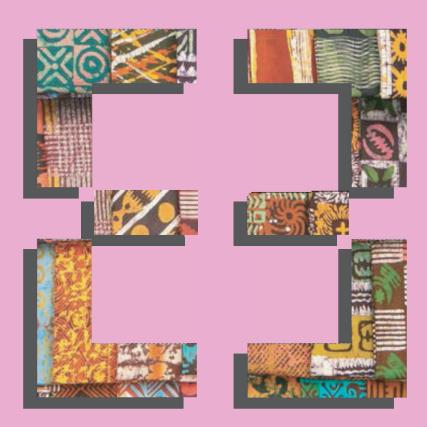


# Four-Year B.Ed. Course Manual

# Reading and Writing









**GOVERNMENT OF GHANA** 









## **FOREWORD**

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

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

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

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

## **Professor Mohammed Salifu**

Director General, Ghana Tertiary Education Commission

## **ACKNOWLEDGEMENTS**

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

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

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

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

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

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

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

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## INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

#### The manuals serve the following purposes:

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

## Specifically, they also:

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

## Who are course manuals for:

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

## **USING THIS MANUAL**

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

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

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

## **Course Manual Writing**

#### A. Course Information

#### Title Page

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

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

ii. C	Course Details							
Course	Teacl	Teaching Upper Primary (P4-6) Reading and Writing						
name								
Pre-	Intro	Introduction to Upper Primary Speaking and Listening						
requisite								
Course	200	200 Course Credit 3						
Level		Code		Value				

#### Table of contents

## 1. Goal for the Subject or Learning Area

The Reading and Writing course is designed to train student teachers to possess the various skills to teach reading and writing at the Upper Primary (P4-6) effectively to improve learner's language learning and literacy competence.

**Note**: There are some topics, which will cut across all levels, however some aspects of the course will be taught differently at the various levels because what fits for a level will not fit for another level.

#### 2. Course Description

This course introduces student teachers to the skills of teaching reading and writing at the Upper Primary level. The course furnishes student teachers with the essential knowledge and understanding of the concept, stages, and benefits of reading and writing and introduces them to the various strategies for effective teaching of reading and writing at the Upper Primary level. The course also equips student teachers with the essential skills that will enable them prepare effective reading and writing materials that match the needs and interests of all learners. Student teachers will also be exposed to teaching reading and writing using the L2 with L1 support to transition from P3 to P4. It equips student teachers with skills and abilities to inculcate in learners, the culture of reading and writing for pleasure and for information. Again, the course will equip student teachers with the skill to identify learners with reading and writing needs and apply specific skills in addressing such needs. The course makes provision for student teachers to observe and acquaint themselves with practical challenges that face both Upper Primary teachers and their learners during the process of developing basic reading and writing competencies and guides them to find and develop remedies for their resolution through regular partner school visits. Additionally, the course will provide student teachers the opportunity to practice teaching reading and writing in the Upper Primary classroom. The course will be delivered through student-centred approaches such as discussion, project work/seminars, class presentation, observation/school visits, role-play, practical teaching, checklist, think-pair-share, demonstrations, and child study. The assessment strategies for, of, and as learning will include quizzes/assignments, examinations, presentations, report writing, observations, co-teaching and portfolios. The course seeks to fulfil the following NTS requirements: 1a, c, b, 2b, c, d, 3a, b, e, f, g, i, j, k, l, m and NTECF bullets 5, 6, 9, 13 (p. 25)

#### 3. Key contextual factors

## SPECIFIC CONTEXTUAL ISSUE:

The development of reading in Ghana is of great concern to educators because it holds the key to unlocking content in other academic disciplines. Writing also enhances effective communication in academic discipline. The development of reading and writing at the Upper Primary level present a problem to many teachers because they have not been adequately prepared for the task. Besides, there are also inadequate materials and resources to be used to teach reading and writing at the Upper Primary level. Additionally, there is the misconception that developing children's reading and writing skills is the sole responsibility of languages teachers so they care less about reading and writing development among their learners. Besides, Upper Primary (P4-6) teachers have also not been adequately trained to transition learners from Primary 3 to Primary 4 and from Primary 6 to JHS 1 in terms of teaching reading and writing. In addition, integrating ICT into the training of ITE in teaching reading and writing is de-emphasised. Reading and writing has had little attention paid to them in the training of teachers and has therefore resulted in their ineffective implementation in schools which has resulted in low performance in reading and writing among learners. Children's inability to read is a global concern, which needs special attention. The same can also be said about writing. In addition to the above, training teachers to integrate reading and writing has been deemphasized over the years. The implication of these is that teachers should be adequately trained to improve reading and writing skills of Upper Primary learners.

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

- Critical thinking and problem solving
- Creative/Innovative skills
- Collaboration
- Communication
- Observation and Enquiry skills

<ul><li>Digital literacy</li><li>Cultural diversity and inclusion</li></ul>	
5. Course Learning Outcomes	6. Learning Indicators
Lagrating Outcomes	La disease as
Learning Outcomes  1. Demonstrate knowledge and understanding of the	Indicators  1.1 Explain the concept of reading and writing and the simple
concepts and benefits of reading and writing and their roles in the development of literacy in Upper Primary learners and misconceptions about reading and writing (NTS 2c)  2. Demonstrate knowledge and understanding of the	views of reading and writing  1.2 Discuss the importance of reading and writing in literacy development of Upper Primary learners.  1.3 Examine the misconceptions about the role of reading and writing in literacy development in particular and learning in general.  2.1 Examine the theories and models of reading and writing
theories of reading and models of teaching reading and writing and their implications for teaching reading and writing at the Upper Primary level (NTS 1a, 2b, d)	2.2 Discuss the implications of the theories and models of reading and writing on their Upper Primary classroom teaching.
3. Demonstrate understanding of the components and stages Upper Primary reading and writing development and apply them effectively to enhance the reading skills of diverse learners at the Upper Primary level (NTS 2c, 3e, j)	<ul> <li>3.1 Identify the components of reading</li> <li>3.2 Identify the various stages of reading and writing development among Upper Primary learners.</li> <li>3.3 Apply the knowledge of the stages to the teaching of reading and writing of small groups and takes responsibility for facilitating the learning of diverse needs and interests of learners in the Upper primary classroom.</li> </ul>
4. Use appropriate and differentiated reading and writing strategies to develop the reading and writing skills of diverse Upper Primary learners (NTS 3e, f, g; NTECF bullet 6)	<ul> <li>4.1 Identify and explain the various strategies for developing reading and writing skills of Upper Primary learners</li> <li>4.2. Apply the teaching strategies to develop the reading and writing skills of diverse needs and interests of Upper Primary learners</li> <li>4.3 Use L1 to help learners transition smoothly from P3 to P4 in terms of reading and writing.</li> </ul>
5. Demonstrate knowledge and understanding of reading and writing problems of Upper Primary learners and examine ways these problems can be addressed to cater for the diverse learners in the Upper Primary classroom (NTS 3g; NTECF bullet 6)	<ul><li>5.1 Identify the problems of Upper Primary learners in reading and writing</li><li>5.2 Examine the various ways of addressing the reading and writing problems of Upper Primary learners.</li></ul>
6. Demonstrate knowledge and skill in using appropriate technology tools to prepare reading and writing materials at the Upper Primary level and use them to teach reading and writing to benefit all manner of learners. (NTS 3g) (NTECF bullet 13)	6.1 Use appropriate technological tools to prepare reading and writing material to teach diverse Upper Primary learners reading and writing  6.2 Search online for information and practical ways of teaching Upper Primary learners with diverse needs and interests reading and writing  6.3 Identify factors to consider when designing reading and writing materials to benefit the diverse learners in the classroom.
7. Examine differentiated and appropriate assessment techniques to diagnose the reading and writing problems of diverse learners and use best remedial strategies to enhance their reading and writing development (NTS 3b, f, k, m and NTECF bullet 6)	7.1 Identify differentiated assessment strategies used in assessing the reading skills of diverse needs and interests of learners  7.2 Apply the various assessment techniques to assess the reading and writing skills of their learners
8. Examine the key features of the reading and writing components of the Upper Primary literacy curriculum, identify how they are related and how it addresses or does not address the diverse ages, needs and interests of learners NTS 2b and (NTECF bullets 5, 9, 13 –p.25)	8.1 Interpret the various aspects of reading and writing components in the Upper Primary curriculum and identify whether it addresses or does not address the diverse needs and interests of learners.  8.2 Prepare a scheme of work to teach reading and writing from the curriculum to Upper Primary learners.

	8.3 Evaluate the reading and writing curriculum to identify the
	deficiencies in it and how to address them.
9. Plan and co-teach an integrated reading and writing	9.1 Prepare integrated reading and writing lesson plan, which
lessons to all manner of learners at the Upper Primary	addresses the diverse age specific needs and interests of
level to address their specific needs and interests (NTS	Upper Primary learners with assistance from tutors.
3a and I)	9.2 Co-teach integrated reading and writing using prepared
	lesson plan to address the needs and interests of diverse
	Upper Primary learners with support from teacher/mentor.

			·	learners with support from teacher/mentor.
7.	Course Content		<u>'</u>	· · · · · · · · · · · · · · · · · · ·
Units	Topics	Sub-topics (if any)		Suggested Teaching and Learning activities to achieve learning outcomes
1	The concept, types, benefits of reading and writing and misconceptions	1.1 Definition writing 1.1.1 Definition writing	reading and	Group Discussion (Introduce the topic to student teachers and then brake them into groups and give them different perspectives of defining reading and writing to examine and present their views to the class)
		1.1.2 Simple v and writing 1.2. Types of r	iews of reading	Class discussion (teacher leads discussion by using leading and probing questions to help student teachers to understand the simple view of reading and writing and how they apply to teaching reading and
		1.2.1 Intensive	2	writing in the Upper Primary classroom)  3. Group work and presentation (Teacher
		1.2.2 Extensive 1.2.3 Skimming 1.2.4 Scanning		puts student teachers into groups and assigns each group to a type of reading to conduct mini-research on them and present their findings to the class.  Encourage student teachers to use online resources)
			e of reading and	4. School Visit and observation: (Student teachers are put in groups and each assigned a type of reading to find out how they are practised in the Upper Primary classroom, the difficulties teachers encounter in using the reading type and
		writing in lang	uage learning	what they do to address the difficulties. Student teachers discuss their report in class after the visit).
		1.4 Misconcep reading and w development	otions about rriting and literacy	5. Think-pair-share (Ask students to do individual research on the importance of reading and writing, share their work with a partner and finally share with the class)  6. Think-Pair-Share (student teachers work
				individually to find out misconceptions teachers have about reading and writing and literacy development and how to overcome them. They share their thoughts with a partner and later share with class for further discussions)
	Theories and models of reading	2.1. Theories of 2.1.1 Cognitive	-	Debate (After introducing the two theories of reading to students teachers, the class is divided into two groups and
2.		2.1.2 Schema 2.2. Models of		each group is assigned one theory to examine and debate on why they think their theory explains reading best)
		2.2.1. Linear n	_	Demonstration (student teachers are divided into groups and assigned a model
		2.2. 2 Interact 2.2.3 Psycholi	ive model nguistic model	to research on and demonstrate how each models is applied to the teaching of reading)

3	Components and stages of Upper Primary Reading and writing	3.1 Components of Upper Primary reading 3.1.1 Phonological awareness 3.1.2 Phonemic awareness 3.1.3. Fluency 3.1.4 Vocabulary 3.1.5 Comprehension  3.2 Stages in Upper Primary Reading 3.2.1. Reading for learning 3.2.2 Confirmation for reading/transitional reading 3.2.3 Reading for learning 3.3 Stages in Upper Primary learner's writing development	1. School visits (Student teachers visit basic school to interact with Upper Primary teachers on the components of reading and how they develop them in their classrooms.  2. Report writing (student teachers write report on their school visit and observation and discuss them with their teacher in class)  1. Group Discussion and Presentation (Student teachers are put into groups bearing in mind inclusivity and assigned a stage in Upper Primary reading to find out about its characteristics and appropriate activities that correspond with it. The groups then present their work to the class for further discussion)
		3.3.1. Writing simple sentences 3.3.2 Transitional phrases 3.3.3 Paragraph writing 3.3.4 Standard spelling 3.3.5 Writing simple expressive texts  4.1 Approaches to teaching	class for further discussion)  2. Group Discussion and Presentation (Student teachers are put into groups bearing in mind inclusivity and assigned a stage in writing to find out about its characteristics and appropriate activities that correspond with it. The groups then present their work to the class for discussion)  1. Discussion (Teacher leads class discussion)
4	Approaches to teaching Upper Primary reading and writing	reading 4.1.1 Whole language 4.1.2 Phonic and whole language combined  4.2 Reading development Practices 4.2. 1 Reading aloud 4.2.2 Silent Reading 4.2.3 Language Learning Experience  4.3 Writing Development practices 4.3.1Modelled writing 4.3.2Shared writing 4.3.4 Independent writing	on the various approaches to teaching Upper Primary reading using whole language approach, as well as focusing ontheir advantages and disadvantages)  2. School visit (trainee teachers visit school to acquaint themselves with approaches used by teachers to teach Upper Primary reading)  3. Demonstration/Role-play (Student teachers work in pairs using one phonic approaches to teach reading  4. Project Work/Seminar (Student teachers are put into groups bearing in mind inclusivity and assigned a reading and writing development practice to find out about their nature, how they are used in developing reading skills of learners and their advantages and disadvantages. Each group then present its work to the class for discussion
			Teacher led Discussion (Teacher leads discussion on the practices of developing learners writing and their application in the classroom. Teacher creates an environment to make student teachers contribute effectively. This is followed by teacher demonstration on how the models are used in the teaching of Upper Primary writing.)

			Charliet (Charlest to a la
			5. Checklist (Student teachers cross check their objectives before and after discussing the Unit to find out if their expectations were met).
5	Reading and writing problems of Upper Primary learners	5.1. Reading problems of Upper Primary learners 5.1.1 lack of word decoding 5.1.2 lack of vocabulary 5.1.3 lack of fluency 5.1.4 lack of speed 5.2 Remedies of reading Problems	Video (Teacher introduces and discusses reading problems of children with student teachers. Student teachers watch Ghanaian videos of Upper Primary learners reading and identify specific reading problems and discuss them in class)
		5.2.1 Guided reading 5.2.2 Reading aloud 5.2.3 Silent reading 5.2.4 Repeated oral reading 5.2.2 Reading familiar books	2. Child study (Student teachers work in pairs to select an Upper Primary learner, identify the causes of the reading problems the learner has, and find out ways of addressing the problems by working with them).
		5.2. Writing problems of children 5.3. 1 Dysgraphia 5.3.2 Dyslexia 5.3.3. Expressive language problem 5.3.4 Dyspraxia	3. Group Discussion (Student teachers work in groups to examine the causes of learners writing problems and find ways in which they can help Upper Primary learners overcome their writing problems and share their findings with the class).
6	Technology and developing Upper Primary Reading and writing materials	6.1.1 What are reading and writing LTMs 6.1.2 Using technology to prepare and use Upper Primary reading and writing materials	1. Group Work (Student teachers work in groups and research on factors that affect the preparation and use of reading and writing materials for Upper Primary learners and present to class)  2. Technology use (student teachers learn how to use computer to develop a
		6.1.3 Challenges of using Technology to produce materials for teaching Upper Primary reading and writing	reading and writing material and also use online reading materials as teaching resource)  3. Demonstration (Student teachers prepare their own teaching materials using technology and use them to teach a selected topic which addresses the diverse needs and interests of learners in reading and writing in the Upper Primary classroom)  4. Discussion (student teachers work in groups to discuss the challenges they face using technology to produce TLMs and how to address the challenges)
7	Assessing Upper Primary reading and writing	Types of Reading assessment tools and their uses 7.1.1 Upper Primary Reading Assessment (EGRA) 7.1.2 Assessing Comprehension 7.1.3 T-Master 7.1.4 Test of Word Reading Efficiency m 7.1.5 EDRA (Upper Primary diagnostic Assessment) 7.1.6 Standard Reading	1. Group Work and presentation (Student teachers work in groups on assigned writing or reading assessment tool and find out how they are used in assessing learners, reading and writing skills and present to class for discussion)
		Assessment 7.2 Problems of assessing reading	

		7. 2 Assessing Upper Primary	2. School Visit (Student teachers visit
		writing	schools and use the assigned assessment
		7.2.1.1 EGWA uses and	tool to assess learners. They also enquire
		problems	from classroom teachers how they use
			such assessment tools in assessing the
			reading and writing skills of Upper
			Primary learners. They also discuss the
			difficulties they have in using the
			assessment tools and how they address
			such difficulties. They write their report
			and present to class for discussion)
	The Reading and Writing	8.1 Interpreting the Upper	1. Discussion (Student teachers discuss the
8	Component of the Upper Primary	Primary reading and writing	reading and writing components of the
	Curriculum	content in the Upper Primary	Upper Primary curriculum with teacher to
		curriculum	examine its contents and identify their
			deficiencies and their effects on teaching
		8.2 Deficiencies in the Upper	and learning reading)
		Primary reading and writing	
		curriculum	2. Group work (student teachers are put in
			groups to brainstorm on strategies for
			dealing with deficiencies in the Upper
			primary reading and writing component
			of the curriculum and present their
			findings to the class)
		8.3 Planning scheme of work	3. Prepare a scheme of work from the
			reading and writing component of the
			Upper Primary curriculum.
9	Integrated reading and writing	1.1 Integrated reading and	1. Practical work (Student teachers work in
	Lesson Plan	writing lesson plan	pair to design an integrated reading and
			writing lesson plan bearing in mind the
			diverse learners and their needs and
			interests in the Upper Primary
		9.2 Co-teaching	classroom).
			2. Practical work (Student teachers work in
			pairs to co-teach using the integrated
			reading and writing lesson plan designed.

## 2. Teaching and Learning Strategies

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

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

## 3. Course Assessment Components

## Component 1: SUBJECT PORTFOLIO (30% Overall)

- Selected items of student's work (3 of them 10% each 30%)
- Mid-semester 20%
- Reflective Journal 40%
- Organization of the subject portfolio -10%

#### Notes

• The selected works of students include

- Poster Illustration (Student teachers present at a poster session about the progress they have made in learning how
  to teach reading and writing at the Upper Primary level. They should indicate their progress in the form of a chart
  and video description of their journey in learning to teach reading and writing as a developing teacher.
- Assignment Student teachers do a take-home assignment on a reading problem of Upper Primary learners and indicate how such a problem can be dealt with effectively (a two page paper) to be assessed and filed in their subject portfolio. (LO 5 – NTS 3g)
- Report on Basic School Curriculum: Student teacher work in pairs to review the reading and writing component of the Upper Primary curriculum and write a 2-page report to be assessed and filed in their subject portfolio. Each student teacher should indicate the portion of the paper they worked on (LO 8 – NTS 2b)
- The mid-semester will be a short examination on the following topics on reading and writing at the Upper Primary level: the concept pf reading and writing, importance of reading and writing in literacy development, components of reading, models of reading and writing, and strategies for teaching reading and writing, (LO 1, 2, 3, 4 NTS 1a, 2b, c, d, 3e, j)
- The Reflective Journal will include writing a 600-word reflective report on an integrated reading and writing lesson
  they co-planned and co-taught with a colleague. They should indicate how it has helped in developing their
  professional career, as would be language teachers. Let student teachers indicate the role each played from start to
  end. They should put it in their subject portfolios for assessment (LO 9 3a, k, l)

Assesses Learning Outcomes: Learning Outcomes to be measured 1,2, 3, 4, 5, 8 and 9

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

- 1a. Critically and collectively reflects to improve teaching and learning.
- 2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.
- 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in
- 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach
  - beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
- 3a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- 3e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
- 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 31. Listens to learners and gives constructive feedback.

## Component 2: SUBJECT PROJECT (30%)

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

#### Note:

• Child study: Student teacher to select a struggling Upper Primary learner in reading and use an appropriate assessment strategy to diagnose the problem of the learner and put in appropriate intervention activities to help the learner.

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

Assesses Learning Outcomes: Course learning outcomes measured 7

NTS 3b, k, m targeted are

- 3b) Carries out small-scale action research to improve practice.
- 3k. Integrates a variety of assessment modes into teaching to support learning..
- 3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

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

#### Note:

Student teachers write an end of semester examination, which covers topics like the concept and importance of reading and writing, theories and models of reading and writing, components and stages of reading and writing, problems of children's reading and writing, development of teaching and writing materials, and assessing reading and writing among Upper Primary learners

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

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

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

- 1a. Critically and collectively reflects to improve teaching and learning.
- 1e. Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.
- 2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.
- 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
- 3a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- ${\it 3~e.~Employs~a~variety~of~instructional~strategies~that~encourages~student~participation~and~critical~thinking.}\\$
- 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3 j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 31. Listens to learners and gives constructive feedback.
- 3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

## 4. Required Reading and Reference List

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

#### **Additional Reading List:**

Bailey, K. (2005). Practical English language teaching. New York: McGraw-Hill.

Calkins, L. M. (2001). *The art of teaching reading (1<sup>st</sup>ed)*. New York, NY: Pearson.

Carroll, M. J., Bowyer-Crane, C., Duff, F. G., Hulme, C. &Snowling, M. J. (2011). *Developing language and literacy: Effective intervention in the early years*. West Sussez, UK: Wiley-Blackwell.b

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Cunningham, P. M. & Hall, P. D. (1998). *Month-by-Month Phonics for Upper Grades: A second chance for struggling readers and students learning English*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

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Fountas, I. C & Pinnell, G. S. (2017). Literacy continuum: A tool for assessment, planning and teaching. Portsmouth, NH: Heinemann.

Harmer, J. (. (2010). *The practice of English language teaching (3<sup>rd</sup>ed)*. London: Longman.

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Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John Wiley and Sons Ltd.

Nation, L. S. P. & Macalister, J. (2009). Language Curriculum Design. NY: Routledge

Nunan, D. (2003). Practical English language teaching. Singapore: McGraw Hill.

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Taylor, R. T. (2007). *Improving reading, writing and content teaching for students in Grades 4-12*. New York, NY: Pearson. Templeton, S, &Gehsmann, K. (2014). *Teaching reading and writing: The developmental approach*. New York, NY: Pearson.

Tompkins, G. E. (2011). Literacy for the 21<sup>st</sup> Century: Teaching reading and writing in Grades 4 through 8. New York, NY: Pearson.

Tompkins, G. E. (2013). *Literacy in the Middle Grades: Teaching reading and writing to fourth through Eight Graders (2<sup>nd</sup> ed.).*New York, NY: Pearson.

Tracey, D. & Morrow, L. M. (2012). Lenses on reading: An introduction to theories and models. NY, NY: Guilford Press.

- 5. Teaching and Learning resources
- 1. Teaching Reading and writing Skills to ELL Students: Methods & Resources
- $2.\ Video-Teaching\ reading\ skills:\ Strategies\ and\ methods\ \underline{https://study.com/academy/lesson/teaching-speaking-skills-to-\underline{esl-students-methods-resources.html}$
- 3. Teaching Writing Skills to Children <a href="https://study.com/academy/lesson/teaching-writing-skills-to-children.html">https://study.com/academy/lesson/teaching-writing-skills-to-children.html</a>
- 4. Computers
- 5. Projector
- 6. Language Laboratory
  - 6. Course related professional development for tutors/ lecturers
  - Seminar/workshops on teaching reading and writing by a resource person
  - Workshop on preparing reading and writing TLMs

Year of B.Ed.	2	Semester	1	Place of lesson in semester	<b>1</b> 2 3 4 5 6 7 8 9 10 11 12
					<b>2</b> 23430763101112

Title of Lesson	The concept, ty misconceptions		its of readir	ng and writing and	d	Lesson Duration	3 hours	
Lesson description  Previous student	The lesson introduces Upper Primary Specialism student teachers to the concepts of reading and writing and how they contribute to language learning and literacy development. The lesson also deals with the types of reading, the views of reading and writing. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.  Student teachers have learned about speaking and listening and how they contribute to language							
teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	learning.  • Studer	it teachers	s may not	know how read				
Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Activity Based Learning Study opportunities  Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion brainstorming, question and answer, pair work, group work, debates, etc. This can be tutor and / student teacher led. It should not usually be the main mode.						itor and / or ials to . This can	
Learning Outcome for the lesson, picked and developed from the	tutor led.	of video, u		vidual creativity, or information, use	of computers,  cors Ider issu skill dive	smartphone or a ntify which cross es – core and tra s, equity and add ersity. How will the	ny available  cutting  nsferable  dressing	
course specification  Learning indicators for each learning outcome	Demonstrate understanding benefits of reand their role of literacy in learners and rabout reading	g of the cor eading and v s in the dev Jpper Prima misconcept	ncepts and writing velopment ary ions	1.1 Explain the confirmation of reading and the simple views reading and the types of and how the used in langulearning.	concept To find part he in the of tuto writing tead explain week reading som y are concurred and	ressed? acilitate students icipation and ach ne limited time, or/lecturer will as thers to do online ak before the less ne presentation o cept of writing an the roles they pla uage learning. Core skills targe communication, thinking, collabo observation and skills, and digita Inclusivity includ will be stressed forming learning	k student e research a on and do n the nd reading ay in  ted include , critical pration, l enquiry l literacy. ding gender on in	

<b>Topic:</b> The concept, views, types, benefits of reading and writing and	Sub topic The concept, views and types of	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
misconceptions	reading and writing.		Teacher Activity	Student Activity		
	Revision of the previous lesson the concept of reading and writing how they contribute to language learning	Introduction: 10 mins	Revise previous lesson with students through question and answer technique. Ask student teachers to talk about the concept of speaking and listening and how they contribute to language learning. Give a preview of the current lesson including what will be achieved over the period.	Answer the questions asked by the tutor/lecturer to revise previous lesson on concept of speaking and listening and how they contribute to language learning.  Student teachers take note of the preview of the current lesson		
	Introduction of Course Manual	Stage 1: 30 mins.	Discussion First, give an overview of the reading and writing course manual for Upper Primary teaching of reading and writing, Through probing and leading questions assist student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification.	Student teachers listen to the overview of the Upper Primary reading and writing course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarifications.		
	Definition of reading and writing	Stage 2: 40 mins.	Group Discussion: Introduce topic to student teachers and then break them into groups and give them different perspectives of defining reading and writing to examine and present their views to the class. Provide feedback to make students contribute effectively. (PDP Theme 3, p. 69)	Student teachers look online or in books to search for the different perspectives of the definitions of reading and writing and present their findings orally to the class.		
	Simple views of reading and writing	Stage 3: 30 mins	Class discussion Lead discussion by using leading and probing questions to help student teachers to understand the simple views of reading and writing and how they apply to teaching reading and writing in the Upper Primary classroom. Answer student teachers question to help them understand the discussion.	Student teachers take part in the discussion by answering tutor's questions to help them understand the simple views of reading and writing. Student teachers also ask tutor questions for clarification to help them understand the concepts and writing; simple views of reading and writing.		
	Types of reading	Stage 4: 60 mins	Group work and Presentation: Introduce the types of reading to student teachers. Group student teachers and assign each group to a type of reading to conduct mini-research on them and present their	Student teachers work in groups on given assignment (type of reading) by searching for information on the topic either online using available technology or in		

			findings to the class.	books. They present their
			Encourage student teachers to	findings to the class using
			use online resources and	posters for teacher
			books.	comment/feedback or
				peer critique.
			During school visit, let each	Student teachers during
			group observe how teachers	their school visit observe
			use the type of reading they	how teachers used the
	School Visit and		were assigned to and write	type of reading they were
	observation		notes on how teachers use	assigned to and write
			them for the next class	notes on how teachers
			discussion and reflect on how	use them for the next class discussion and
			this will improve their professional development as	reflect on how this will
			developing teachers.	improve their
			developing teachers.	professional
				development as
				developing teachers.
			Ask student teachers to and	Write the main points in
			write the main points in the	the lesson.
			lesson.	
			Call student teachers to	Summarise the main
	Closure	Stage 4:	summarise the lesson using	points of the lesson orally
		10min	their written material.	
			Answer student teachers'	Ask tutor questions on
			questions for clarification	the lesson for clarification.
			Let student teachers use	Use provided checklist to
			provided checklist to identify	see whether the
			whether the indicators of the	indicators of the lesson
			lesson has been achieved	has been achieved.
	Digital literace	cy (searching onl	ine for information on the topic)	
			both male and female in each grou	up)
	<ul> <li>Collaboration</li> </ul>	n (working in gro	ups as a team)	
	<ul> <li>Enquiry skills</li> </ul>	(asking question	ns for clarification)	
			cussion, brainstorming and peer cr	
			cussion, presentation and asking a	
Lesson assessments –			sessment for learning (poster pres	
evaluation of learning:		-	munication, team work/collaborat	ion, enquiry skills, digital
of, for and as learning within the lesson(linked	literacy, critical thinki	•	learning outcome 1 (NTS 2c)	
to learning outcomes)	Assesses Learning Ou	icomes. Course	rearring outcome 1 (N13 2c)	
Teaching Learning	<ul> <li>computer</li> </ul>			
Resources	<ul> <li>Projector</li> </ul>			
	<ul> <li>Smartphones</li> </ul>	S		
	<ul> <li>Laptops</li> </ul>			
Required Text (core)			anguage teaching skills: A resource	e for language teachers.
			s [Units 11 and 12]	
Additional Reading List		he practice of En	nglish language teaching (3 <sup>rd</sup> ed) . L	ondon: Longman. [Chapter
	15 and 18]			
	Donoghus M. D. /200	10) /ana	to Integrating chills for alcour	togeting Thousand Calin
	_		ts: Integrating skills for classroom i on 5: Chapters 14 and 15]	teaching. Mousand Daks,
CPD Needs			riting as integrated skill and related	d unfamiliar concepts
	and a second		5 22 Grand 4.14 . Clates	227.000.00

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 <b>2</b> 3 4 5 6 7 8 9 10 11 12
					1 <b></b> 3 + 3 0 7 0 3 10 11 12

Title of Lesson	Benefits of reading ar writing in language le	ng and	Lesson Duration	3 hrs					
Lesson description	The lesson exposes st	The lesson exposes student teachers to the benefits of reading and writing in language learning and							
	misconceptions of rea	ding and v	vriting in la	anguage learnin	g.				
Previous student	Student teachers have	Student teachers have learned about definition, views and types of reading and writing.							
teacher knowledge,									
prior learning									
(assumed)		Student teachers may not know the benefits of reading and writing to language learning and							
Possible barriers to						and writi	ng to language le	earning and	
learning in the	· ·			ut reading and v	vriting.				
lesson	Large class size				Indon			Due etierre	
Lesson Delivery –	• Face-to-	Practical Activity	Work- Based	Seminars	Study	endent	e-learning opportunities	Practicum	
chosen to support students in achieving	face ✓	Activity	Learnin	og.	Study		opportunities		
the outcomes	· ·		Leanini	15		1	•		
Lesson Delivery -	Face-to-face: opport	unity for a	n extende	d and coherent	line of a	argument	It includes discu	ssion	
main mode of	brainstorming, question					_			
delivery chosen to	should not usually be		_	p 110111, 0101 1111			, 0. 5.44.6		
support student	Independent study: t			engage with re	levant a	and appro	priate materials	to promote	
teachers in achieving	individual and collabo								
the learning	of the above modes								
outcomes.	Seminars: to generate	<b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor							
	led.								
	e-Learning: Use of vid	eo, use of	online info	ormation, use of	f compu	iters, sma	tphone or any a	vailable	
	technology								
Learning	Learning Outcomes		Learning	Indicators			hich cross cutti		
Outcome for the							transferable skil		
lesson, picked and developed							essing diversity. addressed?	HOW WIII	
from the course	1. Demonstrate know	ledge	1 3 Discu	iss the importan			te students' part	ricination	
specification	and understanding of							more in the limited time,	
Learning	concepts and benefits						turer will ask student		
indicators for	reading and writing ar							o do online research a	
each learning	roles in the developm		1.4 Exam			week before the lesson and do some			
outcome	literacy in Upper Prim	ary	misco	nceptions abou	t	presentat	ion on the conce	pt of	
	learners and misconce	eptions	role o	f reading and			nd reading and th		
	about reading and wri	iting		g in literacy			in language learı	-	
	(NTS 2c)			opment and ho	w to	<ul> <li>Core</li> </ul>	skills targeted in	ıclude	
			deal with the			communication, critical			
							,		
				vith the enceptions		thinl	king, collaboratio	n,	
						thinl obse	king, collaboration rvation and enqu	n, uiry skills,	
						thinl obse and	ring, collaboratio rvation and enqu digital literacy. Ir	n, uiry skills,	
Tonic: The concent	Sub tonic	Stage/tim	misco	nceptions	learning	thinl obse and inclu	ing, collaboratio rvation and enqu digital literacy. Ir ding gender.	n, uiry skills, iclusivity	
Topic: The concept,	Sub topic	Stage/tir	misco	Teaching and		thinl obse and inclu to achiev	king, collaboration rvation and enqualigital literacy. In ding gender. re learning outco	n, uiry skills, aclusivity omes:	
views, types,	·	Stage/tir	misco	Teaching and depending on	deliver	thinl obse and inclu to achiev y mode se	king, collaboration rvation and enqui digital literacy. In ding gender. re learning outco lected. Teacher	n, uiry skills, aclusivity omes: led,	
	Benefits/importance	Stage/tir	misco	Teaching and depending on collaborative g	deliver group w	thinl obse and inclu to achiev y mode se	king, collaboration rvation and enquidigital literacy. In ding gender. re learning outco lected. Teacher lependent study	n, uiry skills, aclusivity omes: led,	
views, types, benefits of	·	Stage/tir	misco	Teaching and depending on	deliver group w	thinl obse and inclu to achiev y mode se	king, collaboration rvation and enqui digital literacy. In ding gender. re learning outco lected. Teacher	n, uiry skills, aclusivity omes: led,	
views, types, benefits of reading and	Benefits/importance of reading and	Stage/tir	misco	Teaching and depending on collaborative g	delivery group w ty	thinl obse and inclu to achiev y mode se y ork or inc	king, collaboration rvation and enquidigital literacy. In ding gender. re learning outco lected. Teacher lependent study	n, uiry skills, uclusivity omes: led, vity	
views, types, benefits of reading and writing and	Benefits/importance of reading and writing	Stage/tir	misco	Teaching and depending on collaborative g	delivery group w ty and answ	thinl obse and inclu to achiev y mode se ork or inc	king, collaboration rvation and enqualigital literacy. In ding gender. re learning outcollected. Teacher lependent study  Student Acti	n, uiry skills, uclusivity omes: led, vity	
views, types, benefits of reading and writing and	Benefits/importance of reading and writing Revision of the previous lesson the definition, view and		misco	Teaching and depending on collaborative g Teacher Activi	delivery group w ty and answ	thinl obse and inclu to achiev y mode se ork or inc	king, collaboration rvation and enquidigital literacy. In ding gender. re learning outcollected. Teacher lependent study  Student Action	n, uiry skills, uclusivity  mes: led, vity  uestions	
views, types, benefits of reading and writing and	Benefits/importance of reading and writing Revision of the previous lesson the definition, view and types of reading and	Introduct	misco	Teaching and depending on collaborative g Teacher Activi Use question a technique to relesson.	ty and answevise pr	thinl obse and inclu to achiev y mode se rork or inc	king, collaboration rvation and enqualigital literacy. In ding gender. It lected. Teacher lependent study  Student Action  Answer the quasked by the tutor/lecturer previous lesson	n, uiry skills, uclusivity  mes: led, vity  uestions to revise on.	
views, types, benefits of reading and writing and	Benefits/importance of reading and writing Revision of the previous lesson the definition, view and	Introduct	misco	Teaching and depending on collaborative gamestion attechnique to re-	ty and answevise pr	thinl obse and inclu to achiev y mode se rork or inc	king, collaboration rvation and enquidigital literacy. In ding gender. re learning outcollected. Teacher lependent study  Student Action Answer the quasked by the tutor/lecturer.	n, uiry skills, iclusivity  omes: led, vity  uestions to revise on. ers reflect	

		indicate how it has helped their professional skills as developing teachers.	indicate how it has helped their professional skills as developing
			teachers.
		Give an overview of the current lesson on the benefits of reading and writing and misconceptions about Upper Primary reading and writing	Student teachers take note of the overview of the current lesson provided by the tutor.
Benefits/importance of reading and writing in language learning	Stage 1: 70 mins.	Think, pair, share: Ask student teachers to individually think about the various benefits/importance of reading and writing in Upper Primary language learning Encourage student teachers to use available technology to look for online information on the topic Ask students to share/discuss their findings in pairs and finally expand their discussion to the whole class by calling students to share their responses. (PDP Theme 9, P. 21)	Student teachers do individual online search for information on the benefits/importance of reading and writing using available technology and books. Student teachers share their information with colleagues and later get involved in class discussion on the topic
Misconceptions of reading and writing in Upper Primary reading and writing	Stage 2: 75 mins	Class Discussion: Let student teachers individually brainstorm on their misconceptions of reading and writing and share with colleagues. After this, use leading and probing questions to help student teacher identify and explain the various misconceptions about reading and writing in language learning and how to deal with these misconceptions. Encourage student teachers to take notes. (PDP Theme 2, p. 35)	Student teachers individually brainstorm on the misconceptions they have about reading and writing and share with their colleagues. Later, they get involved in class discussion by answering questions posed by the tutor to identify the misconceptions about reading and writing in language learning and how to address them
School Visit		Ask student teachers to observe and make a mini study on language teachers' misconceptions about reading and writing in Upper Primary and how to address them. Let them indicate in their report on how this has changes their understanding of the importance of reading and writing in language learning and present for assessment.	Student teachers observe and make a mini-study on language teachers' misconceptions about reading and writing in Upper Primary and how to address them. They indicate in their reports on how this has changes their understanding of the importance of reading and writing in language learning for assessment.
		Ask student teachers to work individually and write the main points in the lesson.	Student teachers individually write down the main points in the

	Closure	15 mins	Answer student teachers' questions for clarification Follow-up: Ask students to read their required text theories and models of reading for the next lesson.	lesson and share with colleagues. Ask tutor questions on the lesson for clarification Read on theories and models of reading for the					
Which cross cutting issues will be addressed or developed and how	<ul><li>Inclusivity/ge</li><li>Collaboration</li><li>Enquiry skills</li><li>Critical thinki</li></ul>	<ul> <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> </ul>							
Lesson assessments  - evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	visit on misconception misconceptions) (Core digital literacy)	about reading and eskills targeted are o	ment as learning (Assessment on r writing on language learning and h communication, critical thinking, of e learning outcome 1 (NTS 2c)	now to address the					
Teaching Learning Resources  Required Text (core)	• Laptops Owu-Ewie, C. (2018).	<ul><li>Projector</li><li>Smartphones</li></ul>							
Additional Reading List  CPD Needs	Maxom, M. (2009). <i>Te</i> Ltd. [Chapter Nunan, D. (2003). <i>Prac</i>	· 10 and 11] ctical English langua	and 23] foreign language for dummies. Eng ge teaching. Singapore: McGraw H hisconceptions of reading and writin	lill. [Chapters 4 and 5]					

Year of	B.Ed.	2	Semester	1	Place of lesson in semester	12 <b>3</b> 4 5 6 7 8 9 10 11 12	
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Title of Lesson	Theories and models	of rea	ding					Lesson Durat	ion	3 hrs
Lesson description	schemata. The lessor	The lesson introduces Upper Primary teachers to theories of reading, which include the cognitive and schemata. The lesson also deals with models of reading which include Linear model, Interactive model and Psycholinguistic model.								
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about importance of reading and the misconceptions about reading and writing in language learning.								
Possible barriers to learning in the lesson	underpinne	underpinned by some models at the Upper Primary level								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face  Activity  Based Learning		Seminars ✓	Indepe Study	-		earning portunities ✓	Pract	icum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.  Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.  e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology									
Learning     Outcome for     the lesson,     picked and     developed from	Learning Outcomes  2. Demonstrate			Indicators	a tho	core and addressi be addre	l tra ng esse		s, equi v will	ty and these
the course specification  • Learning indicators for each learning outcome	knowledge and understanding of the theories of reading a models of teaching reading and writing atheir implications for teaching reading and writing in the Upper Primary (NTS 2b, d)	nd	theori readin 2.2 Discu of the model writing teachi learne	dentify and explain the heories and models of eading and writing Discuss the implications of the theories and models of reading and writing on their classroom eaching needs of earners in reading and writing.  To facilitate students' participation achieve more in the limited time, tutor/lecturer will ask student team to do online research a week before the lesson and do some presentate on the concept of writing and reading and the roles they play in language learning.  • Core skills targeted include communication, critical think collaboration, observation are				achers ore tion ding ge king,		
<b>Topic:</b> Theories and models of reading,	Sub topic Theories or reading	Stage	e/time	enquiry skills, and digital litera Inclusivity including gender.  Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study  Teacher Activity			racy.			
	Revision of the previous lesson on the importance and misconceptions of reading and writing	Intro 15 m	duction: ins	Teacher Activity  Ask student teachers to work in groups and develop a graphic representation of what they learned on importance of reading and misconceptions student  Student Activity  Make student tea in groups and develop a graphic represent the previous lessor importance and misconception of		evelop ntation son; th	a of e			

Theories of Reading	Stage 3: 6 mins	teachers have about reading and writing. Ask some student teachers to present their work orally.  Give an overview of the current lesson on the theories and models of reading.  Group Work/Debate: Introduced the two main theories of reading: cognitive and schemata to student teachers through class discussion.  After introducing the two theories of reading to student teachers, divide the class into two groups and assign each group one theory to examine and debate on why they think their theory explains reading best Encourage student teachers to search for information online and in books available (PDP Theme 4, p. 79)	and writing and present to class orally.  Student teachers take note of the overview of the current lesson provided by the tutor.  Student teachers listen to explanations by tutor of the two main theories of reading and ask questions for clarification.  Student teachers work in groups on task given, search online or in their required text for information, and justify in a debate why their theory explain reading better than that of their opponent.
Models of Reading  School Visit	Stage 4: 8 mins	Introduce the various models of reading to student teachers. Put student teachers into mixed groups and ask each group to use available technology and textbook to search for information on a given model of reading. Ask each group to prepare a PowerPoint presentation to the class for feedback and comment from tutor and peers. (PDP Theme 2, p. 35) Ask students during their school visit to identify which model(s) teachers at the Upper Primary use to teach reading and write report on it for class discussion later in the next lesson. Let student teachers include in their report how the visit will influence their professional development as teachers.	Student teachers listen carefully to introduction by the tutor and ask question for clarification. The work in mixed groups and look for information online with available technology or textbooks for information on the reading model assigned to them. They prepare PowerPoint on the assigned task and present to class for feedback and comments from tutor and peers.  Student teachers visit schools, observe the teaching of reading at the Upper Primary, and identify which model teachers use and write report on it for class discussion later in the next lesson. Student teachers include in their report on how their visit will influence their professional development as teachers.
Closure	Stage 4: 2 min	Use question and answers to recap the main ideas in the lesson	Student teachers answer tutor's questions to recap the main points in the lesson

			Answer student teachers'	Ask tutor questions on the
			questions for clarification	lesson for clarification
			Follow-up: Ask students to	
			read on components and	
			stages of Upper Primary	
			reading and writing for the	
			next class.	
	Digital literace	v (searching onli	ne for information on the topic)	
	_		ooth male and female in each gro	oup)
	,	n (working in grou	_	• ,
			s for clarification and school obs	servation)
			nd peer critiquing)	•
		• .	sentation and answering questio	ns)
Lesson assessments			essment for learning (Group pre	-
- evaluation of			nunication, team work/collabora	
learning: of, for and	literacy, critical thinking	-		
as learning within	Assesses Learning	Outcomes: Cou	urse learning outcome 2 (NTS 2b	, d.)
the lesson(linked to				
learning outcomes)				
Teaching Learning	<ul> <li>computer</li> </ul>			
Resources	<ul> <li>Projector</li> </ul>			
	<ul> <li>Smartphones</li> </ul>	;		
	<ul> <li>Laptops</li> </ul>			
	<ul> <li>Video – read</li> </ul>	ing skills: Strategi	es and methods https://study.co	om/academy/lesson/teaching-
	reading-skills	-to-esl-students-	methods-resources.html	
Required Text (core)	Owu-Ewie, C. (2018).	Introduction to la	nguage teaching skills: A resour	ce for language teachers.
		oode Publishers		
Additional Reading	Tracey, D. & Morrow,	L. M. (2012). <i>Len</i>	ses on reading: An introduction i	to theories and models. NY,
List	NY: Guilford	Press. [Chapters :	1, 3 & 7)	
			Teaching reading and writing: Th	ne developmental approach.
		': Pearson. [Chap		
CPD Needs	Workshop to update t	utors knowledge	of approaches and models of re	eading and writing.

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 <b>4</b> 5 6 7 8 9 10 11 12	
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Title of Lesson	Components of Up	pper Prim	nary readi	ng and writing		Losson Durati	on 2 hrs	
Lacan description	The leasen introdu					Lesson Duratio		
Lesson description	The lesson introduces student teachers to the various components of Upper Primary reading. It discusses reading components like phonological awareness, phonemic awareness, fluency, vocabulary and comprehension.							
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about approaches and models of teaching reading and writing at the Upper Primary level.						
Possible barriers to learning in the lesson	<ul><li>Student t unique co</li><li>Large class</li></ul>	mponent		now that readin	g and writing a	t the Upper Prim	nary may have	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face Pra	actical \	Work- Based Learning	Seminars  ✓	Independent Study	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.  Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.  e-Learning: Use of video, use of online information, use of computers, smartphone or any available						ent teacher erials to nt. This can ent and / or	
Learning Outcome	technology  Learning Outcome	es	Learnin	g Indicators				
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	3. Understand the components and stages of Upper Primary reading and writing development and apply them effectively to enhance the reading skills of diverse learners at the Upper Primary level (NTS 2c, 3e, j)  3. Understand the components of Upper Primary reading and writing development and apply them effectively to enhance the reading skills of diverse learners at the Upper Primary level (NTS 2c, 3e, j)  3. Understand the components of Upper Primary reading achieve more in the ling tutor/lecturer will ask to do online research a lesson and do some proconcept of writing and roles they play in language.  • Core skills targeted communication, observations, observations, observations.					ore in the limited orer will ask stude e research a wee do some presen writing and readplay in language skills targeted inconnication, critical oration, observa	time, ent teachers ek before the tation on the ling and the learning. clude al thinking, tion and tal literacy.	
STopic: Components of Upper Primary reading and writing	Sub topic  Components of	Stage/t	ime	depending on	delivery mode s	eve learning out selected. Teache ndependent stud	r led,	
,	Upper Primary			Teacher Activit	ty	Student Activ	vity	
	Revision of the previous lesson on the approaches and models of teaching reading	Introdu 20 mins		Ask student tea the main point previous lessor approaches an reading. Call some stud- present their worally.	s of the n individually: d models to ent teachers to	Student teach individually we points of the p lesson; approa models to teach Student teach their work ora	rite the main previous aches and ching reading. ers present	

		Give an overview of the current lesson; the components of Upper Primary reading	Student teachers take note of the overview of the current lesson provided by the tutor.
Introduction of Components of Upper Primary reading	Stage 1: 60 mins	Video and Class Discussion Show a 20 minutes video of a teacher illustrating the components of reading to students. Use questions and answering techniques to identify and explain the five components of reading to student teachers. Ask student teachers to ask questions for clarification by tutor. (PDP Theme 3, P. 69)	Student teachers watch video on the five components of reading. Answer questions by tutor requesting for identification and explanation of the five components of reading. Ask tutor questions for clarification of the five components of reading to enhance their understanding.
Activities to enhance each of the Upper Primary reading component.	Stage 2: 80 min	Group Discussion and presentation Put class into five mixed groups. Assign each group a reading component. Ask student teachers to use available technology to look for online information or information from books of activities that will enhance the assigned reading component.  Ask each group to prepare a PowerPoint and present a 6-minute presentation of their work to class. Provide appropriate feedback and comments. Let peers do same (PDP Theme 3, 69)	Student teachers form mixed groups and worked on assigned component of reading. They use available technology available to them and search on line and use textbook available to find Upper Primary activities that will enhance their assigned component. They prepare a 6-minutes PowerPoint and present to the class for comments and feedback form tutor and peers.
School Visit		Give student teachers a checklist to use during school visit to observe and write report on how Upper Primary teachers use appropriate activities to improve the various components of reading to enhance reading. They present their report for next class discussion and reflection.	Student teachers during their school visit observe and write report on how Upper Primary teachers use appropriate activities to improve the various components of reading to enhance reading and present for next class discussion and reflection.
Closure	Stage 4: 20 min	Use question and answer techniques to help student teachers summarise the lesson	Student teachers answer tutors question to summarise the main point in the lesson.
		Answer student teachers' questions for clarification Follow-up: Ask students to read about the stages of Upper Primary reading and writing for the nest class	Ask tutor questions on the lesson for clarification  Student teachers read on stages of reading and writing among Upper Primary learners

Which cross cutting	Digital literacy (searching online for information on the topic)
issues will be	<ul> <li>Inclusivity/gender (including both male and female in each group)</li> </ul>
addressed or	Collaboration (working in groups as a team)
developed and how	<ul> <li>Enquiry skills (asking questions for clarification and school observation)</li> </ul>
	Critical thinking (Discussion and peer critiquing)
	Communication (through presentation and answering questions)
Lesson assessments –	Summary of Assessment Method: Assessment of learning (Short quiz on the components of
evaluation of learning:	reading and how teachers used appropriate Upper Primary activities to enhance them in reading)
of, for and as learning	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)
within the	Assesses Learning Outcomes: Course learning outcome 3 (NTS 2c, 3e)
lesson(linked to	
learning outcomes)	
Teaching Learning	computer
Resources	Projector
	Smartphones
	Laptop
	Video on components of reading: What is comprehension? The five components of
	reading. Youtube.comhttps://www.youtube.com/watch?v=LU461AMLAAg
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers.
	Accra: Sam-Woode Publishers [Unit 20]
Additional Reading List	Linan-Thompson, S. & Vaughn, S (2007) Research-Based Methods of Reading Instruction for English
	Language Learners, Grades K-4. Alexandria: VA: Association for Supervision and
	Curriculum Development. [Chapters 2, 3, 4, 5 & 6]
	Smith, J. A. & Read, S. (2009). Early Literacy Instruction: Teaching Reading and Writing in Today's
	Primary Grades (2nd Edition). New York, NY: Pearson Publishers [chapter 1]
	Templeton, S, &Gehsmann, K. (2014). Teaching reading and writing: The developmental approach.
	New York, NY: Pearson. [Chapter 1]
ann su	
CPD Needs	Workshop on updating tutor knowledge on components of reading.

	Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 <b>5</b> 6 7 8 9 10 11 12	
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Title of Lesson	Stages of Uppe	er Primary	reading and	l writing dev	elopment		son Duration	3 hrs				
Lesson description	writing develop transitional phr also looks at sta	The lesson introduces student teachers to the various stages of Upper Primary reading and writing development. The lesson delves into writing stages like writing simple sentences, transitional phrases, paragraph writing, standard spelling and writing simple expressive texts. It also looks at stages of Upper Primary reading like reading for learning, confirmation for reading/transitional reading and reading for learning										
Previous student teacher knowledge, prior learning (assumed)	Student teache	Student teachers have learned about components of reading										
Possible barriers to learning in the lesson		nt teacher class size	s may not kr	now how chil	ldren deve	lop rea	ading and writing.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face A	Practical Activity	Work- Based Learning	Seminars 🗸	Independ Study		e-learning opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, brainstorming, question and answer, group work, etc. This can be tutor and a student teacher led. It should not usually be the main mode.											
Learning Outcome     for the leasen misked	Learning Outco	omes	Learnir	Learning Indicators								
for the lesson, picked and developed from the course specification  • Learning indicators for each learning outcome	4. Use appropri differentiated r writing strategi develop the rea writing skills of Upper Primary (NTS 3e, f; NTEC	reading and des to ading and diverse learners CF bullet 6	stages writing their ch 3.4 App of the steachin writing and tak for faci learning	of reading ar development naracteristics oly the know stages to the g of reading of small gro ses responsibilitating the g of diverse	freading and development and a tutor, teach sares to the g of reading and of small groups es responsibility tating the of diverse and a tutor, teach befor prese reading play in the form of diverse and a tutor, teach befor prese reading play in the form of diverse and a tutor, teach befor prese reading play in the form of diverse and a tutor, teach befor prese reading play in the form of diverse and a tutor, teach befor prese reading play in the form of diverse and a tutor, teach befor prese reading play in the form of the form o		o facilitate students' participation and achieve more in the limited time ator/lecturer will ask student eachers to do online research a weefore the lesson and do some resentation on the concept of eading and writing and the roles the lay in language learning.  Core skills targeted include communication, critical thinkin collaboration, observation and enquiry skills, and digital literactions.					
Stages of Upper Primary reading and writing	Sub topic		age/time	depending	on delive	ry mod	chieve learning ou de selected. Teach	er led,				
development	What are read and writing TLN					work o	r independent stu Student Activity					
	Revision of previous lessor techniques strategies teaching wriand challenges the strategies.	and 20 for iting	roduction: mins	Use probing and leading questions to discuss student teachers school visit report and their reflections  Give an overview of the current lesson; stages of Upper Primary reading and writing.		ool the s of	Student teachers a questions on their ron their visits  Student teachers the overview of the lesson provided by	answer school visit reflections take note of ne current				

		1 _				
	Stages of Upper	Stage	1: 7	70	Lecturer	
	Primary reading	mins			Introduce the lesson by	Student teachers watch the
					showing student	video of the stages of Upper
					teachers a video of the	Primary reading development
					various stages of reading	and ask questions for
					development among	clarification.
					Upper Primary and	Student teachers work in
					answer student teachers	mixed groups using available
					questions for	technology and book(s) to
					clarification.	find out information on
					Group Work:Put student	assigned stage of Upper
					teachers into three	Primary reading, its
					mixed groups and assign	characteristics and activities
					a stage to each group to	Student teachers present to class for comments and
					search online using	
					available technology and	feedback from other group
					book(s) to look for the	members and tutor.
					stage, characteristics	
					and activities in the	
					assigned stage. Let each	
					group present their	
					findings to the class for	
					comments and feedback	
				_ [	(PDP Theme 4, p. 25)	
	Stages of Upper	Stage	2: 7	70	Class Discussion:	Student teachers watch the
	Primary writing	mins			Introduce the lesson by	video of the stages of Upper
	, ,				showing student	Primary writing development
					teachers a video of the	and ask questions for
					various stages of writing	clarification.
					development among	c.armeacon.
					Upper Primaryrs and	
					answer student teachers	
						Ctudent teachers
					questions for	Student teachers work
					clarification	individually to find
						information on the topic
					Brainstorm: Ask student	under discussion using
					teachers to work	information from online or
					individually to	required books and share with
					brainstorm on activities	colleagues and later share
					that can be used by	with entire class for
					classroom teachers to	discussion.
					develop the writing skills	Participate in peer critiquing.
					of learners at the Upper	
					level	
					Let student teachers	
					share the activities they	
					have develop with peers	
					for discussion. Provide	
					appropriate feedback to	
					student teachers. (PDP	
	Calca al Minte			$\dashv$	Theme 9, p. 21)	Chudant tagair and the Land
	School Visit				Let student teachers	Student teachers visit schools
					during the school	to observe the activities
					observe how classroom	teachers use at every stage of
					teachers use	reading to enhance reading
					appropriate activities	development of learners and
					they use to improve the	write report on it for
					various stages of reading	presentation to the tutor for
					and writing among	assessment. Student teachers
					Upper Primary learners	indicate how their
I		1			and write report on it	observation will enhance their

	Closure	Stage 4: 20 min	for assessment. Ask student teachers to indicate how their observation will enhance their training as Upper Primary literacy teachers  Ask students in turn to summarise the main points they have learned.  Answer student teachers' questions for clarification  Let student teachers use their checklist to find out if lesson objectives/indicators have been achieved.	Student teachers answer tutors question to summarise the main point in the lesson.  Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning outcome has been achieved.
Which cross cutting			line for information on the t	
issues will be addressed or developed and how		gender (including on (working in gro		ch group, mixed ability group)
·			ns for clarification and scho	ol observation)
		0 1	and peer critiquing)	
Lacasia assessments			esentation and answering qu	
Lesson assessments – evaluation of learning: of,				rt on school observation on the aboration, enquiry/observation
for and as learning within	skills, digital literacy,		Traineacion, team work, con	aboration, enquiry, observation
the lesson(linked to	Assesses Learning Ou	utcomes: Course	e learning outcome 4 (NTS 3	e, f)
learning outcomes)				
Teaching Learning Resources	<ul><li>computer</li><li>Projector</li></ul>			
Resources	<ul><li>Projector</li><li>Smartphone</li></ul>	25		
	Laptop			
			reading development from	
		•	watch?v=E-IIPMKR8KQ	
		-	writing development from watch?v=6-WQB4AJpeE	
	iiiips.//www	w.youtube.com/\	water: v-u-vv QD4AJPEE	
Required Text (core)	Accra: Sam-	Woode Publisher	rs [Unit 20]	esource for language teachers.
Additional Reading List	Chall, J. S (1996).Lan	guage Arts & Dis	ciplines. NY: Harcourt Brace	College Publishers. [chapter 15]
CPD Needs	Workshop on teach Upper Primary learne	-	and activities of reading an	d writing development among

Year of B.Ed. 2 Semester	1	Place of lesson in semester	12 3 4 5 <b>6</b> 7 8 9 10 11 12
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Title of Lesson	Approaches to tea	aching Uppo	er Prima	ary reading an	nd writ	ing.	Lesso	on Duration	3 hrs				
Lesson description	The lesson assistss writing.			,				pper Primary r	eading and				
Previous student teacher knowledge, prior learning (assumed)	Student teachers h	Student teachers have learned about stages of reading and writing											
Possible barriers to learning in the lesson	writing	writing											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face Pra	actical We tivity Ba Le	ork- sed arning	Seminars	Study	-		rning rtunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning	Face-to-face: opp brainstorming, que led. It should not u Independent stud promote individua	estion and a usually be the state of the sta	answer, ne main e stude	group work, e mode. nts to engage	etc. Thi	is can be t elevant ar	tutor a	nd / or studen ropriate mater	t teacher ials to				
outcomes.	be part of any of the Seminars: to generate to the tutor led.  e-Learning: Use of available technology	he above merate group  video, use	odes and inc	dividual creation	vity, di	scussion a	and ref	lection: studer	nt and / or				
Learning Outcome for the lesson,	Learning Outcome	es		ning Indicators									
picked and developed from the course specification  • Learning indicators for each learning outcome	4. Use appropriate differentiated read writing approaches/strate develop the readir writing skills of div Upper Primary lea 3f; NTECF bullet 6)	th us re at Pr 4.2 Ic w re	the approaches used in teaching reading and writing at the Upper Primary level 4.2 Identify the various ways of teaching reading to Upper Primary learners achie tutor to do to do				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 writing and reading and the roles they play in language learning.  Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.						
4. Approaches to teaching Upper Primary reading and writing	Sub-topic	Stage/tii	me	depending o	on deli	very mod	e selec	learning outco cted. Teacher l pendent study					
,				Teacher Act		<u> </u>	j	Student Act	ivity				
	Revision of the previous lesson stages of Upper Primary reading and writing	Introduc 20 mins	tion:	Use probing question to identify the previous less Primary read activities to the classroom	earners deas in th ages of U nd writing	pper and	Student teach questions pos- tutor as a war revising the p lesson.	sed by the y of					
				Give an overview of lesson; approaches to Upper Primary readir writing				Student teach note of the or the current le provided by t	verview of esson				

 				[	
Approaches to teaching Upper Primary reading	Stage mins	1:	85	Class Discussion Tutor introduces the lesson using leading questions and answers technique help student teachers identify the main approaches used in teaching Upper Primary reading. Tutor answers student teachers' question for clarification.	Student teachers answer question posed by the teacher and also ask questions for clarification
				Group task and presentation Group class into three different groups and assign each group to a task (Group One – Whole language Group two – Phonic and whole language combined Let each group use available technology and books at their disposal to look for information on their assigned topic and do a presentation to the class using PowerPoint. Provide constructive feedback to group presentations. Video: Show a video clip of a teacher teaching reading using the phonics approach and ask	Student teachers form groups and search from both online using available technology and books for information on their assigned topic. They then prepare PowerPoints, present their information on their assigned topic to the class for tutor, and peer feedback.  Student teachers watch the video and compare their work with what they saw in the video for elect discussion.
Approaches to teaching Upper Primary writing	Stage mins	2:	55	students to compare their work with what they saw in the video  Think-Pair-Share  Let student teachers work individually to brainstorm on the approaches for teaching writing to Upper Primary learners using available book(s) or technology. After brainstorming let student teachers pair and share their work with each other. They widen the circle by sharing in groups and finally to the entire class for discussion. Provide constructive feedback to beefun students' presentations.	class discussion.  Student teachers work individually to brainstorm on the approaches to teaching Upper primary writing using available book(s) or technology. Student teachers pair and share ideas for comments. They then share ideas in groups and later with the entire class for discussion and tutor foodback.
School Visit				up students' presentations.  Provide student teachers with checklist which will help them to observe approaches teachers use to teach reading and writing and compare with what they have learned in class. Ask them to write a reflection on their observations and how it will improve their skills in teaching reading and writing for class discussion in the next lesson.	feedback.  Student teachers visit schools to observe the approaches teacher used to teach reading and writing at the Upper Primary level by using the provided checklist. Student teachers write a reflection on their observation and how it will enhance their teaching of reading and writing for class discussion in the next lesson.

	Closure	Stage min	3: 20	Ask student teachers to do a semantic map of the main point they have learned in the lesson as a summary.  Answer student teachers questions for clarification to close lesson.	Do a semantic map of the main ideas in the lesson as a summary and share with peers. Ask questions for clarification to close lesson.
Which cross cutting	Distribution		-1-1		lesson.
issues will be	_		_	line for information on the topic)	on animal ability anamy
addressed or		_	_	both male and female in each grou	ip, mixed ability group)
developed and how				oups as a team)	
developed and now				ns for clarification and school obse	rvation)
				and peer critiquing)	
				esentation and answering questions	
Lesson assessments –				ssessment of learning (short class ex	
evaluation of learning:			_	nd writing) (Core skills targeted are o	communication, team
of, for and as learning				tical thinking, digital literacy)	
within the	Assesses Learning C	outcomes	: Cours	e learning outcome 4 (NTS3f)	
lesson(linked to					
learning outcomes)					
Teaching Learning	<ul> <li>computer</li> </ul>				
Resources	<ul> <li>Projector</li> </ul>				
	<ul> <li>Smartphor</li> </ul>	nes			
	<ul> <li>Laptop</li> </ul>				
	Phonics Institute	struction a	and the	Synthetic Phonics approach	
				watch?v=XbHW8yi vVQ	
				Jsing Analytic Phonics	
				watch?v=ItXbEwtXQSY	
Required Text (core)				language teaching skills: A resource	for language teachers.
		-		rs [Units 33 and 34]	
Additional Reading List				(7) Research-Based Methods of Read	ding Instruction for English
3		_		andria: VA: Association for Supervisi	
	Development. [Cha				
			-	g, writing and content teaching for	students in Grades 4-12.
			_	pter 4 and 5]	
CPD Needs				reading and writing to upgrade tut	ors' knowledge.
	' ' '				-

Year of B.Ed. 2 Semester	1	Place of lesson in semester	12 3 4 5 6 <b>7</b> 8 9 10 11 12
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Title of Lesson	Upper Primary read	ling and w	riting d	level	opment pra	ctices		Lesson Duration	3 hrs			
Lanca description	The description	-4		4 - 41	1: CC							
Lesson description	The lesson exposes											
	Primary learners' reading and writing skills. The reading development practices include, Reading aloud, Silent Reading and Language Learning Experience. The lesson also introduces student											
	teachers to writing development practices like Modelled writing, Shared writing, Guided writing,											
	ndependent writing. The lesson culminates into school visit.											
Previous student teacher		Student teachers have learned about approaches to teaching reading and writing.										
knowledge, prior				• • •		· ·						
learning (assumed)												
Possible barriers to	<ul> <li>Student te</li> </ul>	achers ma	y not l	be a	ware of the	practice	s esse	ntial to the deve	lopment of			
learning in the lesson	reading an	d writing a	mong l	Jppe	er Primary lea	arners.						
	<ul> <li>Large class</li> </ul>	size										
Lesson Delivery – chosen	Face-to-face	Practical	Work		Seminars	Indepe	ndent	e-learning	Practicum			
to support students in	<b>√</b>	Activity	Based		✓	Study		opportunities				
achieving the outcomes			Learn			<b>√</b>		<b>√</b>				
Lesson Delivery – main	Face-to-face: oppo						_					
mode of delivery chosen to support student	brainstorming, ques led. It should not us					inis can	be tut	or and / or stude	nt teacner			
to support student teachers in achieving the	Independent study					h ralawa	nt and	annronriate mate	arials to			
learning outcomes.	promote individual											
rearming outcomes.	be part of any of th			CIIG	u., ,	Серина	manyon	and developmen	ici iiiis caii			
	Seminars: to gener			lividu	ual creativity	, discuss	ion and	d reflection: stude	ent and / or			
	tutor led.				•	,			·			
	e-Learning: Use of	video, use o	of onlin	e inf	ormation, us	se of con	nputer	s, smartphone or	any			
	available technolog	У										
Learning Outcome	Learning Outcomes	;	Le	Learning Indicators								
for the lesson,		dentify and explain To fa			acilitate students'							
picked and	4. Use appropriate and							ticipation and achieve more in				
developed from the	differentiated readi							limited time, tutor/lecturer				
<ul><li>course specification</li><li>Learning indicators</li></ul>	writing strategies to develop				practices and will a			ask student teachers to do				
for each learning	the reading and writing skills of				ivities that		online	ine research a week before the				
outcome	diverse Upper Primary learners				ompany eac	h	lesson	esson and do some presentation				
	(NTS 3e, f, g; NTECF	bullet 6)		-				the concept of writing and				
			4.		oply the teaching reading and the roles they pla			ney play in				
					itegies to de		_	ige learning.				
					reading and ting skills of			ore skills targeted				
					erse needs a	nd		ommunication, cr ninking, collabora				
					erests of Upp			bservation and e				
					nary learner			kills, and digital li				
					,			nclusivity includin				
4.2 Upper Primary	Sub-topic	Stage/t	ime	T	eaching and	learning		nieve learning ou				
Reading and writing				d	lepending or	n deliver	y mode	e selected. Teach	er led,			
development practices.				С	ollaborative	group w	ork or	independent stu	dy			
,					eacher Activ	/ity		Student Activity	,			
	Revision of the			Δ	sk students	to discus	s in	Student teachers	pair and			
	previous lesson on	Introdu	ction:		airs the mai			talk about the pr				
	approaches to	20 mins			he previous			lesson.				
	teaching Upper				Approaches t			discuss with tuto	r their			
	Primary reading			ι	Jpper Primar	y readin	g	school visits and	their			
	and writing and				nd writing			reflections on the	e visit			
	how to teach sound				ater, discuss							
				S	tudent teach	ers their	r					

T			-		
				school visits and their reflections on the visit  Give an overview of the current lesson; reading and writing development practices in the Upper Primary.	Student teachers take note of the overview of the current lesson provided by the tutor.
4.2. Reading development practices	Stage mins	1:	70	Video and Class Discussion: Introduce student teachers to reading development practices employed by Upper Primary teachers to enhance reading. Later show a 30-minute video on reading practices to develop Upper Primary reading among learners.	Student teachers answer questions posed by the tutor on reading development practices and ask tutor questions to clarify issues on reading development practices. Student teachers watch video on developing reading practices among Upper Primary learners and take notes for further discussions.
				Lead class discussion with leading and probing questions to discuss the video and the types of reading practices and activities that can be employed to enhance each type of practice.	Participate in class discussion by answering and asking questions to identify activities that can be employed in the various types of reading development practices.
				Let each group present their findings on PowerPoint to class for feedback and comment from you and colleagues, (PDP Theme 4, p. 79)	Student teachers in groups present their work to class using PowerPoint for comments from tutor and colleagues
4.3 Writing Development practices/models	Stage mins	2:	70	Brainstorming Form mixed groups and assign each group a writing development model and let student teachers brainstorm and find information on the models and their activities using available technology and books. Pair groups to share their views on the assigned task for comments.  Class Presentation Let each group present it work either by PowerPoint or using posters for tutor comments and peer critiquing. In the presentations, student teachers should demonstrate how the	Student teachers brainstorm on various ways the different approaches to assessing the reading and writing skills of Upper Primary learners can be made to cater for the diverse needs of all manner of learners.  Student teachers make poster or PowerPoint presentation of their findings to class for peer critiquing and tutor feedback/comments.

			T	<u> </u>
			models and	
			accompanying activities	
			are used in the classroom. (PDP Theme	
			4, p. 25)	
	School Visit/Child		During student teachers'	Visit schools and observe
	Study		school visit, each student	how classroom teachers at
	,		teachers should observe	the Upper Primary to
			how learners and	develop/enhance either
			teachers apply any of the	reading or writing of
			reading or writing	learners and write their
			development practices in	report use a reading or
			enhancing the reading or	writing development model
			writing of learners for	for their portfolio.
			their portfolio. (PDP Theme 9, p. 21)	
	Closure		Use leading and probing	Student teachers answer
	0.000.0	Stage 20 min	questions to help student	tutors question to
		, and the second	teachers to summarise	summarise the main point
			the lesson in turns.	in the lesson.
			Answer student teachers'	Ask tutor questions on the
			guestions for clarification	lesson for clarification
			Ask student teachers to	Use checklist provided at
			use a given checklist	the beginning of the lesson
			provided at the beginning	to identify if the lesson
			of the lesson to check if	indicators were achieved
			the indicators of the	Read about problems of
			lesson were achieved.  Follow-up: Ask student	reading and writing of Upper Primary for the next
			teachers to read about	class.
			the problems of reading	ciass.
			and writing of Upper	
			Primary.	
Which cross cutting	_		ne for information on the top	-
issues will be addressed or developed and how			oth male and female in each	group, mixed ability group)
or developed and now		n (working in grou		absoruation)
			s for clarification and school and peer critiquing)	observation)
			sentation and answering ques	stions, writing reports)
Lesson assessments –			essment for (short diagnostic	
evaluation of learning:	_	mmunication, tear	m work/collaboration, enquir	ry skills, critical thinking,
of, for and as learning	digital literacy)			· ·
within the lesson(linked to learning outcomes)	Assesses Learning Ou	tcomes: Course	learning outcome 4 (NTS 3e,	т, g)
Teaching Learning	• computer			
Resources	Projector			
	<ul> <li>Smartphone</li> </ul>	S		
	<ul> <li>Laptop</li> </ul>			
			relopment and instructional p	oractices for students. UC
Deguined Test (care)		InstituteYouTube		ourse for large see to set our
Required Text (core)		<i>Introduction to Id</i> Noode Publishers	nguage teaching skills: A reso [Unit 21 and 23]	ource for language teachers.
Additional Reading List				eading and Writing in Today's
	Primary Gra	des (2nd Edition).	New York, NY: Pearson Publi	ishers [chapters 4 and 8]
				g for students in Grades 4-12.
		Y: Pearson. [chapt	ter 5] - 21 <sup>st</sup> Century: Teaching readil	na and writing in Crades 1
		ew York, NY: Pear		ng ana whang in Grades 4
CPD Needs			learners reading and writing	g development practices.
			<u> </u>	

Year of B.Ed.	2 Semester	1	Place of lesson in semester	12 3 4 5 6 7 <b>8</b> 9 10 11 12	
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Title of Lesson	Reading and w	riting prob	lems of Upp	er Primary learn	iers.	Lesson Duration	3 hrs	
Lesson description	The lesson exposes student teachers to the reading and writing problems of Upper Primary							
	learners. The reading problems include lack of phonological and phonemic awareness, word							
		decoding, lack of vocabulary, lack of fluency and lack of speed, while the writing problems include						
	dysgraphia, dyslexia, expressive language and dyspraxia. The lesson also exposes student teachers to ways of dealing with these problems.							
Dunations student					المسامية المساد	*:		
Previous student teacher knowledge.		ers nave lea	rned about	the various read	ing and wri	ting development p	ractices and	
teacher knowledge, prior learning (assumed)	activities.							
Possible barriers to	c Ctudo	nt toochore	may not he	a autoro of the n	rahlama Ha	per Primary reading	and writing	
learning in the lesson			ess such pro		robiems opp	per Primary reading	and writing	
learning in the lesson		class size	ess such pro	DIEITIS				
Losson Dolivony	Face-to-face	Practical	Work-	Seminars	Indonondo	nt o loorning	Practicum	
Lesson Delivery – chosen to support	race-to-race	Activity	Based	Seminars	Independe Study	nt e-learning opportunities	Practicum	
students in achieving		Activity	Learning		Study	opportunities		
the outcomes			Learning					
Lesson Delivery – main	Face-to-face:	onnortunity	l for an exte	nded and coher	ent line of a	rgument. It includes	discussion	
mode of delivery chosen						tutor and / or stude		
to support student	led. It should n				Tills call be	tator and / or stade	in teacher	
teachers in achieving		,			h relevant a	nd appropriate mate	erials to	
the learning outcomes.	-	-				sis and developmer		
the real mag cates mess	be part of any			equ y,e. e	acptil allal,			
				vidual creativity.	discussion	and reflection: stude	ent and / or	
	tutor led.	,		.,,			,	
	e-Learning: Use	e of video, ι	use of online	e information, us	e of comput	ers, smartphone or	any	
	available techn			,		, ,	,	
Learning Outcome	Learning Outco		Learning	Indicators				
for the lesson, picked and	5. Demonstrate	2	5.1 Ident	ify the problems	To faci	litate students' part	icipation	
developed from the	knowledge and	l		Ipper Primary and achieve more in the limited time,				
course specification	understanding			iers in reading ar		cturer will ask student		
Learning indicators	and writing pro	blems of	writi			ers to do online rese	arch a week	
for each learning	Upper Primary	learners	5.2 Exam	ine the various				
outcome	and examine w	ays these	ways	of addressing th	ne preser	ntation on the conce	pt of	
	problems can b	oe	read	ing and writing	writing	g and reading and th	e roles they	
	addressed to ca	ater for the		lems of Upper	play in	language learning.		
	diverse learner		Prim	ary learners.	• C	ore skills targeted in	ıclude	
	Upper Primary					ommunication, critic	-	
	(NTS 3g; NTECF	bullet 6)				ollaboration, observ		
						nquiry skills, and dig	•	
- 0 - U - · · · · · ·		a				clusivity including g		
5.0 Reading and writing	Sub-topic	Stage/tim	e			chieve learning out		
problems of Upper					•	de selected. Teache		
Primary learners.				collaborative g	roup work o	or independent stud	ly	
				Teacher Activit	:y	Student Activity		
	Revision of			Ask student tea	chers to	Student teachers i	ndividually	
	the previous	Introducti	on: 15	work individual		write down the ma	•	
	lesson on	mins		recap what was		the previous lesso		
	reading and			the previous we		with the class for o		
	development			reading and wr		necessary.		
	practices			development p	_			
				Let them share		Student teachers r	note the	
				work with the o	class for	overview of the cu		
				comments if ne	ecessary.	lesson provided by	the tutor.	

	T T	T	
		Give an overview of the	Write expectations for the
		current lesson; problem	new lesson.
		of Upper Primary	
		learners' reading and	
		writing. Let students	
		write down their	
		expectations for the	
		lesson.	
5.1 Reading	Stage 1: 80 mins	Problem Solving	
problems of		Introduce lesson to	Student teachers work in
Upper		student teachers and tell	groups to use available
Primary		them the main areas they	technology and book(s) to
learners' and		will be working on. Then	find out the problem
activities to		put student teachers into	associated with reading at the
address the		groups and ask them to	Upper Primary level. Each
problems.		search online using	group works on a given
		available technology and	problem to identify its nature
		book(s) to identify the	and effect.
		problems associated with	Student teachers present
		Upper Primary learners'	their findings to the class in a
		reading.	poster form.
		Let student teachers	Student teachers watch a
		share group work with	video on helping Upper
		class in a poster form	Primary learners overcome
			their reading problems.
		Let student teachers	
		watch a video on helping	Discuss video to identify the
		children to overcome	strategies that can be used in
		reading problems.	addressing the reading
		Discuss video with class	problems of Upper Primary
		to identify various	learners.
		strategies or activities	
		that can be used to	
		overcome Upper Primary	
		reading problems.(PDP	
		Theme 4, p. 79)	
Problems of	Stage 2: 70 mins	Independent Study	Student teachers work
Upper		Let student teachers	individually to brainstorm on
Primary		work individually to	the problems of Upper
Primary writing and		work individually to brainstorm on the	the problems of Upper Primary learners' writing and
· '		-	
writing and		brainstorm on the	Primary learners' writing and
writing and addressing		brainstorm on the problem of Upper	Primary learners' writing and how to address the problems
writing and addressing		brainstorm on the problem of Upper Primary learners' writing	Primary learners' writing and how to address the problems associated with the various
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the	Primary learners' writing and how to address the problems associated with the various
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with	Primary learners' writing and how to address the problems associated with the various writing problems.
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems.	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this with class discussion on	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9.	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)  School Visit	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.  Student teachers visit schools
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)  School Visit Provide student teachers	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.  Student teachers visit schools with a checklist to identify
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)  School Visit Provide student teachers with checklist to use	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.  Student teachers visit schools with a checklist to identify Upper Primary learners'
writing and addressing		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems. Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)  School Visit Provide student teachers with checklist to use during school visit to	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.  Student teachers visit schools with a checklist to identify Upper Primary learners' reading and writing problems
writing and addressing the problems		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems.  Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)  School Visit Provide student teachers with checklist to use during school visit to identify Upper Primary learners' problems in	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.  Student teachers visit schools with a checklist to identify Upper Primary learners' reading and writing problems and how teachers deal with
writing and addressing the problems		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems.  Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)  School Visit Provide student teachers with checklist to use during school visit to identify Upper Primary learners' problems in reading and writing and	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.  Student teachers visit schools with a checklist to identify Upper Primary learners' reading and writing problems and how teachers deal with the problems to cater for
writing and addressing the problems		brainstorm on the problem of Upper Primary learners' writing and how to address the problems associated with the various writing problems.  Let them share their work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)  School Visit Provide student teachers with checklist to use during school visit to identify Upper Primary learners' problems in	Primary learners' writing and how to address the problems associated with the various writing problems.  Student teachers share their work with colleagues for feedback and participate in class discussion on the topic.  Student teachers visit schools with a checklist to identify Upper Primary learners' reading and writing problems and how teachers deal with the problems to cater for diverse needs of learners.

			deal with the problems. Ask students to write a reflection on reflection on how their observation will enhance their skills in dealing with learners reading problems and how to address the problems. Find time for discussion of the reflection after assessment.	observation will enhance their skills in dealing with learners' reading problems and how to address the problems. Meet to discuss reflection after tutor has assessed it.
	Closure	Stage 15 min	Ask students to write the main points discussed in the lesson as a summary.	Student teachers write then main points discuss in the lesson and share with their colleagues.
			Answer student teachers' questions for clarification Follow-up: Ask student teachers to read on TLMs in reading and writing and the use of technology in developing	Ask tutor questions on the lesson for clarification Student teachers read on TLMs in reading and writing and how to integrate it in developing the TLMs
			the TLMs	
Which cross cutting	<ul> <li>Digita</li> </ul>	l literacy (searching on	line for information on the to	ppic)
issues will be addressed	<ul> <li>Inclus</li> </ul>	ivity/gender (including	both male and female in each	h group, mixed ability group)
or developed and how	<ul> <li>Collab</li> </ul>	oration (working in gro	oups as a team)	
	• Engui	ry skills (asking questio	ns for clarification and schoo	l observation)
		ol thinking (Discussion a		•
			esentation and answering qu	estions writing reports)
Lesson assessments –			ssessment as learning (Assess	
evaluation of learning:				skills of diverse Upper Primary
of, for and as learning			em). (Core skills targeted are	
within the lesson(linked			nquiry skills, digital literacy)	communication, critical
to learning outcomes)			e learning outcome 5 (NTS 3g	1
Teaching Learning			rearming outcome 5 (1415 5g	<i>I</i>
Resources				
Resources	Project			
		phones		
B 1 1 7 1 1	• Lapto			
Required Text (core)			teracy Instruction: Teaching I ). New York, NY: Pearson Pub	Reading and Writing in Today's plishers [chapter 11]
Additional Reading List	Accra:	Sam-Woode Publisher	s [Unit 17]	source for language teachers.
CPD Needs		tors on identifying the ow to address them.	reading and writing assessm	ent problems of Upper Primary
	l			

Year of B.Ed. 2 Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 <b>9</b> 10 11 12
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Title of Lesson		nd developing		ary reading ar	nd writin	g	Lesson Duratio	n 3 hrs
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	The lesson introduces student teachers specialising to teach at the Upper Primary level to how technology can be used in developing reading and writing materials. The lesson will first look at definition of reading and writing TLMs. It will also look at factors to consider when developing reading and writing TLMs. The lesson also looks at using appropriate TLMs in teaching reading and writing. The lesson ends with the challenges of using technology to produce materials for teaching Upper Primary reading and writing and how to address such challenges.  Student teachers have learned about using technology to develop reading and writing materials.							
learning in the lesson		erials for Upper e class size	Primary lear	ners.				
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars   √	Indepe Study	ndent	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	It should not Independent promote indipert of any of Seminars: to tutor led.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.  Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.  e-Learning: Use of video, use of online information, use of computers, smartphone or any available						
• Learning	Learning Out	comes	Learning Ind	licators				
Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning outcome	6. Demonstra knowledge ar using appropri technology to prepare readi writing mater Upper Primar use them to t reading and v benefit all ma learners. (NT bullet 13)	nd skill in riate cols to ng and rials at the y level and each writing to inner of	prepare writing r diverse l learners writing. 6.2 Identify consider reading material diverse l 6.3 Identify using ted designin writing T	ogical tools to reading and material to te Upper Primar ' reading and factors to when design and writing s to benefit ti	t ach t t y t c a line in the interest of the intere	utor/lect o do onli he lessor on the co and the re earning.  • Cor cor col end	ite students' partice and the limited curer will ask stude ine research a week and do some preduced they play in later eskills targeted in mmunication, critical laboration, observicularly skills, and digeracy. Inclusivity inder.	time, ent teachers ik before sentation and reading inguage iclude cal thinking, ation and itial

3. Technology and developing Upper Primary reading and	Sub topic	Stage/time	Teaching and learning to achieve learning outcome depending on delivery mode selected. Teacher led, collaborative group work or independent study	
writing materials			Teacher Activity	Student Activity
,	Revision of the previous lesson on using technology to develop reading and writing materials	Introduction: 10 mins	Use probing and leading questions to help student teachers recap the main ideas in the previous lesson.  Give an overview of the current lesson	Student teachers answer questions posed by the teacher to recap the main points in the previous lesson learned  Student teachers take note of the overview of the current lesson provided by the tutor.
	Definition of	Stage 1: 30 mins	Group Work	the tutor.
	TLMs in general and reading and writing TLMs particular		Put student teachers into mixed group and ask them to search for information using available technology and book(s) on the definition of TLMs in general and TLMs for reading and writing in particular.	Student teachers work in mixed groups to use available technology and book to find out the meaning of TLMs in general and reading and writing TLMs in particular.
	Factors to consider in selection and preparation Upper Primary reading and writing TLMs	Stage 2: 30 mins	Class Discussion Through probing and leading questions, encourage student teachers to identify the factors that affect the preparation and use of reading and writing Upper Primary learners teaching learning materials. Let students teachers write the main factors down in their note (PDP Theme 4, p. 25)	Student teachers answer questions posed by the tutor to come out with factors to consider when preparing and using reading and writing TLMs. Student teachers take note of the factors discussed.
	Using technology to prepare and use Upper Primary reading and writing TLMs	Stage 2: 70 mins	Think-Pair-Share Ask student teachers to work individually to search for information online using available technology and books on how to use technology to prepare appropriate reading and writing skills for Upper Primary learners and share their findings with colleagues.(PDP Theme 9, p. 21) Put student teachers in mixed ability groups to select an Upper Primary topic, prepare a reading and writing material using available technology and demonstrate to class how it will be used in teaching. Provide the need feedback. (PDP Theme 4, p. 25)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class the use of technology in preparing Upper Primary reading and writing TLMs for discussion.  Student teachers form groups, select an Upper Primary reading and writing topic, and use available technology to prepare a TLM to teach the selected topic to the class. The prepared TLM must cater for diverse needs of learners in class

	Challenges of	Stage 4: 30 mins	Class Discussion	Student teachers			
	to prepare reading and writing materials	Stage 4: 30 mins	Tutoruses leading and probing questions to help student teachers identify and explain the problems of preparing TLMs using available technology to teach reading and writing and how the problems can	contribute to class discussion on the problems of preparing TLMs using technology and how to address the related problems or challenges.			
			be addressed to enhance the reading and writing skills of Upper Primary learners. (PDP Theme 2, p. 35)				
	School Visit		Ask students teachers during their school visit to identify how teachers at the Upper Primary level prepare and use TLMs to teach reading and writing, the challenges they face and how they deal with the challenges and write reflection on it for class discussion later.	Student teachers write report on how teachers use technology to prepare reading and writing TLMs and the problems they encounter and how they deal with the problems. Write reflection on how this will enhance their skills in preparing Upper Primary reading and writing TLMs and submit for class discussion later.			
	Closure	Stage 4: 10 min	Use question and answer techniques to help student teachers summarise the lesson	Student teachers answer tutors question to summarise the main point in the lesson.			
			Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson objective/indicators have been achieved. Follow-up: Let student teachers read on assessing reading and writing for the next class.	Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning indicators have been achieved. Read on assessing Upper Primary reading and writing for the next lesson.			
Which cross cutting issues will be addressed or developed and how	<ul> <li>Digital literacy (searching online for information on the topic)</li> <li>Inclusivity/gender (including both male and female in each group, 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>						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment of learning (Assessment on class work on preparing and using technology to prepare Upper Primary reading and writing TLMs; challenges and solving the challenges) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)  Assesses Learning Outcomes: Course learning outcome 6 (NTS 3j)						
Teaching Learning Resources	<ul><li>computer</li><li>Projector</li><li>Smartphor</li><li>Laptop</li></ul>						
Required Text (core)		8). <i>Introduction to lang</i> Publishers [Units 33,	guage teaching skills: A resource 34 and 36]	e for language teachers.			

Additional Reading	Beatty, K. (2005). Computer assisted language learning In D. Nunan (ed). Practical English language
List	teaching. Pp. 247-266.New York: McGraw-Hill. [Chapter 12]
	Harmer, J. (. (2010). <i>The practice of English language teaching (3<sup>rd</sup>ed)</i> . London: Longman. [Chapter 10]
CPD Needs	Workshop on strategies and techniques for teaching writing and related unfamiliar concepts.

Year of B.Ed.	2 Semester	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 <b>10</b> 11 12
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Title of Lesson	Assessing Up	per Primary	reading a	nd writing		Lesso	n Duration	3 hrs
Lesson description	writing skills these metho	of learners. ds are used	The lesson in school to	also provides s assess reading	tudents g and wr	the oppiting to	of assessing the reportunity to obse improve the liter heir reading and	rve how acy skills of
Previous student teacher knowledge, prior learning (assumed)	challenges ar	id how to a	ddress the o	challenges.		-	ading and writing	
Possible barriers to learning in the lesson	writ Prim	lent teache ing at the U lary level ar e class size	pper		e tools i	necessa	ry for assessing	reading and
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars ✓	Indepe Study		e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, bistudent teach Independent promote indican be part of Seminars: to / or tutor led e-Learning: L	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.  e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology.						
Learning Outcome for the lesson, picked and	Learning Out	comes	Learning	Indicators				
developed from the course specification	7. Use differ and appr		asses	tify differentiat sment strategie	es	and ac	litate students' p hieve more in the	e limited
Learning indicators for each learning outcome	problems learners a best rem strategies enhance reading a	es to the nd writing of diverse and use edial s to their nd writing nent (NTS n and	readi of div intere 7.2 Appl asses asses writir learn 7.3 Iden probl using asses for re	tify the various ems associated the various sment technique ading and writinow to address	skills d ues to nd l with ues	studen researd and do concep the rol learnir	utor/lecturer wil t teachers to do ch a week before some presentat of of writing and es they play in lang. ore skills targeted ommunication, containing, collabora oservation and exills, and digital liticlusivity includin	online the lesson ion on the reading and nguage d include ritical tion, nquiry teracy.

4. Assessing Upper Primary reading and writing	Sub-topic Stage/time		Teaching and learning to achi depending on delivery mode s collaborative group work or in	selected. Teacher led,
			Teacher Activity	Student Activity
	Revision of assessing reading and writing skills of Upper Primary learners	Introduction: 10 mins	Use questioning and answering technique to help students revise tools and means of assessing the reading and writing skills of Upper Primary learners.	Student teachers individually write down the main ideas in the previous lesson and share with their colleagues.
			Give a preview of the current lesson. of the current lesson.	Student teachers take note of the preview of the current lesson provided by the tutor.
	7.1 Types of assessment for assessing Upper Primary reading and writing skills	Stage 1: 80 mins	Group Discussion Introduce lesson to student teachers and tell them the main areas they will be working on in relation to assessing reading and writing. Then put student teachers into groups and ask them to search online using available technology and book(s) to look for information on ways to assess Upper Primary skills in reading and writing. Each group should be given a different task on either type of assessing reading or writing and how to use it.  Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues. (PDP Theme 4, p.	Student teachers work in groups according task given to use available technology and book(s) to find out the different ways of assessing Upper Primary learners' reading and writing skills. Student present their findings to class on power point for comments and feedback.
	Making reading and writing assessment to cater for diverse needs of learners.	Stage 2: 40 mins	Brainstorming: Form mixed groups and let students brainstorm on how the various forms of assessment discussed in stage 1 can be made and used to cater for the diverse needs of learners in class.  Let students present their views to the class orally for peer critique and tutor feedback (PDP Theme 4, p. 25)	Student teachers brainstorm on various ways the different approaches to assessing the reading and writing skills of Upper Primary learners can be made to cater for the diverse needs of all manner of learners.  Student teachers make oral presentation to class of their findings for peer critiquing and tutor feedback.
	Problems of assessing Upper Primary reading and how to	Stage 3: 40 min	Video and Class Discussion Show video of Upper Primary reading assessment application and intervention	Student teachers watch video on Upper Primary reading assessment application and

address the problems.  to student teachers. Follow this with class discussion on problems of assessing Upper Primary reading and writing and how to address such problems or challenges.  Primary reading and writing and how to address such problems or challenges.  School Visit  to student teachers. Follow questions posed by teacher to discuss to problem of Upper Primary assessmen how to deal with the problems. Student teachers take notes	t and				
School Visit Child Study					
During student teachers' school visit, each student should use any of the assessment approaches learned in assessing a learners' reading or writing skills. Let student teachers write a report on the study and reflect on how it has improved the skills in assessing Upper Primary reading and writing for next class discussion (PDP Theme 9, p. 21)  Student teachers u of the assessment approaches learned assess a child on ei reading or writing identify a child's proaches learned assessing and writing identify a child's proaches learned assessing or writing identify a child's proaches learned assessing or writing identify a child's proaches learned assessing a learned in assessing a learned in assessing a proaches learned assessing a learned in assessing a proaches learned assessi	d to ther o ogress it it has in mary				
Clos1ure  Stage 10 min  Use leading and probing questions to help student teachers to summarise the lesson in turns.  Student teachers a tutors question to summarise the point in the lesson.	n				
Answer student teachers' questions for clarification  Ask tutor questions the lesson for clarification	on				
<ul> <li>Which cross cutting issues will be addressed or developed and how</li> <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 report</li> </ul>					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)  Summary of Assessment Method: Assessment for learning (Assessment on group presentation on types of assessment for assessing Upper Primary reading and writing sk and attendant problems) (Core skills targeted are communication, team work/collabora enquiry/observation skills, critical thinking, inclusivity, digital literacy) Assesses Learning Outcomes: Course learning outcome 7 (NTS 3 b, f, k, m)	ills				
Teaching Learning Resources					
Required Text (core) Shohamy, E., May, S., & Or, J. (2017). Language testing and assessment. NY: Springer					
Primary Grades, 92nd Edition). NJ. Pearson. [Chapter 10] Tompkins, G. E. (2013). Literacy in the Middle Grades: Teaching reading and writing to for through Eight Graders (2 <sup>nd</sup> ed.). New York, NY: Pearson [Chapter 10]	Smith, J. & Read, S. (2009). Early Literacy Instruction: Teaching Reading and Writing in Today's Primary Grades, 92nd Edition). NJ. Pearson. [Chapter 10]  Tompkins, G. E. (2013). Literacy in the Middle Grades: Teaching reading and writing to fourth through Eight Graders (2 <sup>nd</sup> ed.). New York, NY: Pearson [Chapter 10]  Wetterberg, A. & Gove, AT (2011). The Upper Primary Reading Assessment Applications and interventions to improve basic literacy.RTI Press Publication No. BK-0007-1109				
CPD Needs Seminar for tutor on reading and writing assessment of Upper Primary learners.					

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

Title of Lesson	E The reading an	ad writing	compo	nant of the Unne	or Drimory			
Title of Lesson	5. The reading an	_				Lesson Duration	on 3 hrs	
	curriculum and p	reparing	a readir	ig and writing sci	neme of work.	Lesson Durati	3 1113	
Lesson description	The lesson introd	The lesson introduces student teachers to the Upper Primary literacy curriculum. Student						
Lesson description	teachers are help							
		rriculum and identify the deficiencies in it and how to address the deficiencies. The lesson also obs at preparing a reading and writing scheme of work.						
Previous student teacher	Student teachers					mnonent of the I	Inner Primary	
knowledge, prior learning	curriculum	riave ice	iiiica ac	out the reduing	and writing con	inponent of the C	opper i illiary	
(assumed)								
Possible barriers to	Student	teachers	may n	ot know the co	mponent of th	e Upper Primary	reading and	
learning in the lesson				eir deficiencies.	inponent or th	ie Opper Timary	reading and	
g · · · · · · · · · · · · · · · · · · ·	Large cla							
Lesson Delivery – chosen		Practical	Work	- Seminars	Independent	e-learning	Practicum	
to support students in		Activity	Based		Study	opportunities		
achieving the outcomes		✓.	Learn	ing	· /	··· ✓		
Lesson Delivery – main	Face-to-face: op	portunity	_		nerent line of ar	gument. It includ	es discussion,	
mode of delivery chosen	brainstorming, qu							
to support student	led. It should not	usually b	e the ma	ain mode.				
teachers in achieving the	Independent stud	<b>dy:</b> to en	able stu	dents to engage	with relevant ar	nd appropriate ma	aterials to	
learning outcomes.	promote individu	al and co	llaborati	ve enquiry, more	e in-depth analy	sis and developm	ent. This can	
		pe part of any of the above modes						
	Seminars: to gen	nerate gro	oup and	individual creativ	rity, discussion a	and reflection: stu	dent and / or	
	tutor led.				_			
	e-Learning: Use of		ise of or	lline information	, use of comput	ers, smartphone of	or any	
	available technol							
Learning Outcome	Learning Outcom	ies	Learnii	ng Indicators				
for the lesson, picked	8. Examine the ke	eV.	8.1 Into	erpret the variou	s aspects of	To facilitate stude	ents'	
and developed from the course	features of the re			ding and writing		participation and achieve more		
specification	and writing comp	_		ne Upper Primary	-	in the limited time,		
Learning indicators	of the Upper Prim	nary	and	identify whether	rit	tutor/lecturer wil	l ask student	
for each learning	literacy curriculur	m,	add	resses or does no	ot address	teachers to do on	hers to do online research	
outcome	identify how they	are are	the	diverse needs an	nd interests	a week before the	e lesson and	
	related and how i			earners.		do some presenta		
	addresses or doe			pare a scheme o		concept of writing	-	
	address the diver	se		ch reading and w		and the roles they		
	ages, needs and			curriculum to Up	per Primary	language learning		
	interests of learn			ners.	Drimon	Core skills ta	Ü	
	(NTS 2b; NTECF b 5, 9, 13 (p.25)	ullets		lluate the Upper ding and writing (	′	include comi critical think	,	
	ο, ο, 1ο (p.2ο)			dentify the defici			n, observation	
				how to address		and enquiry		
			G				cy. Inclusivity	
						including ger		
5. The reading and writing	Sub-topic	Stage/	time	Teaching and le	earning to achie	eve learning outco		
component of the	·					elected. Teacher		
Upper Primary				collaborative g	roup work or in	dependent study		
curriculum.				Teacher Activit	v	Student Ac	tivity	
	Davidalay				-			
	Revision on the	Inter-	uction	Use probing and	_		chers answer	
	Upper Primary reading and	Introd 10 mir		questions to rev	vise tile previou	the previous	tions to revise	
	writing	10 11111	15	Discuss with stu	ident teachers	Discuss with		
	wiiriiik			DISCUSS WILLI STL	auent teathers	DISCUSS WILL	נענטו נוופוו	

 component of the literacy		their child study report and their reflections on their previous	child study report and their reflections on their
curriculum		school visit.	previous school visit.
		Preview the current lesson interpreting the reading and writing components of the Upper Primary curriculum and its deficiencies with learners.	Student teachers note the preview of the current lesson provided by the tutor.
5.1 Interpreting the Upper Primary reading and writing component of curriculum	Stage 1: 60 mins	Group Work: Put student teachers into two main mixed groups. Assign group one with the task of identifying the content of the reading component of the curriculum and group 2 the writing component of the curriculum. Help each group to identify the various contents in each section, how they are sequenced and interpret what the content entails. Later let each group present their observations to the class for further discussions. (PDP Theme 4, p. 79)	Student teachers work in tasked groups to identify the content of the reading and writing components of the Upper Primary curriculum, what the topics or content entails and how they are sequenced. Group one works on reading section while group two works on the writing section. Each group then presents their work to the whole class for feedback and comment from peers and tutor.
Deficiencies of the Upper Primary reading and writing curriculum and how to address the deficiencies.	Stage 2: 60 mins	Class Discussion: Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Upper Primary reading and writing component of the curriculum. Give student teachers opportunity to work in pairs in putting the discussion in the form of concept map and share with class. (PDP Theme 3, p.69)	Student teachers answer tutor question to identify the deficiencies of the Upper Primary reading and writing component of the curriculum.
		Group Work: Put student teachers in groups and ask them to brainstorm on how to address the deficiencies in the Upper Primary reading and writing component of the curriculum. Ask them to present their work to the class orally for feedback from tutor and peers.(PDP Theme 4, p. 79)	Student teachers work in groups to brainstorm on addressing the deficiencies in the reading and writing component of the Upper Primary language/literacy curriculum and share with the entire class for comments/feedback from both peers, and tutor.
The Upper Primary reading and writing scheme of work	Stage 3: 40 min	Class Presentation: Tutor does a PowerPoint presentation on the definition of a language scheme of work and how to sequence topics in the scheme of work. Follow this with discussion on decisions to make when designing a scheme of work using probing and leading questions. Provide a sample	Student teachers listen to the PowerPoint presentation by the tutor on design a scheme of work and how topics are sequenced. Student teachers get involved in discussion on the presentation by

			scheme of work on reading and	answering questions from
			writing. Give student teachers ample time to ask questions or	the tutor. Student teachers ask
			make comments. (PDP Theme 3.	questions or make
			P. 69)	comments on the
				provided scheme of work, Student teachers visit
			Let student teachers to visit	schools, get first-hand
			schools to get first-hand information about the Upper	information on the Upper
	School Visit		Primary reading and writing	Primary reading and writing component of the
	School visit		curriculum, observe how	curriculum, observe how
			teachers prepare their reading	teachers prepare their
			and writing scheme of work and compare with what they have	scheme of work, and
			learned in class.	compare with what they have learned in class.
			Let student teachers write a	Let student teachers
			reflection on their school observation for their portfolio.	write a reflection on their
			observation for their portions.	school observation for
	Closure			their portfolio. Student teachers answer
	Closure	Stage 10 min	Ask students teachers question	question write then
			to recap the lesson.	posed by the tutor tom
			Answer student teachers'	recap the lesson.
			questions for clarification  Follow-up: Ask student teachers	Ask tutor questions on the lesson for clarification
			to read ahead on designing the	Student teachers read on
			integrated lesson plan for	designing an integrated
			reading and writing	reading and writing
Which cross cutting	Inclusivity	 //gender (includ	l ing both male and female in each gr	lesson plan
issues will be addressed			groups as a team)	oup, mixed ability group,
or developed and how			stions for clarification and school ob	servation)
			on and peer critiquing)	
Lesson assessments –			presentation and answering question Assessment as learning (Assessment	
evaluation of learning: of,	· ·		Upper Primary reading and writing of	-
for and as learning within		skills targeted	are communication, team work/colla	aboration, enquiry skills,
the lesson(linked to	digital literacy)	Outcomes. Co.	urea learning outcome 9 (NTC 2h)	
learning outcomes) Teaching Learning	computer		urse learning outcome 8 (NTS 2b)	
Resources	Projector			
	• Smartpho			
Developed Text ( )	Laptop     Company Control Control	0) (-+ /	As leaves as to said 1997 A	
Required Text (core)		8). <i>Introduction</i> n-Woode Publis	to language teaching skills: A resour	rce for language teachers.
	Accia. Sai	II VVOOGE FUNIS	mera forme aol	
Additional Reading List			09). Language Curriculum Design. N	Y: Routledge [Chapter 9)
CDD Noods	The Upper Primary			na aussiaulum
CPD Needs	Seminar for tutor (	on interpreting t	the Upper Primary reading and writing	ng curriculum.
	I			

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 <b>12</b>
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Title of Lesson	_	rated read Primary le	_	vriting Lo	esson plan	and co-tead	hing	Less	son Duration	3 hrs
Lesson description		The lesson introduces student teachers to designing an integrated Upper Primary reading and							ding and	
·		riting lesson plan. Student teachers will demonstrate teaching integrated reading and writing								
		sson with a colleague from a lesson plan they have designed.								
Previous student teacher									ated reading	and writing
knowledge, prior learning	lesson pla	n and can a	also desig	n a read	ing and writ	ting scheme	e of wo	rk.		
(assumed) Possible barriers to		tudont too	chare ma	u not kn	ou hou to	docian locce	n nlan	forl	Jpper Primar	v intograted
learning in the lesson		eading and		y HOL KII	JW HOW LO	iesigii iesso	лі ріап	101 (	эррег Ришаг	y integrateu
		arge class s	_							
Lesson Delivery – chosen	Face-	Practical	Work	<b>(-</b>	Seminars	Independ	ent	e-le	arning	Practicum
to support students in	to-face	Activity	Base			Study		орр	ortunities	
achieving the outcomes			Learr							
Lesson Delivery – main							_		ent. It include	
mode of delivery chosen to support student								ork 6	etc. This can	be tutor and
to support student teachers in achieving the					usually be t			d ani	oropriate ma	tarials ta
learning outcomes.									d developme	
<b>3</b>		any of the			- 1- //		,			
	Seminars:	to genera	te group	and indi	vidual creat	ivity, discus	ssion ar	nd re	flection: stud	dent and /
	or tutor le									
				of online	informatio	n, use of co	mpute	rs, si	martphone o	r any
		ivailable technology								
	school.	Practical Activity: student teacher demonstration and tutor demonstrating lessons in a partner school.								
Learning Outcome	Learning (	Outcomes		Learnir	g Indicator	S				
for the lesson, picked										
and developed from		d co-teach			9.1 Prepare integrated reading and writing		To facilitate students' participation and achieve more in the limited			
the course	_	d reading an ssons to all	iu		S S			time, tutor/lecturer will ask		
specification		f learners a	t the		-			dent teachers to do online		
<ul> <li>Learning indicators for each learning</li> </ul>		mary level t		age				research a week before the lesson		
outcome		neir specific					and d	and do some presentation on the		
	and intere	ests (NTS 3a	a, I)					oncept of writing and reading and		
								he roles they play in language		
							learni • (	_	skills targete	d includo
					ng prepared				nunication, c	
					n to addres				ing, collabor	
				nee	eds and inte	erests of	c	bse	rvation and e	nquiry
					erse Upper	Primary			and digital l	•
					rners with		I	nclu	sivity includir	ng gender.
					portfrom cher/mento	or.				
6. The integrated reading	Sub-topic		Stage/tir				ng to a	chiev	e learning o	utcomes:
and writing lesson			J-, 11.						lected. Teac	
plan for Upper					collabora	tive group	work o	r inc	dependent st	udy
Primary learner					Teacher /	Activity			Student A	tivity
	Revision o	n the	Introduc	tion: 10		ent teacher	s in		Student tea	chers work
	previous le		mins	10		revise the			in groups to	
	on design		-			the previo		on	· .	ues learned
	Upper Prir	mary			designing	a reading	and		in the previ	ous lesson
	reading an					cheme of w			on designin	
	writing sch	heme of			Upper Pri	imary learn	ers. Let	t	and writing	scheme of

work and factors to consider when designing a scheme of work for Upper Primary learners in reading and writing		groups share their work with the class for comments.  Give an overview of the current lesson – designing an integrated reading and writing lesson plan co-teach an integrated reading and writing lesson.	work for Upper Primary learners. Later share their work with the class as a way of revising the previous lesson.  Student teachers note the preview of the current lesson provided by the tutor.
The integrated reading and writing lesson plan	Stage 1: 30 mins	Class Presentation: Tutor explains the concept of reading and writing lesson plan and its importance to language teaching to learners with PowerPoint presentation. Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments. (PDP Theme 3, p. 69)	Student teachers listen to the PowerPoint presentation by the tutor on design a reading and writing lesson plan and its importance in language teaching and learning. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided lesson plan,
Components of an Upper Primary integrated reading and writing lesson plan (pre-, in- and post)	Stage 2: 70 mins	Video: Show student teachers a video on a reading and writing lesson. Ask student teachers to watch the video carefully and tell the three main components of the lesson, e.g. prespeaking/writing, inspeaking/writing and post speaking/writing)	Student teachers watch the video carefully and take down important information for their group work.
		Group Work Put student teachers into mixed group and assign each group a stage to search online using available technology and in books the activities for Upper Primary used at each stage of the lesson. (PDP Theme 4, p. 69)	Student teachers work in mixed group to find out activities that can be used at every stage of the reading and writing lesson using available technology or books.
		Class Presentation: Let each group present their work to class using PowerPoint for tutor or peer feedback.	Student teachers present their work on posters to the class for tutor and peer feedback.
Factors to consider when planning a reading and writing lesson	Stage 3: 30 min	Class Discussion Lead class discussion using question and scaffolding to help student teachers identify the condition that influence	Student teachers participate in class discuss by answering tutors question, also

	plan		reading and writing lesson plan design. Let student teachers use available technology and books in this endeavour. (PDP Theme 3, p. 69)	ask question for clarification and make comments.			
	School Visit/co- teaching		During school visit, let student teachers co-teach with a colleague using an integrated reading and writing lesson plan they have prepared on a selected topic for discussion.	Student teachers coteach with a colleague using an integrated reading and writing lesson plan they have prepared on a selected topic for discussion.			
	Course Overview	Stage 3: 30 mins.	Reflection Ask student teachers to reflect on the main topics in the course and indicate how it has helped them develop their professional skills in teaching reading and writing as a would be Upper Primary teachers. Let student teachers share their reflections with class.	Student teachers reflect on the main topics in their course and indicate how it has helped them develop their professional skills in teaching reading and writing as a would be Upper Primary teachers. Student teachers share their reflection with the class.			
	Closure	10 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification			
Which cross cutting issues will be addressed or developed and how	<ul><li>Collaborati</li><li>Enquiry ski</li><li>Critical thir</li></ul>	ion (working in grou lls (asking question nking (Discussion ar	s for clarification and school obse nd peer critiquing)	ervation)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	integrated reading a skills targeted are of digital literacy) Assesses Learning C	• Communication (through presentation and answering questions, writing reports)  Summary of Assessment Method: Assessment as learning (Assessment on co-teaching an integrated reading and writing lesson plan on a selected topic for Upper Primary learners) (Core skills targeted are communication, team work/collaboration, enquiry skills, critical thinking digital literacy)  Assesses Learning Outcomes: Course learning outcome 9 (NTS 3a, I)					
Teaching Learning Resources	<ul> <li>computer</li> <li>Projector</li> <li>Smartphor</li> <li>Laptop</li> <li>YouTube video on T</li> <li>from</li> <li>https://www.y</li> </ul>	eaching reading an					
Required Text (core)		). <i>Introduction to la</i> -Woode Publishers	nguage teaching skills: A resourc [Unit 30]	e for language teachers.			
Additional Reading List	Makokha, S. &Ongv German De	vae, M. (n.d) <i>Teache</i> evelopment Service	Language Curriculum Design. NY: ers handbook: A 14 days teaching s. [Chapter 10] ins.org/ukedu/en/d/Jgtz017e/				

CPD Needs	Workshop for tutor on designing the Upper Primary reading and writing lesson plan.					
Course Assessment	<sup>1</sup> Component 1: Subject Portfolio assessment  • Selected items of student's work (3 of them 10% each - 30%)  • Mid-semester - 20%  • Reflective Journal – 40%					
	<ul> <li>Component 2: SUBJECT PROJECT (30%)</li> <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%)					

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