



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

Term 3

Resource Pack

Week 8

TERM 3 - WEEK 8- 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



library

librarian

borrow

research

bookstore

expensive

cheap

information

own

ask

usually

internet

waste

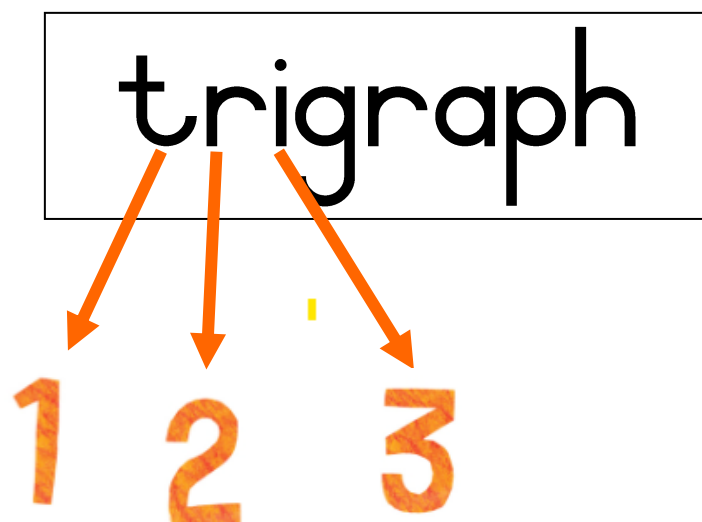
what

search

learnt

seen

TERM 3 - WEEK 8- LEARNING NEW THINGS - PHONICS /-NCH/



-nch

1 2 3
k k k

one sound

TERM 3 - WEEK 8 - LEARNING NEW THINGS - PHONIC WORDS

DAY 1

pinch

crunch

bunch

bench

lunch

hunch

munch

punch

drench

branch

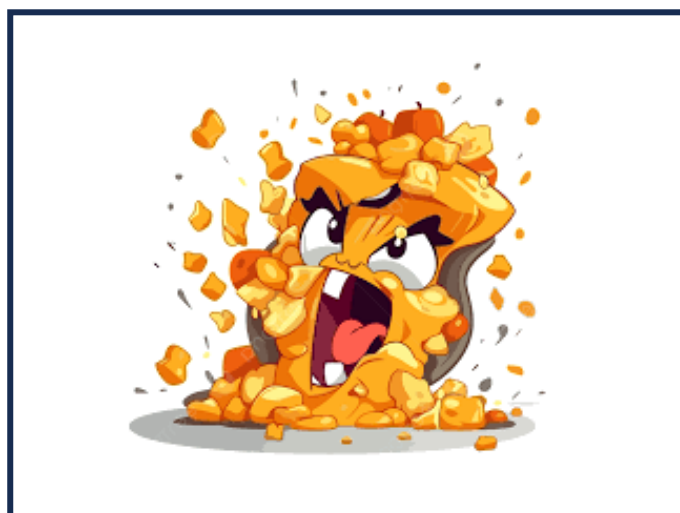
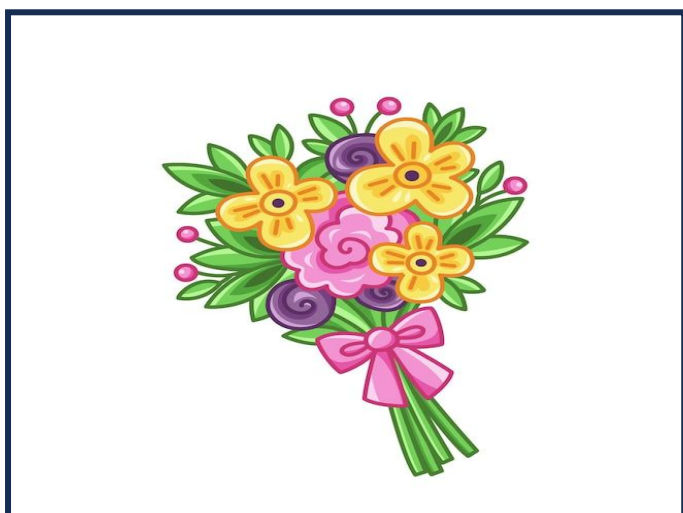
wrench

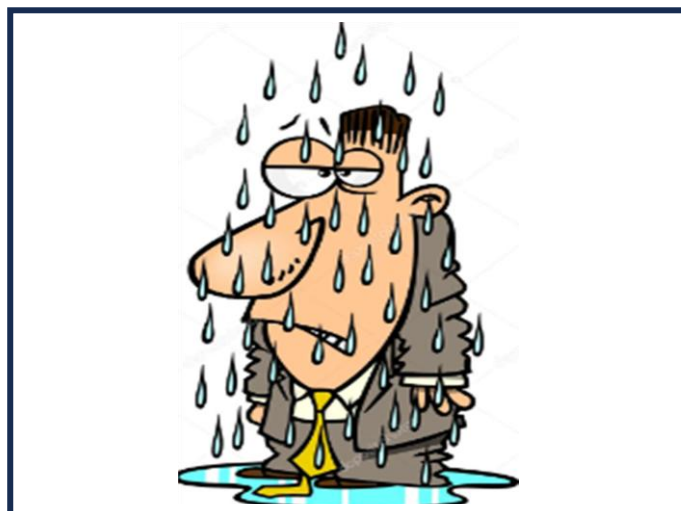
stench

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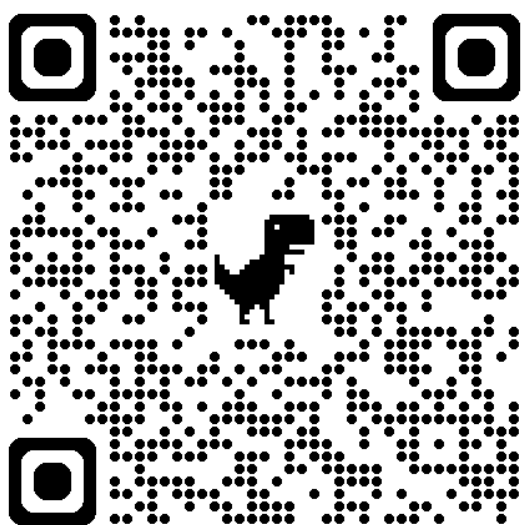
TERM 3 - WEEK 8- LEARNING NEW THINGS - SHARED READING

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>



Second-Read (Tuesday)

Comprehension strategy-Second Read

Post Read (Thursday)

Comprehension strategy-Summarise

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.'

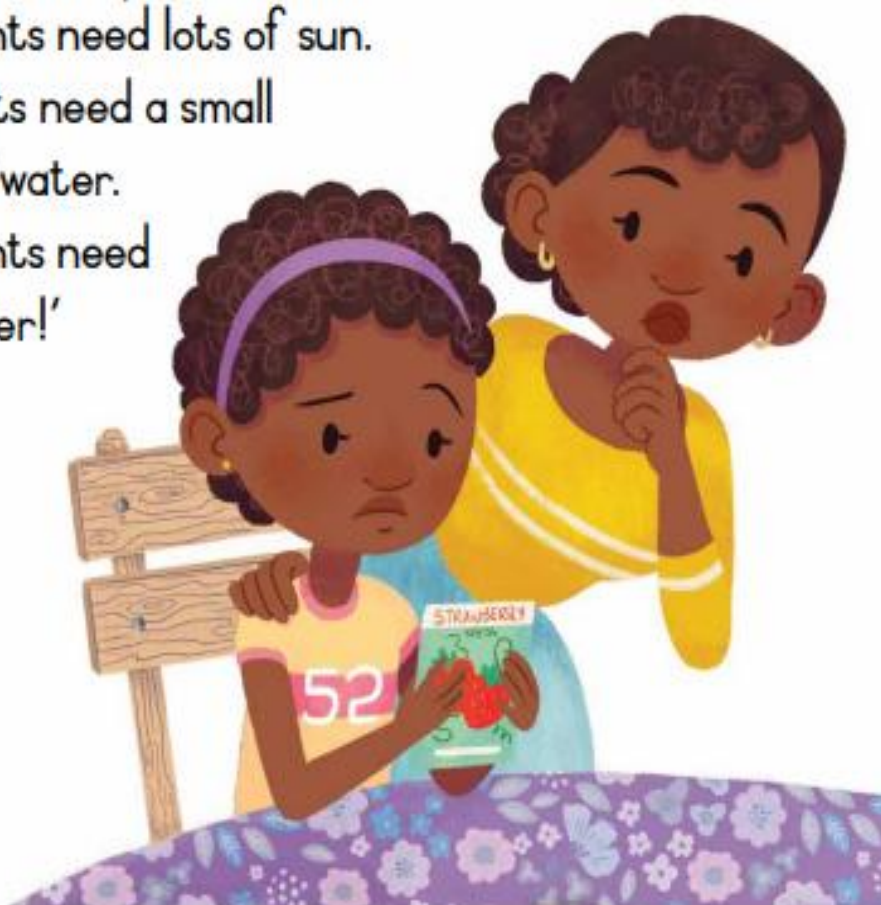
'But I thought all plants are the same?' Zandile asked.

'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!

STEPS

1. Read the text on the page
2. Ask the learners a question, like: What do you know about this? What does the text say?
3. Ask learners: What else can we guess about this? Is there something that the text does not say?
4. Listen to and discuss learners' answers. Make sure learners' answers are logical.
5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on....I think...



EXAMPLES

TEXT:

My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.

INFERENCE:

Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.



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.

TERM 3 - WEEK 8- LEARNING NEW THINGS - WRITING

SHARED WRITING-REMIND LEARNERS OF TUESDAY HOW THEY HAD TO DO THE PLANNING IN WEEK 7



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

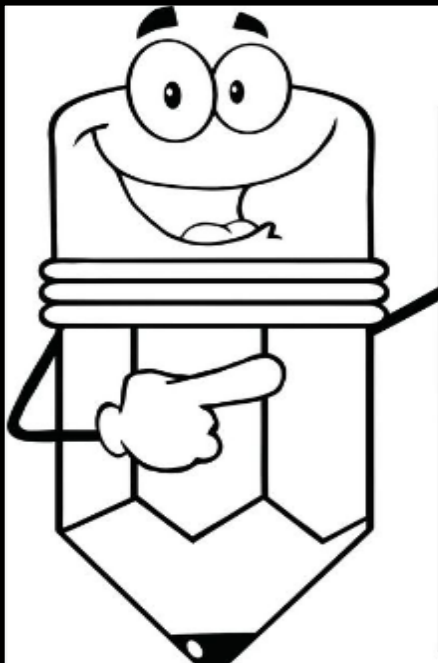
will I go to learn about it?

INDEPENDENT WRITING-REMINDE LEARNERS OF WHERE THEY HAD TO WRITE A PARAGRAPH, IN WEEK 7 ON THURSDAY

INDEPENDENT WRITING-THURSDAY (DRAFT)



WEEK 8: TUESDAY-SHARED WRITING 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.		

WEEK 8: THURSDAY-INDEPENDENT WRITING :PUBLISHING

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TERM 3 - WEEK 8- 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

Molly packed her own lunch for school.

She munched on the bunch of snacks.

She sat on the bench, under the shade of the branch.

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 fruit to come.

LEVEL 2

Based on the Phonic Words

Michael gave his mother a bunch of flowers.

His uncle used a wrench when he worked on the car.

The delivery guy was drenched in water, because his umbrella was broken.

LEVEL 3

Based on the Big Book story – Zandile uses internet

Zandile loved strawberries and she bought some expensive strawberry seeds.



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 boy gave the girl, a bunch of flowers, before they had some lunch together.

The silly boy pinched his younger brother and the brother turned around and punched him.

The branch was drenched with water and it fell on the bench.

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 into the internet, to gain more information. She watched a video on the internet, and learned that they need 8 hours of sunlight and loss of water. Zandile planted the seeds in containers in a sunny part of the yard.

LEVEL 4

Based on the Phonic Words

The boy gave the girl, a bunch of flowers, before they had some lunch together, under the shade of the branch.

The farmer used a wrench on the ranch, to fasten the fence to the pole, because he had a hunch that the cow will break it.

The French delivery man was drenched in water, because the storm was so fierce, that the umbrella did not protect him at all.

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 into the internet, to gain more information. She watched a video on the internet, and learned that they need 8 hours of sunlight, loss 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

Molly and Ben planned a lunch in the park. They packed a bunch of snacks and a big punch.

First, they found a nice bench under a tree. They sat down and started to munch on their food.

Molly had a sandwich with ham, and Ben had one with a crunch. They both had a hunch that this lunch would be fun.

After eating, they took a walk by the creek. They watched the fish jump and saw a branch fall into the water.

When it was time to leave, they both gave a big pinch to their cheeks to remember the fun lunch in the park.

TERM 3 - WEEK 8- LEARNING NEW THINGS - GGR WORKSHEETS
TERM 3 WEEK 8 GGR WORKSHEET 1

How to fold a paper dice: <https://www.youtube.com/watch?v=vUws412hdjo>



Draw sounds on the different sides

ai ay oi oy ou
str/scr

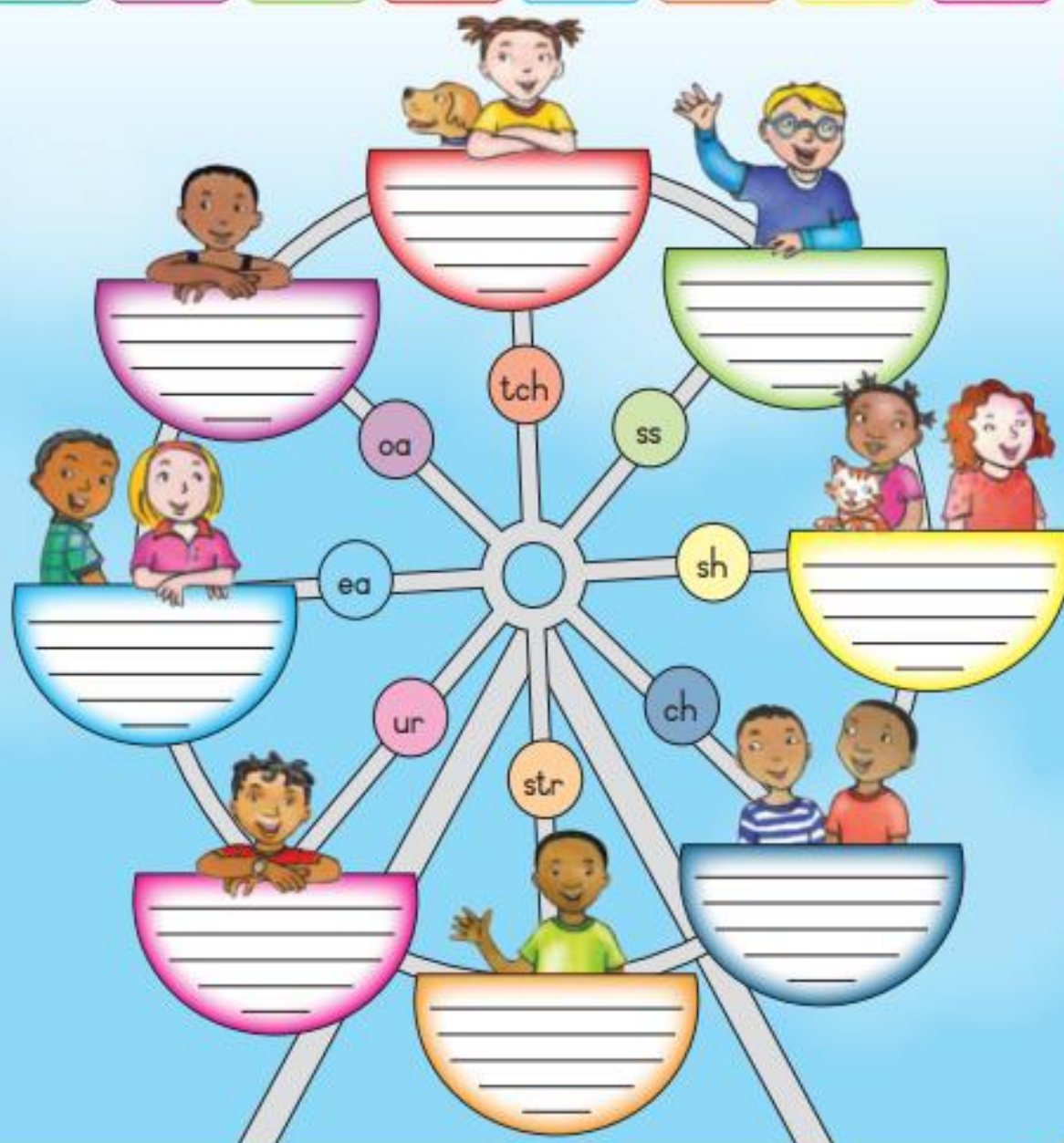
snail	play	point	joy	cloud	stream
train	say	point	boy	found	strict
rain	pay	coin	toy	mouth	string
tail	way	toilet	en joy	round	street
chain	clay	boil	annoy	house	scrap
sail	tray	foil	destroy	shout	scrub
jail	today	spoil	convoy	mouse	scratch
ai	ay	oi	oy	ou	str/scr





Write these words into the correct sound boxes.

boat	burn	mess	curl	chip	seat	straw	shin
chin	fuss	shine	witch	match	street	strong	shop
chimp	string	hurt	coat	catch	miss	ship	beat
chop	goat	heat	meat	turn	latch	toad	kiss



TERM 3 WEEK 8 GGR WORKSHEET 2

p	i	nch
---	---	-----

cr	u	nch
----	---	-----

b	u	nch
---	---	-----

b	e	nch
---	---	-----

l	u	nch
---	---	-----

h	u	nch
---	---	-----

m	u	nch
---	---	-----

p	u	nch
---	---	-----

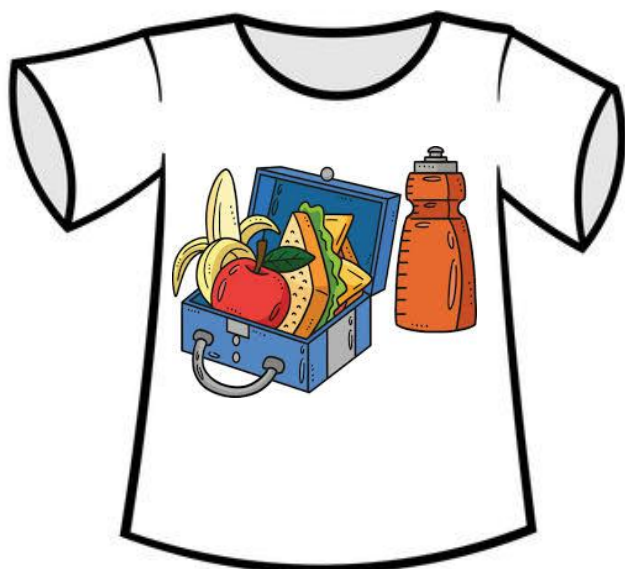
dr	e	nch
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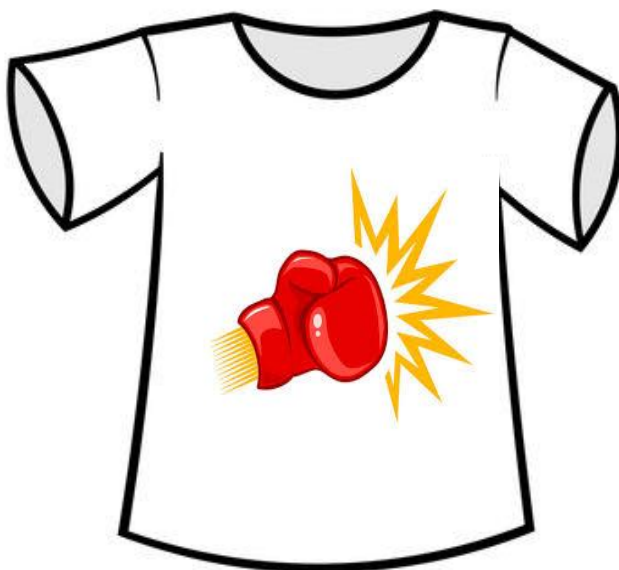
r	a	nch
---	---	-----

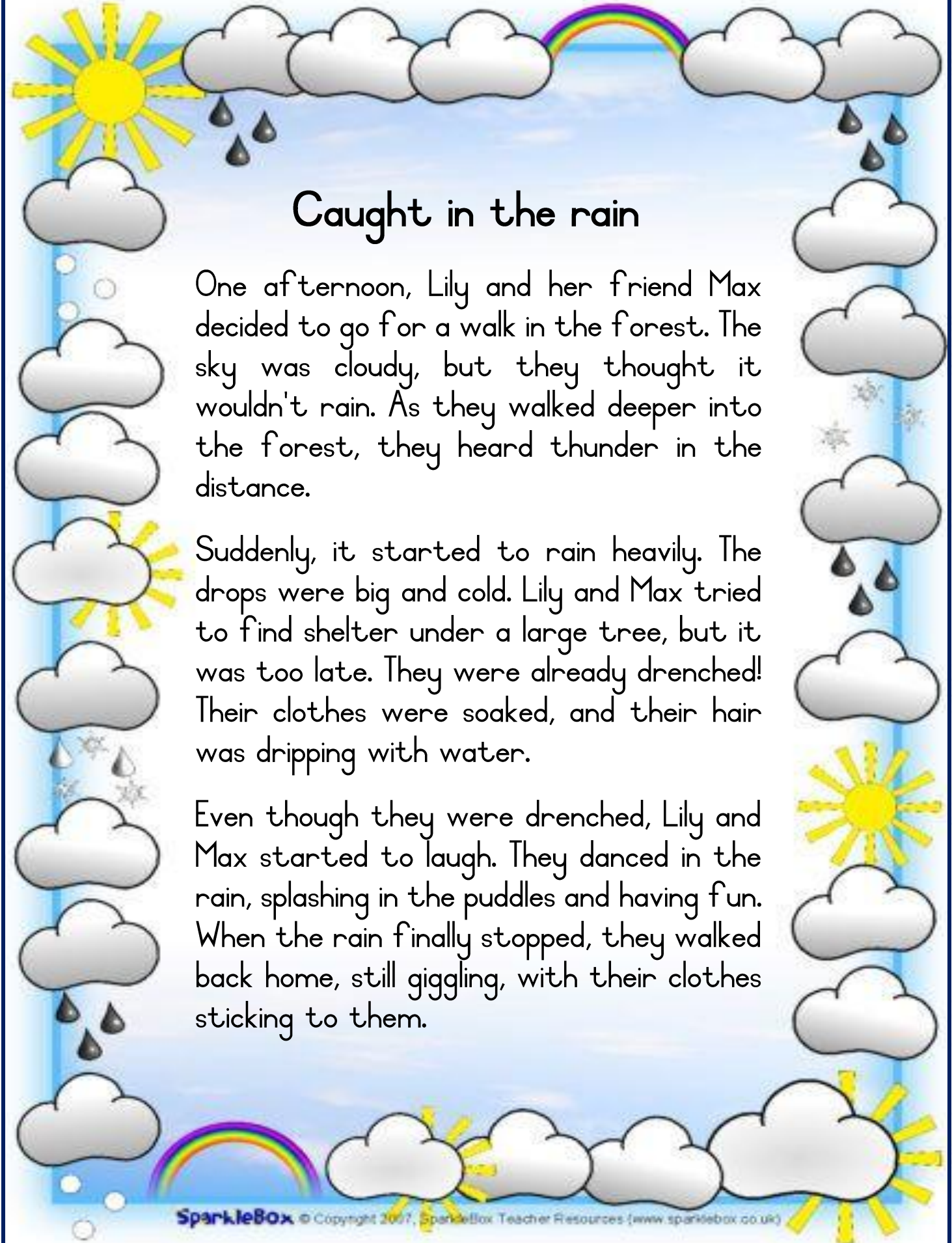
f	i	nch
---	---	-----

wr	e	nch
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Caught in the rain

One afternoon, Lily and her friend Max decided to go for a walk in the forest. The sky was cloudy, but they thought it wouldn't rain. As they walked deeper into the forest, they heard thunder in the distance.

Suddenly, it started to rain heavily. The drops were big and cold. Lily and Max tried to find shelter under a large tree, but it was too late. They were already drenched! Their clothes were soaked, and their hair was dripping with water.

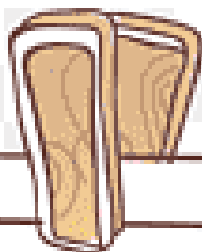
Even though they were drenched, Lily and Max started to laugh. They danced in the rain, splashing in the puddles and having fun. When the rain finally stopped, they walked back home, still giggling, with their clothes sticking to them.



Answer the questions in your classwork

1. What is the meaning of the title: Caught in the rain?
2. Where did they go for a walk?
3. Was the thunder close to them?
4. Which word from the story proves your answer of 3?
5. Why were their clothes soaked?
6. Where did the puddles of water come from?
7. Do you think Lily and Max were angry? Give a reason.
8. Is it bad to giggle?
9. How do you think they could prevent themselves from being soaked in the rain?

TERM 3 WEEK 8 GGR WORKSHEET 4



pinch

lunch

munch

bench

punch

drench

crunch

bunch

hunch

1. Draw a circle around the words of your choice.
2. Write 5 sentences using those words.

TERM 3 - WEEK 8- 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

Choose the correct past verb and write it next to the sentence on the line.



1. She (run/ran) to catch the bus. _____
2. They (give/gave) me a gift for my birthday. _____
3. He (drink/drank) a glass of water. _____
4. We (see/saw) a rainbow after the rain. _____
5. The dog (bark/barked) at the mailman. _____
6. I (take/took) a nap in the afternoon. _____
7. She (write/wrote) a letter to her friend. _____
8. They (swim/swam) in the lake all day. _____
9. He (begin/began) his homework immediately. _____
10. We (drive/drove) to the countryside. _____



Fill in the correct past verb

1. I _____ (lose) my keys and _____ (search) everywhere for them.
2. She _____ (laugh) at the funny story he _____ (tell).
3. He _____ (ask) for help with his homework.
4. We _____ (find) a nice restaurant for dinner.
5. The team _____ (win) the championship last year.
6. He _____ (finish) his work early and _____ (leave) the office
7. Yesterday, I _____ (clean) my room.

