



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

Term 3

Resource Pack

Week 9



SONG

https://youtu.be/6HCUoMgviwU?si=J_xKZ_FdF2j5IM7W

<https://youtu.be/Gv3KA6onF0w>



This is me



This is real, this is me
 I'm exactly where I'm supposed to be, now
 Gonna let the light shine on me
 Now I've found who I am
 There's no way to hold it in
 No more hiding who I want to be
 This is me





identity

gender

race

unique

chameleon

separate

fit in

belong

comedian

belief

law



allowed

child

why

unfair

only



digraph

-ph

one sound

Remind learners that 'h' for Harry Hat Man does not like noise, so whenever 'p' for 'Poor Peter Puppy' stands in front of him and barks, he holds the puppy's mouth closed with both hands and the puppy makes 'phphphph' sound.



SONG

<https://www.youtube.com/watch?v=EprReYgO9II>

ph x8

photo photograph pharaoh phone

I'm a photographer

I love to take photos

A photo of a pharaoh

a photo of a sphinx

a photo of a phone

and a photo of my friend, Philip!

Photo, photo, photo

 Photos! Photos! } x2
 let's take photos

I love taking photos

more than learning phonics

ph x 8

photo photographer dolphin elephant

I'm a photographer

I love to take photos

a photo of a pheasant

a photo of a gopher

a photo of a dolphin

and a photo of a fearless elephant

Photo, photo, photo

My philosophy of photography

is capturing fun memories

of our friends and family

 Photos! Photos! } x2
 Let's take photos

I love taking photos

more than learning the alphabets

ph x8





DAY 1

photo

phonics

phantom

phone

physics

physical

pharmacy

phase

pharaoh

phoenix

dolphin

elephant

pheasant

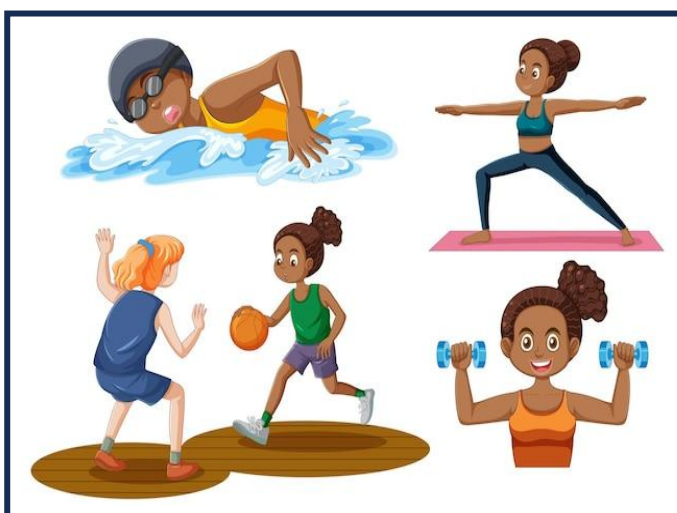
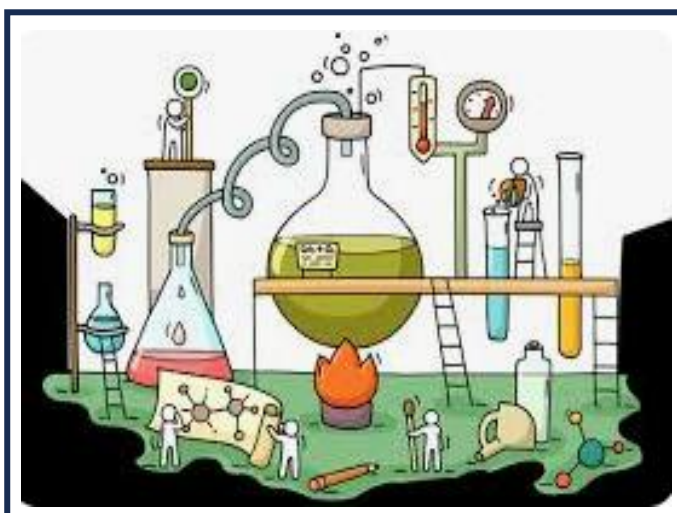
gopher

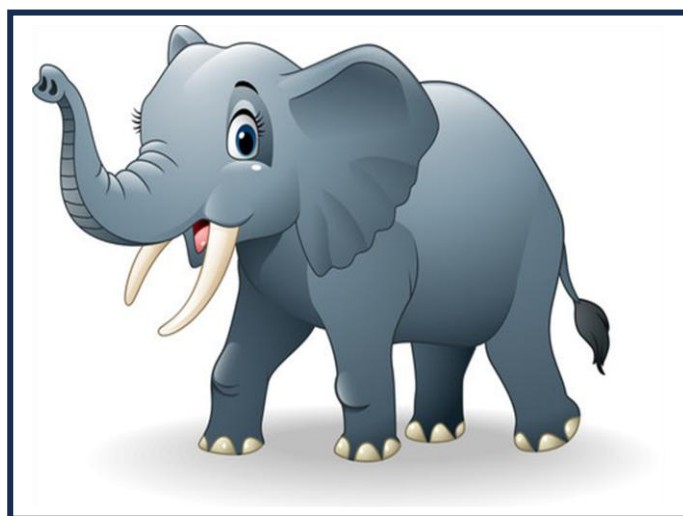
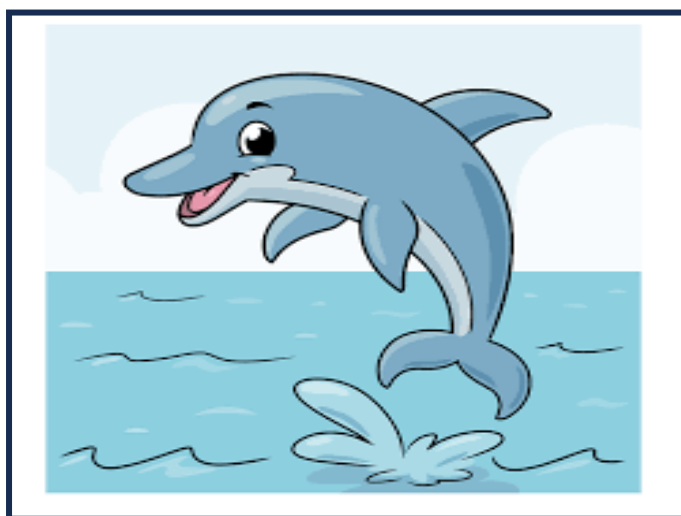
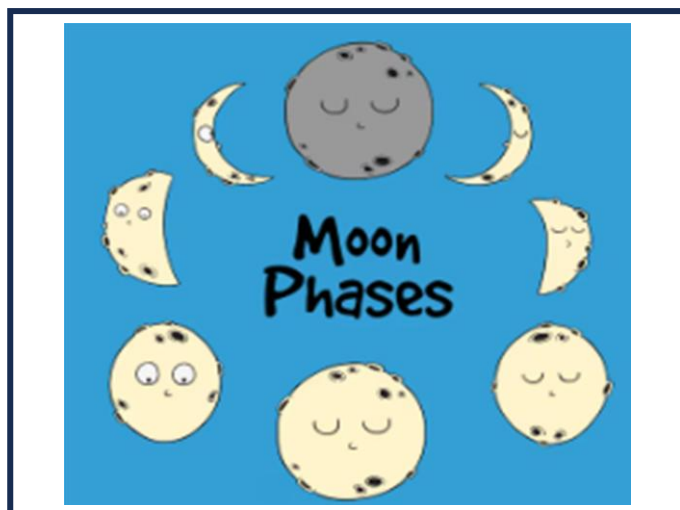
sphinx

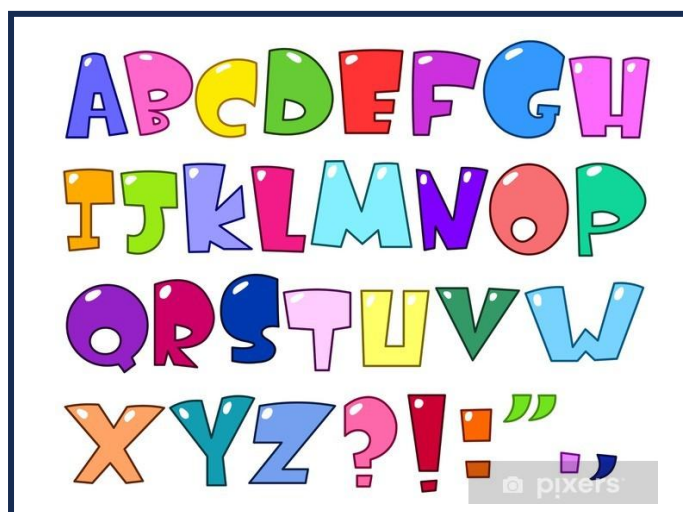
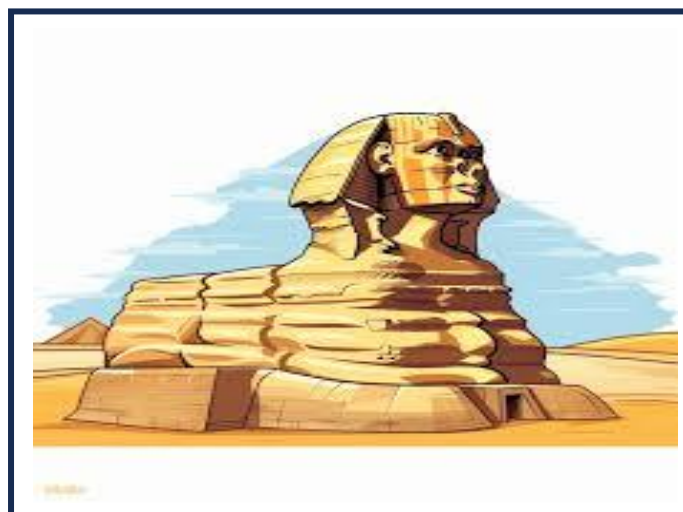
phonics

alphabet

photographer







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

ph

ph

ph

ph

ph

ph



5 Trevor Noah, the chameleon

<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

1. When learners predict, they say what they think will happen in a story. 2. Learners can predict what will happen by looking at the pictures in a book. 3. They can also predict what will happen next after they have read a page of the text. 4. Finally, learners can predict how the story might end.

NB : The learner must know if their answer was incorrect, and that they hear the correct answer.

First Read (Thursday)

Comprehension strategy-

Making inferences

Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.

"Read between the lines"

The information that is not printed

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Trevor Noah, the chameleon



READ 1

I **wonder** why this title compares Trevor Noah to a chameleon?

READ 2

I can **infer** that Trevor is like a chameleon because a chameleon changes colour in different places. That is like Trevor can change his language and change his jokes to fit in to lots of different places!

Have you ever heard of Trevor Noah? He is a famous South African comedian and author. Trevor wrote a book called 'Born a Crime' about his experiences growing up during Apartheid.



During Apartheid, people of different races were supposed to be separated. It was illegal for people of different races to have children together or to get married. But, of course, people of different races still sometimes fell in love and had children.

**READ 2**

I wonder why Trevor's book was called 'Born a Crime'? It must be because it was illegal at the time for his parents to be together and have a baby.

Trevor's mother was a black, Xhosa woman. Trevor's mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor's father. He was a white man from a country called Switzerland. They had Trevor, a mixed-race child. At that very terrible time, Trevor didn't fit in easily! He wasn't allowed to be in places for white people. He wasn't allowed to be in places for black people. And he was the only person in his family who was mixed race.

**READ 1**

I **wonder** what it is like when everyone in your family looks different from one another? It must be hard to feel like you fit in!

READ 2

I can **infer** that everyone in Trevor's family looks different from each other.

When Trevor was a young child, his parents sometimes took him to the park. But, Trevor's parents knew they would get into trouble if the police found out that they were a family. So, when they went to the park they had to pretend they didn't know each other!



READ 1

I **wonder** what that was like for a young child? I can **infer** that it might have been confusing!

READ 2

I can **infer** that Trevor's skin colour could show the police that his parents were together. This was illegal at the time. So, I can **infer** that if Trevor was with his parents, he could get everyone in trouble.

Once, when Trevor was very small, he shouted 'Daddy!' and ran towards his father. Trevor's father was scared that something terrible could happen. He had to run away from his own child. But little Trevor thought this was a game, and chased him through the park, yelling 'Daddy!'

**READ 2**

I can **infer** that little Trevor didn't understand! It must have been hard for Trevor's parents to explain the unfair rules of Apartheid to little Trevor.

Trevor spent a lot of time with his grandmother in Soweto. At that time, only black people were allowed to stay in Soweto. Trevor's family worried that if the police saw him, they might try to take him away from his family. So, Trevor wasn't allowed to play out on the street with the other children!

Once, Trevor was so desperate to play that he dug a hole under the fence in the yard!

**READ 1**

I can **infer** that Trevor didn't have friends his own age because he wasn't allowed out to play. That must have made it difficult to fit in.

Trevor learned that language was an important way to build bridges with people who looked different from him. Trevor once said that when he learned languages, he "became a chameleon". In other words, Trevor found that when he spoke someone's language, they would forget that he looked different from them. Language helped him feel like he belonged in lots of spaces where he looked different.



READ 1

Trevor didn't always fit in easily. I can **infer** that speaking lots of languages helped Trevor fit in!

READ 2

I can **infer** that language helped Trevor become a chameleon, because it helped him fit in anywhere! Trevor could use language to belong.

When Trevor was ten years old, Apartheid ended. Trevor went to a big high school with over one thousand children. There were Coloured, Indian, Chinese, black, and white children at Trevor's school. But, out of all the children in his high school, Trevor was the only mixed-race child. He had a hard time knowing who to hang out with during break.

**READ 1**

I **wonder** what it feels like to look around and be different from everyone else? It seems like it was difficult for Trevor to fit in.

So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor become a chameleon who could fit in anywhere!

**READ 2**

I can **infer** that Trevor's business helped him become like a chameleon. His business gave him a reason to talk to everyone, and make everyone laugh.

Throughout his life, Trevor felt like an outsider in lots of different ways. So, Trevor found lots of different ways to belong. He observed and watched people. He learned their languages. He learned how to make all different kinds of people laugh. Being different is what helped make Trevor Noah the great comedian he is today!

**READ 1**

I can **infer** that in Trevor's life, he sometimes didn't fit in. Those experiences helped make Trevor into the famous and successful person he is today.

READ 2

Oh! I can **infer** that being different helped Trevor become a famous comedian, because he had to learn how to make all different people laugh.

**READ 1****When was Trevor born?**

Trevor was born during Apartheid.

Where did Trevor's grandmother live?

She lived in Soweto.

What did Trevor do to try to fit in?

- He learned lots of languages.
- He started a business at school.
- He learned to make people laugh.

Why did Trevor have a difficult time fitting in?

- Because he looked different from everyone in his family.
- Because he wasn't allowed to play with other children, because he might get taken by the police.
- Because in high school, he was the only mixed-race child. He didn't fit in easily with the other groups of children at school.

READ 2**Where did Trevor grow up?**

He grew up in Johannesburg.

What was one thing that you can infer was difficult in Trevor's life?

I can infer that it was difficult for Trevor to...

What was Trevor's business?

He collected money from the other learners and bought food from the tuck shop for them.

Why do you think this story is called Trevor Noah, the chameleon?

- Because Trevor had to learn how to fit in anywhere, like a chameleon.
- Because Trevor learned that languages helped him become like a chameleon and fit in anywhere.
- Because making people laugh helped Trevor become like a chameleon and fit in anywhere.
- Because Trevor's business helped him become like a chameleon.

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?

7
**Make
inferences**



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.

TERM 3 - WEEK 9-



IDENTITIES – WRITING

SHARED WRITING-TUESDAY (PLANNING)

Example:

Miss Jenny Gamble
15 Hall Road,
Anytown
CO2 6SY

Cinema City
25 Hill Street,
Anytown
DS3 6NT

23rd October 2007

Dear Sir,

I saw in the local paper that you have set up a new Kids Club. Can you please tell me more about it.

Who can join? Where does it meet? How much does it cost? When do meetings take place? What time does it start?

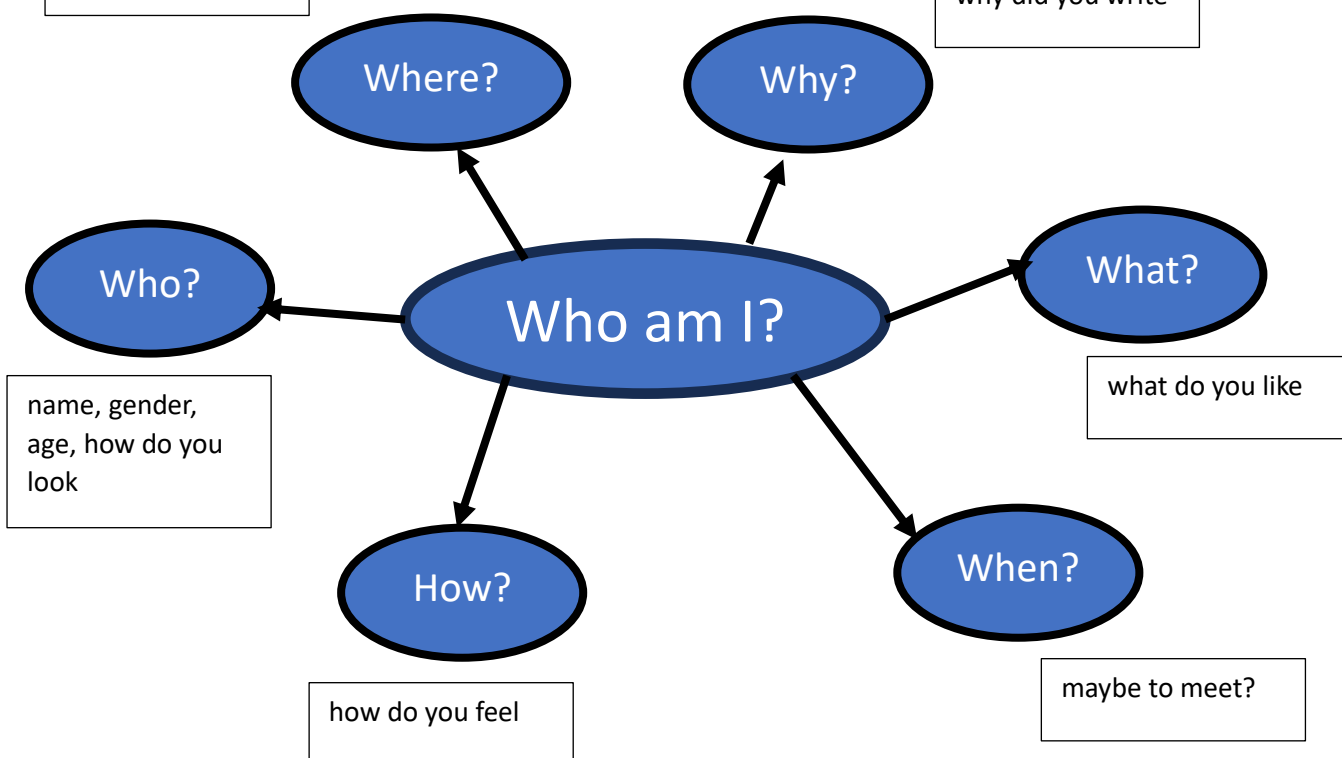
Do I need my parents' permission to join?

Yours sincerely,

Jenny Gamble

where do you stay

why did you write



INDEPENDENT WRITING-THURSDAY

Template:



Your address:

To: Dear _____

Explain who you are: (use your draft)

I know we can be great friends.

Yours sincerely,

(your name)





LEVEL 1

Based on the Phonic Words- Intervention

The ele^{ph}ant walked through the forest.

He takes a ^{ph}oto of the dol^{ph}in.

We buy our medicine at the ^{ph}armacy.

The al^{ph}abet and ^{ph}onics are important.

LEVEL 2

Based on the Phonic Words- Intervention

The ^{ph}otographer takes many ^{ph}otos.

The ele^{ph}ant and the dol^{ph}ins are mammals.

The al^{ph}abet and ^{ph}onics are important for reading.

LEVEL 3

Based on the Phonic Words

The **ph**otographer took **ph**otos of the **ph**araoh and the **ph**oenix, in Egypt.

The learners saw an ele**ph**ant, **ph**easant and a go**ph**er, during their zoo trip.

People buy their medicine at the **ph**armacy, where the **ph**armacist look like a **ph**antom in his white coat.

LEVEL 4

Based on the Phonic Words

A Day with **Soph**ie and the Ele**ph**ant

Sophie woke up early, excited for her trip to the zoo. She packed her **ph**one and her camera, eager to take lots of **ph**otos. At the zoo, Sophie first saw a big ele**ph**ant splashing water with its trunk. She took a **ph**otograph of the ele**ph**ant as it played in the water. Next, Sophie visited the dol**ph**ins. The dol**ph**ins jumped high, making everyone smile.

After the zoo, Sophie stopped by the **ph**armacy to pick up some vitamins. On the way home, she saw a **gr**aph on a billboard showing how many people in South Africa took **ph**otos of a **ph**oenix. When **Soph**ie got home, she looked at all the **ph**otos she had taken and shared them with her family on her **ph**one. It was a day she would never forget, full of fun and learning.

Stephanie's Photo Safari

Stephanie loved going on adventures with her camera. One Saturday, she decided to go on a photo safari in her neighbourhood. She packed her phone, a bottle of water, and her favourite photograph of a dolphin she had taken last summer.

As Stephanie walked down the street, she spotted a colourful butterfly landing on a flower. She quickly took a photo and added it to her collection. Next, she noticed an old graph carved into the sidewalk, showing different types of leaves. Stephanie thought it looked interesting and snapped another photo.

Walking further, she came across a small pond. There, a family of ducks was swimming peacefully. She saw some pheasants looking for food and a heap of ground that the gopher dug. Stephanie carefully approached them and took several photos. She loved capturing nature in its quiet moments.

On her way home, Stephanie passed by a pharmacy. She went inside to print out her favourite pictures. While waiting, she chatted with the pharmacist about her love for photography. The pharmacist admired her work and even asked for a copy of the photo with the butterfly.

When Stephanie got home, she put her new photographs into an album. She felt proud of her day's work and couldn't wait to show her friends at school. Her photo safari had been a great success, and she was already planning her next adventure.



TERM 3 WEEK 9 GGR WORKSHEET 1

**-ph-**

elephant

phone

photo

dolphin

pharmacy

phonics

graph

trophy

photograph

sphinx

Fill in the blanks using the correct word from the Word List.

1. I called my friend on the _____.
2. The _____ at the zoo splashed water with its trunk.
3. She took a _____ of the beautiful sunset.
4. We saw a _____ jumping out of the water at the aquarium.
5. The _____ gave me medicine for my cold.
6. My teacher showed us how to read a _____ in math class.
7. She won a _____ for first place in the race.
8. I need to learn the _____ to learn how to read.
9. _____ is in Egypt.
10. She framed her favourite _____ from our vacation.



Draw a circle around the words that rhyme,
with the same colour pencil



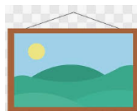
Philip's phone call



Philip had a **phone** so **bright**,
He used it both by day and **night**.
He called his friend, young **Ralph** Wallace,
To share a funny **photo** face.



They laughed about an **elephant** dance
And made-up stories at every chance.
A **dolphin** joke, a silly cheer,
Their friendship grew with every year.



One day they won a **trophy** prize,
For the best **photograph** surprise.
They framed the pic and hung it high,
A memory that would never die.



Now every time they get a chance,
They **phone** and chat about that dance.
The **photos** bring back all the fun,
Two friends together, under the sun.



Connect the words that rhyme with each other and use them both in a sentence.

trophy

alone

phone

begin

dolphin

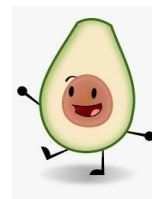
pheasant

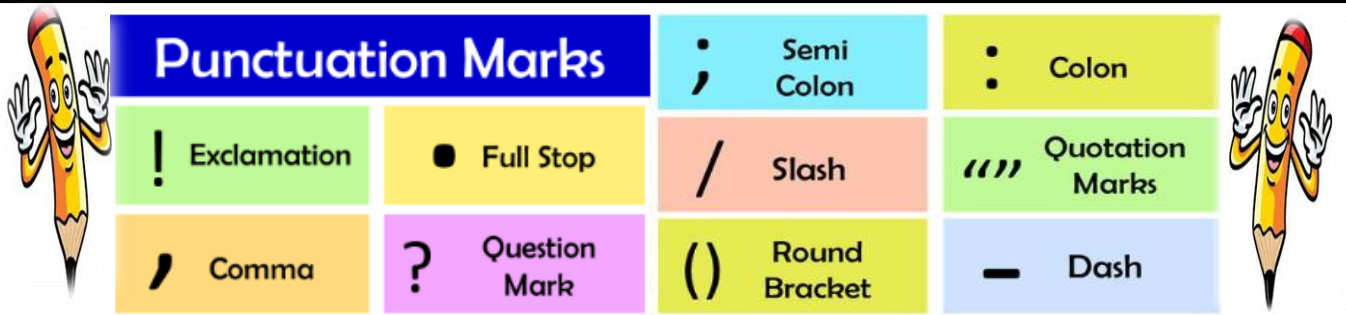
elephant

Sophy

photo

avocado





Read each sentence carefully. Rewrite the sentence, in your classwork book, with the correct punctuation and capitalization.

1. i saw a dolphin at the zoo last weekend
2. my mom bought a new phone for her birthday
3. do you like reading about elephants
4. the elephant is the largest land animal on earth
5. sarah wants to be a photographer when she grows up
6. can you help me with my science project
7. we took a photo of the beautiful sunset
8. where is the pharmacy located she asked
9. he used a graph to show his math results
10. sophia's favourite subjects in school are geography physical education and physical science.

Memo

1. I saw a dolphin at the zoo last weekend.
2. My mom bought a new phone for her birthday.
3. Do you like reading about elephants?
4. The elephant is the largest land animal on Earth.
5. Sarah wants to be a photographer when she grows up.
6. Can you help me with my science project?
7. We took a photo of the beautiful sunset.
8. "Where is the pharmacy located?", she asked.
9. He used a graph to show his math results.
10. Sophia's favourite subjects in school are geography, physical education, and physical science.

TERM 3 WEEK 9 GGR DAY 4 DBE WORKBOOK PAGE 45

file:///C:/Users/23282151/Downloads/FAL%20ENG%20Gr3%20Vol2%20Low%20Res.pdf



Let's write

These words are pronouns. Use them to help you complete these sentences.

your

its

his

her

their

my

our

He did his homework.

She took _____ book to school.

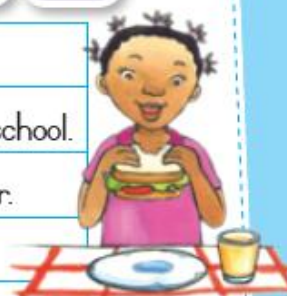
They ate _____ supper.

I ate _____ lunch.

You must do _____ homework.

It ate _____ food.

We did _____ homework.



Let's write

Find and circle the hidden words.

s e a i o d s t
t r e a s u r e
a a o c f i s h
r e i r o e r s
f s h a r k i h
i n s b s y u i
s a f i n w m p
h o o c e a n z



sea

fish

crab

starfish

ocean

ship

treasure

fin

shark



Paste the sticker in the correct space.

45

TERM 3 WEEK 9 GGR WORKSHEET 4

Complete the sentences by writing words of your choice in the spaces provided or use the words in the blocks, in your classwork book.

ph-words:

photographer
pheasant elephant
dolphin gopher
phone pharmacy
phantom photo
pharaoh sphinx

Places:

garden class zoo
Pretoria woods
party house
talent-show

Objects:

ball stick fruit
flower photos
woods medicine
fish thorns bees

Verbs & Action:

walk play run lay
dance catch see
drink jump hide
photograph rest
photoshoot assist
fly bite sting
explore go

Adjective: exciting adventurous
scary difficult new

1. The ____ (ph word) was so excited to ____ (verb) that it ____ (action) all day long.
2. The ____ (ph word) and its friends decided to ____ (verb) at the ____ (place) for a ____ (adjective) adventure.
3. On a rainy day, the ____ (ph word) found a cozy spot to ____ (verb) and ____ (action).
4. During the festival, the ____ (ph word) performed a ____ (action) to show off its ____ (object).
5. While exploring the ____ (place), the ____ (ph word) found a ____ (object) that could ____ (verb).
6. The ____ (ph word) was known for its ability to ____ (verb) whenever it saw a ____ (object).



TERM 3 WEEK 9 LANGUAGE USE

ALPHABETICAL ORDER

DBE WORKBOOK page 23

abcdefghijklmnopqrstuvwxyz

1. Look at the **first letter**
2. Then look at the **2nd letter...**



Let's do

Break up these words into their sounds. Then clap the sounds.

different

dif fe rent

elephant

shining

animal

tonight

camping



Let's write

Now write the words in alphabetical order.

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

1		4	
2		5	
3		6	

ADDITIONAL WORDS TO PACK ALPHABETICALLY

photo

phonics

clever

shine

good

sunshine

monkey

horse

elephant

eat

dolphin

lion

friendship

identity

zebra

allowed

unique

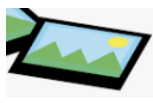
race



1. Unscramble the ph-words and write them correctly, in the last column.

1	lophdi		d
2	hpamtno		p
3	hpnoe		p
4	ycparhma		p
5	pheleant		e
6	gprah		g
7	cspihon		p
8	oothp		p

2. Unscramble the sentences and write them down.

The  took a  with his  to show his friends the  he saw in the grass.

