

# Staff Training

April 2016

# Rules for the Day

- **SPEAK UP!** Ask questions, respond to questions, offer insights
- **BE POSITIVE!** Everyone has ideas and opinions worth sharing
- **TAKE THIS SERIOUSLY!** Join in discussions and be ready to follow up what you learn in class and through homework
- **TAKE NOTES!** You have handouts and pens, write down whatever you feel you need to remember

# Housekeeping

- Changes in the classroom
  - Preschool is now 'Interactive'
  - Reinstating sounds at interactive
  - Oral reading from Recommended Reading List (RRL) library
  - Teach recording at transition
  - Extra timeslots on Monday and Thursday

# Housekeeping

- Classroom Practices

- ALL work at the preschool table needs to be marked
- End of class jobs – TWO people each shift who always do the jobs
  - One person to stay in new students on Monday and Thursday
- Check tables = Time ALL tables (at least 2s to 9s)
- Make an effort to remember students in your area
  - Look for students who can move up
  - Train them if they're not
- No non-Kumon terms
- Writing on worksheets – use your best judgement

# Housekeeping

- Staff Conduct
  - Arrive on time!
  - Initial EVERYTHING and write neatly
  - Make sure folders go in the correct place
  - Review marking methods
  - Check for page by page times when recording
  - Model/outline goals and behaviours for students
    - Number board
    - Oral reading
    - Work skills
  - Tick yourself off for enrolments
  - Read the staff notice board
  - Return text messages
  - Mobile phones on silent and put away during class

# Housekeeping

- Professional Development
  - New staff resources page  
<http://www.kumongun.com/kumon/staffresources/>
    - Name tag system
    - Staff manual
    - Past training materials
  - Ask about training for areas in which you are interested
- Remember your role as a Kumon assistant
  - You have an influence and an impact on students
  - They remember EVERYTHING!
  - You are selling a product and offering a service – you need to believe in what you are selling

# Session 1: Kumon Programme Basics



**KEEP  
CALM  
AND  
FINISH YOUR  
KUMON**

# Aims of the Kumon Programme

- *To develop students' reading and calculation ability beyond school grade level by having them study worksheets on their own.*
- Daily routine
  - Easy starting point
- Concentration
  - Speed and accuracy
- Independence
  - Read and follow instructions and examples
- Confidence
- Honesty
- Perseverance
- *'Work Skills'*



# 'Work Skills'

- Behaviours that enable the student to work with speed and accuracy
  - Head down
  - Sitting up straight
  - Pencil on the page
  - Other hand holding the worksheet
- Other centre behaviours
  - Going to 'Check In' when necessary
  - Organising folders and getting to work quickly and quietly
  - *Writing their name, date and time on their worksheets*
  - *Marking honestly using the Kumon Method*
  - Recording neatly and accurately
  - Organising extra activities without being reminded
  - Proceeding to check out when everything is finished

# What this means as a staff member

- Encourage students to work independently and think for themselves
- Learn about your students' work habits and watch for changes, both good and bad
- Look out for good work skills and intervene if they are not being used
- Reinforce classroom procedures
- Outline expectations and goals
- Train students so that they can progress and move up

# Basic Programme Structure

- Both programmes roughly divided into three sections
  - 7A/6A – 3A = Preschool
  - 2A – F = Primary School
  - G+ = High School
- Today's training focuses on levels up to F
  - Provides basics for higher levels
  - Most of what you will encounter in the centre
- Discuss the main topics in each programme
  - B, C, D Maths
  - 7A, 2A-AI, DI and GI English

# Z level = Pencil Skills

- Designed to improve FINE MOTOR SKILLS and PENCIL GRIP
  - Model and help students to hold pencil properly
  - Try to write *left to right* and *top to bottom* (like letters and numbers)
- May be completed alongside English or Mathematics programme
  - Stopped once writing is included in regular worksheets
- Usually done before subject worksheet
  - Settle them down
- Z worksheet AND subject worksheet done each day
- 'Recorded' by crossing out the number: no writing in record book

# Session 2: Kumon Mathematics

**MAYBE IF WE TELL PEOPLE THE BRAIN IS AN APP, THEY'LL START USING IT.**



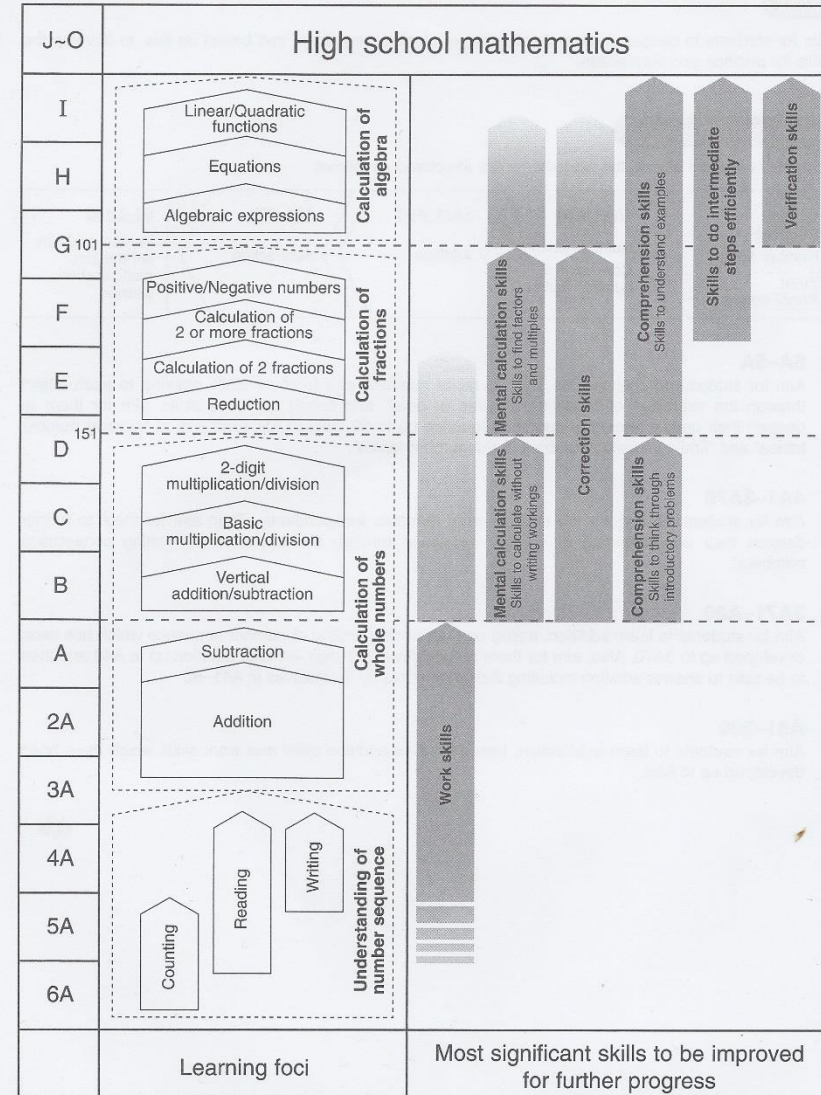
# Aims of the Kumon Programme - Mathematics

- *Develop basic mathematics and calculation skills to enable students to study calculus*
- Master four basic operations
  - Addition
  - Subtraction
  - Multiplication
  - Division

# Basic Outline of Kumon Mathematics Programme

- Programme runs from 6A – O
  - Extension through 5 X-Level Modules
- Work skills developed alongside calculation skills
  - Following examples
  - Correction skills
  - Problem solving
  - Intermediate steps
  - Verification (checking answers)

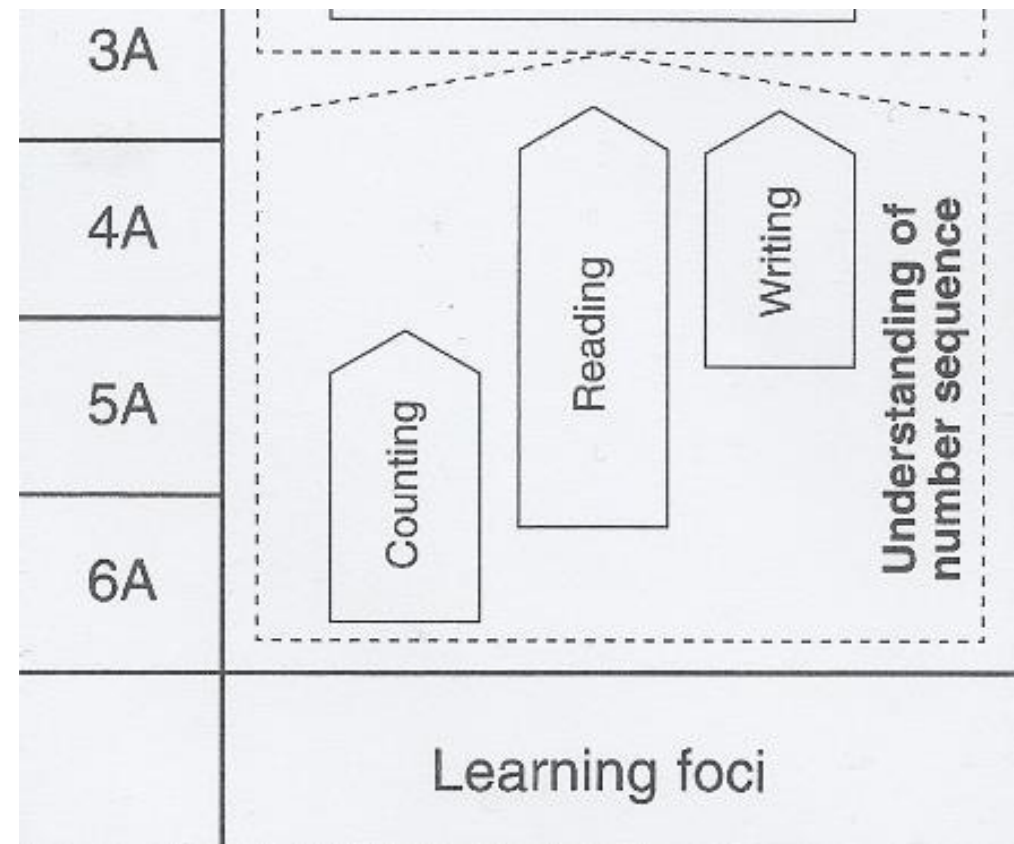
Overview Chart for Kumon Mathematics Programme



\*Regarding how to gauge students' abilities, refer to Chapter 7: "The 'Just-Right' Level of Study and Gauging Students' Learning Situations" in *Understanding the Principles of Kumon Instruction: Maths*.

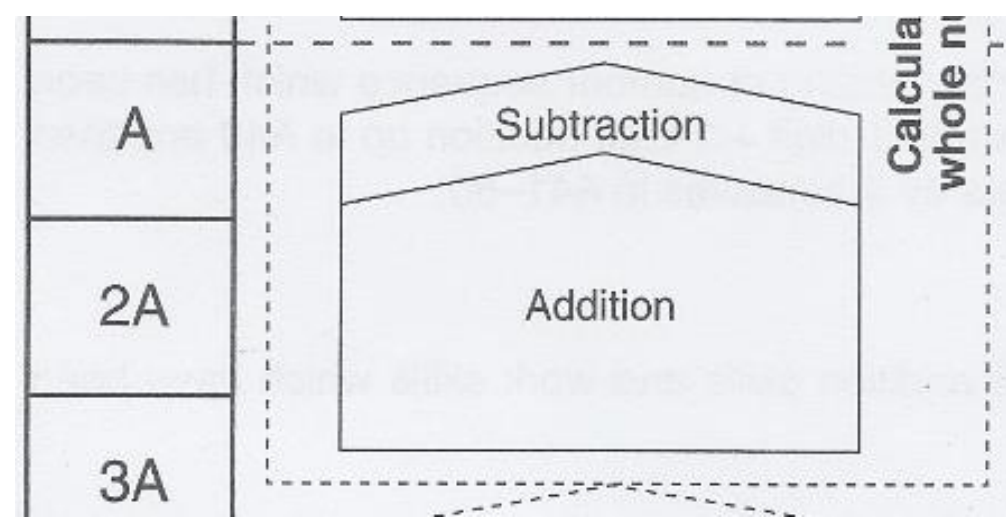
# Programme in Detail

- 6A1 – 3A70 = Counting and Number Sequencing
  - Dot Patterns
  - Counting
  - Number Recognition
  - Sequencing
  - Number Writing
- Students recognise numbers and can place them in order
  - Number board
- Encourage students to think about the ‘next number’





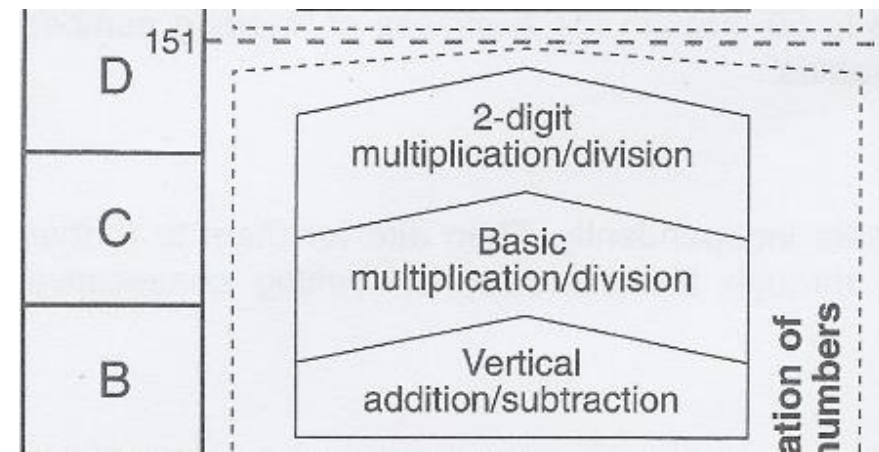
# Programme in Detail



- $3A71 - A200 =$  Horizontal Addition and Subtraction
  - Adding 1, 2, 3
  - Adding 4-10
  - Subtracting up to 10
- Use 'next number' to add 1, then build from there
- Use previous sums/concepts when students have trouble
- Use addition to help visualise subtraction

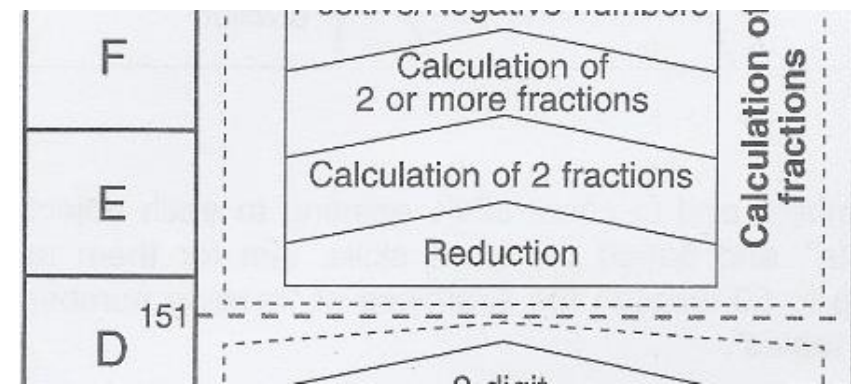
# Programme in Detail

- *B, C, D = Observation Table*
  - B Level = Vertical Addition and Subtraction
  - C Level = Short Multiplication and Division
  - D Level up to D150 = Long Multiplication and Division (D151: Fractions\*)
- Application of basic skills
- Introduction of word problems
- Main instruction points – NO CARRY MARKS and ALIGNMENT
  - Correct working out
    - No extra steps in short division
    - No zeros
    - No extra multiplication
  - Start of order of operations
- *Learned* at observation, **reinforced** throughout classroom



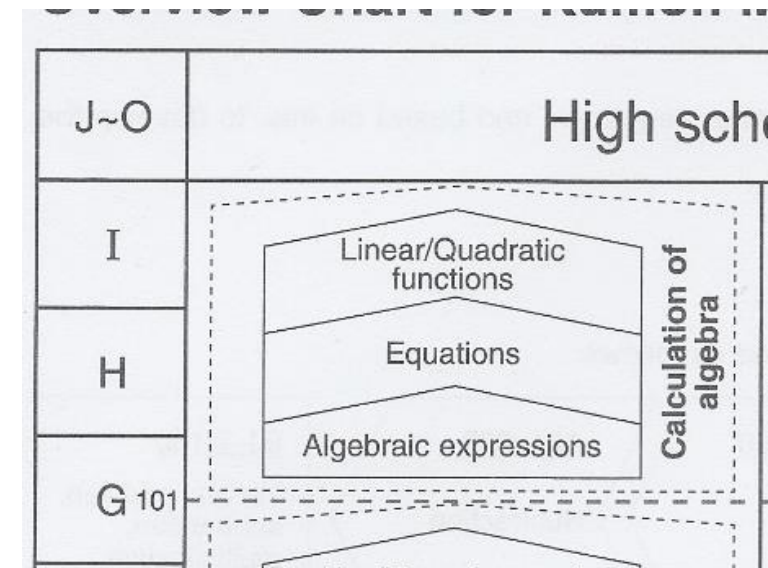
# Programme in Detail

- D151-200, E and F = Fractions
  - Improper Fractions, Mixed Numbers and Reduction
  - Addition, Subtraction, Multiplication, Division
  - Order of operations
  - Fractions and decimals
- Main instruction points
  - Read and use examples (greater focus than previous levels)
  - Use whole numbers for addition and subtraction
  - Reduce answers to simplest form
  - Brackets first, multiplication and division second (NO BODMAS!)
  - Show *sufficient* working out



# Programme in Detail

- G+ = High school maths
  - Positive and negative numbers
  - Equations
  - Factorising
  - Quadratics
- Learning formula in preparation for calculus
  - Formula book
- Goal is programme completion
- X Levels – Extension
  - May be completed after O level, but not required



# As a staff member

- Try to avoid the word 'HARD'
  - Use words like 'new', 'different', 'long', '*challenging*'
- Refer students to examples and previous questions
- Encourage students to keep their numbers the same size as those in the question
- Use page by page marking
  - Affirms students
  - Helps 'pace' them through the work
- Send students with highlighted work to observation
- Watch for signs that a student may need revision
  - Finger counting
  - Carry marks
  - Extra working out

# Staff Homework Challenge: Freerice.com

**FREE Rice 2.0**

HOME SUBJECTS GROUPS RICE! SIGN UP LOGIN ABOUT

For each answer you get right, we donate 10 grams of rice through the World Food Programme to help end hunger.

login | sign up (track your totals, join and create groups and more)

Multiplication Table Change Subjects ▶

Correct!  $6 \times 2 = 12$

**3 x 2**

6

13







16

9

Level: 1 to 2    Best Level: 1    Change Level ▶    Re-Start ▶

You have now  Learn more

## Subjects

-  **HUMANITIES**
  - ▶ Famous Paintings
  - ▶ Literature
  - ▶ World Hunger
  - ▶ Famous Quotations
-  **ENGLISH**
  - ▶ English Vocabulary
  - ▶ English Grammar
-  **MATH**
  - ▶ **Multiplication Table**
  - ▶ Basic Math (Pre-Algebra)
-  **CHEMISTRY**
  - ▶ Chemical Symbols (Full List)
  - ▶ Chemical Symbols (Basic)
-  **LANGUAGE LEARNING**
  - ▶ German
  - ▶ Spanish
  - ▶ French
  - ▶ Italian
  - ▶ Latin
-  **GEOGRAPHY**
  - ▶ World Landmarks
  - ▶ Identify Countries on the Map
  - ▶ World Capitals
  - ▶ Flags of the world

# Session 2: Kumon English

English is a difficult language.

It can be understood through tough thorough thought, though.

# Aims of the Kumon Programme - English

- *Develops high level reading and comprehension ability to enable students to understand difficult texts*
- Builds skills to allow students to summarise and analyse texts
  - Sight words and sounds
  - Word types
  - Sentence structure
  - Paragraphs
  - Key words



# Basic Outline of Kumon English Programme

- ▶ Programme runs from 7A – L
  - ▶ Split levels from A – I level
- ▶ Main focus is comprehension
  - ▶ Develop other skills alongside
    - ▶ Following instructions
    - ▶ Oral reading ability
    - ▶ Spelling
    - ▶ Grammar
    - ▶ Punctuation

J-L	<b>Reading critically</b> <ul style="list-style-type: none"><li>• Learn how to support an opinion using information from a passage through analysing and interpreting elements of literature.</li><li>• Enhance critical reading ability by writing a comment on a passage from an objective standpoint.</li></ul>
GI-III	<b>Summarising</b> <ul style="list-style-type: none"><li>• Complete a summary by restructuring pieces of information in a paragraph and making the topic the axis of the summary sentence.</li><li>• Summarise one paragraph of a passage independently while being conscious of the context of several paragraphs.</li><li>• Explain the summary process.</li></ul>
DI-FII	<b>Identifying the topic of each paragraph</b> <ul style="list-style-type: none"><li>• Comprehend and compose complex sentences.</li><li>• Read a passage while identifying the topic of each of its paragraphs.</li><li>• Understand the links between sentences and paragraphs, and the links over paragraphs.</li><li>• Interpret a passage through restatement, examples and description.</li></ul>
AI-CII	<b>Visualising a passage</b> <ul style="list-style-type: none"><li>• Comprehend and compose simple sentences.</li><li>• Visualise the contents of a passage by viewing it as a sequence of events, comparing ideas and identifying 5Ws-1H elements within it.</li><li>• Improve oral reading ability and gradually start reading silently.</li></ul>
5A-2A	<b>Learning to read and write</b> <ul style="list-style-type: none"><li>• Read aloud words and sentences by learning sound parts within words.</li><li>• Improve letter-writing ability by tracing, copying and writing words.</li><li>• Read aloud and understand short passages.</li></ul>
7A-6A	<b>Repeating and reciting</b> <ul style="list-style-type: none"><li>• Repeat and recite words, phrases and short sentences.</li><li>• Associate spoken words with their written form.</li></ul>

# Oral Reading

- ▶ Students read out loud each class
  - ▶ Encouraged to do the same at home
- ▶ Passages taken from books on the Kumon Recommended Reading List
  - ▶ Library may be used for oral reading – NOT taken home by students
- ▶ Focus on oral reading skills
  - ▶ Pace
  - ▶ Pronunciation
  - ▶ Emphasis
- ▶ Should attempt to read a level above where they are
  - ▶ NOTE: Texts in story sets from the level above
    - ▶ E.g. BI 81 (The Lighthouse Keeper's Rescue) is from C level on the RRL
  - ▶ If a student cannot manage a level above, have them read the end of their current level

# Programme in Detail

<b>7A–6A</b>	<p style="text-align: center;"><b>Repeating and reciting</b></p> <ul style="list-style-type: none"><li>• Repeat and recite words, phrases and short sentences.</li><li>• Associate spoken words with their written form.</li></ul>
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- Students learn ‘sight words’, phrases and short sentences through repetition
  - REPEAT (7A): Say the words after the instructor
  - RECITE (6A): Recognise and say words by themselves
    - Pause briefly to see if the student can recite by themselves
- Learn to associate pictures and written words with spoken counterparts
- Students may begin to learn sounds, but ARE NOT expected to read by themselves
  - Students who can already read can be encouraged to do so

# Programme in Detail

<b>5A–2A</b>	<p style="text-align: center;"><b>Learning to read and write</b></p> <ul style="list-style-type: none"><li>• Read aloud words and sentences by learning sound parts within words.</li><li>• Improve letter-writing ability by tracing, copying and writing words.</li><li>• Read aloud and understand short passages.</li></ul>
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- Students learn to write letters and the sounds they make
  - Single sounds
  - Combinations and spelling patterns
  - Syllables
  - Simple phrases and sentences
- 2A = Nouns, verb, adjectives
- Students should be encouraged to learn, remember and use their sounds whenever they can
- Practice writing letters neatly and the same size as the other letters

# Programme in Detail

<b>AI-CII</b>	<p style="text-align: center;"><b>Visualising a passage</b></p> <ul style="list-style-type: none"><li>• Comprehend and compose simple sentences.</li><li>• Visualise the contents of a passage by viewing it as a sequence of events, comparing ideas and identifying 5Ws-1H elements within it.</li><li>• Improve oral reading ability and gradually start reading silently.</li></ul>
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- Answer questions and form simple sentences
  - *AI 121: Use of capital letters, full stops, question marks and spaces*
- Learn to read instructions, passage and question **IN THAT ORDER**
  - Should not read question first and try to locate answer
  - May use question keywords to find answer **AFTER** reading the passage
- Read to themselves, including the timed section at the front of each booklet
- Improving correction skills and checking answers by re-reading them

# Programme in Detail

<b>DI-FII</b>	<p style="text-align: center;"><b>Identifying the topic of each paragraph</b></p> <ul style="list-style-type: none"><li>• Comprehend and compose complex sentences.</li><li>• Read a passage while identifying the topic of each of its paragraphs.</li><li>• Understand the links between sentences and paragraphs, and the links over paragraphs.</li><li>• Interpret a passage through restatement, examples and description.</li></ul>
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- First time students are expected to compose sentences on their own (page 6 and 7)
  - Focus on sentences that make sense and have correct spelling and punctuation
  - Use sentences on front of page as example and guide
- Encourage students to read paragraphs and recognise topics and key words

# Programme in Detail

- Vocabulary sections in AI – FII
  - Pages 6 and 7 of standard worksheets
  - Booklets 171 and 181 of each level
    - Revises words presented throughout the level
  - Spelling sections on tests
- Take off ALL marks for mistakes when the focus is spelling
  - Partial marks may be taken off for not tracing
- Take off appropriate marks for other exercises

# Programme in Detail

<b>GI–III</b>	<p style="text-align: center;"><b>Summarising</b></p> <ul style="list-style-type: none"><li>• Complete a summary by restructuring pieces of information in a paragraph and making the topic the axis of the summary sentence.</li><li>• Summarise one paragraph of a passage independently while being conscious of the context of several paragraphs.</li><li>• Explain the summary process.</li></ul>
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- Use **keywords** to summarise passages
  - Students should have an idea of what they are going to write *before* they write anything
  - Students should write coherent sentences and link ideas to summarise passages concisely
- Texts in these levels used repeatedly
  - Allows students to become familiar with stories
  - Form more informed answers about the content
- Start talking about programme completion



# Programme in Detail

J-L	<p style="text-align: center;"><b>Reading critically</b></p> <ul style="list-style-type: none"><li>• Learn how to support an opinion using information from a passage through analysing and interpreting elements of literature.</li><li>• Enhance critical reading ability by writing a comment on a passage from an objective standpoint.</li></ul>
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- Formulate an answer and support with examples from the text
  - Doesn't need to be the same as the answer book
    - May use answer book as a 'guide' if having difficulty
  - Keep checking for sentence structure
- No achievement tests
  - 'Spot check' worksheets

# As a staff member

- Encourage students to read instructions, examples and passages BEFORE attempting the questions
- Check students' work for spelling and punctuation
  - Students often aren't looking for these errors
- Give feedback on oral reading
- Encourage students to grasp the meaning of new words
  - Pictures
  - Context
  - Dictionary

# Staff Homework Activity: RRL Reading Challenge

- Try to complete each item on the list reading books from the Kumon Recommended Reading List
  - Standard list
- Prizes at staff Christmas party for people who complete whole list
- Be honest (we may quiz you)

# Session 4 : Goal Setting

# Goal Setting

- Fill in the goal setting sheet by answering the questions
- These sheets will be returned to you at the end of the year
- **You will be the only person who reads it**
- Set SMART goals
  - Specific
  - Measureable
  - Actionable
  - Relevant
  - Time Bound
- Seal the sheet in the envelope **WITH YOUR NAME ON IT**