



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Grades 4 - 7
Just-in-Time Training Workshop
2019: No. 3

Facilitator's Guide

EFAL



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what I do matters

Endorsed by:



**EFAL Grades 4 – 6
JiT 3 of 2019
Workshop programme**

Activity	Time
Introduction <ul style="list-style-type: none"> ➤ Welcome ➤ Setting ground rules ➤ Workshop outcomes 	5 minutes
Pre workshop activity	15 minutes
Part 1: Reviewing the use of trackers and JiT workshop 2 2019	10 minutes
Part 2: Revising important aspects of teaching reading comprehension	70 minutes
Part 3: Information texts Identifying difficulties with reading information texts	20 minutes
Focusing on vocabulary in information texts	75 minutes
Part 4: Application of reading skills for information texts.	90 minutes
Post workshop activity	15 minutes
Closure	
Total working time	5 Hours

INTRODUCTION

Welcome and setting ground rules

1. Welcome participants
2. Ask participants to introduce themselves
3. Set ground rules for the workshop
 - Cell phones off – can check them during break
 - Movement in and out of the room to be kept at a minimum
 - Punctuality is vital
4. Go through times of starting, ending, tea and lunch.
5. To ensure that participants obtain the maximum benefit from the workshop, it is essential that all members of the group participate actively throughout the workshop.
6. Encourage participants to ask questions.

Workshop outcomes

Strengthen and extend knowledge and skills for the EFAL Intermediate classroom by:

- Revising and applying important aspects for teaching reading comprehension
- Examining and applying strategies for helping learners read information texts
- Revising and applying vocabulary for reading comprehension

Pre-workshop activity - what do you already know about the teaching of reading skills for reading stories, reading information texts and developing vocabulary? (15 minutes)

Part 1 –REVIEWING TRACKERS AND PAST JIT WORKSHOPS [10 minutes]

Facilitator asks:

1. If your school is not using the tracker give reasons .
2. If your school is using the tracker have you found an improvement in the learners' use of English?
3. To date in the JIT workshops we have worked on reading comprehension, questioning, writing, vocabulary development, listening and speaking. Which of these aspects have been the most successful in terms of the teachers using the information in their classrooms?

Part 2 – READING COMPREHENSION REVISION [70 minutes]

INTRODUCTION (30 minutes)

In a previous workshop we examined how learners can be helped with reading comprehension. As requested we will re-examine this topic. In our discussions we will follow the CAPS (pp.10-11) divisions of

- Pre-reading
- Reading
- Post reading

The important points from the last reading workshop will be revisited but applied using a different approach to provide you with more alternatives to support your learners.

- Ask the participants

What is the purpose of pre-reading?

- Before the workshop write the following points on a chart/board but do not show them until the participants have given their responses
 - Providing background information either by eliciting what learners already know/building on what they know (activating schema) / introducing new facts/ideas.
 - Stimulating learner's interest in the topic.

- Helping learners progress from the known to the unknown.
- Dealing with vocabulary- either giving an activity which would explain new words or providing a gloss which has identified and explained new vocabulary
- Directing learners to heading/s, pictures, drawings etc.
- Asking learners to make a prediction based on the above

Just before the learners read: What kind/s of instructions would help your learners with the reading of the text?

- Write up participants' responses. These must include the following;
 - *read to get the gist,*
 - *read first and last paragraphs,*
 - *read through once quickly,*
 - *asking the learners "how far was your prediction correct?"*

What generally is found in the post-reading activity/activities?

*Response should be **questions**. Participants may also add gap filler, filling in a table, completing a cloze, writing a summary using main points .*

ACTIVITY 1 (40 minutes)

- Divide the participants into three groups: Group 1 will focus on Grade 4, Group 2 on Grade 5 and Group 3 on Grade 6. Allocate work to each group as follows

In the Resources handout, the first three texts are as follows:

TEXT 1 *Stop, drop, roll* from Successful English Grade 4. Group 1

TEXT 2 *The Story of Richard Simelane* from Platinum Grade 5 Group 2

TEXT 3 *Flying High* from Interactive English Grade 6 Group 3

Please note that all the texts in the Resources handout are for Term 3.

In your groups but working individually, read the text noting any problems you think learners may experience with the text. You need to comment on the pre-reading, reading and post reading sections. {20 minutes}

- Tell participants:

Share with your group the problems you have identified. (10 minutes)

Give the participants 5 minutes to read through the two texts they did not work on. (5 minutes)

Whole group activity – each group will present the problems they found with their text.

{20 minutes}

From the discussion note in particular the similarities where learners may find difficulties and where learners are well supported.

Possible responses :

- 1) Pre-reading; no pre-reading instruction or activity at all, unclear instructions, difficult topic with insufficient background, inaccessible questions, pointless questions, title difficult to unpack without a lot of background information.
- 2) Reading: difficult for learners with insufficient background to imagine the situation and to be stimulated /interested in the topic
- 3) Post reading: questions not always clear – post reading generally good in these selected texts.

Part 3 INFORMATION TEXTS

[95 minutes]

1. INTRODUCTION (20 minutes)

The texts in Activity 1 were stories (narratives). Learners in all grades of the Intermediate Phase are also expected to read information texts.

What problems might learners have with information texts?

Possible answers: unknown subject vocabulary, insufficient background information, difficult sentence structure, difficulty in interpreting pictures, tables, graphs, maps etc.

Prepare a chart with the following points outlining the difficulties learners might experience with information texts. Read and explain the points with the participants. Ask questions to make sure participants are engaging with these important points.

- Specialised vocabulary (technical words) e.g. in Science “atom”, “circuit”
- non-technical/everyday words used with a content subject meaning. For example the word “difference” in everyday use we can say: “the difference between the twins is their height”. In mathematics you might ask “What is the “difference” between 10 and 7?” but you could ask: “What is the difference between a square and a rectangle?
- Formal grammatical structure with frequent use of the passive voice
- Long sentences – often with a number of subordinate clauses (“if” clauses)
- Complex instructions
-

2. VOCABULARY

2a) Revise (20 minutes)

- Tell participants that they will revise the main points on teaching vocabulary that were covered in a previous workshop . Ask:

What do you remember about teaching and learning vocabulary?

- *Ensure that all the following points appear on a chart/board*

- Teachers need to identify words in reading texts that they think learners do not understand
- A word is not necessarily a single item e.g. *dust bin* is a word.
- A gloss or using a dictionary will help the reader to understand the text but it is unlikely that the learner will know the word/ will not know the meaning when they come across it again/will not be able to use it in speech or writing.
- Meaningful use and practice are essential
- A word is known if it is retained in memory so that the meaning can be recognised and understood (rather than guessed at) both in and out of context and the word can be used naturally and appropriately.

All the points you have just discussed and those on the chart are relevant for all types of reading texts. However, information texts (texts across the curriculum) need some extra attention. You have just pointed out the importance of identifying words that may prevent your learners from comprehending. For the reading of information texts the extra attention essential for supporting learners, is your identifying the technical vocabulary / vocabulary specific to a subject and everyday words used in a different and/or unfamiliar context. For example : *When we do not have rain, under-ground water is a good source of obtaining water for irrigation.* In a Science context, “ under-ground water ” ,“source” and “irrigation” are technical words while “obtaining water” is everyday vocabulary.

2b) Technical and everyday vocabulary (25 minutes)

ACTIVITY 2

Ask the group to read through the Grade 5 text for Activity 2 - Text 8 in the Resources handout, then tell the participants to:

- i) underline all the technical words and
- ii) bracket everyday words they think Grade 5s may find problematic in this context.

Possible answers for the Grade 5 text

i) Technical words: energy, source, fuel, combustion, respiration

ii) Everyday / procedural words: is necessary, primary, secondary, to ripen, active, indirectly, trapped, obtained, growth.

- Discuss with participants

How would you go about helping learners to understand and learn technical words?

Possible answers:

For understanding: Elicitation (ask questions to lead learners to the answer – start with very general questions and then introduce more specific questions), show pictures, use actions.

For learning: gap filling activities, puzzles using the words, matching activities etc.

2c) Same word with different meanings (30 minutes)

- Tell participants:

We will now look at how words or groups of words change in meaning depending on the context in which they are used. Think of the word “mass”. How many meanings can you think of and in which learning area? Can you think of an example for each learning area.

Try to elicit some answers from the group before you give them the examples below. Then discuss the examples on the chart/ board. Work through them one by one explaining where necessary as you go through them.

Answers:

Mathematics – metric measurement e.g. the baby weighed 3.2 kgs

Natural Science – amount of matter or substance something contains

LO – a concentration of fibres (tumour)

History – mass of people – number / spiritual celebration

Geography – land mass - mountain

Music – spiritual music, a religious celebration

- Give the participants 2-3 minutes to write down any answers they did not have.

The following two activities are suggestions for helping learners to understand that the same word can have different meanings in different contexts. Working alone examine the texts. Then in pairs, decide on the grade/s where each activity would be effective. Give a reason for each decision.

Learner activity 1

- All **living** things (organisms) need oxygen
- It is difficult to earn a **living** these days
- Although we have advanced technologically, the **living** conditions of many people have not improved.

Match the meanings given below to each of these sentences to show what **living** means

- Things that are alive
- The way in which we get money to eat etc.
- The place where we eat, sleep etc.

Learner activity 2

Match the meanings in Column 1 to the sentences in Column 2

Column 1

1. Since the fighting started many houses have been set on fire in the township
2. The teacher set the clock to make sure the test lasted for an hour
3. The sun set very early yesterday
4. I always set out very early because I didn't want to be late for school
5. We bought a Smart TV set
6. This element does not belong to this set

Column 2

- a) to go
- b) a group of things that are thought of together
- d) made to burn
- e) machine made up of many parts
- f) to put at the right time
- g) to go down in the sky

Possible answers: These activities may be too difficult for Grade 4. They are satisfactory for the other grades. Although learners would still need explanations, a gloss or dictionaries, these activities would help them to internalise meanings and provide the opportunity to practise meaningfully. Remember meaningful practise is essential for vocabulary learning. The reader needs to know that he/she must examine the context.

Part 4 APPLICATION

[90 minutes]

ACTIVITY 3 (30 Minutes)

- Tell participants to read TEXT 4 (Electric plugs) then work through the following with the group question by question (possible answers are given below each question in italics):

1. Are pre-reading and post reading sections dealt with adequately?

Draws learners attention to pictures and asks for a prediction. Pictures might not be recognisable to all learners. Prediction is not checked therefore it is useless in helping learners activate their prior knowledge. Remember if the f predictions are incorrect it does not matter, the class discussion and teacher input should give clues. The teacher must as far as possible include the learners' responses in the discussion of the prediction.

2. How clearly are the facts put across? Are the facts/ideas easy to grasp?

Except for a missing link between paras 2 and 3 text is clear

3. Are there too many or too few facts/ideas?

Satisfactory

4. How complex is the style of the text? Is the sentence structure simple or complex?

Relatively straight forward. Sentence structure is of the correct level

5. How difficult is the vocabulary that is used – both technical and everyday words? When specialist technical terms are used are they adequately explained? Is there a glossary?

There is a gloss where most of the technical words are clearly explained. Some technical and everyday words that might need explanation – source, live wire, power point, electric shock

6. Are the illustrations/ diagrams appropriate? Are there too many or too few? Are they well positioned?

Pictures are appropriate to text but might not be accessible to all learners e.g. vacuum cleaner.

7. Are the questions and/or activities suitable? Do they fulfil the level required by CAPS?

The questions cover the CAPS requirements of levels. They are clearly expressed. One problem there is question about 'pins' this is not mentioned in the text.

8. How would you know whether or not your learners have comprehended the text?

The correct answers to questions does not necessarily indicate comprehension. A reasonable answer to higher order open question would give some indication. Perhaps an additional activity is required – practical – by getting learners to wire a plug by following instructions in the text i.e., by including a practical or hands on activity into the lesson.

ACTIVITY 4 (60 minutes)

- Participants will continue to work in the same groups as they did for Activity 1.

From the resources pack you will work on the following information texts:

TEXT 5 Grade 4 *Butterflies*. Via Africa Group 2

TEXT 6 Grade 5 *The Big Five*. Top Class Group 3

TEXT 7 Grade 6 *Weather*. Study and Master Group 1

Work as you did for Activity 1. Work alone then share your ideas with your group. Get a list ready for sharing in a plenary.

- You could assist the participants by timing them as follows:

Reading through the text and answering Question 1 (10 minutes)

Working through question 2 (15 minutes)

Questions 2 and 3 and preparing for the report back (15 minutes)

Report back (20 minutes)

Below is a guideline for working with your allotted text:

1. Are the pre-reading, reading and post reading instructions and activities suitable for your grade?
2. Refer to the points below which are related specifically to information texts. We have dealt with them on page 4 above and in Activity 3. They have been repeated here for quick reference
 - Specialised vocabulary (technical words) e.g. in Science “atom”, “circuit”
 - non-technical/everyday words used with a content subject meaning. For example the word “difference” in everyday use we can say: “the difference between the twins is their height”. In mathematics you might ask “What is the “difference” between 10 and 7?” but you could ask: “What is the difference between a square and a rectangle?”
 - Formal grammatical structure with frequent use of the passive voice
 - Long sentences – often with a number of subordinate clauses (“if” clauses)
 - Complex instructions
3. How appropriate are the comprehension questions for your grade?
4. What possible solutions are there to problems identified?

Possible answers:

Group 2: Grade 4: *Butterflies. Via Africa*

Pre-reading instructions are good. It is good that learners are asked to make a prediction but they are not asked whether or not their predictions were correct – a useless instruction. The teacher has to add the instruction that learners check their predictions. This helps learners engage with the text.

Technical vocabulary is explained in gloss excerpt for “chrysalis” Everyday vocabulary is within Grade 4 knowledge except perhaps “mate”. There may be confusion between “to mate” and “ä mate”.

Sentences are not overlong and they are in the active and not the passive voice.

There are no questions on the text. A True/False activity is inadequate – answers would not indicate how much understanding there is of the text. Questions of the required CAPS cognitive levels would need to be added.

Group 3 Grade 5: *The Big Five. Top Class*

Background information was given in the preceding L&S activity. The pre-reading instruction is to scan for a specific piece of information which is fine to practise scanning skill but this is reading comprehension thus - Are learners not expected to read text as a whole? How will they answer the questions without engaging with the text as a whole.

Technical vocabulary is not explained or glossed. Herbivore, carnivore, manes, upright, tawny, curved and upright could be inaccessible without help

Although the sentence structure is short and simple, the abbreviated style sometimes with the subject omitted could be confusing.

Learners attention not drawn to diagrammatic pictures

Except for one thinking questions and one which would involve giving the main idea, they could all be answered with one word..

Group 1 : Grade 6: *Weather*. Study and Master

Pre-reading: good questions and drawing learners attention to importance of pictures, tables etc.

All technical vocabulary is explained in the text and later reinforced in a matching activity

Some everyday vocabulary may be a problem: frozen, freezing, increase, violent, greenhouse

Some difficult sentence structure e.g. isoline and lightening.

Questions are very easy . There are no HO questions.

In this and in a previous workshop dealing with reading comprehension (see JiT 2018 no.1) We discussed the importance of **pre-reading**. An essential aspect identified is: *stimulating learners' interest in the topic*.

- Ask participants to give you their ideas for stimulating interest in the topic. Write them on a chart/board. Make sure the following points are included:
 - Start simply by relating directly learners own ideas about the topic
 - Elicit learners' personal associations with the topic
 - Asking learners to relate their personal stories/ experiences
 - Begin with a practical activity related to the topic
 - Asking learners to draw and/or label a picture relating to the topic
 - Begin with a field study, trip or observation relating to the topic
 - Showing the class interesting and relevant pictures/real objects (realia)

Give the group time to add any points they may have missed to their own ideas.

POST WORKSHOP ACTIVITY (15 Minutes)