



2017 TRAINING WORKSHOP NO.8
ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:
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PROVINCE OF KWAZULU-NATAL

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Just-in-Time Training Workshop 8
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Participants' Handout

**isiZulu Home Language
and
EFAL**



Jika iMfundo
what I do matters

Endorsed by:



INTRODUCTION TO THE WORKSHOP

SESSION 1: Group Guided Reading

In this session the facilitator will:

- Discuss the methodology used in the isiZulu and EFAL lesson plans
- Help participants understand the rationale for key aspects of the methodology
- Demonstrate this methodology
- Give participants an opportunity to practise the methodology

This session is structured around input and a number of practical activities, as shown below.

➤ **Activity 1 Sharing experiences of GGR (20 minutes)**

Participants to talk to the person sitting next to them about how they facilitate GGR in their classrooms in isiZulu and EFAL lessons.

You should talk about:

- If you use the Vula Bula and READ readers, or other texts
- How you organise the groups – how many learners are in the groups? Do you use mixed or same ability groups; or do you do reading with the whole class?
- How often in a week does each group read (or the whole class read) and for how long
- If learners read individually, or as a group
 - What the rest of the class does while the group reads.
- Any problems you have facilitating these lessons

A few pairs will report back.

➤ **Activity 2 (20 minutes) Description and demonstration of the methodology for the introductory GGR activity**

Reminder: In the first GGR lesson of the week or of a new book, which lasts 30 minutes, the teacher reads the story to the learners and the ‘look and say’ words are learnt. The ‘look and say’ words are words that learners will not be able to sound out for themselves – because they have not yet learnt the sounds, or because, some of the words in EFAL are not phonetic words. Learners have to read these words by recognising the whole word when they see it.

The methodology for teaching the ‘look and say’ words is as follows:

- First, the teacher shows the class each word and reads the word herself.
- Then she asks the whole class to read the word
- Then she asks groups to read the word
- Finally individuals read the word
- She repeats this with each ‘look and say’ word.
- The learners practise reading these words each day at home. A photocopiable list is provided in the printable resources section of the Lesson Plans. Learners should be given the sheet, and should circle or tick the new words they must practise

The facilitator will demonstrate the above methodology using Grade 1 Term 1 reader *Musa!* Pages 2 – 8 and the ‘look and say’ words: *Fana, musa, bona-ke, yebo, uyalalele*

Activity Description/Methodology in the Lesson Plans

- Settle the learners so that you have their attention.
- Read the whole book to the learners.
- Hold up one flashcard at a time and clearly say the word twice, whilst learners look and listen.
- Explain the meaning of any word if necessary by using an action, the object or a picture of it.
- Ask the whole class to read the word, then ask different groups and individual learners.
- Introduce the next word in exactly the same manner.
- Then flash between the two words, asking different learners to read the words.
- Continue in the same way until all the words for this lesson have been covered.
- Tell the learners to take out their Reading Sheets or to open their Homework Books to their Reading Sheets.
- Learners must use one colour to tick the words that they have learnt to read.
- For homework, they must practise reading these words aloud to someone at home or in their community.

Note: an example of a ‘look and say’ word list is provided on page 7 of the participants’ handout)

➤ Activity 3 Input on and demonstration of how to manage the follow up group reading activities (30 minutes)

Input

- In all subsequent isiZulu GGR lessons (there are 4 more lessons of 30 minutes each) ability groups read the same text under the direction of the teacher
- There should be between 6 and 10 children in a group.
- **Every** child in that group (e.g. Group 1) must read two sentences from the reader on their own and answer the comprehension question relevant to the two sentences. For example the learners in Group 1 are Thabo, Thandi, Lesedi, Themba, Ayanda and Unathi. Each of these six learners must get a turn to read the two sentences on their own.
- The teacher helps the learners when necessary by helping them sound out the words, reminding them of any ‘look and say’ words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading.

NB: It is important that each individual in the group gets a turn to read as this is the time for the teacher to take note of the level of each learner’s reading and comprehension and what difficulties s/he may be having. It is also the time when the teacher can help the learners with their individual difficulties. In Shared Reading the teacher reads the story to the class and also with the whole class. In GGR each individual learner reads a few sentences on their own. It is not whole class reading. In Shared Reading the teacher spends time on talking about the cover of the book, about pictures in the book and also discusses sentences, paragraphs and other language structures. This is not done in GGR. Shared Reading stories often contain

vocabulary and language concepts that are above the level of the learners' reading ability. This is to extend the learners and develop their language and thinking skills. The stories read in GGR contain vocabulary and language concepts that the learners should be familiar with and find easy to understand.

- While one group is reading with the teacher the rest of the class is either doing written work from the DBE workbook or is doing paired or independent reading.
- **Demonstration:** The facilitator will demonstrate an isiZulu GGR lesson using participants as the children.

➤ **Activity 4 Reflecting on implementing the methodology (30 minutes)**

Discuss in your group:

- What difficulties do you think you may have when you follow this methodology?
- How can you overcome them?
- Has the demonstration made the methodology clearer for you?

A few groups will report back.

➤ **Activity 5: Input on and demonstration of a GGR lesson in EFAL (25 minutes)**
Input

In EFAL the same methodology is followed for GGR. The teacher reads the story and teaches the learners the 'look and say' words in the first GGR session. In subsequent GGR lessons (there are two more lessons of 30 minutes each) ability groups read the same text under the direction of the teacher. There should be between 6 to 10 children in a group. **Every** child in that group e.g. Group 1 must read two sentences from the reader on their own and answer the comprehension question. For example the learners in Group 1 are Thabo, Thandi, Lesedi, Themba, Ayanda and Unathi. Each of these six learners must get a turn to read the two sentences on their own. The teacher helps the learners when necessary by helping them sound out the words, reminding them of any 'look and say' words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. While one group is reading with the teacher the rest of the class is either doing written work or is doing paired or independent reading.

- **Demonstration:** The facilitator will demonstrate an EFAL GGR lesson using participants as the children.

➤ **Activity 6: Practise facilitating a GGR activity (40 minutes)**

Get into Grade groups and practise facilitating GGR in EFAL and in isiZulu. In groups of about 7, one participant must role play being the teacher and the others learners. The teacher facilitates the reading of 2 sentences and asking of a comprehension question. If there is enough time, another person in the group can be the teacher.

➤ **Activity 7: Thinking about reasons for the methodology (15 minutes)**

The features of the GGR methodology are designed to assist learners to learn to read. Think about why the following aspects are important:

1. Each learner must have a turn to read individually/alone
2. The groups are made up of learners of similar reading ability – not mixed ability
3. The teacher helps learners by reminding them to sound words out, remember the 'look and say' words and look at the pictures to help them understand what they are reading about
4. The teacher asks questions about what each learner has read.

The facilitator will ask a few participants to share their ideas with the whole group. Some key ideas that should be remembered are:

- Individual reading is important so that learners experience reading by themselves not just in a group or class – each learner has to read, they can't hide behind others; and it helps the teacher to know the level of all the children in her class.
- Learners are placed in same ability groups so that weaker learners are not teased by stronger learners; stronger learners can be challenged and can read more; the teacher can spend more time helping the learners in the weaker groups and weaker learners can be helped when the teacher helps other weaker learners in the group as these learners are likely to have similar difficulties.
- Pointing out and helping children with the 'look and say' words reinforces the necessity for the learners to go home and learn these words. They will soon realise that learning these words will help them develop more fluent reading.
- Learners need to be fluent readers – so they need good decoding skills- in a small group, teachers can help learners who are struggling to develop these skills.
- It is important that readers understand what they have read. They need to do more than decode the words. By asking questions, teachers encourage learners to pay attention to what they are reading and also can check their comprehension and work on this. Apart from when they are learning to read, learners do not read to practise decoding – they read to gain meaning from the text - to enjoy a story they are reading or to get information they need. A range of questions should be asked – factual and those that require prediction and interpretation as well.

SESSION 2: Paired and Independent Reading

In this session the facilitator will:

- Discuss what paired and independent reading are, and how to manage each kind of activity
- Discuss the different ways of pairing children

This session is structured around input and a number of practical activities, as shown below.

- **Activity 8 (20 minutes):** Discuss with a partner
 - How you will make decisions about which children you will put with which children for paired reading – a good reader and a weaker reader? An average reader and a weaker reader? 2 weaker readers? Friends? Any other combination that you think will be effective?
 - Why you would choose this option or options?

A few pairs will be asked to report back.

- **Conclusion** of session.

SESSION 3: SA SAMS

In this session the facilitator will:

- Discuss key features of how marks are recorded in SA SAMS, showing an example
- Discuss how the LP assessment marks align/do not align with SA SAMS, with examples
- Discuss how teachers can work with both the LPs and SA SAMS so that LP marks are entered as required.
- Facilitate participants' engaging with SA SAMS and the LP assessment record sheet for Term 1, Gr 1, 2 and 3 isiZulu Home Language.

This session is structured around input and a number of practical activities, as shown below. You will need to refer to the extracts from SA SAMS and the assessment record sheets from the trackers provided at the end of this .

- **Activity 10: Input into the alignment of SAMS and the lesson plans**

Listen to the information and explanation the facilitator will give you; refer to the Grade 1 extracts (p 9 and 10 of thi handout). You will also need to refer the CAPS extract given below

Extract from CAPS, English HL, p 57 (for Grade 1) (same in IsiZulu HL)

Formal Assessment Activity 1:**Reading (oral and/ or practical)*****Emergent reading skills.***

- Uses pictures to predict what the story is about. For example, reads picture books
- Listens to and discusses stories and other texts read aloud

Shared Reading

- Reads as a whole class with teacher enlarged texts such as poems, posters, big books and class stories developed in shared writing sessions

Group Guided Reading

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story

➤ **Activity 11: Looking at an example of a SA SAMS record sheet**

Choose to work in a group looking at the recording of assessment in isiZulu term 1 Grade 1, 2 or 3 .For Grade 2, look at pages 11 and 12 in this handout; for Grade 3 look at pages 13 and 14)

Answer the questions below

1. What are the tasks named in SA SAMS?
2. For the grade you are looking at, which tasks have more than 1 assessment activity in the SA SAMS set up in the extract you have been given? Say how many activities each has.
Grade 1
Grade 2
Grade 3
3. For the Grade you are looking at, which tasks have more activities in the Lesson Plans than in SA SAMS?
Grade 1
Grade 2
Grade 3
4. What must teachers do to align the LP activities to SA SAMS where there are more activities in the Lesson Plans than in SA SAMS?

- **Closure**

Reading sheets: Homework look-and-say words

Grade: 3

Term: 1

Read from left to right →

Esimnyama	mhlawumbe	Useshiywe
Umpotsho	ubatshela	njengotshani
Utshela	esiwumpotsho	yindlovu
Indlovu	umhlambi	wezindlovu
Baphethwe	otshanini	nomndeni
Indlu	entsha	amatshe
Etsheni	umndeni	endleleni
Ezinhle	emndenini	otshanini
Esisegatsheni	esimnyama	mhlawumbe
Useshiyiwe	emhlanganweni	nomntwana
Wumdlalo	ngaphandle	Hheyi
anhlanhlatheke	emgwaqweni	umshayeli
emgqeni	umugqa	emgqonyeni
limtshela	amakhrayoni	enhlabathini
Okusemqoka	Umthengisi	elaseMzansi
esikhwameni	umndeni	

Reading sheets: Homework look-and-say words

Grade: 2	Term: 1	First Additional Language: English	Living Things
Read from left to right →			
Are	living	things	
flowers	Yes	fires	
No	trees	tyres	
rats	rocks	snakes	
socks	pigs	pans	
doves	we	Monday	
was	sunny	day	
We	outside	to	
play	Tuesday	windy	
Wednesday	cloudy	Thursday	
misty	inside	stayed	
Friday	rainy	Saturday	
stormy	Sunday		