



2019 TRAINING WORKSHOP NO.2
ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase
Just-in-Time Training Workshop
2019: No.2**

Facilitator's Guide

**isiZulu Home Language
and
EFAL**



Jika iMfundo
what I do matters

Endorsed by:



Programme

Session Name	Time Guide
Session 1: Introduction and Pre-workshop Activity	20 min
Session 2: Shared Reading	2 hour 35 min
Session 3: Preparation for teachers' workshop	1 hour 45 min
Session 4: Post-workshop Activity and Closure	20 min
Total	5 hrs

CHECKLIST OF ITEMS THAT ARE NEEDED FOR THIS WORKSHOP

NO.	HANDOUTS IN ORDER OF USE:
1	Facilitators' Guide
2	Participants' Handout
3	Pre-workshop Activity handouts
4	Post-Workshop Activity handouts
OTHER ITEMS	
5	Big books – <i>Izinambazane; Mina nginguMangi</i>
6	Pens/pencils (participants)

SESSION 1: INTRODUCTION	
TIME GUIDE	20 minutes
<ul style="list-style-type: none"> • Give each participant a handout at registration. • Welcome the participants. • Give each participant the Pre-workshop Activity handout. • Ask the participants to write their name on the handout and then tell the participants that they have 15 minutes to complete the questionnaire. Once it has been completed collect the handouts. • Then, explain the following: <ul style="list-style-type: none"> ○ The second session focusses on the Shared Reading component. ○ The third session focusses on preparation for your teachers' workshop. 	

SESSION 2: SHARED READING

TIME GUIDE	2 hours 35 minutes
RESOURCES	Facilitators' Guide, Participants' handout, Big books – <i>Izinambazane; Mina nginguMangi</i>

Purpose of this session is to help participants:

- understand the skills expected from the learners in the different grades for Shared Reading
- know how to teach these skills
- practise teaching a Shared Reading lesson using the methodology of the lesson plans

➤ **Activity 1: Why does CAPS have Shared Reading as a component? (10 minutes)**

Why do you think CAPS has Shared Reading as a component in Grade 1, 2 and 3 in both isiZulu and EFAL?

Ask a few groups to share their answers.

Facilitator Input (10 minutes)

In Shared Reading lessons teachers work with the whole class. The reading texts that are used should increase in length and complexity across the year and across grades. A range of stories, poems, rhymes, plays, informational and graphical texts can be used.

While reading texts to the learners the following can be pointed out to learners: concepts of print, text features e.g. punctuation, phonics/decoding, word identification strategies and comprehension at a range of levels e.g. literal, reorganization, inferential, evaluation and appreciation questions. The Shared Reading component is in the curriculum to help learners develop a love for reading, and to develop vocabulary, comprehension and decoding skills and language and text structures e.g. grammar and punctuation. The phonic sounds that are being taught in the Phonics' lessons can be reinforced in Shared Reading lessons by drawing the learners' attention to them when reading the story. It also encourages them to use their imaginations and helps them to think critically. Important content that is needed in Writing lessons for the learners to be able to write themselves is also pointed out to learners e.g. the beginning, middle and end of stories. They can also be encouraged to read themselves during these lessons.

When the learners answer questions during lessons it is important to make sure that you confirm the correct answers and correct any incorrect answer. It is in Shared Reading lessons that Grade 1 learners first encounter answering higher order questions. This helps to prepare them for the time when in GGR lessons they will be asked literal and higher order questions.

Shared Reading lessons are 30 minutes in the lesson plans. It is thus very important that the steps in the lessons are followed exactly. If steps are repeated when they don't need to be the lesson will be longer

than 30 minutes and other lessons will be negatively impacted. All skills are practised in more than one lesson. There is no need to drill any of the skills. It is important to look carefully at the focus of the lesson i.e. what content and skills are being taught in the lesson and to stick to these.

Shared Reading in Grade 1

- In Grade 1 Big Books are used for most Shared Reading lessons. In Term 1 the Shared Reading lessons are used to teach emergent reading skills e.g. how to hold a book, concepts of books – cover, front, back, title. In Term 2 the learners are expected to be able to use pictures to predict what the story is about, interpret pictures to make up their own story, use clues and pictures in the text for understanding, discuss the story identifying the main idea and main characters, answers questions including higher order questions and discuss the use of capital letters and full stops. In Term 3 the learners need to be able to identify the sequence of events in the story, the setting, recognise cause and effect and give an opinion on what was read to them. In Term 4 they also learn how to identify the initial problem in the story that sets the story in motion.

➤ **Activity 2: Explaining prediction, main idea and main characters (15 minutes)**

Show the participants the cover of the book *Insects/ Izinambazane*. Then ask them to answer the following questions in their groups:

- How would you help learners to predict what the story may be about from looking at the cover?
- How would you explain the concepts main idea and the main characters to the learners?

Ask a few groups to share their ideas.

➤ **Activity 3: Lesson focussing on main idea and main characters (30 minutes)**

Demonstrate the lesson Grade 1 Term 2 Week 1 Day 2 Activity 3 found at the end of the Participants' Handout. This lesson focuses on reading big books as a whole class, using pictures to predict what the story is about, discussing the story identifying the main idea and main characters and discussing the use of capital letters and full stops.

Then ask the participants to answer the following questions in their groups:

- Do you think the explanations will help the learners understand what a main idea and main characters are? Why? Why not?
- Do you think that having to think what the main idea is and about who the main characters are and telling the class this will help to reinforce the learners' understanding of these concepts? Why? Why not?

Ask a few groups to share their ideas.

Input: Higher and lower order questions (5 minutes)

Questions can be higher or lower order questions. Both kinds of questions are important for different reasons, and therefore it is important to ask questions of both kinds. However, often we neglect to ask higher order questions, and so these are always given attention in the lesson plans – on GGR as well as in Shared Reading.

Lower order questions are literal questions, where the answer can easily be found in the text. Examples of literal questions are: what is the girl's name? Describe the dog; Where did the children go? These questions help learners listen/read for important details in the text.

Higher order questions expect learners to think beyond the text. There are different kinds of higher order questions:

- *Reorganisation* questions ask the learners to compare, contrast classify, summarise and ask how someone or something is different to another.
- *Inferential* questions ask the learners to pretend, to think about implications and consequences and to think what might have happened if without being given the information explicitly in the text. Examples are pretend you are the hero in the story what would you have done? Could the boy have done something differently to what he did? What might have happened if the man had not gone to the police?
- *Evaluation* questions ask for the learners' opinions about whether something is good or bad, right or wrong, whether they agree with an action or opinion or not and what best describes the characters. In other words, they make a judgement about something. Examples are in your opinion Do you agree and why or why not? Would you have done what the girl did and why or why not?
- *Appreciation* questions ask the learners to think about whether they know someone like the characters, why they like or dislike something and what they think about what has happened. What did you like or dislike about the story? Do you know anyone like Thandi in the story?

It is important ask such questions because children need to think about what they are reading, relate what they are reading to their own lives and form judgements of their own about what they are reading. Reading is not just about remembering the facts of the story but also making decisions about the characters in the story and the story itself. Children can develop important values from reading.

➤ **Activity 4: Identifying and classifying higher order questions (25 minutes)**

4.1 Read the story, *I am Mangi (Mina nginguMangi)* and then ask the participants the following questions one at a time and get them to tell the group if the question is a higher order question or not, why they say it is a higher order question and what type of higher order question they think it is.

- What happened because Mangi pretended his bike was a rocket?
- What could have happened when he pretended he was driving to the hospital?
- How would you describe Mangi? What kind of a boy was he? (Full of fun; great imagination; takes risks etc.)
- Do you know anyone like Mangi? Are any of you like Mangi? How?
- Did you like the story? Why? Why not?

- Kwenzakalani ngenkathi uMangi enza sengathi ibhayisikili lakhe liyi rocket?
- Kwakungenzekani lapho enza sengathi ushayela uya esibhedlela?
- Ungamchaza kanjani uMangi? Uwuhlobo luni lo mfana? (uyahlekisa, ucabanga ngokujula, uyaqunga isibindi)
- Kukhona omaziyo ofana noMangi? Bakhona phakathi kwenu abefana noMangi? Kanjani?
- Niyithandile yini le ndaba? Kungani niyithandile noma ningayithandanga?

4.2 The following questions are from Grade 3 Term 2 lesson plans.

For each ask the group to say whether it is a higher or lower order question, and if a higher order question, which kind of higher order question it is.

- Pretend you are on Table Mountain. What will you do there?
- Why do you think Lebo needs to use a wheel chair?
- Do you think it would be easy for Lebo to move on the mountain? Why?

- Yenza kwangathi useNtabeni Yetafula. Ubungenzani lapho?
- Ucabanga ukuthi kungani uLebo edinga inqola yokumsiza ukuhamba?
- Ucabanga ukuthi uLebo uzohamba kalula eNtabeni Yetafula? Kungani usho kanjalo?

Shared Reading in Grade 2 and 3

In grades 2 and 3, the Grade 1 skills are developed further, and additional skills are added. In addition, a wider variety of source texts is used.

DBE Workbooks

In **Grade 2** the DBE Workbook stories are used to teach the learners how to discuss cause and effect relations, identify main characters and settings.

In **Grade 3** they are used to discuss the sequence of events, setting, cause and effect relations and answer higher order questions.

➤ **Activity 5: Considering the meaning of 'cause and effect' (10 minutes)**

Discuss with a partner what cause and effect relations are.

Ask a few participants to share with the whole group.

➤ **Activity 6: Explaining 'cause and effect' to learners (20 minutes)**

Ask a participant to read the following bullet points from Grade 2 Term 2 Week 2 Day 2 Activity 3.

- Chazela abafundi ukuthi sivame ukuthi uma senza okuthile noma singakwenzi kuye kube nemiphumela. Into ethile yenza kwenzeka into ethile. Imbangela iba nomphumela. Endabeni, kuba nezibonelo ezimbalwa zembangela kanye nemiphumela.
 - Ngokwesibonelo, lase liqale ukuna ngesikhathi intombazane iye ekhaya; lokhu kwenza ukuthi ibe manzi. Noma singathi, intombazane yaba manzi ngobe lase liqale ukuna ngesikhathi iya ekhaya. Igama elithi ngoba/kungenxa lisitshela ukuthi kunembangela kanye nomphumela.
 - Buza abafundi: **Yini eyabangela intombazane ukuba ingaboni.** (ibangela: amaconsi amakhulu ayeyishaya ebusweni).
 - Buza abafundi: **Waba yini umphumela wokuthi intombazane ishaywe amaconsi amakhulu ebusweni?** (ayikwazanga ukubona)

Singathi: Intombazane ayikwazanga ukubona ngoba amaconsi amakhulu ayeyishaya ebusweni.

- Buza abafundi: **Yini eyenza ukuba intombazane ikhale?** (yayingazi ukuthi kufanele yenzeni)
- Buza abafundi: **Waba yini umphumela wokuthi intombazane ingazi manje ukuthi kufanele yenzeni** (yakhala)

Singathi: Intombazane yakhala ngoba yayingazi ukuthi kufanele yenzeni.

- Buza abafundi abehlukile imibuzo.

Advertisements/Photographs

- **Input: (5 minutes)**
 - **In Grade 2 Term 1** learners learn how to interpret pictures such as an advertisement or photograph to make up their own story. **In Term 2** learners are expected to be able to use visual cues to identify the purpose of advertisements and the intended audience. **In Term 3 and 4** they are expected to be able to express a personal response to the advertisements.
 - **In Grade 3 Term 1** learners use visual cues to talk about a photograph and discuss where it was taken and what it is about. **In Term 2** they use visual cues to identify the purpose of advertisements and the intended audience. **In Term 3** they are expected to be able to interpret information from graphical texts and **in Term 4** they are expected to be able to use visual cues to analyse texts for attitudes and assumptions e.g. who is the advertisement meant to appeal to? Why do you think this?

➤ **Activity 7: Demonstration of lesson using an advertisement (20 minutes)**

Participants demonstrate this lesson in their groups (Grade 3 Term 2 Week 1 Day 3 Activity 3. Give each group an advert to use for the demonstration. The skill that is being taught is *uses visual cues to identify the purpose of advertisements and the intended audience*.

Conclusion (5 minutes): By demonstrating and getting you to demonstrate different Shared Reading lessons I hope you understand the expectations for Grade 1, 2 and 3 learners when it comes to reading stories to them and answering questions. I also hope that you feel that you can more easily teach the lessons using adverts and photographs now and you can see what they are trying to achieve. It is important that you put some thought into what adverts and photographs you will use with your learners as not all are appropriate for the skills that you need to teach.

SESSION 3: PREPARATION FOR TEACHERS' WORKSHOP

TIME GUIDE	1 hour 45 minutes
RESOURCES	Facilitator's guide

Introduction

The purposes of this session are to

- Discuss the length of the workshop and what input and activities you will facilitate with the teachers
- Conduct a dry-run of the workshop

➤ **Activity 8 : Length of workshop; what input and activities will be used (30 minutes)**

In your group answer the following:

- 1) How long will the Languages' section of your workshop be (think about how long your whole workshop will be if you are facilitating Maths and Languages in one workshop; think about how long your workshop will be if you are facilitating Languages on their own)?
- 2) Read through the input and activities covered in this JIT and choose the input and activities that you think are important to cover with the teachers. Think about:
 - i) Will you use all the input or just some of it? Decide and write down any changes that you make to the input given in this JIT.
 - ii) Which activities will you use with the teachers? Think about combining activities or changing activities. Write down the activities you will use.

➤ **Activity 9: Getting to know the material that is to be used in the workshop (15 minutes)**

Work on your own. Go through the input and activities that your group decided on to use in the teachers' workshop. Try to practise saying the input in these 10 minutes.

➤ **Activity 10: Dry-Run of the workshop (60 minutes)**

Choose 3 people or 3 people can volunteer to do a dry-run of the workshop as though they are facilitating it. They must present the input (looking at the notes is allowed) but just tell the rest of group the activities. The rest of the group do not have to do the activities as this will take too long.

- Once the two people have done their dry-runs give them any feedback that you would like to give them and discuss any changes you may like to make to the workshop. Write these down if there are any.

SESSION 4: CLOSURE

TIME GUIDE	20 minutes
RESOURCES	Post workshop Activity handout
<ul style="list-style-type: none"> • Ask the participants if there are any questions. • Give each participant a copy of the Post-workshop Activity handout and ask them to write their names on it. Then tell them that they have 15 minutes to complete the questions. • Collect the handouts once they have finished. • Ask the teachers what suggestions they have for future workshops. • Thank the participants for attending. 	