



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase
Just-in-Time Training Workshop 10
August 2017**

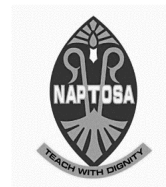
Facilitator's Guide

**isiZulu Home Language
and
EFAL**

Endorsed by:



Jika iMfundo
what I do matters



Programme

No	Session Name	Time Guide	Real Time / Notes
1	Introduction	5 min	
2	Session 1: Getting to know the 2018 revised lesson plans and trackers ❖ Consideration of key differences between 2017 and 2018 lesson plans <ul style="list-style-type: none"> ➤ Time allocated to the components in HL isiZulu and EFAL (2 activities and discussion) ➤ Lesson focus (1 activity and discussion) ➤ Phonics (Input, 1 activity and discussion) ➤ GGR (Input, 1 activity and discussion) 	145 min	
3	Tea	30 min	
4	Session 2: Continuing to get to know the 2018 revised lesson plans and trackers <ul style="list-style-type: none"> ➤ Assessment (Input, 1 activity and discussion) ➤ Review of methodology of 2 days of lessons (1 activity and discussion) ➤ Structure of days in HL isiZulu and EFAL (2 activities and discussion) ➤ Sharing of feelings about revised lesson plans (1 activity) 	150 min	
5	Closure		
Total Working Time:		5h05 min	

THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.		TOTAL NUMBER	CHECK
1	Facilitator's Guide		
2	Participants' Handout		
3	JIT 10 Resources Document		

Introduction	
TIME GUIDE	5 minutes
<ul style="list-style-type: none"> • Give each HoD a Participants' handout and Resources pack at registration. • Welcome the HoDs. • Explain the following: <ul style="list-style-type: none"> ○ The workshop focuses on: <ul style="list-style-type: none"> ○ Orientating the participants to the 2018 lesson plans and planners and trackers ○ Understanding key similarities and differences between the 2017 and 2018 lesson plans 	

SESSION 1	
TIME GUIDE	145 minutes
RESOURCES	Facilitators' Guide; Participants' handout, JIT 10 Resources document
<p>Introduction (10 minutes)</p> <p>The purposes of this workshop are to:</p> <ul style="list-style-type: none"> • orientate teachers to the 2018 lesson plans so that they can use them effectively in teaching the learners; • help teachers understand the similarities and differences between the 2017 and 2018 lesson plans <p>Throughout the workshop participants should sit with teachers from the same grade as themselves i.e. Grade 1's together; Grade 2's together and Grade 3's together.</p> <p>Input</p> <p>The lesson plans that you will use in 2018 are different in some ways from those in 2017. In the fourth term of 2017, two researchers spent 5 days visiting foundation phase classes in King Cetswayo and Pinetown districts, and held several focus group discussions. The researchers wanted to find out what teachers felt about using the lesson plans – what they liked, did not like and how they felt things could be improved. Once they had collated all the information, they worked on the lesson plans to try to address some of the concerns raised by teachers they spoke to.</p> <p>Some of the key issues that arose were:</p> <ul style="list-style-type: none"> ○ Too much to do on each day – too many different activities and not enough time to do the work, especially in large classes ○ The main point or purpose of the lesson not always made clear enough – teachers need to have a clear sense of the main teaching outcome of each lesson ○ Some methodology not being followed as it should be – this has been addressed both in the lesson plans and in the training ○ Reading and writing activities cannot really be managed together – writing and language work being neglected. ○ Writing: incomplete work in Writing books because learners were taking time to complete work. This was especially the case in Grade 1. Grade 1 learners take quite a long time to write words and sentences. ○ Too much assessment. This has been addressed by the DBE, and the assessment programme has been adjusted to match the reduced number of assessments in grades 1, 2 and 3 in Term 2 and 3 in HL and Grades 2 and 3 in EFAL in Term 2 and 3. 	

In this workshop we are going to look at some of the ways in which the lesson plans have been changed so that you are able to use them confidently when you receive them next year.

A closer look at some key aspects of the revised lesson plans

➤ **Time allocated to the different components in the lesson plans**

Input: The time allocated to the various components has been changed in both the isiZulu and EFAL lesson plans.

Activity 1: Ask the participants to look at the isiZulu table for their grade (showing time allocated to the components in 2017 and 2018) in the JIT 10 Resources document page 1, and discuss the following questions: (30 minutes)

° Look at the times for the different components e.g. L&S. What are the time similarities and differences between the 2017 and 2018 lesson plans?

° Do you think the 2018 times will work better for you as a teacher? Why? Why not?

Ask a few participants to share what was said in their groups with the whole group.

Conclude this activity by telling the participants that the longer lesson times for Phonics, Handwriting, Shared Reading and Writing were given at the request of teachers as they were finding it difficult to teach these activities in 15 minute lessons. It also gives time for the learners to learn words with the sounds taught and to write a few sentences with these words. This reinforces the learning of the sounds in different ways in one lesson.

Activity 2: Ask the participants to look at the EFAL table for their grade (showing time allocated to the components in 2017 and 2018) on page 1 in the JIT 10 Resources document and discuss the following questions:

(30 minutes)

° Look at the times for the different components e.g. L&S. What are the time similarities and differences between the 2017 and 2018 lesson plans?

° Do you think the 2018 times will work better for you as a teacher? Why?

Ask a few participants to share what was said in their groups with the whole group.

Conclude this activity by telling the participants that in Grade 1 phonemic awareness has been incorporated into L&S; SR and Writing because this is in line with CAPS and in Grade 2 and 3 GGR and

Writing has been separated at the request of teachers as they were finding it difficult to teach these activities together. The CAPS times for these components have been adhered to.

➤ **Focus of lesson**

Input: Turn to the page in the JIT 10 Resources document where Week 4 is given for isiZulu for your grade. (Page 3 for Grade 1; page 24 for Grade 2 and page 43 for Grade 3)

Look at the Activity Description section in the first lesson L&S. In bold you will see focus of the lesson.

Activity 3: Read the focus of the L&S and Phonics lessons in Week 4 Day 1 in isiZulu and EFAL for your grade (Grade 1 pp. 3, 4 and 16); Grade 2: pp. 24, 25, 37, 38; Grade 3: pp. 43, 44, 57, 58). Discuss the following questions: (20 minutes)

- What is the focus of each lesson telling you about what should be taught and learnt?
- Look at the CAPS bullets given for each lesson; which of these is each lesson's focus linked to?
- In what way is the focus of the lesson helpful to you as a teacher?

Conclude this activity by saying all lessons in the three grades and in isiZulu and EFAL have a clear focus for every lesson. This highlights for you the teacher what is important in this lesson and what the learners should have learnt by the end of the lesson. Each lesson's focus is based on one or more of the bullets in CAPS that states what must be learnt.

➤ **Phonics**

(5 minutes)

Input: isiZulu

In the 2018 lesson plans for Grade1 isiZulu there are 2 Phonics lessons of 30 minutes and 1 lesson of 15 minutes. Previously all lessons were 15 minutes. In the 2018 lesson plans 30 minutes has been given to introducing a sound and practising it in Term 1. In Terms 2, 3 and 4 words and/or sentences are written in the 30 minutes as well as introducing the sound. Learners write their own sentences in these lessons. Remember it is very important that the learners begin to write their own sentences and do not copy sentences from the board that you have written. 30 minutes is given in the Handwriting lessons to practising the writing of the single letters.

In Grades 2 and 3 in Phonics learners learn the sound and write spelling words and sentences. Just as in Grade 1, learners write their own sentences in these lessons. Remember it is very important that the learners begin to write their own sentences and do not copy sentences from the board that you have written. This helps them to be able to write the paragraphs and stories that they will need to write by the end of Term 4. They also have more time in the Handwriting lessons to practise copying words and

sentences.

EFAL

In the 2018 lesson plans in Grade 1 there is no longer a separate phonics lesson as there was in previous lesson plans. Phonemic awareness activities have been incorporated into the L&S; SR and Writing lessons. Phonemic awareness of sounds is introduced through the words the learners learn in L&S and SR lessons.

There are no significant changes in the phonics **in Grades 2 and 3.**

Activity 4

(30 minutes)

For Grade 1 teachers

Ask Grade 1 teachers to look at Week 4, Day Activity 2 (Shared Reading) in the EFAL lesson plans (p.19) provided. They should read the activity description and then discuss the following questions:

1. What phonemic awareness skill are learners developing in this lesson? (recognising the initial sound in words)
2. Why do you think the words given have been chosen? (they occur in the passages read, so phonics is integrated into other aspects of language work; they begin with single consonants)

For Grade 2 teachers

Ask Grade 2 teachers to turn to the EFAL Week 4 Day 2, Activity 1 (Phonics) in the EFAL lesson plans (p.38) and answer the questions below:

1. What phonics skills are learners developing in the first 4 bullets? (to hear the sound and to link the sound with the letter that represents it (letter- sound relationships))
2. What phonic skills are the learners developing when they do the exercise on page 8 in the DBE workbooks (shown in the bold bullet point)? (To recognise the sound at the beginning of a word; to distinguish between the sounds, f, and s).

For Grade 3 teachers

Ask Grade 3 teachers to turn to EFAL Week 4 Day 2 Activity 1 (Phonics) (p.58/59) and answer the following questions:

1. Read the twelfth bullet about breaking the words into their sounds and then saying the whole word. Why is it important that learners can break words into their sounds? (it helps them to be able to sound out unknown words when they are reading and to correctly write words when they are spelling)
2. Practise sounding out these words in your group.

Ask a few groups to share their answers with the whole group, and check that everyone has the correct main ideas.

➤ **GGR**

isiZulu: In the three grades in GGR lessons the 'look and say' words (words that can't be sounded out because the children have not learnt these sounds) of the book being read are introduced and groups read and answer questions. It is very important that these questions are asked after the learners read. They must realise that reading is about understanding what you read not just reading the words. This aspect of GGR is the same as in the previous lesson plans.

A new bullet has been added to all GGR lessons encouraging the teachers to help learners sound out words, know their 'look and say' words and use the pictures to help understanding. Previously this was stated in the introductory section at the beginning of the lesson plans. They can see an example of this bullet in the lesson plans in the next activity.

Activity 5: Ask the participants to go to the second GGR activity on Day 2 and read the second last bullet. (20 minutes)

- Uma kudingeka, sekela abafundi ngokubakhumbuza ukuba babuke noma yimaphi amagama athi amagama afundwa ngokubukwa ekhasini abalifundayo, futhi uncome ukuba basebenzise izithombe ukubasiza baqonde lokho abakufundayo. (Grade 1 Term 1)
- Uma kudingeka, sekela abafundi ngokubakhumbuza ukuba babize amagama, bakhumbuze nganoma yimaphi amagama afundwa ngokuwabuka bese uwasho ekhasini abalifundayo, futhi uqiniseke ukuba basebenzise izithombe ukubasiza baqonde lokho abakufundayo. (Grade 2, Grade 3 all terms and Grade 1 Term 2, 3, 4)

EFAL

In Grades 2 and 3 GGR is a separate lesson like it is in HL and not linked to the component writing as it was in the previous lesson plans. This should make it easier for the teacher to concentrate on teaching the different structures in writing without worrying about listening to learners read while the rest of the class is practising writing sentences, paragraphs and stories. Teachers can now walk around and help learners while they are writing.

Session 2	
TIME GUIDE	150 minutes
Resources	Facilitators' Guide; Participants' handout, JIT 10 Resources document
<p>➤ Assessment (10 minutes)</p> <p>Since the lesson plans were first written, the assessment programme in the CAPS has been amended by Circular S1 of 2017 for both isiZulu and EFAL. This specifies that there should be only one formal assessment task for each grade in each term, whereas at present there are two or three formal assessment tasks in Terms 2 and 3. In line with this change, only one formal assessment activity has been incorporated into the 2018 lesson plans for each component for each term. When the assessment activity should be done it is marked in the lesson plans and in the tracker and planner as usual. However, for 2018, the actual assessment lessons have been taken out of the lesson plans and put in the tracker. This is so that they can be changed from year to year if need be as the tracker is reprinted annually. These assessment activities are exemplars of what you can do.</p> <p>You will still find an exemplar assessment record sheet in the tracker. The total marks that each of the activities in the assessment programme is out of are shown in the record sheet; if the 'out of' marks are different in SA SAMS, you can change them to be the same as the marks in the assessment activities you have used. SA SAMS will adjust the marks according to in-built weightings, and will give you a level for each learner (1 – 7).</p> <p>A reading rubric has been used for all grades, terms and for both HL and EFAL. Learners are given a mark out of 10 for Grade 1 Term 1 and a mark out of 15 for Grade 1 Term 2, 3, and 4 and for all terms in Grade 2 and 3. The rubric assesses decoding (or word attack) skills, fluency, expression and comprehension. These are the important reading skills that CAPS wants assessed. It gives different marks for different levels of achievement. These levels of achievement are clearly described in the rubric.</p> <p>Activity 6: Participants assess facilitator's reading of a passage, using the rubric provided (30 minutes)</p> <ul style="list-style-type: none"> • Ask participants to turn to the reading passage and rubric on page 2 of the JIT 10 Resources document. • Tell them to listen to you read the passage – they will use the rubric to assess your reading. • Read the passage as a reader getting about 3 marks for decoding and 2 marks for fluency. • Ask one person to ask you the questions when you have read the passage – and answer as a learner who would get 5 marks. • Ask participants to assess your reading and answering of questions in their groups; help them to see 	

how they should look at each criterion, and the descriptors for each mark category; help them engage with how they might decide between marks of 3/5 or 4/ 5 for one of the levels.

- Ask a few groups to give their assessment, and facilitate a discussion of any differences of opinion about the marks given for each criterion, or why they felt that the agreed mark is correct (i.e. to justify the level they felt the reading was at on each criterion.

➤ **Activity descriptions/methodology**

As before, there are detailed steps for you to follow for each activity; these are intended to help you with the methodology of each activity. You can of course adjust this for your class, but you should follow the general methodology as much as possible. Sometimes the method will seem strange to you as it is different from what you have done before, but as you follow it it will become less strange. Hopefully you will see the benefits in the achievements of your learners.

Activity 7: In their groups ask the participants to first choose any 2 days of Week 4 e.g. Day 2 and 5 or Day 1 and 3 and read through the methodology (Activity Description) section for all lessons on those 2 days of the week in isiZulu and EFAL and then to discuss the following questions: (50 minutes)

- Would you be able to teach these lessons in the time allocated?
- What do you like about the methodology of these lessons?
- Is there anything in the methodology that you think you would change? What? Why would you want to change it?

Ask one or two groups to report back on what was said in their groups.

➤ **Structure of days**

isiZulu: Activity 8: With the person sitting next to you look through isiZulu Week 4 for your grade in JIT 10 Resources document (on page 3 for Grade 1; page 24 for Grade 2; and page 43 for Grade 3). Take note of the way the different days are structured – which components are being taught on which day.

Fill in the table in the JIT 10 resources document for isiZulu (on page 65 for Grade 1; page 66 for Grade 2; and page 66 for Grade 3). (20 minutes)

EFAL Activity 9: With the person sitting next to you look through EFAL Week 4 for your grade in the JIT 10 Resources document (on page 16 for Grade 1; page 37 for Grade 2 and page 57 for Grade 3). Take note of the way the different days are structured – which components are being taught on which day.

Fill in the table in the JIT 10 resources document for EFAL (on page 65 for Grade 1; page 66 for Grade 2; and page 66 for Grade 3). (20 minutes)

Conclude by telling the participants that they can use this table to help them draw up a timetable for 2018.

Activity 10: Ask about 4 volunteers to tell the group how they feel about these new lesson plans from what they have seen and heard today. (20 minutes)

End this session by emphasising the importance of teachers getting to know these lesson plans and the methodology in the activities. The only way to do this is to prepare for teaching lessons by reading the lesson plans before teaching, collecting all the resources that are needed and teaching the lesson according to the methodology.

Point out to the grade 3 teachers that for Term 4 2017 they must use the DBE workbook pages that are in the tracker given to them in Term 4. The page numbers are incorrect in the lesson plans. In the tracker the heading for the column showing the DBE pages now reads *corrected DBE workbook pages*. The page numbers in this column of the tracker are the pages numbers that they should follow during Term 4 2017. The page numbers will be corrected in the 2018 lesson plans.

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. 	