



Province of the
EASTERN CAPE
EDUCATION

FIRST ADDITIONAL LANGUAGE

LESSON PLAN EXEMPLARS

GRADE 3

TERM 4

2009



Province of the

EASTERN CAPE

DEPARTMENT OF EDUCATION

CURRICULUM SECTION

NOTE TO SCHOOL MANAGEMENT TEAMS AND TEACHERS IN THE FOUNDATION PHASE

The exemplar Literacy Lesson Plans for **Grade 1 teachers** had been developed by the Provincial and District Foundation Phase Curriculum Advisors and Foundation Phase teachers as well. This is intended to support teachers in the Planning, Teaching and Assessment process for Term 4.

The contents include the 3 Learning Programmes (Literacy, Life Skills and Numeracy) in an integrated, flexible and very user friendly manner. The lesson plans provide specific content and context which should guide the teacher in the planning process.

We trust that these support materials will provide the necessary clarity and guidance for teachers to manage the NCS implementation process successfully and confidently.

It is the responsibility of the School Management Team to monitor and support teachers in the use of these resources. The teachers are responsible for using these resources to manage the Planning, Teaching and Assessment process successfully in the classroom. These are **exemplars** that are aligned to National Policies and prescripts and teachers are encouraged to use and adapt these lessons to suit the needs and context of the learners and the school.

If schools need more clarity and guidance on the use of these Resource Materials the District and Provincial Offices can be contacted.

We trust that every school will now be better equipped to improve learner performance in the Foundation Phase.

Yours in Quality Education

Dr T Reddy

CES: ECD/Foundation Phase: Head Office:Zwelitsha

INTRODUCTION

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Advisors developed this document to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement (NCS) and the Foundations for Learning (FFL) in the Foundation Phase

The Home Languages, Afrikaans, English, IsiXhosa and SeSotho deal with the holistic development of the child, socially, emotionally, personally and physically. Language is of utmost importance in learners lives. It is the means of communication and conversation. No Learning Area (LA) can be taught without the use of language. So it is necessary for learners to master all aspects of language usage. This includes the ability to talk clearly, fluently and to express themselves without ambiguities; to listen with ease and understanding and to express clearly their thoughts **orally** and in **writing**. It also includes the ability to the **Listening, Speaking, Reading and Writing** in order to enrich their own lives and the lives of others.

This document serves to assist teachers to pace teaching, learning and assessment in Afrikaans, English, IsiXhosa and SeSotho Home Languages for Grades 1- 3, starting from Grade R in IsiXhosa and English First Additional Language (FAL) for Grade 3. A Work Schedule for term 4 has been developed in Learner Attainment Targets (LAT) documents. Integration of Assessment Standards has been done for the teachers. Planning accommodates Formal Assessment Tasks (FATs) and Learner Attainment Targets (LAT) as indicated in the Afrikaans, English, IsiXhosa, SeSotho Home Languages and First Additional Language (FAL) LAT documents available in all the Foundation Phase schools. Lesson plan exemplars can be adapted and refined so that they meet the needs and the context of the learner. The resources that are indicated are a guide. Teachers are at liberty to use other relevant material. The contact time for Literacy Learning Programme is 1 hour 50 minutes **daily** for **Grade 1**(10mins for FAL), 1hr 50mins for **Grade 2** (20 mins for FAL) 2hours for **Grade 3** (30 mins for FAL). 5 hours 15 minutes **weekly** for the learners and 7 hours weekly for the teachers (1 hr 45 mins for preparations) according to FFL. All the aspects of Literacy have separate time on daily basis, for example **Drop All and Read** for 30 minutes. This time allocation for Literacy must be adhered to.

LITERACY LEARNING PROGRAMME
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 3: TERM 4: LESSON PLANS
THEME: POLLUTION DURATION 1 WEEK
TOPIC: INTRODUCTION TO POLLUTION



LEARNING OUTCOMES AND ASSESSMENT STANDARDS	LEARNING ACTIVITIES
<p>LO 2: SPEAKING</p> <p>AS 5: Talks about a picture, photograph or object</p> <p>LO 3: READING AND VIEWING</p> <p>AS 2.6: Discusses in own language social and ethical issues (e.g. whether something is fair).</p> <p>AS 3.2: Uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text.</p>	<ol style="list-style-type: none"> 1. Show learners a picture of a polluted river; it may be the picture of polluted Umtata River obtainable from the department of Water Affairs and Forestry. There are various things and activities captured in the picture that pollute the river, ,e.g. witchdoctors doing a ritual in the river, people washing clothes in the river, cows and other animals in the river, children swimming in the river, some people defeacating at the banks of the river, ships sailing, people fishing from the river, a refuse dump near the river, litter next to the river, etc. 2. The teacher asks learners to look at the picture and <ol style="list-style-type: none"> (a) Say what they see (b) Predict to make sense of the text by answering questions like, what do you think will happen to plants and animals in the river? What may happen to humans drinking the water? What is likely to happen to children swimming in the river? What will finally happen to the river if the condition continues? (possible answers: All plants and animals may die, Humans may get sick with cholera, the river may no longer promote healthy living, the river may finally dry out (c) Learners discuss in their own language and state whether what is happening to the river is fair and give reasons. 3. Learners use their word recognition skills and use context clues to match labels on flash cards with objects and activities on the picture and paste these appropriately and say

<p>LO 4: WRITING</p> <p>AS 5 and 6 Write with and without a frame</p> <p>AS 7: Punctuation</p> <p>LO 5: THINKING AND REASONING</p> <p>AS 1 Comprehension</p> <p>INTEGRATION:</p> <p>Life Orientation- LO 1 AS 1,3,4</p> <p>Arts and Culture: LO 1 AS 1; 2</p>	<p>what is happening in each case.</p> <ol style="list-style-type: none"> 4. Learners discuss in pairs what they think they could do to make the river healthy to plants, animals and humans. (Possible answers: we could organise ourselves and clean the river (clean- up campaign), make Posters to prevent these actions shown in the picture. Write a letter to the municipality and ask for refuse bins to place along the river, call the community and address the issue of pollution in the river, etc) 5. After the discussion, the teacher writes sentences on the board and learners fill in missing words. E.g. (a) The children.....in the river. (swim) Theis sailing in the river. (ship) 6. On another day the pupils can write in full sentences what they see on the picture. Teacher can give key words. 7. Pupils get a piece of writing and they must put in the necessary capital letters, full stops, commas and question marks. 8. The teacher uses the picture and asks literal comprehension questions and learners use full sentences to answer. 9. Learners make posters to prevent river Pollution. These activities may end up in an active clean-up campaign.
<p>RESOURCES</p>	<p>Forms: Real objects, papers, etc</p> <p>Magazines, Scissors, Pastels, Pencil crayons, video, clay(modelling)</p>
<p>ASSESSMENT</p>	<p>FORMS</p> <ol style="list-style-type: none"> 1. Oral presentation. 2. Practical presentation. Assess posters and discuss assessment criteria with the learners. 3. Written sentences and punctuation text.

	<p>METHODS:</p> <p>Teacher, self, peer, group</p> <p>TOOL:</p> <p>Checklist, rubric, class list, rating scale</p>
BARRIERS	<p>Learners may struggle with the language.</p> <p>They may not actively participate.</p> <p>They may struggle with writing.</p>
REFLECTION	<p>Could they communicate with one another?</p> <p>Intervention strategies?</p>

LITERACY FIRST ADDITIONAL LANGUAGE

GRADE 3 LESSON PLANS – TERM 4

THEME: POLLUTION

TOPIC : AIR POLLUTION

DURATION : 1 WEEK



LEARNING OUTCOMES AND ASSESSMENT STANDARDS	LEARNING ACTIVITIES
<p>LO 1:LISTENING</p> <p>AS 1: Shows understanding of stories</p> <p>AS 1.4 Recalls and retells parts of the story</p> <p>AS 1.6 Expresses feelings about the Story</p> <p>AS 1.8 Summarises the story, with the support of the teacher</p> <p>AS 6 Shows respect for classmates by</p>	<p>1. Read the following story while learners listen :</p> <p>Thando was going into the city with his father. It was his first visit and he was looking forward to seeing all the <i>tall</i> buildings and fancy cars.</p> <p>They left <i>early</i> in the <i>morning</i>, just as the sun was <i>rising</i>. Thando took a <i>deep</i> breath, the air was so <i>fresh</i> and <i>cold</i> it made his nose tingle. What a wonderful feeling!</p> <p>Thando and his father caught a taxi onto town. It took a <i>long</i> time to get there but he did not mind – he was too excited.</p> <p>When they arrived in the city, Thando was surprised to see <i>heavy</i>, brown and grey clouds hanging over the buildings.</p> <p>“What are those <i>dirty</i> clouds hanging over the buildings?”</p>

giving them a chance to speak,
and by listening to and
encouraging their attempts to
speak their additional language.

LO 2: SPEAKING

AS 1 Answers question using words
and phrases

His father just **shrugged** his shoulders and said, “**Smog**”.

“Smog?” thought Thando. That was a new word. His father explained that because there was so much smoke coming from factories, and exhaust **fumes** from cars, buses and taxis, the air was polluted. Thando took a deep breath and started coughing. This air smelt *bad* and tasted funny. It made his eyes water and his nose run. This was not fun. He missed the clean air from his home.

Thando had a very busy day in the city; looking at the buildings, shopping and watching the fancy motorcars drive past. It was very interesting but Thando was quite happy when he got back to his home. “The air smells so much better out here in the country”, he thought as he closed his eyes and fell asleep.

- (a) Why was it different in the town?lots of cars, factories, smoke
- (b) Why was it different in the country? No factories and less cars. People use
Donkey carts for travelling.....(ask More questions)
- (c) What causes air pollution?
- (d) How do you feel after reading the story?
- (e) Show me a happy face.
- (f) Show a sad face.
- (g) Show me closed eyes.

AS 4 Makes requests (ask to explain new words.)

LO 3: READING

AS 3 Recognises and makes meaning of letters and words.

2. Learners retell the story in their own words.

3. Teacher writes o the board a frame which the learners must complete by filling in appropriate words which show that hey have understood the story.
Example:

_____ went into the _____ with his _____.

They left _____ in the morning, just after the _____ was _____.....

4. Use the information to explain the story by means of a mind-map.

5. The teacher picks out and writes words from the story like early, fresh, long, heavy, dirty, father, bad, happy. Learners give meanings of these words and illustrate them using

LO 4: WRITING

AS 1.1: Using a 'frame', pupils write a simple recount of the story.

LO 5: THINKING AND REASONING

AS 8 Comprehension on story

AS 3 Collects and records information
In different ways

gestures. Then they give opposites and illustrate them also.
These are; late, stale, short, light, clean, mother, good, sad. (May include other words)

The teacher may continue with these.

First – last; tall – short; early – late; rising - setting; deep – shallow;

Fresh – old; cold – warm; long – short; new – old

Plurals:

(words in *italic*)

Was – were; city – cities; building – buildings; nose – noses; cloud – clouds

NB: These may be written on the chart and displayed on the wall.

<p>LO 6: LANGUAGE USE</p> <p>AS 7 Opposites</p> <p>One and man</p>	
<p>RESOURCES</p>	<p>Story book, pictures, learners workbooks, pencils, word cards for new vocabulary</p>
<p>DETAILS OF ASSESSMENT</p>	<p>METHOD: Teacher</p> <p>TOOLS: Check list, rubric, observation sheet</p> <p>FORMS: Oral, written</p>
<p>BARRIERS</p>	<p>Pupils might struggle to write in full sentences.</p> <p>They will not read carefully. Will just write anything.</p> <p>Pupils will not be practising their words at home.</p>
<p>REFLECTION</p>	<p>Evaluate the lesson. If the lesson was not affective, what will your new plans be.</p>

LITERACY LEARNING PROGRAMME

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3: TERM 4: LESSON PLANS

THEME: HERITAGE DURATION: 1 WEEK

TOPIC: MORE ABOUT THEMSELVES



LEARNING OUTCOMES AND ASSESSMENT STANDARDS	LEARNING ACTIVITIES
<p>LO 2: SPEAKING</p> <p>AS 5: Talks about a picture, photograph or object</p> <p>LO 4: WRITING</p> <p>AS1: Writes individual words such as labels.</p> <p>LO 5: THINKING AND REASONING</p> <p>AS 3: Collects and Records Information in different ways</p>	<ol style="list-style-type: none"> 1. Give learners a map of Uitenhage or any other town of choice. 2. They look at the picture and discuss about the places/towns where they live. 3. The teacher displays on the wall a map of South Africa for learners to view. 4. They tell and identify the places/towns where they were born with the assistance of the teacher. 5. From the South African map, they discover the different provinces and towns/areas. <ol style="list-style-type: none"> 1. Learners write their names on pieces of paper and stick it to the towns where they were born. 2. Guided by the teacher through questions, the learners count learners born in the same town/area and represent the information on a graph. <ol style="list-style-type: none"> 1. Give a questionnaire for themselves to interview their parents about their personal information, e.g. My name is Why I was given that name Mother's maiden name

<p>AS 6: Asks questions for clarification</p>	<p>My home language</p> <p>My religion</p> <p>My cultural group</p> <p>Something interesting about my family history</p> <p>Family song/Hymn.....</p>
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<p>INTERGRATION: NUMERACY</p> <p>LO2</p> <p>AS 1&2</p> <p>SS-G LO1 AS1 LO2 AS 1</p> <p>SS-H LO1 AS 2</p>	
<p>RESOURCES:</p>	<ol style="list-style-type: none"> 1. Maps 2. Books 3. Worksheets 4. Pencils
<p>ASSESSMENT</p>	<p>Method: Teacher, self, peer, group</p>

	<p>Tool: Rubric, checklist, class list, rating scale</p> <p>Forms: Oral, written, questionnaire, e.g.</p> <p>What is your name? How old are you?</p>
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LITERACY LEARNING PROGRAMME
ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3: TERM 4: LESSON PLANS

THEME : HERITAGE

DURATION: 1 WEEK

TOPIC: MONEY DISCUSSIONS



LEARNING OUTCOMES AND ASSESSMENT STANDARDS	LEARNING ACTIVITIES
<p>LO 2: SPEAKING</p> <p>AS 2: Performs a song</p> <p>AS 3: Shows awareness of appropriate culture forms of address</p> <p>AS 10: Participates in a conversation</p> <p>LO 3: READING AND VIEWING</p> <p>AS 1.2: Compares picture to own</p>	<ol style="list-style-type: none"> 1. The teacher gives different notes (money) 2. Learners discuss what they see, e.g. animals, shapes, colours, jobs (mining, agriculture)The teacher further links the pictures on the money with the heritage of the country. (Teacher displays picture of the country's symbols.) 3. Discuss the South African flag: colours, shapes implications. 4. Learners state different departments they know and cabinet ministers with the help of the picture. 5. Learners talk about important persons in their home areas, e.g. The mayor of their town, the doctor, pastor shop owner, nurse, social worker, police etc. 6. Learners discuss different cultures as may be found I their areas. 7. They talk about the National Anthem Songs, Nkosi Sikelel' iAfrika. The teacher asks leading questions to illustrate the significance of this national song. 8. Find a suitable story to read where learners read with the teacher and discuss new vocabulary 9. Ask and answer questions orally 10. Do a comprehension on the story 11. They can bring photo's of their own culture and discuss it 12. They can tell the pupils about their different traditions

experience and discuss critically

AS 7.5: Recognises 2 and 3 consonants, blends at the beginning and ends of words

LO 4: WRITING

AS 1: Writes individual words such as labels

LO 5: THINKING AND REASONING

AS 3: Collects and records information in different ways

INTERGRATION: NUMERACY

LO4 AS 5.3

13. Phonics (using colours of the flag), e.g.
Gr – as in green, grass, etc.

Bl – as in black, blue, blow, etc.

Wh – as in white, where, when, etc.

1. Worksheets whereby they fill in missing words

1. Give them a crossword puzzle to find the 11 official languages

<p>LO3 AS 1&2</p> <p>LO1 AS 4&5</p>	
<p>LIFE ORIENTATION LO2</p> <p>ARTS & CULTURE LO3 AS4</p>	
<p>RESOURCES</p>	<ol style="list-style-type: none"> 1. Maps 2. Books 3. Worksheets 4. Pencils 5. Posters 6. Flashcards
<p>ASSESSMENT</p>	<p>Method: Teacher, self, peer, group</p> <p>Tool: Rubric, checklist, class list, rating scale</p> <p>Forms: Oral, written, questionnaire, e.g.</p> <p>Can use a crossword puzzle to assess.</p> <p>Test phonics</p>

LITERACY LEARNING PROGRAMME : FIRST ADDITIONAL LANGUAGE

GRADE 3 LESSON PLAN

DURATION : 2 WEEKS

FOCUS AREA : PEOPLE IN OUR COMMUNITY

TOPIC : NAMES OF PEOPLE AND THEIR WORK



SELECTED LOs & ASs	INTEGRATION	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO5 Thinking and Reasoning.</p> <p>AS2 : Uses language for thinking and problem solving.</p> <ul style="list-style-type: none"> Compares things critically. <p>AS 6 : Asks questions for clarification.</p> <p>AS 3 :Collects and records information in different ways.</p> <p>LO6</p>	<p>LO5 Mathematics</p> <p>AS 1.</p> <p>AS 2</p>	<p>To draw learners' attention, the teacher asks learners what they would like to be when they finish their studies.</p> <p>Learners give different answers including teacher, doctor, nurse, police, taxi driver.</p> <p>The teacher asks learners if there is anyone in the area who is a teacher, doctor, nurse etc.</p> <p>The teacher tells the learners the different careers that one can follow with the assistance of a poster. e.g</p> <p>1.One who teaches learners in</p>	<p>FORM : Oral responses</p> <p>TOOLS: Question & answers</p> <p>METHOD : Teacher</p>	<p>Examples of barriers that can be experienced.</p> <p>(a)Some learners may be shy and not want to speak and they may be paired with those that are easy to talk.</p> <p>(b)Some experience problems in plotting graphs</p> <p>And they can work in groups.</p>

<p>AS 5 Understand how language is used to sequence things eg Next , Then</p>		<p>a classroom- Teacher</p> <p>2.One who directs traffic – Traffic Officer.</p> <p>3.One who looks after patients – Nurse. etc</p> <p>HOME ACTIVITY</p> <p>1.Learners are instructed to look for magazines and make cut- outs of people doing different forms of work with the help of their parents.</p> <p>2.They should also / cut- out resources/equipment that are used by the different people eg</p> <ul style="list-style-type: none"> • Nurses • Syringes • Bandages • Medicines eg Cough mixture • Pills <p>Teachers</p> <ul style="list-style-type: none"> • Chalkboard • Chalk • Books • Dusters 	<p>FORM: Drawing of bar , pie graphs etc</p> <p>TOOL: Checklist/ Observation sheet.</p> <p>METHOD: Teacher</p> <p>FORM</p> <p>Dramatisation</p> <p>TOOL:</p>	
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		<ul style="list-style-type: none"> • desks <p>Learners engage in discussions where they give forms of careers followed by their family members.</p> <p>A data is collected and graphs are drawn on how many teachers, nurses, doctors , unemployed people, literate, illiterate people, etc there are in the community.</p> <p>Data is analysed and questions on how many people there are in each category and Why?</p> <p>Learners are instructed to give processes and stages that one goes through to acquire a specific career eg To be a teacher you have to pass Grade 12 and then go to a Teacher Training College/ University.</p> <p>Learners role- play different careers.</p>	<p>Observation Sheet</p> <p>METHOD : Teacher</p>	
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RESOURCES : Magazines, photos of their parents, crayons, pair of scissors, videos /CDs showing different careers.

LITERACY LEARNING PROGRAMME

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3 : TERM 4 : LESSON PLANS

THEME : HOBBIES



TOPIC : SHOPPING

DURATION : 2 WEEKS

LEARNING OUTCOMES (LOs) AND ASSESSMENT STANDARDS (ASs)	ACTIVITIES
<p>LO 2 SPEAKING : The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.</p> <p>AS 1: Answers questions using words and phrases</p>	<p>1.CLASS ACTIVITY</p> <p>The teacher uses a poster to tell the class a story to illustrate the fact that a hobby may mean the beginning of a career.</p> <p>STORY:</p> <p>There was once a girl whose name was Eunice. Eunice stayed with her mother, father aunt and three siblings. The family lived in Mabopane near Pretoria. Eunice attended a nearby primary school where she did grade 3.</p>

AS 4 : Makes simple requests and statements.

AS 5 : Talks about a picture , photograph or an object.

On Saturday mornings all the children would wake up in the morning, have a family breakfast and then do their routine activities. Their mother supervised them to see that they did everything perfectly well. The activities included picking up papers and cleaning the yard, weeding and watering the garden, tidying up the rooms, cleaning the verandah, etc. After these activities were completely done and mommy was satisfied, it was time for everyone to be busy with his or her hobby.

Tiny, the elder brother enjoyed anything about cars. He had built himself many cars with wires. Car racing thrilled him. He spent time watching car racing programmes on TV. Whenever he had time he would play the car racing game on the cell phone. It is not a surprise that today he is one of the car racing champions.

Eunice loved shopping with her mother. They used to make a quick check of what they needed in the house and what was finished, make a list of items to be bought and estimate how much they would need in order to buy all that the family needed. Whenever they went together to the mall, she would get lost. She liked fitting clothing even if she did not intend buying. She knew exactly where certain items were obtainable and could compare the prices. Almost everyday after school, especially when she did not have much homework to do, she would go home via the shopping centre. She really enjoyed shopping. Even today shopping is one of her wonderful hobbies. You will hear her say, "Mommy shopping is cool!"

AS 8 : Asks for clarification.

AS 9 : Gives instruction.

Integration

Life Skills : LO 3 AS 3

NB. The teacher may ask simple literal comprehension questions and introduce the term hobby. Ask learners if they also enjoy shopping and they must say why. They can identify their hobbies from the picture.

The teacher asks learners the following questions

- (a) Who was once exposed in an outing situation with her/his mother ? eg Shopping, excursion
- (b) Did you have a shopping list when you went for shopping ?
- © Did you estimate how much you were going to spend ?
- (d) Which shop/s did you visit ?
- (e) How much money did you spend on the things you bought ?
- (f) Did you bring enough money ?
- (f) How much change did you bring back ?
- (g) What was the change going to be used for ?
- (h) Learners are asked to tell what they like spending their free time doing.

Learners make some requests and statements.

- (a) Will you buy me some sweets mommy ?
- (b) May you provide me with sugar, Shopkeeper please.

© May I fit these shoes please, mother.

(d) I would like to have some chocolates, please.

(e) My mommy buys me apples everyday.

Learners are given catalogues from different shops.

(a) Which items do you like most from the different catalogues?

(b) Do you think your mother can afford to buy you this item ?

© Does your mother also like this item ?

(d) If No. Why ?

(e) When you are working will you buy your mother things she like ?

(f) How much would you need to buy these items.

(g) Given so much how much change will you have?

Ask learners questions for clarification.

(a) Why do you buy a jacket instead of a shirt ? (because it is Winter)

(b) Why do you prefer drink to coffee?

© Do we use a taxi when going to town?

Learners are given instructions.

- (a) Draw the item you liked best from the catalogue.
- (b) Re-arrange the prices of the items in the catalogues from the highest to the lowest (ascending order)
- (c) Role play –shopping. Vocabulary to be used Teller, Shopkeeper, Customs etc.

RESOURCES	ASSESSMENT METHOD	ASSESSMENT TOOLS	REFLECTIONS
Money, clothes, different types of food and empty food containers, catalogues	1. Teacher observation 2. Group observation.	1. Rubric 2. Checklist 3. Observation Sheet.	1. What went well ? 2. What did not go well ? <u>Interventions</u> <u>Barriers to learning</u> Learners who are shy to speak should be grouped with those who are eager speaker.

NB. The teacher may explore other hobbies other than Shopping. These may include Reading, Cooking, Sports, Watching TV, Hunting, Fishing, etc