



Rising On Air – Teacher Tutorials

With schools closed due to the COVID19 pandemic, Rising Academy Network adapted foundational learning content to create a series of 20-week radio programs to strengthen and build students' reading and math skills, even though they are out of school.

To enhance the effectiveness of the radio programming, Rising developed a complementary 20-week series of one-to-one teacher tutorial phone calls, to support student learning. We focus on the needs of the students and have developed the support package so that it takes students on a step by step journey to secure their foundational skills in reading and math.

Students receive two tutorial calls in a week, focused on reading and maths, costing approximately \$1USD per call. Each subject specific tutorial call takes place once a week, at a pre-arranged time, for approximately 15 minutes. Students review the previous weeks' learning objectives from the radio lessons in a series of tasks and assessments. This in turn allows the teacher to complete two specific tasks; firstly identify gaps in students' knowledge and secondly provide bespoke support for the student. Each teacher has approximately 30 students assigned to them and typically makes 6 tutorial calls in a day. Most tutorial calls are typically before or after usual school day times as parents and therefore phones are typically away from the children themselves.

Based on the goals for the Teacher tutorial programme and findings from early research with parents and students, Rising developed a plan for *Rising On Air's* Teacher tutorial series. The series includes a repeating format and scripts that have five distinct components:

1. Introduction and information for parents/guardian
2. Transition to child
3. Checking on radio listening
4. Reviewing lesson content from previous week
5. Thank you and bye

To develop the specific content of the tutorial calls (*predominantly section 4*), Rising is taking an iterative approach that incorporates feedback from students and teachers to inform and improve lessons. Please see the example below.

Structure of Phone Call script for Upper Primary Literacy

Section	Conversation guide
<p>Introduction</p> <p>Information for parents or guardian</p>	<p>1. Hello _____. How was your day today? My name is _____ and I am a _____ for Rising Academy Network. I work with _____ school where your child _____ attends.</p> <p>2. Rising Academy Network and the Ministry of Education are working together to make sure that your child is learning whilst at home. We will continue the programme until school reopens. The program is on at _____ am on radio frequency _____ on _____ (days).</p> <p>3. Do you have a radio that _____ can listen to? I want you to ensure that your radio is available to your child/children every day to continue their lessons. Please check they have copied the right time and day of their lessons in their copybook.</p> <p>4. Please make sure your child has the time to listen when it is time for their lessons.</p>
<p>Transition to child</p>	<p>1. I understand you do not have a radio, could you please ask your child to share with a friend who has one? They must sit at least 6 feet away from each other</p> <p>2. Do you have any questions about the radio lessons? I can help with the answer.</p> <p>3. Would you kindly allow me talk with your child _____? [If they say no]. Ok, I understand, can you tell me when I should ring back please? Thank you.</p>
<p>Checking on radio listening</p>	<p>1. Hello _____, how are you? My name is _____ and I have rang today to help you with your learning. Have you been listening to the radio? What is stopping you from listening to lessons? [Give advice based on the answer.] E.g. Offer to speak to the parent about how important the radio lesson</p> <p>2. Do you have a pen and some paper? I would like you to write this down. We will continue the programme until school reopens. The program is on at _____ am on radio frequency _____ on _____ (days). I would still like to do some work with you _____ as learning is so important for us.</p>
<p>Reviewing lesson content from previous week</p>	<p>See the specific questions and answers for each week.</p> <p>During your conversation with the student, ask each question. Pause and wait for the student to answer. Encourage them to try answering. If they are correct, tell them so. If they are incorrect, tell them it was a good try but not quite right. No matter whether the student is correct or not, tell them the correct answer after they try and encourage them again.</p>
<p>Thank you and bye</p>	<p>1. Thank you _____; it was nice talking with you and your child. _____ said that they were unable to listen to the radio last week, what was the problem you faced? Can I suggest you _____ [Suggest solution] next time? That may help make things easier.</p> <p>2. Remember to give your child the time to receive their lessons every day on the radio. It is very important that they keep on learning. We will keep in touch with you both. Thank you and speak to you soon.</p>

Specific questions and answers reviewing content of Upper Primary Radio Lessons

Introduction	
<p>In your radio lessons this week, the teacher gave examples of words that have sounds blended together at the beginning of the word. For example, the word black has the sounds /b/ and /l/ blended together at the beginning. Another example is the word spit. Spit has the sounds /s/ and /p/ blended together at the beginning. We are going to talk about some other words with blended sounds. We will also talk about the reading on Natural Resources.</p>	
QUESTIONS	ANSWERS
Hearing Syllables	
<p>I'm going to read you a sentence. Listen to see if you can hear any words that have more than one syllable. The sentence is: Bananas are a crop that farmers cultivate Which words have more than one syllable?</p>	<p>There are 3 words with more than one syllable. Let's say and clap them together.</p> <p>There are 3 syllables in bananas. Let's say and clap them together. ba-na-nas.</p> <p>There are 2 syllables in farmers. Let's say and clap them together. farm-ers</p> <p>There are 3 syllables in cultivate. Let's say and clap them together. cul-ti-vate</p>
Hearing Sounds	
<p>I am going to say a word with two sounds blended together at the beginning. Listen to the word and tell me what are the two sounds blended together at the beginning crop.</p>	<p>The word crop starts with the /cr/ sound.</p>
<p>What letters make the /cr/ sound?</p>	<p>The letters C-R make the sound /cr/</p>
<p>Listen to the word crop. What sound is at the end of the word?</p>	<p>The word crop ends with the /p/ sound.</p>
<p>What letter makes the /p/ sound?</p>	<p>The letter P makes the sound /p/</p>
<p>Okay, this is a hard question! Listen to the word crop. What sound is in the middle of the word?</p>	<p>crop has the /o/ sound in the middle.</p> <p>/o/ is like the sound at the beginning of the word octopus.</p>

What letter makes the /o/ sound?	The letter O makes the sound /o/						
How do you spell the word crop	C-R-O-P						
Writing Words							
<p>I am going to say a word and I want you to write it for me. Listen carefully for the blended sounds at the beginning:</p> <table border="1"> <tr> <td>1. clap</td> <td>2. frog</td> <td>3. swim</td> </tr> </table> <p>Ok. Did you finish? How did you spell the words?</p>	1. clap	2. frog	3. swim	<table border="1"> <tr> <td>1. c-l-a-p</td> <td>2. f-r-o-g</td> <td>3. s-w-i-m</td> </tr> </table> <p><i>[Ask the students about the blended sounds at the beginning for each word]</i></p>	1. c-l-a-p	2. f-r-o-g	3. s-w-i-m
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Practice Speaking							
We said the sentence: Bananas are a crop that farmers cultivate. What is a crop?	Crop is a word for plants grown by farmers. For example, rubber is a crop and cocoa is a crop. Chickens are not a crop. The word crop is only for plants, not animals.						
Can you think of any other examples of a crop?	Great! Some other examples I know are: maize, cassava, rice, potatoes, oranges, papaya, and palm nuts.						
The sentence also used the word cultivate. What does cultivate mean?	Cultivate is a verb, an action word. It means to grow plants.						
Let's say the sentence again: Bananas are a crop that farmers cultivate. Close your eyes and imagine that you are seeing that. Bananas are a crop that farmers cultivate Can you tell me what you see?	Great! For me, I imagine seeing lots of banana trees all in a row. There is a farmer walking between the trees to see which bananas are ready to cut to take to market.						
Read Aloud							
<p>Last week, the teacher read some nonfiction passages on the radio. The theme was Natural Resources. Did you listen to that?</p> <p>IF YES → Please tell me something you learned about Natural Resources?</p> <p>IF NO → Can you tell me what you already know about Natural Resources?</p>							