



2015 TERM 3 TRAINING WORKSHOP
EFAL



GRADE 4



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

Just-in-Time Training Workshop Term 3

Facilitator's Guide

Grade 4 English First Additional Language



Jika iMfundo
what I do matters

Endorsed by:



Programme

Page	Activity	Time Guide	Real time guide
	Registration		08:00 - 08:30
2	Activity 1: Reflections on the Term 2 Tracker	30 min	08:30 - 09:00
4	Activity 2: Introduction to the Term 3 Tracker	15 min	09:00 - 09:15
4	Activity 3: Current method of approaching writing activities	30 min	09:15 - 09:45
5	Activity 4: CAPS requirements for writing	15 min	09:45 - 10:00
	TEA		10:00 - 10:20
6	Activity 5: Teaching writing through making writing support tasks	50 min	10:20 - 11:10
7	Activity 6: Preparation and presentation of writing support tasks	45 min	11:10 - 11:55
10	Activity 7: Preparing learners for writing	40min	11:55 - 12:35
11	Activity 8: Preparing and presenting writing support for weeks 4- 8	45 min	12:35 – 13:20
	Closure:: Questions and concerns	10 min	13:20 - 13:30

Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grade 4	1 per participant	
Copies of the Participants' Workbook	1 per participant	
Other items		
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides, and possibly Readers and DBE Workbooks	1 set per participant; participants should bring their own	
Pens and paper for planning lessons	As required	
Flipchart or board	As required	
Markers	1 set	

ACTIVITY 1	REFLECTIONS on the Term 2 TRACKER	(30 min)
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Opening and welcome **5 minutes**

Reflection on the use of Trackers as facilitating tools **25 minutes**

In the last workshop the central role of the HODs in the implementation of this intervention was stressed and it was acknowledged that without their essential input the effectiveness of the use of the Trackers would be compromised.

A second important point was made regarding the need for teachers to make weekly entries in the Reflections section of the weekly teaching plan.

ACTIVITY ONE

HOD's Checklist

Tick in the right-hand column if done.

<p>1.</p> <p>As an HOD I have checked to see that all teachers that I supervise have a copy of the appropriate Tracker. If Trackers were missing I took the following steps to correct the situation:</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>2.</p> <p>As an HOD I have checked to see that each teacher that I supervise is using the appropriate Tracker as required and is filling in the details on a regular basis.</p>	
<p>3.</p> <p>As an HOD I have read the weekly <i>Reflections</i> entries of each teacher and where necessary I have discussed any issues raised in these reflections and have noted positive reflections on successful teaching.</p>	
<p>4.</p> <p>As an HOD I have held weekly meetings with teachers that I supervise with the express intention of finding positive practicable solutions to any problems raised in the reflections.</p>	

Teacher's checklist

<p>1. As a teacher I have made sure that I have collected a copy of the appropriate curriculum Tracker and I have read this.</p>	
<p>2. As a teacher I have filled in the appropriate details in the Tracker on a daily basis and have noted any variation to the implementation of this teaching plan.</p>	
<p>3. As a teacher I have, at the end of every week, entered a report in the Reflections section of the weekly plan and submitted this to the HOD for noting,</p>	
<p>4. As a teacher I have participated in meetings with my colleagues, as arranged by the HOD, with the specific purpose of devising positive practicable solutions to problems articulated in the Reflections section of the Tracker. Give an example of a problem raised at such a meeting and the solution found.</p> <p>Problem:.....</p> <p>Solution:.....</p>	

Discussion

ACTIVITY 2: INTRODUCTION TO THE TERM 3 TRACKER**(15 MINUTES)**

1. Ask teachers to turn to *page 2* of the Tracker and find the LTSM that their school is using and add a bookmark to it. Ask the teachers to **spend a few minutes browsing the tracker** and share any comments with you. Tell them that they should :
 - Note that the Trackers should be followed strictly, so that all the work in CAPS is covered.
 - When planning lessons for each day, they must refer to the suggestions given in the Teacher's Guide for the activities in the Learner Book.
2. Ask teachers to look at the recommendations for Formal Assessment for the term.(p3 of the tracker)
When will they plan for the following assessments?
 - Writing a summary of information text with support/ a story using a frame?
 - Reading aloud a prepared text?
 - Reading an unprepared text?
3. Ask teachers which assessments will be easy to administer?
4. Ask the teachers to turn to Appendix D (p 102). Find out which of the rhymes and songs do they think their learners will enjoy?
5. Encourage them to practice saying aloud a tongue twister (P102).
6. The Tracker which follows CAPS has been prepared for 10 weeks and there are 11 weeks in this term. Ask teachers / HoDs to plan a week's programme on an area that has not been covered or on a section that the learners will need to focus on.

ACTIVITY 3: CURRENT METHOD OF APPROACHING WRITING ACTIVITIES.**(30 MIN).**

Ask the teachers to think about the way they teach writing activities. They should consider the following questions which are on page 5 of PW:

- What do you enjoy about the teaching of writing?
- When do your learners enjoy writing?
- How do you know when your learners enjoy the writing lesson?
- What can you as a teacher do to make writing more enjoyable to learners?

- Ask the teacher to interview his/her partner on how they prepare their learners for the writing activity? After 2 minutes, ask the other teacher to do likewise. Now take feedback from 3- 4 teachers.

Activity 4: CAPS requirements for writing in Term 3

15 min

According to CAPS there are some aspects of writing that have to be taught to EFAL learners in the 3rd term. Ask teachers to refer to page 5 of PW. Also ask if they want to add to the features that they think their learners need to know.

Term 3 Writing (10 min)

	GENRE	FEATURES
1	Dialogue	<ul style="list-style-type: none"> • Format • Direct speech • More than one speaker
2	Descriptive paragraph	<ul style="list-style-type: none"> • Topic sentence; • Supporting sentences • Adjectives and adjectival phrases
3	Summary writing (information text)	<ul style="list-style-type: none"> • Short sentences. • Facts
4	Visual texts	<ul style="list-style-type: none"> • format • Mind maps – relationships/ ideas • Charts – types – weather,etc • Symbols • Tables – columns and rows; heading • Maps – key / direction /scale • Pictures / posters / notices
5	Story writing	<ul style="list-style-type: none"> • Narrative • Writing frame
6	Rhymes –sentences	<ul style="list-style-type: none"> • Rhyming words
7	Information texts	<ul style="list-style-type: none"> • Topic sentences • Data
8	Book review	<ul style="list-style-type: none"> • Writing frame • Title / author / characters

9	Personal dictionary	<ul style="list-style-type: none"> • Words and meanings
10	Poetry	<ul style="list-style-type: none"> • Verse form • Rhyming words • Other features like images, figurative language, etc.

Text length (from CAPS, p 30)

	TYPE	LENGTH
1	Paragraphs	30 -40 words / 4 -5 sentences
2	Creative / information texts Recount stories/ reports	50 words (one to two paragraphs)
3	Longer transactional texts like letters	40 – 60 words (Content only)
4	Shorter texts (messages/notes...)	20 – 30 words
5	Diary entries	30 – 40 words
6.	Summaries	30 -40 words (from 100)

ACTIVITY 5: TEACHING WRITING THROUGH MAKING WRITING SUPPORT TASKS 50 min

(PW: Pages 7-8)

INTRODUCTION

Writing, like reading, is a complex activity. It is a skill and like any skill, the more you practice it, the easier it becomes. It should be seen as a process. Before learners are asked to write, they should have some knowledge of the subject and they should be equipped with core vocabulary. Especially for FAL learners, vocabulary work and discussion on the topic are helpful.

It is assumed that the teachers relate the writing activity to the work covered in class and that the teacher follows the process approach to writing. At the grade 4 level you have learners who are struggling writers; they need much support. The kind of support that teachers should provide will **include more controlled than guided writing activities.**

In this section, we discuss how to make both controlled and guided writing support tasks. The methods used are found in all the teacher guides; what we do here is to bring these methods together. Through giving learners sufficient support, their writing should improve.

As learners become more confident with their writing, teachers should include more guided writing tasks and phase out the controlled writing approach.

Tell the teachers that FAL learners in the initial stages will require a lot of support. They will not be able to express their ideas in the target language unless they are able to write proper sentences.

Find out from the teachers the reasons why they should give their learners support in writing. The support we suggest is through controlled and guided activities. (All the approved LTSM do offer such support)

Reasons for use of guided writing exercises

- Learners' ideas have little value if they do not have enough mastery over the language to be able to express their ideas.
- Learners either make many mistakes, or they deliberately avoid trying to say certain things because they know they will make a mistake.
- Those who developed the idea of guided writing exercises believe that instead of this, learners should be helped to develop their knowledge of grammar and vocabulary, and their skill in constructing sentences and combining these in paragraphs.
- Instead of avoiding areas of difficulty, or continue to make the same mistakes, learners should be guided through the process of writing until they master the various sentence structures.

ACTIVITY 6: PREPARATION AND PRESENTATION OF WRITING SUPPORT TASKS

(Participants' Workbook , pages 18+)

45 min

- Discuss each of the writing support activities and how to make each one. (30 minutes)
- Divide the teachers into groups of four or five. Keep the groups small or better still, get them to work in pairs.
- Now assign two or three different writing support tasks per group.
- Ask groups to skim through their learner books and choose texts to create their writing tasks. They should create tasks that they will be able to use in their own classes.
- Get feedback from the teachers (15 min)

Note: Basic knowledge about sentences

For the learner who cannot write: Tell teachers that they need to identify the exact problem that the learner has and try to respond to it if they can. If the learner has problems with writing a sentence, revise subject and verb and predicate. For this they could go back to basics or use mother tongue as a resource.

Every sentence has a subject and a verb.

Subject and verb: Consider a two- word sentence 'Thabo works'.

Works on its own is not a sentence because we do not learn who or what works; there is a verb, but no subject.

Thabo is not a sentence. (There is no verb.)

Thabo works is a sentence. (This is because there is a subject (Thabo) and a verb (works).)

Sipho, the manager of the store is not a sentence; there is no verb. We do not learn how Sipho and the manager of the store go together.

Here are some sentences:

SUBJECT	VERB	OBJECT
Thabo	is	the manager of the store.
Thabo	works	for the manager of the store.
Thabo	is talking	to the manager of the store
The mountains of Nepal	are	the highest in the world
The house on the hill	is	very old.

Word order

If a sentence tells us something (a statement), the verb goes after the subject. If a sentence asks us something (a question), one word of the verb goes before the subject.

STATEMENT	Thabo	is riding a bicycle.
QUESTION	Is	Thabo riding a bicycle?

Exercise The Sentence

Look at the words below. Are they sentences or not? Answer **Correct** or **Incorrect**. Give a reason for your answer

Example: She student.

Answer: False. There is no verb.

Add a verb to make the sentence correct: She is a student or (She was a student...)

		Correct/Incorrect	Re-write correctly where applicable
1	Thabo a manager		
2	Thabo is a manager.		

3	Works six days a week		
4	He works six days a week.		
5	Are you a student?		
6	I a student		
7	I work		
8	He very happy about it		
9	Is he happy about it?		

Change the order of the words or groups of words to make a correct sentence.

Example: am very happy I

I am very happy

1 *is terrible the weather today*

2 *stronger and stronger getting the wind is*

3 *all ferryboats been cancelled have*

4 *feeling the passengers were very sick*

5 *on that boat travelling was I*

6 *not enjoy myself I did*

7 *had I been feeling well not*

8 *after the journey much worse felt I*

9 *by bad weather never travel boat in*

Activity 7: Preparing Your Learners For Writing (40 min)

Using the theme cycle to support writing

As writing is a complex activity and is preceded by listening, speaking and reading, teachers should maximise the support provided through these lessons. Teachers should know before commencing the theme cycle what the writing task is going to be and to prepare their learners systematically for it. The template is one way to show how integration of the various skills could lead to the writing activity. Go through the template with the teachers and thereafter refer to the **Appendix** (*Participant's Workbook* pp. 22-34) to see how it can be used to support writing.

1. Know the topic or writing task that you want your learners to work on in this cycle.
2. Prepare your learners for this activity.
3. Explore how you are going to do this in each lesson as you prepare each lesson.
4. Focus on the following:

	ASPECTS	HOW TO IMPROVE WRITING	SOURCE
1	VOCABULARY	<ul style="list-style-type: none"> • Build learners' vocabulary in each lesson leading to the writing activity. • Set target of at least 3-5 new words a day and ensure that some of these are related to the topic or writing activity. (Learners have enormous capacity to learn vocabulary if properly taught) • Revise new words on a daily basis. 	<ul style="list-style-type: none"> • Listening and speaking lessons • Reading text/s
2	IDEAS AND THOUGHTS	<ul style="list-style-type: none"> • Record interesting ideas on the board. • Get learners used to recording these key ideas in their jotters. • You should list at least two ideas a day 	<ul style="list-style-type: none"> • Listening and speaking; reading • Brainstorming
3	LANGUAGE STRUCTURE	<ul style="list-style-type: none"> • Get learners to focus on the structures you are currently teaching and give them practice using these structures. 	<ul style="list-style-type: none"> • Language aspects and concepts currently being taught. E.g. _ synonyms
4	GENRE	<ul style="list-style-type: none"> • Familiarize learners with the special features of the genre that they will be writing. • This can be done during the build up to the lesson. (Reading texts are often from this genre). 	<ul style="list-style-type: none"> • E.g. Dialogue format
5	ACTIVITIES	<ul style="list-style-type: none"> • Give learners practice in thinking about the writing task by asking relevant and stimulating questions. • Encourage them to talk about their ideas and thoughts through the programmed activities and to write them down. 	<ul style="list-style-type: none"> • Get learners to experience the activity and to talk about the topic.
6	THE WRITING TASK/S	<ul style="list-style-type: none"> • Ensure that the learners understand the task. • You may have to prepare support in the form of controlled or guided writing according to your learners' needs. • Reinforce sentence structure, especially the writing of simple sentences for learners who have difficulty in writing. 	<ul style="list-style-type: none"> • Teacher

Activity 8: Preparing Learners for Writing**45 min**

Resources needed: Handout: Template for writing

Learner book and Teacher guide

Ask the teachers to work in pairs or groups to do this activity. The partners selected should be teachers who are using the same learner book. Refer to the template presented in Activity 7. Ask them to choose a writing activity that they will be teaching in this term. Once they have done this, ask them look at the writing topic and all the lessons leading up to this lesson. Tell them that they should start gathering information on each of these aspects in the template. The vocabulary recorded should be relevant for the writing task. Work on the other aspects of the template as well, spending not more than 5 minutes per section.

If time permits ask for a few volunteers to present the writing support that they have developed. You may also ask them if the support provided through this template will be helpful. If they have other methods of providing support ask them to share with the group.

As homework, get teachers to trial the method suggested and to report back when we meet again on their experience.

References:

(i) ELET Books

(ii) John Clegg's Workshop, 2003

(iii) Prescribed LTSM