**Kathmandu University**

**School of Education**

**Continuing Education and Professional Canter (CPEC)**

**Training Manual**

**Name of the facilitator: PQR**

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| **Topic** | **Jolly Phonics: ACTIVITIES FOR TEACHING PHONICS** |
| **A brief description and importance of the topic** | An engaging 3-hour Phonics Workshop designed to enhance teaching skills and phonics instruction techniques. This interactive session helped equipped teachers with comprehensive phonics knowledge and versatile pedagogical strategies, ensuring effective literacy development for students. Teachers discovered innovative approaches, had a deeper understanding of phonics principles, and gained the tools to create dynamic phonics lessons worksheet that cater to diverse learning styles. |
| **Place, Date, and Duration** | ABC School, Lalitpur: 28 May 2023, 4 Hrs |
| **Course/session Objectives/**  **Outcomes** | **Apply**: Implement diverse pedagogical techniques to engage students and reinforce phonics concepts effectively.  **Demonstrate**: Showcase an in-depth understanding of key phonics rules and principles through interactive activities.  **Design**: Create engaging and tailored phonics lessons that address individual learning needs and promote optimal literacy growth. |
| **Delivery methods** | * Lectures and Presentations to establish the foundational knowledge of phonics. * Interactive group work and individual work to apply phonics concepts. * Multimedia Resources such as videos to reinforce phonics concepts and demonstrate effective teaching techniques. * Small Group Discussion to share insights, and exchange ideas on creating engaging phonics lesson worksheets. * Peer Teaching to take turns teaching phonics concepts   . |
| **Training Materials** | * Phonics curriculum guides * PPT * Handouts and worksheet * Technology resources: Smart board with the speaker * Sample lesson and worksheets * Stationery, chart papers, Markers, glue stick, scissors, colourful pen |
| **Activities in Details (Timelines and Narrative of Activities)** | The session commenced with dynamic Brainstorming, tapping into participants' prior experiences.  From 10:15 am to 11:00 am, the Introduction to Phonics unfolded, highlighting its Definition and Importance. Benefits of phonics-based instruction resonated deeply, followed by an Overview of Phonics Components, framing the journey ahead.  Then, shifting the focus to Phonemic Awareness. Participants explored Understanding Phonemes and engaged in Activities for Phonemic Awareness Development. Integration of phonemic awareness into instruction became a clear pathway.  After that, Letter-Sound Relationships took center stage. Teaching Letter Recognition, Consonant Sounds, and Vowel Sounds, including blends and digraphs, formed key points of engagement.  Then, delved into Word Decoding and Blending. Educators uncovered Strategies for Word Decoding, practiced Techniques for Blending Sounds, and engaged in hands-on Practice Activities.  Empowered with these insights, educators departed, equipped to infuse their teaching with the magic of phonics, igniting a path of literacy for the students they guide. |
| **Specific Roles of Facilitator and Participants (we should inform beforehand)** | Roles of Facilitator:   * Guide and Presenter * Engagement Coordinator * Content Expert * Feedback Facilitator   Roles of Participants:   * Active Learners * Collaborators * Reflective Thinkers * Hands-On Practitioners * Question Posers * Feedback Contributors * Future Implementers |
| **Assessment of the Training Participants** | **Section 1: Knowledge Assessment**  Given multiple-choice questions to test understanding of phonics basics.  Example questions: Definition of phonics, phonemic awareness, identifying phonemes.  **Section 2: Application of Concepts**  Observed Participants' activities to develop phonemic awareness and strategies for teaching letter-sound correspondence.  **Section 3: Practical Exercise**  Witnessed, Word blending exercise: Where Participants blend sounds to form a given word (e.g., /c/ /a/ /t/ → "cat").  **Section 4: Reflection and Future Application**  Participants reflected on a key takeaway from the workshop and how they plan to apply it in their teaching.  Participants identified additional support or resources needed for effective phonics integration.  **Feedback and follow-up every time.** |
| **Follow-up task/Action Plans/Assignments** | * Design a phonics-based lesson plan for a specific grade level. * Create and share phonics-related teaching materials or worksheets. * Implement a phonics activity in your classroom and share the outcomes. * Reflect on your teaching experience and adjustments made after applying workshop concepts. * Collaborate with a colleague to co-teach a phonics lesson and exchange feedback. * Explore online phonics resources and compile a list of useful websites or apps. |
| **Possible Challenges and ways out** | Challenges:   * Diverse Skill Levels * Time Constraints * Engagement   Solutions:   * Differentiated Instruction * Prioritize Key Concepts * Interactive Techniques |
| **Annexes**   1. **Reading Materials** 2. **PowerPoint Slides** 3. **Videos** 4. **Etc** | [**https://www.youtube.com/watch?v=fScUJd9wSd0**](https://www.youtube.com/watch?v=fScUJd9wSd0)  [**https://www.youtube.com/watch?v=hq0NpbQbtXY**](https://www.youtube.com/watch?v=hq0NpbQbtXY)  [**https://www.youtube.com/watch?v=41m-igTNUkE**](https://www.youtube.com/watch?v=41m-igTNUkE)  **https://www.superteacherworksheets.com/full-phonics.html** |

**PS: This should be submitted two days before by the facilitators to** [cpep@kusoed.edu.np](mailto:cpep@kusoed.edu.np)