



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE Week 3

CAPS and RATP alignment

LISTENING AND SPEAKING		READING	
1) Follow instructions 2) Understands and responds to simple questions 3) Give a simple oral recount of a story 4) Participate in a short conversation about the theme 5) Performs the song/rhyme about 6) Responds to simple requests 7) Understand simple language structures 8) Listens to a text, fiction and non-fiction 9) Expresses feelings about a story	CAPS pages 19 & 75 ATP pages 14-15; 22-23	1) Shared Reading - Pre-read Introduces the theme and predicts what will happen - Begins to develop an understanding and ability to use simple language structures in the context of meaningful spoken language 2) Group Guided Reading Reads independently in Group Guided sessions	CAPS pages 20,75 &78 ATP pages 14-15; 22-23
PHONICS		WRITING	
1) Able to hear the sound 2) Orally identifies the consonant digraph at the beginning or end of a word 3) Sounds out words using the new phonic learned 4) Recognises more complex word families (e.g. lunch, bunch) 5) Uses consonant blends to build up and break down words 6) Recognises vowel digraphs	CAPS pages 19 & 77 ATP pages 14-15; 22-23	1) Rest of the class during Group Guided Reading uses handwriting skills taught in Home Language 2) Creative Writing - With guidance, write a personal recount - Write sentences on a familiar topic (6-8 sentences/ one paragraph) - Uses punctuation already taught in Home Language - Spells common words correctly - Writes lists with headings - Organising information in a chart	CAPS pages 19 &79 ATP pages 14-15; 22-23
LANGUAGE USE			
1) Uses present and past tense	CAPS page 79		

TERM 3**WEEK 3: HONESTY****DATE:****WEEKLY PREPARATION**

Components	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday	Time
Listening and Speaking/ Shared Reading	Greeting Theme Vocabulary Shared Reading	15min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	15 min	Greeting Theme vocabulary Shared Reading	10min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	15 min
Phonics join, spoil, point, boil, coin, soil, toilet, oink, foil, boil	/oi/ Introduce the sound and words	5min			/oi/ Segmenting and Blending	5min			/oi/ circle the phonic words & sentences	
Group Guided Reading (Group with teacher)	Ability Group		Ability Group		Ability Group		Ability Group		Ability Group	
Paired/Individual Reading	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min
Writing (GGR rest of the class)	T3 W3 Worksheet 1		T3 W3 Worksheet 2		T3 W3 Worksheet 3		DBE Workbook page		T3 W3 Worksheet 4	
Creative writing			Shared writing- Planning	30 min			Independent writing – Draft	30 min	Spelling test and dictation	
Language Use									Past tense	30 min
Reflection										
Total Time		30 min		60 min		30 min		60 min		60 min



MONDAY: DAY 1

LISTENING AND SPEAKING

(5 min L&S) + (10 min SR) = 15min

1. Greeting: “Good day learners” Greet 3 to 4 individual learners. Allow them to respond.

2. Question of the day Do you think it is okay to tell a small lie?

3a. Theme vocabulary: honest, honesty, truth, lie, sincere

3b. Sight words: beautiful, lost, found

4. Song and Rhyme:

Any song/rhyme that embraces the theme or uses the following rhyme:

<https://www.youtube.com/watch?v=LAS324oYpXI>

<https://youtube.com/watch?v=LAS324oYpXI&feature=shared>

Be sincere, it is a must

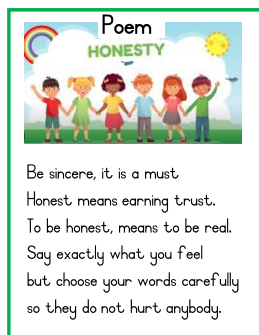
Honest means earning trust.

To be honest, means to be real.

Say exactly what you feel

but choose your words carefully

so they do not hurt anybody



PHONICS 5min



Phonic words: join, spoil, point, boil, coin, soil, toilet, oink, foil, boil

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard /-oi/ for learners to see.

2. Say the sound and instruct learners to repeat the sound. 2x

3. Play the “oi” game:

How the game works:

When learners see the -oi- sound they shout “oi, oi, oi”

Teacher uses abc cards to build phonic words on the board.

j + oi (class shouts oi, oi, oi) + n = join

Repeat with all the phonic words.

4. The teacher paste the picture with the phonic word flashcard, while repeating the phonic words.

5. Allow learners to read the phonic words, give learners a chance at random.

READING 15 min

Group Guided Reading:

(a)Teacher prepare according to the reading level of the group with her. Example: Group 5 Level 5 (Read pages/paragraph)

(b)Rest of the class do: T3 W3 Worksheet 1 (*Filling in the missing sound to complete the word and missing word to complete the sentences*)

Paired/Independent Reading

Read work done in Worksheet 1 to partner

RESOURCES (see Resource pack)

1. Rhyme & Song (pages 2 &3)
2. Pictures of the phonic song (pages 9 -20)
3. Flashcards : Theme vocabulary & Sight words (pages 4-8)
4. Flashcards of phonic and phonic words (pages 21-29)
5. GGR group at teachers’s table (pages 48-55)
6. T3 W3 Worksheet 1a & 1b -GGR: Rest of the class (pages 56-57)
7. Learners’ Classwork book

ENRICHMENT/INTERVENTION



- Intervention: Allow learners to use abc cards during GGR to build phonic words.
- Enrichment: Allow learners to construct a sentence or two independently during the GGR activity.



TUESDAY: DAY 2

LISTENING AND SPEAKING 15min

1. Greeting: "Good day learners" Greet 3 to 4 individual learners. Allow them to respond.

2. Question of the day If you lose something, and someone else finds it, who does it belong to?

3b. Theme vocabulary: lose, find, belong to

3. According to current Theme : "HONESTY"

Shared Reading- Read a story with the theme "Honesty"

Or use this example: Big Book: *The blue bracelet* (15min)

<https://online.anyflip.com/cyexs/kfbh/mobile/>



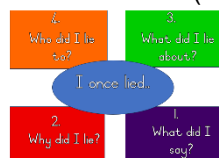
Comprehension Strategy :

Prediction

By allowing learners to predict, you encourage them to think about the story before they have read it.

WRITING 30min**Shared writing: Planning:**

1. Have a quick class discussion on the theme of honesty.
2. Ask learners if they have lied to stay out of trouble.
3. Model a situation: Example:
I once lied to my father. I lied about cleaning my room. I said I had cleaned it, even though I just kicked all my toys and clothes under my bed. I lied because I knew he would be disappointed.
4. Make the learners aware that you used past tense when telling the story because it already happened and it is in the past.
5. Draw a mind map on the board and complete it with the learners (step by step)



6. Learners transcribe the mind map into their workbooks but add their specific words to their story (remind them to use past tense)

READING 15 min

Shared Reading : Done during Listening and speaking when theme was introduced during L&S

Group Guided Reading:

(a)Teacher prepare according to the reading level of the group with her. Example: Group 4 Level 4 (Read paragraph)

(b)Rest of the class do: T3 W3 Worksheet 2 (*unscramble phonic words and past tense sentences*)

Paired/Independent Reading Read a book from the class library

RESOURCES (see Resource pack)

1. Flashcards : Theme vocabulary & Sight words (*pages 4-8*)
2. Flashcards of phonic and phonic words (*pages 21-29*)
3. Big Book: *The bracelet* (*pages 3- 42*)
4. GGR group at teachers's table (*pages 48-55*)
5. T3 W3 Worksheet 2 -GGR: Rest of the class (*page 58*)
6. Memo of Worksheet 2 (*page 59*)
7. Writing (*pages 43- 46*)
8. Learners' Classwork book

ENRICHMENT/INTERVENTION

- Intervention: Allow learner to use abc cards to first unscramble practically while completing GGR worksheet.
- Enrichment: Allow learners to write their own sentences with phonic words after completing the GGR worksheet.



WEDNESDAY: DAY 3

LISTENING AND SPEAKING 10min

1. Greeting: "Good day learners" Greet 3 to 4 individual learners. Allow them to respond.

2. Question of the day Would you keep something you picked up?

3a. Theme vocabulary: owner, bracelet, sparkle

3b. Sight words: missing, now, shine

4. Song and Rhyme:

Any song / rhyme that embraces the theme or uses the following rhyme:

<https://www.youtube.com/watch?v=LAS324oYpXI>

Be sincere, it is a must

Honest means earning trust.

To be honest, means to be real.

Say exactly what you feel

but choose your words carefully

so they do not hurt anybody

**PHONICS 5min**

-oi-

Phonic words: join, spoil, point, boil, coin, soil, toilet, oink, foil, boil

SEGMENTING AND BLENDED

- Teacher say a phonic word, for example: join
 - Ask the learners: What is the first sound in the word? /j/
 - Ask the learners: What is the middle sound in the word? /oi/
 - Ask the learners: What is the last sound in the word? /n/
 - Ask the learners to segment the word into each individual sound:
 - /j/-oi/-/n/ and write the word on the chalkboard for the learners while they segment the word
 - Repeat a – e with all phonic words.
- Learners need to segment 3 phonic words in their workbooks and blend 3 more phonic words.
(learners may have loose cards to pack the segmenting at their desks and copy from the word on their table)

Should a learner have time after GGR worksheet they can complete 2 to 4 phonic sentences with the remaining phonic words not used during written activity.

READING 15 min**Group Guided Reading:**

(a) Teacher prepare according to the reading level of the group with her. Example: Group 3 Level 3 (Read sentences)

(b) Rest of the class do: T3 W3 Worksheet 3 (matching present tense sentences with past tense sentences)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

- Rhyme & Song (pages 2 & 3)
- Pictures of the phonic song (pages 9 -20)
- Flashcards : Theme vocabulary & Sight words (pages 4-8)
- Flashcards of phonic and phonic words (pages 21-29)
- GGR group at teachers's table (pages 48-55)
- T3 W3 Worksheet 3 -GGR: Rest of the class (page 59)
- Learners' Classwork book

ENRICHMENT/INTERVENTION

- Intervention: Allow learners to break up and blend words using abc cards.
- Enrichment: Allow learners to construct phonic sentences after completing the GGR worksheet.



THURSDAY: DAY 4

LISTENING AND SPEAKING 15min

1. **Greeting:** "Good day learners" Greet 3 to 4 individual learners. Allow them to respond.

2. **Question of the day:** Do you think it is easy to always tell the truth?

3b. **Theme vocabulary:** keep, give, dishonest

4. **According to current Theme : "HONESTY"**

Shared Reading- Read a story with the theme "Honesty"

Or use this example: Big Book: *The blue bracelet* (15min)

<https://online.anyflip.com/cyexs/kfbh/mobile/>

**First Read**

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.

WRITING 30min**Independent writing:****Draft:**

1. Remind learners about the mind map they completed on Tuesday.

2. Learners open their book at the mind map.

3. Model using the mind map to complete a paragraph by writing a sentence for each "question"

I once lied to my father. I lied about cleaning my room. I said I had cleaned it, even though I just kicked all my toys and clothes under my bed. I lied because I knew he would be disappointed

4. Remove your paragraph but leave a writing frame.

I once lied to I lied about.....
 I said even though
 I lied because



5. Learners write a draft of their paragraph using their mind map and writing frame.

READING 15 min

Shared Reading: Done during Listening and speaking when the theme was introduced during L&S

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 4 Level 4 (Read paragraph)

(b) Rest of the class do: DBE Book 2 page 9 (past tense sentences)

Paired/Independent Reading

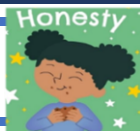
Read a book from the class library

RESOURCES (see Resource pack)

- Flashcards : Theme vocabulary & Sight words (pages 4-8)
- Flashcards of phonic and phonic words (pages 21-29)
- Big Book: The bracelet (pages 3- 42)
- GGR group at teachers's table (pages 48-55)
- T3 W3 DBE Workbook page 9 -GGR: Rest of the class (page 60)
- Writing (page 47)
- Learners' Classwork book

ENRICHMENT/INTERVENTION

- Intervention: Simplify writing frame; I once lied to I said
- Enrichment: Allow the learners to add to their paragraph.



FRIDAY: DAY 5

LISTENING AND SPEAKING 15min

1. **Greeting** "Good day learners" Greet 3 to 4 individual learners. Allow them to respond.

2. **Question of the day** : Is telling a half truth still a lie?

3a. **Sight words**: lost, found, beautiful, missing, now, shine

3b. **Theme vocabulary**: honest, honesty, truth, lie, lose, find, belong to, owner, bracelet, sparkle, give, dishonest, sincere

4. **Song and Rhyme**:

Any song / rhyme which embraces the theme or use the following rhyme:

<https://www.youtube.com/watch?v=LAS324oYpXI>

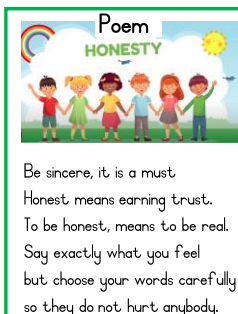
Be sincere, it is a must

Honest means earning trust.

To be honest, means to be real.

Say exactly what you feel

but choose your words carefully
so they do not hurt anybody

**PHONICS 5min**

Phonic words: join, spoil, point, b
soil, toilet, oink, foil, boil **-oi-**

1. Remind the learners of the sound of the week: /-oi-/

2. Review all the sounds and blends on the chalkboard by playing the "-oi game"

LANGUAGE USE Past Tense:

Play a game of past-tense charades.

1. The teacher will have a container with folded papers that each have a past tense verb on it. Example ran.

2. The class will be divided into 2 teams.

3. Each team will have a turn to "act out" the verb using gestures (no talking). With each verb picked from the container a different learner must do the charade.

4. When a learner guesses the verb correctly (past tense), the learner picks someone on their team to make a sentence using this verb.

5. The team that gets the most past tense verbs correct – wins!

6. When the game is over the learners need to re-write the following sentence in their workbooks using past tense:

Zandile finds a blue bracelet. (The teacher must write the sentence on the board).

READING 15 min**Group Guided Reading:**

(a) Teacher prepare according to the reading level of the group with her. Example: Group 1 Level 1 (Read words/phonics)

(b) Rest of the class do: T3 W3 Worksheet 4 (circle all the -oi- words and then make 8 sentences with words of their choice)

Paired/Independent Reading

Read DBE book 2 page 2

SPELLING TEST & DICTATION

Words: join, spoil, point, boil, coin, soil, toilet, oink, foil, boil

Dictation: Come and **join** us as we **boil** the **coin** to get off all the **soil**.

RESOURCES

1. Rhyme & Song (pages 2 & 3)
2. Pictures of the phonic song (pages 9 -20)
3. Flashcards : Theme vocabulary & Sight words (pages 4-8)
4. Flashcards of phonic and phonic words (pages 21-29)
5. Language usage game words (pages 62-66)
6. GGR group at teachers's table (pages 48-55)
7. T3 W3 Worksheet 4 -GGR: Rest of the class (page 61)
8. Learners' Classwork book