

UNIT EIGHT

Writing and Reading for information – Record-keeping

In this unit you will address the following:

Unit Standard 12469

- Use different ways to read different things
- Judge why something was written, who it was written for, and what the circumstances might be
- Look for meaning and understand writing
- Question how language is used in writing

Unit Standard 119636

- Write things which show that you know who are writing for and why you are writing
- Use grammar (the way words are used in sentences) to arrange or structure what you write.
- Use accepted practice for structuring what you write
- Plan your writing, do a practice, check it and correct it.

What you need

For this unit you will need to have

- A copy of a real application form from your ECD site/centre. This should be a blank form, not filled in.
- An example of observation and progress records for one child



1. Application forms

Thinking about application forms

We seem to spend our lives filling in forms. Why are there so many forms? And why do these people want so much information? We are just like sheep – we fill in anything that we are told to fill in and don't ask why.

But forms usually have a useful function. They can have a useful function for ECD practitioners too.

A form is another text type you need to be familiar with.

Activity 1:

What is in an application form?

Work alone

Mrs Maseko needed to design an application form for new children at Bantwana Bami. She wanted to design a form that was

- simple and clear
- easy to understand
- easy to fill in
- asked for all necessary information
- did not ask for unnecessary information.



Time needed
80 minutes

To get some ideas, she looked at a form from another ECD centre. Here is the form. that Sunny Days preschool uses. Look at it carefully to see what kind of information it asks for and if the questions are clear.

SUNNY DAYS

Application / Enrolment Form

1. CHILD
 Surname: Dlamini Name: Thuli
 Date of Birth: 09/10/2000 Race: _____

2. PARENTS
 Name of Mother: Khosi Dlamini Name of Father: _____
 ID number: 101080 0246 008 ID number: _____
 Occupation: Nurse Occupation: _____
 Address: 163 Kip Road Address: _____
Alexandra
 Tel (h): _____ Tel (h): _____
 Tel (w): _____ Tel (w): _____
 Married: yes no

3. FAMILY / FRIEND WHO CAN FETCH YOUR CHILD
 Name: Busi Khumalo Tel: _____

4. CHILD'S HEALTH AND WELL-BEING
a. Type of birth: normal delivery cesarean section _____
 instrument delivery difficult birth
 Complications after birth: breathing problems birth injury
 other problems None
 Any problems since birth no
 Has your child ever been in hospital? no Why? she is well.
 What is your child allergic to? nothing

b. Type of feeding:
 Breastfeeding: how long: 1 year still breastfeeding? no
 Bottle-feeding: no name of formula: I cannot use formula how many feeds per day? _____
 Time of feeds: _____
 How much in each bottle? _____
 Have you introduced solid food yet? yes At what age did you give solid food? 4 months
 What solid food did you give? banana
 Is there anything your child should not eat? peanuts

c. Is your child HIV positive? yes no I do not know

5. GENERAL
 Has your baby been to a day mother, crèche, care center before? no
 Full day Half day _____
 Please provide a copy of:
 birth certificate clinic card

Signed Parent: K Dlamini Signed principal: M. Moko
 Date: 01/02/05 Date: _____

Discuss the following questions about the application form that Sunny Days uses. Follow the numbers on the original form. Give your own ideas.

1. The form asked for surname and first name. Is that necessary? Is that sufficient (enough)? Is more information needed? What information?
2. The form asked for mother's name. Is that necessary? Is that sufficient? Is more information needed?
3. The form asked who is allowed to fetch your child. Is that necessary? Why is it necessary or not? If it is important, why is it important to record it in writing on the form? Is the information asked for on the form sufficient? What extra information is needed?
4. Is all the health information on the form necessary? Why is it needed? Which are the most important questions? Why?
5. Why is a birth certificate necessary? Why is a clinic card necessary? What happens if the parent cannot supply these?
6. Are there some parts not filled in? What happens if a person does not fill in some parts of the form?
7. Find a place in the form where the person's answer is not clear. Was that the fault of the form or did the person make a mistake?



What have you learned?

Do not ask for too much information on the form. You must be sure that all the information you ask for is relevant.

To ask for the child's race, or whether the mother is married is not relevant. You will still treat the child the same. So many children only live with their mother, or they live with a relative. The person who fills in the form can choose not to fill in the sections that do not apply, such as father's details. You can show what parts of the form do not have to be filled in by putting the word "optional" in brackets. "Optional" means you can choose to fill it in or not.

The health questions on the form are relevant. For example, there is a place to write the child's allergies on the form. This is relevant information because it will help you to know what kind of food to give this child so that she does not get sick.

Do not ask for information that is private (none of your business). For example, information about the child's HIV/AIDS status is confidential by law, so you do not have the right to ask for that information.

Some important information was left out of this form. For example, there was no telephone number to contact the mother in case of emergency, or the family/friend.

Maybe the child lives with relatives who are not their mother or father. You need to think about how to adapt your form to make it clear who the child actually lives with.

DICTIONARY:

Layout – format
Imagine – pretend

Layout of a form

The way a form is ordered and organised helps people to fill it in more easily, and is also helpful when you are trying to find information on it.

- The form from Sunny Days had headings and sub-headings. You can show headings and sub-headings by using

Bigger Type like this

bold (thicker) type like this

CAPITAL LETTERS LIKE THIS

Underlining like this

These are used to help you find different kinds of information on the form quickly.

- The form was spaced out, with enough space to write the answers.
- The questions were mostly in point form. This makes it quicker and easier to read and understand.
- The answers only needed answers in point form. This made it quicker and easier for the person to fill in. Ask yourself: What would happen if you asked people to fill in the form using full sentences?
- There are also places where you can just make a tick. This makes the form easier and quicker for someone to fill in. But be careful to make the form absolutely clear. Sometimes a tick or a cross can be confusing. You saw there was a problem with tick and cross in the form you looked at.

Did you notice something really important on the form?

One of the most important features of a form is the space for a signature. A signature makes the document legal and binding (you cannot change your mind afterwards.). Do you remember constitutions and leases from Unit 6? If you sign something, it means you understood it and you are telling the truth and you agree with the document. It is the same with an application form of any kind.

Reviewing your own application forms

It is always a good idea to review the forms that you have from time to time. When you have improved your forms it is good to test them before you make many copies.



Time needed
50 minutes

**Activity 2:
Reviewing and testing your own application forms****Work alone**

1. Design and write out a new application form. You do not have to use a computer. You can use Koki pens and a ruler to do different kinds of type by hand.
2. Analyse the case study below. Imagine you are the mother in the case study. Fill out your new application form for the child in the case study.
3. Make any changes to your new application form that you think are necessary, now that you have tested it.

Case Study for Application form

Ms Joy Shezi has two children. Her first born child is Thabo and he is 9 years old. Her second born child is Dudu. Dudu is 4 years old. Joy wanted to keep Dudu at home until she goes to school, but she has realised that Dudu would like to play with other children. Also, Joy now has a full-time job because her husband died recently of an AIDS related illness.

Bantwana Bami is convenient for Joy to send Dudu because it is around the corner from 17 Ndlovu Street where they live. Joy's friend who lives next to door to her at number 19 recommended the school. Joy will also be able to fetch Dudu sometimes.

Dud has always been a healthy child, ever since birth. Joy has never even taken her to the doctor. She is happy to eat anything. Joy thinks this is because she breastfed Dudu for a long time after she started eating solid food. Dudu was 4 months old when she first ate fruit.

Joy knows exactly where to find Dudu's birth certificate and clinic card. She has always kept them in a safe place in the kitchen. She will ask Thabo's school if she can make a copy.



Put copies of your new application form and the one with changes on it into your portfolio.

What have you learned?

You know this is just one kind of form. You have seen many forms in your life. You have also worked with different forms in this course. You have learned the skill of reading and interpreting forms. This should help you to fill in any kind of form. You should also be able to design forms that

- gather all the information you need
- are easy to fill in

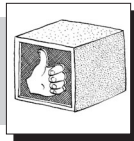


Time needed
30 minutes

Activity 3: Comparing forms

Work with a partner

1. Compare your application form to the lease agreement in Unit 6.
 - a. Write a paragraph about what is similar and what is different.



Self-assessment Checklist

Go to the checklist at the end of the unit on page 103 and see if there are any outcomes you think you have achieved. If not, you will have another opportunity at the end of the unit to check again.



2. Attendance Records and Health & Accident records

Thinking about attendance records

Almost all teachers keep a record of which children come to the ECD site each day and which children are absent. You probably have your own attendance register too.

An attendance register is another kind of form. So you will find some of the features of a form in an attendance register. You will probably find a heading and a space for a teacher's name. You will see a list of children's names which might be numbered. And of course there are lots of spaces for ticks or another kind of mark to show attendance. In the next activity you will think about why an attendance register is useful and how you can interpret it.



Time needed
80 minutes

**Activity 4:
Attendance Records**

Work a partner

1. Look at the following attendance register and then answer the questions:

| Mrs Maseko's ATTENDANCE: | MAY 2005 | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|----------|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | |
| Busi S. | w | / | | | | w | | | | | w | | | | | w | | | | | w | | |
| Thapelo S. | e | / | a | | | e | | | | | e | | | | | e | | | | | e | | |
| Nhlanhla M. | e | / | | | | e | | | | | e | | | | | e | | | | | e | | |
| Simphiwe R. | e | / | | | | k | a | | | | k | a | | | | k | a | | | | k | a | |
| Tshepo M. | h | / | a | a | | e | | | | | e | | | | | e | | | | | e | | |
| Futhi M. | u | / | | | | n | | | | | h | | | | | n | | | | | h | | |
| Tumi N. | w | / | | | | d | | | | | d | | | | | d | | | | | d | | |
| Martha S. | e | / | | | a | / | | | | | / | | | | | / | | | | | / | | |
| Sibusiso S. | e | / | | | | w | | | | | w | | | | | w | | | | | w | | |
| Anele K. | e | / | | | | e | | | | | e | | | | | e | | | | | e | | |
| Bongani N. | n | / | a | a | | e | | | a | | e | a | | | | e | | | a | | e | a | |
| Neo K. | h | / | | | | k | | | | | k | | | | | k | | | | | k | | |
| Xolani R. | w | / | | | | e | | | | | e | | | | | e | | | | | e | | |
| Selina R. | e | / | | | | n | | | | | n | | | | | n | | | | | n | | |
| Ayanda M. | e | / | | | | d | | | | a | d | | | | | d | | | | | d | | |
| Zinhle M. | n | / | | | | / | | | | / | | | | | / | | | | | / | | | |
| Karabo M. | d | / | | | | / | | | | / | | | | | / | | | | | / | | | |
| Nancy H. | / | / | | | | / | | | | / | | | | | / | | | | | / | | | |

a. Who teaches these children?

b. Name the child who stayed at home on Tuesday 3 May 2005.

c. Name the two children who were not present on Thursday 5 May 2005.

d. What can you say about Simphiwe?

e. What pattern can you see with Bongani?

DICTIONARY:

Analyse –

Data –

f. There is a rule at Bantwana Bami that any child who is absent for two days or more needs to bring a doctor's certificate. Write down the names of the children who need to bring a letter.

g. Does the register tell you why these children were absent?

h. Compare your answers with a partner.

2. Discuss with your partner what the purpose is of keeping attendance records.

What have you learned?

Congratulations! In this activity you have actually been analysing data.

What does the fancy phrase "analysing data" mean?

Data means small pieces of information. Each small piece of information does not make much sense by itself. But when you gather a lot of data together, you can start to see patterns in the data. For example if you know that it rained yesterday that does not tell you anything about the pattern of rainfall. But if you know on which days it rained for a whole month you can compare that month's rainfall to the same month last year, and see a pattern. Looking for patterns is analysing data. In the dictionary column write a meaning that makes sense to you.

Then, when you think you have found a pattern, you can ask yourself "What could be causing this pattern?"

You have had practice working with attendance registers so it was probably not difficult for you to see that Tsepho was absent on 4 and 5 May and Martha was absent on 5 and 6 May. The records show clearly that Simphiwe was absent every Monday in May. One Monday was a public holiday. Maybe you are wondering if Thapelo was absent every Monday in the previous month too. Tshepo, Martha and Bongani need to bring letters to satisfy Bantwana Bami's rules.





Thinking about health and accident records

In your discussion in Activity 4 you may have realised that you needed some information that was not on the attendance register. Some teachers also keep health and accident registers to record information about the health of the children.



**Activity 5:
Working with health and accident records**

Work alone

Look at the following example of health and accident records and then answer the questions:

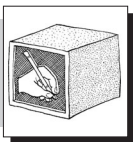
**Time needed
50 minutes**

| Health Records | May 2005 |
|----------------|--|
| Busi S. | |
| Thapelo S. | |
| Nhlankhla M. | |
| Simpfiwe R. | |
| Tshepo M. | Flu 4 May, Flu 5 May |
| Futhi M. | |
| Tumi N. | |
| Martha S. | Chicken pox 5+6 May |
| Sibusiso S. | |
| Anele K. | |
| Bongani N. | Branchitis 4 May; Branchitis 11 May; Branchitis 16 May Branchitis 26 May; Branchitis 30 May |
| Neo K. | |
| Xolani R. | |
| Selina R. | |
| Ayanda M. | Chicken pox 13 May |
| Zinhle M. | |
| Karabo M. | |
| Nancy H. | |

1. What is the purpose of keeping health and accident records?

2. What pattern do you see with Bongani?

3. Write at least 2 or 3 paragraphs to describe any interesting patterns that you see in the attendance register and the health and accident records.



Keep this writing for your portfolio.

What have you learned?

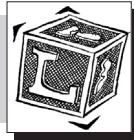
Once again, you have been analysing data. You can see that Tshepo had ‘flu and Martha had chicken pox. But you still do not know why Thapelo was absent. Mrs Maseko can guess why but she will not know unless she asks Thapelo’s parents directly. You can also see that Ayanda came to school even though she had chicken pox. You know that this means that Mrs Maseko will have to talk to the parents because chicken pox is very contagious (other children can get it easily).



Time needed
60 minutes

DICTIONARY:

Combining – joining together



Activity 6: Combining Attendance and Health & Accident records

1. Discuss together the advantages and disadvantages of combining the Attendance and Health & Accident records.
2. Work in pairs to design combined Attendance and Health & Accident records.
3. Give to another pair for feedback and edit

Put your newly designed combined records into your portfolio.

What have you learned?

Perhaps you think it is a good idea to have records of attendance and health on one form because you can see all the patterns quickly. Or maybe you decided that there is too much information on one form if you combine it. This can make it difficult to read and it makes the forms longer. You can decide how to design forms that are suitable for you.

Even if you keep the health records and attendance register separate, you should compare them. You may see some interesting patterns.

Your new combined records might look something like this:

| MRS MASeko's ATTENDANCE : | | MAY 2005 | | | | | | | | | | | | Health and Accident : | | | | | | | | | | |
|---------------------------|---|----------|---|---|---|---|---|----|----|----|----|----|----|-----------------------|----|----|----|----|----|----|----|----|----|---|
| | | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 |
| Busi S. | w | / | / | / | / | w | / | / | / | / | w | / | / | / | / | w | / | / | / | / | w | / | / | |
| Thapelo S. | e | a | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | |
| Mhlanhla M. | e | / | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | |
| Simphiwe R. | e | / | / | / | / | e | a | / | / | / | k | a | / | / | / | k | a | / | / | / | k | a | / | Flu 4 May; Flu 5 May; |
| Tshepo M. | e | / | / | / | / | e | a | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | |
| Futhi M. | w | / | / | / | / | w | b | / | / | / | d | / | / | / | / | d | / | / | / | / | d | / | / | |
| Thmi N. | e | / | / | / | / | e | a | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | |
| Martha S. | e | / | / | / | / | e | a | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | Chicken pox 5 + 6 May. |
| Sibusiso S. | e | / | / | / | / | e | k | / | / | / | w | / | / | / | / | w | / | / | / | / | w | / | / | |
| Anele K. | e | / | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | Bronchitis 4 May; Bronchitis 11 May; Bronchitis |
| Bongani N. | w | / | / | / | / | w | d | / | / | / | a | / | / | / | / | e | / | / | / | / | e | / | / | Bronchitis 26 May; Bronchitis 30 May. |
| Neo K. | w | / | / | / | / | w | e | / | / | / | k | / | / | / | / | k | / | / | / | / | k | / | / | |
| Xolani R. | e | / | / | / | / | e | e | / | / | / | e | / | / | / | / | e | / | / | / | / | e | / | / | |
| Selina R. | e | / | / | / | / | e | e | / | / | / | n | / | / | / | / | n | / | / | / | / | n | / | / | Chicken pox 13 May. |
| Ayanda M. | e | / | / | / | / | e | d | / | / | / | a | d | / | / | / | d | / | / | / | / | d | / | / | |
| Zinthe M. | w | / | / | / | / | w | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | |
| Karabo M. | w | / | / | / | / | w | a | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | |
| Nancy H. | y | / | / | / | / | y | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | |



3. Observation records and children's progress

Recording children's progress

Everyone agrees that it is important to keep records of children's progress. There are many ways to do that. You probably have your own way too. A lot of teachers keep progress charts. Usually you will find that there is a list of the children and a list of the things you want them to be able to do, such as read a book, play with blocks or tell their news. Sometimes the lists are organised into a table with spaces to make ticks or put a date.

A progress chart is another kind of form, which the teacher fills in. It records small pieces of information (data). Obviously this form should also be easy to fill in and clear to understand afterwards.

In the next activities you will work with examples of observation records and children's progress. These are not the only way to keep these records. But maybe you will get some tips for improving your own progress or observation records.



Time needed
50 minutes

Activity 7: Progress records

The teachers at Bantwana Bami use the following progress chart. Every time a child does one of the activities the teacher puts the date in the little block for that activity, next to the child's name. So 3/5 means 3rd May. The chart is a record for one week.

1. Look at the progress chart on the next page and then answer the questions:

May 2-6 2005

Bantwana Bami Progress

| Name of Child | Fine Motor | | | Gross Motor | | | Literacy | | | Numeracy | | | | | |
|-----------------|------------|--------|---------|---------------|-------|---------------|----------------|---------------|---------------|---------------|--------------|---------------|--------------|---------------|------------|
| | Tweeze | Sponge | Buttons | Skip | Tyres | Read Flame | Read to others | Make own book | Sound letters | Write letters | Free writing | Tell stories | Name Numbers | Write Numbers | One-to-one |
| Busi S. | 3/5 | 3/5 | | 3/5 | 3/5 | 5/5 | | 5/5 | 3/5, a, b, c | 4/5 a, b | | | 3/5 (-5) | | 6/5 |
| Thapelo S. | | | | | | 4/5 | | | | | | | 5/5 | | 4/5 (-5) |
| Nkulunkhanya M. | | | 3/5 | 6/5 | 4/5 | | | 5/5 | | | | | | | |
| Simphwe R. | | | 3/5 | 6/5 | | | 4/5 | | | | | 3/5, 4/5, 6/5 | 5/5 | | |
| Tshepo M. | | | 3/5 | 3/5 | | | | | | | | | | | |
| Futhi M. | | | 6/5 | | | 3/5 | | | | | | | 6/5 | | |
| Tumi N. | | | | 3/5 | 4/5 | | | | | | | | 4/5 | | |
| Martha S. | | | | 5/5 | | | | 3/5 | | | | | 5/5 | | |
| Sibusiso S. | | | 4/5 | 5/5 | | 4/5 | | | | | | | 3/5 | | |
| Anele K. | | | 3/5 | 3/5 | | 3/5 | | 6/5 | | 3/5 | | | | | |
| Bongani M. | | | 3/5 | | | 4/5 | | | | | | | | | 3/5 |
| Moko K. | | | | 3/5 | | | | | | | | | | | |
| Xolani R. | | | 6/5 | 4/5 | | 4/5 | | | | | | | | | |
| Selina R. | | | 4/5 | | | | | | | | | | | | |
| Ayanda M. | | | 5/5 | | 4/5 | | | 3/5 | 4/5 | | 3/5 | | | | 5/5 |
| Zinhe M. | | | 5/5 | 3/5, 4/5, 5/5 | | 3/5 | | | | | | | | | |
| Karabo M. | | | 4/5 | 5/5 | 3/5 | 3/5, 4/5, 5/5 | | 5/5 | | | | | | | 5/5 (-10) |
| Nancy H. | | | 3/5 | 4/5 | | | 4/5 | 6/5 | 3/5 | | | | | | 3/5 |
| Mombuso M. | | | 5/5 | 3/5 | | | | | | | | | | | 5/5 |
| Ofeantse R. | | | 4/5 | | | 6/5 | | | | | | | | | |

2. What does Simphiwe like to do most? How do you know?

3. When did Karabo read a book alone?

4. What pattern can you see for Ofentse in the month of May?

5. Write two sentences about the pattern you see for Zinhle M.

6. Compare your answers with a partner.

7. Discuss the purpose of progress records.

An observation book

Sometimes the teachers want to write down something which cannot fit on the progress chart. Then they use an observation book. It is not a form, but is more like a diary. Often they write in point form because there is not time to write full sentences. Every entry has a date. The entries are written in the past tense.



Time needed
50 minutes

Activity 8: Recording observations

Mrs Maseko has written the following in her observation book on three different days. Read what she has written.

3 May 2005

- 1) Simphiwe - try some reading now.
- 2) Futhi not outside again.
- 3) Ayanda didn't eat
- 4) Xolani loves to

4 May 2005

- 1) Simphiwe - didn't want to read. Outside only.
- 2) Selina - waked hard.
- 3) Busi - loves the alphabet.
- 4) Karabo - Tried her best. Excitement about lending

5 May 2005

- 1) Karabo still trying hard
- 2) Simphiwe read Nambuso's book. Loved it!
- 3) Tshepo still sick.

1. Write two full sentences about Simphiwe that a parent would understand.

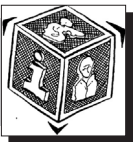
2. Share your writing with another person.
3. Compare the purpose of progress records with the purpose of an observation book.
4. Comment on the similarities and differences in the writing of progress records and an observation book.



What have you learned?

Like all other documents the progress records and the observation book have a special purpose. The purpose of the progress records is for a teacher to record the activities a child does on a particular date. The progress records do not give detail about each child, but a teacher can see useful patterns about what the child does each month. The progress records are well organised so that these patterns are easy to see. Even a parent can see the records and notice the patterns.

An observation book, on the other hand, gives more detailed information about a child. It is a record for the teacher to record her ideas and be able to report to a parent. It is not something that a parent will read so the teacher can write in a way that only she will understand.



4. Records for a lending library

Setting up a lending library

A lending library is a collection of books, stories, magazines, newspapers, plays and other things to read. It is called a lending library because people can borrow things to read, take home and read whenever they want to.

They can re-read them, and even share them with other family members, and visitors.

Most public Lending Libraries are cost-effective (cheap but good) because you only have to pay a small fee to borrow a book. This encourages people to read more and learn more.

People can talk about what they read, discuss it, question it, debate it, and continue to learn from it. So a Lending Library can be a good way for our communities to share information.

DICTIONARY:

Catalogue –



Time needed
60 minutes

Mrs Maseko has a small collection of books at her ECD site for the children to use. It contains books she has bought and which have been donated. It also includes books she has made and books children have made. She wants to allow the children to borrow books, read them at home with their families, and return them again. But she doesn't want any of the books to get lost or damaged. In the next activities you will follow how Mrs Maseko created a system to manage her new lending library.

**Activity 9:
Setting up a lending system**

Work with a partner

Read the steps that Mrs Maseko took to set up her system, and answer the questions after each step.

Step 1:
Make a catalogue of the books.

Mrs Maseko made a catalogue of all the books in a library. A catalogue is a list of all the books in her collection. The title and author of each book is recorded on the list. You can organise the list in many ways. Mrs Maseko chose to organise her list alphabetically by title of the books. This is what a part of her list looks like:

BANTWANA BAMI: Book list

Buwa!, Neo khubeka
 Ekhaya, Busi
 Esikhohweni, Nhlanhla Mbeki
 HIV/AIDS, Nancy Harris
 James E McGreevey Will You Please Go Now!
 by Dr. Seuss
 My day at the zoo, Martha
 Ngithanda uMama, Thapelo Sibiya
 Puka Ya Dinonwane, Salome Mokoto

1. Why do you think it is important to have a full list of the books in the library?

2. What pattern can you see in the way the titles of the books are organised?

Step 2:
Design a system for checking

Mrs Maseko wrote down all the things she wants to check about the books:

- Who has borrowed books?
- When must the book be returned?
- Has the book been returned? When?
- What condition is the book in?
- Has a book been lost?

3. Why do you need a system for checking these things?

Step 3:
Keeping records

Mrs Maseko decided to write out a card for each book so that she can record all the things she wants to check.

4. Think about a way to check and record all the information on each book card. Write your design on this card:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Copy the card when you have finished and put it in your portfolio. You can also copy what you have written here onto a blank card and put that in your portfolio.

This is how Mrs Maseko decided to keep records of each book. Discuss the design with a partner and compare it to your design.

| Book : Puku Ya Dinonwane (by Salome Moleto) | | | |
|--|----------------|---------------|---------------------|
| Borrower | Date taken | Date Returned | Condition on return |
| Neo K. | May 3, 2005 | May 15, 2005 | good |
| Futhi M. | May 17, 2005 | June 11, 2005 | okay |
| Nhlankhla M. | June 25, 2005 | July 25, 2005 | poor |
| Sipho D. | August 1, 2005 | | |

Analysing your records

Your system of keeping records can give you a lot of information because you have recorded a lot of data. You can go through the data and look for patterns. For example:

- Which families need help with keeping borrowed books in good condition?
- Who borrows the most books?
- Who borrows the least books?
- Who never borrows and needs encouragement to use the library?
- Which books are seldom or never borrowed?
- What kinds of books do people like most?



Time needed
20 minutes

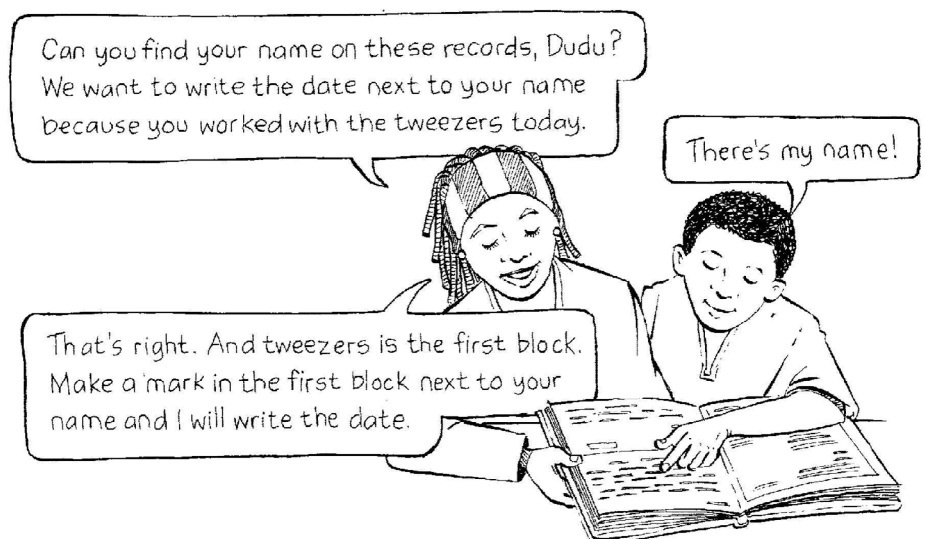
Activity 10: Analysing your library records

1. If you find patterns, how can you use this information to improve your library?

These patterns can help you to know many things:

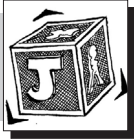
- which books children like to read so you can get more of those books.
- which books the children never takeout. You can decide to give away books that the children don't read.
- books get damaged when they are not protected. Children will have to take their books home in a plastic bag.
- and many more ...

A good lending library system should give all of this information. The system needs to be efficient (quick and easy to use) and effective (works well and does everything it needs to do).



Linking your learning with your ECD work

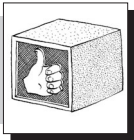
- Children may not be able to design record systems. But if they watch you using them they can understand them and even use them alone. You can begin at an easy level and let children record things that they collect or do.
- What kind of things do you think children can record?
- What do you think children can learn from recording?



Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn about keeping records?
- b. Write down one or two questions that you still have about how to keep records.
- c. How will you use what you learned about keeping records in your everyday life and work?
- d. Will you change your way of working with children because of what you have learned about keeping records? What will you change?



Self-assessment Checklist

Reflect on the Outcomes that were set for this unit. Use one of these icons to record how well you can do these things now. Think about what you know, what you can do and how you can use what you have learned.



Well

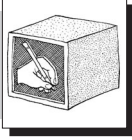


Quite Well



Not Well

| | |
|--|--|
| I can: | |
| Use different ways to read different things | |
| Judge why something was written, who it was written for, and what the circumstances might be | |
| Look for meaning and understand writing | |
| Question how language is used in writing | |
| Write things which show that I know who I am writing for and why I am writing | |
| Use grammar (the way words are used in sentences) to arrange or structure what I write. | |
| Use accepted practice for structuring what I write | |
| Plan my writing, do a practice, check it and correct it. | |



Assignment 3:

1. Use all the forms and records you have designed in this unit.
2. Write down any changes that you make when you use them.
3. Write a short report on each one. In the report you should talk about the following:
 - a. How did you test the form or record?
 - b. What did you find was good about it? Why?
 - c. What did you want to change? Why?