

# Coach

## TEACHER'S GUIDE DIAGNOSTIC TOOL MANUAL



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This version of the *Teacher’s Guide Diagnostic Tool Manual* incorporates recommendations from a broad range of perspectives that were crowdsourced as part of an international public consultation. Specifically, this updated manual (1) frames teachers’ guides as a short- to medium-term solution to support teachers in contexts in which current training does not yet provide teachers with sufficient expertise for high-quality instruction, (2) incorporates a recategorization of checklist criteria, and (3) features updates in the scoring procedures and instructions. The team is grateful to the Central Square Foundation, Gates Foundation, and United Nations Educational, Scientific and Cultural Organization (UNESCO) Teachers Taskforce for hosting consultation workshops in which individuals from multiple organizations provided guidance and feedback on the note. The team also acknowledges the written comments received from Davone Bounpheng (Australian Department of Foreign Affairs and Trade – DFAT), Kathryn Bullard (Global Partnership for Education – GPE), Brooke Estes (United States Agency for International Development – USAID), Gerd Hanne Fosen (Norwegian Agency for Development Cooperation – NORAD), Asyia Kazmi (Gates Foundation), Nora Klami (Ministry for Foreign Affairs of Finland), Rebeca Martinez (USAID), Anustup Nayak (Central Square Foundation), Ee-Reh Owo (Justice Rising), Andy Smart (NISSEM), and Ramya Vivekanandan (GPE).

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## ABBREVIATIONS

AQE	Accelerated Quality Education for Liberian Children
COVID-19	Novel Coronavirus 2019
EGRS	Early Grade Reading Study
MoE	Ministry of Education
NERDC	Nigerian Educational Research and Development Council
PRIEDE	Primary Education Development Project (Kenya)
SHRP	School Health and Reading Program
USAID	United States Agency for International Development
WBG	World Bank Group

# 1. INTRODUCTION

## Overview

**The Teacher’s Guide Diagnostic Tool is an instrument to assess the quality of Teacher’s Guides<sup>1</sup> in any subject in primary grades 1 through 4.** The Tool assesses Teacher’s Guides based on two sets of criteria: **Guide Criteria**, which look at the overall organization, structure, and level of scripting of the entire Teacher’s Guide; and **Lesson Criteria**, which look at the composition of the individual lesson layouts, structure, and general pedagogical practices.

The Tool assigns a numerical score to the evaluated Teacher’s Guide and will produce a set of recommendations that suggests specific and prioritized components for future Teacher’s Guide revisions.

The Tool prioritizes the articulation of a focused set of criteria that has a strong evidentiary basis and that can be easily understood and identified by a non-expert. The Tool does not measure every aspect associated with quality of Teachers’ Guides. For example, it does not measure appropriateness of use by the teacher, alignment with stated curricula standards, or subject-specific pedagogy.

### *Diagnostic Tool*

**The Diagnostic Tool has been designed for technical as well as nontechnical users.** Potential users include Ministries of Education (MoEs), technical firms that support implementation efforts in a particular country, publishers, NGOs, and international organizations. The Teacher’s Guide Diagnostic Tool can be used to support revisions of a pre-existing set of Teacher’s Guides or develop a new set of Guides.

### *COVID-19 use*

**In the context of the COVID-19 pandemic, on students’ return to school, accelerated learning and/or restructuring of academic curricula may be required.**

The Diagnostic Tool has been developed by this team to address these accelerated education needs. For example, guidance on average lesson length has been developed with attention to post-COVID-19 catch-up needs. The Tool also outlines how to incorporate explicit pedagogical guidance within Teacher’s Guides. This pedagogical guidance is particularly critical for teachers whose professional development has been interrupted due to the COVID-19 pandemic. COVID-19 is an opportunity for the education sector to improve and accelerate learning in the pandemic’s aftermath. Curricula and teaching will need to be revised and reimagined. The Teacher’s Guide Diagnostic Tool presents a template and a set of clear recommendations for how to do so.

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<sup>1</sup> A Teacher’s Guide refers to a set of lesson plans for teachers. They can range from full-scripted (that is, the teacher is meant to read directly from the guide to students) to highly structured (that is, the guide includes general guidance of activities within a lesson but does not script instruction word for word).

## Required materials

The materials necessary to successfully score a set of Teacher’s Guides are:



The approximate timing to familiarize yourself with the Diagnostic Tool and score a set of 6 lessons is 90–120 minutes.

This Tool has **three appendixes**:

Appendix A	Appendix B	Appendix C
<b>Criteria examples</b>	<b>Scoring examples</b>	<b>Supporting literature</b>
Provides examples from existing public domain Teacher’s Guides that demonstrate how criteria under the Tool can be satisfied	Provides a sample Tool and Scoresheet that have been filled out for a lesson	Provides the supporting literature and research evidence on the effectiveness of each criterion within the Diagnostic Tool

## Why Use a Teacher’s Guide?

Teacher’s Guides (TGs) that have tightly structured and effective pedagogy greatly help children learn (World Bank 2019). Such guides give closer attention to processes of curricula *enactment*. Enactment simplifies the task of providing instruction by focusing on *how* to teach rather than on *what* to teach. A well-developed Teacher’s Guide combines the science of how children (students) learn with insights on what drives uptake and behavioral change in adults (teachers). Studies have shown that the use of a high-quality Teacher’s Guide increases student time on task (Rieth and Evertson 1988); increases the rate of correct student responses within class time (Gunter, Venn, and Hummel 2004); and improves student learning outcomes (Brunette and others 2017; Gove and others 2017; Piper and others 2018). Recently, the Global Education Advisory Panel designated TGs with structured lesson plans a “good buy”—meaning there is good evidence that the intervention can be “highly cost effective across a variety of contexts” (World Bank 2020).

However, Teacher’s Guides are not a permanent solution. They should be used only to provide additional support to teachers in contexts in which pre- and in-service teacher training do not yet provide teachers with sufficient expertise to implement high-quality instruction. The long-term ambition of education systems should be to gradually reduce the use of Teachers’ Guides as teacher expertise grows.

### *A note on “scripted” vs. “structured” Teacher’s Guides*

Some Teacher’s Guides take the form of literal scripts. Others—typically called “structured” Teacher’s Guides—outline a narrowly prescribed path for instruction but do not fully script actions. Within the same guide, both formats may coexist, typically with more “scripting” at the beginning of the year that gradually tapers to a more “structured” approach by the end of the year. Research has found that structured Teacher’s Guides can improve learning outcomes, but that overly scripted guides are less effective than structured guides. Structured guides give specific and descriptive guidance but are not written to be enacted word for word (Piper and others 2018). The Manual will refer to “structured” Teacher’s Guides throughout, to reflect evidence that structured Teacher’s Guides are more effective than fully “scripted” ones.

### *How was the Diagnostic Tool developed?*

The development team comprised instructional experts, teachers, and psychologists. The team conducted a literature review to identify best practices and effective components of Teacher’s Guides, drawing largely from “[Effectiveness of Teachers’ Guides in the Global South: Scripting, Learning Outcomes, and Classroom Utilization](#)” (Piper and others 2018). The development team drew further from the World Bank [Teach framework](#) as the basis for criteria for pedagogical practices that promote learning. Drawing from a literature review and the *Teach* framework, the development team drafted a preliminary Diagnostic Tool.

The Diagnostic Tool was piloted with existing Teacher’s Guides for mathematics and literacy in Kenya and Malawi. From these pilots, it became apparent, first, that more criteria on layout and structure had to be incorporated. Second, although general pedagogical practices were important, design and usability considerations needed to feature more prominently within the Diagnostic Tool. In response, the development team revised the Tool to include more criteria on layout and structure.

Once the Tool had been revised, the development team sought the advice and feedback of an instructional expert with experience working on developing Teacher’s Guides as well as from the internal World Bank Group (WBG) assessment team. From this set of comments, the development team further revised the Tool for clarity and to comply with the relevant assessment and psychometric considerations. In its current state, the Tool represents the findings and feedback from these three rounds of preliminary reviews.

### *What does the Teacher’s Guide Diagnostic Tool measure?*

**The Diagnostic Tool measures ease of use (that is, how the Guide supports teachers to deliver content) and quality of the pedagogical practices prescribed in each lesson.** To do so, the Diagnostic Tool evaluates the overall Teacher’s Guide and looks at specific individual lesson plans.

**Guide Criteria** look at the overall organization, structure, and level of scripting of the entire Teacher’s Guide. **Lesson Criteria** look at the composition of the individual lessons. Lesson Criteria have three components; (1) Lesson Layout (for example, does the Teacher’s Guide have a picture of the corresponding page in the student textbook?); (2) Lesson Structure (for example, is there an appropriate number of distinct activities in a lesson?); and (3) General Pedagogical Practices (for example, do all lessons start with a clear objective?).

**The Diagnostic Tool also divides criteria into Essential and Bonus.** Criteria under **Essential** are those required for a minimally effective Teacher’s Guide. Criteria under **Bonus** refer to the additional criteria that make a quality Teacher’s Guide. The **Lesson Criteria have Essential as well as Bonus sections, whereas all Guide Criteria are Essential.**



## Guide Criteria

Criteria under this component look at the consistency and quality of lessons through the Teacher's Guide. They measure whether lessons in the Teacher's Guides use a consistent instructional method, which creates routines and ensures a familiar structure for teachers and students. Criteria under this component measure whether (1) **the Teacher Guide is structured consistently throughout**; (2) **lessons are organized by units and/or themes**; (3) **content is built on sequentially**; (4) **each lesson covers one class period**; and (5) **structure is heavier in the beginning and tapers toward the end**.



## Lesson Criteria: Layout

Lessons in the Teacher's Guide are laid out to be easy for the teacher to read while teaching. The focus is to examine how a lesson looks on a page and whether it has been designed with the user and context in mind. Essential Criteria under the Lesson Layout component measure whether (1) **new lessons start at the top of a new page**; (2) **the font is legible an arm's distance away** (typically requires no less than a 12-point font); (3) **line spacing separating activities, paragraphs, or sections is no less than the font size**; and (4) **new activities are labelled clearly when introduced**.



## Lesson Criteria: Structure

Lessons in the Teacher's Guide include an appropriate number of activities within the lesson duration and are structured to be amenable for teachers to follow. Essential Criteria under the Lesson Structure component measure whether (1) **the lesson includes no more than 5–7 activities for every 30–45 minutes**; (2) **the lesson plan is between 45–90 minutes**; (3) **activities are broken down into small steps**; and (4) **each lesson is no longer than 2 pages**.



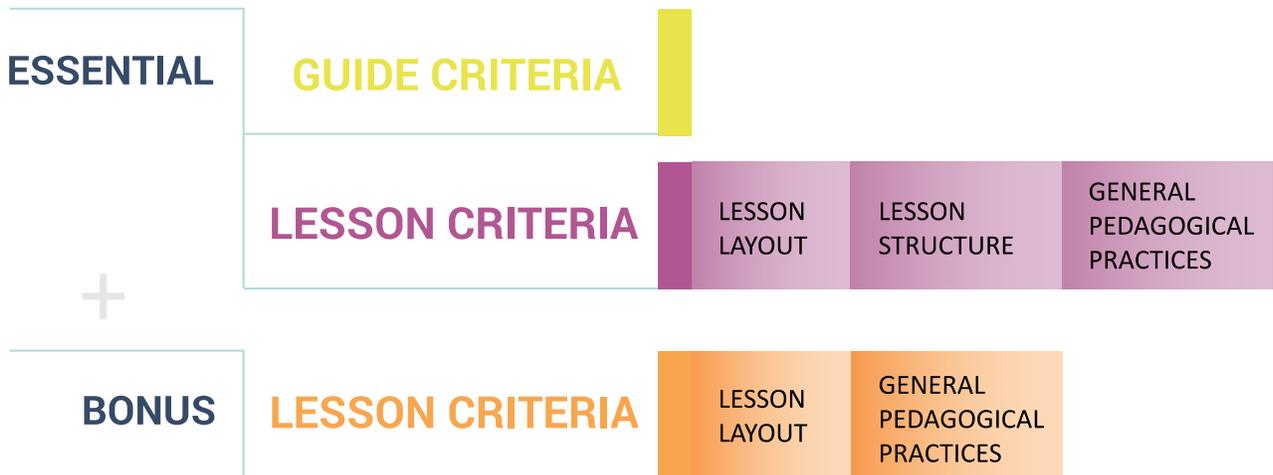
## Lesson Criteria: General Pedagogical Practices

Lessons in the Teacher's Guides provide guidance and reminders for teachers to implement effective pedagogical practices. In the hands of every teacher, Teacher's Guides that incorporate support for pedagogical strategies have great potential to transform teaching practices at scale. Essential Criteria under the General Pedagogical Practices component measure whether (1) **the objectives succinctly and clearly state the learning goals for the lesson**; (2) **the lesson instructions include asking teachers to introduce new content or model new skills**; (3) **the lesson includes group practice with teacher support**; (4) **the lesson includes independent practices**; (5) **explicit guidance is given to teachers on when and how to check for understanding**; (6) **explicit guidance is provided to the teacher on how to provide constructive feedback**; and (7) **the lesson includes open-ended questions or opportunities for students to share personal opinions**.

# TEACHER'S GUIDE DIAGNOSTIC TOOL FRAMEWORK

The Framework shows the different criteria and components under the Diagnostic Tool and how they relate to one another (figure 1.1).

Figure 1.1 Teacher's Guide Diagnostic Tool Framework



## 2. PROCEDURES FOR SCORING

## How Do I Score Using the Tool?

### Overview of scoring:

**Each set of criteria has a checklist for scoring.** The criteria checklists make up the Tool. First, the Teacher’s Guide’s checklist will be scored using the Guide Criteria checklist found at the beginning of the Tool. Once you have filled out the Guide Criteria checklist, you will score a sample of six individual lessons using the Lesson Criteria checklist. You must fill out both the Essential and Bonus sections and input them into the Scoresheet (figure 2.1). **A full set of scores includes 1 completed Overall Guide Criteria Checklist, 6 completed Essential Lesson Criteria Checklists, and 6 completed Bonus Lesson Criteria Checklists (1 for each individual lesson sampled).**

Figure 2.1 Three Set of Criteria to Score Teacher’s Guides



**It is important to distinguish between the Tool and the Scoresheet.** You must put the results from your checklist in the Scoresheet. The Scoresheet is programmed to apply weights to the checklist results (your raw score) and will convert these into a standard score. This score is purposely evaluative and draws from implementation and research evidence to make recommendations.

**Recommendations will be applied based only on the scores from the Essential section.** Only when all Essential Criteria are satisfied should Bonus Criteria be considered. Bonus Criteria are not scored. The Bonus Criteria checklist is designed to indicate the additional criteria that can benefit the Teacher’s Guide once all Essential Criteria are fully satisfied.

**Note that each component has a separate standard score and that weights do not apply across components.** In other words, scores are not meant to be added together to create a composite score. By distinguishing the score for each component, the score is more accurately reflecting what the Teacher’s Guide is doing well and can provide clearer recommendations on how the Guide can be improved.

### *How to choose Guides to review*

**We recommend that you use the *systematic sampling* approach to review the Teacher’s Guide.** Systematic sampling is a method in which lesson plans are selected using a periodic interval. In this case, the sampling interval is calculated by dividing the total number of lesson plans by the desired sample size of six. We recommend that you review the first lesson as well.

For example, if the Teacher’s Guide under review has 150 lessons, the sampling interval would be obtained by dividing 150 by  $6 = 25$ . The user then would review lessons 1, 25, 50, 75, 100, and 125.

**Lessons that are intended to be for review or assessment may not meet the various criteria set forth because they serve a different purpose from regular instruction.** If, when randomly selecting lessons for evaluation, a review or assessment lesson is chosen, review the regular instruction lesson that comes immediately after the review or assessment lesson. Note that systematic differences in lessons may exist for different days of the week (for example, “Review lessons every fifth day of the week”). In this case, do not choose a sampling interval that samples the same type of lesson (for example, do not pick a sampling interval that is a multiple of five if there is a review lesson every fifth day).

### *Detailed instructions for scoring:*

- 1 Start by reading the Diagnostic Tool** in its entirety to familiarize yourself with the criteria that are assessed.
- 2 Begin with the Guide Criteria.** Guide Criteria will require you to get a sense of the whole Teacher’s Guide, not just the lessons in the sample. Only one Guide Criteria checklist will be filled out for each Teacher’s Guide.
- 3 Check the box** next to each criterion to indicate whether the relevant characteristic is present in the given lesson of the Teacher’s Guide. If the element is not there, leave the box blank. Once complete, move on to the sample of individual lessons.
- 4 Read through the first individual lesson** and fill out the Layout, Structure, and General Pedagogical Practices checklists according to what you see in the lesson. Refer back to the lesson frequently and remember to read the full explanation under each criterion before you start assigning scores. **After completing the entire checklist for the given lesson, input your results into the Scoresheet.**
- 5 Repeat step 4** for remaining lesson plans.
- 6** Once the Scoresheet is filled out, generated average scores will appear in the final tab. A color also will be generated automatically for the Essential Criteria. **In the Evaluation Matrix below, identify the row that corresponds to the color that was generated in the Excel sheet, and consider the recommended next steps for revision of the Teacher’s Guide.**

### *How can I interpret my scores?*

Designed in a checklist form, the Diagnostic Tool aims to make it easy to identify the presence or absence of essential and good-to-have components within Teacher's Guides. We hope that the binary nature of the Tool makes it straightforward to identify which key revisions are necessary (represented by the absent criteria). The Evaluation Matrix can guide your thinking about the prioritization and urgency of revisions (table 2.1).

**Table 2.1 Evaluation Matrix**

		Red	Yellow	Green
Essential	Guide Criteria	Essential components are not present. For the next round of lesson guide revisions, focus on completing the Essential components.	Essential components are not fully present. For the next round of lesson guide revisions, focus on completing the Essential components and considering feasible Bonus components.	On track with all Essential components. Refer to Bonus score matrix and consider the additional criteria to support teachers to effectively teach.
	Lesson Layout			
	Lesson Structure			
	Lesson General Pedagogical Practices			

## 3. DIAGNOSTIC TOOL

COUNTRY:

GRADE:

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### GUIDE CRITERIA



1.1	<b>The Teacher's Guide is consistently structured throughout.</b> (x2) For example, there is a consistent routine for lessons, such as starting each day with an objective, I Do-You Do-We Do, and Writing homework. Note that consistency in structure also may appear across lessons, such as whether all lessons on Monday, Wednesday, and Friday are structured in the same way. Activities do not need to appear in the same order.	<input type="checkbox"/>
1.2	<b>Looking at the table of contents, lessons are organized by units and/or themes.</b> (x2) Lessons are organized by units and/or themes: The Teacher's Guide covers the whole curriculum but is divided in units spread across lessons. The focus of lessons tends to revolve around a main idea/unit.	<input type="checkbox"/>
1.3	<b>Each lesson covers one class period.</b> (x2) The Teacher's Guide is structured so that the lessons taught each day are distinct from one another. Each lesson covers one class period only.	<input type="checkbox"/>
1.4	<b>Looking at the first lesson, the last lesson, and a lesson in the middle of the year, scripting gradually tapers off during the year.</b> For example, the activities at the beginning of the year may more fully script out what teachers should say to introduce an activity. In contrast, toward the end, the guide is less scripted and tells the teacher what s/he should do rather than what s/he should say or allows teacher autonomy in other ways.	<input type="checkbox"/>
1.5	<b>Binding is easy to use and sturdy.</b> Thread-sewn with glued binding is recommended for utility and sturdiness.	<input type="checkbox"/>

(x2) = Component is weighted x2.

<b>COUNTRY:</b>	<b>GRADE:</b>
<b>UNIT:</b>	<b>LESSON:</b>

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### LESSON CRITERIA: LESSON LAYOUT

2.1	<b>Lessons start at the top of a new page.</b> (x2)	<input type="checkbox"/>
2.2	<b>The font is legible at arm's distance (typically no less than a 12-point font).</b> Legibility also is dependent on which typeface is used. A 12-point font typically is the minimum to be legible in commonly used typefaces including Arial and Times New Roman.	<input type="checkbox"/>
2.3	<b>Spacing between lines is no less than the size of the font.</b> For clarity and ease of reading, spacing between lines is recommended to be at least the same as the font size.	<input type="checkbox"/>
2.4	<b>New activities are labelled clearly when introduced.</b> New activities are distinguished from one another by icons, bolding, italics, or underline.	<input type="checkbox"/>
2.5	<b>The lesson makes clear what the teacher should say aloud and what the teacher should read to her/himself.</b> The lesson differentiates between what the teacher should say aloud to students and what the teacher should read independently to inform her/his actions. For example, sentences that the teacher is expected to read aloud to students are indicated by quotation marks, preceded by the word "Say," and/or other methods of demarcation. If the lesson is entirely instructions for teachers with no embedded speech, or if it is entirely embedded speech with no instructions, mark this criterion as present.	<input type="checkbox"/>
2.6	<b>Required lesson materials/resources are listed.</b> Required lesson materials and resources are indicated in each lesson. Examples include paper, worksheets, scissors, or required manipulatives.	<input type="checkbox"/>
2.7	<b>Each lesson is no longer than 2 pages.</b> (x2) The lesson guide for each lesson/class period is no longer than 2 pages. In cases of multiple lessons per day on a specific subject (for example, literacy), this page length refers to the length of each individual lesson.	<input type="checkbox"/>

### LESSON CRITERIA: LESSON STRUCTURE

2.8	<b>The lesson includes no more than 5–7 activities for every 30–45 minutes.</b> An activity is a section of class time dedicated to a distinct type of action, such as a song/rhyme activity, a sight words activity, or a pattern activity. For every 30–45 minutes, 5–7 activities are recommended to avoid information overload and to allow ample time for group work and independent practice after new content is introduced. For example, one activity could focus on grammar, the next on vocabulary, the next on phonics, and the final on explaining homework. Activities that introduce the main topic, as well as any closing or concluding activities, also are counted as part of this criterion. Note that the breakdown of 1 activity into whole class, small group, and individual practice sections constitutes 1 activity only (not 3).	<input type="checkbox"/>
2.9	<b>Activities have instructions that are broken down into small steps.</b> (x2) Activities should be accompanied by clear instructions for each step. There should be detail on how a teacher should carry out each activity.	<input type="checkbox"/>

(x2) = Component is weighted x2.

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



2.10	<p><b>The objectives state succinctly and clearly the learning goals for the lesson.</b> Effective objectives use succinct wording and action verbs to describe the knowledge or skills that students are expected to acquire by the end of the lesson. Objectives can be either in a note for the teacher or provided for the teacher to say to the students.</p>	<input type="checkbox"/>
2.11	<p><b>The lesson instructions include asking teachers to introduce new content or model new skills.</b> Instructions provide guidance for teachers on how to introduce new content or model new activities (for example, teacher introduction, or “I Do”).</p>	<input type="checkbox"/>
2.12	<p><b>The lesson includes group practice with teacher support.</b> The guide provides opportunities for students to work as a group (whole class included) to practice new content or carry out new activities with support of the teacher (for example, guided learning, or “We Do”).</p>	<input type="checkbox"/>
2.13	<p><b>The lesson includes independent practice.</b> The lesson devotes time for students to individually apply content and/or conduct an activity (for example, independent practice, or “You Do”).</p>	<input type="checkbox"/>
2.14	<p><b>Explicit guidance is given to the teacher on when and how to check for student understanding. (x2)</b> There are clear guidance and reminders in the Teacher’s Guide on when and how to check student understanding. The guidance includes checks such as calling on 2–3 students to share their work, asking students to demonstrate their understanding of a new vocabulary word through gestures or miming, class thumbs up/down, exit slips, or quizzes. The guidance and reminders <i>do not</i> include general guidance such as “check and clarify.” The Guide must say explicitly how and what the teacher should do to check for understanding.</p>	<input type="checkbox"/>
2.15	<p><b>The lesson includes open-ended questions, opportunities for students to share personal opinions, and provides multiple ways to solve a problem. (x2)</b> Open-ended questions typically start with “why” or “how,” but some also can start with “what.” Providing opportunities to encourage students to form and share personal opinions can be as simple as using prompts, such as “What do you think about what the character did in the story?” “What would you have done differently?” “Why do you think that?” Alternatively, the lesson demonstrates multiple ways to solve a problem and/or provides opportunities for students to explain how they solved a problem or provide alternative answers/approaches.</p>	<input type="checkbox"/>

(x2) = component is weighted x2.

## BONUS CRITERIA

*Bonus Criteria are additional characteristics that make a quality Teacher's Guide.*

### LESSON CRITERIA: LESSON LAYOUT

3.1	<b>In addition to page references to the book, clearly visible images of the student book pages are embedded in the Teacher's Guide.</b>	<input type="checkbox"/>
3.2	<b>Icons, shapes, or small graphics are used to signal different activities or actions.</b> A consistent set of icons, shapes, or small graphics are used throughout the lessons to signal certain actions or activities. For example, a small icon of a mouth indicates to the teacher that s/he should say the proceeding words.	<input type="checkbox"/>

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES

3.3	<b>The lesson includes questions and/or prompts that review prior learned knowledge or skills and/or that refer to students' daily lives.</b> Lessons should refer explicitly to prior learned content or connections to daily life. These references could include a "recap" section, guidance such as "Ask students to recall the sound 'ph' from the previous lesson," or questions such as "What do you remember about...?" Prior content also can be explicit connections to daily life such as "We can equally share this cake among friends using fractions."	<input type="checkbox"/>
3.4	<b>The lesson presents the same information in different ways.</b> The Teacher's Guide should encourage instructions (and activities) to be delivered in different ways to stimulate different ways of learning (use of movements, sound, visual representations, use of a local language to support vocabulary instruction). This criterion is satisfied when the same information/content is presented in at least two ways at least once in the lesson plan (for example, providing a picture or encouraging the teacher to draw a picture to accompany a vocabulary word).	<input type="checkbox"/>
3.5	<b>The lesson suggests at which points to respond to student choice and preferences.</b> Choices/preferences can include deciding which song to sing, choosing a strategy to solve an addition problem, picking one task from a selection of tasks, choosing an order to complete an activity, or picking a space in the room to sit. Choices and preferences in classrooms require the teacher to provide different options for how students can approach the task.	<input type="checkbox"/>
3.6	<b>Opportunities are provided in the lesson plan for teachers to be flexible and respond to classroom realities.</b> The Teacher's Guide provides opportunities for teachers to iterate and adapt the lesson as needed. For example, the Guide indicates areas that teachers may choose to reteach and/or iterate based on their findings from formative or summative assessments. Similarly, the Guide could suggest extended learning activities.	<input type="checkbox"/>
3.7	<b>The lesson includes activities or instructional guidance that encourage gender balances and/or challenge other forms of bias.</b> The Teacher's Guide can challenge stereotypes through explicit statements/activities. For gender balance, the lesson could include clear instructions for providing equal participation opportunities to girls and boys. For example, the lesson may provide prompts that remind the teacher to choose an equal number of girls and boys for an activity.	<input type="checkbox"/>
3.8	<b>The lesson uses an icon or other hints to remind the teacher to move around the classroom.</b> Moving around the classroom enables the teacher to interact with as many students as possible and ensure that they are on task. While useful in all settings, moving from student to student is crucial in very large classrooms.	<input type="checkbox"/>

# APPENDIX A. TEACHER'S GUIDE EXAMPLES

# Teacher's Guides Examples for Criteria

Appendix A provides examples from existing Teacher's Guides that exemplify each criterion in the Diagnostic Tool. Please refer to Appendix A as needed but note that these examples are not exhaustive. There can be multiple representations of how a criterion can be satisfied. Appendix A also includes examples of frequently seen practices that do not satisfy Tool criteria.

## ESSENTIAL CRITERIA

### GUIDE CRITERIA



#### 1.1 The Teacher's Guide is structured consistently throughout. (x2)

For example, there is a consistent routine for lessons, such as starting each day with an objective: I Do-You Do-We Do, and Writing Homework. Note that consistency in structure also may appear across lessons, such as all lessons on Monday, Wednesday, and Friday may be structured in the same way. Activities do not need to appear in the same order.

#### Example 1: Satisfies criteria ✓

**Consistent daily structure:** In the example, you will see that lesson plans under both days cover Language Patterns, Vocabulary, Read Aloud, Song/Rhyme, and Alphabetic Principles. To satisfy this criterion, the activities do not need to be repeated in the same order.

Week 2 Lesson 2	Week 2 Lesson 2
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Recognise the letter [A, a] and say the sound /a/.</li> <li>Say simple greetings in English.</li> <li>Listen to the story <i>A New King</i> and answer comprehension questions about the story.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Flashcards with [A] and [a].</li> <li>Flashcards with pictures of an apple, ant and axe.</li> <li>Flashcards with pictures of a rabbit, giraffe, elephant and monkey.</li> </ul> <p><b>Instructional activities</b></p> <p><b>Song/Rhyme</b> ⌚ 3 mins.</p> <ol style="list-style-type: none"> <li>Today, we will learn to recognise the letters [A] and [a], say the sound /a/ and say simple greetings in English.</li> <li>First, we will sing our song."                     <p>Good Morning Song Good morning to you. Good morning to you. Good morning, dear teacher. Good morning to you.</p> </li> <li>The teacher sings the song line by line, and the pupils repeat the line.</li> <li>The teacher and the pupils sing the song together.</li> <li>The pupils sing the song alone.</li> </ol> <p><b>Alphabetic Principle</b> ⌚ 5 mins.</p> <p>(Go to Box 1 in PB, Week 2, Lesson 2). Do this if you hear the sound /a/</p> <ol style="list-style-type: none"> <li>Explain to the pupils that you are going to say some words and that the pupils must listen carefully; if they hear a word starting with the sound /a/, they must put their hands on their head. If they don't hear the /a/ sound, they must keep their hands on their desk or on their knees.</li> <li>Say the word: "apple." (Pupils should put their hands on their heads.)</li> <li>Repeat the activity with the words table, ball, goat, tree, axe, book, apple and ant.</li> <li>The pupils identify the words that start with /a/. <b>What sound do these words start with?</b></li> <li>Explain to the pupils that you are going to say some words and that the pupils must listen carefully and say the sound they hear at the start of the words.</li> <li>Say the words "apple, Amina, Ahmad and avocado."</li> </ol>	<p><b>Language Patterns</b> ⌚ 3 mins.</p> <ol style="list-style-type: none"> <li>Review the following sentences: "Good morning. How are you?" "I am fine, thank you." Ask the question, "How are you, teacher?" "How are you, class?" The pupils answer, "I am fine, thank you."</li> <li>Explain to the class that you can say someone's name when greeting them. Examples: "How are you, Amina?" "How are you, Ahmad?"</li> <li>Invite a boy and a girl to the front of the classroom to role play the dialogue. The boy and girl role play the dialogue for the class. Repeat the activity with a different boy and girl.</li> <li>In pairs, the pupils practice asking and answering with their names, "How are you?" "I am fine, thank you."</li> </ol> <p><b>Vocabulary</b> ⌚ 3 mins.</p> <ol style="list-style-type: none"> <li>Using flashcards or writing on the board, the teacher reviews the words elephant, monkey, giraffe, rabbit, etc.</li> <li>The teacher holds up the pictures and asks the class, "What/Who is this?" The whole class practices asking and answering the question.</li> <li>Using flashcards, the teacher introduces the words ball, king, etc.</li> <li>The teacher and pupils role-play, throwing the ball in the air and counting 2, 4, 6, 8, 10, etc.</li> </ol> <p><b>Teacher Tip:</b> Select not more than 3 new words from the story for each lesson and keep the list for review in Lesson 5 of each week.</p> <p><b>Read aloud story</b> ⌚ 5 mins.</p> <ol style="list-style-type: none"> <li>Reintroduce the story to the class and ask pupils to look at the picture in the Pupil's Book on page 3.</li> <li>Read the story to the pupils: <i>A New King</i> <b>A New King</b> Long ago, the elephant was king. He was smart, but he was old. The animals who lived with the king needed a new leader. The elephant invited all the animals to a feast to choose a new leader. To be fair, he set a task. The elephant held out a red ball. Whoever could toss this ball in the air and count to twenty before it fell would be the next king. All the animals were excited. This task was easy.</li> </ol>
<p><b>Letter Sound Practice</b> ⌚ 3 mins.</p> <ol style="list-style-type: none"> <li>Now, we will sing the letter A song."                     <p>Letter A song A, a, a A is for apple A is for ant A says /a/, /a/, /a/.</p> </li> <li>The teacher introduces the song line by line; the pupils repeat the line.</li> <li>The teacher and the pupils sing the song together.</li> <li>The pupils sing the song alone.</li> </ol> <p><b>Application</b> ⌚ 3 mins.</p> <p>(Go to Box 2 in PB, Week 2, Lesson 2). Look, Find and Say</p> <ol style="list-style-type: none"> <li>Ask pupils whether they can identify any of the pictures in the Pupil's Book.</li> <li>The pupils point to the pictures and say the words.</li> <li>The pupils identify and colour the pictures that start with the letter sound.</li> </ol> <p><b>Writing</b> ⌚ 2 mins.</p> <p>(Go to Box 3 in PB, Week 2, Lesson 2).</p> <ol style="list-style-type: none"> <li>"Now we will write the letter." The teacher demonstrates how to write the letter.</li> <li>The teacher and pupils write the letter in the air while singing the letter song.</li> <li>The pupils write the letter in their Pupil's Books.</li> </ol>	<p><b>Teacher Tip:</b> Ask pupils to open to the story page, check to ensure pupils can find the page and the story.</p> <p><b>Check for Understanding and Homework</b> ⌚ 3 mins.</p> <ol style="list-style-type: none"> <li>Hold up the flashcards [A] and [a] and ask the pupils to identify the letter name.</li> <li>Ask the pupils what sound [A] and [a] make.</li> <li>Ask the pupils to point to things in the classroom that start with the /a/ sound.</li> <li>The pupils say the letter's name and sounds.</li> <li>The pupils point to objects that start with the /a/ sound.</li> <li><b>Homework</b> (Go to Box 4 in PB, Week 2, Lesson 2). The pupils draw objects that start with the /a/ sound.</li> <li>The pupils practise writing the letter name on their own.</li> </ol>

# ESSENTIAL CRITERIA

## GUIDE CRITERIA



### Week 2 Lesson 3

#### Objectives:

- By the end of the lesson, the pupils will be able to:
- Recognise the letter [M, m] and say the sound /m/.
  - Say simple farewells in English.
  - Listen to the story *A New King* and answer comprehension questions about the story.

#### Materials:

- Flashcards with [M] and [m].
- Flashcards with the pictures of a mat, money and monkey.
- Flashcards with pictures of a rabbit, giraffe, elephant and monkey.

#### Instructional activities

##### Song/Rhyme

3 mins.

- "Today we will learn to recognise the letters [M, m], say the sound /m/ and say simple farewells in English."
- "First, we will sing our song."  
Good Morning Song  
Good morning to you.  
Good morning to you.  
Good morning, dear teacher.  
Good morning to you.
- The teacher and the pupils sing the song together.
- The pupils sing the song alone.

##### Alphabetic Principle

5 mins.

(Go to Box 1 in PB, Week 2, Lesson 3).  
See and Say

- Using flashcards, the teacher introduces the letter's name and sound.  
With each letter that is taught, three pieces of information are given:
  - The letter name e.g., [M, m]
  - The sound that the letter makes /m/
  - Three words that begin with the sound (mat, money, monkey)
 Teacher: (showing a flashcard of the letter [M, m]) "This is the letter M: M... M... M..."  
Pupils: "M... M... M..."  
Teacher: "The letter M makes the sound /m/ /m/ and /m/."  
Pupils: "The letter M makes the sound /m/ /m/, /m/ and /m/."  
Teacher: "/m/"  
Pupils: "/m/"  
Teacher: Ask the pupils whether they can think of words that have the /m/ sound.



Hold up the pictures of the words beginning with /m/ and ask the pupils whether they can identify the pictures.  
Pupils: The pupils identify the objects: money, mat and monkey.

##### Letter Sound Practice

3 mins.

- "Now we will sing the letter M song."  
Letter M song  
M, m, m  
M is for mat  
M is for monkey  
M says /m/, /m/, /m/.
- The teacher introduces the song line by line, and the pupils repeat the line.
- The teacher and the pupils sing the song together.
- The pupils sing the song alone.

##### Application

5 mins.

(Go to Box 2 in PB, Week 2, Lesson 3).

- Ask pupils whether they can identify any of the pictures in the Pupil's Book.
- The pupils point to the pictures and say the words.
- The pupils identify and colour or shade the pictures that start with the letter sound.

##### Writing

2 mins.

(Go to Box 3 in PB, Week 2, Lesson 3).

- "Now we will write the letter." The teacher demonstrates how to write the letter
- The teacher and pupils write the letter in the air while singing the letter song.
- The pupils write the letter in their Pupil's Books while singing the letter song.

### Week 2 Lesson 3

#### Language Patterns

3 mins.

- Introduce the following sentences: "Good day, Teacher. Good-bye, Teacher." "Thank you. I am fine, thank you."  
Say, "Farewell, good-bye, class."  
The pupils answer, "Good-bye, teacher."
- Invite a boy and a girl to the front of the classroom to role play the dialogue.  
The boy and girl role play the dialogue for the class.  
Repeat the activity with a different boy and girl.
- In pairs, the pupils practice asking and answering, "Good morning. How are you?"

#### Vocabulary

3 mins.

- Using flashcards or writing on the board, the teacher reviews the words elephant, rabbit, monkey, lion, etc.
- The teacher holds up the pictures and asks the class, "What/Who is this?" The whole class practices asking and answering the question.
- The teacher and pupils role-play, throwing the ball in the air and counting like the giraffe, monkey, etc.

#### Teacher Tip:

Select not more than 3 new words from the story for each lesson and keep the list for review in Lesson 5 of each week.

#### Read aloud story

5 mins.

- Introduce the story to the class. Ask the pupils what they can remember about the story.
- Read the story to the pupils:  
*A New King* (refer to the story and read)
- Teacher and pupils ask and answer the comprehension questions about the story:
  - Who was the king?
  - Why did the animals need a new king?
  - Who came to the feast?
  - What did the king give the animals?
  - Who tried to do the task?
- Pupils discuss in pairs what they liked and disliked about the story.



#### Teacher Tip:

Ask pupils to open to the story, check to confirm they have the right page and story.

#### Check for Understanding and Homework

3 mins.

- Hold up the flashcards [M] and [m]; ask the pupils to identify the letter name.
- Ask the pupils what sound [M] and [m] make.
- Ask the pupils to point to things in the classroom that start with the /m/ sound.
- The pupils say the letter name and sounds.
- The pupils point to objects that start with the /m/ sound.
- Homework  
(Go to Box 4 in PB, Week 2, Lesson 3).  
The pupils draw objects that start with the /m/ sound.  
The pupils write the letter name.

Source: Nigerian Educational Research and Development Council (NERDC) and United States Agency for International Development (USAID) 2019. Nigeria Northern Education Initiative Plus: Grade 1 Teacher's Guide. 2019.

## ESSENTIAL CRITERIA

### GUIDE CRITERIA



#### Example 2: **Satisfies criteria** ✓

*Consistent weekly structure:* Alternately, the weekly lesson outline provides an overview of the types of activities that repeat on certain days of every week. The example below also satisfies the criterion of consistent structure across the Teacher's Guide.

#### GRADE 2 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	10			Daily Activities	10			Daily Activities	10
		Shared Reading Pre-Read / Second Read	15			Shared Reading First Read / Post- Read	15		
Phonemic Aware- ness & Phonics	5			Phonemic Aware- ness & Phonics	5			Phonemic Aware- ness and Phonics	5
		Writing	15			Writing	15		
Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15
<b>Total</b>	<b>30</b>	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>30</b>	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>30</b>

Source: Department of Basic Education, South Africa. 2018. Early Grade Reading Study (EGRS) II Grade 2 Lesson Plans.

## ESSENTIAL CRITERIA

### GUIDE CRITERIA



#### 1.2 Looking at the table of contents, lessons are organized by units and/or themes. (x2)

Lessons are organized by units and/or themes: The Teacher's Guide covers the whole curriculum but is divided into units spread across lessons. The focus of each lesson tends to revolve around a main idea/unit.

#### Example 1: Satisfies criteria ✓

The example shows the different units that make up a year, with a selection of relevant lessons (number concept, whole numbers, addition, and subtraction) organized under one sub-unit (numbers).

##### Table of Contents

Important Notes .....	ii
Organization Of The Guide.....	iv
Professional Documents And Their Use .....	vii
Introduction.....	viii
<b>Term 1 .....</b>	<b>ix</b>
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<b>Measurement .....</b>	<b>42</b>
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<b>Geometry .....</b>	<b>64</b>
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Answers To Work To Do Term 1.....	70
Answers To I Can Do Term 1 .....	73
<b>Term 2 .....</b>	<b>74</b>
<b>Numbers.....</b>	<b>75</b>
Number Concept.....	75
Whole Numbers .....	84
Addition .....	93
Subtraction .....	107
<b>Measurement .....</b>	<b>117</b>
Length .....	117
Mass .....	121
Capacity .....	126
Time .....	131
Money .....	135
<b>Geometry .....</b>	<b>139</b>
Lines.....	139
Shapes .....	144
Answers To Work To Do Term 2.....	147
Answers To I Can Do Term 2.....	150

Source: Ministry of Education, Kenya. 2018. Mathematics Teacher's Guide Grade 1.

#### Example 2: Does NOT satisfy criteria

The table of contents shows no indication of how/whether lessons are organized by theme. The table shows only a weekly breakdown.

### Table of Contents

<b>Acknowledgements.....</b>	<b>ii</b>
<b>Foreword.....</b>	<b>iii</b>
<b>Introduction.....</b>	<b>iv</b>
Term 1.....	1
Week 2.....	2
Week 3.....	12
Week 4.....	23
Week 5.....	34
Week 6.....	43

Source: Adapted from an existing Teacher's Guide.

# ESSENTIAL CRITERIA

## GUIDE CRITERIA



### 1.3 Each lesson covers one class period. (x2)

The Teacher's Guide is structured so that the lessons taught each day are distinct from one another, and each lesson covers only one class period.

Example: **Satisfies criteria** ✓

**Week 11: Day 3**

**Week 11 Days 3 and 4**

**Day 3**

Practise reading the letter sounds.

s	a	t	s	a	t	s	i	t	m	e	t
l	e	t	l	i	t	a	m	a	t		
l	e	t	l	i	t	a	m	a	t		
l	e	t	l	i	t	a	m	a	t		

Look at the picture. Read the story.



Let Sam sit.  
Sam met Mat. Sam met Tam.  
Mat said, "Let Sam sit."  
Tam said, "Let Sam sit."  
Sam, Mat and Tam sat.

**Revision**

*/s/*: mat, set, sat, met.  
*/l/*: lit, sit, mat.

**Naming Letters and Sounds**

**I do – Step 1**  
Put the small letter *l* on the blackboard/pocket chart.  
T: The name of the first letter is 'l'. It is the small letter *l*.  
T: The sound of this letter is the same in English and Kiswahili. The sound is */l/*.

**We do – Step 2**  
T: Let's do it together. The name of this letter is?  
T & L: *l*.  
T: The sound of this letter is?  
T & L: */l/*.

**You do – Step 3**  
T: Now you do it alone. The name of this letter is?  
L: *l*.  
T: The sound of this letter is?  
L: */l/*.

Repeat steps 1-3 with the letter *s, m, i, t, a*.

T: Now I will show you a letter card. If I say 'name', you tell me the name of the letter. If I say 'sound', you tell me the sound of the letter.

T: Now open your books on page 53. Put your finger on the square. Point to the letters. Tell the names and sounds to your partner.

● **Blending**

**I do – Step 1**  
Put the word 'sat' on the blackboard/pocket chart.  
T: Watch me, */s/ /a/ /t/*.  
T: The word is sat.

**We do – Step 2**  
T: We say the sound of the letters as I point to each one. Then we say the word.  
T & L: */s/ /a/ /t/*.

T: The word is ...  
T & L: sat.

Continue practising with: let, set, lit.

**You do – Step 3**  
T: Now you try it.  
T: Sweep your finger under each letter as the pupils say:  
L: */s/ /a/ /t/*.  
T: The word is ...  
L: sat.  
Continue practising with: let, set, lit.

T: Now open your books on page 53. Put your finger on the circle. Say the sounds of each word, then read the whole word to your partner.

☝ **Thumbs Up/Down**

T: I do – Step 1  
T: The sound is */l/*.  
T: The first word is let. The word begins with the sound */l/* so I show thumbs up.  
T: The next word is sat. The word does not begin with the sound */l/*, so I show thumbs down.

**We do – Step 2**  
T: Let's try it together. The sound is */l/*. What is the sound?  
T & L: */l/*.  
T: Now I will say a word. If it begins with the sound */l/* show thumbs up. If it does not, thumbs down.  
T: The first word is let.  
T & L: Respond together.  
Continue with sat.

**You do – Step 3**  
T: Now you try. The sound is */l/*.  
T: Show thumbs up if the word begins with the sound */l/*. If not, thumbs down.  
T: First word is let.  
L: Thumbs up.  
Repeat with: sit, lit.  
Repeat Steps 1-3 with:

Date: \_\_\_\_\_
Duration: \_\_\_\_\_
Roll: \_\_\_\_\_

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**Week 11: Day 4**

**Week 11 Days 3 and 4**

**Day 3**

Practise reading the letter sounds.

s	a	t	s	a	t	s	i	t	m	e	t
l	e	t	l	i	t	a	m	a	t		
l	e	t	l	i	t	a	m	a	t		
l	e	t	l	i	t	a	m	a	t		

Look at the picture. Read the story.



Let Sam sit.  
Sam met Mat. Sam met Tam.  
Mat said, "Let Sam sit."  
Tam said, "Let Sam sit."  
Sam, Mat and Tam sat.

**Revision**

T: The sound of this letter is?  
T & L: */l/*.

**You do – Step 3**  
T: Now you do it alone. The name of this letter is?  
L: *l*.  
T: The sound of this letter is?  
L: */l/*.

Repeat steps 1-3 with *l, s, e, m, a, t*.

● **Blending Silently**

**I do – Step 1**  
T: Watch me. */s/ /e/ /t/*.  
Nod your head once for each letter. Sweep your finger under the letters while reading.  
T: The word is set.

**We do – Step 2**  
T: Now we will do it together. Remember to say the sound of each letter silently when I point at it.  
T & L: Make sure children nod their heads for each sound as they read the sounds */s/ /e/ /t/*.

T: What is the word?  
T&L: set.  
Continue practise with the words: lit, met, sat.

**You do – Step 3**  
T: Point to each letter and then sweep your finger under it.  
L: Nod their heads for each sound and read */s/ /e/ /t/*.  
T: What is the word?  
L: set.  
Continue practise with the words: lit, met, sat, am, mat.  
Ask pupils to read the words on page 53.

☞ **Pupil Story**

**We do – Step 1**  
T: Open to page 53. Let us read the story together.  
T & L: Read story.

**You do – Step 2**  
T: It is your turn. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

● **Vocabulary**

T: The first word is pen.  
T: How many of you have heard the word pen?  
L: Raise hands.  
T: How many of you know what it means?  
L: Raise hands.  
*If more than half of the pupils raise their hands, ask 2 children to say or demonstrate what it means. If not, show the meaning: use gestures, objects or pictures.*

☞ **Oral Blending**

**I do – Step 1**  
T: The sounds are: */l/ /i/ /t/*. I join the sounds together.  
The word is lit.

**We do – Step 2**  
T: Let's do it together. The sounds are */l/ /i/ /t/*. What is the word?  
T & L: lit.  
Continue practise with the words: met, set.

**You do – Step 3**  
T: */l/ /i/ /t/*. What is the word?  
L: lit.  
Continue with examples: met, set, sat, mat, at.

● **Naming Letters and Sounds**

**I do – Step 1**  
Put the capital letter 'L' on the blackboard/pocket chart.  
T: The name of the letter is 'L'. It is the capital letter L.  
T: The sound is */l/*.

**We do – Step 2**  
T: Let's do it together. The name of this letter is?  
T & L: L.

Date: \_\_\_\_\_
Duration: \_\_\_\_\_
Roll: \_\_\_\_\_

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Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

# ESSENTIAL CRITERIA

## GUIDE CRITERIA

### 1.4 Looking at the first lesson, the last lesson, and a lesson in the middle of the year, scripting gradually tapers off during the year.

For example, the activities at the beginning of the year may more fully script out what teachers should say to introduce an activity. In contrast, toward the end, the guide is less scripted and tells the teacher what s/he should do rather than what s/he should say or allows teacher autonomy in other ways.

Example: **Satisfies criteria** ✓

The example shows how scripting can taper off over the academic year. Zooming in:

Beginning:	Middle:	End:
<p><b>I Do Step 1</b></p> <p>T: The first question is: <b>Who is in the story?</b></p> <p>T: Think about the story. When you remember the answer, raise up your hand.</p> <p>T: <i>Call on 1 or 2 pupils to give the answer.</i></p> <p>T: <b>Teacher Asha and the class are in the story.</b></p>	<p><b>Questions</b></p> <p><b>I do – Step 1</b></p> <p>T: Write this question on the blackboard: <b>Who met Tam?</b></p> <p>T: The first question is: Who met Tam?</p> <p>T: I go back to the story and look for the answer.</p> <p>T: I found the answer in the story. It is here. <i>Show children the sentence where the answer appears.</i> Let me read it for you. <b>Mat met Tam.</b></p>	<p><b>Questions</b></p> <p>Ask: <b>Who is in the story? What happens in the story?</b></p> <p>Give pupils time to retell the story.</p>

**Week 1: Day 1**

**Week 11: Day 1**

**Week 30: Day 4**

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

## ESSENTIAL CRITERIA

### GUIDE CRITERIA



#### 1.5 *Binding is easy to use and sturdy.*

Thread-sewn with glued binding is recommended for usability and sturdiness.

Example: **Satisfies criteria** ✓



# ESSENTIAL CRITERIA

## LESSON CRITERIA: LESSON LAYOUT



### 2.1 Lessons start at the top of a new page. (x2)

Example: **Satisfies criteria** ✓

TERM 1	
<b>STRAND</b> NUMBERS	<b>Specific Lesson Learning Outcome</b> By the end of the lesson, the learner should be able to work out missing numbers in patterns up to 5 in 1's
<b>SUBS-TRAND</b> WHOLE NUMBERS	<b>Key Inquiry Question:</b> How do you work out missing numbers in a pattern? <b>Learning Resources:</b> number cards with numerals, video clips.

**Introduction**  
Learners to count in 1's up to 5 forward and backward.

**Development**

<b>Teacher Activities</b>	<b>Write:</b> 1, 2, 3, __, 5 and 2, 3, 4, __ <b>Demonstrate:</b> Show learners how to identify the rule of the patterns and work out the missing numbers in the patterns.
<b>Teacher and Learner Activities</b>	<b>Guide:</b> Learners in pairs or groups to work out missing numbers in patterns.
<b>Learner Activities</b>	Learners to do activities in pupil's book page 15
<b>Conclusion</b>	Arrange 5 learners in front of the class. Each learner to hold a number 1, 2, 3, 4, 5. As the rest display their numbers, the one holding number 3 hides. The rest of the class to identify the rule of the pattern and say the missing number.

**Extended Learning:** Learners to play games involving number patterns both in school and at home.

TERM 1	
<b>STRAND</b> NUMBERS	<b>Specific Lesson Learning Outcome</b> By the end of the lesson, the learner should be able to create number patterns up to 10
<b>SUBS-TRAND</b> WHOLE NUMBERS	<b>Key Inquiry Question:</b> How do you create number patterns? <b>Learning Resources:</b> number cards with numerals, video clips

**Introduction**  
Learners to work out missing numbers in patterns upto 5

**Development**

<b>Teacher Activities</b>	<b>Demonstrate:</b> Show learners how to create number patterns up to 10 by identifying a rule for the pattern and choosing a starting point.
<b>Teacher and Learner Activities</b>	<b>Guide:</b> Learners in pairs or groups to create number patterns up to 10.
<b>Learner Activities</b>	Learners to do activities in pupil's book page 16
<b>Conclusion</b>	Put 10 numbers in a basket on the teacher's table. Having a rule of increasing by 2 and starting at 3, create a number pattern. Stick number 3 on the wall. Learners to identify the next number pick the number and stick it next to number 3. The process continues in turns until the pattern is created.

**Extended Learning:** Learners to play games involving number patterns both in school and at home.

Source: Ministry of Education, Kenya. 2018. Mathematics Teacher's Guide Grade 1.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



#### 2.2 The font is legible at arm's distance (typically no less than a 12-point font).

Although legibility also depends on which typeface is used, a 12-point font typically is the minimum to be legible for common typefaces such as Arial or Times New Roman.

Example: **Satisfies criteria** ✓

FLASHCARDS	<b>grain, groan, grab, grub, grin, grip, grill, grid</b>
ACTIVITY	<b>BEGINNING SOUND</b> <ol style="list-style-type: none"><li>1. Model isolating the beginning sound for learners. Say:<ul style="list-style-type: none"><li>• /gr/ – ain (grain)</li><li>• /p/ – ain (pain)</li></ul></li><li>2. Say two words: grin, sin<ul style="list-style-type: none"><li>• Ask learners: Which word begins with the /s/ sound? (sin)</li></ul></li><li>3. Say two words: grip, strip<ul style="list-style-type: none"><li>• Ask learners: Which word begins with the /gr/ sound? (grip)</li></ul></li><li>4. Say two words: grab, jab<ul style="list-style-type: none"><li>• Ask learners: Which word begins with the /j/ sound? (jab)</li></ul></li></ol> <b>LETTER SWAP</b> <ol style="list-style-type: none"><li>1. Say the word: moan</li><li>2. Ask learners: What is the beginning sound? /m/</li></ol>

Source: Department of Basic Education. 2018. South Africa, EGRS II Grade 2 Lesson Plan.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



#### 2.3 Spacing between lines is no less than the font size.

For clarity and ease of reading, spacing between lines is recommended to be at least the same as the font size.

#### Example 1: Satisfies criteria ✓

##### Review Words

Words to revise: **teacher, class.**

T: First let us revise some words we have learned. The word is teacher. Who can show/tell what it means?

*Call on 2-3 pupils. Give appropriate feedback.*

T: Tell your partner one sentence with the word.

Ask 2-3 pupils to share a sentence.

Repeat for each word.

##### First Story Reading

I am going to read a story. The title of the story is '**Tom goes home**'. Open your book to page 2.

Look at the picture in your book. Listen to the story.

**I do:** *Read the story to the class.*

##### New words

Let us learn some of the words in the story to help us understand the story better.

T: Now we will learn more greeting words.

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

#### Example 2: Does NOT satisfy criteria

Below, the spacing between words is less than the font size so makes the guide difficult to read.

#### Activity 2.5.9

#### Oral language: Asking for and giving information

Follow the I Do-We Do-You Do approach and guide learners to read words with understanding. Use pictures and local language if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practicing with them, ask them to read the words on their own or in pairs. Help those who need support.

Source: Adapted from an existing Teacher's Guide.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



#### Example 3: **Does NOT satisfy criteria**

This example shows a mix of font spacing in which the words under “Demonstrate” are spaced more closely together, as are those in the Conclusion.

<b>Teacher Activities</b>	<p><b>Write:</b> 1, 3, 5, __, 9.</p> <p><b>Demonstrate</b> to learners how to identify the rule of the pattern and work out the missing number.</p> <p><b>Guide</b> learners in pairs or groups to work out missing numbers in patterns.</p>
<b>Learner Activities</b>	Learners do activities in pupil’s book page 23.
<b>Conclusion</b>	Arrange 5 learners in front of the class, each holding a number 5, 10, 15, 20, 25. Ask the learner holding number 15 to hide. Ask the class to identify the rule of the pattern and the missing number.

Source: Adapted from existing Teacher’s Guide.

#### 2.4 *New activities are labelled clearly when introduced.*

New activities are distinguished from one another by icons, bolding, italics, or underline.

#### Example: **Satisfies criteria** ✓

<b>Teacher Activities</b>	<p><b>Write :</b></p> $\begin{array}{r} 4 \\ + 3 \\ \hline \hline \end{array}$ <p><b>Demonstrate:</b> Show learners how to find the total using objects.</p> $\begin{array}{r} 4 \quad \text{OOOO} \\ + 3 \quad \text{OOO} \\ \hline 7 \end{array}$
<b>Teacher and Learner Activities</b>	<p><b>Guide:</b> Learners in pairs or groups to work out 7 using objects.</p> $\begin{array}{r} + 2 \\ \hline \hline \end{array}$
<b>Learner Activities</b>	Learners to do activities in pupil’s book page 27
<b>Conclusion</b>	Learners to add 2-single digit numbers up to a sum of 10 vertically.

Source: Ministry of Education, Kenya. 2018. Mathematics Teacher’s Guide Grade 1.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



#### 2.5 The lesson makes clear what the teacher should say aloud and what the teacher should read to her/himself.

The lesson differentiates between what the teacher should say aloud to students and what the teacher should read independently to inform the students' actions. For example, sentences that the teacher is expected to read aloud to students are indicated by quotation marks, preceded by the word "Say," and/or other methods of demarcation. If the lesson is entirely instructions for teachers with no embedded speech, or if it is entirely embedded speech with no instructions, mark this criterion as present.

#### Example 1: Satisfies criteria ✓

The example shows how a Teacher's Guide can signal what is meant to be spoken and what is meant to be read. The Teacher's Guide demarcates using "Say" and "Ask."

<b>STEP 3</b> ⌚ <b>15 min</b> 	<b>CLASS DISCUSSION: WHAT WILL WE BE LEARNING?</b> <ul style="list-style-type: none"><li>• Distribute the Learner's Workbook to the learners.</li><li>• <b>Say:</b> This is your book. You must bring it to class every day.</li><li>• Allow learners time to look through the Learner's Workbook.</li><li>• <b>Ask</b> them:<ol style="list-style-type: none"><li>a. What is in the Learner's Workbook?</li><li>b. Do they like it? Why?</li><li>c. What are they excited to see in their Learner's Workbook?</li></ol></li><li>• Invite the learners to share their ideas and opinions before telling them what they will be learning.</li><li>• Explain that the literacy course is organized into lessons. The lessons will be interesting, and learners will learn new things every day.</li><li>• <b>Say:</b> We will practice reading and writing. Sometimes we will listen to stories, and sometimes we will read and write stories. We will ask each other questions to see if we are learning. We will use the Learner's Workbook to write stories and practice reading and writing.</li></ul>
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Source: USAID and Liberia MoE. 2019. AQE Teacher's Guides: Literacy Level 1.

#### Example 2: Satisfies criteria ✓

The example shows phrases for the teacher to say aloud that are not combined with instructions for the teachers. Instructions are meant solely for teachers to read to themselves. Because there is no combination of the two, it is clear within the lesson what teachers should say aloud and what teachers should read to themselves.

<b>PRE-READING ACTIVITIES</b> <b>a. Linking Prior Knowledge</b> <ul style="list-style-type: none"><li>• Teacher tells pupils that today they will read about what happens to Mr. P.</li><li>• Teacher distributes the Leveled Reader <i>Mr. Particular</i> and asks pupils to look at the pictures on pages 7 to 10. Teacher asks pupils to describe what they see in the pictures. He or she picks a few pairs to answer the questions.</li></ul>
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Source: USAID and The Philippines Dept. of Education. 2015. Basa Pilipinas: Teacher's Guide Grade 3 English.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



#### Example 3: Satisfies criteria ✓

In this example, instructions for the teacher are differentiated by italics from what the teacher speaks aloud.

**Oral Blending**

**I do – Step 1**  
 T: The sounds are: /l / /i/ /t/. I join the sounds together.  
 The word is **lit**.

**We do – Step 2**  
 T: Let’s do it together. The sounds are /l / /i/ /t/. What is the word?  
 T & L: **lit**.  
*Continue practise with the words: met, set.*

**You do – Step 3**  
 T: /l / /i/ /t/. What is the word?  
 L: **lit**.  
*Continue with examples: met, set, sat, mat, at.*

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher’s Guide.

#### Example 4: Does NOT satisfy criteria

The example shows instructions for teachers that are mixed with questions directed at the students. The “key question” is a question/objective meant to be directed toward the students (“How can you measure length?”). The rest of the instructions are written for the teacher to read silently. The last question combines an instruction for the teacher with a question for students (“How many pencil-lengths are the students’ tables?”).

<b>Theme</b>	<u>Lesson Objective</u>
<b>MEASUREMENT</b>	By the end of the lesson, the learner should be able to measure length using fixed units.
<b>Sub-theme</b>	<u>Key Question</u>
<b>LENGTH</b>	How can you measure length?
<b>Activities</b>	Demonstrate to students how to measure the length of a teacher’s table using a pencil.  Write the length of the teacher’s table in number of pencils.  Guide learners in pairs or groups to measure the length of their table using pencils of equal length.  How many pencils in length are the students’ tables?

Source: Adapted from an existing Teacher’s Guide.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



#### 2.6 *Required lesson materials/resources are listed.*

Required lesson materials and resources are indicated within each lesson. Examples include paper, worksheets, scissors, or required manipulatives.

Example: **Satisfies criteria** ✓

#### **Preparation and Materials**

- Alphabet flashcards
- Pictures of an ant, ball, cat, and dog
- Learner's Workbook
- Box for flashcards

Source: Uganda National Curriculum Development Center. 2018. School Health and Reading Program (SHRP): Teacher's Guides. Primary 4.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



#### 2.7 Each lesson is no longer than 2 pages. (x2)

The lesson guide for each lesson/class period is no longer than two pages. In case there are multiple lessons on the same day on a specific subject (for example, literacy), this page length refers to the length of each individual lesson.

Example: **Satisfies criteria** ✓

**Week 6: Day 2**

<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between; font-weight: bold; font-size: small;"> <span>Week 6 Day 2</span> <span>Clothes</span> </div> <p style="font-size: x-small;">Look at the picture. Listen to the teacher read the story.</p>  <p style="text-align: center; font-weight: bold; font-size: small;">At the river</p> <p style="font-size: x-small;">One day, Tom and Mat went to the river to play. The river was near their home. It was a hot sunny day. They took off their pullovers and their shoes.</p> <p style="font-size: x-small;">"Let us throw stones into the water," Tom said.</p> <p style="font-size: x-small;">Tom and Mat throw stones into the river. One stone, two stones, three stones.</p> <p style="font-size: x-small;">"Look! There is a crocodile in the river. Pick up your clothes. Let us run!" Tom said.</p> </div> <p><b>Song</b></p> <p>Teacher sings a song. Teacher and pupils sing.</p> <p><b>Tuesday morning, when I wake up,</b> I put on my uniform. I put on my blouse (point to girls), my shirt (point to boys) and then I run to school.</p> <p><b>Review Words</b></p> <p>Words: pullover, shoes, mouth, open, numbers 1-4. I do/We do: Write the review words. Ask pupils to show or tell what each word means. Give feedback. You do: In pairs, pupils use each word to make sentences.</p> <p><b>First Story Reading</b></p> <p>Ask pupils to turn to page 27. I do/We do: Read the title. 'At the river'. Pupil Book: Pupils look at the picture. Say, Think about what the children are doing. Tell your partner what you think will happen in the story. Ask 2-3 pupils to share their prediction. I do: Read the story to the class. Ask pupils if what they said happened.</p>	<p><b>New words and Language Patterns</b></p> <p><b>New words:</b> crocodile, river. I do/We do: Use the picture to show what the word means. Say, this is a ____. You do: Pupils point to the picture and say what it is.</p> <p><b>Grammar</b></p> <p>I do/We do: Practise making sentences using the word throw. Demonstrate throw. Throw something and say, I throw a ____. Call on different pupils to throw something. The pupils respond, I throw a ____. The class responds, (Kerubo) throws a ____.</p> <p><b>Get Ready to Read</b></p> <p>I do/We do: Read the title. 'At the river'. Pupil Book: Pupils look at the picture and say what they see. Pupils talk about when and why they throw stones. The teacher guides the class to talk about the crocodile.</p> <p><b>Second Story Reading</b></p> <p>Teacher reads the story. Pupils listen for the word, stone and use their fingers to show the number of stones mentioned.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Where did Tom and Mat go to play?</li> <li>2. What do you think the crocodile can do?</li> <li>3. What did Tom and Mat do at the river?</li> </ol> <p><b>Writing Classwork</b></p> <p><b>Blackboard:</b> Pupils copy words and draw what the words mean:</p> <p>Words: 1) stone 2) river 3) crocodile 4) pullover 5) shoes</p> <p><b>Writing Homework</b></p> <p>T: For your homework, turn to English Homework Book Class 1 – Week 6 Day 2.</p>
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Date: \_\_\_\_\_
Duration: \_\_\_\_\_
Roll: \_\_\_\_\_

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Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON STRUCTURE



2.8 The lesson includes no more than 5–7 activities for every 30–45 minutes.

An activity is a section of class time dedicated to a distinct type of action, such as a song/rhyme activity, a sight words activity, or a pattern activity. For every 30–45 minutes, 5–7 activities are recommended to avoid information overload and to allow ample time for group work and independent practice after new content is introduced. For example, one activity could focus on grammar, the next on vocabulary, the next on phonics, and the final on explaining homework. Activities that introduce the main topic, as well as any closing or concluding activities, also are counted as part of this criterion. Note that the breakdown of 1 activity into whole class, small group, and individual practice sections constitutes 1 activity only (not 3).

Example: **Satisfies criteria** ✓

**Week 4 Lesson 2**

**Vocabulary** ⌚ 4 mins.

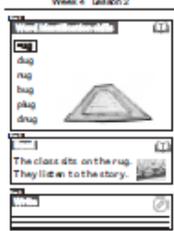
- T** 1. Review the words taught in previous lesson: story, school, draw.
- TP** 2. Pupils name the objects and use them in sentences.
- T** 3. Introduce three new words: listen, read, starts. You can pre-teach vocabulary by using methods such as:
  - Using gestures
  - Using the Hausa equivalent and then asking pupils to say the word in English
  - Showing a picture.

**Read-aloud story** ⌚ 5 mins.

- T** 1. Review the story from the previous lesson with the class.
2. Read the story to the pupils:  
Amina and Hajo go to School  
Amina and Hajo go to Faro Primary School.  
They like to run to school.  
They have fun at school.  
Malama Sa'ida is their teacher.  
She likes to read stories.  
Every day they have story time.  
She puts a rug on the floor.  
The class sits on the rug.  
Malama Sa'ida starts to read.  
The children like stories.  
After story time, the children roll up the rug.  
The children draw pictures about the story.
- TP** 3. Teacher and pupils ask and answer the comprehension questions about the story:
  - a) What does the teacher read to the class?
  - b) What do the children sit on?
  - c) What does the class have every day?
4. Pupils discuss what they liked/disliked about the story.

**Reading** ⌚ 5 mins.  
(Go to Box 2 in PB, Week 4, Lesson 2).

- T** 1. Write sentences from the story on the board:  
The class sits on the rug.  
They listen to the story.
2. Ask pupils if they can identify any of the words in the sentences.
3. Use the pictures to assist pupils in understanding the meanings of the two sentences.



**Writing** ⌚ 5 mins.  
(Go to Box 3 in PB, Week 4, Lesson 2).

- T** 1. Say the sentence: They have fun at school.
- TP** 2. Pupils count how many words, stretch each word out to identify sounds and then dictate to teacher how to write sounds to construct words in a sentence.
- T** 3. The teacher writes the sentence on the board, drawing attention to capital letters and full stops.
- TP** 4. The class discusses what words can be added to the sentence. They end by reading the sentence together.
- P** 5. The pupils write the sentences in their Pupil's Book.

**Application, check for understanding** ⌚ 2 mins.

**T** The teacher holds up the flashcards and pictures from today's lesson. The pupils identify the words and the names of the items in the pictures.

**Homework** ⌚ 1 min.

**P** The pupils practice reading the sentences and the -ug word list at home.

Source: NERDC and Northern Education Initiative Plus: Grade 3 Teacher's Guide.

USAID 2019. Nigeria

## ESSENTIAL CRITERIA

### LESSON CRITERIA: LESSON STRUCTURE



#### 2.9 Activities have instructions that are broken down into small steps. (x2)

Activities should be accompanied by clear instructions for each step. The guide should include detail on how a teacher should carry out each activity.

Both fully scripted and less-scripted/structured Teacher's Guides can satisfy this criterion.

#### Example 1 (Fully scripted guide): Satisfies criteria ✓

##### **First Story Reading**

I am going to read a story. The title of the story is '**Tom goes home**'. Open your book to page 2.

Look at the picture in your book. Listen to the story.

**I do:** *Read the story to the class.*

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

#### Example 2 (Less-scripted/structured guide): Satisfies criteria ✓

In the example, the activity is broken down into "draw" and "demonstrate."

<b>Teacher Activities</b>	<p><b>Draw:</b> <span style="border: 1px solid black; padding: 2px;">△ △</span> and <span style="border: 1px solid black; padding: 2px;">△ △</span> and <span style="border: 1px solid black; padding: 2px;">△ △</span> and <span style="border: 1px solid black; padding: 2px;">△ △</span> is <span style="border: 1px solid black; padding: 2px;">△ △ △ △ △ △ △ △</span></p> <p><b>Demonstrate:</b> Show learners how to get the total number of objects by putting the four groups of objects together and writing the repeated addition as</p> <p><span style="border: 1px solid black; padding: 2px;">△ △</span> and <span style="border: 1px solid black; padding: 2px;">△ △</span> and <span style="border: 1px solid black; padding: 2px;">△ △</span> and <span style="border: 1px solid black; padding: 2px;">△ △</span> is <span style="border: 1px solid black; padding: 2px;">△ △ △ △ △ △ △ △</span></p> <p style="text-align: center;"> <math>2 + 2 + 2 + 2 = \boxed{8}</math> </p>
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Source: Ministry of Education, Kenya. 2018. Mathematics Teacher's Guide Grade 2.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### 2.10 The objectives state succinctly and clearly the learning goals for the lesson.

Effective objectives use succinct wording and action verbs to describe the knowledge or skills that students are expected to acquire by the end of the lesson. These objectives can be either in a note for the teacher or provided for the teacher to say to the students.

##### Example 1: Satisfies criteria ✓

The example shows the objective embedded within a note for the teacher:

##### Objectives:

By the end of the lesson, pupils will be able to:

- read the sight words: **to, he, buy, big, blue.**
- Read short words ending in **-ot.**
- Listen to the story ***Amina Grows Crops*** and answer comprehension questions about the story.

Source: NERDC and USAID. 2019. Nigeria Northern Education Initiative Plus: Grade 3 Teacher's Guide.

##### Example 2: Satisfies criteria ✓

The example illustrates an objective provided for teacher to say to students:

- Introduce the lesson objectives. **Say:** In this lesson, we will be singing the alphabet song and writing the letters Pp, Qq, Rr, Ss.

Source: USAID and Liberia Ministry of Education (MoE). 2019. Accelerated Quality Education for Liberian Children (AQE) Teacher Guides: Literacy Level 1.

#### 2.11 The lesson instructions include asking teachers to introduce new content or model new skills.

Instructions provide guidance for teachers on how to introduce new content or model new activities (for example, the teacher introducing "I Do").

##### Example: Satisfies criteria ✓

The example shows how the teacher is expected to introduce the new activity. The teacher says, "First, I will say a word.... The word is 'met.'"

##### ○ Segmenting

Today, we are going to say the sounds in words. First, I will say a word and you will say all of the sounds of the word.

##### I do – Step 1

T: The word is **met.**

T: I say all of the sounds **/m /, /e/, /t/.**

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### 2.12 The lesson includes group practice with teacher support.

The guide provides opportunities for all students in the class to practice new content or carry out new activities with the teacher's support (for example "We Do").

Example: **Satisfies criteria** ✓

In the example, the teacher conducts guided practice with students. The teacher says "Let's do it together. The word is 'met.'"

#### **We do – Step 2**

T: Let's do it together. The word is **met**.

T & L: Say /m /, /e/, /t/.

*Continue practising with the words: at, am, mat.*

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

#### 2.13 The lesson includes independent practice.

The lesson devotes time for students to individually apply content and/or conduct an activity (for example, independent practice or "You Do").

Example: **Satisfies criteria** ✓

In this example, the teacher assigns individual sounds for students to complete independently. The teacher says "...you will say all the sounds."

#### **You do – Step 3**

T: Now I will say the word and you will say all of the sounds.

T: The word is **met**.

L: /m /, /e/, /t/.

*Continue practising with the words: at, am, mat.*

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



2.14 *Explicit guidance is given to the teacher on when and how to check for student understanding.* (x2)

There are clear guidance and reminders in the Teacher's Guide on when and how to check student understanding. The checks include calling on 2-3 students to share their work, asking students to demonstrate understanding of a new vocabulary word through gestures or miming, class thumbs up/down, exit slips, and quizzes. The general guidance does not include "check and clarify." The Guide must say explicitly how and what the teacher should do to check for understanding.

#### Example 1: **Satisfies criteria** ✓

In the example, a teacher holds up flashcards and asks students to name the items in the pictures. The teacher is checking for the individual understanding for each student in the class, even though the activity is for the whole class.

#### Application, check for understanding



- T** The teacher holds up the flashcards and pictures from today's lesson. The pupils identify the words and the names of the items in the pictures.

Source: NERDC and USAID. 2019. Nigeria Northern Education Initiative Plus: Grade 3 Teacher's Guide.

#### Example 2: **Satisfies criteria** ✓

On the other hand, teachers can ask questions directly of individual students to gauge their understanding. Note that to satisfy the criterion, the Teacher's Guide needs to indicate that the teacher is encouraged to ask more than one student. In the example, the guide explicitly states, "Move around the class to different people."

#### STEP 8

#### INFORMAL ASSESSMENT



10 min

- Move around the class to different people. Shake their hand and **say:** What letter does your name begin with? Trace the letter in the air.

Source: USAID and Liberia MoE. 2019. AQE Teacher Guides: Literacy Level 1.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### Example 3: Satisfies criteria ✓

Checking for understanding also can occur through formative (ongoing) assessment, as in the example.

#### NOTE TO TEACHER

In the next 2 weeks observe how pupils answer questions during activities such as:

- Sharing information
- During Reading
- After Reading

**On-going Assessment:** During weeks 1 and 2, pupils will practice their reading skills. In Week 1, the teacher observes 5 pupils per day during English period and assesses their Oral Language.

		1	2
<b>OL</b>	Share relevant information	Does not answer or has difficulty answering question. Answers are often not relevant to the topic discussed	Answers questions or shares relevant information providing detail, sequence, or connecting to own experience

**Note:** During Week 2, the teacher will observe pupils as well and therefore observe all pupils in the course of the 2 week period.

Source: USAID and The Philippines Dept. of Education. 2015. Basa Pilipinas: Teacher's Guide Grade 3 English.

#### 2.15 The lesson includes open-ended questions, opportunities for students to share personal opinions, and provides multiple ways to solve a problem. (x2)

Open-ended questions typically start with “why” or “how,” but some can start with “what.” Providing opportunities to encourage students to form and share personal opinions can be as simple as using prompts. Relevant prompts could be: “What do you think about what the character did in the story?” “What would you have done differently? Why do you think that?” Alternately, the lesson demonstrates multiple ways to solve a problem and/or provides opportunities for a student to explain how s/he solved a problem or provided alternative answers/approaches.

#### Example 1: Satisfies criteria ✓

The example shows how a Teacher's Guide can encourage open-ended questions among students. Here, students are asked to make predictions about what they think will happen in the story.

#### Get Ready to Read

Write the names **Tam** and **Mat**. Ask pupils to point to the picture of **Tam** (girl) and **Mat** (boy) in the pupil's book.

Read the story title, '**Play**' on page 41. Read the title with the pupils. Pupils talk about playing. Pupils look at the picture. Say: **What can you see in the picture?**

**Tell your partner one thing you think will happen in the story.**

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

## ESSENTIAL CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### Example 2: **Satisfies criteria** ✓

Open-ended questions also can be prompted within independent work. In the example, the prompt for students is to write a note of advice on how to keep their own neighborhood clean, or how to keep from getting sick.

#### **c. Teacher assigns individual writing**

- Teacher explains to the pupils that they are now going to write their own note of advice on how to keep their own neighborhood or barangay clean or how to keep from getting sick. But first, they need to get their ideas down. He or she asks them to make a list of words to help them think of what their note of advice should suggest. Then she asks them to draw their suggestions.

Source: USAID and The Philippines Dept. of Education. 2015. Basa Pilipinas: Teacher's Guide Grade 3 English.

## BONUS CRITERIA

### LESSON CRITERIA: LESSON LAYOUT



3.1 In addition to page references to the students' book, clearly visible images of the student book pages are embedded in the Teacher's Guide.

Example: **Satisfies criteria** ✓

In the example, the corresponding student textbook page is embedded on the right side of the lesson.

<b>STRAND</b>	<b>Specific Lesson Learning Outcome</b>
MEASUREMENT	By the end of the lesson, the learner should be able to identify Kenyan currency coins and notes up to sh.100
<b>SUB-STRAND</b>	<b>Key Inquiry Question:</b>
MONEY	How do you identify Kenya currency?
	<b>Suggested Learning Resources:</b> Kenyan currency in coins and notes up to a hundred.

**Introduction**  
Learners to share their experiences with money.

**Development**

<b>Teacher Activities</b>	<b>Demonstrate:</b> Show learners the features on the coins and notes of Kenyan currency. <b>Write:</b> The features of the coins and notes.
<b>Teacher and Learners Activities</b>	<b>Guide:</b> Learners in pairs or groups to identify the features on the coins and notes of Kenyan currency. Learners to share the features identified with other groups.
<b>Learners Activities</b>	Learners to do the activities in the pupil's book page 57
<b>Conclusion</b>	Learners to identify features on the coins and notes.

**Extended learning:** Learners to discuss the features of Kenyan currency with family members.



Source: Ministry of Education, Kenya. 2018. Mathematics Teacher's Guide Grade 2.

3.2 Icons, shapes, or small graphics are used to signal different activities or actions.

A consistent set of icons, shapes, or small graphics are used throughout the lessons to signal specific actions or activities. For example, a small icon of a mouth signals teachers that they should say the proceeding words.

Example 1: **Satisfies criteria** ✓

In the example, the icons are used consistently throughout the Guide to refer to "I Do," "We Do," and "You Do" activities:

 **Get Ready to Read**

**I do/We do:** Read the title. **Coloured pencils.**

**Pupil Book:** Pupils look at the picture and say what they see. Pupils talk about the colours of the pencils in the picture.

 **Second Story Reading**

Teacher reads the story. Pupils listen for the names of colours (**yellow, green, black, blue, red**) and point to the pencils with the colour they hear.

 **Questions**

Ask: **Who is in the story? Who has more pencils? What colours are the pencils? What colour do you like?**

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

## BONUS CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### 3.3 The lesson includes questions and/or prompts that review prior learned knowledge or skills and/or that refer to students' daily lives.

Lessons should refer explicitly to prior learned content or connections to daily life. These references may include a “recap” section, guidance such as “Ask students to recall the sound ‘ph’ from the previous lesson,” or questions such as “What do you remember about...?” Prior content also can be explicit connections to daily life such as “We can equally share this cake among friends using fractions.”

#### Example 1: Satisfies criteria ✓

This example shows how a Guide can incorporate questions/prompts that review prior learned knowledge *and* refer to students' daily lives. It asks questions like “What did you learn this week?” and “What did you learn from the lessons that you could apply outside of school?” Only one of the two (review of prior knowledge or references to daily life) need to be present to satisfy this criterion.

#### STEP 5



10 min

#### END-OF-WEEK SELF-ASSESSMENT



#### Self-Assessment

- Ask learners the following questions:
  - What did you learn this week?
  - How did you feel during the lessons?
  - What did you learn from the lessons that you could apply outside of school?

Source: USAID and Liberia MoE. 2019. AQE Teacher Guides: Literacy Level 1.

#### Example 2: Satisfies criteria ✓

This is another example of how a Guide can prompt students to feel connections to their daily lives. Here, it scripts for the teacher: “It reminds me of when.... It makes me feel....”

TITLE	<i>A forgotten birthday</i>	
ACTIVITY	<b>SECOND READ</b>	
COMPREHENSION STRATEGY	<b>Make connections</b>	
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!	
	<b>Story</b>	<b>Second Read</b>
	<p>It was Mandla's 8<sup>th</sup> birthday. Usually everyone said 'Happy birthday!' But not today.</p> <p>His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden.</p> <p>No one said 'Happy birthday!' to him.</p> <p>'This is the worst birthday ever,' thought Mandla.</p>	<p>Oh no! Mandla feels like everyone is too busy for him. <b>That reminds me</b> of when my mom has so much work to do, that she doesn't have time for me. It makes me feel sad sometimes.</p>

Source: Department of Basic Education, South Africa. 2018. EGRS II Grade 2 Lesson Plans.

## BONUS CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### 3.4 The lesson presents the same information in different ways.

The Teacher's Guide should encourage instructions (and activities) to be delivered in different ways to stimulate different ways of learning (use of movements, sound, visual representations, use of a local language to support vocabulary instruction). This criterion is satisfied when the same information/content is presented in at least two ways by at least once in the lesson plan (for example, by a picture or encouraging the teacher to draw a picture to accompany a vocabulary word).

#### Example 1: Satisfies criteria ✓

The example illustrates how a Teacher's Guide can prompt teachers to accompany vocabulary instruction with a picture (under box on "Bridging").

#### PRE-READING ACTIVITIES: UNLOCKING SOME WORDS AND EXPRESSIONS

- Teacher tells the pupils to look at page 25 of their book. He or she explains the concept of picky to the pupils: someone who is picky is particular. A picky person likes only certain things in a certain way, just like Mr. P.
- Teacher explains the following words and expressions and asks questions.

#### a. unpack

**Teacher says:** *When I put things in a bag for travel, I pack.*  
*When I put things in a box, or a car to move, I pack.*  
*When I take them out, I 'unpack.'*  
*Let's pretend to unpack. Pretend to take things out of a box.*

#### BRIDGING

Some words are easy to explain by showing the picture in the book, example: *round, clock, blanket*



Source: USAID and The Philippines DoE. 2015. Basa Pilipinas: Teacher's Guide Grade 3 English.

#### Example 2: Satisfies criteria ✓

The same Guide also prompts the teacher to accompany new vocabulary words with pictures from the Pupil's Book.

#### Vocabulary



3 mins.

- T** 1. Using the pictures in the Pupil's Book, introduce the words *stew, stone, cook, chop* and *delicious*.
- TP** 2. Ask the pupils to find the *pot, the stew, the stone, etc.,* in their Pupil's Book.

Source: USAID and NERDC. 2019. Nigeria Northern Education Initiative Plus: Grade 2 Teacher's Guide

## BONUS CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### Example 3: **Satisfies criteria** ✓

The example shows how the Teacher's Guide explicitly states the actions that are meant to accompany a song. Note that a Guide that says, "Sing itsy bitsy spider," and that *does not explicitly indicate* that the teacher must accompany the song with actions *does not* satisfy this criterion on multiple means of representation.

WEEK 1: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (Sing to the tune of 'Johnny hammers') (You can replace the name Zweli with the names of any children in the class.)	<b>Lyrics</b>	<b>Actions</b>
	Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball	<i>Pretend to wrap newspaper around a small ball</i>
	Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball	<i>Pretend to wrap a packet around the ball</i>
	Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball	<i>Pretend to put the ball into a handbag</i>
	Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball	<i>Pretend to put the ball into a plastic bag and to close it</i>
	Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>
THEME VOCABULARY	toy, make, search, practise	

Source: Department of Basic Education, South Africa. 2018. EGRS II Grade 2 Lesson Plans.

### 3.5 The lesson suggests at which points to respond to student choice and preferences.

Choices/preferences can include deciding which song to sing, choosing a strategy to solve an addition problem, picking one task from a selection of tasks, choosing an order to complete an activity, or picking a space in the room to sit. Choices and preferences in classrooms require the teacher to provide different options for how students can approach the task.

#### Example: **Satisfies criteria** ✓

The example shows how students are given a choice to write a descriptive paragraph about anything they choose.

#### **c. Teacher assigns individual writing.**

- Teacher explains to the pupils that they are now going to write their own descriptive paragraph about anything they choose. But first, they need to get their ideas down. He or she asks them to make a web just like the one on the board and to write their words in the bubbles.

Source: USAID and The Philippines Dept. of Education. 2015. Basa Pilipinas: Teacher's Guide Grade 3 English.

## BONUS CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



**3.6 Opportunities are provided in the lesson plan for teachers to be flexible and respond to classroom realities.**

The Teacher's Guide provides opportunities for teachers to iterate and adapt the lesson as needed. For example, the Teacher's Guide indicates areas where the teacher may choose to reteach and/or iterate based on their findings from formative or summative assessment. Similarly, a Guide could include suggested extended learning activities.

**Example:** Satisfies criteria ✓

The example shows how the teacher is prompted to re-ask the question if more than half of the class was not able to answer it correctly.

#### Grammar Game

**T:** Now we will revise the words we learned in our stories this week. Open your book to page 35. I will say a word and you will show me a picture of the word. *(Repeat several times.)*

*Say each word and wait for pupils' response. If more than half the class does not know the word, show them the picture and then ask the class again.*

**Words to revise:** market, bread, tomatoes, onions, potatoes, fish, rice, shopkeeper, pot, bowl.

Source: Department of Education, Kenya. 2016. Tusome Early Grade Reading Activity: Grade 1 English Teacher's Guide.

**3.7 The lesson includes activities or instructional guidance that encourage gender balances and/or challenge other forms of bias.**

The Teacher's Guide can challenge stereotypes through explicit statements/activities. For gender balance, the lesson could include clear instructions for providing equal participation opportunities to girls and boys. For example, the lesson may provide prompts that remind the teacher to choose an equal number of girls and boys for an activity.

**Example 1:** Satisfies criteria ✓

The is an example of how a Guide can challenge stereotypes through explicit statements such as "the other girl goalkeeper won the match...the boys learnt that girls can be good at playing football, too."

#### Comprehension Questions

1. The other team with the girl goalkeeper won the match.
2. Joseph and Anthony think they lost because the other team's goalkeeper was very good.
3. The boys learnt that girls can be good at playing football, too.

Source: Uganda National Curriculum Development Center (2018). SHRP: Teacher's Guides. Primary 4.

## BONUS CRITERIA

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



#### Example 2: Satisfies criteria ✓

Another way this criterion can be satisfied is through a prompt for equal representation. The lesson below prompts the teacher to call for volunteers alternating boys and girls.

- First, explain to learners that you will say some words and they must write them in their workbooks.
- **Explain:** It is important to try to spell these words by yourself. Don't copy from other places in your workbook or from your partner.
- Remind learners to always begin their sentences with capital a letter.
- Read the sentences slowly, twice:
  - He ran.
  - It is in.
  - We are in.
- Review answers calling on volunteers alternating boys and girls to write one of the responses on the board.
- Ask learners to check if their spelling is correct.

Source: USAID and Liberia MoE. 2019. AQE Teacher Guides: Literacy Level 1.

### 3.8 The lesson uses an icon or other hints to remind the teacher to move around the classroom.

Moving around the classroom enables the teacher to interact with as many students as possible and ensure that they are on task. While useful in all settings, moving around the classroom is crucial in very large classrooms.

#### Example: Satisfies criteria ✓

The Guide prompts teachers to move around the classroom.

#### STEP 5



5 min

#### PRE-WRITING: DRAWING SHAPES

- Ask learners to raise their hands and show you the correct pencil grip.
- Ask learners to turn in their Learner's Workbooks to **Lesson 7, Part 1** and practice writing the shapes in their workbooks
- Circulate and help learners who still need help with holding their pencils.

Source: USAID and Liberia MoE. 2019. AQE Teacher Guides: Literacy Level 1.

# APPENDIX B. SCORED LESSON EXAMPLE AND SCORESHEET

## Example Filled-Out Lesson Criteria Checklist and Scoresheet

### Individual Lesson (Unit 14, Lesson 5) in Teacher's Guide\*

<b>Activity 14.4.2</b>	<b>Phonics: Saying names and sounds of letters</b>	<b>(12 minutes)</b>
Refer learners to page 17 Activity C. Follow the <i>I Do – We do – You do</i> approach to guide the learners to the letter in the first row and say: The name of the letter is... <i>the sound of the letter is...the word means...</i>		
<b>Activity 14.4.3</b>	<b>Reading decodable words</b>	<b>(10 minutes)</b>
Refer learners to page 17 Activity D. Follow the <i>I Do – We do – You do</i> approach to guide the learners to sound out each word one letter at a time and then read it fast. After modelling for them and practicing with them, let students read the words on their own in pairs. Ensure that they are doing it correctly and help those who need support.		
<b>Conclusion</b>		<b>(2 minutes)</b>
Ask learners to read decodable words from the word cards.		
<b>Unit 14</b>	<b>Decoding Practice</b>	<b>Lesson 5</b>
Success Criteria:  Learners must be able to <ul style="list-style-type: none"><li>● Use words learned in Lessons 3 and 4</li><li>● Answer comprehension questions about a story</li><li>● Relate a story to personal experience</li></ul> Suggestion resources: Learners books, materials for demonstrating vocabulary words		
<b>Instruction</b>		<b>(2 minutes)</b>
Guide learners in describing the picture in learner book page 112		
<b>Activity 14.5.2</b>	<b>Revising vocabulary</b>	<b>(8 minutes)</b>
Select for revision any additional vocabulary words that were difficult for learners in Lessons 3 and 4 of Unit 14 (ie <i>early, inside, kneels, receive, press, hot, grow</i> ). Follow the <i>I Do – We do – You Do</i> approach to guide learners to use these new words in sentences.		
<b>Activity 14.5.2</b>	<b>Read aloud: Listening to a story</b>	<b>(6 minutes)</b>
Select for revision one story from Lesson 3 or 4 or Unit 14. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to make learners understand.		

\* Note that only the Lesson Criteria are filled out below, as Guide Criteria involve reviewing the Teacher's Guide in its entirety. For examples on the Guide Criteria, please refer to Annex I.

**Activity 14.5.3 Comprehension: Answering questions (6 minutes)**

Follow the *I Do – We Do – You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 14.5.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

**Activity 14.5.4 Comprehension: Relating to personal experience (6 minutes)**

Follow the *I Do – We Do – You Do* approach to guide the learners to make connections between the story from Activity 14.5.3 and their own lives. Help those who need support

**Conclusion (2 minutes)**

Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.

**Unit 14 Decoding Practice Lesson 6**

**Success Criteria:**

Learners must be able to

- Answer comprehension questions about a story
- Relate a story to personal experience

Suggestion resources: Learners books, materials for demonstrating vocabulary words

**Activity 14.4.2 Reading a story (12 minutes)**

Refer learners to the story on page 20. Read the story to learners, using your finger to trace the words and asking learners to describe the accompanying pictures.

**Activity 14.4.3 Reading decodable words (10 minutes)**

Refer learners to page 22 Activity A. Follow the *I Do – We do – You do* approach to guide the learners to sound out each new vocabulary word one letter at a time and then read it fast. After modelling for them and practicing with them, let students read the words on their own in pairs. Ensure that they are doing it correctly and help those who need support.

**Conclusion (2 minutes)**

Ask learners to read decodable words from the word cards.

COUNTRY:	GRADE:
UNIT:	LESSON:

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### LESSON CRITERIA: LESSON LAYOUT

2.1	<b>Lessons start at the top of a new page.</b> (x2)	<input type="checkbox"/>
2.2	<b>The font is legible at arm's distance (typically no less than a 12-point font).</b> Legibility also is dependent on which typeface is used. A 12-point font typically is the minimum to be legible in commonly used typefaces including Arial and Times New Roman.	<input checked="" type="checkbox"/>
2.3	<b>Spacing between lines is no less than the size of the font.</b> For clarity and ease of reading, spacing between lines is recommended to be at least the same as the font size.	<input checked="" type="checkbox"/>
2.4	<b>New activities are labelled clearly when introduced.</b> New activities are distinguished from one another by icons, bolding, italics, or underline.	<input checked="" type="checkbox"/>
2.5	<b>The lesson is clear on what the teacher should say aloud and what the teacher should read to her/himself.</b> The lesson differentiates between what the teacher should say aloud to students and what the teacher should read independently to inform her/his actions. For example, sentences that the teacher is expected to read aloud to students are indicated by quotation marks, preceded by the word "Say," and/or other methods of demarcation. If the lesson is entirely instructions for teachers with no embedded speech, or if it is entirely embedded speech with no instructions, mark this criterion as present.	<input checked="" type="checkbox"/>
2.6	<b>Required lesson materials/resources are listed.</b> Required lesson materials and resources are indicated in each lesson. Examples include paper, worksheets, scissors, or required manipulatives.	<input checked="" type="checkbox"/>
2.7	<b>Each lesson is no longer than 2 pages.</b> (x2) The lesson guide for each lesson/class period is no longer than 2 pages. In cases of multiple lessons per day on a specific subject (for example, literacy), this page length refers to the length of each individual lesson.	<input checked="" type="checkbox"/>

### LESSON CRITERIA: LESSON STRUCTURE

2.8	<b>The lesson includes no more than 5–7 activities for every 30–45 minutes.</b> An activity is a section of class time dedicated to a distinct type of action, such as a song/rhyme activity, a sight words activity, or a pattern activity. For every 30–45 minutes, 5–7 activities are recommended to avoid information overload and to allow ample time for group work and independent practice after new content is introduced. For example, one activity could focus on grammar, the next on vocabulary, the next on phonics, and the final on explaining homework. Activities that introduce the main topic, as well as any closing or concluding activities, also are counted as part of this criterion. Note that the breakdown of 1 activity into whole class, small group, and individual practice sections constitutes 1 activity only (not 3).	<input checked="" type="checkbox"/>
2.9	<b>Activities have instructions that are broken down into small steps.</b> (x2) Activities should be accompanied by clear instructions for each step. There should be detail on how a teacher should carry out each activity.	<input checked="" type="checkbox"/>

(x2) = Component is weighted x2.

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



2.10	<p><b>The objectives state succinctly and clearly the learning goals for the lesson.</b> Effective objectives use succinct wording and action verbs to describe the knowledge or skills that students are expected to acquire by the end of the lesson. Objectives can be either in a note for the teacher or provided for the teacher to say to the students.</p>	
2.11	<p><b>The lesson instructions include asking teachers to introduce new content or model new skills.</b> Instructions provide guidance for teachers on how to introduce new content or model new activities (for example, teacher introduction, or “I Do”).</p>	
2.12	<p><b>The lesson includes group practice with teacher support.</b> The guide provides opportunities for students to work as a group (whole class included) to practice new content or carry out new activities with support of the teacher (for example, guided learning, or “We Do”).</p>	
2.13	<p><b>The lesson includes independent practice.</b> The lesson devotes time for students to individually apply content and/or conduct an activity (for example, independent practice, or “You Do”).</p>	
2.14	<p><b>Explicit guidance is given to the teacher on when and how to check for student understanding. (x2)</b> There are clear guidance and reminders in the Teacher’s Guide on when and how to check student understanding. The guidance includes checks such as calling on 2–3 students to share their work, asking students to demonstrate their understanding of a new vocabulary word through gestures or miming, class thumbs up/down, exit slips, or quizzes. The guidance and reminders <i>do not</i> include general guidance such as “check and clarify.” The Guide must say explicitly how and what the teacher should do to check for understanding.</p>	
2.15	<p><b>The lesson includes open-ended questions, opportunities for students to share personal opinions, and provides multiple ways to solve a problem. (x2)</b> Open-ended questions typically start with “why” or “how,” but some also can start with “what.” Providing opportunities to encourage students to form and share personal opinions can be as simple as using prompts, such as “What do you think about what the character did in the story?” “What would you have done differently?” “Why do you think that?” Alternatively, the lesson demonstrates multiple ways to solve a problem and/or provides opportunities for students to explain how they solved a problem or provide alternative answers/approaches.</p>	<input type="checkbox"/>

(x2) = component is weighted x2.

## BONUS CRITERIA

*Bonus Criteria are additional characteristics that make a quality Teacher's Guide.*

### LESSON CRITERIA: LESSON LAYOUT

3.1	<b>In addition to page references to the book, clearly visible images of the student book pages are embedded in the Teacher's Guide.</b>	<input type="checkbox"/>
3.2	<b>Icons, shapes, or small graphics are used to signal different activities or actions.</b> A consistent set of icons, shapes, or small graphics are used throughout the lessons to signal certain actions or activities. For example, a small icon of a mouth indicates to the teacher that s/he should say the proceeding words.	<input type="checkbox"/>

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES

3.3	<b>The lesson includes questions and/or prompts that review prior learned knowledge or skills and/or that refer to students' daily lives.</b> Lessons should refer explicitly to prior learned content or connections to daily life. These references could include a "recap" section, guidance such as "Ask students to recall the sound 'ph' from the previous lesson," or questions such as "What do you remember about...?" Prior content also can be explicit connections to daily life such as "We can equally share this cake among friends using fractions."	<input checked="" type="checkbox"/>
3.4	<b>The lesson presents the same information in different ways.</b> The Teacher's Guide should encourage instructions (and activities) to be delivered in different ways to stimulate different ways of learning (use of movements, sound, visual representations, use of a local language to support vocabulary instruction). This criterion is satisfied when the same information/content is presented in at least two ways at least once in the lesson plan (for example, providing a picture or encouraging the teacher to draw a picture to accompany a vocabulary word).	<input checked="" type="checkbox"/>
3.5	<b>The lesson suggests at which points to respond to student choice and preferences.</b> Choices/preferences can include deciding which song to sing, choosing a strategy to solve an addition problem, picking one task from a selection of tasks, choosing an order to complete an activity, or picking a space in the room to sit. Choices and preferences in classrooms require the teacher to provide different options for how students can approach the task.	<input type="checkbox"/>
3.6	<b>Opportunities are provided in the lesson plan for teachers to be flexible and respond to classroom realities.</b> The Teacher's Guide provides opportunities for teachers to iterate and adapt the lesson as needed. For example, the Guide indicates areas that teachers may choose to reteach and/or iterate based on their findings from formative or summative assessments. Similarly, the Guide could suggest extended learning activities.	<input type="checkbox"/>
3.7	<b>The lesson includes activities or instructional guidance that encourage gender balances and/or challenge other forms of bias.</b> The Teacher's Guide can challenge stereotypes through explicit statements/activities. For gender balance, the lesson could include clear instructions for providing equal participation opportunities to girls and boys. For example, the lesson may provide prompts that remind the teacher to choose an equal number of girls and boys for an activity.	<input type="checkbox"/>
3.8	<b>The lesson uses an icon or other hints to remind the teacher to move around the classroom.</b> Moving around the classroom enables the teacher to interact with as many students as possible and ensure that they are on task. While useful in all settings, moving from student to student is crucial in very large classrooms.	<input type="checkbox"/>

Example Lesson Criteria Scoresheet (Unit 14, Lesson 5)

**LESSON SCORESHEET #**

			Criteria	Present? (0 for n, 1 for y)	Weight	Criteria score
<b>ESSENTIAL</b>	<b>LESSON CRITERIA</b>	Lesson Layout	2.1	0	2	0
			2.2	1	1	1
			2.3	1	1	1
			2.4	1	1	0
			2.5	1	1	0
			2.6	1	1	1
			2.7	1	2	2
		Lesson Structure	2.8	1	1	1
			2.9	1	2	2
		General Pedagogical Practices	2.10	1	1	1
			2.11	1	1	1
			2.12	1	1	1
			2.13	1	1	1
			2.14	1	1	1
			2.15	0	2	0
<b>BONUS</b>	<b>LESSON CRITERIA</b>	Lesson Layout	3.1	0	<i>Bonus Criteria do not generate a standard score</i>	
			3.2	0		
		General Pedagogical Practices	3.3	1		
			3.4	1		
			3.5	0		
			3.6	0		
			3.7	0		
			3.8	0		

# APPENDIX C. SUPPORTING LITERATURE

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### GUIDE CRITERIA



1.1	<b>The Teacher's Guide is consistently structured throughout.</b>	Piper and others 2018; Gunter, Venn, and Hummel 2004; Rosenshine 2010; Rosenshine 2012
1.2	<b>Looking at the table of contents, lessons are organized by units and/or themes.</b>	Rosenshine 2010; Rosenshine 2012
1.3	<b>Each lesson covers one class period.</b>	Piper and others 2018
1.4	<b>Looking at the first lesson, the last lesson, and a lesson in the middle of the year, scripting gradually tapers off during the year.</b>	Piper and others 2018
1.5	<b>Binding is easy to use and sturdy.</b>	Piper and others 2018

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### LESSON CRITERIA: LESSON LAYOUT



2.1	<b>Lessons start at the top of a new page.</b>	Piper and others 2018
2.2	<b>The font is legible at arm's distance (typically no less than 12 points).</b>	Piper and others 2018
2.3	<b>Spacing between lines is no less than the font size.</b>	Piper and others 2018
2.4	<b>New activities are labelled clearly when introduced.</b>	Piper and others 2018
2.5	<b>The lesson makes clear what teachers should say aloud and what teachers should read to themselves.</b>	Implementation experience
2.6	<b>Required lesson materials/resources are listed.</b>	Gunter, Venn, and Hummel 2004; Rosenshine 2010; Rosenshine 2012; Piper and others 2018
2.7	<b>Each lesson is no longer than 2 pages.</b>	Piper and others 2018

## ESSENTIAL CRITERIA

*Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.*

### LESSON CRITERIA: LESSON STRUCTURE



2.8	The lesson includes no more than 5–7 activities for every 30–45 minutes.	Piper and others 2018
2.9	Activities have instructions that are broken down into small steps.	Rosenshine 2010; Rosenshine 2012

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES



2.10	The objectives state the learning goals for the lesson succinctly and clearly.	Piper and other 2018; Brophy 1999
2.11	The lesson instructions include asking teachers to introduce new content or model new skills.	Gunter, Venn, and Hummel 2004; Piper and others 2018; Rosenshine 2012; Rosenshine 1995
2.12	The lesson includes group practice with teacher support.	Gunter, Venn, and Hummel 2004; Piper and others 2018; Rosenshine 2012; Rosenshine 1995
2.13	The lesson includes independent practice.	Gunter, Venn, and Hummel 2004; Piper and others 2018; Rosenshine 2012; Rosenshine 1995
2.14	The lesson gives explicit guidance to the teacher on when and how to check for student understanding.	Good and Grouws 1977; Piper and others 2018; Rosenshine 2012
2.15	The lesson provides open-ended questions, opportunities for students to share personal opinions, and multiple ways to solve a problem.	Azigwe and others 2016; Tyler and others 2010

## BONUS CRITERIA

*Bonus Criteria are additional characteristics that make a quality Teacher's Guide.*

### LESSON CRITERIA: LESSON LAYOUT

3.1	<b>In addition to page references to the student book, clearly visible images of the student book pages are embedded in the Teacher's Guide.</b>	Piper and others 2018
3.2	<b>Icons, shapes, or small graphics signal different activities or actions.</b>	Piper and others 2018

### LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES

3.3	<b>The lesson includes questions and/or prompts that review prior learned knowledge or skills and/or that refer to students' daily lives.</b>	Brophy 1999; Gunter, Venn, and Hummel 2004; Rosenshine 2010; Rosenshine 2012
3.4	<b>The lesson presents the same information in different ways.</b>	Piper and others 2018; Good and Grouws 1977; Lemov 2010; Evertson and others 1980
3.5	<b>The lesson suggests at which points to respond to student choice and preferences.</b>	Evans and Boucher 2015; Reeve 2006; Reeve 2009
3.6	<b>Opportunities are provided in the lesson plan for teachers to be flexible and respond to classroom realities.</b>	Implementation experience
3.7	<b>The lesson includes activities or instructional guidance that encourage gender balances and/or challenge other forms of bias.</b>	Pittinsky, 2016; Pittinsky and Montoya, 2016
3.8	<b>The lesson uses an icon or other hints to remind the teacher to move around the classroom.</b>	Rosenshine 2010; Rosenshine 2012

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# Coach

 Access Coach Tools and Resources

