



Differentiated Instruction Session Plan Guide for Early Grade Literacy

Developed by:

KAMPUCHEAN ACTION FOR PRIMARY EDUCATION



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1. INTRODUCTION

1.1 Overview

General: This manual is intended to assist teacher trainers in education development projects, government, or the private schools to prepare teachers to use principles of *Differentiated Instruction* (DI) to improve student learning outcomes. Differentiated Instruction requires that educators modulate their teaching to meet the needs of individual students or groups of students with special needs or different learning styles. DI is an acknowledgement of the frequently cited observation that children have different learning styles, interests, and learning issues and that teachers need to adapt their teaching to these needs accordingly in order to achieve satisfactory learning outcomes. Because Cambodian classrooms are frequently characterized by a unitary teaching approach for all students based primarily on the textbook, this methodology is very relevant to the Cambodian education system.



The discussion of DI in this manual focuses particularly heavily on the instruction of early grade literacy for primary school students and how teachers can effectively re-organize their classrooms and teaching styles to improve reading outcomes among children in the lower primary grades.

Target Groups: The intended target audience of the training program described in this manual is primary school teachers who are engaged in the instruction of very young children in Grades 1, 2, and 3. Nevertheless, the contents of this training program can also easily be adapted to teachers teaching at any grade level. The manual is intended to help teachers better meet the learning needs of young children at all levels whether they are struggling, average, or advanced learners.

1.2 Purpose and Content of This Manual

Purpose of This Document: The present manual has been developed as a Training of Trainers (ToT) document to assist in the preparation of primary school teachers to utilize Differentiated Instruction methodologies in order to improve student learning outcomes across all subjects but especially reading.

Relevant Content: The content of this manual has been designed with the following outcomes in mind:

- Enabling teachers to understand the basic



principles of *Differentiated Instruction*.

- Helping teachers to organize and group students in a way that avoids 'labeling' and 'stigma' as well as flexible task assignments leading to fluid student groupings.
- Providing some concrete methods and techniques to introduce Differentiated Instruction into the Cambodian classroom, focusing particularly heavily on the role of assessment and the use of the reading benchmarks in conducting this assessment.
- Helping teachers to understand concrete guidelines in classroom management that will facilitate Differentiated Instruction including time management, lesson planning, and physical organization of the classroom.
- Providing guidance to teachers on the use of curricular materials such as basal readers and materials to compliment the core textbooks as well as interactive electronic materials that can facilitate DI.
- Helping students to develop student profiles and tracking records so that students can be 'tracked' upwards as they progress in their learning.
- Providing a list of practical tasks for teachers and school directors to attend to when they return to their schools following the workshop.

1.4 Intended Applications of Differentiated Instruction in Cambodia

Applying principles of *Differentiated Instruction* requires both skill and talent among teachers. Even among teachers in more developed countries, effectively applying these principles can be challenging. Thus, the users of this manual must consider the nature of the educational contexts, which they intend to improve. Contexts that are characterized by strong school management, professional teachers, reasonable Pupil Teacher Ratios, and adequate availability of educational resources and materials provide the most suitable environments for the capacity building efforts described in this manual to succeed. However, it is also certain that there are many schools that do not yet possess the pre-requisite conditions to effectively use the methodologies described. *Some degree of selectivity in utilizing this manual is, therefore, required.*

Selective applications of this manual support a development philosophy characterized by *multiple development tracks* in which schools receive differential inputs based on their capacity and potential to utilize them effectively. Such an approach enables Cambodia to achieve maximal learning standards for some of its schools while bringing other schools up to a minimum standard.



2. EXPLANATION ABOUT HOW TO USE THIS MANUAL

This manual uses the following standard symbols to make the manual as user friendly as possible for the trainers using it. These symbols quickly convey the kinds of activities to be used with participants for each step of each session plan.



Timing Required for the Lesson



Pre-Training Preparation: Contains information on how to set up your training area for learning activities. It also gives suggestions on how to organize materials needed for the activity.



Materials Needed: This provides an overview of necessary materials. Most of the time these will be very basic things, like pens or paper. Other material in the training sessions will be provided through handouts that are attached in this manual. Sometimes they need to be duplicated by the trainer.



Learning Outcomes: Gives a statement of what should have been achieved and assessed at the end of the session.

Steps and Process Icons

Section 3 of this manual provides a series of training sessions on how to train the primary school teachers who are expected to employ DI techniques in their classrooms. The symbols below are used to help guide the actual training session. These symbols will tell the facilitator quickly what sorts of activities need to be planned for in this part of the training session. This section of the manual includes possible activities, stimulating questions, examples to clarify exercises and optional extra tasks. Although it is advisable to read through the whole lesson clearly from the beginning, especially when used for the first time, trainers can easily see what he or she has to do because of the icons used.



Action to be Taken: This symbol indicates that the facilitator must take a concrete action such as passing out a Handout, re-arranging desks, organize groups, etc.



Questioning Behavior: This indicates that the facilitator needs to ask a key question to the participants as a prelude to an activity or discussion.



Discussion: This symbol indicates that the facilitator must lead a discussion or allow participants to discuss something in their groups.



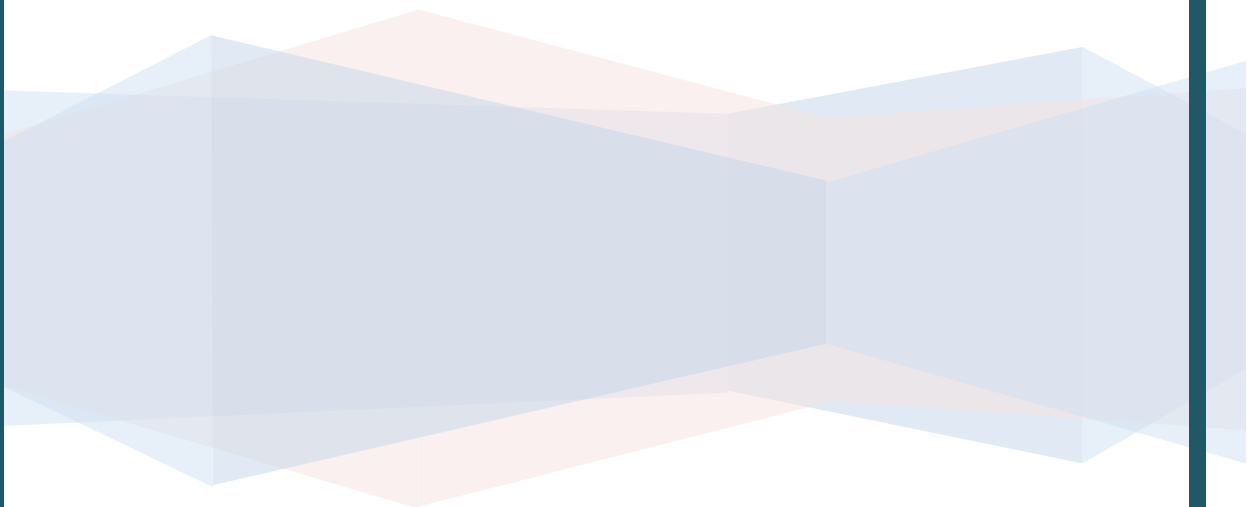
Writing Tasks: This symbol indicates that the participants need to write something on poster paper, complete an exercise, or other written task.



Explanation: This symbol indicates the facilitator must explain something to participants.

3. TRAINING SESSION PLANS

Course Outline and Materials



Lesson 3.1- Basic Principles and Elements of Differentiated Instruction



Lesson Time: 90 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.1.1: Participant Snap Survey**¹
- Make copies of **Handout 3.1.2: Underlying Principles of Differentiated Instruction**
- Make copies of **Handout 3.1.3: Some Important Definitions of Technical Terms Commonly Used in Differentiated Instruction**
- Make copies of **Handout 3.1.4: What Differentiated Instruction Means and Does Not Mean**
- Organize laminated True-False Cards for a Group Activity



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.1.1:** Participant Snap Survey
- **Handout 3.1.2:** Underlying Principles of Differentiated Instruction
- **Handout 3.1.3:** Some Important Definitions of Technical Terms Commonly Used in Differentiated Instruction
- **Handout 3.1.4:** What Differentiated Instruction Means and Does Not Mean
- Laminated True False Cards (one set per group)
- Tablets (Optional if Snap Survey is encoded electronically)



Learning Outcomes:

- Participants can **explain** key principles of Differentiated Instruction and in particular the relationship between student assessment and modulated teaching.
- Participants can **define** key terms associated with Differentiated Instruction such as Strength, Needs, Preference, Interest, etc.
- Participants can **distinguish** key concepts that correctly describe and do not describe Differentiated Instruction.

¹ This survey may also be administered electronically if tablets are available.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Finding Out What Participants Know About DI

Pass out the *Snap Survey* to participants (Handout 3.1.1) and explain that this document will help the facilitator to better understand current views of participants regarding some key principles in DI and how they teach in general.



Ask participants to review the six questions in the survey and respond accordingly. Give them about 10 minutes for them to complete the survey.



Note: *If this survey can be encoded in electronic form, it will enable the facilitator to provide quick results that can be displayed on an LCD screen. If no such capabilities are available, ask an assistant to quickly tabulate the results so that they can be reviewed at the end of the training workshop.*



When participants have finished completing the survey, lead a discussion that reviews each question and how respondents have answered. Be sure to reserve commentary on the desired responses in this survey until later in the workshop. Use the questions and their responses, however, as a means to launch into a discussion of some of the basic principles of DI.

A Basic Definition of Differentiated Instruction and How the Cycle Works



Start a guided discussion that defines *Differentiated Instruction* and how it is a cyclical process. Pass out Handout 3.1.2: *Underlying Principles of Differentiated Instruction*. Key points the facilitator needs to cover include the following:

- Differentiated Instruction is a cyclical process
- The cycle starts with the learner – Teachers must first KNOW the learner
- We know the learner not only through tests but by observing his or her *readiness* to learn certain concepts and skills, *interests*, and *preferences*.
- What sorts of things do we have to know about the learner?
 - ✚ Know the learner's strengths and needs
e.g., can read fluently but has little comprehension, knows the letters but has difficulty decoding words, etc.
 - ✚ Know the learner's readiness to learn a particular concept
e.g., student may be shy to read sentences aloud but prefers to read silently, can read one syllable words but not yet multi-syllable words, student is easily discouraged and shy, etc.
 - ✚ Know the learner's interests
e.g., likes reading stories about animals, enjoys writing, likes reading poems and songs, etc.



Know the learner's preferences

e.g., likes working alone, likes working in pairs or in a group,
likes doing things with her hands

- Use different instructional strategies to modulate how you teach based on what you know about the learner. This is something we will discuss more in a later session.
- Differentiated Instruction does not mean 'individualized' instruction but rather that we change our teaching for certain groups of students some of the time.

Learning Important Terms Used in Differentiated Instruction



During the discussion above, there may be some terms that are new to participants but that are important for them to understand in the context of Differentiated Instruction. These terms include:

Strengths, Needs, Readiness, Interests, & Preferences



To help participants better understand these terms, pass out Handout 3.1.3: *Some Important Definitions of Technical Terms Commonly Used in Differentiated Instruction*. Review the definition of each term giving some special attention to the examples provided.



Group Activity: Next, the facilitator should try to reinforce the above explanation through a group activity in which participants brainstorm as many examples of each of the terms discussed above as they can. The facilitator may ask one group to brainstorm as many examples of one term as they can think while other groups each take a different term. Alternatively, the facilitator may ask all groups to brainstorm at least 5 examples of each term. Do an example of each term together before asking each group to continue the process. Use the chart below (with some suggested examples) to help organize answers:

Term	Examples
Strength	<ul style="list-style-type: none"> • Knowing the letters of the alphabet well • Good handwriting • Reading fluently • Good reading comprehension • Good decoding skills • Writing poems • Good listening skills
Need	<ul style="list-style-type: none"> • Improving recognition of the consonants • Improving recognition of the vowels • Improving decoding skills • Improving ability to follow directions • Improving ability to read fluently and with confidence • Improving ability to understand what is read
Readiness	<ul style="list-style-type: none"> • Can read individual words but has difficulty with sentences • Can read one syllable words but not yet words with many syllables • Can read fluently but not yet with comprehension

	<ul style="list-style-type: none"> • Knows the letters but has difficulty with decoding • Knows the letters but not yet the difference between 'phuak aw' and 'phuak ao' letters • Can write sentences but not yet well formed compositions • Can write words but not yet dictation exercises
Interests (i.e., What they like)	<ul style="list-style-type: none"> • Likes poems • Likes stories about animals • Likes stories about the past and folk tales • Likes books with many pictures • Likes singing songs • Likes writing stories • Likes puzzles and word games • Likes story telling
Preference (i.e., How they like to learn)	<ul style="list-style-type: none"> • Prefers to study individually • Prefers to work in pairs • Prefers to work in small groups • Prefers to do tasks that require using one's hands (e.g., word cards) • Prefers reading silently rather than aloud • Prefers reading aloud rather than silently • Prefers learning through listening • Prefers learning where there is color coding and use of many pictures



Give participants about 15 minutes to brainstorm their answers, writing them on a piece of poste paper.



Review group responses as a large group and discuss/clarify as necessary.

Better Understanding What Differentiated Instruction Is and Is Not



Pass out and review Handout 3.1.4: *What Differentiated Instruction Means and Does Not Mean*. Provide detailed explanations of each statement in the handout focusing on some of the common misconceptions about Differentiated Instruction (e.g., DI is individualized instruction, DI means putting students in 'fixed' ability groupings, etc.).



Group Activity: Do an exercise in which participants sort some statements about Differentiated Instruction in which they classify some statements as 'False' while other statements are classified as "True." Pass out one set of laminated statements to each group and ask them to classify the statements provided. Use the table below to sort the following statements:

Statement 1: *Differentiated Instruction means teaching students individually.*

Statement 2: *Student groupings change constantly depending on the tasks performed.*

Statement 3: *Students with more needs get easier tests.*

Statement 4: *Teachers prepare multiple tasks that may reinforce the same competency and ask students to perform the tasks depending on their preferences and readiness*

Statement 5: The learning environment in classrooms is totally unstructured without any rules or routines.

Statement 6: Teachers motivate students by giving them some choice in what they learn.

Statement 7: Teachers need to know how their students like to learn and what their interests are.

Statement 8: Teachers should meet with students frequently and individually to understand how they are learning and what their needs are.

True Statements	False Statements
<ul style="list-style-type: none">• ???• ???• ???• ???	<ul style="list-style-type: none">• ???• ???• ???• ???



When participants have classified the statements, review together as a large group and make clarifications/added explanations as necessary.

Lesson 3.2- Creating a Student Profile



Lesson Time: 90 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.2.1: Student Learning Styles**
- Make copies of **Handout 3.2.2: Student Profile Template**
- Make copies of **Handout 3.2.3: Case Study to Complete a Student Profile**
- Make copies of *Learning Style Test* (If the facilitator decides not to do this online)



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.2.1:** Student Learning Styles
- **Handout 3.2.2:** Student Profile Template
- **Handout 3.2.3:** Case Study to Complete a Student Profile
- Tablets (Optional if Learning Style is done electronically – see the following links below:

English: <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

Khmer: <http://kapekh.org/?p=whatwedo&id=21&l=Khmer#learningstyle>



Learning Outcomes:

- Participants can **explain** how students might differ in terms of their learning styles, interests, strengths, and weaknesses.
- Participants can **identify** different learning styles exemplified in short case studies using the typology provided in Handout 3.2.1.
- Participants can **explain** what the uses of a *Student Profile* are.
- Participants can **convert** information provided in a case study about a given student into a profile that describes that student's using the Student Profile Template shown in Handout 3.2.2.

Training Steps

Outcomes of the Lesson

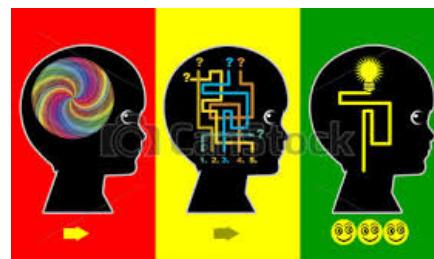


Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

How Students Differ in Terms of How They Learn



Building on some of the ideas from the last session, the facilitator should review the importance of knowing how students might differ from one another, particularly in terms of what we call their 'learning styles.' Participants should mention that students may differ in terms of their strengths/weaknesses, interests, learning preferences, etc. The main idea to bring out once again is that:



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Knowing how students differ will help the teacher to better modulate his or her teaching to accommodate these learning preferences.



Next, pass out **Handout 3.2.1** to all participants and review each of the five learning styles indicated: (i) kinetic; (ii) visual; (iii) Verbal-Audio; (iv) Introverted; and (v) Extroverted. Give examples of each of the learning styles and be sure to point out that everyone may possess multiple learning styles but usually one or possibly two styles are dominant.



After having gone through the handout, ask participants to assess their own learning styles by administering the *Learning Style Test* that is available online: <http://kapekh.org/?p=whatwedo&id=21&l=Khmer#learningstyle>. Pass out tablets to each participant and have them access the link presented above. Give participants about 10 minutes for this exercise. When participants have finished with test, ask them how they scored and summarize the scores on the board:



- How many have a *Kinetic* Learning Style that is dominant? ____%
- How many have a *Visual* Learning Style that is dominant? ____%
- How many have a *Verbal-Audio* Learning Style that is dominant? ____%

An important point to note in this test is that it scores learning styles by its dominance. That is, everyone exhibits each of the three learning styles to some degree, but one style is dominant (i.e., demonstrates the highest score). Be sure to ask participants what their 'dominant' learning style is. Although the test does not assess 'introverted-extroverted' learning styles, this is yet another dimension through which to understand how children learn.



In small groups, ask participants to next look at the Exercise at the end of **Handout 3.2.1** and make a classification of the learning styles described based on the explanations provided earlier. Be sure to remind participants that a



child can have more than one dominant learning style. Provide about 15 minutes for this exercise and then review the answers as a large group.

Why Develop a Student Profile?

Begin this session with a question:



Can teachers easily remember all the differences among their students? What kind of device(s) can be used to keep track of all of these differences?



In the ensuing discussion, it is likely that participants recognize the challenges of keeping track of so many students with respect to their strengths, learning styles, interest, etc. Because there are so many students in a classroom, it is suggested that teachers develop what is called a **Student Profile** to help them remember and track the differences/changes among their students.



Pass out **Handout 3.2.2**, which presents an example of a 'Student Profile.' This profile should be completed for each of the students in the class. For purposes of the E4K program, teachers will only be asked to track students in Groups A and D.



Review the Student Profile Template together as a large group and be sure to make the following points:

Guided Discussion Points

- The Profile Document has two sections. **Part I** provides basic information regarding students' biographical information, learning styles, etc. Some of these things may not change (e.g., learning style).
- The Profile requires information on students' strengths, weaknesses, learning styles, and interests.
- Teachers should record information based on classroom records (e.g., name, gender, repeater, promoter, etc), past report cards, and personal observations.
- Part II** of the profile provides a section for monthly updates about where the child still has problems and where there have been improvements

An example of a Student Profile

ATTACHMENT 1: Student Profile Template

Directions: Please complete the personal information for each child in the space provided below.

Student Name: _____ School: _____
 Class: _____ Gender: ☐ Male ☐ Female
 Age: _____ Promotional Status: ☐ Repeater ☐ Promoter
 Teacher Name: _____ For which school term has this profile been developed? ☐ Term 1 ☐ Term 2

PART 1: Basic Information

A. STRENGTHS AND WEAKNESSES



Directions: Please complete your assessment of the child's strengths and weaknesses and any changes that you have observed during monthly intervals of specialized instruction.

Skill Areas: ²	Has the child achieved proficiency in the skill area based on the Grade Curriculum							
	Month:		Month:		Month:		Month:	
	Yes	No	Yes	No	Yes	No	Yes	No
Phonological Awareness/Listening Skills								
1. Understands verbal instructions								
2. Comprehends meaning of sentences during oral story reading								
3. Discerns which of several words begin with the same sound (sound matching)								
4. Recognizes when several words begin with the same sound (alliteration)								
5. Identifies words that end with the same sound (rhymes)								
Alphabetic Principle Skills								
6. Knows the names of letters and vowels								
7. Can identify specific consonants and vowels according to their sound								
8. Can decode single syllables comprising a consonant and a vowel (C + V), a consonant a vowel and a consonant (C + V + C), etc.								
9. Can decode words of one or more syllables								
10. Can alter the sound of a word based on an								

² Adapted from: <https://www.naeyc.org/files/nc/200303/essentials.pdf>

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and what sorts of activities have been provided during the interim periods to support them.

-  Much of the information in the profile is in a checklist format so that it is easy for teachers to update and record.
-  The information that needs to be updated on a monthly basis is based on the Reading Benchmarks that teachers should be using for their formative assessments. These assessments should give a concrete source of information for teachers to use to update these sections.

How to Complete a Student Profile

After explaining the format of the Student Profile Template, help participants to gain experience in completing the template by doing a concrete exercise in which they must convert case study information about a fictional student named *Menh Ratha* into Student Profile Information.



For this purpose, pass out **Handout 3.2.3** to participants. Review the case study together and then ask participants to complete as much of the profile as they can, based on the information that they read in the Case Study. They should complete all of the biographical information at the beginning as well as information about learning styles, interests, strengths, weaknesses, and changes that have been reported.



This activity should be done in small groups. Give about 30 minutes for participants to complete the exercise. When participants have completed the profile, discuss it together as a large group.

Lesson 3.3- Grouping Students and Risks to Avoid



Lesson Time: 90 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.3.1: Teaching to the Middle Ability Grouping in a Classroom**
- Make copies of **Handout 3.3.2: Case Study: Student Labeling and Teacher Expectations**
- Make copies of **Handout 3.3.3: Summary of Important Concepts and Terms in Grouping Students by Ability Level**
- Make copies of **Handout 3.3.4: Advantages & Disadvantages of Grouping Students**
- Make copies of **Handout 3.3.5: Group Leveling Guidelines**



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.3.1:** Teaching to the Middle Ability Grouping in a Classroom
- **Handout 3.3.2:** Case Study: Student Labeling and Teacher Expectations
- **Handout 3.3.3:** Summary of Important Concepts and Terms in Grouping Students by Ability Level
- **Handout 3.3.4:** Advantages & Disadvantages of Grouping Students
- **Handout 3.3.5:** Group Leveling Guidelines



Learning Outcomes:

- Participants can **explain** the dangers of teaching to the middle.
- Participants can **explain** the advantages and disadvantages of grouping students according to their cognitive abilities.
- Participants can **identify** 'true' and 'false' statements regarding principles about student grouping.
- Participants can **classify** a fictional list of students into leveled groupings based on the performance data provided.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

What Does It Mean to 'Teach to the Middle'?



Start this session with a series of questions to participants about the different performance levels of students in the average classroom:

How would you describe students in the average classroom in terms of their learning ability?

What is the learning ability level of most students in the typical classroom?

Are there usually any slow or high performing students in such classrooms?



In the guided discussion that follows, the facilitator should try to get participants to understand that most students are probably 'middle' performers while there are some on either side of this group who are low or high performers.



To illustrate the above points, pass out **Handout 3.3.1** and review its content with participants. The graphic shown in the handout illustrates how students are usually distributed in a typical classroom in terms of ability level. This curve is often called a 'bell' curve because it is shaped like a bell. From this diagram, participants can see that the majority of students are usually grouped in the middle. Thus, teachers tend to organize their teaching in order to meet the needs of the largest group. Educators call this response 'teaching to the middle.'



But when teachers teach to the middle, what happens to the low or high performing students? As noted in the handout, they often get left out. Ask participants what a possible response to this problem is? As they can see from the handout, grouping students into *homogeneous ability groupings* is one possible response. But there are great *risks* with this approach.

What Are the Risks of Grouping Students by Ability Level?



The facilitator has now mentioned to participants the risks of grouping students based on their ability levels. To better illustrate these risks, the facilitator should recount the following case study provided in **Handout 3.3.2**. Pass out and read the case study below to participants:

A group of researchers did an experiment in which they gave all the students in a class a test. They ranked the students by score from highest to lowest. Then they took the scores and they inverted them so that the students who actually got the highest score received the lowest score and those with the lowest scores

got the highest scores. Then, they took this list of students and their inverted scores and they showed them to a new teacher who had to teach the students. Surprisingly, the researchers found that the students whom teachers thought were the highest scoring students actually got the highest grades whereas the students whom the teacher thought were the lowest performers actually got the lowest grades, even though the latter were actually the smartest students.



After reading the above case study to the participants, ask them why the students who were actually the highest performers got low grades and the lowest performing students got the high grades? Discuss this with participants by introducing the following key terms:

Stigma Labeling Self-Fulfilling Prophecy Expectations



Be sure that the following Discussion Points are raised with the participants:

- By using test scores to label students, some students were *stigmatized* on the basis of their perceived ability level.
- The teacher formed *expectations* about how well the students in the class could do or could not do.
- Students became aware of the teacher's expectations, which reinforced their own belief about whether they could do well or not. The students for whom the teacher had a positive expectation did well while the students for whom the teacher had a negative expectation did poorly.

The case study above should demonstrate the dangers of grouping students by their ability level because it brings into possible play *expectations, labeling, stigma*, and the *self-fulfilling prophecy*. Pass out **Handout 3.3.3**, which explains these concepts for participants. Review them as a large group.



The Advantages & Disadvantages of Grouping Students by Ability Level



Continue the discussion with participants by emphasizing that though there are risks to grouping students by ability level, there are also advantages. If we can control the risks, these advantages should be considered.



Next, pass out **Handout 3.3.4** to participants. This handout summarizes the advantages and dangers of homogeneous student groupings. Important advantages to explain include:

- *Low performing students can move at their own pace*
- *Teachers can work closely with students who may need more attention:*
- *Gifted students can more easily be challenged*

However, the disadvantages include:

- *Possibility of exclusion and anxiety*
- *Students in a lower grouping may work to that level*



During this discussion, be sure to note that teachers can **minimize the risks** of grouping students by ability grouping by:

- *Ensuring that students move back and forth between groups that are mixed and leveled*
- *Students can change the leveled group in which they find themselves based on their progress*
- *Ensuring that expectations of students are positive and reinforce constructive change by the student.*

Guidelines for Grouping Students to Promote Differentiated Instruction.



The final session of this lesson should introduce participants to the actual guidelines of how to organize group arrangements in their classrooms. For this purpose, the facilitator should distribute the written guidelines provided in **Handout 3.3.5**. These are guidelines are to be reviewed as a large group focusing on the following key points:

- There should be normal mixed ability groupings as well as leveled groups for reading only that are based on reading proficiency.
- There are to be four reading groups of 8 to 10 students per group.
- Group D is to be the 'high performing' group while Group A should contain those who struggle most with reading proficiency.
- The identification of the reading groups where children should go should be based on end of Term 1 marks.
- The reading groups should form 30 minutes per day simultaneously and work on specific tasks that are designed for them.
- At the end of the 30-minute period, students should return to their normal mixed ability groupings.



After reviewing these guidelines, ask participants to work in their small groups to complete the exercises provided at the end of the handout. Give them about 15 minutes to do this exercise.



After each group has completed the exercises, review the answers and any questions participants might have as a large group.

Lesson 3.4 Classroom Organization, Time Management, & Lesson Planning



Lesson Time: 2.5 Hours



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.4.1: Time Management Guidelines**
- Make copies of **Handout 3.4.2: Understanding How Classroom Organization Can Drive Teaching Methods**
- Make copies of **Handout 3.4.3: Classroom Organization Guidelines**
- Make copies of **Handout 3.4.4: Suggested Classroom Floor Plan**
- Make copies of **Handout 3.4.5: Supplementary Lesson Planning Template**
- Make copies of **Handout 3.4.6: Concrete Activities and Materials to be Used with Various Learning Styles**
- Prepare Styrofoam models of furniture and a floor plan to enable participants to actually design a classroom in model form.



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.4.1: Time Management Guidelines**
- **Handout 3.4.2: Understanding How Classroom Organization Can Drive Teaching Methods**
- **Handout 3.4.3: Classroom Organization Guidelines**
- **Handout 3.4.4: Suggested Classroom Floor Plan**
- **Handout 3.4.5: Supplementary Lesson Planning Template**
- **Handout 3.4.6: Concrete Activities and Materials to be Used with Various Learning Styles**



Learning Outcomes:

- Participants can **describe** the activities that should be occurring at different learning corners during special 30-minute reading periods.
- Participants can **describe** key points in classroom organization to facilitate differentiated student instruction including a word corner, a library corner, and a reading corner.
- Participants can **organize** a set of scaled furniture pieces, represented by cards or Styrofoam models, into a classroom floor plan that is based on Differentiated Instructional principles.
- Participants can **complete** a lesson plan that demonstrates an understanding of time management principles and simultaneous instruction.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Understanding the Idea of Simultaneous Activity



Start this session with the explanation that for *Differentiated Instruction* to occur effectively, students will need to be doing specialized tasks that fit their needs in reading. This implies that for at least part of the school day, students will be doing different activities at the same time in their special groups. Point this out in the picture that accompanies the handout.



5 children, 5 activities



Pass out **Handout 3.4.1** to review how simultaneous student activities will occur by going through each major point of the document. Important Discussion Points that should be covered include:

Key Discussion Points

- Special learning periods will be 30 minutes each day.
- 4 to 5 groups of students will rotate among one of four stations each day. See the diagram shown on page 2 of the Handout where it explains which groups go to which
- The teacher will meet with one group each day at the Reading Corner while the other students do planned activities independently either in their normal sitting groups or at two other activity corners located at the back of the classroom (e.g., Word Corner, Library Corner).
- The present program requires that there be at least 3 learning corners in the classroom.
- The teacher must prepare beforehand the special activities that will be done at each corner so that students have a clear idea of the task that they need to be working on.



After the facilitator has completed this explanation, ask participants to work in their small groups to review the **Discussion Questions** provided at the end of the Handout. Give participants about 10 or 12 minutes for this task.



When participants have completed answering the questions, review their answers as a large group.

Understanding the Relationship between Classroom Organization and Teaching Methodology

The facilitator should start this session by helping participants to understand the link between a classroom's physical organization and the way we want to



teach. Because DI requires that we have simultaneous activities that are different for different groups of students, this implies a special kind of classroom organization. In trying to help participants understand this link, distribute



Handout 3.4.2. Read the handout together focusing on the central question that asks participants to analyze the relationship between the two pictures. Then ask participants to discuss and answer the questions on the right hand side of the handout. Give about 10 minutes for this exercise.



Activities in a DI Classroom



When the large group comes back together again, review the answers to all questions, making the important point that the furniture configuration shown in Picture 1 would not support the activities shown in Picture 2 because it is too restrictive in how children might move about the classroom and offers no special learning corners.

Guidelines for Organizing the DI Reading Classroom



Next, pass out **Handouts 3.4.3** and **3.4.4** to all participants. This handout provides concrete guidelines about how to set up the DI reading classroom with three learning corners related to language including:

- Reading Corner
- Word Corner
- Library Corner

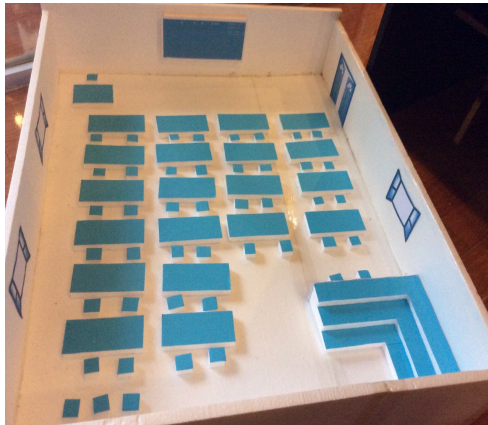


Review the function of the learning corners and provide examples of the materials that will be provided to each and how they will be used. This includes the 8-block square Exercise, Drawing Cards, and Leveled Texts.



Following this explanation, give participants a chance to put the suggested floor plan into concrete form by using three dimensional furniture models to actually organize a classroom according to the guidelines provided. Pass out a sketch of the dimensions of the classroom along with some Styrofoam pieces representing furniture. Pass out one set to each group and ask participants to organize the classroom according to the guidelines provided. After about 20 to 25 minutes, ask participants in each group to observe their model classrooms and discuss any creative modifications in the proposed design. An example of such a model is provided for your examination below:

Classroom Model



Front View of Classroom



Back View of the Classroom with special reading activity areas

Planning Individual Group Activities Using a Lesson Planning Tool



The next step in this training is to familiarize participants with how to use the Lesson Plan Template provided for in **Handout 3.4.5**. Pass this handout out to all participants and review the guidelines provided on the first page. This includes reviewing:

1. **Special Planning Tool** to be used for each group of students in the classroom. In this respect, the Lesson Planning template in the handout should be reviewed in all of its particulars.
2. **Simultaneous Activities** that need to be organized for each group
3. **The Identification of Activities and Materials** on a daily basis



Following this explanation, ask participants to do the concrete exercise provided in the handout in which they must read a narrative description of activities in a classroom and put this information into the tabular form provided in the Lesson Planning Template. Participants may do this activity either individually or in their small groups. Give participants about 30 minutes for this activity, reviewing carefully the instructions and narrative content with all participants first. Make sure that participants complete one template for EACH group specified in the narrative.



When participants have finished completing four lesson plan templates, review the outcomes as a large group, comparing answers and providing additional explanation for any mistakes that may have occurred, as necessary.

Lesson 3.5: Using Reading Benchmarks To Promote Differentiated Instruction



Lesson Time: 4 Hours



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.5.1: Understanding Why We Do Assessment**
- Make copies of **Handout 3.5.2A: Understanding the 5 Key Reading Skills Required for Reading Proficiency**
- Make copies of **Handout 3.5.2B: Summary of All Language Skills Covered in the Benchmark Booklets**
- Make copies of **Handout 3.5.3: Understanding the Format of Reading Benchmark Booklets**
- Make copies of **Handout 3.5.4: Using Formative Tests in the Reading Benchmark Booklets**
- Make copies of **Handout 3.5.5: Student Tracking Spreadsheet**
- Determine the number of teachers for each grade in order to distribute Reading Benchmark Booklets accordingly



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.5.1:** Understanding Why We Do Assessment
- **Handout 3.5.2A:** Understanding the 5 Key Reading Skills Required for Reading Proficiency
- **Handout 3.5.2B:** Using Formative Tests in the Reading Benchmark Booklets
- **Handout 3.5.3:** Understanding the Format of Reading Benchmark Booklets
- **Handout 3.5.4:** Using Formative Tests in the Reading Benchmark Booklets
- **Handout 3.5.5:** Student Tracking Spreadsheet
- Reading Benchmark Booklets for Grades 1, 2, and 3 (one per person according to their grade level)



Learning Outcomes:

- Participants can **explain** how systematic assessment can improve children's reading and writing ability when used in a 'formative' way.
 - Participants can **explain** the Five Key Reading Skills that lead to reading proficiency through concrete exercises in which they can classify tasks according to the skill implied.
 - Participants can effectively **use** the reading benchmark booklets based on an improved understanding of the layout of each benchmark unit.
 - Participants can effectively **use** the formative reading tests provided in each reading benchmark booklet to (i) identify students in need of re-teaching; (ii) identify the benchmarks that need re-teaching; (iii) identify useful activities that can facilitate re-teaching a particular benchmark; and (iv) identify useful teaching aids that would facilitate re-teaching.
-

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Understanding How to Use Formative Assessment to Strengthen Literacy



Start the session by asking participants if they have ever heard of the reading benchmark booklets recently developed by Ministry. Show a copy of the booklet to participants. Make a list of the things that they have heard. This exercise will help the Facilitator to know where participants are in terms of their knowledge of the benchmarks. The list will also be important for correcting any misunderstandings about the benchmarks as the module proceeds.



Next, ask participants what sorts of things we use assessment data for. Once again, make a short list on the board. Such a list might include the following:

- To put marks in the grade book
- To decide which students will pass and which will fail
- To complete monthly report cards



All of these reasons are correct. But inquire whether teachers ever do student assessment to determine whether they need to reteach a lesson or identify students who are struggling the most? This may not be a common reason for assessment among teachers, but some may indicate that they do so. This kind of assessment is called **FORMATIVE ASSESSMENT** and focuses on helping us to revise our teaching or help individual children. Doing this kind of assessment is similar to what a doctor does when he does an examination to prescribe medicine. In this case, the medicine is finding special activities and materials that help ALL children to acquire proficiency in reading.



The Facilitator should explain further that many teachers in Cambodia do not understand the difference between different kinds of assessment. The student assessment that is usually done for promotion-repetition decisions is called **SUMMATIVE ASSESSMENT**. This kind of assessment is more terminal and does not inform decisions about re-teaching or remediating certain children. Both kinds of assessment are important but it depends on what decisions we want to make when we use one or the other. When we do assessment, it is important to understand **WHY** we are assessing because our purpose will determine the kind



of assessment that we do. That is, we need to know the kinds of decisions we need to make in order to determine the kind of assessment we need to do. Write the following formula on the board to summarize this concept:



Assessment → Generates Information → To Make Specific Decisions

The reading benchmark booklets focus primarily on Formative Assessment and not Summative Assessment. Not enough formative assessment occurs in Cambodian classrooms and the benchmarks are designed to change this.



Next, pass out **Handout 3.5.1** and review the definition of Formative and Summative Assessment that is provided. Then, ask participants to do the exercise in the handout in their groups and provide the answers to each question. Give participants about 10 or 15 minutes to do this in their groups and then review the answers as a large group.

The Five Key Reading Skills



The Facilitator should next move onto some of the key points in the benchmark booklets. The reading benchmark booklets are organized around 5 key reading proficiency skills that children must acquire in order to learn to read. These skills are based on international reading standards and include:

- Phonemic Awareness
- Alphabetic Principle
- Vocabulary Skills
- Reading Fluency
- Reading Comprehension



Next, pass out **Handout 3.5.2A** and start a review of each of these skills using the definitions and examples provided in the handout as a key part of your explanation. Be sure that participants understand the difference between Phonemic Awareness and Alphabetic Principle, which can sometimes be confusing. The former focuses on knowing the sounds that are used in the Khmer Language and not the letters that are represented by these sounds. Alphabetic Principle brings in the ability to know the relationships between sounds and written symbols. It is easy to get these two skills confused so some extra time may be required to explain the difference.



Following this review of the handout, ask participants to complete the exercise provided in their groups. Once again, give participants about 10 or 15 minutes to do this in their groups and then review the answers as a large group.



In the Benchmark Booklets at the Grade 2 and 3 level, the Ministry also starts to introduce other language skills such as those dealing with Writing, Grammar, and other skills. Pass out **Handout 3.5.2B** and briefly review these skills and point out that they are explained in the Introduction to each booklet as well (Grade 3). Provide some examples of these skills as presented in the booklets.

About the Format of the Reading Benchmark Booklets



For this session, the Facilitator should pass out one **Reading Benchmark** booklet to each participant. Teachers should receive the booklet for their particular grade. MoEYS has currently developed benchmarks for Grades 1, 2, and 3 only. For teachers teaching the higher grades, provide a copy of the booklet used for Grade 3, as there is much information in this booklet that is still relevant to Grades 4, 5, and 6.

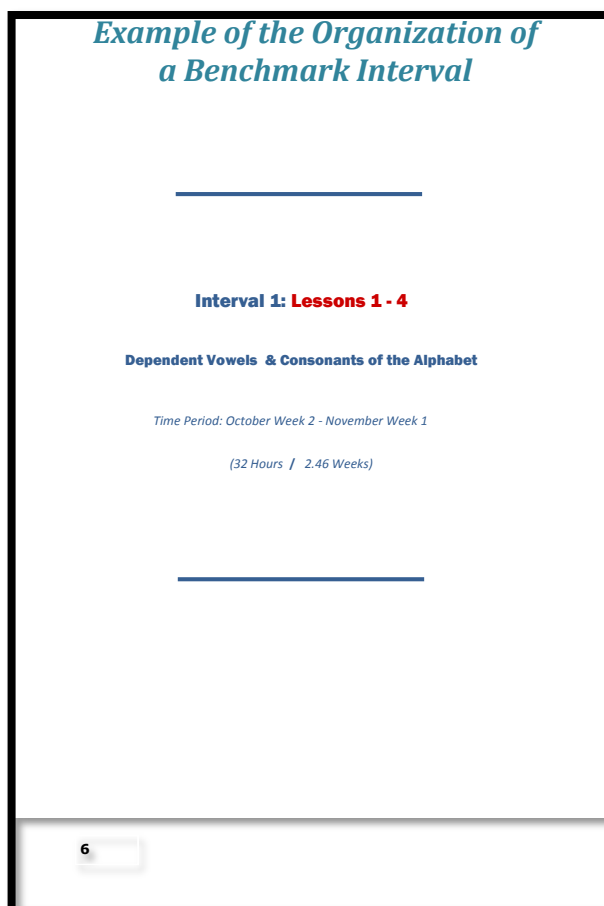


Begin the discussion by noting that the Reading Benchmarks have been developed to be user friendly with significant amounts of color-coding and added explanations to help teachers use the booklets effectively. Each booklet is divided into five parts as follows:

- **Introduction:** Explains the purpose of the booklet, how to use it, and key principles in language teaching.
- **The Reading Benchmarks:** This is the core of the book with a statement of specific reading competencies, relevant skills, content, and illustrative activities.
- **Useful Educational Games:** These are descriptions of commercially available games that are linked to the various benchmarks (Annex 1).
- **Aan Khmer Software:** This is a description of each of the learning units in a software program designed especially for the reading benchmarks. The software provides opportunities for self-directed learning and can be used for children in Grades 1 and 2. This software can be installed on any tablet or smart phones if these are possessed by parents. (Annex 2)
- **Formative Tests:** These are tests to help teachers identify struggling students and topics not well understood (Annex 3).



Be sure to point where these sections are in the booklets that were distributed. In addition, the reading benchmarks are organized into what are known as **Intervals**. These are short learning units that group lessons and benchmarks into logical groupings. A statement of the lessons included in each interval and the approximate amount of time needed to teach it is provided at the start of



each interval. *It is important to note that the benchmark booklets do not include lessons on Speaking and Listening; nevertheless, teachers should be sure to include these lessons using their usual practices.*



Next pass out **Handout 3.5.3** to participants with an example of a page from a Reading Benchmark Booklet. Review the various sections on the page that indicate how the benchmarks are organized. Be sure to cover the following in your explanation:

- Ability Statements
- Reading Skills (the 5 skills discussed earlier)
- Content Summary
- Illustrative Activities that guide teachers about how to teach the ability statement
- References to relevant formative tests to assess the degree to which the ability statement has been achieved
- References to commercially available teaching-learning aids that help students to better understand the ability statements



In order to check for participants' understanding, the Facilitator can ask the questions provided at the end of the handout to be sure that participants have picked up on the key points in the above explanation. Do this as a large or small group over a period of about 10 or 15 minutes. When groups have their answers, the Facilitator should review altogether.



Suggested Review Questions:

1. How many intervals are there in the Grade 1 Benchmark Booklet? Grade 2 Booklet? Grade 3 Booklet?
2. Tell me which interval in each book is the longest? The shortest?
3. How many written tests are there in each booklet? How many oral tests?
4. How many units are there in the accompanying software that can be used to teach the Language Curriculum?
5. What reading skills can the educational game called Lotto be used to strengthen? How do you know this?
6. Look at Benchmark **8E**; what skill is the key skill for children to acquire under this benchmark? What test would be appropriate to use with this benchmark? How do you know this?

Using Formative Reading Tests Effectively



The Facilitator should now return to the issue of the tests that are provided in the Reading Benchmark booklets. Ask participants again what kind of assessment this is (**Ans**w: Formative) how we should use the tests provided in the booklets? Should these tests be used for promotion and repetition decisions? (**Ans**w: NO!).



If the answer to the above question is ‘no’ (and it is), then what is our PURPOSE in administering these tests? Participants should be reminded that we need to know WHY we are doing assessment in order to use the data generated effectively. Once again, the possible answers to this question could include the following:



Review of the Reasons We Do Formative Assessment

1. To determine how well students understand the key concepts of the lesson and whether it needs to be retaught or not.
2. To determine what particular topics may need to be retaught
3. To determine which students need the most extra help and on what particular topics.



Pass out **Handout 3.5.4** to look more closely at a specific test from the Grade 1 Reading Benchmark Booklet (cf. p. 91). The Facilitator should be sure to note that each test is cross-referenced with specific benchmarks and has directions for their use in Annex 3. Copies of these tests can be either photocopied or purchased commercially by the school. Read the directions for this particular test and ask participants to administer it to the person sitting next to them like he/she were a student. During this exercise, try tabulating the points earned for each section.



When participants have completed this short exercise, give them a possible scenario in which about 10 students correctly completed nearly all the answers in Box 4A but could hardly do any of the questions in Box 4C. What should participants conclude and what would they do to address the problem? In small groups, participants should respond to the three questions at the end of the handout. Take about 20 minutes for participants to complete this exercise. When they are finished, review their answers. The following Discussion Guide ideas are provided for the Facilitator to effectively lead the discussion:



Discussion Guide for Answering Questions

Question	Suggested Answers
Question 1: Suppose a student correctly completed nearly all answers in Box 4A but could hardly do any of the questions in Box 4C, what would you conclude?	<ul style="list-style-type: none"> Although students can read words using the diacritic (") and (treysab) correctly, they cannot read for meaning when these words are strung together in sentences
Question 2: Suggest some good activities that would help you to reteach the benchmark; on what page are there examples of such activities?	<ul style="list-style-type: none"> There are 4 good activities suggested on p. 29 of the Grade 2 Reading Benchmark Booklet
Question 3: What would be some good teaching aids to use to re-teach the lessons on ?	<ul style="list-style-type: none"> Teaching Aid #7, 10, 11, and 12

Lesson 3.6: Tracking Students to Level Them Up



Lesson Time: 2 Hours



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.6.1: Student Tracking Spreadsheet**
- Make copies of **Handout 3.6.2: Reading Benchmark Content Summary**



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.6.1: Student Tracking Spreadsheet**
- **Handout 3.6.2: Reading Benchmark Content Summary**



Learning Outcomes:

- Participants can **interpret** the meaning of information provided in a Student Tracking Form linked to Reading Benchmarks in order to answer questions provided in a Handout.
- Participants can **use** a Student Tracking Form linked to Reading Benchmarks to indicate where children are having problems in reading and identify measures to help them.
- Using a Student Tracking Form, participants can **complete** a Student Score Card designed to engage parents in helping their children increase their reading proficiency.

Training Steps

Outcomes of the Lesson

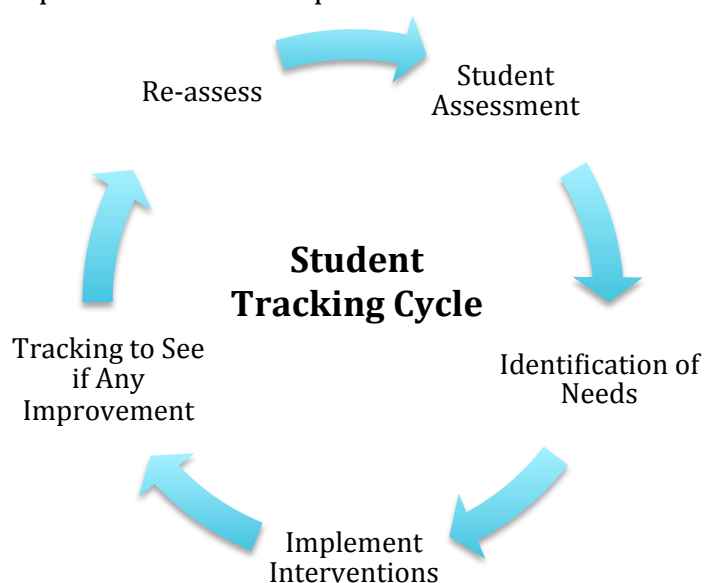


Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

A Useful Tool for Tracking Students' Reading Proficiency



Start the session by reviewing the links between student assessment and the identification of specific interventions to address the needs identified during an assessment. Drawing the following diagram on the whiteboard might be useful to help explain the relationship between these actions:



When this cycle events to better track students is clear, pass out **Handout 3.6.1**, which presents an example of a student tracking tool to identify students who are struggling to read and the areas where they are having the most difficulty.

HANDOUT 3.6.1: Student Tracking Spreadsheet (Grade 1 Sample)

School Name: Ampil Ler PS Class: 1A
Teacher's Name: Nee Srey Term: 1 (Nov-March)

No.	Student Name (A)	Tests Administered (A, B, etc.) Where Score >50% Tests 1-9 (Written); 01=Oral Test 1; etc..										Benchmarks Not Understood (List Benchmarks: 1A, 1B, etc.) (C)	Response Measures (√) (D)						Final EGRA Assessment (E)		
		(B)											Parent Mtg	Library Games	Peer Tutoring	Parental Tutoring	M-Learning	Other (Pls specify)			
		1	2	3	4	5	6	7	8	9	01									02	
Ex.	Srey Nee	-	-	-	A	-							<ul style="list-style-type: none">Has difficulty understanding diacriticsCannot read words with diacritics correctlyHas difficulty reading some words with un-aspirated consonants	x	x		x	x			
		-	-	-	B	B															
		-	-	-	C	-															
		-	-	-	D	D															
		-	E	E	-																
1																					
2																					
3																					



Next, review the spreadsheet with participants by going over the instructions about how to complete the various sections of the table. Be sure to review where students' names are written, what is written in Column B, Column C, etc. The facilitator should also explain that information for each individual student in the tracking form should be transferred to an *Individual Student Score Card*, which is sent to the child's parents to solicit their engagement to support reading activities at home.



An example has already been completed for one student in the tracking spreadsheet. The name of this student is Srey Nee. Pass out **Handout 3.6.2** to help interpret the information provided in the spreadsheet. This handout summarizes the content of all the reading benchmarks for Grade 1. Each benchmark is labeled with a number and a letter (e.g., 1A, 1B, 2A, etc.).



Using this explanation, ask participants to answer the questions provided at the end of the Handout regarding the information provided in the tracking spreadsheet. For example, the spreadsheet indicates that Srey Nee did not achieve a score of over 50% for reading benchmarks 3E, 4A, 4B, 4C, 4D, 4E, 5B, and 5D. Check what skill areas these benchmarks refer to in **Handout 3.6.2**.



This exercise may be done either in small groups or as a large group. Be sure to distribute poster paper and marker pens to participants so that they can write up their answers for sharing with the large group. Some suggested answers to help guide the discussion with participants are provided in the table below.

Discussion Guide for Answering Questions

Question	Suggested Answers
Question 1: Based on the Tracking Spreadsheet and the Reading Benchmark Content Summary, in what areas does the student Srey Nee seem to be having the most difficulty?	<ul style="list-style-type: none"> Does not understand how to read words with diacritics both when these come at the beginning (e.g., [ʼ]) or end of the word (e.g. [ʼ]) Does not understand how diacritics change the sound of vowels in words Has some difficulty reading some words and phrases that use un-aspirated consonants
Question 2: Based on the Tracking Spreadsheet and the Reading Benchmark Content Summary, in what areas does the student Srey Nee seem to be strongest?	<ul style="list-style-type: none"> Knows all the consonants and vowels Can correctly read words that combine aspirated consonants and vowels Knows spelling rules
Question 3: Do you agree with the measures that the teacher has identified to help the student Srey Nee? Are there any other additional measures or materials that you would identify to help address the problems listed?	<ul style="list-style-type: none"> The suggested measures to address problems in reading include Parent Meetings, Using Library Games, Parental Tutoring, and M-learning. Other measures might include Peer Tutoring, Extra Homework, Remedial Classes Led by the Teacher, etc.

Participants should also try to use the information shown in the tracking spreadsheet to complete the **Student Score Card** provided at the end of Handout 3.6.1. Once again, some suggested responses to complete the Score Card are provided in the diagram below.



Ask participants to reproduce the score card on some poster paper and complete the various sections as best they can from the information provided in the tracking spreadsheet.

Individual Student Score Card for Children with Special Reading Needs

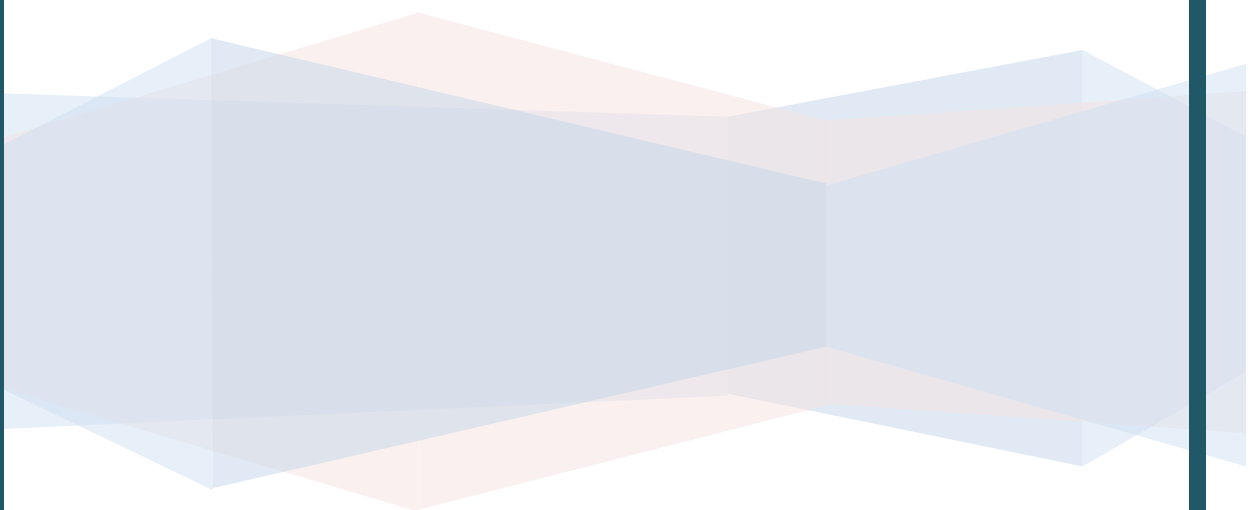
<p><i>Nation Religion King</i> <i>Ministry of Education, Youth, & Sport</i></p> <p>Student Score Card for Young Readers</p> <p>Name of Child: <u>Srey Nee</u> Class: <u>1A</u> Primary School: <u>Ampil Ler PS</u> District: <u>Kampong Siem</u> Province: <u>Kg Cham</u> Name of Teacher: <u>Nee Srey</u> Month: <u>March</u> Year: <u>2016</u> Teacher Signature: <u>Nee Srey</u></p> <p><i>Help your child to read at home by practicing the reading games and exercises suggested in this scorecard</i></p>	<p>Name of Reading Topic(s): <u>Combining Vowel Sounds with Un-aspirated Consonants, Diacritics that Change Vowels Sounds, Some Spelling Rules involving the Use of (')</u></p> <p>Lessons in Textbook: <u>Mainly Lessons 30 to 40</u></p> <p>Interval Test Scores Less than 50%: <u>3E, 4A, 4B, 4C, 4D, 4E, 5B, and 5D</u></p> <p>Where Your Child Is Experiencing Difficulty:</p> <ul style="list-style-type: none"> • <u>Does not understand how diacritics change the sound of vowels in words</u> • <u>Has some difficulty in reading words that use un-aspirated consonants</u> <p>What you can do:</p> <p><input checked="" type="checkbox"/> Visit the Literacy Coach for a conference</p> <p><input checked="" type="checkbox"/> Visit the Library to borrow specific games for your child. Games or books you might borrow include the following: <u>Games on the use of Diacritics</u></p> <p><input checked="" type="checkbox"/> Install Learning Games on your Smartphone if you own one. If you are interested in this, please contact the Literacy Coach at the following Phone Number: <u>010-222-555</u></p>
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Review the answers provided by participants as a large group and compare answers between the groups. Facilitate a discussion about possible differences between each group's answers as required.

4. PARTICIPANT COURSE MATERIALS

Handouts & Resource Documents



HANDOUT 3.1.1: Participant Snap Survey

Directions: Please read the questions below and give your honest opinion by checking (☑) the box of the answer that best matches your view.

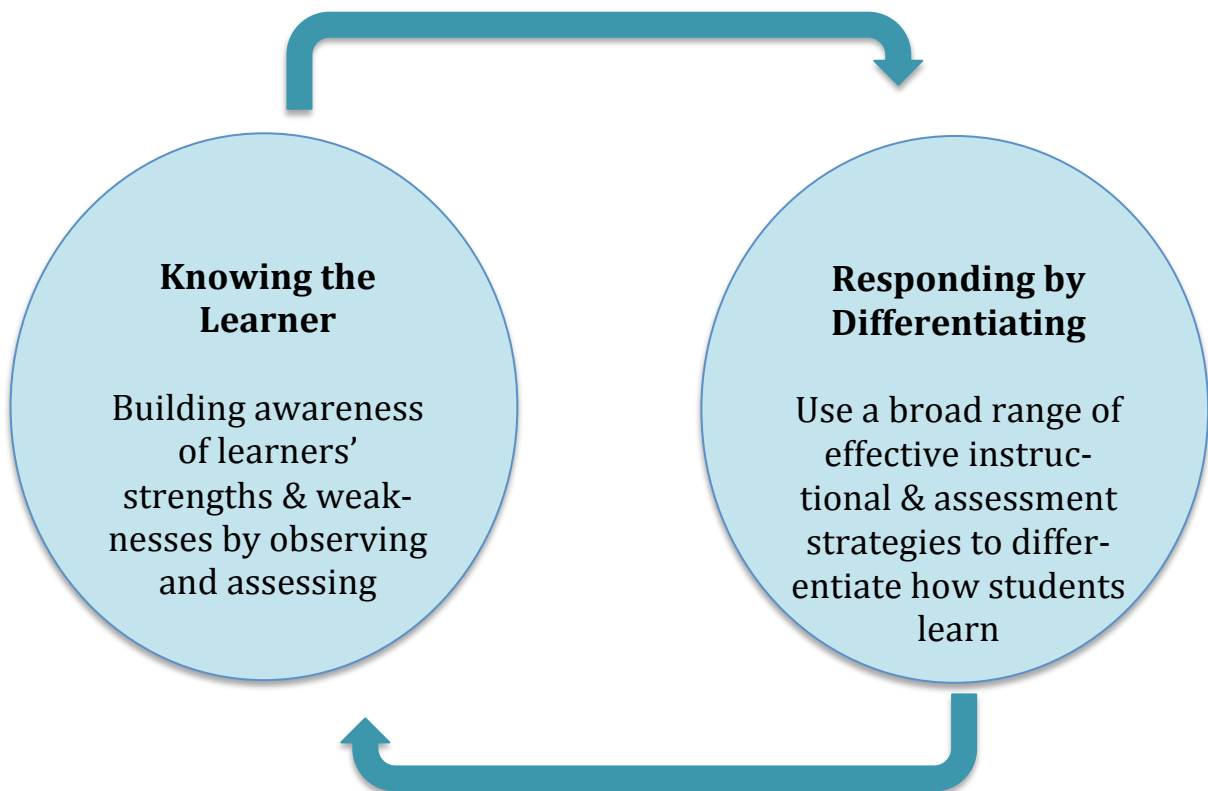
No	Question	Facilitator Use Only
1	<p>When students enroll in your class, how different would you say that they are in terms of their learning styles?</p> <p> <input type="checkbox"/> Very Different <input type="checkbox"/> Somewhat Different <input type="checkbox"/> Not Very Different <input type="checkbox"/> Don't know </p>	
2	<p>How appropriate do you think it is to refer to some of your students as 'weak' or 'smart' in front of them.</p> <p> <input type="checkbox"/> Very Appropriate <input type="checkbox"/> Neither Appropriate nor Inappropriate <input type="checkbox"/> Not Appropriate <input type="checkbox"/> Don't know </p>	
3	<p>When teaching reading, how important do you think it is to use different curricular materials in addition to the textbook?</p> <p> <input type="checkbox"/> Not So Important <input type="checkbox"/> Somewhat Important <input type="checkbox"/> Very Important <input type="checkbox"/> Don't know </p>	
4	<p>What is the BEST way for a teacher to get information about how students might differ in terms of their learning needs?</p> <p> <input type="checkbox"/> Ask last year's teacher <input type="checkbox"/> Ask their parents <input type="checkbox"/> Review assessment data <input type="checkbox"/> Don't know </p>	
5	<p>How important do you think it is to have individual conferences with your students at least once a month?</p> <p> <input type="checkbox"/> Very Important <input type="checkbox"/> Very Important but Totally Impossible <input type="checkbox"/> Somewhat Important <input type="checkbox"/> Not So Important <input type="checkbox"/> Don't know </p>	
6	<p>Which of the following does NOT describe Differentiated Instruction?</p> <p> <input type="checkbox"/> Knowing the needs of each individual learner <input type="checkbox"/> Teaching the textbook in the same way for all children <input type="checkbox"/> Reviewing frequent student assessment data <input type="checkbox"/> Making sure that struggling readers get the same level of exposure to a variety of tasks as the fast readers <input type="checkbox"/> Don't know </p>	

THANK YOU FOR YOUR TIME TO COMPLETE OUR SURVEY

HANDOUT 3.1.2: Underlying Principles of Differentiated Instruction

Differentiated Instruction is a cyclical process of finding out about the learner and responding by differentiating our instruction and interaction with the student.

As we continue to learn more about the learner, we can more effectively and precisely differentiate our instruction.



HANDOUT 3.1.3: Some Important Definitions of Technical Terms Commonly Used in Differentiated Instruction

Term	Definition
<i>A Strength is . . .</i>	The ability to do something such as a learning task very well <i>e.g., Sophy's strength is that she <u>can read fluently</u> and with confidence . . .</i>
<i>A Need is . . .</i>	An area where a student struggles to acquire satisfactory competency <i>e.g., Sophy's biggest need is to improve her <u>comprehension</u> of what she reads even though she can read fluently.</i> Note: Many Cambodian teachers sometimes refer to 'needs' as weaknesses, problems, or uncleverness. These are words of discouragement and should be avoided.
<i>An Interest is . . .</i>	An area or topic that students enjoy studying. <i>e.g., Sophy most <u>enjoys</u> reading poetry and singing songs.</i>
<i>A Preference is . . .</i>	The <u>way</u> students like to learn. This can mean studying alone, in a group, with one's hands, reading aloud, reading silently, using pictures and colors to help one's understanding, reading rather than listening, listening rather reading, etc. <i>e.g., Sophy <u>learns best</u> in a small group rather than a whole class setting.</i>
<i>Readiness is . . .</i>	The confidence with which a student approaches a task. <i>e.g., Most of my students can read one syllable words but are not yet '<u>ready</u>' for words with more than one syllable.</i>

HANDOUT 3.1.4: What Differentiated Instruction Means and Does Not Mean

DI means . . .	DI does NOT mean . . .
<ul style="list-style-type: none"> • Flexible, short-term groupings of students that allow them to work with a variety of peers with similar or different strengths 	<ul style="list-style-type: none"> • Labeling students or permanent grouping by ability
<ul style="list-style-type: none"> • Engaging & interesting tasks for all learning preferences, interests, and levels of readiness 	<ul style="list-style-type: none"> • Confining some students to low level or rote tasks while others do higher order tasks
<ul style="list-style-type: none"> • Structured choices in learning tasks that address the needs and strengths of students 	<ul style="list-style-type: none"> • Unlimited freedom in choosing learning tasks
<ul style="list-style-type: none"> • Students are judged on common criteria for success even though the tasks they perform may be different 	<ul style="list-style-type: none"> • The criteria for success are easier for struggling students and more difficult for faster students
<ul style="list-style-type: none"> • Students take some responsibility for their learning by making choices in how they wish to learn 	<ul style="list-style-type: none"> • Teachers take full responsibility for what children learn and how they learn it
<ul style="list-style-type: none"> • There are well understood classroom routines and procedures in place 	<ul style="list-style-type: none"> • Classroom has a totally unstructured learning environment

Exercise:



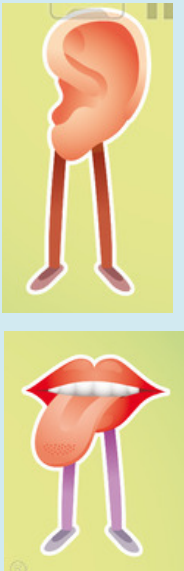
Directions: Read the Examples below decide whether it exemplifies a classroom that uses Differentiated Instruction or not. Use the guidance provided in Handout 3.1.4 when making your answers.

Example

Write **'Yes'** if this exemplifies Differentiated Instruction or **'No'** if it does not.

1. Based on a test, a teacher organizes all the weak students to permanently sit together in a fixed group.
 2. Everyday for 30 minutes, 10 students sit together in a leveled group to work on a task based on their interests and learning styles.
 3. All students do the same exact tasks everyday.
 4. At any given time, there may be multiple tasks that different students are performing at the same time.
 5. Students have total freedom to walk around the classroom at any time doing the learning tasks that most interest them.
-

HANDOUT 3.2.1: Student Learning Styles

Learning Style	Description
Kinetic 	People with the kinesthetic learning style learn best by doing: moving around and handling physical objects. They like to explore the outdoors, are often very coordinated, may excel in athletics and performing arts, and usually express their feelings physically, such as with hugging and hitting. They prefer trying new skills for themselves rather than being given directions or shown a demonstration. They may find it hard to sit still for long periods of time and struggle with reading and spelling.
Visual 	People with a visual learning style absorb information by seeing it in front of them and storing the images in their brains. They often enjoy reading, have good handwriting, are very detail-oriented, are organized, and have a keen awareness of colors and shapes. They tend to struggle with verbal directions and are easily distracted by noise. They remember people's faces better than their names, and they often need to maintain eye contact with a person to concentrate on a conversation.
Verbal-Audio 	Verbal language is the prime form for exchanging information for those within the auditory learning style. They learn best by hearing and speaking. They often talk more than the average person, are very social, enjoy hearing stories and jokes, understand concepts by talking about them, and may excel in music or performing arts. Some auditory learners read slowly and have trouble writing, struggle to follow written directions, and have a tough time staying quiet for long stretches of time. They remember names and recognize tone of voice well, while not always remembering people's faces. They often hum or sing, and may whisper to themselves while reading.

Introverted



Introverted people are territorial – desire private space and time - Are happy to be alone – they become tired around large groups of people. Act cautiously in meeting people. Are reserved and quiet. Do not share private thoughts with just anyone and will have a few very close friends. See reflection as very important. Concentrate well and deeply. Become absorbed in thoughts and ideas Limit their interests but explore deeply Get agitated and irritated without enough time alone or undisturbed

Extroverted



Children with extroverted learning styles are very social. They enjoy being around other people and demonstrate high energy and noise. They communicate with excitement and enthusiasm with almost anyone in the vicinity. They engage in lots of activities and have many interest areas. They have many best friends and talk to them for long periods of time. They draw energy from people and are lonely and restless when not with people. They establish multiple fluid relationships and share personal information easily.

Note: People usually demonstrate several learning styles but one is often dominant. Find out what your dominant learning style is at the following link:

English: <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

Khmer: <http://kapekh.org/?p=whatwedo&id=21&l=Khmer#learningstyle>

Exercise: Identifying Learning Styles

Directions: Read the descriptions of children below and decide what sort of Learning Style they have. Use the guidance provided in Handout 3.2.1 when making your answers. One student may have more than ONE learning style so be sure to put more than one style as needed.

<i>Description</i>	<i>Classification</i>
1. Bunthon likes drawing and reading books with many pictures in them. He sometimes has difficulty following directions. His teachers say that he never forgets a face but sometimes has trouble remembering people's names.	<hr/> <hr/>
2. Leakna has many friends and enjoys working in either small or large groups but not so much on her own as an individual. She enjoys reading, has beautiful handwriting, and is a very good artist.	<hr/> <hr/>
3. Huon is athletic and very popular with his friends. He enjoys the company of others and likes playing group games. He sometimes gets very restless when he has to sit for long periods in the classroom. He enjoys playing letter card games and puzzles with many movable pieces.	<hr/> <hr/>
4. Bun is a slow reader but a very good listener. He can always follow directions and enjoys telling stories to his friends. His favorite activity is story telling time in the library when has the chance to listen to the librarian read interesting stories to the class.	<hr/> <hr/>
5. Sideth enjoys reading books in a quiet place. She can keep herself busy with many hobbies such as reading, completing puzzles, and working on coloring books.	<hr/> <hr/>

HANDOUT 3.2.2: Student Profile Template

Directions: Please complete the personal information for each child in the space provided below.



Student Name: _____	School: _____
Class: _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Age: _____	Promotional Status: <input type="checkbox"/> Repeater <input type="checkbox"/> Promoter
Teacher Name: _____	For which school term has this profile been developed? <input type="checkbox"/> Term 1 <input type="checkbox"/> Term 2

PART 1: Basic Information

A. STRENGTHS AND WEAKNESSES



Directions: Please complete your assessment of the child's strengths and weaknesses and any changes that you have observed during monthly intervals of specialized instruction.

Skill Areas: ²	Has the child achieved proficiency in the skill area based on the Grade Curriculum									
	Month: _____		Month: _____		Month: _____		Month: _____		Month: _____	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Phonological Awareness/Listening Skills										
1. Understands verbal instructions										
2. Comprehends meaning of sentences during oral story reading										
3. Discerns which of several words begin with the same sound (sound matching)										
4. Recognizes when several words begin with the same sound (alliteration)										
5. Identifies words that end with the same sound (rhymes)										
Alphabetic Principle Skills										
6. Knows the names of letters and vowels										
7. Can identify specific consonants and vowels according to their sound										
8. Can decode single syllables comprising a consonant and a vowel (C + V), a consonant a vowel and a consonant (C + V + C), etc										
9. Can decode words of one or more syllables										

² Adapted from: <https://www.naeyc.org/files/yc/file/200303/Essentials.pdf>

Skill Areas: ²	<i>Has the child achieved proficiency in the skill area based on the Grade Curriculum</i>									
	Month:		Month:		Month:		Month:		Month:	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
10. Can alter the sound of a word based on an understanding of the diacritics used										
Word Meanings										
11. Can define meanings of words in print										
12. Can identify synonyms for specific words										
13. Can identify antonyms for specific words										
14. Can identify homonyms for specific words										
15. Can determine the meaning of words by using context clues										
Fluency										
16. Can read orally the text in short and long sentences at an acceptable speed										
17. Can read orally the text in short sentences at an acceptable speed										
18. Can read orally the text in long sentences at an acceptable speed										
19. Can read orally the text in paragraphs at an acceptable speed										
Comprehension										
20. Can complete sentences with a word to make it meaningful										
21. Can complete cloze exercises successfully										
22. Can summarize the meaning of sentences in their own words										
23. Can summarize the meaning of short stories in their own words										
24. Can identify the 'main idea' of a story that they read										
Writing										
25. Can write individual letters and vowels correctly										
26. Can spell words correctly to an expected standard for the grade level										
27. Can use punctuation correctly when writing										
28. Can complete dictation exercises to a minimum standard										
29. Can construct sentences to express the ideas										
30. Can construct short stories to express an idea or story										

B. INTERESTS



Directions: Please complete your assessment of the child's key interests based on classroom observations and any direct interviews that you may have conducted with the child. Choose those interests that children seem to like the most.

Interests	Please Check the 2 or 3 interests that most apply (✓)	Additional Comments (if any)
1. Likes poems		
2. Likes stories about animals/drawing animals		
3. Likes stories about the past and folk tales		
4. Likes books with many pictures		
5. Likes singing songs		
6. Likes writing stories		
7. Likes puzzles and word games		
8. Likes story telling (listening)		
9. Likes drawing and coloring books		
10. Likes painting with water colors		
11. Likes reading love stories and romances		
12. Likes reading about trucks, trains, cars, and other vehicles		
13. Likes reading about dinosaurs		
14. Likes reading about different countries and places		
15. Likes playing games on electronic devices		
16. Likes adventure stories		
17. Likes reading about science and nature		
18. Likes playing with clay to make things		
19. Likes explaining things to others		
20. Likes making traditional handicrafts		
21. Likes talking with friends		
22. Likes reading newspapers & magazines		
23. Other: _____		
24. Other: _____		
25. No visible interests		

C. LEARNING STYLE



Directions: Please identify the learning style of children that most seems to apply based on your observations and interaction with the child. Remember, a child may exhibit more than one learning style but which one seems to be the most dominant.

Learning Style

Please
Check
One ✓

Kinetic

People with the kinesthetic learning style learn best by doing: moving around and handling physical objects. They like to explore the outdoors, are often very coordinated, may excel in athletics and performing arts, and usually express their feelings physically, such as with hugging and hitting. They prefer trying new skills for themselves rather than being given directions or shown a demonstration. They may find it hard to sit still for long periods of time and struggle with reading and spelling.

Visual

People with a visual learning style absorb information by seeing it in front of them and storing the images in their brains. They often enjoy reading, have good handwriting, are very detail-oriented, are organized, and have a keen awareness of colors and shapes.

They tend to struggle with verbal directions and are easily distracted by noise. They remember people's faces better than their names, and they often need to maintain eye contact with a person to concentrate on a conversation.

Verbal-Audio

Verbal language is the prime form for exchanging information for those within the auditory learning style. They learn best by hearing and speaking. They often talk more than the average person, are very social, enjoy hearing stories and jokes, understand concepts by talking about them, and may excel in music or performing arts.

Some auditory learners read slowly and have trouble writing, struggle to follow written directions, and have a tough time staying quiet for long stretches of time. They remember names and recognize tone of voice well, while not always remembering people's faces. They often hum or sing, and may whisper to themselves while reading.

Introverted

Introverted people are territorial – desire private space and time Are happy to be alone – they become tired around large groups of people. Act cautiously in meeting people Are reserved and quiet. Do not share private thoughts with just anyone will have a few very close friends See reflection as very important Concentrate well and deeply Become absorbed in thoughts and ideas Limit their interests but explore deeply Get agitated and irritated without enough time alone or undisturbed

Extroverted

Are social – they need other people Demonstrate high energy and noise Communicate with excitement and enthusiasm with almost anyone in the vicinity. Engage in lots of activities and have many interest areas Have many best friends and talk to them for long periods of time Draw energy from people. Are lonely and restless when not with people Establish multiple fluid relationships Share personal information easily

PART II: Summary Profile and Monthly Updates



Directions: Please complete the summary box below that gives your initial assessment of the child's strengths, weaknesses, interests, and learning styles.

This section should be updated once every **academic term**.

In the second box below, please make **monthly** comments regarding child's progress based on your observations and on-going assessments. Structure your comments to respond to the questions provided below:

Summary Assessment at Start of Year/Term

1. In what skill areas is the child weakest? Strongest?	Weaknesses: <hr/> <hr/> <hr/> Strengths: <hr/> <hr/> <hr/>
2. What are the most dominant interests of the child?	<hr/> <hr/> <hr/> <hr/> <hr/>
3. What is the dominant Learning Style of the child?	<input type="checkbox"/> Kinetic <input type="checkbox"/> Visual <input type="checkbox"/> Audio-Verbal <input type="checkbox"/> Introverted <input type="checkbox"/> Extroverted
4. At what level have you placed the child at the start of the year/term?	<input type="checkbox"/> Level A <input type="checkbox"/> Level B <input type="checkbox"/> Level C <input type="checkbox"/> Level D

Monthly Updates

Question Area	Update for Month of _____
1. In what areas has the child shown the most improvement (if any)?	_____ _____ _____
2. In what areas has the child shown the least improvement (if any)?	_____ _____ _____
3. Has the child shown improvement on the interval tests administered?	_____ _____ _____
4. Did you decide to change the child's group designation this month? Did you upgrade the child or downgrade?	_____ _____ _____
	Update for Month of _____
1. In what areas has the child shown the most improvement (if any)?	_____ _____ _____
2. In what areas has the child shown the least improvement (if any)?	_____ _____ _____
3. Has the child shown improvement on the interval tests administered?	_____ _____ _____
4. Did you decide to change the child's group designation this month? Did you upgrade the child or downgrade?	_____ _____ _____
	Update for Month of _____
1. In what areas has the child shown the most improvement (if any)?	_____ _____ _____
2. In what areas has the child shown the least improvement (if any)?	_____ _____ _____

Question Area	Update for Month of _____
3. Has the child shown improvement on the interval tests administered?	<div></div> <div></div> <div></div>
4. Did you decide to change the child's group designation this month? Did you upgrade the child or downgrade?	<div></div> <div></div> <div></div>
	Update for Month of _____
1. In what areas has the child shown the most improvement (if any)?	<div></div> <div></div> <div></div>
2. In what areas has the child shown the least improvement (if any)?	<div></div> <div></div> <div></div>
3. Has the child shown improvement on the interval tests administered?	<div></div> <div></div> <div></div>
4. Did you decide to change the child's group designation this month? Did you upgrade the child or downgrade?	<div></div> <div></div> <div></div>
	Update for Month of _____
1. In what areas has the child shown the most improvement (if any)?	<div></div> <div></div> <div></div>
2. In what areas has the child shown the least improvement (if any)?	<div></div> <div></div> <div></div>
3. Has the child shown improvement on the interval tests administered?	<div></div> <div></div> <div></div>
4. Did you decide to change the child's group designation this month? Did you upgrade the child or downgrade?	<div></div> <div></div> <div></div>

HANDOUT 3.2.3: Case Study to Complete a Student Profile

Directions: Read the case study below about a child named Menh Ratha. Based on the information provided, try to develop a student profile for Ratha by completing the form provided in Handout 3.2.2. Assume that this profile is being made for the 2nd Term and the Month is February. If there are any areas in the profile template for which information is not provided, please leave that box blank.

About Menh Ratha

Ratha is in the 3rd Grade this year at Peace Primary School. He is 10 years old and still in Grade 3 because he repeated several times in the past including last year. Ratha is a good artist and likes reading books about cars, airplanes, and other big machines, especially when there are colorful pictures of these objects in the books he reads. His favorite hobby seems to be drawing pictures of different cars he sees on television and in magazines.

Ratha does not really enjoy reading other books without pictures of cars and planes and he struggles with the textbook because there is little mention of these things in any of the stories. Although Ratha is a quiet child, he enjoys playing word games with his close friends, especially when these games involve colorful pictures. His favorite word games involve synonyms and antonyms. But he does not really enjoy being with other children he does not know well.

In terms of his reading ability, Ratha did satisfactory during the First Term and received a score of 5.5. Ratha is very good at handwriting and has very nicely shaped letters. But he struggles with verbal directions and needs to be in a quiet setting when things are explained to him.

Ratha knows the alphabet well and can read many words by sight, even when these have two or even three syllables in them. So his oral reading skills are generally good; however, he still struggles when he meets a new word that he has never seen before and has difficulty sounding the word out. He also has trouble understanding how special symbols like (') or (") can change a word's sound. Nevertheless,

As of the writing of this case study, Ratha has shown the most improvement in his ability to write both long and short sentences and to put these together to form a coherent story but he still struggles most with his decoding skills.

HANDOUT 3.3.1: Teaching to the Middle Ability Grouping in a Classroom

- In most classrooms, students can usually be divided into three groups:
 - ✚ The **high** performers
 - ✚ The **middle** performers
 - ✚ The **low** performers
- A classroom's composition, therefore, generally looks something like this:



- Because the middle performers are more numerous, teachers generally organize their teaching to meet the needs of the middle group.
- But when teachers teach to the middle, what happens to the needs of the students who are 'low' or 'high' performers?
 - **Answer:** High performers often get bored with the lesson and low performers often fall behind.
- To prevent this from happening, some educators suggest levelling the class according to ability needs and teaching accordingly.
- However, this approach is not without its risks.

HANDOUT 3.3.2: Case Study: Student Labeling and Teacher Expectations

Directions: Read the case study below and answer the questions that follow:

A group of researchers did an experiment in which they gave all the students in a class a test. They ranked the students by score from highest to lowest. Then they took the scores and they inverted them so that the students who actually got the highest score received the lowest score and those with the lowest scores got the highest scores. Then, they took this list of students and their inverted scores and they showed them to a new teacher who had to teach the students.

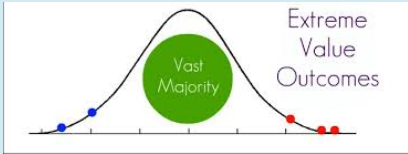




Surprisingly, the researchers found that the students whom teachers thought were the highest scoring students actually got the highest grades whereas the students whom the teacher thought were the lowest performers actually got the lowest grades, even though the latter were actually the smartest students.

Discussion Questions

1. Why did the students who were actually the highest performers get low grades and the lowest performing students get the high grades?
2. What does this outcome suggest about the power of teacher expectations?

HANDOUT 3.3.3: Summary of Important Concepts and Terms in Grouping Students by Ability Level

The terms summarized below will help participants to better understand some of the important concepts that relate to the practice of grouping students by ability level.

Term	Explanation
<p><i>Teaching to the Middle</i></p> 	<p>The practice of organizing one's teaching to meet the needs of a majority of students in a classroom to the exclusion of low and high performers.</p>
<p><i>Stigma</i></p> 	<p>A mark of <i>disgrace</i> or <i>shame</i> that arises from a particular characteristic assigned to a student, especially with regards to low achievement.</p>
<p><i>Student Labelling</i></p> 	<p>The practice of assigning students to a particular category in a way that is either 'restrictive' or 'inaccurate' or both of these together.</p>
<p><i>Self-fulfilling Prophecy</i></p> 	<p>A self-fulfilling prophecy is a prediction that directly or indirectly causes itself to become true, by the very terms of the prophecy itself, due to positive feedback between belief and behavior.</p>
<p><i>Teacher Expectations</i></p> 	<p>The belief of a teacher about a particular student's behavior that actually contributes to the realization of the behavior. The expectation can be either a negative one or a positive one.</p>

HANDOUT 3.3.4: Advantages & Disadvantages of Grouping Students by Ability Level³



Advantages	Disadvantages
<p>1. Students can move at their own pace: When students are grouped together based on skill level, the pressure is lessened of when the topic must be covered. The students that grasp the concept are able to move on when they have reached the appropriate understanding. Likewise, students with learning styles where they take longer to understand concepts are not falling behind because the class needs to move on; they simply take the time they need to learn and then progress at the appropriate time.</p>	<p>1. Possibility of exclusion and anxiety: By grouping students together based on ability, there is the possibility that some students will experience discomfort with being placed into a group that is considered a lower or higher learning level. Groupings also highlight the differences in cognitive abilities among students and can lead to feelings of isolation and separation from the larger group.</p>
<p>2. Teachers can work closely with students who may need more attention: When students are grouped by ability, then collaborative work becomes important because this type of learning environment is heavily dependent on team work. While students are grouped together and learning from each other, the instructor can use the time to focus on learners who need more one-on-one attention.</p>	<p>2. Students in a lower grouping may work to that level: If students are placed in a grouping where learning is done at a slower pace and concepts are understood in a longer period of time, then some students may work to that level even though they are capable of achieving more. There is the possibility of pigeon-holing students into how “smart” they are and some may only work to the level they are grouped in. This is sometimes known as the ‘<i>self-fulfilling prophecy</i>.’</p>
<p>3. Students can be challenged: Students who progress quickly through curriculum material (e.g. gifted students) can be appropriately challenged when they are being grouped with others in their ability group. This way, gifted students continue to be motivated throughout the academic year without having to lose momentum while other students are still catching up.</p>	

³ Adapted from: <https://uoitonlinetech.wordpress.com/2012/06/11/pros-and-cons-of-grouping-students-by-ability/>

HANDOUT 3.3.5: Group Leveling Guidelines

The following guidelines have been set out to help teachers understand how they should be grouping students when teaching reading and during other periods of the day when they are not teaching reading.

1. Student Groupings for Regular Classroom Sitting

- Children should be organized into regular classroom groupings represent a mixture of different ability levels

2. Identification for Placement in Reading Groups

- For purposes of special reading activities, students will be grouped into more homogeneous groupings based on a common reading level.
- Students will be identified as to the level in which they belong by using First Term Testing Results, focusing on literacy achievement.⁴
- Placement Level will be determined according to their Term Averages in Language as follows:
 - 8.0 to 10 is high (Level D)
 - 5.0 to 7.9 is medium (Level C)
 - 3.0 to 4.9 or less is struggling (Level B)
 - 2.9 or less indicates a child with severe difficulty (Level A)
- A child's group designation needs to be put into the profile but it is important for teachers to be sensitized about the dangers of labeling.

3. Grouping Arrangements

- As noted above, students will be placed in mixed ability groupings as part of their normal seating arrangements. In addition to these grouping arrangements, they will also be organized into special reading groups based on their most current level of reading proficiency. When it is time for a specialized 30-minute session, children will be called out of their normal groupings to sit in specialized areas of the classroom.
- Leveled groups should be limited in size to 8 to 10 children or less.
- There is an assumption that the average class size is 40 children or less.
- Teachers will develop special literacy activities for children in the four learning levels elaborated above. After working in groups based on their special learning level with the teacher (30 minutes each day), they will return to their normal mixed ability groupings.
- When naming the special leveled groups, teachers should ask students how they want to call themselves using animal names, colors, flowers, fruits, etc. Under no circumstances should teachers use designations for these groups that indicate a particular learning level such as the 'slow group,' 'fast group,' etc.

⁴ Should KAPE move to use this methodology in its other development programs where differentiated instruction is used from the *beginning* of the year, a different grouping methodology will need to be used to identify children's level. Based on research provided by STS, Oral Reading is perhaps the best generic measure of where a child is in terms of their overall reading ability.

4. Movement between Groups:

- Children are expected to evolve in terms of their reading proficiency, which means that children may shift between groups.
- At the end of each month, teachers should review students across all groups and make any new determinations about whether they should move to a different group. These determinations may be based on the interval tests, homework, and general classroom observations.

Exercise: Grouping Students

Directions: Review the student First Term Language Scores and Sort Them into Groups accordingly.

<i>Student</i>	<i>Score</i>	<i>Group Level</i>
1. Dara	9.2	_____
2. Bun	5.0	_____
3. Thy	1.8	_____
4. Nary	4.5	_____
5. Mony	3.0	_____
6. Vanna	4.9	_____
7. Sovan	7.7	_____
8. Vantha	2.5	_____

Directions: Review the statements provided below and indicate whether they are true or false.

<i>Statement</i>	<i>True or False</i>
1. When teachers teach to the whole class, they usually teach to the middle ability grouping, thereby neglecting those in the higher and lower ability groupings.	_____
2. It is best to put students into permanent groups based on their ability levels when teaching.	_____
3. When students are placed in a lower ability grouping, they usually know and accept this so it is alright to talk with them about it openly.	_____
4. It is acceptable to openly describe students as 'weak', 'slow,' or 'not being able to keep up with others.'	_____
5. Although there are risks to placing students into homogeneous ability groupings, there are also major advantages if the risks can be properly controlled.	_____
6. One of the greatest dangers in putting students into homogeneous ability groupings is that it leads to the 'self-fulfilling prophecy.'	_____

HANDOUT 3.4.1: Time Management Guidelines

The following guidelines have been set out to help teachers understand how they should be organizing their classroom schedules when doing specialized activities to promote reading proficiency.



1. **Time Slots:** Teachers will meet with special groups for at least 20 to 30 minutes each day, preparing specialized activities that fit with their profile. *Group A (with the most challenges) will receive two sessions per week in which they meet with the teacher in the reading corner.*

2. **Daily Schedule for Rotation between Learning Corners:** Because groups will rotate around the classroom during the special 30-minute reading period each day, it will be important for the teacher to prepare appropriate activities for the groups studying there on any given day to do. This may include providing special books geared to the reading level of those children (i.e., in the reading corner), using structured 8-block paper exercises, etc.

Day	Time
Monday	30 Minutes
Tuesday	30 Minutes
Wednesday	30 Minutes
Thursday	--
Friday	30 Minutes
Saturday	30 Minutes

3. Sample Scheduling Plan for Khmer Language

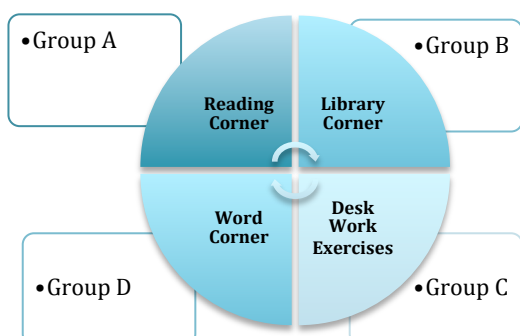
Timetable					
Duration	Monday	Tuesday	Wednesday	Friday	Saturday
30 min	Follow Teacher Lesson Plans and Curriculum				
10 min	Grouping Services Provided				
	Self-study with Learning Games (e.g., TTS)	Self-Learning with ICT	Word Corner	Library Corner	Reading Corner

Options:

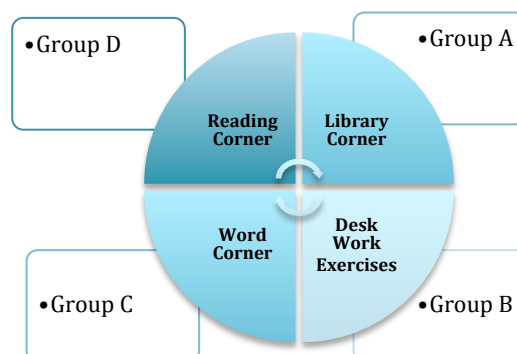
- Provide the services based on the student profiles to each groups. These services will be defined in detail in training modules.
 - Provide the services equally to all groups and rotate from one to the other.
4. **Alternation of Activities:** A schedule of how groups will rotate between activities from day to day is provided below.

Alternation of Activities from Day to Day

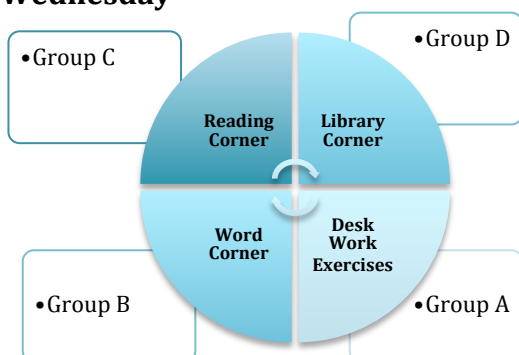
Monday



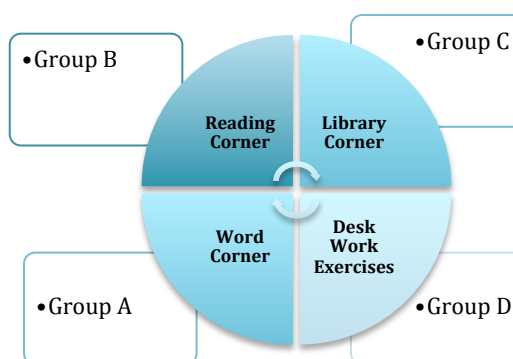
Tuesday



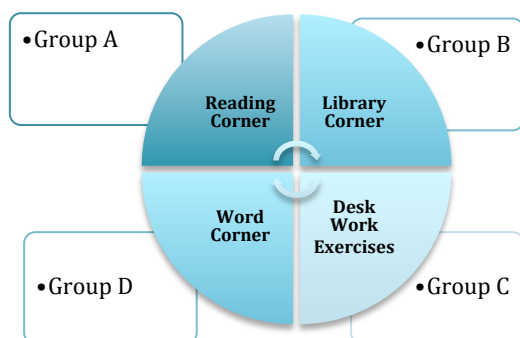
Wednesday



Friday



Saturday



Note:

- Groups shift around the classroom to different activity areas where the activities have been configured to meet their needs (based on profile data), interests, and learning styles (to the extent possible).
- As the group with need of the most support, Group A will meet at the Reading Corner with the teacher twice a week (Monday and Saturday).
- Thursday is a special day in Cambodia where children do special activities and outside chores.

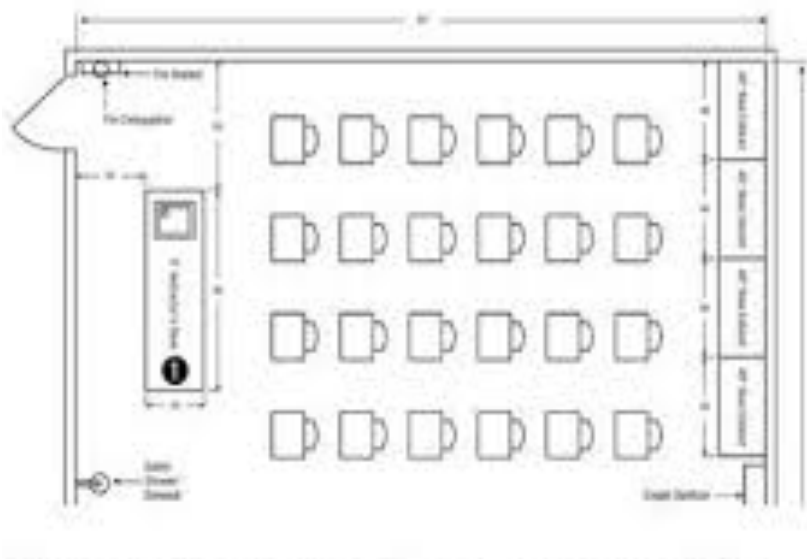
Questions for Discussion

1. According to the diagrams above, group activities occur everyday except what day?
2. What are the four activities highlighted in this series of diagrams?
3. How many times does Group A visit the Reading Corner? How about Groups B? Is there a difference and why do you think so?
4. If the teacher is with Group A on Monday at the Reading Corner, who is supervising the other students in Groups B, C, and D?

HANDOUT 3.4.2: Understanding How Classroom Organization Can Drive Teaching Methods

Directions: Look at the two pictures below. One shows a classroom floor plan and the other shows specific classroom activities. In your groups, determine whether the floor plan shown below in Picture 1 can support or facilitate the teacher's desire to organize classroom activities such as those shown in Picture 2?

Picture 1



*Does Picture 1 Facilitate
what you see in Picture 2?*



Picture 2



Write your analysis here



1. How many simultaneous activities do you observe in Picture 2? _____

2. What are some of the activities occurring in Picture 2?

3. Is it easy for students to move around the classroom shown in Picture 1? Why or Why not? _____

4. Are there multiple places where groups of children can work independently in Picture 1? _____

5. Does Picture 1 facilitate what you see in Picture 2? Why or Why not?

HANDOUT 3.4.3: Classroom Organization Guidelines

The following guidelines have been set out to help teachers understand how they should be organizing their classroom when teaching reading.

1. Teachers will prepare designated parts of the classroom where he or she can meet with children from the leveled groups that are formed.
2. Teachers will organize their classrooms according to Specific Floor Plans provided to them. The floor plan will specify special learning corners in different parts of the classroom for different groups to do simultaneous activities while the teacher is meeting with a certain group. These learning corners will include the following:

- **Reading Corner:** This is a part of the classroom in the back where the teacher meets with leveled groups of children to do special activities, read on tablets, etc. The reading corner will have a stepped platform for children to sit together easily with a small white board on the back wall for the teacher to make special explanations or for children to write words and sentences. There will be special box kits of materials that include flash cards, crayons, coloring paper, coloring book literacy exercises, etc. to facilitate special activities according to specific learning styles. The Reading Corner is the most intensive place where specialized reading activities occur and where the teacher personally presides over the activities that children do.



- **Library Corner:** This corner will house a mini-library of hard copy storybooks ranging in length and complexity from easy to difficult. There will also be some TTS materials that include literacy games on words, sentence building, etc.



Teachers may consider making special marks (e.g., red star, silver star, etc) on books to help indicate what level students each book is most appropriate for. Whatever marking system is used, it should NOT be apparent to the student that the books are organized according to different levels.

- **Word Corner:** Teachers will receive guidance about organizing self-directed student activities using one or two structured exercises that stay the same every week but with different content. The two key activities for this corner will involve an '8-block sheet' in which children must write out words and pictures onto a sheet of A4 paper folded into 8 blocks (Eight-block Word Exercise) and a 'Drawing-Word Completion Game' using laminated blank cards. Both activities will have clear specifications that will be provided to teachers during training workshops.



HANDOUT 3.4.4: Suggested Classroom Floor Plan

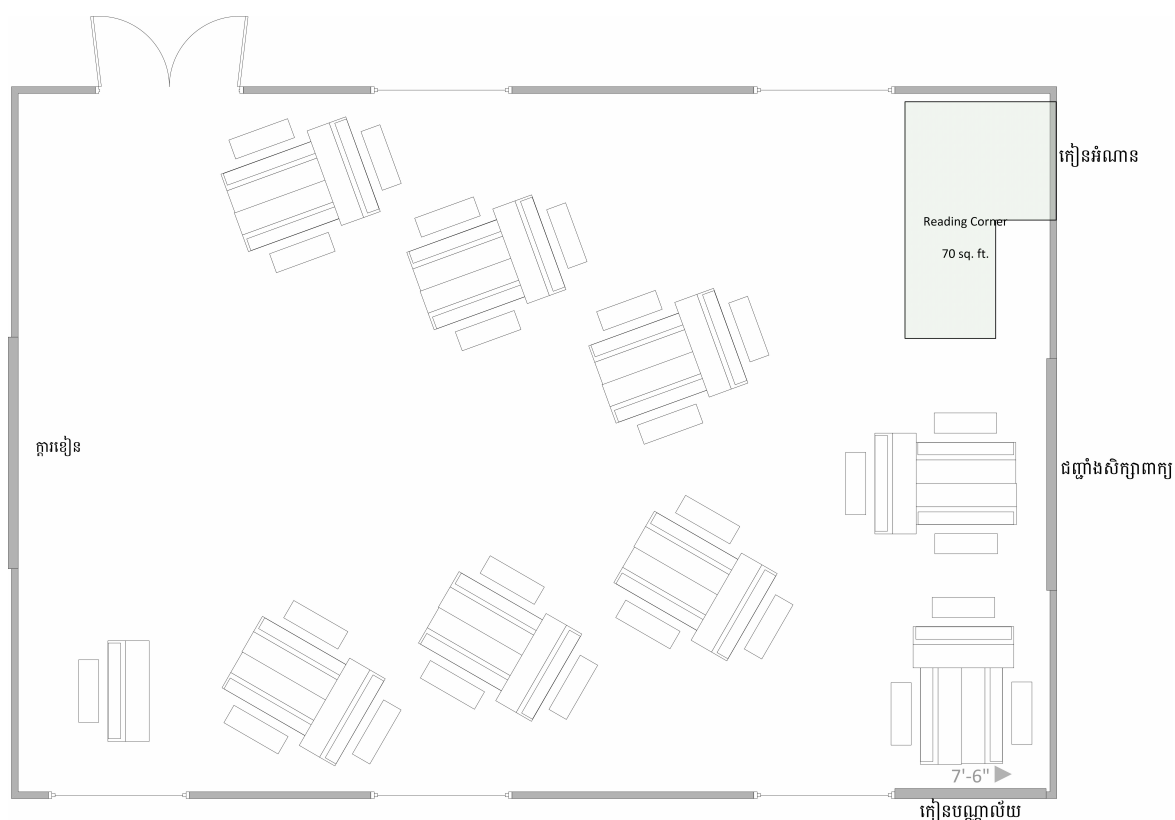
The following floor plan below is suggested for teachers to consider when organizing their DI classrooms.

Note that there are three learning corners provided at the back of the classroom to promote simultaneous reading activities. A fourth group of students would remain in their normal groups during the special activity period.

The project will be providing assistance to schools to procure additional furniture (for reading corners) and ready-made learning materials so that schools can more easily meet the specifications described below.



Proposed Floor Plan



HANDOUT 3.4.5: Supplementary Lesson Plan Template

1. **Special Planning Tools:** Teachers will be required to complete a special Lesson Plan supplement that outlines the special activities that are planned each week for the 4 or 5 groupings of students identified in the classroom.
2. **Simultaneous Activities Organized by Grouping:** Each class will have 4 or 5 subgroups labeled A, B, C, and D with D being the highest and A the lowest performing group. Each group will be doing activities specific to their needs, interests, and learning styles at the same time during a designated 30-minute slot each day. These activities should be planned ahead of time each week.
3. **Identifying Activities and Materials:** The Lesson Plan Supplement will help the teacher to outline what specific activities and materials will be used for teaching and learning. Possible activities to use in this regard are summarized in **Handout 3.4.6.**
4. **Concrete Activity:** Read the description below of a lesson using differentiated instruction principles and try to put the information that you understand into the lesson plan template provided. Pretend that you are the teacher named Chan Sideth in the example provided. You will need to make one plan using the template for each group of students. How will you complete the exercise provided.

This activity may be done as a small group involving several persons or individually.

Concrete Activity Using Lesson Planning Template

Today's date is Sunday, 26 June. Tomorrow, a teacher named Chan Sideth at Prey Chor School who is assigned to Class 2A will be teaching reading to four groups of children with different learning needs. The name of each group and their special needs are provided below:

- **Group A** is called the Red Group. The children in this group seem struggle reading but enjoy activities with lot's of pictures. There are 9 children in the group.
- **Group B** is called the Green Group. These are middle performing children who can handle most reading tasks given to them but need some special assistance with oral instructions. They are fidgety and often don't listen. There are 8 children in the group.
- **Group C** is called the Blue Group. These are also middle performing children who can follow directions easily. There are 8 children in the group.
- **Group D** is called the Gold Group. These are fast readers who often get bored in class. They need more high level activities. There are 6 children in the group.




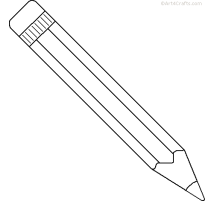
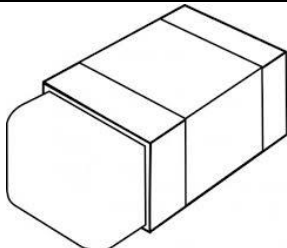
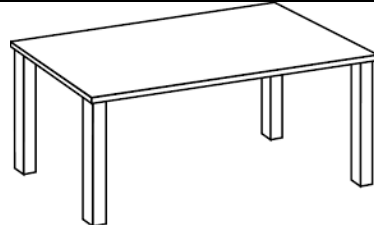
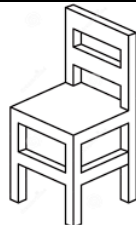
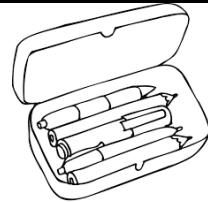
For each Group, Teacher Sideth made the following plans:

Group A This group will meet with the teacher at the *Reading Corner*. These children will be reading an interactive story called *School Recess* at the Red Level. The children must read the story on their own and then answer the questions at the end. She will need to distribute 9 tablets for this activity. She calls this activity 'Tablet Reading for the story entitled, *School Recess*.

Group B This group will be reading some stories individually at the *Library Corner*. The name of the story that they read is called *The Story of Ta Proum*. It is about 15 pages long with short text on each page. For each word that they don't understand in the story, the teacher has asked the students to write it down in their notebooks. She will be sitting with this group frequently to make sure that they are on task. The activity name is "Reading *The Story of Ta Proum* and Finding Hard Words."

Group C should be sitting at their desks and doing the exercises provided in the textbook. The story that they should be reading to themselves silently is called *A Child Friendly School* and she wants them to answer the questions in Sections A, B, and C. The activity name is "Silent Reading of *A Child Friendly School* and Exercise Work for A, B, C.

Group D will be working on hard words from the story entitled, *A Child Friendly School* using an 8-block exercise sheet shown below. They will be sitting at the *Word Corner*. Each student should receive one laminated sheet and a white board marker pen to complete the exercises.

D.កិច្ចការសិស្សថ្នាក់ទី“២” កៀនសិក្សាសប្តាហ៍ទី ២	
<p>១</p>  <p>នេះជា របស់ខ្ញុំ ។</p>	<p>៥</p>  <p>.... នៅទីនេះ។</p>
<p>២</p>  <p>នេះជា របស់ខ្ញុំ។</p>	<p>៦</p>  <p>ខ្ញុំមាន មួយ។</p>
<p>៣</p>  <p>នេះជា ។</p>	<p>៧</p>  <p>នេះគឺ ។</p>
<p>៤</p>  <p>នេះជា ។</p>	<p>៨</p>  <p>នេះជា ។</p>

LESSON PLAN SUPPLEMENT

Directions: Please complete the following lesson plan supplement in the space provided below. This plan should be completed **weekly** and should specify the special activities in reading and writing that you plan to do with each of the four leveled groupings in your classroom. Each special activity is planned to last about 20 to 30 minutes during the language learning period.



Month _____	Week Number: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Class: _____	School: _____
Teacher Name: _____	School Term: <input type="checkbox"/> Term 1 <input type="checkbox"/> Term 2

Reading Corner Activities Planned for:

Group Name: _____
(e.g., Tiger Group, Yellow Group, etc.)

Level Designation
☐ A ☐ B ☐ C ☐ D

Day for which the Activity is Planned?
☐ M ☐ T ☐ W ☐ F
☐ S

Name of Activity: _____ Location of Learning Corner where activity will occur: <input type="checkbox"/> Reading Corner <input type="checkbox"/> Word Corner <input type="checkbox"/> Library Corner <input type="checkbox"/> Other: _____	Description of Activity: 	
Required Materials <i>(Please check all that apply for the planned activity for this group)</i>	<input type="checkbox"/> Tablets <input type="checkbox"/> 8-Block Laminated Sheets <input type="checkbox"/> Loto Cards <input type="checkbox"/> Synonym Game <input type="checkbox"/> Antonym Game <input type="checkbox"/> Homonym Game	<input type="checkbox"/> Diacritic Game <input type="checkbox"/> Coloring Book Exercises <input type="checkbox"/> Short Story Books <input type="checkbox"/> Writing Stationery (A4) <input type="checkbox"/> Crayons/Colored Pencils <input type="checkbox"/> Other: _____
What will the rest of the class be assigned to do while you are working with this group?	Group ____: Group ____: Group ____:	

Reading Corner Activities Planned for:

Group Name: _____

Level Designation

☐ A ☐ B ☐ C ☐ D

Day for which the Activity is Planned?

☐ M ☐ T ☐ W ☐ F
☐ S

Name of Activity: <hr/> Location of Learning Corner where activity will occur: <input type="checkbox"/> Reading Corner <input type="checkbox"/> Word Corner <input type="checkbox"/> Library Corner <input type="checkbox"/> Other: _____	Description of Activity:	
Required Materials <i>(Please check all that apply for the planned activity for this group)</i>	<input type="checkbox"/> Tablets <input type="checkbox"/> 8-Block Laminated Sheets <input type="checkbox"/> Loto Cards <input type="checkbox"/> Synonym Game <input type="checkbox"/> Antonym Game <input type="checkbox"/> Homonym Game	<input type="checkbox"/> Diacritic Game <input type="checkbox"/> Coloring Book Exercises <input type="checkbox"/> Short Story Books <input type="checkbox"/> Writing Stationery (A4) <input type="checkbox"/> Crayons/Colored Pencils
What will the rest of the class be assigned to do while you are working with this group?	Group ____: Group ____: Group ____:	

Reading Corner Activities Planned for:

Group Name: _____

Level Designation

☐ A ☐ B ☐ C ☐ D

Day for which the Activity is Planned?

☐ M ☐ T ☐ W ☐ F
☐ S

Name of Activity: <hr/> Location of Learning Corner where activity will occur: <input type="checkbox"/> Reading Corner <input type="checkbox"/> Word Corner <input type="checkbox"/> Library Corner <input type="checkbox"/> Other: _____	Description of Activity:	
Required Materials <i>(Please check all that apply for the planned activity for this group)</i>	<input type="checkbox"/> Tablets <input type="checkbox"/> 8-Block Laminated Sheets <input type="checkbox"/> Loto Cards <input type="checkbox"/> Synonym Game <input type="checkbox"/> Antonym Game	<input type="checkbox"/> Diacritic Game <input type="checkbox"/> Coloring Book Exercises <input type="checkbox"/> Short Story Books <input type="checkbox"/> Writing Stationery

	<input type="checkbox"/> Homonym Game	(A4) <input type="checkbox"/> Crayons/Colored Pencils
What will the rest of the class be assigned to do while you are working with this group?	Group ____: Group ____: Group ____:	

Reading Corner Activities Planned for:

Group Name: _____

Level Designation

☐ A ☐ B ☐ C ☐ D

Day for which the Activity is Planned?

☐ M ☐ T ☐ W ☐ F
☐ S

Name of Activity: _____ Location of Learning Corner where activity will occur: <input type="checkbox"/> Reading Corner <input type="checkbox"/> Word Corner <input type="checkbox"/> Library Corner <input type="checkbox"/> Other: _____	Description of Activity: 	
Required Materials <i>(Please check all that apply for the planned activity for this group)</i>	<input type="checkbox"/> Tablets <input type="checkbox"/> 8-Block Laminated Sheets <input type="checkbox"/> Loto Cards <input type="checkbox"/> Synonym Game <input type="checkbox"/> Antonym Game <input type="checkbox"/> Homonym Game <input type="checkbox"/> Diacritic Game	<input type="checkbox"/> Coloring Book Exercises <input type="checkbox"/> Short Story Books <input type="checkbox"/> Writing Stationery (A4) <input type="checkbox"/> Crayons/Colored Pencils
What will the rest of the class be assigned to do while you are working with this group?	Group ____: Group ____: Group ____:	

HANDOUT 3.4.6: Concrete Activities to be Used for Various Learning Styles

Students Learning Preferences	Concrete Examples for Teaching	Suggested Materials & Activities
KINETIC People with the kinesthetic learning style learn best by doing: moving around and handling physical objects. They like to explore the outdoors, are often very coordinated, may excel in athletics and performing arts, and usually express their feelings physically, such as with hugging and hitting. They prefer trying new skills for themselves rather than being given directions or shown a demonstration. They may find it hard to sit still for long periods of time and struggle with reading and spelling.	<ul style="list-style-type: none"> • Let the child try something first before you give detailed instructions. • Don't limit the study space to the usual desk. Allow the child to study while moving around, lying on the floor, or slouching in a couch. • Use the outdoors for learning opportunities. • Teach educational concepts through games and projects. • Assign presentations in which children demonstrate concepts or skills. • Encourage physical movement while studying. For example, quiz the child while taking a walk around the block. • Give breaks frequently 	<ul style="list-style-type: none"> • Provide plenty of hands-on learning tools, such as crayons, blocks, puzzles, maps, modeling clay, card games, games with movable pieces, an abacus, and a geo-board (a square board with pegs used to teach shapes and geometric concepts).
VISUAL People with a visual learning style absorb information by seeing it in front of them and storing the images in their brains. They often enjoy reading, have good handwriting, are very detail-oriented, are organized, and have a keen awareness of colors and shapes. They tend to struggle with verbal directions and are easily distracted by noise. They remember people's faces better than their names, and they often need to maintain eye contact with a person to concentrate on a conversation.	<ul style="list-style-type: none"> • Easily understands graphic depictions of things/Diagrams • Write out directions. • Use visuals when teaching lessons, such as pictures, charts, diagrams, maps, and outlines. • Physically demonstrate tasks. • Use visual aids such as flashcards and blocks. • Show the visual patterns in language to teach spelling, vocabulary, grammar, and punctuation. • Organize information using color codes. • Talk with the child face-to-face and make eye contact whenever possible. • When directions are given verbally, encourage the child to ask for clarification when he/she doesn't understand fully. • Encourage the child to write plenty of notes and organize information 	<ul style="list-style-type: none"> • Games and exercises involving pictures • Games and exercises that are color coded • Visual aids such as flashcards with pictures • Posters • Exercises involving diagrammatic directions such as connecting elements with an arrow or a line • Concepts that are explained with diagrammatic models (e.g., diagramming a sentence)

Students Learning Preferences	Concrete Examples for Teaching	Suggested Materials & Activities
	<p>on paper and with objects.</p> <ul style="list-style-type: none"> • Provide a quiet, neat place to study, and minimize distractions as much as possible. 	
VERBAL-AUDIO		
<p>Verbal language is the prime form for exchanging information for those within the auditory learning style. They learn best by hearing and speaking. They often talk more than the average person, are very social, enjoy hearing stories and jokes, understand concepts by talking about them, and may excel in music or the performing arts.</p> <p>Some auditory learners read slowly and have trouble writing, struggle to follow written directions, and have a tough time staying quiet for long stretches of time. They remember names and recognize tone of voice well, while not always remembering people's faces. They often hum or sing, and they may whisper to themselves while reading.</p>	<ul style="list-style-type: none"> • Prefers learning through listening • Likes tasks involving speaking/Expression • Play word games and use rhymes to practice language. • Have the child read aloud, even when alone, and follow the text with her finger. • Allow the child to explain concepts verbally and give oral reports. • Have the child memorize information by repeating it aloud. • Assign projects and study times to be done in small and large groups. • Read aloud often to young children. • Provide a personal voice recorder the child can use to record notes or questions. • Use beats, rhythms, and songs to reinforce educational information 	<ul style="list-style-type: none"> • Study in groups and talk things out • Get a small tape recorder • Recorded lectures, tutoring and study groups (makes a verbal record for review) • Talking texts/Talking books (tablets) • Dictations • Read questions aloud • Talking about problems aloud • Learn by participating in class discussions and debates • Make speeches and presentations • Create musical jingles or mnemonics to aid memorization • Use verbal analogies and story telling to demonstrate an important point • Read explanations out loud • To learn a sequence of steps, write them out in sentences, then read them aloud • Recite, recite, recite • Discuss ideas whenever possible
INTROVERTED		
<p>Introverted people are territorial – desire private space and time Are happy to be alone – they</p>	<ul style="list-style-type: none"> • Prefer to work on own rather than do group work • Prefers reading silently rather than 	<ul style="list-style-type: none"> • Self-study materials • Books for individ-

Students Learning Preferences	Concrete Examples for Teaching	Suggested Materials & Activities
become tired around large groups of people. Act cautiously in meeting people Are reserved and quiet. Do not share private thoughts with just anyone will have a few very close friends See reflection as very important Concentrate well and deeply Become absorbed in thoughts and ideas Limit their interests but explore deeply Get agitated and irritated without enough time alone or undisturbed	aloud <ul style="list-style-type: none"> Communicate best one-on-one Does not enjoy being the center of attention Thinks carefully before speaking 	ualized reading <ul style="list-style-type: none"> Mobile learning devices for personalized learning
EXTROVERTED Are social – they need other people Demonstrate high energy and noise Communicate with excitement and enthusiasm with almost anyone in the vicinity. Engage in lots of activities and have many interest areas Have many best friends and talk to them for long periods of time Draw energy from people. Are lonely and restless when not with people Establish multiple fluid relationships Share personal information easily	<ul style="list-style-type: none"> Prefers to work in small groups Prefers reading aloud rather than silently Are interested in external events not internal ones Prefer face-to-face verbal communication rather than written communication Respond quickly 	--

- **Primary and Secondary Learning Styles:** Whichever model of learning styles is used, psychologists agree that almost no one falls neatly into only one learning style. People may be categorized into one, but their various traits can apply to others—or they may have a secondary learning style that works for them significantly better than another. For example, a student may be primarily a visual learner, have some skills for auditory learning, and have no skill for learning kinesthetically.
- **Kinesthetic Learning Styles Dominate in the Early Grades:** Additionally, some psychologists have proposed that all children are primarily kinesthetic learners until second or third grade, only developing other learning styles when their education becomes more rigorous.

HANDOUT 3.5.1: Understanding Why We Do Assessment

EXPLANATION:

Why is Assessment Often Done Inefficiently? There are many reasons why we do assessment. It often happens, however, that teachers undertake student assessment without knowing WHY they are doing the assessment. In many cases, teachers simply carry out assessment in a very mechanical manner following what others have told them to do resulting in inefficient use of the assessment data that is generated.

The Reading Benchmarks provided by MoEYS are intended to help teachers better plan their student assessment and use the data to revise HOW they teach as well as IDENTIFY STUDENTS who are having the most difficulty in learning to read. That is, the document is provided as a means to improve FORMATIVE ASSESSMENT in the classroom

Knowing Your Purpose in Assessment: Before you do assessment, it is important to understand your PURPOSE in doing the assessment. Depending on the purpose, teachers most commonly need to carry out one of two kinds of assessment. These are defined below:

Kinds of Student Assessment Most Commonly Used in the Classroom:⁵

Formative Assessment: This kind of assessment refers to a variety of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Summative Assessment: This kind of assessment refers to the assessment of students where the focus is on the final achievement of learning outcomes.

Based on your understanding of the concepts described above, try to complete the exercise provided below. Discuss your answers both with your group members and the Facilitator.

⁵<https://www.google.com/search?client=safari&rls=en&q=Definition+of+Formative+Assessment&ie=UTF-8&oe=UTF-8#q=definition+of+summative+assessment>

Exercise: Formative or Summative?

Directions: Read each of the following purposes of assessment described below and determine whether the assessment that should be used is Formative or Summative Assessment, based on your understanding of each according to the definitions discussed above. Write your answer in the right hand column.

Purpose or Usage	Kind of Assessment Implied?
1. The teacher wants to know which students don't understand the lesson in order to provide extra help.	_____
2. The teacher needs to know who will be promoted and who will need to repeated next year.	_____
3. The teacher wants to know which reading benchmarks are not understood well so that they can be retaught.	_____
4. The Ministry wants to know what the average achievement of all students is at the end of the school year.	_____
5. The teacher wants to know what students don't understand well in order to find some useful games to reinforce their understanding.	_____
6. The teacher wants to know what parts of his lesson plan worked well and what parts did not work well so that she can revise the lesson plan for next year.	_____

HANDOUT 3.5.2A: Understanding the 5 Key Reading Skills Required for Reading Proficiency

EXPLANATION: In order to effectively use the benchmarks provided in the Reading Benchmark booklets, teachers should know the **5 key reading skills** that are mentioned in each benchmark. The identification of these skills has been based on international research, which has been recognized by the Ministry. The definition of each of these skill areas is provided below:

(1) Phonemic Awareness – The ability to focus on, manipulate, and break apart the sounds (or phonemes) in words;

Example: Students can identify the sounds in the word **fish**

(2) Alphabetic Principle – The ability to understand and apply the knowledge of how letters are linked to sounds (phonemes) to form letter-sound (grapheme-phoneme) correspondences and spelling patterns;

Example: Students can tell the teacher that a picture of the word cup (**fish**) has the sound of the letter **f**.

(3) Fluency – The ability to read orally with speed, accuracy, and proper expression;

Example: *Students can read a word, phrase, or sentence out loud.*

(4) Vocabulary Skills – Both oral and print knowledge of words, a critical component of comprehension and reading;

Example: *Students can read sight words that a teacher writes on the board or shows on a word card.*

(5) Comprehension – The ability to actively engage with, and derive meaning from, the texts students read.

Example: *Students can tell the teacher the meaning of a sentence in his or her own words.*

Exercise: What's the Reading Skill?

Directions: Read each of the following examples of activities that teachers might use to teach reading and indicate what Reading Skill is implied by completing the line provide in right-hand column.

Student Activity	Key Reading Skill Implied?
1. When students hear two words, they can tell if the words rhyme or not.	_____
2. Students must find a synonym for each of the words they read in a list.	_____
3. When students read a series of sentences from a story that are in a jumbled order, they can tell which sentence comes first, which comes second, etc.	_____
4. When students hear a word, they can indicate how to spell the word correctly.	_____
5. After reading a short story, students can indicate a different title for the story that still captures the main idea.	_____
6. Students are asked to read a poem from start to finish out loud.	_____
7. Students must think of at least two words that mean the opposite of 'friend.'	_____
8. When students see the following picture, they must complete the blank below:	_____



→ Ŧ _ \$

Relevant Reading Skills:

Phonemic Awareness – Alphabetic Principle – Vocabulary – Fluency – Comprehension

HANDOUT 3.5.2B: Summary of All Language Skills Covered in the Benchmark Booklets

Explanation: In addition to *Reading*, the Benchmark Booklets also focus on *Writing* and *Other Related Skills*, which together with Reading comprise about 80 to 85% of the Language Curriculum. The table below presents a summary of all the different skill areas covered in the booklets.

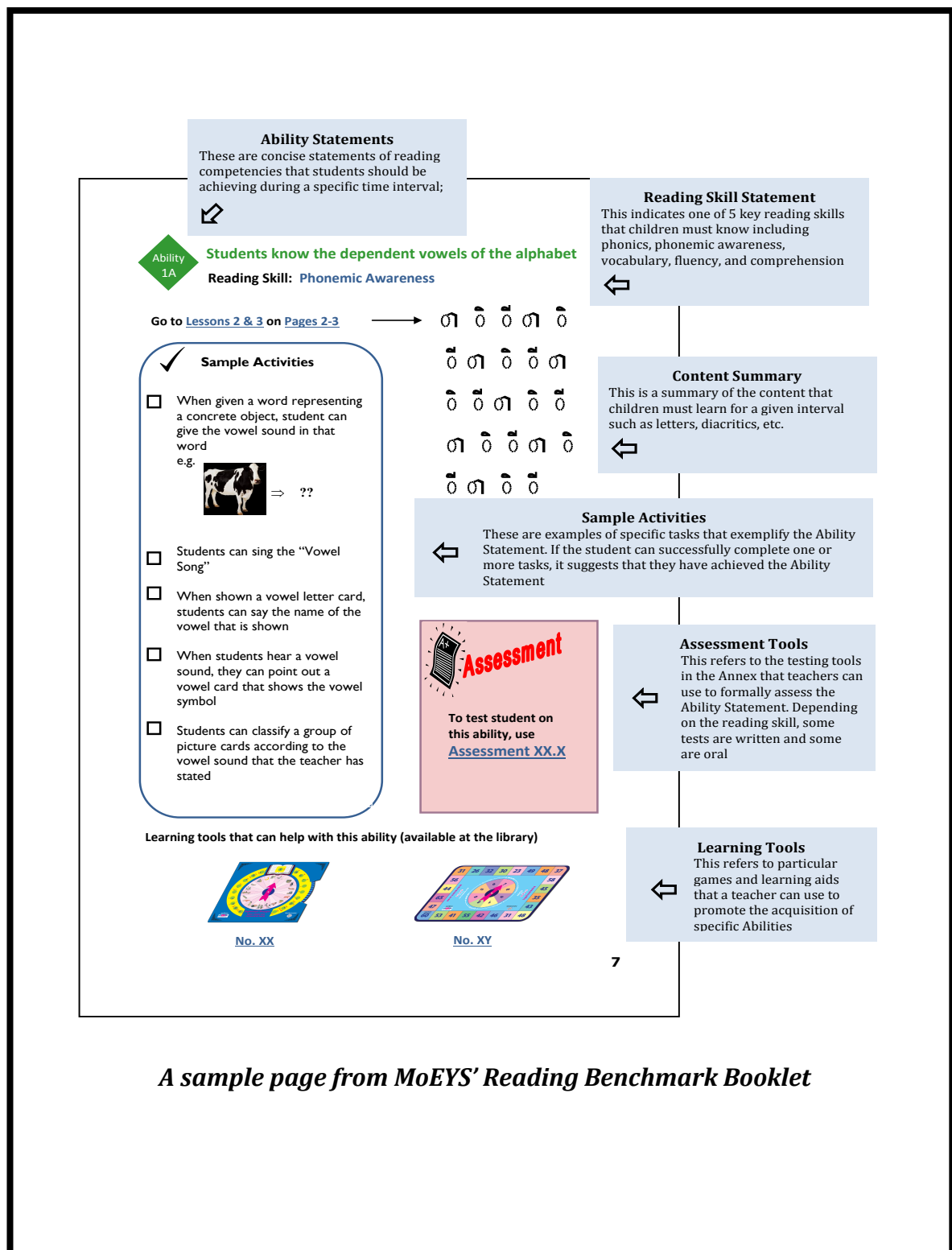
RELEVANT SKILLS	GRADE 1	GRADE 2	GRADE 3
Reading			
Phonemic Awareness	✓	✓	✓
Alphabetic Principle	✓	✓	✓
Vocabulary Skills	✓	✓	✓
Reading Fluency	✓	✓	✓
Reading Comprehension	✓	✓	✓
Writing			
Handwriting Skills	✓	✓	✓
Sentence Construction		✓	✓
Dictation		✓	✓
Composition			✓
• <i>Paragraph Construction</i>			✓
• <i>Long Composition</i>			✓
Other Skills			
Grammar Skills			✓
• <i>Parts of Speech</i>			✓
• <i>Punctuation</i>	✓	✓	✓
• <i>Diacritics</i>	✓	✓	✓
Word Skills Focus			✓
• <i>Word Rhymes</i>			✓
• <i>Synonyms-Antonyms-Homonyms</i>		✓	✓
Cause and Effect			✓
Character Analysis			✓
Speaking⁶	✓	✓	✓
Listening⁷	✓	✓	✓

⁶ Not included

⁷ Not included

HANDOUT 3.5.3: Understanding the Format of the Reading Benchmark Booklet

Review the explanations of a sample page in the Reading Benchmark booklet and discuss any questions you might have. Then answer the questions below.



A sample page from MoEYS' Reading Benchmark Booklet

Exercise: Exploring the Benchmark Booklet

Directions: Read each of the questions below in your group and check the Benchmark Booklets to find the answer.

1. How many intervals are there in the Grade 1 Benchmark Booklet? Grade 2 Booklet? Grade 3 Booklet?
Grade 1: _____; Grade 2: _____; Grade 3: _____
2. Tell me which interval in each book is the longest? The shortest?
(Longest) Grade 1: _____; Grade 2: _____; Grade 3: _____
(Shortest) Grade 1: _____; Grade 2: _____; Grade 3: _____
3. How many written tests are there in each booklet? How many oral tests?
(Written) Grade 1: _____; Grade 2: _____; Grade 3: _____
(Oral) Grade 1: _____; Grade 2: _____; Grade 3: _____
4. How many units are there in the accompanying software that can be used to teach the Language Curriculum?

5. What reading skills can the educational game called Lotto be used to strengthen? How do you know this?

6. Look at Benchmark **88** in the Grade 2 Benchmark Booklet; what skill is the key skill for children to acquire under this benchmark? What test would be appropriate to use with this benchmark? How do you know this?

HANDOUT 3.5.4: Using the Tests in the Reading Benchmark Booklet

Sample Reading Benchmark Test (Grade 1, p. 91)







Step 1: Make copies of the test for each student either by buying laminated copies or photocopying them.

Step 2: Read the directions for how to use each test.

Step 3: After reading the directions, administer the test to a colleague.

Step 4: Tabulate the results of the test by completing the small box on the right.

៤.៦៖ សិស្សអាចអានពាក្យដោយចំណាំដែលមានប្រើមូសិកទន្ត(៦) និងត្រីសំព័ន្ធ
(៧)ជាមួយស្រៈ: ចិ ចី ចី ចី ចី ១០ ត្រូវដេញដោលជាញៀន (,) (ការចេះវាក្យសព្ទ)

១.		ប៊ីអ	នៃយ៉ាំ	ចាប៊ី
២.		ហ៊ីហា	ប៊ីអ	ភាស៊ី
៣.		ញាំ	ញាំញើ	រ៉ាំវ៉ៃ
៤.		សាំ	ស៊ី	នៃយ៉ាំ
៥.		រ៉ាំវ៉ៃ	ភាស៊ី	ប៊ី
៦.		កៅស៊ី	ហ៊ីហា	សាំ

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៤.៥៖ សិស្សអាចអានយល់ពាក្យ ឃ្លា ល្បះ ខ្លី ដែលប្រើមូសិកទន្ត(០) និងត្រីស័ព្ទ(៦) (ការអានដើម្បីយល់)

១.	ចៅដេវាចេះយំឆ្ងាញ់។	_____
២.	មីញ្ចាំនាវី។	_____
៣.	តាប៉ូកេចាប៉ូ។	_____
៤.	តាលឃុំឈឺកុំដៃ។	_____
៥.	វាចៅភ័ក្ត្រចេះ។	_____
៦.	ទីនេះអ្វីអើយ។	_____

ពិន្ទុ

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Using the Test Results – Some Questions to Answer

Question 1: Suppose 10 students correctly completed nearly all answers in Box 4A but could hardly do any of the questions in Box 4B, what would you conclude?

Question 2: Suggest some good activities that would help you to reteach the benchmark to these students; on what page are there examples of such activities?

Question 3: What would be some good teaching aids to use to re-teach?

Write your answers to the questions in the space provided below:

Question 1: _____

Question 2: _____

Question 3: _____
