



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES

FOR

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3

Term 3

Resource Pack

Week 1

TERM 3 - WEEK 1- 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.



TERM 3 – WEEK 1- COMPASSION



THEME VOCABULARY

friend

friendly

shy

compassion

include

exclude

friend

lonely

alone

fit in

strange

thoughtful

compassionate

TERM 3 – WEEK 1- COMPASSION



SIGHT WORDS

with

everything

always

eat

same

when

feel

asked

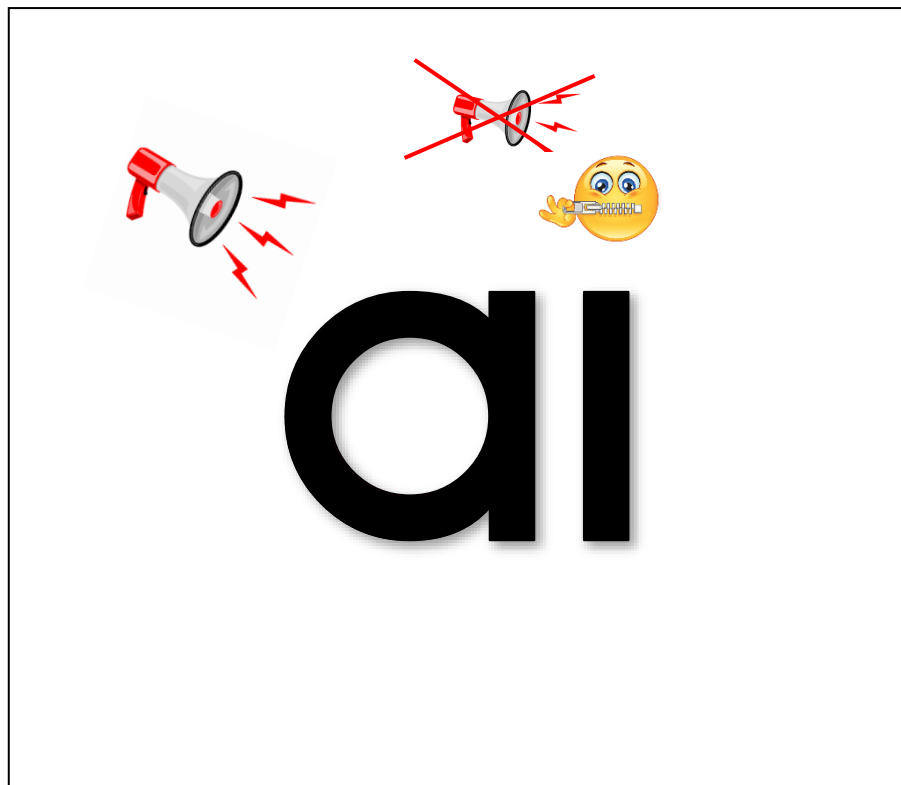
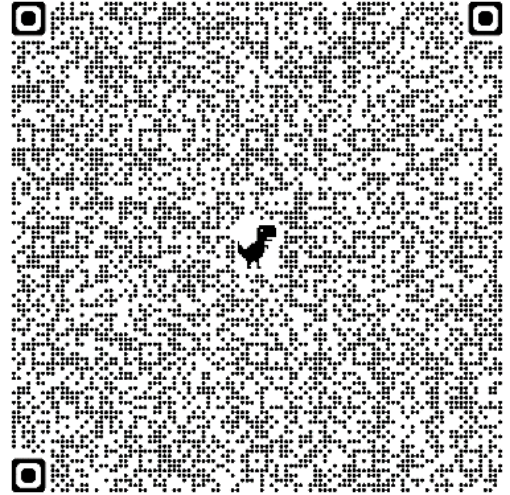
thought

TERM 3 – WEEK 1- COMPASSION

PHONIC : /-ai-/

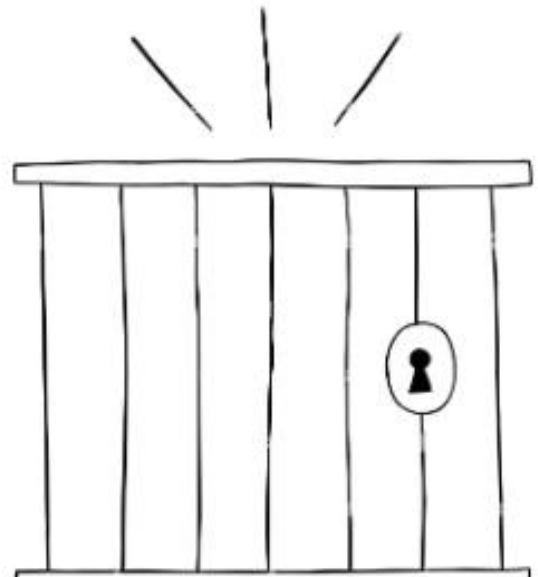
Phonic song

https://www.google.com/search?q=youtube+videos+music+phonic+ai&sca_esv=e64847923d62ab53&sca_upv=1&rlz=1C1GCEU_enZA940ZA940&biw=1366&bih=641&tbm=vid&sxsrf=ADLYWIJ_380_l9Mj6iqVKg4wQUc6-MNKaA%3A1716395103519&ei=XxxOZvyoH8GghbIPodGB0A8&ved=0ahUKEwi81MGD1qGGAxVBUEEAHaFoAPoQ4dUDCA0&uact=5&oq=youtube+videos+music+phonic+ai&gs_lp=Eg1nd3Mtd2l6LXZpZGVVlh55b3V0dWJlIHZpZGVVcyBtdXNpYyBwaG9uaWMgYWkyBRAhGKABMgUQIRigAUiAMlCrB1jCJnAAeACQAQCYAbUDoAHHGqoBBZltOC4xLjK4AQPIAQD4AQGYAgugApgbwgIEECMYJ8ICCxAAGIAEGJECGIoFwgIFEAAYgATCAgYQABgWGB7CAgsQABiABBiGAXiKBcICCBAAGIAEGKIEwgIIEAAYogQYiQWYAwCIBgGSBwcyLTguMS4yoAelQQ&sclient=gws-wiz-video#fpstate=ive&vld=cid:4de1b62c,vid:eev-GisP9Oc,st:0



digraph

Pictures for the Phonic song



Gail

snail



jail

rain

train

Spain

explain

again

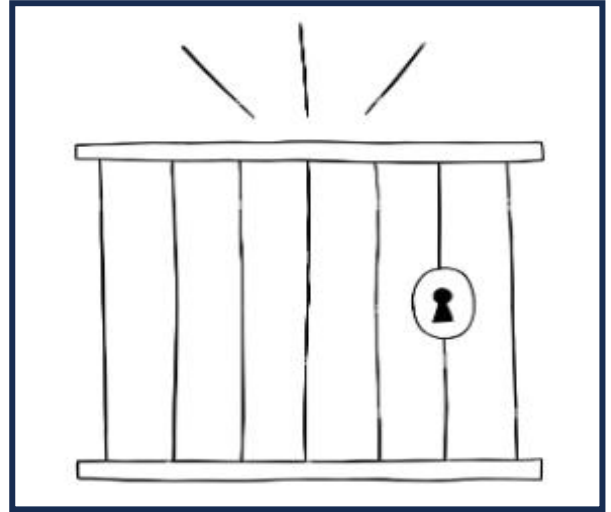
TERM 3 – WEEK 1- COMPASSION



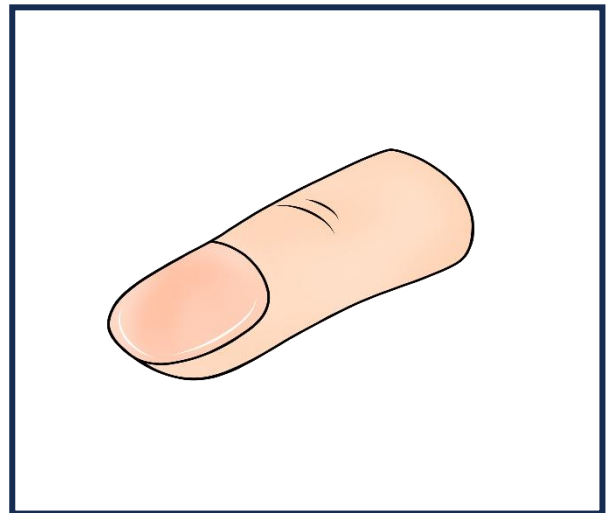
PHONIC WORDS

DAY 1

jail



nail



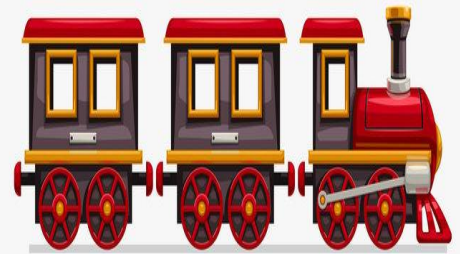
chain



sail



train



tail



pail



mail



rain



paint



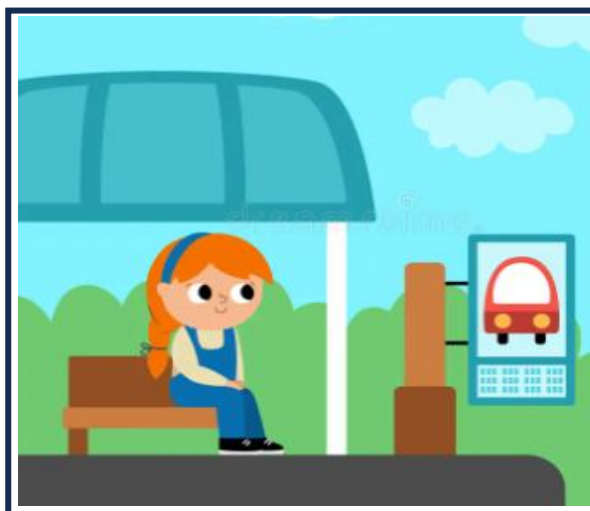
snail



pain



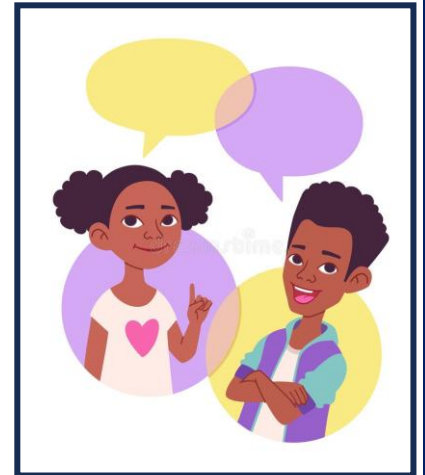
wait



Spain



explain



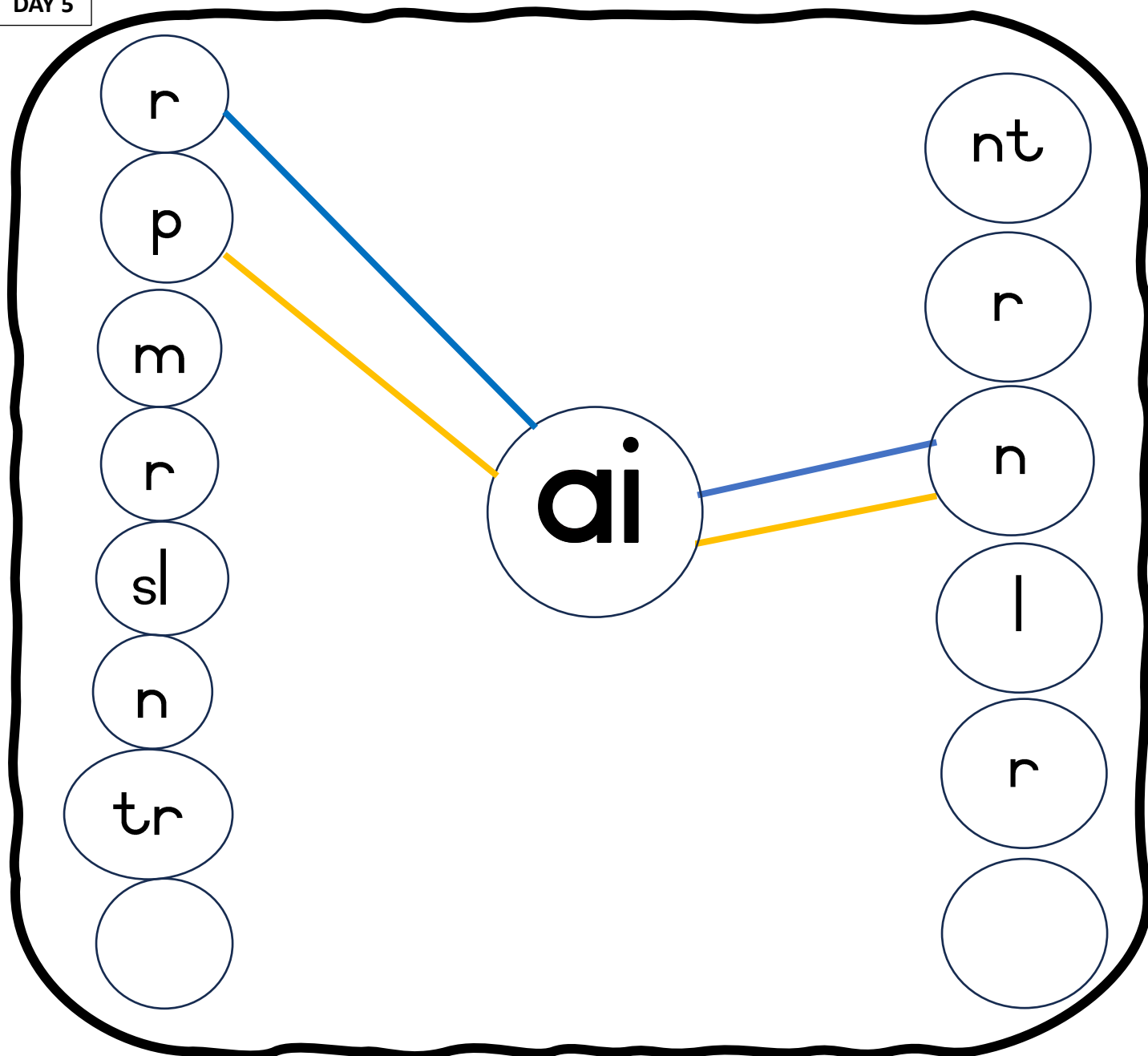
again



DAY 3

●	●	●		
tr	ai	n		
●	●	●	●	●
e	x	pl	ai	n

DAY 5



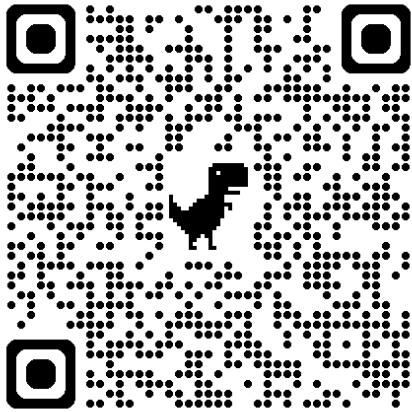
TERM 3 – WEEK 1- COMPASSION



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 1
TUESDAY**Shared Reading: Pre-Read**

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Show learners the cover of the story and read the title aloud.
4. Ask learners: What do you think will happen in this story?
5. Next, look at each picture in the story, and as you look, ask learners:
 - a. What do you see in this picture?
 - b. What do you think is happening here?
 - c. What do you think might happen next?
6. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
7. Thank learners for their predictions.
8. Read through the story once.

WEEK 1
THURSDAY**Shared Reading: First Read**

In the First Read, ensure that learners have a clear understanding of the story, and that they start to enjoy the story.

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change your tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 1. 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.

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 1- COMPASSION



WRITTEN WORK

SHARED WRITING-TUESDAY

Compassionate people are:

1. friendly
2. caring
3. loving
4. _____
5. _____

INDEPENDENT WRITING-THURSDAY

WRITING FRAME

I can show compassion by...

I can show compassion by
sharing, helping and caring.

TERM 3 – WEEK 1- COMPASSION



GROUP-GUIDED-READING

LEVEL 1

They sat together.

They sat under the tree.

They always kicked their soccer ball.

He sat alone during break.

LEVEL 2

Thomas is quite shy.

Khumo did everything with Bonga.

They always kicked their soccer ball.

"Come play with us" said Bongsi.

LEVEL 3

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 4

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 5

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.

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TERM 3 – WEEK 1- COMPASSION



GGR WORKSHEETS

TERM 3 WEEK 1 GGR WORKSHEET 1

Phonic: /ai/

Complete the phonic words:



sn__l



__aint



rai__



tr__n



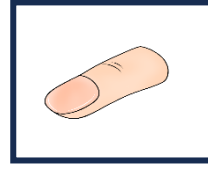
__ail



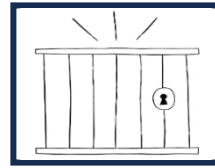
tai__



ch__n



__ail



tai__

Write 4 sentences using the phonic words:

TERM 3 WEEK 1 GGR WORKSHEET 2

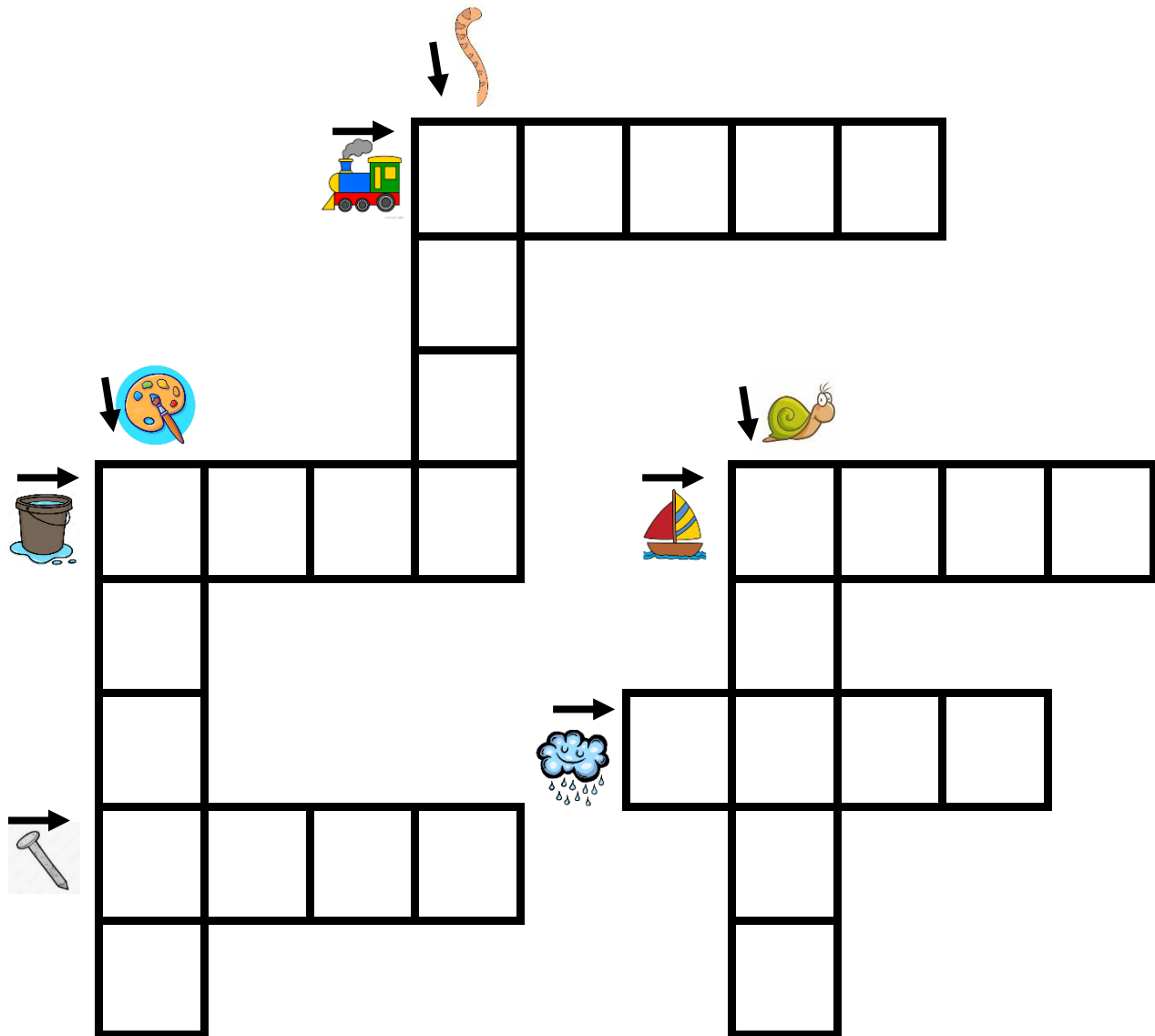
1.Colour in the blocks to make 5 sentences:

The	snail	is	the	big
His	train	sails	very	long
Her	Spain	falls	in the	slow
A	rain	moves	behind the	fast
She	paint	drips	on top of the	paint
He	chain	waits	for the	track
In	tail	hides	under the	water
My	boat	sails	on the	bush
I	tiger's	lays	behind the	postbox
	mail	drops	to the	floor
	nail	pains	on the	rails
	boy	gives		bus
	girl	hangs		tree

2.Copy the sentences in your classwork book:

TERM 3 WEEK 1 GGR WORKSHEET 3

1. Crossword Puzzle


ACROSS:


1.The  moves on the rail tracks.

2.The boat  on the water.

3.She fetches a  of water.

4.The  is made of steel.

5.The  falls from the sky.

DOWN:

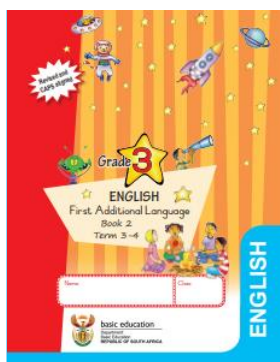

6.The cat looks at its .

7.The artist uses  to make a picture.

8.The  loves to eat lettuce.

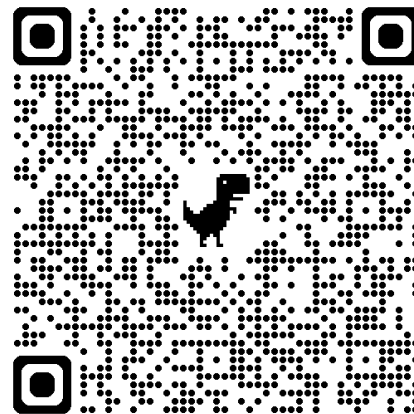
TERM 3 WEEK 1 DBE WORKBOOK PAGE 8

https://www.education.gov.za/Portals/0/Documents/Manuals/2021%20Workbooks/WB2/FAL/Gr3%20FAL_English_B2.pdf?ver=2021-01-26-120825-910



Read the words and listen to the sounds. Then choose five words and use them to write five sentences in your exercise book.

rain	pail	stain
main	trail	strain
pain	grain	train



TERM 3 WEEK 1 WORKSHEET 4

1. Circle the phonic words.

The man from Spain, took out his mail that came with the train.

He saw the snail, sail over a chain, in the rain.

He still needs to paint the house but his back is in pain.

He decided to go sail with his boat again instead and on his way out he almost stepped on the cat's tail.

The man heard how a robber, on the street, tried to explain, why he must not go to jail.

14 words

2. Decode the words in your classwork book.



TERM 3 – WEEK 1- COMPASSION



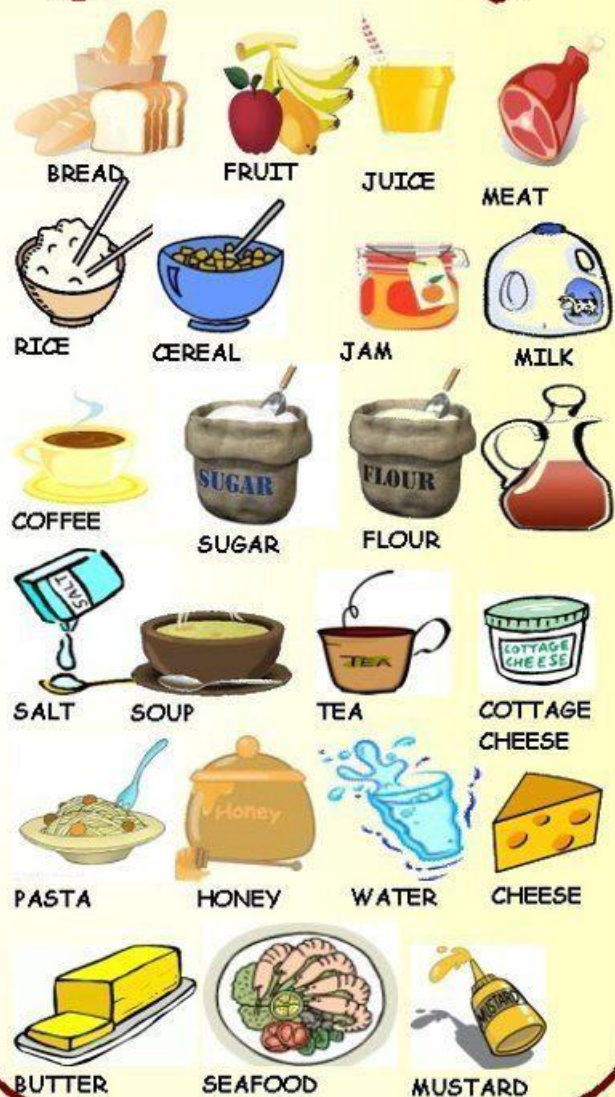
LANGUAGE USAGE

Food: Countable and Uncountable Nouns

COUNTABLES



UNCOUNTABLES



Countable

nouns

a

an

Uncountable

nouns

any

some

LANGUAGE USAGE WORKSHEET

1. Connect the words to the countable and uncountable nouns.

sand
radio
apple
butter
toothbrush
water
queue
luggage

Countable nouns

Uncountable nouns

1. Fill in "a", "an", "any" and "some".

1. There is _____ apple.
2. There aren't _____ eggs.
3. There isn't _____ sandwich.
4. There is _____ orange juice.
5. There isn't _____ rice.
6. There aren't _____ pears.
7. There are _____ bananas.
8. There is _____ bread.
9. There are _____ tomatoes.
10. There is _____ water.

