



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

Grades 4 - 7

Just-in-Time Training Workshop

2018: No.1

Participants' Handout

EFAL



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what I do matters

Endorsed by:



EFAL Grades 4 – 7 JiT 1 of 2018 Workshop Programme	
Activity	Time
Introduction <ul style="list-style-type: none"> ➤ Welcome ➤ Setting ground rules ➤ Workshop objectives 	10 minutes
Part 1: Reviewing and reflecting on the trackers	20 minutes
Part 2: Designing questions for reading comprehension using cognitive levels	120 minutes
Part 3: Teaching Reading and comprehension skills	150 minutes
Total working time	5 hours

INTRODUCTION

Welcome and setting ground rules

Your facilitator will welcome you, and ask you to introduce yourselves to the group. You will then together draw up the ground rules for the workshop – please abide by them.

Please note that the approach adopted in this workshop is experiential. To obtain the maximum benefit, all members of the group need to participate actively at all times.

Workshop Objectives

By the end of this workshop, participants will have:

1. strengthened and extended their knowledge and skills in the EFAL Intermediate classroom by having:
 - developed questions for reading comprehension using cognitive levels
 - examined skills, sub-skills and techniques for the teaching reading and comprehension skills.
2. revised and applied knowledge of related methodologies
3. participated in increased opportunities for cooperative learning and experienced how this promotes learning.

PART 1: REVIEWING AND REFLECTING ON THE TRACKERS (20 mins)

- Work in a pair with an A and a B in each pair (if there are participants who have not used the trackers pair with someone who is familiar with the tracker)
- Read to the questions on the flip chart
 - *What is the purpose of the trackers?*
 - *Have you used the Formal Assessment table? How useful did you find this table?*
 - *Was your experience of working with the trackers positive or negative?*
- Individually and quietly think about the trackers in relation to these questions and give reasons for your views. Do NOT write anything down!
You have 3 mins to reflect.
- Share your reflections with your partner. In the report A will give B's views and vice versa. Each of you has 2 mins to give views.
- The facilitator will record key points of the positive and negative feedback.
- Respond to the question: *what is the current situation in your partner's school? ?*
- The facilitator will add further positive and negative comments to the list.

Note: The technique that you have used during this activity is a cooperative technique called THINK/PAIR/SHARE. It is important for developing listening skills, learning turn taking and helping learners to focus on the current activity.

PART 2: SETTING QUESTIONS (120 mins)

What's in a question, you ask? Everything ...It is, in essence, the very core of teaching.

- John Dewey, 1933

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1. CATEGORIES OF QUESTIONS

There are two main categories:

OPEN and CLOSED QUESTIONS:

- A) CLOSED QUESTIONS have either one correct answer or a limited number of correct answers.
- B) OPEN QUESTIONS - a variety of answers is possible; you cannot predict in advance whether or not the answer is acceptable; learners have to decide/judge whether an issue is right or wrong and motivate or give reasons for responses.

ACTIVITY 1 Work individually

(10 mins)

- ❖ Which of the following is open and which closed?

What is a metaphor?

Give me some everyday examples of the use of the lever.

What difference would it make if your eyes were on your knees?

After watching an experiment the teacher asks: Can you describe what you see happening in the experiment?

Which of the following gives the best interpretation of the first line in the poem?

2. LEVELS OF QUESTIONS

- LOWER ORDER are questions which ask learners to **report** what they know or believe
- MIDDLE ORDER are questions which ask learners to **use** or **re-organise** what they know
- HIGHER ORDER are questions which ask learners to **develop their knowledge** – to go beyond what they know

NB Open and closed questions are possible at every level of cognitive activity. Thus there are open lower order questions and closed lower order questions; open higher order questions and closed higher order questions etc.

ACTIVITY 2 THINK/PAIR/ SHARE

(10 mins)

- ❖ Re-examine the questions above and decide to which level they belong.

ACTIVITY 3 Work individually

(20 mins)

Read the Grade 5 text (1) “Incredible Elephant Tales “ in the Resources handout

The following are the questions that accompanied the text:

1. In which magazine was this article written?
2. When was the magazine printed?
3. What issue is the magazine?
4. How many important facts are in the story?
5. Which one of the facts about elephants do you **like** the most? Why?
6. How can you identify the main idea in each point?
7. Match the words below to their meanings. Write out each word and the meaning.

Matriarch – to be unhappy; orphan – group of the same animals; herd – oldest female in the group; sad – baby with no parents.

- ❖ Which of these questions are open or closed and say at which level?
- ❖ Formulate two higher order open questions for this text.

3. COGNITIVE LEVELS

In the CAPS document for English First Additional Language – Intermediate Phase Grades 4 – 6 pp.96-97, the % of the task for each of the cognitive levels required is:

Level 1 (Literal) + Level 2 (reorganisation) 40%

Level 3 (inference) 40%

Level 4 (evaluation) + Level 5 (appreciation) 20%

❖ Examine and then discuss the table below

(10 mins)

COGNITIVE LEVELS	GENERAL OBJECTIVES	KEY WORDS AND PHRASES
1.LITERAL/RECALL/ KNOWLEDGE/MEMORY – CAPS Remembering previously learnt information <i>In which year did SA host the World Soccer Cup?</i> <i>*Is that a valid argument?</i> See note below table.	KNOWS/REMEMBERS: terms, specific facts, rules, trends and sequences, classifications and categories, methods and procedures	Define, name, state, identify, describe, outline, reproduce, match, recount, point out, list, relate
2a REORGANISATION-COMPREHENSION - CAPS <i>Summarize the main points of the budget speech</i>	Translates into own words, interprets relationships, understands facts	Explain, predict, infer, summarise, group, find similarities and differences, re-tell in your own words
2b REORGANISATION – APPLICATION <i>How should this sentence be punctuated?</i>	Applies learnt principles, solves a life like problem using what is known	Solve, construct, demonstrate, group, apply, explain how, give your own example, arrange, relate
3a INFERENCE – ANALYSIS CAPS Identify motives, reasons or causes. Come to conclusions. <i>What similarities can you find in the two poems?</i>	Analyses organisation and relationships, recognises unstated assumptions, relates what is known to an example of its use	Infer, outline, differentiate, explain, compare, contrast, cause and effect, explain outcome or effect
3b INFERENCE – SYNTHESIS Give suggestions, make predictions, solve problems where a choice is given <i>If we pour acid into that mixture what will happen?</i>	Produces new arrangements, solves lifelike problems with creative thinking	Design, plan, suggest, organise, rearrange, create, construct, illustrate that, imagine, predict, combine, how else...? what would happen if...?

4 EVALUATION - CAPS Form opinions, give own views <i>Which theory best explains the drought in the Western Cape?</i>	Judges on the basis of external criteria	Compare, contrast, justify, in your opinion...? do you agree...? Decide, support, select, defend
5 APPRECIATION- CAPS makes evaluative judgements by comparing ideas presented in the text with external criteria provided by the teacher or other written sources, own experience, knowledge or values. <i>In your opinion which of the actors gave the best performance?</i>	Distinguishes reality from fantasy, fact from opinion judges appropriacy, relevance, acceptability and worth	Should, in your opinion, do you agree, would you have, is it right that...

The example * *Is that a valid answer?* The answer to this question is either 'yes' or 'no'. 'Yes'/'no' questions have a limited value. They do not challenge learners to explore the topic/theme/issue in depth rather they encourage guessing. The same problems arise from True/False questions unless the learner is asked to give a reason. Although closed questions in general have their uses, they do not stimulate cognitive development.

ACTIVITY 4 Work individually (30 mins)

Read text (2) "Watch that child – safety is no accident" taken from an approved Grade 5 textbook. This was set as a formal assessment task.

Below are the questions that accompanied the text:

1. What is the article about? (3)
2. According to the article, where are the two places that are most dangerous for children? (2)
3. What two things tell you that this is a newspaper article? (2)
4. Give an example of how a child could be injured at school. (1)
5. Give three examples of safety tips for the home. (3)
6. Give three examples of safety tips for school. (3)
7. Why is it easier to find information in a newspaper article than in a story? (2)
8. Look at these adjectives that all deal with age. Add a suitable noun to each: old, young, aging, ancient. (4)

TOTAL: (20)

❖ Decide on the cognitive level of each question.

- ❖ For this set of questions, give the weightings of the marks for each level. Re-set these questions so that they meet the CAPS requirements

CAPS requires a variety of types of questions. You are asked to use **multiple choice, the cloze procedure, true or false, comparison** as well as **direct questions**. In this workshop, we will consider only the cloze procedure

4. THE CLOZE PROCEDURE. (40 mins)

An Education Psychologist, W.L.Taylor is said to be the developer of the Cloze technique. In the Cloze procedure spaces or blanks are placed in the text where words have been deleted. Filling in the spaces by guessing the missing words is according to Taylor 'A special kind of closure – hence the term *cloze*' (Oller, John W. 1979) This was based on the work done by a group of psychologists called Gestalt who showed how we fill in gaps in visual information.

Research has shown that the cloze procedure is a good indicator of reading comprehension producing similar results to comprehension questions. If properly administered, the cloze procedure is a more reliable indicator than standard multiple choice testing. It is, however, essential to follow the guidelines the researchers have developed otherwise a mere sentence completion task not a cloze will result.

Guidelines for using the different Cloze methods:

A: Fixed ratio method

1. Delete every n th word where n varies from 5 – 10 words.
2. Each word is replaced by a blank/gap usually 15 typed spaces. The typed spaces must always be of the same length. (NB the closer the blanks the more difficult it is to fill in the blanks).

The standard length of the cloze test is 50 items – thus the text selected must be approximately $50 \times n$. In general the text should be 250 words.

B: Variable ratio method

1. Instead of deleting by counting, the words to be deleted could be verbs or nouns or adjectives or adverbs or some combination of these. Another version is to omit function words e.g. prepositions, conjunctions, articles etc.

C: Choice of text – avoid emotional controversial texts – they are too distracting.

D: Instructions - Learners should be allowed to read the entire text once before attempting to fill in the blanks. When they begin the test they should be encouraged to guess what should be in the blank – so discouraging trying to rote learn from the overall reading.

Although research has shown that leaving the first and last sentence of the text undeleted does not affect scores, it helps the learner to feel more comfortable.

E: Assessing - It is best to score on exact word responses rather than the contextually appropriate response. The problem with the contextually appropriate response is ‘where do you draw the line?’”

Activity 5 Work individually

Note that in the CAPS document page 30 the lengths of text required for reading comprehension are as follows:

Grade 4 100-150 words

Grade 5 150-200 words

Grade 6 200-250 words

Although Taylor recommends that a cloze test should be based on a text of 250 words, you can set a test for Grades 4 and 5 using a text of the CAPS recommended length – 150 or 200 words respectively.. The text below has 150 words.

- ❖ Work individually to complete the cloze test below:

Once a family of ants lived on a hillside. The ants were very busy. They _____ good care of the baby ants, _____ they stored up food for the _____.

Nearby in a grassy field there _____ a grasshopper. He never worked. All _____ long he played happily. When he _____ the ants hard at work, he _____, “Why do you all work so _____?”

“_____ must get ready for winter when _____ is on the ground. We cannot _____ food then.”

“I have never gone _____ yet,” said the grasshopper. Then he _____ away.

“You’ll be sorry when it _____ too late”, said the family of _____.

By and by winter came. The _____ were very cold, the long grass _____ stiff with frost. The ants ran _____ their house and shut the door. The grasshopper could not find any food so he was very hungry all winter.

- ❖ In pairs discuss your answers. Note especially where you have different answers. Your facilitator will give you the answers from the original. If your answers differ decide whether or not you would accept the alternative answer. Remember

‘where do you draw the line?’ “Include in your discussion what method was used in this test.

- ❖ Decide with reasons how suitable this test would be for the Grade 4s in your school.

ACTIVITY 6

- ❖ Using the above guidelines and the text below, develop a cloze test that will be appropriate for a Grade 5 class. Work on the text given below, crossing out words as required according to the method you have chosen.

Molweni Primary School opened on 1 December 2010 at its new site, with new classrooms, a library, administration buildings, sports area, computer rooms and gardens. Molweni Primary started on a small piece of land with seven prefab buildings for 700 learners. It had no office buildings or a playground. After months of raising funds by the parents and community members, the school was able to buy land in State Street for a new school. For sixteen months the learners have walked past this building site to the taxi rank. Molweni Primary now has 15 classrooms, a modern library, computer centre, school hall and an office block. A large sports area will enable the learners to play netball, mini cricket and take part in athletics in the afternoons. Molweni Primary is one of the first schools to be completely wheelchair friendly. Special ramps have been built for wheelchairs into every classroom and all the buildings. Disabled learners will easily be able to move around the school on their own. They will no longer have to be lifted in and out of classrooms. Another feature is the environmentally friendly surrounding. A vegetable garden and fruit trees will produce food for the school’s kitchen and the 700 learners. The school is planning to share its sports area with local sports clubs, and use the school buildings for adult education classes and community functions.

- ❖ Using PAIR/SHARE 1) complete each other’s tests 2) discuss suitability in terms of the level of the Grade 5s in your school.

PART 3: TEACHING READING AND COMPREHENSION SKILLS

(150 mins)

The reading process can be divided into three stages:

- Pre-reading
- Reading
- Post reading (see CAPS pp.10-11)

In this part of the work shop we will examine the necessary skills and subskills for the pre-reading and reading stages. We will base this discussion on Text 3.

PRE-READING takes place BEFORE the learner reads the text. The first part of this stage is PREVIEWING the text. The following steps are necessary in order to preview

- 1) Activate prior knowledge/ what the learners already know about the topic/ theme/issue. This is also known as schema raising. Here the teacher is required to ask questions to help learners tell what they know about the topic.

❖ What questions can you ask to elicit the main topic of Text 3?

(10 mins)

- 2) Direct the learners to look at the clues accompanying/surrounding the text. This involves examining the heading/s, subheading/s and any visual clues e.g. pictures, drawings, photographs, maps, graphs, diagrams. Then ask learners what they have learnt from these clues.

❖ What information should the learners have extracted from the clues given in Text 3?

(10 mins)

From prior knowledge and from the clues given in the text, the reader must PREDICT/say what they think the text will be about.

❖ What typical predictions do you think the learners will produce? (10 mins)

If there are insufficient clues given with the text, you can supplement them easily. Look at page 1 of Text 4. These clues were put together using pictures from newspapers, magazines, advertisements etc. Keep a collection of these – they are always useful. If you are skilled at drawing use your talent.

READING

The following steps should be followed in the reading process.

1) Quick reading or skimming the text. Learners read through the text once quickly NOT stopping for any difficult words or sentences –they just KEEP Going! (read Text 3). While reading they can circle all the words that they think have a connection with the title.

2) Check prediction. Note: this is a **key** step in the reading process.

Ask learners: How close their prediction was to what is in the text?

- ❖ Do you think it is important if learners ' initial prediction does not match what they find in the quick reading? Give reasons. (15 mins)

3) Some additional ideas to help learners develop their prediction skills are given below.

Readers make up some questions that the text might answer

Gap filler activity (this is not a cloze)

Order pictures corresponding to key points in text

- ❖ Which of these might you use? Which would you not use? Give your reasons in each case. (10 mins)

4) Learners read again/ scanning. This time more slowly, noting any unknown words, phrases or difficult sentences as they go along. Encourage learners to examine the words surrounding words (the context) they do not know to help them find meaning rather than use a dictionary.

- ❖ Find an example where you can demonstrate to learners how to use the surrounding words/context. (10 mins)

Some additional ways to help find meanings of words are examining:

Redundancy

Parts of speech

Prefixes and suffixes

- ❖ Which of the above are present in Text 3? (10 mins)

- 5) Examine connecting/link words (these include conjunctions). These words help the reader to understand words and facts in a sentence and how sentences relate to one another. In the CAPS document the following connecting words are prescribed:

Grade 4: addition (and), sequence (then) and contrast (but), reason (because), purpose (so that), cause and effect (so that)

Grade 5: addition (and), sequence (then, before), contrast (but), reason (because, as), purpose (so that), condition (if, then), choice (either...or)

Grade 6: addition (and, also), sequence (then, before), contrast (but, while), cause and effect (so that), choice (either...or), condition (if, then)

- ❖ Find the connecting words in text 3. What information do they provide? (10 mins)

- 6) Skimming is a technique used to go through a text quickly in order to get the gist/general idea/ main idea / key sentences

- ❖ Look again at Text 3. Which sentences sum up the text?
- ❖ At which stage of the reading process would you ask your learners to use skimming? (10 mins)

- 7) Scanning is a technique used to find specific information for example, key vocabulary / details / supporting information

- ❖ At which stage of the reading process would you ask your learners to use scanning? (10 mins)

- 8) Reflect on what has been read.

- ❖ Develop two questions that you would ask to help your learners reflect on Text 3 (10 mins)

POST READING – see CAPS pp.10 and 18 (30 mins)

Revise reading comprehension process: Apply the steps 1 – 8 discussed above to Text 4.