



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

Term 3

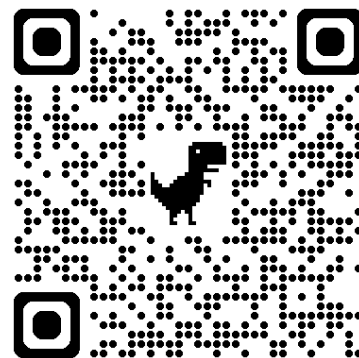
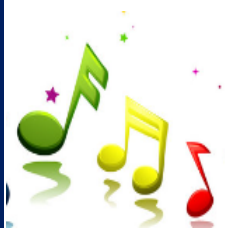
Resource Pack

Week 6



SONG

<https://www.youtube.com/watch?v=qaUjCLys8eo>



The problem-solving song

When you have to solve a problem

don't say: "Oh no!"

don't be sad

don't get mad

it's time to grow.

Here's a song to help remember

just what, to do

Sing it with your friend,

and maybe they'll help you too.

Here it goes:

Think it, try it, fix it, share it!

Okay, let's go

x3

Think it try it, fix it, share it!

Okay, let's go.

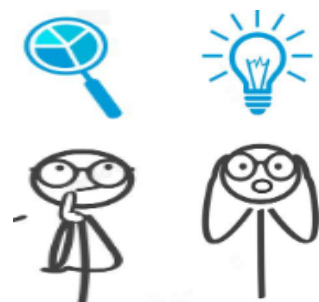
x3



When you have to solve a problem



Think it,



try it,



fix it.



Share it!





mocked

scrap

well

yard

pipe

famous

energy

journalist

afford

article

invention

lightbulb

radio



finally

began

pump

water

wait



consonant blend

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consonant blend

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stream

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street

straw

string

stroll

scream

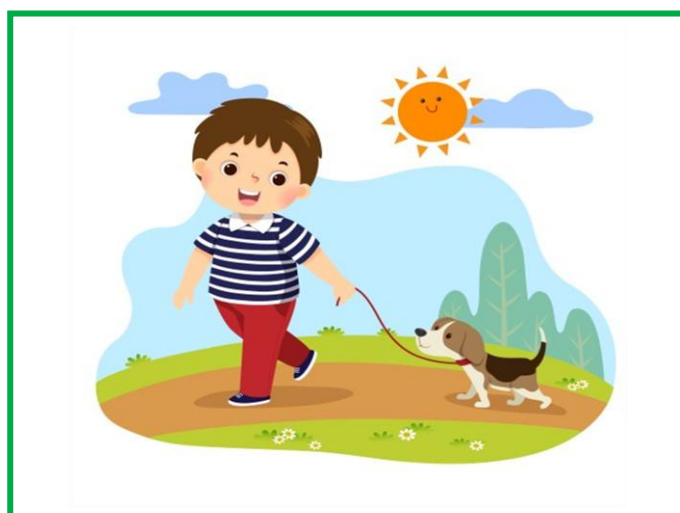
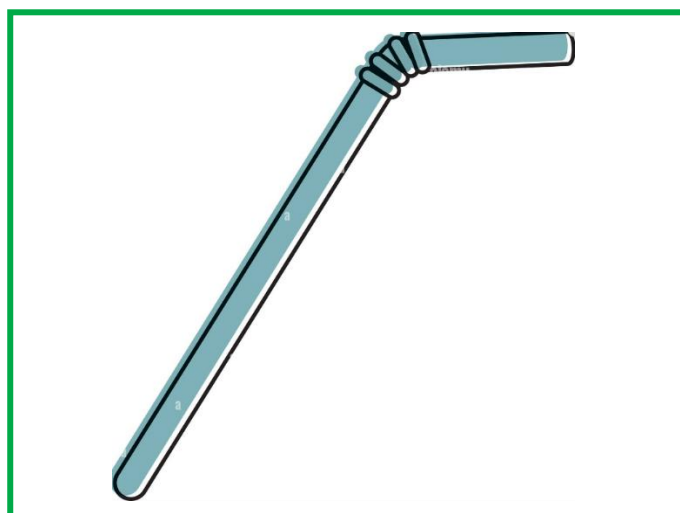
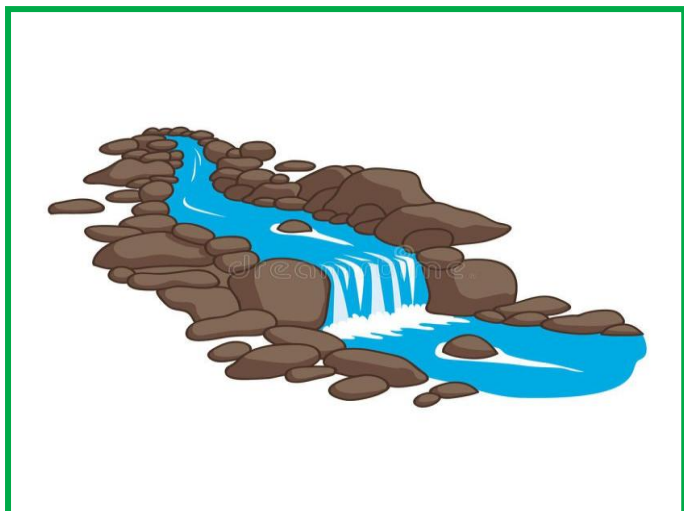
screen

scrap

scrub

scratch

screw





DAY 3

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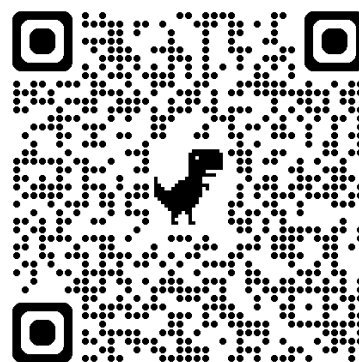
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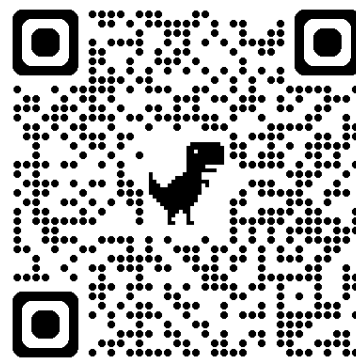


3 William's brilliant windmill

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



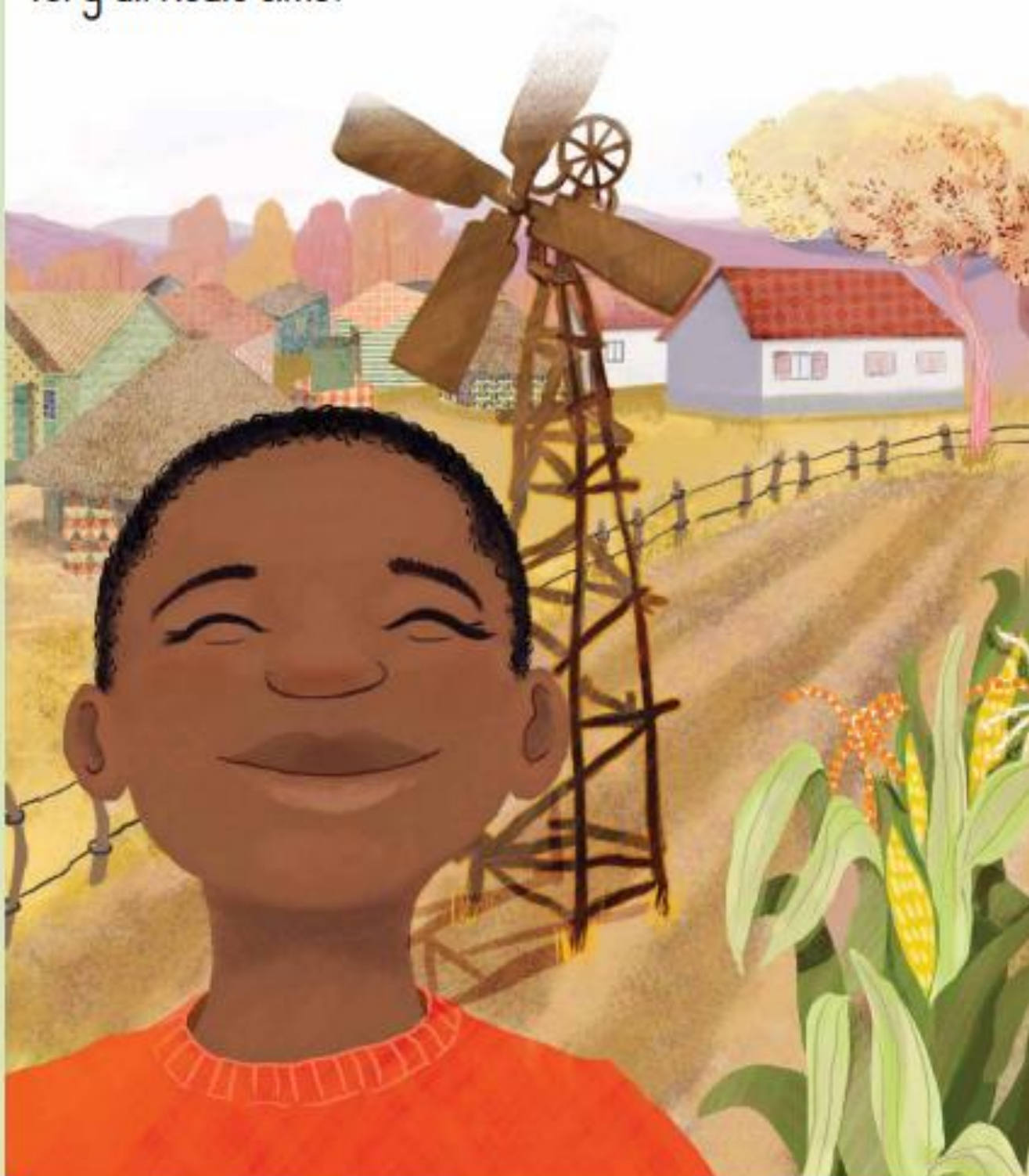
[flip book](#)



PRE-READ

People all over the world use windmills for electricity. We often see windmills near water, because in South Africa, people often use windmills to power their water pumps! I wonder if this story will be about electricity or water?

This story is based on the true story of William Kamkwamba. William is an impressive person who used his creativity to help his family and his village during a very difficult time!



William grew up in a small village in Malawi called Wimbe. When William was young, there was no electricity in his village. The people in William's village depended on rain to water their crops.

**READ 1**

Let's **evaluate** the problem in this story: there was no electricity in William's village.

When William was 14 years old, Malawi experienced a terrible drought. There was not enough food, and the people in his village began to starve. William's family only had enough food to eat one small meal at night.

William was forced to drop out of school when his parents could no longer afford his school fees.

**READ 1**

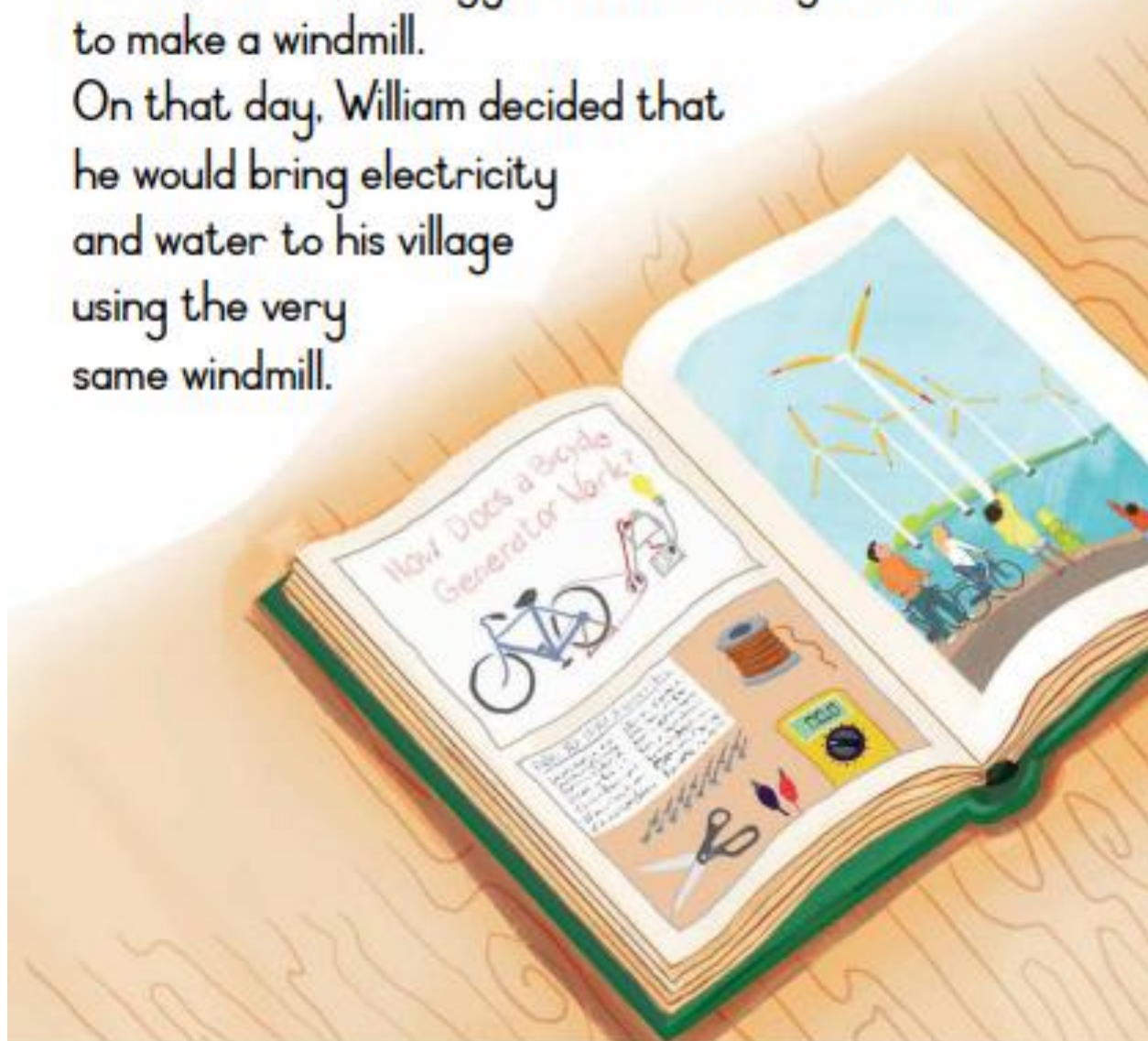
Oh! There wasn't just one problem for William...he also was starving and forced to drop out of school.

READ 2

I make the **evaluation** that 14 was a very hard year for poor William.

In his free time, William liked to go to the town library and read. One day, William found a book called *Using Energy*. The book had a picture of a big windmill on the front cover. The book explained that windmills can be used to create energy. The book also gave instructions to make a windmill.

On that day, William decided that he would bring electricity and water to his village using the very same windmill.



READ 1

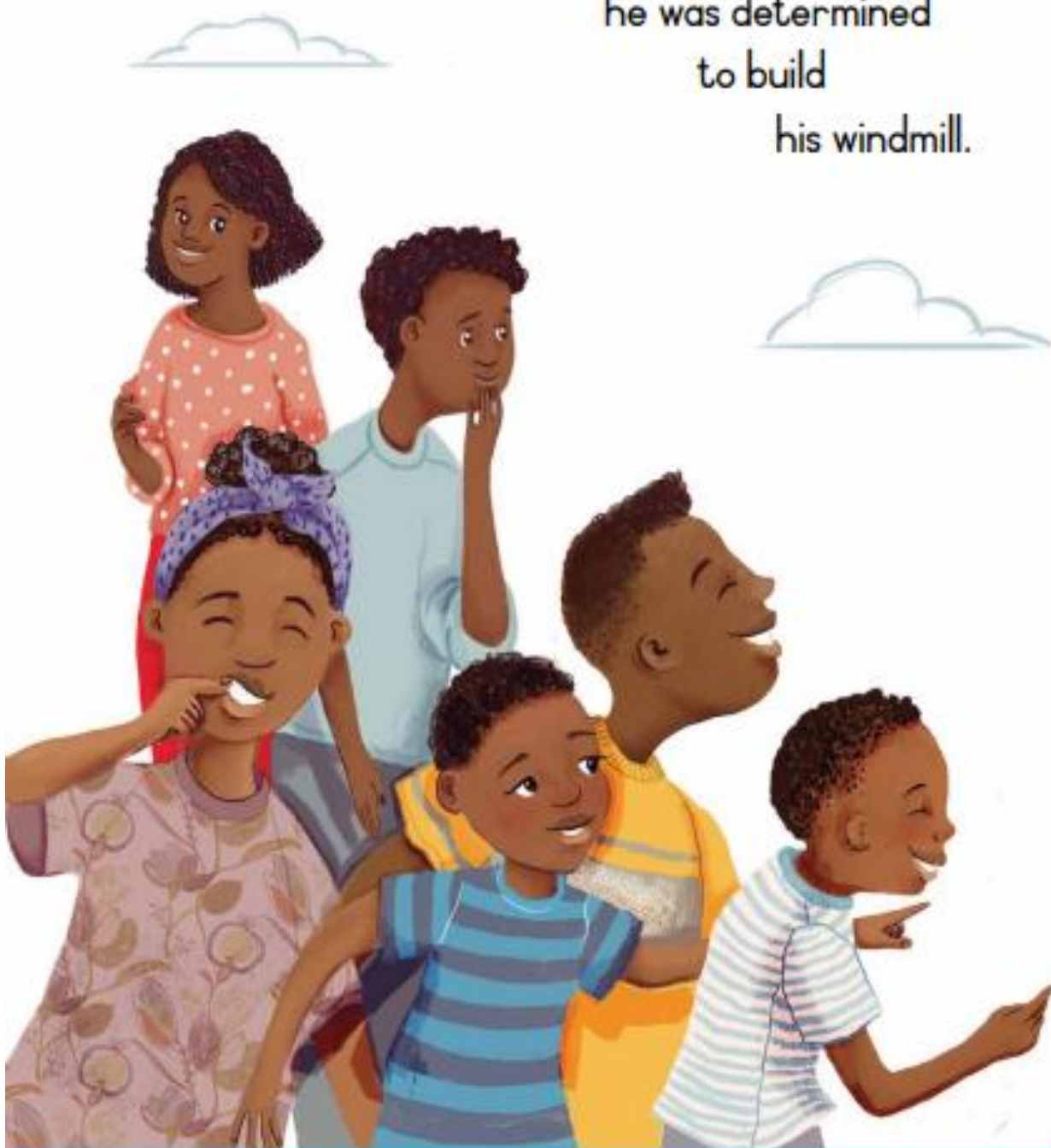
When William saw the windmill, I think that he realised that he could help to fix one big problem in Wimbe!

READ 2

William couldn't go to school, but he still went to the library to learn on his own. I make the evaluation that William was determined to learn.

On the days that William searched in the scrap yard,
people called him crazy. They mocked him. They
laughed at him.

But William didn't let these unkind
words stop him, because
he was determined
to build
his windmill.

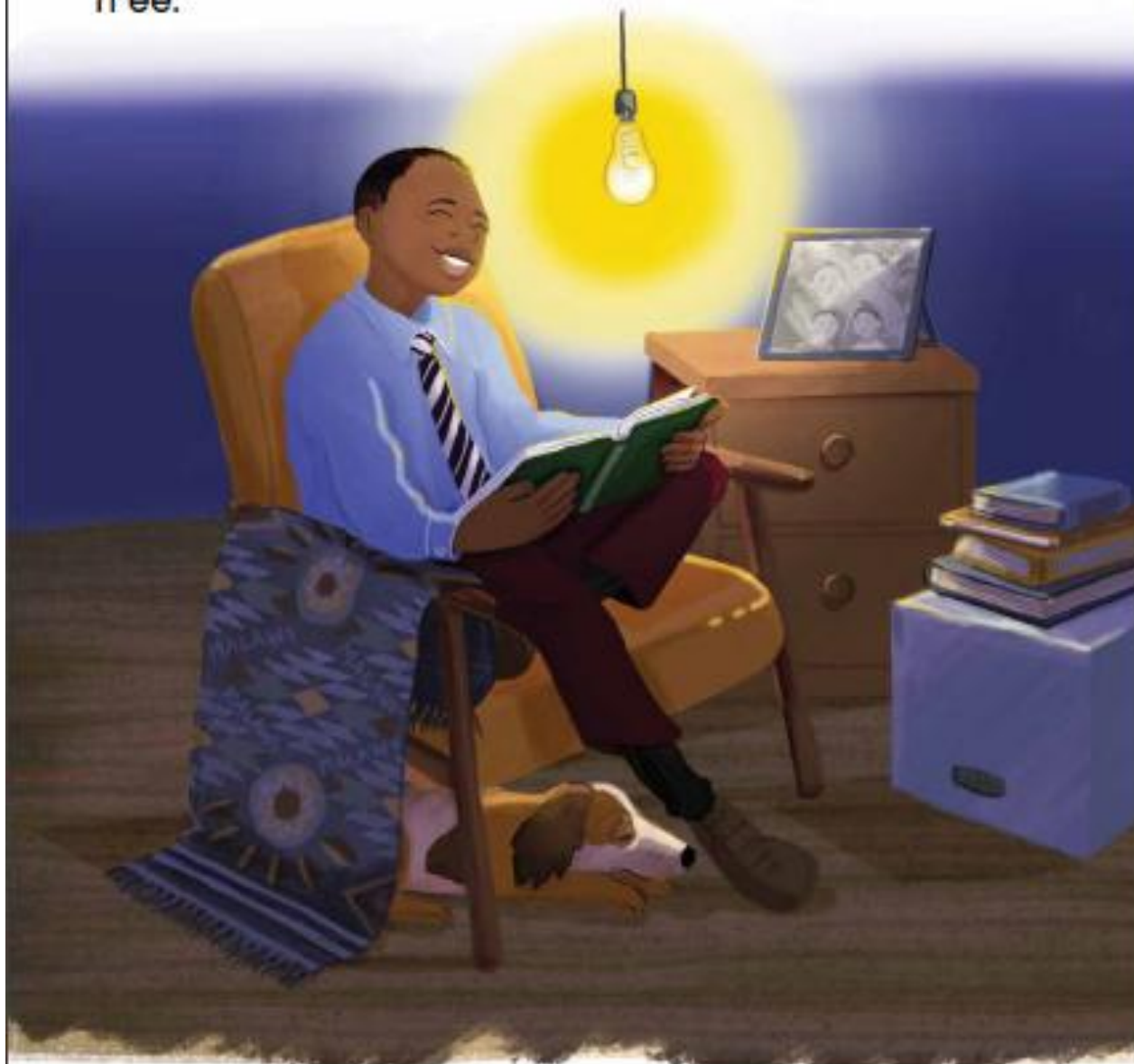


At home, William used the instructions from his book and all of the materials he found to build a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.

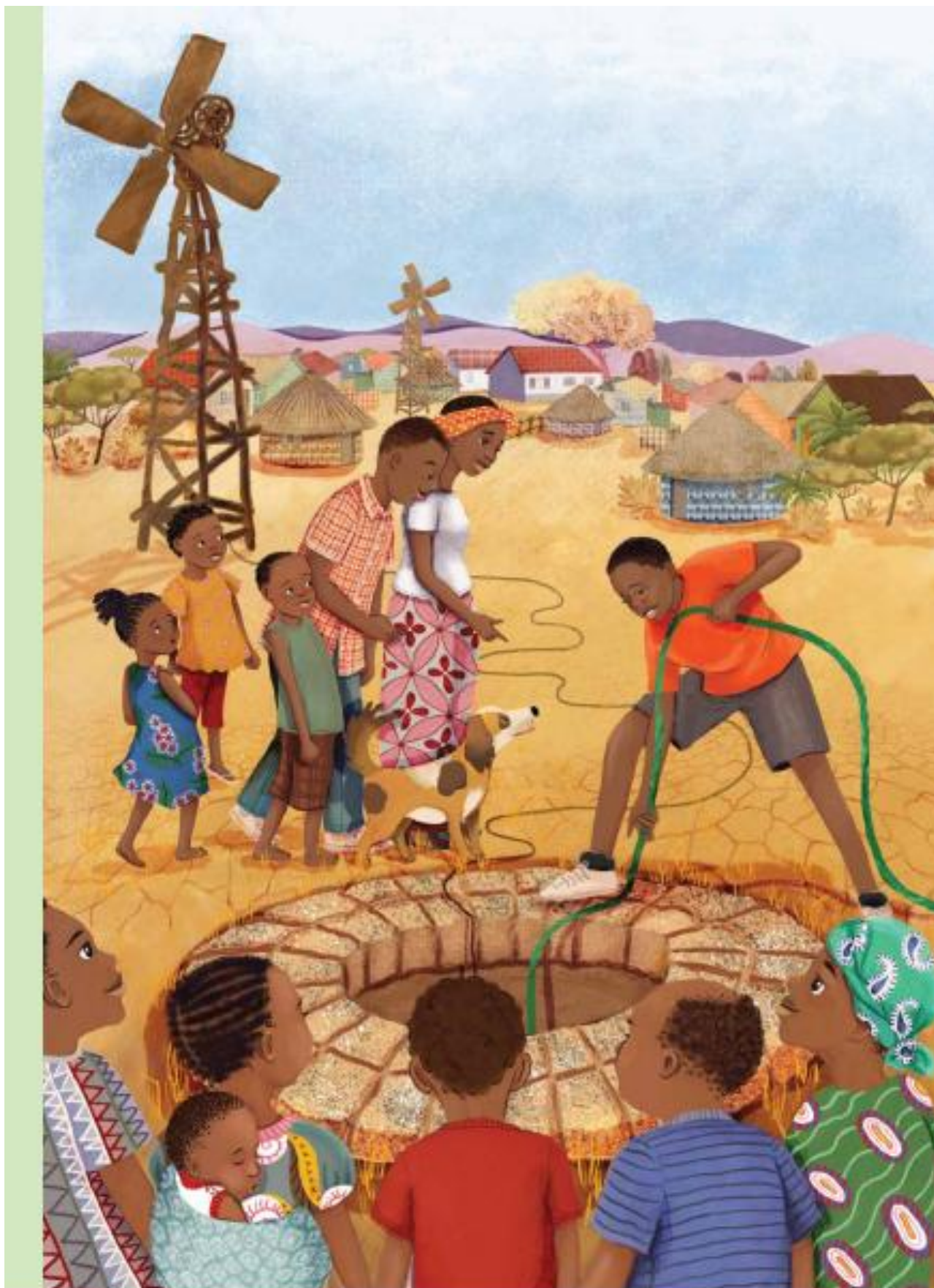
**READ 2**

William tried many materials. A lot of things he tried did not work. But he didn't give up easily!

William's new invention made enough power to light the four lightbulbs and play the radio inside his home! William used the electricity to read at night while it was dark outside. The lights in his house made him feel free.

**READ 1**

Wow! William worked and worked to build a small windmill. I make the evaluation that he is a clever person.



But William wanted to do more than just bring electricity to his own home – William wanted to make sure all of the people in his village had electricity and water for their crops.

William worked and worked to build a big windmill in the middle of Wimbe. With the power from his second windmill he pumped water from a deep well. This well meant that Wimbe's farmers didn't have to wait for rain – there was always water for their crops!

**READ 1**

William knew that other people in his village were suffering like him. I think that William **made the evaluation** that it wasn't good enough to only help himself; he had to help his neighbours too!

READ 2

William was determined not just to help himself but also to help others. I can **make this evaluation** because William built a windmill for everyone in the village!

After a few years, a journalist came to Wimbe and wrote a story in the newspaper about William's windmill. More and more people all around Malawi and the world began to read about William's impressive windmill. William gave a talk on video to explain what he had done, so that people all over the world could use his idea! In the end, strangers were so impressed with William's creativity that they paid for him to go to school, and even University!



READ 1

Other people around the world **evaluated** William's windmill. Many strangers must have thought he was brilliant, because they paid for him to go back to school!

William is still working hard to make sure all people have access to electricity and water.



READ 2

William still seems determined to solve problems and help other people.

**READ 1**

What did William's first windmill power?
It powered four lightbulbs and a radio in his house.

What did William's second windmill power?

It powered a deep well for the whole village.

Why did William want to fix the problem of electricity in his community?

- Because he wanted to read at night.
- Because he wanted to make sure all the farmers could have water for their crops.
- Because he wanted to help everyone in his community – not just himself.

READ 2

What were the problems that William faced in the story?

- His village didn't have electricity.
- There was a famine in his village.
- He had to drop out of school.
- He couldn't find the proper materials for his windmill.

How did William finally go back to school?

Strangers paid his school fees when they read about his windmill!

What happened in the story that helped us make the evaluation that William is clever and determined?

- William continued to learn and read even though he dropped out of school.
- William saw a picture of a windmill and decided to make it.
- William searched for the materials for his windmill in the scrap yard.
- William searched in the scrap yard even though he was teased.
- William didn't stop with one small windmill – he made a big windmill to help everyone!

Second Read -Comprehension Strategy: Identified in the lesson plan - REINFORCE

Try to AVOID code-switching when **explaining words/phrases**.

1. The focus is for the learners to have a clear understanding of the story.
2. Read the story aloud and where necessary, stop and explain words or phrases.
3. Embed meaning as you read by using gestures, facial expressions, and the correct tone of voice.
4. At the end of each page, there are questions in Reading blocks at the bottom of the pages in the Big Books.
5. Read the questions and model how to think about the story.
6. Act like you are thinking.
7. Share your thoughts aloud.
8. The comprehension skill that is to be developed is usually highlighted in the Reading boxes (1&2) in the Big Books

Comprehension Strategy: Make a summary

- Learners to understand the main points of the story.



Explanation

The most **important points** in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.

Purpose

Shows that the learner has **understood the main points of the story**. Asking learners to summarise or retell the main points of a story is the best way to **check their understanding**.

STEPS

1. Read the text on the page
2. Remind learners: when we summarise, we think of the most important parts of the story.
3. Explain: Today we will summarise the story we just read. That means we will explain what happened in the story in a few sentences.
4. Give the learners a minute to think about the story.
5. Instruct learners to turn and talk and tell their summary to a friend (oral recount)
6. Next, instruct learners to write their summary down.

EXAMPLES

1. Sizwe always won everything at school
2. The school was holding a big cross country race.
3. Joe trained every day after school when he ran home.
4. Joe beat Sizwe in the race.
5. Everyone was happy for Joe.



WEEK 2 THURSDAY

Post – Read - Give learners the opportunity to **CONSOLIDATE** their **UNDERSTANDING**

- of the story and **PRACTICING the NEW language** they have learnt.

Can be:

1. Written Comprehension

- Write the title on the board.
- Write 5 comprehension questions on the chalkboard (correct font).
- Learners open their books.
- Tell learners that they are going to **THINK** about the answers and **WRITE** them down.
- **READ** through the questions and **EXPLAIN** where needed.
- **DON'T COPY** the questions from the board, only the **ANSWERS**.
- The teacher walks around with the **BIG BOOK** and assists where needed.
- In the **LAST 2 MINUTES**, go through the answers and allow **them** to do corrections.

2. Recount the story (an oral activity)

- Settle the learners to get their attention.
- Follow the steps in lesson plans to recount the story with the learners.
- Teacher to first **MODEL RECOUNTING** something from the story.
- Learners then **TURN AND TALK** and **SHARE RECOUNT** with a **PARTNER**.
- Make sure that you even get the shy or slow learner to share their recounts with your assistance

3. Summarise and illustrate the story (written activity)

- Settle learners at **DESKS** with paper /worksheets / exercise books and crayons.
- Follow the lesson plan: **MODEL** the activity for them.
 - ★ **THINK** about **WHAT happened** in the story.
 - ★ **SUMMARISE** the story in 2-3 sentences.
 - ★ **WRITE** the sentences down.
 - ★ Finally, they **VISUALISE** something from the story an **DRAW a PICTURE**.
 - ★ **Give learners CLEAR ORAL instructions** in order to get them to complete the activities on their own. Initially it takes time, but “practice makes perfect”.

Comprehension Strategy: **Evaluate**

- To summarise a story's main points is the best way to check their understanding and you need to summarise in order to evaluate. Learners must think about the story and then make a judgement. The learner must be able to justify their evaluation.



Explanation

When we evaluate a text, **we make a judgement** about an aspect of the text.

Purpose

Learners must be taught that they must always **evaluate what they read and must be able to support or justify their evaluations.**

STEPS

1. Read the text on the page
2. Ask the learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?
3. Listen to and **discuss** learners' answers. Make sure learners' answers are logical.
4. If learners struggle, share your own evaluation as an example: **I think x did the right thing because x...**

EXAMPLES

Some evaluation questions start with:

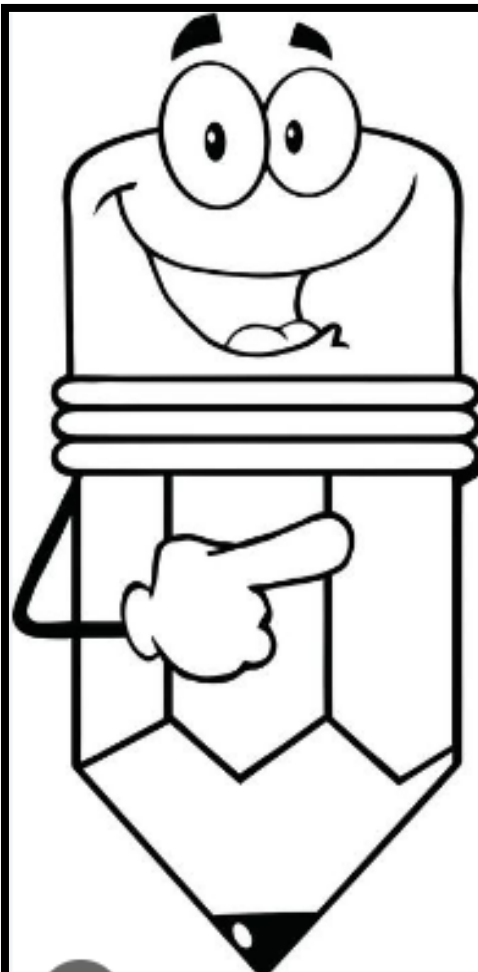
1. Do you think.....
2. Do you agree....
3. In your view.....
4. Did you like.....





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-TUESDAY (INDEPENDENT WRITING)

Heading: Title

4 why?

I wanted to solve it because _____

1 what?

My problem was _____

5 how?

I decided to _____

2

when?

where?

3

6





LEVEL 1

Based on the Big Book story – William's brilliant windmill

William was a young boy.

William was looking for **scrap**.

The boy used a long **string**.

The steel **scratched** the boy's arm.

He drank water out of the **stream**.

LEVEL 1

Based on the Phonic Words- Intervention

The **stream** flows slowly.

She used a **straw** and **string**.

The boy **scrubs** the **scrap** with soap.

LEVEL 2

Based on the Big Book story – William's brilliant windmill.

William was a young boy.

William was looking for **scrap**.

He used a **straw** and some **string**.

The **screw** **scratched** William's arm.

LEVEL 2

Based on the Phonic Words

The lady in the **street** is very **strict**.

The windmill has many **screws**.

The **scrap** **scratched** William's arm when he was **scrubbing** it.

LEVEL 3

Based on the Big Book story – William's brilliant windmill

William looked at the one cloud in the sky, and hoped for some rain.

There was a drought and his parents could not afford his school fees.

He found a book on how to make a windmill that would solve many problems.

LEVEL 3

Based on the Phonic Words

William used **screws**, **strings** and **scrap** to build the windmill.

The windmill was built next to a **stream**, far away from the **street**.

The boy **screamed** when the **screw** **scratched** his arm and he washed it in the **stream**.

LEVEL 4

Based on the Big Book story – William's brilliant windmill and phonic sound.

William took a **st**roll around their house to see what he could do to solve their problems. The windmill would make a sound like a **st**ream and would pump water and give electricity.. He collected **sc**rap materials and a **st**ring to construct his windmill. Sometimes, he would **sc**ream in frustration, but he never gave up. He used a **sc**reen to filter the water and a **sc**rew to fasten parts of the windmill securely. The **st**raw he used to cover the pump kept it working smoothly. He would often **sc**cratch his head, thinking of improvements, but in the end, his persistence **sc**rubbed away all doubts.

LEVEL 5

Based on the Big Book story – William's brilliant windmill and phonic sound.

There was a drought in William's village, and no rain came from the clouds. William took a **st**roll around their house to see what he could do to solve their problems. The windmill would make a sound like a **st**ream and would pump water and give electricity. William was **st**rick with his efforts, not allowing any distractions to get in his way. He collected **sc**rap materials and a **st**ring to construct his windmill. Sometimes, he would **sc**ream in frustration, but he never gave up. He used a **sc**reen to filter the water and a **sc**rew to fasten parts of the windmill securely. William's efforts paid off, and despite the drought, his family had water and light. They would **st**roll down the **st**reet with pride, knowing William's invention had made a difference. The **st**raw he used to cover the pump kept it working smoothly. He would often **sc**cratch his head, thinking of improvements, but in the end, his persistence **sc**rubbed away all doubts.



TERM 3 WEEK 6 GGR WORKSHEET 1 – Fill in the missing word

★ stroll

★ stream

★ string

★ straw

♥ scrap

♥ scrub

♥ screw

♥ scratched

♥ screamed

Fill in the missing words

1. William took a ★ **str**_____ around their house.

2. He will build the windmill next to a flowing ★ **str**_____.

3. He collected ♥ **scr**_____ materials and some long
★ **str**_____ to construct his windmill.

4. One ♥ **scr**_____, ♥ **scr**_____ his arm and he
♥ **scr**_____ out loud from the pain.

5. The boy drank coldrink through a ★ **str**_____ when he
was thirsty.

6. He wanted to ♥ **scr**_____ his hands when he saw how dirty
they were.

Memo

William took a stroll around their house.

He will build the windmill next to a stream.

He collected scrap materials and some string to construct his windmill.

One screw scratched his arm and he screamed out loud.

The boy drank coldrink through a straw when he was thirsty.

He wanted to scrub his hands when he saw how dirty they were.

str-

Write down the words and make 4 sentences with the words of your choice, in your classwork book.

scr-

1. Circle all the phonic words.
2. Copy the words into your book and look up their meaning in the dictionary.

On a sunny day, Lily decided to take a stroll down the street. She found a stream with water so clear she could see the fish swimming. Near the stream, there was some scrap metal and a piece of straw.

Lily picked up a piece of string she found on the ground. She decided to use the string to tie the scrap metal together. She was very strict with her work, making sure everything was perfect. As she worked, she noticed a small screw on the ground.

Lily used the screw to fasten the pieces of scrap metal. She scrubbed the metal clean and admired her creation. Suddenly, she heard a scream. She turned around and saw her friend Jack. He was trying to fix a broken screen door.

Lily ran over to help Jack. She used the string to hold the screen in place while Jack used the screw to secure it. Together, they managed to fix the screen door. Lily scratched her head, thinking of what else they could fix.

After a long day of work, Lily and Jack took another stroll down the street, happy with all they had accomplished.



Memo

On a sunny day, Lily decided to take a **stroll** down the **street**. She found a **stream** with water so clear she could see the fish swimming. Near the **stream**, there was some **scrap** metal and a piece of **straw**.

Lily picked up a piece of **string** she found on the ground. She decided to use the **string** to tie the **scrap** metal together. She was very **strict** with her work, making sure everything was perfect. As she worked, she noticed a small **screw** on the ground.

Lily used the **screw** to fasten the pieces of **scrap** metal. She **scrubbed** the metal clean and admired her creation. Suddenly, she heard a **scream**. She turned around and saw her friend Jack. He was trying to fix a broken **screen** door.

Lily ran over to help Jack. She used the **string** to hold the **screen** in place while Jack used the **screw** to secure it. Together, they managed to fix the **screen** door. Lily **scratched** her head, thinking of what else they could fix.

After a long day of work, Lily and Jack took another **stroll** down the **street**, happy with all they had accomplished.

Comprehension

Read the passage and answer the questions in your classwork book

There was a drought in William's village, and no rain came from the clouds. William took a **stroll** around their house to see what he could do to solve their problems. The windmill would make a sound like a **stream** and would pump water and give electricity. He collected **scrap** materials and a **string** to construct his windmill. Sometimes, he would **scream** in frustration, but he never gave up. He used a **screen** to filter the water and a **screw** to fasten parts of the windmill securely. William's efforts paid off, and despite the drought, his family had water and light. They would **stroll** down the **street** with pride, knowing William's invention had made a difference. The **straw** he used to cover the pump kept it working smoothly. He would often **scratch** his head, thinking of improvements, but in the end, his persistence **scrubbed** away all doubts.

1. Is the main character a boy or a girl?
2. Did he stay in the city or at the countryside? How do you know that?
3. Does the windmill work with electricity?
4. Why did William screamed?
5. With what did William fasten parts of the windmill?
6. What is a drought?
7. What was William's invention?
8. Why did he scratched his head?
9. What is the meaning of the word persistence? (you can use your dictionary)
10. Did you like the story? Give a reason for your answer.



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.

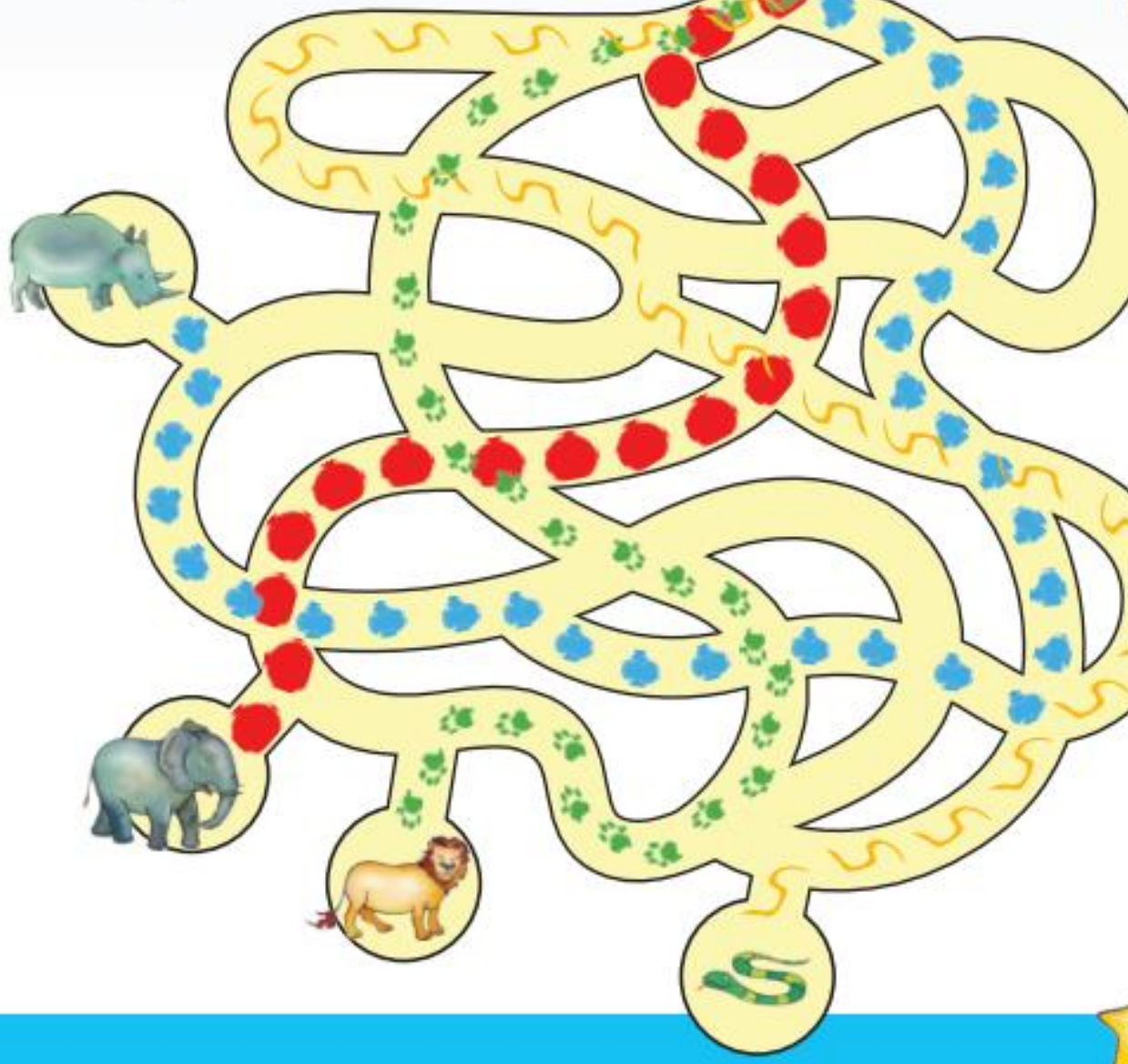
street	stretch	strut
stroll	stress	stream
string	strum	strong

Circle the word in the
word box that match the
picture.



Fun

Follow the footprints and see what animal you find.



14

After fishing

Term 3 – Week 6 – 10



Let's talk

Talk with your friend about your news.
Talk about things that happened at school and at home.



Let's write

Now write a letter to tell your friend all your news.



House number and name of street

City or town

Postal code

Write the date here

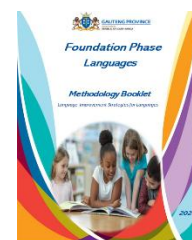
Dear _____

From

Write your name here



28



Understands and uses “there is/are (e.g. There is a book on the table)”

Teaching Grade 3 learners to use “there is” and “there are” involves explaining the rules clearly, using visual aids, and providing plenty of practice. Here are some tips and strategies to help you teach this concept effectively:

Rules for Using “There is” and “There are”

1. There is:

- **Usage:** Used with singular nouns and uncountable nouns to indicate the existence of something.
- **Examples:**
 - **Singular Nouns:** There is a cat on the roof.
 - **Uncountable Nouns:** There is water in the bottle.

2. There are:

- **Usage:** Used with plural nouns to indicate the existence of multiple items.
- **Examples:**
 - **Plural Nouns:** There are cats on the roof.

Teaching Tips

1. Introduce Visual Aids

- **Pictures and Posters:** Use pictures showing different scenarios. For example, a picture of a park with different objects and people. Label the objects and use “there is” and “there are” in sentences.
- **Real Objects:** Use objects in the classroom to demonstrate. For instance, point to a single book and say, “There is a book on the table.” Then point to multiple books and say, “There are books on the table.”

2. Interactive Activities

- **Classroom Hunt:** Have learners look around the classroom and describe what they see using “there is” and “there are” (e.g., “There is a clock on the wall,” “There are learners at the desks”).
- **Matching Game:** Create cards with pictures and sentences. Learners match the pictures with the correct sentences using “there is” and “there are.”

3. Sentence Practice

- **Fill-in-the-Blanks:** Provide sentences with blanks for learners to fill in with “there is” or “there are” (e.g., “___ a pencil on the desk” [There is], “___ many stars in the sky” [There are]).
- **Rewriting Sentences:** Give learners sentences to rewrite using “there is” or “there are” (e.g., “A dog is in the yard” becomes “There is a dog in the yard”).

4. Contextual Learning

- **Storytelling:** Create short stories or descriptions of scenes and have students identify and use “there is” and “there are” (e.g., “In the garden, there is a tree. There are flowers around the tree”).
- **Daily Conversations:** Encourage learners to describe their surroundings and daily activities using “there is” and “there are.”

Circle "is" or "are"



1. There is/are lots of flowers.
2. There is/are a big dog in my yard.
3. Is/are William going out today?
4. Is/are they going to the zoo?
5. It is/are sunny today.
6. Who is/are you playing with today?
7. They is/are having fun at the park.
8. What is /are he doing?
9. There is/are lots of birds singing today.
10. There is/are lots of cokies left.
11. There is/are many learners in our class.
12. Who is/are going with you?