Percy the Porcupine 03*

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1 ENGLISH FIRST ADDITIONAL LANGUAGE

2 Percy the Porcupine

3 EDUCATOR SECTION

4 Memorandum

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

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

The topic "Story time" continues with that of "Percy the porcupine" who tries to find a friend and cannot understand why the farm animals will not be his friends.

This module is integrated with the learning area, Mathematics and explores the possibility of shapes in the story.

Polite forms of greeting are repeatedly used.

Activities to learn the vocabulary of animals and their babies, and noises of animals have been designed.

Integration of themes

- A healthy environment

Farm animals are important to Man and should be cared for.

- Social Justice

The feelings of others are important and learners must learn to be sensitive to them.

*Version 1.1: Jun 18, 2009 5:56 am -0500

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5 LEANER SECTION

6 Content

- Farmer Brown has many hens.
- Hens give us eggs to eat.
- Thank you, Hens, for the eggs.
- Choose one of these letters to make the word.

Figure 1

- Sound the word.
- Make a sentence with the word.
- Write the word.

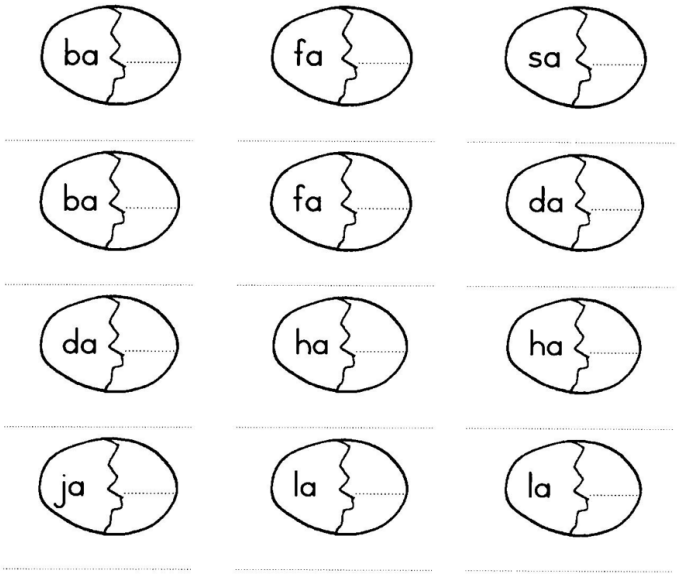

Figure 2

LO 4.3		LO 4.5	

Table 1

- Choose one of these letters to make the word.

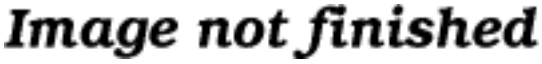

Figure 3

- Make a word.
- Sound the word.
- Make a sentence with the word.
- Write the word.

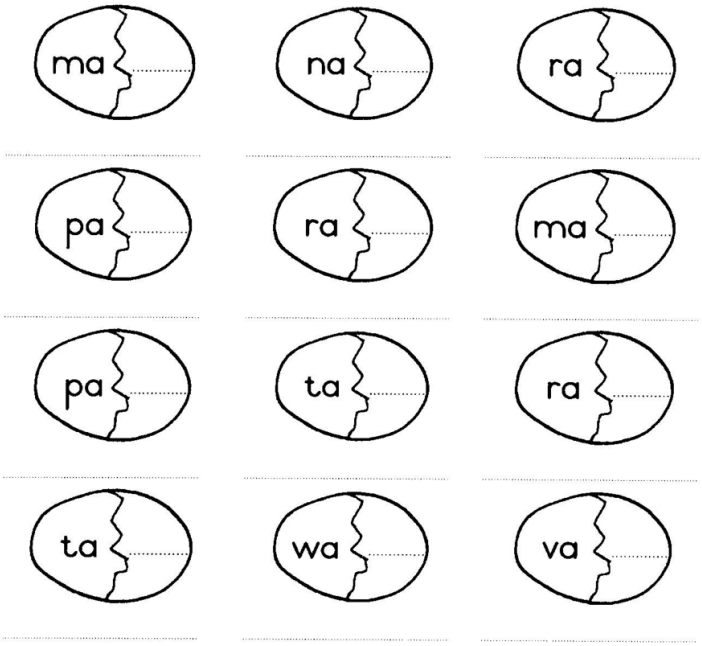

Figure 4

LO 4.3	

Table 2

- Look at these shapes.

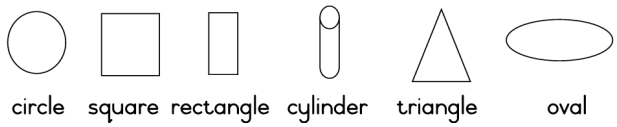

Figure 5

- Look at Percy.

Figure 6

- Choose the shape that best fits Percy's:

1. Draw the shape.	2. Write the name.
eyes	
teeth	
body	
quills	

Table 3

LO 3.3.1		LO 5.4	

Table 4

- Here are some words with "e" as in "egg" in the middle.
- Sound the word.
- Draw the picture.
- Learn to write the words for a spelling test.

bed	beg	den	fed
hem	jet	let	leg
met	men	net	pet
peg	pen	red	set
ten	wet	web	vet

Figure 7

LO 4.3	

Table 5

Farmer Brown has many cows. Cows give us milk to drink. Thank you, Cows, for the milk.

- Choose one of these letters to make the word.

Figure 8

- Sound the word.
- Make a sentence with the word.
- Write the word.

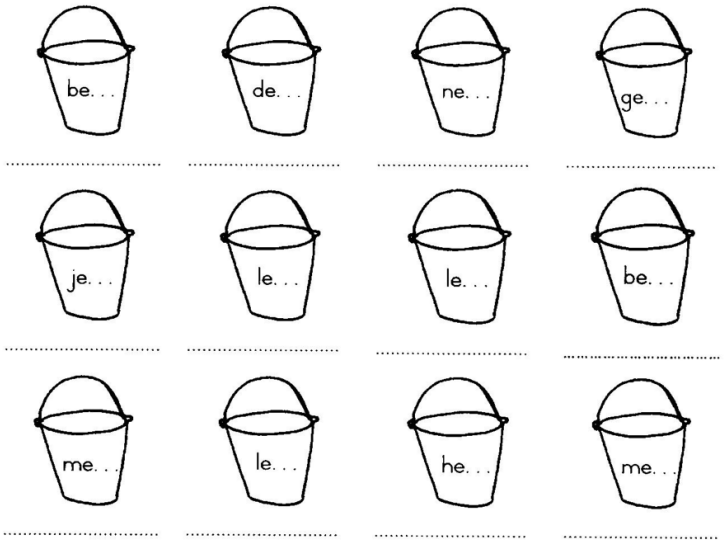

Figure 9

LO 2.6	

Table 6

- Choose one of these letters to make the word.

Figure 10

- Sound the word.
- Make a sentence with the word.
- Write the word.

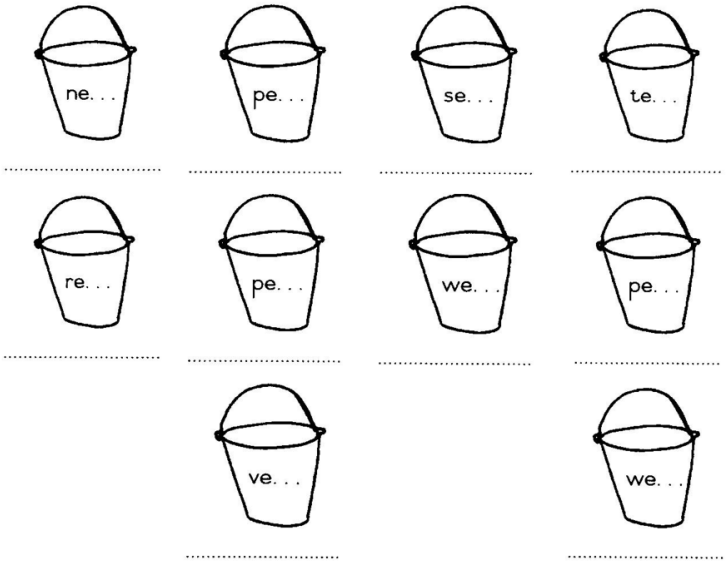

Figure 11

LO 4.3	

Table 7

7 Assessment

Learning Outcome 2:**SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading, for example:

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 3.3: We know this when the learner recognises and makes meaning of letters and words;awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

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

Assessment Standard 4.3: We know this when the learner spells common words correctly:

Assessment Standard 4.5: We know this when the learner writes sentences using a 'frame' (e.g. 'I can...'):

Learning Outcome 5:**THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.4: We know this when the learner uses language to understand concepts and vocabulary relating to different learning areas (e.g. makes a timeline for history).