

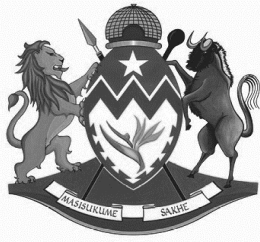


2019 TRAINING WORKSHOP NO.3

ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Foundation phase Just-in-Time Training Workshop 2019: No.3

Facilitator's Guide

isiZulu Home Language and EFAL



Jika iMfundo
what I do matters

Endorsed by:



Programme

Session Name
Session 1: Introduction and Pre-workshop Activity
Session 2: What is differentiation?
Session 3: GGR and differentiation
Session 4: EFAL phonics and differentiation
Session 5: Post-workshop Activity and Closure

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	Flip chart paper/koki pens

SESSION 1: INTRODUCTION
<ul style="list-style-type: none"> • Give each participant a handout at registration. • Welcome the participants. • Give each participant the Pre-workshop Activity handout. • In the first session, ask the participants to write their name on the handout and then ask the participants to complete the activity. Once it has been completed collect the handouts. • Then, explain the following: <ul style="list-style-type: none"> ○ The second session focusses on what differentiation is. ○ The third session focusses on differentiation and GGR. ○ The fourth session focusses on differentiation and EFAL phonics

SESSION 2: DIFFERENTIATION

RESOURCES	Facilitator's Guide; Participants' Handout
------------------	--

Purpose of this session is to help participants:

- understand what differentiation is
- understand some ways that teachers could differentiate in one of the lessons of the component isiZulu phonics

- **Activity 1: What is Differentiation?**

Discuss in your group:

- what you think is meant by the term “differentiation”
- why you think it is an important teaching strategy and
- what you would expect to see a teacher doing if she was trying to differentiate when teaching the different language components of CAPS.

Ask a few groups to share their answers.

Facilitator Input (Adapted from *Commonsense Methods for Children with Special Needs (Third Edition)* – Peter Westwood 1997)

What is differentiation and why should teachers practise it?

Differentiation as a teaching strategy is based on the view that teachers should adapt instruction to learners' differences. It acknowledges that learners differ in many ways, and it is thus important that teachers change the pace, level, or kind of instruction provided in response to individual learner's needs, styles or interests.

Differentiation allows teachers to give learners of all capabilities in all conditions the best chance of learning. All learners have the same goal e.g. the goal of learning to read with understanding. The purpose of differentiation is to ensure that all children maximise their potential and receive a curriculum through which they can experience success. It is just as important to address the needs of gifted and talented children as it is to meet the needs of children with barriers and all learners in between.

It is not easy to adapt curricula and instruction to different learners' needs. However, effective teaching within an inclusive education system does ask teachers to recognise children's learning differences and to make adjustments for these where possible.

It is important not to think that differentiation is just about providing activities at three different levels of difficulty as this can perpetuate the notion that the least able learners are too challenged (“stupid”) to do interesting or challenging work. Watering down the curriculum by reducing its complexity and demands for weaker learners may have a long term effect of increasing the achievement gap between children with learning difficulties and others. Similarly if advanced learners are merely assigned additional tasks to ‘keep

them busy' they will continue to simply relearn the known. It is therefore important to ensure that a variety of strategies is used to help all learners develop the key concepts and skills required in the curriculum to the best level they are capable of attaining.

What methods can be used in the classroom?

Where possible, when discussing the ideas below, link back to ideas groups' shared in the first activity.

Classroom atmosphere: encourage a classroom atmosphere where helping each other is encouraged and facilitated by the teacher. When children assist each other in their learning, it gives them responsibility for understanding what they know and how they can use the information. When a child teaches something to another child it reinforces their own learning. The learner often benefits because the child has explained in a different way to the teacher, perhaps using language that is easier to understand. Examples of peer tutoring are paired reading in which learners read questions/pages to each other and helping each other get started on written work. .

Seating: In order to make frequent use of group and partner activities which require collaboration seat learners together who are most likely to work well together and not annoy each other. Ensure that children with attention difficulties or sensory challenges are seated where they can see or hear the teacher and other learners.

Presentation: varying the style and mode of presentation of lessons will help to cater for different learning styles and capabilities.

- Making use of visual aids, using real materials and providing experiential learning help understanding and learning.
- Pre-teach any new vocabulary and simplify language first and then use the more challenging vocabulary and language so that all learners can understand the concept but more able learners are also challenged.
- During the teaching of whole class lessons teachers may need to interact more and positively with the learners who are experiencing difficulty with the lesson e.g. explaining again using different words; checking that they understand, encouraging them to try the activity and using more frequent and descriptive praise e.g. well done you added two adjectives; you sounded that word out very well; I am pleased that you learnt your reading words
- Demonstration and modelling: provide additional demonstrations for certain learners; use a step-by-step approach; re-teach certain concepts/key points to some learners when necessary.

Instructions: use different ways/vocabulary to explain new concepts; shorten and repeat instructions; ask other learners to explain concepts or repeat instructions. Adapt verbal explanations and support to different academic levels in the classroom, and where appropriate, support verbal instructions by demonstrating or illustrating what is required/expected.

Questioning: asking many questions and asking questions that build confidence is important. Teachers can provide clues or hints to help learners who have difficulty answering questions. Open-ended questions allow more learners to respond, and for learners to respond at different levels. Use different levels of complexity for different learners. Targeted questions for different children can help all learners answer

questions correctly. At least 80% of the teacher's questions should focus on the core concepts being taught and should be able to be answered by most of the learners.

Wait Time: when questioning, allow a few seconds longer for responses from some learners; prompt them when necessary.

Core plus extension: activities and materials should cover the core content thoroughly but also be supplemented with extension work and provide additional examples and practise items for those learners who need them. One worksheet can contain all of this, rather than developing separate worksheets. A progressive worksheet that gets more complex and provides few examples at each level is a sensible way to incorporate extension work as well as additional practise.

Revision: providing more frequent reviews and revision is essential for the learning of many learners.

Practise: it is necessary to give additional time for practise for some learners e.g. by setting more examples, by setting extra time in lesson time for extra practise or by using time outside of lesson time for practise. During this extra practise direct assistance and feedback can be given.

Work output: it is realistic to expect different quality and quantity of school work from different learners but it is important to expect better quality and more work from all learners over time. Teachers' expectations must not be low.

Texts and activities: it is important to choose reading materials and other resources at different levels of complexity for different learners. Teachers also need to provide a wide range of activities at different levels of complexity that challenge learners to the best of his or her ability. Try to think of different ways learners can represent work, not just a written response e.g. drawing, multiple choice answers, verbal and recording.

Rewards: learners generally respond well to external rewards e.g. sticker or star chart. These charts should also chart the progress that the learners are making.

- **Activity 2: Differentiation in an isiZulu Phonics lesson**

Read the Grade 2 Phonics lesson provided at the end of the Participants' Handout and use the input given above to answer the following question:

- What could you do to show that you were trying to differentiate i.e. cater for different learning needs of children in this lesson?

(Answers: make sure have real objects/visual pictures of phonic words; explain the new words in more than one way using different words; get learners to explain the words; check that learners understand; think of a time when you could re-explain, go over the phonic sound again for the learners who need it; extend the more advanced learners' writing of sentences by asking them to use a conjunction or adjective in their written sentences and to spell all words correctly – you could write different conjunctions or adjectives on flashcards and give a few to each learner and ask them to use them in their sentences; learners who have difficulty writing sentences expect shorter sentences and stand with them when they are writing sentences in

order to help them – ask them to first say their sentence aloud so that you know that it is a sentence and makes sense, then tell them to remember the sentence (perhaps repeat it) and then write the sentence; give praise)

Ask a few groups to share their ideas.

Conclusion

It is important to remember that differentiation encourages teachers to give learners of all capabilities in all conditions the best chance of learning and achieving the goals of Foundation Phase which are learning to read with understanding in isiZulu and English, being able to write sentences, paragraphs and stories with most words spelt correctly in isiZulu and English and be able to confidently perform the four operations, solve problem sums and be able to name and work with 2-D and 3-D shapes and measurement concepts. Remember a small change to activities/lessons can challenge the more advanced learners and explaining in different ways or uses different resources can help learners with difficulties.

SESSION 3: DIFFERENTIATION AND GGR

RESOURCES	Facilitator's Guide; Participants' Handout
------------------	--

Purpose of this session is to help participants:

- understand some ways that teachers could differentiate in one of the components of CAPS i.e. GGR

Facilitator Input

Group guided reading lessons happen several times a week. These lessons offer an important opportunity for you to work with individual learners, to assess their reading skills, to help them improve and to reflect on how to improve your own practices related to teaching reading. It is really important that you follow the methodology in the lesson plans, and do not try to teach reading to the whole class together, except in the preparation for GGR lessons. With practise, you will find that managing the class and working with small groups one at a time is not as daunting a task as it might seem.

At the beginning of the year Grade 2 and 3 learners are put into ability groups according to their reading level. In Grade 1 this can't be done at the beginning of the year as learners cannot yet read. However, by the beginning of Term 2 the teacher should be able to allocate learners to groups on the basis of their reading proficiency. The teacher should move learners to a different group when she feels that it is necessary because their reading and comprehension skills have improved faster/more than those of the rest of their group. Not all learners will be moved from the group they were put in at the beginning of the year but some learners should move groups. This is especially the case in Term 3 and 4. A few learners who are in the weak ability groups may be able to move to one of the average groups by Term 3. A few learners who are in the average ability groups may be able to move to one of the stronger groups by Term 3. Or the whole group may be reading a lot better and therefore no-one needs to move.

Remember there are two kinds of GGR lessons – the preparation for GGR, and the lessons where learners read a book in small groups while the rest of the class does paired/independent reading or a written task.

Preparation for GGR

- In both the EFAL and HL lesson plans there is one session called *Preparation for GGR* the first time a new book is introduced.

- In this session:
 - The teacher works with the whole class.
 - She reads the whole book so that learners hear the whole story, and are encouraged to want to read it for themselves.
 - She uses flashcards to teach learners the look-and-say words. Remember, look-and-say words are words that have phonic sounds in them that have as yet not been learnt or, in English, that can't be sounded out. This means that learners can't decode these words and have to remember them using their visual memories. If they learn them first, they will manage the reading activity better.
- The guidelines for teaching this lesson are given in the methodology guidelines in the *About the lesson plans* section of the lesson plans.

➤ **Activity 3: Differentiation in the Preparation for GGR lesson**

Read the Grade 1 Preparation for GGR lesson provided at the end of the Participants' Handout and use the input given in the first session to answer the following questions:

- What aspects of this lesson already help learners with different learning needs?
- What else could you do to show that you were trying to differentiate i.e. cater for different learning needs of children in this lesson?

(Answers: reading whole book to learners – helps learners with difficulty to understand the story; real objects/visual aids/actions to explain the meaning of look-and-say words; repeating words with different groups and then individual learners; practising at home – repetition)
(could explain any words that are difficult when reading the story; ask more able learners to use these words in a sentence; ask a few questions after the story; praise those who answer correctly; prompt others to help them answer; ask a more able learner to retell the story so that the learners hear the story again)

Ask a few groups to share their ideas.

➤ **Activity 4: Differentiation in the GGR - Small group and paired and Independent Reading lessons**

Read the Grade 1 GGR and paired and Independent Reading lesson (same as lesson used in Activity 3 provided at the end of the Participants' Handout and use the input given in the first session to answer the following questions:

- What aspects of this lesson already help learners with different learning needs?
- What else could you do to show that you were trying to differentiate i.e. cater for different learning needs of children in this lesson? (Think specifically here are learners who read well.)

(Answers: grouping learners in different ability groups; asking questions about what they have read; hearing other learners reading the pages; teacher helping other learners in the group – learners learn from this; hearing learners in the group sounding out/decoding words; hearing answers to comprehension questions more than once; section that says sound out words;

remind learners of look-say words; use pictures to understand story; paired reading – collaboration of learners; books at appropriate level for paired and independent reading; learners discuss pictures and story)

(prompt learners' answers to comprehension questions; praise them when they get answers correct and when they read well; make time more weaker learners to practise; have different reading books available that are more difficult for the more advanced groups so that they can read a few sentences of these to you once they have read the GGR reader; make sure that the more advance readers have a level of reading book for paired and independent reading that extends their reading ability)

Ask a few groups to share their ideas.

Conclusion

The lesson plans already have some methods that facilitate differentiation i.e. encouraging teachers to give learners of all capabilities in all conditions the best chance of learning and achieving the goals of the FP. Teachers need to spend some time in their grade groups thinking about what else they could do to make sure they are differentiating in GGR lessons.

SESSION 4: DIFFERENTIATION AND EFAL PHONICS

RESOURCES	Facilitator's Guide; Participants' Handout
------------------	--

Purpose of this session is to help participants:

- understand some ways that teachers could differentiate in one of the components of CAPS i.e. EFAL Phonics

Facilitator Input and Practise of different sounds

Input : Learning the sounds of a language

It is important to know the sounds of any language that we want to learn to read and write. We can't expect children to learn by sight every word in every book that they want to read. If learners think that this is what they have to do many will give up before they even start. We teach the phonics (sounds) of the language so that children have the skills to sound out unknown words and don't rely on adults to tell them the words. We teach letter-sound relationships so that learners can decode (break words into sounds and build words from sounds) words when they read and write.

Learners need to be able to break words into the individual sounds and syllables and blend sounds to form words. Breaking words into sounds and syllables is called **analysis**; and building words from sounds is called **synthesis**. For reading and spelling these two processes need to be done at almost the same time. When we teach the two processes we need to make sure that children see the link between them and that they are done together. CAPS writes them as one process - builds up and breaks words into individual sounds.

For example: **cat** – when we break the word into its sounds (analysis) we say: **c a t**; when we build the word from the sounds (synthesis) **c a t** we get the word **cat**. If children can't automatically read the word **cat** they need to be able to break the word into the sounds and then blend the sounds to form the word (**c-a-t cat**). For spelling they need to be able to break the word into the sounds and write each sound as they say it. They need to know the letter-sound relationships of each of these sounds\letters in order to be able to read and write.

If we want the learners to be independent readers and writers of their FAL, English we need to be able to recognise and say all the individual and combination of sounds in English ourselves. We also need to be able to know and pronounce the sounds that are written the same in English and isiZulu but pronounced differently e.g. a and a. If teachers can't pronounce the sounds and words correctly the children will not be able to do so. Children need a good model when they are learning a new language.

When we speak a language with friends or colleagues it does not matter if we don't pronounce the sounds or words correctly. However, if we are going to teach children how to read and write in that language i.e. English we need to pronounce the sounds and words as accurately as possible. It is difficult for anyone to teach a language that is not their first language. Practise makes perfect.

Practising sounds

Now we are going to practise saying the sounds that we teach. If you are unsure of how to say a sound it often helps to remember a word that begins with that sound. You can also listen to the CD that you were given.

Short vowels: a (apple, ant); e (elephant, egg); i (ink, igloo); o (orange, on); u (up, umbrella)

Consonant digraphs: sh, ch, th, ng, ck, qu

Long vowels/diphthongs: A – a...e (made); ai (brain); ay (play)

E – ee...e (cheese; ea (dream: ee (sleep); y (plenty); ey (key)

I – i...e (line); igh (fight); ie (pie) y (cry)

O – o...e (bone); oa (boat); ow (blow); oe (toe)

U – u...e (huge); ew (blew); ue (blue)

How to practise:

- 1) Write the sound on flip chart paper.
- 2) Say the sound correctly yourself; say word or words that have the sound; say the sound again.
- 3) Ask the whole group to say the sound. Listen carefully.
- 4) Ask the whole group to say the words after you. Listen carefully.
- 5) Ask smaller groups to say the sound.
- 6) Ask individuals to say the sound.

➤ Activity 5: Differentiation in the EFAL Phonics lesson

Read the Grade 3 EFAL Phonics lesson provided at the end of the Participants' Handout and use the input given in the first session to answer the following questions:

- What aspects of this lesson already help learners with different learning needs?
- What else could you do to show that you were trying to differentiate i.e. cater for different learning needs of children in this lesson?

(Answers: writing sounds/words on board as well as saying them (see and hear); showing a picture or real object to help learners to understand the meaning of the words; teacher demonstrates first how to break up word then learners – good model and practise (hear it done correctly); pointing to sounds as the teacher says them – reinforcement/repetition/revision of different sounds – visual and auditory; revision/repetition – learn spelling words at home; method given of how to learn the spelling words – look; sound; cover; write; check)
 (praise correct pronunciation and breaking up of words; have a time when you could explain and practise again with learners who have difficulty; ask other learners to help those who have difficulty – collaboration; ask more advanced learners to make sentences using some of the spelling words so that learners hear different sentences – praise when correct but if the word is not used correctly in the sentence help the learner)

Ask a few groups to share their ideas.

Conclusion

It is very important that teachers practise the English sounds and make sure that they can pronounce them correctly before teaching them. Differentiation applies to both isiZulu and EFAL lessons. Teachers can sit in their grade groups and discuss ways to differentiate their EFAL lessons using the input on differentiation.

SESSION 5: CLOSURE

RESOURCES	Post workshop Activity handout
------------------	--------------------------------

- 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 ask them 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.