



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

Term 3

Resource Pack

Week 2

TERM 3 - WEEK 2- COMPASSION



SONG/RHYME OF THE WEEK

Be kind to others.

Be kind to others.

In good times and in bad

Be kind to others.

Try even when you're mad!

Reach out to others.

Show them that you care.

Reach out to others.

You have love to share.





invite

thankful

compassionate

sibling

stranger

proud

treat

agreed

least

most

deserve

decide

TERM 3 – WEEK 2- COMPASSION



SIGHT WORDS

through

said

have

with

thought

everything

know

eat

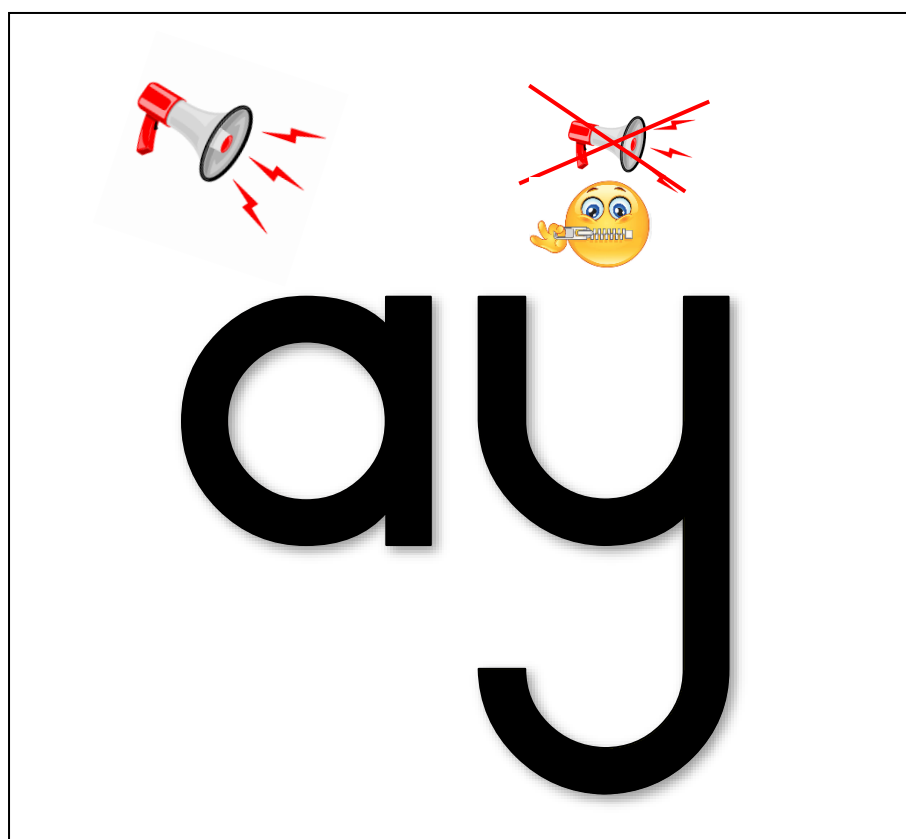
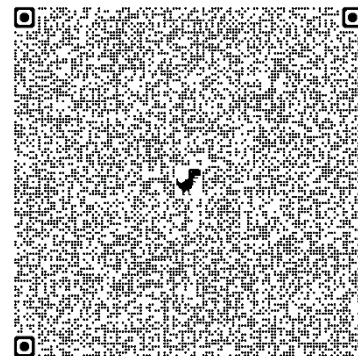
TERM 3 – WEEK 2- COMPASSION



PHONIC : /-ay-/

Phonic song

https://www.google.com/search?q=youtube+music+on+the+phonic+ay&sca_esv=1956a0b7f39ac412&sca_upv=1&rlz=1C1GCEU_enZA940ZA940&sxsrf=ADLWIJNqNP6vTT8h70etc3d_gX_cKgSyw%3A1719305789585&ei=PYZ6ZvKuI9CjhblPhZ2z6Ac&ved=0ahUKewiyeSWsfAGaxXQUUEAHYXODH0Q4dUDCBA&uact=5&oq=youtube+music+on+the+phonic+ay&gs_lp=Egxn23Mtd2l6LXNlcuAihNlvdXR1YmUgbXVzaWMgb24gdGhllHobB25pYyBheTIFCEYoAEyBRAhGKABMgUQIRigATIFCEYoAFilKlQhxlY70RwAXgBkAEAMAHuAqABYTCqAQYyLTlwlLjO4AQAPIAQD4AQGYAhigAqAyywglHECMYsAMYJ8ICChAAGLADGNYEGEfCaHMQlHabiBBwAxdGMDGloF2AEBwglEECMYJ8ICChAjGLIAEGCcYigXCAGsQABiABBiAxiDAciCEBAAGIAEGLEDGEMYGwEYigXCAGQQABgDwglIEAAYgAQYsQPCAgUQABiABMICERAAGIAEGJECGLDGI MBGloFwglLEAAYgAQYkQYigXCAG4QABiABBiRAhixAxiKbclCBRAuGIAEwglGEAAYFhgewgljEC4YgAQYlUwY3AQY3gQY4AQY9AMY8QMY9QMY9gMY9wPYAQLCAGgQABgWGB4YD8ICChAAGBYChgeGA_CAGsQABiABBiAGxiKbclCCBAAGIAEGKIEmAMaAYBkaYMugYECAEYClOGbGgCEAEYFJHCDEuMC4xOC41oAeEywE&scIent=gws-wiz-serp#fstate=ive&vld=cid:8dcb6ac0,vid:hmp0Dh0cvCE,st:0



Paragraph

TERM 3 – WEEK 2- COMPASSION



PHONIC WORDS

DAY 1

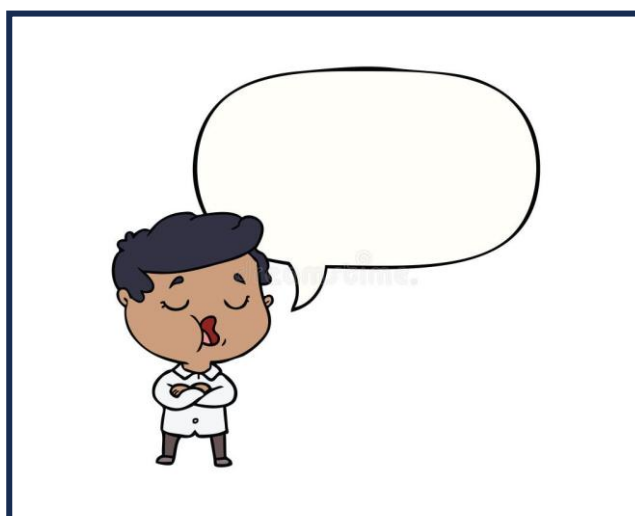
day



bay



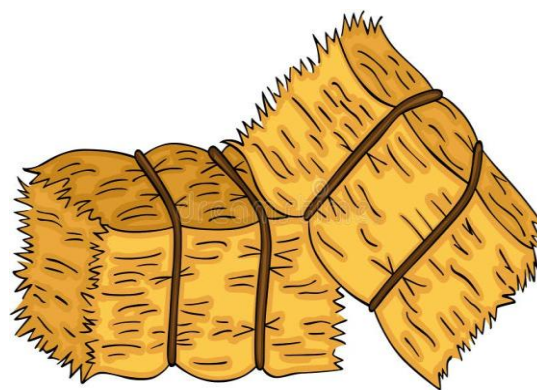
say



lay



hay



pay



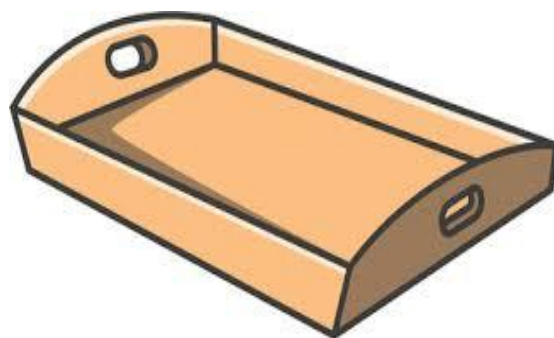
ray



May



tray



way



clay



play



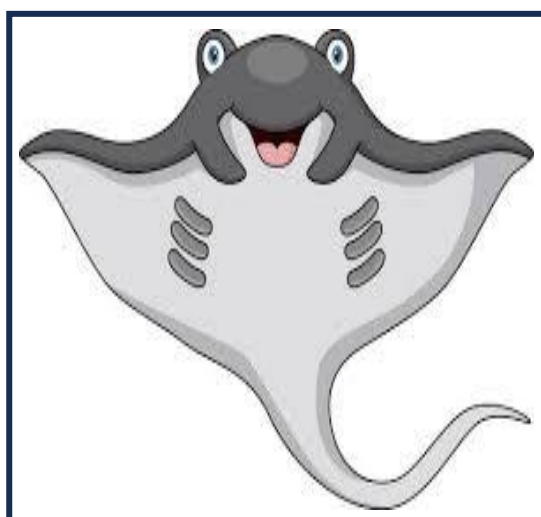
pray



stay



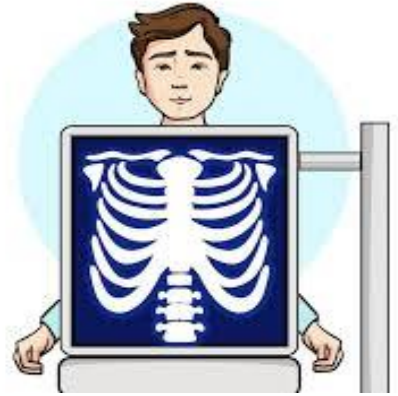
today



spray



x-ray



stingray

pl

ay

w

M

ay

ay

p

ay

s

tr

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pr

ay

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x-r

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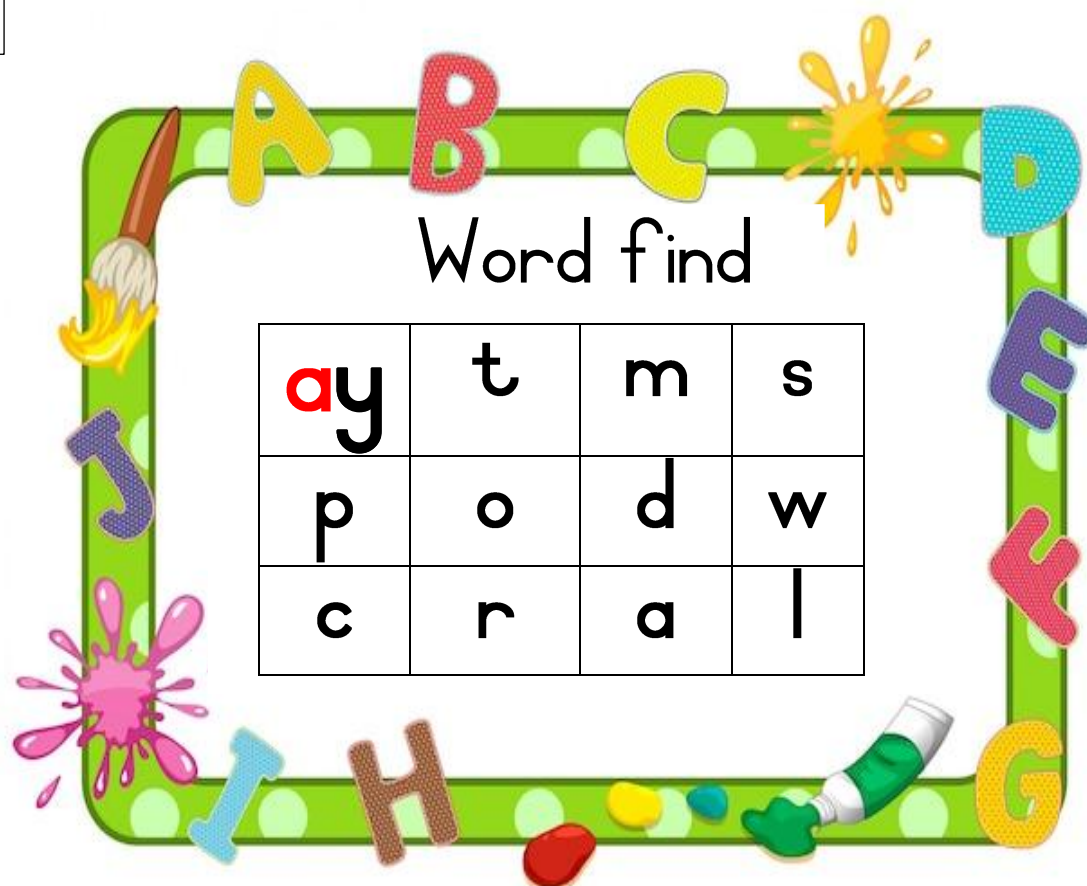
ay

ay

spr

ay

DAY 5



TERM 3 – WEEK 2- COMPASSION

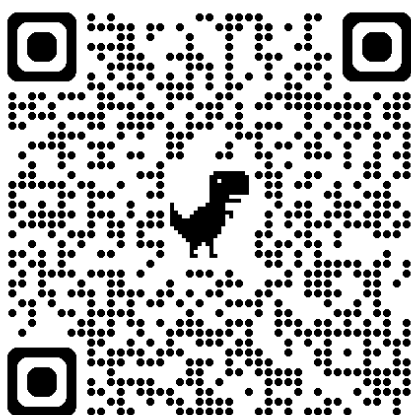


SHARED READING

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

1

Khumo's new friend



WEEK 2
TUESDAY

Shared Reading: Second Read

In the Second Read, we continue to build comprehension skills by re-reading the story to learners, and by focussing on a specific comprehension strategy.

1. Once again, read each page of the story fluently and clearly. As you read, use gestures, actions, facial expressions, and vocal expression to enhance meaning.
2. This time, you may again explain words or phrases, but try to avoid code switching.
3. At the same time, during the Second Read, you will reinforce the comprehension strategy.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 2. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Comprehension Strategy: Make connections

- Learners connect the story to their own lives and realise that stories are about experiences of people in the real world.
- NB. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.

WEEK 2
THURSDAY

Shared Reading: Post-Read **Recount**

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt. You will find the Post-Read activities in the lesson plans. They include oral recounts, summaries, illustrating the story and acting out the story.

Most importantly, please use the Shared Reading lessons to develop learners' confidence and curiosity! Create a safe environment for learners to use new language and answer questions, without a fear of making mistakes. Encourage learners to ask questions and make observations about the stories. Build emotional connections with your learners, by letting them share their own, similar experiences. And of course, show learners that reading is interesting and fun!

Comprehension Strategy: Summarise

- To summarise a story's main points is the best way to check their understanding.

1

Khumo's new friend



Khumo did everything with Bonga and Bantu. They always sat under the same tree together to eat their lunch. They always kicked their soccer ball back and forth on the same part of the field.

**READ 1**

Khumo spends all of his free time with his two best friends. That's **just like** me and my best friend! We also like to do everything together!

One day when the bell rang for break, Mr Ngoma called Khumo to stay in the classroom. Khumo looked at Bonga and Bantu. They looked back at him. 'I'll meet you outside,' Khumo said.



READ 2

Look at Khumo! He looks worried. I can **make a connection**! Sometimes, when the principal calls me for a meeting, I feel worried that I have done something wrong!

'Khumo, I have called you to talk about one of your classmates,' Mr Ngoma said. 'I have noticed that Thomas is quite shy. I see that he always sits alone at break. I am hoping that you might include him with your friends.'

Khumo didn't know what to say. He wanted to tell Mr Ngoma that Thomas was quiet and strange, and that his friends did not want to play with Thomas. But Khumo didn't say anything.

**READ 1**

Khumo doesn't want to include Thomas, but he doesn't want to say no to his teacher, either! **I wonder** what he will decide to do?

READ 2

Khumo must feel unsure about what to do. He must be worried about what will happen if he says no to his teacher. But, he must also be worried about what his friends will say about including Thomas. I can **make a connection**! My friend and my sister both invited me to come for dinner on Saturday. I didn't know who to say no to, because I didn't want to disappoint either of them!

When Khumo went outside, Bonga and Bantu were already sitting in their usual spot. 'Are you in trouble?' Bantu asked.

'No – Mr Ngoma found my pencil on the floor,' Khumo lied. He didn't feel like telling them about what Mr Ngoma said. Not until he had thought it through, at least.



READ 1

Khumo needs time to think about what he should do. I can **make a connection!** Sometimes, when my husband and I disagree, I need time to think before I am ready to talk about it!

That night Khumo complained to his mother. 'Ugh! Mr Ngoma asked me to be friends with that strange boy, Thomas,' Khumo moaned. 'He doesn't have any friends and he doesn't even talk to anyone. I don't know why he asked me to play with him?'

Khumo's mother looked at him thoughtfully. 'Well you don't have to. Mr Ngoma only asked you. There isn't really anything Mr Ngoma can do to make you if you don't want to,' she said seriously.

That made Khumo feel better. 'I don't have to play with that strange kid,' he thought.



READ 1

Khumo feels a little bit better after talking to his mother about what happened at school. When I am upset, I always feel a little bit better after talking to someone who I love and trust, **just like Khumo.**

But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. 'Maybe I don't have to,' Khumo thought, 'but I want to.'



READ 1

Khumo **makes a connection** to Thomas. Khumo thinks about the time when he had to sit alone, just like Thomas. When he **makes this connection**, he decides to include Thomas, even though he didn't want to at first!

READ 2

Khumo remembers how lonely he felt when he didn't have friends to sit with at break. He **makes a connection** to Thomas. He realizes that Thomas must feel lonely, just like he felt. He knows how sad that feels. I think that is why Khumo decides to play with Thomas.

The next day, Khumo sat with Bantu and Bonga. He watched Thomas sit by himself. 'I think we should see if Thomas wants to sit with us,' Khumo said.

'Thomas? Why do you want to include him?' asked Bantu, laughing.

'Yeah, he doesn't even seem fun!' said Bonga.

'I think he seems okay,' Khumo said. 'And I feel sorry for him. None of us would like to sit alone at break.

Plus, if we have a fourth friend we can play teams.'

'Okay, fine,' Bantu and Bonga agreed.



READ 2

I think Khumo must feel happy when he sees Thomas smile.

Khumo went over to Thomas. 'Hey! Do you want to come and sit with us?'

Thomas looked around. 'Me?' he asked.

'Yes, you. Do you want to come sit with us?'

A smile came across Thomas's face. 'Okay,' he said.



READ 1

Khumo doesn't have to ask Thomas to play with him and his friends. It is his choice in the end. Khumo **makes a connection**! He does what he wishes someone had done for him!

READ 2

Khumo must feel proud that he has done something kind, and has made another person feel happy! I can **make a connection**! One time, I offered my seat on the bus to an older woman who was standing up. I really wanted my seat, but I knew she needed it more than me. She looked so happy when I gave her my seat. I felt proud for choosing to be kind and make someone else feel good!

After eating, the boys used rocks to set up two goals. They played two-on-two. 'That was the best soccer we ever played!' Bantu said. 'Come play with us again tomorrow!' Bonga said to Thomas.



'I'm proud of you, Khumo,' said Mr Ngoma, at the end of the day. As Khumo walked out the door, he felt proud too.



READ 1

Oh! Mr Ngoma must have seen Khumo including Thomas! **That's like** when I saw my daughter inviting her younger sister to play. I felt proud that she was being so kind to her sister!

READ 2

Khumo must be feeling good because he has made so many people feel happy.

**READ 1**

Who is Khumo's teacher?

His teacher is Mr Ngoma.

What did Mr Ngoma ask Khumo to do?

He asked Khumo to include Thomas at break.

Who did Thomas usually sit with at break?

He usually sat alone.

Why was Mr Ngoma proud of Khumo?

- Because Khumo decided to ask Thomas to sit with him and his friends.
- Because Khumo was kind. He didn't have to be!
- Because Khumo included Thomas.
- Because Khumo did what Mr Ngoma had asked of him.

READ 2

How long did it take for Khumo to decide whether to include Thomas?

It took him one night.

How did Thomas feel when Khumo first asked him to play?

Surprised / happy

At first, Khumo didn't want to include Thomas. Can you make a connection? Have you ever wanted to exclude someone? Why?

Learner's own response.

Why did Khumo decide to include Thomas?

- Because he thought about what it was like to sit alone at break.
- Because he realized when he had to sit alone, he wished someone wanted to sit with him.
- Because he realized it was the kind and compassionate thing to do.

TERM 3 – WEEK 2- COMPASSION



WRITTEN WORK

SHARED WRITING-TUESDAY

Compassionate people are:

by sharing =

by helping =

by caring =

by smiling =

SHARED WRITING-example for teacher to write on the chalkboard, firstly the teacher will write down the names of the learners to show how many learners choose a section and then secondly when the learner gives an example, the teacher will wipe out the learner's name and write the word/action down, in the learner's spot. **(list)**

How do you like to show compassion to others?

	By sharing	By helping	By caring	By smiling
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

name of learner

name of learner

name of learner

name of learner

QUESTIONS the teacher can ask orally:

1. What is the **most popular** way to show compassion?
2. What is the **least popular** way to show compassion?
3. **How many learners choose** to show compassion by **sharing**?
4. **Which option did you choose? Give a reason** why you choose that one (teacher wrote the answer on the chalkboard)
5. Do you think it is **important to show compassion? Why** do you think so?



SHARED WRITING-learners copy the words/actions from the chalkboard, on the worksheet in their class workbook (Listed action words)

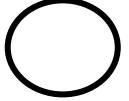
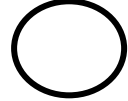
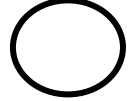
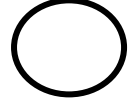


How do you like to show compassion to others?

By sharing	By helping	By caring	By smiling
○	○	○	○
1. food	1. carrying heavy bags	1. and asking how	1. and being friendly
2. pencils	for them.	they are	2. and giving a
3. ideas	2. holding the door	2. and giving a hug	compliment
4. _____	for someone	3. offering to help	3. and inviting them
5. _____	3. them with	someone	to play with you
6. _____	difficult work	4. forgiving someone	4. and giving
7. _____	4. _____	5. _____	someone a high five
8. _____	5. _____	6. _____	5. saying thank you
9. _____	6. _____	7. _____	6. and greeting them
10. _____	7. _____	8. _____	7. _____
11. _____	8. _____	9. _____	8. _____
12. _____	9. _____	10. _____	9. _____
	10. _____	11. _____	10. _____
	11. _____	12. _____	11. _____
	12. _____		12. _____



How do you like to show compassion to others?

By sharing	By helping	By caring	By smiling
			
1. food	1. carrying heavy bags for them.	1. and asking how they are	1. and being friendly
2. pencils	2. holding the door for someone	2. and giving a hug	2. and giving a compliment
3. ideas	3. them with difficult work	3. offering to help someone	3. and inviting them to play with you
4. _____	4. _____	4. forgiving someone	4. and giving someone a high five
5. _____	5. _____	5. _____	5. saying thank you
6. _____	6. _____	6. _____	6. and greeting them
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____
11. _____	11. _____	11. _____	11. _____
12. _____	12. _____	12. _____	12. _____

1. Write two sentences, from each group, in your classwork book:

I like to show compassion by sharing -----
 I like to show compassion by helping -----
 I like to show compassion by caring -----
 I like to show compassion by smiling and -----



TERM 3 – WEEK 2- COMPASSION



GROUP-GUIDED-READING

LEVEL 1

Based on the Big Book

They sat together.

They sat under the tree.

They always kicked their soccer ball.

He sat alone during break.

LEVEL 1

Based on the Phonic Words- Intervention

I play with some clay.

Today is the 13th of May.

She must lay down for the x-ray.

He pays to go to the bay.

LEVEL 1

Based on the Phonic Words- Enrichment (Build short sentences)

pays

clay

pay

day

bay

says

May

x-ray

Today

takes

some

I

He

She

They

It

is

the

are

and

an

a

to

go

of

must

with

money

month

down

Thomas is quite shy.

Khumo did everything with Bonga.

They always kicked their soccer ball.

"Come play with us" said Bongsi.

He took the clay, from the tray,
to play with.

Today is the 13th of May, and on
this day, it is also her birthday.

They must pay, to lay on the bay,
and they must pay to eat ice-
cream.

LEVEL 3

Based on the Big Book

Khumo did everything with Bonga and Bantu.

They always sat under the same tree together.

I see that he always sits alone at break.

They always sat under the same tree together to eat their lunch.

LEVEL 3

Based on the Phonic Words

He took the clay, from the tray, to play with.

They must pay, to lay on the bay,
and they must pay to eat ice-
cream.

My mother got lost on her way to
the x-ray room today, while I
must stay at home.

The tea on the tray is hot and the
cookies are fresh, for my aunt's
birthday, today, the 6th of May.

LEVEL 4

Based on the Big Book

They always sat under the same tree
together to eat their lunch.

They always kicked their soccer ball back
and forth.

They always kicked their soccer ball back and forth on the same part of the field.

Mr. Ngoma asked me to be friends with that strange boy. He doesn't even talk to anyone.

Mr. Ngoma asked me to be friends with that strange boy. He doesn't even talk to anyone.

LEVEL 4

Based on the Phonic Words

Today, is the 6th of May, and it is Ayden's birthday. On our way to the farm, we saw some horses with hay and two stray cats. We wanted to say: "Happy Birthday", immediately when we saw Ayden. There were cookies on the tray and some clay to play with. We sprayed our hair with hair paint, and we all wanted to stay, till very late.

Mr. Ngoma asked me to be friends with that strange boy. He doesn't even talk to anyone. Khumo went over to Thomas. "Hey! Do you want to come and sit with us?".

After eating, the boys used rocks to set up two goals. They played two-on-two. "That was the best soccer we ever played!" Bantu said. "Come play with us again tomorrow!" Bonga said to Thomas.

After eating, the boys used rocks to set up two goals. They played two-on-two. "That was the best soccer we ever played!" Bantu said. "Come play with us again tomorrow!" Bonga said to Thomas. "I'm proud of you, Khumo," said Mr. Ngoma, at the end of the day.

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LEVEL 5

Based on the Phonic Words

Today, is the 6th of May, and it is Ayden's birthday. On our way to the farm, we saw some horses with hay and two stray cats. We wanted to say: "Happy Birthday", immediately when we saw Ayden. There were cookies on the tray and some clay to play with. We sprayed our hair with hair paint, and we all wanted to stay, till very late. On our way home,

Zlay, tripped, over a rock and the doctor now say we must pay, before they can take the x-ray. While Zlay was laying on the table, my mother went to the front to pay, without any delay.

TERM 3 – WEEK 2- COMPASSION

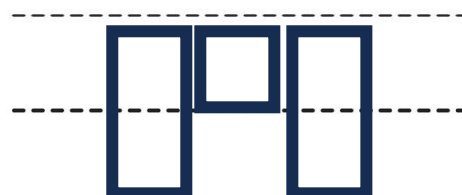


GGR WORKSHEETS

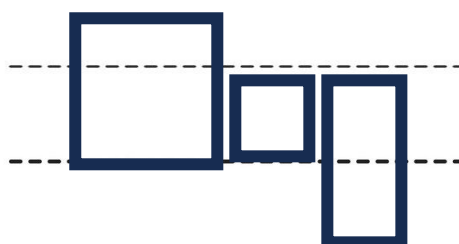
TERM 3 WEEK 2 GGR WORKSHEET 1 (a)

Match the phonic word with its shape

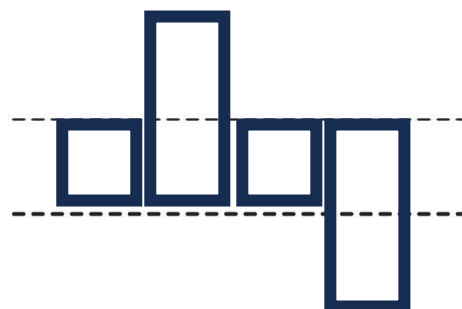
① pay



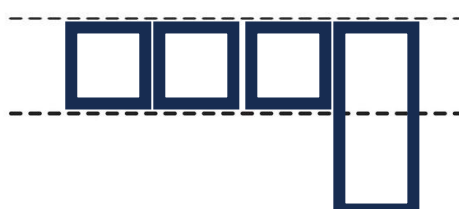
② clay



③ May



④ tray



Unscramble the sentences and write the correct sentences down.

1

play clay. I with the

2

Today Ayden's birthday. is

3

must pay He x-ray. for the

4

are going They to bay. lay at the

Peer Assessment



1	Started sentences with capital letters		
2	Sentences end with full stop		
3	No spelling mistakes		
4	Wrote the sentences correct		

Find the words

play tray May hay

way bay say x-ray

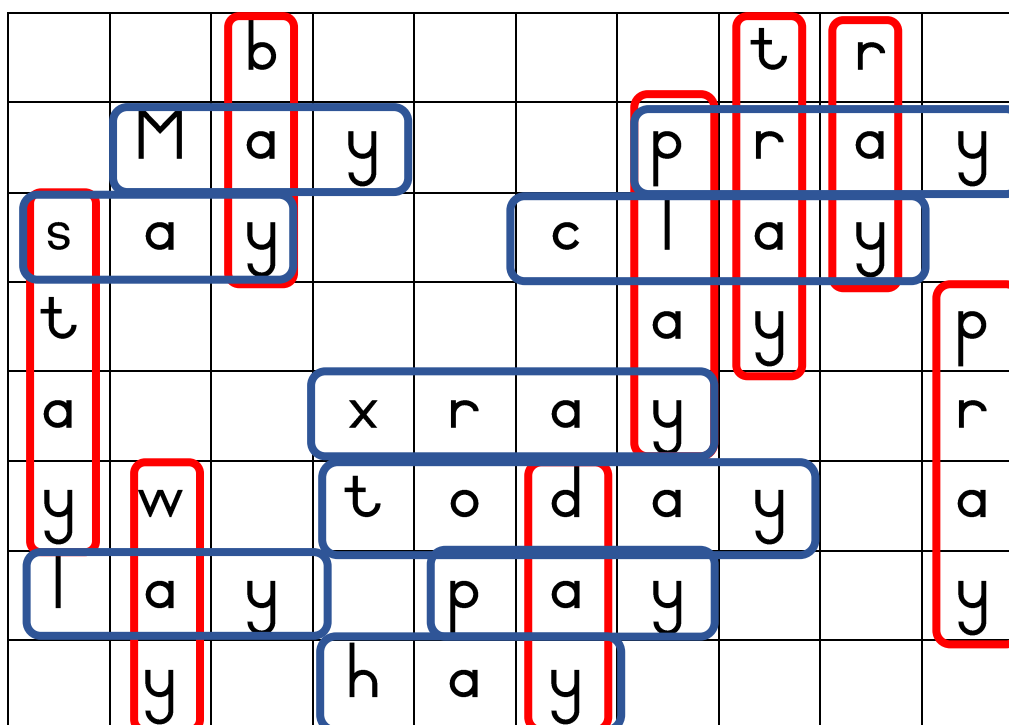
day stay pray lay bay

pray ray clay today



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

Memo



Replace the picture with a phonic word
to complete the sentence.

1. He  for the , because he
wants to  with it.

2.  we must feed the horses some .

3. It is the 25th of , and it is
Suzan's .

4. There are tea and cookies on the .

5. The arrow shows the  to the
room. 

6. There are people at the  and some
 under the sun.



Let's write

Draw a line that joins the sentence in the blue box to a sentence in the pink box. Then circle all the words with an **oi** and an **oy**-sound.

I had nothing to play with so
 The boy was hungry so
 I could not pay because
 We boil water and then

we made tea.
 I bought a toy.
 he boiled an egg.
 I did not have money.



Sight words

like
 little
 live
 long



Let's do

Use your stickers to show what we need when it is cold.

Paste the stickers in the correct spaces.



To wear



To sleep

To eat

To measure the temperature



Now paste in the correct stickers to show the four seasons.

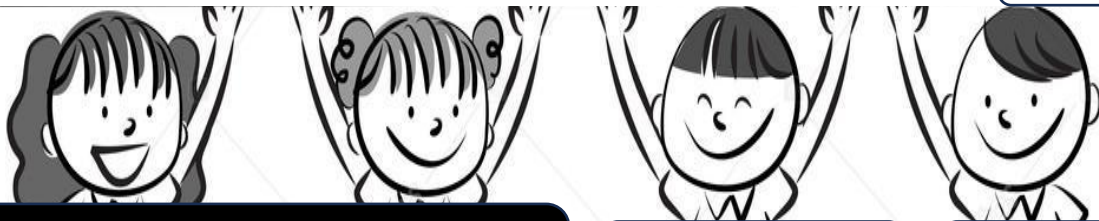
	Spring	Summer	
	Winter	Autumn	



1. Circle the phonic words.

Today is the 6th of May, and it is Ayden's birthday. On our way to the farm, we saw some horses with hay and two stray cats. We wanted to say: "Happy Birthday", immediately when we saw Ayden. There were cookies on the tray and some clay to play with. We sprayed our hair with hair paint, and we all wanted to stay, till very late. On our way home, Zlay, tripped, over a rock and the doctor now say we must pay, before they can take the x-ray. While Zlay was laying on the table, my mother went to the front to pay, without any delay.

18 words

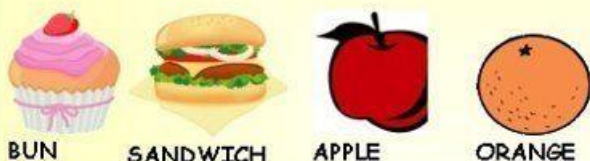


2. Write down the phonic words
3. Decode the words in your classwork



Food: Countable and Uncountable Nouns

COUNTABLES

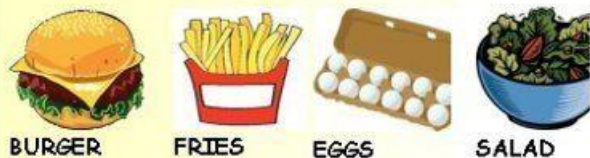


BUN

SANDWICH

APPLE

ORANGE



BURGER

FRIES

EGGS

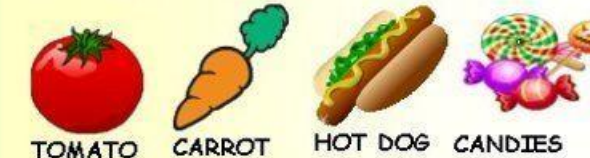
SALAD



VEGETABLES

COOKIES

POTATOES

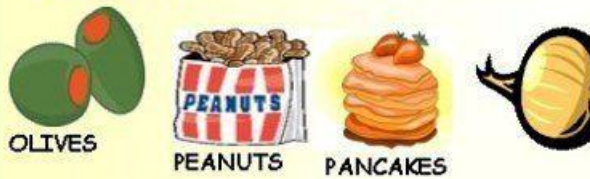


TOMATO

CARROT

HOT DOG

CANDIES



OLIVES

PEANUTS

PANCAKES



WATERMELON

PEA

GRAPES

CHERRIES

UNCOUNTABLES



BREAD

FRUIT

JUICE

MEAT



RICE

CEREAL

JAM

MILK



COFFEE

SUGAR

FLOUR



SALT

SOUP

TEA

COTTAGE CHEESE



PASTA

HONEY

WATER

CHEESE



BUTTER

SEAFOOD

MUSTARD

Making

uncountable

countable

nouns

add a word that is word for counting



1. Change the uncountable nouns to countable and write your sentences in your classwork books.

Sentences				Counting words	Uncountable
		Singular	OR Plural		
1	I	scoops	scoop	two cups of	rice
2	The waiter	measures	measure	five glasses of	juice
3	They	drains	drain	a jar of	bread
4	We	pours	pour	a piece of	cheese
5	My mother	gives	give	a can of	jam
6	The cook	grates	grate	three drops of	water
7	Your sister	spreads	spread	a loaf of	flour
8	The bakers	slices	slice	four slices of	beans
9	Grandmother	cuts	cut	two litres of	cake
10	My friend	shares	share	one kilogram of	chocolate

