



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

Term 3

Resource Pack

Week 4

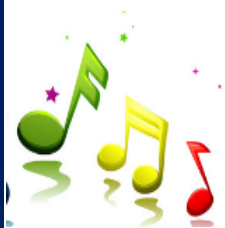


POEM



Poem

Be sincere, it is a must
Honest means earning trust.
To be honest, means to be real.
Say exactly what you feel
but choose your words carefully
so they do not hurt anybody.



Honest is a gift to give
from the heart is how to live
Tell the truth do not tell a lie
Stand up for what you know is right

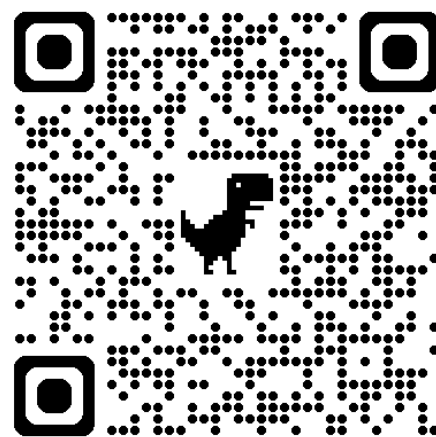
CHORUS

There is a way to share our thoughts
Speak the truth and do it a lot
Speak the truth

CHORUS

If someone asks you what to do
be honest and tell the truth
honesty makes you feel great
so just be honest every day
Be sincere it is a must
Honest means earning trust
To be honest, means to be real
There is a way to share our thoughts
Speak the truth and do it a lot
Speak the truth

CHORUS



CHORUS:

Be sincere it is a must
Honest means earning trust
To be honest, means to be real
Say exactly what you feel





sincere

dishonest

cheat

steal

admit

kneel

kneelt

found

quilty

liar

betray

betrayed

trust

honest

truth



kneelt

home

that

looked

fell

beautiful



Phonic song

<https://www.youtube.com/watch?v=zKg-g3lp3yw>

boy joy toy

boy joy toy

three words with oy

boy joy toy

can you sing it deep oy, oy, oy, oy, oy

can you sing it high oy, oy, oy, oy, oy

boy joy toy

boy joy toy

three words with oy

boy joy toy

can you whisper it oy, oy, oy, oy, oy

can you shout it oy, oy, oy, oy, oy,

boy joy toy

boy joy toy

three words with oy

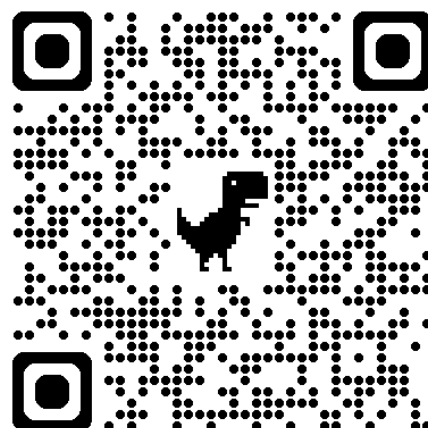
boy joy toy

can you sing it deep oy, oy, oy, oy, oy

can you sing it high oy, oy, oy, oy, oy

can you whisper it oy, oy, oy, oy, oy,

can you shout it, oy, oy, oy, oy, oy, oy, oy, oy



oy

boy

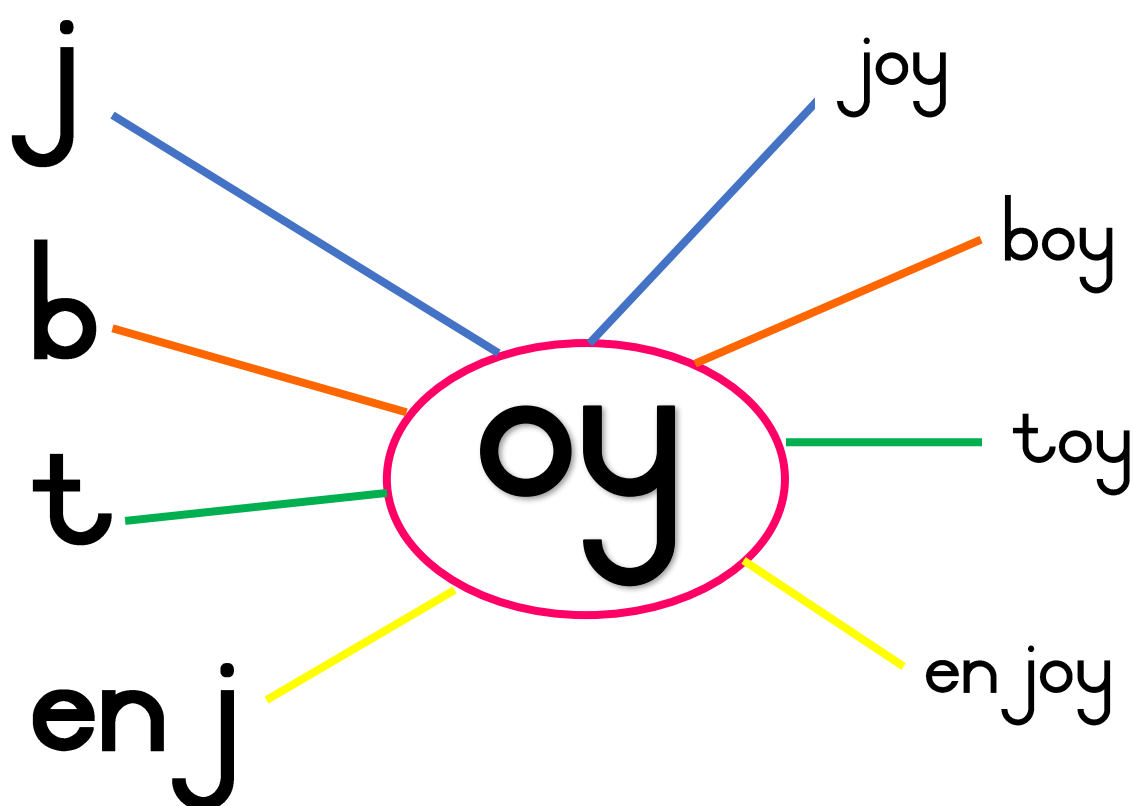
joy

toy

oy

digraph

DAY 1 EXAMPLE OF "SPIDER GRID" ON THE CHALK BOARD





DAY 1

joy



boy



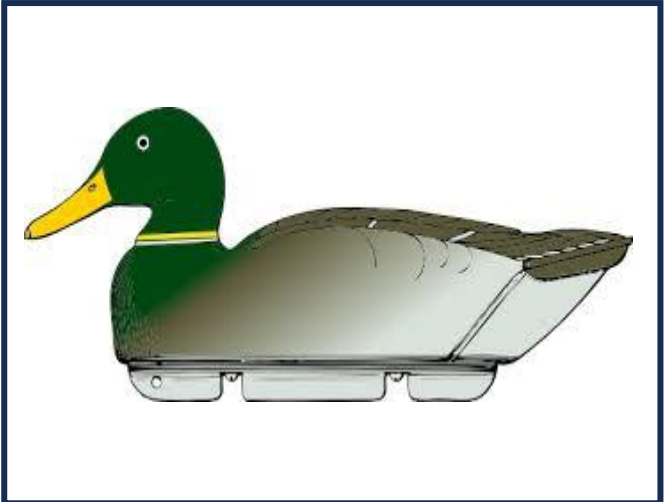
toy



enjoy



annoy



destroy

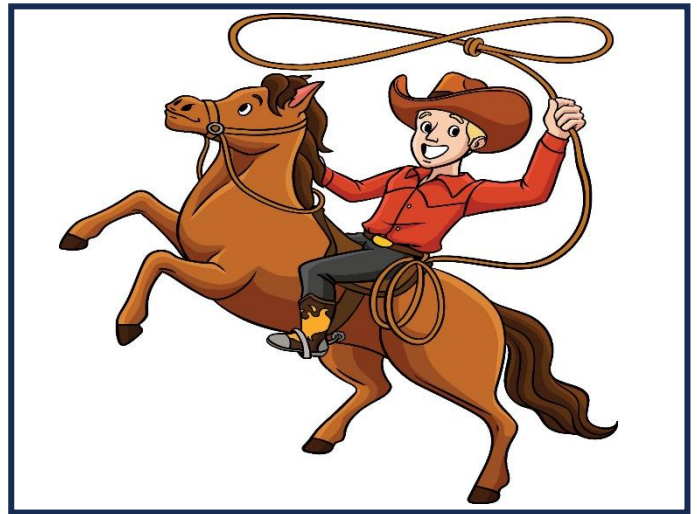
decoy

convoy



coy

deploy



cowboy

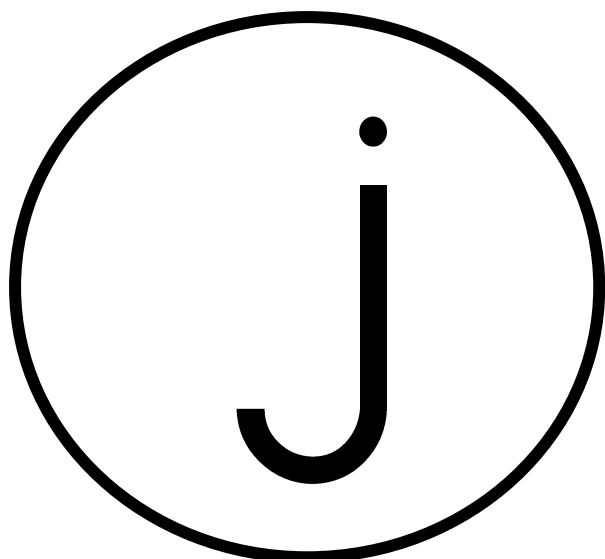
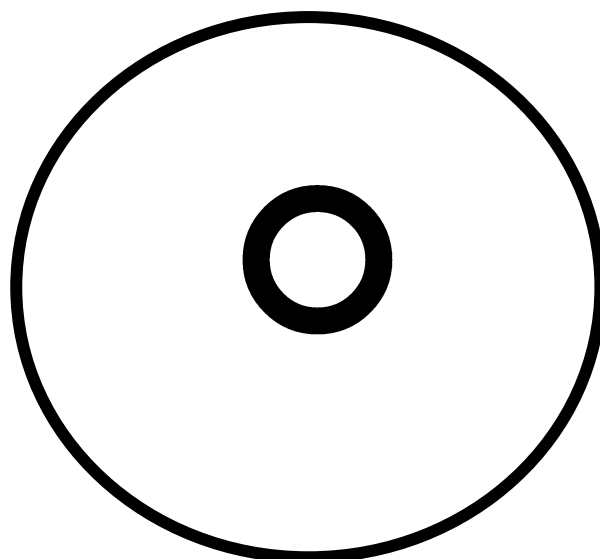
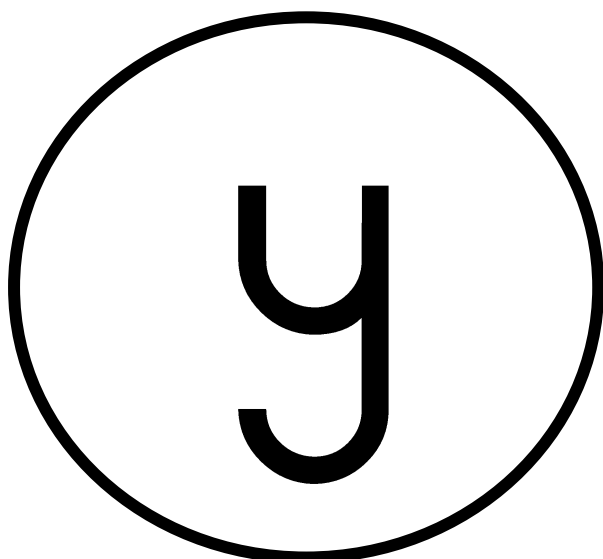
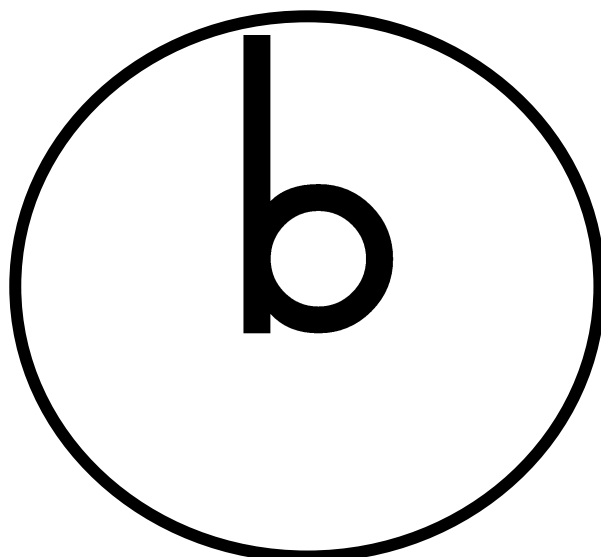
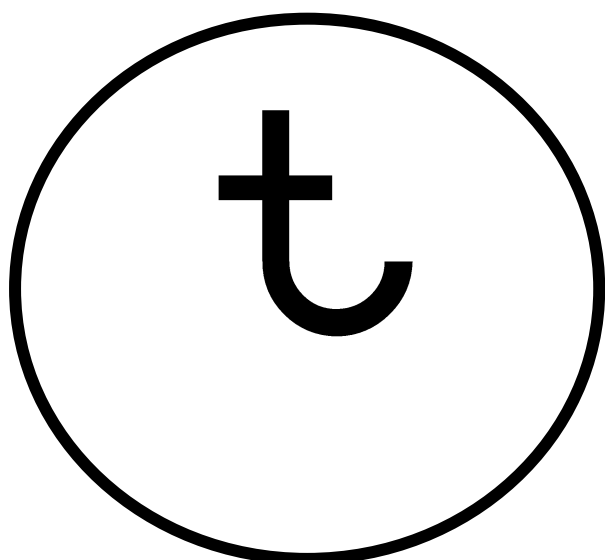
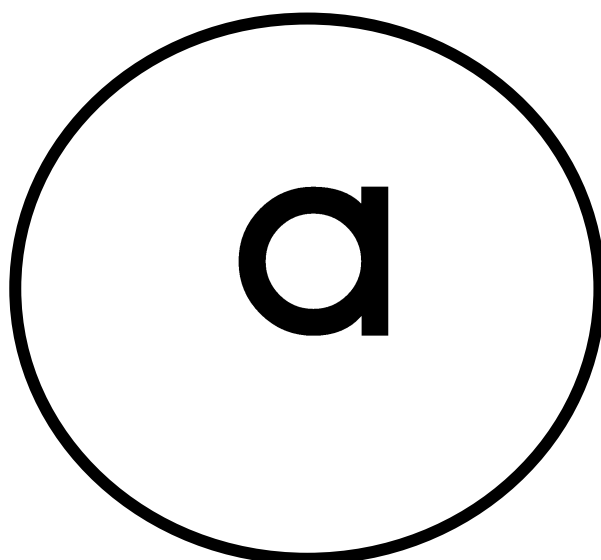
employ

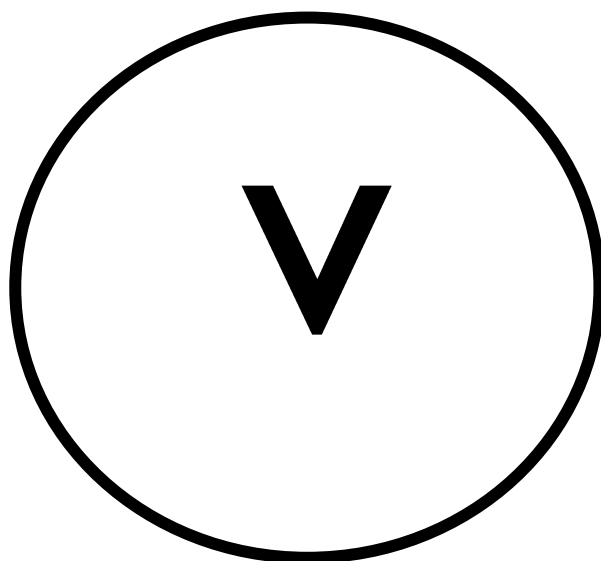
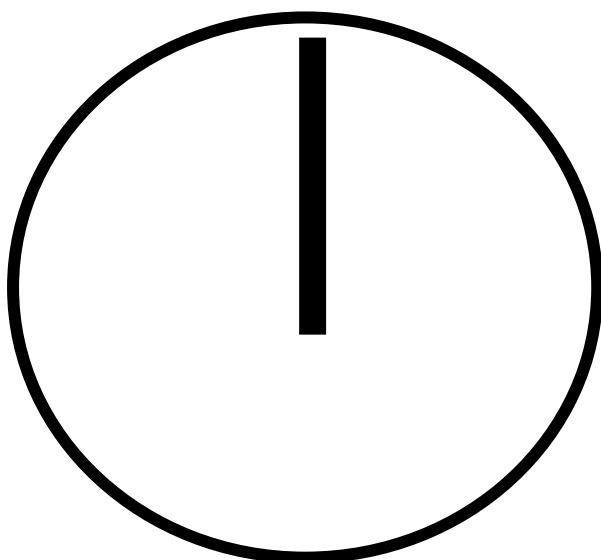
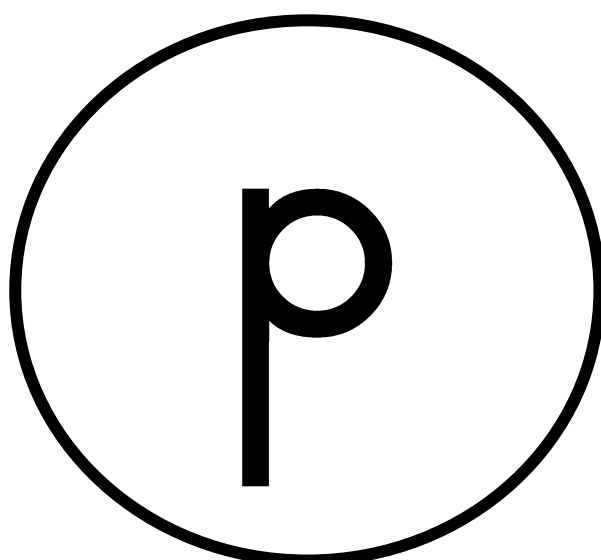
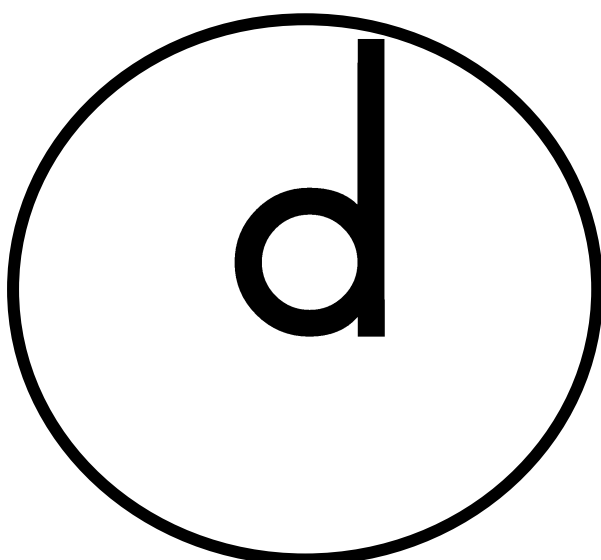
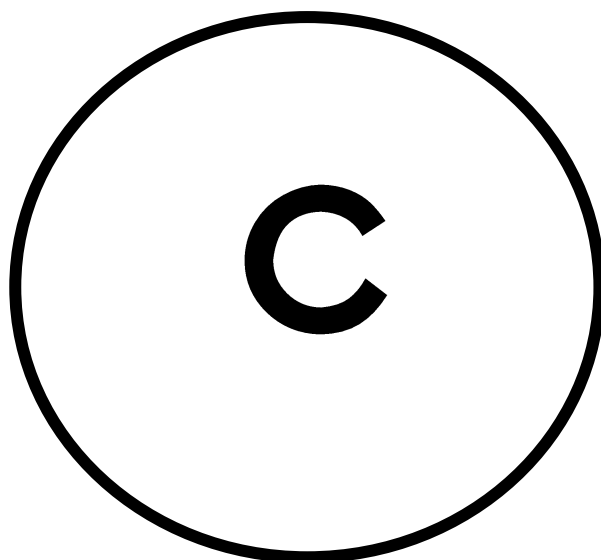
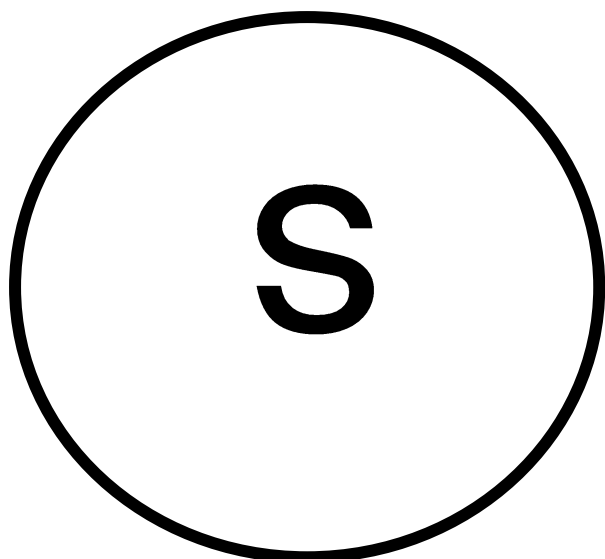


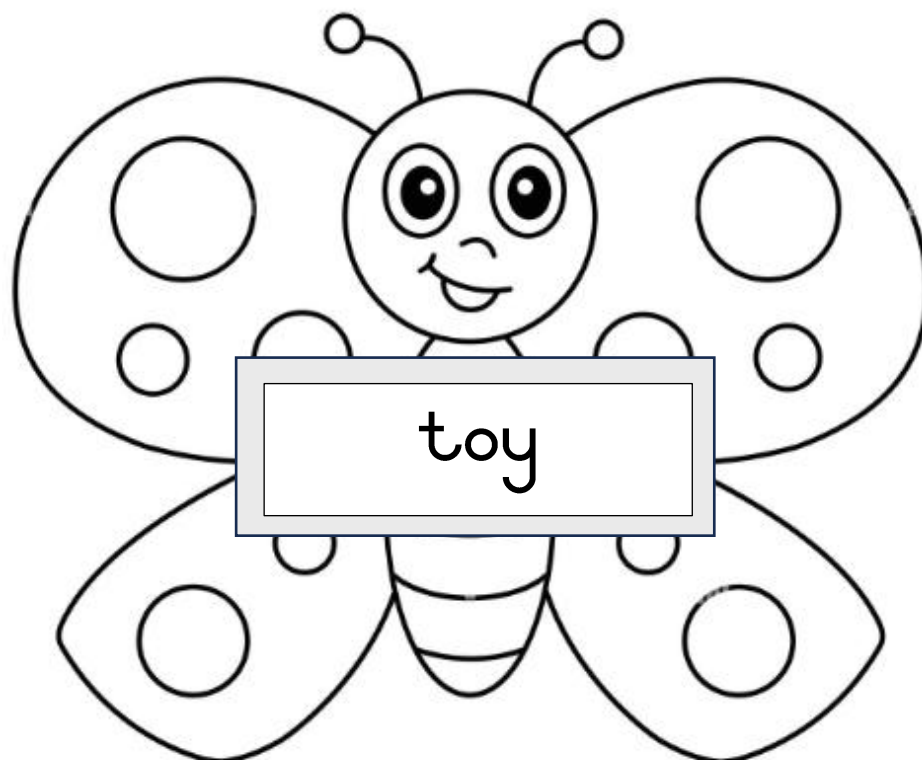
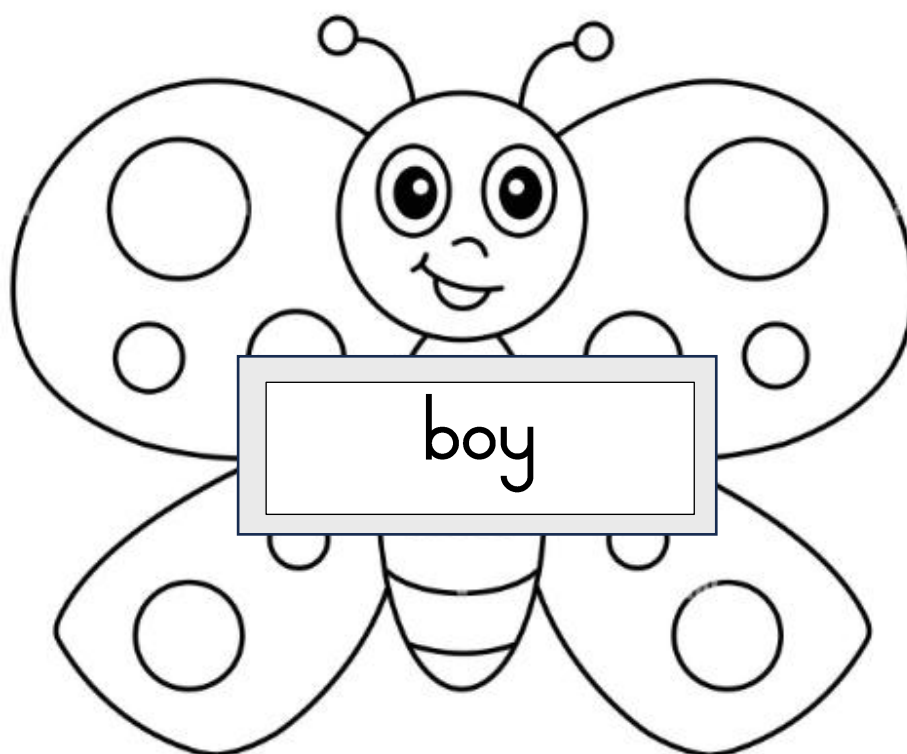
DAY 3 Build a worm and match butterfly - game

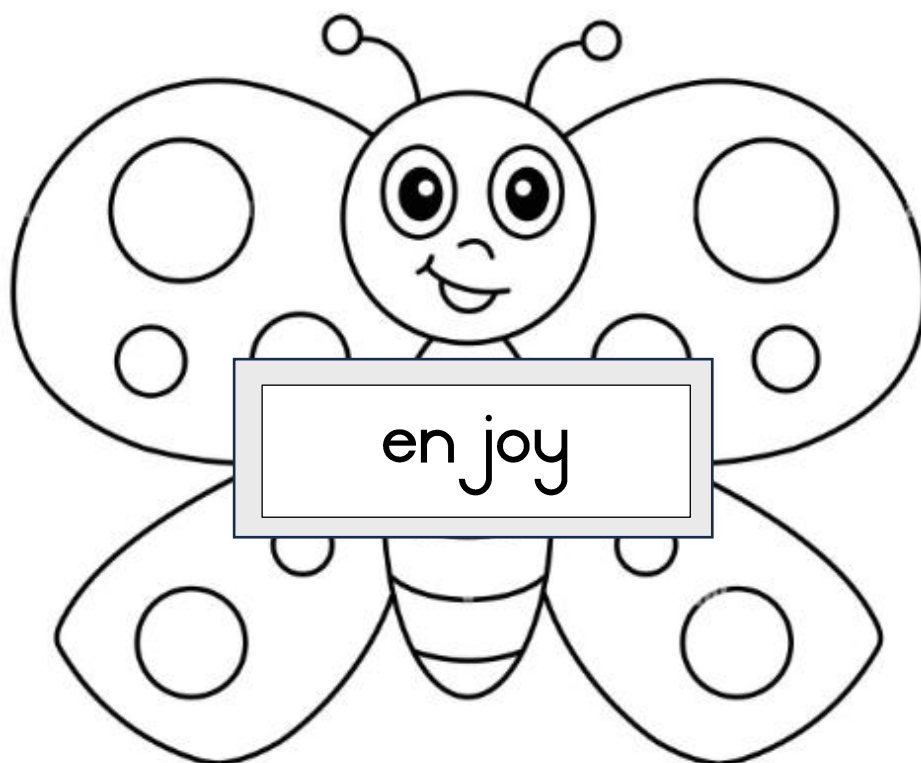
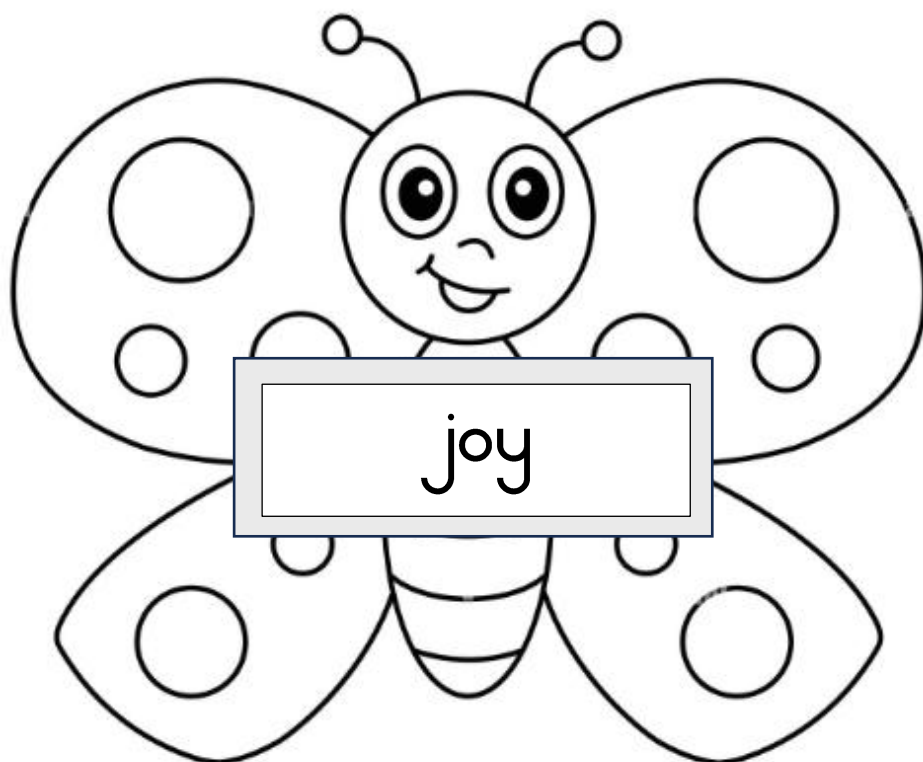
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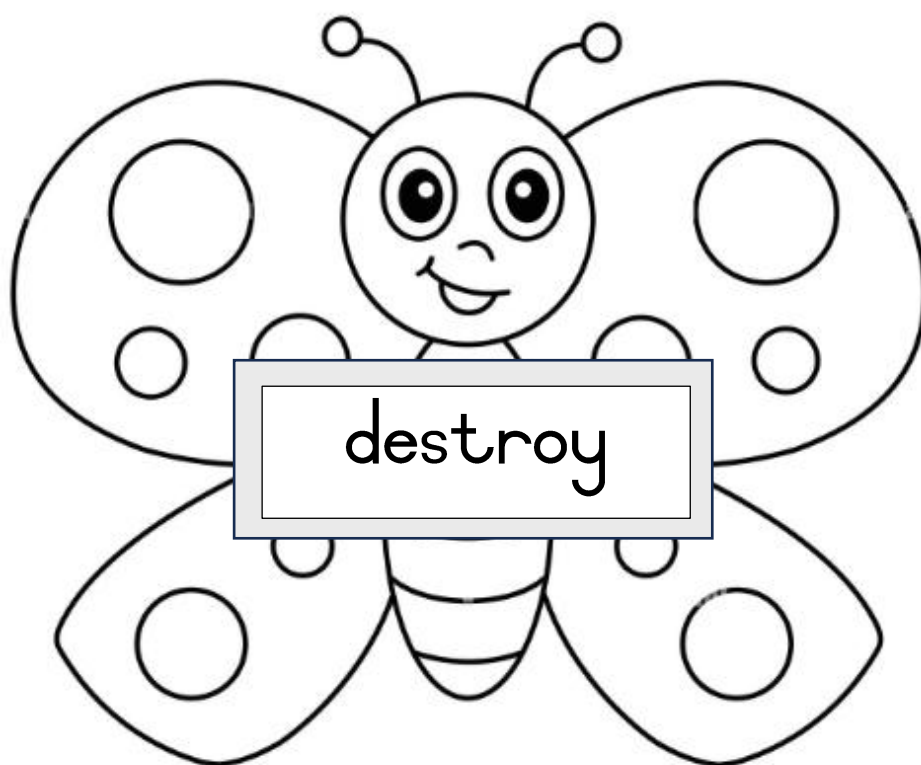
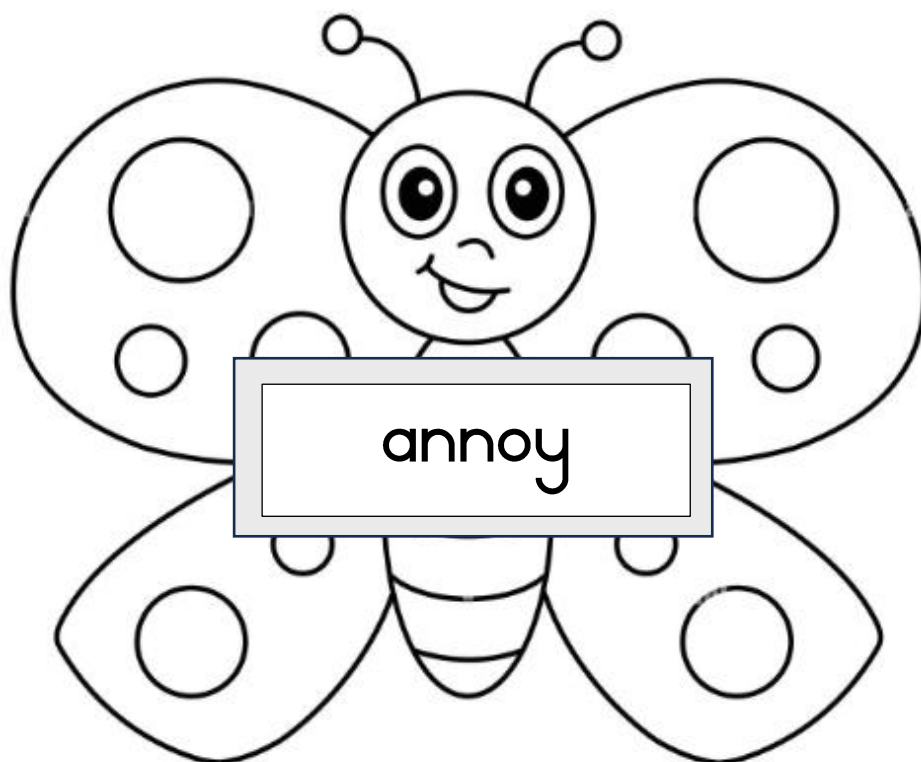
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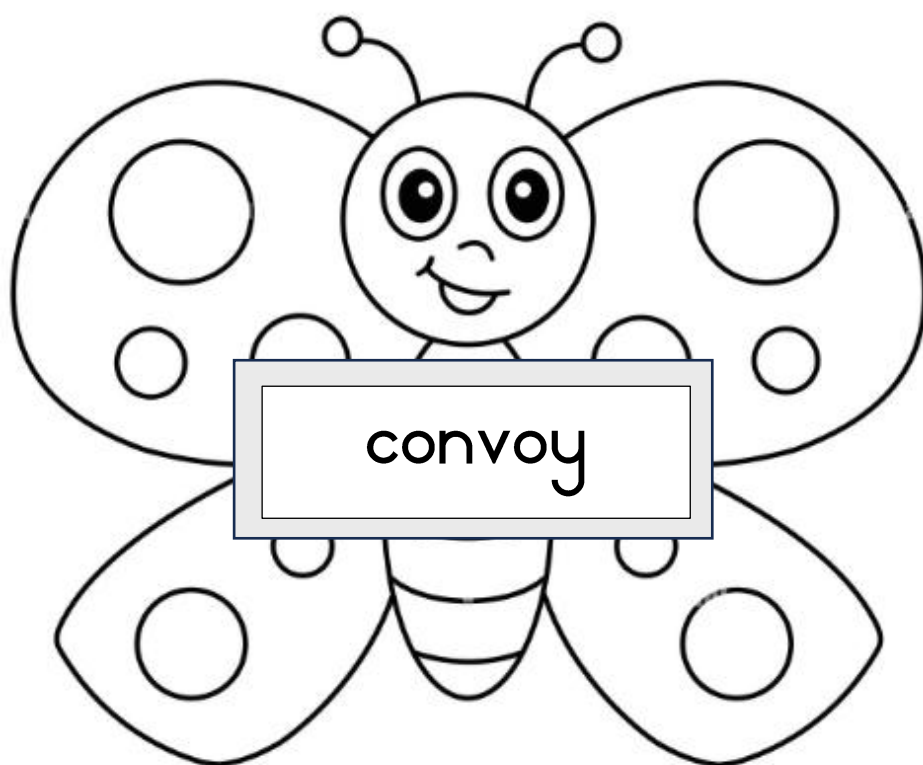
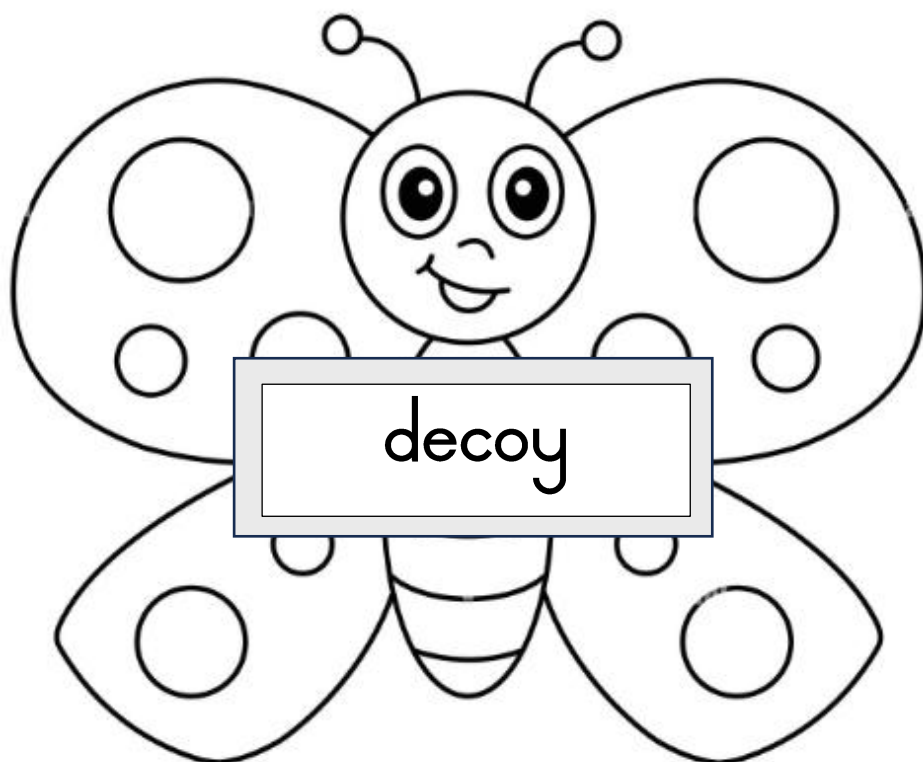
A large lowercase letter 'j' is centered within a black circular outline. The letter has a dot above it and a hook at the bottom.A large lowercase letter 'o' is centered within a black circular outline. The letter is a simple oval shape.A large lowercase letter 'y' is centered within a black circular outline. The letter has a descender that goes below the baseline.A large lowercase letter 'b' is centered within a black circular outline. The letter has a vertical stem and a rounded bottom.A large lowercase letter 't' is centered within a black circular outline. The letter has a vertical stem and a hook at the bottom.A large lowercase letter 'a' is centered within a black circular outline. The letter is a simple oval shape.

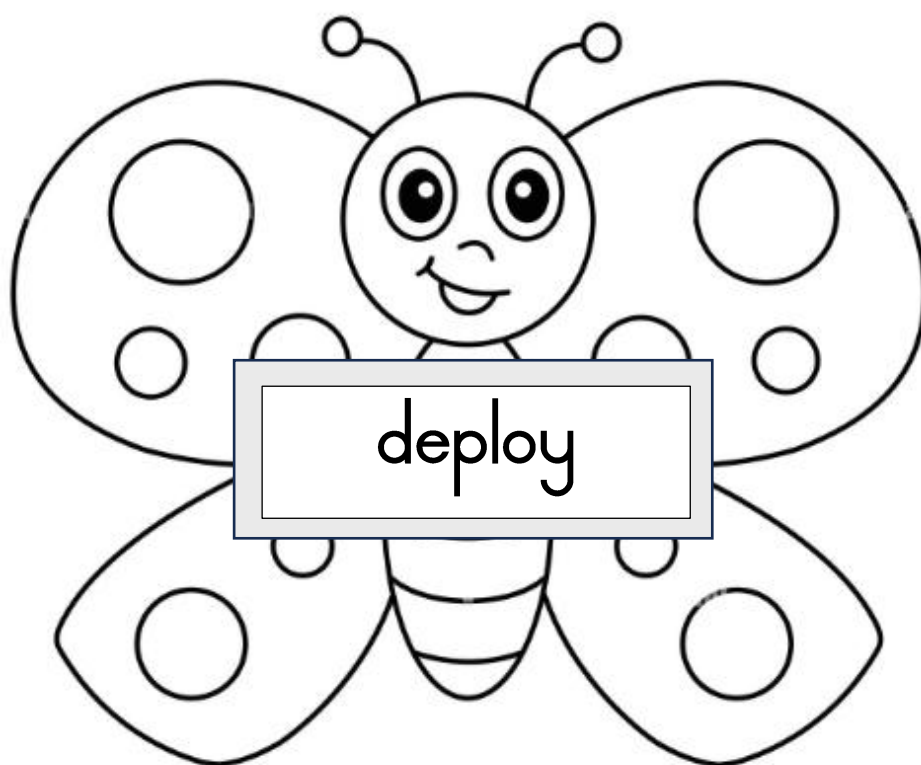
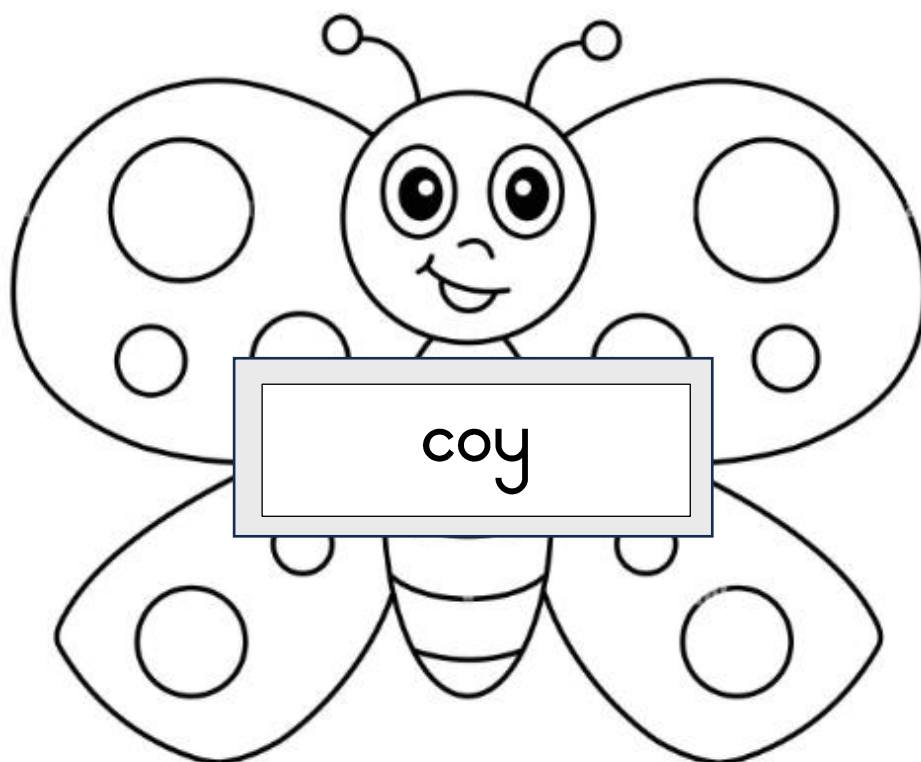


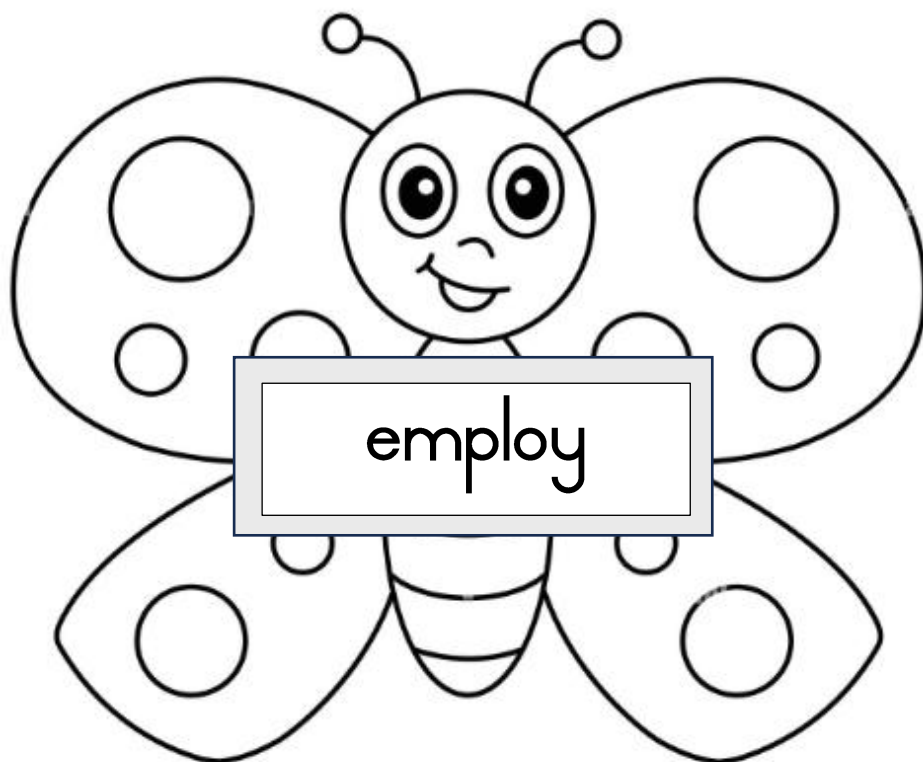
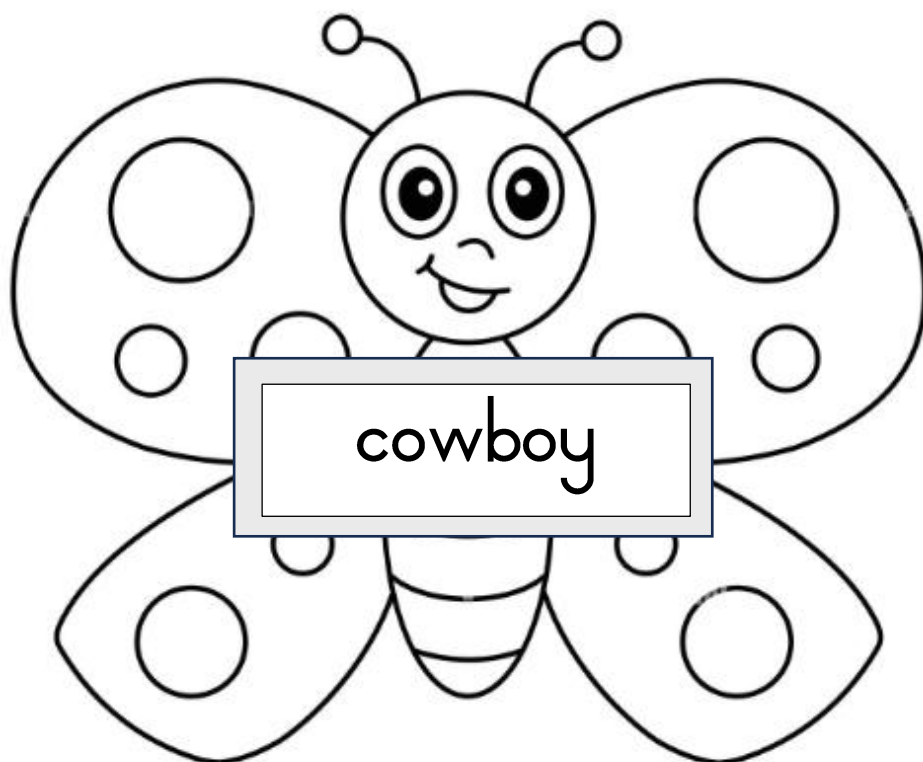






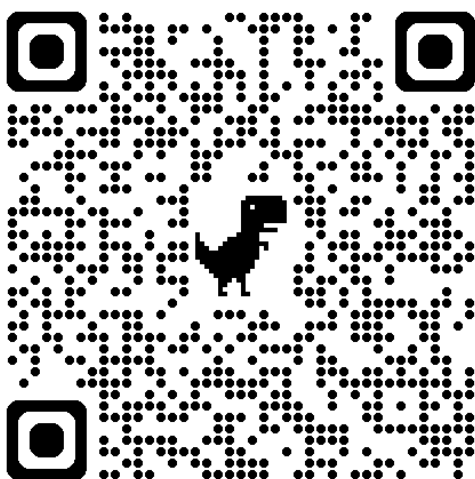








2. The blue bracelet (anyflip.com)



<https://nect.org.za/materials/psrip/term-3-2021/big-books/gr-3-term-3-2021-psrip-efal-big-book-web.pdf>

2 The blue bracelet



WEEK 2
TUESDAY

Shared Reading: Second Read

In the Second Read, we continue to build comprehension skills by re-reading the story to learners, and by focussing on a specific comprehension strategy.

1. Once again, read each page of the story fluently and clearly. As you read, use gestures, actions, facial expressions, and vocal expression to enhance meaning.
2. This time, you may again explain words or phrases, but try to avoid code switching.
3. At the same time, during the Second Read, you will reinforce the comprehension strategy.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 2. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Comprehension Strategy: **Visualise**

- Visualisation helps learners to see how the events in the text are connected to each other.
- Turning the story/page into a scene from a movie in their minds.

**WEEK 2
THURSDAY*****Shared Reading: Post-Read***

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt. You will find the Post-Read activities in the lesson plans. They include oral recounts, summaries, illustrating the story and acting out the story.

Most importantly, please use the Shared Reading lessons to develop learners' confidence and curiosity! Create a safe environment for learners to use new language and answer questions, without a fear of making mistakes. Encourage learners to ask questions and make observations about the stories. Build emotional connections with your learners, by letting them share their own, similar experiences. And of course, show learners that reading is interesting and fun!

Comprehension Strategy: Summarise

- To summarise a story's main points is the best way to check their understanding.

Zandile was running home from her friend Sindiswa's house. She was nearly home when something caught her eye. Something blue and sparkly. She knelt down to find a beautiful, shiny, blue bracelet. Zandile picked it up and kept running. The sun was setting and she had promised her mother to be home before dark.



READ 1

I can **visualise** Zandile stopping suddenly when she sees a sparkle in the grass!

READ 2

I can **visualise** Zandile's eyes open wide with surprise when she kneels in the grass and finds a new bracelet!

When she got home, she waved the bracelet in the air.

'Look what I found!' she announced.

She put it on her wrist and admired it. It was exactly her size!

'Where did you get that, Zandile?' her mother asked.

'Someone must really be missing that!'

'Well, I found it in the street, so it's mine now!' Zandile said, looking at herself in the mirror.



READ 1

I can **visualise** Zandile's big smile as she looks down at her new bracelet!

READ 2

I can **visualise** Zandile dancing around her house, with her new blue bracelet waving in the air! She feels so excited!

The next morning, Zandile went outside. She held her arm up so that the sunlight shone on her new blue bracelet. She watched it shine and sparkle. She had never had anything so beautiful.

**READ 1**

I can **visualise** Zandile's big smile as she looks at the bracelet on her wrist!

READ 2

I can **visualise** Zandile's happy face as she admires her new bracelet. She loves it so much!

Then she saw her neighbour, Geeta, crawling on the path in front of their houses.

'What are you doing?' Zandile asked. 'I'm looking for my bracelet. I think it fell off when I was playing yesterday!' Geeta said, looking upset. 'It's my favourite bracelet.'



READ 1

I can **visualise** Geeta looking upset as she searches the ground for her lost bracelet.

READ 2

Oh! I can **visualise** Zandile's mouth open in surprise when she realises the bracelet might be Geeta's! I don't think Zandile thought that the bracelet could belong to someone she knows!

'Oh,' said Zandile. Zandile wondered if it was the same bracelet she had found. She pulled down the sleeve of her jersey.

'I hope you find it!' she said. Then she ran back into her house.



READ 1

I can **visualise** Zandile carefully covering the blue bracelet on her wrist, so Geeta won't notice it!

READ 2

Zandile must be **visualising** her new sparkly blue bracelet falling off of Geeta's wrist! She must realise that the bracelet belongs to her friend Geeta!

When Zandile got inside, she admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly and beautiful. She couldn't wait to show it to her friends at school the next day. But then she thought about Geeta. 'What if Geeta sees my new bracelet, and it is the one she lost?' Zandile wondered. She took off the bracelet and put it away.



READ 1

I can **visualise** Zandile putting the bracelet deep inside her drawer, so that no one will find it!

READ 2

I think that Zandile **visualises** her friends admiring her new bracelet. But, then, she must **visualise** Geeta pointing to the bracelet and saying 'Hey! That's mine!' I can **visualise** Zandile thinking carefully, and then putting the bracelet inside her drawer, where no one will find it!

The next day at break, Zandile sat with Geeta and Sindiswa.

'I lost my favourite bracelet over the weekend. It was blue and sparkly,' Geeta said.

Zandile thought about the sparkly blue bracelet inside her drawer. Now she knew for sure that it belonged to Geeta.

'But I found it. It's mine now!' Zandile thought. She didn't say anything.



READ 1

Look at Zandile's face! She is not looking happy! I can **visualise** Zandile sitting quietly, hoping the bell will ring soon!

READ 2

I can **visualise** Zandile listening to her friend, and feeling dishonest! She must feel bad for Geeta, but she must also want to keep the bracelet!

When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta's sad face at lunch. She took the bracelet off and put it in her pocket.



READ 1

Look at Zandile! She is wearing the bracelet, but she doesn't look happy now! I can **visualise** her deep in thought! She must be thinking about how much she loves the beautiful bracelet. But, she must also be thinking about her friend Geeta's sad face at lunch.

READ 2

Zandile looks so upset now. I can **visualise** Zandile shaking her head back and forth, trying to decide what to do about the bracelet. I can **visualise** her finally taking it off. I think she has decided that the bracelet isn't worth betraying her friend!

Zandile went next door to the Kapoor's house and knocked on the door. When Geeta answered, she waved the bracelet in the air.

'Look what I found!' she announced.



READ 1

Oh! She put the bracelet in her pocket to bring to Geeta! I can **visualise** Zandile's big smile as she shows Geeta what she found!

READ 2

I can **visualise** Zandile walking slowly, because she wishes she could keep the bracelet! But I can **visualise** Zandile holding the bracelet in the air for Geeta to see, smiling.

Geeta's face lit up. Zandile felt almost as happy as Geeta as she helped her put the sparkly blue bracelet onto her wrist.

'Thank you Zandile,' said Geeta. 'You made my day!'



READ 2

I can **visualise** Zandile taking a deep breath. I think she must be wishing the bracelet were still hers. But, I can **visualise** Zandile's proud smile, because she knows the right thing is to give Geeta's bracelet back!

**READ 1****What did Zandile find?**

She found a sparkly, blue bracelet.

Where did Zandile find the bracelet?

She found it in the grass.

Why was Geeta crawling on the path in front of their houses?

Because she lost her bracelet! She was looking for her bracelet.

Why didn't Zandile wear the bracelet to school?

- Because she realised that the bracelet really belonged to Geeta.
- Because she didn't want Geeta to see the bracelet.
- Because she wanted to keep the bracelet!

READ 2**Why did Zandile pull down the sleeve of her jersey?**

To cover the bracelet that she had found and was wearing.

What made Geeta's day?

Getting her bracelet back.

Visualise yourself finding something on the street that you loved! What do you think you would do after finding it?

I think I would...

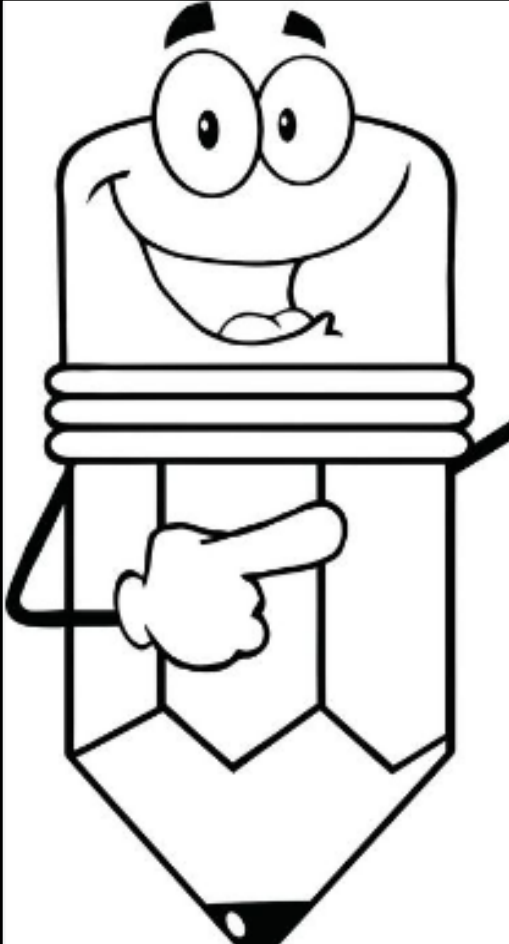
Why did Zandile decide to give the bracelet back to Geeta?

- Because she realised that the bracelet belonged to her friend.
- Because she realised she would only be able to wear the bracelet in secret.
- Because she realised that it would make her friend happy to have the bracelet back.
- Because it was the right thing to do!



SHARED WRITING-TUESDAY (EDITING)

Editing



		Me	Peer
1	My sentences start with a capital letter.		
2	I ended my sentences with a full stop.		
3	Proper nouns are written in capital letters		
4	I used the past tense throughout all my sentences.		
5	I have checked the spelling of the words.		
6	All my sentences make sense.		

SHARED WRITING-THURSDAY (PUBLISHING)

TERM 3 – WEEK 4- HONESTY



GROUP-GUIDED-READING

LEVEL 1

Based on the Big Book story – The bracelet

Zandile was running home.

She picked up a blue bracelet.

The sun shine brightly on the bracelet.

The bracelet belonged to her friend, Geeta.

Zandile was honest and gave Geeta her bracelet back.

LEVEL 1

Based on the Phonic Words- Intervention

The boy wants to be a cowboy.

The toy gives the baby joy.

They enjoy the party.

LEVEL 2

Based on the Big Book story – The bracelet

Zandile was running home.

She picked up a blue bracelet.

The sun shine brightly on the bracelet.

She did not know the bracelet belonged to her friend, Geeta.

Geeta told her friends that she lost her bracelet.

Zandile was honest and gave, the bracelet back, that she picked up.

LEVEL 2

Based on the Phonic Words

The cowboy gives the toy to the baby.

The **co**y baby en**jo**ys the **to**y.

He ann**oy**s her by blowing the whistle in her ear.

The steel ball is going to destr**oy** the building.

LEVEL 3

Based on the Big Book story – The bracelet

Zandile was running home from her friend Sindiswa's house when she saw a bracelet on the grass.

Zandile picked up the blue bracelet and put it on her wrist, but her mother reminded her that somebody must be missing it.

Geeta told her friends that she lost her bracelet and that it was her favourite one. Zandile felt guilty and pulled down the sleeve of her jersey to cover the bracelet.

Zandile took the bracelet off and gave it the next day back to Geeta. Zandile felt happy when she saw how Geeta's face lit up in excitement. Zandile helped Geeta to put the bracelet on Geeta's wrist.

LEVEL 3

Based on the Phonic Words

The convoy of trucks are on their way to destroy the high building.

The children laugh with joy when they saw how the baby enjoys the toy.

The coy boy wants to be a cowboy and annoys everyone when he shoots with his toy gun.

LEVEL 4

Based on the Big Book story – The bracelet

Zandile was running home from her friend Sindiswa's house when she saw a bracelet on the grass. She picked up the blue bracelet and put it on her wrist, but her mother reminded her that somebody must be missing it. Geeta told her friends that she lost her bracelet and that it was her favourite one.

Zandile felt guilty and pulled down the sleeve of her jersey to cover the bracelet. Zandile took the bracelet off and gave it the next day back to Geeta. Zandile felt happy when she saw how Geeta's face lit up in excitement. Zandile helped Geeta to put the bracelet on Geeta's wrist.

LEVEL 4

Based on the Phonic Words

The **co**y **bo**y wants to be a cow**bo**y and anno**ys** everyone when he shoots them with his **to**y gun, when they were trying to en**jo**y the party.

The army was dep**lo**yed, and they moved in a conv**oy**, to destr**oy** the enemy.

She was emp**lo**yed to protect the ducks. She then placed a dec**oy** duck, on the water of the river to confuse the pouchers and to protect the ducks.

LEVEL 5

Based on the Big Book story – The bracelet

Zandile was running home from her friend Sindiswa's house when she saw a bracelet on the grass. It was blue and very sparkly. She picked up the blue bracelet and put it on her wrist, but her mother reminded her that somebody must be missing it.

Geeta told her friends that she lost her bracelet and that it was her favourite one. Zandile wanted to show everybody the beautiful bracelet around her wrist, but knew it was not hers, but Geeta's. Zandile felt guilty and pulled down the sleeve of her jersey to cover the bracelet.

Zandile wanted to be honest and decided to take the bracelet off and to give it back to Geeta.

The next day, Zandile felt happy when she saw how Geeta's face lit up in excitement, when she recognised the bracelet. Zandile helped Geeta to put the bracelet on Geeta's wrist and they were both very happy.

LEVEL 5

Based on the Phonic Words

The **coy** **boy** wants to be a cow**boy** and anno**ys** everyone when he shoots them with his **to****y** gun, when they were trying to en**jo****y** the party.

She was employed to protect the ducks. She then placed a decoy of a duck, on the water of the river to confuse the pouchers and to protect the ducks.

The Joyful Toy

One sunny day, a boy named Roy found a toy in his backyard. It was not just any toy; it was a small, shiny robot that could move and make sounds. Roy was filled with joy. He named the robot "Troy."

Roy enjoyed playing with Troy every day. Troy could spin and make funny noises that made Roy laugh. Roy showed Troy to his friend Joy. Joy was just as excited to see the amazing toy.

Roy and Joy took turns playing with Troy. They even made up a game where Troy was a hero who saved the day. The two friends had so much fun, and their laughter filled the air.

They learned that sharing toys with friends can make playtime even more fun.



TERM 3 WEEK 4 GGR WORKSHEET 1

-oy

Match the phonic word, with the correct picture and meaning (use colour pencils)

toy



It is a young
male human

boy



It is an object
designed for play

annoy



To cause someone to
feel irritated or bothered.

employ



Pretending to be
shy or modest

destroy



To completely ruin or
demolish something.

coy



A feeling of great
happiness and pleasure.

joy



To hire someone
for a job.

1. Circle all the oy-phonic words.

1. joymnetkannoy jhg tcsaoboy nsgsutoyhetheycoy
2. theofanden joysrdestrykhytrwedecoym jygt
3. stconvoyh lk jyndeploymbgsthigh tudestryhkms
4. ghcowboymbuhgflk joyfdrwedemploygfswaqej
5. tyipRoy mhgfopeacoy jhgsk joyfvmrazcboylmi

2. Choose 3 words and write three sentences in your classwork book.

Checklist: Did you find these words?

1. joy annoy toy
2. enjoy decoy
3. convoy deploy destroy
4. cowboy employ
5. Roy coy boy



Memo

joy mnetk annoy jhgtcaomransgsut oy het heyco
yt he of and en joy srytbdq khytrwede coy m jygt s
t convoy hlk jyn deploy mbgst hightu destroy hkms
gh cowboy mbuhgf lkhyf drwede employ gf swaq et
yip Roy mhgf opea coy jhgsdkbdievctikagzc boy lmr

Present Tense or Past Tense

(a) Rewrite the sentences in the Past Tense

1. Yesterday I (play) with my friends.

2. Yesterday he (eat) an apple.

3. Yesterday they (go) to the park.

4. Yesterday he (read) a book.

5. Yesterday we (see) a movie.

6. Yesterday the dog (run) in the yard.

Present Tense or Past Tense

(b) Rewrite the sentences in the Present Tense

7. I (play) with my friends.

8. She (eat) an apple.

9. They (go) to the park.

10. He (read) a book.

11. We (see) a movie.

12. The dog (run) in the yard.

Memo- Past

Yesterday I **played** with my friends.

Yesterday he **ate** an apple.

Yesterday they **went** to the park.

Yesterday he **read** a book.

Yesterday we **saw** a movie.

Yesterday the dog **ran** in the yard.

Memo-Present

I **play** with my friends.

She **eats** an apple.

They **go** to the park.

He **reads** a book.

We **see** a movie.

The dog **runs** in the yard.

The blue bracelet



Zandile was running home from her friend Sindiswa's house when she saw a bracelet on the grass. It was blue and very sparkly. She picked up the blue bracelet and put it on her wrist, but her mother reminded her that somebody must be missing it.

Geeta told her friends that she lost her bracelet and that it was her favourite one. Zandile wanted to show everybody the beautiful bracelet around her wrist, but knew it was not hers, but Geeta's. Zandile felt guilty and pulled down the sleeve of her jersey to cover the bracelet.

Zandile wanted to be honest and decided to take the bracelet off and to give it back to Geeta.

The next day, Zandile felt happy when she saw how Geeta's face lit up in excitement, when she recognised the bracelet. Zandile helped Geeta to put the bracelet on Geeta's wrist and they were both very happy.

The blue bracelet



Answer the questions in full sentences in your classwork book.

1. What is the title of the book?
2. Who lost the bracelet?
3. Where did Zandile found the bracelet?
4. Describe how what the bracelet look like.
5. What did Zandile's mother say when she saw the bracelet?
6. Why did Zandile pull down her sleeve?
7. How did Zandile feel and why did she feel like that?
8. Why did Zandile decided to give back the bracelet to Geeta?
9. Have you ever lost something?
10. What did you loose and how did you feel about it?

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Term 3 – Week 6 – 10



Let's sing



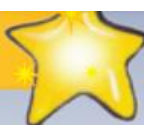
Twinkle, twinkle little star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

Twinkle, twinkle, little star.
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

At night



Paste the stickers in
the correct spaces.



Let's write

Re-write these sentences starting with "Yesterday".

We have done the first one for you.

We walk in the dark.

Yesterday we walked in the dark.



We cook our food on the fire.

Yesterday

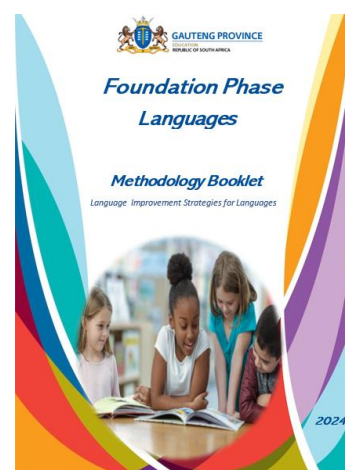
Nomsa and Ken look for a lion.

Yesterday

Today we are at a camp.

Yesterday

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Language Rules for Simple Tenses

Simple Present Tense

Usage: To describe habits, general truths, and routines.

- **Form:**
 - For most verbs: The base form of the verb.
 - Add **-s** or **-es** for third-person singular (he, she, it).
- **Examples:**
 - I walk to school every day.
 - **She** eats breakfast at 8 AM.
 - **They** play soccer on weekends.

Present Progressive (Present Continuous) Tense

Usage: To describe actions happening right now or around the current time.

- **Form:**
 - **am/is/are** + verb + **-ing**.
 - **am** for I; **is** for **he, she, it**; **are** for **we, you, they**.
- **Examples:**
 - I **am** reading a book.
 - **He is** playing outside.
 - **We are** learning English.

Simple Past Tense

Usage: To describe actions that happened and were completed in the past.

- **Form:**
 - Regular verbs: Add **-ed** to the base form.
 - Irregular verbs: Change the form (memorize these separately).
- **Examples:**
 - I **walked** to the park yesterday.
 - **She** **played** the piano last night.
 - **They** **went** to the zoo last weekend. (Irregular verb)

Present and past



Present- es/s



Past-ed

When we are do something
NOW,
we add an "**-es/s**" at the
end of the word

When we did something in
the **past**,
we add an "**ed**" to the end
of the word

Complete the sentences by filling in the words below

 brushed	kicked	walked	painted
brushes	kicks	walks	paints 

Today she _____ to school.



 Yesterday she _____ to school.

Today he _____ his teeth.



 Last night he _____ his teeth.

Today my friend _____ the ball.



 Yesterday I _____ the ball to my friend.

The teacher _____ a picture.



 Yesterday she _____ a picture outside.