



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Week 8

CAPS and RATP alignment

LISTENING AND SPEAKING		READING	
1) Follow instructions 2) Understands and responds to simple questions 3) Give a simple oral recount of a story 4) Participate in a short conversation about the theme 5) Performs the song/rhyme about 6) Responds to simple requests 7) Understand simple language structures 8) Listens to a text, fiction and non-fiction 9) Expresses feelings about a story	CAPS pages 19 & 75 ATP pages 14-15; 22-23	1) Shared Reading - Pre-read Introduces the theme and predicts what will happen - Begins to develop an understanding and ability to use simple language structures in the context of meaningful spoken language 2) Group Guided Reading Reads independently in Group Guided sessions	CAPS pages 20,75 &78 ATP pages 14-15; 22-23
PHONICS		WRITING	
1) Able to hear the sound 2) Orally identifies the consonant digraph at the beginning or end of a word 3) Sounds out words using the new phonic learned 4) Recognises more complex word families (e.g. lunch, bunch) 5) Uses consonant blends to build up and break down words 6) Recognises vowel digraphs	CAPS pages 19 & 77 ATP pages 14-15; 22-23	1) Rest of the class during Group Guided Reading uses handwriting skills taught in Home Language 2) Creative Writing With guidance, write a personal recount Write sentences on a familiar topic (6-8 sentences/ one paragraph) Uses punctuation already taught in Home Language Spells common words correctly Writes lists with headings - Organising information in a chart	CAPS pages 19 &79 ATP pages 14-15; 22-23
LANGUAGE USE			
1) Able to know what a countable and an uncountable noun is (a /an /some) 2) Uses present and past tense 3) Uses article 'a' and 'the' 4) Uses is and are	CAPS page 79		

TERM 3

WEEK 8: LEARNING NEW THINGS

DATE:

WEEKLY PREPARATION

Components	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday	Time
Listening and speaking/ Shared Reading	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10min	Greeting Theme vocabulary Shared Reading- Second Read	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10min	Greeting Theme vocabulary Shared Reading- Most Read	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	15 min
Phonics pinch, crunch, bunch, bench, lunch, hunch, munch, punch, drench	/str/ and /scr/ Introduce the sound and words	5min			/str/ and /scr/ Segmenting and Blending	5min			/str/ and /scr/ phonic game	
Group Guided Reading (Group with teacher)	Ability Group		Ability Group		Ability Group		Ability Group		Ability Group	
Paired/Individual Reading	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min
Writing (GGR rest of the class)	T3 W6 Worksheet 1		T3 W6 Worksheet 2		T3 W6 Worksheet 3		Comprehension worksheet		DBE workbook page	
Creative writing			Share writing Editing 	30 min			Independent writing Publishing 	30 min	Spelling and dictation 	10min
Language Use									Using 'is' or 'are'	20 min
Reflection										
Total Time		30 min		60 min		30 min		60 min		60 min

MONDAY: DAY 1

LISTENING AND SPEAKING 10min

1. Greeting: "Good morning Grade 3s"
Learners greet back.

2. Question of the day: Do you think adults still needs to learn new things?

3a. Theme vocabulary: library, librarian, borrow, research

3b. Sight words: waste, what, search

4. Song and Rhyme:

Any song/rhyme that embraces the theme or uses the following rhyme:

https://youtu.be/E5hBfzF0DxQ?si=H_MPp5Mcb7Nv0c5n

**PHONICS** 5min**-nch**

Phonic words: pinch, crunch, bunch, bench, lunch, hunch, munch, punch, drench

INTRODUCE THE SOUND AND WORDS

1. **Say the sound and hold up the flashcard /-nch/** for learners to see.
2. Say the sound and instruct **learners to repeat the sound. 2x**
3. Now show each phonic word, sound it out, and have learners repeat the word and '-nch' sound.
4. Point out that this consonant trigraph is found at the end of a word.
5. Repeat with all the phonic words.

READING 15 min**Group Guided Reading:**

(a) Teacher prepare according to the reading level of the group with her. Example: Group 5 Level 5 (Read pages/paragraph)

(b) Rest of the class do: T3 W8 Worksheet 1 (*Roll and read*)

Paired/Independent Reading

Read work done in Worksheet 1 to partner

Make corrections for friends (peer assessment)

RESOURCES (see Resource pack)

1. Rhyme/Song (pgs. 2 - 4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 5 - 10)
3. Flash cards of the phonic words (pgs 11 - 20)
4. Preparation for the GGR group at the teacher's table (pgs 37 - 42)
5. T3 W8 Worksheet 1 (GGR: Rest of the class) (pgs 44 - 54.)
6. Learners' Classwork Book

ENRICHMENT/INTERVENTION

- **Intervention and Enrichment:** Peer assistance during Roll and Read.

TUESDAY: DAY 2

LISTENING AND SPEAKING 15min

1. Greeting: "Good morning gr 3s" Learners greet back.

2. Question of the day: Have you ever used the Internet to learn something new?

3a. Theme vocabulary: bookstore, expensive, cheap, information

3. According to current Theme: "LEARNING NEW THINGS"

Shared Reading- Read a story with the theme "Learning new things"
Or use this example: Big Book: *Zindile uses the Internet* (15min)

Second Reading
Comprehension
Strategy:
Making inferences

Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'.

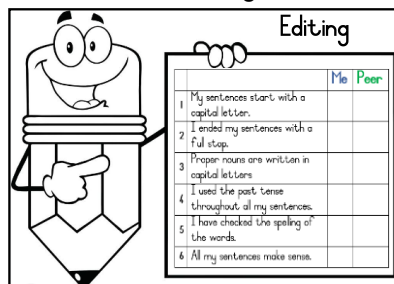
WRITING 30min

Please read through the assessment guidelines

Shared writing: Editing

Learners open their books at the draft they wrote last week Thursday.

1. Remind learners that editing is an important part of the writing process.
2. Hand out the editing checklist to learners.
3. Learners must use the checklist to assist them in editing their work.



4. After editing their work learners need to swap with a friend. The friend uses the same editing checklist but a different colour to do peer editing.

READING 15 min

Shared Reading: Done during Listening and speaking when theme was introduced during L&S

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 4 Level 4 (paragraph)

(b) Rest of the class do: DBE workbook page 38

Paired/Independent Reading Read a book from the class library

RESOURCES (see Resource pack)

1. Flash cards of Theme vocabulary (pgs 5 - 10)
2. Big Book: The blue bracelet (pgs 21 - 33)
3. Writing: Editing grid (pgs 34 - 36.)
4. Preparation for the GGR group at the teacher's table (pgs 37 - 43)
5. DBE workbook page 38 (GGR: Rest of the class) (pgs 44 - 54)
Learners' Classwork Book

ENRICHMENT/INTERVENTION

- **Intervention and Enrichment:** Play a phonic game

WEDNESDAY: DAY 3

LISTENING AND SPEAKING 10min

1. Greeting: Greet the friend in front of you.

2. Question of the day: Is it important to share information when you learn something new?

3a. Theme vocabulary: own, ask, research, usually

3b. Sight words: learnt, seen

4. Song and Rhyme:

Any song / rhyme that embraces the theme or uses the following rhyme:

https://youtu.be/E5hBfzF0DxQ?si=H_MPp5Mcb7Nv0c5n

**PHONICS** 5min**-nch**

Phonic words: pinch, crunch, bunch, bench, lunch, hunch, munch, punch, drench

SEGMENTING AND BLENDED

1. **Teacher say a phonic word**, for example: pinch
 - a. Ask the learners: What is **the first sound** in the word? /p/
 - b. Ask the learners: What is the **second sound** in the word? /i/
 - c. Ask the learners: What is the **last sound** in the word? /nch/
 - d. Ask the learners to segment the word into each individual sound:
 - e. **/p-/i-/nch/ and write the word** on the chalkboard for the learners while they segment the word
 - f. **Repeat a – e with all phonic words.**
2. Learners need to segment 3 phonic words in their workbooks and blend 3 more phonic words.
(learners may have loose cards to pack the segmenting at their desks and copy from the word on their table)

READING 15 min**Group Guided Reading:**

(a) Teacher prepare according to the reading level of the group with her. Example: Group 3 Level 3 (Read sentences)

(b) Rest of the class do: T3 W8 Worksheet 3 (Use code to make own message)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

1. Flashcards: Rhyme/Song (pgs. 2 - 4)
2. Flashcards of Theme vocabulary & Sight words (pgs 5 - 10)
3. Preparation for the GGR group at teacher's table (pgs 37 - 43)
4. T3 W8 Worksheet 3 (GGR: Rest of the class) (pgs. 44 - 54)
5. Learners' Classwork Book

ENRICHMENT/INTERVENTION

- **Intervention and Enrichment: Play a phonic game**

THURSDAY: DAY 4

LISTENING AND SPEAKING 15min

1. **Greeting:** "Good morning class, how are you?" Greet 2 to 3 specific learners

2. **Question of the day:** What new thing did Zindle learn?

3a. **Theme vocabulary:** internet, research

3. **According to the current Theme:**
"LEARNING NEW THINGS"

Shared Reading- Read a story with the theme "Learning new things"

Or use this example: Big Book: *Zindle uses the Internet* (15min)

Post Reading

Comprehension

Strategy:

Summarise

When learners summarise, they think about the most important points in a text. Summarising shows that the learner has understood the main points of the story.

WRITING 30min

Please read through the assessment guidelines

Independent writing:**Publishing:**

The learners open their books at the draft and editing.

1. Remind learners to use their editing of their draft.
2. Learners will write their final drafts of their paragraph.

If time permits learners can draw a picture to illustrate their paragraph

**READING** 15 min

Shared Reading: Done during Listening and speaking when the theme was introduced during L&S

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 2 Level 2 (Read sentence)

(b) Rest of the class do: Comprehension

Paired/Independent Reading

Read a book from the class library

RESOURCES (see Resource pack)

1. Flash cards: Rhyme/Song (pgs. 2 - 4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 5 - 10)
3. Preparation for the GGR group at teacher's table (pgs 37 - 43)
4. T3 W8 Worksheet 4 (GGR: Rest of the class) (pgs. 44 - 54)
5. Learners' Classwork Book

ENRICHMENT/INTERVENTION

- **Intervention and Enrichment:** Play a phonic game.

FRIDAY: DAY 5

LISTENING AND SPEAKING 10min

1. Greeting: : “Good morning class, how are you?” Greet 2 to 3 specific learners

2. Question of the day: *Do you think using the Internet to learn new things are a good or bad idea?*

3a. Theme vocabulary: Revise all the words for the week.

3b. Sight words: Revise all the words for the week.

4. Song and Rhyme:
Any song / rhyme that embraces the theme or uses the following rhyme:

https://youtu.be/E5hBfzF0DxQ?si=H_MPp5Mcb7Nv0c5n

**PHONICS** 5min**-nch**

Phonic words: pinch, crunch, bunch, bench, lunch, hunch, munch, punch, drench

1. Remind the learners of the sound of the week: /-nch/
2. Match the picture with the phonic word

LANGUAGE USE 20min

Complete the worksheet for Past tense (10 marks)

READING 15 min**Group Guided Reading:**

- (a) Teacher prepare according to the reading level of the group with her. Example: Group 1 Level 1 (Read words/phonics)
- (b) Rest of the class do: DBE workbook page 19 and choose 4 words to write sentences with in your class workbook.

Paired/Independent Reading

Read a friends sentences

SPELLING TEST & DICTATION 10min

Please read through the assessment guidelines

Words: pinch, lunch, crunch, train, rain, pain, stream, strict, screen, scratch, say, today, coin, join, enjoy, destroy, toy, shout, cloud, house

Dictation:

The men **scream** at the **boy** to **count** the bags of **string**.

RESOURCES

1. Flash cards of Theme vocabulary & Sightwords (pgs 5 - 10)
2. Preparation for the GGR group at teacher's table (pgs 37 - 43)
3. DBE Workbook page 19 (GGR: Rest of the class) (pgs 44 - 54.)
4. The Language Use Worksheet (pgs. 55 - 57)
5. Learners' Classwork Book