



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**

Participants' Handout

**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 hrs 35 min
Session 3: Post-workshop Activity and Closure	20 min
Total	3 hrs 15 min

SESSION 1: INTRODUCTION

TIME GUIDE	20 minutes
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- You will be given a Participants' Handout at registration.
- You will be given a Pre-workshop Activity handout to answer.
- Write your name on the handout and then complete the questions. You have 15 minutes to do this.
- Once it has been completed the handout will be collected.
- The next session focuses on:
 - The Shared Reading Component

SESSION 2: SHARED READING

TIME GUIDE	2 hours 35 minutes
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RESOURCES	Participants' Handout
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Purpose of this session is to help participants:

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

➤ **Activity 1 (10 minutes)**

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

A few groups will share their answers.

▪ **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. Shared Reading also encourages learners to use their imaginations and helps them to think critically. Important aspects of the text, such as the beginning, middle and end of a story can be pointed out, supporting work done on such aspects in Writing lessons and so helping learners to improve their own writing. 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 higher order questions as well as literal 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 stop
 - 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)**

Look at the cover of the book *Insects/ Izinambazane*. Answer the following questions in your group:

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

A few groups will share their ideas.

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

A lesson taken from Grade 1 Term 2 Week 1 Day 2 Activity 3 will be demonstrated. It can be found in the Resources Pack/ at the end of this 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.

After the demonstration, answer the following questions in your 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?

A few groups will 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 – in 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

- **Grade 2 and 3 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.

A few participants will share with the whole group.

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

A participant will 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.

Then you will answer the following questions in your groups:

- Do you think that this lesson will help the learners understand cause and effect? Why? Why not?

Advertisements/Photographs (5 minutes)

- **In Grade 2 Term 1** they 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)

Demonstrate this lesson (Grade 3 Term 2 Week 1 Day 3 Activity 3 found at the back of this handout, using the advert given to you. 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: CLOSURE

TIME GUIDE	30 minutes
RESOURCES	Post-workshop Activity handout
<ul style="list-style-type: none"> • You will be given a Post-workshop Activity handout to answer. • Write your name on the handout and then complete the questions. You have 15 minutes to do this. • Once it has been completed it will be collected. • You will be asked to give suggestions for future workshops. • Thank you for attending the workshop. 	

ACTIVITY 3: GRADE 1 TERM 2 WEEK 1 DAY 2 ACTIVITY 3

ACTIVITY 3	SHARED READING UKUFUNDA NGOKUHLANGANYELA
TIME / ISIKHATHI	Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Funda uphimisela incwadi yakho eqenjini elinothisha, iqembu lonke lifunda indaba efanayo. Sebenzisa izithombe nokunye okunika umqondo ukuze uyizwe indaba. Xoxa ngendaba ubone ingqikithi nabalingiswa abasemqoka, njll. Xoxa ngokusebenzisa osonhlamvukazi kanye nongqi
RESOURCES IZINSIZA- KUFUNDISA	<ul style="list-style-type: none"> Incwadi enkulu – Izinambuzane

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukulalela indaba, ukuqagela ukuthi indaba imayelana nani, ukubona ingqikithi nabalingiswa abamqoka encwadini kanye nokuqonda ukusebenzisa osonhlamvukazi nongqi

- Hlalisa abafundi kahle ukuze bonke babone kahle incwadi enkulu, *Izinambuzane*
- Funda isihloko sencwadi, ukhombisa amagama lapho ufunda.
- Khombisa abafundi uqwebu lwencwadi, bese ubabuza ukuthi bacabanga ukuthi indaba imayelana nani; khetha abafundi aba-3 noma aba-4 ukuba bakutshele.
- Funda amakhasi 2 no-4, 6, 8 encwadini, ukhombise abafundi izithombe lapho ufunda ikhasi ngalinye.
- Batshela lokhu: **Yonke indaba inengqikithi, okuyilokho indaba egxile kukho; lokhu umbhali azama ukusitshela khona.**
- Nicabanga ukuthi le ndaba imayelana nani? (imayelana nezinambuzane)
- Batshela lokhu: Izindaba zinabalingisi abasemqoka futhi, lowo muntu noma into indaba emayelana naye noma nayo. (Izinambuzane – impukane, inyosi)
- Buza abafundi abambalwa ukuthi iyini ingqikithi yendaba nokuthi kungani becabanga kanjalo isib. imayelana nezinambuzane ngenxa yokuthi zonke izithombe zinezinambuzane noma isitshela izinto ngezinambuzane.
- Buza abafundi abambalwa ukuthi obani abalingiswa abamqoka kule ndaba nokuthi kungani isib. impukane kanye nenyosi ngenxa yokuthi sinikezwe imininingwane ngazo endabeni. Abafundi bangasho noma yiziphi izinambuzane ngenxa yokuthi zonke zingabalingiswa abamqoka endabeni.
- Phinda ubonise abafundi ikhasi 8. Buza: **Kungani kunosonhlamvukazi ekuqaleni kwalokhu? Kungani kunongqi ngemva komanqulwane?**
- Phinda ubuze abafundi abambalwa ngamunye ukuze uthole ukuthi abafundi bayoqonda yini ukuthi kungani sisebenzisa ongqi kanye nosonhlamvukazi.
- Nikeza abafundi umsebenzi wabo wasekhaya bese uhlola ukuthi bayakwazi yini okufanele bakwenze.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

ACTIVITY 7: GRADE 3 TERM 2 WEEK 1 DAY 3 ACTIVITY 3

ACTIVITY 3	SHARED READING UKUFUNDA NGOKUHLANGANYELA
TIME / ISIKHATHI	Imizuzu eyi-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Sebenzisa izithombe ukukhombisa injongo yezikhangiso kubathengi.
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Isikhangisi
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><u>Injongo yesifundo: Ukusebenzisa izithombe ukukhombisa injongo yesikhangiso kanye nabantu abahlosiwe</u></p> <ul style="list-style-type: none"> • Khetha isikhangisi isibonelo: ese-coke, ushokoledi, ifenisha bese wenza amakhophi enele abafundi bonke. Izithombe kufanele zikhombise ngokucacile ukuthi yini ekhangiswayo isibonelo: isithombe sekani noma ibhodlela le-coke, ushokoledi i-bar one. <ul style="list-style-type: none"> • Hlalisa abafundi kahle uqiniseke ukuthi bakunakile futhi bakulalele. • Nikeza umfundi ngamunye noma ngababili ikhophi yesikhangisi. • Buza abafundi ukuthi babonani kwisikhangisi. Cela abafundi abalidlanzana ukuthi basho. • Buza lokhu: Sikhangisa ngani lesi sithombe? Bafuna ukuthi sithengeni? • Buza lokhu: Ubani ocabanga ukuthi uzoyithenga le nto? • Buza lokhu: Izithombe zibenza kanjani abantu ukuthi bafune ukuthenga umkhiqizo? Isibonelo: abantu abamamathekayo ngoba bethokozela ikani le-coke. Khombisa abafundi ukuthi isithombe sibenza kanjani abantu bafune ukuthenga umkhiqizo, okuwukuthi izinto ezibonakalayo zisazisa ukuthi lo mkhiqizo ukwenza uzizwe wenamile bese zisipha umqondo wokuthi kufanele sithenge ngalesi sizathu. • Nikeza abafundi izibonelo zabangase bawuthenge lo mkhiqizo, okuwukuthi abahlosiwe isibonelo: izingane, abazali, abantu abadala, nabo bonke abanye abantu. • Ekupheleni kwesifundo, yenzela abafundi leli qoqa: zonke izikhangisi zizama ukudayisela abantu into ethile. Lesi khangisi besidayisa Isikhangisi futhi sidayisela abantu abathile. Lesi khangisi besizama ukudayisa i kithina sonke, noma ezinganeni, noma kubazali, noma kubantu abadala. Bala wonke umuntu ongase alungele lesi sikhangisi. • Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani. 	