Four-Year B.Ed. Course Manual

Teaching Reading and Writing

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FOREWORD

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

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

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

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

Professor Mohammed Salifu
Director General, Ghana Tertiary Education Commission

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

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

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

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

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

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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

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

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

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

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
	• Digital literacy
	• Cultural diversity and inclusion

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)	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. Demonstrate knowledge and understanding of the theories of reading and models of teaching reading and writing and their implications for teaching reading and writingat the Upper Primary level (NTS 1a, 2b, d)	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.
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 learners in the Upper primary classroom.
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)	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 writing components of the Upper Primary literacy curriculum, identify how they are relatedand how it addresses or does not address the diverse ages, needs and interests of learners NTS 2b and (NTECF bullets 5, 9, 13 –p.25)	8.1 Interpret the various aspects of reading and writing components in the Upper Primary curriculum and identify whether it addresses or does not address the diverse needs and interests of learners. 8.2 Prepare a scheme of work to teach reading and writing from the curriculum to Upper Primary learners. 8.3 Evaluate the reading and writing curriculum to identify the deficiencies in it and how to address them.
9. Plan and co-teach an integrated reading and writing lessons to all manner of learners at the Upper Primary level to address their specific needs and interests (NTS 3a and l)	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.

7. Course Content			
Units	Topics	Sub-topics (if any)	Suggested Teaching and Learning activities to achieve learning outcomes
1	The concept, types, benefits of reading and writing and misconceptions	1.1 Definition reading and writing 1.1.1 Definitions of reading and writing 1.1.2 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 development	1. 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) 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) 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). 5. Think-pair-share (Ask students to do individual research on the importance of reading and writing, share their work with a partner and finally share with the class) 6. Think-Pair-Share (student teachers work individually to find out misconceptions teachers have about reading and writing and literacy development and how to overcome them. They share their thoughts with a partner and later share with class for further discussions)

2.	Theories and models of reading	2.1. Theories of reading 2.1.1 Cognitive 2.1.2 Schema theory 2.2. Models of reading 2.2.1. Linear model 2.2. 2 Interactive model 2.2.3 Psycholinguistic model	1. Debate (After introducing the two theories of reading to students teachers, the class is divided into two groups and each group is assigned one theory to examine and debate on why they think their theory explains reading best) 2. Demonstration (student teachers are divided into groups and assigned a model to research on and demonstrate how each models is applied to the teaching of reading)
3	Components and stages of Upper Primary Reading and writing	3.1 Components of Upper Primary reading 3.1.1 Phonological awareness 3.1.2 Phonemic awareness 3.1.3. Fluency 3.1.4 Vocabulary 3.1.5 Comprehension 3.2 Stages inUpper Primary Reading 3.2.1. Reading for learning 3.2.2 Confirmation for reading/transitional reading 3.2.3 Reading for learning 3.3 Stages in Upper Primarylearner's writing development 3.3.1. Writing simple sentences 3.3.2 Transitional phrases 3.3.3 Paragraph writing 3.3.4 Standard spelling 3.3.5 Writing simple expressive texts	1. School visits (Student teachers visit basic school to interact with Upper Primary teachers on the components of reading and how they develop them in their classrooms. 2. Report writing (student teachers write report on their school visit and observation and discuss them with their teacher in class) 1.Group Discussion and Presentation (Student teachers are put into groups bearing in mind inclusivity and assigned a stage in Upper Primary reading to find out about its characteristics and appropriate activities that correspond with it. The groups then present their work to the class for further discussion) 2. Group Discussion and Presentation (Student teachers are put into groups bearing in mind inclusivity and assigned a stage in writing to find out about its characteristics and appropriate activities that correspond with it. The groups then present their work to the class for discussion)
4	Approaches to teaching Upper Primary reading and writing	4.1 Approaches to teaching reading 4.1.1 Whole language 4.1.2 Phonic and whole language combined 4.2 Reading development Practices 4.2. 1 Reading aloud 4.2.2 Silent Reading 4.2.3 Language Learning Experience 4.3 Writing Development practices 4.3.1Modelled writing 4.3.2Shared writing 4.3.3 Guided writing 4.3.4 Independent writing	1. Discussion (Teacher leads class discussion on the various approaches to teaching Upper Primary reading using whole language approach, as well as focusing ontheir advantages and disadvantages) 2. School visit (trainee teachers visit school to acquaint themselves with approaches used by teachers to teach Upper Primary reading) 3. Demonstration/Role-play (Student teachers work in pairs using one phonic approaches to teach reading 4. Project Work/Seminar (Student teachers are put into groups bearing in mind inclusivity and assigned a reading and writing development practice to find out about their nature, how they are used in developing reading skills of learners and their advantages and disadvantages. Each group then present its work to the class for discussion

			Teacher led Discussion (Teacher leads discussion on the practices of developing learners writing and their application in the classroom. Teacher creates an environment to make student teachers contribute effectively. This is followed by teacher demonstration on how the models are used in the teaching of Upper Primary writing.) 5. Checklist (Student teachers cross check their objectives before and after discussing the Unit to find out if their expectations were met).
5	Reading and writing problems of Upper Primary learners	5.1. Reading problems of Upper Primary learners 5.1.1 lack of word decoding 5.1.2 lack of vocabulary 5.1.3 lack of fluency 5.1.4 lack of speed 5.2 Remedies of reading Problems 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	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 Reading and writing materials	6.1.1 What are reading and writing LTMs 6.1.2 Using technology to prepare and use Upper Primary reading and writing materials 6.1.3 Challenges of using Technology to produce materials for teaching Upper Primary reading and writing	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 reading materials as teaching resource) 3. Demonstration (Student teachers prepare their own teaching materials using technology and use them to teach a selected topic which addresses the diverse needs and interests of learners in reading and writing in the Upper Primary classroom)

			4. Discussion (student teachers work in groups to discuss the challenges they face using technology to produce TLMs and how to address the challenges)
7	Assessing Upper Primary reading and writing	Types of Reading assessment tools and their uses 7.1.1 Upper Primary Reading Assessment (EGRA) 7.1.2 Assessing Comprehension 7.1.3 T-Master 7.1.4 Test of Word Reading Efficiency m 7.1.5 EDRA (Upper Primary diagnostic Assessment) 7.1.6 Standard Reading Assessment 7.2 Problems of assessing reading 7. 2 Assessing Upper Primary writing 7.2.1.1 EGWA uses and problems	1. **Group Work and presentation** (Student teachers work in groups on assigned writing or reading assessment tool and find out how they are used in assessing learners, reading and writing skills and present to class for discussion) 2. **School Visit** (Student teachers visit schools and use the assigned assessment tool to assess learners. They also enquire from classroom teachers how they use such assessment tools in assessing the reading and writing skills of Upper Primary learners. They also discuss the difficulties they have in using the assessment tools and how they address such difficulties. They write their report and present to class for discussion)
8	The Reading and Writing Component of the Upper Primary Curriculum	8.1 Interpreting the Upper Primary reading and writing content in the Upper Primary curriculum 8.2 Deficiencies in the Upper Primary reading and writing curriculum 8.3 Planning scheme of work	1. Discussion (Student teachers discuss the reading and writing components of the Upper Primary curriculum with teacher to examine its contents and identify their deficiencies and their effects on teaching and learning reading) 2. Group work (student teachers are put in groups to brainstorm on strategies for dealing with deficiencies in the Upper primary reading and writing component of the curriculum and present their findings to the class) 3. Prepare a scheme of work from the reading and writing component of the Upper Primary curriculum.
9	Integrated reading and writing Lesson Plan	1.1 Integrated reading and writing lesson plan 9.2 Co-teaching	1. Practical work (Student teachers work in 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 classroom). 2. Practical work (Student teachers work in pairs to co-teach using the integrated reading and writing lesson plan designed.

2.	Teaching and Learning Strategies

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

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

3.	**Course Assessment Components**

Component 1: SUBJECT PORTFOLIO (30% Overall)
- Selected items of student's work (3 of them 10% each - 30%)
- Mid-semester - 20%
- Reflective Journal– 40%
- Organization of the subject portfolio -10%

Notes:
- The selected works of students include
- Poster Illustration (Student teachers present at a poster session about the progress they have made in learning how to teach reading and writing at the Upper Primary level. They should indicate their progress in the form of a chart and video description of their journey in learning to teach reading and writing as a developing teacher.
- Assignment–Student teachers do a take-home assignment on a reading problem of Upper Primary learners and indicate how such a problem can be dealt with effectively (a two page paper) to be assessed and filed in their subject portfolio. (LO 5 – NTS 3g)
- Report on Basic School Curriculum: Student teacher work in pairs to review the reading and writing component of the Upper Primary curriculum and write a 2-page report to be assessed and filed in their subject portfolio. Each student teacher should indicate the portion of the paper they worked on (LO 8 – NTS 2b)
- The mid-semester will be a short examination on the following topics on reading and writing at the Upper Primary level: the concept pf reading and writing, importance of reading and writing in literacy development, components of reading, models of reading and writing, and strategies for teaching reading and writing, (LO 1, 2, 3, 4 – NTS 1a, 2b, c, d, 3e, j)

- The Reflective Journal will include writing 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.
3l. Listens to learners and gives constructive feedback.

Component 2: SUBJECT PROJECT (30%)
- Introduction, a clear statement of aims and purpose of the project – 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project – 20
- Substantive or main section – 40%
- Conclusion – 30%

Note:
- 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.
3 e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
3 j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
3k. Integrates a variety of assessment modes into teaching to support learning.
3l. Listens to learners and gives constructive feedback.
3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

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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^{st}ed.)* New York, NY: Pearson.
Carroll, M. J., Bowyer-Crane, C., Duff, F. G., Hulme, C. &Snowling, M. J. (2011). *Developing language and literacy: Effective intervention in the early years*. West Sussez, UK: Wiley-Blackwell.b
Chall, J. S (1996). *Language Arts & Disciplines.* NY: Harcourt Brace College Publishers. [chapter 15]
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^{rd}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.

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

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

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

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 21st 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 (2nd 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 https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html
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

Lesson 1

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

Title of Lesson	The concept, types, benefits of reading and writing and misconceptions	Lesson 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 teachers have learned about speaking and listening and how they contribute to language learning.					
Possible barriers to learning in the lesson	- Student teachers may not know how reading and writing contribute to language acquisition/learning - Large class size					
Lesson Delivery – chosen to support students in achieving the outcomes	**Face-to-face** ✓	**Practical Activity**	**Work-Based Learning**	**Seminars** ✓	**Independent Study**	**e-learning opportunities** ✓	**Practicum**
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, pair work, group work, debates, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology					

Learning Outcome for the lesson, picked and developed from the course specification **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	
	1. Demonstrate knowledge and understanding of the concepts and benefits of reading and writing and their roles in the development of literacy in Upper Primary learners and misconceptions about reading and writing (NTS 2c)	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.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and reading and the roles they play in language learning. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender will be stressed on in forming learning groups.

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

	Types of reading	Stage 4: 60 mins	**Group work and Presentation:** Introduce the types of reading to student teachers. Group student teachers and assign each group to a type of reading to conduct mini-research on them and present their findings to the class. Encourage student teachers to use online resources and books.	Student teachers work in groups on given assignment (type of reading) by searching for information on the topic either online using available technology or in 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	• Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification) • Critical thinking (through discussion, brainstorming and peer critiquing) • Communication (through discussion, presentation and asking and answering of questions)
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for learning (poster presentation on types of reading) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking) Assesses Learning Outcomes: Course learning outcome 1 (NTS 2c)
Teaching Learning Resources	• computer • Projector • Smartphones • Laptops
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Units 11 and 12]

Additional Reading List	Harmer, J. (. (2010). *The practice of English language teaching (3rded)* . London: Longman. [Chapter 15 and 18] Donoghue, M. R. (2009). *Language arts: Integrating skills for classroom teaching*. 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.

Lesson 2

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

Title of Lesson	Benefits of reading and writing and misconceptions about reading and writing in language learning.	**Lesson Duration**	**3 hrs**
Lesson description	The lesson exposes student teachers to the benefits of reading and writing in language learning and misconceptions of reading and writing in language learning.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about definition, views and types of reading and writing.		
Possible barriers to learning in the lesson	• Student teachers may not know the benefits of reading and writing to language learning and misconceptions people have about reading and writing. • Large class size and learners with disability		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
					✓	✓	

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	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)	1.3 Discuss the importance of reading and writing in literacy development of Upper Primary learners. 1.4 Examine the misconceptions about role of reading and writing in literacy development and how to deal with the misconceptions	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and readingand the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

Topic: The concept, views, types, benefits of reading and writing and misconceptions	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	Benefits/importance of reading and 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. Give an overview of the current lesson on the benefits of reading and writing and misconceptions about Upper Primary reading and writing	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. 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

			learning and how to deal with these misconceptions. Encourage student teachers to take notes. (PDP Theme 2, p. 35)	language learning and how to address them
	School Visit		Ask student teachers to observe and make a mini study on language teachers' misconceptions about reading and writing in Upper Primary and how to address them. Let them indicate in their report on how this has changes their understanding of the importance of reading and writing in language learning and present for assessment.	Student teachers observe and make a mini-study on language teachers' misconceptions about reading and writing in Upper Primary and how to address them. They indicate in their reports on how this has changes their understanding of the importance of reading and writing in language learning for assessment.
	Closure	15 mins	Ask student teachers to work individually and write the main points in the lesson. Answer student teachers' questions for clarification **Follow-up**: Ask students to read their required text theories and models of reading for the next lesson.	Student teachers individually write down the main points in the lesson and share with colleagues. Ask tutor questions on the lesson for clarification Read on theories and models of reading for the next class.

Which cross cutting issues will be addressed or developed and how	- Digital literacy (searching online for information on the topic) - Inclusivity/gender (including both male and female in each group) - Collaboration (working in groups as a team) - Enquiry skills (asking questions for clarification and school observation) - Critical thinking (Discussion and peer critiquing) - Communication (through presentation and answering questions)
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment as learning (Assessment on report writing on school visit on misconception about reading and writing on language learning and how to address the misconceptions) (Core skills targeted are communication, critical thinking, observation/enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1 (NTS 2c)
Teaching Learning Resources	- computer - Projector - Smartphones - Laptops
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Units 13 and 23]
Additional Reading List	Maxom, M. (2009). *Teaching English as a foreign language for dummies*. England: John Wiley and Sons Ltd. [Chapter 10 and 11] Nunan, D. (2003). *Practical English language teaching*. Singapore: McGraw Hill. [Chapters 4 and 5]
CPD Needs	Workshop on teaching the benefits and misconceptions of reading and writing

Lesson 3

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

Title of Lesson	Theories and models of reading		
		Lesson Duration	**3 hrs**
Lesson description	The lesson introduce Upper Primary teachers to theories of reading, which include the cognitive and schemata. The lesson also deals with models of reading which include Linear model, Interactive model and Psycholinguistic model.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about importance of reading and the misconceptions about reading and writing in language learning.		
Possible barriers to learning in the lesson	- Student teachers may not know that teaching reading is explained by some theories and are underpinned by some models at the Upper Primarylevel - Large class size		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology

Learning Outcome for the lesson, picked and developed from the course specification **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	2. Demonstrate knowledge and understanding of the theories of reading and models of teaching reading and writing and their implications for teaching reading and writing in the Upper Primary (NTS 2b, d)	2.1 Identify and explain the theories and models of reading and writing 2.2 Discuss the implications of the theories and models of reading and writing on their classroom teachingneeds of learners in readingand writing.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and readingand the roles they play in language learning. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

Topic: Theories and models of reading,	Sub topic Theories or reading	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	Revision of the previous lesson on the 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. Give an overview of the current lesson on the theories and models of reading.	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. 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.

	School Visit		Ask students during their school visit to identify which model(s) teachers at the Upper Primary use to teach reading and write report on it for class discussion later in the next lesson. Let student teachers include in their report how the visit will influence their professional development as teachers.	Student teachers visit schools, observe the teaching of reading at the Upper Primary, and identify which model teachers use and write report on it for class discussion later in the next lesson. Student teachers include in their report on how their visit will influence their professional development as teachers.
	Closure	Stage 4: 20 min	Use question and answers to recap the main ideas in the lesson 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.	Student teachers answer tutor's questions to recap the main points in the lesson Ask tutor questions on the lesson for clarification

Which cross cutting issues will be addressed or developed and how	• Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions)
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for learning (Group presentation on models of reading) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking) Assesses Learning Outcomes: Course learning outcome 2 (NTS 2b, d.)
Teaching Learning Resources	• computer • Projector • Smartphones • Laptops • Video – reading skills: Strategies and methods https://study.com/academy/lesson/teaching-reading-skills-to-esl-students-methods-resources.html
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Units 15]
Additional Reading List	Tracey, D. & Morrow, L. M. (2012). *Lenses on reading: An introduction to theories and models*. NY, NY: Guilford Press. [Chapters 1, 3 & 7] Templeton, S, &Gehsmann, K. (2014). *Teaching reading and writing: The developmental approach.* New York, NY: Pearson. [Chapter 1]
CPD Needs	Workshop to update tutors knowledge ofapproaches and models of reading and writing.

Lesson 4

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

Title of Lesson	Components of Upper Primary reading and writing		
		Lesson Duration	**3 hrs**
Lesson description	The lesson introduces student teachers to the various components of Upper Primary reading. It discusses reading components like phonological awareness, phonemic awareness, fluency, vocabulary and comprehension.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about approaches and models of teaching reading and writing at the Upper Primary level.		
Possible barriers to learning in the lesson	• Student teachers may not know that reading and writing at the Upper Primary may have unique components • Large class size		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study	e-learning opportunities ✓	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	3. Understand the components and stages of Upper Primary reading and writing development and apply them effectively to enhance the reading skills of diverse learners at the Upper Primary level (NTS 2c, 3e, j)	3.1 Identify and the components of Upper Primary reading 3.2 Identify activities that can be employed to enhance each of the Upper Primary reading component.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and reading and the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

STopic: Components of Upper Primary reading and writing ,	**Sub topic** Components of Upper Primary reading	**Stage/time**	**Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study**	
			Teacher Activity	**Student Activity**
	Revision of the previous lesson on the approaches and models of teaching reading	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 teachers individually write the main points of the previous lesson; approaches and models to teaching reading. Student teachers present their work orally to class.

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

	Closure	Stage 4: 20 min	Use question and answer techniques to help student teachers summarise the lesson Answer student teachers' questions for clarification Follow-up: Ask students to read about the stages of Upper Primary reading and writing for the nest class	Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers read on stages of reading and writing among Upper Primary learners
Which cross cutting issues will be addressed or developed and how	- Digital literacy (searching online for information on the topic) - Inclusivity/gender (including both male and female in each group) - Collaboration (working in groups as a team) - Enquiry skills (asking questions for clarification and school observation) - Critical thinking (Discussion and peer critiquing) - Communication (through presentation and answering questions)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	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) Assesses Learning Outcomes: Course learning outcome 3 (NTS 2c, 3e)			
Teaching Learning Resources	- computer - Projector - Smartphones - Laptop - Video on components of reading: What is comprehension? The five components of reading. Youtube.comhttps://www.youtube.com/watch?v=LU461AMLAAg			
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Unit 20]			
Additional Reading List	Linan-Thompson, S. & Vaughn, S (2007) *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4.* Alexandria: VA: Association for Supervision and Curriculum Development. [Chapters 2, 3, 4, 5 & 6] Smith, J. A. & Read, S. (2009). *Early Literacy Instruction: Teaching Reading and Writing in Today's Primary Grades (2nd Edition).* New York, NY: Pearson Publishers [chapter 1] Templeton, S, &Gehsmann, K. (2014). *Teaching reading and writing: The developmental approach.* New York, NY: Pearson. [Chapter 1]			
CPD Needs	Workshop on updating tutor knowledge on components of reading.			

Lesson 5

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

Title of Lesson	Stages of Upper Primary reading and writing development	Lesson Duration	3 hrs

Lesson description	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 knowledge, prior learning (assumed)	Student teachers have learned about components of reading

Possible barriers to learning in the lesson	• Student teachers may not know how children develop reading and writing. • Large class size

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	4. Use appropriate and differentiated reading and writing strategies to develop the reading and writing skills of diverseUpper Primary learners (NTS 3e, f; NTECF bullet 6)	3.3 Identify the various stages of reading and writing development and their characteristics. 3.4 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	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of reading and writing and the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

Stages of Upper Primary reading and writing development	Sub topic What are reading and writing TLMs	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
	Revision of the previous lesson on techniques and strategies for teaching writing and challenges of the strategies.	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 and writing.	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 provided by the tutor.
	Stages of Upper Primary reading	Stage 1: 70 mins	**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)	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.

			for discussion. Provide appropriate feedback to student teachers. (PDP Theme 9, p. 21)	Participate in peer critiquing.
	School Visit		Let student teachers during the school observe how classroom teachers use appropriate activities they use to improve the various stages of reading and writing among Upper Primary learners and write report on it for assessment. Ask student teachers to indicate how their observation will enhance their training as Upper Primary literacy teachers	Student teachers visit schools to observe the activities teachers use at every stage of reading to enhance reading development of learners and write report on it for presentation to the tutor for assessment. Student teachers indicate how their observation will enhance their training as Upper Primary literacy teachers.
	Closure	Stage 4: 20 min	Ask students in turn to summarise the main points they have learned. Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson objectives/indicators have been achieved.	Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning outcome has been achieved.

Which cross cutting issues will be addressed or developed and how	• Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group, mixed ability group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment as learning (report on school observation on the lesson). (Core skills targeted are communication, team work/collaboration, enquiry/observation skills, digital literacy, inclusivity) Assesses Learning Outcomes: Course learning outcome 4 (NTS 3e, f)
Teaching Learning Resources	• computer • Projector • Smartphones • Laptop • YouTube video on stages of reading development fromhttps://www.youtube.com/watch?v=E-llPMKR8KQ • YouTube video on stages of writing development from https://www.youtube.com/watch?v=6-WQB4AJpeE
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Unit 20]
Additional Reading List	Chall, J. S (1996).*Language Arts & Disciplines*. NY: Harcourt Brace College Publishers. [chapter 15]
CPD Needs	Workshop on teaching the stages and activities of reading and writing development among Upper Primary learners.

Lesson 6

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

Title of Lesson	Approaches to teaching Upper Primary reading and writing.	Lesson 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 teachers have learned about stages of reading and writing		
Possible barriers to learning in the lesson	• Student teachers may not be aware of different approaches to teachingreading and writing • Large class size		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	4. Use appropriate and differentiated reading and writing approaches/strategies to develop the reading and writing skills of diverseUpper Primary learners (NTS 3f; NTECF bullet 6)	4.1 Identify and explain the approaches used in teaching reading and writing at the Upper Primary level 4.2 Identify the various ways of teaching reading to Upper Primary learners	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and readingand the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

4. Approaches to teaching Upper Primary reading and writing ,		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
	Revision of the previous lesson stages of Upper Primary reading and writing	Introduction: 20 mins	Use probing and leading question to help learners identify the main ideas in the previous lesson; stages of Upper Primary reading and writing and activities to promote them in the classroom	Student teachers answer questions posed by the tutor as a way of revising the previous lesson.

			Give an overview of the current lesson; approaches to teaching Upper Primary reading and writing	Student teachers take note of the overview of the current lesson provided by the tutor.
	Approaches to teaching Upper Primary reading	Stage 1: 85 mins	**Class Discussion** Tutor introduces the lesson using leading questions and answers technique help student teachers identify the main approaches used in teaching Upper Primary reading. Tutor answers student teachers' question for clarification. **Group task and presentation** Group class into three different groups and assign each group to a task (Group One – Whole language Group two – Phonic and whole language combined Let each group use available technology and books at their disposal to look for information on their assigned topic and do a presentation to the class using PowerPoint. Provide constructive feedback to group presentations. **Video**: Show a video clip of a teacher teaching reading using the phonics approach and ask students to compare their work with what they saw in the video	Student teachers answer question posed by the teacher and also ask questions for clarification Student teachers form groups and search from both online using available technology and books for information on their assigned topic. They then prepare PowerPoints, present their information on their assigned topic to the class for tutor, and peer feedback. Student teachers watch the video and compare their work with what they saw in the video for class discussion.
	Approaches to teaching Upper Primary writing	Stage 2: 55 mins	**Think-Pair-Share** Let student teachers work individually to brainstorm on the approaches for teaching writing to Upper Primary learners using available book(s) or technology. After brainstorming let student teachers pair and share their work with each other. They widen the circle by sharing in groups and finally to the entire class for discussion. Provide constructive feedback to beef-up students' presentations.	Student teachers work individually to brainstorm on the approaches to teaching Upper primary writing using available book(s) or technology. Student teachers pair and share ideas for comments. They then share ideas in groups and later with the entire class for discussion and tutor feedback.

	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 to close lesson.	Do a semantic map of the main ideas in the lesson as a summary and share with peers. Ask questions for clarification to close lesson.
Which cross cutting issues will be addressed or developed and how	- Digital literacy (searching online for information on the topic) - Inclusivity/gender (including both male and female in each group, mixed ability group) - Collaboration (working in groups as a team) - Enquiry skills (asking questions for clarification and school observation) - Critical thinking (Discussion and peer critiquing) - Communication (through presentation and answering questions, writing reports)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment of learning (short class examination on approaches to teaching Upper Primary reading and writing) (Core skills targeted are communication, team work/collaboration, enquiry skills, critical thinking, digital literacy) Assesses Learning Outcomes: Course learning outcome 4 (NTS3f)			
Teaching Learning Resources	- computer - Projector - Smartphones - Laptop - Phonics Instruction and the Synthetic Phonics approachhttps://www.youtube.com/watch?v=XbHW8yi_vVQ - Decoding - Part 2: Tutoring Using Analytic Phonics https://www.youtube.com/watch?v=ItXbEwtXQSY			
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Units 33 and 34]			
Additional Reading List	Linan-Thompson, S. & Vaughn, S (2007) *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4.* Alexandria: VA: Association for Supervision and Curriculum Development. [Chapters 2 and 4] Taylor, R. T. (2007). *Improving reading, writing and content teaching for students in Grades 4-12*. New York, NY: Pearson. [chapter 4 and 5]			
CPD Needs	Workshop on approaches to teaching reading and writing to upgrade tutors' knowledge.			

Lesson 7

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

Title of Lesson	Upper Primaryreading and writing development practices		
		Lesson Duration	**3 hrs**
Lesson description	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)	Student teachers have learned about approaches to teaching reading and writing.		
Possible barriers to learning in the lesson	• Student teachers may not be aware of the practices essential to the development of reading and writing among Upper Primary learners. . • Large class size		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	
	4. Use appropriate and differentiated reading and writing strategies to develop the reading and writing skills of diverseUpper Primary learners (NTS 3e, f, g; NTECF bullet 6)	4.2 Identify and explain reading and writing development practices and activities that accompany each practice. 4.3. Apply the teaching strategies to develop the reading and writing skills of diverse needs and interests of Upper Primary learners.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and readingand the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

4.2 Upper PrimaryReading and writing development practices. ,		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	Revision of the previous lesson on 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.	Student teachers answer questions posed by the tutor on reading development practices and ask tutor questions to clarify issues on reading development practices. Student teachers watch video on developing reading practices among Upper Primary learners and take notes for further discussions.
			Lead class discussion with leading and probing questions to discuss the video and the types of reading practices and activities that can be employed to enhance each type of practice.	Participate in class discussion by answering and asking questions to identify activities that can be employed in the various types of reading development practices.
			Let each group present their findings on PowerPoint to class for feedback and comment from you and colleagues, (PDP Theme 4, p. 79)	Student teachers in groups present their work to class using PowerPoint for comments from tutor and colleagues
	4.3 Writing Development practices/models	Stage 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.

			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. 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.	Student teachers answer tutors question to summarise the main point in the lesson. 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	• Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group, mixed ability group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for (short diagnostic test on the lesson) (Core skills targeted are communication, team work/collaboration, enquiry skills, critical thinking, digital literacy) Assesses Learning Outcomes: Course learning outcome 4 (NTS 3e, f, g)			
Teaching Learning Resources	• computer • Projector • Smartphones • Laptop • Video on teaching reading development and instructional practices for students. UC Davis MIND InstituteYouTube - Jun 28, 2016			
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Unit 21 and 23]			
Additional Reading List	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 [chapters 4 and 8] Taylor, R. T. (2007). *Improving reading, writing and content teaching for students in Grades 4-12.* New York, NY: Pearson. [chapter 5]			

	Tompkins, G. E. (2011). *Literacy for the 21st 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.

Lesson 8

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

Title of Lesson	Reading and writing problems of Upper Primary learners.		
		Lesson Duration	**3 hrs**
Lesson description	The lesson exposes student teachers to the reading and writing problems of Upper Primary learners. The reading problems include lack of phonological and phonemic awareness, word decoding, lack of vocabulary, lack of fluency and lack of speed, while the writing problems include dysgraphia, dyslexia, expressive language and dyspraxia. The lesson also exposes student teachers to ways of dealing with these problems.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about the various reading and writing development practices and activities.		
Possible barriers to learning in the lesson	• Student teachers may not be aware of the problems Upper Primary reading and writing and how to address such problems.. • Large class size		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	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.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and readingand the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

5.0 Reading and writing problems of Upper Primary learners.		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
	Revision of the previous lesson on reading and development practices	Introduction: 15 mins	Ask student teachers to work individually to recap what was learned the previous week on reading and writing development practices. Let them share their work with the class for comments if necessary.	Student teachers individually write down the main ideas in the previous lesson and share with the class for comments if necessary. Student teachers note the overview of the current

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

			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 the TLMs
Which cross cutting issues will be addressed or developed and how	- Digital literacy (searching online for information on the topic) - Inclusivity/gender (including both male and female in each group, mixed ability group) - Collaboration (working in groups as a team) - Enquiry skills (asking questions for clarification and school observation) - Critical thinking (Discussion and peer critiquing) - Communication (through presentation and answering questions, writing reports)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment as learning (Assessment on school report/reflection on problem associated with reading and writing skills of diverse Upper Primary leaners and how teachers address them). (Core skills targeted are communication, critical thinking, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5 (NTS 3g)			
Teaching Learning Resources	- computer - Projector - Smartphones - 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	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Unit 17]			
CPD Needs	Seminar for tutors on identifying the readingand writing assessment problems of Upper Primary learners and how to address them.			

Lesson 9

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

Title of Lesson	Technology and developing Upper Primary reading and writingteaching and learning materials				Lesson Duration	3 hrs
Lesson description	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.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about using technology to develop readingand writing materials.					
Possible barriers to learning in the lesson	• Student teachers may not know how to use technology in developing readingand writing materials for Upper Primary learners. • Large class size					

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum

| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | **Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.
 Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes
 Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.
 e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology | | | | | | |

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	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 3j) (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 Identify factors to consider when designing reading and writing materials to benefit the diverse learners 6.3 Identify challenges in using technology in designing reading and writing TLMs and how to address these challenges	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and readingand the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

3. Technology and developing Upper Primary reading and writing materials	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	Revision of the previous lesson on 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 current lesson	Student teachers answer questions posed by the teacher to recap the main points in the previous lesson learned Student teachers take note of the overview of the current lesson provided by the tutor.
	Definition of 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) Put student teachers in mixed ability groups to select an Upper Primary topic, prepare a reading and writing material using available technology and demonstrate to class how it will be used in teaching. Provide the need feedback. (PDP Theme 4, p. 25)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class the use of technology in preparing Upper Primary reading and writing TLMs for discussion. Student teachers form groups, select an Upper 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

	Challenges of using technology to prepare reading and writing materials	Stage 4: 30 mins	**Class Discussion** Tutor uses 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 next class.	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	- Digital literacy (searching online for information on the topic) - Inclusivity/gender (including both male and female in each group, mixed ability group) - Collaboration (working in groups as a team) - Enquiry skills (asking questions for clarification and school observation) - Critical thinking (Discussion and peer critiquing) - Communication (through presentation and answering questions, writing reports)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment 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	- computer - Projector - Smartphones - Laptop			
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers [Units 33, 34 and 36]			
Additional Reading List	Beatty, K. (2005). Computer assisted language learning In D. Nunan (ed). *Practical English language teaching.* Pp. 247-266.New York: McGraw-Hill. [Chapter 12]			

	Harmer, J. (. (2010). *The practice of English language teaching (3rded).* London: Longman. [Chapter 10]
CPD Needs	Workshop on strategies and techniques for teaching writing and related unfamiliar concepts.

Lesson 10

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

Title of Lesson	Assessing Upper Primaryreading and writing		
		Lesson Duration	**3 hrs**
Lesson description	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 teacher knowledge, prior learning (assumed)	Student teachers have learned about assessing Upper Primary reading and writing skills, their challenges and how to address the challenges.		
Possible barriers to learning in the lesson	• Student teachers may not be aware of the tools necessary for assessing reading and writing at the Upper Primary level and how to use them. • Large class size		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	
	7. Use differentiated and appropriate assessment techniques to diagnose the reading and writing problems of diverse learners and use best remedial strategies to enhance their reading and writing development (NTS 3b, f, k, m and NTECF bullet 6)	7.1 Identify differentiated assessment strategies used in assessing the reading and writing 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 7.3 Identify the various problems associated with using the various assessment techniques for reading and writing and how to address the problems.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and readingand the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

4. Assessing Upper Primary reading and writing		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	Revision of 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. Give a preview of the current lesson. of the current lesson.	Student teachers individually write down the main ideas in the previous lesson and share with their colleagues. 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	**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 clarification

Which cross cutting issues will be addressed or developed and how	• Digital literacy (searching online for information on the topic) • Inclusivity/gender (including both male and female in each group, mixed ability group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for learning (Assessment on group presentation on types of assessment for assessing Upper Primary reading and writing skills and attendant problems) (Core skills targeted are communication, team work/collaboration, enquiry/observation skills, critical thinking, inclusivity, digital literacy) Assesses Learning Outcomes: Course learning outcome 7 (NTS 3 b, f, k, m)
Teaching Learning Resources	• computer • Projector • Smartphones • Laptop • Video: Upper Primary reading and assessment application and intervention
Required Text (core)	Shohamy, E., May, S., & Or, J. (2017). *Language testing and assessment.* NY: Springer
Additional Reading List	Smith, J. & Read, S. (2009). *Early Literacy Instruction: Teaching Reading and Writing in Today's Primary Grades, 92nd Edition)*. NJ. Pearson. [Chapter 10] Tompkins, G. E. (2013). *Literacy in the Middle Grades: Teaching reading and writing to fourth through Eight Graders (2nd ed.).* New York, NY: Pearson [Chapter 10] Wetterberg, A. & Gove, AT (2011). *The Upper Primary Reading Assessment Applications and interventions to improve basic literacy.*RTI Press Publication No. BK-0007-1109 [Chapters 1 & 4]

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

Lesson 11

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

Title of Lesson	5. The reading and writing component of the Upper Primary curriculum and preparing a reading and writing scheme of work.	**Lesson Duration**	**3 hrs**

Lesson description	The lesson introduces student teachers to the Upper Primary literacy curriculum. Student teachers are helped to interpret the Upper Primary reading and writing component of the curriculum and identify the deficiencies in it and how to address the deficiencies. The lesson also looks at preparing a reading and writing scheme of work.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about the reading and writing component of the Upper Primary curriculum		
Possible barriers to learning in the lesson	• Student teachers may not know the component of the Upper Primary reading and writing curriculum and their deficiencies. • Large class size		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity ✓	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	8. Examine the key features of the reading and writing components of the Upper Primary literacy curriculum, identify how they are related and how it addresses or does not address the diverse ages, needs and interests of learners (NTS 2b; NTECF bullets 5, 9, 13 (p.25)	8.1 Interpret the various aspects of reading and writing components in the Upper Primary curriculum and identify whether it addresses or does not address the diverse needs and interests of learners. 8.2 Prepare a scheme of work to teach reading and writing from the curriculum to Upper Primary learners. 8.3 Evaluate the Upper Primary reading and writing curriculum to identify the deficiencies in it and how to address them.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and reading and the roles they play in language learning. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

5. The reading and writing component of the Upper Primary curriculum.		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	Revision on the 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.

Preview the current lesson interpreting the reading and writing components of the Upper Primary curriculum and its deficiencies with learners. | 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.

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 curriculum. Ask them to present their work to the class orally for feedback from tutor and peers.(PDP Theme 4, p. 79) | 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 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	• Inclusivity/gender (including both male and female in each group, mixed ability group) • Collaboration (working in groups as a team) • Enquiry skills (asking questions for clarification and school observation) • Critical thinking (Discussion and peer critiquing) • Communication (through presentation and answering questions, writing reports)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment as learning (Assessment on 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) Assesses Learning Outcomes: Course learning outcome 8 (NTS 2b)			

Teaching Learning Resources	• computer • Projector • Smartphones • Laptop
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). *Language Curriculum Design*. NY: Routledge [Chapter 9] The Upper Primary English Language Curriculum.
CPD Needs	Seminar for tutor on interpreting the Upper Primaryreading and writing curriculum.

Lesson 12

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

Title of Lesson	The integrated reading and writing Lesson plan and co-teaching for Upper Primary learners		Lesson 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 knowledge, prior learning (assumed)	Student teachers have learned about deigning an Upper Primary integrated reading and writinglesson plan and can also design a reading and writing scheme of work.			
Possible barriers to learning in the lesson	- Student teachers may not know how to design lesson plan for Upper Primaryintegrated reading and writing. - Large class size			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair work etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **e-Learning**: Use of video, use of online information, use of computers, smartphone or any available technology **Practical Activity**: student teacher demonstration and tutor demonstrating lessons in a partner school.						

Learning Outcome for the lesson, picked and developed from the course specification **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	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, l)	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 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.	To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of writing and reading and the roles they play in language learning. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.

6. The integrated reading and writing lesson plan for Upper Primary learner		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	Revision on the previous lesson on design the Upper Primaryreadingand writing scheme of work and factors to consider when designing a scheme of work for Upper Primary learners in reading and writing	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. 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 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 previous lesson. Student teachers note the preview of the current lesson provided by the tutor.
	The integrated reading and writing lesson plan	Stage 1: 30 mins	**Class Presentation:** Tutor explains the concept of reading and writing lesson plan and its importance to language teaching to learners with PowerPoint presentation. Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments. (PDP Theme 3, p. 69)	Student teachers listen to the PowerPoint presentation by the tutor on design a reading and writing lesson plan and its importance in language teaching and learning. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided lesson plan,
	Components of an Upper Primary integrated reading and writing lesson plan (pre-, in- and post)	Stage 2: 70 mins	**Video:** Show student teachers a video on a reading and writing lesson. Ask student teachers to watch the video carefully and tell the three main components of the lesson, e.g. pre-speaking/writing, in-speaking/writing and post speaking/writing) **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 watch the video carefully and take down important information for their group work. 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. Student teachers

			group present their work to class using PowerPoint for tutor or peer feedback.	present their work on posters to the class for tutor and peer feedback.
	Factors to consider when planning a reading and writing lesson plan	Stage 3: 30 min	**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. 69)	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 co-teach with a colleague using an integrated reading and writing lesson plan they have prepared on a selected topic for discussion.
	Course Overview	Stage 3: 30 mins.	**Reflection** Ask student teachers to reflect on the main topics in the course and indicate how it has helped them develop their professional skills in teaching reading and writing as a would be Upper Primary teachers. Let student teachers share their reflections with class.	Student teachers reflect on the main topics in their course and indicate how it has helped them develop their professional skills in teaching reading and writing as a would be Upper Primary teachers. Student teachers share their reflection with the class.
	Closure	10 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification
Which cross cutting issues will be addressed or developed and how	- Inclusivity/gender (including both male and female in each group, mixed ability group) - Collaboration (working in groups as a team) - Enquiry skills (asking questions for clarification and school observation) - Critical thinking (Discussion and peer critiquing) - Communication (through presentation and answering questions, writing reports)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment as learning (Assessment on 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, l)			
Teaching Learning Resources	- computer - Projector - Smartphones - Laptop YouTube video on Teaching reading and writing. Retrieved fromhttps://www.youtube.com/watch?v=_M6ySdgYAcA			

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). *Language Curriculum Design*. NY: Routledge [Chapter 9] Makokha, S. &Ongwae, M. (n.d) *Teachers handbook: A 14 days teaching methodology*. 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	[1]Component 1: Subject Portfolio assessment • Selected items of student's work (3 of them 10% each - 30%) • Mid-semester - 20% • Reflective Journal– 40% [2]**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% Component 3: End of Semester Exams (40%)

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[1] See Rubric for Subject Portfolio assessment in Annex 6 of NTEAP
[2] See Rubric for Subject Project Assessment in Annex 6 of NTEAP

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