicate how their observation or school visit will improve their skills in ways to use reading to enhance Upper Primary (P4-6) learners' academic performance across the curriculum as professional teachers for their portfolio building.	During school visit, observe how teachers use reading to help learners learn across the curriculum Student teachers should indicate how their observation or school visit will improve their skills in ways to use reading to enhance Upper Primary (P4-6) learners' academic performance across the curriculum as professional teachers for their portfolio building as Upper Primary (P4-6) learners.	

	<b>Closure</b>	Stage 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 on writing and literacy across the curriculum 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 will read on writing and literacy across the curriculum for the next lesson.
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment as learning (One page report on how teachers used reading to enhance learning in other subject areas at the Upper Primary (P4-6) level) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 3</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>			
<b>Required Text (core)</b>	Jacobs, H. H. (2014). <i>Active literacy across the curriculum: Strategies for reading, writing, speaking and listening</i> . New York: Taylor and Francis			
<b>Additional Reading List</b>	<p>Fisher, D., Brozo, W. G., Frey, N. &amp; Ivey, G. (2015). <i>50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series) 3rd Edition</i>. London: Pearson</p> <p>Lent, R. C. (2015). <i>This is disciplinary literacy: Reading, writing, thinking and doing ... Content area by content area (1<sup>st</sup> ed.)</i>. CA: Sage Publishing Company.</p> <p>Vacca, R. J., Vacca, J. A. L. &amp; Mraz, M. E. (2017). <i>Content Area reading, literacy and learning across the curriculum (12<sup>th</sup> ed.)</i>. London: Pearson</p> <p>Zwiers, J. (2014). <i>Building academic language (2<sup>nd</sup>ed)</i>. San Francisco: Jossey-Bass</p>			
<b>CPD Needs</b>	Seminar for tutors on ways of using reading to enhance learning in other subject areas at the Upper Primary (P4-6) level.			

# LESSON 8

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
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<b>Title of Lesson</b>	<b>Writing and Literacy Across the Curriculum at the Upper Primary (P4-6) level</b>				<b>Lesson Duration</b>	<b>3 hrs</b>
<b>Lesson description</b>	The lesson introduces student teachers to how reading can be used to promote learning across the curriculum. The lesson looks at how to use writing to select materials, organise writing in coherent and logical form, and use technical and specialised vocabulary and language patterns in the subject area at the Upper Primary (P4-6) level..					
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about using reading to enhance literacy across the curriculum.					
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not be aware of how writing can be used to improve literacy across the curriculum</li> <li>Large class size</li> </ul>					
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>					
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>			
	3. Integrate subject specific literacy into (listening, speaking, reading and writing) into planning, teaching and assessing across the Upper Primary curriculum and strategies to improve literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))		3.3 Use writing to select materials, organise writing in coherent and logical form, and use technical and specialised vocabulary and language patterns in the subject area.		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 Reading and Literacy Across the Curriculum <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>	
8. Writing and Literacy Across the Curriculum			<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>		
				<b>Teacher Activity</b>	<b>Student Activity</b>	
	Revision of the previous lesson on reading and literacy across the curriculum among Upper Primary (P4-6) children.	Introduction: 15 mins		Ask student teachers to recap what was learned in the previous lesson on ways of using reading to enhance learning in other subject areas at the Upper Primary (P4-6) level. Give an overview of the current lesson	Student teachers individually write down the main ideas in the previous lesson and share with their colleagues.  Student teachers note the overview of the current lesson provided by the tutor.	
	Overview of new lesson					

	Writing and literacy across the curriculum	Stage 1: 40 mins	<p><b>Group Work</b> 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.</p>	<p>Student teachers 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.</p>
	Ways of using writing to enhance learning across the curriculum at the Upper Primary (P4-6) level.	Stage 2: 50 mins	<p><b>Independent Study/Work:</b> 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.</p>	<p>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.</p>
	Challenges to teaching writing across the curriculum and how to address the challenges	Stage 3: 30 mins	<p><b>Concept mapping</b> 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.</p>	<p>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.</p>
	<b>School Visit</b>		<p>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.</p>	<p>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.</p>

	Closure	20 min	Ask students to write the main points discussed in the lesson as a summary.  Answer student teachers' questions for clarification	Student teachers write then main points discuss in the lesson and share with their colleagues. Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for learning (Individual presentation on ways of using writing to enhance learning across the curriculum at the Upper Primary (P4-6) level, its challenges and how to address the challenges.) (<i>Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking</i>)</p> <p>Assesses Learning Outcomes: Course learning outcome 3</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>			
<b>Required Text (core)</b>	Jacobs, H. H. (2014). <i>Active literacy across the curriculum: Strategies for reading, writing, speaking and listening</i> . New York: Taylor and Francis			
<b>Additional Reading List</b>	<p>Fisher, D., Brozo, W. G., Frey, N. &amp; Ivey, G. (2015). <i>50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series) 3rd Edition</i>. London: Pearson</p> <p>Lent, R. C. (2015). <i>This is disciplinary literacy: Reading, writing, thinking and doing ... Content area by content area (1<sup>st</sup> ed.)</i>. CA: Sage Publishing Company.</p> <p>Zwiers, J. (2014). <i>Building academic language (2<sup>nd</sup> ed)</i>. San Francisco: Jossey-Bass</p>			
<b>CPD Needs</b>	Seminar for tutors on teaching writing to enhance literacy across the curriculum.			

## LESSON 9

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	<b>Developing and using appropriate language register</b>											<b>Lesson Duration</b>	<b>3 hrs</b>			
<b>Lesson description</b>	The lesson introduces student teachers to using and developing appropriate language register. The lesson deals with the definition of language register and examples. It also looks at the 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.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about writing and language across the curriculum and various ways to develop appropriate register use them in writing.															
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know how to develop and use appropriate language register for a particular subject area.</li> <li>Large class size</li> </ul>															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>															
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>												
	4. Demonstrate knowledge and understanding of how to use appropriate language register in their subject specific areas (NTS 2b)			4.1 Use appropriate language register for their disciplines related activities 4.2 Develop appropriate language register in their subject area and indicate the importance of using subject specific register in their writing or speech.			To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of language register and its importance in speech and writing at the Upper Primary (P4-6) level. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>									
9. Developing and using appropriate language register				<b>Stage/time</b>			<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>									
							<b>Teacher Activity</b>					<b>Student Activity</b>				
Revision of the previous lesson writing and literacy across the curriculum at the Upper Primary (P4-6) level.			Introduction: 20 mins			Ask students teachers to do pair work by identifying the various ways of developing writing across the curriculum.					Student teachers to do pair work by identifying the various ways of developing writing across the curriculum. After 10 minutes student					

	Preview of the current lesson.		<p>After 10 minutes let student teachers share what they have done with the class as recap of the previous lesson.</p> <p>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</p>	<p>teachers share what they have done with the class as recap of the previous lesson.</p> <p>Student teachers note the preview of the current lesson provided by the tutor.</p>
	Definition of appropriate language register	Stage 1: 40 mins	<p><b>Group Work</b> 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.</p> <p>Later let each group present their observations to the class for further discussions and comments from peers and tutor.</p>	<p><b>Group Work</b> 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.</p>
	Ways to develop appropriate language register in a particular subject area.	Stage 2: 40 mins	<p><b>Class Discussion:</b> 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.</p> <p>Give student teachers opportunity to work individually in putting the discussion in the form of concept map and share with class for feedback.</p>	<p>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.</p> <p>Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.</p>

	Importance of using appropriate language register in writing or in speech	Stage 3: 60 mins	<b>Brainstorming/Debate</b> Let student teachers do individual brainstorming to identify the importance of using appropriate language register in the writing or speech. Let them share their findings with the entire class for feedback from colleagues.	Student teachers do individual brainstorming to identify the importance of using appropriate language register in the writing or speech. Student teachers share their findings with the entire class for feedback from colleagues.
	<b>School Visit</b>		Let student teachers during their school visit observe the various ways teacher use to develop the language register of Upper Primary (P4-6) learners.  Ask student teachers to write a reflection on it and indicate in their observation report how their knowledge of ways of developing language register for a particular subject will help them develop as professional teachers.	Student teachers visit schools to observe the various ways teacher use to develop the language register of Upper Primary (P4-6) learners.  Student teachers write a reflection on their school observation and indicate in their observation report how their knowledge of ways of developing language register for a particular subject will help them develop as professional teachers..
	Closure	Stage 20 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification <b>Follow-up:</b> Ask student teachers to read ahead on the Upper Primary (P4-6) school curriculum for discussion in the next lesson	Student teachers answer question write then posed by the tutor tom recap the lesson. Ask tutor questions on the lesson for clarification Student teachers read ahead on the Upper Primary (P4-6) school curriculum for discussion in the next lesson
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for and as learning (presentation on definition of language register, ways to develop appropriate language register in a particular subject area and importance of using appropriate language register. In academic work at the Upper Primary (P4-6) level). (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 4</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>			
<b>Required Text (core)</b>	Zwiers, J. (2014). <i>Building academic language (2<sup>nd</sup>ed)</i> . San Francisco: Jossey-Bass			
<b>Additional Reading List</b>	Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2015). <i>50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series) 3rd Edition</i> . London: Pearson			

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

# LESSON 10

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	<b>Basic school curriculum and Literacy</b>											<b>Lesson Duration</b>	<b>3 hrs</b>			
<b>Lesson description</b>	The lesson introduces student teachers to features of the Upper Primary (P4-6) curriculum and the literacy component. It looks at the deficiencies of the curriculum. Finally, the lesson looks at how literacy is integrated into the Upper Primary (P4-6) curriculum.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about developing and using appropriate language register for a subject area.															
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know the features and components of literacy in the Upper Primary (P4-6) curriculum and how literacy is integrated into the curriculum.</li> <li>Large class size</li> </ul>															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>															
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>												
	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))			5.1 a. Examine the key features of the Upper primary curriculum. 5.2 b. to find out how literacy is integrated into the various disciplines of the Upper Primary (P4-6) curriculum.			To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the features of the Upper Primary (P4-6) curriculum and how the various components of literacy are integrated in the curriculum. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>									
10. Basic school curriculum and Literacy Across the Curriculum			<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>											
					<b>Teacher Activity</b>						<b>Student Activity</b>					
Revision on the previous lesson development and use of language register and importance of language register in writing and speaking.		Introduction: 15 mins		Ask student teachers individually to write summary/main points of the previous lesson as a recap and let them share it with the class.						Student teachers work in pairs to identify some main contents areas in the definition, types, values of Upper Primary (P4-6) supplementary reading materials. They later share their work with the class as a way of revising the						

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

	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
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: No assessment			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>			
<b>Required Text (core)</b>	Jacobs, H. H. (2014). <i>Active literacy across the curriculum: Strategies for reading, writing, speaking and listening</i> . New York: Taylor and Francis			
<b>Additional Reading List</b>	Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2015). <i>50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series) 3rd Edition</i> . London: Pearson Zwiers, J. (2014). <i>Building academic language (2<sup>nd</sup>ed)</i> . San Francisco: Jossey-Bass			
<b>CPD Needs</b>	Seminar for tutors on identifying literacy components in the Upper Primary (P4-6) curriculum and integration of literacy into the various disciplines of the Upper Primary (P4-6) curriculum.			

# LESSON 11

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	<b>Designing an integrated literacy lesson plan</b>											<b>Lesson Duration</b>	<b>3 hrs</b>			
<b>Lesson description</b>	The lesson exposes student teachers to features of an integrated literacy lesson and design a literacy across the curriculum lesson plan.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about the Upper Primary (P4-6) curriculum and literacy across the curriculum															
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know to design an integrated literacy lesson plan.</li> <li>Large class size</li> </ul>															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair work etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>															
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>												
	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.			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 designing the integrated literacy lesson plan. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>									
11. Designing a Literacy Across the Curriculum lesson plan				<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>										
						<b>Teacher Activity</b>					<b>Student Activity</b>					
Revision on the previous lesson on the Upper Primary (P4-6) curriculum and literacy.			Introduction: 20 mins		Ask student teachers in groups to revise the main points on the previous lesson on on the Upper Primary (P4-6) curriculum and literacy. Let groups share their work with the class for comments.					Student teachers in groups to revise the main points on the previous lesson on on the Upper Primary (P4-6) curriculum and literacy. Let groups share their work with the class for comments.						

			Give an overview designing an integrated literacy across the curriculum lesson plan.	Student teachers note the preview of the current lesson provided by the tutor.
	Features of an integrated literacy across the curriculum lesson plan	Stage 1: 70 mins	<b>Think-Pair-Share</b> Tutor explains what students should do and asks student teachers to work individually. Student teachers work on features of an integrated literacy across the curriculum lesson plan. Let them share their work with an elbow colleague and the entire class. Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments.	Student teachers listen to explanation by the tutor work individually. Student teachers work on features of an integrated literacy across the curriculum lesson plan. Share your work with an elbow colleague and the entire class. Participate in discussion on the topic by answering and asking questions. Student teachers get ample time to ask questions or make comments. Student teachers get ample time to ask questions or make comments.
	Designing an integrated literacy across the curriculum lesson plan	Stage 2: 70 mins	<b>Individual Work/Pair Work</b> Ask student teachers to design an integrated literacy across the curriculum lesson plan individually to be used in teaching Upper Primary (P4-6).  Let student teachers share their lesson plan with a colleague for comments and feedback.	Student teachers design an integrated literacy across the curriculum lesson plan individually to be used in teaching Upper Primary (P4-6).  Student teachers share their lesson plan with a colleague for comments and feedback.
	<b>School Visit</b>		Let student teachers visit schools and see how an integrated literacy across the curriculum lesson plan is designed. Let student teachers observe how teachers teach integrated literacy across the curriculum lesson. After the lesson, let student teachers have discussion with the teacher/mentor.	Student teachers visit schools and see how an integrated literacy across the curriculum lesson plan is designed. Let student teachers observe how teachers teach integrated literacy across the curriculum lesson. After the lesson, let student teachers have discussion with the teacher/mentor.
	Closure	Stage 4: 20 min	Ask student teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues in the lesson. Ask tutor questions on the lesson for clarification.
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	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
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>
<b>Required Text (core)</b>	Jacobs, H. H. (2014). Active literacy across the curriculum: Strategies for reading, writing, speaking and listening. New York: Taylor and Francis
<b>Additional Reading List</b>	Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2015). <i>50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series) 3rd Edition</i> . London: Pearson.
<b>CPD Needs</b>	Workshop for tutors on designing an integrated literacy lesson plan

# LESSON 12

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 <b>12</b>
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<b>Title of Lesson</b>	<b>Teaching integrated lesson on Literacy across the curriculum and review of manual</b>						<b>Lesson Duration</b>	<b>3 hrs</b>
<b>Lesson description</b>	The lesson introduces student teachers to the teaching of literacy across the curriculum. This will be followed by a review of the course manual and what has been learned so far.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can prepare an integrated lesson plan for teaching literacy across the curriculum							
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may have difficulty in teaching integrated literacy lesson across the curriculum.</li> <li>Large class size</li> </ul>							
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair work etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>							
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>					
	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. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>			
12. Teaching using Literacy Across the Curriculum and review of Literacy Across the Curriculum manual			<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
				<b>Teacher Activity</b>	<b>Student Activity</b>			
Revision of the previous lesson designing on integrated literacy across the curriculum lesson plan		Introduction: 20 mins	Ask student teachers to work in pair to review the main points on the previous lesson; designing a integrated lesson plan to teach literacy across the curriculum. Give an overview of the	Student teachers work in pairs to identify the main issues learned in the previous lesson on gender, cultural and inclusivity in Upper Primary (P4-6) children’s literature and factors to consider when selecting				

			current lesson – teaching integrated literacy across the curriculum lesson and review of the literacy across the curriculum manual.	children’s literature books. Later share their work with the class as a way of revising the previous lesson.  Student teachers note the preview of the current lesson provided by the tutor.
	7. Planning to Teach Upper Primary (P4-6) literacy across the curriculum lesson	Stage 1: 60 mins	<b>Pair Discussion</b> 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.	<b>Reflection</b> 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 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 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
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment as learning (Assessment teach with an integrated cross-curricular literacy lesson plan and write a page reflection on their teaching for professional portfolio) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5
<b>Teaching Learning Resources</b>	•
<b>Required Text (core)</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> <li>• YouTube video on Teaching children’s literature</li> </ul>
<b>Required Text</b>	Jacobs, H. H. (2014). <i>Active literacy across the curriculum: Strategies for reading, writing, speaking and listening</i> . New York: Taylor and Francis
<b>Additional Reading List</b>	Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2015). <i>50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series) 3rd Edition</i> . London: Pearson Zwiers, J. (2014). <i>Building academic language (2<sup>nd</sup>ed)</i> . San Francisco: Jossey-Bass
<b>CPD Needs</b>	Workshop for tutors on teaching literacy across the curriculum.
<b>Course Assessment</b>	<sup>1</sup> Component 1: Subject Portfolio assessment <ul style="list-style-type: none"> <li>• Selected items of student’s work (3 of them 10% each - 30%)</li> <li>• Mid-semester - 20%</li> <li>• Reflective Journal – 40%</li> </ul>
	<sup>2</sup> Component 2: SUBJECT PROJECT (30%) <ul style="list-style-type: none"> <li>• Introduction, a clear statement of aims and purpose of the project – 10%</li> <li>• Methodology: what the student teacher has done and why to achieve the purpose of the project – 20%</li> <li>• Substantive or main section – 40%</li> <li>• Conclusion – 30%</li> </ul>
	Component 3: End of Semester Exams (40%)

<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](#)











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