

★ Foreword from the Head of Department



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

Welcome to the training of the Grade R teachers/practitioners. The Gauteng Department of Education (GDE) has prioritized Early Childhood Development as its Strategic Goal 1. This is to ensure that we can lay a solid foundation and seamless transitioning of learners to Grade 1.

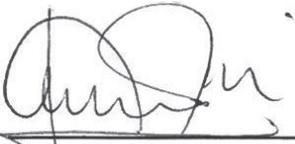
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. This is in response to a study that reported that 65% of children across South Africa have not mastered the skills required to be able to succeed in Literacy and Numeracy when entering Grade 1. This project is intended to support the Grade R practitioners/teachers to address this challenge.

The Department's expectation is that you are ready to learn and be a more empowered Grade R teacher/practitioner. Your commitment to the training process and thereafter the implementation of lessons learnt in your classroom will contribute to the improvement of Grade R learner readiness for Grade 1.

We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation and USAID who contributed to this initiative.

I trust you will learn a great deal from this training programme and improve the learning experience of the young children in your care.

Yours Sincerely


MR EDWARD MOSUWE
HEAD OF DEPARTMENT
DATE: 3/6/2020

★ Term 2 – Workshop 4

Time allocation



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Orientation

Notes: Welcome participants and make sure everyone has signed the register and received and signed for their Term 2 *Activity Guide* and classroom resources. Show the slide with the overview for the day.

30 Welcome and and collect new materials

45 Reflection

Work in groups.

1 Discuss these questions and make notes below.

★ What were the highlights/successes when you used the programme?

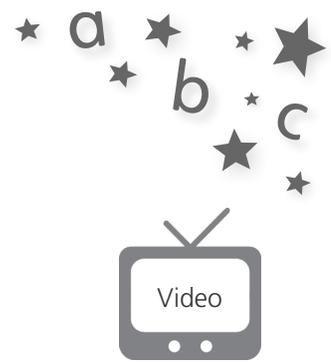
★ What were the challenges/difficulties when you used the programme?

★ Were there any “aha” moments?

★ Can you think of something you may be doing differently now to before?

Listen while some groups share feedback.

2 When you are preparing for this term’s activities, it’s a good idea to look back at the self-reflection exercise you completed at the beginning of Workshop 3. Have you been trying some of the things that you said you would like to do more of in your classroom?



- 2 Watch the videos showing examples of emergent reading.
- 3 Discuss the following.
 - ★ Are there any learners in your class who enjoy “reading” and “writing” like this?
 - ★ What did you notice about the skills, understanding and behaviour of the learners in the videos?

Notes: Learners start to point out and recognise print in their environment, they try out new words and understand the purpose of print as a communication tool. When they “read” story books they (a) remember and try out new vocabulary, (b) learn how to make sense of a story by interpreting pictures, (c) use their imagination to make a good story and (d) learn to love books.

10 Activity 2: Early experiences that support emergent literacy

- 1 Think about one or two young children you know or have taught.
 - ★ What opportunities did they have to develop literacy before coming to school?
 - ★ When and how did these children experience print?
 - ★ Did anyone tell them stories or read to them?
 - ★ What would have helped them to develop strong emergent literacy skills?
- 2 Share your ideas in the group. Listen as a few volunteers share their ideas and make notes below.

Notes: Read this paragraph to the group or ask someone to volunteer to read it.

Did you know?

Learning to read and write is not something that happens overnight, but is a process that takes many years. When we use the term “emergent reading and writing” we mean that learning to read and write starts early in children’s lives, rather than being something that begins when formal reading tuition begins in Grade 1. Children don’t need to wait for formal instruction to discover the magic of printed words and to learn about why we read and write! Learners who have grown up in language- and print-rich homes and preschool environments are likely to begin school with a wide and deep vocabulary. They will understand what words mean and will be able to use the language they already know to understand when people talk and read aloud, and in this way will learn new language and ideas. They will start school being familiar with letters and sounds, and will understand that print is speech written down. The more they read, the more fluent their reading will become, and the more their language will develop and enable them to engage with increasingly difficult texts. They are on a path to reading success.





25 Activity 3: A print-rich environment that supports emergent literacy

Work in groups.

- 1 Discuss what is meant by a “print-rich environment”. Focus on both the quantity and the quality of the print.
- 2 Write down four ways in which you can create and use environmental print in your classroom. The first one has been done for you.

Notes: If you are training online and are unable to break the group into rooms, then this activity can be done in one large group.

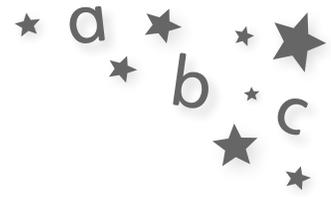
★ I can put labels on storage boxes and when I am unpacking materials for an activity I can read the labels out loud.

- 3 Although some classrooms are full of print on the walls, do we do enough to use this print and draw children’s attention to it?
- 4 There are many “teaching moments” every day when we can draw children’s attention to print in their environment. Can you think of an example of how you can help children to pay attention to print?
- 5 Read the text on page 40 (23) of the *Concept Guide*: The context principle (including the ‘In the classroom...’ text).

45 Activity 4: What is emergent writing and invented spelling?

- 1 Listen as a volunteer reads the following.
When children watch adults reading and writing, they learn that the marks they make on paper carry a message and have meaning. They begin to understand what writing is for and this motivates them to want to read and write themselves. Their reading may not be accurate – they may “read” from memory or make up stories to go with pictures. We call this emergent reading. Their writing may not look like grown-up writing, but they are becoming writers as they try to communicate their ideas on paper and use writing for different purposes. We use the term “emergent writing” to describe the mark making and writing that young children do before they learn to write in a conventional way.





- 2 Look at the image on page 90 (48) of the *Concept Guide* which shows the development of a young learner's writing.
- 3 Think about these questions and listen as a few volunteers share their responses.
 - ★ Does anything surprise you about these stages of writing development?
 - ★ Do you think a Head of Department (HOD) or school principal would be surprised to see this sort of writing displayed in a classroom? How would you explain to them why it is important to display writing that is not yet "correct"?
- 4 Try to read these examples of invented spelling yourself while someone volunteers to read them aloud.

Notes: Learners need the opportunity to try to write without worrying whether it is correct. We need to encourage them so that they develop confidence and become familiar with letters. With time and practice, they will start to recognise letters and connect them to the right sounds.

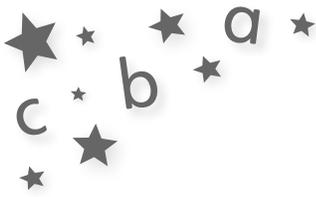
What makes a good friend
onistee and trust
and sherin

Shopping list
 bret
 es
 Ygot
 bt

I DOOLUVYOO


- 5 Translate these words into another language you know. Then think about how a young learner might try to write the word. Complete the table.

Invented spelling in English	Spelling of the word in another language	Invented spelling attempt in another language
dg 	inja	ija 
opl 		
fevu 		
ct 		



Getting to know the next two stories: “Are you my mother?” and “Waiting for baby”

20 Activity 1: “Are you my mother?”

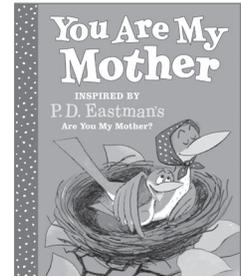
Work on your own.

- 1 Open the Term 2 *Activity Guide* and find the first story “Are you my mother?” This story is very similar to a well-known book that you may have in your classroom or school library.
- 2 Read through the story on page **18** (11) in the *Activity Guide* and then answer the following questions.
 - ★ How does this story fit with the Life Skills themes for Term 2?

- ★ Why do you think we chose this story?

- ★ What great ideas do you have for props/ways of making this story fun?

- 3 Share some of your ideas in the big group. Then look at the slides showing the Puppets, Sequence pictures and Big Book for this story.

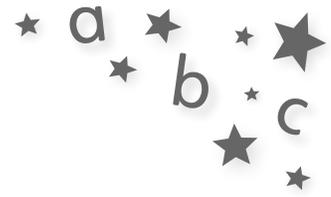


20 Activity 2: “Waiting for baby”

- 1 The second story in Term 2 is called: “Waiting for baby”. We found this great story on the African Storybook website and adapted it for this programme. You can find the original story here: <https://africanstorybook.org/reader.php?id=21452>.
- 2 Read through the story on page **50** (27) in the *Activity Guide* and then complete the following questions.
 - ★ How does this story fit with the Life Skills themes for Term 2?

- ★ Do you think it will be easy/challenging for learners?





★ What do you like about this story?

★ What great ideas do you have for making this story enjoyable for the learners in your class?

3 Share some of your ideas in the big group. Then look at the slides showing the Puppets, Sequence pictures and Big Book for this story.



Activities in the daily programme that support emergent reading and writing

50 Activity 1: Make, draw and write

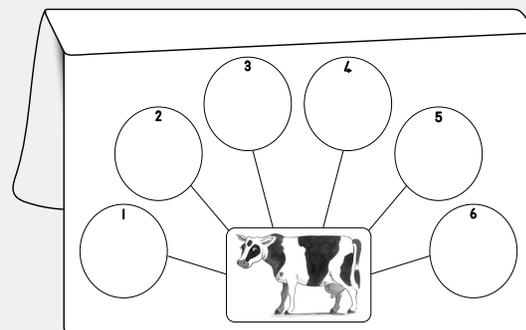
1 Have fun reading the instructions for the **Make, draw and write** activity for Week 2 for "Are you my mother?"

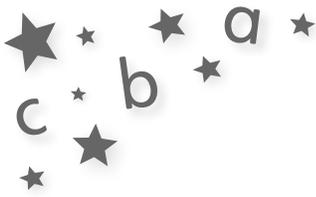
Notes: If you are doing face to face training, ask the participants to do this activity in small groups. One person can volunteer to be the "teacher" while others in the group take the role of "learners" giving ideas for the writing activity.

Make, draw and write

Work as a class.

- 1 Say to the learners: "Today we are going to write our own story about one of the animals in the baby bird story. To start, let's choose which animal to write about." Show learners the animal puppets. Once you have decided which animal to write about, place the animal puppet in the middle of the mind map.
- 2 Use the following questions to guide the story-writing process:
 - ★ Box 1: Ask learners to think of a name for the animal. Write it down.
 - ★ Box 2: Ask learners for ideas about where the animal lives. Describe this place in a sentence.
 - ★ Box 3: Discuss what the animal likes to eat; once you have agreed, write a sentence.
 - ★ Box 4: Ask learners for ideas about something the animal did one day. Choose one of the ideas and write a sentence.
 - ★ Box 5: Talk about what happened next. Write the learners' words down in a sentence.
 - ★ Box 6: Discuss with learners how they think the story should end and write a sentence.
- 3 Now read the story to the learners using the boxes to help you.
- 4 Ask learners if they like the story. If there are any changes they would like to make, write them on the mind map. Then read the story again.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.





- 2 Discuss how this activity helps learners link their ideas and the words they speak with the words the teacher writes. Think about which skills this activity helps develop. Make notes below.

- 3 Look in the Term 2 *Activity Guide* to find the other **Make, draw and write** activities for “Are you my mother?” and “Waiting for baby” on pages **30, 62** and **76** (17, 33 and 40). Look at the slide showing some examples of learner's work.



50 Activity 2: Drawing and emergent writing

Work in small groups.

- 1 Look at the slide of pictures drawn by learners in Grade R after listening to the story, “Are you my mother?”. Discuss the questions and make notes below.
 - ★ What do you notice about the drawing abilities of the learners?

- ★ What challenges do some learners seem to be experiencing when doing this drawing task?

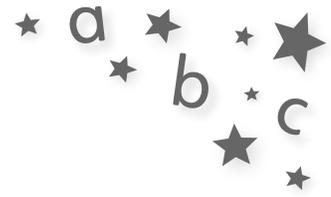
- ★ What could you do to support learners who find this task challenging?

Share your feedback in the big group.

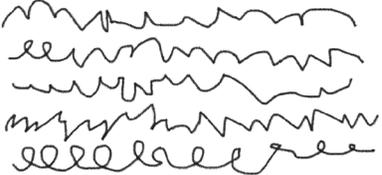
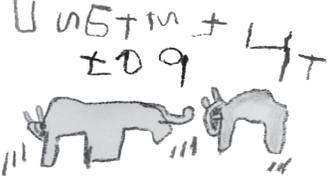
Notes: There is a wide range of abilities with some learners still at the scribbling stage while others are able to draw using a lot of detail. Some learners have difficulty with fine motor skills, making sense of the story, and adding detail to their drawings. Encourage the learners to take more time, look carefully at what they are drawing and help them plan their drawings. For example, you could say: “Begin by drawing the cow’s body, then you can add a head. How many legs does a cow have? Can you draw those? What do you need to draw on the cow’s head? (eyes, a nose, mouth and ears). Look at a picture of a cow – can you see where its tail is? Can you add a tail to your picture?” Praising learners will encourage them to draw more and become more confident.

- 2 Look at the steps for the **Drawing and emergent writing** activity on page **32** (18) of the Term 2 *Activity Guide*. Watch the video showing how learners begin to add writing to their drawings and how we as teachers can support this process by writing down what they say about a picture they have drawn.
- 3 Read page **60** (33) of the *Concept Guide* to learn about the guidance principle and how to guide learners as they make their first attempts at writing.





4 Look at the examples of these young learners' emergent writing. Write sentences to explain how you would encourage and guide each learner.

Examples of emergent writing	How I would encourage and guide this learner
	<p>I would be excited to see that this learner is starting to experiment with writing and would give encouragement by saying: "Wow! You have done a good job of writing your story. Can you tell me what it says?"</p>
	<p>This learner seems to be keen to write letters but doesn't yet realise that when we write, we put a space between each word. The next time they write, I will ask them what they wanted to write and then say the sentence slowly, pointing to each word as I say it. I would encourage the learner to do the same with their finger. This may help them understand that we leave spaces between words.</p>
	<p>This learner has started using single letters to represent sounds in words. I would acknowledge and encourage this, for example: "I like the way you used the letter /c/ for cake in your writing – that was good thinking!" I am happy that the letter is the right way around but wouldn't have worried to point out to the learner if it was backwards or upside down.</p>
	<p>This learner knows some letter-sounds but is becoming aware that she is not writing "correctly" and does not know enough to be able to use conventional ("grown-up") spelling. I would support her by writing some words for her and encouraging her to write any letters that she knows.</p>

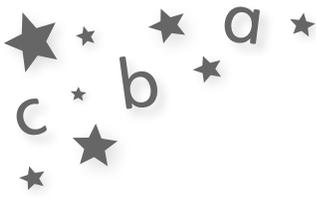
15 Activity 3: Pretend play

Work in small groups.

1 Look at the steps for **Pretend play** (Small group activities) for the first two stories in Term 2. Look at the props listed in the **You will need** boxes. Think of things you could add to the pretend play corner that learners could use to pretend to read and write. Make notes below and then listen as participants share their ideas.



Notes: Here are some suggestions of things to add to the pretend play corner: "Are you my mother?": a sign with the street's name on it; a post box with the house number; some letters or pamphlets in the post box; empty food boxes with writing on them, for example: Kellogg's Corn Flakes. "Waiting for baby": cards from friends for the new baby; a clinic card for the new baby with details, for example: the baby's name and weight; a sign for the clinic; an empty formula box with writing on it.



- 2 If we equip the pretend play corner in our classrooms with scrap paper, crayons and other writing equipment, learners can incorporate writing into their play and use writing for a purpose. We can also create other spaces in the classroom that encourage emergent writing. Discuss the pictures and share ways that you can arrange and equip your classroom to encourage drawing and emergent writing.



- 3 Make a note of three new ideas to encourage drawing and emergent writing in your classroom that you would like to try.

20 Activity 4: Read and do

- 1 Have fun reading the instructions for the **Read and do** activity for "Waiting for baby" below. This text can also be found on page 74 (39) in the Term 2 *Activity Guide*.

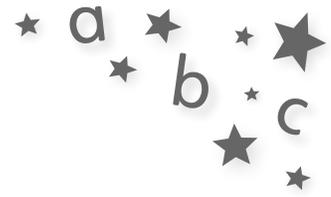
Read and do

- 1 Tell learners to sit on the mat and watch your face carefully. Make a face to show a feeling and ask learners to copy your face, and then name the feeling.
- 2 Do this again, but show learners a picture of each colour emoji as you talk about each feeling. Then make a face and ask a learner to come up and point to the correct emoji picture. Ask a learner to show a feeling, and another learner to find the correct emoji.
- 3 After you have done this with a few pictures, learners must move to their tables. Each learner will need some playdough, a playdough mat and a photocopied emoji face.
- 4 Learners must use some of their playdough to roll a ball and then flatten it to make a round shape for the face. Encourage learners to "read" the emoji and make a face with playdough to match the feeling emoji using the materials on the table. They can then swop the emoji with another learner to make a different facial expression.

OR

- 5 Learners can cut out magazine pictures of people with matching expressions to the emojis. The picture can be stuck on a piece of flipchart paper next to the emoji sign.





2 Answer the questions below. Listen as some volunteers share their answers with the group.

★ What are the learners “reading” in this activity?

★ Why do you think this kind of “reading” of pictures or images will help learners when they start learning to read?

Notes: When young children read pictures or images, they start to look carefully at details. Their observation and analysing skills improve. They also get an opportunity to name what they see, ask questions, talk about the picture and use new vocabulary.



Planning my next steps

20 Activity 1: Games and puzzles: “Are you my mother?” and “Waiting for baby”

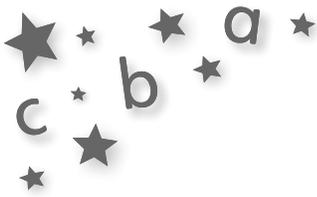
1 Find the puzzles for “Are you my mother?” in the *Resource pack*. Do you think your learners will find these puzzles easy or difficult? Discuss these questions and make notes..

★ What can you do to support learners who do not have much experience doing puzzles?

★ What could you do to extend learners who find these puzzles easy and complete them quickly?

2 Watch the video of the **Sounds puzzle** on page 64 (34) of the *Activity Guide* for the “Waiting for baby” story.





15 Activity 2: Resources I need to collect and prepare for “Are you my mother?” and “Waiting for baby”

Notes: Allow teachers some time to go through the *Activity Guide* to familiarise themselves with the preparation for these two stories.

- 1 Refer to the list of **Resources to collect or buy** on page 8 (6) of the Term 2 *Activity Guide*. Read through the last three bullets and make a note of resources you don't yet have and that you need to start collecting.
- 2 Look at the **You will need** boxes on pages 22 and 36 (13 and 29) to see which props you will need for these two stories.
- 3 Refer to the **Puzzles and games** in the Small group activity table for both stories. Find the puzzle for “Are you my mother?” and the **Sounds puzzle** for “Waiting for baby” in the *Resource pack*. These will need to be cut up.
- 4 Refer to the table on page 6 (5) in the Term 2 *Activity Guide* and check which letters you need to make letter boxes for. Refer to the **You will need** boxes on the days that you use the letter boxes for the list of objects to start collecting.
- 5 Look at the back of the Term 2 *Activity Guide* for the activity pages you will need for these two stories.
- 6 To prepare your pretend play corner for these stories, look at the **You will need** boxes on pages 48 and 66 (19 and 35) for the list of props to collect.
- 7 Remember to photocopy and fold your little books for this story.

Notes: Being prepared is very important! Encourage teachers to look at all the **You will need** boxes so that they can plan ahead for what they need for each activity.

15 Reflection

Think about today's sessions and complete the following.

- ★ I learnt that _____

- ★ I was surprised to find out that _____

- ★ I now understand _____

- ★ I am still not clear about _____

Closure and reading task

Read pages 86–92 (46–49) of the *Concept Guide*.

Notes: If there is time at the end of the workshop, participants can read the notes on **Reading and writing** in the *Concept Guide* on their own. This can also be a homework task.



★ Term 2 – Workshop 5

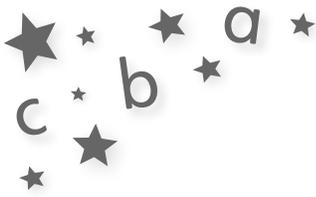


Time allocation



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Orientation

Notes: Welcome participants and make sure everyone has signed the register. Show the slide with the overview for the day.



30 **Welcome**

45 **Reflection**

Work in groups.

- Write down answers to the following questions and then share some of your observations with the group.
 - ★ Do you think this programme and training has changed the way you teach language/literacy? If yes, in what way? Could you give some specific examples? If not, please explain why not?

Notes: If you are training online and are unable to break the group into rooms, then this activity can be done in one large group.

- ★ Do you think this training has changed the experience of your learners' in any way? If yes, in what way? Could you give some specific examples? If not, please explain why not?

Listen while some groups share their feedback.

- Look back at the self-reflection exercise you completed at the beginning of Workshop 4. Have you been trying some of the things that you said you would like to do more of in your classroom?
- Complete the following self-reflection. Rate your classroom from 1–4 using this rating scale:
 - ★ 1 = Not doing this yet
 - ★ 2 = Still needs work
 - ★ 3 = Developing steadily
 - ★ 4 = I do this well!

Self-reflection	Rating
a While children are drawing, I support them by helping them plan and I encourage them to look at the details of what they are drawing.	
b After learners have contributed their ideas to a writing activity, I read what they have written while pointing to the words.	
c I model the writing process through shared writing activities and by “thinking aloud” as I write so that learners can see that words are linked to speech.	
d In my classroom, I am constantly looking for opportunities for learners to draw, “read” and “write”.	





Phonological awareness (PA) and letter–sound knowledge

60 Activity 1: Case study – an emergent reader and writer

- 1 Listen as a volunteer reads the following.

There are many behaviours, skills and attitudes that show that learners are developing as emergent readers and writers. These skills develop over time, in language- and print-rich home and school environments.

- 2 Watch the video of a young boy trying to write his own words and think about these questions while you watch.
 - ★ What are Liam’s strengths in terms of language and literacy development?
 - ★ What aspects of emergent writing did Liam find challenging?
 - ★ What will help Liam to take the next steps towards becoming a writer?

Listen as a few participants share their observations.

- 3 Listen as the facilitator explains the infographic on the next page, starting with the learner at the centre. Think about which areas of development are Liam’s strengths.
- 4 Look at the infographic on the next page and listen as someone volunteers to read the following.

In previous workshops, we have focused on listening and speaking, and emergent reading and writing. In this workshop, the focus will be on supporting the development of phonological awareness and letter–sound knowledge. Did you know that, to become skilled readers, learners need to understand the alphabetic principle – that there is a link between the letters they see on a page and the sounds they hear in words. Although this is obvious to adult readers, this is a big step for young learners, particularly as they must first learn to hear the different sounds in words.

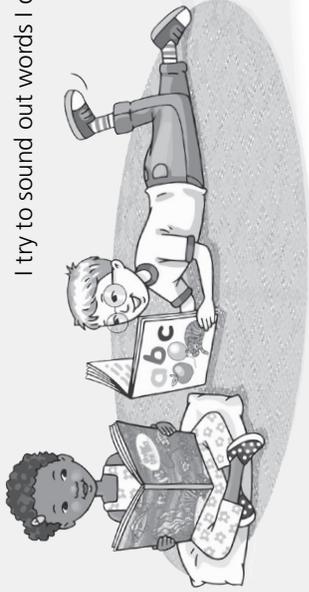
Notes: Liam makes sense of the story and remembers parts of it. He is confident about what he wants to write. He is able to hold a pencil and write some letters. He can hear the beginning sounds in words and understands the link between spoken and written language. Liam doesn’t know enough letters to write words correctly. Once he knows more letters and can begin to sound words out, his writing will include more invented spelling and will start making sense.



Notes: Guide the participants as they study the infographic. Talk about the language of the infographic. It is written from a Grade R child’s point of view. Ask them to identify the different sections of the infographic, starting with **Listening and speaking (oral language)**. Can they see how the different sections align with the content that has been covered in the training workshops? Point out that all the behaviours are linked to and build on one another. Children need plenty of opportunity to develop and practise all of these behaviours if they are to learn to read and write with understanding and enjoyment.

Emergent reading

- I like books and enjoy reading!
- I notice signs, logos and labels and try to read them.
- I know how to turn the pages of a book and point to words as I read.
- I use the pictures in books to help me read in my reading voice.
- I look for letters I know to help me guess what words say.
- I try to sound out words I don't know.



Listening and speaking (oral language)

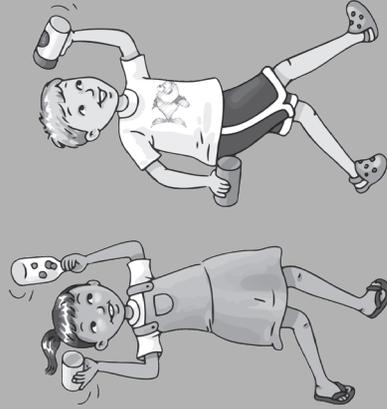
- I know my own language well and I am learning to understand and speak other languages.
- I understand and use quite long sentences.
- I learn new words every day and I use these new words when I talk.
- I understand the meaning of lots of words.
- I talk about my ideas and I can explain what I think.
- I ask questions and give answers when people ask me questions.
- I love listening to stories. I can tell my own stories too!



I am confident to express my ideas in writing, and I can read and understand what I read.

Phonological awareness (awareness of sounds in words)

- I enjoy songs, rhymes and listening games.
- I can hear when words have the same sounds or different sounds.
- I can hear the beginning or focus sound in words.
- I can put syllables and sounds together to make words.
- I can break up words into syllables and sounds.



Drawing and emergent writing

- I draw pictures of things I see around me, of stories and things that happen.
- I try to write about my drawings or I ask someone to write what I say.
- I write with marks and scribbles.
- I make letters and cards for my family and friends.
- I copy writing I see around me.
- I try to listen to sounds in words and write letters for the sounds I hear.
- I know how to write my name and some common words.



Letter-sound knowledge

- I am interested in letters.
- I write letters with crayons or with a stick in sand.
- I know the sounds that different letters make.



Activity 2: Facts about phonological awareness and letter–sound knowledge



Work in groups.

- 1 Read and discuss the facts your group has been asked to focus on. Your group will then share what you have learnt with the bigger group.

Notes: If you are training face to face, allocate 1–2 facts to each small group. If you are training online and are not able to break the group into rooms, then this activity can be done in one large group.

Fact 1

Young learners often use and understand many words, but haven't yet become aware of the sounds that make up these words. They might know that a butterfly is a beautiful insect, but might not know about the sounds that make up this word. For example: The word **butterfly** is made up of three parts (that we call syllables): **but | ter | fly**. The word **butterfly** starts with a /b/ sound. Other words also start with this sound (such as ball, bag, bus, banana). The awareness of the sounds in a word, rather than the meaning of the word, is called phonological awareness.

Fact 2

Phonological awareness activities don't require a focus on letters – most can be done with your eyes closed!

Fact 3

It is easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.

Fact 4

Learning to hear sounds in words is not easy for many learners, and so it is important that they practise this every day. You can do phonological awareness activities in many ways during the day. Here are some activities you can suggest during the day.

- ★ While we're waiting for lunchtime, let's play a game of "I spy with my little eye".
- ★ If your name begins with /b/, you can line up first for a snack.
- ★ I am thinking of a kind of animal that likes to eat bones. It starts with the sound /d/.

Fact 5

There are different levels of phonological awareness, namely:

- ★ Awareness of syllables, for example: **te | le | phone**.
- ★ Awareness of single sounds (phonemes), for example: **cat** starts with a /c/ and has three sounds, /c/ /a/ /t/. (This is called phonemic awareness.)

Fact 6

Phonological awareness is not the same as phonics:

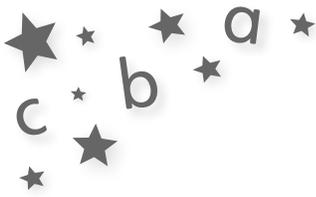
- ★ Phonological awareness = the ability to hear sounds in words. Phonological awareness lays the foundation for phonics.
- ★ Phonics = knowing how specific written letters relate to specific spoken sounds, for example: Vusi knows that every time he hears the sound /v/ in a word, that sound is written as **v**. Whenever he sees the letter **v** written, he knows it makes the sound /v/.

Fact 7

Once learners develop awareness of sounds in words in one language, they will bring this awareness to any other language as they learn to read. Bilingual and multilingual learners do better on phonological awareness tasks than monolingual learners!

Fact 8

Phonological awareness and letter–sound knowledge are among the best predictors that children will learn to read successfully. They are even better predictors than IQ! Learners with good phonological awareness and letter–sound knowledge have a better chance of learning to read successfully.



15 Activity 3: Programmes for teaching phonics

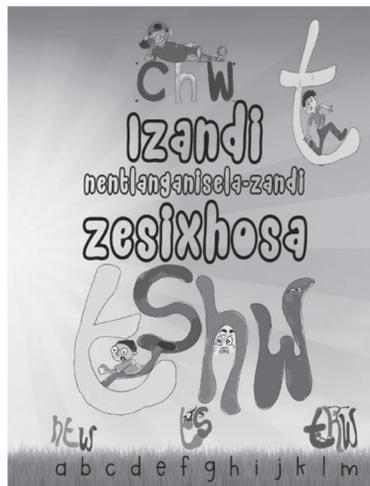
- 1 What approaches and materials does your school use to teach phonics? What has worked/not been successful? Share with the group.
- 2 Look at the approaches to teaching phonics on the slides presented by the facilitator. Make notes below about key elements of these phonics programmes.



Notes: *Jolly Phonics* uses actions and stories to help learners remember sounds.



Notes: *Letterland* introduces letters and sounds through stories and actions.



Notes: *Izandi zesixhosa* introduces letters systematically and gives learners lots of practice with forming letters.

Supporting the development of phonological awareness and letter–sound knowledge

20 Activity 1: The importance of active learning

Work in groups.

1 Look at this drawing of a Grade R classroom.

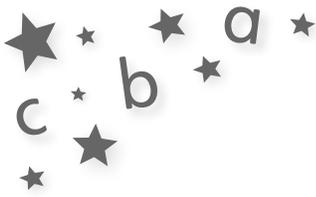


- 2 Think about these questions and make some notes. Then share your ideas in the group.
- ★ How is this teacher building letter–sound knowledge in her class through active learning and multisensory activities?
 - ★ How do these letter–sound activities also help build vocabulary?

- 3 Watch the video of learners listening to syllables in words.
- ★ Why do you think it is important to include actions when teaching learners to pay attention to sounds in words?
 - ★ Read the first two paragraphs on page 42 (24) of the *Concept Guide*: The activity principle. Then read: “In the classroom ...” on page 44 (25).



Notes: Young learners learn best by being involved in hands-on activities. They use their bodies to explore the world and pay attention when they are actively involved. It is easier for learners to hear syllables by connecting them to physical actions or concrete objects.

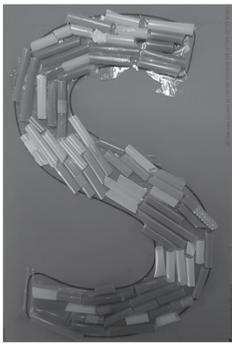


Notes: If you are training online and are unable to break the group into rooms, then this activity can be done in one large group.

20 Activity 2: The importance of practice

Work in groups.

- 1 Listen as a volunteer reads the text on page 66 (36) of the *Concept Guide*: The practice principle (including the first “In the classroom ...” text). In your experience, do Grade R learners master formation of letters easily, or do they need much practice listening for sounds in words and forming letters?
- 2 Look at the pictures of learners’ work. Your HOD visits your classroom and asks the questions below about their work. Think about how you would respond to the questions and write your answers below. Then listen as some volunteers share their ideas.



- ★ What skills are you targeting with this activity?

Through this kind of activity, learners develop eye-hand coordination and letter recognition.

- ★ Why is this a good activity to teach these skills?

The experience of sticking objects onto the template will help them to remember the letter shape. If they stick on objects that start with the letter, and they say the beginning sound, this will help them to remember the sound the letter makes.

- ★ How can this activity be adapted for different languages?

In the examples above, the materials used for each letter template begin with that sound in English (s-straw, n-newspaper). Adapt this activity by using materials that begin with the focus sound in different languages.

Notes: Explain to participants that if they cannot find small objects for learners to stick onto the letter templates, learners can simply roll scrap paper into balls and stick these onto the letter template to fill up the space. It is still a useful fine motor activity and gives learners experience with the shape of the letter.



Teaching in a multilingual country

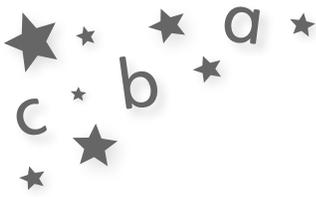
20 Activity 1: Phonological awareness across different languages

Work on your own.

- 1 Look at the table below which lists different phonological awareness skills and gives examples of activities in English. See if you can think of examples in other languages and write these in the last column.

Phonological awareness skills	Examples in English	Examples in other languages
1 Judging whether sounds are the same.	<ul style="list-style-type: none"> ★ Are these sounds the same or different: /p/, /p/ (same); /p/, /d/ (different) ★ Do these words start with the same sound? sun, sea (yes) 	<ul style="list-style-type: none"> ★ Do these words start with the same sound? <ul style="list-style-type: none"> - pere, pudi (<i>Sepedi</i>) - bolo, buku (<i>Xitsonga</i>)
2 Hearing the beginning or focus sound in words.	<ul style="list-style-type: none"> ★ What sound do you hear at the beginning of the word table? (/t/) ★ What is the focus sound in these words: bag, man, hat, pan? (/a/) 	<ul style="list-style-type: none"> ★ What sound do you hear at the beginning of the word lala? (l) (<i>isiZulu</i>) ★ What is the focus sound in these words: <ul style="list-style-type: none"> - ikati, ikeyiki, ikama? (/k/) (<i>isiXhosa</i>) - isipili, ipilisi, itikiti? (/i/) (<i>isiXhosa</i>) ★ What is the beginning sound in these words: pene, podi, pere? (/p/) (<i>Sesotho</i>) ★ What is the focus sound in these words: foroko, borosolo, konopo? (/o/) (<i>Sesotho</i>)
3 Hearing the end sound or syllable in words.	<ul style="list-style-type: none"> ★ What do you hear at the end of these words: yes, bus, dress? (/s/) 	<ul style="list-style-type: none"> ★ What do you hear at the end of these words: jesa, busa, gasa? (/sa/) (<i>Setswana</i>)
4 Combining parts of words to make the full word (blending).	<ul style="list-style-type: none"> ★ Which word do you get if you put these syllables together: te le phone? (telephone) ★ Which word do you get if you put these sounds together: c-a-t? (cat) 	<ul style="list-style-type: none"> ★ Which word do you get if you put these syllables together: i si kho va? (<i>isikhova</i>) (<i>isiZulu</i>)
5 Breaking words into parts (segmenting).	<ul style="list-style-type: none"> ★ Break this word into syllables: elephant. (e le phant) ★ How many syllables do you hear in the word elephant: e le phant? (three syllables) ★ Say the sounds you hear in the word dog. (d-o-g) 	<ul style="list-style-type: none"> ★ Break this word into syllables: ibhubezi. (i bhu be zi) (<i>isiNdebele</i>) ★ How many syllables do you hear in the word iviyaviyani: i vi ya vi ya ni? (6 syllables) (<i>isiNdebele</i>)
6 Deleting or adding parts of words.	<ul style="list-style-type: none"> ★ Say Sunday. Now say it again, but don't say sun. (day) ★ Say mice. Now say it again, but don't say /m/. (ice) ★ Say up. Now add a /c/ at the beginning of the word. (cup) 	<ul style="list-style-type: none"> ★ Say sonskyn. Now say it again, but don't say son. (skyn) (<i>Afrikaans</i>) ★ Say koud. Now say it again, but don't say /k/. (oud) (<i>Afrikaans</i>) ★ Say op. Now add a /k/ at the beginning of the word. (kop) (<i>Afrikaans</i>)
7 Substituting parts of words.	<ul style="list-style-type: none"> ★ Say pot. Now take away the /p/ and in its place, add /h/. What is the new word? (hot) ★ Say sun. Now say it again, but say /f/ instead of /s/. (fun) 	<ul style="list-style-type: none"> ★ Say jamu. Now take away /ja/ and in its place, add /ka/. What is the new word? (kamu) (<i>Xitsonga</i>) ★ Say jika. Now say it again but say /si/ instead of /ji/. (sika) (<i>isiXhosa</i>)

- 2 Which phonological awareness activities worked well in other languages? Which activities were more difficult to do? Share your feedback.



10 Activity 2: Adapting activities for different languages

- 1 Let's play the game "I spy with my little eye, something that starts with ...". (Think of something you can all see that starts with that sound. The other participants have to work out what you are thinking of. The person who guesses correctly, has a turn to think of something.) This game is often used to draw learners' attention to sounds in words in English.
- 2 How could you adapt this activity to make it more appropriate in other languages? Share your ideas with the other participants.
- 3 Here are two additional phonological awareness activities that can be done in English and Afrikaans, but not easily adapted for African languages.
 - ★ Compound words are easy to break up into parts as each part of the compound word is actually a short word. You can break compound words into shorter words, put short words together to make a compound word or delete part of a compound word to see what is left. For example: Tell learners to say **sunhat**, then ask them to say it again, but don't say **sun**. What is left? (*hat*) Say **weekend** without **week**. What is left? (*end*).
 - ★ Rhyming words are useful for helping to increase awareness that words are made up of sounds.

Getting to know the next story: "The beanie nest"

Whole class activities

20 Activity 1: Telling "The beanie nest" story

Notes: If you are training online and are unable to break the group into rooms, then this activity can be done in one large group.

Work on your own.

- 1 Open the Term 2 *Activity Guide* and find the third story. Read through the story and answer the questions below.
 - ★ How does this story fit with the Life Skills themes for Term 2?

 - ★ What great ideas do you have for props/ways of making this story fun?

 - ★ Do you think this story will be easy/challenging for children?

- 2 Share some of your ideas in the big group. Then look at the slides showing the Puppets, Sequence pictures and Big Book for this story.





Notes: If the training is online, once participants have read through the steps, they must take out their sequence picture cards, shuffle them and then arrange them in the correct sequence.

15 Activity 2: Sequencing pictures

Work in groups of 7 or more.

- 1 Turn to page 100 (52) in the Term 2 *Activity Guide* and look at the steps for **More sequencing pictures**. One person in the group can pretend to be the teacher and the other participants can pretend to be learners and follow the teacher.
- 2 Watch the video of learners doing this activity in a Grade R classroom.



20 Activity 3: Make, draw and write

- 1 Look at the two **Make, draw and write** activities for “The Beanie nest” story.

Make, draw and write

Week 1 Day 5

- 1 Explain to learners that they must colour in the sky and the grass on their paper.
- 2 Then they make trees from leaves and twigs (small sticks) that they glue onto the paper.
- 3 Once they have made their tree, they will need to cut a beanie out of fabric or coloured paper or an egg box and paste this in the tree. They can use cotton wool to make clouds.



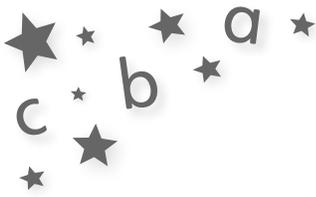
Week 2 Day 5

- 1 Begin by discussing things that learners have lost before, for example, a sock and/or lunchbox. Ask them to explain how they found it. Discuss different ways of letting people know you have lost something and asking them to help you find it. For example: You could tell the teacher and she could ask the class to look for your lunchbox before they go home. You could also make a poster to tell people that something is lost.
- 2 Explain to learners that they are going to help you make a “Lost and found” poster.
- 3 Choose one of the beanies made by someone in the class. Ask learners to help describe it so that you can do a drawing and write about it on the poster.
- 4 Listen to the learners’ descriptions and then draw a picture of the beanie, and write a short description.
- 5 Ask learners what else you need to put on the poster: a big heading saying “Lost!”, the name and contact number for the person who lost it.



- 2 Which activity gives children an opportunity to represent something in 3D? Why is this important for drawing? What other skills does this activity help to develop.

Notes: The activity in Week 1 involves representing something in the real world in 3D. Making something using 3D objects is easier than doing 2D drawings – using the sticks, leaves and cotton wool will give them an experience of making a tree that will be useful for drawing a tree later. This activity also develops fine motor skills, planning and creativity. They will also have a chance to use new vocabulary to describe their picture.



Notes: The activity in Week 2 helps learners to see that the words we speak can be written down and that writing has a purpose. This activity requires learners to use language to explain their thoughts, it builds their ability to think and reason, and their confidence to share their ideas.

3 Which activity helps learners to see that the words we speak can be written down and that writing has a purpose? What other skills does this activity help to develop?

Share some of your ideas with the group.

Notes: If you are training online and are unable to break the group into rooms, then this activity can be done in one large group.

15 Activity 4: Listening for focus sounds

Work in groups.

1 Find the **Listening for focus sounds** activity on Day 4 in Week 1 in the *Activity Guide*. This activity focuses on the skill of listening for sounds in words and not specifically on the focus sound for the story. Read the steps for this activity and watch the video of young learners trying to find a friend who has a picture that starts with the same sound as their picture!



Small group activities

Notes: If you are doing face to face training, each group can select one person to role play being the teacher. The "teacher" must read the steps for the whole class activity. The rest of the group should participate as if they are eager young learners.

15 Activity 1: Fine motor skills and handwriting

1 Look at the slide showing examples of the two fine motor activities for this story. Read the statements below and write whether they are true or false.



Statements	True/false
a Because these two activities are linked to the story, learners will use the story language and vocabulary while they do the activities.	
b These activities are not connected to early literacy because they don't include letters.	
c Learners who are able to do these types of activities with ease will find handwriting easier than those who find these activities challenging.	
d These are fun, creative activities but learners don't develop any other skills while doing these activities.	
e These activities encourage learners to be creative.	



Notes: If you are training online and are unable to break the group into rooms, then this activity can be done in one large group.

20 Activity 2: Games to teach letter–sound knowledge

Work in small groups.

- 1 Watch the video of the game using an egg box and letter sound cards on pages **96** and **110** (50 and 57) in the *Term 2 Activity Guide*.
- 2 Discuss these questions in the group.
 - ★ What is the purpose of getting learners to play this game?
 - ★ What letters should you use for this game?
 - ★ Why is it important for learners to say the sound and say the word that starts with that sound when they play?
 - ★ What other skills do they learn by playing in a group?



Notes: For this game it is important to use letters and corresponding pictures that the learners have already been taught.

Planning my next steps

15 Activity 1: Resources I need to collect and prepare for “The beanie nest”

- 1 Refer to the list of **Resources to collect or buy** on page **8** (6) of the *Term 2 Activity Guide*. Read through the last three bullets and make a note of resources you don’t yet have and that you need to start collecting.
- 2 Look at the **You will need** boxes on page **86** (45) to see which props you will need for this story.
- 3 Refer to the **Puzzles and games** in the Small group activity table. Find the letter sound cards that you will need for the game in the *Resource pack*. These will need to be cut up. Make sure you have an empty egg box.
- 4 Refer to the table on page **6** (5) in the *Term 2 Activity Guide* and check which letters you need to make letter boxes for. Refer to the **You will need** boxes on the days that you use the letter boxes for the list of objects to start collecting.
- 5 Look at the back of the *Term 2 Activity Guide* for the activity pages you will need for this story.
- 6 To prepare your pretend play corner for this story, look at the **You will need** box on page **98** (51) for the list of props to collect.
- 7 Remember to photocopy and fold your little books for this story.

Notes: Allow teachers some time to go through the *Activity Guide* to familiarise themselves with the preparation for this story.

Notes: Being prepared is very important! Encourage teachers to look at all the **You will need** boxes so that they can plan ahead for what they need for each activity.

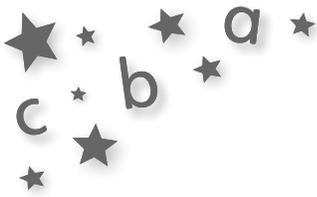
15 Reflection

Think about today’s sessions and complete the following. Then listen as some participants share their feedback.

- ★ What did you find most interesting?

- ★ What new information did you learn?

Notes: Inspire participants with examples of how the programme is being implemented in Grade R classrooms in Gauteng (slides with photographs).



Notes: If there is time at the end of the workshop, participants can read pages **92-96** (49–51) in the *Concept Guide* on their own. This can also be a homework task.

Closure and reading task

Read pages **92–96** (49–51) of the *Concept Guide*.

Notes: We have included an activity in Workshop 6 related to work that the learners will have done. Please ask teachers to bring examples of their learners' fine motor activities, drawing and writing attempts and finished examples of **Make, draw and write** activities. The focus of the next workshop is on differentiated teaching so we would like examples of work that shows a range of abilities.

Frequently asked questions about the teaching of letters and sounds in the Language Improvement Programme

Questions	Answers
1 How were decisions made about which letters to teach?	The programme follows a balanced approach therefore letters and sounds are introduced in the context of a story. Learners hear words spoken in the story, and learn the meanings of these words. Then the teacher helps them to pay attention to a focus sound in these words. The focus sound might be at the beginning of the word, or after the article, or may be repeated throughout the word.
2 What is the benefit of linking letters and sounds to a story?	Learners are more likely to recall sounds and letters because they are connected to something meaningful. They can also start to link these sounds and letters with words that they will see in a Big Book. This approach helps them to listen to sounds in spoken words and realise that these sounds are represented by letters in written words. In this way, we avoid a situation where learners recite letters and sounds as a rote and meaningless activity. The value of this approach is also that learners are going from the known to the unknown (familiar words in a story to unfamiliar letters).
3 Is the order and choice of focus letters the same for each language?	The choice of letters for each story is language specific. Each story does not have the same focus letters in each language. In each language, there are some letters that occur more frequently and it makes sense for learners to master these letters, rather than focus on letters that occur in very few words.
4 How many letters are introduced across the year?	There are 19 stories in the programme, each with a two-week cycle of activities, although the first story does not include activities to introduce letters. A new letter is introduced each week, which allows for a selection of two letters per story. Young learners take time to master letter-sound correspondences, and are unlikely to recall them after being introduced to them the first time. The programme focuses on 18 letters to ensure that learners experience these letters on two occasions during the course of the year. (Note that activities in later cycles allow for practice with and repetition of letters introduced previously.)
5 In what order are sounds and letters introduced in the programme?	Vowels are introduced in Terms 1 and 2 for African languages as per the recommendation in the National Framework for the Teaching of Reading in African languages in the Foundation Phase. Consonants are introduced first in English and Afrikaans, with vowels being introduced in Terms 3 and 4.

★ Term 2 – Workshop 6

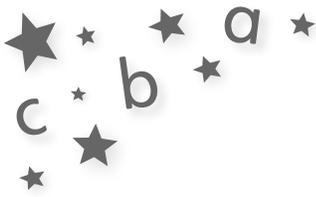


Time allocation



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Orientation

30 Welcome

Notes: Welcome participants and make sure everyone has signed the register. Show the slide with the overview for the day.



55 Reflection

Work in groups.

- 1 Look back at the self-reflection exercise you completed at the beginning of Workshop 5. Have you made progress in those areas that you felt still needed work? Discuss with your group.
- 2 Complete the following self-reflection. Rate your classroom from 1–4 using this rating scale:
 - ★ 1 = Not doing this yet
 - ★ 2 = Still needs work
 - ★ 3 = Developing steadily
 - ★ 4 = I do this well!

Notes: If you are training online for this workshop and are unable to break into small groups, all small group activities can be done in one large group.

Self-reflection	Rating
a Learning about letters and sounds in my classroom is linked to pictures, stories and the development of new vocabulary.	
b I write learner's words, read with them, and point out environmental print so that they see how sounds and letters are linked to the words we read and write.	
c Learners have daily practice to develop their ability to hear sounds in words and to build their knowledge of letter-sound relationships.	
d Learners learn about the sounds that letters make and the formation of letters through being active and using their senses (listen, look, touch, move).	

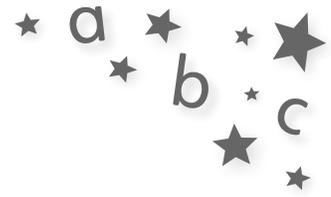
- 3 Look at the slides showing examples of activities completed by Grade R learners. If you have brought examples of your learners' work, share these in your group. Discuss the following questions.
 - ★ Did all the learners complete the tasks with a similar level of skill or did you notice a range of abilities?
 - ★ What challenges did some learners seem to be experiencing with these activities?
 - ★ Choose one example where it is evident that a learner experienced difficulty with a task. Pretend that a colleague has brought this learner's work to you and asked for your advice about how to support this learner. What advice would you give?



Listen while some groups share feedback.

Notes: Listen to participant's ideas and make notes on a flipchart. The next activity will provide further guidelines for supporting children's drawing. Our goal is to help learners notice what they see and build their confidence in adding more and more detail to their drawings. This is a more helpful teaching strategy than asking learners to copy our drawings.





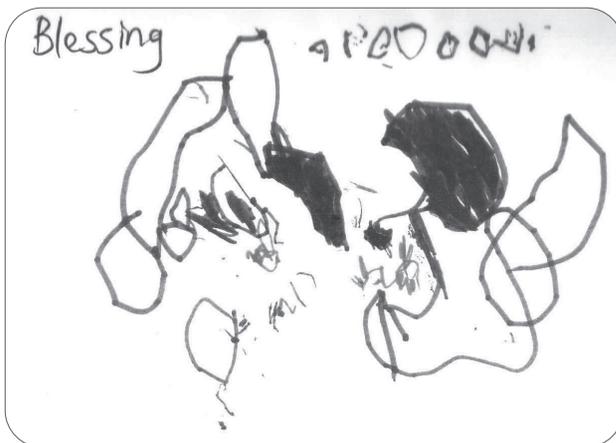
The level principle

25 Activity 1: Drawing can be difficult!

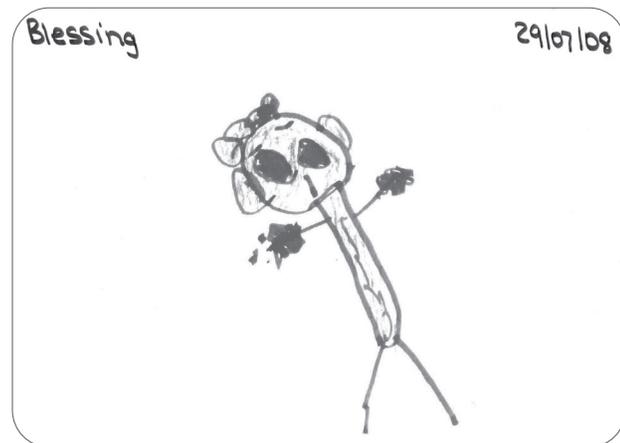
- 1 Look at the examples of learners' drawings on the slides which reflect a wide range of abilities. It is evident that some learners found the task challenging. Think about how you would support learners who experience difficulty drawing what they see and make some notes below.



- 2 Look at the following pictures of a young learner's drawing at the beginning of the year and then again in the middle of the year.



Beginning of the year

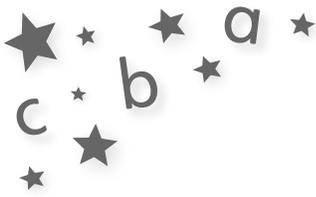


Middle of the year

- 3 Discuss what you think may have helped Blessing to make such good progress with his drawing skills.
- 4 Listen as a volunteer reads page 54 (30) of the *Concept Guide* to see what Blessing's teacher did to support him.

25 Activity 2: I can't understand what you are saying

- 1 In our multilingual context, many children start school without speaking the LOLT of the school. Think about how you could adjust your language level to make it easier for second language learners to understand the language spoken in the classroom. Pretend that you are asking learners questions during "Show and tell". Write down a question you would ask for each of these levels.



- ★ Level 1 question (simple language with a single answer):

- ★ Level 2 question (slightly more complex language):

- ★ Level 3 question (complex language and an open answer):

- 2 Listen as a few people share their answers with the group. Then read the first paragraph and the “In the classroom ...” text on page **52** (29) of the *Concept Guide*.

Supporting learners with barriers to learning

35 Activity 1: Differentiated teaching

- 1 Listen as a volunteer reads the last section on page **52** (29) of the *Concept Guide*: Differentiated teaching.
- 2 Think how you would support learners who have difficulty forming letters. Watch the video of Mrs Mtshayi and the learners forming letters with paint.
- 3 Think how Mrs Mtshayi used differentiation in her teaching and share your ideas.
 - ★ What was she trying to teach?
 - ★ How did she observe the learners, assess their progress and diagnose what support they needed?
 - ★ What did she try at first to provide a little support?
 - ★ What else did she try when she saw that some learners needed more support?



50 Activity 2: The inclusivity principle

Work in groups.

- 1 Listen as a volunteer reads the first three paragraphs on page **62** (34) of the *Concept Guide*: The inclusivity principle.
- 2 Do you think you have an “inclusive mindset” and embrace diversity amongst your learners? List two things you do in your classroom to embrace diversity amongst your learners and listen as a few volunteers share their ideas with the group.

- 3 Look at the diagram on page **62** (34) of the *Concept Guide* that shows barriers to learning. Think of a learner you have taught who experienced a barrier to learning language and literacy. Work on your own to write responses to the following questions and then listen as a few volunteers share their experiences.
 - ★ What were you trying to teach the learner?





★ What did the learner struggle with?

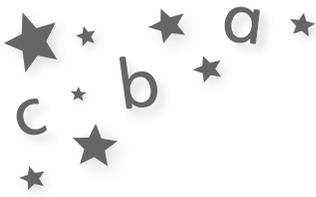
★ What was the barrier to learning and what did you do to diagnose what support they needed?

★ What did you do to differentiate your teaching to help this learner participate more successfully in the Grade R programme?

★ What records did you keep and how did you communicate with parents or caregivers about this learner's barriers?

4 Look at the following ideas for how you can plan your lessons, activities and materials to accommodate the needs of different learners (from page **64** (35) of the *Concept Guide*). If you haven't yet tried some of these strategies, think of when/how you could implement them in your classroom. Complete the table below by filling in one practical example from your language lessons in the classroom.

How to plan lessons, activities and materials to accommodate the needs of different learners	A practical example from my language lessons
a Use objects, pictures and gestures to support what you are saying so that learners who have a hearing loss or do not speak the language of instruction can learn visually.	
b Be aware of learners' home language and where it is different from the language of instruction, encourage them to identify words or phrases in their home language to understand or consolidate ideas.	
c Engage learners in many different practical activities with real objects so that they can build up their understanding in concrete ways.	
d Give learners additional support and time to practise and master new skills.	
e Allow learners more time to think through a problem, to complete activities and to answer questions.	



Getting to know the next two stories: "Tortoise and his shell" and "Goldilocks"

50 Activity 1: "Tortoise and his shell"

Work on your own.

- 1 Find the story, "Tortoise and his shell" on page **112** (58) in the Term 2 *Activity Guide*. Read the story on your own.
- 2 Find the song that has been written for this story and enjoy listening to the audio recording. Then choose the version of the song in another language and listen as some participants lead the singing.
- 3 Complete the table below. For each statement, there is an incorrect answer and two correct answers. Please indicate which answer is INCORRECT.



Notes: Remind participants that they can adapt the words of the song in the *Activity Guide* or choose a different tune, as long as the song reinforces and builds on the story language.

Statement	Answers		
a When you are choosing a song to sing with the learners in your class ...	choose a new song every day otherwise learners will get bored.	choose a song linked to a story so that learners can revisit some of the words from the story.	use the song to build learner's confidence to use new words and phrases from the story.
b Teachers should do actions with songs and rhymes ...	to help learners understand the words.	to give learners the opportunity to move and have fun.	to develop learner's fine motor skills.
c Songs and rhymes ...	can be noisy but give learners the opportunity to hear and practise words and phrases.	are fun but not very important for literacy and language learning.	improve learner's listening and understanding of language.

- 4 Watch the slides showing the Puppets, Sequence pictures and Big Book for this story.
- 5 Listen as the facilitator explains the steps for the **Make, draw and write** activity on page **138** (71) in the *Activity Guide*. Participate in the activity and then discuss the following questions.
 - ★ What do children learn from this activity?
 - ★ What do you think is meant by the last step on page **138** (71): Learners will soon be "reading" the words that other learners chose to describe them.



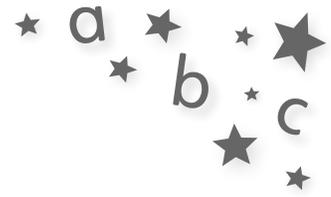
Notes: Prepare a sheet of flipchart paper with some of the teachers' names (starting with your name) written on the left-hand side. Do the activity taking the role as the "teacher" while the group participates as the "learners". If you are training online, do this activity verbally with the participants.

25 Activity 2: "Goldilocks"

Work on your own.

- 1 Find the story, "Goldilocks" on page **144** (74) in the Term 2 *Activity Guide*.
- 2 Read through the story on your own and then answer the following questions.
 - ★ How does this story fit with the Life Skills themes for Term 2?





★ What great ideas do you have for props/ways of making this story fun?

★ Do you think it will be easy/challenging for learners?

Listen as some participants share their answers.

- 3 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story.
- 4 Read the steps for the **Make, draw and write** activity on page 170 (87) in the *Activity Guide*. Discuss the following questions with a colleague.
 - ★ What are the aims/goals of this activity?
 - ★ How do you feel about doing this activity with your learners?

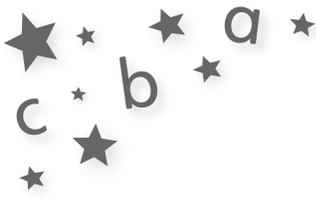


Notes: Learners get the opportunity to talk about appropriate behaviour and good manners! They also learn about the importance of apologising when we are in the wrong. They understand that writing can be a means of communicating a message. Learners learn the language of how to start and end a letter, about addressing and posting letters. When they receive a reply from the bear family, they experience the magic of reading and writing!

Did you know?

There is a South African version of this story called "Goldilocks and the Three Rhinos" (published by Jacana and available in English, Afrikaans, isiXhosa and isiZulu.)





Notes: If you are training online, ask half the group to read the steps of one activity and the other half to read the other activity. A volunteer from each group can then explain the activity to the other group.

A focus on sounds and letters

20 Activity 1: Listening for focus sounds

- 1 Look at the steps for the **Listening for focus sounds** activity for “Tortoise and his shell” on page **122** (63) in the *Term 2 Activity Guide*. This activity focuses on the skill of listening for sounds in words and not specifically on the focus sound for the story.
- 2 Watch as the facilitator does this activity with a small group of participants.
- 3 Look at the steps for the **Listening for focus sounds** activity for “Goldilocks” on page **154** (79) in the *Term 2 Activity Guide*.
- 4 One person volunteers to role play being the teacher. The “teacher” must read and explain the steps for the whole class activity to the group and then hide picture cards for 3 or 4 letters around the room. The rest of the group should participate in the activity as if they are eager young learners.

Notes: Check the **You will need** boxes for each story and make sure you have prepared the following: “Tortoise and his shell” on page **122** (63): a selection of objects from different letter boxes, a bag or pillowcase, a cellphone to play music; “Goldilocks” on page **154** (79): picture cards and letter cards for four or more letters.

20 Activity 2: Games to teach letter–sound knowledge

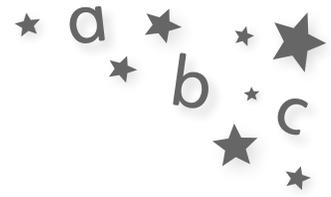
- 1 Watch the video of how to play the Tortoise game on pages **126** and **140** (65 and 72) in the *Term 2 Activity Guide*. Then watch the video of how to play the Racing car game on pages **158** and **172** (81 and 88).



Notes: If you are training face to face, after you have watched the videos, you can have fun playing some games. Ask participants to find the “Tortoise game board” and the “Racing car game board” in the *Resource pack*. For the “Tortoise game”: make sure you have the picture cards and bottle tops or lids with letters that match the pictures written on the inside. Pretend you are the teacher and select five participants to play the game while the others observe. For the “Racing car game”: ask participants to cut up picture cards and play the game with a partner. (If participants don’t have a dice, they can write the numbers 1–6 on a piece of paper, close their eyes and point to a number on the page. They should move according to the number their finger lands on!)

- 2 If you are training face to face, watch the facilitator playing the Tortoise game with a group of volunteers. Find the Racing car game board in the *Resource pack*. You will also need picture cards. Have fun playing the game with a partner.
- 3 Work on your own to answer the following questions and then listen as a few volunteers share their responses.

Questions	Answers
a Which letter sound cards should I use for these games?	The letter sound cards include letters that are covered in each story, so it is a good idea to use the new letters that you have taught recently, but you may also need to go back and reinforce letters that were taught in Term 1.
b Learners can’t name some of the pictures or name them incorrectly. What should I do about this?	Before the learners play these games, go through all the cards with them, naming each picture and talking about it. Ask learners what they think the picture is and encourage them to contribute to the discussion. There are often different ways of interpreting pictures, so it is important to listen to their ideas and acknowledge their input.
c The learners in my groups are at different ability levels. Can they play these games together?	Learners of different ability levels can play these games together. The stronger learners can help learners that have difficulty with the games. Playing these games is a fun way for all learners to develop their skills.



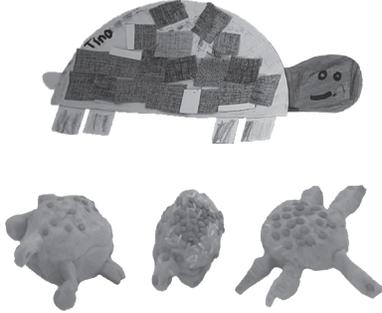
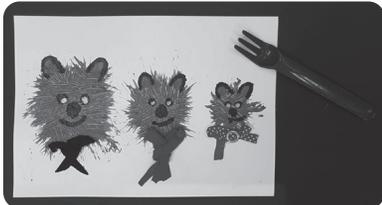
Perceptual and motor development

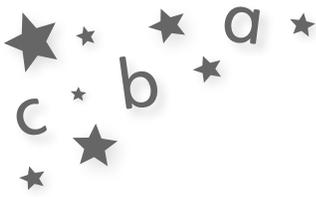
25 Activity 1: Developing perceptual and motor skills in a two-week cycle

- 1 In Grade R, some learners may find it challenging to write their name or form letters. We know that this may be due to underlying difficulties with fine motor skills or visual motor integration. Some learners may have difficulty hearing sounds in words, because their listening and auditory perceptual skills are still developing. Each two-week cycle includes activities to develop important perceptual and motor skills. Look at the table on pages **72–76** (38–41) of the *Concept Guide* which lists different perceptual and motor activities.
- 2 Look at the following examples of activities from the stories “Tortoise and his shell” and “Goldilocks” in the *Term 2 Activity Guide* and decide which perceptual and motor skills these activities are targeting by referring to the table in the *Concept Guide*. Write the name of the skill next to the picture or steps for the activity.

Notes: Remind participants that on the table in the *Concept Guide*, the left-hand column describes the perceptual skill and the right-hand column shows an example of the skill.

Notes: Once participants have completed this activity, share the correct answers with them.

Activity example	Skill	Activity example	Skill
<p>Tortoise and his shell: Make, draw and write</p> 	<p>Visual motor coordination (eye-hand coordination)</p> <p>Visual conceptualising</p> <p>Tactile perception</p>	<p>Goldilocks: Make, draw and write</p> <p>Explain to learners that they are going to make the bear faces using forks.</p> <p>Talk about the size of the bears and remind them that they must make a big father bear, a middle-sized mother bear and a smaller baby bear.</p> <p>They can start by putting a big blob of paint on the paper for the father bear and scratching it out with the fork. Then they can make a smaller blob for the mother bear and a tiny blob for baby bear. They can add eyes, ears, a nose and mouth to the bears using the other colours.</p> 	<p>Visual motor coordination (eye-hand coordination)</p> <p>Visual conceptualising</p>
<p>Goldilocks: Learning to listen</p> <p>Begin today's listening activity by saying: "Listen carefully and then copy the sounds I make." Clap a sequence/rhythm with your hands. The learners should copy you: <i>clap tap-tap clap tap-tap tap-tap-tap clap tap-tap-tap clap tap-tap clap clap</i></p> <p>Once learners are settled, say: "Now I am going to give you some clues and you must try to guess what I am thinking of. Put your hand on your head if you think you know the answer." Here are the clues: "I am thinking of the food that Goldilocks ate when she went to the house of the three bears." (porridge) "I am thinking of something sweet. It is made from fruit. You can put it on your bread or toast." (jam)</p>	<p>Auditory sequencing</p> <p>Auditory memory</p>	<p>Tortoise and his shell: Learning to listen</p> <p>Settle all the learners on the mat and ask them to sit very quietly. Say to them: "In the story about the tortoise, do you remember how Tommy tried to hide from the eagle? Can you hide under your table? Now, come out. Can you stand up and see how tall you can be?" Now say: <i>"Can you do this?"</i> <i>"Stand on your left foot."</i> <i>"Put your hands on your head."</i> <i>"Touch your toes."</i> <i>"Put your hands over your ears."</i></p> <p>Say to the learners: "Now I am going to say some things. You must listen carefully and only do the actions that you can do. Some of them are impossible!" <i>"Fold your arms."</i> <i>"Balance on one foot."</i> <i>"Wink your toes."</i> <i>"Stomp your feet."</i></p>	<p>Kinaesthetic perception</p> <p>Auditory memory</p> <p>Position in space (spatial awareness)</p>



Activity example	Skill	Activity example	Skill
Goldilocks: Fine motor skills and handwriting 	Visual motor coordination (eye-hand coordination) Tactile perception Visual conceptualising	Goldilocks: Fine motor skills and handwriting 	Visual motor coordination (eye-hand coordination)

Planning my next steps

Notes: Allow participants some time to go through the *Activity Guide* to familiarise themselves with the preparation for these stories.

20 Activity 1: Resources I need to collect and prepare for "Tortoise and his shell" and "Goldilocks"

- 1 Refer to the list of **Resources to collect or buy** on page 8 (6) of the Term 2 *Activity Guide*. Read through the last three bullets and make a note of resources you don't yet have and that you need to start collecting for these stories.
- 2 Look at the **You will need** boxes on pages 116 and 148 (60 and 76) to see which props you will need for these stories.
- 3 Refer to the **Puzzles and games** in the Small group activity table on pages 126 and 158 (65 and 81). Find the game boards and picture cards for the games in the *Resource pack*. The cards will need to be cut up. Prepare the lids for the Tortoise game by writing letters that match the picture cards on the inside of the lids (make sure you use letters that you have already introduced the learners to).
- 4 Refer to the table on page 6 (5) in the Term 2 *Activity Guide* and check which letters you need to make letter boxes for. Refer to the **You will need** boxes on the days that you use the letter boxes for the list of objects to start collecting.
- 5 Look at the back of the Term 2 *Activity Guide* for the activity pages you will need for these stories.
- 6 To prepare your pretend play corner for these stories, look at the **You will need** boxes on pages 128 and 160 (66 and 82) for the list of props to collect.
- 7 Remember to photocopy and fold your little books for these stories.

Notes: Being prepared is very important! Encourage teachers to look at all the **You will need** boxes so that they can plan ahead for what they need for each activity.



15 Reflection

Think about today's sessions and complete the following.

- ★ What did you find most interesting?

- ★ What new information did you learn?

Now listen as some participants share their feedback.

Closure and reading task

Read the last paragraph on page 52 (29) of the *Concept Guide*: Differentiated teaching.

Notes: Ask participants to read the paragraph in the *Concept Guide* on their own. This can be done at the end of the session, if there is time, or it can be a homework task.

