# Zambian Community Schools Video Script and Director’s Notes

## Video 1: Teaching a Multi Grade Class

1. **Subject:** Language and Literacy - Local Language and English
2. **Topic:** Reading aloud and discussing a story with different activities happening concurrently in different groups.
3. **Grades:** 1, 2 and 3 (multi-grade with different ability reading groups)
4. **Duration:** 25-30 minutes
5. **Segments: 5**
   1. Lesson Planning (215s of text or approximately 4-6 mins);
   2. Resource Preparation (354s of text or approximately 6-9 mins);
   3. Implementing the activities: Whole class activity (3-4 minutes)
   4. Dividing the grades: Whole Grade teaching (Grade 1) and groups work (Grade 2) [2-3 minutes]
   5. Lesson ending: Whole Class - Grades 1s and Grade 2s together ( 2- 3 minutes)

### Segment 1 – Lesson Planning

|  | **Suggested Video** | **Suggested Audio: What the teacher does and says** | **Time** |
| --- | --- | --- | --- |
| 1 | Titles | Theme music | 5 |
| 2 | Establishing shot of teacher and school. She acknowledges the children but is seeking out a quiet place to do preparation. | Voice Over(VO):  Teaching large classes made up of different grades is never easy. In this video we will observe Charity who will show us how she **creates interactive learning opportunities in her multi-grade classroom** where she will teach both Grade 1s, 2s and 3 simultaneously. | 15 |
| 3 | Charity is sits down in a quiet place to prepare a multi-grade lesson. Gets out pen and the activity planning template. | Ambient school noises | 7 |
| 4 | Close up of Charity then pans down to her **activity planning template**. | **Charity thinking out loud:**   * The secret to a successful multi-grade lesson is doing thorough planning and preparation. I’m going to use this activity planning template to make sure I’ve thought about and planned all the activities for both grades. * I must also make sure that the planned activities will help the learners to achieve the curriculum objectives. | 20 |
| 5 | Extreme close-up of the template. The teacher fills in the **‘Grades’** and **‘Subject Focus’.** | VO:  The class Charity is preparing for is a combined Grade 1, 2 and 3 Literacy class. The challenge is that the Grade 1s are working in their Home Language (in chi Nyanja /chi Tonga) while the Grade 2s are to work in English. | 15 |
| 6 | Medium shot of Charity thinking and filling in the lesson planning template |  | 10 |
| 7 | Extreme close up of the completed ‘**Purpose of the Activity’** field in the template. | **Charity talking:**   * **The Grade 1s** need to practice **listening to a story in chi Nyanja while following the text**. They will also practice reading words and matching words and pictures. | 20 |
| 8 | Medium shot of Charity looking up from the template | **Charity talking:**   * The **grade 2s** and 3s **need** **to practice writing English words,** building the story by writing simple sentences and matching the sentences to the pictures. | 12 |
| 9 | Close up of the completed ‘**Skills / knowledge / attitudes** learners should develop’ field | VO:  It’s important that this lesson is linked to the curriculum statements. Charity has identified knowledge and skills drawn directly from the curriculum and also the National Literacy Framework. She has done this for both grades. | 20 |
| 10 | Situational shot of Charity lost in thought looking through the window. Outside sunlight illuminates an up-turned face. | VO:  But how can she design learning activities that meet all these objectives at the same time, within the same class? | 10 |
| 11 | Animated Graphic:  1] Whole class with teacher  2] Class splits into two (Gr 1s and Gr 2s & 3s)  3] Gr 2s & 3s splits into 3 reading ability groups of about 6 pupils each  4] Teacher briefs Gr 2s & 3s groups  5] Gr 2 & 3 groups allocated tasks according to their ability (3 or 4 different tasks depending on ability levels)  6] Teacher interacts with Gr 1 while Gr 2&3 groups work independently.  7] Gr 2 &3 re-join Gr1  8] Teacher coordinates combined grades for lesson conclusion | VO:  Charity decides to start the lesson with both the grade 1s and grade 2s together.  She will start with a short discussion about activities that the learners in both grades can enjoy. Then Charity will read a story about various activities to both classes.  After reading the story, the two grades will be divided. The grade 1’s will work together as one big group. They will focus on reading and writing words in their Home Language.  The grade 2s and 3s will be divided into ability groups. They focus on reading and writing in English**.**  At the end of the lesson, Charity will bring both groups together and she will consolidate what has been learnt by asking the Grade 1s what words they have learnt in chi Nyanja and the Grade 2s and 3s, what words they have learnt in English. | 45 |
| 12 | Image of the resource – old newspapers, cut up words and pictures | VO:  In the next video we will see how Charity prepares the resource that she has collected specially for the activities that she has planned to do with her grade 1 and 2 Literacy classes. | 9 |

### Segment 2 – Preparation of Resources

|  | **Suggested Video** | **Suggested Audio: What the teacher does and says** | **Time** |
| --- | --- | --- | --- |
| 1 | Titles | Theme music | 5 |
| 2 | Shot of Charity – show head and shoulders | **Charity thinking out loud:**   * I’ve discovered some great African children’s stories to use with my classes. * Now I will need to prepare 3 different activities related to the stories that will be suitable for the level of each of the reading ability groups in the Grade 2&3 class. | 40 |
| 3 | Charity sticking photostats of the story on the wall. | VO:  The focus of the all the lesson activities is built around an African children’s stories. | 20 |
| 4 | Charity writes the story text onto chart paper,  Or, onto the board.  She cuts the text of the story out of the photocopied story book and puts the pictures and the text into 2 separate envelopes | VO:  To ensure everyone will be able to see the story text Charity writes out the sentences onto a large piece of paper. If you do not have any chart paper, write the story on the board in your classroom. To prepare for the **Grade 1 whole class activity where t**he children will match the pictures to the words, Charity will need to cut the text of the story out of the photocopied story book and put the pictures and the text into two separate envelopes | 23 |
| 5 | Charity looks at the Grade 2&3 class list and divides the learners into groups according to their reading ability. | VO:  The grade 2&3s will be divided into groups according to their reading and writing ability. This means that Charity will need to prepare a different reading and writing activity for each group. She will also need to make sure that she has prepared all the resources that each group will need. |  |
| 6 | Task 1 subtitle, ***Group 1: Building words***, Charity cuts out newspaper letters with scissors and a jar. | VO:  Each child in the group will take a word card and then select the correct letters to build the word. For this activity Charity will need:  🡺Choose and cut out 12 words from the story – *I Enjoy…*  🡺Glue the words onto slips of paper or cardboard  🡺Cut out lots and lots of large individual letters from the newspapers/ magazines  🡺Store them in a jar or plastic container. | 35  12 |
| 7 | Task 2 subtitle, ***Group 2: To match pictures and sentences*** Charity divides pictures from text | VO: Each learner in the second group will choose a picture and then match the correct sentence to the picture. Learners will also practice writing the sentence that they have chosen and make their own picture.  **For this activity Charity will need to:**  🡺Select 12 sentences drawn from the English version of the story - *I Enjoy…*  🡺Cut them and paste them onto a slip of paper and store them in an envelope  🡺Store the accompanying story pictures in a separate envelope |  |
| 8 | Task 3 subtitle, ***Group 3: Select an image from a collection of images of children/adults doing different things,*** charity puts pictures of people into envelop  . | VO:  *Group 3 members will select a picture from a collection of images of children/adults doing different things such as, running, reading, participating in a sport, watching TV, washing the car etc. or any other activity.* Each learner in the group writes an English sentence describing the activity, draws their own version of the image and once everyone is complete reads their sentence aloud to the group.  **For this activity Charity will need:**  🡺 A set of at least 6 pictures showing different activities cut out from magazines and newspapers and put into an envelope. | 20  15 |
| 9 | Shot showing Charity looks over here resources contemplatively | VO:  **Preparation took a** bit of time, but the only way to manage big classes successfully is to plan and prepare properly ahead of time. Charity double checks that she has everything prepared; the pictures and words for the grade 1s and the Resources for the four Grade 2&3 groups, for each group working at their own level! | 25  12 |
| 10 | Medium shot of Charity looking at her resources collected neatly and stored in clearly marked envelopes. | VO:  It is also a good idea to store these resources carefully so after this lesson Charity will collect them up again and keep them safe in separate, clearly-marked envelopes. This way she can reuse or even adapt them for another lesson. | 30  20 |
| 11 | Shot showing Charity - head and shoulders | VO  In the next video we will see how Charity implements the planned activities in her multi-grade literacy class using all the resources that she has prepared. | 12 |

### Segment 3 – Implementing the activities: Whole class activity

|  | **Suggested Video** | **Suggested Audio: What the teacher does and says** | **Time** |
| --- | --- | --- | --- |
| 1 | Titles | Theme music | 5 |
| 2 | Establishing shot of teacher in busy class made up of both grade 1 and 2&3 learners.  The learners are filling into class. | VO:  Charity has planned and prepared a multi-grade literacy class as seen in the last video. She feels confident that she can engage both grade 1 Learners as well as the grade 2&3 learner groups using the resources she has prepared.  Her challenge today, though, will be to skilfully coordinate the learning of children of different levels and abilities at the same time. | 25 |
| 3 | Shot of the class settling down as one big group and teacher interacting with learners, greeting and calling for attention.  All the grade 1s and grade 2&3s are together in one big group, the grade 1s sit in front on the floor and the grade 2s behind them. | **Charity to multi-grade class:**   * Good morning class. * Today, we are all going to read, write new words and draw a picture. * We will start as one big class but later divided into groups. | 22 |
| 4 | Teacher explains the lesson format. The learners will initially work as a class (both Grades together) but will later be required to work in groups. | VO:  Charity informs the class how the lesson will be implemented and lets the Grade 2s know ahead of time that they will be learning in groups. | 25 |
| 5 | Shot over the learner’s heads. The teacher is asking the learners questions in their local language. She shows the whole group (both classes) the pictures from the book*, I Enjoy.* Pointing to each picture, one by one Charity asks the Grade 1 learners in their local language: | **Charity:**   * Who enjoys doing this? (skipping with a friend) and Who enjoys doing this? (reading)? and so on…   VO:  Charity addresses the Grade 2&3s: Pointing to the same pictures, she asks, who can tell me what the English word for Skipping and for writing and for the other activities depicted in the pictures. | 15 |
| 6 | Side shot of Charity reading to the class the story *‘I Enjoy’* in home language from the chart. Close up of some learners enraptured by the story.  Hands out the 7 pictures from the story *I Enjoy -* one to each of 7 Grade 1 learners.  AND  One to each of 7 Grade 2 learners.  Charity reads the story again but in English | **VO:**  She reads the story *I Enjoy* inchi Nyanja from the chart that she had put up on the wall.  She reads one sentence at a time, pointing to words as she reads. At the end of each sentence, the learner with the matching picture puts up their hand and shows the picture.  **Charity:**   * *Now let us listen to the same story in English*.   VO: She reads the English version of the story from her own copy of the story. This time the Grade 2 learners show their matching pictures. | 15  15 |
| 7 | Focus camera on Charity organising the Grade 2&3 learners into ability groups. | VO:  The whole class learning activity with the Grade 1s and Grade 2&3s together is now finished and Charity will divide the Grades before continuing with the lesson.  During the planning and preparation that we saw in the previous video, Charity gave careful thought to how she was going to group the Grade 2&3s according to their reading and writing ability.  Ideally groups should consist of no more than about 5-6 learners, otherwise they become too big to manage properly. | 15 |

### Segment 4 – Dividing the grades: Whole class teaching (Grade 1) and group work (Grade 2&3s).

|  | **Suggested Video** | **Suggested Audio: What the teacher does and says** |  |
| --- | --- | --- | --- |
| 1 | Camera to focus on Charity as she organisers the grade 1s. Hands out paper and encourages learners to draw big | **Charity to Grade 1s in local Language:**   * You stay here in font on the floor. Make sure you have your piece of paper something to write and draw with! | 22 |
| 2 | Charity briefing the Grade 1 group  Then a clip of Grade 1s drawing themselves.  Zoom in on detail of 2 or 3 learners busy drawing | **Charity to grade 1s in local Language:**   * In the story we have just read we saw children doing different things that they enjoy. * On your piece of paper draw yourself doing something that you enjoy doing. * Remember to draw as big as you can so that you fill the whole page! | 15 |
| 3 | Camera to focus on Charity as she organisers the Grade 2&3s into 3 groups according to their reading ability and gives each group the relevant resources in the pre-prepared envelopes. | VO:  Charity now organises the Grade 2&3s into 3 groups based on their reading ability identified earlier when she was planning and preparing this activity based lesson.  Charity organisers the 3 groups around the available desks  She then gives each group the clearly marked envelopes with the resources which she has prepared: | 10 |
| 4 | Focus on Charity as she explains to the grade 2&3 what she expects of them | **Charity says to the Grade 2&3s:**   * Each group has been given envelopes with some pictures or words and some of you have letters cut out of newspaper. * You must all have your exercise books and a pencil for writing and drawing. * Open the envelopes so long and start looking at the pictures and words * I will be moving from group to group explaining what each must do. | 15 |
| 5 | Charity briefing Red Task group. She moves from Red to Blue to Greens.  Camera to follow Charity from Group to Group | VO:  Charity now moves from group to group explaining the task that each must do. | 30 |
| 6 | Charity returns to Grade 1 learners and goes from learner to learner | VO:  Charity moves around the grade 1 learners looking at their progress. | 15 |
| 7 | Charity returns to the Grade 2&3 learners and goes from group to group to see if they need any support | VO:  Charity now moves back to the groups walking around to check that all are working well and to provide support where is needed. | 10 |
| 8 | Focus on Charity and then show learners presenting their work to the class | VO:  With only a few minutes of the lesson left, Charity wants to bring both grades together to conclude. | 5 |

### Segment 5 – Concluding the lesson: Whole Class - Grades 1s and Grade 2&3s together

|  | **Suggested Video** | **Suggested Audio: What the teacher does and says** |  |
| --- | --- | --- | --- |
| 1 | Learners reassembling as a full class | VO:  Charity combines all the groups back into one big class again | 5 |
|  | Grade 1s presenting their pictures | VO:  Firstly, she encourages some Grade 1 learners to show their pictures to the class. |  |
| 2 | Red group presenting their yellow paste words. Charity building the list on the board. | VO:  Then she called two learners from the red group to come and show their work and identify words they had learnt. These words Charity wrote on the board in both English and the local language. | 30 |
| 3 | A member of the Blue group presenting to the class, Charity adding words to the board list, | VO:  Then she called two learners from Blue group and Charity identified an action word from their sentences that she could add to the growing list of words on the board. | 30 |
| 4 | A member of the green group presenting to the class, Charity adding words to the list. | VO:  The green group presented their sentences and again Charity identified the action word and wrote those on the board too. | 5 |
| 5 | Learners placing resources back into the envelopes and handing forward. | VO:  And so this summary on the board successfully concludes the lesson.  Charity has ensured that the Grade 1s and Grade 2&3s are systematically learning to read and write new words in their Local Language and in English.  Her lesson has helped the learners to achieve the objectives of the curriculum and the National Literacy Framework.  Charity thought about her lesson and planned it very carefully so that she could manage all the activities in this big multi-grade class.  She also worked hard to prepare the resources for this lesson to ensure that every learner could participate actively within their own ability.  The good thing is that some of these resources can be stored and used again for another lesson. | 30 |
| 6 | End credits |  | 5 |