



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

Foundation Phase Training Workshop 2: February 2015

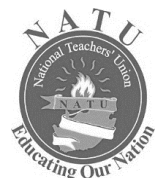
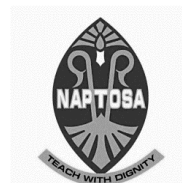
Participants' Handout

isiZulu Home Language and English FAL

Endorsed by:



Jika iMfundo
what I do matters



SESSION 1: WELCOME AND INTRODUCTION

The facilitator will explain the structure of the day to you in this session.

SESSION 2: EFAL - POSTER WORK

In this session, the facilitator will:

- Give you some background to how children learn language, and how this knowledge has informed the methodology of the lesson plans.
- Go through the methodology with you, explaining why each step is important
- Demonstrate a lesson

Then participants will practise a poster work lesson in groups. You will need to refer to:

- The poster work methodology steps below (these are also in the methodology guidelines in the lesson plans for each grade)
- The example of a poster work lesson in each grade, also from the lesson plans, and given below.

Listening and Speaking: Poster Work Methodology

Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster.

- Say **the first sentence** and point to the poster showing that sentence.
- Repeat **the first sentence** and point to the poster showing the sentence.
- Ask **Question 1**.
- Answer with the learners.
- Again ask **Question 1**.
- All or some of the learners answer.
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2**.
- Repeat the same procedure for the other sentences.

Examples of language structures being taught in each grade

GRADE 1 WEEK 4

Sentence	Question 1	Question 2
The teacher sits.	What does the teacher do? The teacher sits.	Who sits? The teacher sits.
The teacher talks.	What does the teacher do? The teacher talks.	Who talks? The teacher talks.
The boy reads.	What does the boy do? The boy reads.	Who reads? The boy reads.
The taxi stops.	What does the taxi do? The taxi stops.	What stops? The taxi stops.

GRADE 2 WEEK 4

Sentence	Question 1	Question 2
The girl whispers to her friend.	What does the girl do? The girl whispers to her friend.	Who whispers to her friend? The girl whispers to her friend.
The boy carries his bag.	What does the boy do? The boy carries his bag.	Who carries his bag? The boy carries his bag.
The boy asks for money.	What does the boy do? The boy asks for money.	Who asks for money? The boy asks for money.
The teacher shouts at the children.	What does the teacher do? The teacher shouts at the children.	Who shouts at the children? The teacher shouts at the children.
The girl chases her friend.	What does the girl do? The girl chases her friend.	Who chases her friend? The girl chases her friend.

GRADE 3 WEEK 8

Sentence	Question 1	Question 2
The ball is in the air.	What is in the air? The ball is in the air.	Where is the ball? The ball is in the air.
The car is on the road.	What is on the road? The car is on the road.	Where is the car? The car is on the road.
The litter is in the bin.	What is in the bin? The litter is in the bin.	Where is the litter? The litter is in the bin.
The book is on the ground.	What is on the ground? The book is on the ground.	Where is the book? The book is on the ground.
The marble is in his hand.	What is in his hand? The marble is in his hand.	Where is the marble? The marble is in his hand.

SESSION 3: ASSESSMENT

A. Organisation and overview

In this session you will first focus on assessment in the isiZulu lesson plans, and will then look at assessment in EFAL.

Your facilitator will organise groups to work with different lesson plans and trackers. You will answer questions in your groups, and your facilitator will give input and lead discussion on your answers.

B. Focus on isiZulu - assessment information in the trackers

You will work in small groups to answer the questions below:

1. Look at the assessment term plan in the tracker. In which weeks are formal assessment tasks being administered?
2. Look at one week in the tracker where there is at least one formal assessment task. What tells you which activities are formal assessment tasks?

3. Refer to the Assessment Term Plan:

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

3.1b. How is the class organised for the assessment? How do you know this?

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?

3.2b. How many times is each learner assessed?

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? What are they?

Grade 1

Grade 2:

Grade 3:

3.3b. Which assessments have numbers in brackets associated with them? What do you think these mean?

3.3c. How many times is each learner assessed in each grade?

Grade 1:

Grade 2:

Grade 3:

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?

C. isiZulu Focus on assessment in the lesson plans

1. Find any assessment activity – choose different ones in your group. What resources are needed? How do you know?
2. **Everyone will now look at some assessment activities in GRADE 1.** Find the activities noted below, and answer the questions about each.

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

2.1a Which component is being assessed here?

2.1b. Which part of the Assessment task is being assessed here?

2.1c How do you know what to tell the learners to do?

2.1d. What proportion of the class must be assessed in this lesson

2.1e. How many marks can each learner get for this assessment.

2.1f. What are the other learners doing while some are being assessed?

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

2.2a. Which part of which component is being assessed here?

2.2b How many marks can the learner earn?

2.2c What is the total mark possible for Part 1 and Part 2?

2.2d What level will learner be on if they got 2 for Part 1, and 3 for Part 2?

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

2.3a Which component is being assessed

2.3b What must the learners do?

2.3c What does the teacher use to allocate a level from 1 – 7?

2.4 Week 8, Day 1 Activity 1

2.4a What component is being assessed?

2.4b Which group or part of a group is being assessed?

2.4c. Why do you think only part of Group 1 is being assessed in this lesson?

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?

2.4e. What are the main criteria for assessment of GGR?

D. Focus on EFAL

In this part of Session 2, you will work in groups to answer the questions below. The facilitator will discuss the answers with you so that you are clear about how the assessment is organised in the lesson plans.

You will need to refer to the tracker and to the assessment activities in the lesson plans.

- 1. Read through the Assessment activities** (These can be found in Weeks 7 and 8 in the lesson plans for Grade 1, 2 and 3.) Answer the following questions one component at a time.

Listening and speaking (all three grades)

1. What is being assessed? How do you know?
2. What resources are needed for the assessment? How do you know?
3. Who is being assessed i.e. whole class or a group? If a group, which group?
How do you know?
4. Why is the assessment assessing the whole class or a group?
5. Where can you find how to administer the assessment? Discuss what has to be done.
6. How are marks allocated and then how does the teacher allocate a rating scale for each learner? How do you know?

Shared reading (Grade 1 only)

1. What is being assessed? How do you know?
2. What resources are needed for the assessment? How do you know?
3. Who is being assessed i.e. whole class or a group? If a group, which group?
How do you know?
4. Why is the assessment assessing the whole class or a group?
5. Where can you find how to administer the assessment? Discuss what has to be done.
6. How are marks allocated and then how does the teacher allocate a rating scale for each learner? How do you know?

Phonics (Grades 2 and 3 only – refer to the grade you are working with)

1. What is being assessed? How do you know?
2. What resources are needed for the assessment? How do you know?
3. Who is being assessed i.e. whole class or a group? If a group which group?
How do you know?

4. Why is the assessment assessing the whole class or a group?
5. Where can you find how to administer the assessment? Discuss what has to be done.
6. How are marks allocated and then how does the teacher allocate a rating scale for each learner? How do you know?

Group Guided Reading (Grades 2 and 3 only – refer to the grade you are)

1. What is being assessed? How do you know?
2. What resources are needed for the assessment? How do you know?
3. Who is being assessed i.e. whole class or a group? If a group, which group? How do you know?
4. Why is the assessment assessing the whole class or a group?
5. Where can you find how to administer the assessment? Discuss what has to be done.
6. How are marks allocated and then how does the teacher allocate a rating scale for each learner? How do you know?

Writing (Grades 2 and 3 only)

1. What is being assessed? How do you know?
2. What resources are needed for the assessment? How do you know?
3. Who is being assessed i.e. whole class or a group? If a group, which group?
How do you know?
4. Why is the assessment assessing the whole class or a group?
5. Where can you find how to administer the assessment? Discuss what has to be done.
6. How are marks allocated and then how does the teacher allocate a rating scale for each learner? How do you know?

Language use (Grade 3 only)

1. What is being assessed? How do you know?
2. What resources are needed for the assessment? How do you know?
3. Who is being assessed i.e. whole class or a group? If a group, which group?
How do you know?

4. Why is the assessment assessing the whole class or a group?
5. Where can you find how to administer the assessment? Discuss what has to be done.
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.

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?

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

SESSION 4: GROUP GUIDED READING

In this session, your facilitator will explain the two types of GGR lessons to you, and will demonstrate how to teach each of them. You will also have a chance to practise in a small group.

You should refer to the methodology guidelines that can be found in the methodology guidelines section in the isiZulu lesson plans and in EFAL lesson plans themselves.

SESSION 5: CLOSURE

This is a short session in which you can ask questions about issues not addressed in the rest of the workshop.