

# ENGLISH

First Additional Language

## PSRIP

Grade **4–6** and Grade **7**

Teacher Training Handout

Terms 1 & 2

Edition 5, 2023



basic education  
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Basic Education  
REPUBLIC OF SOUTH AFRICA





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# Training Handout

**Grade 4–6**

**Terms 1 & 2**

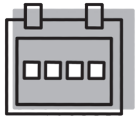
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## Workshop Aims

- 1 To train teachers to implement the PSRIP.
- 2 To build teachers' knowledge of the PSRIP routine, core methodologies and components.
- 3 To ensure that teachers feel confident in using the core methodologies.

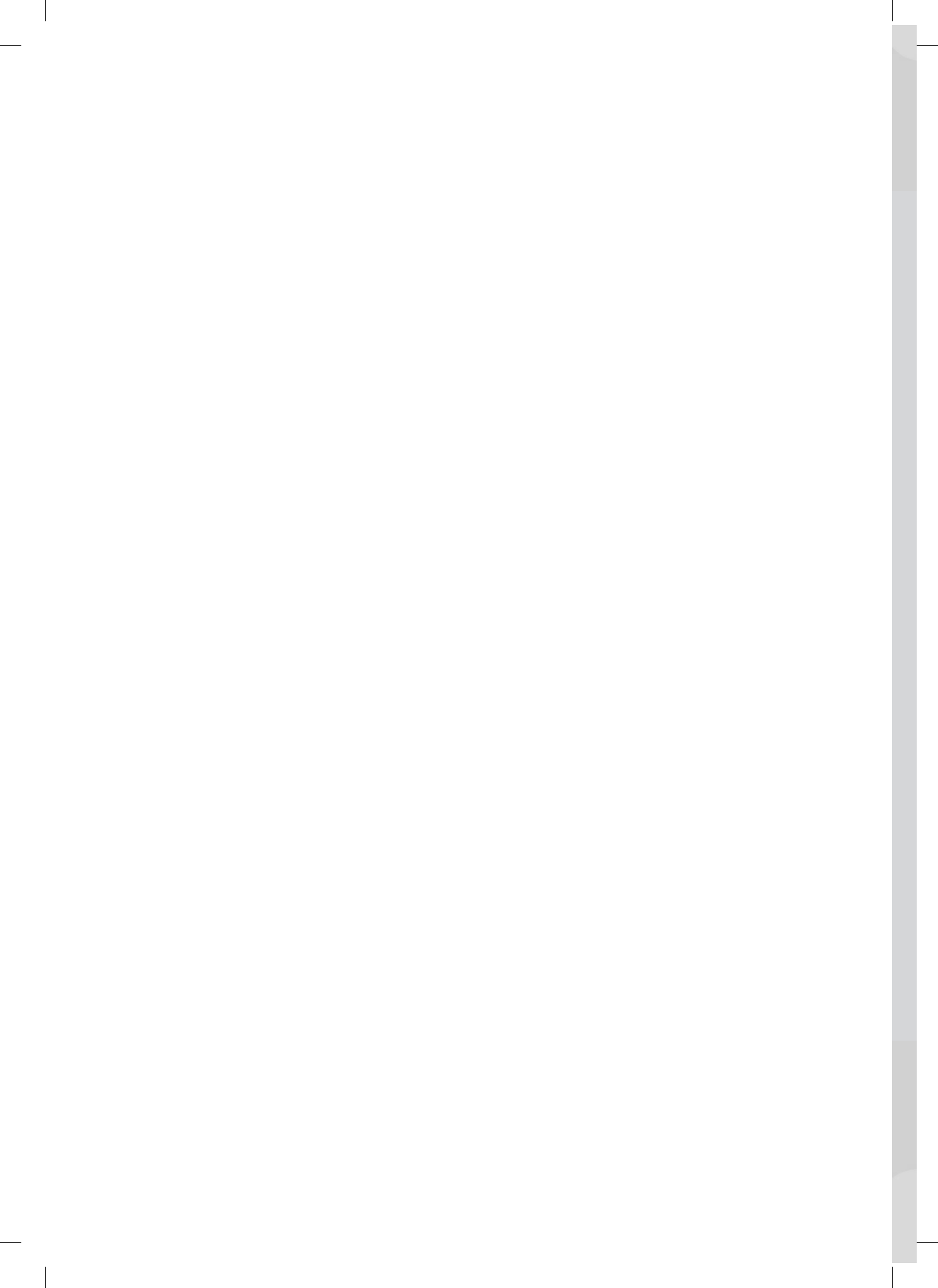


## Agenda

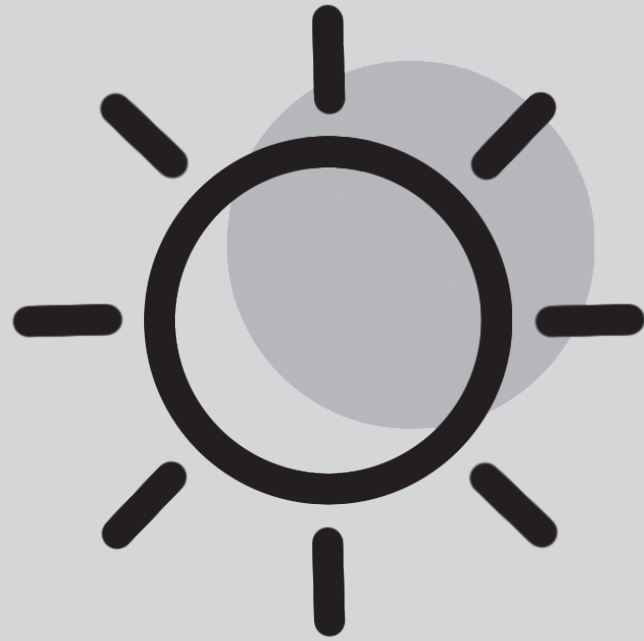
*This agenda is written for a **12-hour workshop over two days.***

DAY 1			
	TIME	ACTIVITY	FACILITATOR
1.1	30 minutes	Pre-Test	
1.2	15 minutes	Welcome, introduction, agenda, and ground rules	
1.3	15 minutes	Distribution of materials	
1.4	30 minutes	Orientation to materials	
1.5	60 minutes	Treasure Hunt	
1.6	30 minutes	Routines and components	
1.7	30 minutes	Reading through a theme	
1.8	85 minutes	Listening and Speaking	
1.9	60 minutes	Phonics	
1.10	5 minutes	Closure	

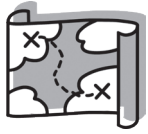
DAY 2			
	TIME	ACTIVITY	FACILITATOR
2.1	5 minutes	Welcome and Day 2 Agenda	
2.2	90 minutes	Shared Reading	
2.3	90 minutes	Group Guided Reading	
2.4	60 minutes	Writing	
2.5	30 minutes	Post Test	
2.6	30 minutes	Management Document	
2.7	55 minutes	Closure	







**Day 1**



# Treasure Hunt: Orientation to Materials

Go through all the documents for **Term 1** to find the answers to the following questions. You will need Lesson Plan for your grade.

**1** Where can you find the written core methodologies?

--

**2** Read the weekly routine. List the different activity types that are done.

--

**3** Read the weekly routine and the alternative routine for Grade 6. How do these two routines differ?

--

**4** What happens every day in Week 2 of the routine cycle?

--

**5** When does writing take place?

**6** Why do you think writing occurs primarily in Week 2 of the cycle?

**7** When do learners edit their work?

**8** What are the 3 different kind of groupings that are needed for EFAL?

**9** Where do the Shared Reading texts come from?

**10** Which theme sounds interesting to you? Why?

**11** What comprehension strategy is used in the Shared Reading, Second Read for Grade 5 Term 1 Week 6?

**12** Look through all the shared reading stories in the lesson plans. You will find certain words are written in bold. Find and write down these bold words.

**13** Why do you think these words have been used? What do you think this could be about?

**14** The core methodologies are explanations of the activities that you will do over and over again. You will see these activities on video, but if you ever forget what to do, they are written in the lesson plan. Read the core methodology for the *Theme Vocabulary* activity.  
Explain which strategy we use to teach new vocabulary to learners.

**15** What happens in the first two weeks of Term 1?

--

**16** What is the first theme taught for each Grade in Term 1?

--

**17** When must same ability groups be used and why?

--

**18** Name three writing strategies.

--

**19** What is the writing genre for Week 8? What is the writing topic?

--

**20** Name the post-read activity that is done in Week 7.

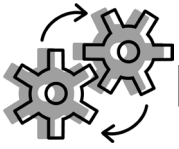
**21** What is the purpose of Question of the Day?

**22** What are the three types of connections learners can make in reading comprehension?

**23** What is the purpose of the comprehension strategy, Visualise?

**24** True or False. The Phonics Review Programme in the Intermediate Phase is the same for all three grades.

**25** Which tool is used to help learners activate their background knowledge about a topic?



# How the PSRIP Works

**1 Follow the same routine every week.**

*The routine integrates all aspects of language in a logical way. Do not skip any lessons.*

**2 Use the same core methodologies to teach all lessons.**

*This means you can master and become an expert in delivering really strong lessons every week.*

**3 Teach themes that last for two weeks.**

*Themes allow learners to 'link their learning' and consolidate new language.*

**4 Use the Display Boards to 'frame your work' for the week.**

*At a glance, see the theme, phonics, sight words and writing frame that you will cover for the week.*

**5 Use your resources in a routine manner, prepare them, use them and store them properly.**

*Do the same thing every week with your resources.*

**6 Divide learners into 3 kinds of groups and make sure they can get into groups quickly.**

*Group Guided Reading groups, Speaking activity groups, Question of the Day groups.*

**7 Work on your pacing – you will get faster!**

*Learn the core methodologies and teach them to learners. Don't speak too much! Be well prepared.*

**8 Create a happy, safe, ordered space for learning.**

*Be well organised, keep your classroom in order, encourage and praise learners, teach learners to be kind to each other.*

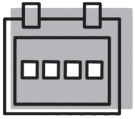
**9 Use transitions and attention getters for better classroom management.**

*Teach a few transition activities and attention getters to learners to make your classroom run smoothly.*

**10 Work as a team!**

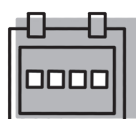
*Plan and prepare with colleagues. Discuss challenges together and help each other. Share and celebrate successes!*





# Intermediate Phase EFAL Grade 4-6 Standard Routine

<b>MONDAY</b> <b>Week 1 Day 1</b>	<b>TUESDAY</b> <b>Week 1 Day 2</b>	<b>WEDNESDAY</b> <b>Week 1 Day 3</b>	<b>THURSDAY</b> <b>Week 1 Day 4</b>	<b>FRIDAY</b> <b>Week 1 Day 5</b>
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
<b>MONDAY</b> <b>Week 2 Day 1</b>	<b>TUESDAY</b> <b>Week 2 Day 2</b>	<b>WEDNESDAY</b> <b>Week 2 Day 3</b>	<b>THURSDAY</b> <b>Week 2 Day 4</b>	<b>FRIDAY</b> <b>Week 2 Day 5</b>
W&P Planning	L&S / LSC Oral Activities	W&P Teach LSC Drafting	L&S / LSC Oral Activities	W&P Edit, Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension  Theme conclusion: Build and monitor knowledge. Summarise theme learning ( <i>no formal time allocation</i> )



# Intermediate Phase EFAL Grade 6

## Alternative Routine

<b>MONDAY</b> Week 1 Day 1	<b>TUESDAY</b> Week 1 Day 2	<b>WEDNESDAY</b> Week 1 Day 3	<b>THURSDAY</b> Week 1 Day 4	<b>FRIDAY</b> Week 1 Day 5
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
<b>MONDAY</b> Week 2 Day 1	<b>TUESDAY</b> Week 2 Day 2	<b>WEDNESDAY</b> Week 2 Day 3	<b>THURSDAY</b> Week 2 Day 4	<b>FRIDAY</b> Week 2 Day 5
W&P Planning	L&S / LSC Oral Activities	W&P Drafting Continued	L&S / LSC Oral Activities	W&P Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 1: 15 mins Group 2: 15 mins	W&P Teach LSC Drafting	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 1: 15 mins Group 2: 15 mins	W&P Editing	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 1: 15 mins Group 2: 15 mins
				Theme conclusion: Build and monitor knowledge. Summarise theme learning ( <i>no formal time allocation</i> )



# Reading Through a Theme

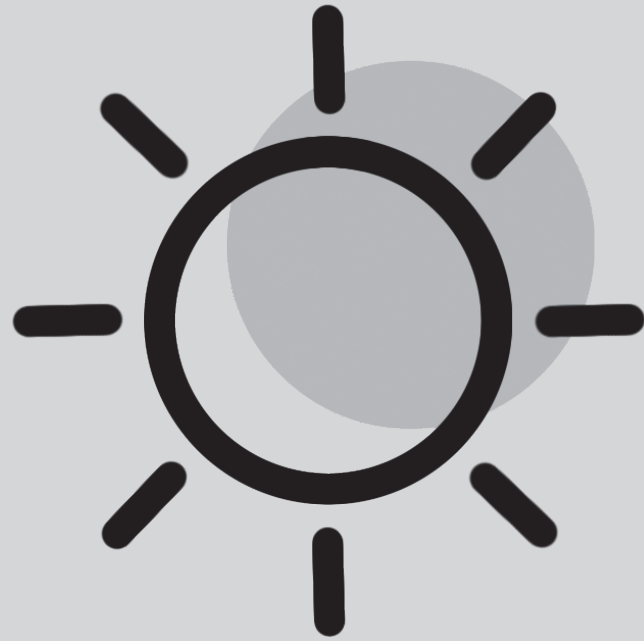
What routines did you notice for each component as you read through a theme?



## Phonics Review

Complete the Word Find activity. Use the sounds in the table to create as many words as possible!

<b>a</b>	<b>r</b>	<b>m</b>
<b>n</b>	<b>t</b>	<b>v</b>
<b>c</b>	<b>f</b>	<b>b</b>



**Day 2**



# Shared Reading

**What are the most important things we must remember about Shared Reading?**

**How is this different to the way Shared Reading has been done in the past?**

**What is the main purpose of the Shared Reading methodology as a whole?**

**Do you think this methodology will help develop comprehension skills in a more explicit way? Why?**



# Group Guided Reading

**What are the most important things we must remember about Group Guided Reading?**

**What is the purpose of Group Guided Reading?**

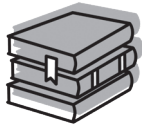
**What does the classroom look like during Group Guided Reading?**

**What should be happening within a small group in Group Guided Reading?**

**Why is it important to have same ability groups?**

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# Creating Same-Ability Groups

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<p>This learner knows no or very few words by sight.</p> <p>This learner does not seem to recognise many letter-sound relationships.</p>	<p>This learner knows just a few common words.</p> <p>This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words.</p>	<p>This learner knows many common words by sight.</p> <p>This learner needs support to decode previously unseen words.</p>	<p>This learner knows many common words by sight and can decode most previously unseen words.</p> <p>This learner occasionally needs help to decode more challenging words.</p> <p>This learner reads with some fluency.</p>	<p>This learner knows many common words.</p> <p>This learner can decode previously unseen words easily.</p> <p>This learner reads with fluency and expression.</p> <p>This is one of the best readers in the class.</p>

Learner Name	Reading Level
Zoe	
Isabella	
Juliet	
Kayla	

**How do you think teachers should choose a text for a small group?**

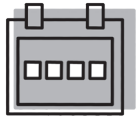


# Training Handout

**Grade 7**

**Terms 1 & 2**

Details	
Name	
Contact Number	



# Routines

Think about a **routine** that you follow in your own personal life.

- What is your routine?

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- Why do you follow that routine?

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- How does it help you in your life?

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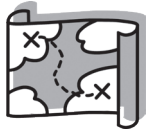
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## PSRIP Grade 7 EFAL 2 Week Cycle

<b>Monday Week 1 Day 1</b>	<b>Tuesday Week 1 Day 2</b>	<b>Wednesday Week 1 Day 3</b>	<b>Thursday Week 1 Day 4</b>	<b>Friday Week 1 Day 5</b>
LSC Oral activities	L&S Speaking Activity	LSC Oral activities	W&P Teach & practice LSC	R&V Independent reading & comprehension
L&S Listening Activity	R&V Shared Reading: Pre-read	R&V Shared Reading: First read	R&V Shared Reading: Second read	
<b>Monday Week 2 Day 1</b>	<b>Tuesday Week 2 Day 2</b>	<b>Wednesday Week 2 Day 3</b>	<b>Thursday Week 2 Day 4</b>	<b>Friday Week 2 Day 5</b>
R&V Teach the comprehension strategy	W&P Teach the writing genre	W&P Process Writing: Drafting	W&P Process Writing: Editing	L&S Oral Presentations
R&V Shared Reading: Post-read	W&P Process Writing: Planning		W&P Process Writing: Publishing and Presenting	Theme conclusion

This routine is designed for 30-minute lessons and assumes that EFAL is taught every day – this can be adjusted per school.



# Treasure Hunt

**NOTE: This has been set out to take you through the SLP Core Methodologies and the Lesson Plans. While you are asked specific questions, try to read through as much of the material as possible so as to get a good overview of the SLP and familiarise yourself with the teaching theories and the structure of the SLP. Also see where and how it differs from the Gr 4-7 programme.**

NO	QUESTION	ANSWER
1	Go to the CONTENTS page. List the 5 themes covered this term. Which subjects do they link to?	
2	Look at the Gr 7 EFAL Routine. How many Reading and Viewing lessons are there and what does each lesson cover?	
3	In the Core Methodology, look at LANGUAGE STRUCTRES and CONVENTIONS. What Graphic Organiser is used in the first term?	
4	In the Core Methodology, look at LANGUAGE STRUCTRES and CONVENTIONS. When teaching vocabulary, we use the PATS method. What do P, A, T and S stand for?	
5	In the Core Methodology, look at LANGUAGE STRUCTRES and CONVENTIONS. When teaching Question of the Day, there are 6 points listed under Purpose. Which do you think are the 3 most important reasons to do Question of the Day?	
6	In the Core Methodology, look at LISTENING & SPEAKING. How many times do you read the text? What do you do with each reading?	
7	In the Core Methodology, look at LISTENING & SPEAKING. In the Speaking lesson, are the learners divided into mixed ability or same ability groups?	
8	In the Core Methodology, look at READING & VIEWING. In the Shared Reading, Pre-read, what can you ask learners to look at in the text? How can this help the learners?	
9	In the Core Methodology, look at READING & VIEWING. In the Shared Reading, First Read, why are there 2 columns when reading the text?	

NO	QUESTION	ANSWER
10	In the Core Methodology, look at READING & VIEWING. In the Shared Reading, Second Read, what is the Purpose of getting learners to formulate their own questions about the text?	
11	In the Core Methodology, look at READING & VIEWING. In the Teach the Comprehension Strategy, what are the 8 comprehension strategies that learners will cover?	
12	In the Core Methodology, look at WRITING & PRESENTING. In the Process Writing: Planning stage, what are the possible tools to use when learners are planning their writing?	
13	In the Core Methodology, look at WRITING & PRESENTING. In the Process Writing: Drafting. True or false: When drafting it is okay to make mistakes.	
14	In the Core Methodology, look at WRITING & PRESENTING. In the Process Writing: Publishing & Presenting, what are the ways learners can publish (make public) their writing?	
15	Why is Presenting so important?	
16	In the first cycle, The Politics of Maps, what are the sight words to be covered?	
17	Go to Week 1, Monday, what prompting questions can you ask to activate background knowledge?	
18	Go to Week 1, Tues, Pre-Read, what are the predictive questions listed? Can you think of any others?	
19	Go to Week 1 Wednesday and find the First Read lesson. What comprehension strategy does the teacher model in the 'think alouds' in the First Read?	
20	What happens at the end of the First Read?	
21	Complete these statements: <b>a</b> The first lesson on a Wednesday is: <b>b</b> The second lesson is: <b>c</b> These lessons covered the skills of...	

NO	QUESTION	ANSWER
22	Go to Week 1 Thursday. Note that the first lesson is about the LSC. <b>a</b> Which LSC/s must you teach this week?	
23	Continue looking at Week 1 Thursday. The second lesson forms part of the Shared-Reading cycle: Second read. What happens at the end of the second read? Why do you think this has been included in the lesson plan?	
24	Complete these statements: <b>a</b> The first lesson on a Thursday is: <b>b</b> The second lesson is: <b>c</b> These lessons covered the skills of...	
25	GO to Week 1 Friday. This is a one-hour lesson. Reread the two core methodologies: <ul style="list-style-type: none"> <li>• Gr 7 EFAL Independent Reading</li> <li>• Gr 7 EFAL Working with individual learners</li> </ul> As you read, have a copy of the GR 7 LEARNER BOOK next to you, to see how this integrates and works with the lesson. Answer these questions from the Learner Book: <ul style="list-style-type: none"> <li><b>a</b> What are the phonic sounds for review in Week 1?</li> <li><b>b</b> What is the title of the first decodable text in Week 1?</li> <li><b>c</b> Can you see the phonic words and sight words within the decodable texts?</li> <li><b>d</b> Do you think this decodable programme will help improve your learners oral reading fluency? Why or why not?</li> <li><b>e</b> DO all learners have to focus on the decodable texts?</li> </ul>	
26	Complete these statements: <b>a</b> Friday's lesson is: <b>b</b> This lesson focusses on.... <b>c</b> What material is used in this lesson?	
27	Go to Week 2 Monday, lesson 1. What is the lesson?	



NO	QUESTION	ANSWER															
28	<p>Read through the 'teach the comprehension strategy' lesson.</p> <ul style="list-style-type: none"> <li>Do you see the pattern of teaching through gradual release: I do, we do, you do?</li> <li>Do you see that at the end of the lesson, learners write notes about the strategy?</li> </ul> <p>Go to Week 4 Monday, and Week 6 Monday. Look at the teach the genre lessons.</p> <p><b>a</b> Do you see the same pattern? <b>b</b> What strategy is taught in Week 6?</p>																
29	<p>Go to Week 2 Monday, lesson 2 What is the lesson?</p>																
30	<p>Post-Reading is the last lesson in the Shared Reading cycle. What skill do you teach in the Post-Read for Week 2?</p>																
31	<p>Complete these statements: In Weeks 2, 4, 6, 8 and 10,</p> <p><b>a</b> Monday's first lesson is: <b>b</b> Monday's second lesson is... <b>c</b> These lessons focus on...</p>																
32	<p>Look back at the statements you have completed in question 30. The first part of the cycle ends after the lessons on Week 2, Monday.</p> <p><b>a</b> What do these lessons tell you about the first part of a cycle / theme? <b>b</b> Which skills do you focus on developing in this first week? <b>c</b> Does this make sense to you? Why or why not?</p>																
33	<p>Go to Week 2 Tuesday. Skim through all the lessons for the week from Tuesday to Friday. What is the pattern of activities for the week? Why is it important that the LSC taught is linked to the writing task?</p>																
	<table border="1"> <thead> <tr> <th data-bbox="379 1726 460 1765">Day</th> <th data-bbox="460 1726 977 1765">Lesson 1</th> <th data-bbox="977 1726 1485 1765">Lesson 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 1765 460 1849"></td> <td data-bbox="460 1765 977 1849"></td> <td data-bbox="977 1765 1485 1849"></td> </tr> <tr> <td data-bbox="379 1849 460 1933"></td> <td data-bbox="460 1849 977 1933"></td> <td data-bbox="977 1849 1485 1933"></td> </tr> <tr> <td data-bbox="379 1933 460 2017"></td> <td data-bbox="460 1933 977 2017"></td> <td data-bbox="977 1933 1485 2017"></td> </tr> <tr> <td data-bbox="379 2017 460 2087"></td> <td data-bbox="460 2017 977 2087"></td> <td data-bbox="977 2017 1485 2087"></td> </tr> </tbody> </table>	Day	Lesson 1	Lesson 2													
	Day	Lesson 1	Lesson 2														

NO	QUESTION	ANSWER
34	<p>How has focus (skills) shifted from the first part of the cycle to the second? Why are the vocabulary lessons in the first week of the cycle?</p>	
35	<p>Read through the writing lessons for the week: Teach the Genre (Tuesday) Planning (Tuesday) Drafting (Wednesday) Editing (Thursday) Publishing &amp; Presenting (Thursday)</p> <p><b>a</b> What planning strategy is used? <b>b</b> Do the examples clearly show the progression of the writing lesson? Why or why not?</p>	
36	<p>Go to Week 2 Friday. This is a one-hour lesson.</p> <p><b>a</b> What type of oral presentation must be done? Go and look at the Friday lessons for Weeks 4, 6, 8 and 10.</p> <p><b>b</b> Do you see that the panel discussion is held in exactly the same way at the end of each cycle? <b>c</b> Does this make the lesson feel more manageable to you?</p>	
37	<p>Go to Week 2 Friday.</p> <p><b>a</b> What is the last thing you must do at the end of a theme? <b>b</b> Which column must learners complete on their K-W-L charts? <b>c</b> Why do you think learners are encouraged to share what they have learnt with their families? <b>d</b> Do you think this is a good idea or not?</p>	
38	<p>Choose any theme in terms 1 (start on an odd week: 1, 3, 5, 7, 9) Read through the whole theme, all two-week's worth of lessons.</p> <p><b>a</b> Do you see the pattern and rhythm of the lessons? <b>b</b> Have you started to memorise the routine? <b>c</b> Is there anything you don't like about the routine? If so what?</p>	



# Lesson Videos and Discussion

As you watch the 5 videos demonstrating the lessons, please note down and answer the following points:



## WEEK 1 MONDAY LESSON 1: ORAL ACTIVITIES

1. How does the lesson give the learners opportunities to use language?	
2. Where are learners expected to use critical thinking?	
3. How are these lessons linked to the learners' other subjects? (e.g. History, Nat Science, LO, etc)	
4. How does the teacher scaffold the tasks?	
5. How are the learners taught to read with meaning?	
6. Are there any other aspects of the lesson you find interesting or don't understand?	

**WEEK 1 TUESDAY LESSON 2: SHARED READING - PRE-READ**

1. How does the lesson give the learners opportunities to use language?	
2. Where are learners expected to use critical thinking?	
3. How are these lessons linked to the learners' other subjects? (e.g. History, Nat Science, LO, etc)	
4. How does the teacher scaffold the tasks?	
5. How are the learners taught to read with meaning?	
6. Are there any other aspects of the lesson you find interesting or don't understand?	

**WEEK 1 WEDNESDAY LESSON 2: SHARED READING - FIRST READ**

1. How does the lesson give the learners opportunities to use language?	
2. Where are learners expected to use critical thinking?	
3. How are these lessons linked to the learners' other subjects? (e.g. History, Nat Science, LO, etc)	
4. How does the teacher scaffold the tasks?	
5. How are the learners taught to read with meaning?	
6. Are there any other aspects of the lesson you find interesting or don't understand?	

**WEEK 1 THURSDAY LESSON 2: SHARED READING - SECOND READ**

1. How does the lesson give the learners opportunities to use language?	
2. Where are learners expected to use critical thinking?	
3. How are these lessons linked to the learners' other subjects? (e.g. History, Nat Science, LO, etc)	
4. How does the teacher scaffold the tasks?	
5. How are the learners taught to read with meaning?	
6. Are there any other aspects of the lesson you find interesting or don't understand?	

**WEEK 2 MONDAY LESSON 2: SHARED READING - POST READ**

1. How does the lesson give the learners opportunities to use language?	
2. Where are learners expected to use critical thinking?	
3. How are these lessons linked to the learners' other subjects? (e.g. History, Nat Science, LO, etc)	
4. How does the teacher scaffold the tasks?	
5. How are the learners taught to read with meaning?	
6. Are there any other aspects of the lesson you find interesting or don't understand?	



# Lesson Demonstrations

All groups will present lessons from Term 1 Cycle 3: The Golden Ruler

Make note of the lesson that you and your group will present:

WEEK	DAY	LESSON	TIME ALLOCATION	GROUP MEMBERS
5	Monday	Lesson 1: Oral activities	20 minutes	
		Feedback	5 minutes	
5	Monday	Lesson 2: Listening	20 minutes	
		Feedback	5 minutes	
5	Tuesday	Lesson 1: Speaking	20 minutes	
		Feedback	5 minutes	
5	Tuesday	Lesson 2: Shared Reading - Pre-read	20 minutes	
		Feedback	5 minutes	
5	Wednesday	Lesson 1: Shared Reading - First read	20 minutes	
		Feedback	5 minutes	
6	Monday	Lesson 2: Shared Reading - Post-read	20 minutes	
		Feedback	5 minutes	
6	Tuesday	Lesson 1: Writing - Teach the genre	20 minutes	
		Feedback	5 minutes	
6	Tuesday	Lesson 2: Writing - Planning	20 minutes	
		Feedback	5 minutes	

Complete the following by consulting the lesson plan:

My group's role (presenter / feedback):	
Lesson:	
Lesson that precedes it:	
Lesson that follows it:	



## Lesson Observation Notes

- Make notes as you observe each lesson.
- Remember to refer to the lesson plan and core methodologies.



### WEEK 5 MONDAY LESSON 1: ORAL ACTIVITIES

1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	
4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	



### WEEK 5 MONDAY LESSON 2: LISTENING

1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	

4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	



<b>WEEK 5 TUESDAY LESSON 1: SPEAKING</b>	
1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	
4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	



<b>WEEK 5 TUESDAY LESSON 2: SHARED READING - PRE-READ</b>	
1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	
4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	



**WEEK 5 WEDNESDAY LESSON 1: SHARED READING - FIRST READ**

1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	
4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	

**WEEK 6 MONDAY LESSON 1: SHARED READING - POST READ**

1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	
4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	

**WEEK 6 TUESDAY LESSON 1: WRITING - TEACH THE GENRE**

1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	
4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	

**WEEK 6 TUESDAY LESSON 2: WRITING - PLANNING**

1. Did the lesson follow the correct format as in the Lesson Plan and the Core Methodologies? Was anything left out or added?	
2. Did the teacher explain concisely and not talk too much?	
3. Did the demonstration correctly implement the lesson using the specific approaches, scaffolding and so on?	
4. Was the lesson well-prepared and convincing or is more preparation needed?	
5. What could have been done better?	
6. What was done well?	



