



2017 TRAINING WORKSHOP NO.9
ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase
Just-in-Time Training Workshop 9
May 2017**

Facilitator's Guide

**isiZulu Home Language
and
EFAL**

Endorsed by:



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what I do matters



Programme

Number	Session Name	Time Guide	Real Time / Notes
1	Introduction	5 min	
2	Session 1 <ul style="list-style-type: none"> ➤ Sharing experiences of teaching writing One activity and discussion (30 mins) ➤ An integrated approach to teaching writing: In Shared Reading and Listening and Speaking (40 mins); in sentence writing in Phonics (50 mins) Input, four activities and discussion	120 min	
3	Tea	30 min	
4	Session 2 <ul style="list-style-type: none"> ➤ Writing paragraphs and stories: Paragraphs: 1 activity, discussion and input (40 mins) – Stories: 1 activity, discussion and (50 mins) ➤ Critiquing writing and giving feedback – isiZulu and English: 2 activities, discussion and input (80 mins) 	170 min	
5	Closure	5 min	
Total Working Time:		5 h 30 min	

THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.		TOTAL NUMBER	CHECK
1	Facilitator's Guide		
2	Participants' Handout		
3	Flip chart paper; kokis		
4	Paper for participants to write on		
5	Poster – <i>Under the sea</i>		

Introduction	
TIME GUIDE	5 minutes
<ul style="list-style-type: none"> • Give each HoD a Participants' handout at registration. • Welcome the HoDs. • Explain the following: <ul style="list-style-type: none"> ○ The workshop focuses on: ○ Writing 	

SESSION 1	
TIME GUIDE	120 minutes
RESOURCES	Facilitators' Guide; Participants' handout; flip chart paper; kokis; paper for participants
<p>Introduction</p> <p>The purpose of this workshop is to: help teachers facilitate writing lessons according to the lesson plan methodology, to give them more confidence in using this methodology and to practically show them how to facilitate a lesson.</p> <p>Share experiences and reflections of teaching writing (30 minutes)</p> <p>Activity 1: Ask the participants to answer the following questions in their groups:</p> <p>° Many learners writing skills are poor. They experience difficulty writing sentences and paragraphs. What do you think could be causing this?</p> <p>° Some teachers are not managing to complete the writing activities in the lesson plans. Why do you think this is?</p> <p>° What do you have difficulty with in the writing lessons?</p> <p>Ask a few participants to share what was said in their groups with the whole group. Conclude this activity by telling the participants that the workshop will address some of these issues and help them to improve their learners' writing skills.</p> <p>An integrated approach to the teaching of writing skills</p> <p>Input: Writing does not only happen in writing lessons. Learners are prepared for writing in other components – Shared Reading, Listening and Speaking and Phonics.</p>	

Writing skills introduced in Shared Reading and Listening and Speaking (40 minutes)

Input: In many **Shared Reading lessons** from Grade 1 to Grade 3 the important aspects of learning to write are pointed out to the learners. These are:

- ° Sentences – learners are shown what a sentence is in a story. A sentence is made up of words and makes sense (we can understand it).
- ° Punctuation - at the beginning of Grade 1 they are shown that sentences begin with capital letters and end with full stops. Then question marks, exclamation marks, commas and speech marks are pointed out to the learners as they are expected to begin using these in their writing.
- ° Paragraphs are read in Shared Reading and then these are explained to the learners.
- ° When learners are expected to write a story with a beginning, middle and end a story is used to show them what a beginning, middle and end is. The fact that stories are written in a sequence from beginning to end is pointed out using examples from the passages read in Shared Reading. Learners are told that stories are not jumbled up but happen in a sequence. This is also reinforced in Listening and speaking lessons where learners are expected to tell stories in the correct sequence. Teachers tell a story in the correct sequence first so that the learners understand how to tell a story. Learners need to be able to tell a story in the correct sequence before they can write a story in the correct sequence.
- ° In Shared Reading lessons learners are not only told what sentences, punctuation, paragraphs and stories are but are also asked to tell the class what they are.
- ° When adjectives, adverbs and conjunctions are learnt these must also be shown to learners when stories are read to them or they read with the teacher in Shared Reading lessons. The more learners become conscious of these when they are reading the more likely they are to use them when they are writing.

Activity 2: Ask the participants to read ‘Indaba kaMimi’ in the resources section on page 7 in their Participants’ handout in their groups and then practise the following:

- identify a **sentence** and one member of the group practices explaining to learners what a sentence is.
- a different member of the group identifies all **punctuation marks** in the story and practises explaining the use of these to learners.
- another member of the group identifies **two different paragraphs** in the story and practises explaining what a paragraph is to the learners.
- another group member identifies the **beginning, middle and end** of this story and practises explaining these to learners.
- another group member identifies any **adjectives, adverbs and/or conjunctions** in the story and practises explaining these to learners.

Developing sentence writing skills in Phonics lessons (50 minutes)

Input: In HL and EFAL phonics lessons learners are taught different sounds that are needed to be able to spell and write words. They are expected to learn a number of spelling words each week and write a spelling test using these words. Every week they also write sentences with these words. These sentences must contain the words given. These words must not be changed in any way by learners. The lesson plan methodology asks the learners to write their own sentences with the spelling words for the week. They should be writing between 3 - 7 sentences a week depending on their Grade and term.

Activity 3.1: Write the following 5 words (impela; izimpiko, impophoma; impelesi, izimpethu) on the flip chart paper and ask the participants to write sentences with 2 of the words. Tell the participants to use these words as they are and not to change them. While they are writing the sentences ask them to think about what skills they needed to write the sentences.

Discussion: Ask one participant to tell the whole group what skills s/he needed in order to write the sentences. Add any of the following skills if the participant does not say them: needed to understand the meaning of the word; had to think about how to use this word in a sentence and know the vocabulary to make a sentence; needed to know what a sentence is and be able to make a meaningful sentence; needed to know that a sentence begins with a capital letter and ends with a full stop; needed to know how to spell the words that were used in the sentence.

Activity 3.2: Write a sentence of your own on the flip chart paper using one of the words. Ask the participants to copy this sentence.

Discussion: Ask a different participant to tell the whole group what skills s/he needed when s/he copied this sentence. Make sure that the participant says that no thinking was involved, did not need to know the meaning of word, how to make a sentence, what a sentence is, what punctuation is needed – just had to copy.

Input: Summarize by saying the following: When learners write their own sentence they have to know the meaning of the word that they choose to write about; they have to think about what they can say about that word; they need to make the sentence make sense and they have to remember to begin with a capital letter and end with a full stop. If they just copy sentences from the board they are not getting this experience which is very important if they are to become competent writers. The more they practise sentence writing the better they will become at writing sentences. Feedback from the teacher about their sentences is also very important so that they can improve their sentence writing. If learners are having difficulty starting sentences or using different words to begin sentences give them the words that they can begin the sentence with e.g. The boy; A puppy.... And then the learner can finish the sentence.

Activity 3.3: Ask participants to discuss in their group the following question:

° What feedback can be given to learners when you mark the sentences they have written in phonic lessons?

Ask a few participants to share what was said in their group with the whole group. Check that the following points are made:

- If the sentence does not make sense this must be shown to the learner;
- punctuation;
- correct spelling and copying of words;
- not always beginning sentences with the same words;
- not understanding the meaning of the word – the sentence must use the word correctly;
- teachers need to explain any mistakes learners make to them so that they can learn from their mistakes; be encouraging and supportive.

End this session by emphasising the importance of showing the learners sentences, punctuation, paragraphs, adjectives, adverbs, conjunctions, sequence and beginning, middle and end in shared reading lessons. The more learners become conscious of these when they are reading or being read to the more likely they are to use them when they are writing. Also the more they practise, and the more you give feedback on their sentences, the better writers they will be. So remember not to write the sentences for the learners in phonics lessons.

SESSION 2

TIME GUIDE	170 minutes
RESOURCES	Facilitators' Guide, Participants' Handout, <i>Under the Sea</i> poster

Introduction: In this session you will experience writing paragraphs and stories and analyse some learners' writing and decide how these pieces of writing can be improved.

Writing paragraphs and stories (90 minutes)**Input:**

By the end of Grade 2 learners should be able to write 2 paragraphs of at least 10 sentences. By the end of Grade 3 learners should be able to write at least 2 paragraphs of 12 sentences. They are expected to write stories. It is important that they understand why paragraphs are used, and how a paragraph is constructed.

Activity 4.1: Using paragraphs to improve writing (40 minutes)**Ask participants in their groups to answer the following:**

- What is a paragraph? Agree on the main characteristics of a paragraph
- Why do we use paragraphs when we write a story?
- Look at the two pieces of writing *About Michelle* on page 8 of the Participants' handout
 - Which one has used paragraphs better? Why do you say this?

Ask one group to give feedback on what they said. Don't discuss the feedback but ask participants to listen to the input to see if they mentioned what you say. Also ask them to think back to the last session, and see if they have gained any further information about what a paragraph is.

Input: A paragraph is a group of sentences about one main idea. It can be short or long. A space must be left after each paragraph so that a reader can see that there is a new paragraph. This shows the reader that a new idea is coming. It is easier for a reader to understand something if it is divided into paragraphs. A long, undivided text looks boring and unattractive. Any information or unnecessary information about the main idea of the paragraph must be left out. Usually one sentence (the topic sentence) tells us what the main idea of the paragraph is and then all the other sentences (supporting sentences) are about that main idea. The paragraph must be written in the correct order i.e. the correct sequence. Learners can be helped to write paragraphs by using writing frames i.e. starting the paragraph for the learners by giving them the first sentence and then they write the next two or three sentences themselves.

➤ **Activity 4.2 : Preparing for writing and writing and editing a story (50 minutes)**

Put the poster where all groups can see it. Ask the participants to follow this procedure in their groups:

- Look at the poster on the topic: **Impilo yangaphansi kolwandle**.
- Make up a story about something that happened under the sea, some events that happened; there must be people and/or animals in the story i.e. their story must have a plot and characters. Tell a partner your ideas for your story, and listen to their ideas for their story. (5 minutes)
- All participants must write a story of at least 12 sentences with 2 – 3 paragraphs with the title, **Impilo yangaphansi kolwandle**. Their story should have a beginning, middle and end and they should use adjectives and adverbs.
- Tell them they have 20 minutes to do this

While the participants are writing write the following up on flip chart paper or prepare it before the workshop:

- Story must have paragraphs. Each paragraph should have topic sentence and supporting sentences. There should be at least 12 sentences. (Learners who have writing difficulties are likely not to be able to write 12 sentences. They should be asked to write fewer sentences.)
- Story must be in the correct sequence and have a beginning, middle and end.
- Sentences must make sense.
- Spelling must be correct
- Punctuation – capital letters, full stops, commas, exclamation marks
- Adjectives and adverbs

After 20 minutes revise the editing skills that you have written up with the participants. Remind them that these are introduced to the learners in Grade 2, used in Grade 2 and Grade 3 and are used in HL and EFAL. Ask the participants to edit their work using the criteria on the flip chart paper. Then ask them to give their writing to another member of their group and this person must see if they can find any mistakes not edited and if they can improve the story by adding adjectives and adverbs, shortening long sentences, using different punctuation marks etc.

Discussion: Ask the participants to discuss their experiences of first discussing their ideas for their story poster, writing the story, editing the story and finally having the teacher mark their work. Why is it important that the learners go through all these experiences to become competent writers? What do you think they learn or gain from each step – discussing; writing; editing and then teacher marking?

Check that the following are noted:

- discussing their ideas for the story will help the learners to generate ideas, to think of the correct sequence of the story;
- writing is practise with putting their ideas on paper, using paragraphs, writing in the correct sequence, practising spelling and punctuation; learners need to be told that these are the skills that are necessary for good writing
- editing is where the learners learn to find their own mistakes and correct them;
- teacher marking can help learners to see mistakes that they did not pick up and learn from these errors.

Identify strengths and weaknesses in writing, and suggest how the writing passage can be improved (80 minutes)

Activity 5.1 Ask the participants to turn to page 8 in their participants' handout to the examples of learners' writing – one in isiZulu and one in English (40 minutes)

Ask them to read the isiZulu and EFAL (Friends) pieces of writing quietly on their own and then answer the following questions about each piece of writing:

- ° What are the strengths and weaknesses of this piece of writing? Why do you say this? (give reasons with examples)
- ° How would you help this learner to improve? What areas do you think s/he needs help with?

Ask one group to report back on their answers to the isiZulu piece of writing first. Make sure that all the strengths and weaknesses have been mentioned and how to help learners with these difficulties. Add anything that has been left out.

Ask a different group to report back on their answers to the EFAL piece of writing. Make sure that all the strengths and weaknesses have been mentioned and how to help learners with these difficulties. Add anything that has been left out. **The following should be mentioned:**

Strengths: sequence of story; sentences make sense; most punctuation is correct; language is correct; wrote a paragraph and used one topic.

Weaknesses and how to help:

- spelling: this learner does not have a general spelling difficulty but rather difficulty with specific sounds/words; does not know some of the combinations of sounds – ow (Long O) – need to revise all Long O combination of sounds with learner with examples of words containing the sounds – o....e (bone); oa (coat); ow (grow); oe (toe); ee (Long E) - need to revise all Long E combination of sounds with learner with examples of words – ee (green); ea (eat); ee....e (cheese)
- Confusion between could and called – make sure the learner understands the different meaning of words and explain these meanings using sentences (I could go to the shops – past tense of can; called – I called my friend).
- Confusion between were and where – make sure the learner understands the different meaning of words and explain these meanings using sentences (where is often a question word and therefore has h in it – where is the dog? Were – They were at home). If possible make sure that the words are pronounced differently. EFAL learners often confuse these words.
- Get learner to re-read passage and correct punctuation errors – should be able to do this as

punctuation is used correctly in other sentences.

- Apon/upon – can do auditory discrimination of a and u; also show learner that upon is up and on.

➤ **Activity 5.2: Critique writing of a passage and give the learner constructive feedback** (40 minutes)

Ask the participants to work with another person and to mark the next EFAL piece of writing (Granny) and say what errors the learner has made and how to help the learner. They must also write a comment of a few sentences at the bottom of the writing to the learner who wrote it.

Give them about 15 minutes to do this. Then they must discuss in their groups what they marked and read their comments to each other.

Ask a few groups to share what errors they marked and a few of their comments. Stress the need to write comments that help learners see their strengths and weaknesses, and how they can improve their work – comments such as ‘well done’ or ‘try harder’ are not sufficient.

Discussion points:

- Confusion of /a/ and /u/ and /e/ and /i/; confusion with: they and there; he and she, where and were; not all combination of letters for sounds known e.g. ar, er, ea, silent e; does not use past tense ed correctly; sequence of story muddled)
- Need to work on discrimination of short vowels in isolation and in words; teach combination of letters for different sounds;
- Teach meanings of they/there/their and were and where;
- Sequence of stories – do orally, then written, emphasize when editing; explain the errors to the learner.

Summing up: It is very important that the learners write the sentences in the Phonics lessons and complete all the Writing lessons in the lesson plans in both HL and EFAL. Grade 1 teachers must help the learners to write good sentences in HL and to be able to write 3 sentences on a topic by the end of Grade 1. Learners who have difficulty writing sentences can be given the beginning of a sentence to help them. Grade 2 teachers need to make sure that by the end of Grade 2 HL the learners can competently write paragraphs of 8 sentences. Talking about what they will write before writing it helps the learners to clarify their ideas. By the end of Grade 3 HL the learners need to have been helped to write a story with a beginning, middle and end of at least 12 sentences. The more practise they get with writing and the more feedback they get the better they will become. Practice and support definitely make perfect when it comes to writing.

CLOSURE

TIME GUIDE	5 minutes
RESOURCES	
<ul style="list-style-type: none"> • Ask the HoDs if there are any questions. • Remind them that they must take what they have learnt back to their teachers. Give them a copy of the facilitators’ guide to help them do this. • Thank them for attending. 	

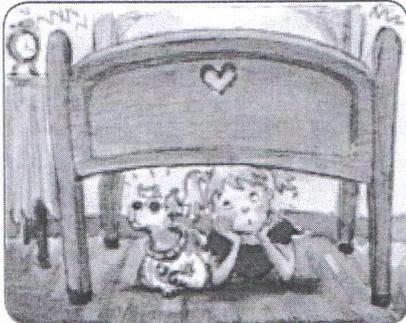
RESOURCES

Activity 2:

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Ukuduma nesichotho

Ithemu 2 – Isonto 5



Indaba kaMimi

Besizihlalele sobabili noSipoti ekhaya.

Kade sizidlalela esivandeni. ✓

Ngibone amafu eba bomvu.

Bengithi alizukuna.

Kweza isichotho.

Besingangebhola legalofu.

Kwafahlaka yonke into.

USipoti yena uye wawasukela amatshe esichotho.

Ngizamile ukumcela abuye, waqhubeka.

Ngamjaha waze wezwa, wawayeka.

Sithe siphela isichotho thina bese sihlezi ngaphansi kombhede.

Lithe uma libalela, saphuma.

Sibone amatshe esichotho angangebhola legalofu.

Activity 4:1 Writing Pieces - About Michelle

About Michelle - Piece 1

My name is Michelle. I am 8 years old. I have black, straight hair and I have small brown eyes. I live in Ernest Swartz lane with my mother, father, my brother, and my two sisters and my two uncles. I am in Grade 3 and my teacher's name is MS Field. My friends are Jessica, Bibi, Basambilu and Tomas. My favourite TV show is SpongeBob Movie. My favourite activities are swimming, going out and celebrating. My other favourite activities are colouring and writing. My favourite colour is pink. I enjoy eating macaroni and mincemeat and my favourite animal is a seal. I am good at netball, basketball and reading. I like to read the Bible and Julius Zebra.

When I grow up I want to be a doctor for kids because I like children and I love curing them from illness. I am good at netball, basketball and reading. I like to read the Bible and Julius Zebra.

About Michelle - Piece 2

My name is Michelle. I am 8 years old. I have black, straight hair and I have small brown eyes. I live in Ernest Swartz lane with my mother, father, my brother, and my two sisters and my two uncles.

I am in Grade 3 and my teacher's name is Ms Field. My friends are Jessica, Bibi, Basambilu and Tomas.

My favourite TV show is SpongeBob Movie. My favourite activities are swimming, going out and celebrating. My other favourite activities are colouring and writing. My favourite colour is pink. I enjoy eating macaroni and mincemeat and my favourite animal is a seal. I am good at netball, basketball and reading. I like to read the Bible and Julius Zebra.

When I grow up I want to be a doctor for kids because I like children and I love curing them from illness.

Activity 5 .1: isiZulu passage

ufana omuhle wavakashela eGoli. Wayehamba ngezitimela. Umphako wakho kwakuyiyama khukhu namadobholo Wadla esitimela wasutha. Wafaka uthwalo wakhe esitimela efika.

Wahlangabeziwa umalume wake ngemoto ebovu.udadewabo wake ngemoto ebovu. Udadewabo uzodwa wajabula ebona. Kwaba kumnandi.

Activity 5.1 EFAL passages: Friends

Once upon a time there was a cat called Tim and a dog named Tom. Tim and Tom were friends. Tim and Tom's owner's were friends too. Every time Tim and Tom owner's met Tim and Tom and the owner's will play hide and go seek. one day Tom's owner did not want to play the same old game but Tim's owner did. A few months later Tim and Tom's owner's forgave each other. They played a new game named swimming they taught Tim and Tom how to swim.

Activity 5.2 EFAL passage: Granny

Once upon a time there was a magic garden owned by a granny. He was 2 hundred years old. She had many flowers in the garden. The granny loved to eat meat. he went to bed at five. She made the children do the work. There did not want to dig. She gave them food once there were done.