



2018 TRAINING WORKSHOP NO.2
ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase
Just-in-Time Training Workshop
2018: No. 2**

Participants' Handout

**isiZulu Home Language
and
EFAL**



Jika iMfundo
what I do matters

Endorsed by:



Programme

Session Name	Time Guide
Session 1: Introduction	5 min
Session 2: Theory of Writing	40 min
Session 3: The Writing Process	60 min
Session 4: An integrated approach to writing	120 min
Session 5: Writing a story, analysing learners' writing and deciding how to help	85 min
Session 6: Closure	5 min
Total	5 hrs 15 m

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 ○ The purposes of this workshop are to: ○ develop teachers' understanding of the theory of writing, the writing process and the integrated approach to teaching/learning writing skills adopted in the lesson plans ○ give teachers an experience of writing themselves ○ give teachers an opportunity to analyse certain learners' writing and to consider ways to help these learners. 	

ACTIVITY 1: WRITING THEORY	
TIME GUIDE	40 minutes
<p>Share experiences and reflections of teaching writing 20 minutes</p> <p>Activity 1 : Answer the following questions in your 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 writing lessons?</p> <p>A few groups will be asked to share what was said in their groups with the whole group.</p>	

Input/discussion on the following key ideas:**10 minutes**

- Writing is putting **language onto paper**.
- Learners need **explicit** teaching of the writing process, using various examples and different levels of support.
- **Feedback** from the teacher is essential.
- **Teachers should not have different expectations of learners who have difficulty with the writing process but should adjust** the level of guidance, feedback and practise that these learners receive. Learners with barriers can write fewer sentences than the others learners.

Activity 2: Putting theory into practice – sharing ideas**10 minutes**

- Talk in your groups about any new information that you have heard and how you think you could implement this in your teaching of writing.

ACTIVITY 2: THE WRITING PROCESS**TIME GUIDE** | 60 minutes**Input: How writing develops from Grade 1 – Grade 3 and what the CAPS expects**

Writing develops from Grade 1 to Grade 3 in both **HL and EFAL**.

- **Home language:**
 - During Term 1 of Grade 1 **HL** learners are expected to be able to write a caption for a picture and write a sentence. By the end of Grade 1 they should be able to write 3 sentences.
 - In Grade 2 Term 1 they will be writing 3 sentences of their own news. By the end of Term 4 they are expected to write 2 paragraphs of 10 sentences.
In Grade 3 Term 1 they are writing paragraphs of 8 sentences and at the end of Term 4 they are writing stories of at least 2 paragraphs (12 sentences). Each year they contribute ideas and write parts of class stories.
- **EFAL:**
 - In Grade 1 Term 1 the learners write captions for pictures with the help of the teacher. By the end of the year they are writing captions and lists.
 - In Grade 2 Term 1 they complete sentences and write sentences with frames. By the end of Grade 2 they are writing paragraphs of 3 sentences.
 - In Grade 3 Term 1 learners are expected to write paragraphs of 4 -6 sentences. By the end of the year they write paragraphs of 6 – 8 sentences.

A closer look at what is expected of learners and ways of helping learners develop writing skills.

Note: all the information below applies to both HL and EFAL – but most of the examples are drawn from HL.

The different kinds of writing expected from learners according to the CAPS

Captions

Input: Writing a **caption** means writing one or a few words about a picture. It is not a sentence but rather just a word or a phrase. For example a caption for a picture of a cat could be *cat* or *black cat* or *a fat cat*. It is different from a sentence because it does not always make sense without the picture but it always tells what the picture is about.

Activity 3: What do you think the difference is between what is expected in HL and in EFAL?

5 minutes

Sentences

Input: Sentences have meaning. It is very important that this is explained to learners when they first write sentences.

Activity 4

5 minutes

- Two participants will be asked to tell the group how they would explain what a sentence is to learners.

Paragraphs

Activity 5

5 minutes

- Two participants will be asked to tell the group how they would explain what a paragraph is to learners.

Stories

Learners need to know how a story must be structured.

Activity 6

5 minutes

- Two participants will be asked to tell the group how they would explain what a story is to learners.
- It is often useful to read a story to learners and then show them the beginning, middle and end. This gives them an actual experience of a beginning, middle and an end to a story and how sentences are written in each paragraph. This has been done in **Grade 3 Term 2 lesson plans**.

Making writing more interesting

As well as learning how to structure their writing, as discussed above, learners also need to learn ways of making their writing interesting. Here are some ideas about what can be done:

- When they write sentences they must from the beginning be encouraged **not to begin each sentence with the same word**.
- Once learners can write sentences encourage them to **use different verbs**.
- Remind learners to use adjectives and adverbs – describing words to make their stories and paragraphs more interesting.

Some strategies for helping learners learn to write

Writing frames

Writing frames help learners to understand how to write sentences, paragraphs and stories. This is because the learner does not have to think of everything themselves but are given guidance in how to think about what to do in various ways - such as what words to begin sentences or paragraphs with; they are given a sentence with gaps in it and they must fill in words that make the sentence make sense or the topic sentence for a series of paragraphs.

Activity 7: Discuss the following question in your group: How do the following writing frames help develop learners' writing skills? **20 minutes**

----- runs to school.

First the ----- man ate a chocolate and then he

My Fishing Trip

On the week end I went fishing with my family. First I

When we arrived at the beach I took my fishing rod and bait to the edge of the sea. My father helped me
At the end of the day I helped put the fish in the cooler box. Then I

A few groups will report back on their answers.

Self-editing

- It is very important that learners develop the habit of editing their work from an early age.
- **Editing list:** Talk to learners about an editing list and remind them of this when they are editing their work.
 - Sentences must make sense.
 - Spelling
 - Punctuation – capital letters, full stops, commas, exclamation marks
 - Adjectives and adverbs
- You need explain to learners how to edit their work using a list like this. One way to do this is shown in the lesson plans:

First you must read your story to see if it makes sense. Read exactly what you have written word for word. If a sentence does not make sense correct it using a different colour. Next look at each word and make sure it has been spelt correctly. Write the correct spelling of the word above the word. If you are not sure come and ask me but you must try to correct the word first yourself. Then correct punctuation – full stops, capital letters, commas and exclamation marks. Finally, have you

used adjectives and adverbs? If not try to add them.

Provide regular and specific feedback

After learners have written sentences, paragraphs or stories it is very important to give them **feedback**.

Activity 8: Explore ways of giving feedback

10 minutes

- Discuss in groups examples of specific not general feedback that can be given to learners when they write sentences, paragraphs and stories.
A few groups will report back on their feedback suggestions.

Concluding/summarising input

SESSION 3: An integrated approach to teaching writing

TIME GUIDE	120 minutes
-------------------	-------------

Introduction

An integrated approach to the teaching of writing skills

Input: Writing does not only happen in writing lessons. Learners are prepared for writing in other components – Shared Reading, Listening and Speaking and Phonics.

Writing skills introduced in Shared Reading and Listening and Speaking

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 and should also be **modelled** by teachers so that learners have an experience of what the teacher has pointed out or explained to them. These are:

- ° Sentences
- ° Punctuation
- ° Paragraphs
- ° The structure of stories
- ° 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.

Activity 9: Read 'Indaba kaMimi' in the resources section in your 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

Input:

Activity 10: Copy the sentence.

Discussion: A participant will tell the whole group what skills s/he needed when s/he copied the sentence.

Activity 11: Write sentences with 2 words. Use these words as they are and don't change them. While you are writing the sentences think about what skills you needed to write the sentences.

Discussion: A participant will tell the whole group what skills s/he needed in order to write the sentences.

Input:

Activity 12: Discuss in your group the following question:

⁰ What feedback can be given to learners when you mark the sentences they have written in phonic lessons?

A few participants will share what was said in their group with the whole group.

Input/ discussion

SESSION 4: Writing a story, analysing learners' writing and deciding how to help the learners

TIME GUIDE	85 minutes
-------------------	------------

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

Input:

Activity 13 : Preparing for writing and writing and editing a story

30 minutes

Follow the following procedure in your 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. your 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**. Your story should have a beginning, middle and end and you should use adjectives and adverbs.
- You have 15 minutes to do this

Editing Skills

- 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

Edit your work using the criteria on the flip chart paper. Then give your writing to another member of your 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.

10 minutes

Activity 14: Discuss in your group your experience of first discussing your ideas for your story, writing the story, editing the story and finally having the teacher mark your 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? **10 minutes**

Input/discussion:

Identify strengths and weaknesses in writing, and suggest how the writing passage can be improved

Activity 15: Turn to the isiZulu example of learners' writing in the Resources section
20 minutes

Read the isiZulu piece of writing quietly on your own and then answer the following questions in your group:

- ° 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?

One group to report back on their answers to the isiZulu piece of writing.

Activity 16: Critique writing of a passage and give the learner constructive feedback 25 minutes

Work with another person and mark the EFAL piece of writing (Granny) and say what errors the learner has made and how to help the learner. Also write a comment of a few sentences at the bottom of the writing to the learner who wrote it.

Then discuss in your group what you marked and read your comments to each other.

Input/discussion

Summing up of the whole workshop

Closure

RESOURCES SECTION

Activity 9

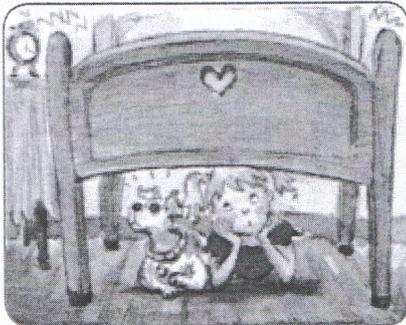
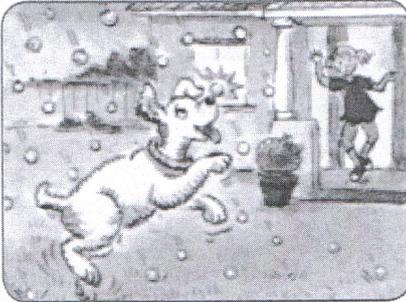
51

Ukuduma nesichotho

Ithemu 2 – Isonto 5



Masifunde



Indaba kaMimi

Besizhlalele 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 15: 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 16: 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 bid at five. She made her children do the work. They did not want to dig. She gave them food once there where done.