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# Activity Guide

## Phonics Team Coaching

V0.5E



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### Icons



Important! Be Careful!



A good idea, but optional



Poison! Don't do this!



**Model**



**Monitor**



### Activity Guide: Phonics Team Coaching

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## Phonics Team Coaching

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### Introduction

**Team Coaching** is the single most important technique you can use to develop **all** your students!

In most classes, only a small percentage of students pay attention, because teachers do not have enough time to give every student the individual attention that they need. It becomes necessary for teachers to focus on those students who are interested, and accept the fact that the rest will achieve poor results.

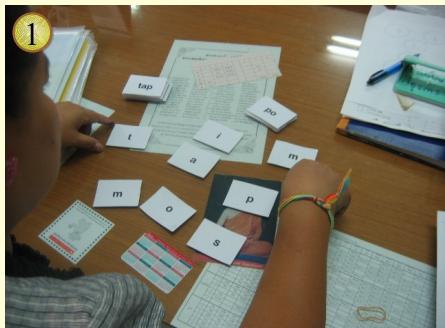
Using **Team Coaching**, every student in the class can get the individual attention they need. However, many teachers and students struggle with **Team Coaching** at first, because the role of the teacher is so different to what they are used to. Instead of teaching content directly to the students, the teacher's role is to mentor the coaches – show them how to drill effectively, as well as checking that they understand the content properly themselves.

Because of this, do not expect **Team Coaching** to be immediately successful. It may take several lessons for you and your students to adjust to the new environment. However, it is well worth the time and effort. Once **Team Coaching** starts to work properly, you will find that most of the students you had given up hope for, develop better English language skills.

Just as in football, coaches and team-mates need an upcoming competition to motivate them. So **Team Coaching** works best when followed immediately by competitive activities, such as **Reading Challenge**, **Matching Relay** or **Phonics Dictation**.

**Team Coaching** has many forms. This guide covers **Phonics Drilling** and **Phonics Dictation**, but with a little imagination, almost any whole-class drilling technique or activity can be adapted to take advantage of the more intensive experience that **Team Coaching** provides to individual students.

### Before Class



Practise the content and skills that you will use **Team Coaching** for in the lesson:

- Identify **graphemes**
- Pronounce **phonemes** clearly
- **Blend phonemes** together to make syllables
- etc.

### Prepare Yourself



Review and practise Activity Guides for the drilling techniques that you want your coaches to do.

Think about how you will mentor coaches in each technique.



### Seating Arrangement:

If this is the first time you have done **Team Coaching**, plan your seating arrangement.

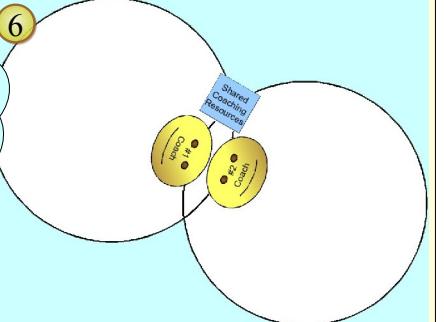
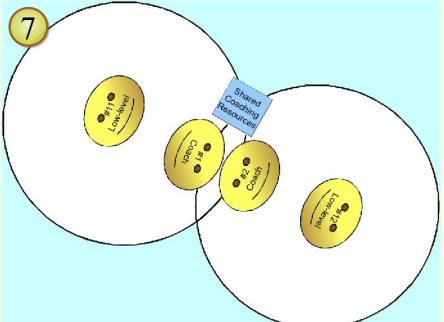
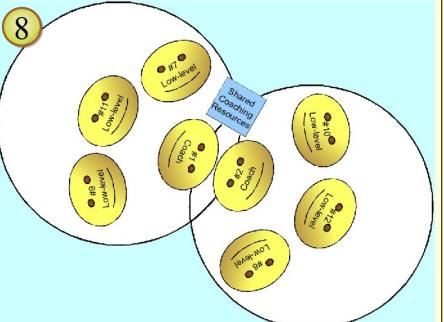
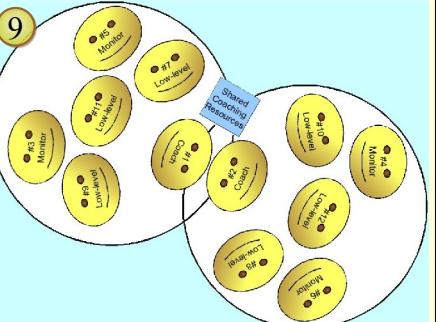


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## Phonics Team Coaching

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Before Class	Prepare Yourself	
 <p><b>Seating Arrangement:</b> Teams are divided into odd and even numbers</p>	 <p><b>Seating Arrangement:</b> #1 and #2 of each team (the coaches) sit together back-to-back</p>	 <p><b>Seating Arrangement:</b> The <b>flashcards</b> or <b>activity cards</b> are put in a pile where both coaches can access them</p>
 <p><b>Seating Arrangement:</b> The two weakest students sit exactly in front of their coach</p>	 <p><b>Seating Arrangement:</b> Other weak students sit next to them</p>	 <p><b>Seating Arrangement:</b> Mid-level students sit behind the weakest students. They are responsible for monitoring and helping the weaker students, as well as participating themselves.</p>
 <p>Draw a diagram of your seating arrangement to copy onto your board later.</p>		<p><u><i>My notes</i></u></p>



# Activity Guide

## Phonics Team Coaching

Before Class	Prepare your Materials	
 1 <p>Prepare the <b>graphemes</b> that you will practice in the lesson. At the beginning of each unit, there are lists for full-size <b>flashcards</b>, half-size <b>flashcards</b>, and the small <b>activity cards</b>.</p> <p>The materials that you need to prepare depend on what type of <b>Team Coaching</b> session you plan to run – <b>Phonics Drilling</b> or <b>Phonics Dictation</b>.</p> <p>See the <b>Materials Preparation</b> Activity Guide for preparing <b>flashcards</b> and <b>activity cards</b>.</p>	 2 <p>For <b>Phonics Drilling</b>, you need for each team:</p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> One set of half-size <b>flashcards</b> of <b>graphemes</b></li></ul>	 3 <p>For <b>Phonics Dictation</b>, you will need for each team:</p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> One set of small <b>grapheme activity cards</b></li><li><input checked="" type="checkbox"/> One set of small <b>target word activity cards</b></li></ul>
 4 <p>Check the rest of your equipment for this lesson:</p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Uniforms</li><li><input checked="" type="checkbox"/> Scoreboard Headers</li><li><input checked="" type="checkbox"/> Score-sheets</li><li><input checked="" type="checkbox"/> <b>Flashcards</b> etc. depending on other activities</li></ul> <p>Put everything together in your <b>Team English</b> Basket.</p>		<i>My notes</i>



# Activity Guide

## Phonics Team Coaching

### In Class

### Prepare your Students



#### Set The Scene:

Start by telling students which activity they are preparing for:  
**Reading Challenge, Matching Relay, Phonics Dictation** etc.

Tell them that first, you will give them some time for a **Team Coaching** session.

My notes

### In Class

### Setup the Activity: General



Show teams what equipment they will need.

For **Phonics Drilling**, each team needs:

- One set of half-size **flashcards of graphemes**

For **Phonics Dictation**, each team needs:

- One set of small **activity cards of graphemes**
- One set of small **activity cards of target words**



Draw a diagram on the board of the seating arrangement for **Team Coaching** that you prepared earlier.



Have teams compete to set themselves up for **Team Coaching**, sitting in the correct seating arrangement, with their equipment ready.

Award 4 points to the quickest team, 3 points to the second team, and so on.



# Activity Guide

## Phonics Team Coaching

### In Class

### Setup the Activity: Phonics Drilling



#### **Modelling:**

Choose one team to model with, following the **Phonics Drilling** Activity Guide.

Tell your coaches to observe your techniques, so that they can also drill their team-mates effectively.

#### **Modelling:**

Have coaches observe that:

- You do not say the **phoneme** or syllable yourself – you hold up the **flashcards** silently
- If students cannot answer you give hints instead of just telling them the answer.

#### **Modelling:**

Have coaches observe that:

- You change the cards randomly
- You select students randomly during individual drilling

### In Class

### Run the Activity: Phonics Drilling



Have team coaches do **Phonics Drilling** following your model.

#### **Monitor:**

Move around the classroom looking for problems.

Remember that your role is **not** to teach the students yourself. If a coach cannot remember the content, help them, but **do not take over from them!**

#### **Monitor:**

Check that coaches:

- Hold up the **flashcards silently**
- Give hints if team-mates do not know the answer.
- Change cards randomly
- Select team-mates randomly.

My notes



# Activity Guide

## Phonics Team Coaching

### In Class

### Setup the Activity: Phonics Dictation



*My notes*

#### **Modelling:**

Choose one team to model with. Follow the **Phonics Dictation** Activity Guide, with the exception that students use the **activity card graphemes** to form the words instead writing them down.

Tell your coaches to observe your techniques, so that they can also drill their team-mates effectively.

#### **Modelling:**

- Have coaches observe that:
- You start with single **phonemes**, then build up to **CV** and **CVC**
  - You pronounce each word slowly and clearly
  - You say each word three times using three different tones

### In Class

### Run the Activity: Phonics Dictation



Have team coaches do **Phonics Dictation** following your model.

#### **Monitor:**

Move around the classroom looking for problems.

Remember that your role is **not** to teach the students yourself. If a coach cannot remember the content, help them, but **do not take over from them!**

#### **Monitor:**

Check that coaches:

- Pronounce each word slowly and clearly
- Start with single **phonemes**, then build up to **CV** and **CVC**
- Say each word three times using three different tones



# Activity Guide

## Phonics Team Coaching

In Class	Feedback	<u>My notes</u>
<p>1</p> <p>So, I think Red Team won the Matching Relay because ...</p> <p>2</p> <p>One important part of feedback for <b>Team Coaching</b> is the following activity.</p> <p>So after that activity, remind students of the previous <b>Team Coaching</b> session. Praise the coaches of teams that scored well. Give advice for teams that scored poorly.</p> <p>The other feedback for <b>Team Coaching</b> is in the form of <b>teamwork points</b>. Generally, these are given out of 10 at the end of the lesson.</p> <p>It is difficult to observe teamwork in some activities, but <b>always</b> easy to observe during a <b>Team Coaching</b> session.</p> <p>So, at the end of a lesson, tell students what you observed during the <b>Team Coaching</b> session, and relate that to the <b>teamwork points</b> that you award.</p>		

After Class	Evaluation	<u>My notes</u>
<p>Sit down and write a few notes about:</p> <ul style="list-style-type: none"><li>- What was good?</li><li>- What problems you had?</li><li>- What you should change next time?</li></ul>		