

## GRADE 1 TRAINING GUIDELINES - SESSION 1

### WELCOME AND REGISTRATION

Welcome the tutors and thank them for coming.

- Introduce yourself and give a little of your own background.
- Ask the tutors to introduce themselves and say why they decided to tutor.
- Show the tutors the registration form and send it around for them to fill in their details. Ask them to write their names on a label.
- Hand out the tutor packs.

#### Checklist for tutor training sessions

- training notes
- DVD player OR projector
- training DVD
- copies of tutor agreement
- tutor kit to display
- sets of readers and sequence stories
- register
- programme posters
- a tutor kit for each tutor
- scissors for the group
- blank A4 paper
- pencils
- copies of the little books
- refreshments
- a letter box

### INTRODUCTION TO THE RSRW PROGRAMME (20 minutes)

Tutors should have already attended an information session where they were shown the 'Intro to the ELP'.

**Show DVD:** RSRW in focus (beginning - end)

Before showing the DVD, explain to the tutors that they will see an overview of the programme first and then each step will be explained in more detail.

Hold up the posters with the four steps and ask the tutors to turn to p. 8 in their manuals where they will find the four steps. Emphasise the importance of the four steps of the programme.



After showing the clip, have a discussion with the tutors about how important it is to introduce language orally before you ask children to read and write.

- Judy involved the children by getting them to act out the language that was in the book eg 'round and round', 'in' 'out'.
- She gave them the words they needed by talking about the pictures in the book eg 'see-saw' instead of 'up, down'.

Ask these questions:

- Would the children have been able to write good sentences without being given rich language first? How did the picture walk help the girls with their reading?
- Would the lesson work if the sequence of steps was different e.g. writing before talking?

## OUR APPROACH TO WORKING WITH CHILDREN (20 minutes)

### Checklist:

- RSRW manual
- positive phrases poster

Before showing the clip, explain to the tutors that the training will equip them with knowledge and skills to help young children learn to read. However, it is their way of working with the children that will be key to the success of the programme. Young children learn best when they are having fun. We have to make sure that children are treated with respect and kindness and that we value what they bring to the lessons.

Explain how the process of learning to read and write for young children is like a little baby learning to walk – they begin by crawling and then start standing up and holding onto objects, they rely on holding fingers of adults, eventually let one hand go and slowly walk alone. Our role as adults is to support each step and give children praise and support.

Sometimes we forget this when children are learning to read and write. We sometimes get cross with children if they make mistakes, or we are impatient when they are not learning to read and write quickly enough. Remind the tutors that when they are learning something new, they will not be able to do it correctly the first time – 'having a go' is more important than getting it right. Just as we saw in the DVD clip, we need to make sure that we gently lead children to the next level of development.

Ask tutors to refer to p. 2 in their manuals where they will find examples of positive phrases. Show the poster with positive phrases.

**Show DVD:** Training Part 1 (beginning – 9:24)

After showing the clip, ask the tutors the following questions:

- How did you feel watching the clip of the tutors working with the children? Why?
- Why do you think the children were so relaxed?
- How do we create a space that will encourage children to learn and have-a-go?

## AN INTRODUCTION TO SOME IMPORTANT TERMS

### *Activity*

Write the following terms up on the board and discuss with the tutors what each one means. Knowing some of the terminology will be useful for the tutors and help them to understand the process of learning to read and write:

**Letters** e.g. b, m, s

**CVC words** e.g. bat, mop, sun

**High frequency words** e.g. said, come, the

**Blend words** e.g. frog, tent, stand

**Letters:** In the beginning of Grade 1, children need to learn the sound (not the name) that each letter makes. They need to be able to hear individual sounds in words and match each sound to the correct letter shape.

**CVC words:** Once children know about 10-12 letters (including the vowels) they can start putting these letters together to make simple 3 letter words. We call these words CVC (consonant-vowel-consonant) eg cat, fun, lip etc.

**High frequency words:** There are many words in children's readers that cannot be sounded out but that occur frequently in easy readers. We call these words high frequency words. In English, many of these words are difficult to sound out.

**Blend words:** Towards the end of Grade 1 when children are confident about using CVC words, they can be introduced to blends. These are 4- or 5-letter words that can be sounded out but are longer than CVC words and have 2 consonants at the beginning or the end (or both) of the word eg frog, tent, stand.

# FORMAT OF THE READY, STEADY...READ AND WRITE LESSON

## STEP 1: TALKING AND DOING (20 minutes)

**Show DVD:** Training Part 1 continued (9:24 – 13:17)

After showing this clip, show some examples of the reading books. Point out the coloured sticker on the spine and talk about the three levels of difficulty used for the readers. Discuss how some of the stories lend themselves to using props. Hand out some books of each different level to allow the tutors to see the differences in the content.

### Activity

Demonstrate how to use props with your book and props. Then ask the tutors to choose a PINK level book and pretend they are going to be using this book with a child. They must work in pairs with another tutor and use p. 10 of their manual as a guide.

They need to:

- page through the book familiarising themselves with the text and the pictures.
- think how they could create a 'doing' activity with the book they have – could they bring props, what actions could they do etc.
- take turns to each be the 'tutor' and take the 'child' on a picture walk through their book.

After the role play, give the tutors time to talk about the experience. Tutors must keep their books for a later activity.

### Checklist:

- readers
- your books
- your props

## TEA (20 minutes)

After getting some tea, tutors must cut up their pink High Frequency Word Cards (LEVEL 1). They need to cut out the whole set, put an elastic band around them and place them in the packet marked **High frequency words**.

## STEP 2: READING (25 minutes)

**Show DVD:** Training Part 1 continued (13:17 – 16:29)

Ask the tutors to look at p. 12 in the manual. Ask someone to tutor to read out the tips for helping children to read.

### Activity

#### Reading the book

Ask the tutors to use the same book they used for the 'talking' role play and read the book with the person next to them, each taking a turn to role-play being the tutor or the child.

#### Using High frequency words

Ask the tutors to look through the book, identify high frequency words and find two of these words in the pack of pink words they have cut up. They must refer to p.13 in their manual and role-play how to use the words with a child:

- look at the beginning sound of the h/f word
- look at the shape of the h/f word
- match the h/f word to a word in the book
- write the h/f word on the table with their finger
- read the h/f word – with help if necessary

### Checklist:

- reader
- 2 high frequency words

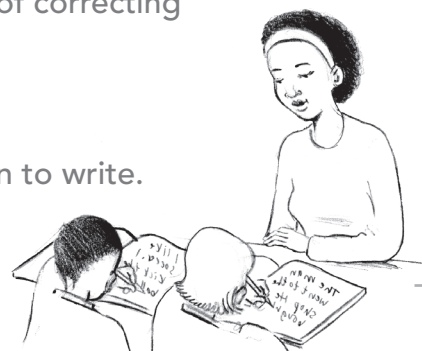
## STEP 3: WRITING (25 minutes)

**Show DVD:** Training Part 1 (16:30 – end)

After showing this clip, demonstrate writing a sentence from the book you used for 'talking' and 'reading'. Using the poster, demonstrate the steps of **thinking, counting, drawing lines and writing for the group**. The sentence you write should include invented spelling so that you can discuss ways of correcting children's writing. You can include a drawing too!

Ask tutors to look at page 15 in their manuals.

Ask someone to read aloud the tips for helping children to write.





**Checklist:**

- blank paper
- pencils

**Activity**

Hand out a piece of blank paper and a pencil to each person and ask the tutors to open their manuals on page 14 and follow the instructions for writing and drawing. They must use the same book that they used for the 'talking' and 'reading' role play.

- One person plays the role of the tutor and helping the 'child' to choose something to draw from the book and then think of something to say about their drawing. Remind tutors to clap words with children.
- The 'tutor' then encourages the child to have a go at writing. They can share the writing process if the child is struggling. The children must write with their non-donimate hand.
- The 'tutor' encourages the 'child' to 'read' her sentence when she has finished writing it. There will be a lot of giggling and fun interaction!

Encourage the tutors to share their experiences and feelings about the writing task. Ask if tutors have any questions or comments about the training.

End of session One. Thank tutors for attending and remind them about the times for session Two.

## GRADE 1 TRAINING GUIDELINES - SESSION 2

### WELCOME AND CHECK IN

- Welcome the tutors and thank them for coming.
- Go through the plan for this session
  - Sequence stories
  - Making little books
  - Preparing the tutor kit
  - Playing the games
  - Questions and practical arrangements for starting with children



### USING SEQUENCE STORIES INSTEAD OF BOOKS

Explain to the tutors that a sequence story can be used in a lesson instead of a book.

#### Activity

Using a sequence story pack, demonstrate by showing the tutors these steps:

- using only the pictures, talk about each picture individually and place them on the table in a random order
- ask the tutors to help you to put the pictures in the correct order
- ask them to retell the story
- shuffle the sentences and ask the tutors to read each sentence and match them with the correct pictures
- the writing and drawing is done in the same way as you would with a book

Ask the tutors to get into small groups and turn to pages 16 -19 in their manual. It is important that they start using the manual as a guide.

Hand out a sequence story pack to each group and explain to them that they will be role playing using picture sequences with one person being the tutor and the other a child.

Walk around and assist the groups while they do the activity. Make sure that they sequence the pictures from left to right and that they do the talking and sequencing before they match the sentences.

#### Checklist:

- RSRW manual
- sets of sequence stories

## MAKING LITTLE BOOKS

**Demonstrate:** How to make a little book

Explain that Wordworks has developed a set of little books that can be used in place of readers. These books can be made up by tutors or by the children. They can be taken home and children can read to their parents. Little books can also be made using a blank sheet of paper. Show the tutors a few samples that you have made up and then show them how to make their own little book (p. 7 in the manual).

### Activity

Make sure that you know how to make the little books yourself before the session!

- Hand out a copy of a little book and a pair of scissors to each tutor.
- Demonstrate, step by step, how to make the book.
- Tutors can refer to the instructions in their manual (page 7).
- Tutors keep the scissors for the next activity

### Checklist:

- copies of little books
- scissors
- a folded sample book

## PREPARING A TUTORS KIT

**Demonstrate:** How to prepare the games

Go through each item in the tutor kit. Ask the tutors to take out the contents in their pack while you explain to them what each item is for.

### Activity

Ask the tutors to find the **Letter-picture card-1**. Explain that they will need to:

- cut along the border first and then cut each letter and corresponding pictures into strips.
- cut up the strips and put elastic bands around each pile with a letter and the corresponding pictures together.
- put these piles into the plastic bags marked 'Letter-picture cards'.
- cut up one card of the CVC words, and Blend words to use in the games (the rest they can cut up at home).

They are now ready to play the games!



## PLAYING THE GAMES

The materials needed to play most of these games will be in the tutor kits. There are some shared games in the co-ordinator's file that are easily stored in a cupboard. These games need to be shared by the tutors e.g. Bingo, Memory game

You will need to play the games yourself before you start training them, as the tutors will need assistance from you while they play. The DVD follows the manual and demonstrates how to play each game. Make sure that the tutors have their manuals open on their desks.

**Show DVD:** Training Part 2 (beginning – 6.23)

Show the tutors a letter box. Point out that it has a letter on the lid so that the children can feel the letter shape as well as see what it looks like. Show them the contents and explain that they can add objects to the letter boxes as they find them. They can also encourage the children to do the same.

**Show DVD:** Training Part 2 (6.23 - end)

Stop the DVD after each game and get the tutors to find the materials they need, pair up and play the games. Walk around while they are playing to provide assistance.

### Notes:

**Racing car, Dice game, Memory Game and Bingo:** Each of these games can be played in a similar way using different cards (letter picture cards, high frequency cards, CVC cards and blend cards) depending on the level of the children.

**Find the Picture:** There are eight 'Find the Picture' games: two for letters, two for CVC words, two for blend words and two for multisyllabic words.

**Vowel game:** Ensure that children know some consonants before being introduced to vowels.

**Memory games:** Tell children turn over their cards for everyone to see and to replace them in the same position on the table when they play this game. This will give everyone a chance to memorise the positions of the cards.



## *QUESTIONS AND PRACTICAL ARRANGEMENTS FOR GETTING STARTED*

**Child Protection:** The tutors are the responsibility of the school/organisation and in order to ensure the safety of children:

- tutors always work as a team ie a few tutors working at the same time.
- each tutor is also required to sign the tutor agreement. Discuss the tutor agreement and hand out a copy for each tutor to complete and sign.
- it is recommended that tutors complete Form 30 so that this can be sent to the Department of Social Development (DSD) to establish that their name is not on the National Child Protection Register.

Allow time for questions or comments regarding the training. Discuss practical arrangements for getting started: day, time etc.

- Notify tutors about Wordworks facebook page: [www.facebook.com/wordworksSA](http://www.facebook.com/wordworksSA)
- Give them the website address and tell them about the free online resources ([www.wordworks.org.za](http://www.wordworks.org.za))

## *THANKS AND GOODBYE*

Thank everyone for coming to the training and giving up their time to be a tutor.