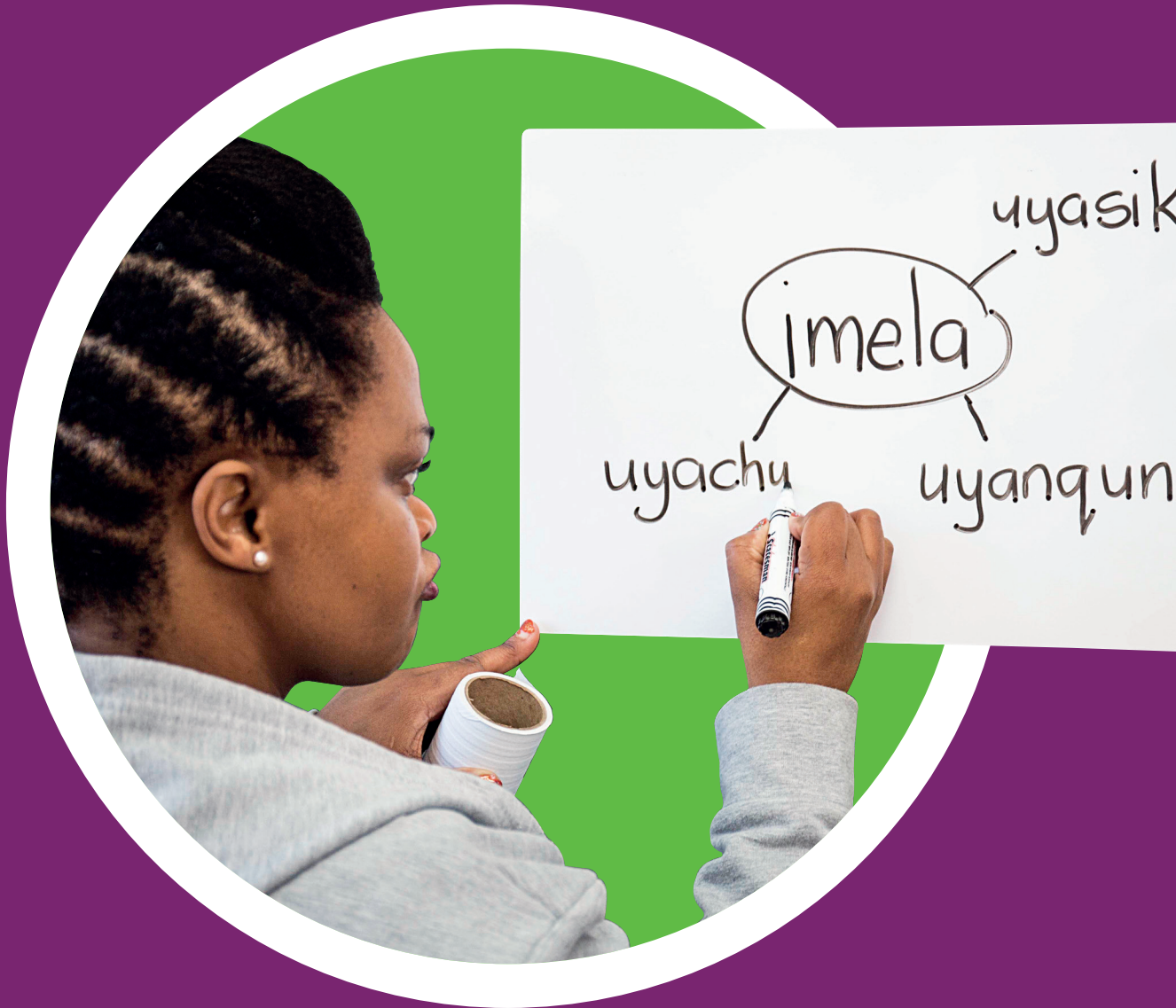


RHODES UNIVERSITY SHORT COURSES

TEACHING VOCABULARY



These resources were developed by Funda Wande in collaboration with Rhodes University to be used in the Rhodes Short Courses in Foundation Phase Literacy Teaching.

BURSARIES
AVAILABLE!



Photos: Funda Wande

WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?

Session 1:
25 - 29 March 2019

Session 2:
1 - 5 July 2019

Session 3:
16 - 20 Sept 2019

1 Day Workshops
in Districts on:
26 April, 31 May, 2 August,
6 September, 18 October and
15 November

**For further information
contact:**

Centre for Social Development
Rhodes University
Grahamstown, 6140
Tel +27 (0)46 603 8573
s.murray@ru.ac.za

SHORT COURSES
IN FOUNDATION PHASE LITERACY TEACHING

FUNDA WANDE APP ICON BREAKDOWN



REVIEW



QUIZ



LESSON



ASSESSMENT

UNIT

0

Introduction

0.1

Introduction to the Rhodes Funda Wandé Course

3 lessons in this unit



L1. Course Overview



L2. Technology Overview



L3. Learning and Teaching Support Materials



L1. Course Overview

1. What is this course?

Watch **Video 1** to find out more about Funda Wandé and what we will be covering in this course.

2. How will I learn?

There are three main ways of learning in this course:

- 1) Online learning:** For each Module, there are online videos and text which you will work through in your own time.
- 2) Contact sessions:** Each Module has a 2½ day contact session at Rhodes University in which you will learn content, discuss and engage in activities.
- 3) Applying and Reflecting:** For each Module you will gather evidence of how you apply the content in your work. You will share and reflect on this with fellow students in a 1-day workshop. This will form the basis of a group assignment.

VIDEO 1

Module 0:
What is
Funda Wandé?

1



Course Contents

Module	Description
1	CAPS Reading Activities <ul style="list-style-type: none"> ▪ Introduction to teaching reading ▪ Introduction to CAPS reading activities ▪ Baseline testing ▪ Read Aloud ▪ Shared Reading - Group Guided Reading ▪ Paired Reading ▪ Independent Reading ▪ Assessing CAPS reading activities
2	EMERGENT LITERACY <ul style="list-style-type: none"> ▪ Importance of the grade R year ▪ Listening and speaking ▪ Emergent reading & writing ▪ Phonological awareness & letter/sound knowledge
3	DECODING <ul style="list-style-type: none"> ▪ Introduction to decoding ▪ Phonological (& phonemic) awareness ▪ Letter-sound knowledge & phonics ▪ Word reading ▪ Oral reading fluency ▪ Assessing decoding
4	VOCABULARY <ul style="list-style-type: none"> ▪ Introduction to vocabulary ▪ Vocabulary development ▪ Teaching vocabulary incidentally ▪ Teaching vocabulary explicitly ▪ Strategies for children to use to identify and learn words ▪ Assessing vocabulary
5	COMPREHENSION <ul style="list-style-type: none"> ▪ Teaching comprehension ▪ Teaching comprehension strategies ▪ Using questions to build comprehension ▪ Text types ▪ Assessing comprehension
6	WRITING <ul style="list-style-type: none"> ▪ Introduction to writing ▪ Stages of writing development ▪ A process & genre approach to teaching writing ▪ CAPS writing activities ▪ Teaching creative writing and ways to extend writing ▪ Teaching language and grammar ▪ Assessing writing
6	HANDWRITING <ul style="list-style-type: none"> ▪ Introduction to teaching handwriting ▪ Teachers role in teaching handwriting ▪ What, when & how of handwriting ▪ Assessing handwriting
7	EFAL 1 <ul style="list-style-type: none"> ▪ Principles for teaching an additional language in the Foundation Phase ▪ Setting up the classroom and doing baseline assessment ▪ Teaching oral language ▪ Teaching phonemic awareness, phonological awareness & phonics ▪ Teaching reading in EFAL
8	EFAL 2 <ul style="list-style-type: none"> ▪ Teaching writing in EFAL ▪ Teaching vocabulary and grammar in EFAL ▪ Preparing learners for English LoLT in Grade 4 ▪ Assessing learners' English ▪ Planning for EFAL
9	CREATING A CULTURE OF READING <ul style="list-style-type: none"> ▪ Affect, engagement and motivation in reading ▪ Texts for teaching reading ▪ Print-rich classrooms ▪ Managing resources ▪ Establishing a culture of reading across the school
10	INCLUSIVE EDUCATION <ul style="list-style-type: none"> ▪ A teacher's role in an inclusive classroom ▪ What is available to help the teacher? ▪ Barriers to learning, strategies and suggestions
11	ASSESSMENT AND REMEDIATION <ul style="list-style-type: none"> ▪ Baseline assessment ▪ Formative and summative assessment of reading and writing ▪ Helping struggling readers and writers
12	PLANNING & PROGRESSION <ul style="list-style-type: none"> ▪ Introduction to the planning cycle ▪ Becoming a reflective teacher ▪ Levels of planning ▪ Planning for routines and classroom management

3. What is the course content?

The course is made up of 12 units, as you can see in the [table on page 5](#) to the right. You will complete 6 Modules in each year of the 2-year course.

It is important to remember that although these modules focus on discrete aspects of the reading process, in reality we (and our learners) use all these aspects at the same time when reading.

4. How much time will I need?

1) Contact sessions: There are 3 residential contact sessions per year, each lasting 5 days. Please see the dates for these on page 3 of the Advanced Certificate booklet.

2) Online Self-study: We suggest that you set aside 2 hours a week to watch the videos and to complete the online part of the course. It helps if you set aside a regular time for this. It is a good idea to watch the videos more than once.

3) Workshops: There is a one-day workshop per Module. Please see the dates for these in the brochure.

[PDF is downloadable on the app](#)

5. What resources will I need?

1) Devices: You can access the course from the website funda.fundawande.org Use your ID number as BOTH your **username** and **password** when logging in.

2) Connectivity: You will need to be connected to the internet to access the app. You can download and save the videos to watch later.

L2. Technology Overview

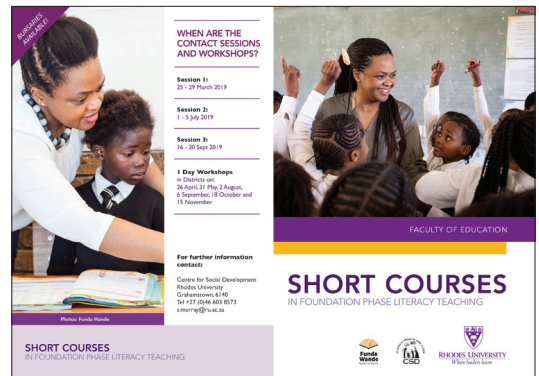
1. Accessing the course on your computer

You can access this course on a computer, smart-phone or tablet. You will need an internet or Wifi connection for all of these ways of accessing the course. You will not need internet to access videos if you receive them on a flash drive.

2. Accessing materials on flash drives

- 1) Insert** the USB flash drive into your computer.
- 2) Go** to File Explorer on your computer and find the USB Drive.
- 3) Click** to open the folder you need.
- 4) Select** the video you want to watch and click open.

SHORT COURSES: IN FOUNDATION PHASE LITERACY TEACHING



WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?

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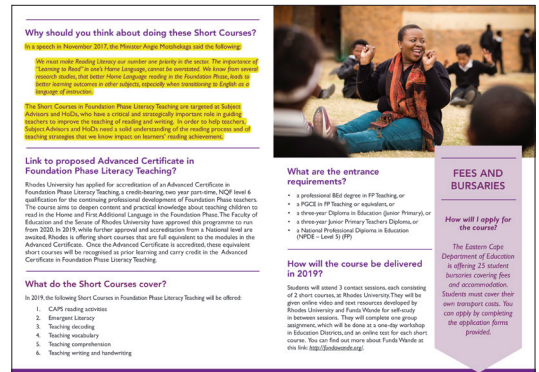
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SHORT COURSES
IN FOUNDATION PHASE LITERACY TEACHING

FACULTY OF EDUCATION

SHORT COURSES
IN FOUNDATION PHASE LITERACY TEACHING

UNIVERSITY OF FORT HARE
UNIVERSITY OF KAPPAUN
RHODES UNIVERSITY



Why should you think about doing these Short Courses?

It is a priority in November 2017, the Minister Angie Motshega, and the following:

Our most recent findings identify a need for quality in the sector. The requirement of 'teaching to read' in basic Phase (Grades 1-3) is a challenge. This issue from a small country teacher, the basic Phase challenge, is the Foundation Phase, and it is a priority in November 2017, the Minister Angie Motshega, and the following:

The Short Courses in Foundation Phase Literacy Teaching are targeted at Subject Educators and Practitioners who have a sound and strategic approach to quality teaching to improve the teaching of reading and writing. In order to help teachers address Advanced and Basic level 1, and understanding of the reading process and teaching strategies that are based on learner's reading achievement.

Link to proposed Advanced Certificate in Foundation Phase Literacy Teaching?

Rhodes University has applied for accreditation of an Advanced Certificate in Foundation Phase Literacy Teaching, a credit-bearing non-graduate, NQF level 6 qualification for the continuing professional development of foundation phase teachers. The course aims to deepen content and practical knowledge about teaching children to read in the home and the Additional Language in the Foundation Phase. The Faculty of Education and the Senate of Rhodes University have approved this programme to run from 2018 to 2019 and further approval and coordination from a National level are awaited. Rhodes is offering short courses that are full equivalent to the modules in the Advanced Certificate. Once the Advanced Certificate is accredited, these equivalent short courses will be recognised as prior learning and carry credit in the Advanced Certificate in Foundation Phase Literacy Teaching.

What do the Short Courses cover?

In 2018 the following Short Courses in Foundation Phase Literacy Teaching will be offered:

1. CAP reading sessions
2. Emergent Literacy
3. Teaching reading
4. Teaching vocabulary
5. Teaching comprehension
6. Teaching writing and handwriting

What are the entrance requirements?

- A professional BEd degree in PP Teaching or
- A PGCE in PP Teaching or equivalent, or
- A three-year Diploma in Education (Senior Primary), or
- A three-year Junior Primary Teachers Diploma, or
- A National Professional Diploma in Education (NPDE - Level 5) (PP)

How will the course be delivered in 2019?

Students will attend 3 contact sessions, each consisting of 2 3-hour courses at Rhodes University. They will be given online video and text resources developed by Rhodes University and Funda Rhoda for self-study in between sessions. They will complete one group assignment, which will be done in a one-to-one workshop in Education Clinics, and an online test for each short course. You can find out more about Funda Rhoda at this link: <http://funda.fundawande.org/>

FEES AND BURSARIES

How will I apply for the course?

The Eastern Cape Department of Education is offering 25 student bursaries covering fees and accommodation. Students must cover their own transport costs. You can apply by completing the application forms provided.



5) You can copy the entire folder onto your desktop. Right-Click on the folder, click "Copy". Right-Click on your desktop and click "Paste"

3. Accessing Wifi on a computer

- 1) Go to your desktop. Click the **Wifi icon** at the bottom right of your screen.
- 2) If you don't see the Wifi icon, click the **small up arrow**. It will appear above.
- 3) If it says **"Wifi Turned off"**, click this button once. It should turn blue.
- 4) **Click** on whatever **network** you have access to.
- 5) **Type** in the **password** here, then click Next.

4. Logging in to the Funda Wande App

- 1) **Go** to your desktop. Click the Windows Icon.
- 2) **Click** "MicrosoftEdge" to open your browser
- 3) In the address bar type: funda.fundawande.org Use your ID number as BOTH your **username** and **password** when logging in.

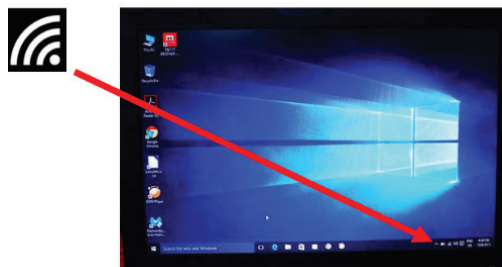
5. Adjusting your screen size

You can make the text size of the app larger or smaller by adjusting your screen size. Press **"Control"** & **"+"** (Ctrl+) to enlarge your screen and **"Control"** & **"-"** (Ctrl-) to make it smaller. The recommended screen size for the Funda Wande app is at 100%.

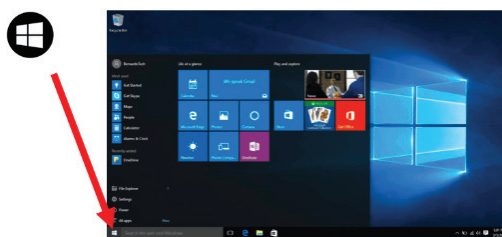
6. How to "Drag and Drop"

In this course there are a number of "Drag and Drop" activities. This means that you select an object/section of text on your screen and move it (dragging) to place it somewhere else on the screen (dropping). To drag and drop, select what you want to move by clicking on the item with the left button on your mouse or touchpad. Hold down the left button and drag or move the item to the target destination. Then release the touchpad or mouse.

ACCESSING WIFI ON A COMPUTER

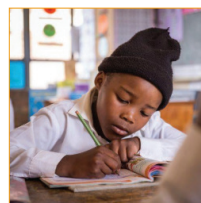


LOGGING IN TO THE FUNDA WANDE APP



Activity

Practice Dragging and Dropping



L3: Learning and Teaching Support Materials

Learning and Teaching Support Materials

This course refers to Learning and Teaching Support Materials which are provided free of charge to all schools in the Eastern Cape, as well as to some materials provided to Funda Wande project schools in the Eastern Cape.

See Introduction Addendum Learning and Teaching Support Material videos Timetables on page 8 an 9

LEARNING AND TEACHING SUPPORT MATERIALS





Introduction Addendum

Video Numbering:

The Video number in the circle at bottom left corner of the video image corresponds to the number of the video on your flash-drive and also the number of the video on the Funda Wande YouTube channel. This makes it easy for you to find the video you are looking for. There is only one number per video."

The DBE Workbooks

CAPS Reading Activities
Funda Wande

DBE Workbooks
How to use DBE Workbooks

27

Funda Wande Materials

Big Idea 2
Funda Wande

What's in the box?

2

The Vula Bula Anthologies

Big Idea 1
What is Funda Wande?

Anthology Training
1-5 October 2018

14

The Vula Bula Anthologies

Anthology Training
ECDOE

ECDOE Anthology Training
1-5 October 2018

23



Funda Wandé Materials

Big Idea 3
Funda Wandé

Lesson Plans
Introduction to Lesson Plans

3



Funda Wandé Materials

Big Idea 3
Funda Wandé

Lesson Plans
Components of Lesson Plans

4



Teaching Vocabulary

4.1

Introduction and Key Concepts

7 lessons in this unit



L1: What is Vocabulary?



L2: Why is learning vocabulary important?



L3: What is a word?



L4: Big ideas about teaching vocabulary



L5: Find out more



L6: Review Reflection



L7: Review Application



L1: What is Vocabulary?

What do you think vocabulary is? Try to define it for yourself.

Now **watch Video 118**. How do Zaza, Ntsika and Permie define vocabulary?

Vocabulary is...

The words we know: Vocabulary refers to the words in a language and our knowledge about these words.

Words we understand and **words we use**: Vocabulary can mean the words we understand and/or the words we use. We might understand a word that we hear or read but we might not use this word when we speak or write

Single words as well as phrases, idioms and proverbs: Vocabulary knowledge involves understanding single words as well as words that often occur together in phrases or idioms or proverbs.

Much of the research about vocabulary has been done about English vocabulary and there is VERY little written about teaching vocabulary in African Languages. In this module we will give examples from English and encourage you to think about how to do this in isiXhosa.

Different kinds of vocabulary

1) Oral and written vocabularies

VIDEO 118

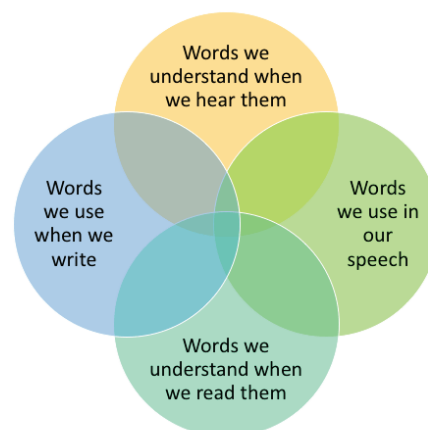
Teaching Vocabulary
Key Concepts

What is Vocabulary?

118



DIFFERENT KINDS OF VOCABULARY





L3: What is a word?

Generally, a written word is

A group of letters that are used together with a particular meaning

Separated by spaces on either side

Represents a spoken word

But, knowing a 'word' in English and isiXhosa can mean different things:

In isiXhosa words are made up of a complicated system of meaningful parts that are "glued" to the root of the word as prefixes and suffixes. Knowing a 'word' involves knowing the root of the word (ingcambu yegama) and the rich system of prefixes, infixes and suffixes. This structure needs to be understood in order to know what the word means.

In English: Much of the variation in meaning which is conveyed by prefixes, infixes and suffixes in isiXhosa, is conveyed by separate words in English. Although there are suffixes and prefixes in English, they usually add only one level of meaning change to the word.

What do we know when we "know" a word?

When we "know" a word we can know about its **Meaning**

Sound (pronunciation)

Spelling

Parts and function

We do not need to know about all these aspects for every word, but the more we do know about the word, the more likely we are to recognise or use the word again.

Teachers should help children to develop all aspects of word knowledge, not just focus on meaning

Vocabulary and concepts

Vocabulary and concepts are linked: When young children learn new words, they need to acquire the concept (idea or mental image) underlying the words as well. Children need to learn the 'labels' (i.e. words) for all their concepts.

Teachers must focus on children's conceptual development: Conceptual development is a key purpose of schooling. It is important to expose children to talk and text about a wide range of topics, not just about things that they already know, in order to promote conceptual development.

Bilingual Vocabulary:

Children sometimes learn words in English before they learn them in isiXhosa. For example they might know the English word "triangle". If they also learn the word in

It is important to use *the right terms* when you talk about text with your learners.

- Do not say "word/igama" when you mean "letter/unobumba"
- Do not say "letter/unobumba" when you mean "sound/isandi"
- Do not say "sound/isandi" when you mean "syllable/ilungu"



Activity 4.2

A teacher was complaining about a book in the classroom library. "There is snow (ikhephu) in that book," she said, "Why should my children read about snow? There is no such thing as snow here where we live."

1. Do you agree with this teacher? Write your reasons here. Discuss with your family and colleagues.

isiXhosa (unxantathu) this will make the meaning clearer and deepen their understanding of the concept.

Stages of learning a word

There are 5 stages of learning a word:

Stage 1: Never heard/saw the word before

Stage 2: Recognise the word but don't know what it means

Stage 3: General understanding of word in context

Stage 4: Understand it well in context

Stage 5: Can use it in speech and writing



L4: Big ideas about teaching vocabulary

Learning and Teaching Vocabulary

Much of this Module deals with practical things you can do to develop your learners' vocabulary, as well as your own vocabulary. The 4 big ideas you will learn are:

1) We learn most of our vocabulary indirectly, by listening to others speaking or reading aloud to us, and by reading on our own. Unit 3 of this Module focuses on the indirect teaching of vocabulary, including how the teacher can talk to children to extend their vocabulary.

2) Exposure and repetition are important: The more exposure to rich vocabulary, the more words the child learns. Children need to hear words repeatedly and to use them in different contexts.

But this is not enough!

3) Teachers also need to plan to teach vocabulary explicitly so that children can learn difficult words, or words needed to comprehend a text. The words taught are carefully chosen and taught. Vocabulary learning is promoted by repeated exposure and use of the words. Unit 4 of this Module covers the explicit and systematic teaching of vocabulary in HL, FAL and across the curriculum. Unit 6 covers the assessment of vocabulary.

4) Children need to be taught strategies for learning vocabulary so that they can learn vocabulary independently. In Unit 5 you will learn specific strategies you can teach children so that they remember the words you teach them.

Why reading develops vocabulary

Readers encounter more words: People who read more encounter more words, more often, and their



vocabularies increase.

The Matthew Effect: People who read more encounter more words, which makes their vocabularies even bigger, which makes them even better readers. We call this “The Matthew effect” (referring to the biblical parable of the talents, Matthew 25:29).

Therefore, it is a good idea to read aloud to children as much as possible, and to give them many opportunities to read!

Why teachers' vocabulary matters

You as a teacher need to have an extensive vocabulary

...because you talk to children

...using interesting and varied words

...and children learn these words indirectly.

The easiest way to increase your vocabulary is to read widely, paying attention to the words you read.



L5: Find out more

See app for downloadable resource material for reading



L6: Review Reflection

Have you read any of these this week?

A newspaper

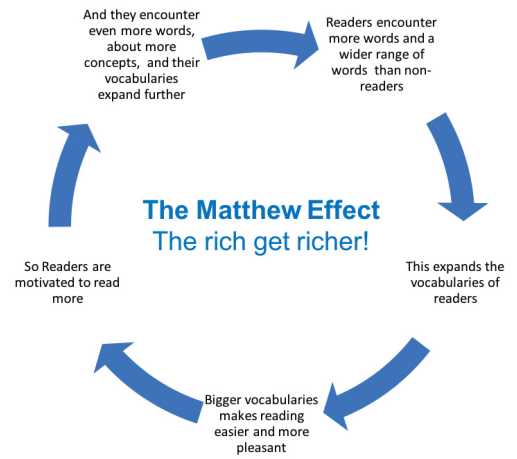
A magazine

An enjoyable novel

Study materials

Religious books

**What new words did you learn from reading this week?
Write them down.**



Activity 4.3

We learn most of our vocabulary by listening and reading.

True

False

2. To learn a new word you need to hear and read the word a number of times

True

False

3. Teaching vocabulary in a planned way is a waste of time because there are too many words.

True

False

4. Teachers should mainly use everyday vocabulary because children will understand it easily.

True

False

5. Teachers can develop their own vocabulary by reading more.

True

False

Teaching Vocabulary

4.2

Vocabulary Development

8 lessons in this units



L1: What is Vocabulary Development?



L2: Size and Depth of Vocabulary



L3: Key principles for vocab Development?



L4: Which words should children learn?



L5: Two ways to build vocabulary



L6: Find Out More



L7: Review Reflection



L8: Review Application



L1: What is Vocabulary Development?

Vocabulary development

How our word knowledge grows throughout our lives, from infancy till when we are old, is called vocabulary development.

From Grades 1-9 children learn many words in both their languages every year. We don't have a figure for isiXhosa speakers, but English-speaking children learn approximately 2000 – 3000 new words each year. That's about 5-8 new words a day! Children's vocabulary development depends on their exposure to rich vocabulary.

Bridging the vocabulary gap

What is the vocabulary gap? There is a significant difference between the vocabulary of children from language rich and print rich homes and those who do not have these advantages. This is called the vocabulary gap.

What can teachers do about it? Schools need to work actively to reduce this gap, or it will get bigger and bigger and disadvantage children further. What teachers do in their classrooms can make a big difference to their learners' vocabulary development, so be a teacher who creates change!

Vocabulary development of bilinguals

South Africa is a multilingual society where most children are growing up learning more than one language. Bilingual children are acquiring vocabulary in two languages. They often have a smaller vocabulary in each of these languages than monolingual children, but overall they have a greater knowledge of words. It is important therefore that when we assess bilingual children, we take account of both their languages.

L2: Size and Depth of Vocabulary

Vocab size and depth are both important

Size

It is important to know lots of words. Learners who read know far more words, about more topics, than learners who don't read. Learners who do well in school usually know more words than learners who struggle in school.

Depth

Depth of vocabulary refers to how well we know words. Can we recognise the word fast and accurately? Can we spell it? Do we know its meaning? What connotations does it have? For example, the adjectives slim and skinny both have the meaning of not being fat, but slim has a more positive connotation (neither fat nor thin), while skinny has a slight negative connotation (a bit too thin).

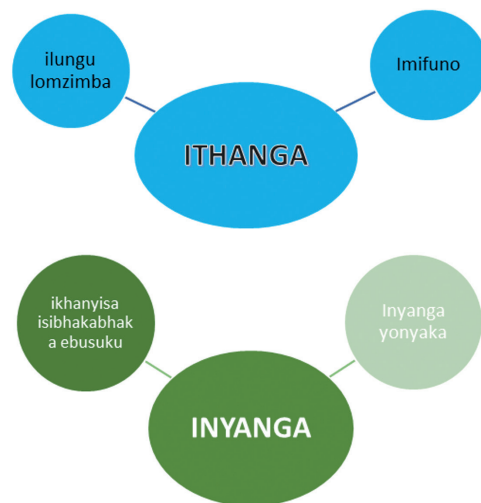
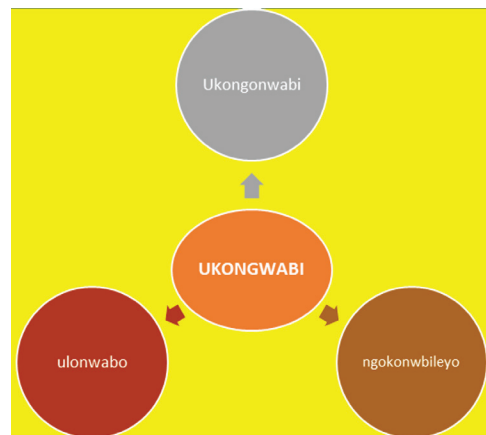
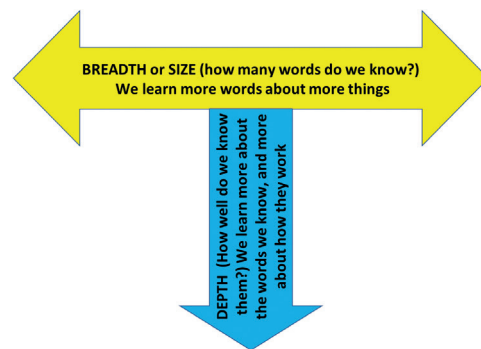
Increasing size and depth in English

1) Teach word families to increase size

A group of related words formed from the same word is called a word family. If you know the meaning of one of the words in a word family you will be better able to work out the meaning of the other members of the word family. This increases the size of your vocabulary. By identifying the "root" in an unfamiliar word, you have a good chance of working out its meaning. This is especially important in languages such as isiXhosa.

2) Teach different meanings to increase depth

The more ways you can use a word, the deeper your knowledge is about the word. This is another way of increasing vocabulary.





L3: Key principles for vocab development

There are 2 key principles for vocabulary development.

You need regular EXPOSURE to rich language.

You need to READ to be exposed to words that are not used in everyday speech.

EXPOSURE to rich language

Research from around the world shows that:

1) Exposure to language affects vocabulary size:

Children who come from homes where there is a lot of rich language know many more words than children who do not have this exposure. We need to remember that multilingual children are developing vocabulary knowledge in all their languages.

2) Amount of reading affects vocabulary size: People who read a lot (in any language) always have much larger vocabularies than people who don't read. Also, people who come from homes where there are a more books have bigger vocabularies.

3) Poverty affects vocabulary size: Poverty can have a negative effect on vocabulary development. Children who come from poor communities usually have smaller vocabularies than children who come from higher socio-economic communities. There is nothing wrong with children from poor homes – but they don't get the same exposure to rich language than children from more advantaged backgrounds. These vocabulary differences can have a big influence on how well children do at school.

These three trends show us that exposure to rich language is very, very important. This applies to both your home language and EFAL.

READING exposes you to words that are not used in everyday speech

1) Exposure to spoken language is not enough. In order to learn new words and build up your vocabulary knowledge beyond the commonly used words, you need to read.

2) Reading exposes you to words that do not occur in everyday oral language. This applies to both your home language isiXhosa and to English.

3) There is a very strong relationship between reading and vocabulary. People who read a lot develop their vocabulary and become good readers. The better they become at reading, the more they read. The more they

It is important to use *the right terms* when you talk about text with your learners.

- Do not say “word/igama” when you mean “letter/unobumba”
- Do not say “letter/unobumba” when you mean “sound/isandi”
- Do not say “sound/isandi” when you mean “syllable/ilungu”



read, the more they are exposed to a wide variety of words in the language.



L4: Which words should children learn?

Categories of word frequency

Word Frequency means how often a word is used. We use Word Frequency to categorise words into groups:

1) High frequency words are used commonly in everyday speaking. These are words that refer to everyday things and events (e.g. children, man, woman, food, clothes, radio, talk, jump, come, run, pretty, small, big, wide, good, etc). High frequency words also include function words like articles and prepositions (e.g. the, a, on, in). There are only a small number of high frequency words – In English there are between 2000 and 3000 High Frequency words. People learn these words first. High Frequency words make up a tiny proportion of the words in English, but we use them the most. We do not know the corresponding numbers for isiXhosa, but the proportions are likely to be similar.

2) Mid and Low frequency words are not used often and are usually found in written language. Mid Frequency words are the kinds of words found in novels and newspapers. Low frequency words are about specialized topics or are used in unusual contexts. There are many, many more Mid and Low frequency words than High frequency Words. People learn some of these words later.

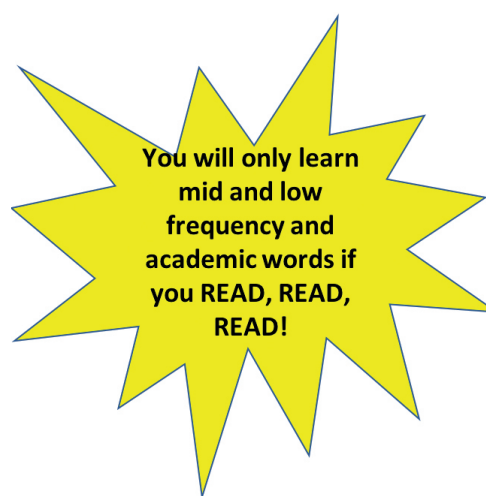
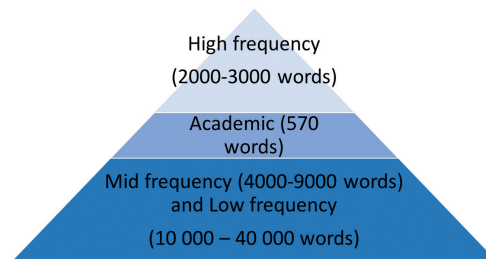
3) Academic words are a core of about 570 words between the high frequency words and the low frequency words. These words occur in educational or scientific contexts, across different content subjects, in both writing and in speech. Examples are hypothesis, definition, theory, research, etc. They are not specialist terminology but are used to talk about the different content subjects. Knowledge of these words is especially important for reading and understanding textbooks and for 'reading to learn' and we need to teach school children what these words mean.

Which words should you teach?

Expose all children to a wide variety of high and medium frequency words through your speech and in books. This will speed up their reading and aid comprehension.

Help EFAL learners to learn high frequency words as soon as possible so that they can communicate successfully.

Explicitly teach academic content-related words. In Intermediate phase, textbooks will be in English. It will help



children if they already have the vocabulary in their HL.

Explicitly teach specialized medium and low frequency words across the curriculum

Lists of high frequency words

Researchers have made lists of words which occur most often in texts. Various lists of High Frequency words are available in English. More research is now being done on this in African Languages.

See the lists that are given in the CAPS First Additional Language curricula, in the app. These lists of High Frequency Words can be a starting point for teaching in the home language as well. The lists are arranged in order of how often they are used in writing.

How many words do learners need to know?

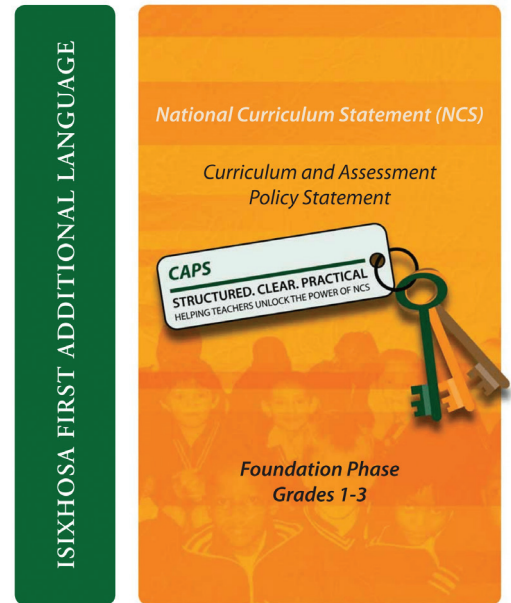
We do not know this yet for isiXhosa. However, we do know the following for English:

What the CAPS curriculum says

The Home Language curriculum does not specify how many words a learner needs to know or to learn each year. It does not provide a word list.

The FAL curricula provide lists of the 300 most common words to give teachers an idea of the minimum vocabulary learners should develop (see CAPS EFAL pages 87-89). It does not specify how many or which words should be learned each week.

It's very important for EFAL learners to know these high frequency words. Learners may already know some of these words; some may be learned incidentally (especially if you read lots of storybooks in class), some need to be explicitly taught



At least 10 000 words to cope at university	
At least 5 000 words to read with understanding	This is the 'magic' level that gives you enough word power to push you to a higher level of learning and understanding
2 000 – 3 000 HF words for everyday communication	Learned mainly at home in the HL Learned through exposure and reading Teach as quickly as possible in the FAL

Activity 4.6

These English words all mean the same thing. How frequent do you think each word is? Which one is academic?

1. Drag and drop each word into the correct box.

Massive	High Frequency
Gargantuan	Academic
Big	Mid frequency
Large	Low frequency



L5: Two ways to build vocabulary

Teachers teach vocabulary **incidentally** and **explicitly**.

Word Frequency means how often a word is used. We use Word Frequency to categorise words into groups:

Incidental word learning

Incidental learning is learning something without the specific intention to learn it.

For example, you may be enjoying a TV programme (main purpose) but you hear a new word during the programme and get a general idea of what it may mean (incidental learning).

Most word learning occurs incidentally. In English, between 1,500 to 2,500 new words can be learned through incidental learning per year.

Exposure is key. The more children are exposed to rich language input, the greater the chances of incidental learning are. Children usually need to be exposed to a new word at least 6–10 times before incidental learning happens. ‘Repeated exposure’ does not mean making the children repeat the word over and over again. Instead, it means the children must hear the teacher say or read and use the word in different sentences, on different occasions, over several days.

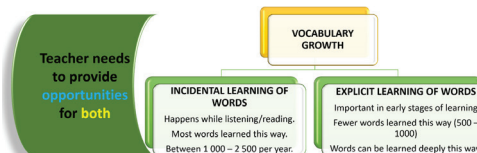
Reading is the best way of being exposed to words for incidental learning. Reading gives children the advantage of seeing the word and returning to it to check its shape and spelling. It gives them opportunities to encounter new words over and over again, and each time they encounter the word, their chances of moving from Stage 2 to 3 and then on to 4 increases.

Explicit word learning

Explicit word learning happens when the teaching is carefully planned the goal is clear. When teachers teach vocabulary explicitly, they follow a clear programme that enhances children’s vocabulary knowledge. They set specific goals (e.g. “To teach 15 new words a week”). They plan when they will teach the words, how to teach them and when to assess the vocabulary knowledge.

Explicit word learning is important for deepening our knowledge of words. Remember to teach about meaning, form and use.

Exposure is key. Children need to see/hear/say/write those new words multiple times in order to learn them.



READING EXPOSES US LEARNING WORDS INCIDENTALLY



Activity 4.7

Watch video 117 and click on the right answers below.



- The word ‘umhambi’ (traveler) is taught
 - Incidentally
 - Explicitly
- The word ‘amalizo’ (handouts) is taught
 - Explicitly
 - Incidentally
- The phrase ‘ebhuqwa yindlala’ (starving) is taught
 - Incidentally
 - Explicitly



L6: Find out more

See app for downloadable resource material for reading.



L7 : Review Reflection

Activity 4.8: Reflection

Think about your classroom or one that you are familiar with. Is vocabulary taught explicitly as well as incidentally?

Is attention paid to developing depth of vocabulary as well as size? Would you want to change this in any way, in the light of what you have learned in this unit? If so, what would you do differently?

Write your reflection below:



L8: Review Application

In *Anthology story 47, (page 47)* readers are given two lists of words. They are told to make sure that they understand the words in the first list and that they can read the words in the second list.

Activity 4.9: Application



True or False?

- The teacher should explicitly teach the meaning of the words in the first list.
 - True
 - False
- If children read the story a few times they will be more likely to learn the new words
 - True
 - False
- All that children need to know about these words is their definition
 - True
 - False
- Writing the words will not help children to learn them
 - True
 - False
- The words in the first list are likely to be high frequency words
 - True
 - False

Teaching Vocabulary

4.3

Teaching vocab incidentally

9 lessons in this unit



L1: What is incidental vocabulary teaching?



L2: Why is it important to teach vocab incidentally?



L3: When do I do it?



L4: What resources do I need?



L5: How do I do it?



L6: Creating a word-rich classroom



L7: Find Out More



L8: Review Reflection



L9: Review Application

Children learn vocabulary incidentally when they are exposed to new words in daily interactions. Teachers should deliberately use a wide vocabulary (i.e. varied and interesting words) when engaging with children. In this unit you will learn 4 ways of teaching vocabulary incidentally (1) Having conversations with children (2) Providing experiences to talk about (3) Creating a word-rich classroom (4) Reading to children.



L1: What is incidental vocabulary teaching?

Incidental learning is “natural”, unplanned learning that results from other activities.

Watch Video 104 to see examples of incidental learning of vocabulary. What vocabulary are children being exposed to in these examples?

Before children start school, they learn most of their vocabulary by listening to people talking about (or reading about) the everyday things they see, do or feel. They are learning words incidentally.

In school, many words are learned in the same way, especially words used to describe everyday feelings, activities, experiences and things. When teachers talk to children, this is a chance to extend children’s vocabulary incidentally.

Reading books (or being read to) is another powerful way to be exposed to new words and to learn them incidentally. learners’ vocabulary development, so be a teacher who creates change!

Teaching Vocabulary
Teaching Vocab Incidentally

What is incidental vocab teaching?
Reading aloud and independent reading

104



TALKING TO CHILDREN USING RICH LANGUAGE

Teaching Vocabulary
Teaching Vocab Incidentally

What is incidental vocab teaching?
Talking to children using rich language

104



READING ALOUD AND INDEPENDENT READING

Activity 4.10 Choose the correct answer:

1. Developing children’s vocabulary by choosing specific words to teach, consciously teaching these words and testing whether the words have been learned is

- Incidental vocabulary teaching
- Explicit vocabulary teaching

2. Developing children’s vocabulary “in the moment”, by exposing children to rich vocabulary through books, conversation and experiences is

- Explicit vocabulary teaching
- Incidental vocabulary teaching



L2: Why is it important to teach vocab incidentally?

It is important to teach vocab incidentally because:

We learn most of our everyday home language incidentally, both in and out of school.

We learn the words in context: When we learn words incidentally we learn them in context. This is excellent because we can get a richer sense of how the words are used and what they mean.

It is individualised: Because the vocabulary we learn incidentally relates to things we are experiencing, the words meet our personal needs. We are more likely to use this vocab.

We can expose children to standard forms of isiXhosa.

Many learners speak dialects, which are forms of a language spoken in a specific region or by a social group. However, all texts and formal assessments in isiXhosa are in the standard form (that is, the official form of the language used in schools, by government and in books). Children won't learn the standard form if they are not exposed to it. Some teachers use dialect forms in the classroom because they think children will find it easier to learn using the form of language that people in the area speak. But they do not realise that by not exposing children to standard isiXhosa they are disadvantaging them. Teachers can encourage learners to be proud of their dialects, but also learn the standard language.



L3: When do I do it?

Whenever you talk or read to children!

As often as possible!

Deliberately use a wide vocabulary whenever you talk to or read to children. They will learn words from you through this exposure. Take all opportunities to introduce learners to academic and subject-specific words (e.g. in Life Skills).

Let children read as much as possible.

Read aloud to them from vocabulary-rich texts about a range of topics.





L4: What resources do I need?

Your own vocabulary knowledge

You yourself are the most important resource for teaching vocabulary incidentally. Seize every opportunity that you can to use expose children to new words in your own speech.

Read-aloud books with interesting words

Reading is an extremely important teacher of vocabulary. Also encourage children to read books individually.

If the children in your class use a dialect of isiXhosa, then reading books in isiXhosa exposes them to standard forms of the language. (This is what is used in formal assessments, so they need to learn standard isiXhosa.)



L5: How do I do it?

Have conversations with children

Watch [Video 127, Part 1](#). Notice how Ms Mtshayi speaks to the child in this video.

Talking with children incidentally develops their vocab. The way you talk with children matters.

1) Use interesting and varied words: Teachers should use interesting vocabulary when they speak, but you still need children to understand you! We do not mean you should use a lot of difficult vocab.

2) Extend (add on to) children's talk using new vocabulary.

3) Ask open-ended questions to encourage children to speak. When the person who asks a question does not know how the question will be answered, we call this an open-ended question. If you as a teacher ask an open ended question, the child cannot answer yes or no, but has to answer giving her own thoughts or ideas.

4) Show children that you are interested in what they say: In the video you have just watched, the teacher began by saying "What is happening in your drawing?" The teacher did not know for sure what the child would answer. The question was an invitation to the child to say more, and it gave the teacher a good opportunity to

VIDEO 127 PART 1



extend or add to the child's vocabulary.

5) Be a role-model to help children become aware of and interested in the power and wonder of words. Show them that you are interested in words.

Did you see examples in the video of all these ways of talking to a child?

Provide experiences to talk & write about

If you want children's vocabulary to expand, you need to provide new and interesting experiences for them to talk/write about so that they have a real reason to learn that new vocabulary.

1) Bring books to class to encourage learners to find out new things through reading.

2) Make something (e.g. fruit salad, a paper aeroplane, a science experiment)

3) Collect things (e.g. kitchen equipment, tools, cards from a supermarket)

4) Watch something (e.g. a video, a plumber at work, an athletics meeting)

5) Go on an outing (e.g. walking round the neighbourhood, visiting a museum, exploring a rock pool)

6) Invite a visitor (e.g. someone's granny, an author or poet, somebody's pet animal)

7) Look at pictures (e.g. book illustrations, art works, maps, the posters from the Rainbow workbooks)

L6: Creating a word-rich classroom

Words are valued, collected, enjoyed and displayed in a word-rich classroom.

Watch Video 5. What is Ntsika doing to make his classroom word-rich?

Here are some activities for enjoying and developing vocabulary in a word-rich classroom:

1) Word hunt

Watch Video 128, part 2 Permie's class is doing a scavenger hunt with words from the theme Insects.

You can also divide the class into teams. For homework, give them a list of items to find or to bring pictures of. The next day, each group shows their items. One group displays their items on the theme table, with labels.

AN OUTING



VIDEO 5

Big Idea 4
Funda Wande

Setting up your classroom

5

VIDEO 128

Teaching Vocabulary
Strategies for independent vocab learning

Learning Vocal Independently

128

2) Sing lots of songs and recite poems.

3) Categorise words: Get children to organise or group words on the Beginning Knowledge topic in different ways. For example, when learning about animals get learners to group the animals into wild animals and pets; or into herbivores and carnivores or into animals with sharp claws and ones without.

4) “Wonderful Words Wednesday”: This is a time every week when children bring an interesting word they have read or heard. Put the words on a word wall. They vote for the most interesting word each week and this becomes the “word of the week”. The whole of the next week they all try to use that word at least once a day.

5) Name things and also their parts: Help children to develop vocabulary size and depth by naming things and their parts

6) Play word games

- I Spy with my little eye can be adapted for vocab rather than phonics. For example, say, “I am thinking of something you use to hit balls with in a game of tennis”
- What is my word? Stick a word on the forehead of a learner. Their task is to ask questions from the class until they work out what the word is. A variation is “Who am I?” played in the same way.
- Someone (or a team) acts out a word and the rest of the class has to work out what the word is.
- General Knowledge is enjoyable for groups and practices spelling. Decide on some headings (e.g. animal, plant, food, tool, clothes). Each player makes a table with these words as headings. Then write all the letters of the alphabet on a page in any order. One person closes her eyes and points to a letter on the page. The children then write words beginning with that letter under the headings. The first to write a word for each category gets a point. Add up the points to find the winner

Read to grow vocabulary

Watch the last part of **Video 104** where Ntsika is reading to his class.

What interesting vocabulary do the children hear?

Reading grows vocabulary incidentally when you:

Read good texts aloud.

Talk about the illustrations using a wide vocabulary.

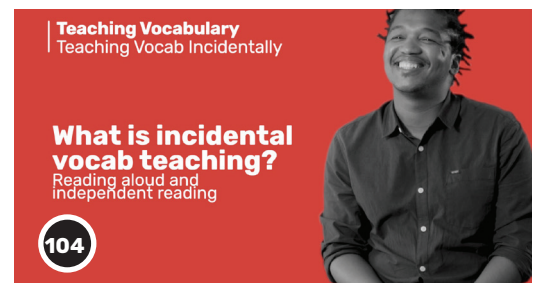
Encourage independent reading.

Read books repeatedly. This increases exposure to the new vocabulary and improves the chances that the children will learn to use the words.

Children will learn most new words in books incidentally but you can choose a few words to teach explicitly. This is especially important for EFAL. See Unit 4 for how to teach vocab explicitly.



VIDEO 104



A good text for developing vocabulary

- Contains a range of interesting adjectives, nouns, verbs and adverbs, used in interesting sentences
- Some of these words appear more than once in the book
- Pictures offer opportunities for lots of discussion and vocabulary use
- Pictures support the meaning of the words
- Deals with ideas and concepts the children find interesting and engaging

Activity 4.11

1. Tick the things you can do to promote a word-rich classroom.

- Discourage children from talking
- Get children to collect and display interesting words on a theme table
- Play games with words
- Discuss words whenever possible



L7: Find out more

See app for downloadable resource material for reading.



L8 : Review Reflection

Activity 4.13: Reflection

If you are going to use interesting words, you yourself need to consciously work on developing your own vocabulary. Think back over the last week. What interesting isiXhosa vocabulary do you think you used? What do you do to develop your own vocabulary?

Make brief notes and share with your colleagues.



L9: Review Application

Look at the pictures from Story 4 in the Grade 1 Anthology. (page 48)

Activity 4.14: Application

Look at the pictures from Story 4 in the Grade 1 Anthology.



True or false?

1. There is lots of opportunity for incidental vocabulary learning when you discuss the pictures in this story.

- True
 False

2. When you ask an open-ended question about one of these pictures, there can be only one correct answer.

- True
 False

3. You can extend children's vocabulary by repeating what a child says and then adding a synonym or adding detail.

- True
 False

4. You can extend children's vocabulary by naming the window in the picture, but also the window sill, the window pane and the window latch.

- True
 False

5. If you talk about the child who is not co-operating with the others, the class cannot learn any vocabulary incidentally.

- True
 False

Teaching Vocabulary

4.4

Teaching vocabulary explicitly

9 lessons in this unit



L1: What is explicit vocabulary teaching?



L2: Why is it important to teach some vocabulary explicitly?



L3: When do I do it?



L4: What resources do I need?



L5: How do I do it?



L6: Teaching vocabulary across the curriculum



L7: Find Out More



L8: Review Reflection



L9: Review Application

Teaching vocabulary explicitly means you deliberately choose to teach certain words and teach them in a planned way. In this unit you will learn how to choose and explicitly teach 3-5 words every day, focusing on meaning, form and use. You will also learn how to expose learners to the words 5-7 times in different contexts so that they learn and use these words.



L1: What is explicit vocabulary teaching?

What is it?

Watch **Video 123** to get an overview of explicit vocabulary teaching. Can you define explain explicit vocabulary teaching now?

Explicit vocabulary teaching is when you deliberately plan and teach chosen vocabulary words.

Together with incidental vocabulary teaching, teaching vocabulary explicitly helps to grow learners' vocabulary and to close the vocabulary gap.

What does it look like?

Watch the example of explicit vocabulary teaching in **Video 119**.

Notice how Zaza

- shows the real object
- uses gestures
- focuses on pronunciation and spelling
- uses the words in sentences

VIDEO 123

Teaching Vocabulary
Teaching Vocab Explicitly

What is explicit vocab teaching?

123

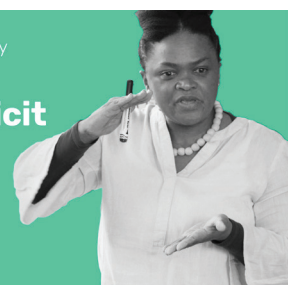


VIDEO 119

Teaching Vocabulary
Teaching Vocab Explicitly

What is explicit vocab teaching?

119





L2: Why is it important to teach some vocabulary explicitly?

Teaching Vocabulary explicitly is important because:

It deepens knowledge of important words: Learners find out about different ways a word can be used, how related words connect with each other, or the appropriateness of a word for a particular context.

It makes reading easier: Teaching selected words in depth gives learners the knowledge they need to understand what they read.

It develops academic and scientific vocabulary: Academic and scientific vocabulary is needed for success at school, but these words are hard to learn incidentally.

It helps EFAL learners and people who don't read a lot: EFAL learners need a lot of explicit vocabulary instruction. Students who are not spending time reading independently need this direct teaching to help increase their vocabulary



L3: When do I do it?

When teaching content subjects: Use explicit instruction to teach important vocabulary in maths, science, geography, history and so on (Beginning Knowledge in CAPS).

Before reading a Shared or Group Guided text: Help learners to understand the text by pre-teaching key words.

Test the new words you've taught every Friday. It's important to check that the learners are learning and remembering the new words you've been teaching them during the week. A good way to do this is to get them to write sentences using the words. This enables you to check that they can spell the word as well as use it correctly.

Do not spend too much of Shared or Guided Reading time on vocabulary instruction.

It is more valuable for children to spend time actually reading!





L4: What resources do I need?

Resources

Real-life objects to demonstrate the vocabulary words.

Large, clear photos or drawings of the vocabulary words.

A learner's dictionary will help you to come up with a learner-friendly definition.

Flashcards to write the words on. Store them in a plastic bag/ice cream container according to themes and label them, for easy reference for use the following year.

Story books or textbooks where the vocabulary can be seen in context.

A word wall for the vocabulary for the week. Keep this separate from your phonics word wall. Leave the words up all week. Take them down on Friday when you test vocab of the week. Create new word walls each week.



Activity 4.14

True or false?

1. Teaching vocabulary explicitly is when you choose the words and teach them in a planned way.

True

False

2. Teaching vocabulary explicitly is only necessary in Home Language.

True

False

3. Display the words on a word wall so that they can be seen and used throughout the week.

True

False

4. If possible, show children examples or pictures of the words when you teach explicitly.

True

False

5. When you teach a new word, teach about meaning, use and form.

True

False



L5: How do I do it?

Watch Video 124. Zaza and Permie how to teach vocabulary explicitly.

Deciding what words to teach explicitly

Identify all the potential words you could teach in a lesson.

Choose which of these words to teach. The checklist will help you to choose the words

Aim to teach 3-5 words a day, or 15-25 a week.

Teaching the word

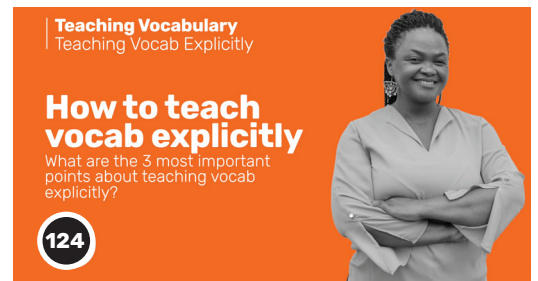
1) Meaning

Watch Video 120 which shows how teachers teach the meaning of words. Notice how they are developing both breadth and depth of vocabulary.

Key Points

Give a learner-friendly explanation, using everyday language.

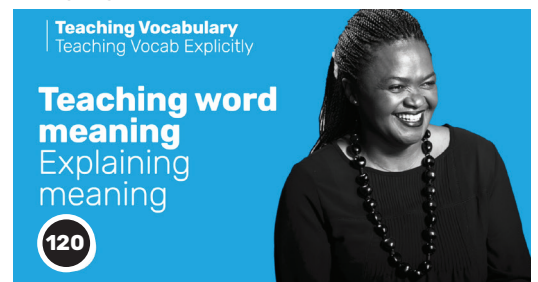
VIDEO 124



	YES	NO
Do learners need background knowledge to understand the word?		
Is it critical to comprehend the text?		
Does the word explain a concept or topic?		
Are context clues in the text missing or too hard to help understand the word?		
Will the word be found in future reading?		

If you have answered yes to three or more of the questions, then teach the word explicitly.

VIDEO 120



Make the meaning visual

- Show the real object
- Show a photo/diagram/drawing
- Act it out.

Use the word in several different sentences to show the word in context.

Ask 3 concept questions about the word that require yes/no answers.

You can also use the **“4 square” framework** when you teach the meaning of a word.

2) Form

Write the word on the board or put up a flashcard.

Ask learners to pronounce the word a few times.

Show how the spelling is like the spelling of known words (especially in English). For example, if you teach the English word goat, point out that it looks and sounds like words such as boat, coat, float.

Encourage them to play games with new words. For example, to help them remember the word goat you can encourage them to make up a silly rhyme such as *A goat in a coat afloat in a boat!* (The silly rhyme also helps to reinforce the meanings of the other -oat words.)

3) Use

Make sentences using the word in different contexts.

Show the grammatical pattern it fits into (for example an adjective describes a noun, so talk about the adjective and the kinds of nouns it might describe).

Talk about when it is appropriate/not appropriate to use.

Give some common synonyms and opposites.

Do activities to make words memorable

Make new words memorable by getting children to do quick activities with them. Here are some examples:

Ensure words are encountered many times

Put words on the word wall and refer to it often.

Make games with the words.

Sort or match word cards.

Use THINK –PAIR –SHARE strategy. Let learners make sentences with words individually, then in pairs, then share with the whole class.

FOURSQUARE

Target word Loyal	Examples someone who always supports the same soccer team; a pet who waits for you
Own definition Someone who is always there for you	Non-examples Someone who only supports a team that is winning; a stray dog



Make sentences	Learners make a sentence using the word ➤ Tell your partner	E.g. Crouch The lion crouched in the grass, ready to pounce on the impala. I am small when I crouch.
Thumbs up/ down	Ask Yes/No questions that will show if learners understand the word. ➤ Thumbs up for Yes, Thumbs down for No.	When you crouch, do you bend your legs? When you crouch, are you close to the ground? Am I crouching now? (Standing up and stretching)
Turn and Talk	Tell your partner... (something that connects the word and their lives) ➤ Learners talk in pairs	Tell your partner about when you crouched when you were playing hide and seek.
Applause	Teacher asks questions starting "Would you enjoy 'like...'" ➤ Learner clap if they would enjoy it.	Would you enjoy crouching here? (Pointing to top of cupboard)
Have you ever?	Teacher asks questions starting "Have you ever..." ➤ Stand up if Yes, stay seated if No.	Have you ever crouched under a table? Have ever crouched in a cave?
Silly questions	Teacher asks a silly question using the word. Encourage learners to use imagination. ➤ Learners talk in pairs.	When does the principal crouch?

Activity 4.15**Choose the correct answers**

1. Teaching a word explicitly means teaching.

- The meaning, form and function of the word
- How you pronounce the word
- A synonym for the word

2. To ensure that words are encountered a number of times you should NOT

- Get children to use with the word in different sentences
- Make children repeat the word over and over
- Put the words on a word wall and refer to them throughout the week

3. When teaching words explicitly

- Get children to do activities with words so that they use them
- Let children hear the words but they do NOT need to write them.

Let children hear the words but they do not need to write them.



L6: Teaching vocabulary across the curriculum

Teaching vocab

Watch **Video 130**. Permie is teaching vocab in English, in a Life Skills (Beginning Knowledge) lesson.

Notice how translation is used as a vocabulary learning tool.

Teach vocabulary explicitly in all subjects. The same procedure can be followed in any subject.

Teach words in related groups if possible. This will help learners to create connections between words. Use **themes** to build up vocabulary about topics such as healthy foods, the weather, transport, or natural disasters. Theme-based learning helps children form or understand new concepts and learn new words associated with those concepts.

Building on what bilingual children bring to the classroom

Children sometimes know English words for concepts before they know the word in isiXhosa. The teacher needs to build on this. She should affirm what the child says and then make sure that the whole class knows the word in isiXhosa. The words can be written on both the English word wall and the isiXhosa word wall.

Watch **Video 35**. Notice how Ms Mtshayi responds to the child who uses an English word in the second half of this video.



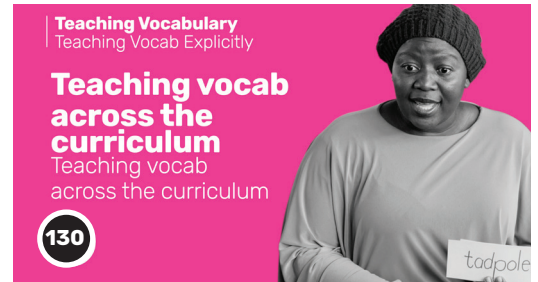
L7: Find out more

See app for downloadable resource material for reading.



L8 : Review Reflection

VIDEO 130



VIDEO 35



Teaching Vocabulary

4.5

Teaching vocabulary explicitly

9 lessons in this unit



L1: What are strategies for independent vocab learning?



L2: When do I teach these strategies?



L3: When do I do it?



L4: How do I teach children to monitor their vocabulary knowledge?



L5: Strategies for working out word meaning



L6: Strategies for remembering words



L7: Find Out More



L8: Review Reflection



L9: Review Application

Build children's independence by teaching them ways to work out the meaning of words and ways to remember new words. This unit covers some strategies you can teach children to work out what words mean and to remember those words for future use – using dictionaries and other reference aids, using background knowledge, context clues, illustrations etc to work out word meaning and memory techniques for remembering words in HL and EFAL.



L1: What are strategies for independent vocab learning?

Strategies for independent vocab learning are **ways that we work out what unfamiliar words mean** when we read independently.

These strategies need to be taught explicitly and learners need to know some ways to remember this new vocabulary.

Watch **Video 128** where Permie speaks about some strategies for independent vocabulary learning. What strategies does Permie suggest for learning vocabulary independently?

Why is it important to teach these strategies?

They are tools for independent vocabulary learning:

When we teach children how to work out word meaning and how to learn vocabulary we are giving them tools to be independent readers and vocabulary learners.

VIDEO 128

Teaching Vocabulary
Strategies for independent vocab learning

Learning Vocal
Independently

128

128



There is no way that teachers can teach all the vocabulary a learner will encounter, so it is crucial to be able to learn vocabulary independently.



L2: When do I teach these strategies?

First focus on getting children to be interested in and aware of words. Then you can teach them how to independently work out their meanings and remember them.

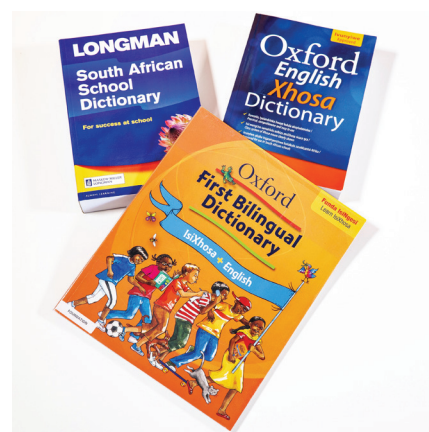
1) Set time aside to explicitly teach children how to identify words and to learn them.

2) Use the gradual release teaching method (Model how you do it, support them to do it, then they do it independently)

3) Re-inforce the strategies repeatedly. Provide plenty of support and opportunities to practice the strategies.

I DO, WE DO, YOU DO

I DO	WE DO (I watch)	YOU DO (I watch)	YOU DO
<ul style="list-style-type: none"> Direct Instruction Model Think Aloud 	<ul style="list-style-type: none"> Interactive Checks, Prompts, Cues 	<ul style="list-style-type: none"> Provide Feedback 	<ul style="list-style-type: none"> Student Assumes Full Responsibility



L3: What resources do I need?

Resources

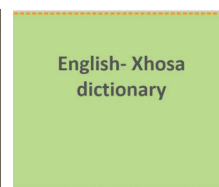
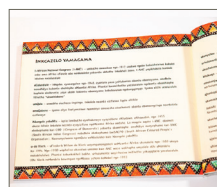
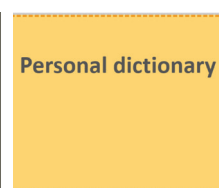
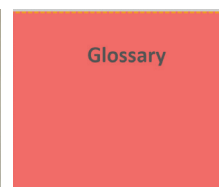
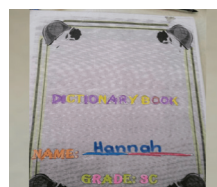
Appropriate dictionaries should be available in the classroom. For foundation phase these should ideally contain pictures and very simple words. Bilingual dictionaries and English only dictionaries are also useful. It is best if there are a number of copies of the dictionary in the classroom. Keep them easily accessible. They should be in a special place in the Reading Corner so that children can easily find them.

Personal dictionaries: Each child should have their own personal dictionary in which they write words they have discovered or learned.

Word Walls for HL and EFAL: Your word wall is not just a place to stick flashcards, it is a resource for learners.

Activity 4.18

1. Drag and drop the images into the correct boxes.



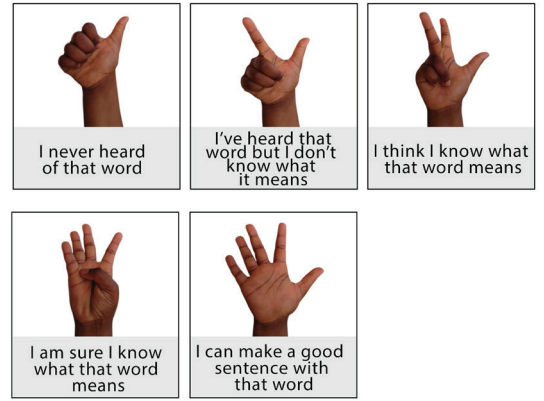


L4: How do I teach children to monitor their vocabulary knowledge?

Teach children to notice when they come to words they don't understand. Young children are often so busy trying to decode that they don't pay attention to the meaning of what they are reading.

Teach them to self-assess their vocabulary knowledge by using this five-finger exercise. Put a poster like this on the wall for reference. Encourage them to monitor in this way often.

Use this exercise to gauge how many learners understand a word. This helps you to work out if you need to teach the word explicitly. It is important to build a classroom environment where children do not feel ashamed and lie if they don't know.



L5: Strategies for working out word meaning

1) Using context clues

Use Teacher Think Aloud to model how to use “context clues” to work out the meaning of words you do not know.

We can get context clues from:

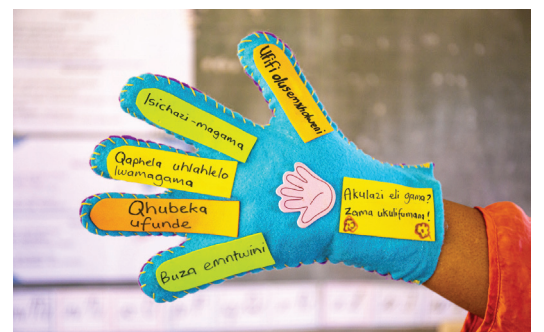
The rest of the sentence/paragraph – often the meaning of a word is made clearer in the sentences which follow, so a good strategy is to read on a bit to see if your understanding is deepened.

Background knowledge of the topic – thinking about what you already know about the topic might help you to make a connection that helps you to work out the meaning of a word.

The illustrations – often the pictures, graphics or diagrams that go with the text make the meaning of words clearer.

2) Using dictionaries and glossaries

Watch Video 134 Permie is helping her class to use dictionaries.



VIDEO 134

Teaching Vocabulary
Strategies for independent vocab learning

Using Dictionaries

134



Teach children:

1) How dictionaries work and give them practice using them.

2) Where to find a glossary at the end of some non-fiction books. Often words are written in bold if they are explained in the glossary.

3) How to judge when to look words up. If you can't work it out from the context and you can't understand the text without understanding the word. Be mindful that using a dictionary takes a lot of time and if you have to do it a lot it can take all the enjoyment out of reading.

4) To write the words they have looked up into a personal dictionary, together with a sentence

3) Recognising parts of the word that you understand

Help children to see:

1) Prefixes change the meaning of a word. Show them how to identify the prefixes.

In English, if you know 4 prefixes you can more or less figure out the meanings of about 1500 words!

un- 'not' unhappy, unpleasant

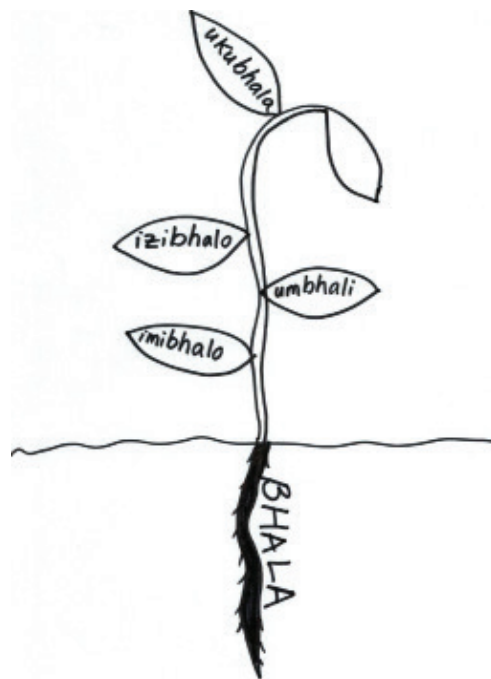
in- 'not' incapable, incomplete

re- 'again' reappear, regain

dis- expresses a negative: disappear, disbelief

isiXhosa has many prefixes e.g. ngo- 'on, during' ngoLwesine (on Thursday), ngoMatshi (during March)

2) Words with the same root are related – if you know one word you can work out the meaning of other related words (e.g. play, playground, playful, replay; bhala, umbhali, imibhalo, iziBhalo)



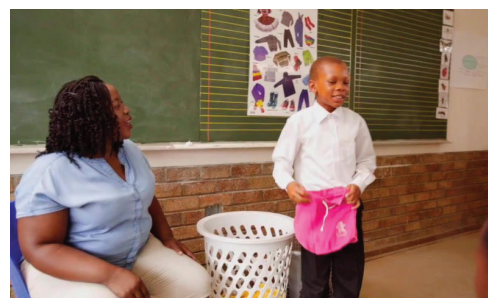
L6: Strategies for remembering words

1) Encounter the word many times in different contexts.

Children need to be exposed to a word 5-7 times before they are likely to remember it. The teacher needs to re-use the words over a period of time.

2) Associate the word with something that they will remember,

like a picture or a sentence. Learning about words in related groups/themes also helps.



3) Use word walls

A word wall is a display of the words which have been taught.

Teach children to use the word wall to find words to use in their speech and writing. They may use these words in their writing and check the spelling on the word wall.

Word walls are a tool for word learning because they can provide more exposures to important vocabulary, which allows for better retention. Change your word walls weekly. Store the old flashcards for use the following year.

The words can be arranged in a number of ways – alphabetically, according to theme, according to spelling/phonics, according to which story they were found in. You may have more than one word wall in the classroom.

Word walls can be used in all content areas.

It is important to change the words on the word wall.

Usually this happens when the theme for teaching changes. When you take the words down, put them in a labelled container in the Reading Corner. These can then be read or used in reading and writing activities.

4) Make personal dictionaries

An exercise book in which a learner writes down new words they want to remember is called a personal dictionary. The DBE workbooks also contain a Personal Dictionary.

Give learners time to add to their dictionary. Let them use their dictionaries when they write.

Words can be arranged alphabetically or by theme.

Add new words from their independent reading, guided reading, shared reading or words they hear spoken, or words they have looked up in a dictionary.

Draw a picture of the word and write the word in a sentence. This will help them to remember the words.



See app for downloadable resource material for reading.

Teaching Vocabulary

4.6

Teaching vocabulary explicitly

9 lessons in this unit



L1: What do I assess about vocabulary?



L2: When do I assess vocabulary?



L3: Informal assessment



L4: Formal Assessment



L5: Strategies for working out word meaning



L6: Strategies for remembering words



L7: Find Out More



L8: Review *Reflection*



L9: Review *Application*

How do we assess whether children have learned the vocabulary we teach them? In this unit you will learn about two ways of assessing vocabulary informally, and one way of assessing it formally. We will talk about some common formats for written vocabulary assessment. The main take-away point for this unit is that teachers should assess knowledge of meaning, form and use of words in context. In context means that children should hear and use words in full sentences. This is especially important for words that can mean different things.



L1: What do I assess about vocabulary?

Vocabulary size

Teachers can judge roughly if a learner has a weak vocabulary or a large vocabulary by noticing what words the learner uses in speaking and writing. It is hard to be precise about this, but you will want to identify those whose vocab is weak, so you can put extra effort into activities to address this problem.

Knowledge of words that have been taught

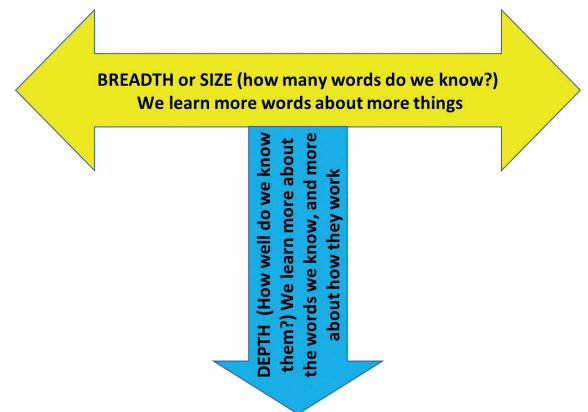
It is much easier to assess the words you have explicitly taught. Remember that “knowing a word” involves

- knowing its meaning,
- knowing its form (spelling)
- being able to use it in different contexts.

You can assess this informally or formally.

Why is it important to assess vocabulary?

To inform and direct your teaching: Assessing vocabulary both formally and informally gives you information about how effective your teaching is and which children



need extra attention. This awareness is important so that you can plan to teach vocabulary more effectively.

If children know they are going to be assessed, they make an effort to learn new words.

Assessment provides children with feedback about which words they know and which they don't, and how they need to move forward with vocabulary learning. This helps children to notice words they don't know and to self-monitor their vocabulary development.



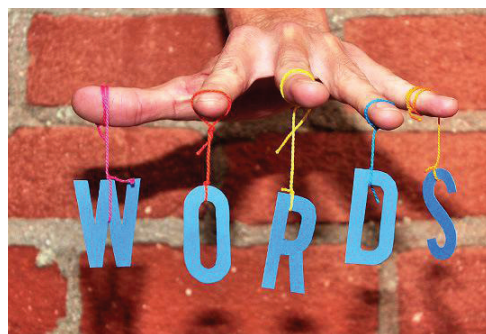
L2: When do I assess vocabulary?

Informally, notice children's vocabulary use all the time

Focus on two or three children every day – notice how they use words in general and how they use words you have taught them (for example, what kind of sentences they make with these words). It is a good idea to write your observations in an observation book or class list.

Formally, test every week

Some teachers have weekly word tests, which can test the meaning of words as well as spelling/phonics patterns. It is important to set up a process for children to learn their weekly words.



L3: Informal assessment

How to judge if a child has a weak vocabulary

See table on (page 49)

Ineffective ways of checking vocabulary knowledge

See table on (page 49)

Use Concept Checking Questions

Concept Checking Questions are a more effective way of checking that learners understand a word. At the same time the questions deepen their knowledge about the word

Watch Video 126. Zaza is asking a Concept Checking question.

Children have weak vocabulary knowledge if they:	What you can do about it:
- Do not have the words to talk easily about their day.	- Provide language experiences: Provide lots of experiences with language. Help children to encounter words in different contexts (e.g. ask "Where else do we find this thing?")
- Misuse common words.	- Talk: Have daily conversations with the child, use new/interesting words and extending the child's. Help the child to talk in full sentences.
- Do not know the meanings of many of the words in the texts used for the grade.	- Read: Read daily to the child and talk about the illustrations. Provide many opportunities for the to read books at the right level.
- Struggle to link words to real life examples.	- Visuals: Use lots of visual resources (pictures, displays, word walls).
- Struggle to link words from one book to another.	- Teach: Teach useful or difficult words explicitly but reading.
	- Play: Play oral and written word games.

Don't say...	What's wrong with it?
☒ "Do you understand what X means?"	They might say "Yes", even if they don't understand; or they might say "Yes" but have a totally incorrect understanding.
☒ "What does X mean?"	Sometimes it is very hard to explain a word. The learner may not yet have the vocabulary needed to define the word.
☒ "You all seem to understand what X means?"	Don't make assumptions!

What do you notice about the questions Zaza asks?

A good concept question:

- is short and specific
- uses very simple language
- has only one correct answer

Asking concept questions to check knowledge of a word:

- Ask three closed questions about the word.
- Learners answer Yes or No or give one-word answers.
- The whole class can answer together with thumbs up/ thumbs down.

Advantages

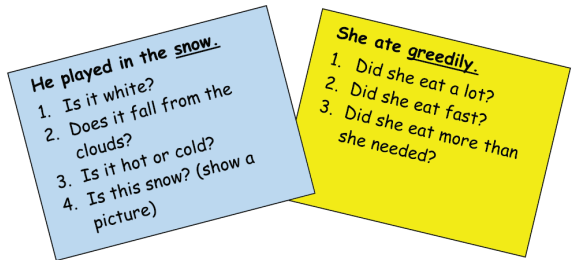
- Learners have to PROVE that they understand the word.
- They learn more about the word.
- You can easily see who understands.

How to prepare concept questions

1) Prepare in advance. Write your questions on sticky notes or in your lesson plan.

2) Follow these steps:

- Identify what the word means (use a dictionary to help)
- Turn that meaning into closed questions (answers can be Yes/No; Either/Or; or one word answers)
- Aim at three questions per word.



Activity 4.21

True or false?

1. You can assess vocabulary knowledge informally by noticing whether the child uses the word correctly in speech or in writing.

- True
- False

2. You can assess vocabulary knowledge informally by asking concept questions.

- True
- False

3. You can assess vocabulary knowledge informally by giving a weekly test.

- True
- False

L4: Formal Assessment

Weekly tests

Watch Video 131. Permie is giving her class a test. What aspects of vocabulary knowledge (meaning, use, form) are being tested?

Some question formats for testing vocabulary

1) Matching pictures and words

2) Matching words and definitions

From mid-Grade 2 and in Grade 3, matching words with short definitions is a useful way of assessing vocab.

3) Making Sentences

Check whether children can use the words correctly in context by:

- **Writing/saying sentences:** Assess children's productive vocabulary by asking them to use the words you have taught them in oral or written sentences.
- **Writing paragraphs:** Especially if you have taught a number of words relating to a theme/topic, you can ask children to write a paragraph or a whole story, using a

MATCHING PICTURES AND WORDS

number of the taught words.

4) Cloze exercises

Cloze exercises are an incredibly useful tool for checking comprehension in English, though less so in isiXhosa because of the conjunctive writing system.

- Learners are given a text in which words have been left out. They have to fill in the blanks.
- You can give them a list of words to choose from to complete the exercise.
- Usually, every fifth or every seventh word is left out.



L7: Find out more

See app for downloadable resource material for reading.



L8 : Review Reflection

Activity 4.23: Reflection

Observe a child you know well. Informally assess whether the child has a weak or strong vocabulary.

Write brief notes on what you observed and what criteria you used to assess. Be prepared to share this with colleagues.



L9: Review Application

Activity 4.24

Activity 4.22



1. Which exercises test vocabulary knowledge?

- None of the above
- A, B, and C
- A only
- A and B

Activity 4. 24

1. Choose the 3 best questions to check that children understand “embarrassed”

- Is this a good feeling?
- Are you worried about what other people think?
- Do you wish you hadn’t done something?
- Do you want to hide away with shame?
- Does your face sometimes feel hot?

2. Choose the 3 best questions to check that children understand the word “History”

- Is it about people who are living now?
- Is it what historians and archeologists do?
- Is it about the past?
- Is it about culture, experiences and events in the past?

Is it about people and events?

3. Choose the 3 best concept questions to check that children understand “cosy”


- If you’re cosy do you feel secure?
- If you are cosy, are you warm or cold?
- Did granny knit you a cosy jersey for Christmas?
- If you are cosy, are you comfortable?
- Which room is cosy? (show picture of a small lounge with a fire and a picture of a shopping centre)

Teaching Decoding Addendums

Grade 2 lesson plan for Listening and Speaking




Teacher's note:
Translate these words from English into the target language and then paste the words into the correct spaces.

1  electric plug

2  water spill

3  fire

4  iron

5  stove

6  broken glass

7  knife

8  medicine

9  poison

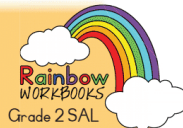
10  paraffin

11  hot water

POSTER

4

Home safety



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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ISBN 978-1-4315-2752-6
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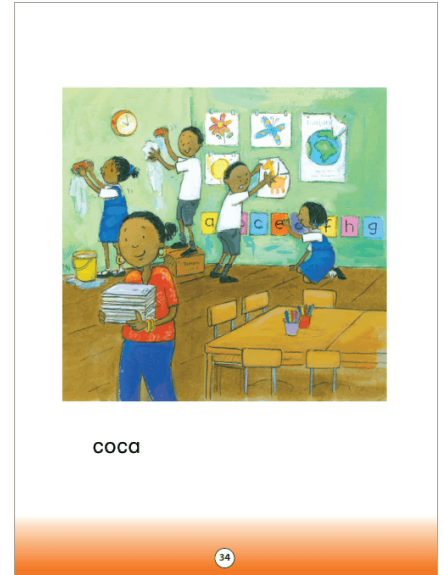
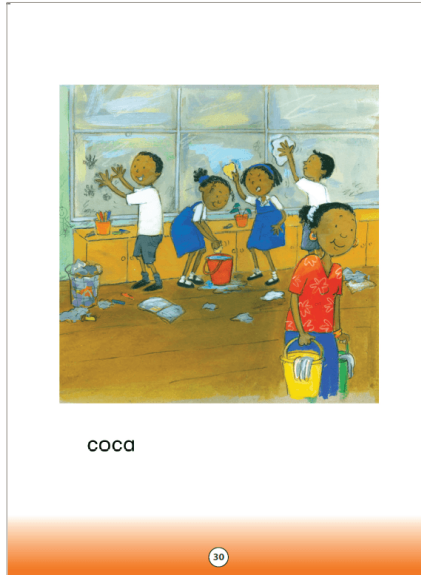
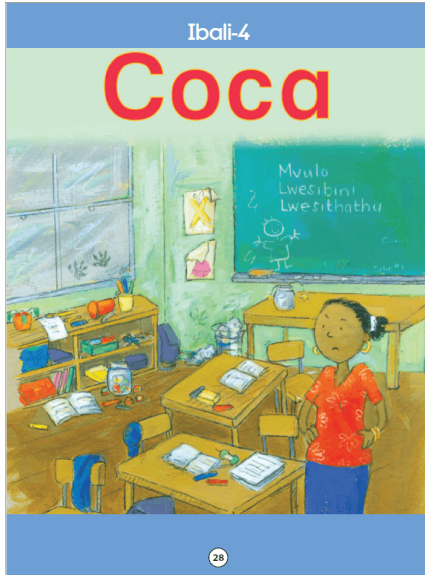
PHAMBI KOKUBA UFUNDE IBALI

Qiniseka ukuba uyayazi intsingiselo yala magama alandelayo
qwaba, ihlombe, ooni nooni, mungunya, umtsalane, nambitha, finga,
ukukhwina, ingwiqi

Qiniseka ukuba ungakwazi ukufunda la magama alandelayo
izinkcwe, akusemnandanga, iintshiyi, likhatshwa, yiminqweno

Teaching Decoding Addendums



Story 4 in the Grade 1 Anthology.



How to judge if a child has a weak vocabulary

Children have weak vocabulary knowledge if they:	What you can do about it:
<ul style="list-style-type: none"> - Do not have the words to talk easily about their day. - Misuse common words. - Do not know the meanings of many of the words in the texts used for the grade. - Struggle to link words to real life examples. - Struggle to link words from one book to another. 	<ul style="list-style-type: none"> - Provide language experiences: Provide lots of experiences with language. Help children to encounter words in different contexts (e.g. ask “Where else do we find this thing?”) - Talk: Have daily conversations with the child, using new/interesting words and extending the child’s. Help the child to talk in full sentences. - Read: Read daily to the child and talk about the illustrations. Provide many opportunities for the child to read books at the right level. - Visuals: Use lots of visual resources (pictures, task cards, displays, word walls). - Teach: Teach useful or difficult words explicitly before reading. - Play: Play oral and written word games.

Ineffective ways of checking vocabulary knowledge

Don't say....	What's wrong with it?
<p> “Do you understand what X means?”</p>	<p>They might say “Yes”, even if they don’t understand; or they might say “Yes” but have a totally incorrect understanding.</p>
<p> “What does X mean?”</p>	<p>Sometimes it is very hard to explain a word. The learner might not yet have the vocabulary needed to define the word.</p>
<p> “You all seem to understand what X means”</p>	<p>Don’t make assumptions!</p>



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Lined writing area with horizontal green lines.



Funda Wande

Reading for Meaning