



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

Term 3

Resource Pack

Week 7

TERM 3 - WEEK 7- LEARNING NEW THINGS - SONG/RHYME OF THE WEEK

[I Can Learn New Things](#) | [Nursery Rhymes](#) | [Afrobeats](#) | [Kids Cartoons](#) | [Kids Songs](#) | [Kunda & Friends - YouTube](#)

SONG

I learn to ride my bike

It's easy when if I put my mind to it

The first time might be scary but I know

Trying new things is how I grow

I can learn, I can learn new things

'Cause I'm strong I'm smart, and I know it

I can try, I can try new things

'Cause I'm strong and I'm smart, and I know it

I can learn to ride my bike

'cause I'm strong and I'm smart

I know I'll figure it out

Cause I'm strong I'm smart.



Learning new things is fun

One cause I'm strong and I'm smart

So I'll keep trying new things

cause I'm strong and I'm smart



I can learn to swim in the pool

It's easy when if I put my mind to it

I might be scared of the water but I know

Trying new things is how I grow

I can learn, I can learn new things

'cause I'm strong and I'm smart, and I know it

I can try, I can try new things

'cause I'm strong I'm smart, and I know it

I can learn to swim in the pool

'cause I'm strong and I'm smart

I know I'll figure it out

'cause I'm strong and I'm smart



Learning new things is fun

'cause I'm strong and I'm smart

So I'll keep trying new things

'cause I'm strong and I'm smart.



I can go visit the dentist

It's easy when if I put my mind to it

It might be scary in the chair but I know

Trying new things is how I grow

I can learn, I can learn new things

'cause I'm strong and I'm smart, and I know it

I can try, I can try new things

'cause I'm strong I'm smart, and I know it

I can try to do new things

One cause I'm strong and I'm smart

So I'll keep trying new things

cause I'm strong and I'm smart

I can learn to do new things

because I'm strong and I'm smart

I know I'll figure it out

because I'm strong and I'm smart



Learning new things is fun

'cause I'm strong and I'm smart

So I'll keep trying new things

'cause I'm strong and I'm smart.



x2



know

learn

question

internet

phone

computer

tablet

search

read

video

watch

article

TERM 3 - WEEK 7- LEARNING NEW THINGS - SIGHT WORDS

loved

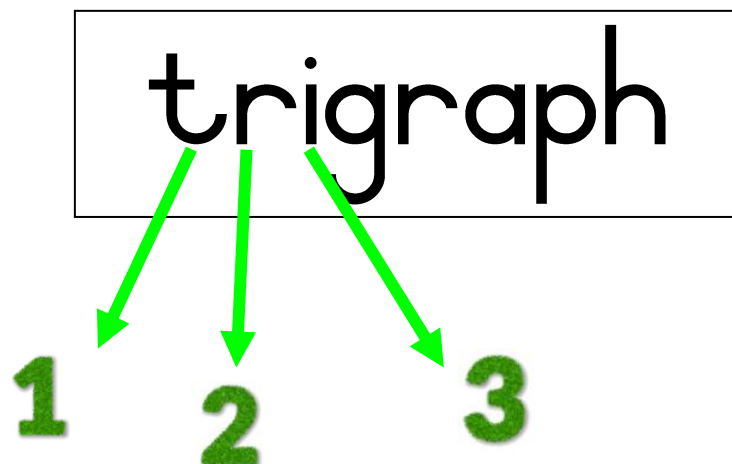
seeds

how

properly

different

TERM 3 - WEEK 7- LEARNING NEW THINGS - PHONICS /-TCH/



-tch



one sound

TERM 3 - WEEK 7 - LEARNING NEW THINGS - PHONIC WORDS

DAY 1

catch

watch

match

witch

sketch

hatch

stretch

itch

scratch

fetch

patch





c

n

t

l

d

h

m

b

a

s

r

f

tch

tch

p

w

a

e

r

o

tch

c

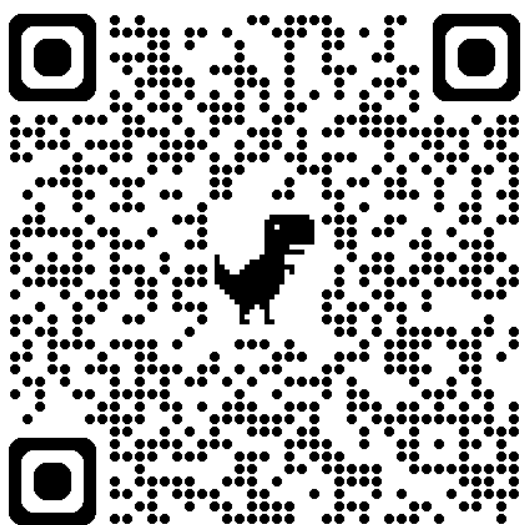
TERM 3 - WEEK 7- LEARNING NEW THINGS - SHARED READING

4

Zandile uses the internet



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



Pre-Read (Tuesday)

Comprehension strategy-**Prediction**

First Read (Thursday)

Comprehension strategy-**Visualise**

Zandile loved strawberries. But, strawberries were always so expensive in the shop!

One day, Zandile's mother was looking for pumpkin seeds. Mama turned the rack around, searching for the seeds.

And then Zandile saw a packet of strawberry seeds!

'Mama, please can we buy these seeds?' she asked.

Mama looked at the price: R28.

'Eish! They're not cheap!' she said.

But she nodded her head and took the seeds.



READ 1

What did Zandile get at the shop?

Oh! She got a packet of strawberry seeds so she can grow her own strawberries at home.

READ 2

Why did Zandile want to buy strawberry seeds?

Zandile wants to grow her own strawberries. She loves to eat them, but they are so expensive to buy.

At home, Zandile's mother gave her the packet of strawberry seeds.

'I have never grown these before!' said Mama. 'You will need to work out how to make them grow properly.'

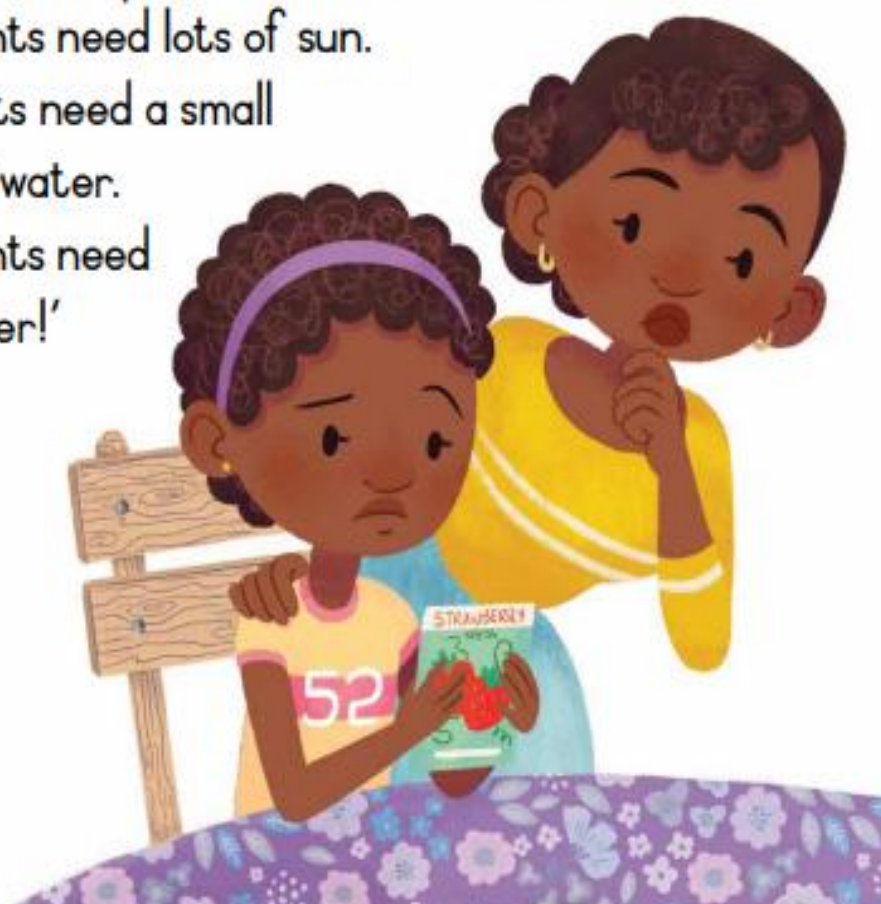
'But I thought all plants are the same?' Zandile asked.

'Different plants need different things,' her mother explained. 'Some plants need a little bit of sun.

Other plants need lots of sun.

Some plants need a small amount of water.

Other plants need lots of water!'



READ 1

What do plants need to grow?

I see, some plants need a small amount of sun and water, and some plants need a lot of sun and water. But all plants need sun and water to grow.

READ 2

Why can't Zandile's mother help her to grow the strawberry seeds?

Oh! Zandile's mother can't help because she has never grown strawberries before. She doesn't know how to grow those seeds properly.

Zandile didn't want to waste the strawberry seeds, they were so expensive!
 'How can I make sure my strawberries grow properly?' Zandile wondered.



READ 1

What does Zandile wonder?

Oh! She wonders how to make the seeds grow properly.

READ 2

Why doesn't Zandile want to waste the seeds? Oh! I see – it is because they were so expensive.

Zandile went outside. She saw their neighbour, Gogo Minah, sitting in the sun.

'Good morning, Gogo,' she said.

'Yes, hello,' Gogo Minah said.

'Have you ever grown strawberries?' Zandile asked.

'No, I haven't,' she said.

**READ 1**

What does Zandile ask Gogo Minah?

Zandile asks Gogo Minah if she has ever grown strawberries.

READ 2

Who is Gogo Minah?

Oh, Gogo Minah is Zandile's neighbour.

The next morning after church, Zandile saw her sister's friend, Lindi.

'Hi Lindi,' she said.

'Hi Zandile,' Lindi answered.

'Have you ever grown strawberries?' Zandile asked.

'No, I haven't. Sorry!' said Lindi.



READ 1

What does Zandile ask Lindi?

Zandile asks Lindi if she has ever grown strawberries.

READ 2

Who is Lindi?

Oh, Lindi is Zandile's sister's friend.

That evening, Zandile's older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile.

'What's new?' Sonto asked.

'Not much. Mama got me a packet of strawberry seeds! I want to grow them, but I don't know how,' said Zandile.

'You can find out anything on the internet!' Sonto said.

'Use Mama's phone,' she said. 'I will send you some data.'



READ 1

Who does Zandile speak to on the phone?

Oh! She speaks to Sonto, her older sister, on the phone.

READ 2

How does Sonto help Zandile?

Sonto tells Zandile she can find the answer on the internet. She says she will send data so that Zandile can use the internet on her mother's phone.

That night, Mama opened up the internet for Zandile. 'Sonto sent you some data,' Mama said, and gave Zandile the phone.

The top of the page said 'Google'.

'What do I do?' asked Zandile.

'Type in what you need here,' explained Mama. Zandile typed in: How do I grow strawberries? Then she clicked the search button.

**READ 1**

What did Zandile search for on the internet?

Oh! Zandile searched for how to grow strawberries.

READ 2

Why does Zandile's mother open up the internet for Zandile?

Oh! It must be because Sonto sent Zandile data so that she could find out how to grow her seeds properly.

A few seconds later, a list of videos and articles came up. Zandile clicked 'play' on a video.



READ 1

How many answers are there to Zandile's question?

Oh, I see, there are 4 answers to the question.

READ 2

How does Zandile make the video play on Mama's phone?

Oh! Zandile clicks the play button – it looks like a triangle.

As Zandile watched the video, she learned many things.



She learned that strawberry plants need 8 hours of sunlight each day.

She learned that these plants need lots of water.



She learned that she would have to wait at least 4 weeks to get any fruit.



READ 1

What does Zandile learn about strawberries and sunlight?

Oh, she learns that strawberries need 8 hours of sunlight each day.

READ 2

What does Zandile learn about strawberries and water?

Oh, she learns that strawberries need lots of water.

The next day after school, Zandile went outside with her seeds. She planted the seeds in a sunny part of the yard. She planted the seeds in containers, just like she had seen in the video. She watered the seeds. She couldn't wait for the fruits to come!

**READ 1**

How did Zandile know how to plant her seeds? She learnt how from the video she learnt on the internet! Look – she knows just what to do!

READ 2

Why did Zandile plant her seeds in the sunny part of the yard? Oh! It is because that is one of the things she learned from the video she watched.

**READ 1**

What did Zandile's mother buy her from the shop?

She bought her a packet of strawberry seeds.

What did Zandile use to learn about how to grow strawberry seeds?

She used her mother's phone. She used Google. She used the internet.

What did Zandile learn about what strawberries need to grow?

- She learned that strawberry plants need 8 hours of sunlight each day.
- She learnt that these plants need lots of water.
- She learned that she would have to wait at least 4 weeks to get any fruit.

How did Zandile learn how to grow strawberry seeds?

- She searched on the internet.
- Her sister Sonto sent data to her mother's phone. Then she used the internet.
- She watched a video which showed her how to grow strawberry seeds.

READ 2

Why can't Mama help Zandile grow strawberries?

Because she has never grown them before.

Why did Zandile plant the seeds in neat rows?

Because that's what she saw in the video she watched.

How does Zandile get data to use the internet?

Her sister sends data to Mama's phone for her to use.

Why does Zandile use the internet?

- Because she wants to learn how to grow strawberry seeds.
- Because no one she asks knows how to grow strawberry seeds.
- Because you can learn anything from the internet!



1

Predict

STEPS (Predicting using pictures)

1. Look at the picture
2. Ask learners : What do you think is happening here?
3. Let learners think about the question
4. If learners cannot answer, give an example answer to the question

EXAMPLES

1. What do you think is happening here?
2. How do you think this character feels?
3. What do you think you will see in the next picture?

STEPS (Predicting with text)

1. Read a page of text
2. Ask learners: What do you think happens next?
3. Let learners think about the question
4. If learners cannot answer, give an example answer to the question

EXAMPLES

1. What do you think happens next?
2. How do you think this character does next?
3. How do you think this story ends?

2

Visualise



STEPS

1. Read the text on the page
2. Say: Now we are going to visualise the story as if we were watching a movie
3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a move in their mind.
4. Read the text again
5. Tell learners what you visualised (Model the skill)
6. Ask learners: What did you see? (What happened in your movie?)
7. Listen to and discuss learners answers (answers relevant to what is happening in the story)

EXAMPLES

1. I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere.

TERM 3 - WEEK 7- LEARNING NEW THINGS - WRITING

SHARED WRITING-TUESDAY (PLANNING)



Theme: I like to learn new things all the time.



It is important that I try to learn something new everyday.

4

Why

do I want to learn more about it?

1

What

I want to learn about?

5

How

am I going to learn about it?

Heading: _____

2

When

am I going to learn about it?

6

Feeling

I will **feel** _____ when I have learned it

3

Where

will I go to learn about it?

[illegible]

TERM 3 - WEEK 7- LEARNING NEW THINGS - GROUP-GUIDED READING

LEVEL 1

Based on the Big Book story – Zandile uses internet

Zandile loved strawberries.

The seeds were expensive.

She searched on the internet.

The information helped her to grow strawberries.

LEVEL 1

Based on the Phonic Words- Intervention

Mit**ch** and his friend cat**ch** a ball.

There is a pat**ch** of grass, near the fence.

There is a scrat**ch** on the ball.

The wat**ch** is ticking softl**y**.

LEVEL 2

Based on the Big Book story – Zandile uses internet

Zandile loved strawberries.

The strawberries seeds were expensive.

She used the internet to gain more information.

Zandile watched a video and learned so many things.

She planted the seeds in containers, as seen in the video.

She could not wait for the fruits to come.

LEVEL 2

Based on the Phonic Words

Mit**ch** and his friend are playing a mat**ch** and they cat**ch** a ball.

He has a scrat**ch** on his knee and his mother needs to pat**ch** his pants.

The wit**ch** lits a mat**ch** to start the fire.

LEVEL 3

Based on the Big Book story – Zandile uses internet

Zandile loved strawberries and she bought some expensive strawberry seeds.



She did not know how to grow strawberries and looked on the internet for information.



She watched a video on the internet, that showed her what to do.



She planted the seeds in containers, in a sunny part of the yard.



LEVEL 3

Based on the Phonic Words

The hen, near a wooden hatch, sat on a batch of eggs, waiting for them to hatch.

The rabbit on the patch of grass, twitched his nose when he tries to scratch it.

They play a soccer **match** and my **watch** shows me that it is almost half-time.

LEVEL 4

Based on the Big Book story – Zandile uses internet



Zandile loved strawberries. She bought some expensive strawberry seeds, instead of pumpkin seeds. At home she did not know how to grow strawberries. She looked on the internet, to gain more information. She watched a video on the internet, and learned that they need 8 hours of sunlight and lots of water. Zandile planted the seeds in containers in a sunny part of the yard.

LEVEL 4

Based on the Phonic Words

The hen, near a wooden **hatch**, sat on a **batch** of eggs, waiting for them to **hatch**.

The rabbit on the patch of grass, twitched his nose when he tries to scratch it.

The little boy wanted to catch the ball, but it was too high. He tried again and finally caught it. His sister watched him from the bench. She said, "That was a great catch!" Later, they had a picnic with sandwiches and played a game of hopscotch. The time on his watch, showed them when to return home.

LEVEL 5

Based on the Big Book story – Zandile uses internet



Zandile loved strawberries. She bought some expensive strawberry seeds, instead of pumpkin seeds. At home she did not know how to grow strawberries. She looked on the internet, to gain more information. She watched a video on the internet, and learned that they need 8 hours of sunlight, lots of water and she would have to wait 4 weeks to get any fruit. Zandile planted the seeds in containers in a sunny part of the yard. She learned a lot about growing strawberries successfully.

LEVEL 5

Based on the Phonic words

The soccer players must stretch before the soccer match. Our family is here to watch the match. The watch shows it is almost time for the match to start. The players must switch sides during half-time. One player falls and there is a scratch on his knee. Luckily, he does not need any stitches, and the doctor of the team patches it up, quickly. The goalkeeper jumps and catches the ball in the air. The match is over, and it is a tie. We must wait to hear when the rematch will be.

TERM 3 - WEEK 7- LEARNING NEW THINGS - GGR WORKSHEETS
TERM 3 WEEK 7 GGR WORKSHEET 1

Word families

1. Number in your classwork book and write down the correct word next to the number.

-tch sound



sni	
wa	
ha	



sni	
wa	
ha	



sni	
wa	
ha	



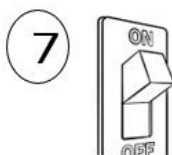
ske	
ma	
tha	



ske	
ma	
tha	



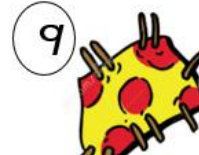
ske	
ma	
tha	



swi	
scra	
pa	



swi	
scra	
pa	



swi	
scra	
pa	



ma	
stre	
ca	



ma	
stre	
ca	



ma	
stre	
ca	

2. Make 4 sentences using these words.

TERM 3 WEEK 7 GGR WORKSHEET 2



The soccer players must stretch before the soccer match. Our family is here to watch the match. The watch shows it is almost time for the match to start. The players must switch sides during half time. One player falls and there is a scratch on his knee. Luckily, he does not need any stitches, and the doctor of the team patches it up, quickly. The goalkeeper jumps and catches the ball in the air. The match is over, and it is a tie. We must wait to hear when the rematch will be.

1. Write a **title** for the paragraph.
2. Search for all the **-tch** phonic words.
3. Number in your book and write them down in your book
4. Decode them under the **-tch** family

Memorandum

The soccer players must stretch before the soccer match. Our family is here to watch the match. The watch shows it is almost time for the match to start. The players must switch sides during half time. One player falls and there is a scratch on his knee. Luckily, he does not need any stitches and the doctor of the team patches it up, quickly. The goalkeeper jumps and catches the ball in the air. The match is over, and it is a tie. We must wait to hear when the rematch will be.

1. str-e-tch

2. w-a-tch

3. m-a-tch

3. sw-i-tch

4. scr-a-tch

5. st-i-tch

6. p-a-tch

7. c-a-tch

8. r-e-ma-tch

Rewrite the passage and circle all the -tch words and use your colour pencils to fill in the correct punctuation

capital letters N P T

comma ,

full stop .

quotation marks " "

exclamation mark !



the little boy wanted to catch the ball but it was too high He tried again and finally caught it His sister watched him from the bench She said That was a great catch Later they had a picnic with sandwiches and played a game of hopscotch The time on his watch, showed them when to return home



Memo

The little boy wanted to catch the ball, but it was too high. He tried again and finally caught it. His sister watched him from the bench. She said, "That was a great catch!" Later, they had a picnic with sandwiches and played a game of hopscotch. The time on his watch, showed them when to return home.

TERM 3 WEEK 7 GGR DAY 4 DBE WORKBOOK PAGES 29 & 77

Word work Read the words and listen to the sounds. Then choose five words and use them to write five sentences in your exercise book.

hatch	witch	latch
catch	hitch	patch
match	kitchen	watch

Let's write Complete these words by adding ch, tch or str.

hatch	_____ong	bun_____	wa_____
_____eet	ca_____	tor_____	wi_____
_____aw	scra_____	_____ipes	_____eese

29

Word work Use one of these sounds to complete these words so that they match the pictures. Then use five words to make sentences, and write them in your exercise book.

ma	pa	ha	ca	la	wa	sna	wi	sti	di
----	----	----	----	----	----	-----	----	-----	----

hatch	_____tch	_____tch	_____tch
_____tch	_____tch	_____tch	_____tch

Listen and repeat

Asking for directions

Can you tell me the way to the bus stop?
 Can you tell me the way to the park?
 Can you tell me the way to the principal's office?

77

1. Complete the activities in your DBE Workbook on pages 29 & 77.
2. Draw a picture with 6 items that has the -tch sound and label them in the picture.

My picture and labelled -tch words



TERM 3 WEEK 7 GGR WORKSHEET 4



THE GREAT OLYMPIC GAMES PARIS 2024

You are a news reporter.
You must prepare to tell the viewers
what happened during any sports match



You must use the
following words:

1. match
2. watch
3. catch
4. scratch
5. switch
6. stretch
7. patch

Name of reporter: _____

Reporting on the Sport: _____

Date of the match: _____

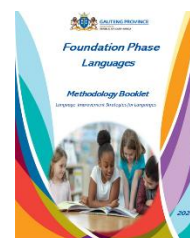
Report/News:



TERM 3 - WEEK 7- LEARNING NEW THINGS - LANGUAGE USE

TERM 3 WEEK 7 LANGUAGE USE

METHODOLOGY BOOKLET PAGES 82-83



Understands and uses the simple present, present progressive, simple past, and future tenses

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)

Simple Future Tense

Usage: To describe actions that will happen in the future.

- **Form:**
 - will + base form of the verb.
- **Examples:**
 - I **will** visit my grandma tomorrow.
 - He **will** join us for dinner.
 - We **will** go to the beach next week.

Teaching Tips for the teacher to teach the tenses

1. *Simple Present Tense:*

- ★ **Routine and Habit:** Talk about daily activities.
- ★ **General Truths:** Discuss facts and universal truths.
- ★ **Third-Person Singular:** Highlight adding -s or -es (e.g., "She runs fast").

2. *Present Progressive Tense:*

- ★ **Ongoing Actions:** Describe what is happening at the moment.
- ★ **Pictures and Actions:** Use images or act out scenarios to illustrate actions.

3. *Simple Past Tense:*

- ★ **Past Activities:** Share stories about what they did previously.
- ★ **Regular vs. Irregular Verbs:** Use lists and flashcards to practice common irregular verbs.

4. *Simple Future Tense:*

- ★ **Plans and Predictions:** Discuss plans and make predictions.
- ★ **Simple Sentences:** Practice forming sentences with "will".

By breaking down these rules and using clear examples and interactive activities, Grade 3 learners can grasp and practice the different tenses effectively

PAST TENSE VERBS FOR THE GAME

50

ate

ran

sang

saw

walked

jumped

wrote

slept

drove

talked

kicked

smelled

showed

drank

spoke

crawled

laughed

Write in the correct Past tense verb
for the words in brackets.



1. The people (eat)_____ some burgers, in the restaurant.
2. The lady (walk)_____, in high heels dressed in her wedding dress.
3. Last week, Zipho, (run)_____, the fastest and (cross)_____ the finish line first.
4. He (laughs)_____ at the monkeys, during his last visit to the zoo.
5. The baby (sleep)_____ through all the noise last night.
6. They (play)_____ in a soccer match, during the last Olympic games and (win)_____ a gold medal.
7. Teacher (asks) _____ us to (write) _____ sentences in our Classwork books.