

NECT
GRADE 7 - 9
EFAL
TERMS 3&4 2019
TRAINER'S GUIDE

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Workshop Objectives

By the end of this training session, participants will:

1. Be aware of the programme for this training session.
2. Have improved Term 3&4 pedagogical content knowledge.
3. Be fully oriented to the Trainer's Guide that will be used to train teachers on this programme.
4. Be motivated to improve their personal facilitation skills.
5. Be motivated to improve teaching and learning in their districts/ provinces.

Before the Training

1. Be prepared to model excellence in training and facilitation.
2. Prepare the venue as best as possible, to ensure that participants are comfortable, that they can all see the presenter, and that the setup is conducive for discussion.
3. Be prepared to show the slide show and videos. Deal with technical issues before the training.
4. Be fully prepared, have all of your materials laid out in an orderly fashion.
5. Display the objectives of the workshop, and go through these with participants.
6. Display an 'agenda' – a chart listing every activity that will be completed, together with the planned time allocation.
7. At the end of every training day, reflect on the objectives and agenda, and tick off what has been achieved that day.
8. DISPLAY ALL RELEVANT RESOURCES THAT HAVE BEEN PRODUCED BY THE NECT FOR CLASSROOMS, I.E.: POSTERS; RESOURCE PACK ITEMS; ETC. (Make an effort to properly prepare these items to present them in a way that models good practice and will protect resources from wear and tear.)

Tone of the Training

1. Remember that you are training TRAINERS and TEACHERS. Please ensure that you address participants correctly.
2. Be polite, patient and RESPECTFUL at all times. This is possibly the most important aspect of being a trainer.
 - Participants will generally be open to you and to the programme if they are treated with respect.
 - Arrive early and be prepared – for every session!
 - Greet participants by name whenever possible, and ensure that names are pronounced correctly.
 - Do not be dismissive of a participant's concern. If you do not have time, or if you know that the issue will be addressed later in the session, create a PARKING LOT. Write down the query, and stick it in the parking lot to be addressed later.
 - Do not be dismissive of participants' knowledge, skills and experience. As much as possible, allow participants to contribute to discussions.
3. Remember that humour is always a good strategy – try to add some fun to the training, in a way that does not make anyone uncomfortable.
4. Please remember to use icebreakers and energisers when required – it is important to keep the mood and energy of the training positive.

**GRADES 7 - 9 EFAL
TERM 3&4 2019 TRAINING PROGRAMME**

	TIME	ACTIVITY	TRAINER WORKSHOP	TEACHER WORKSHOP*
1	30 minutes	Welcome, housekeeping, agenda, introductions, expectations, MQA		
2	30 minutes	Pre-training activity		
3	30 minutes	Ground rules, sticks and names, consequences for the group		
4	1 hour	Reflection: Thorns, buds, roses		
5	2 hours	Understanding how children learn to read		
5.1	1 hour	A deeper understanding of phonics: Phonic and sight words		
6	30 minutes	Helping struggling readers		
7	1 hour 30 minutes	Revising the reading cycle and comprehension strategies		
8	1 hour	Lesson demonstration briefing & preparation: Round one		
9	3 hours	Lesson demonstration & feedback: Round one		
10	1 hour 30 minutes	Reading comprehension: Making connections		
11	1 hour 30 minutes	Reading comprehension: Making evaluations of non-fiction texts		
12	2 hours	Lesson demonstration briefing & preparation: Round two		
13	3 hours	Lesson demonstration & feedback: Round two		
14	30 minutes	Orientation to the trainer's guide		
15	30 minutes	Final questions and answers		
16	30 minutes	Training of teachers: planning session		
17	30 minutes	Post-training activity		
18	30 minutes	Closure and evaluation		

* Ensure that the teacher training session add up to at least 10 hours. This is a requirement to qualify for the 15 CPTD points through SACE

What you will need for this training:

MATERIALS FOR DISTRIBUTION TO PARTICIPANTS	QUANTITY	CHECK
Training Handout	1 per participant	
Grade 7 content booklet	1 per participant	
Grade 8 content booklet	1 per participant	
Grade 9 content booklet	1 per participant	
Grade 7 tracker	1 per participant	
Grade 8 tracker	1 per participant	
Grade 9 tracker	1 per participant	
Pre-test	1 per participant	
Post-test	1 per participant	
Evaluation Forms	1 per participant	
EQUIPMENT AND MATERIALS FOR YOUR USE		
Flipchart stand and paper	1	
Kokis	1 per participant	
Blank A4 paper	1 pack	
Laptop	1	
Data-projector and speakers	1	
Attendance register	1	
Prestik	2 packs	
Jar and ice-cream sticks with participants' names	1 set	
USB WITH THE FOLLOWING FOLDERS		
Classroom culture	1	
Phonics review	1	
Group guided reading	1	
Shared reading	1	
SMT	1	
Carol Dweck growth mindset	1	

Training Activities

1	30 minutes	WELCOME, HOUSEKEEPING AND AGENDA	Facilitator:	What you will need:
				<ul style="list-style-type: none"> Ensure that there is a sign outside your training room
<ol style="list-style-type: none"> Welcome participants, and introduce yourself. Start the day with a short message, song or prayer if appropriate. Set ground rules for the training. Briefly do a round of introductions. Ask participants to say: <ul style="list-style-type: none"> their name their province and district ask them to also add one hope or expectation that they have for this training Document participants' hopes and expectations on a flipchart and display this. At the end of the training you will come back to this and see if you have met their expectations and hopes. Introduce MQA colleagues and allow them to provide details of MQA function and activities for the training. Show participants the agenda, and read through, explaining how this training has been designed. 				

2	30 minutes	PRE-TRAINING ACTIVITY	Facilitator: MQA	What you will need:
				<ul style="list-style-type: none"> Copies of pre-test
<ol style="list-style-type: none"> Work together to hand out copies of the pre-training activity to participants. Ask participants not to look at the activity yet. Briefly explain the purpose of the pre-training activity, which is to measure the success of the training, not to measure the scores of individuals. Briefly explain the test conditions, i.e.: to work independently and in silence, for a period of 30 minutes. Ask participants who finish before time to please cover their work and wait quietly for others. Ask participants to work through the pre-training activity, walk around and offer practical assistance if needed. Once time is up, collect and collate pre-training activities in an orderly fashion. 				

3	30 minutes	GROUND RULES, STICKS AND NAMES, CONSEQUENCES FOR THE GROUP	Facilitator:	What you will need: <ul style="list-style-type: none"> • Sign for training room • Jar with sticks
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Outcomes for Participants

Participants will:

- Learn how to use values to set effective rules
- Learn one effective classroom technique for inclusive learning (sticks and names)

GROUND RULES

1. Put up a set of pre-written rules on the board / wall.
2. **Ask participants:** How would you feel if I came in and gave you these rules?
3. Discuss this with participants.
4. **Ask participants:** How do you think this might relate to an Intermediate Phase classroom?
5. Emphasise that no one likes to be given set rules – we should get in the practice of collaborating to make rules in the classroom.
6. Explain that there are some principles we should stick to when making good class rules:
 - a. First **decide on the values for the class / group**. The **rules should reflect these values**.
 - b. The **rules should be universal**. This means that they should be **true ALL the time**.
 - c. Rules should be **phrased in the positive** so that they tell learners what to do, rather than what NOT to do.
 - d. Every learner in the class should **know the rules by heart**. This means there **shouldn't be too many**, and they should be used in practise every day!
 - e. We must not assuming learners know what the rules mean – practise the rules and make sure learners know what the rules LOOKS and SOUNDS like.
7. **Ask participants to set rules according to these principles.**
8. Model what it looks like to **practise and discuss the rules**.
9. Explain that it is also a **good practise** to ask learners to **sign the rules**.
10. **Ask participants to sign the ground rules**, just as we would want learners to do in a classroom!

STICKS AND NAMES

Note: sticks are used because they are durable, and easy to manage. But this can be done with papers.

1. **Show participants** that you have a **jar that contains sticks with their names** written on them.
2. Explain that throughout this workshop, you will model how to **direct and distribute activities** to different participants **using these sticks**.

3. Instead of asking for volunteers, or cold calling, you will pull a stick out the jar, and ask that participant to answer or demonstrate.
4. Explain that you then remove that stick, so that that person is not called on again.
5. This allows you to involve all participants.

'CONSEQUENCES' FOR THE GROUP

1. Decide on your management system, or set of consequences for this workshop – choose whatever suits your personality and style.
2. You may ask participants to **self-regulate their behaviour**.
3. You may choose to do something like '**pick your punishment**', or '**choose your consequence**'..
4. You may **assign roles like a timekeeper**.
5. Be **consistent** and manage the group effectively.

4	60 minutes	REFLECTION: THORNS, BUDS, ROSES	Facilitator:	What you will need: <ul style="list-style-type: none"> • Flipchart papers with headings • Marker pens for each participant • Presstick
<p>Outcomes for Participants</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Reflect on their experiences thus far • Participate in a reflective discussion about the NECT 7-9 learning programmes 				
<ol style="list-style-type: none"> 1. Ask participants to reflect back on their experiences with the NECT materials and trainings to date, like: <i>the term 1&2 training, their engagement with the materials, conducting their own training, and then their experience of how teachers have implemented the programme.</i> 2. Next, give each participant a permanent marker. 3. Explain that participants are now going to have a ‘silent conversation’ about these experiences. 4. Point out that you have stuck up flipchart papers with headings: thorns, buds and roses around the room. <ol style="list-style-type: none"> a. Explain that thorns are challenges or problems – the more negative experiences. b. Explain that buds are emerging good practices – experiences that show promise. c. Explain that roses are the positive experiences and elements. 5. Next, explain that participants will: <ol style="list-style-type: none"> a. Move around the room and document their responses under thorns, buds and roses. b. Read what others have written and tick if they agree. c. Add to what others have written. d. Ask questions about what others have written. 6. Participants must keep checking if others have asked questions about their points, then respond. 7. Ask participants write, you must move around and read responses, to that you know what the key points are for each section. 8. After around 30 minutes, ask participants to take a seat. 9. Then, hold a discussion on each section. 10. Start with thorns, then move to buds, then end with roses. 11. Start the discussion by stating the main points that you observed. Then, ask if participants want to elaborate or comment on those points. 				

12. This is an effective reflection technique because it allows everyone to share their thoughts and opinions, and for people to offload issues without derailing the process.

13. Thank everyone for their feedback.

5	2 hours	UNDERSTANDING HOW CHILDREN LEARN TO READ	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Laptop • Data projector & speakers • USB with video clips
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Outcomes for Participants

Participants will:

- Understand the components of technical reading
- Feel more comfortable helping children who are struggling with technical reading
- Understand why reading comprehension must be taught as a distinct (separate) skill
- Have a deeper overall understanding of the elements that work together to teach children to read

1. Introduce this activity as follows:

- Remind participants that in January, we discussed the need to separate out teaching technical reading from teaching reading comprehension.
- This is because we want learners who struggle to be successful technical readers to still have good comprehension skills!
- We know that ideally, all learners in Grades 7-9 will be excellent technical readers. However, we know that in South Africa this is not the case. Many learners still struggle to do technical reading, even throughout high school!
- It is crucial that Grade 7-9 teachers have a basic understanding of the components of technical reading, so that they are better able to support learners who are struggling to read.
- Ask participants to read parts of the article in **Section 1 of the Training Handout: Why millions of kids can't read, and what better teaching can do about it**
- Stop and discuss the article as you read.
- Explain that many of our perceptions of how children learn to read are incorrect! The next section of the session will focus on building our understanding of how children actually learn how to read!

2. Remind participants that in the previous training, we discussed the need to **separate out teaching technical reading from teaching reading comprehension.**

3. This is because we want **learners who struggle to be successful technical readers to still have good comprehension skills!**

4. Many learners still struggle to do technical reading!

5. It is crucial that Foundation Phase teachers have a basic understanding of the components of technical reading, so that they are better able to support learners who are struggling to read.
6. **Read through** the article in **Section 2 of the Training Handout: Understanding how children learn to read**.
7. Read through the article with participants.
 - a. **Call on different participants** to read each section of the handout – use sticks to do this.
 - b. After they have read, **briefly discuss or clarify any queries**.
 - c. **Stop after Phonemic Awareness** and **play 'I spy'** - give clear instructions.
 - d. **Stop after Phonics** and do the following:
 - Demonstrate the concepts of **segmenting, blending, and letter swapping**.
 - Watch the **Video: EFAL Phonics**. Explain that this is an important resource for teachers at any grade level.
 - Discuss **rhyming** words and word families in English, like:
 - Fall, ball, wall, tall, call, mall
 - Match, patch, catch, latch. *Explain why 'watch' is not in this word family even though it is spelled the same!*
 - e. **Stop after High Frequency words** and **sight words**. **Do activity 5.1** (below).
8. Thank participants for their attention. Tell them to take notice of how these skills are built into the lesson plans we will review today!

SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS:

1. Learners (and teachers) must understand that reading is a code. To become a technical reader, we need all the skills to successfully break the code!
2. Skills for successful technical reading are:
 - a. Phonemic and Phonological Awareness
 - b. Alphabetic Principal
 - c. Vocabulary
 - d. Phonics
 - e. Sight Words & High Frequency Words
 - f. Reading Fluency

5.1	1 hour	A DEEPER UNDERSTANDING OF PHONICS: PHONIC AND SIGHT WORDS	What you will need: <ul style="list-style-type: none"> • Flipchart paper • Marker pens – 2 different colours • Laptop • Data projector & speakers • USB with video clips
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Outcomes for Participants

Participants will:

- Understand that in order to help learners with an unknown word, the teacher must know if it is a phonic or sight word
- With phonic words, the teacher must know how to correctly segment words into phonic sounds
- With sight words, the teacher must say the word and ask the learner to remember the word

DISCUSS WORD ATTACK SKILLS: Segmenting versus whole word

1. Explain that in reality, there are many learners in grades 7-9 who need **help** to build their **technical reading skills**.
2. This means that the **teacher has to know what to do** when a learner encounters a word they do not know.
3. Often, the teacher will just tell the learner the word OR the teacher will ask another learner to “help”. (We have all seen this!) This is often because the teacher is not exactly sure how to support the learner figure out the word. **It is our job to help build teachers skills in this area.**
4. Explain that **one very tricky thing in English** (which differs from HL!) is that there are certain words we can segment and certain words we cannot! This is because there are **many words in English** that **aren’t phonetically regular**.
5. Explain that as teachers, we need to try to quickly think about the word a learner is struggling with before we try to help them because we do not want to give learners strategies for reading that don’t really work!

I do (trainer models)

1. Model this for participants with the word: **pain**.
 - a. Explain that we can sound this word if we know the sounds: /p/ /ai/ /n/
 - b. If we haven’t yet mastered single sounds, this will be impossible!
 - c. If learners haven’t been taught the blend /ai/ this will be impossible.
 - d. If we teach the learner them must say /p/ /a/ /i/ /n/ this will be impossible.

2. However, this word is **phonetically regular**. As long as I have learned all the sounds, I should be able to sound the word.
3. Model this for participants with the word: **where**.
 - a. Explain that this word is not a word that can be sounded.
 - b. Firstly, the 'wh' is challenging, because the 'h' is silent. However, this is actually a rule learners may learn and know.
 - c. The real reason this word cannot be sounded is because of the 'ere'. This makes the sound 'air' but there is no reason for this – it is just a strange word that must be memorised!
4. If we try to get a learner to sound this word, they will never figure it out! This word is **phonetically irregular**. We must give learners a different strategy to figure the word out!

We do (trainer and participants work together)

1. Write the following list of words on the board:
 - a. boat (phonic)
 - b. their (sight)
 - c. frog (phonic)
 - d. your (sight)
 - e. moon (phonic)
 - f. swimming (phonics)
 - g. people (sight)
 - h. should (sight)
 - i. have (sight)
 - j. power (phonic)
 - k. phone (phonic)
2. **Go through each word and decide if the word can be sounded or not.**
3. For words that can be sounded, **demonstrate segmenting the words properly** for participants. Emphasise that the teacher must think about the blends in the word and must not sound individual letters when they form part of a blend. (SEE GINA VIDEO CLIP 1)
4. Participants must also understand that if a blend has not been taught we can explain the blend and then get learners to sound them out.

5. Explain that common irregular words are sight words. These are words that the learner needs to know by sight, because there is no way to sound these words!

You do (participants work individually)

1. Write the following list of words on the flipchart.
2. Assign **each** participant **one** of the following words. DO NOT SAY IF THE WORD IS SIGHT OR PHONIC – learners must determine this!
 - a. me (sight)
 - b. grain (phonic)
 - c. do (sight)
 - d. are (sight)
 - e. goat (phonic)
 - f. grape (phonic)
 - g. answer (sight)
 - h. one (sight)
 - i. tree (phonic)
 - j. hour (sight)
 - k. stack (phonic)
 - l. know (sight)
 - m. glue (phonic)
 - n. chair (phonic)
 - o. shell (phonic)
 - p. dream (phonic)
 - q. whose (sight)
 - r. pumpkin (phonic)
 - s. bowl (sight)
 - t. quick (phonic)
 - u. some (sight)
 - v. listen (sight)
 - w. write (phonic)
 - x. earth (sight)
 - y. must (phonic)
 - z. the (sight)

3. Give participants a few minutes to decide if the word can be sounded (phonic) or not (sight).
4. If it can be sounded, they must make sure they can blend the word. (SEE GINA VIDEO CLIP 2)
5. Go around the room and ask each participant to explain which category their word belongs in and why.
6. Instruct the participant to 'teach' the word: How is the word decoded or what strategy could be used to teach the word?
7. Use a different colour marker to show if a word is a sight word or phonic word.
8. Support participants wherever needed!

SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS:

1. Teachers must understand how to help learners when they encounter a word that they don't know.
2. If the word is a sight word, the word must be memorised. We can use flashcards to help learners with sight words.
3. If the word is a phonic word, the teacher must help the learner sound out the word. This teacher must help the learner blend the sounds in the word. The teacher must consider the blends that are in the word (like /ea/ /oo/ etc.)

6	30 minutes	HELPING STRUGGLING READERS	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Koki pens • Flipchart paper • Laptop • Data projector & speakers • USB with video clips
Outcomes for Participants Participants will: <ul style="list-style-type: none"> • Understand the need to spend extra time working with struggling readers • Gain a few concrete strategies to work with readers who are struggling 				
<ol style="list-style-type: none"> 1. Ask participants: Is it the responsibility of Senior Phase teachers to teach reading? 2. Discuss this with participants. Make the point that this is the only kind of differentiation that really matters! 3. Ask participants: What can teachers do to help learners who are struggling? 4. Discuss this with participants. 5. Explain that teachers can work with a small group of learners who are struggling with reading while other learners to independent work. Show the video clip: Group Guided Reading: Working with struggling readers 6. Explain that teachers can also complete a short phonic review activity every week. Show the Phonics Review Video as an example of an effective and fun phonics review activity! SMT DISCUSSION <ol style="list-style-type: none"> 1. Explain that we can also help struggling readers (and all readers) by building a school environment that supports teachers! We must try to help set up the schools we work in to be supportive environments! 2. Show the SMT Video Clips. 3. Ask participants: <ol style="list-style-type: none"> a. What did you see that you like in these videos? b. How could you try to help implement these ideas in the school/s you work in? 				
SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS: <ol style="list-style-type: none"> 1. It is our responsibility, no matter the grade level we teach, to help learners who are struggling! 2. If we can help learners become better readers, that is the most important differentiation we can do! 				

7	1 hour 30 minutes	REVISING THE READING CYCLE AND COMPREHENSION STRATEGIES	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Koki pens • Flipchart paper • Laptop • Data projector & speakers • USB with video clips
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Outcomes for Participants

Participants will:

- Revise the steps of the reading cycle.
- Revise the comprehension strategies.
- Revise the purpose of each of each part of the reading cycle.
- Reflect on the how the reading cycle and comprehension strategies are currently being used.

Introduce this activity in the following way:

1. Remind participants that in Terms 1 & 2 we discussed the reading cycle.
2. Today, we will continue to think about the reading cycle. However we will learn new comprehension strategies in depth.
3. Because of the crisis we face with reading comprehension, it is important that we focus on building these skills together!
4. Instruct learners to turn to **Section 9 of the Training Handout: The reading cycle.**

PRE-READING

1. **Ask participants:** What is pre-reading?
2. **Ask participants:** What is the **purpose** of a pre-reading activity?
3. Discuss pre-reading with participants. Emphasise that the purpose of a pre-reading activity is to:
 - a. Make predictions
 - b. Gather clues (make inferences) about what the text may be about
 - Skim and / or scan the text for clues
 - Look at the pictures for clues
 - c. Build vocabulary
 - d. Build interest in and excitement for reading the text
4. Read through the ***Pre-read*** section of the handout with participants.
5. Next, show participants the Shared Reading video clips:
 - a. **Shared Reading – Introduction**
 - b. **Shared Reading – Pre-Read**

6. Ask participants: What elements of an excellent pre-read do you see in the video?
7. Discuss this with participants.

FIRST AND SECOND READ (READING)

1. Explain that we always recommend doing a **first read** and a **second read**.
2. **Ask participants:** Why do you think it is useful to read a text twice, especially with English Language learners?
3. Emphasise that in **first read** the focus is on ensuring learners understand the basic events in the story.
4. Emphasise that in **second read** the focus is on building a deeper understanding of the text – especially looking at how characters might think or feel.
5. **Ask participants:** How can the teacher build comprehension skills during reading activities?
6. Emphasise that for most learners, comprehension skills do not just come magically. The teacher must **model** the mental processes (the thoughts) of a good readers so learners have an example of what good readers should be thinking about as they read.
7. Explain that there are comprehension questions at the end: 2-3 basic recall and one deeper thinking (discussion questions). The teacher’s modelling is aimed to build up to these questions, and help scaffold learners towards successfully answering the deeper thinking questions.
8. Instruct participants to turn to **Section 4 of the Training Handout: Comprehension Strategies.**
9. Read through these strategies with participants.

10. Read through the **First Read** section of the handout with participants.
11. Next, show participants the video clip: **Shared Reading – First Read**
12. Ask participants:
 - a. What elements of an excellent first read do you see in the video?
 - b. What is the comprehension strategy the teacher is focused on building?
 - c. How do you see comprehension being built through this activity?
13. Read through the **Second Read** section of the handout with participants.
14. Next, show participants the video clip: **Shared Reading – Second Read**
15. Ask participants:
 - a. What elements of an excellent second read do you see in the video?
 - b. What is the comprehension strategy the teacher is focused on building?
 - c. How do you see the teacher building deeper understanding using this same strategy?

POST-READING

16. **Ask participants:** What is post-reading? What are some examples of post-reading activities?
17. Discuss post-reading activities, like: written comprehension, oral recount, illustration, dramatization, etc.
18. **Ask participants:** What is the **purpose** of a post-reading activity?
19. Discuss post-reading with participants. Emphasise that the purpose of a post-reading activity is to:
 - a. Reflect on the text
 - b. Summarise the text
 - c. Build understanding of the text
 - d. Build memory
20. Read through the **Post-Read** section of the handout with participants.
21. Next, show participants the video clip: **Shared Reading – Post-Read**
22. Ask participants:
 - a. What elements of an excellent post-read do you see in the video?
 - b. How does the teacher build learners' summarising skills?

CONCLUSION

1. Ask participants: Do you have any questions about the reading cycle or the comprehension strategies?
2. Answer any questions to the best of your ability.
3. Ask participants to **reflect** on both the reading cycle and the comprehension strategies. Ask participants to think about:
 - a. What part of the reading cycle are you good at / comfortable with?
 - b. What comprehension strategies are you familiar with / comfortable with?
 - c. What part of the reading cycle do you sometimes skip / feel uncomfortable with?
 - d. What could you do to strengthen the use of the reading cycle in your classroom?
 - e. How could modelling the comprehension strategies help the learners in your classroom?
4. Instruct participants to **turn and talk** and share their reflections with a partner.
5. After 3-5 minutes, call the group back together. Ask for a few people to share with the group.

SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS:

1. The reading cycle builds reading comprehension skills.
2. The comprehension skills we focus on building are: predict, visualise, make inferences, make connections, think about the text (wonder), search the text, make evaluations and summarise.
3. The reading cycle consists of: pre-read, first read, second read, post-read

8	1 hour	LESSON DEMONSTRATION BRIEFING & PREPARATION: ROUND ONE	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Koki pens • Flipchart paper
<p>Outcomes for teachers</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Revise and prepare the sample lesson plans for the strategies: Making inferences and visualising • Work as a group to prepare to effectively present (teach) the lesson plan 				
<p>BRIEFING AND INSTRUCTIONS</p> <ol style="list-style-type: none"> 1. Remind participants that in our last training session together, we focused on the strategies: making inferences and visualising. 2. In order to revise these strategies, we will go through those strategies again. However, this time participants will model the sample lesson plans for these strategies. 3. Instruct learners to turn to <u>Section 3 of the Training Handout: Sample Lesson Plans Terms 1 & 2</u> 4. Split the participants into two groups: <ol style="list-style-type: none"> a. Grade 7: Lila and the Rain b. Grade 9: My name means “The Quiet One” 5. Tell the participants that they will now prepare a lesson together with a group. 6. Explain that participants will need to split up the lesson plan so that different people get the chance to model different parts of the lesson to the group. 7. Remind participants that this is our chance to revise these strategies and practise teaching effective comprehension! 8. Explain that they will have the rest of this session for preparation. They need to work quickly and efficiently. 9. Next, explain that each groups will have ___ minutes for the actual presentation, which will be followed by a 5 to 10-minute plenary discussion. <i>(You will need to decide on the amount of time based on how many participants you have!)</i> 10. Explain that when they present a lesson, they must act as the teacher and address the rest of the group as if they are the class. They must actually teach the lesson to the other participants. 11. Ask all other participants to please play the role of the ‘class’. 12. Give participants time to work together to prepare their lesson demonstrations. <p>PRESENTATION REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Tell participants, that because of the time limitations, presentations must be well prepared, concise and to the point. There is no time for greetings or chat – presenters must get straight into the lesson. 				

2. The presentation will be stopped after the allocated time – use an alarm on your phone to keep time.
3. Explain that in their presentations, participants need to note:
 - a. The teacher must model the comprehension skill accurately, to help the learners see the skill in action!
 - b. The learners must have the chance to then put the skill into practice, after seeing it modelled!
 - c. It is fine for learners to get things wrong – it is important that they are not criticized for trying and that they are shown how to think and talk about texts!
4. Tell participants that the other participants will comment on their presentations so that we can all improve our practice.

LESSON PREPARATION

1. While participants prepare their lessons, move around the venue and assist/ provide guidance wherever applicable or necessary.
2. Ensure that:
 - a. participants are preparing sufficiently
 - b. all participants are involved
 - c. the board work is being neatly prepared
 - d. the presentations look solid and meaningful
 - e. that practical work is included
3. Where possible, remind participants that they need to present model lessons that demonstrates their:
 - a. Concept and content understanding; and
 - b. Understanding of routines embedded in the lesson plans.
4. Remind participants of how much time they have left to prepare.

SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS:

1. It is important to be thoroughly prepared before you teach a lesson.
2. Make sure that you understand the content and skills thoroughly before you teach the lesson so that you can model excellent reading and comprehending!
3. Teach new vocabulary in a meaningful way, and use the vocabulary in context.
4. It is fine for learners not to get the answers right first time around. It is the teacher's job to support learners and build their ability to answer questions!

9	3 hours	LESSON DEMONSTRATIONS & FEEDBACK: ROUND ONE	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Koki pens • Flipchart paper
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Outcomes for Participants

Participants will:

- Present their section of the lesson plan to the group
- Engage with other participants as they present their lesson plan as if they are the learners in the class
- Give feedback to their colleagues so that the group improves together

INTRODUCTION

1. Welcome participants back.
2. Tell participants that you are really looking forward to their presentations:
3. Remind participants of these criteria explained in the briefing:
 - a. The teacher must model the comprehension skill accurately, to help the learners see the skill in action!
 - b. The learners must have the chance to then put the skill into practice, after seeing it modelled!
 - c. It is fine for learners to get things wrong – it is important that they are not criticized for trying and that they are shown how to use and apply the comprehension strategies.

OBSERVATIONS

1. **Ask participants:** Why do we do lesson demonstrations?
2. Remind participants that lesson demonstrations are a time for practising and learning. **It is okay to make mistakes.**
3. Remind participants that we are in training to help each other become better practitioners. We cannot get better if we do not try new things!
4. **Ask participants:** What do we want this space to feel like when we present our lessons?
5. Come up with some ideas with participants. Make sure to explain that this must be a safe space where everyone feels comfortable. Laughing and negative comments are not acceptable. We must give each other feedback that is constructive and helpful.
6. Call up each group to present.
7. Explain that those not presenting should please engage in the lesson plan as if they are learners. However they must also watch the lesson plan with a constructive eye – we are here to help each other improve!
8. Remind participants that their presentations should take __ minutes.

9. Stop the presentations after the allocated time. You must be strict with the time, otherwise not everybody will have a chance to present.
10. If a group does not manage to do very much within the time, speak to them about time management. Explain that they will not have much more time than this in class to do these presentations. Discuss how the group could speed up.
11. Ask the group to state the grade, topic and subtopic for the lesson that they will present.

FEEDBACK

1. After each lesson demonstration encourage conversation for critical and constructive feedback.
2. After each presentation ask participants questions, like:
 - a. **What did you see that went well in this lesson?**
 - b. **Was the lesson easy to follow? Why/ why not?**
 - c. **Would this be appropriate for Grade 7-9 learners?**
 - d. **Were the content and skills easily scaffolded?**
 - e. **Did the presenter ask encouraging and critical questions?**
 - f. **How could the lesson be improved?**
 - g. **Do you have any questions about this lesson?**
3. Make sure all groups get the chance to present. If any presentation goes too long, you may need to cut it off. This will depend on the size of your group and how much time each group has.

Note: These questions are a guide. You cannot ask each group all questions – use the questions that are relevant. Remember to ALWAYS start the discussion / feedback session with a POSITIVE STATEMENT. You want teachers to leave these demonstrations feeling good about themselves, and confident that they can implement the programme.

Hold a discussion on each presentation. Encourage all participants to take part in the feedback session.

SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS:

1. Although the lesson preparation has been done for the teacher. They need to take time to prepare thoroughly for each lesson that they teach.
2. Good lessons are those that have been well prepared.
3. Lessons that are well prepared are of greater value and benefit to the learners.
4. It is important to do self-reflection on your teaching practice.
5. Constructive peer review is a powerful professional development activity.

10	1 hour 30 minutes	READING COMPREHENSION: MAKING CONNECTIONS	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Koki pens • Flipchart paper
Outcomes for teachers Teachers will: <ul style="list-style-type: none"> • Engage in a conversation about the comprehension strategy making connections • Practice making connections by participating in a sample lesson plan as a learner 				
<ol style="list-style-type: none"> 1. Instruct participants to turn to <u>Section 4 of the Training Handout: Comprehension strategies</u> 2. Read through (again) the section on the strategy: Making connections 3. Ask participants: <ol style="list-style-type: none"> a. What is a connection? b. How do you make a connection with text? c. Why does making connections help us critically comprehend a text? d. Do you usually realise when you are making a connection to text, or is it natural? 4. Explain that making connections is important to giving the text meaning. Even if the text is about distant, far away people or places, we can still find meaning in the text by identifying things that remind us of our own lives. 5. Explain that there are different kind of connections that learners can make: <ol style="list-style-type: none"> a. Text-to-self b. Text-to-text c. Text-to-world 6. Explain that this is another strategy that we will use in the lesson plans. 7. Model the full reading cycle for <u>Good news – Bad news</u> using the skill of making connections for participants. 8. Explain that this lesson plan and text can be found in <u>Section 5 of the Training Handout: Good news – Bad news.</u> 9. Discuss the following questions about the activity with participants: <ol style="list-style-type: none"> a. What did you notice about the structure of this activity? b. How does this activity fit the objectives of a reading activity (as discussed above)? c. What is the value of this activity? d. How did you see making connections throughout this activity? 				
SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS: <ol style="list-style-type: none"> 1. When we make connections, we can connect: 				

- a. Text-to-self
- b. Text-to-text
- c. Text-to-world

10. Making connections helps us understand that we can find meaning in a text – even one about far away people and places — by identifying things that remind us of our own lives.

11	1 hour 30 minutes	READING COMPREHENSION: MAKING EVALUATIONS OF NON-FICTION TEXTS	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Koki pens • Flipchart paper
Outcomes for Participants Participants will: <ul style="list-style-type: none"> • Engage in a conversation about the comprehension strategy making evaluations • Practice making evaluations by participating in a sample lesson plan as a learner 				
<ol style="list-style-type: none"> 1. Instruct participants to turn to <u>Section 4 of the Training Handout: Comprehension strategies</u> 2. Read through (again) the section on the strategy: Making evaluations 3. Discuss making with participants. Ask participants: <ol style="list-style-type: none"> a. What does it mean to make an evaluation of text? b. Why is it important to be able to make an evaluation? c. How do you think evaluating a fictional text and a nonfiction / information text might be different? 4. Explain that making evaluations is an important comprehension skill, because we must think about our own opinions and judgements as we read, and why we come to certain opinions. When we read nonfiction texts this is especially important. We must be able to make judgements about the kinds of information in a text. We must be able to evaluate facts versus opinions. In our modern world, we must also be able to evaluate good sources of information and bad sources of information! 5. Model the full reading cycle for <u>Teaching your children not to litter is a valuable life lesson</u> using the skill of MAKING EVALUATIONS of a nonfiction text for participants. 6. Explain that this lesson plan and text can be found in <u>Section 6 of the Training Handout: Teaching your children not to litter is a valuable life lesson.</u> 7. Discuss the following questions about the activity with participants: <ol style="list-style-type: none"> a. What did you notice about the structure of this activity? b. How does this activity fit the objectives of a reading activity (as discussed above)? c. What is the value of this activity? d. How did you see making evaluations throughout this activity? 				
SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS: <ol style="list-style-type: none"> 1. When we make evaluations, we form opinions and judgements about the text. 2. We must support our opinions and judgements with text. We must explain why we have a certain opinion or judgement. 3. When we read nonfiction texts, we must evaluate the information in the text. 				

12	2 hours	LESSON DEMONSTRATIONS: BRIEFING & PREPARATION: ROUND TWO	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Flipchart Paper • Markers • Improvised resources
<p>Outcomes for Participants</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Choose a comprehension strategy and develop their own lesson plans using a lesson plan template • Work as a group to prepare to effectively present (teach) the lesson plan • Put their knowledge of the comprehension strategies into practice! 				
<p>BRIEFING AND INSTRUCTIONS</p> <ol style="list-style-type: none"> 1. Explain that next, participants will practice using the skills we have learned to develop their own lesson plans. Remind participants that they still have the content booklets, which are not full lesson plans. They will need to practice choosing appropriate comprehension strategies for a text and analysing the text to prepare for their lessons in class. 2. Tell the participants that they will now prepare a lesson together with a group. 3. Split participants into small groups. The group size will depend on how many participants you have in total. There must be at least four people in each group. The ideal group size is 6-8 people. 4. Instruct participants to turn to Section 7 of the Training Handout: Sample textbook texts. Allocate one text to each group. 5. Instruct learners to find Section 8 of the Training Handout: Lesson plan template. Explain that participants must use this to help them prepare their lesson plan. 6. Explain that participants will work in groups. They will need to: <ol style="list-style-type: none"> a. Choose which comprehension strategy they will use. b. Work together to come up with a full reading cycle for the text. c. Decide on a different presenter for each part of the lesson. 7. Explain that they will have the rest of this session for preparation. They need to work quickly and efficiently. 8. Next, explain that each groups will have ___ minutes for the actual presentation, which will be followed by a 5 to 10-minute plenary discussion. <i>(You will need to decide on the amount of time based on how many participants you have!)</i> 9. Explain that when they present a lesson, they must act as the teacher and address the rest of the group as if they are the class. They must actually teach the lesson to the other participants. 10. Ask all other participants to please play the role of the 'class'. <p>PRESENTATION REQUIREMENTS</p>				

1. Tell participants, that because of the time limitations, presentations must be well prepared, concise and to the point. There is no time for greetings or chat – presenters must get straight into the lesson.
2. The presentation will be stopped after the allocated time – use an alarm on your phone to keep time.
3. Explain that in their presentations, participants need to note:
 - a. The teacher must model the comprehension skill accurately, to help the learners see the skill in action!
 - b. The learners must have the chance to then put the skill into practice, after seeing it modelled!
 - c. It is fine for learners to get things wrong – it is important that they are not criticized for trying and that they are shown how to use and apply the comprehension strategies.
4. Tell participants that the other participants will comment on their presentations so that we can all improve our practice.

LESSON PREPARATION

1. While participants prepare their lessons, move around the venue and assist/ provide guidance wherever applicable or necessary.
2. Ensure that:
 - a. participants are preparing sufficiently
 - b. all participants are involved
 - c. the board work is being neatly prepared
 - d. the presentations look solid and meaningful
 - e. that practical work is included
3. Where possible, remind participants that they need to present model lessons that demonstrates their:
 - a. Concept and content understanding; and
 - b. Understanding of routines embedded in the lesson plans.
4. Remind participants of how much time they have left to prepare.

SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS:

1. It is important to be thoroughly prepared before you teach a lesson.
2. Always write your chalkboard notes up on the chalkboard in advance. *(Or, suggest to teachers that they may want to write these as charts, especially if they teach more than one class.)*
3. Make sure that you understand the content and skills thoroughly before you teach the lesson.
4. Teach new vocabulary in a meaningful way, and use the vocabulary in context.

5. It is fine for learners not to get the answers right first time around. It is the teacher's job to stretch them and help them come to an understanding that makes sense to them.
6. It is important to be mindful of time, and to try and complete activities within the prescribed time.

13	3 hours	LESSON DEMONSTRATIONS & FEEDBACK: ROUND TWO	Facilitator:	What you will need: <ul style="list-style-type: none"> • Training Handout • Flipchart Paper • Markers • Improvised resources
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INTRODUCTION

1. Welcome participants back.
2. Tell participants that you are really looking forward to their presentations:
3. Remind participants of these criteria explained in the briefing:
 - a. The teacher must model the comprehension skill accurately, to help the learners see the skill in action!
 - b. The learners must have the chance to then put the skill into practice, after seeing it modelled!
 - c. It is fine for learners to get things wrong – it is important that they are not criticized for trying and that they are shown how to use and apply the comprehension strategies.

OBSERVATIONS

1. **Ask participants:** Why do we do lesson demonstrations?
2. Remind participants that lesson demonstrations are a time for practising and learning. **It is okay to make mistakes.**
3. Remind participants that we are in training to help each other become better practitioners. We cannot get better if we do not try new things!
4. **Ask participants:** What do we want this space to feel like when we present our lessons?
5. Come up with some ideas with participants. Make sure to explain that this must be a safe space where everyone feels comfortable. Laughing and negative comments are not acceptable. We must give each other feedback that is constructive and helpful.
6. Call up each group to present.
7. Explain that those not presenting should please engage in the lesson plan as if they are learners. However they must also watch the lesson plan with a constructive eye – we are here to help each other improve!
8. Remind participants that their presentations should take __ minutes.
9. Stop the presentations after the allocated time. You must be strict with the time, otherwise not everybody will have a chance to present.
10. If a group does not manage to do very much within the time, speak to them about time management. Explain that they will not have much more time than this in class to do these presentations. Discuss how the group could speed up.
11. Ask the group to state the grade, topic and subtopic for the lesson that they will present.

FEEDBACK

1. After each lesson demonstration encourage conversation for critical and constructive feedback.
2. After each presentation ask participants questions, like:
 - a. **What did you see that went well in this lesson?**
 - b. **Was the lesson easy to follow? Why/ why not?**
 - c. **Would this be appropriate for Grade 7-9 learners?**
 - d. **Were the content and skills easily scaffolded?**
 - e. **Did the presenter ask encouraging and critical questions?**
 - f. **How could the lesson be improved?**
 - g. **Do you have any questions about this lesson?**
3. Make sure all groups get the chance to present. If any presentation goes too long, you may need to cut it off. This will depend on the size of your group and how much time each group has.

Note: These questions are a guide. You cannot ask each group all questions – use the questions that are relevant. Remember to ALWAYS start the discussion / feedback session with a POSITIVE STATEMENT. You want teachers to leave these demonstrations feeling good about themselves, and confident that they can implement the programme.

4. Hold a discussion on each presentation. Encourage all participants to take part in the feedback session.

SUMMARISE THE MAIN POINTS OF THIS ACTIVITY FOR PARTICIPANTS AS FOLLOWS:

1. Good lessons are those that have been well prepared.
2. Lessons that are well prepared are of greater value and benefit to the learners.
3. It is important to do self-reflection on your teaching practice.
4. Constructive peer review is a powerful professional development activity.

14	30 minutes	ORIENTATION TO THE TRAINER'S GUIDE	Facilitator:	What you will need:
				<ul style="list-style-type: none"> • Training Guide • Handout

Note: If you have any extra time, spend it on this activity, particularly points 4 and 6.

INTRODUCTION

1. Settle participants with all their materials.
2. Give each participant a copy of the **Trainers Guide** and **Training Handout**.
3. Explain to participants that the **Trainers Guide** and **Training Handout** contains all the activities for the Term 3&4 training.

PLANNING

4. Planning the training session:
 - a. Tell participants to look carefully at the programme at the front of the trainer's guide.
 - b. Go through this programme and tell participants which activities to complete when training other trainers.
 - c. Go through this programme and discuss which activities to complete when training teachers. (This will depend on the numbers of hours for this training)

ORIENTATION

5. Orientation to the guide and handout:
 - a. Go through each activity in the trainer's guide, and look at the corresponding resources or section in the training handout.
 - b. Work with participants to summarise the key steps and points of each activity.
 - c. After you have done this for each activity, revise the order of activities, and the main points for each activity. For example:
 - Start with the **Guidelines for facilitators and participants**.
 - You have 30 minutes for this.
 - You must: tell participants to think about when real learning takes place; get them to discuss this with a partner; write a list of key points; discuss what is the same and different between a classroom and an adult training event; create a list of guidelines for facilitators and participants; ask participants to follow guidelines, and commit to following facilitator guidelines.

6. The point of doing this is try and ensure that trainers clearly understand each activity, and internalise as much of the workshop as possible.

DRY RUNS

7. If time allows, allocate different activities to volunteers, and ask them to present a ‘dry-run’ presentation of the activity. After each presentation, ask the other participants to give feedback based on the following:
 - a. Was the activity presented correctly?
 - b. Did the main points of the activity come across clearly?
 - c. Did the presenter give clear instructions?
 - d. Was the presenter audible?
 - e. Did the presenter interact effectively with participants?
 - f. Did the presenter manage time effectively?

CONCLUSION

8. Finally, thank participants for their presentations, and hold a closing discussion:
 - a. Ask: Which activities are you worried about presenting or facilitating? Why?
 - b. Try to address any concerns that participants may have.
 - c. Wish participants well for their training.

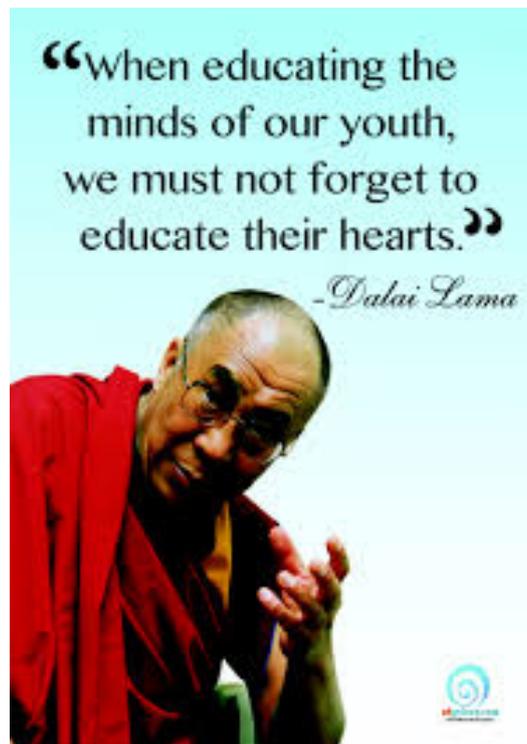
15	30 minutes	FINAL QUESTIONS AND ANSWERS	Facilitator:	What you will need:
<ol style="list-style-type: none"> 1. Settle participants so that you have their attention. 2. Remind participants that we want them to IMPLEMENT THIS TRAINING IN A MEANINGFUL WAY. 3. Ask participants to think through all the materials, content, skills and information they have engaged with in this workshop. Give them time to look through materials as they do this. 4. Next, ask participants if they have any final questions. 5. Answer each question as clearly as possible. Where appropriate, involve participants in answering. 				

16	30 minutes	TRAINING OF TEACHERS: PLANNING SESSION	Facilitator:	What you will need:
				<ul style="list-style-type: none"> • Trainer's Guide
<ol style="list-style-type: none"> 1. Explain that this is an opportunity for Coaches and Subject Advisors to work together to talk about the logistics of the teacher training sessions in their district. 2. Allow participants to sit together in groups and discuss relevant issues. 3. If all the logistics are sorted, then participants should talk about co-facilitation, and who will present which activities. 4. They should also speak about resources in their district, like data-projectors and speakers. 5. Ensure that in Subject Advisors know that the training needs to last for a minimum of 6 hours for teachers to qualify for the 15 SACE CPTD points. 				

17	30 minutes	POST TRAINING ACTIVITY	Facilitator:	What you will need:
				<ul style="list-style-type: none"> • Copies of post test
<ol style="list-style-type: none"> 1. Work together to hand out copies of the post-training activity to participants. 2. Remind participants that the purpose of this activity is to measure the success of the training, not to measure the scores of individuals. 3. Remind participants of the activity conditions and available time. 4. As participants complete the activity, walk around and offer practical assistance if needed. 5. Once time is up, help to collect and collate the papers in an orderly fashion. 				

18	30 minutes	CLOSURE AND EVALUATION	Facilitator:	What you will need:
				Evaluation forms
<ol style="list-style-type: none"> 1. Settle participants so that you have their attention. 2. Give participants an evaluation form, briefly take them through the form, and then ask them to please complete it thoughtfully and carefully. 3. Collect the completed evaluation forms. 4. Call participants to attention, and ask them to share some of the positives that they take away from this training. This can be absolutely anything: new content that they have learned or clarified; a new skill; a better understanding of the curriculum; new enthusiasm for their job; a closer working relationship with a colleague; etc. 5. Document what participants say for your report. 				

6. Thank the participants for their ongoing commitment to education, and to the development of South Africa.
9. Wish participants well for their own training.



Thank you for your ongoing dedication and commitment to this cause.