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Department:

Education

PROVINCE OF KWAZULU-NATAL

# Foundation Phase Training Workshop 2: February 2015

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## Facilitators' Guide

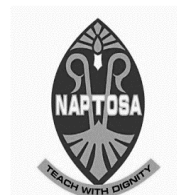
### isiZulu Home Language and English FAL

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Endorsed by:



**Jika iMfundo**  
what I do matters



## Programme

Number	Activity Name	Time Guide	Real Time / Notes
1	Session 1: Introduction	5 minutes	
2	Session 2: EFAL Poster Work	70 minutes	
3	Session 3: Assessment – isiZulu; EFAL	90 minutes	
4	Session 4: GGR – EFAL; IsiZulu	90 minutes	
5	Session 5: Closure	5 minutes	
<b>Total Working Time:</b>		<b>260 minutes (4 hours 20 minutes)</b>	

### THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.	HANDOUTS IN ORDER OF USE:	TOTAL NUMBER	CHECK
1	Participants' Training Guide		
2	Facilitator's Training Guide		
<b>OTHER ITEMS</b>			
1	EFAL School poster		
2	<i>Sally's New Bike</i> books		
3	<i>Uphi uZinzi?</i> books		
4	Flashcard words: kanzima, Uphi, uZinzi; new, Sally, bike		
5	Lesson Plans and Trackers: EFAL Grade 1, 2, 3		
6	Lesson Plans and Trackers: isiZulu Grade 1, 2, 3		
7	Flip chart paper		
8	Kokis		

## SESSION 1: Welcome and Introduction

<b>TIME GUIDE</b>	5 minutes
<b>RESOURCES</b>	

<b>RESOURCES</b>	
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- Give each HoD a Participants' Guide at registration.
- Welcome the HoDs.
- Explain the following:
  - In this workshop we will be working with parts of the lesson plans and trackers.
  - The first session is on EFAL poster work. You will see the methodology demonstrated and then you will have an opportunity to practise it yourselves.
  - The next session is on Assessment in isiZulu and EFAL.
  - In the third session how to do Group Guided Reading will be demonstrated and then you will practise this methodology in groups.

## SESSION 2: EFAL Poster Work

<b>TIME GUIDE</b>	70 minutes
<b>RESOURCES</b>	School poster; Participants' and Facilitators' Guide

**A. Give participants some background information on learning a language – as below (10 mins)**  
**This is intended to help them understand the principles behind the methodology of poster work.**

In the listening and speaking component of EFAL, learners develop their ability to speak English. The lessons are built on important principles of how language develops. Knowing some of these will help you teach this component well.

It is important that learners hear the same vocabulary and grammatical structures often and at different times. Think about a child learning to speak. They spend about 9 months listening to people around them talking. They hear words repeated. Then, at about 9 months, they begin to use single words. Then short phrases like mommy drink are spoken. Sentences develop and by 3 years children use most of the language structures used by adults. Vocabulary continually develops throughout these 2 years.

When learning another language we should use a similar process. However, in the lesson plans we are developing listening and speaking together. But we have made sure that the learners hear the same vocabulary over and over, at different times and hopefully in a natural and interesting way. The lesson plans also develop the language or grammatical structures slowly. For example:

- Grade 1 learners are not expected to say: 'the girl whispers to her friend' but Grade 2 and 3 learners are. A Grade 1 learner will be taught 'the girl walks'.

- You will also see structures being repeated and revised throughout the term, year, grade and across grades. For example in both Grades 2 and 3 lesson plans you will sometimes see exactly the same sentences being taught e.g. 'the girl whispers to her friend'. Any English language structure that is known to cause difficulties for people learning English as an additional language is repeated often. In this structure there are two difficult structures – whispers (present tense –s) and pronouns (her). That is why you will see the same sentences being taught in Week 4 in both Grade 2 and Grade 3.

## **B. Describe and explain the methodology of the poster work (10 mins)**

**Refer participants to their handout.** The methodology from the lesson plans is reproduced there, together with a poster work lesson from each grade. **Explain that:**

The methodology for teaching poster work is provided in the methodology section of the lesson plans for each grade. There are very clear steps. Questions with the answers the learners should give are provided in the lesson plans. The methodology is based on the way children develop language.

Firstly, visual aids are necessary. When children are learning language they see parents with an apple when they say the word apple and this helps them to associate meaning with the word. We use posters as visual aids to help learners link words they are learning with pictures of the objects or actions they relate to.

Secondly, learners need to listen to vocabulary and language structures more than once, and to practise these words and structures. The questions and answers were developed to help them learn certain vocabulary and language structures. It is therefore very important that you say the sentences and ask the questions exactly as in the lesson plans. When learners answer the teacher must give them feedback. They need to know whether what they have said is correct or incorrect. If it is correct tell the learner what they said was correct. If not correct help the learner to say the language structure correctly. For example if the learner says *the teacher sit* not *the teacher sits* repeat the correct sentence *the teacher sits* emphasizing the **s** and say remember in English there is an **s** at the end of sit.

While repetition is important, learning language should not be a boring experience. It needs to be based on normal language development and be as much fun as possible. Let us think about a child learning language. A parent does not repeat 100 times to the child 'eat the apple', eat the apple.' And say: 'repeat after me: eat the apple; eat the apple'. Very few children would learn to speak or even want to speak if parents behaved like this. For this reason, nothing is ever repeated more than 3 times in any poster work lesson.

**To sum up: Important points to remember when using the methodology are:**

- follow the steps exactly
- don't repeat anything more than 3 times – it gets boring and no-one listens
- say the sentences and ask the questions exactly as in the lesson plans – they have been written this way to teach very specific language structures and vocabulary
- make sure that the learners look at the poster when you are saying the sentences so that they see the link between the language and the picture

**C. Demonstrate and explain (20 mins)**

**C.1 Tell participants you will now demonstrate a lesson and explain the steps (do the following):**

- Say the sentence and point to the poster – children listen and see the relationship between words and pictures. Children must look at the poster.
- Listen again to the sentence – building understanding of the relationship between words and pictures
- Ask the first question once – continues to build understanding of the link between words
- Teacher and learners answer – helps the learners to try and answer because they are not answering on their own
- Some learners answer – practising and hearing the structure again
- Teacher chooses a few learners to answer. Ask learners who are likely to get the answer correct so that you are reinforcing the correct structure.
- Second question – different question but same answer

**C.2 Tell participants you will now demonstrate again.** Don't give any explanation but demonstrate the way it should be done in the lesson plans.

**D. Participants' Demonstration (25 mins)**

Organise participants into groups and ask them to practise Grades 1, 2 and 3 sentences. One person can be the teacher and the rest of the group the learners when practising Grade 1 sentences. Other people can be the teacher when Grade 2 and 3 sentences are practised. Walk around and help. Make sure the methodology is being followed.

**E. Wrap up of session (5 mins)**

Point out how the sentences become more complicated from term to term and grade to grade. Show examples in participants' guide – Grade 1 – the teacher sits; Grade 2 – the boy carries his bag (pronoun); Grade 3 - the litter is in the bin (preposition).

## SESSION 3: ASSESSMENT

<b>TIME GUIDE</b>	90 minutes
<b>RESOURCES</b>	Participants' guide; Facilitators' guide; Trackers; Lesson Plans

### A. Organise groups and set the scene (5 minutes)

- **Divide** the group into groups of about 6 people.
- **Ask** 2-3 groups to work with the Grade 1 Tracker and Lesson Plans; 2 -3 groups to work with the Grade 2 Tracker and Lesson Plans and 2 – 3 groups to work with the Grade 3 Tracker and Lesson Plans.
- **Explain** that they will work with isiZulu first, and then EFAL – they can put EFAL materials away for now.

### B. isiZulu - Focus on assessment in the trackers (20 minutes)

**Explain to participants that the trackers give a lot of information that will help them plan for and manage the assessment activities. The questions and discussion will help them see what this is.**

1. **Ask each group to look at the assessment term plan in the tracker for their grade and to find** the weeks when Formal Assessment tasks are being administered. Get a participant to tell you which weeks (do this quickly).
2. **Ask each group** to look at one week in the tracker when there is at least one formal assessment activity. **Ask them** what tells them which activities are formal assessment activities? (the asterisk).
3. **Ask the groups to answer the following questions based on the assessment term plan** – give them about 10 minutes, then take answers and give input as needed. The questions are in the participants' handouts. Tell them that they will look at each component separately, as assessment is managed slightly differently for different components

#### **3.1. Look at the Phonics, Writing and Handwriting Assessments on the assessment term plan.**

3.1a. How many times is each of these components assessed in Term 1 (once each)

3.1b. How is the class organised for the assessment? (the whole class is assessed together; you know this as no information is given for any other arrangement)

#### **3.2. Look at the Group Guided reading formal assessments on the assessment term plan**

3.2a. How is the class organised for this assessment? (it is divided into groups – each GGR group is divided into two sub groups – 1a, 1b, 2a, 2b etc)

3.2b. How many times is each learner assessed (only once)

### **3.3. Look at the Listening and Speaking formal assessment on the assessment term plan**

3.3a. How many different assessment activities are there for Listening and Speaking in each grade?

(in **Grade 1 and Grade 2**: there are 2 – Part 1 and Part 2; **In grade 3**: **there are 3** - Formal assessment A, then Formal Assessment B, which has two parts, Part 1 and Part 2. Learners do something different in each of these assessments)

3.3b. Which assessments have numbers in brackets associated with them? What do you think these mean? (the numbers in brackets refer to groups of learners, or part of a class. Where there are no bracketed numbers, the whole class is assessed together. Where there are numbers in brackets, the teacher must divide the class into parts, and assess the parts in different lessons. This is so that she has time to work with the learners individually. For example, in Grade 1, there are 4 groups for Part 1 and for Part 2. This means that one quarter of the learners are assessed in each lesson. The same assessment is repeated for all the learners. In Grade 2 Part 1 has 3 groups, which means that one third of the learners is assessed each time.

3.3c. How many times is each learner assessed (twice in Gr 1 and 2; 3 times in Gr 3; note - all the marks are for the same overall Formal Assessment Task.

### **3.4. Look at the Shared Reading formal assessment on the assessment term plan**

3.4.a. Is the Formal Assessment for Shared reading organised in the same way as for Listening and Speaking or for Writing? (same way as for L and S. There are several parts to the assessment. In each part, learners are assessed individually, with a fraction of the class being assessed each time over several lessons).

## **C. isiZulu Focus on assessment in the lesson plans (35 minutes)**

**Explain to the participants that they will now look at the assessment information in the lesson plans themselves. Ask the groups to answer the following questions. Give them about 20 minutes, then take answers, and questions, and give input as needed. The questions are in the participants' handouts.**

1. Find any assessment activity – choose different ones in your group. What resources are needed? How do you know? (participants should give different resources, but all should note that the resources are given in the resources block of the lesson plan.)
2. Everyone will now look at some assessment activities in GRADE 1. They can put the other lesson plans aside for now. They must find the activities, and answer the questions about each given below.



### **2.1 Grade 1: Week 6, Day 2, Activity 3**

- 2.1a Which component is being assessed here? (Listening and Speaking)
- 2.1b. Which part of the Assessment task is being assessed here? Part 1
- 2.1c How do you know what to tell the learners to do? (It is written in bold writing; the writing that is not in bold is for Part 2)
- 2.1d. What proportion of the class must be assessed in this lesson (one quarter of the learners – group 3 of 4 groups)
- 2.1e. How many marks can each learner get for this assessment. (3 marks)
- 2.1f. What are the other learners doing while some are being assessed? (they are working on page 26 in the DBE workbook).

### **2.2 Grade 1: Week 8, Day 4, Activity 1**

- 2.2a. Which part of which component is being assessed here? (Part 2 of Listening and Speaking)
- 2.2b How many marks can the learner earn? (4)
- 2.2c What is the total mark possible for Part 1 and Part 2? (7)
- 2.2d What level will a learner be on if they got 2 for Part 1, and 3 for Part 2? (Level 5). **Note:** They will have a total of 5 out of 7 – which is level 5. The scale provided is incorrectly given for a mark out of 14. Simply use one level for 1 mark.

### **2.3 Grade 1: Week 7, Day 1, Activity 2**

- 2.3a Which component is being assessed (handwriting)
- 2.3b What must the learners do (copy 3 words, a sentence and write down some phonics; note that 4 words are given – the teacher can choose any three; no sentence is given – the teacher must write a short sentence of her own.)
- 2.3c What does the teacher use to allocate a level from 1 – 7? (a rubric is provided in the assessment guidelines; this gives the criteria for each level, which the teacher must use when marking the learners' work.)

### **2.4 Week 8, Day 1 Activity 1**

- 2.4a What component is being assessed? (GGR)
- 2.4b Which group or part of a group is being assessed? (Part (a) of Group 1 - Group 1(a))
- 2.4c Why do you think only part of Group 1 is being assessed in this lesson? (So the teacher has time to listen to each child read and answer questions).
- 2.4d Look at the information the beginning the week (i.e. the beginning of week 8). What information for GGR Formal assessment is given here? (the book to be read, the questions to be asked and the rubric for allocating levels to a learner's performance. The same information is used

for each GGR assessment; the teacher must refer back to it each time.

2.4e. What are the main criteria for assessment of GGR? (the learner's ability to decode – actually read the word, comprehend and read fluently and with expression.

### **Facilitator input to summarise**

1. All the information for each Formal Assessment Task is given in the lesson plans
2. The tracker gives an overview of when the assessments take place
3. Some assessments are for the whole class (writing handwriting and phonics); some are for individual learners (Shared Reading and Listening and Speaking, those these sometimes also have a whole class activity); some are done by individuals in groups (GGR).
4. The learners are either given marks, which can be converted to a level using a scale at the bottom of the assessment task, or a rubric is provided. Where there is a rubric the teacher uses her professional judgement to allocate learners to a level, based on their performance on a number of criteria.
5. Some assessments have more than one part; the marks from each part are added together to give a mark for the assessment task as a whole.

**Tell participants that there is a suggested assessment record sheet at the back of each tracker that teachers can copy and use to record their assessment for each of their learners for each task. Ask participants to have a look at an example of one of these**

**Explain to the participants that the same principles apply to the assessment in all the grades. Give them some time, if possible, to look through the lesson plans themselves to see this – and to ask questions if they have any.**

### **D. EFAL (30 minutes)**

In this part of the session, you will help participants find where the assessment activities are in the lesson plans, and then they will work in groups to answer questions. After about 20 minutes, you will give them input to make sure they have the correct understanding of assessment in EFAL. They should check their answers against what you tell them, and ask if anything is not clear.

### **A. Group work (20 minutes)**

**Tell participants that they can find the assessment activities in weeks 7 and 8 in their lesson plans. Then ask them to do the following:**

**1. Read through the assessment activities** and then answer the questions below. Work on one component - such as Listening and Speaking or Writing - at a time. Answer the same questions for each component.

1.1 What is being assessed? How do you know?

1.2 What resources are needed for the assessment? How do you know?

1.3 Who is being assessed i.e. whole class or a group? If a group, which group? How do you know?

1.4 Why is the assessment assessing the whole class or a group?

1.5 Where can you find how to administer the assessment? Discuss what has to be done.

1.6 How are marks allocated and then how does the teacher allocate a rating scale for each learner? How do you know?

**2 Read through the Suggested Record Sheet** at the back of the tracker.

2.1 Look at all the assessment activities for the different components. Is what is being assessed the same in the lesson plans and trackers? How do you know?

2.2 Do you think the teachers will use the Suggested Record Sheet? Why? Why not?

**B. Give participants the following Summary of Assessment once they have answered and discussed the questions for each grade and component (10 minutes).**

### **Listening and Speaking (all three grades)**

The different aspects of this component that the CAPS has asked to be assessed can be found in the Outcomes block. The resources needed are clearly stated in the resources block. One or both of the posters are used. How to administer the assessment is written in the Activity Description block. What marks to allocate for each section or question is also in the Activity Description block. At the end of the activity there is a block showing how to convert the marks to an assessment rating scale of 1 – 7.

The class needs to be divided into 3 groups and a third of the class has to be assessed in each assessment lesson. Which group is being assessed is indicated at the top of the activity and by the assessment block that has Group 1, 2 or 3 shaded.

### **Shared Reading (Grade 1 only)**

The different aspects of this component that the CAPS has asked to be assessed can be found in the Outcomes block. The resources needed are clearly stated in the resources block. The Big Book that is being used is *My Family*. How to administer the assessment is written in the Activity Description block. What marks to allocate for each section or question is also in the Activity Description block. At the end of the activity there is a block showing how to convert the marks to an assessment rating scale of 1 – 7.

The class needs to be divided into 3 groups and a third of the class has to be assessed in each assessment lesson. This is so that there is time to assess learners individually. Which group is being assessed is indicated at the top of the activity and by the assessment block that has Group 1, 2 or 3 shaded.

### **Phonics (Grades 2 and 3)**

The different aspects of this component that the CAPS has asked to be assessed can be found in the Outcomes block. The resources needed are clearly stated in the resources block. How to administer the assessment is written in the Activity Description block. What mark to allocate for each sound or word written is also in the activity description block. At the end of the activity there is a block showing how to convert the marks to an assessment rating scale of 1 – 7. This is a whole class activity because the learners are writing the answers and so everyone can do the assessment activity at the same time.

### **Group Guided Reading (Grades 2 and 3)**

The different aspects of this component that the CAPS has asked to be assessed can be found in the Outcomes block. The resources needed are clearly stated in the resources block. The reading book that is used and the comprehension questions to be asked are written in the Activity Description block. How to administer the assessment is written in the Activity Description block. Two reading groups are assessed in each lesson. Which groups are being assessed is indicated at the top of the activity. At the end of the activity there is an Assessment Guidelines block that indicates how to allocate the rating scale of 1 – 7 to the reading task.

### **Writing (Grades 2 and 3)**

The different aspects of this component that the CAPS has asked to be assessed can be found in the Outcomes block. The resources needed are clearly stated in the resources block. How to administer the assessment is written in the Activity Description block. At the end of the activity there is an Assessment Guidelines block that indicates how to allocate the rating scale of 1 – 7 to the written task. The whole class is assessed at the same time.

### **Language Use (Grade 3)**

The different aspects of this component that the CAPS has asked to be assessed can be found in the Outcomes block. The resources needed are clearly stated in the resources block. How to administer the assessment is written in the Activity Description block. At the end of the activity there is an Assessment Guidelines block that indicates how to allocate the rating scale of 1 – 7 to the written language task. This is a whole class activity because the learners are writing the answers and so everyone can do the work at the same time.

## SESSION 4: GROUP GUIDED READING

<b>TIME GUIDE</b>	90 minutes
<b>RESOURCES</b>	Flashcards: kanzima, Uphi, uZinzi; new, Sally, bike Sally's New Bike books Uphi uZinzi? books note book; Facilitators' guide; Participants' guide

**NB: before this session- ask for a group of 6 HoDs who are willing to be 'learners' when you demonstrate how to run a small group reading session.**

Remind participants that there are two kinds of GGR lessons – the preparation for GGR, and the lessons where learners read a book in small groups. Tell them that you will discuss and demonstrate each of these in turn. They will also get an opportunity to work in a small group to practise the two different kinds of GGR lessons.

**Follow the steps below.**

### **A. Preparation for GGR (40 minutes)**

#### **A1. Explanation – facilitator input (5 minutes)**

- In both the EFAL and HL lesson plans there is one session called *Preparation for GGR* the first time a new book is introduced.
- In this session:
  - the teacher works with the whole class.
  - she reads the whole book so that learners hear the whole story, and are encouraged to want to read it for themselves.
  - she uses flashcards to teach learners the '*look and say*' words. Remember, *look and say* words are words that have phonic sounds in them that have as yet not been learnt or, in English, that can't be sounded out. This means that learners can't decode these words and have to remember them using their visual memories. If they learn them first, they will manage the reading activity better.
- The guidelines for teaching this lesson are given in the methodology guidelines in the *About the lesson plans* section of the lesson plans.

## **A2. Facilitator Demonstration: How to teach *look and say* words. (15 minutes)**

- Use the three words (kanzima, Uphi, uZinzi) from Uphi UZinzi? Demonstrate how to teach these - follow carefully the steps given in the Lesson Plan.
- **Then Say and Ask:** Here (show the words) are three of the look and say words from Grade 3 EFAL Sally's New Bike. Do I use the same method to teach these words or a different method? (same method)

## **A3. Participants practise (20 minutes)**

- Participants go into groups and practise teaching *look and say* words.
- Walk around and help. Make sure it is being done as the methodology says.

## **A. Small group reading (40 minutes)**

### **B1. Explanation (5 minutes)**

- At the beginning of the year learners are put into ability groups according to their reading level. The teacher should move learners to a different group when she feels that it is necessary because their reading and comprehension skills have improved.
- Learners come and read with the teacher while the rest of the class is completing a writing activity. This means that she can listen to the children read and ask the comprehension questions without continually having to monitor the other learners because they are busy with a constructive task.
- The comprehension questions are provided at the beginning of each week in IsiZulu and in the GGR block in EFAL. It is very important to ask questions to check that learners are understanding what they are reading - decoding the words and learning look and say words is not enough.

### **B2. Facilitator demonstration - how to manage a small group reading activity (15 minutes)**

**Demonstrate:** The lesson where **some** learners write sentences with the flashcard words while a small group reads with the teacher.

- Pretend the HoDs are learners and give them the instructions about the flashcard word writing activity.
- Then ask a group of about 6 HoDs to come to the front to read with you. Prepare them before this session – ask them if they are willing to be learners and read with you.
- Give the learners their books and ask them to turn to page 5 in Uphi uZinzi?
- Each learner should read 2 sentences.
- Make sure you ask them a comprehension question.

- Try to demonstrate decoding of words and helping them to remember their look and say words. Remember to write a few notes at the end of the reading session.
- Don't take longer than 15 minutes with the group.  
**Ask:** When I call Group 3 to come and read Sally's New Bike (show the book) do I use the same method or a different one? (same)

**B3. Participants' demonstration (20 minutes)**

Participants go into groups and practise teaching the small group reading activity. Walk around and help. Make sure it is being done as the methodology says.

**B. Questions (10 minutes)**

Take any questions. Make sure that HoDs understand how the 2 parts of GGR are taught. (10 minutes)

**SESSION 5: Closure**

<b>TIME GUIDE</b>	5 minutes (plus additional time after lunch if possible)
<b>RESOURCES</b>	

- Ask the HoDs if there are any questions.
- Remind them that they must take what they have learnt back to their teachers. Give them a copy of the facilitators' guide to help them do this.
- Thank them for attending.