



2017 TRAINING WORKSHOP NO.10
ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

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

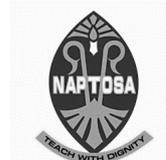
Participants' Handout

**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	

INTRODUCTION TO THE WORKSHOP

SESSION 1

In all sessions participants will discuss in groups, buzz groups and do practical activities.

Input

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, 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.

Some of the key issues that arose were:

- 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: Look at the table showing time allocated to the components in isiZulu in 2017 and 2018) in the JIT 10 Resources document page 1 for your grade and discuss the following questions: (30 minutes)

⁰ 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?

⁰ Do you think the 2018 times will work better for you as a teacher? Why?

A few participants will share what was said in your groups with the whole group.

Activity 2: Look at the EFAL Table for your grade showing the time differences on page 1 in the JIT 10 Resources document and discuss the following questions: (30 minutes)

⁰ 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?

⁰ Do you think the 2018 times will work better for you as a teacher? Why?

A few participants will share what was said in your groups with the whole group.

➤ **Focus of lesson**

Input: Turn to the page in 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?

➤ **Phonics**

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 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, 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 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 Grade 2 and 3.**

Activity 4

(30 minutes)

For Grade 1 teachers:

Look at Week 4, Day 3 Activity 2 (Shared Reading) in the EFAL lesson plans (p.19) provided. Read the activity description and then discuss the following questions:

1. What phonemic awareness skill are learners developing in this lesson
2. Why do you think the words given have been chosen?

For Grade 2 teachers:

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?
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)?

For Grade 3 teachers:

Turn to EFAL Week 4 Day 2 Activity 1 (Phonics) (p. 58) 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?
2. Practise sounding out these words in your group.

A few groups will share their answers with the whole group.

➤ **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.

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.

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 and not 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

➤ Assessment

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 activity for each grade in each term, whereas at present there are two or three formal assessment activities in Term 2 and 3. In line with this, 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.

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).

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.

Activity 6: Participants assess facilitator's reading of a passage, using the rubric provided (30 minutes)

- Turn to the reading passage and rubric on page 2 of the JIT 10 Resources document.
- Listen to the facilitator read the passage – and as they read, use the rubric to assess their reading.
- One participant will be asked to ask the facilitator the comprehension questions when she has read the passage.

- With your group, assess/mark the facilitator's reading and answering of questions using the rubric. Be sure you understand what each criterion is about, how the levels differ from each other and how many marks are awarded to each level for each criterion and what the total marks are.

A few groups will give their assessment, and the facilitator will facilitate a discussion of any differences of opinion or justifications for agreements of the levels decided.

➤ **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.

Activity 7: In your groups 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 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?

One or two groups will 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)

Activity 10:

- 4 volunteers will tell the group how they feel about these new lesson plans from what you have seen and heard today. (20 minutes)

NB: Grade 3 teachers: for Term 4 2017 you must use the DBE workbook pages that are in the tracker given to you in Term 4. The page numbers are incorrect in the lesson plans. In the tracker the heading is now *corrected DBE workbook pages*. These are the page numbers that you should follow during Term 4 2017. The page numbers will be corrected in the 2018 lesson plans.

Closure