Zigi - 04*

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1 ENGLISH FIRST ADDITIONAL LANGUAGE

2 Zigi

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.

Zigi, the baby zebra grows up and becomes King Leo's best friend. Together they teach the monkeys and the crocodiles a lesson. Phonics are extended with the learning of the sounds "**tch**", "**ai**", "**ay**", "**e**" at the end of a word changes the sounds of the vowels. More sounds: "**ar**", "**or**, "**oa**", "**oe**", "**ie**", "**er**", "**ur**", "**oy**" and "**oi**".

Learners answer questions about a graph. They read a factual passage on "Animal Camouflage" and discuss what they have learnt.

Integration of themes

- Social Justice

Patterns of behaviour are important and social skills should be developed and practised.

- Human rights

By observing the behaviour of all the animals in the stories, learners become aware of the rights of the people around them.

- A healthy environment

As the creatures of the forest need to live in harmony with one another, so must people learn correct behavioural patterns.

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5 LEANER SECTION

6 Content

- Listen to the poem.
- Tell your teacher what it is about.
- Read it carefully.
- Make sure you pronounce your words correctly.

6.1 My Best Friend

I have a friend to play with
and share my secrets too.
We do the funniest things together
and laugh until we're blue.
I trust my friend with everything
I think about or do.
My friend will never disappoint me
through thick and thin, we're true.
G.J.M.

- Find the 8 "th" words in the poem.

Read them pronouncing them correctly and draw a circle around them.

- Write them here.

.....
.....
.....
.....

LO 1.1		LO 2.2		LO 2.6		LO 3.2.5		LO 3.5	

Table 1

6.2 Phonics

- Is it "oa" as in coat, or "oe" as in toe?

"oa"
coat
goat
boat
soak
road
load
"oe"
toe
toes
goes
foe
foes
soap

- Complete the sentences.

1. Wear you c....., it is cold.
2. I walk down the r.....
3. I wash my legs with s.....
4. I have 10 t.....
5. He g..... home after school.
6. That is a heavy l.....
7. The g..... is in the field.
8. Whose b..... is on the shore?

LO 3.7.3		LO 4.1	

Table 2

- Listen and read.

6.3 The naughty crocodiles

The crocodiles came out of the river.
They teased the little birds.
They would not open their mouths.
The little birds could not clean
the crocodiles' teeth.
The crocodiles were naughty.
King Leo said, "Bring the crocodiles
to my lair, Zigi. They have been
naughty. I must teach them a lesson.
So Zigi brought the crocodiles to
King Leo's lair.
King Leo told the crocodiles to open
their mouths so that the little birds
could clean their teeth.
"If your teeth are not cleaned,
they will rot." said King Leo.
King Leo told the crocodiles not to
tease the little birds.
So the crocodiles did not tease
the little birds again.
King Leo was a very good king and
his best friend, Zigi, helped him.

LO 1.1		LO 2.6		LO 3.4	

Table 3

- Read and match.

People live in ..... cowsheds
Dogs live in ..... lairs
Cows live in ..... houses
Rabbits live in ..... water
Lions live in ..... burrows
Crocodiles live in ..... kennels

LO 2.10	

Table 4

- Draw.

Figure 1

a cowshed

Figure 2

a house

Figure 3

Figure 4

a lair

Figure 5

a kennel

Figure 6

a burrow

Figure 7

a river

LO 3.1.1		LO 6.8	

Table 5

- Draw a picture showing how the little birds clean the crocodiles' teeth.

Figure 8

- Write some sentences about your picture.

.....
.....
.....
.....
.....
.....
.....
.....

LO 2.10		LO 4.7	

Table 6

- Read the parts and join them to make a sentence.

Zigi's best friend	to tease Zigi and Leo.
They splashed in the	their king.
The butterflies, the birds	Sammy in the neck.
Sammy slithered down	the frogs.
Zigi bit	was Leo.
The animals made Leo	to King Leo's lair.
The monkeys teased	and the dragonflies watched them play.
So Zigi brought the monkeys	flowing waters of the river.

Table 7

- Write what you think the monkeys said.

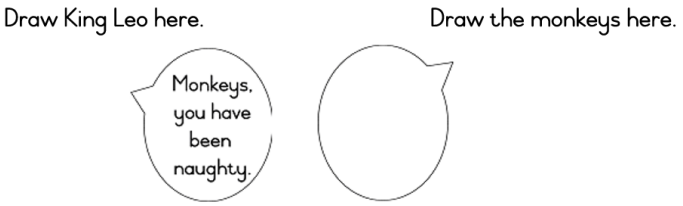

Figure 9

LO 1.4		LO 2.10		LO 3.3.1		LO 4.10	

Table 8

6.4 Phonics

Is it "ir" as in bird, or
"er" as in mother, or
"ur" as in turn?
"ir"
bird
girl
first
third
shirt
skirt
"er"
mother
sister
brother
father
her
fern
"ur"
turn
burn
hurt
curl

- Complete the sentences.

1. My moth..... cooks the food.
2. It was not a boy, it was a g.....
3. I am not second, I am th.....
4. My f..... cuts the lawn.
5. I h..... my leg.

6. She wants to c..... her hair.
7. The b..... sings up in the tree.

LO 3.7.3		LO 4.1	

Table 9

7 Assessment

Learning Outcome 1:**LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of stories rhymes and poems:

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

Assessment Standard 2.2: We know this when the learner performs a rhyme, poem or song:

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

Assessment Standard 2.10: We know this when the learner participates in a conversation on a familiar topic:

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 3.1: We know this when the learner uses visual cues to make meaning:

3.1.1 understands a picture story or comic strip by relating captions and speech bubbles to visual images;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.5 retells the story;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

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

Assessment Standard 3.4: We know this when the learner reads with increasing speed and fluency:

Assessment Standard 3.5: We know this when the learner reads aloud, using correct pronunciation and appropriate stress:

Assessment Standard 3.7: We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters;

Assessment Standard 3.8: We know this when the learner reads on own for information and enjoyment:

3.8.1 reads and follows instructions;

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 4.7: We know this when the learner uses punctuation:

Assessment Standard 4.10: We know this when the learner with support writes a short dialogue.

Learning Outcome 6:**GRAMMAR ND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

Assessment Standard 6.8: We know this when the learner understands common spoken words in context.