



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

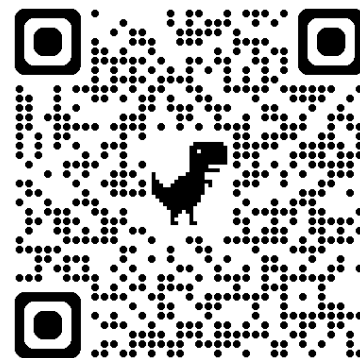
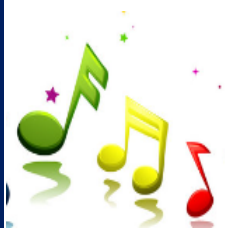
Term 3

Resource Pack

Week 5



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.

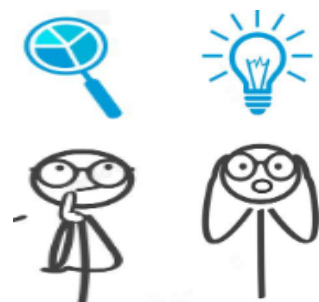
x3



When you have to solve a problem



Think it,



try it,



fix it.



Share it!





impressive

creativity

windmill

plastic

metal

electricity

suffer

drought

drop out

impressed

starve

determined

build



difficult

young

enough

bring

easy



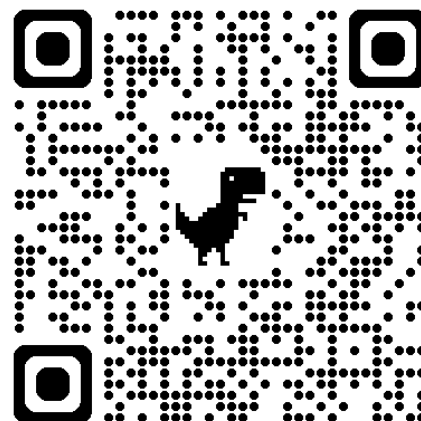
Phonic song

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

<https://youtu.be/-TZTJZfBYfk?si=Na-AsUHtwWhHovrD>

digraph

ou



Shout out loud from your big round mouth, ou

x2

ou, ou, ou, ou, ou, ou, ou

I saw a mouse run through my house

I fell off the couch

and banged my head "ouch!"

but then I found

when I danced on the ground

the mouse liked the sound

so we jumped around

Shout out loud from your big round mouth, ou

x2

ou, ou, ou, ou, ou, ou, ou

x2

WORDS IN THE SONG

shout

out

loud

your

round

ou

mouth

mouse

ouch

house

couch

found

through

ground

sound

around



DAY 1

count

cloud

shout

house

mouse

found

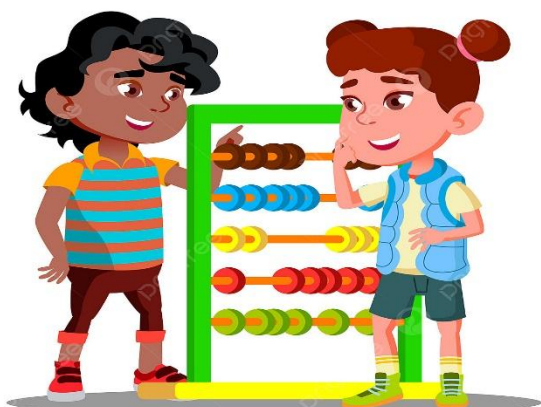
out couch

mouth

round

about

sound





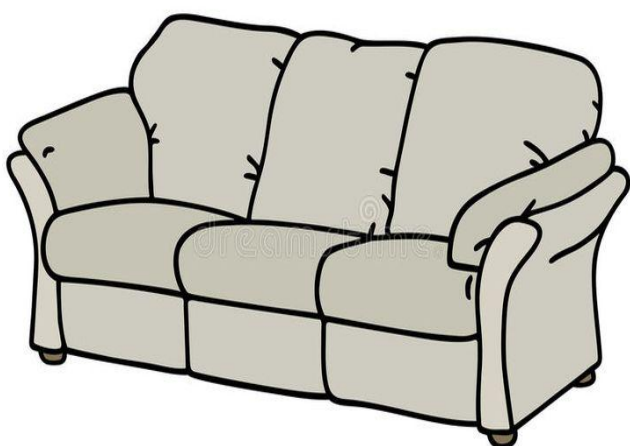
about



Out



In



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a

s

r

ou

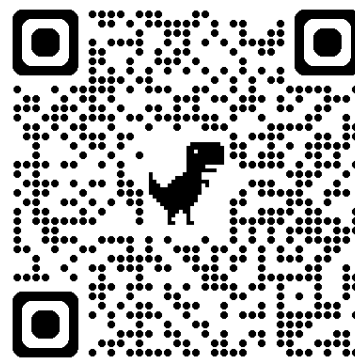


3 William's brilliant windmill

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



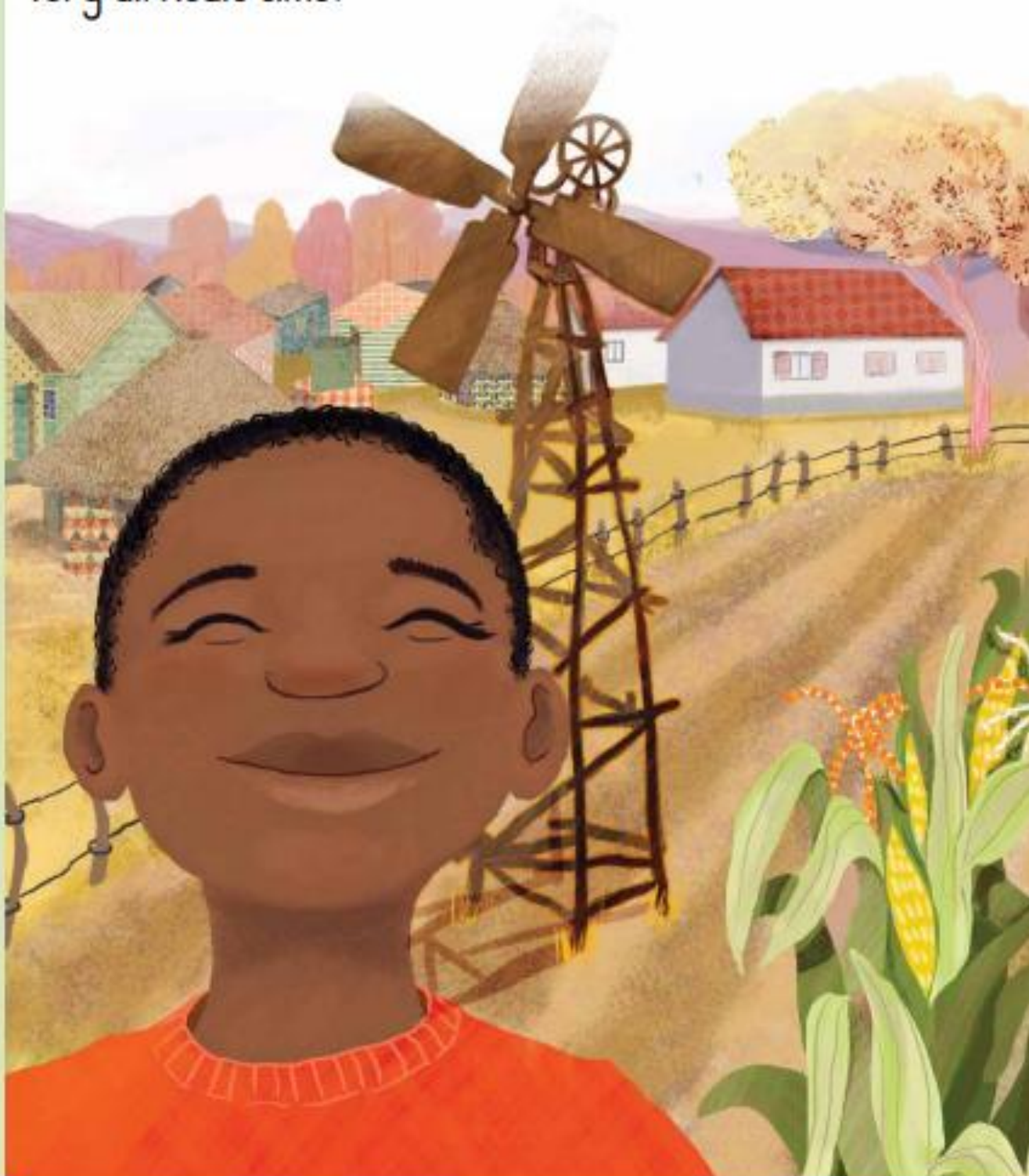
[flip book](#)



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**

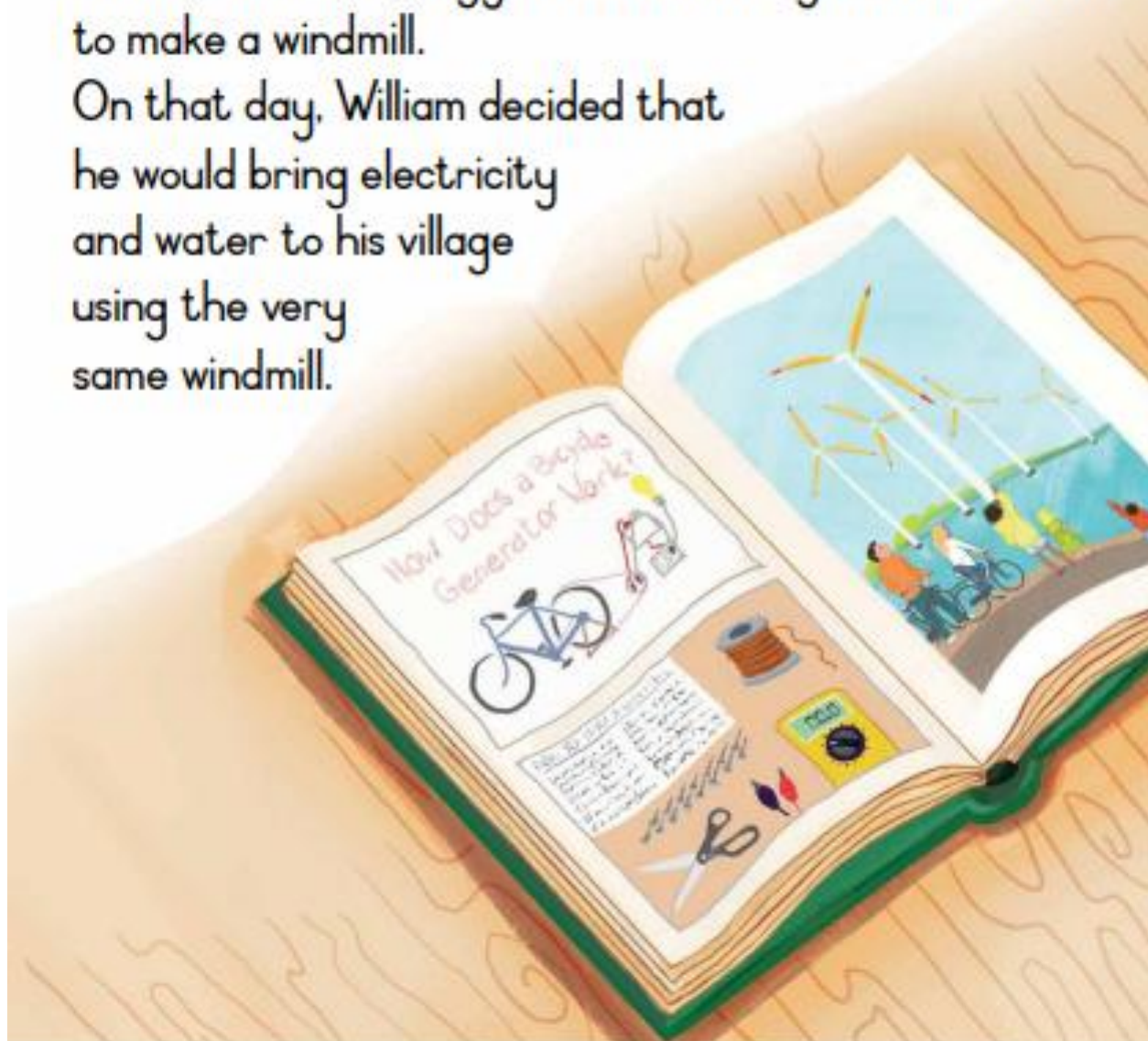
Oh! There wasn't just one problem for William...he also was starving and forced to drop out of school.

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

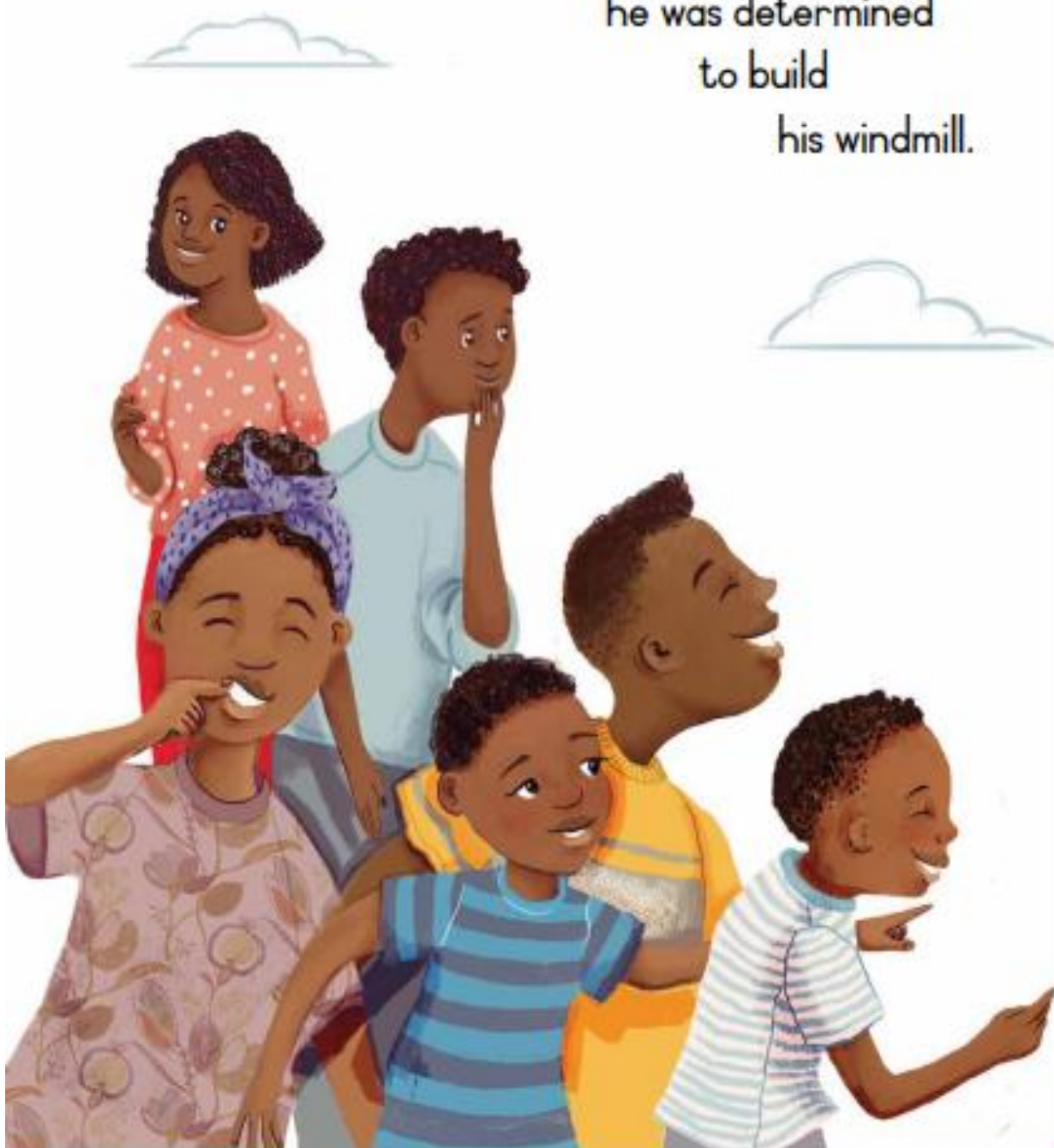
When William saw the windmill, I think that he realised that he could help to fix one big problem in Wimbe!

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.

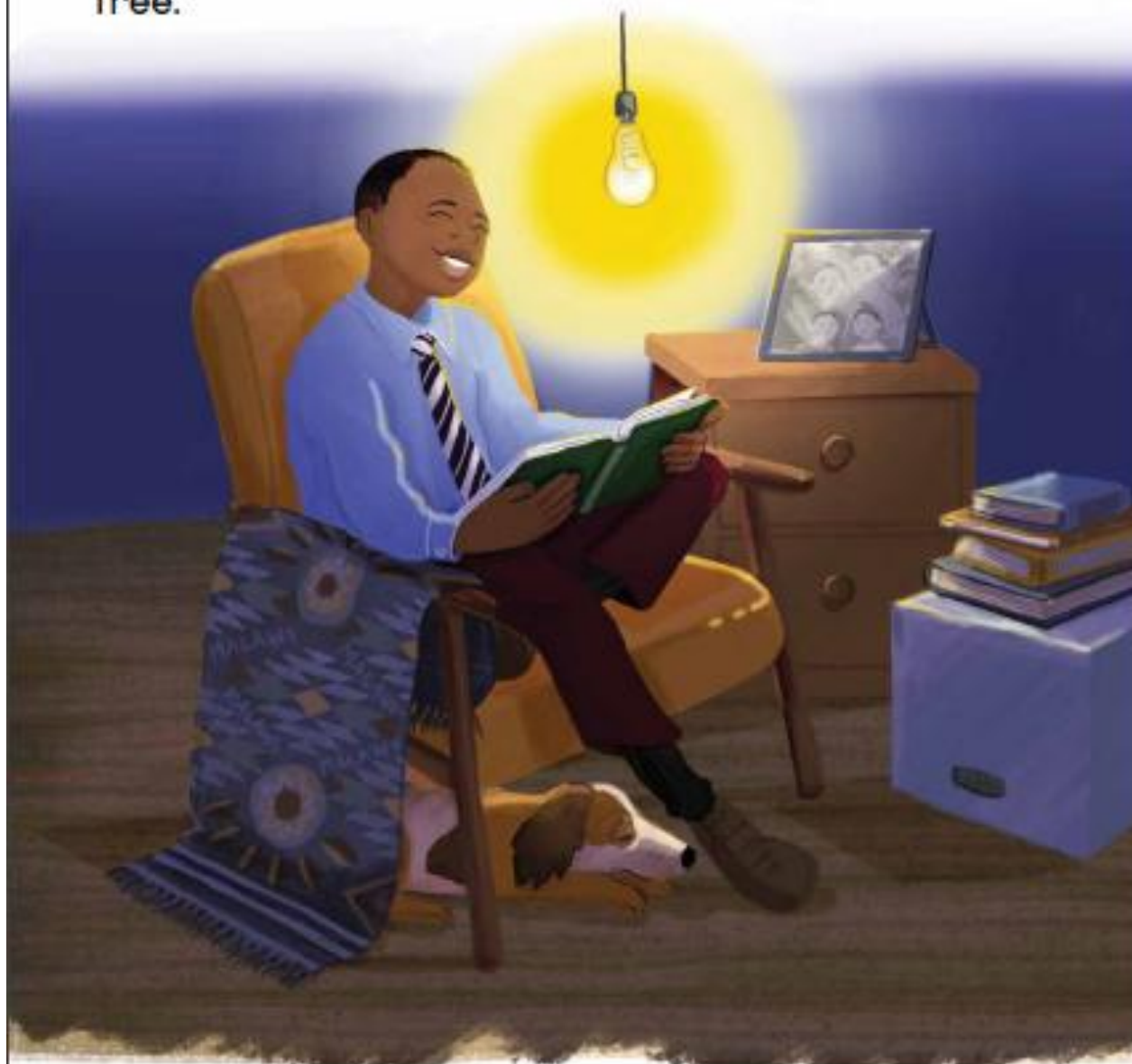


At home, William used the instructions from his book and all of the materials he found to build a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.

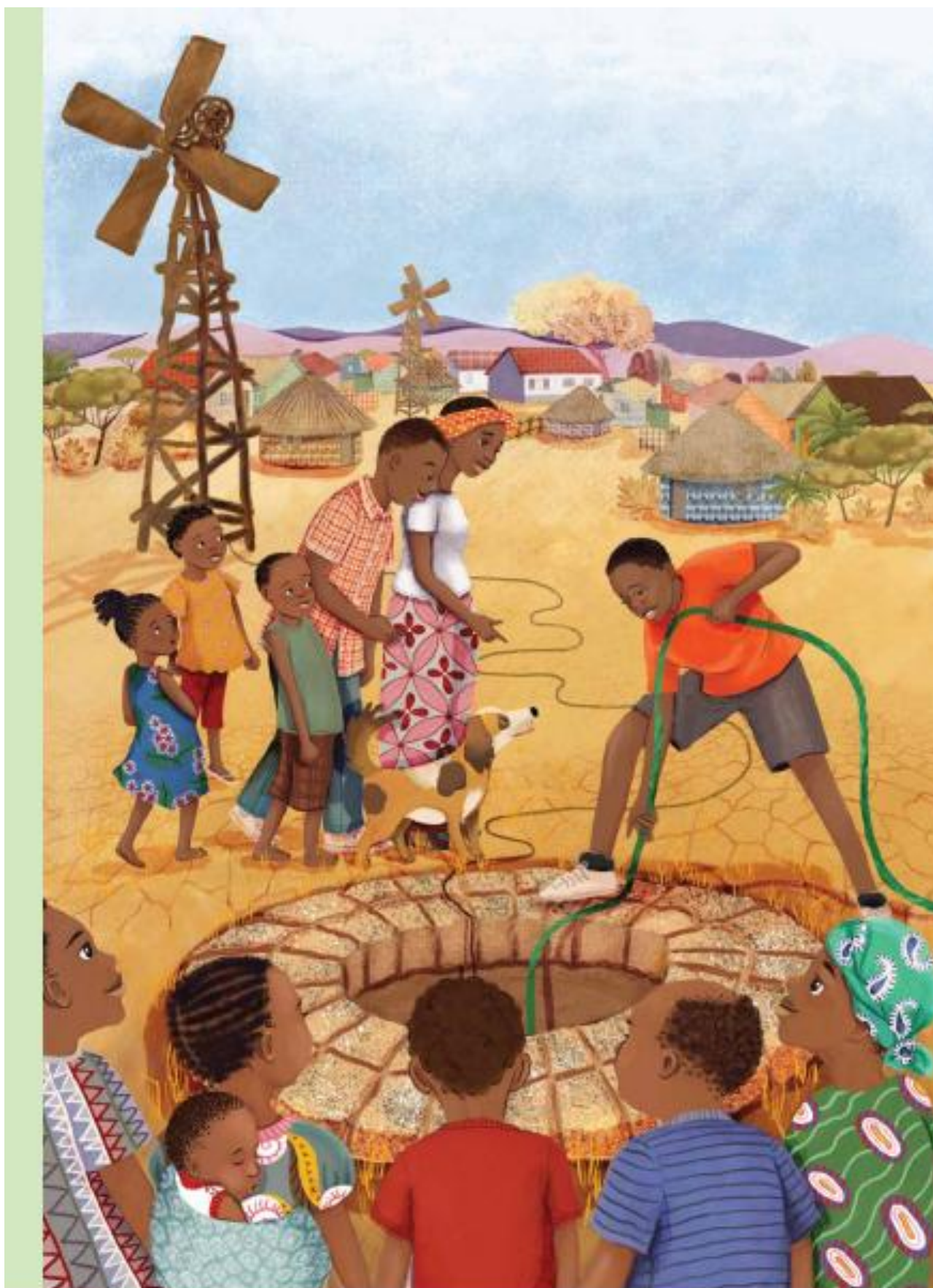
**READ 2**

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!

WEEK 1
TUESDAY

Pre-Read - Comprehension Strategy: PREDICT

- Building comprehension skills by getting learners to **THINK** about the story **before it is READ to them.**

Comprehension strategies:



Explanation

When learners predict, they **say what they think will happen** in the story. They can predict by: **looking at the pictures, read a page of the text.** They can predict how they think the story might end.

Purpose

Getting the learners to **think about the story before they have read it.** They have to **use clues** to try and work out **who the characters are** and what **main events** will take place.

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?



WEEK 1
THURSDAY

First Read - Comprehension Strategy: Identified in the lesson plan

- Build comprehension skills by **READING** and **EXPLAINING** the story to the learners.
- Reading the story fluently and clearly whilst pointing and modeling.

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.



Explanation

The learners think about **what is happening in the story like a scene from a movie**. They must try to see the story in their minds as it happens.

Purpose

Help learners to see how the events in the text are connected to each other. Helps them to think about the story as a whole, rather than just page by page. This helps them to give meaning to words on the page.

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 movie 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.
2. What did you visualise? What happened in your movie?



SHARED WRITING-TUESDAY (PLANNING)

Indefinite article



for countable nouns whose
specific identity is *unknown*

an

a

Definite article



for countable nouns whose
specific identity is *known*

the

For most *uncountable nouns* the article "the" is used.

Heading: Title

1 what?

2 when?

3 where?

4 why?

5 how?

6

My problem was _____

I wanted to solve it because _____

I decided to _____



LEVEL 1

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

William was a young boy.

William was looking at the clouds.

The boy wished for some rain.

He found a solution to their problem.

He would make a windmill.

LEVEL 1

Based on the Phonic Words- Intervention

The mouse runs in the house.

She found a round ring on the couch.

The boy counts out many blocks.

LEVEL 2

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

William was a young boy.

There was no electricity in the houses.

He found a solution to their problem.

He would make a windmill to bring water and electricity.

LEVEL 2

Based on the Phonic Words

The mouse runs all around in the house.

The girl found a round ring on the couch.

The boy counts out many round circles.

The windmill makes a loud sound when the wind turns it round-and-round.

LEVEL 3

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

William looked at the one clound 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

There was a drought and no rain came from the clouds, and William looked around to solve their problems.

He found a plan, inside a book, on how to make a windmill that would go around-and-around.

The windwill will make a sound and will pump water and give electricity.

There was a drought in William's village and no rain came from the clouds. William looked around their house, to see what he can do to solve their problems. He found a plan, inside a book, on how to make a windmill that would go around-and-around. The windmill will make a sound and will pump water and give electricity. William's new invention made enough power to light four lightbulbs, and at night it was only dark outside the house.

There was a drought in William's village and no rain came from the clouds. William looked around their house, to see what he can do to solve their problems. He found a plan, inside a book, on how to make a windmill that would go around-and-around. The windmill will make a sound and will pump water and give electricity. William's new invention made enough power to light four lightbulbs, and at night it was only dark outside the house. More and more people around Malawi were proud of him. People all over the world could use his windmill idea.

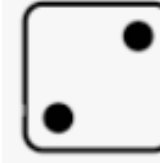
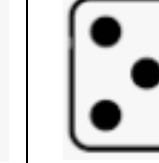
TERM 3 - WEEK 5- SOLVING PROBLEMS



GGR WORKSHEETS

TERM 3 WEEK 5 GGR WORKSHEET 1 – PHONIC GAME

1. Throw the dice, when it lands on the 1 -5 dots, then you take the loose word out of the holder.
2. Pack the sentences with the words you have taken out.
3. Copy the sentences in your classwork books.

He	boy	is	round	red
She	girl	are	big	blue
There	mouse	was	small	great
This	cloud	were	fast	out
Their	house	found	soft	be
The	mouth	counts	circle	almost
A	couch	could	happy	will
They	sound	would	loud	can
				



When you throw a six, you may choose any word on the board.

TERM 3 WEEK 5 GGR WORKSHEET 1 – LOOSE WORDS

He	boy	is
She	girl	are
There	mouse	was
This	cloud	were
Their	house	found
The	mouth	counts
A	couch	could
They	sound	would

round	red
big	blue
small	great
fast	out
soft	be
circle	almost
happy	will
loud	can



Unscramble the words



soume



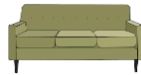
touncs



ouhse



cldou



cchou



rndou



mouht



outsh



snoud

1. There is a  _____ on the  _____
in the  _____.

2. The man  _____ twice and he uses his  _____
to  _____ and it made a loud  _____.

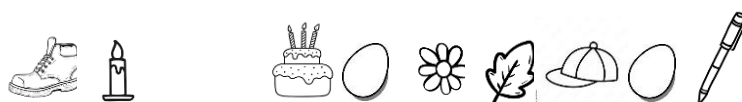
3. The  _____ has a  _____ shape.

TERM 3 WEEK 5 GGR WORKSHEET 3

The code

a	b	c	d	e	f	g	h	i	j
									
k	l	m	n	o	p	q	r	s	t
									
u	v	w	x	y	z				
									

Decipher the secret message by using the code:





Fire safety

- 1 Do not play with matches.
- 2 You must always have 2 ways of getting out of a room in case there is a fire.
- 3 If there is a fire in your house and lots of smoke you must crawl to avoid smoke and heat. Get out fast.
- 4 Phone the fire brigade as soon as you get outside.

Fun Help the fireman to collect all his equipment before he gets to the fire.

The maze activity features a fireman at the top right, a fire at the bottom right, and various fire safety equipment items (fire extinguisher, fire alarm, fire blanket, fire hose, fire bucket, fire extinguisher, fire blanket, fire hose, fire bucket) scattered throughout the maze paths.

9

Don't get lost



Term 3 – Week 1 – 5



Let's write

Write a diary entry about how you got lost and what happened next.

Date: _____

Dear Diary

POLICE:



10111



Let's write

Write down the details you should know if you get lost. Try to memorise the information.

NAME AND SURNAME:

TELEPHONE:

ADDRESS:

MY FINGERPRINTS:

Use lipstick or ink and press your left and right thumbprint here.

LEFT

RIGHT

When I had a problem



1. Read the passage.
2. Answer the comprehension questions in the cross-word puzzle.

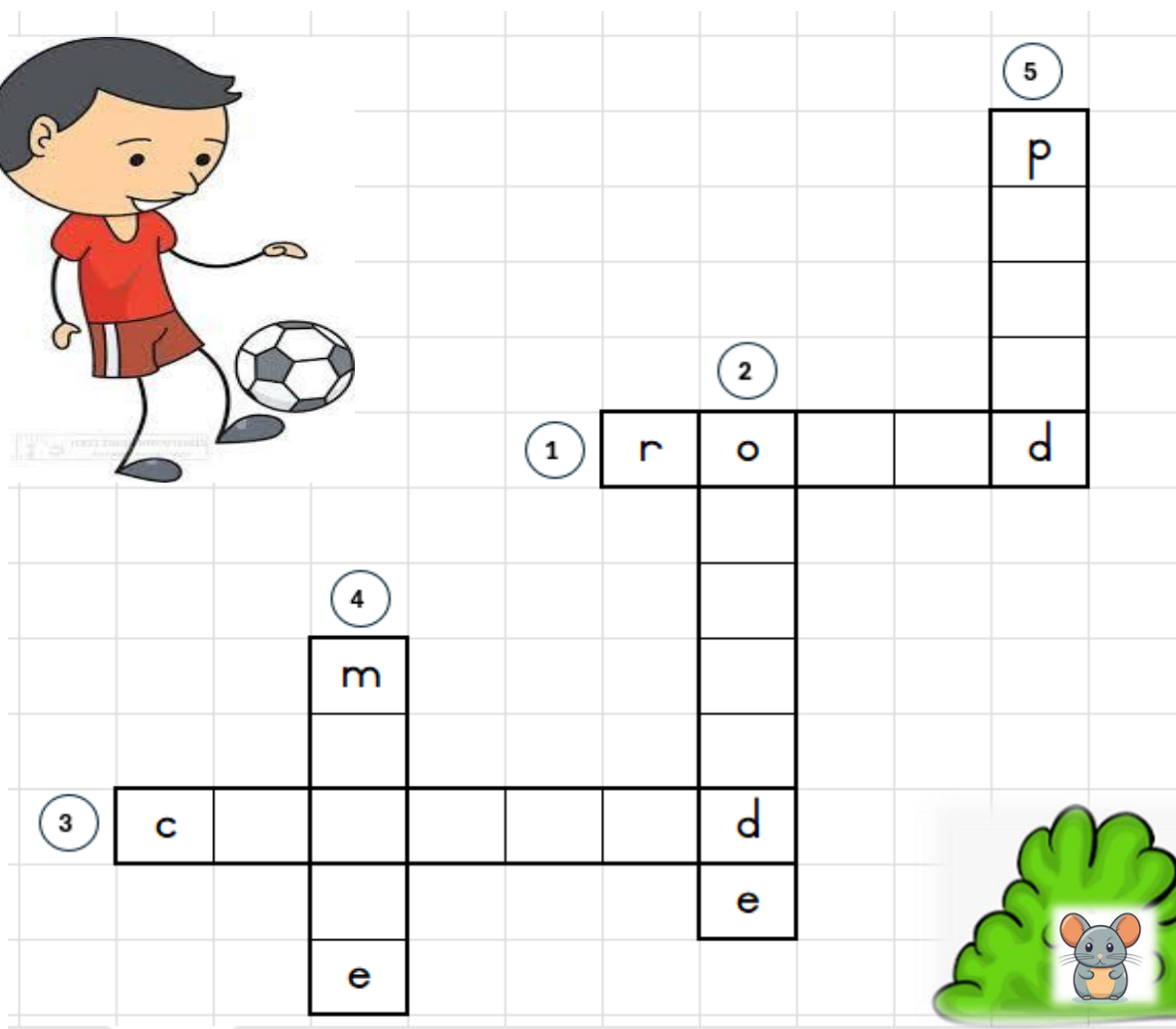
One day, I found a round object in our house. It looked like it could bounce high. I thought it would be fun to play with it outside.

I took the round ball and went out. I threw it, and I counted how many times the ball bounced up and down. But then, it landed in a big bush. I couldn't see it. I felt worried and shouted for help.

My friend, Paul, heard me and came around. He asked, "What happened?" I told him about the ball in the bush.

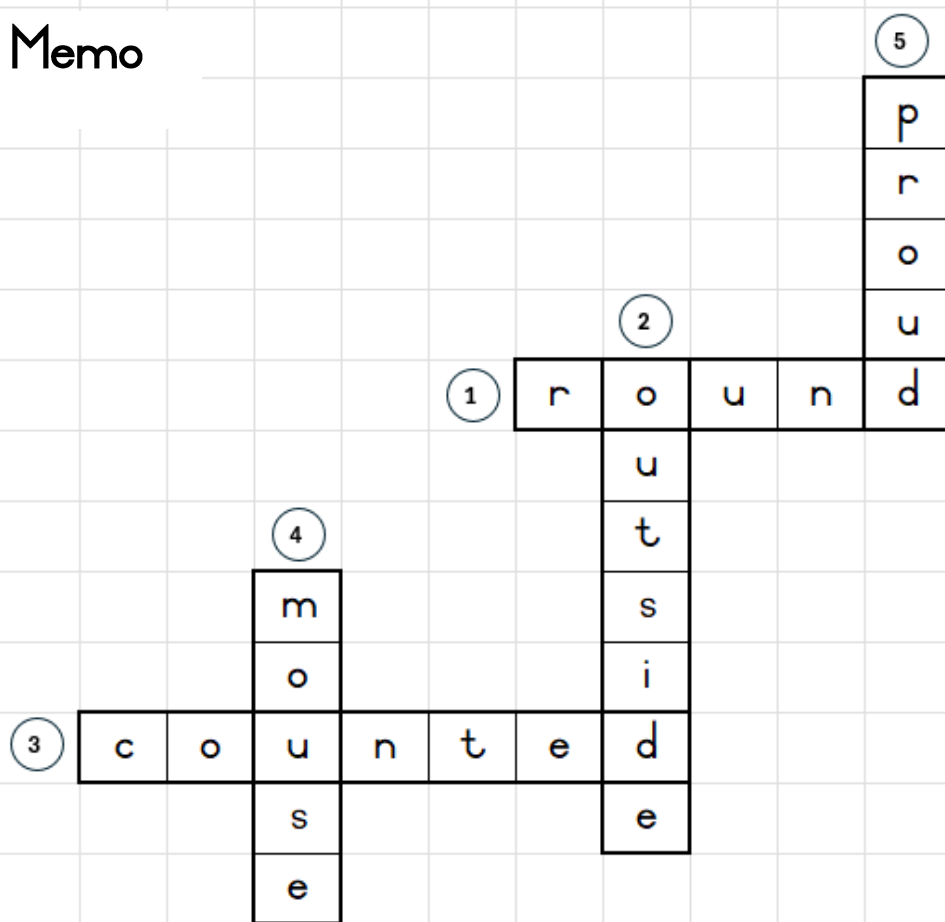
Paul and I tried to look in the bush. We moved the leaves and saw a small mouse that made a piep-sound. I put my finger on my mouth to show him not to make any sound. We looked further and found the ball. I was proud we could solve the problem together.

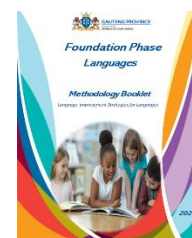
We played with the ball for a while, and it was a lot of fun. I learned that when you have a problem, you can ask friends for help, and you can work it out.



1. What was the shape of the ball?
2. Where did the boy play with the ball?
3. How did the boy know how many times did he bounced the ball? He _____ it.
4. What animal did they see in the bush?
5. How did he feel when they solved the problem?

Memo





Understands and uses articles "a" and "the" with nouns

Teaching the use of articles "a" and "the" to Grade 3 English First Additional Language learners involves helping them understand the basic rules and contexts in which these articles are used.

Rules for Using Articles "a", "an" and "the"

1. Indefinite Article "a"

- o **Usage:** Used before singular, countable nouns when referring to a non-specific item.
- o **Form:** Use "a" before words that begin with a consonant sound.
- o **Examples:**
 - "a book"
 - "a cat"
 - "a house"

2. Indefinite Article "an"

- o **Usage:** Used before singular, countable nouns that begin with a vowel sound (a, e, i, o, u).
- o **Form:** Use "an" before words that begin with a vowel sound.
- o **Examples:**
 - "an apple"
 - "an elephant"
 - "an umbrella"

3. Definite Article "the"

- o **Usage:** Used before singular and plural nouns when referring to specific items known to the speaker and listener.
- o **Form:** Use "the" before both consonant and vowel sounds.
- o **Examples:**
 - "the book" (a specific book)
 - "the cats" (specific cats)
 - "the house" (a specific house)
 - "the apples" (specific apples)

Example Sentences for Practice

1. Indefinite Articles "a" and "an":
 - o "I have a dog."
 - o "She wants an ice cream."
2. Definite Article "the":
 - o "I saw the movie you talked about."
 - o "He opened the door to his house."

By clearly explaining the rules, using engaging activities, and providing plenty of practice, Grade 3 learners can effectively learn how to use the articles "a", "an", and "the" in their writing and speaking.

<https://www.liveworksheets.com/w/en/english-language/1185975>

Articles

Fill in: **a**, **an**, **the**, - in the blank spaces

1. This is ____ cup. There is water in ____cup.
3. This is ____ book.
2. This is ____ apple. ____apple is green.
4. ____ sun is big and shiny.
5. He is ____ doctor.
6. This is ____ egg.
7. This is ____cat. ____cat is big.
8. This is ____box. There is ____ring in____ box.



Spelling

Write down the word next to the picture





















Dictation:
