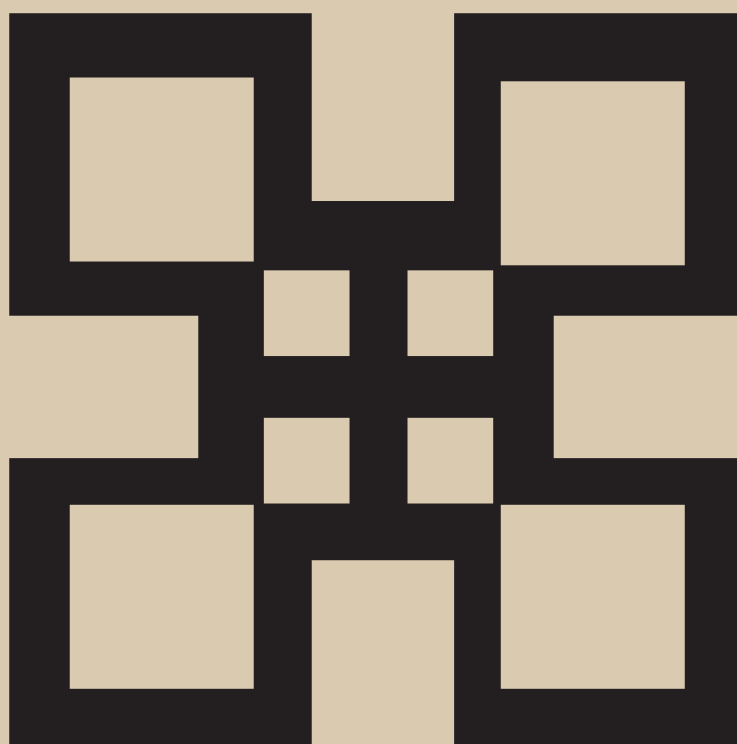


Professional Learning Community Handbook

Intervention English Language

Level One & Two



Ghana Education
Service (GES)



Professional Learning Community Handbook

Intervention English Language

Level One & Two



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LEVEL ONE

PLC Session 0: Guidelines for Intervention English and Intervention Mathematics

1. Introduction

Learners enter Senior High Schools (SHSs) from a wide range of backgrounds. Many of these learners may have experienced deficiencies in Mathematics and English Language teaching at primary and Junior High School levels.

For the first time the Government of Ghana has introduced Intervention English and Intervention Mathematics in SHSs to address these deficiencies and ensure that all learners have the best chance to succeed in their studies during their 3 years in SHS.

Intervention English and Intervention Mathematics Teacher Manuals, PLC Handbooks and Learner Materials have been written to support teachers to deliver these classes, which will be timetabled for three hours per week for those learners who require intervention. These intervention subjects will have to be taken in addition to Core Mathematics and Core English Language.

2. Developing items, Conducting, Marking and Interpreting the Initial Assessment

Purpose

To prepare English and Mathematics teachers to run intervention classes, starting with identifying learners who require intervention upon entry to Senior High School Year One.

Learning Outcome

To support teachers to understand the need for intervention, develop initial assessment items and conduct initial assessments that will inform the placement of learners who require intervention at the appropriate level (i.e. Level One or Level Two) of Intervention English and Intervention Mathematics.

Learning Indicators

1. Discuss the structure for identifying SHS Year One learners for placement at the appropriate level of Intervention English and Intervention Mathematics.
2. Outline and elaborate on the do's and don'ts that teachers are required to follow in the running of intervention classes.
3. Examine when and how teachers of Intervention English and Intervention Mathematics will assess the progress of learners studying the intervention subjects.

2.1 Discuss as English and Mathematics subject groups the process you will follow to

- a) develop initial assessment items for assessing individual learning needs.
- b) conduct the initial assessment.

E.g.

- a) *Develop a table of specification, etc.*
- b) *Arrange desks in a way that will help learners to do independent work, etc*

2.2 Discuss, as a subject group, how you will

- a) mark learners' work.
- b) record learners' scores.
- c) analyse the results of the initial assessment.
- d) interpret learners' performance.

E.g.

- a) *Develop rubrics for marking, etc*
- b) *Create a spreadsheet containing learners' names and scores, etc.*
- c) *Calculate item difficulty index for each item, etc.*
- d) *Use cut-off points to determine the learners who need intervention, etc.*

2.3 Discuss the do's and don'ts of identifying and grouping learners who have been identified as needing intervention in English only, Mathematics only or both.

E.g.

- a) *Do's: Learners are to be encouraged to see the need for accepting to be placed in the appropriate level of the intervention, etc.*
- b) *Don'ts: Learners should not be tagged for belonging to any level or subject of an intervention class, etc.*

2.4 Discuss how and when you will assess the progress of intervention learners.

E.g.

Use of task sheets, etc.

3. Review and Reflection

3.1 Reflect and share your views on the session.

3.2 Remember to:

- a) read PLC Session 1 and related Teacher Manuals and Learner Materials.
- b) bring along your Teacher Manual and PLC Handbook in preparation for the next session on *English Speech Sounds and Blending* (NTS 1c, 1f).

PLC Session 1: English Speech Sounds and Blending

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *English speech sounds and blending*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on Sounds of the English Language and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *English Language Speech Sounds and Blending* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

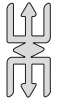
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *English Language Speech Sounds and blending* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *English Language Speech Sounds and Blending*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e)

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *English Language Speech Sounds and Blending* (NTS 1a, 2b, and 3o).
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *English Language Speech Sounds and Blending* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review of activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Group Discussion** – In mixed-ability/gender groups engage learners to discuss the digraphs in English Language blending them to read words. E.g. **photo, think, etc**
- b) **Assessment: Discussion**– Learners in groups identify, discuss and blend digraphs.

2.3 Review the activities in the Learner Material for the lesson on *English Language Speech Sounds and Blending* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 6 and 7 – Group Discussion, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Sounds and word cards will be used to support learners to identify, discuss and blend digraphs to read words, etc.

3. Modelling (25 minutes)

- 3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).
- 3.2 Ask for feedback on the lesson modelled (NTS 1a, 1e, 2c and 3o).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

4. Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3 Remember to:
 - a) read PLC Session 2 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 2: Decoding and Segmenting Words

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Decoding and Segmenting of Words*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Decoding and Segmenting of Words* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Decoding and Segmenting of Words* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

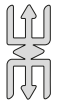
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Decoding and Segmenting of Words* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Decoding and Segmenting of Words*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *English Speech Sounds and blending* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *decoding and segmenting of words* (NTS 1a, 2b, and 3o).
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Decoding and Segmenting of Words* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?*
- ii. help me differentiate activities to meet the diverse needs of my learners?*
- iii. support GESI responsiveness throughout lessons?*
- iv. help me assess learners' understanding throughout the lesson?*
- v. help me incorporate collaborative learning opportunities in this lesson? etc.*

E.g.

- a) Pedagogy: Gamification** – *In mixed-ability/gender groups guide learners play decoding and segmenting games to form and read new words. E.g. top **pot**, team meat, etc.*
- b) Assessment: Games**– *Learners in groups pick jumbled word cards and rearrange words on them to form other meaningful words, etc.*

2.3 Review the activities in the Learner Material for the lesson *Decoding and Segmenting of Words* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 2b and review question 2 – *Gamification, etc.*

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?*
- b) connect to real-world situations that learners can relate to?*
- c) make the lesson more engaging or fun for the learners?*
- d) require adjustment in complexity to match learners' abilities?*
- e) make room for SEL and GESI? etc.*

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Word cards will be used to support learners to decode and segment given words into other words through games.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 1e, 2c and 3o).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 3 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 3: Real-life Connections Between Words and Their Usage

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Real-life connections between Words and Their Usage*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Real-life Connection Between Words and Their Usage* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Real-life Connection Between Words and Their Usage* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Real-life Connection Between Words and Their Usage* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Real-life Connection Between Words and Their Usage*.
- 2.2 Give constructive feedback on the lesson modelled.

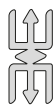
1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Decoding and Segmenting of Words* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Real-life Connections Between Words and Their Usage* (NTS 1a, 2b, and 3o).
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Real-life connections between Words and Their Usage* (NTS 1a, 2b, and 3o).

2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e - 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?*
- ii. help me differentiate activities to meet the diverse needs of my learners?*
- iii. support GESI responsiveness throughout lessons?*
- iv. help me assess learners' understanding throughout the lesson?*
- v. help me incorporate collaborative learning opportunities in this lesson? etc.*

E.g.

- a) Pedagogy: Story Telling** – *In mixed-ability/gender groups encourage learners to retell recent experiences they have had. E.g. A visit to the hospital, market, top, etc.*
- b) Assessment: Questioning**– *Learners answer oral questions on their recent experiences such as a visit to the hospital, market, etc using appropriate vocabulary.*

2.3 Review the activities in the Learner Material for the lesson on *Real-life Connection Between Words and Their Usage* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 1– *Story Telling, etc.*

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?*
- b) connect to real-world situations that learners can relate to?*
- c) make the lesson more engaging or fun for the learners?*
- d) require adjustment in complexity to match learners' abilities?*
- e) make room for SEL and GESI? etc.*

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Concept Map template, Picture Illustrations (Posters), etc. will be used to support learners to identify real-life connections between words and their usage.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- read PLC Session 4 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 4: Identifying Varied Meanings of Familiar Words

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning on *Identifying Varied Meanings of Familiar Words*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Identifying Varied Meanings of Familiar Words* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Identifying Varied Meanings of Familiar Words* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Identifying Varied Meanings of Familiar Words* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Identifying Varied Meanings of Familiar Words*.
- 2.2 Give constructive feedback on the lesson modelled.

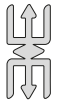
1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Real-life connections between Words and Their Usage* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Identifying Varied Meanings of Familiar Words* (NTS 1a, 2b, and 3o).
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Identifying Varied Meanings of Familiar Words* (NTS 1a, 2b, and 3o).

2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner’s needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?*
- ii. help me differentiate activities to meet the diverse needs of my learners?*
- iii. support GESI responsiveness throughout lessons?*
- iv. help me assess learners’ understanding throughout the lesson?*
- v. help me incorporate collaborative learning opportunities in this lesson? etc.*

E.g.

- a) Pedagogy: Group Work (Collaboration)** – *In mixed-ability/gender groups lead learners to use the dictionary to look up varied meanings of given words and use them in simple sentences. E.g. bank, transport, match, etc.*
- b) Assessment: Group Class Exercise**– *Learners in groups form simple sentences with given words to show varied meanings.*
 - i. Ama and Kassim took a stroll to the river **bank**.*
 - ii. My father took his money to the **bank**.*

2.3 Review the activities in the Learner Material for the lesson on *Identifying Varied Meanings of Familiar Words* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 1, 2 and 4 – *Group Class Exercise, etc.*

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?*
- b) connect to real-world situations that learners can relate to?*
- c) make the lesson more engaging or fun for the learners?*
- d) require adjustment in complexity to match learners’ abilities?*
- e) make room for SEL and GESI? etc.*

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Dictionaries, Sentence Cards, etc. will be used to support learners write simple sentences with varied meanings.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 5 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 5: Correct Use of Tenses

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Correct Use of Tenses*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Correct Use of Tenses* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Correct Use of Tenses* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

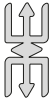
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Correct Use of Tenses* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Correct Use of Tenses*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Identifying Varied Meanings of Familiar Words* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Correct Use of Tenses*.
 - a) note the pedagogical and assessment strategies that have been recommended for teaching *Correct Use of Tenses* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Demonstration** – In mixed-ability/gender groups assist learners to demonstrate the use of simple present and simple past tense forms.
- b) **Assessment: Role Play**– Learners role-play a scenario asking permission from the Senior Housemaster/mistress using the simple present and simple past forms of verbs.
 - i. **Isaac:** Good morning, Sir
 - ii. **House Master:** Good morning, Isaac
 - iii. **Isaac:** I would like to ask permission to visit the hospital..., etc.

2.3 Review the activities in the Learner Material for the lesson on *Correct Use of Tenses* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 4 and 6 – Role Play, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Sentence cards, picture illustrations, etc. will be used to support learners demonstrate the use of simple present and simple past forms of given words.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 6 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 6: Effective Conversations

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Effective Conversations*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Effective Conversations* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Effective Conversations* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

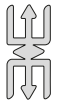
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Effective Conversations* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Effective Conversations*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Correct Use of Tenses* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *effective conversations*.
 - a) note the pedagogical and assessment strategies that have been recommended for teaching *effective conversations* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner’s needs using the prompts below.

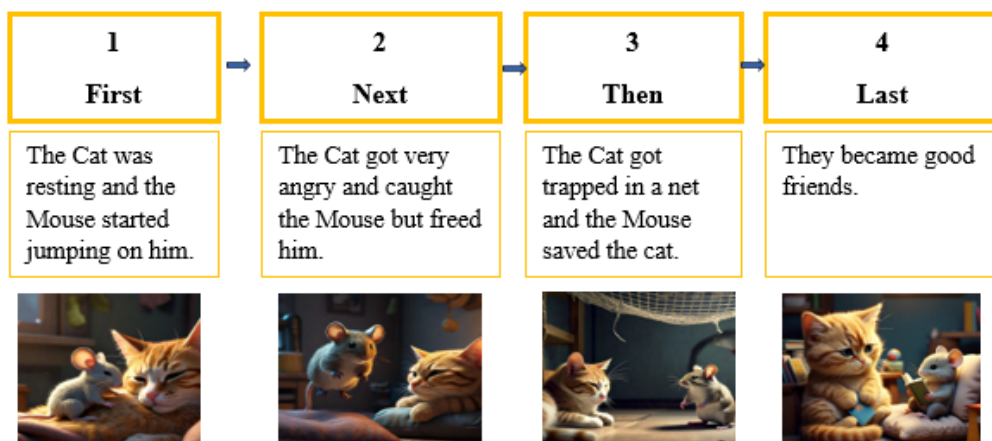
Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners’ understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Concept/Story Map** – In mixed-ability/gender groups guide learners to arrange jumbled story cards to retell the story sequentially (encourage oral presentation)
- b) **Assessment: Posters**– Learners create posters to rearrange story cards in sequential order and retell the story to the class

E.g.



2.3 Review the activities in the Learner Material for the lesson on *Effective Conversations* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 5 and Review Question 1- Concept/Story Mapping, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?

- c) *make the lesson more engaging or fun for the learners?*
- d) *require adjustment in complexity to match learners' abilities?*
- e) *make room for SEL and GESI? etc.*

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j)

E.g.

Story cards, manila cards, Picture Illustration, Sentence Cards, etc. will be used to support learners to rearrange jumbled sentences and stories sequentially.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 7 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 7: Use of Vocabulary

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of the *Use of Vocabulary*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on the *Use of Vocabulary* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on the *Use of Vocabulary* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

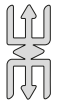
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Use of Vocabulary* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Use of Vocabulary*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Effective Conversations* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Use of Vocabulary*.
 - a) note the pedagogical and assessment strategies that have been recommended for teaching *Use of Vocabulary* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Dramatic Monologue** – Guide learners to use derived vocabulary in a monologue to present their own monologues (Focus on individual presentation).
- b) **Assessment: Dramatic Monologue**– Learners orally present monologues with given vocabulary, etc.

2.3 Review the activities in the Learner Material for the lesson on *Use of Vocabulary* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 5, 6, and Review Question 1– Dramatic Monologue, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Audio passage, Vocabulary Cards, Posters, etc. will be used to support learners to present a monologue using targeted vocabulary from audio passages.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- a) read PLC Session 8 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 8: Responding to Text Heard

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Responding to Text Heard*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Responding to Text Heard* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Responding to Text Heard* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

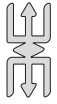
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Responding to Text Heard* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Responding to Text Heard*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Use of Vocabulary* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Responding to Text Heard*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Responding to Text Heard* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Group work** – In mixed-ability/gender groups learners listen to half played audio story and make a summary prediction of the next event in the story orally (Focus on the main ideas).
- b) **Assessment: Summary**– Learners orally summarise given audio story to make predictions.

2.3 Review the activities in the Learner Material for the lesson on *Responding to Text Heard* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 3 and 7– Summary, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Sentence Cards, Manila Cards with Short Passages, etc. will be used to support learners to orally summarise given texts

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 9 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 9: Oral Communication

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Oral Communication*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Oral Communication* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).
2. Teach and reflect on a lesson on *Oral Communication* (NTS 1a, 3a-3m, 3o and 3p).

Learning Indicators

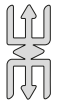
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Oral Communication* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Oral Communication*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Responding to Text Heard* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Oral Communication*.
 - a) note the pedagogical and assessment strategies that have been recommended for teaching *Oral Communication* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e - 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Dramatisation** – In mixed-ability/gender groups guide learners to dramatise the causes of environmental pollution in their society (focus on oral communication skills).
- b) **Assessment: Dramatic monologue**– Learners dramatise causes of environmental pollution in their society.

2.3 Review the activities in the Learner Material for the lesson on *Oral Communication* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 2 – *Dramatisation, etc.*

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Picture Illustrations, Sequence Cards, etc. will be used to support learners to dramatise the causes of environmental pollution.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- read PLC Session 10 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 10: Oral Presentation

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Oral Presentation*.

Learning Outcome

- 1 Review your Teacher Manual and Learner Material for concepts on *Oral Presentation* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
- 2 Teach and reflect on a lesson on *Oral Presentation* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

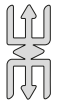
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Oral Presentation* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Oral Presentation*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Oral Communication* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Oral Presentation*.
 - a) note the pedagogical and assessment strategies that have been recommended for teaching *Oral Presentation* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Oral Presentation** – In mixed-ability/gender groups encourage learners to make an oral presentation on a given video watched or audio text (focus on language used for presentation).
- b) **Assessment: Group Presentation**– Learners make oral presentations on short videos or audio texts.

2.3 Review the activities in the Learner Material for the lesson on *Oral Presentation* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 3, 5, and 6– *Oral Presentation, etc.*

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Videos, audio texts, etc. will be used to support learners to give oral presentations on given topics.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 11 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 11: Using Tricky Words and Alternative Spellings

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Using Tricky Words and Alternative Spellings*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Using Tricky Words and Alternative Spellings* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Using Tricky Words and Alternative Spellings* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content of *Using Tricky Words and Alternative Spellings* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Using Tricky Words and Alternative Spellings*.
- 2.2 Give constructive feedback on the lesson modelled.

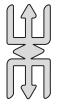
1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Oral Presentation* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Using Tricky Words and Alternative Spellings*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Using Tricky Words and Alternative Spellings* (NTS 1a, 2b, and 3o).

2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?*
- ii. help me differentiate activities to meet the diverse needs of my learners?*
- iii. support GESI responsiveness throughout lessons?*
- iv. help me assess learners' understanding throughout the lesson?*
- v. help me incorporate collaborative learning opportunities in this lesson? etc.*

E.g.

- a) Pedagogy: Activity-Based Learning** – *In mixed-ability/gender groups guide learners to identify alternative words in a given word puzzle and group them according to sounds (focus on spellings).*
- b) Assessment: Short Quiz**– *Learners identify alternative spelling patterns in a given puzzle and group them according to sounds.*

2.3 Review the activities in the Learner Material for the lesson on *Using Tricky Words and Alternative Spellings* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 4 and 5 – *Short Quiz.*

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?*
- b) connect to real-world situations that learners can relate to?*
- c) make the lesson more engaging or fun for the learners?*
- d) require adjustment in complexity to match learners' abilities?*
- e) make room for SEL and GESI? etc.*

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Manila cards, Word Cards, Word puzzles, Scrabble, etc. will be used to support learners to identify alternative spelling patterns in words.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- read PLC Session 12 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 12: Writing Clear and Coherent Sentences

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Writing Clear and Coherent Sentences*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Writing Clear and Coherent Sentences* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Writing Clear and Coherent Sentences* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

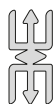
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate Pedagogical strategies based on the content on *Writing Clear and Coherent Sentences* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Writing Clear and Coherent Sentences*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities on *Using Tricky Words and Alternative Spellings* which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Writing Clear and Coherent Sentences*.
 - a) note the pedagogical and assessment strategies that have been recommended for teaching *Writing Clear and Coherent Sentences* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Digital Learning** – In mixed-ability/gender groups guide learners to identify and discuss the errors in a video or audio text and correct them using the appropriate capitalisation and punctuation.
- b) **Assessment: Essay**– Learners write short essays using the appropriate writing conventions (focus on text production skills).

2.3 Review the activities in the Learner Material for the lesson on *Writing Clear and Coherent Sentences* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 3a).

E.g.

Activity 2, 4 and 6 – Essay, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Audio text, Video, Short Essays on Manila Cards, etc. will be used to support learners to identify alternative spelling patterns in words.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

LEVEL TWO

PLC Session 0: Guidelines for Intervention English and Intervention Mathematics

1. Introduction

Learners enter Senior High Schools (SHSs) from a wide range of backgrounds. Many of these learners may have experienced deficiencies in Mathematics and English Language teaching at primary and Junior High School levels.

For the first time the Government of Ghana has introduced Intervention English and Intervention Mathematics in SHSs to address these deficiencies and ensure that all learners have the best chance to succeed in their studies during their 3 years in SHS.

Intervention English and Intervention Mathematics Teacher Manuals, PLC Handbooks and Learner Materials have been written to support teachers to deliver these classes, which will be timetabled for three hours per week for those learners who require intervention. These intervention subjects will have to be taken in addition to Core Mathematics and Core English Language.

2. Developing items, Conducting, Marking and Interpreting the Initial Assessment

Purpose

To prepare English and Mathematics teachers to run intervention classes, starting with identifying learners who require intervention upon entry to Senior High School Year One.

Learning Outcome

To support teachers to understand the need for intervention, develop initial assessment items and conduct initial assessments that will inform the placement of learners who require intervention at the appropriate level (i.e. Level One or Level Two) of Intervention English and Intervention Mathematics.

Learning Indicators

1. Discuss the structure for identifying SHS Year One learners for placement at the appropriate level of Intervention English and Intervention Mathematics.
2. Outline and elaborate on the do's and don'ts that teachers are required to follow in the running of intervention classes.
3. Examine when and how teachers of Intervention English and Intervention Mathematics will assess the progress of learners studying the intervention subjects.

2.1 Discuss as English and Mathematics subject groups the process you will follow to

- a) develop initial assessment items for assessing individual learning needs.
- b) conduct the initial assessment.

E.g.

- a) *Develop a table of specification, etc.*
- b) *Arrange desks in a way that will help learners to do independent work, etc*

2.2 Discuss, as a subject group, how you will

- a) mark learners' work.
- b) record learners' scores.
- c) analyse the results of the initial assessment.
- d) interpret learners' performance.

E.g.

- a) Develop rubrics for marking, etc
- b) Create a spreadsheet containing learners' names and scores, etc.
- c) Calculate item difficulty index for each item, etc.
- d) Use cut-off points to determine the learners who need intervention, etc.

2.3 Discuss the do's and don'ts of identifying and grouping learners who have been identified as needing intervention in English only, Mathematics only or both.

E.g.

- a) *Do's: Learners are to be encouraged to see the need for accepting to be placed in the appropriate level of the intervention, etc.*
- b) *Don'ts: Learners should not be tagged for belonging to any level or subject of an intervention class, etc.*

2.4 Discuss how and when you will assess the progress of intervention learners.

E.g.

Use of task sheets, etc.

3. Review and Reflection

3.1 Reflect and share your views on the session.

3.2 Remember to:

- a) read PLC Session 1 and related Teacher Manuals and Learner Materials.
- b) bring along your Teacher Manual and PLC Handbook in preparation for the next session on *English Speech Sounds and Blending* (NTS 1c, 1f).

PLC Session 1: English Language Speech Sounds and Blending

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *English Language Speech Sounds and Blending*

Learning Outcome

1. Review your Teacher Manual and Learner Material for the concepts on English speech sounds and blending and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on English speech sounds and blending (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *English Language Speech Sounds and Blending* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *English Language Speech Sounds and Blending*
- 2.2 Give constructive feedback on the lesson modelled.

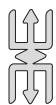
1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *English Language Speech Sounds and Blending*
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *English Language Speech Sounds and Blending* (NTS 1a, 2b, and 3o).

2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review of activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Group Discussion** – in mixed-ability/gender groups engage learners to identify digraphs, discuss their positions (initial, middle and final) and blend to read words. E.g. *splash, black, etc.*
- b) **Assessment: Discussion**– Learners in groups identify, discuss and blend digraphs.

2.3 Review the activities in the Learner Material for the lesson on *English Language Speech Sounds and Blending*. Select activities best suited for the pedagogical strategies you will use in your lesson(s) for the week.

E.g.

Activity 6 and 7 – Group discussion

2.4 Discuss the activities you use to deliver lesson(s) using the prompts below (NTS 3a)

Will the activities

- a) help learners to intended outcomes?
- b) connect to real world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners
- d) require adjustment in complexity to match the learners' abilities?
- e) make room for SEL and GESI? etc

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Word cards will be used to support learners to identify, discuss and blend digraphs to read words, etc.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 2 and related Learner Materials and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 2: Decoding and Segmenting Words

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Decoding and Segmenting Words*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Decoding and Segmenting Words* and how they can be taught and assessed (NTS 1a, 2b–2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Decoding and Segmenting Words* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

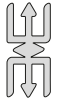
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Decoding and Segmenting Words* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Decoding and Segmenting Words*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Decoding and Segmenting Words* (NTS 1a, 2b, and 3o).
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Decoding and Segmenting Words* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review of activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Gamification**– in pairs engage learners in a game to clap the syllable to decode and segment given words. E.g. caterer, addition, etc.
- b) **Assessment: Gamification** – Learners in pairs decode and segment given words

Hint



The pairs who can decode and segment the highest number of words correctly are declared winners.

- 2.3** Review the activities in the Learner Material for the lesson on *Decoding and Segmenting Words*. Select activities best suited for the pedagogical strategies you will use in your lesson(s) for the week.

E.g.

Activity 7 – *Gamification, etc.*

- 2.4** Discuss the selected pedagogical strategies and activities you will use to deliver your lesson (s).

Will the activities

- a) help learners to intended outcomes?
- b) Connect to real world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners
- d) require adjustment in complexity to match the learners' abilities?
- e) make room for SEL and GESI? etc

- 2.5** Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Word cards will be used to support learners decode and segment given words into other words through games

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- read PLC Session 3 and related Learner Materials and Teacher Manual (NTS 1b, 2c and 3b).
 - bring along your Teacher Manual, Learner Materials and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 3: Identify Real-life Connections Between Words and Their Usage

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Real-life Connections Between Words and their Usage*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Real-life Connections Between Words and their Usage* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Real-life Connections Between Words and their Usage* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Real-life Connections Between Words and their Usage* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity to *Identify real-life connections between words and their usage*.
- 2.2 Give constructive feedback on the lesson modelled.

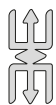
1. Review of Previous Session (10 minutes)

- 1.1 Individually, share one thing you did in your class based on the previous PLC's activities which impacted learning (NTS 1a, 2e).
- 1.2 As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Identify real-life connections between words and their usage*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching on *Identifying real-life connections between words and their usage* (NTS 1a, 2b, and 3o).

2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review of activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner’s needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?*
- ii. help me differentiate activities to meet the diverse needs of my learners?*
- iii. support GESI responsiveness throughout lessons?*
- iv. help me assess learners’ understanding throughout the lesson?*
- v. help me incorporate collaborative learning opportunities in this lesson? etc.*

E.g.

- a) Pedagogy: Story Telling** – learners give an account of a football match or any other events they have witnessed recently.
- b) Assessment: Group presentation** – Learners in groups create stories using given vocabularies for presentation.

2.3 Review the activities in the Learner Material for the lesson on *Identify real-life connections between words and their usage*. Select activities best suited for the pedagogical strategies you will use in your lesson(s) for the week.

E.g.

Activity 4 – Group presentation, etc.

2.4 Discuss the selected pedagogical strategies and activities you will use to deliver your lesson (s).

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Word cards and picture illustrations will be used to support learners identify real-life connections between words and their usage.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c–3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3 Remember to:
 - a) read PLC Session 4 and related Learner Materials and Teacher Manual (NTS 1b, 2c and 3b).
 - b) bring along your Teacher Manual, Learner Materials and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 4: Identifying Varied Meanings of Familiar Words

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Identifying new meaning for familiar words and apply them correctly*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Identifying Varied Meanings of Familiar Words* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Identifying Varied Meanings of Familiar Words* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Identifying Varied Meanings of Familiar Words* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Identifying Varied Meanings of Familiar Words*
- 2.2 Give constructive feedback on the lesson modelled.

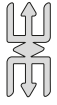
1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Identifying Varied Meanings of Familiar Words*
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Identifying Varied Meanings of Familiar Words* (NTS 1a, 2b, and 3o).

2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Group work** – in mixed ability groups learners discuss and complete given passages by filling in the right words.

E.g.

office, process, etc.

The -1- commission of Ghana has started -2- Ghanaian -3- for the 2024 elections on -4- 7

- b) **Assessment: Group class exercise** – Learners in groups discuss and rewrite a given passage by filling in the numbered gaps with the appropriate words.

2.3 Review the activities in the Learner Material for the lesson on *Identifying Varied Meanings of Familiar Words*. Select activities best suited for the pedagogical strategies you will use in your lesson(s) for the week.

E.g.

Activity 3 – Group work, etc.

2.4 Discuss the selected pedagogical strategies and activities you will use to deliver your lesson (s).

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Sentence cards and word charts will help learners identify varied meanings of familiar words.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- read PLC Session 5 and related Learner Materials and Teacher Manual (NTS 1b, 2c and 3b).
 - bring along your Teacher Manual, Learner Materials and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 5: Correctly Use of Tenses

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Correct use of tenses*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Correctly use of tenses* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Correct use of tenses* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

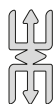
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Correctly use of tenses* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Correct use of tenses*
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice Together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Correct use of tenses*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Correct use of tenses* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review of activity 2.1 (NTS 3e – 3g).

**Note**

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Demonstration** – In mixed-ability groups learners use appropriate tenses to demonstrate morning assembly session is conducted.
- b) **Assessment: Role Play** – Learners role play a scenario at the school's canteen using appropriate tenses.

2.3 Review the activities in the Learner Material for the lesson on *Correct use of tenses*. Select activities best suited for the pedagogical strategies you will use in your lesson(s) for the week.

E.g.

Activity 3 – Role play, etc.

2.4 Discuss the selected pedagogical strategies and activities you will use to deliver your lesson (s).

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Sentence cards will help learners use tenses correctly

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c–3j).

Hint

Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3 Remember to:
 - a) read PLC Session 6 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 6: Effective Conversations

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Effective Conversations*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on Effective conversations and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).
2. Teach and reflect on a lesson on Effective conversations (NTS 1a, 3a-3m, 3o and 3p).

Learning Indicators

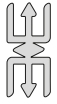
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Effective conversations* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Effective conversations*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities on *Correct use of tenses* which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Effective conversations*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Effective conversations* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e - 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Concept/story map** – In small groups learners listen to a jumbled audio narrative and orally re-arrange the story sequentially.
- b) **Assessment: Posters** – Learners create posters to re-arrange given jumbled stories sequentially to retell the story orally.

2.3 Review the activities in the Learner Material for the lesson on *Effective conversations*. And select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 6– *Concept/Story Mapping, etc.*

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Story Sequence Cards, Sentence Cards, etc. will be used to assist learners to rearrange events sequentially to orally retell a story.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- a) read PLC Session 7 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 7: Use of vocabulary

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher mManual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Use of vocabulary*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on Use of vocabulary and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Use of Vocabulary* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

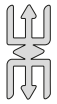
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Use of Vocabulary* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Use of Vocabulary*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities on *Effective Conversations* which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Use of Vocabulary*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Use of Vocabulary* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Dramatic monologue** –Learners individually dramatise a scenario to depict a given role or character.
- b) **Assessment: Dramatic monologue** – Learners individually dramatise situations to depict their role models using appropriate vocabulary.

2.3 Review the activities in the Learner Material for the lesson on *Use of Vocabulary* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 7– Dramatic Monologue, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real–world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Word Cards, Picture Illustrations/Posters, etc. will be used to support learners to dramatise scenes to depict given situations using appropriate vocabulary.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 8 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 8: Responding to Text Heard

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Responding to Text Heard*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Responding to Text Heard* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Responding to Text Heard* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

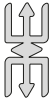
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Responding to Text Heard* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Responding to text heard*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities on *Use of Vocabulary* which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Responding to Text Heard*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Responding to Text Heard* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Group Work** – In mixed-ability/gender groups, learners listen to half-played audio story and make a summary prediction of the next events in the story orally.
- b) **Assessment: Summary** – Learners listen to audio stories and make summary predictions orally

2.3 Review the activities in the Learner Material for the lesson on *Responding to Text Heard* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 6 – Summary, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Recorded Audio Story, etc. will be used to assist learners to make summary predictions orally in the middle and the ending of the text.

3. Modelling (25 minutes)

- 3.1** Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

- 3.2** Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 4.3** Remember to:
- a) read PLC Session 9 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
 - b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 9: Oral Communication

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Oral Communication*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Oral Communication* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).
2. Teach and reflect on a lesson on *Oral Communication* (NTS 1a, 3a-3m, 3o and 3p).

Learning Indicators

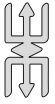
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Oral Communication* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Oral Communication*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities on *Responding to Text Heard* which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Oral Communication*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Oral Communication* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e - 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Debate** – Learners in mixed-ability/gender groups discuss pictures of environmental pollution and debate the possible causes and effects.
- b) **Assessment: Debate** – Learners debate on the effects of environmental pollution in their community.

2.3 Review the activities in the Learner Material for the lesson on *Oral Communication* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 3– *Debate, etc.*

2.4 Discuss the selected activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Picture Illustrations, Posters, etc. will be used to support learners to stage a debate on the causes and effects of environmental pollution discuss the pictures on cards

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 10 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 10: Oral Presentation

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Oral Presentation*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Oral Presentation* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).
2. Teach and reflect on a lesson on *Oral Presentation* (NTS 1a, 3a-3m, 3o and 3p).

Learning Indicators

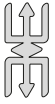
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Oral Presentation* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Oral Presentation*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities on *Oral Communication* which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Oral Presentation*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Oral Presentation* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e - 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Oral Presentation**– In mixed-ability/gender groups, learners read a given text or listen to recorded audio stories, discussion and outline the key ideas to make presentations orally.
- b) **Assessment: Presentation** – Learners outline key ideas from given texts to make oral presentations.

2.3 Review the activities in the Learner Material for the lesson on Oral presentation and select activities best suited for the pedagogical strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 2– Presentation, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Text Manila Cards, Posters, Recorded Audio Stories, etc. will be used to assist learners to read or listen to a given text and outline the key ideas for oral presentation.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under Activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 11 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Materials and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 11: Using Tricky Words and Alternative Spellings.

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Using Tricky Words and Alternative Spellings*.

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Using Tricky Words and Alternative Spellings* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Using Tricky Words and Alternative Spellings* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Using Tricky Words and Alternative Spellings* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Using Tricky Words and Alternative Spellings*.
- 2.2 Give constructive feedback on the lesson modelled.

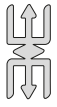
1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities on *Oral Presentation* which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Using Tricky Words and Alternative Spellings*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Using Tricky Words and Alternative Spellings* (NTS 1a, 2b, and 3o).

2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e - 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?*
- ii. help me differentiate activities to meet the diverse needs of my learners?*
- iii. support GESI responsiveness throughout lessons?*
- iv. help me assess learners' understanding throughout the lesson?*
- v. help me incorporate collaborative learning opportunities in this lesson? etc.*

E.g.

- a) Pedagogy: Activity based learning** – In pairs, learners pick two alternative word cards from a bowl/basket, match and read them out correctly.
- b) Assessment: Short quiz**– Learners write at least 5 alternative words from given sounds.

2.3 Review the activities in the Learner Material for the lesson on *Using Tricky Words and Alternative Spellings* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 2– Quiz, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?*
- b) connect to real-world situations that learners can relate to?*
- c) make the lesson more engaging or fun for the learners?*
- d) require adjustment in complexity to match learners' abilities?*
- e) make room for SEL and GESI? etc.*

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Word Cards, Sentence Cards, Short Passages, Sound Charts, Puzzles, etc. will be use to support learners to write words with alternative spellings.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c-3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c).

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

4.3 Remember to:

- a) read PLC Session 12 and related Learner Material and Teacher Manual (NTS 1b, 2c and 3b).
- b) bring along your Teacher Manual, Learner Material and PLC Handbook for the next session (NTS 1c, 1f).

PLC Session 12: Writing Clear and Coherent Sentences

Purpose

The purpose of the session is to review the concepts and pedagogies in the Teacher Manual and select appropriate activities in the Learner Material and assessment strategies that can support teaching and learning of *Writing Clear and Coherent Sentences*

Learning Outcome

1. Review your Teacher Manual and Learner Material for concepts on *Writing Clear and Coherent Sentences* and how they can be taught and assessed (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).
2. Teach and reflect on a lesson on *Writing Clear and Coherent Sentences* (NTS 1a, 3a–3m, 3o and 3p).

Learning Indicators

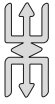
- 1.1 Review the pedagogies in the Teacher Manual and identify appropriate pedagogical strategies based on the content of *Writing Clear and Coherent Sentences* that can support your lesson(s).
- 1.2 Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches and assessment strategies in the Teacher Manual that can support your lesson(s).
- 2.1 Model an activity on *Writing Clear and Coherent Sentences*.
- 2.2 Give constructive feedback on the lesson modelled.

1. Review of Previous Session (10 minutes)

- 1.1. Individually, share one thing you did in your class based on the previous PLC's activities on *Using Tricky Words and Alternative Spellings* which impacted learning (NTS 1a, 2e).
- 1.2. As a critical friend, share the feedback you gave/received from the lesson observed (what went well and what could have been done differently) (NTS 1a, 2e).

2. Plan and Practice together (45 Minutes)

- 2.1 Review the Teacher Manual and
 - a) identify the concepts to be delivered for the lesson(s) on *Writing Clear and Coherent Sentences*.
 - b) note the pedagogical and assessment strategies that have been recommended for teaching *Writing Clear and Coherent Sentences* (NTS 1a, 2b, and 3o).
- 2.2 Select the pedagogical and assessment strategies you will use to deliver your lesson(s), based on your review on activity 2.1 (NTS 3e – 3g).



Note

Remember to select strategies which cater for individual learner's needs using the prompts below.

Does the pedagogy;

- i. ensure that all learners are actively engaged in this lesson?
- ii. help me differentiate activities to meet the diverse needs of my learners?
- iii. support GESI responsiveness throughout lessons?
- iv. help me assess learners' understanding throughout the lesson?
- v. help me incorporate collaborative learning opportunities in this lesson? etc.

E.g.

- a) **Pedagogy: Digital learning**– In mixed-ability/gender groups, learners watch a video on a set of sentences that lack basic writing conventions and correct them appropriately.
- b) **Assessment: Essay**– Learners write two paragraphs essay using appropriate writing conventions.

2.3 Review the activities in the Learner Material for the lesson on *Writing Clear and Coherent Sentences* and select activities best suited for the pedagogical and assessment strategies you will use in your lesson(s) (NTS 2e, 3a).

E.g.

Activity 2b– Essay, etc.

2.4 Discuss the activities you will use to deliver your lesson(s) using the prompts below (NTS 2e, 3a).

Will the activities;

- a) help learners achieve the intended outcomes?
- b) connect to real-world situations that learners can relate to?
- c) make the lesson more engaging or fun for the learners?
- d) require adjustment in complexity to match learners' abilities?
- e) make room for SEL and GESI? etc.

2.5 Discuss the teaching and learning resources that you will use for the lesson (NTS 3j).

E.g.

Videos, Text Manila Cards, Posters, Sentence Cards, etc. will be use to assist learners to write two-paragraph essay using the appropriate writing conventions.

3. Modelling (25 minutes)

3.1 Model a teaching activity in the lesson that can support all learners (NTS 1b, 1f, 1g, 2c 2e, 2f and 3c–3j).

Hint



Ensure you use the pedagogical and assessment strategies discussed under activity 2.2 above.

3.2 Ask for feedback on the lesson modelled (NTS 1a, 2c)

4. Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1e and 3o).

4.2 Identify a critical friend to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

Appendix 1: Guidelines for Intervention English

1. Introduction

Learners enter Senior High Schools (SHSs) from a wide range of backgrounds. Many of these learners may have experienced deficiencies in Mathematics and English Language teaching at primary and JHS level.

For the first time the Government of Ghana has introduced Intervention English and Intervention Mathematics in SHSs to address these deficiencies and ensure that all learners have the best chance to succeed during their 3 years in SHS.

Intervention English and Intervention Mathematics are being piloted in 295 schools in 2024/25 before national roll-out in 2025/26.

Intervention English and Intervention Mathematics Teacher Manuals, PLC Handbooks and Learner Materials have been written to support teachers to deliver these classes, which will be timetabled for three hours per week for those learners who require intervention. These intervention subjects will have to be taken in addition to Core Mathematics and Core English Language.

These guidelines set out how schools will run intervention classes, starting with identifying learners who require intervention upon entry to SHS 1, taking steps to improve their literacy and numeracy and assessing that they no longer require intervention.

2. Initial Assessments

The initial assessment (IA) is a short assessment of 35 questions which will be conducted at the beginning of SHS 1 for all learners entering from JHS in English Language and Mathematics. For 2024/25 these questions will be provided to schools.

The purpose of this initial assessment is to identify those learners who require intervention, placing them at the appropriate level. Intervention English and Mathematics operate at Level One and Level Two.

Learners who score between 10 and 13 will require Intervention Level Two whilst learners who score below 10 will require Intervention Level One. Learners who score above 13 may not require Intervention but can be placed there at the discretion of the school.

Schools must provide learners with orientation on the purpose and content of the assessment; how and when the assessment will be administered; what is required of them (*before, during and after*) and how the results will be used to their benefit. This orientation should stress that this is not a 'high-stakes' examination and that participating in Intervention classes will provide learners with a better chance of success in their final WASSCE examinations.

Schools should provide a conducive environment and the essential examination materials and staff for the effective conduct of the initial assessments.

Schools should mark, analyse the results from the IA and submit these marks to NaCCA through GES.

During this initial pilot phase, any school which carries out the IA effectively and submits completed marks to NaCCA through GES within two weeks of conducting the assessment will receive a package of IT equipment as a reward.

3. Parental Involvement

Schools should:

- engage parents or guardians in the intervention process.
- provide parents with information about their wards' learning needs and progress during the intervention process.
- indicate the ways parents can support their wards' learning (at home especially if the learners are day students).

4. Management and Oversight

Schools should set up an Intervention Implementation Committee consisting of (but not limited to) Assistant Head Academic, HoDs for Mathematics and English Language, Assessment Officer (a representative of the examination committee) and the Guidance and Counselling Coordinator.

This Committee must:

- collect and manage learners' information in relation to the intervention.
- ensure that Intervention classes are timetabled in line with NaCCA and GES's guidance on subject combinations.
- assign teachers (and ensure they are trained) to deliver Intervention English and Mathematics
- monitor teachers and learners attendance, and teaching and learning activities.
- assess the effectiveness of interventions and make necessary adjustments based on ongoing (formative) evaluations, including conducting internal assessments at the end of each semester to identify those learners who can progress off Intervention.
- follow-up on learners in-school and out of school.

5. Teacher Manuals and Learner Materials

Teacher Manuals, PLC Handbooks and Learner Materials have been written for Intervention English and Mathematics at both Levels One and Level Two. Hardcopies of all Teacher Manuals and PLC Handbooks are being distributed to all pilot schools. Learner Materials can be accessed online through the curriculum microsite ([Home - Ministry of Education \(curriculumresources.edu.gh\)](http://Home - Ministry of Education (curriculumresources.edu.gh))). These materials will be sufficient to teach Intervention however teachers may also use other supplementary materials and readers.



6. Teacher Training and Capacity Building

Two teachers from each of the 295 pilot schools (one teacher each for English and Mathematics) will receive a week of residential training on Intervention English and Mathematics. This training will equip these teachers on the conduct of the initial assessment and how to use the results to place learners. It will equip teachers with the knowledge and skills to run weekly PLC sessions to support their peers to deliver intervention classes effectively. The training will also cover the information to be shared with learners.

Schools should assign teachers to teach Intervention English and Intervention Mathematics as set out in section 4 above. These teachers should attend the weekly PLC sessions to ensure that they are well prepared to deliver effectively.

7. Monitoring and Evaluation

The school, under the guidance of the Intervention Implementation Committee, should arrange to conduct internal assessment at the end of every Semester, in addition to the formative assessments carried out by teachers. This will be used to identify learners who are ready to progress from Intervention Level One to Intervention Level Two or from Intervention Level Two off Intervention. These assessment findings should be shared with NaCCA through GES so that a record is maintained of school-based attainment. These findings can be used to develop a 'Value-Added' rating for each school, quantifying the improvements that they have brought about in literacy and numeracy. This rating may provide a fairer reflection of the school's teaching and learning than a ranking based on WASSCE results.

8. Material and Resources

The school should provide:

- adequate teaching staff to enable Intervention classes to take place,
- teaching and learning materials,
- report sheets, including school-based transcript,
- support services (i.e., Guidance and Counselling) to ensure the success of the interventions.

9. Documentation and Reporting

Schools should:

- maintain detailed records of learners' attendance and progress in the interventions.
- generate reports to track the overall effectiveness of the interventions and the impact on learning outcomes.

NB: Schools should give out information about learners to ONLY stakeholders who are involved in the intervention process.

Annexes

Annex 1: Scheme of Learning Areas for Intervention English Language

SN	Strand	Sub-strand	Content standards	Learning outcomes	Learning indicators	Performance indicators	No. of Items (%)
1	Oral Language	Conversation	Demonstrate understanding of the appropriate use of language in conversation.	Use language appropriately in a variety of conversations.	<ol style="list-style-type: none"> 1. Use words and tenses correctly when speaking. 2. Use given vocabulary correctly in a different context. 3. Exchange ideas through oral communication 	Engage in conversations using correct tense forms [L3] (e.g. written conversation: dialogue, question tags), Identify verbs in given simple sentences [L1]	20% 6 items

SN	Strand	Sub-strand	Content standards	Learning outcomes	Learning indicators	Performance indicators	No. of Items (%)
		Listening Comprehension	Demonstrate the ability to listen to reading and conversation and exhibit understanding of what is heard.	Listen to and respond appropriately to demonstrate understanding of text heard or read to.	<ol style="list-style-type: none"> 1. Listen attentively to ask clarifying questions and participate effectively in conversation 2. Respond correctly to text read to or heard 3. Summarise the main idea of an oral presentation. 	<p>Form meaningful sentences with given verbs [L2]</p> <p>Re-arrange jumbled sentences in a story in a sequential order [L2]</p> <p>Listen attentively to a given text or video and answer questions based on it [L3]</p> <p>Reflect on a given text and orally predict an alternative ending [L3]</p>	
2	Reading	Phonics	Demonstrate and apply knowledge of phonics in decoding and reading words.	Employ decoding segmenting strategies for reading and writing of new words.	<ol style="list-style-type: none"> 1. Identify the diagraphs (E.g., <i>graph</i>, <i>either</i>, <i>hitch</i>, <i>pack</i>, <i>she</i>, <i>know</i>, <i>what</i>, <i>thick</i>, <i>board</i>,) of the sound of the English language. 2. Blend sounds together to read words. 3. Decode simple phonetically regular words. 4. Segment and write simple decodable words. 	<p>Sort out the words which contain diagraphs in the following: flag, band, ring, cried, green [L2]</p> <p>Read the following words and identify the vowel sounds in them [L1]:</p> <p>Mat, pick, pull, pool, pike, violet, goat</p>	(40%) 12 items

SN	Strand	Sub-strand	Content standards	Learning outcomes	Learning indicators	Performance indicators	No. of Items (%)
		Vocabulary	Demonstrate understanding of words and phrases acquired through reading.	Use words and phrases acquired correctly.	<ol style="list-style-type: none"> 1. Identify real life connections between words and their usage 2. Identify new meaning of familiar words and apply them correctly 	<p>Segment given words into their various sounds: mat, spend, pie, zoom, queen [L2]</p> <p>Identify the sounds that make up the words [L1]</p> <p>Identify the meaning of familiar words in a given context (L2)</p>	(40%) 10 items
	Writing	Production and Distribution of writing	Demonstrate ability to produce writing that is appropriate to task and purpose.	Produce writing that is meaningful and appropriate to task and purpose.	<ol style="list-style-type: none"> 1. Apply early writing conventions such as capitalisation and punctuation. 2. Write meaningful sentences with <i>tricky</i> words. 3. Identify alternative spellings and apply them in writing sentences. 	<p>Write a paragraph observing the use of capitalisation and punctuation marks [L3] (200 words)</p> <p>Identify the tricky words and use them in sentences [L3]</p> <p>Group given words according to their alternative spelling: colour, neighbour, favourite (L1)</p>	Essay -(40%)

Annex 5: Table of specification for Intervention English: SHS 1 (30 Items)

Strand	Sub-strand	DOK			Total of Items/ Tasks
		Level 1	Level 2	Level 3	
Oral Language (Speaking) (6)	Conversation	x			3(10%)
		x			
				x	
	Listening Comprehension		x		3(10%)
				x	
				x	
Reading (14)	Phonics	x			8(23%)
		x			
		x			
		x			
			x		
			x		
			x		
			x		
	Vocabulary	x			6(17%)
		x			
		x			
			x		
			x		
			x		
Writing	Production & Distribution of writing			x	(40%)
	Total	9(30%)	8(27%)	13 (43%)	100%

Annex 6: Rubrics for Intervention English: SHS 1 (30 Items)

Rubrics for Assessment for Intervention in English for SHS 1

6a: Speaking (Oral Skills)

	Needs intervention	Approaching proficiency	Proficient
Use language appropriately in a variety of conversation			
Use of appropriate vocabulary	Cannot use appropriate vocabulary	Can use vocabulary with minimum errors	Can use vocabulary appropriately
Correct pronunciation of words	Cannot pronounce words correctly.	Do pronunciation with minimal errors	Pronounce words correctly.
Fluency	Have difficulty in reading fluently	Read with less difficulty	Read fluently
Proper use words and tenses correctly.	Have difficulty in using words in appropriate tense forms.	Less difficulty in using words in the appropriate tense form	No difficulty in using words in the appropriate tense form
Sustaining conversation	Difficulty in sustaining conversation	Partially sustains conversation	Sustains conversation
Retelling what has been heard	Difficulty in retelling what has been heard	Unable to retell all parts of the story	Can retell story meaningfully.

6b: Rubrics for Reading

	Needs intervention	Approaching proficiency	Proficient
Demonstrate and apply knowledge of phonics in decoding and reading words			
Correct pronunciation of words	Unable to pronounce words correctly	Unable to pronounce some words correctly.	Able to pronounce words correctly.
Blending sounds to form words	Difficulty in blending sounds to form words	Less difficulty in blending sounds to form words	No difficulty in blending sounds to form words
Segment words to help with pronunciation	Unable to segment words	Can segment words with difficulty	Able to segment words
Predict words	Predict words	Less predict of lunch	Do not predict words

	Needs intervention	Approaching proficiency	Proficient
Determine meaning of words in context	Cannot determine meaning in context	Can sometimes determine meaning of words in context.	Can determine meaning of words in context
Paying attention to punctuation marks	Pay no attention to punctuation marks	Sometimes take not of punctuation.	Pay attention to punctuation marks
Identify main idea from text	Cannot identify main idea from text	Have less difficulty in identifying idea from text	Can identity main idea from text
Paraphrase text	Cannot paraphrase text	Paraphrase text with difficulty	Can paraphrase
Use words and phrases acquired correctly	Unable to use words and phrases correctly.	Use words with some difficulty	Able to use words and phrases correctly

6c: Rubrics for Writing

	Needs intervention	Approaching proficiency	Proficient
Demonstrate ability to produce writing that is appropriate to task and purpose			
Writing agrees with task given	Writing does not agree with given task	Difficulty to write according to given task	Can write to agree with given task
Writes clearly	Writes with no clarity	Writes with less degree of clarity	Writes with clarity
Write meaningful sentences	Cannot write meaningful sentences	Less difficulty in writing meaningful sentences	Can write meaningful sentences
Use words correctly and appropriately	Have difficulty in using words in context	Have less difficulty in using words in context	Able to use words correctly in context
Coherence in writing (sentence and paragraph)		Less difficulty in applying sentence and paragraph coherence	Ensure sentence and paragraph coherence in their writing
Appropriate usage of punctuations	Unable to use punctuations correctly	Have less difficulty in using punctuations correctly.	Uses punctuations appropriately
Write words correctly	Cannot write words correctly	Have difficulty in writing most words correctly.	Write words correctly

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