



2016 TERM 1 TRAINING WORKSHOP
EFAL



GRADE 5-7



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

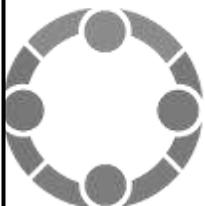
Just-in-Time Training Workshop Term 1

Facilitator's Guide

Grades: 5, 6 and 7
**Subject: English First Additional
Language**

"Well developed reading skills are central to successful learning across the curriculum, as well as for full participation in society and the world of work" (CAPS)

Endorsed by:



Jika iMfundo
what I do matters



Page	Activity	Time Guide	Real time guide
	<i>Registration and Introduction to the workshop</i>	<i>20 min</i>	08:00
	<i>Activity 1: Jika iMfundo Orientation</i>	<i>55 min</i>	08:20
	<i>Activity 2: Introducing the Term 1 Tracker and Planners</i>	<i>15 min</i>	09:15
	<i>Activity 3: Teaching intensive reading</i>	<i>30 min</i>	09:30
	<i>Activity 4: Reading and the Language teaching class: Joys of teaching reading; challenges and possible solutions</i>	<i>30 min</i>	10:00
	<i>Tea break</i>	<i>30 min</i>	10:30
	<i>Activity 5: Understanding the learners' needs</i>	<i>30 min</i>	11:00
	<i>Activity 6: Techniques to develop the sub-skills of reading</i>	<i>15 min</i>	11:30
	<i>Activity 7: The 3 stages of a reading lesson</i>	<i>10 min</i>	11:45
	<i>Activity 8: Modelling a reading lesson for teachers</i>	<i>30 min</i>	11:55
	<i>Activity 9 Analysing the experience</i>	<i>20 min</i>	12:25
	<i>Activity 10: Building and recording vocabulary through reading.</i>	<i>20 min</i>	12:45
	<i>Activity 11: Preparing reading lessons</i>	<i>50 min</i>	13:05
	<i>Activity 12: Evaluation and closure</i>	<i>5 min</i>	13:55

Activity 2: Introducing the Term 1 Planner and Tracker**15 min**

2.1 Ask participants to turn to page 2 of the Tracker and find the LTSM that their school is using and add a bookmark to it. Spend a few minutes browsing the tracker and share any comments with the facilitator.

- Please note that the Trackers should be followed strictly, so that all the work in CAPS is covered.
- When planning the lessons for each day, you must refer to the suggestions given in the Teacher's Guide for your Learner Book.

2.2 Now look at the recommendations for Formal Assessment Tasks for term 1.

(Gr 5 /6 – page3 of Tracker)

When will you plan for the following assessments?

- Read aloud a prepared text (Gr 5/ 6) _____
- Listens to and gives instructions/ describes a process/ performs a poem or song (gr 6/7)

Grade 7 p 7.

- Retell a story _____
- Discuss a poem _____

Do you anticipate any challenges in planning for these assessments? If so, what are they?

2.3. Now turn to the notes on Reflection Page 6 (Gr 5 and 6) P 7 Gr 7) of the tracker.

- How can reflection assist the teacher? (3 reasons)
- How often should teachers reflect on their practices? _____

2.4 Broad guidelines for lesson planning (p 7 – Gr 5/6 Tracker; p 13 – Gr 7): Discuss with your partner the need for Sequenced content and activities in a good lesson plan

2.5. Try saying aloud a tongue twister. (page 92 – Gr 5; 94 – Gr 6)

The Teaching of Intensive Reading (Reading comprehension)

The Development of Reading Skills.

ACTIVITY 3: THE TEACHING OF INTENSIVE READING

(30 min)

INTRODUCTION. KEY AREAS:

- Reading comprehension of stories/information text
- Reading comprehension of procedural texts.
- Independent Reading/Extensive Reading.

The Trainer gives an overview of this section of the Workshop and how it relates to the CAPS.

Outline the Learning outcomes of the Workshop:

By the end of the Workshop, the participants will have:

- Considered the use of pre-, during-, and post-reading activities.
- Explored methods of building and recording vocabulary while reading.
- Shared the varying challenges of developing reading in the EFAL Classroom and considered possible solutions.
- Explored a number of techniques to develop sub-skills appropriate to a range of different texts.
- Listed reading activities and applied them in a differentiated manner to cater for different abilities.
- Participated in part of a demonstration lesson on reading a text for specific information.

Facilitator's input:

Since reading is a large part of this workshop, we need to understand and develop good reading strategies. CAPS approach to the teaching of intensive reading follows the 3 phase pattern.

The Pre- Reading stage (Connecting)

- Presenter should ask questions about the meaning of the title and a few questions on the subject. The aim is to link the learner's background / experience to the text.
- Presenter to select **key words** from the passage and invite participants to volunteer association with those words.
- Look at the features of the text – genre, graphs, etc.

While (during) reading

- See key words in context of passage. Do key words apply in context? Which associations apply
- Skim the text looking at paragraphing, graphs
- Talk through the text. Read the text in small sections.

- Focus on the story line (narratives) and the logical development of ideas for the other genres.

Post Reading

- Discussion of ideas / writing own piece
- Answering of the questions set on text

ACTIVITY 4: READING AND THE LANGUAGE TEACHING CLASSROOM. (30 min)

The joys and challenges of teaching reading and some possible solutions (Group work)

Ask the participants to work in groups of four. Ask them to discuss what gives them joy when they teach reading and to discuss some of the challenges facing them when setting and developing reading activities for their learners. What are the factors that they consider and how do they go about working towards solving them?

In the feedback, facilitators should add to the challenges from their own experience.

- Reading rate
- Automaticity
- Chunking
- Motivation

ACTIVITY 5: UNDERSTANDING LEARNERS' NEEDS (30 min)

Inform participants that diagram1 (decoding processes) refers to basic skills that should have been developed from Gr R – 3. Diagram 2 (comprehension process) is what this workshop concentrates on. Review it very briefly.

Now ask the participants to consider a good reader and a weak reader that they teach. They should discuss the difference between the good and poor reader with regards to their reading skills. Now refer them to the three diagrams focusing on the elements of reading skills. Ask them to describe their learners with reference to the concepts mentioned. Clarify any of the terms that present difficulty to the teachers. Once this is done, ask the teachers to consider how much of their preparation involves developing these skills.

Note: If you sense that the teachers understand these elements, you can gloss over it and move on to the next activity.

ACTIVITY 6: TECHNIQUES TO DEVELOP THE SUB-SKILLS OF READING. 15 MIN

Facilitators should emphasise that different text types are read in different ways which are part of the sub-skills needed for comprehension.

Ask the participants to brainstorm the sub-skills of reading. The participants might include scanning for details, skimming for main ideas, deducing the meaning of

unfamiliar words, guessing, recognising literal and figurative meaning, extracting information from charts and diagrams etc. Refer the teachers to the text types that their learners should be exposed to during the course of the year. (Gr7 – CAPS p 32-37; **Grade 5-6 CAPS pp 18/19**)

Ask participants to link text types with sub-skills required for understanding the text.

Time permitting do this activity

Ask the teachers to study the information on things good readers do when they read and they can add to this list

READERS WHO USE GOOD READING STRATEGIES

- don't read letter by letter or word by word.
- look for the meaning behind the words rather than for the meaning of each individual word.
- are aware that different texts and different reading purposes need different reading strategies.

GOOD READERS CHOOSE STRATEGIES WHICH ARE APPROPRIATE TO THE TEXT. THEY CHOOSE FROM THE FOLLOWING STRATEGIES.

- activating existing knowledge
- predicting
- identifying the type of text being read
- skimming
- scanning
- guessing the meaning of words which aren't known
- reading ahead to find more information to clarify confusing sections of text
- rereading sections which weren't understood
- asking questions during the reading process
- revising ideas about the text.

GOOD READERS MONITOR THEIR COMPREHENSION OF WHAT THEY ARE READING. THEY DO THIS BY:

- checking whether they have understood what they have read.
- fixing up their lack of comprehension when they realize they have not understood something (through rereading, asking for help, looking for more information in the text, adjusting guesses about words which have not been understood).

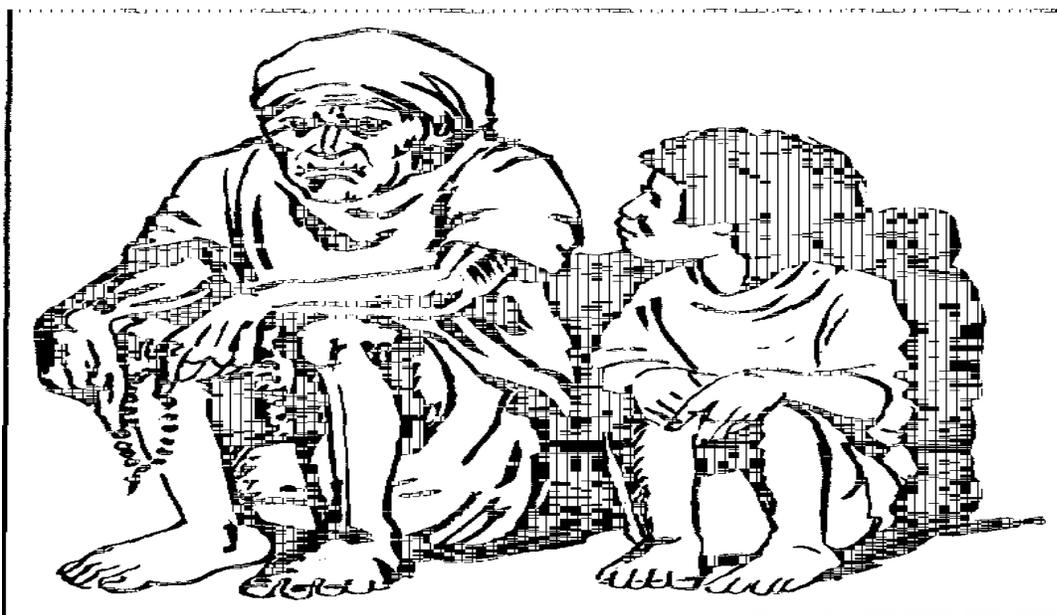
ACTIVITY 7: THE 3 STAGES OF A READING LESSON (GROUP WORK) 10 min

Give participants envelopes containing pre/during or while / post reading activities. Ask them why they think that the labels are appropriate.

ACTIVITY 8: MODELLING A READING LESSON FOR TEACHERS 30 min

Now tell the participants that you are going to model a reading lesson and that after the activity, you will get them to reflect on the process you followed.

The Old Man's Curse



“She has gone away,” the young boy said.

PRE-READING (CONNECTING)

Ask the participants the following questions about the picture on this page:

- What do you think this man is feeling? What makes you say what you do?
- Read the caption underneath the picture.
 - Who do you think the “she” who is mentioned in this caption is?
 - After reading the caption, can you guess why this man is feeling as he is?
- What do you think the man is holding in his hand? (Rosary). When and why do people usually use these things?

Now tell the teachers to turn to page 10 of the PW. Ask them to read the title of the passage. Then ask them the following question:

- What is a curse? (swearing or to wish evil onto somebody else).
- Which of these meanings do you think “curse” has in this title? Why do you say this?

(Learners could say either or both. For example. They could say the old man is swearing because “she” ran away, or they could say he puts a curse on the person who ran away.)

Tell the teachers that they are now going to read the passage to see whether their ideas about the story were correct.

WHILE READING (PRACTISING)

Tell the teachers to read the first nine lines (until. “ ...the brother of Ebla, who had run away” silently to themselves.

- **Ask the teachers:**
 - Did your ideas about who the ‘she’ who had run away was match the story?
 - Why do you think Ebla has run away?
- **Tell the teachers to carry on reading until the end of paragraph 5 (until “...which represented the names of God”).**
- **Ask the teachers:**
 - Why do you think the old man is so sad that Ebla has gone?
- **Tell the teachers to read on until the end of paragraph 7 (“He motioned to the young boy to go away”). Ask the teachers:**
 - Why do you think the old man did not want the boy to pick the rosary beads?
 - Why do you think he made the boy go away?
- **Tell the teachers to read the rest of the story. Then ask the teachers:**
 - What are your feelings for the old man? Why do you feel this way?
 - What are your feelings for Ebla? Why do you feel this way?

POST READING (EXTENDING)

- Divide the class into groups of about 5. *Ask them to discuss the following statement in their groups.*

Curses are just superstitious nonsense. They do not really work.
- Ask some of the groups for a report back.

THE OLD MAN'S CURSE

From the opening pages of a book by Nuruddin Farah of Somalia, about a girl called Ebla

1. He could only curse. That was all he could do. Other than that, he could give advice, but now he cursed.
2. He squatted on the ground. On the dirty ground his featherweight body lay. He couldn't have weighed more than thirty kilograms. He grasped a rosary very tightly. His arms were stretched forward and his buttocks were resting on his heels. He had no shoes on. He was an old man – about eighty, or even ninety.
3. The old man screwed up his eyes to see who was coming towards him. It was his grandson - the brother of Ebla, who had run away, had eloped with a man, nobody knew for certain. The young boy also squatted on the ground, rubbed his hands on his uncovered lap, then let his hand go through his dark, wavy, unwashed hair.
4. "She has gone away. We know that for certain", the young boy said.
5. The old man kept silent: maybe he was meditating. The young boy looked sorrowfully down at the ground, the old man counted the beads of his rosary. There were ninety-nine of them, which represented the names of God.
6. Ebla's sudden departure had killed many things in him, although he did not know why. He had witnessed women of her age running away from their families into the arms of a man to get married. He had seen many such incidents. He had done it himself. Or rather his wife had done it for his sake. But what made it quite disastrous was the fact that he had nobody else to look after him. He had loved her more than he loved anybody else – when he had the power to love. He loved her more than he loved his eyes. "May the Lord take me away if Ebla dies before myself", he had said several times before, in private and in public. And he really meant it. He again gripped the beads of the rosary. The string snapped under the old man's weak fingers and the beads ran away – and into the hot sand.
7. The young boy stooped to collect the beads for him. But the old man silently shook his head. He motioned to the young boy to go away.
8. The old man very softly and quietly said his curse. "May the Lord disperse your plans, Ebla. May he make you the mother of many an unwanted child. May He give you hell on earth as a reward.



Activity 9: ANALYSING THE EXPERIENCE (15 min)

Ask the participants to look at the lesson and its developmental stages and in particular, to look at the pre-, while-, and post-reading activities and how these have been formulated into the plan.

Feedback:

- What did they like/ not like?
- What would work for their learners/ what would not work?

Additional notes for the participants: Time permitting, the facilitator can use the guideline suggested below to reflect more specifically on aspects of the lesson.

Questions related to the Connecting / Pre reading phase

- How did the lesson begin? (Why did we make guesses about the man's emotions? Why did we connect the caption to the picture? Why did the facilitator focus on the topic and not just read the passage?)
- Did the facilitator introduce new vocabulary?
- How did you read or think about the passage at this stage of the lesson? – I.e. fast /slowly/ carefully, etc. Why?

Questions related to the “During” reading phase

- How was the actual passage read? (Why did we make several stops 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

Facilitator’s input: Motivation and Understanding.

If we wish to motivate children to read, it is important to create a clear purpose for reading.

We can do this by:

- Choosing topics which we know will interest the learners.
- Making reading part of an integrated approach to developing their skills so that the learners need to read in order to fulfil a task which might involve listening, speaking and also writing.
- Use pre-reading tasks that will arouse curiosity and interest in the text.

We also will want to know whether the learners have understood the information, ideas and any messages in the texts they have read.

We can do this by:

- Using a range of multi-sensory comprehension activities to ensure a broad appeal to all of the learners.
- Using a range of activity types so that the learners don’t become bored. Lose interest or become demotivated.

Activity 10: BUILDING AND RECORDING VOCABULARY THROUGH READING. (20min)

Tell the participants that because reading texts are a rich source of language learning it is important to engage the learners in building and recording vocabulary as part of the reading lessons.

- In small groups ask the participants to briefly discuss what it means to know a word. Make notes in the hand-out (circle diagram).
- Discuss how teachers can get learners to expand their vocabulary.

ACTIVITY 11: PREPARING AND PRESENTING A READING LESSON. 50 MIN

(Group work)

Ask the participants to get into groups of 6. They should join other HoD’s or teachers using the same LTSM as they are.as they are going to refer to their Learner Book and Teachers’ Guide.

Get them to choose a reading text. You are going to prepare a reading lesson based on the text.

- Ask teachers to work in pairs within your group.
- Each pair works on one of the 3 phases of the reading lesson.
- Ensure that each group does all the phases. (20 minutes for this)

Once the phase of the lesson has been prepared, get them as a group to put the activities together to create a complete lesson.

The completed lesson should have lesson outcomes, activities for each phase and the final assessment protocol.

Get one or two groups to do a quick presentation.

Evaluation: As the group presents, you should discuss 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.

References

- Malatsi, P. (author of Article).2015. in *Tutorial 101 Module ENN1511 compiled by Department of English: Pretoria: UNISA*
- Zenex Foundation Literacy Project (2014)
- ELET publications: Teaching English the Communicative Way – Senior Phase
- LTSMs

Appendix

HANDOUT: ACTIVITY 7 (cut on the lines)

- What do you think this man is feeling? What makes you say what you do?
 - Read the caption underneath the picture.
 - Who do you think the “she” who is mentioned in this caption is?
 - After reading the caption, can you guess why this man is feeling as he is?
 - What do you think the man is holding in his hand? When and why do people usually use these things?
-

Now turn to page 10. Read the title of the passage.

- What is a curse?
- Which of these meanings do you think “curse” has in this title? Why do you say this?

As we read the passage to see whether your ideas about the story were correct.

Read the first nine lines (until. “ ...the brother of Ebla, who had run away” silently to themselves.

- Did your ideas about who the ‘she’ who had run away was match the story?
- Why do you think Ebla has run away?

Continue reading until the end of paragraph 5 (until “...which represented the names of God”).

- Why do you think the old man is so sad that Ebla has gone?
- _____

Read on until the end of paragraph 7 (“He motioned to the young boy to go away”)

- Why do you think the old man did not want the boy to pick the rosary beads?
- Why do you think he made the boy go away?

Read the rest of the story.

- What are your feelings for the old man? Why do you feel this way?
 - What are your feelings for Ebla? Why do you feel this way?
-

Discuss the following statement in your groups.

Curses are just superstitious nonsense. They do not really work.

Answer questions xxx