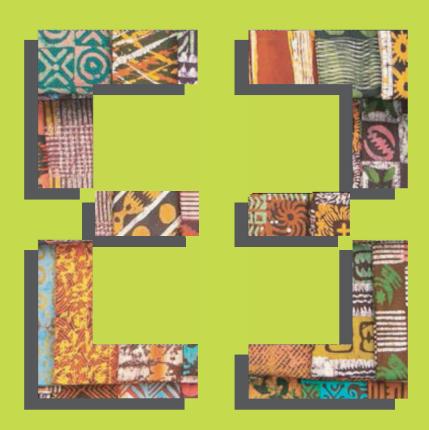


# Four-Year B.Ed. Course Manual

# **Teaching 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. Course Details								
Course name	Teaching Upper Primary (P4-6)Reading and Writing							
Pre-requisite	Intro	Introduction to Upper PrimarySpeaking and Listening						
Course Level	200	200 Course Credit Value 3						
Code								
T 11 C .								

#### Table of contents

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

The Reading and Writingcourse 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 Primary4 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 de-emphasized 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
Learning Outcomes	Indicators
1. Demonstrate knowledge and understanding of the concepts and benefits of reading and writing and their roles in the development ofliteracy in Upper Primary learners and misconceptions about reading and writing (NTS 2c)  2. Demonstrate knowledge and understanding of the theories of reading and models of teaching reading and writing and their implications for teaching reading and	1.1 Explain the concept of reading and writing and the simple 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 developmentin particular and learning in general.  2.1 Examine the theories and models of reading and writing 2.2 Discuss the implications of the theories and models of reading and writing on their Upper Primary classroom teaching.
writingat the Upper Primary level (NTS 1a, 2b, d)  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)	3.1 Identify the components of reading 3.2 Identify the various stages of reading and writing development among Upper Primary learners. 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
4. Use appropriate and differentiated reading and writing strategies to develop the reading and writing skills of diverseUpper Primary learners (NTS3e, f, g; NTECF bullet 6)	learners in the Upper primary classroom.  4.1 Identify and explain the various strategies for developing reading and writing skills of Upper Primary learners  4.2. Apply the teaching strategies to develop the reading and writing skills of diverse needs and interests of Upper Primary learners  4.3 Use L1 to help learners transition smoothly from P3 to P4 in terms of reading and writing.
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)	5.1 Identify the problems of Upper Primary learners in reading and writing 5.2 Examine the various ways of addressing the reading and writing problems of Upper Primary learners.
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. Examinedifferentiated 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 wri	ting
components of the Upper Primary literacy curricul	um,
identify how they are relatedand how it addresses	or
does not address the diverse ages, needs and inte	rests
of learners NTS 2b and (NTECF bullets 5, 9, 13 -p.2	(5)

- 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 lessons to all manner of learners at the Upper Primary level to address their specific needs and interests (NTS 3a and I)
- 9.1 Prepare integrated reading and writing lesson plan, which addresses the diverse age specific needs and interests of Upper Primary learners with assistance from tutors.
- 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.

	Primary learner	rs with support from teacher/mentor.
Topics	Sub-topics (if any)	Suggested Teaching and Learning activities
		to achieve learning outcomes
The concept, types, benefits of reading and writing and misconceptions	1.1 Definition reading and writing 1.1.1 Definitions of reading and writing	Group Discussion (Introduce the topicto 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)
	<ul> <li>1.1.2 Simple views of reading and writing</li> <li>1.2. Types of reading</li> <li>1.2.1 Intensive</li> <li>1.2.2 Extensive</li> <li>1.2.3 Skimming</li> <li>1.2.4 Scanning</li> </ul>	2. 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 writing in the Upper Primary classroom)  3. Group work and presentation (Teacher 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)
	1.3 Importance of reading and writing in language learning     1.4 Misconceptions about reading and writing and literacy development	<ul> <li>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 what they do to address the difficulties. Student teachers discuss their report in class after the visit).</li> <li>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)</li> <li>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</li> </ul>
	of reading and writing and	Topics  Sub-topics (if any)  The concept, types, benefits of reading and writing and misconceptions  1.1 Definition reading and writing 1.1.1 Definitions of reading and writing  1.2 Simple views of reading and writing  1.2. Types of reading  1.2.1 Intensive 1.2.2 Extensive 1.2.3 Skimming 1.2.4 Scanning  1.3 Importance of reading and writing in language learning  1.4 Misconceptions about reading and writing and literacy

	T	1	
		2.1. Theories of reading	1. Debate (After introducing the two theories
	Theories and models of	2.1.1 Cognitive	of reading to students teachers, the class is
	reading		divided into two groups and each group is
		2.1.2 Schema theory	assigned one theory to examine and
2.			debate on why they think their theory
		2.2. Models of reading	explains reading best)
			2. Demonstration (student teachers are
		2.2.1. Linear model	divided into groups and assigned a model
			to research on and demonstrate how each
		2.2. 2 Interactive model	models is applied to the teaching of
		2.2.3 Psycholinguistic model	reading)
	Components and stages of	3.1 Components of Upper	School visits (Student teachers visit basic
	Upper Primary Reading and	Primary reading	school to interact with Upper Primary
	writing	3.1.1 Phonological awareness	teachers on the components of reading
		3.1.2 Phonemic awareness	and how they develop them in their
3		3.1.3. Fluency	classrooms.
		3.1.4 Vocabulary	2. Report writing (student teachers write
		3.1.5 Comprehension	report on their school visit and
			observation and discuss them with their
		3.2 Stages in Upper Primary	teacher in class)
		Reading	·
		3.2.1. Reading for learning	1.Group Discussion and Presentation
		3.2.2 Confirmation for	(Student teachers are put into groups
		reading/transitional reading	bearing in mind inclusivity and assigned a
		3.2.3 Reading for learning	stage in Upper Primary reading to find out
			about its characteristics and appropriate
		3.3 Stages in Upper	activities that correspond with it. The
		Primarylearner's writing	groups then present their work to the
		development	class for further discussion)
		3.3.1. Writing simple sentences	·
		3.3.2 Transitional phrases	
		3.3.3 Paragraph writing	2. Group Discussion and Presentation
		3.3.4 Standard spelling	(Student teachers are put into groups
		3.3.5 Writing simple expressive	bearing in mind inclusivity and assigned a
		texts	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)
		4.1 Approaches to teaching	1. Discussion (Teacher leads class discussion
	Approaches to teaching	reading	on the various approaches to teaching
	Upper Primary reading and	4.1.1 Whole language	Upper Primary reading using whole
	writing	4.1.2 Phonic and whole	language approach, as well as focusing
4		language combined	ontheir advantages and disadvantages)
			2. School visit (trainee teachers visit school
			to acquaint themselves with approaches
			used by teachers to teach Upper Primary
		4.2 Reading development	reading)
		Practices	3. Demonstration/Role-play (Student
		4.2. 1 Reading aloud	teachers work in pairs using one phonic
		4.2.2 Silent Reading	approaches to teach reading
		4.2.3 Language Learning	4. Project Work/Seminar (Student teachers
		Experience	are put into groups bearing in mind
			inclusivity and assigned a reading and
		4.3 Writing Development	writing development practice to find out
		practices	about their nature, how they are used in
		4.3.1Modelled writing	developing reading skills of learners and
		4.3.2Shared writing	their advantages and disadvantages. Each
		4.3.3 Guided writing	group then present its work to the class
		4.3.4 Independent writing	for discussion

5	Reading and writing problems of Upper Primary learners	5.1. Reading problems of Upper Primary learners 5.1.1lack 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 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 5.2. Writing problems of children 5.3. 1 Dysgraphia 5.3.2 Dyslexia 5.3.3. Expressive language problem 5.3.4 Dyspraxia	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.)  5. Checklist (Student teachers cross check their objectives before and after discussing the Unit to find out if their expectations were met).  1. 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)  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).
			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 Readingand writing materials	<ul> <li>6.1.1 What are reading and writing LTMs</li> <li>6.1.2 Using technology to prepare and use Upper Primary reading and writing materials</li> <li>6.1.3 Challenges of using Technology to produce materials for teaching Upper Primary reading and writing</li> </ul>	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 reading and writing material and also use online readingmaterials 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

	T		4 Discouries (student to all our condition					
			4. Discussion (student teachers work in groups to discuss the challenges they face					
			using technology to produce TLMs and					
			how to address the challenges)					
		Types of Reading assessment	Group Work and presentation (Student					
		tools and their uses	teachers work in groups on assigned					
	Assessing Upper Primary	7.1.1 Upper Primary Reading	writing or reading assessment tool and					
	reading and writing	Assessment (EGRA)	find out how they are used in assessing					
7	reading and writing		learners, reading and writing skills and					
′		7.1.2 Assessing Comprehension						
		7.1.3 T-Master	present to class for discussion)					
		7.1.4 Test of Word Reading	2 Cab = 1 Vi - 1 / Charles the cab					
		Efficiency m	2. <b>School Visit</b> (Student teachers visit schools					
		7.1.5 EDRA (Upper Primary	and use the assigned assessment tool to					
		diagnostic Assessment)	assess learners. They also enquire from					
		7.1.6 Standard Reading	classroom teachers how they use such					
		Assessment	assessment tools in assessing the reading					
			and writing skills of Upper Primary					
		7.2 Problems of assessing	learners. They also discuss the difficulties					
		reading	they have in using the assessment tools					
			and how they address such difficulties.					
		7. 2 Assessing Upper Primary	They write their report and present to					
		writing	class for discussion)					
		7.2.1.1 EGWA uses and						
		problems						
	The Reading and Writing	8.1 Interpreting the Upper	1. Discussion (Student teachers discuss the					
8	Component of the Upper	Primary reading and writing	reading and writing components of the					
	Primary 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	2. Group work (student teachers are put in					
		curriculum	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)					
			3. Prepare a scheme of work from the					
		8.3 Planning scheme of work	reading and writing component of the					
			Upper Primary curriculum.					
9	Integrated reading and	1.1 Integrated reading and	1. Practical work (Student teachers work in					
	writing 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. T	eaching and Learning Strategi	es						
	his course will be taught in a o							
	0							

- 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 a600-word reflective report on an integrated reading and writing lesson they co-planned and co-taughtwith 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 coverstopics 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.

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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.

Donoghue, M. R. (2009). Language arts: Integrating skills for classroom teaching. Thousand Oaks, CA: SAGE Publications.

Eisele, B. (1991). Managing the whole language classroom: A complete teaching resource guide for K-6 teachers. Cypress, NC: Creative Teaching Press.

GES (2019). The English Language Curriculum. Accra, Ghana: Ghana Education Service

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.

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.

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Rinsky, L. A. (1997). *Teaching word recognition skills*. GorsuchScarisbrick, Publishers.

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

Year of B.Ed. 2	Semester	1	Place of lesson in semester	<b>1</b> 23456789101112
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Title of Lesson	The concept, t	vnes, hene	fits of readi	ng and writing	and			
11110 01 203011	The concept, types, benefits of reading and writing and misconceptions					Les	son Duration	3 hrs
Lesson description	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.							
Previous student teacher knowledge, prior learning (assumed)	Student teach language learn	ners have I ning.	earned abo	out speaking a	and listenir		d how they co	
Possible barriers to learning in the lesson	acqui	ent teacher sition/learr class size		know how re	eading and	writi	ing contribute to	o language
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	Seminars √	Independ Study	ent	e-learning opportunities	Practicum
mode of delivery chosen to support student teachers in achieving the learning outcomes.	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							eterials to ent. This dent and /
Learning Outcome	available tech			Learning Indi	cators			
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome  Learning outcomes  Learning Outcomes  1. Demonstrate knowledge and understanding of the concepts and benefits of reading and writing and their roles in the development ofliteracy in Upper Primarylearners and misconceptions about reading and writing (NTS 2c)		1.1 Explain the concept of reading and writing and the simple views of reading and writing 1.2 Identify and explain the types of reading and how they are used in language learning.  Ore skills targ communication thinking, collable observation ar skills, and digit Inclusivity inclus		cipation and achi e limited time, /lecturer will ask hers to do online t before the lesso e presentation on ept of writing and ngand the roles t	student research a in and do the d chey play in ed include critical ration, enquiry literacy. ing gender			

<b>Topic:</b> The concept, views, types, benefits of reading and writing	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				
and 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	Group work and	Student teachers work in		
	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	mins	Presentation: Introduce the types of reading to student teachers. Group student teachers and assign each group to a type of reading to conduct miniresearch on them and present their findings to the class.  Encourage student teachers to use online resources and books.	groups on given assignment (type of reading) by searching for information on the topic either online using available technology or in books. They present their findings to the class using posters for teacher comment/feedback or peer critique.		
	School Visit and observation		During school visit, let each group observe how teachers use the type of reading they were assigned to and write notes on how teachers use them for the next class discussion and reflect on how this will improve their professional development as developing teachers.	Student teachers during their school visit observe how teachers used the type of reading they were assigned to and write notes on how teachers use them for the next class discussion and reflect on how this will improve their professional development as developing teachers.		
	Closure	Stage 4: 10min	Ask student teachers to and write the main points in the lesson. Call student teachers to summarise the lesson using their written material. Answer student teachers' questions for clarification Let student teachers use provided checklist to identify whether the indicators of the lesson has been achieved	Write the main points in the lesson.  Summarise the main points of the lesson orally  Ask tutor questions on the lesson for clarification. Use provided checklist to see whether the indicators of the lesson has been achieved.		
Which cross cutting issues will be addressed or developed and how	<ul> <li>Digital literacy (searching online for information on the topic)</li> <li>Inclusivity/gender (including both male and female in each group)</li> <li>Collaboration (working in groups as a team)</li> <li>Enquiry skills (asking questions for clarification)</li> <li>Critical thinking (through discussion, brainstorming and peer critiquing)</li> <li>Communication (through discussion, presentation and asking and answering of questions)</li> </ul>					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources	reading) (Core skills digital literacy, critic	s targeted are cor cal thinking)	Assessment for learning (poste mmunication, team work/colla se learning outcome 1 (NTS 2c)	boration, enquiry skills,		
Required Text (core)	<ul><li>Smartphor</li><li>Laptops</li><li>Owu-Ewie, C. (2018</li></ul>	3). Introduction to	o language teaching skills: A res le Publishers [Units 11 and 12]	source for language		

Additional Reading List	Harmer, J. (. (2010). <i>The practice of English language teaching (3<sup>rd</sup>ed)</i> . London: Longman. [Chapter 15 and 18]
	Donoghue, M. R. (2009). <i>Language arts: Integrating skills for classroom teaching</i> . Thousand Oaks, CA: SAGE Publications[Section 5: Chapters 14 and 15]
CPD Needs	Workshop on teaching reading and writing as integrated skill and related unfamiliar concepts.

Year of B.Ed. 2	2 Semester	1	Place of lesson in semester	123456789101112
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Title of Lesson	Danafita	of roading and	driting on	d missansant	ions				
Title of Lesson	Benefits of reading and writing and misconceptions  about reading and writing in language learning  Lesson Duration  3 hr.						3 hrs		
	about reading and writing in language learning.  Lesson Duration 3 hrs						3 1115		
Lesson description	The lesso	The lesson exposes student teachers to the benefits of reading and writing in language							
	learning a	nd misconce	ptions of re	ading and wri	ting in I	anguage	learning.		
Previous student teacher	Student 1	eachers hav	e learned	about definit	ion, vi	ews and	types of re	ading and	
knowledge, prior learning	writing.								
(assumed)									
Possible barriers to learning			•	not know th			-	-	
in the lesson			_	sconceptions		have abo	out reading a	nd writing.	
Lanca Balliana abasa ta				ers with disab			_	Duration	
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	_	endent	e-	Practicu	
support students in achieving the outcomes	face	Activity	Based Learning		Study		learning opportun	m	
the outcomes			Learning			Ĭ	ities		
							\(\sigma\)		
Lesson Delivery – main mode	Face-to-fa	ace: opporti	unity for an	extended and	cohere	ent line of	argument. It	includes	
of delivery chosen to support				n and answer			_		
student teachers in achieving	/ or stude	nt teacher le	d. It should	not usually be	e the m	ain mode	١.		
the learning outcomes.	-			idents to enga	_				
		•		nd collaborati		•	in-depth and	alysis and	
				any of the abo					
		_		individual cre	ativity,	discussio	n and reflect	ion:	
		nd / or tutor		- I' ' <b>f</b>					
		_		nline informat	tion, us	e or comp	outers, smart	pnone or	
Learning Outcome for	_	ble technolo Outcomes	ВУ	Learning Inc	licators				
the lesson, picked and	Learning	outcomes		Learning inc	aica coi s				
developed from the	1. Demon	strate knowl	edge and	1.3 Discuss t	the	To fa	cilitate stude	ents'	
course specification		nding of the c		importance of			participation and achieve		
Learning indicators for		fits of readin		reading and	writing		in the limite		
each learning outcome		d their roles		in literacy			/lecturer will		
		ent ofliterac	y in Upper	developmen			ent teachers		
		arners and ptions about	roading	Upper Prima learners.	ary		e research a re the lesson		
		ng (NTS 2c)	reauiig	1.4 Examine	the		e presentatio		
	and witti	ig (1413 2c)		misconcepti			ept of writing		
				about role o			ingand the ro	-	
				reading and			in language l		
				in literacy	· ·		Core skills ta	-	
				developmer	nt and		include		
				how to deal	with th	e	communicat	ion,	
				misconcepti	ons		critical thinki	-	
							collaboration		
							observation		
							enquiry skills		
							digital literac		
							Inclusivity in gender.	Liuuirig	
							genuel.		

Topic: The concept, views, types, benefits of reading and	Sub topic  Benefits/importance of reading and	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
writing and misconceptions	writing		Teacher Activity	Student Activity		
·	Revision of the previous lesson the definition, view and types of reading and writing.	Introduction: 20 mins	Use question and answer technique to revise previous lesson.  Ask student teachers to reflect on their school visit and indicate how it has helped their professional skills as developing teachers.	Answer the questions asked by the tutor/lecturer to revise previous lesson. Student teachers reflect on their school visit and 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	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		

			loorning and barras	languaga las mina am d
			learning and how to deal with these	language learning and how to address them
			misconceptions.	
			Encourage student	
			teachers to take notes.	
			(PDP Theme 2, p. 35)	
			(* = * * * * * * * * * * * * * * * * * *	
	School Visit		Ask student teachers to	Student teachers
			observe and make a	observe and make a
			mini study on language	mini-study on language
			teachers'	teachers'
			misconceptions about	misconceptions about
			reading and writing in	reading and writing in
			Upper Primary and how	Upper Primary and
			to address them. Let	how to address them.
			them indicate in their	They indicate in their
			report on how this has	reports on how this has
			changes their	changes their
			understanding of the	understanding of the
			importance of reading	importance of reading
			and writing in language	and writing in language
			learning and present for assessment.	learning for assessment.
			Ask student teachers to	Student teachers
			work individually and	individually write down
			write the main points in	the main points in the
	Closure	15 mins	the lesson.	lesson and share with
	0.000.0	20	the resserin	colleagues.
			Answer student	Ask tutor questions on
			teachers' questions for	the lesson for
			clarification	clarification
			Follow-up: Ask	Read on theories and
			students to read their	models of reading for
			required text theories	the next class.
			and models of reading	
			for the next lesson.	
Which cross cutting			for information on the topi	
issues will be addressed or	· -		n male and female in each g	group)
developed and how		(working in groups		In a more #1 a m \
developed and now	' '	asking questions it ig (Discussion and p	or clarification and school o	observation)
			tation and answering quest	tions)
Lesson assessments –			ment as learning (Assessm	
evaluation of learning:			ng and writing on language	
of, for and as learning			argeted are communication	
within the	observation/enquiry sk		_	
lesson(linked to			e learning outcome 1 (NTS	2c)
learning outcomes)				
Teaching Learning	<ul> <li>computer</li> </ul>			
Resources	Projector			
	<ul> <li>Smartphones</li> </ul>			
D 1 1 7 1 1	• Laptops			<i>C</i> 1
Required Text (core)		_	uage teaching skills: A reso	urce for language
Additional Deading List			lishers [Units 13 and 23]	vias England, John Wiley
Additional Reading List		[Chapter 10 and 11	foreign language for dumn <sub>I</sub> 1	nes. England: John Wiley
			្ស <i>ige teaching</i> . Singapore: Mo	cGraw Hill. [Chanters 4
	and 5]	2g	ge saconnig. Singaporer Wi	Taran I emopter of
CPD Needs	Workshop on teaching	the benefits and m	nisconceptions of reading a	nd writing

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

This of Lance	The section and asset		alta a					
Title of Lesson	Theories and models of reading  Lesson Duration 3 h						3 hrs	
		The lesson introduce Upper Primary teachers to theories of reading, which include the cognitive						
Lesson description						_		_
	and schemata. T				ading whi	ch incl	lude Linear mode	<u>ا</u> ا,
	Interactive mode							
Previous student	Student teacher				of reading	g and	the misconcept	tions about
teacher knowledge,	reading and writ	ing in langu	ıage learnin	g.				
prior learning								
(assumed)								
Possible barriers to	<ul> <li>Student</li> </ul>	t teachers n	nay not kno	w that teaching	g reading	is expl	ained by some t	heories and
learning in the lesson	are und	lerpinned b	y some mod	dels at the Uppe	er Primary	level		
	<ul> <li>Large cl</li> </ul>	ass size						
Lesson Delivery –	Face-to-face	Practical	Work-	Seminars	Indepen	dent	e-learning	Practicum
chosen to support	✓	Activity	Based	✓	Study		opportunities	
students in achieving			Learning		✓		✓	
the outcomes			Ŭ					
Lesson Delivery - main	Face-to-face: o	pportunity	for an exter	nded and coher	ent line of	fargur	nent. It includes	discussion,
mode of delivery						_	r and / or studer	
chosen to support	led. It should no		_				, , , , , , , , , , , , , , , , , , , ,	
student teachers in	Independent stu	•			h relevant	t and a	ppropriate mate	rials to
achieving the learning	promote individ	•		0 0				
outcomes.	be part of any of			-1- //		,		
	Seminars: to ge			idual creativity	discussio	n and	reflection: stude	nt and / or
	tutor led.			,,				, ,
	e-Learning: Use	of video. us	se of online	information, us	e of comr	outers.	smartphone or a	anv
	available techno					, ,	5a. cp6	~,
Learning Outcome	Learning Outcor	<u> </u>		Learning Indi	cators			
for the lesson,								
picked and	2. Demonstrate	knowledge	and	2.1 Identify ar	nd	To fa	cilitate students	'
developed from	understanding o	f the theori	es of	explain the th	eories	parti	cipation and ach	ieve more
the course	reading and mod	dels of teacl	hing	and models o	f	in th	e limited time,	
specification	reading and writ	ing and the	eir	reading and w	riting	tutor	/lecturer will ask	student
Learning indicators	implications for	teaching re	ading and	2.2 Discuss th	e	teach	ners to do online	research a
for each learning	writing in the Up	per Primar	y (NTS 2b,	implications o	f the	weel	before the lesso	on and do
outcome	d)			theories and r	nodels	some	e presentation or	n the
outcome	•			of reading and	writing	conc	ept of writing an	d
				on their classr	oom	read	ingand the roles	they play in
				teachingneed	s of	langı	uage learning.	
		learners in language learning.  • Core skills targeted include						
				readingand w	riting.		communication,	
					J		thinking, collabo	
							observation and	,
							skills, and digital	
							Inclusivity includ	,
								0 50114011
L						L		

Topic: Theories and models of reading,	Sub topic Theories or	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
	reading		Teacher Activity	Student Activity		
	Revision of the previous lesson on the importance and misconceptions of reading and writing	Introduction:15 mins	Ask student teachers to work in groups and develop a graphic representation of what they learned on importance of reading and misconceptions student teachers have about reading and writing. Ask some student teachers to present their work orally.	Make student teachers work in groups and develop a graphic representation of the previous lesson; the importance and misconception of reading and writing and present to class orally.		
			Give an overview of the current lesson on the theories and models of reading.	Student teachers take note of the overview of the current lesson provided by the tutor.		
	Theories of Reading	Stage 3: 65 mins	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)	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	Stage 4: 80 mins	Group Work 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)	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.		

		ī	T	T 2
	School Visit  Closure	Stage 4: 20 min	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.  Use question and answers to recap the main ideas in the lesson	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.  Student teachers answer tutor's questions to recap the main points in the
			Answer student teachers' questions for clarification Follow-up: Ask students to read on components and stages of Upper Primary reading and writing for the next class.	lesson Ask tutor questions on the lesson for clarification
Which cross cutting	Digital li	teracy (searching onli	ne for information on the topic)	
issues will be addressed			noth male and female in each grou	(qı
or developed and how		ration (working in gro		T7
			s for clarification and school obse	rvation)
	Critical to	thinking (Discussion a	nd peer critiquing)	
			sentation and answering question	
Lesson assessments –			sessment for learning (Group pres	
evaluation of learning:		_	nunication, team work/collaborati	ion, enquiry skills, digital
of, for and as learning within the lesson(linked	literacy, critical t		urse learning outcome 2 (NTS 2b,	4)
to learning outcomes)	Assesses Lea	mining Outcomes. Co	arse rearring outcome 2 (IVIS 20)	u.,
Teaching Learning	• comput	er		
Resources	<ul> <li>Projecto</li> </ul>			
	<ul> <li>Smartpl</li> </ul>	nones		
	<ul> <li>Laptops</li> </ul>			
		reading skills: Strateg		
			esson/teaching-reading-skills-to-e	esI-students-methods-
Required Text (core)	resource		anguage teaching skills: A resource	e for language teachers
nequired Text (core)		am-Woode Publishers		. Joi lullyuuye leuchers.
Additional Reading List			reses on reading: An introduction to	theories and models. NY
2.00	· ·	ford Press. [Chapters		
		. ,	•	
			Teaching reading and writing: The	developmental approach.
CDD No. do		rk, NY: Pearson. [Chap		dia a a a di contata
CPD Needs	Workshop to upo	aate tutors knowledge	e ofapproaches and models of read	ding and writing.

Year of B.Ed. 2 Semester 1 Place of lesson in semester 12345678910 11 12

Title of Lesson	Components o	f Upper I	Primar	y readin	Components of Upper Primary reading and writing  Lesson Duration 3 hrs						
Lesson description	It discusses rea	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 teach writing at the U				ut approach	nes a	nd models	of teaching re	eading and		
Possible barriers to learning in the lesson	have	ent teach unique co class size	ompon		now that rea	ading	and writin	g at the Upper	Primary may		
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practica Activity	Ba: Lea	ork- sed arning	Seminars √	Stu	•	e-learning opportunities			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, bra student teache Independent s promote indivi can be part of Seminars: to g	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									
a Learning Outcome for	available techr	nology					e of compu	iters, smartpho	ne or any		
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome  STopic: Components of	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)  Learning  3.1 Identi component and apply them effectively to enhance the reading skills of diverse learners at the Upper Primary level (NTS 2c, 3e, j)			tify activities t can be before the lesson and do some presentation on the concept of writing and reading and the roles ance each of Upper Primary  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			imited time, dent earch a week some ept of he roles rning. nclude cal thinking, vation and gital literacy.				
Upper Primary reading and writing	Sub topic  Components  Upper Prim	of	age/tir	iie	depending collaborat	g on o	delivery mork	ode selected. To or independen	eacher led, t study		
	reading  Revision of previous less on	the son Int the 20 and of	Introduction: 20 mins		Ask student teachers to write the main points of the previous lesson individually: approaches and models to reading. Call some student teachers to present their work to class orally.		Student teach individually wain points of previous less approaches a to teaching restricted their work or	ners vrite the of the on; and models eading. hers present			

		Г	
		Give an overview of the	Student teachers take
		current lesson; the	note of the overview of
		components of Upper	the current lesson
		Primary reading	provided by the tutor.
Introduction of	Stage 1: 60	Video and Class	
Components of	mins	Discussion	Student teachers watch
Upper Primary		Show a 20 minutes video	video on the five
reading		of a teacher illustrating	components of reading.
		the components of	Answer questions by
		reading to students.	tutor requesting for
		Use questions and	identification and
		answering techniques to	explanation of the five
		identify and explain	components of reading.
		thefive components of	Ask tutor questions for
		reading to student	clarification of the five
		teachers.	components of reading
		Ask student teachers to	to enhance their
		ask questions for	understanding.
		clarification by tutor.	
		(PDP Theme 3, P. 69)	
Activities to	Stage 2: 80 min	Group Discussion and	Student teachers form
enhance each of	Juge 2. 00 111111	presentationPut class	mixed groups and
the Upper		into five mixed groups.	worked on assigned
Primary reading		Assign each group a	component of reading.
			_
component.		reading component. Ask student teachers to use	They use available
			technology available to
		available technology to	them and search on line
		look for online	and use textbook
		information or	available to find Upper
		information from books	Primary activities that
		of activities that will	will enhance their
		enhance the assigned	assigned component.
		reading component.	They prepare a 6-minutes
		Ask each group to	PowerPoint and present
		prepare a PowerPoint	to the class for comments
		and present a 6-minute	and feedback form tutor
		presentation of their	and peers.
		work to class. Provide	
		appropriate feedback	
		and comments. Let peers	
		do same (PDP Theme 3,	
		69)	
School Visit		Give student teachers a	Student teachers during
		checklist to use during	their school visit observe
		school visit to observe	and write report on how
		and write report on how	Upper Primary teachers
		Upper Primary teachers	use appropriate activities
		use appropriate activities	to improve the various
		to improve the various	components of reading
		components of reading	to enhance reading and
		to enhance reading. They	present for next class
		present their report for	discussion and reflection.
		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	Ask tutor questions on the lesson for clarification		
			to read about the stages of Upper Primary reading and writing for the nest class	Student teachers read on stages of reading and writing among Upper Primary learners		
Which cross cutting issues will be addressed or developed and how	<ul><li>Inclusivity,</li><li>Collaborat</li><li>Enquiry ski</li><li>Critical thin</li></ul>	gender (including ion (working in gro ills (asking question nking (Discussion a	ns for clarification and schoo and peer critiquing)	h group)		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Communication (through presentation and answering questions)  Summary of Assessment Method: Assessment of learning (Short quiz on the components of reading and how teachers used appropriate Upper Primary activities to enhance them in reading) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)  Assessed Learning Outcomes: Course learning outcome 2 (NTS 26, 26)					
Teaching Learning Resources	Assesses Learning Outcomes: Course learning outcome 3 (NTS 2c, 3e)  computer Projector Smartphones Laptop Video on components of reading: What is comprehension? The five components of reading. Youtube.com/ttps://www.youtube.com/watch?v=LU461AMLAAg					
Required Text (core)			anguage teaching skills: A re Publishers [Unit 20]	source for language		
Additional Reading List	teachers. Accra: Sam-Woode Publishers [Unit 20]  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]					
CPD Needs	Workshop on upda	ting tutor knowled	ge on components of reading	g.		

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1234 <b>5</b> 6789101112
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Title of Lesson	Stages of Upper Primary reading and writing  development  Lesson Duration  3 hrs								
	development Lesson Duration 3 hrs								
Lesson description	writing transit texts.	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 Primaryreading like reading for learning, confirmation for reading/transitional reading and reading for learning							
Previous student teacher	Studer	nt teachers h	nave learned	about compor	nents of rea	ding			
knowledge, prior learning	otauc.			azout copc.					
(assumed)									
Possible barriers to	•	Student to	eachers may	not know how	children d	evelop reading and w	riting.		
learning in the lesson	•	Large clas	s size						
Lesson Delivery – chosen to	Face	Practical	Work-	Seminars	Independ	ent e-learning	Practicum		
support students in	-to-	Activity	Based	✓	Study	opportunities			
achieving the outcomes	face ✓		Learning		<b>√</b>	<b>√</b>			
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 / o 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								
Learning Outcome for		ole technologo of the composition of the compositio		Learning Ind	icators				
the lesson, picked and	4 11				h	To facilitate students'			
developed from the course specification  Learning indicators for each learning outcome	4. Use appropriate and differentiated reading and writing strategies to develop		their characte 3.4 Apply the knowled stages to teaching and writi groups a responsi facilitatir	reading ing ment and ristics. ge of the othe of reading ing of small nd takes bility for	participation and a in the limited time tutor/lecturer will teachers to do onl week before the lessome presentation concept of reading and the roles they language learning.  Core skills tar communication thinking, collar observation a skills, and dig	achieve more , ask student ine research a esson and do n on the g and writing play in geted include on, critical aboration, and enquiry			

Stages of Upper Primary reading and writing development	Sub topic  What are readingand writing TLMs	Stage/time	Teaching and learning to a outcomes: depending on d Teacher led, collaborative independent study	elivery mode selected. group work or
	WITCHIS TEIVIS		Teacher Activity	Student Activity
	Revision of the previous lesson on techniques and strategies for teaching writing and challenges of the	Introduction: 20 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	Student teachers answer questions on their school visit and discuss their reflections on their visits  Student teachers take note of the overview of the current lesson
	the strategies.  Stages of Upper Primary reading	Stage 1: 70 mins	Upper Primary reading and writing.  Lecturer Introduce the lesson by showing student teachers a video of the various stages of reading development among Upper Primary and answer student teachers questions for clarification.  Group Work: Put student teachers into three mixed groups and assign a stage to each group to search online using available technology and book(s) to look for the 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)	of the current lesson provided by the tutor.  Student teachers watch the video of the stages of Upper Primary reading development and ask questions for clarification.  Student teachers work in mixed groups using available technology and book(s) to find out information on assigned stage of Upper Primary reading, its characteristics and activities  Student teachers present to class for comments and feedback from other group members and tutor.
	Stages of Upper Primary writing	Stage 2: 70 mins	Class Discussion: Introduce the lesson by showing student teachers a video of the various stages of writing development among Upper Primary's and answer student teachers questions for clarification  Brainstorm: Ask student teachers to work individually to brainstorm on activities that can be used by classroom teachers to develop the writing skills of learners at the Upper level Let student teachers share the activities they have develop with peers	Student teachers watch the video of the stages of Upper Primary writing development and ask questions for clarification.  Student teachers work individually to find information on the topic under discussion using information from online or required books and share with colleagues and later share with entire class for discussion.

CPD Needs			es and activities of reading a	nd writing development		
Required Text (core)  Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 20] Chall, J. S (1996). Language Arts & Disciplines. NY: Harcourt Brace College Publishers.					
	fromhttps://www.youtube.com/watch?v=E-IIPMKR8KQ  • YouTube video on stages of writing development from https://www.youtube.com/watch?v=6-WQB4AJpeE					
	<ul> <li>Laptop</li> <li>YouTube video on stages of reading development</li> </ul>					
	<ul><li>Projector</li><li>Smartphones</li></ul>					
Teaching Learning Resources	Assesses Learning Outcomes: Course learning outcome 4 (N15 3e, 1)     computer					
within the lesson(linked to learning outcomes)						
Lesson assessments – evaluation of learning: of, for and as learning	observation on	the lesson). (Cor	e skills targeted are commur	ication, team		
	reports)					
	<ul> <li>Critical thinking (Discussion and peer critiquing)</li> <li>Communication (through presentation and answering questions, writing</li> </ul>					
	<ul> <li>Collaboration (working in groups as a team)</li> <li>Enquiry skills (asking questions for clarification and school observation)</li> </ul>					
addressed of developed and now	<ul> <li>Inclusivity/gender (including both male and female in each group, mixed ability group)</li> </ul>					
Which cross cutting issues will be addressed or developed and how	Digital literacy (searching online for information on the topic)      Including hoth male and famale in each group mixed.					
				outcome has been achieved.		
				their checklist to find out if learning		
			have been achieved.	Student teachers use		
			if lesson objectives/indicators	the lesson for clarification		
			their checklist to find out	Ask tutor questions on		
			questions for clarification Let student teachers use	point in the lesson.		
		min	points they have learned. Answer student teachers'	question to summarise the main		
	Ciosuic	Stage 4: 20	summarise the main	answer tutors		
	Closure		Ask students in turn to	literacy teachers. Student teachers		
			teachers	as Upper Primary		
			enhance their training as Upper Primary literacy	observation will enhance their training		
			their observation will	indicate how their		
			assessment. Ask student teachers to indicate how	tutor for assessment. Student teachers		
			write report on it for	presentation to the		
			and writing among Upper Primary learners and	of learners and write report on it for		
			various stages of reading	reading development		
			use appropriate activities they use to improve the	at every stage of reading to enhance		
			how classroom teachers	activities teachers use		
	School Visit		Let student teachers during the school observe	Student teachers visit schools to observe the		
			Theme 9, p. 21)			
			appropriate feedback to student teachers. (PDP	critiquing.		
			for discussion. Provide	Participate in peer		

Year of B.Ed. 2	Semester	1	Place of lesson in semester	12345 <b>6</b> 789101112
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Title of Lesson	Approaches to teaching Upper Primary reading and								
	writing.						Less	on Duration	3 hrs
Lesson description	The lesson assiststudent teachers to identify and explain the stages of Upper Primary reading and writing.								
Previous student teacher knowledge, prior learning (assumed)	Student	t teachers	have	learned at	oout stages of	reading	g and wr	riting	
Possible barriers to	•	Student	teach	ers may n	ot be aware	of diffe	rent app	proaches to tea	chingreading
learning in the lesson		and wri	ting						
	•	Large cl							
Lesson Delivery – chosen to	Face-	Practica		ork-	Seminars		endent	e-learning	Practicum
support students in	to-	Activity		ased		Study		opportunities	
achieving the outcomes  Lesson Delivery – main	face	facer		arning	ovtondod an	d cobor	ont line	of argument. It	includos
mode of delivery chosen to								etc. This can be	
support student teachers in					not usually be				tator and /
achieving the learning								nt and appropr	iate
outcomes.								re in-depth ana	
	develop	oment. Th	is can	be part of	any of the ab	ove mo	des		
	Seminars: to generate group and individual creativity, discussion and reflection: student						on: student		
	and / or tutor led.								
		<b>e-Learning</b> : Use of video, use of online information, use of computers, smartphone or any							
. I samina Outsama fan		le technol		Laguaina	Indicators				
<ul> <li>Learning Outcome for the lesson, picked and</li> </ul>	Learnin	g Outcon	nes	Learning	g Indicators				
developed from the	4. Use a	appropria	te	4.1 Identify and explain To			o facilitate students' participation		
course specification	and	differenti	ated	the approaches used an		and achieve more in the limited			
Learning indicators for	read	ling and				ime, tut	or/lecturer will	ask student	
each learning outcome	writi	Ü			riting at the			to do online re	
		oaches/s			r Primary leve			fore the lesson	
		to develo			ify the variou			tion on the con	
		reading ai ing skills o		_		writing and readingand the roles they play in language learning.			
		rseUpper				Core skills targeted include			
		ary learn		Triniary learners		communication, critical			
		3f; NTEC					thinking, collaboration,		
	bulle	et 6)					observation and enquiry sk		
							and digital literacy. Inclusivity		Inclusivity
	including gender.								
4. Approaches to teaching	Stage/time Teaching and learning to achieve learning out								
Upper Primary reading and	depending on delivery mode selected. Teacher led,								
writing	collaborative group work or independent study								
,	Teacher Activity					Student Act	ivity		
		n of the			Use probing		_	Student teac	
	previous Introduction:			question to help learn			questions po		
	lesson	0		identify the main idea			tutor as a wa		
	Of Driman			the previous lesson; stage			the previous	iesson.	
	reading	Primary		of Upper Primary reading and writing and activities					
	writing	_							
					to promote them in the classroom				

Approaches to teaching Upper Primary reading				T .
Approaches to teaching Upper Primary reading Upper Internation Upper Primary reading Upper Primary writing Upper Primary writing Upper Primary writing Upper Primary writing Upper Primary reading Upp			Give an overview of the	Student teachers take
Approaches to teaching Upper Primary reading Upper Primary reading  Tutor introduces the lesson using leading questions and answers technique help student teachers dentify the main approaches used in teaching Upper Primary reading. Tutor answers student teachers' question 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. They then prepare PowerPoint. Provide constructive feedback to group presentations.  Video: Show a video clip of a teacher teaching reading using the phonics approach and ask students to compare their work with what they saw in the video.  Approaches to teaching Upper Primary writing Upper Primary writing  Approaches to teaching value to the class of continuation of the primary learners using available book(s) or teaching upper primary learners using available the chology. After brainstorming let student teachers work individually to brainstorm on the approaches to teaching upper primary learners using available book(s) or teaching upper primary learners using available 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 befulp upper primary learners using available the primary learners using available the chook of accompany to the primary learners using available the primary learners using available the prima			1 1	
Approaches to teaching Upper Primary reading Upper Primary				
teaching Upper Primary reading  mins  Tutor introduces the lesson using leading questions and answers technique nelp student teachers destribly the main approaches used in teaching Upper Primary reading. Tutor answers student teachers' question for clarification.  Group task and presentation Group class into three different groups and assign each group to a task (Group One — Whole language Group to — Phonic and whole language combined Let each group use available technology and books at their disposal to look for information on their assigned topic. They then prepare PowerPoints, present to look for information on their assigned topic to the class for group persentations.  Video: Show a video clip of a teacher teaching reading using the phonics approach and ask students to compare their work with what they saw in the video and compare their work with what they saw in the video a	Annroaches to	Stage 1: Q		provided by the tutor.
Upper Primary reading  I 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.  Group task and presentation Group class into three different groups and assign each group to a task (Group One – Whole language Combined Let each group use available technology and books at their disposal to look for information on their assigned topic. They then prepare available technology and books at their disposal to look for information on their assigned topic to the class for futor, and peer feedback.  Approaches to teaching preading using the phonics approach and ask students to compare their work with what they saw in the video and compare persentations.  Video: Show a video clip of a teacher teaching reading using the phonics approach and ask students to compare their work with what they saw in the video and compare the compare their work with what they saw in the video for class discussion.  Approaches to teaching value teachers work individually to brainstorm on the approaches for teaching writing to Upper Primary learners using available book(s) or technology. Student teachers work individually to brainstorm on the approaches to teaching upper primary learners using available book(s) or technology. Student teachers and share their work with each other. They widen the circle by sharing in groups and share ideas for double to discussion. Provide constructive feedback to beef-up		_		Student teachers answer
reading    questions and answers technique help student teachers identify the main approaches used in teaching lupper Primary reading. Tutor answers student teachers' question 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 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 to the class using PowerPoint.   Provide constructive feedback to group presentations. Video: Show a video clip of a teacher teaching using the phonics approach and ask students to compare their work with what they saw in the wideo and compare their work with what they saw in the video for class of teaching using the phonics approaches to teaching Upper Primary learners using available book(s) or technology. After brainstorming let student teachers pair and share the circle by sharing in groups and finally to the entire class for discussion.	U	1111113		
technique help student teachers identify the main approaches used in teaching Upper Primary reading. Tutor answers student teachers' question for clarification.  Group task and presentation or Group class into three different groups and assign each group to a task (Group One – Whole language Combined Let each group use available technology and books at their disposal to look for information on their assigned topic. They then prepare PowerPoints, present too look for information on their assigned topic 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 students to compare their work with what they saw in the video and compare their work with what they saw in the video for class of individually to brainstorm on the approaches to teaching usualidable book(s) or technology. After brainstorming let student teachers work individually to brainstorm on the approaches to teaching 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 beef-up dead for discussion and tutor feedback.				1 ' '
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	School Visit		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 observationsand how it will improve their skills in teaching reading and writing for class discussion in the next lesson.	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 3: 20 min	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	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.
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Which cross cutting issues will be addressed or	_	, .	g online for information on the	
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Year of B.Ed.	2	Semester	1	Place of lesson in semester	123456	8 9 10 11 12

Title of Lesson	Unner Primaryre	ading and v	writing days	lonment practi	COS					
Title of Lesson	Upper Primaryreading and writing development practices  Lesson Duration 3 hrs							3 hrs		
Lesson description	Primarylearners' aloud, Silent Rea teachers to writi	The lesson exposesstudent teachers to the different practices that can be used to develop Upper Primarylearners' 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, Independent writing. The lesson culminates into school visit.								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to		Student teachers have learned about approaches to teaching reading and writing.  • Student teachers may not be aware of the practices essential to the development of								
learning in the lesson		and writing	•	per Primary lea	•	C33C11	itial to the deve	портен от		
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	Seminars 🗸	Indepen Study	dent	e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: obrainstorming, qued. It should no Independent stupromote individual be part of any of Seminars: to getutor led.  e-Learning: Use available techno	uestion and t usually be udy: to ena ual and colla f the above nerate grou of video, us	d answer, gr the main m ble student: aborative er modes up and indiv	roup work, etc. node. s to engage wit nquiry, more in idual creativity,	This can b h relevant -depth and discussio	e tuto and a alysis a	r and / or studer ppropriate mate and developmen reflection: stude	rials to t. This can nt and / or		
Learning     Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	4. Use appropria differentiated rewriting strategie the reading and of diverseUpper learners (NTS 3e bullet 6)	nes  Ite and rading and s to develop writing skill Primary	4.2 Ic r c p a s s a a F 4.3. A s t	lentify and expleading and writelevelopment prind activities the accompany each practice. Apply the teaching trategies to device and kills of diverse and interests of the armary learners	cing actices at n ing velop writing needs Upper	parti in the tutor teach week some conc readi langu	cilitate students cipation and ache limited time, r/lecturer will ashers to do online before the lesse presentation of ept of writing an ingand the roles uage learning.  Core skills targe communication, thinking, collaborobservation and skills, and digital Inclusivity include.	ieve more  c student research a on and do n the d they play in ted include critical oration, enquiry literacy.		

4.2 Upper PrimaryReading and writing development		Stage/time	Teaching and learning to achieve depending on delivery mode secollaborative group work or income.	elected. Teacher led,
practices.			Teacher Activity	Student Activity
	Revision of the previous lesson on approaches to teaching Upper Primary reading and writingand how to teach sound	Introduction: 20 mins	Ask students to discuss in pairs the main ideas in the previous lesson on Approaches to teaching Upper Primary reading and writing Later, discuss with student teachers their school visits and their reflections on the visit	Student teachers pair and talk about the previous lesson. discuss with tutor their 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 1: 70 mins	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.  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.	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.  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 2: 70 mins	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	Student teachers brainstorm on various ways the different approaches to assessing the readingand writing skills of Upper Primary learners can be made to cater for the diverse needs of all manner of learners.

	I		I			
			work either by PowerPoint or using posters for tutor comments and peer critiquing. In the presentations, student teachers should demonstrate how the models and accompanying activities are used in the classroom. (PDP Theme 4, p. 25)	Student teachers make poster or PowerPoint presentation of their findings to class for peer critiquing and tutor feedback/comments.		
	School Visit/Child Study		During student teachers' school visit, each student teachers should observe howlearners and teachers apply any of the readingor writing development practices in enhancing the reading or writing of learners for their portfolio. (PDP Theme 9, p. 21)	Visit schools and observe how classroom teachers at the Upper Primary to develop/enhance either reading or writing of learners and write their report use a reading or writing development model for their portfolio.		
	Closure	Stage 20 min	Use leading and probing questions to help student teachers to summarise the lesson in turns.	Student teachers answer tutors question to summarise the main point in the lesson.		
			Answer student teachers' questions for clarification Ask student teachers to use a given checklist provided at the beginning of the lesson to check if the indicators of the lesson were achieved. Follow-up: Ask student teachers to read about the problems of reading and writing of Upper Primary.	Ask tutor questions on the lesson for clarification Use checklist provided at the beginning of the lesson to identify if the lesson indicators were achieved Read about problems of reading and writing of Upper Primary for the next class.		
Which cross cutting issues will be addressed or developed and how	<ul> <li>Inclusivity</li> <li>Collabora</li> <li>Enquiry sl</li> <li>Critical th</li> <li>Communi</li> </ul>	y/gender (including b tion (working in grou kills (asking questions inking (Discussion an cation (through pres	s for clarification and school obser d peer critiquing) entation and answering questions	p, mixed ability group) vation) , writing reports)		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	targeted are comn literacy)	nunication, team wor	essment for (short diagnostic test k/collaboration, enquiry skills, cri earning outcome 4 (NTS 3e, f, g)			
Teaching Learning Resources	<ul> <li>computer</li> <li>Projector</li> <li>Smartphones</li> <li>Laptop</li> <li>Video on teaching reading development and instructional practices for students. UC Davis MIND InstituteYouTube - Jun 28, 2016</li> </ul>					
Required Text (core)	Accra: Sar	n-Woode Publishers				
Additional Reading List	Primary C Taylor, R. T. (2007)	Grades (2nd Edition).	racy Instruction: Teaching Reading New York, NY: Pearson Publishers writing and content teaching for s er 5]	[chapters 4 and 8]		

	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. [Chapter 9]
CPD Needs	Seminar for tutors on of Upper Primary learners reading and writing development practices.

Year of B.Ed. 2	Semester	1	Place of lesson in semester	1234567 <b>8</b> 910 11 12
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Title of Lesson	Reading and wr	iting problem	ns of Up	oper F	Primary lea	arners		n Duration	3 hrs
Lesson description	learners. The re decoding, lack of include dysgrap	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 teacher								
Previous student teacher		rs have learr	ied abo	out th	ne various	readi	ng and wr	iting developme	nt practices
knowledge, prior learning	and activities.								
(assumed) Possible barriers to	Charalana			4 l		41		U D	
learning in the lesson							problems	Upper Primary	reading and
learning in the lesson	_	and how to	auures	s suci	ii probleiii:	···			
Lesson Delivery – chosen	Face-to-face		Work-		Seminars	Inde	pendent	e-learning	Practicum
to support students in	ruce to ruce		Based	"	Jenniu 3	Stud		opportunities	Tracticain
achieving the outcomes			Learnir	ng		Juu	· <b>y</b>	орроганиес	
Lesson Delivery – main	Face-to-face: (			_	ded and co	heren	t line of a	rgument. It inclu	des
mode of delivery chosen								This can be tutor	
to support student	student teacher								
teachers in achieving the								nd appropriate n	naterials to
learning outcomes.								sis and developi	
	can be part of a	ny of the abo	ve mo	des				·	
	Seminars: to ge	enerate grou	p and ir	ndivid	dual creativ	/ity, d	iscussion a	and reflection: st	udent and /
	or tutor led.								
	e-Learning: Use	of video, use	e of onl	line in	nformation	, use	of comput	ers, smartphone	or any
	available techno	ology							
<ul> <li>Learning Outcome for</li> </ul>	Learning Outco	mes	Learn	ning Ir	ndicators				
the lesson, picked and	5. Demonstrate	knowledge	5 1 10	dentify the To facilita			To facilita	te students' part	icination
developed from the	and underst	_		-		ve more in the li			
course specification	reading and	_				turer will ask student			
Learning indicators	problems of		1			to do online research a week			
for each learning	Primary lear		1	-		ne lesson and do some			
outcome	examine way		w			tion on the concept of			
	problems ca		I		reading and writing and readingand the roles they				
	addressed to	cater for	W	riting/	g problems	of	play in language learning.		
	the diverse I	earners in	U	pper	Primary		• Core	skills targeted in	nclude
	the Upper Pi	rimary	le	earner	rs.		comi	munication, critic	cal thinking,
	classroom (N							boration, observ	
	NTECF bullet	t 6)						iiry skills, and dig	
								sivity including g	
5.0 Reading and writing		Stage/time						ieve learning ou	
problems of Upper								selected. Teach	
Primary learners.				COII	aborative	group	work or i	ndependent stu	
				Tea	cher Activ	ity		Student Activ	ity
	Revision of			Ask	student te	ache	rs to	Student teache	ers
	the previous	Introductio	n: 15	wor	k individua	ally to	recap	individually wr	ite down
	lesson on	mins			at was lear	,		the main ideas	
	reading and			prev	vious week	on re	eading	previous lessor	n and share
	development			and	writing de	velop	ment	with the class f	or
	practices			prac	ctices. Let	them	share	comments if ne	ecessary.
					ir work wit				
				com	nments if n	ecess	ary.	Student teache	
								overview of the	e current

	Ţ		Give an overview of the	lesson provided by the
			current lesson; problem of	tutor.
			Upper Primary learners'	
			reading and writing. Let	Write expectations for the
			students write down their	new lesson.
			expectations for the lesson.	
5	5.1Reading	Stage 1: 80 mins	Problem Solving	Student teachers work in
1 .	problems of		Introduce lesson to student	groups to use available
I I	Jpper		teachers and tell them the	technology and book(s) to
II I	Primary		main areas they will be	find out the problem
	earners' and activities to		working on. Then put student teachers into	associated with reading at
	address the		groups and ask them to	the Upper Primary level. Each group works on a
	problems.		search online using	given problem to identify
	or objecting.		available technology and	its nature and effect.
			book(s) to identify the	Student teachers present
			problems associated with	their findings to the class
			Upper Primary learners'	in a poster form.
			reading.	Student teachers watch a
			Let student teachers share	video on helping Upper
			group work with class in a	Primary learners
			poster form	overcome their reading
			Let student teachers watch	problems.
			a video on helping children	Discuss video to identify
			to overcome reading	the strategies that can be
			problems.	used in addressing the
			Discuss video with class to	reading problems of
			identify various strategies	Upper Primary learners.
			or activities that can be	
			used to overcome Upper Primary reading	
			problems.(PDP Theme 4, p.	
			79)	
P	Problems of	Stage 2: 70 mins	Independent Study	Student teachers work
U	Jpper		Let student teachers work	individually to brainstorm
	Primary		individually to brainstorm	on the problems of Upper
	vriting and		on the problem of Upper	Primary learners' writing
II I	nddressing the problems		Primary learners' writing and how to address the	and how to address the problems associated with
"	ine broniems		problems associated with	the various writing
			the various	problems.
			writingproblems.	•
			Let them share their work	Student teachers share
			with others for feedback.	their work with colleagues
			Follow this with class	for feedback and
			discussion on the topic.	participate in class
			(PDP Theme 9. P. 21) School Visit	discussion on the topic. Student teachers visit
			Provide student teachers	schools with a checklist to
			with checklist to use during	identify Upper Primary
			school visit to identify	learners' reading and
			Upper Primary learners'	writing problems and how
S	School Visit		problems in reading and	teachers deal with the
			writing and strategies or	problems to cater for
			activities employed by	diverse needs of learners.
			teachers deal with the problems. Ask students to	Student teachers write a reflection on how their
			write a reflection on	observation will enhance
			reflection on how their	their skills in dealing with
			observation will enhance	learners' reading problems

			.1 . 120 . 1 . 12				
			their skills in dealing with learners reading problems and how to address the problems. Find time for discussion of the reflection after assessment.	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.  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 the TLMs.	Student teachers write then main points discuss in the lesson and share with their colleagues. Ask tutor questions on the lesson for clarification Student teachers read on TLMs in reading and writing and how to integrate it in developing			
			developing the TLMs	the TLMs			
Which cross cutting issues	<ul> <li>Digital</li> </ul>	literacy (searching	online for information on the to	ppic)			
will be addressed or	<ul> <li>Inclusive</li> </ul>	vity/gender (includi	ng both male and female in eac	h group, mixed ability			
developed and how	group)						
	<ul> <li>Collabo</li> </ul>	oration (working in	groups as a team)				
			tions for clarification and schoo	l observation)			
			n and peer critiquing)	,			
		• .	presentation and answering que	estions writing reports)			
Lesson assessments –			Assessment as learning (Assess				
evaluation of learning: of,			iated with reading and writing s				
for and as learning within			address them). (Core skills targe				
the lesson(linked to			oration, enquiry skills, digital lite	-			
•	_			• •			
learning outcomes) Teaching Learning		_	rse learning outcome 5 (NTS 3g	J			
Resources	<ul><li>compu</li><li>Project</li></ul>						
Resources	1						
	Smartp						
	• Laptop						
Required Text (core)		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 11]					
Additional Reading List		•	o language teaching skills: A re de Publishers [Unit 17]	source for language			
CPD Needs	Seminar for tu	tors on identifying	the readingand writing asse	ssment problems of Upper			
		s and how to addre					
	l						

Year of B.Ed. 2 Semester 1 Place of lesson in semester 12345678 9 10 11 12

Title of Lesson	Tochnology an	d dayalaning I	Innor Prima	v roading ar	nd		Lesson Duratio	n 3 hr	rc	
Title of Lesson		Technology and developing Upper Primary reading and writingteaching and learning materials  Lesson Duration 3 hrs							15	
Previous student	technology car definition of re reading and wr and writing. Th teaching Uppe	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 Primaryreading and writing and how to address such challenges.  Student teachers have learned about using technology to develop readingand writing materials.								
teacher knowledge, prior learning (assumed)										
Possible barriers to learning in the lesson	mater	rials for Upper			technol	logy in de	eveloping reading	gand writi	ing	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	Seminars   \[ \square \]	Indep Study	endent	e-learning opportunities	Practicu	ım	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	brainstorming, led. It should n Independent s promote indivi be part of any Seminars: to g tutor led.	question and oot usually be t tudy: to enab dual and collal of the above n generate group e of video, use	answer, grown he main mow le students to borative enquodes and individ	up work, etc de. o engage wi uiry, more ii ual creativity	. This ca th relev n-depth y, discu	an be tut  vant and  n analysis  ssion and	ament. It includes for and / or stude appropriate mat and developmed reflection: studes, smartphone or	ent teache erials to nt. This ca ent and /	er an	
<ul> <li>Learning         Outcome for the         lesson, picked         and developed         from the course         specification</li> <li>Learning         indicators for         each learning         outcome</li> </ul>	6. Demonstrate and skill in usin appropriate tertools to preparand writing mathe Upper Primand use them treading and writing and learners. (NTS bullet 13)	e knowledge og chnology re reading aterials at nary level to teach riting to	prepar writing diverse learner writing 6.2 Identify conside reading materi- diverse 6.3 Identify using t designi	propriate logical tools e reading an material to e Upper Prim rs' reading an . factors to er when desi g and writing als to benefi e learners challenges echnology in ng reading an	d teach harry harry igning g t the in	and ach time, to teached week b some p of writing they place of the control of th	itate students' positive more in the autor/lecturer will rest to do online reservation on the autor and reading and reading and in language lever skills targeted ammunication, crinking, collaborationservation and end digital literacy.	e limited ask stude search a and do he concep nd the role arning. I include itical tion, nquiry skill	ent pt les	

3. Technology and developing Upper Primary reading and	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: 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 readingand 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	Student teachers answer questions posed by the teacher to recap the main points in the previous lesson learned		
			current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.		
	Definition of TLMs in general and reading and writing TLMs particular	Stage 1: 30 mins	Group Work 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 generaland 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 writingUpper 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 Primaryreading 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)	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.		
			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 form groups, select an Upper Primaryreading 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		

	Challay C	C+=== 4: 22	Class Disserved and	Chudanthas di ancia a con	
	Challenges of using technology to prepare reading and writing materials	Stage 4: 30 mins	Class Discussion 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 be addressed to enhance the reading and writing skills of Upper Primary learners. (PDP Theme 2, p. 35)	Student teachers contribute to class discussion on the problems of preparing TLMs using technology and how to address the related problems or challenges.	
	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  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	Student teachers answer tutors question to summarise the main point in the lesson.  Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning indicators have been achieved.  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>Inclusivity/g</li><li>Collaboration</li><li>Enquiry skill</li><li>Critical thinl</li></ul>	ender (including on (working in gr s (asking questic king (Discussion	next class.  Iline for information on the top by both male and female in each oups as a team) ons for clarification and school of and peer critiquing) esentation and answering ques	group, mixed ability group)	
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>Smartphone</li><li>Laptop</li></ul>				
Required Text (core)  Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers.  Accra: Sam-Woode Publishers [Units 33, 34 and 36]  Beatty, K. (2005). Computer assisted language learning In D. Nunan (ed). Practical English language				
Tautonal Redding List			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 1 Place of lesson in semester 123456789 10 11 12

Title of Lesson	Assessing Upper Pr	Assessing Upper Primaryreading and writing							
	, , ,						esson Duration	3 hrs	
Lesson description	writing skills of lear methods are used i	The lesson introduces student teachers to the different methods of assessing the reading and writing skills of learners. The lesson also provides students the opportunity to observe how these methods are used in school to assess reading and writing to improve the literacy skills of all manners learners at the Upper Primary(P4-6) level to address their reading and writing needs.							
Previous student		udent teachers have learned about assessing Upper Primary reading and writing skills, their							
teacher knowledge, prior learning (assumed)	challenges and hov	nallenges and how to address the challenges.							
Possible barriers to	Student to	nachors may	not he av	varo of the	tools not	occan	for assessing r	oading and	
learning in the lesson		the Upper	TIOL DE av	vare or the	toois net	.essai y	ioi assessing i	eauiiig aiiu	
rearring in the resson	_	vel and how	to use then	n.					
	Large class								
Lesson Delivery –	Face-to-face	Practical	Work-	Seminars	Indepen	dent	e-learning	Practicum	
chosen to support	✓	Activity	Based	✓	Study		opportunities		
students in achieving		·	Learning		<b>√</b>		··· 🗸		
the outcomes									
Lesson Delivery -	Face-to-face: opp	ortunity for a	an extended	and cohere	nt line of	argum	ent. It includes d	iscussion,	
main mode of	brainstorming, que	stion and an	swer, group	work, etc. T	his can be	tutor	and / or student	teacher	
delivery chosen to	led. It should not u	•							
support student	Independent study								
teachers in achieving	promote individual			iry, more in-	depth ana	lysis a	nd development.	This can	
the learning	be part of any of th								
outcomes.	Seminars: to gene	rate group a	nd individua	al creativity,	discussion	and r	eflection: studen	t and / or	
	tutor led.				- <b>c</b>				
	e-Learning: Use of	video, use oi	online into	rmation, use	or compl	iters, s	smartphone or a	ny available	
Learning	technology.  Learning Outcome	c	Loarn	ing Indicato	rc				
Outcome for the	Learning Outcome	•	Lean	iiig iiiaicato					
lesson, picked	7. Use differentiate	ed and	7.1 ld	lentify differ	entiated	To fa	To facilitate students'		
and developed	appropriate assess	ment	ä	assessment		parti	cipation and ach	ieve more	
from the course	techniques to diagr			_			in the limited time,		
specification	reading and writing			_			tutor/lecturer will ask student		
<ul> <li>Learning</li> </ul>	diverse learners an		l l	and writing s			hers to do online		
indicators for	remedial strategies			diverse need			k before the lesso		
each learning	their reading and w	_		nterests of le			e presentation or		
outcome	development (NTS NTECF bullet 6)	30, 1, K, M ar		pply the vari	ous		ept of writing an ingand the roles		
	NTECF bullet 6)			assessment cechniques to	22222		uage learning.		
			l l	the reading a					
	the reading and • Core skills targeted include writing skills of their communication, critical								
				earners			thinking, collabo		
			3,			observation and			
		problems associated skills, and digital lite							
				with using th			Inclusivity includ		
			\	arious asses	sment		•		
			t	echniques fo	or				
				reading and v	_				
				and how to a					
			t	he problems	<b>.</b>				

4. Assessing Upper Primary reading and writing		Stage/time	Teaching and learning to ach depending on delivery mode collaborative group work or	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 readingand 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. 79)	Student teachers work in groups according task givento 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	p. 79)  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 readingand 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 address the problems.	Stage 3: 40 min	Video and Class Discussion Show video of Upper Primary reading assessment application and intervention 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.	Student teachers watch video on Upper Primary reading assessment application and intervention. Answer questions posed by teacher to discuss the problem of Upper Primary assessment and how to deal with the problems. Student teachers take notes.
	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 use one of the assessment approaches learned to assess a child on either reading or writing to identify a child's progress and write report on it and reflect on how it has improved the skills in assessing Upper Primary reading and writing for next class discussion
	Clos1ure	Stage 10 min	Use leading and probing questions to help student teachers to summarise the lesson in turns.  Answer student teachers' questions for clarification	Student teachers answer tutors question to summarise the main point in the lesson.  Ask tutor questions on the lesson for
Which cross cutting issues will be addressed or developed and how  Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Inclusivity/gend     Collaboration (v     Enquiry skills (a     Critical thinking     Communication  Summary of Assessment types of assessment for problems) (Core skills talskills, critical thinking, in	ler (including both working in groups a sking questions for (Discussion and portion) (Ithrough present) Method: Assessr assessing Upper Pregeted are commuclusivity, digital lite	clarification and school observer critiquing) ation and answering questions, nent for learning (Assessment crimary reading and writing skills nication, team work/collaborat	writing reports) on group presentation on and attendant ion, enquiry/observation
Teaching Learning Resources			assessment application and in	
Required Text (core)  Additional Reading List	Smith, J. & Read, S. (2009)  Primary Grades, Tompkins, G. E. (2013). L  through Eight G  Wetterberg, A. & Gove, A	9). Early Literacy In . 92nd Edition). NJ. .iteracy in the Mido raders (2 <sup>nd</sup> ed.). Ne AT (2011). The Upp	struction: Teaching Reading and Pearson. [Chapter 10] alle Grades: Teaching reading are York, NY: Pearson [Chapter 20] are Primary Reading Assessmen Pracy. RTI Press Publication No. B	d Writing in Today's and writing to fourth and t Applications and

600 41 1	
CPD Needs	Seminar for tutor on readingand writing assessment of Upper Primary learners.

Year of B.Ed. 2 Semester 1 Place of lesson in semester	12345678910 11 12
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Tials of Lassan	Г The исс	المصممانيين	: <b>.</b> :			n n u Duiman				
Title of Lesson		_	_		nent of the Up			Losson		3 hrs
	curriculum	curricularit and preparing a reading and writing scheme of work.						Lesson Duration		5 nrs
Lesson description		The lesson introduces student teachers to the Upper Primary literacy curriculum. Student								
		eachers are helped to interpret the Upper Primaryreading and writing component of the								
		curriculum and identify the deficiencies in it and how to address the deficiencies. The lesson								
		so looks at preparing a reading and writing scheme of work.								
Previous student teacher		tudent teachers have learned about the readingand writing component of the Upper								
knowledge, prior learning	Primary cu	Primary curriculum								
(assumed)		Student teachers may not know the component of the Upper Primaryreadingand								
Possible barriers to learning in the lesson							of the	e Upper Primary	read	ingand
in the lesson		_		ia tr	neir deficiencie	5.				
Losson Daliyony shoson to	• La	rge class siz			Seminars	Indepen	dont	e-learning	Dro	cticum
Lesson Delivery – chosen to support students in	face	Activity	Based		√ V	Study	uent	opportunities	FIA	cticuiii
achieving the outcomes	lace √	Activity ✓	Learni		·	Juuy ✓		√ v		
Lesson Delivery – main				_	extended and	coherent	line of	argument. It incl	ludes	
mode of delivery chosen to								. This can be tute		
support student teachers in					usually be the			. This can be tate	or arr	u / 01
achieving the learning								and appropriate	mat	erials
outcomes.								analysis and deve		
		part of any					•	,	•	
						itivity, dis	cussior	and reflection:	stud	ent
	and / or tu	tor led.								
	e-Learning	: Use of vid	eo, use	of o	nline informati	on, use of	comp	uters, smartphor	ne or	any
	available te	echnology								
<ul> <li>Learning Outcome for</li> </ul>	Learning O	utcomes		Lea	rning Indicator	s				
the lesson, picked and	0 Evamina	+ha kay		8.1 Interpret the various To faci			cilitate students'			
developed from the	8. Examine	the reading	I .		aspects of read			icipation and achieve more		
course specification		g componer			writing compo			limited time,	ieve i	nore
Learning indicators for		Primary lite			the Upper Prin			r/lecturer will ask student		
each learning outcome		, identify ho			curriculum and			ers to do online		
		latedand ho			identify wheth			before the lesso		
	· ·	or does not			addresses or d		some	presentation or	the	
	address th	e diverse ag	ges,		address the div	verse	conce	ept of writing and	d	
	needs and	interests of	:		needs and inte	erests of	readi	ngand the roles	they	play in
	learners (N	ITS 2b; NTE	CF		learners.		langu	age learning.		
	bullets 5, 9	, 13 (p.25)		8.2	Prepare a sche	me of	•	Core skills target	ed in	ıclude
					work to teach	_		communication,		
					and writing fro			thinking, collabo		
					curriculum to			observation and		
					Primary learne			skills, and digital		
					Evaluate the U			Inclusivity includ	ıng g	ender.
					Primary readir					
					writing curricu	ium to				
					identify the deficiencies in	it and				
					how to addres					
					now to addres	s tricili.				

5. The reading and writing component		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
of the Upper Primary			Teacher Activity	Student Activity		
curriculum.	Revision on the Upper Primary reading and writing component of the literacy curriculum	Introduction: 10 mins	Use probing and leading questions to revise the previous lesson. Discuss with student teachers their child study report and their reflections on their previous school visit.	Student teachers answer tutor's questions to revise the previous lesson. Discuss with tutor their child study report and their reflections on their 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 Primaryreading 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 Primaryreading 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)  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	Student teachers answer tutor question to identify the deficiencies of the Upper Primaryreading and writing component of the curriculum.  Student teachers work in groups to brainstorm on addressing the deficiencies in the reading and writing component of the Upper		
			curriculum. Ask them to present their work to the class orally for feedback from tutor and peers.(PDP Theme 4, p. 79)	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 scheme of work on reading and writing. 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 scheme of work and how topics are sequenced. 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 scheme of work,	
	School Visit		Let student teachers to visit schools to get first-hand information about the Upper Primary reading and writing curriculum, observe how teachers prepare their reading and writing scheme of work and compare with what they have learned in class. Let student teachers write a reflection on their school observation for their portfolio.	Student teachers visit schools, get first-hand information on the Upper Primary reading and writing component of the curriculum, observe how teachers prepare their scheme of work, and compare with what they have learned in class. Let student teachers write a reflection on their school observation for their portfolio.	
	Closure	Stage 10 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification Follow-up: Ask student teachers to read ahead on designing the integrated lesson plan for reading and writing	Student teachers answer question write then posed by the tutor tom recap the lesson. Ask tutor questions on the lesson for clarification Student teachers read on designing an integrated reading and writing lesson plan	
Which cross cutting issues will be addressed or developed and how  Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<ul> <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> <li>Summary of Assessment Method: Assessment as learning (Assessment on school report on addressing the deficiencies in the Upper Primaryreading and writing component of the curriculum.). (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</li> <li>Assesses Learning Outcomes: Course learning outcome 8 (NTS 2b)</li> </ul>				

Teaching Learning Resources  Required Text (core)	<ul> <li>computer</li> <li>Projector</li> <li>Smartphones</li> <li>Laptop</li> <li>Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 30]</li> </ul>
Additional Reading List CPD Needs	Nation, L. S. P. & Macalister, J. (2009). <i>Language Curriculum Design</i> . NY: Routledge [Chapter 9) The Upper Primary English Language Curriculum.  Seminar for tutor on interpreting the Upper Primaryreading and writing curriculum.

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12345678910 11 <b>12</b>
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Title of Lesson	The integrated reading and writing Lesson plan and co-								
	teaching for Upper Primary learners					Lesso	n Duration	3 hrs	
Lesson description	The lesson introduces student teachers to designing an integratedUpper Primary reading								
	and writing lesson plan. Student teachers will demonstrate teaching integrated reading and								
	writing lesson with a colleague from a lesson plan they have designed.								
Previous student teacher							nary integrated r	eading and	
knowledge, prior learning	writinglesso	writinglesson plan and can also design a reading and writing scheme of work.							
(assumed)									
Possible barriers to					how to	design	n lesson plan	for Upper	
learning in the lesson				g and writing.					
		rge class siz							
Lesson Delivery – chosen	Face-to-	Practica	Work-	Seminars	Indepen	dent	e-learning	Practicu	
to support students in	face	A satisfact	Based		Study		opportunities	m	
achieving the outcomes	Fore to for	Activity	Learning	and an all and an all					
Lesson Delivery – main mode of delivery chosen							argument. It inclin in work etc. This		
to support student				. It should not	-			Laii be	
teachers in achieving the							and appropriate	materials	
learning outcomes.							analysis and deve		
rearming outcomes.	This can be				more in c	исрип	anarysis and acv	сторитети.	
					ativity, disc	cussio	n and reflection:	student	
	and / or tut	-	9. oap aa		,,			01440	
	-		o. use of o	nline informati	on. use of	comp	uters, smartphoi	ne or anv	
	available te		,		,		,	,	
		0,	ent teache	r demonstratio	n and tuto	or dem	nonstrating lesso	ns in a	
	partner sch	-					· ·		
Learning Outcome for	Learning O	Learning Outcomes Learning Indicators			itors				
the lesson, picked and	9. Plan and	sa taash ar		) 1 Dranara int	ogratad	To fo	acilitate students	,	
developed from the	integrated			9.1 Prepare into reading an	_		icipation and ach		
course specification	lessons to a	_	_	lesson plan			e limited time,	ieve more	
Learning indicators for	learners at			addresses 1			,	urer will ask student	
each learning							hers to do online		
outcome	level to address their specific needs and interests (NTS 3a, I) needs and week before the lesson								
		,	, ,	interests of	f Upper	some	e presentation or	n the	
		Primary learners concept of writing and							
				with assista			the roles they pla	_	
		from tutors. language learning.							
			9.2 Teach integrated • Core skills targeted incl				ted include		
				reading and writing communication, criti					
				using prepared thinking, collab		ration,			
				lesson plan			observation and		
				address the			skills, and digital		
				and interes			Inclusivity includ	ling gender.	
				diverse Upper					
				Primary lea					
				with suppo					
				teacher/mentor.					

6. The integrated reading and writing lesson		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study		
plan for Upper Primary learner			Teacher Activity	Student Activity	
The state of the s	Revision on the previous lesson on design the Upper Primaryreadingand writing scheme of work and factors to consider when designing a scheme of work for Upper Primary learners in	Introduction: 10 mins	Ask student teachers in groups to revise the main points on the previous lesson designing a reading and writing scheme of work for Upper Primary learners. Let groups share their work with the class for comments.	Student teachers work in groups to identify the main issues learned in the previous lesson on designing a reading and writing scheme of work for Upper Primary learners. Later share their work with the class as a way of revising the	
	reading and writing		Give an overview of the current lesson – designing an integrated reading and writing lesson plan co-teach an integrated reading and writing 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. pre-speaking/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)  Class Presentation: Let each	Student teachers work in mixed group to find out activities that can be used at every stage of the readingand writing lesson using available technology or books.	

	Factors to consider when planning a reading and writing lesson plan	Stage 3: 30 min	group present their work to class using PowerPoint for tutor or peer feedback.  Class Discussion  Lead class discussion using question and scaffolding to help student teachers identify the condition that influence reading and writing lesson plan design. Let student teachers use available technology and books in this endeavour. (PDP Theme 3, p.	present their work on posters to the class for tutor and peer feedback.  Student teachers participate in class discuss by answering tutors question, also 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
	Closure	10 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	class.  Student teachers answer question posed by the tutor to recap the main issues lesson.  Ask tutor questions on the lesson for clarification
Which cross cutting issues will be addressed or developed and how	<ul> <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 as learning (Assessment on co-teaching an integrated reading and writing lesson plan on a selected topic for Upper Primarylearners) (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>Smartphones</li> <li>Laptop</li> <li>YouTube video on Teaching reading and writing. Retrieved</li> <li>from<a href="https://www.youtube.com/watch?v=">https://www.youtube.com/watch?v=</a> M6ySdgYAcA</li> </ul>			

Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers.  Accra: Sam-Woode Publishers [Unit 30]				
Additional Reading List	Nation, L. S. P. & Macalister, J. (2009). <i>Language Curriculum Design</i> . NY: Routledge [Chapter 9) Makokha, S. &Ongwae, M. (n.d) <i>Teachers handbook: A 14 days teaching methodology</i> . Kenya: German Development Services. [Chapter 10] http://collections.infocollections.org/ukedu/en/d/Jgtz017e/				
CPD Needs	Workshop for tutor on designing the Upper Primaryreading and writing lesson plan.				
Course Assessment	Component 1: Subject Portfolio assessment  Selected items of student's work (3 of them 10% each - 30%)  Mid-semester - 20%  Reflective Journal— 40%				
	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%  Component 3: End of Semester Exams (40%)				
	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