Just-in-Time Training Workshop Term 2

Facilitator's Guide

Grade 4
English First Additional Language

Programme

Page	Activity	Time Guide	Real time guide
	Registration and welcome		08:00 – 08:30
2	Activity 1: Reflections on the Term 1Tracker	60 minutes	08:30 – 09:30
5	Activity 2: Introduction to the Term 2 Tracker	15 minutes	09:30 – 09:45
6	Activity 3: The Teaching of Intensive Reading	15 minutes	09:45 – 10:00
	Tea Break	30 minutes	10:00 – 10:30
7	Activity 4: Modelling a reading lesson for teachers	50 minutes	10:30 – 11:20
8	Activity 5: Analysing the experience	20 minutes	11:20 – 11:40
10	Activity 6: A lesson prepared for learners (including analysing the experience)	30 minutes	11:40 – 12:10
14	Activity 7: Lesson preparation and presentation	70 minutes	12:10 – 13:20
	Activity 8 Closure:: Questions and concerns	10 minutes	13:20 – 13:30
	Total working time:	**270 minutes**	

Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grade 4	1 per participant	
Copies of the Participants' Workbook	1 per participant	
Other items		
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides, and possibly Readers and DBE Workbooks	1 set per participant; participants should bring their own	
Pens and paper for planning lessons	As required	
Flipchart or board	As required	
Markers	1 set	
Coloured card bookmarks	1 per participant	

Section 1

ACTIVITY 1	REFLECTION on the Term 1 TRACKER	(60 MINUTES)

Opening and welcome	5 minutes

Reflection and HoD team coaching to move forward with the Curriculum Tracker	55 minutes

We are part of important change in our teaching and learning, and can be proud of each step forward that we take with the Curriculum Tracker. Change takes time to get used to, and the more that we can acknowledge each step in the right direction, the more we make the way for improvement to become a way of life.
This is where the HoD plays a vital role as the 'coach' of your team/department.

You are likely to get better results from your team when you acknowledge the effort and the progress they are making, and help them develop one step at a time. Research into how our brains work shows that it is far more effective to build on people's strengths than to focus on their weaknesses.
For your staff to engage, the ratio of positive: negative feedback should be 5:1! If you can find positives to build on and help your teachers identify their next step, you can encourage them to succeed.

A. OBJECTIVES
1. To keep moving forward with the Curriculum Tracker, one step at a time
2. To identify and build on what is working and positive ideas and strengths
3. to value teacher's input and to help them know that they can indeed take the next step.

B. FRAMEWORK
We'd like to introduce you to a Thinking Framework called TASC (Thinking Actively in a Social Context) that was developed in KZN to help learners and teachers improve their problem-solving. Since then, it has been used successfully in many communities around the world, by guiding our thinking in a step-by-step process, helping us re-think and improve solutions as we work with them. If you think about any project you have worked on in the past, you are likely to recognise some of the steps on the TASC wheel. In problem-solving and exploring a new topic, we normally start with Gather/Organise what we know, Identify what it is we need to do, and so on, working clock wise around the wheel. The reason it is a wheel instead of a straight line is that it represents a continuous process of refining and re-thinking as needed.

With the Curriculum Tracker, the first stage of the project has already been implemented, so we are going to focus on just one segment of the wheel: "What have I Learned?"

Only when we take time to reflect on what we have learned, can we use our experience to help us become more effective. It is so important for your teachers to reflect on what they personally have learned about implementing the Curriculum Tracker, and to identify for themselves how they will use it more effectively from now on. Your role as HoD is to coach and encourage them to do so. You are encouraged to make this the most positive experience possible.

C. METHOD

As HoD, you will facilitate the following reflection process with your staff. There are 3 key questions to reflect on, and the way the process works is to start with personal reflection, then to listen with understanding and empathy, before developing a shared strategy for improving the implementation of the Curriculum Tracker.

The reflection process associated with each question is explained in the table below.

QUESTIONS	METHOD OF REFLECTION	GUIDELINES FOR EFFECTIVE USE
"What has gone well in your classroom so far this year?"	**The THINK – PAIR – SHARE Process** Please understand that we are going to be very strict about giving each member of the team exactly ONE MINUTE airtime, and that we will respect that time by not interrupting. I will time it and tell you when each minute is up. 1. I will give you ONE MINUTE to think about this question on your own in silence. 2. Then I will ask you to PAIR UP and for one person to speak about what went well for them while the other person listens without interrupting for ONE MINUTE. 3. Now the person who was listening gets their turn to speak for ONE MINUTE. Now I am going to ask you to share with me what has been going well, and I am going to write key ideas down on the board. Well done on making progress, and thank you for sharing that, for all of us to learn from it.	Be very clear about the one minute rule and how you are going to indicate that each minute is up. Explain that even if some things did not go well, we are focusing first on those that did. "Going well" can refer to something that has improved in the classroom, and apply to one learner or many; it could be something the teacher has become better at or something he/she has learned about. You may need to encourage his/her positive thinking.

	The ideas coming out of the THINK-PAIR-SHARE will help us with the next questions.	
"What have we learned about using the Curriculum Tracker?"	**Collecting Learnings** I am going to go around the circle, asking each person to briefly tell me one thing they have learned from experience about the Curriculum Tracker. Please can the next person not repeat the same point, but rather add something new.	Encourage taking turns to speak, to be brief, and to listen actively.
"If we as a team can focus on doing ONE THING more effectively with the Curriculum Tracker this term, what would it be?"	**ONE next step** Given everything we have reflected on here today, what do you think is the most important action we could take to implement the Curriculum Tracker more effectively? Collect all ideas and guide the discussion to get to one, or maybe two key actions that each of us will take. **What, Where, When, Who, How?** What are WE going to put our names to doing? What will we need to do, to make sure that we actually take this action before the end of the term? How will we know when it has been completed?	Let the ideas flow without any particular order. Don't be afraid of some periods of silence for thinking. Make sure the individuals in the team take responsibility for what they can do rather than what others need to do.

ACTIVITY 2:	INTRODUCTION TO THE NEW TRACKER	(15 MINUTES)

2.1 Ask participants to turn to page 1 of the tracker and find the LTSM they are using and add bookmark to it. Allow teachers to peruse their LTSM.

- If necessary, review how the tracker has been put together
- Stress that the Trackers should be followed strictly, so that all the work in CAPS is covered.
- When planning the lessons for each day, they must refer to the suggestions given in the Teacher's Guide for their textbook. There are also references to the Readers and to the DBE Workbooks.

2.2 Refer to FAT for the term (pp3 -6). Ask participants at which point in the assessment programme they will be dealing with the following:

Reading aloud a prepared text?

Reading Comprehension of information text / story?

Writing a story or summarising an information text?

Ask them if they anticipate any challenges?

2.3. Ask participants to turn to Appendix C in the Tracker (pp. 83- 85).

- Ask them to identify some of the reading skills that are tested in the comprehension passage?
- Ask the participants to skim the questions set on the text. What observations do they make?

  (E.g. Questions become progressively more difficult.

  Initial questions cover the first part of the text.

  Different levels of questions, etc.)

You can also refer the participants to the Levels of Questions in the Participants' Workbook. (p 15 and CAPS pp. 96 -97)

SECTION 2: THE TEACHING OF INTENSIVE READING

Reading is a complex process. Decoding a text is a key element in reading has to be mastered by the beginning learner. It happens automatically with good readers. Below are the processes the reader goes through to become good readers.

ACTIVITY 3

- Refer to the diagrams on Pages 3 –5 of the Participants workbook. In plenary:

- Start with the Decoding process. Which of these processes is the most basic?

- Which is most important?

- Identify two of their readers: a good reader and a struggling reader.

- Ask participants to record the names of these readers on page 3.

- Now refer to page 4. After studying the diagram, ask them to describe their readers in terms of it.

- Ask the teachers which of the following processes do you think their learners need support in?

Activity 4:	Teaching a reading text

Method: **Modelling a reading lesson for teachers**

Text 1:   **Give to the educators a reading experience based on** *Loving students as learners***.**

Use the lesson sequence suggested below:

Connecting / pre-reading phase

- Before asking them to turn to page 6 (PW) write the title on the board. Explain that they are going to read something with that title. Ask the educators questions like:
    - What do you think *Loving students as learners* really means?
    - Do you honestly love your learners? Is this possible? Do you think one has to love them in order to teach well?
    - Are their some learners you dislike? Does this affect your teaching? Explain
    - This title heads a chapter in a book. What sort of book do you think it is? Why do you think so?
- Now ask them to turn to page 6. Discuss the meaning of *sensibility (Line 2)*. Ask educators what they think it means in this context. When they have offered their ideas explain that Kohl, the writer, says that it is the most central requirement of the craft of teaching. He says it *has to do with knowing how to help students focus their energy on learning and growth.* That is awareness and sensitivity to learners, their needs and their responses. Do educators agree with Kohl that this is the most central need on teaching, or do they think that something else is more important?

Practising / While-reading phase:

Ask educators to read the first paragraph (of the reading). Then they should stop to discuss it in class. They should read in order to find out:

- Does the first paragraph explain the title of the reading?
- Do you agree with the writer about how much one can love one's students? Why / Why not?
(Allow a few minutes for reading and then discuss these questions in plenary)

Now read paragraph 2 to find out if it will answer any outstanding questions about the title. When they have read it ask:

- Do you understand the title now?
- Do you have any learners like the one Kohl describes? What do they do in class? What do you feel for them? What do you do about them? How do other teachers regard them and deal with them?
- What do you think Kohl did to change this learner's attitude?

Now ask the educators to finish the reading and find out what changed the learner's approach to reading

Extending / Post reading phase

Ask educators to move into groups of fours. They should discuss and make notes on the following:

- Were your predictions (about what Kohl did to change the attitude of the boy to reading) correct or not?
- What have you learnt from this passage
  - About an attitude to use with learners, generally?
  - About an approach to teaching reading?
  Could you apply what you have learnt to your own class?

- Did you agree with everything that Kohl says, or not? Support your answer.

Facilitate a report back session

Activity 5:	ANALYSING THE EXPERIENCE

In plenary, analyse the lesson just taught.

- Ask questions about what you and the learners did at each step of the lesson and why you did it.
- After each main phase of the lesson has been analysed, sum up with ideas what educators and learners need to do at that step in a reading lesson process.
- Here is a set of possible analysis questions to elicit the facts – in each case you must follow this up by probing for the underlying rationale.
- Some questions are included below:

Questions related to the Connecting / Pre reading phase
- How did the lesson begin? (Why did we make guesses about the meaning of the title instead of just reading what the author said about it?
- At what point did I introduce new vocabulary?
- How did you read at this stage of the lesson? – I.e. fast /slowly/ carefully, etc.

Questions related to the Practising / While- reading phase

- How was the actual passage read? (Why did we keep stopping to talk and predict like this?)

- Did we read silently or aloud? (Since we frequently stopped to discuss what the author said, why didn't we just read aloud as well?)
- As you read, how did you make sure that you understood what the author was saying? What did you do when you came across a word you didn't understand?
- Did you read slowly and carefully or rapidly?

Questions related to the extending / Post- reading phase

- Did you answer the questions after reading?
- How did you work on these questions?
- What sort of questions were they?
- Why didn't we just read the passage and follow the normal *comprehension questions*?

Points to note:

- The importance of activating the reader's existing knowledge.
- The importance of setting a purpose or motivation for reading
- The importance of activating prediction skills
- The importance of providing pre-requisite vocabulary and knowledge
- Different kinds of reading for different purposes
- The value of silent reading
- The importance of asking for a genuine response to what was said
- Reading integrates naturally with other skill modes
- The importance of process in teaching reading
- Coping with change

Educators' professional language skills

Ask educators whether the approach used in reading the Kohl article helped them as readers at their own level. That is, were they able to read and appreciate the passage more easily, or not? If some indicate that the reading was simple and that there was no need for them to pause and predict point out that you are modelling a way of reading for those who might need it with this reading or with more difficult readings and for using with learners. Because it encourages a natural reading process, it easily becomes automatic, but can be slowed down and made more deliberate when you are processing a difficult reading. After introducing the reading skills development activities, the educators will be taken through making reading support tasks for their learners.

ACTIVITY 6:   TEXT 2: How the guineafowl got her spots

A lesson prepared for learners (Grade 4 text- Top Class – page 56)

Activity1. (Connecting) Pre-reading phase

Before asking the learners to turn to the text ask some of the following questions

- What is the name of a bird that has spots on it? Do you know of any animal that has spots?

- What is the name of guinea-fowl in IsiZulu?

- Give me the names of birds you know. (English or IsiZulu)

- Look at the title of the story (and the picture). What do you think the story will be about?

- This story is called a folktale – it is a story old people usually tell children about nature and how things happened. What is the Zulu word for folktale? Do you know any folktale?

- Here are some words you will come across in the text:

    o **Permanent** – long lasting or for life; e.g. the guineafowl's spots are permanent

    o **Decoration** – something attractive or pretty. E.g. her dress has a decoration of flowers on it; the spots on a guineafowl are a pretty decoration

    o **Reward** – what you are given for doing something good - e.g. he received a R300 for returning my lost watch to me. The guinea fowl got pretty spots on its feathers as a reward.

Activity 2: The while -reading phase

Read paragraph 1 silently.

- What do you call the weather when there is no rain for a long time?

- What happens during this period?

- What is going to happen in the next paragraph?

Now read paragraph 2 silently

- Were you correct in your prediction?

- Why were the people sad?

- What word in the sentence can be used for 'it' (line 2)?

- Why did the people on the mountain become excited?

- The baboon is described as ugly – why does the writer use this word?

- What do you think is going to happen to the people?

10

Now read paragraph 3 silently.

- Why was the guinea-fowl sad?

- What do you think will happen after the guinea fowl begs the cloud to come back?

Now read paragraph 4 silently

- Why did the cloud come back?

- What was the guinea-fowl's reward?

- Which of the words below best describes the guineafowl?

    a) Spotty   b) spotted   c)spot

- Which words in this paragraph best describe the character of the guineafowl?

Activity 3:   The post-reading phase

- In pairs, rewrite the story by putting the following sentences in their correct order.

    o The people went to the top of the mountain to pray for rain.

    o The baboon chased the cloud away.

    o There was no rain in the land and the plants and flowers dried up.

    o A dark cloud appeared in the sky.

    o The guinea fowl felt pity for the people and begged the cloud to come back.

    o The guineafowl got spots on its back from the raindrops as a reward for helping the people in their suffering.

    o Rain fell from the cloud

- Read the story quickly and find 3 words that describe feelings.

- Find words in the passage that are opposite in meaning to the following words:

    o <u>happy</u> people

    o the spots were <u>temporary</u>

    o the guineafowl received a <u>punishment</u>

    o the people went to the mountain to <u>curse</u>

- What have you learned from this folktale?

- Ask learners to bring a traditional folktale to class and share it with you. You can use a good one as a listening exercise.

ANALYSING THE EXPERIENCE

The analytical stage

Ask the teachers to discuss the lesson just taught and focus on what was done by the teacher and what was done by the learner in each phase. Restrict discussion to objective facts about the lesson. Do not yet talk about the reasons or theories of learning.

The following questions will help in unpacking the contents of the lesson:

Questions related to the pre-reading phase:

- How did the lesson begin?

- On whom did the opening questions focus?

- Did the teacher explain any new vocabulary items before the learner read the passage?

- Did the teacher ask the learners to predict what would be referred to in the passage?

Questions related to the while-reading phase:

- How was the passage read? Silently or aloud?

- What did the teacher ask the learners to do when he interrupted their reading?

- At what point did the teacher stop the reading to discuss certain items?

- What was the teacher's instruction to the learner before they read paragraph 2? How did he follow- up the instruction after they had read paragraph 2?

- Was the reading done carefully or rapidly?

Questions related to the post-reading phase:

- How did the teacher organise learners of this phase?

- What sorts of questions were asked: low level or high level questions?

THE THEORETICAL PHASE

Teachers put on their teaching caps and discuss in plenary the following principles underlying the practice they have been doing in this lesson:

Schema theory: whereby the readers' prior knowledge of the world is activated. The pre-reading activities connect the knowledge the learner already has with the information in the text. The items of knowledge are called schemata. For example, the learners do know about birds even if they don't know specifically anything about guineafowls. Most of them will know of the effect of drought and the importance of rain. By activating the learners' prior knowledge, you are being learner-centred and both utilising and affirming what they know in order to for them to gain a better understanding of the new information and ideas.

Reading is an active and interactive process; it is not passive. The effective reader is constantly anticipating or predicting what will happen next e.g. "The girl was playing outside when she heard the ice cream bell. She rushed into the house…" (What happened next?) The reader guesses something like "she asked her mother for money" / "No. She locked the door!" The reader's first prediction was not confirmed and a new prediction is now required. e.g. "The ice cream vendor is a suspected thief"? Yes, the girl peeped from behind the curtain in fear" the prediction is confirmed. This skill of getting the young reader to anticipate is something that has constantly to be practised so that it becomes automatic.

Another aspect of schema theory is the obverse of activating prior knowledge and it is finding out what the reader does not know and filling in those gaps in knowledge. Quite often the context where an unfamiliar word occurs is insufficient to reveal its meaning. An example of this was the word "sensibility" in the first text we used. In the grade 4 passages a number of words which we call pre-requisite words need explanation beforehand. (permanent, reward...)

The importance of proceeding from what the child knows to what is unknown (Kant)

The importance of explaining meaning of an unfamiliar word by inferring it from the context, but from also utilising what the learner already knows e.g. the mother tongue as a resource.

Finding out what the reader does not know e.g. There may be certain vocabulary items that need to be explained before the reading because the context is insufficient to enable the reader to understand meaning. We refer to these items as pre-requisite vocabulary.

A note about the use of mother tongue knowledge – it fits with schema theory in that it builds on the known. The use of the learners' mother tongue is a means of helping the learner to build their vocabulary in the targeted language. It taps into what the learner knows and connects to the acquisition of new vocabulary.

Lastly the post- reading phase not only extends the scope of the lesson but it is also used to integrate the other skills central to learning a second language.

ACTIVITY 7: Preparing Reading lessons

Ideally teachers will work with the books that there learners are using. We have provided a few reading texts for teachers to use if they do not have their own texts.

Get teachers work in groups of 6 to prepare a reading lesson on a text that they can choose from their learner books or from the texts provided in the appendix.

Further divide each group into 3 pairs and ask each pair to work on one of the 3 phases. (10 minutes for this)

After this is done, ask the group to put the activities together.

Ask each group to briefly describe their lesson plan listing the outcomes, the activities for each phase and the final assessment protocol.

Evaluation: the group interrogates each lesson plan presentation focusing on clarification of tasks required, the appropriateness of activities, the range of tasks, the effectiveness of the process, the response to the learner needs, etc.

Now ask the group to review in plenary the approach in terms of achieving the outcomes listed at the beginning.

Texts provided in the PW.

	Title	Text
1	Solutions for All	The first drum
2	Platinum	How porcupine got his quills
3	Successful English	The honey tree
4	Via Afrika	Winter Holidays in South Africa

Appendix: Levels of questions

In addition to CAPS, you can refer to the list below when you are setting questions.

Knowledge (Level1)

Name	state	identify	list	describe	relate
define	recall	remember	where	who	when
recognise	what	which	name	list	tell
how many	how much	identify	repeat	record	

Comprehension (Level 2)

explain	rephrase	restate	distinguish	describe	relate
interpret	rearrange	translate	predict	put into your own words	
discuss	recognise	identify	summarise		

Application (level 3)

Apply	how	solve	design	calculate	use
demonstrate	which	choose	what is	which	choose
build	employ	illustrate	draw		

Analysis (Level 4)

Why	analyse	compare	recognise	contrast	draw
identify	infer	support	cause	distinguish	determine evidence

Evaluation (Level 5)

Judge	assess	decide	appraise	choose	evaluate
select	do you agree	conclude	discuss	opinion	why
comment	which is better		on what basis		