



2016 TRAINING WORKSHOP NO.7
ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase
Just-in-Time Training Workshop 7
August 2016**

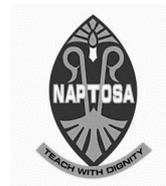
Facilitator's Guide

**isiZulu Home Language
and
EFAL**



Jika iMfundo
what I do matters

Endorsed by:



Programme

Number	Session Name	Time Guide	Real Time / Notes
1	Introduction	5 min	
2	Session 1: Songs, rhymes, poems; grammar; editing	100 min	
3	Tea	30 min	
4	Session 2: Assessment	120 min	
5	Session 3: GGR	60 min	
6	Closure	5 min	
Total Working Time:		5 h 20 min	

THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.	HANDOUTS IN ORDER OF USE:	TOTAL NUMBER	CHECK
1	Facilitator's Guide		
2	Participants' Handout		
3	Learners' Handwriting examples		
4	Pieces of paper for participants to write on – GGR session		

Introduction	
TIME GUIDE	5 minutes
<ul style="list-style-type: none"> • Give each HoD a Participants' handout at registration. • Welcome the HoDs. • Explain the following: <ul style="list-style-type: none"> ○ The first session focusses on: <ul style="list-style-type: none"> ○ the methodology used in EFAL for teaching songs, rhymes and poems ○ the grammatical structures taught in EFAL and isiZulu ○ editing skills used in the writing process ○ The second session focusses on assessment. Input is given on assessment and activities focus on: <ul style="list-style-type: none"> ○ giving feedback to learners ○ recognising the different kinds of questions and CAPS compliance ○ The third session focuses on GGR. Changing learners from one group to another and helping learners develop their reading and comprehension skills are discussed. 	

SESSION 1: Songs, rhymes, poems; grammar; editing

TIME GUIDE	100 minutes
RESOURCES	Facilitators' Guide; Participants' handout

Introduction

The purposes of this session are to:

- understand and practise EFAL methodology for songs, rhymes and poems
- discuss how grammar is taught in EFAL and isiZulu, in which components it is taught and what grammatical structures are taught in Terms 3 and 4
- revise the editing skills that are used in the lesson plans in the Writing component in HL and EFAL

EFAL songs, rhymes and poems

➤ Activity 1 (5 minutes)

Ask the participants to think about why it is important to teach songs, rhymes and poems. Then ask a few teachers to share their ideas with the group. (Include any good ideas in your input).

Input (10 minutes)

In Terms 3 and 4 in Grade 1 one of the L&S content/concepts/skills is that the learners should sing songs and do the actions for these songs and another is that they must join in action rhymes and songs, doing the actions. In Term 3 and 4 in Grade 2 and 3 one of the L&S content/concepts/skills is that the learners should memorise and perform simple poems, action rhymes and songs.

Songs, rhymes and short poems help learners to learn English vocabulary and grammar structures. Actions help learners with memorising and understanding the language. Most children like to sing and music and actions help to prevent learners getting bored. Teaching songs, rhymes and poems encourages a total physical response from the learners as they use their bodies for the actions.

In the lesson plans the same methodology is used to teach all songs. The focus is on the learners learning the vocabulary and language through correct modelling from the teacher, gestures and actions to help the learners understand the meaning of the words and repetition so that they learn and can sing the song. The emphasis for learning any song, rhyme or poem is that the teacher needs to use actions, gestures, real objects or pictures to explain the meaning of words. There is no point in children learning the words of a song, rhyme or poem and not understanding what they are saying. In EFAL we use songs, rhymes and poems to teach new words and language that the children can use in class and in everyday life. If they don't understand what they are saying or singing there can be no transfer of these words into the language they use in the classroom or in their communities. Songs, rhymes and poems are a fun way of teaching the English language. Remember that all the songs that are taught in the lesson plans can be found on the EFAL CD. If you don't know the tune of a song listen to the CD to learn it.

➤ **Activity 2 (20 minutes)**

Ask the Grade 1 teachers to get into groups of 3 and then ask them to turn to Grade 1 Term 4 Week 1 Day 3 Activity 1 in the Resources Section in their Participants' handout and follow the methodology in the activity description to teach each other the song "Me". (Facilitators need to have listened to this song on the EFAL CD and be able to sing it for the participants or play it for them.)

Ask the Grade 2 teachers to get into groups of 3 and then ask them to turn to Term 2 Grade 2 Week 9 Day 1 Activity 2 in the Resources Section in their Participants' Handout and follow the methodology in the activity description to teach each other the song "The wheels on the bus".

Ask the Grade 3 teachers to get into groups of 3 and then ask them to turn to Grade 3 Term 4 Week 8 Day 1 Activity 1 in the Resources Section in their Participants' Handouts and follow the methodology in the activity description to teach each other the song "Old Mac Donald".

Grammar in EFAL and IsiZulu

The purpose of this session is to show the participants that grammar is taught in different components in the lesson plans and to use different lessons from the lesson plans to do this.

EFAL: Input and Activities (15 minutes)

Grammar is not just a written task but forms part of any language. We learn the grammar of a language as we learn to understand and speak it. **In Grade 1** the grammar or language structures of English are taught indirectly as the learners learn English in all the components. It is specifically taught in the L&S lessons in the poster work.

➤ **Activity 3 (6 minutes)**

Ask the participants to turn to the Resources Section under the heading Grammar in their handouts and look at Term 3 Grade 1 Day 5 Activity 1 L&S Poster Work. Ask them to discuss with the person next to them what grammatical/language structure is being taught here. **Answer:** present tense /s/ - point out the /s/ at the end of all verbs.

In Grade 2 the grammar or language structures of English continue to be taught indirectly as the learners learn English in all the components. It is specifically taught in the L&S lessons in the poster work. Specific grammatical structures are also taught in some phonic lessons e.g. the use of *-ed* and *ing* is taught in Term 3. The learners are expected to write sentences using these two structures for homework. Correct writing of grammatical structures in sentences is reinforced in the Writing lessons when learners have to fill in missing words and write sentences. Grammar is also reinforced through the DBE workbook exercises.

In Grade 3 the grammar or language structures of English continue to be taught indirectly as the learners learn English in all the components. It is specifically taught in the L&S lessons in the poster work. Specific grammatical structures are also taught in the component Language Use e.g. the use of *a* and *the* is taught in Term 3. Grammar is also reinforced through the DBE workbook exercises

➤ **Activity 4 (6 minutes)**

Ask the participants to turn to Term 3 Week 2 Day 4 Activity 3 Language Use in the Resources Section in their handouts and you read through the activity while they follow in their lesson plans. Show them how in the Writing lesson for the same week the learners have to fill in *a* or *the* in the sentences given (Day 5 Writing and GGR Activity 2). The grammar that is being taught is the use of *a* and *the*.

In Term 3 and 4 the grammatical structures taught in Language Use and then used in writing in Language Use and Writing activities are countable nouns, uncountable nouns, *a* and *the*, past tense, revises grammar from Grade R – 2 (present tense, pronouns, plurals), comparative adjectives and future tense.

ISIZULU: Input and Activities (20 minutes)

isiZulu is the same as EFAL with regard to grammar. It is not just a written task but forms part of any language. We learn the grammar of a language as we learn to understand and speak it. The learners learn the grammar of isiZulu in all components.

In **Grade 1** Terms 3 and 4 the learners are expected to be able to write using the present and past tenses, use nouns, pronouns and prepositions correctly. CAPS does not expect learners to know the words nouns, pronouns and prepositions but to be able to write a sentence using these correctly in their writing e.g. the girl sits on the chair; she runs . Most learners can verbally say these sentences correctly. Therefore they should be able to write them correctly, even if spelling or punctuation errors are made.

➤ **Activity 5 (6 minutes)**

Ask the participants to turn to the Resources Section in their handouts Term 3 Grade 1 Week 4 Day 3 Activity 5. Read the activity description to the participants. In this activity the past tense has been explained to the learners. Ask the participants to discuss with the person sitting next to them the way the past tense has been explained and whether or not this explanation will help the learners to understand and use the past tense.

In **Grade 2** Terms 3 and 4 the learners are expected to be able to write using the present, past and future tenses, using nouns, verbs and pronouns correctly. They are taught how to identify nouns, verbs and pronouns correctly in sentences and writing activities are given in the lesson plans e.g. Term 3 Week 5 Day 5 Activity 3.

➤ **Activity 6 (6 minutes)**

Ask the participants to turn to the Resources Section in their handouts Term 4 Grade 2 Week 1 Day 3 Activity 4. Read the activity description to the participants. In this activity the learners are expected to write in one tense. In previous terms the explanation of the different tenses were revised with the learners. Do you think it should be revised every time the learners are expected to write in a particular tense? Why? Why not? (Answers could include: revision is always good and it may help the weaker learners or learners should know these explanations as the different tenses have been explained in many different lessons.)

In **Grade 3** Terms 3 and 4 the learners are expected to be able to identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly and join sentences with conjunctions. In Term 2 we taught the learners what adjectives, nouns, pronouns, adverbs and prepositions were. In Term 3 and 4 the learners are expected to be able to use these in their writing activities.

➤ **Activity 7 (6 minutes)**

Ask the participants to turn to the Resources Section in their handouts Term 2 Grade 3 Week 1 Day 3 Activity 3 with the heading isiZulu Grammar. Read the activity description with the participants. Ask the participants to discuss with the person sitting next to them the way the parts of speech have been explained here and discuss if whether or not they think these explanations will help learners to understand the different parts of speech.

Editing

➤ **Activity 8 (5 minutes)**

Ask the participants to think about why editing is important. Then ask a few of them to share their ideas with the group. (Answers should include: learners need to be able to get used to finding their own errors and not depending on the teacher to find and correct them; learners need to be able to use the phonic, grammar and punctuation taught in class in all written activities; editing their own work in FP will help them to not lose marks in IP when they are expected to find errors and correct them.)

Input and Activities (25 minutes)

It is important that learners are taught how to edit and what to edit for. They can't be expected to edit their stories if this skill has not been taught to them. Hence the lesson plan methodology teaches the learners what editing is, gives them specific things that they have to edit for such as punctuation, does not give them too many things to edit for, expects them to check for the same things when they write and continually reminds them how to edit. Editing is expected in HL from Grade 2 and 3 learners and in EFAL from Grade 3 learners.

isiZulu: In the lesson plans learners are taught to edit their written work in Grade 2 and this is extended in Grade 3. Learners are taught to check that all sentences make sense; punctuation; spelling and when necessary that it is written in the past tense.

➤ **Activity 9 (6 minutes)**

Ask the participants to turn to the Term 3 Grade 2 Week 3 Day 3 Activity 4 with the heading isiZulu Editing in the Resources Section. Read the activity description with the participants. Ask the participants to discuss with the person sitting next to them the editing process and improve on it if they can without adding more things that the learners have to edit. Remember that they are just beginning to learn to check their work. We don't want to confuse them.

In Grade 3 learners are asked to make sure that they have used adjectives and adverbs and to use different and better verbs.

➤ **Activity 10 (6 minutes)**

Ask the participants to turn to the Term 3 Grade 3 Week 1 Day 5 Activity 3 with the heading isiZulu Editing in the Resources Section. Read the last two sentences of the bold writing about checking to see if adjectives and adverbs have been used and adding them. Point out to the participants the fourth square bullet point that has to be written on the board. This bullet point did not form part of the editing skills for Grade 2. Ask the participants why they think it was not included in the editing process in Grade 2?

EFAL

➤ **Activity 11 (6 minutes)**

Ask the participants to turn to Term 3 Grade 3 Week 3 Day 5 Activity 2 in the Resources Section in their handouts. Read through the Activity Description with the participants. Ask them if these editing skills are the same as those used in isiZulu lesson plans. Answer is yes. Ask someone to tell you why they think it is important to use the same editing skills in both HL and EFAL? Answer: it reinforces the most important editing skills that we are teaching the learners if they are taught in the same way and are expected in both HL and isiZulu.

➤ Make the point again that sentences must make sense; spelling and punctuation are what the learners are editing for and these are the 3 points that are written on the board in both EFAL and isiZulu.

SESSION 2: ASSESSMENT	
TIME GUIDE	2 hours
RESOURCES	Facilitators' Guide, Participants' Handout, Learners' Handwriting examples
<p>Introduction and input (15 minutes): The purpose of this session is to understand why we assess, to look at two assessment activities in relation to CAPS requirements and to understand how the assessment activities work in the lesson plans.</p> <p>Input</p> <p>We assess learners in the FP:</p> <p>to help us as teachers to know whether or not the learners have understood and can apply what we have taught them. This gives us information about our own teaching methods. If many children in our class don't pass the assessment or a particular part of the assessment we know that we did not teach those skills, content and or concepts well enough for the learners to adequately understand and use them. Think about what learners' errors tell you they did not understand and how you could teach the work more effectively next time.</p> <p>Learners can also learn from their own assessments and improve the next time they complete an assessment. Assessment tasks need to be sensitive and constructive processes for the learners as children can feel 'bad' after an assessment where they did not do well.</p> <p>Lesson plan assessments are based on the lessons taught during the term. It is therefore vital that all lessons are taught during the term. It is also important that as a teacher you know which lessons form the basis for the assessments and make sure that you teach these if you have been absent or a school function has taken place on the day that you were meant to teach this lesson. We can't assess a concept/skill/content that we have not taught. This is very unfair to the learners.</p> <p>After assessments teachers need to try to provide feedback to the learners to learn from and improve. We have attempted to do this in the lesson plans. A few feedback lessons have been written for Phonics and Writing so that the learners can understand any mistakes they have made and learn for the next time they write a similar assessment. When feedback is given to individual or groups of learners it should be positive but realistic, reasons need to be given for why you are saying something, whatever you say to the learners should motivate them to do better not make them feel 'bad' about themselves and it should give them specific ways to improve.</p> <p>➤ Activity 12 (30 minutes)</p> <p>Ask the participants to turn to the Resource Section in their handouts under the heading Assessment Term 4 Grade 2 Week 5 Day 2 Activity 2 and read the Activity description in their groups. After they have read it</p>	

ask them to discuss what errors the learners might make and how they could give positive, constructive feedback that helps the learners to improve their handwriting after they have written this assessment. If any participant has brought a copy of a learner's handwriting ask them to use this to discuss the kinds of difficulties this learner has and what kind of constructive feedback they would give. After about 15 minutes ask for feedback from a few groups. **Points made could be:** I could say you have tried very hard to form the letters correctly. However the d, q and p are not yet the way I would like them to be written. I would then show the learner how these letters should be formed, drawing attention to important points such as the direction the letters point, the tummies are round and fat and the lines are straight. I could say to another learner you have written most of the letters in the words and sentences correctly but you did not use a capital letter at the beginning of the sentence and a full stop at the end. Tell me when do we use capital letters and full stops? Yes, that is correct. Try to remember in future.

Input (10 minutes): There are different ways that we allocate marks when we assess. In the lesson plans we use

- marks (like in the Handwriting example we have just discussed)
- rubrics – they detail and measure what learners need to do or demonstrate to achieve a set of criteria that represent the mark they will be given. These criteria need to be simple, explicit and easily understood. They promote the consistent application of assessment expectations. Rubrics are useful when there are several different aspects to the competence being tested and they are all being assessed at the same time. In reading, for example, decoding, fluency and comprehension are all assessed together to arrive at one mark or level for reading competence. For example in GGR Grade 2 Term 4 a learner will be given a 5 if s/he can read most words correctly but not fluently and his/her rate of reading is adequate; s/he uses phonics, contextual and or structural analysis decoding skills when necessary and answers the 2 comprehension questions correctly. It is also important that whenever possible the criteria are told to the learners so that they know what is expected from them. Transparency is important when assessment tasks are administered.
- checklists to allocate marks for assessments. These also use criteria – but only one aspect of learner competence is assessed at a time.

It is very important that children learn to answer different levels and kinds of questions and therefore we need to assess different levels and kinds of questions. We do this in the lesson plans. There are factual questions where the learners have to remember the information or find the answer in the passage. Then there are questions that require the learners to understand what has been taught or read and/or apply this information. Questions that expect learners to think beyond what they have been taught or read are those questions that ask them to evaluate, give their own opinion, and predict what might happen or be critical of something.

➤ **Activity 13 (30 minutes)**

Ask the participants to turn to the Resource Section in their handouts under the heading Assessment and look at Term 3 Grade 3 Week 4 Day 2 Activity 4 and Week 7 GGR Comprehension questions. Read the questions in the Shared Reading and GGR Assessment Tasks and in your group discuss what types of questions they are (factual; understanding and applying; evaluation; critical; creative).

Input (5 minutes): It is very important that all assessments that are administered in the FP are CAPS compliant. The writers of the lesson plans have done their best to do this. However, we are going to spend some time checking three assessments (2 isiZulu and 1 EFAL) against what CAPS requires to set our minds at rest. You can check all the assessments in your own time each term.

➤ **Activity 14 (30 minutes)**

Ask the participants to turn to the Resources Section in their handouts under the heading Assessment and look at Term 3 Grade 3 Week 6 Day 3 Activity 3 and check it against the CAPS requirements for Term 3 Writing Formal Assessment Activity 2. The CAPS requirements are also given in the Resources section.

Then check the following assessment task for Term 4 Grade 1 Week 3 Day 1 Activity 1 against the CAPS requirements for L&S Formal Assessment Activity 1.

Finally check the last assessment task for EFAL Term 4 Grade 2 Week 5 Day 2 Activity 1 against the CAPS requirements for Phonics Formal assessment Activity 3.

➤ Conclude by saying: Assessment is a very important part of teaching and learning. However all skills, content and concepts that we assess must be taught. We can't assess learners on something that we did not teach them. It is therefore, essential that you read the lessons in the lesson plans, prepare for them and teach them.

SESSION 3: GROUP GUIDED READING

TIME GUIDE	1 hour
RESOURCES	Facilitators' Guides, paper for participants to write on

Introduction: The purpose of this session is to understand when learners should be moved from one GGR group to another and to develop ideas on how to help learners in the GGR sessions with their reading and comprehension skills.

Input and Activity – Moving learners from one ability group to another (30 minutes)

At the beginning of the year Grade 2 and 3 learners are put into ability groups according to their reading level. In Grade 1 this can't be done at the beginning of the year as learners cannot yet read. However by the beginning of Term 2 the teacher should be able to allocate learners to groups on the basis of their reading proficiency. The teacher should move learners to a different group when she feels that it is necessary because their reading and comprehension skills have improved faster/more than those of the rest of their group. Not all learners will be moved from the group they were put in at the beginning of the year but some learners should move groups. This is especially the case in Term 3 and 4. A few learners who are in the weak ability groups should by Term 3 be able to move to one of the average groups. A few learners who are in the average ability groups should by Term 3 be able to move to one of the strong groups.

➤ **Activity 15**

Ask the participants to take a few minutes on their own and to think about the learners in their GGR groups. Grade 1, 2 and 3 teachers need to think about their HL and EFAL groups. They must write down the names of the learners that they think could move from a weak group to an average group and those learners that could move from an average group to the stronger groups. They must also write down why they think the learner could move e.g. decoding skills are much better; fluency has improved and answered all comprehension questions correctly. If any teacher has recently moved learners from one group to another group s/he can use these names and give the reasons why s/he moved the learners. Give the participants about 10 minutes to do this. Then give them 10 minutes to share what they have written down with 2 other teachers sitting at their table. For the last 7 minutes get some feedback from the whole group.

Input and Activity – How to help learners develop their reading skills in GGR groups (30 minutes)

In one of the previous workshops you learnt different skills on how to help learners with their reading and comprehension skills. The importance of getting learners to decode (sound out words), hence the necessity for them to know all letter-sound relationships; remembering the 'look and say' words; understanding the vocabulary that they are reading; reading with understanding and reading fluently – not too fast and not too slowly.

➤ **Activity 16**

Ask the participants to take a few minutes on their own to think about how they have helped learners to improve their reading and comprehension skills in the GGR sessions – the strategies they as teachers have used to help learners to decode better, to learn their ‘look and say’ words, to read more fluently and to understand what they have read. They could write down the names of the learners and next to these names the strategies they have used. Give the participants about 10 minutes to do this. Then give them 10 minutes to share what they have written down with 2 other teachers sitting at their table. For the last 7 minutes get some feedback from the whole group.

- Conclude by saying: When we are listening to learners read in their groups it is important to see these sessions as times when we can help children to improve their reading. We need to help them with sounding out words and make sure that they know that reading is not just about decoding skills and fluency but also about understanding what you have read. We must also be continually assessing learners and thinking about which learners could move to a different group as this will also help their confidence if they see that they are being moved to a better group because they have put effort into developing their reading and comprehension skills. It can also motivate some learners to practise their ‘look and say’ words and reading.

CLOSURE	
TIME GUIDE	5 minutes
RESOURCES	
<ul style="list-style-type: none"> 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. 	