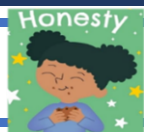




FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Week 4



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) Able to know what a countable and an uncountable noun is (a /an /some) 2) Uses present and past tense 3) Uses article 'a' and 'the' 4) Uses is and are	CAPS page 79		

TERM 3



WEEK 4: HONESTY

DATE:

WEEKLY PREPARATION

Components	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday	Time
Listening and speaking/ Shared Reading	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10min	Greeting Theme vocabulary Shared Reading- Second Read	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10min	Greeting Theme vocabulary Shared Reading- Most Read	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	15 min
Phonics joy, boy, toy, enjoy, annoy, destroy, decoy, convoy, coy, deploy, cowboy, employ	/oy/ Introduce the sound and words	5min			/oy/ Segmenting and Blending	5min			/oy/ onset rime of phonic words	
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 W1 Worksheet 1		T3 W1 Worksheet 2		T3 W1 Worksheet 3		Comprehension worksheet		DBE workbook page 24	
Creative writing			Editing	30 min			Independent writing – Publishing	30 min	Spelling and dictation	10min
Language Use									Present and Past tense	20 min
Reflection										
Total Time		30 min		60 min		30 min		60 min		60 min



MONDAY: DAY 1

LISTENING AND SPEAKING 10min

1. Greeting: “Good morning Grade 3’s, how are you feeling today?” Class answers.

2. Question of the day Do you think it is important to be honest?

3a. Theme vocabulary: sincere, dishonest, cheat, steal

3b. Sight words: knelt, home, that

4. Song and Rhyme:

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

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



Honesty

Be sincere,
it is a must.
Honest means
earning trust.
To be honest,
means to be real.
Say exactly
what you feel.

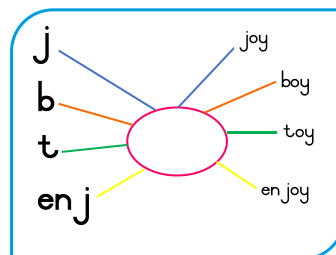
**PHONICS** 5min

-oy

Phonic words: joy, boy, toy, enjoy, annoy, destroy, decoy, convoy, coy, deploy, cowboy, employ

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard /-oy/ for learners to see.
2. Say the sound and instruct learners to repeat the sound. 2x
3. Draw a “spider grid” on the board and stick the -oy sound card in the body.



4. Now write the onset of the word on the left side.
5. Allow the learners to give the word, teacher says “j” plus “oy” sounds it /j//oy/ and learners say joy.
6. Teacher now writes the word on the right.
7. Repeat with all the phonic words, if need be, draw a second “spider grid”.

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 W4 Worksheet 1 (match phonic word with picture and meaning)

Paired/Independent Reading

Read work done in Worksheet 1 to partner

Make corrections for friend (peer assessment)

RESOURCES (see Resource pack)

1. Flash cards: Rhyme/Song (pgs. 3-4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
3. Preparation for the GGR group at teacher’s table (pgs 40-46)
4. T3 W4 Worksheet 1 (GGR: Rest of the class) (pg. 47)
5. Learners’ Classwork book

ENRICHMENT/INTERVENTION

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



TUESDAY: DAY 2

LISTENING AND SPEAKING 15min

1. Greeting: Pretend it is afternoon: "Good afternoon Gr 3 learners." Please greet the friend next to you.

2. Question of the day Do you think it is okay to tell a lie to make someone feel better?

3a. Theme vocabulary: admit, kneel, knelt, found

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/>



**Second Reading
Comprehension
Strategy:**
Visualise

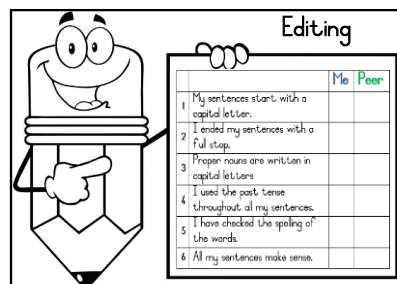


Visualisation helps learners to see how the events in the text are connected to each other. Turning the story/page into a scene from a movie in their minds.

WRITING 30min**Editing:**

Learners open their books at the draft they wrote last week Thursday.

1. Remind learners that editing is an important part of the writing process.
2. Hand out the editing checklist to learners.
3. Learners must use the checklist to assist them in editing their work.



4. After editing their work learners need to swap with a friend. The friend uses the same editing checklist but a different colour to do peer editing.

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 W4 Worksheet 2 (*word find using grid and choose 3 words to make sentences*)

Paired/Independent Reading Read a book from the class library

RESOURCES (see Resource pack)

1. Flash cards of Theme vocabulary (pgs4-7)
 2. Big Book: *The blue bracelet* (pgs26-38)
 3. Writing: Editing grid (pg. 39)
 4. Preparation for the GGR group at teacher's table (pgs40-46)
 5. T3 W4 Worksheet 2 (GGR: Rest of the class) (pg.48)
- Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** Learners need to find -oy words written on sticky notes pasted around the class. When the learner finds a word, they need to sound it out and then read it.
- **Enrichment:** When finished with work, the learner can take a book and read, while reading the learner needs to find as many -oy words as possible and write the words down on a piece of paper.



WEDNESDAY: DAY 3

LISTENING AND SPEAKING 10min

1. Greeting: "Good day learners" Please greet the friend behind you.

2. Question of the day If you were Zandile's mom, what advice would you have given her?

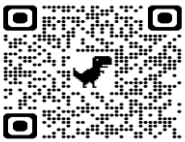
3a. Theme vocabulary: guilty, liar, betray, betrayed

3b. Sight words: looked, fell, beautiful

4. Song and Rhyme:

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

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



Honesty

Be sincere,
it is a must.
Honest means
earning trust.
To be honest,
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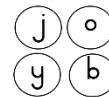
**PHONICS** 5min

Phonic words: joy, boy, toy, enjoy, annoy, destroy, decoy, convoy, coy, deploy, cowboy, employ

SEGMENTING AND BLENDED

Playing the build a worm and match butterfly game:

1. Teacher hands out the circles with sounds on, to random learners.
2. Teacher hands out the butterflies with words on, to random learners.
3. Teacher will say a phonic word example "enjoy"
4. The learner with the circle sound 'e' will come to the board and stick the first sound circle up. The next sound circle will be 'n' and so on, until the word "enjoy" is spelt out.



5. When the sound circles are complete and the word worm is built, the learner with the word butterfly must come up and stick the word next to the sounds.
6. The class will segment the word by reading the sound circles and then read the word on the word butterfly.
7. Repeat steps 3 to 6 with all the phonic words.

**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 W4 Worksheet 3 (*Rewrite the sentences in present or past tense*)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

1. Flash cards: Rhyme/Song (pgs. 3-4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
3. Phonics: Phonic worm letters and Phonic words for game (pgs. 50-25)
4. Preparation for the GGR group at teacher's table (pgs 40-46)
5. T3 W4 Worksheet 3 (GGR: Rest of the class) (pgs. 50-52))
6. Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** Learner can check with peer if the given sentence is in the present or past tense during the GGR activity.
- **Enrichment:** Allow learners to construct phonic sentences after completing the GGR worksheet.



THURSDAY: DAY 4

LISTENING AND SPEAKING 15min

1. **Greeting:** "Good day learners" Please greet the friend on your right.

2. **Question of the day:** Do you think Geeta would be mad at Zindele if she knew that she had the bracelet?

3a. **Theme vocabulary:** trust, honest, truth

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/>



Post Read
 Comprehension Strategy:
Summarise:



Asking a learner to summarise the main points of a story is the best way to check their understanding.

WRITING 30min**Independent writing:****Publishing:**

The learners open their books at the draft and editing.

1. Remind learners to use their editing of their draft.
2. Learners will write their final drafts of their paragraph.
3. If time permits learners can draw a picture to illustrate their paragraph.

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 2 Level 2 (Read sentence)

(b) Rest of the class do: Comprehension worksheet

Paired/Independent Reading

Read a book from the class library

ENRICHMENT/INTERVENTION

- **Intervention:** Learners need to find -oy words written on sticky notes pasted around the class. When the learner finds a word, they need to sound it out and then read it.
- **Enrichment:** Do a book report on *The blue bracelet*.

RESOURCES (see Resource pack)

1. Flash cards: Rhyme/Song (pgs. 3-4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
3. Preparation for the GGR group at teacher's table (pgs 40-46)
4. T3 W4 Worksheet 4 (GGR: Rest of the class) (pgs. 53-54)
5. Learners' Classwork book



FRIDAY: DAY 5

LISTENING AND SPEAKING 10min

1. **Greeting** “Good day learners” Let us pretend it is evening, “Good evening learners”

2. **Question of the day:** Did you enjoy the story The blue bracelet? What have you learned?

3a. **Theme vocabulary:** dishonest, cheat, steal, admit, kneel, knelt, found, guilty, liar, betrayed, betray, tryst, honest, truth

3b. **Sight words:** knelt, home, that, looked, fell, beautiful

4. **Song and Rhyme:**

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

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

**Honesty**

Be sincere,
it is a must.
Honest means
earning trust.
To be honest,
means to be real.
Say exactly
what you feel.



PHONICS 5min



Phonic words: joy, boy, toy, enjoy, annoy, destroy, decoy, convoy, coy, deploy, cowboy, employ

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

2. Using onset rime to break up and build the phonic words. An onset rime slide can be used.

LANGUAGE USE 20min

Present and Past Tense:

Complete the present and past-tense worksheet.

FROM 3 WITH A LANGUAGE GUIDE | INTERNATIONAL READER BOOK 3

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/is/are + to be + verb + -ing
- Examples:**
 - I am reading a book.
 - He is playing soccer.
 - 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)

Present and past

Present - as/is	Past - ed
When we are doing something NOW , we add an -ing at the end of the word.	When we did something in the past, we add an -ed to the end of the word.

Complete the sentences by filling in the words below

brushed	looked	walked	painted
brushes	looks	walks	paints

Today she _____ to school.

Yesterday she _____ to school.

Today he _____ his teeth.

Last night he _____ his teeth.

Today my friend _____ the ball.

Yesterday I _____ the ball to my friend.

The teacher _____ a picture.

Yesterday she _____ a picture outside.

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: DBE workbook page 24

Paired/Independent Reading

Learners take his/her friend's Present and Past tense worksheet.

The learners read each other's answers, to each other and do corrections if needed, and read it again to check if it is the same.

SPELLING TEST & DICTATION 10min

Words: joy, boy, toy, enjoy, annoy, destroy, decoy, convoy, coy, deploy, cowboy, employ

Dictation: I saw a **coy boy** with a **toy** he can **enjoy**.

RESOURCES

- Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
- Preparation for the GGR group at teacher's table (pgs 40-46)
- DBE Workbook page 24 (GGR: Rest of the class) (pg. 48)
- The Methodology Booklet- Language structures (pg. 56)
- The Language use worksheet (pg. 57)
- Learners' Classwork book