Midge - Part 07*

Siyavula Uploaders

This work is produced by The Connexions Project and licensed under the
Creative Commons Attribution License 3.0†

1 ENGLISH HOME LANGUAGE

2 Midge – Part 1

3 EDUCATOR SECTION

4 Memorandum

5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Module 3 is the first of three modules about "Midge" who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?

*Version 1.1: May 29, 2009 3:37 am +0000
†http://creativecommons.org/licenses/by/3.0/

- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in "mouse language".

- Cursive writing: **e**, **l**, **b**, **k**, **f**, **j**, **g**, **y**, **x**, **z**
- Phonics: The "**oo**" family consisting of "**oo**", "**ew**", "**ui**", "**ue**" and "**ou**" as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

6 LEANER SECTION

7 Content

- Another letter! How exciting!

Figure 1

Dear _____
(your name)

It's so quiet! Everyone is away. Fortunately Granddad has planned a picnic for the whole family. Granddad says tomorrow the weather is going to be fine. He always knows about the weather because he goes for long walks down to the river and talks to the frogs.

Granddad is taking us all to the rugby field for a picnic under the trees. You can imagine how much there'll be to eat after the school's athletic meeting yesterday!

Before I forget, I must tell you what fun we had last night. My friend, Shorty, discovered a running tap. Can you remember how hot it was? Well, before long every mouse in the vicinity was there, romping and cooling off in the water. Mice don't usually like getting wet but it was so refreshing to cool one's paws that soon we were drenched to the skin! You would have seen our footprints all over. Later someone must have closed the tap. Sir would have been furious if he had found a tap running on Monday morning!

I often listen to how he teaches you and your friends to save water and how Mrs Smith reminds you to close the taps after you have washed your hands. Granddad agrees and says water is scarce and the frogs say the rain will be late this year.

I enjoyed your picture of me. It was so good; I thought you had taken a photo of me.

So please draw me a picture of the picnic the mice are going to have.

Figure 2

Midge

- Draw your picture here.

Figure 3

LO 3.2.1		LO 3.3.1		LO 3.5.8	

Table 1

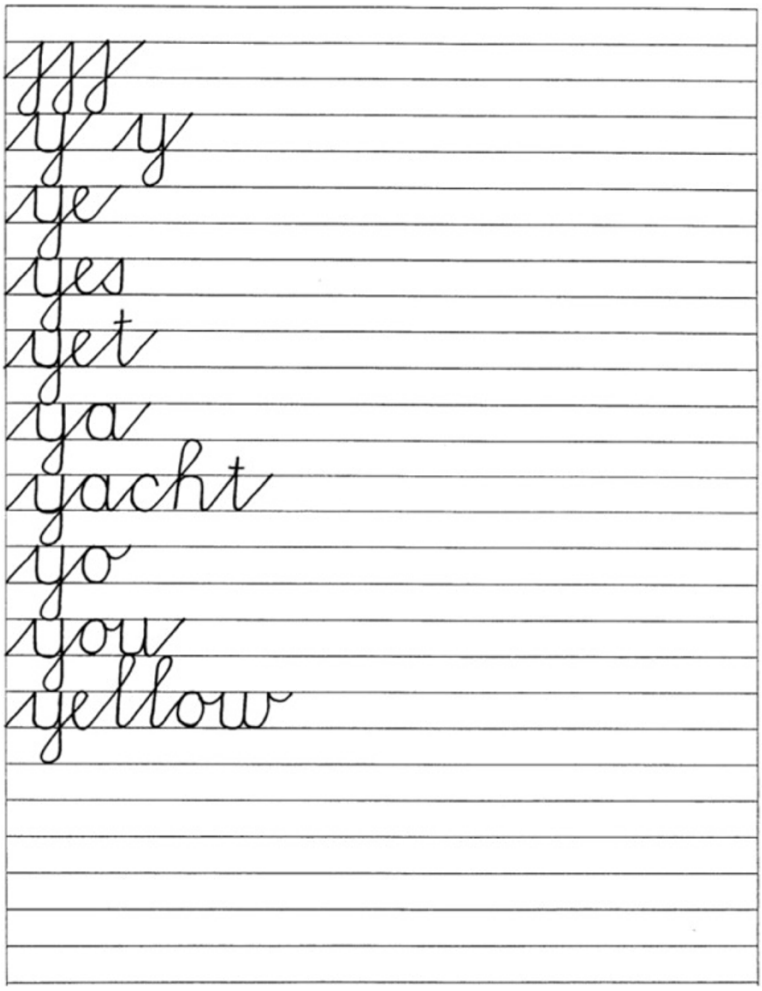

Figure 4

LO 4.7.1	

Table 2

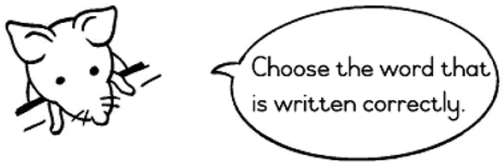

Figure 5

1. Mom says I have ..... (too or to) / (doo or do)
my homework ..... (tooday or today)
2. ..... (who or whoo) is that boy over there?
3. ..... (whoos or whoo) shoes are here on the mat?
3. To ..... (whoom or whom) must I give this money?
4. Is there someone ..... (who or whoo) is wearing brown
..... (shoes or shoos)
5. I like ..... (yoo or you)

LO 6.2.2	

Table 3

8 Assessment

Learning Outcome 3:READING AND VIEWING**:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.8 begins to analyse oral, written and visual texts for social-cultural values, attitudes and assumptions (e.g. in an advertisement on soap powder, talk about who it is meant to appeal to, and roles played by females and males).

Learning Outcome 4:WRITING**:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE**:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.2 uses some spelling rules to spell correctly.