

For the parent/teacher

Reading is one of the essential skills mastered in the Foundation Phase. This is why 2 hours and 30 minutes per week are prescribed for **group guided reading**, and another 45 minutes for **shared reading**.

Group guided reading

Two types of group guided reading are used in the classroom:

- The entire class reads from the same class reader.
- Learners are divided into smaller groups according to their reading ability and read from graded readers.

The class reader

The class reader is pitched at a level that makes it possible for the average learner to read the week's text fairly easily once it has been read and discussed with the learners. All learners read the same reading lesson. The text is used as a basis for reading and writing activities, and the week's sounds, sight words and spelling words are introduced. The content of the class reader should be aligned with the curriculum-prescribed topics.



This is the first of a set of two class readers for Grade 3. It is advised that learners complete one reading lesson per week, including the accompanying activities.

The reading lessons are presented on double-page spreads. A reading plan and step-by-step guidelines for teaching the lessons are provided at the back of this reader. Also included are a number of fun reading games to practise quick word and sound recognition.

Graded readers for differentiated reading

Learners have different reading abilities. Some may struggle to read the class reader, while others master the content with ease. One reading lesson per week is also insufficient to master the required reading skills. To provide sufficient reading practice and allow learners to practise according to their ability, graded readers are available for differentiated-reading sessions. These graded readers are not necessarily aligned with curriculum topics. The reading level is generally clearly indicated on the reader.

Shared reading

Shared reading involves the entire class or reading group, and a large-format book with big, bold print is used.



This reader is a class reader and not a graded reader for differentiated reading. It also doesn't have enlarged text for shared reading.

Types of reading

Each reading lesson should include different types of reading. For example:

Speed-reading: A learner needs only 250 words to understand 60–75% of all reading material. These high-frequency words – it, is, the, not, and, just, was, etcetera – are called sight words. The faster learners can read sight words, the more time they have to decipher the rest of a sentence. Each reading lesson includes the speed-reading of sight words (these are provided with each lesson). Speed-reading activities can be fun – tips are provided at the back of this reader.

Pre-reading: Learners do pre-reading to predict what texts may be about. Learners are guided, for example, to find visual clues in illustrations and/or to read the first sentences of paragraphs in order to make predictions.

Search-reading: We use search-reading to find a word, name, telephone number, fact, etcetera, in a text. Learners may be asked to look for words containing certain sounds or punctuation marks, etcetera. Each reading lesson includes search-reading activities. Search-reading techniques are explained at the back of the reader.

Reading aloud and silent reading: Learners initially find it easier to read if they sound out the words, as they are able to see and hear the words at the same time. However, reading comprehension is closely linked to how fast one is able to read, and reading aloud is a slow process. Attention should therefore be paid to silent reading. To encourage silent reading, learners can initially be asked to keep a pencil pinched between their lips while reading. By Grade 3, all learners should be able to read texts silently.

Reading with feeling: Reading aloud doesn't necessarily equate to reading with expression. The latter takes into account intonation and variations in tone, volume and speed. A child learns this by mimicking the adult reader. Later, the learner does it spontaneously. Clear guidelines on reading with feeling are provided at the back of the reader.

Happy reading! We hope this class reader will provide you – and the learner(s) of course – with hours of educational fun.

Mart Meij

Teaching a reading lesson

Beforehand

- Make flashcards of the prescribed sounds and sight words for the term. The cards will include single sounds, double sounds (e.g. **ee**, **oo**, **uu** and **aa**), vowel blends (**ea**, **oa**, **ai**, etc.) and consonant blends (**ch**, **sh**, **wh**, **th**, **ph**, etc.). The reading plan clearly indicates the different sounds and sound blends. The flashcards should be big enough, and the letters bold enough, that learners at the back of the class can decipher them with ease.
- Divide the flashcards into sets containing the weekly words/sounds.
- Only use the flashcards required for a specific lesson. In Week 14, for example, you'll use the sounds and sight words for Weeks 1–14.

The reading lesson

- ❖ It is advisable to do one double page (one chapter) per week.
- ❖ A reading lesson should last half an hour on average.
- ❖ Try to follow the same routine when teaching a reading lesson. For example:

Sounds, spelling and search-reading

- Begin by flashing familiar sounds. Have learners read the sounds as quickly as possible. Turn it into a game (see suggestions below) so that learners remain engaged. NB: Always use sounds in the order indicated in the reading plan.
- Speed-read the new sight words.
- Shuffle old and new sight words together by Day 3. Speed-read all the sight words using speed-reading games (see below).

Search-reading

- Flash a sight word. Learners read the word and then search for it in their reading lesson.
- Name a sound that appears in the reading lesson. Who is the first to find a word containing the sound? Focus on the new sounds that are being introduced.
- Name a word in the reading lesson. Who finds it first?

Tips for search-reading

- During search-reading the text isn't read word for word. Show learners how to place their finger top left, at the start of the text, and to slide their finger in fluent S movements from left to right down the page while looking for a specific word/sound. The movement helps prevent the eyes from stopping at each word.
- Only use the reading text for search-reading, not the accompanying exercises.

Reading to learners

- Introduce the content by reading the lesson to the learners. Pay attention to intonation, and vary reading speed, volume, etc. Learners follow in their class readers.

- Read the lesson again but stop every now and again and ask different learners to continue reading. This forces learners to not only listen, but to read along with you.
- ❖ **Important:** Don't read the text more than twice, or learners will remember the content and do parrot reading.

Discuss the content of the reading lesson

- Ask the learners to indicate punctuation marks and to explain how a particular punctuation mark affects a sentence.
- Ask some memory and comprehension questions. Remember that learners need to justify their answers.

Silent reading

Allow learners time to read the lesson without your support. Encourage silent reading.

Reading activities

Explain the first two or three reading activities. Add and explain one or more further activities on each subsequent day of the week.

- ❖ **Important:** Don't expect learners to read the instructions themselves and to do the activities without explanation. Don't explain all the activities at the same time – learners will not be able to remember all the instructions.

Differentiated reading

While learners are busy with activities in the class reader, ask smaller reading groups to read to you from their graded readers. Follow the same steps as for class guided reading from the class reader.

Reading games

- Learners stand in a line, a few metres away from you. Flash the sounds/sight words. The first learner to read the flash card correctly gives a shoe-size step towards you. Who can touch you first?
- ❖ Learners lose a turn if they shout out the answer.
- Same idea: Learners sit on their chairs. The first learner to answer correctly may stand on his/her chair, then on his/her table, then back on his/her chair. Once back on his/her chair, the learner has won and doesn't take part in the game any more.
- ❖ By eliminating fast readers, you encourage slower readers to keep trying.
- Can you read the word/sound with your hands above your head? Oh! You can! But can you read the word if you're standing on your chair with your hands above your head? Wow! You are clever! I'm sure you can't do it standing on your table with your hands above your head and balancing a bean bag on your head, etc.
- Read the words in a squeaky voice/deep voice. Can you read the words without moving your lips/with a rounded mouth, etc.

Reading plan for Term 1 and 2

In Grade 2 we focused on basic reading skills (search-reading, speed-reading, pre-reading, reading aloud, reading with feeling). We're still focusing on these skills in Grade 3, but you'll notice that factual texts begin to play a bigger role. A lot more time is also devoted to reading comprehension. Learners must, for example, name the main idea of both the reading text and each paragraph, identify characters and the main character, etc. Follow the step-by-step lesson pattern on page 42 and pay attention to the activities indicated in the reading plan for each week.

Term 1			
Week	Page	Phonics	Reading skills
Story 1: Learning or playing?			
1	2, 3 Chapter 1: Brad Clark's busy day	<p>Phonics Letter-sound relationships of all single sounds with emphasis on differences in pronunciation</p> <p>Spelling words and, to, bed, it, has, at, is, or, if, but, red, be, can, car, had, let, for, men, big, ran</p> <p>Sight words and, to, bed, it, has, at, is, or, if, but, red, be, can, car, had, let, for, men, big, ran</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> Identify main characters Identify main theme Share feelings about text Learners answer questions to ensure comprehension Predict storyline and justify answer Read a timetable <p>Reading technique</p> <ul style="list-style-type: none"> Big to-and-fro eye movements crossing the midline – first with both eyes, then one eye, then the other eye, then while balancing on one leg Identify punctuation marks, indicate how they affect intonation Search-read single sounds, sight words, punctuation marks Search-read sight words
2	4, 5 Chapter 2: The best plan ever	<p>Phonics Revising e/ee and o/oo Words ending in -ck/k and -ll/-ss</p> <p>Spelling words</p> <ul style="list-style-type: none"> jeep, deep, heel, room, hoop, tool doll, pill, tall, dress, grass, loss look, book, peek, tick, sack, luck <p>Sight words been, need, meet, sleep, cook, soon, look, food, tell, will, well, grass, less, miss, sick, pick, black, back</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> Describe a character and give opinion of story in group context Emphasise cause and effect in story (because) From this week on, learners should always justify their answers. Therefore always ask, "Why do you say that?" Read and understand a timetable <p>Reading technique</p> <ul style="list-style-type: none"> Curved to-and-fro eye movements crossing the midline – first with both eyes, then one eye, then the other eye, then while balancing on one leg Graphic text: diagrams/timelines/lists/timetables Continue to do search-reading and speed-reading
3	6, 7 Chapter 3: To the woods!	<p>Phonics Revising sh, th, ch, wh</p> <p>Spelling words</p> <ul style="list-style-type: none"> shell, sheep, bush path, think, tooth chip, chat, chop whip, whisk, wheel <p>Sight words wish, shook, she, why, who, what, when, child, the, then, that, this</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> Book concept: cover, front cover, title Look at illustration(s) and read title; predict story based on illustration(s) Answer thinking questions and justify answers individually Indicate paragraphs in text and identify main idea of paragraph <p>Reading technique</p> <ul style="list-style-type: none"> Large diagonal eye movements crossing the midline – first using both eyes, then one eye, then while balancing on one leg Speed-read sight words Self-monitoring of word recognition and comprehension skills Search-read sight and spelling words, punctuation marks – effect of punctuation marks on intonation Discuss inverted commas in simple dialogue, e.g.: "It should be near the water," says Max. Read/compile lists

4	8, 9 Chapter 4: A day in the woods	<p>Phonics Revising ea and ee</p> <p>Spelling words creep, free, tree, sweep weak, seam, bean, steal see/sea, week/weak, been/bean, meet/meat</p> <p>Sight words seen, need, meet, week, see, three, sea, read, clean, eat, meat, please, teeth</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> Describe a character and give opinion about story (individually) Identify the main idea and details in stories and answer thinking questions Explain cause and effect (because) in story (individually) Indicate punctuation marks and dialogue in text. How does this affect intonation? <p>Reading technique</p> <ul style="list-style-type: none"> Large up-and-down, S and to-and fro eye movements with eyes closed in turn, then while balancing on one leg Indicate punctuation marks in text (inverted commas, comma, full stop, question mark, exclamation mark). What do they tell the reader? Speed-read sight words Search-read sight and spelling words, punctuation marks, etc.
Story 2: Mandi Meerkat			
5	10, 11 Chapter 1: A narrow escape	<p>Phonics Revising ow and oa</p> <p>Spelling words</p> <ul style="list-style-type: none"> glow, flow, snow, blow, grow goat, loaf, soak, road, float <p>Sight words blow, grow, know, show, own, go, no, so, fro, to</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> Predict the story by looking only at the illustration (i.e. read the illustration). Was the prediction correct? Give an opinion of the story and characters Indicate different types of dialogue in text Use key words in full sentences Interpret mind maps (Activity 5) <p>Reading technique</p> <ul style="list-style-type: none"> Large circle, zigzag and hopping eye movements crossing the midline, with both eyes, then while balancing on one leg Speed-read sight words Search-read sight and spelling words, punctuation marks, etc.
6	12, 13 Chapter 2: Not Mandli again!	<p>Phonics ai as in sail and ay as in say</p> <p>Spelling words</p> <ul style="list-style-type: none"> rain, pain, sail, paid, fail, mail, chain clay, pray, sway, tray, stray, spray <p>Sight words again, afraid, wait, day, may, play, stay, say, way, away, today</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> Give individual opinion of text/characters What is the difference between narrative text and fantasy? Does this story have a fantasy element? Identify the main idea(s) in each paragraph; make a diagram/memory map together with the teacher and recount the story based on the diagram Which three meerkat facts can be deduced from the story? <p>Reading technique</p> <ul style="list-style-type: none"> Large circle, zigzag and hopping eye movements crossing the midline, with eyes alternately closed, then while balancing on one leg Emphasise pre-reading using whisper-reading (faster) Search-read sight and spelling words, punctuation marks Indicate dialogue in text and vary intonation accordingly

Factual text			
7	14, 15 Facts about meerkats	<p>Phonics ai as in hair ea as in tea ea as in bear</p> <p>Spelling words</p> <ul style="list-style-type: none"> • chair, hair, pair, fair • tea, mean, clean, bean • beer/bear • peer/pear <p>Sight words said, chair, easy, hear, ear, head, ready, early, year, heard</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> • Difference between factual and narrative texts. Did Chapters 1 and 2 of the Mandli Meerkat story also contain facts? • Identify the main idea in each sentence; draw a diagram/memory map together with the teacher and recount the facts based on the diagram • Listen for rhyming words in text <p>Reading technique</p> <ul style="list-style-type: none"> • Large lazy-8 movements with the eyes crossing the midline while standing on one leg • Silent reading vs reading aloud – look at the difference in reading speed • Begin to emphasise silent reading; pencil between lips should not fall/move • Search-read sight and spelling words, pronouns • Reading aloud with feeling
Story 3: Children of the world			
8	16, 17 Chapter 1: Children in India	<p>Phonics oi/oy</p> <p>Spelling words</p> <ul style="list-style-type: none"> • coil, boil, spoil, loiter, soil, broil, • ahoy, enjoy, annoy, toy, joy <p>Sight words boy, kind, left, lost, cold, fast, front, just, last, most, old, jump, went</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> • Identify the key word(s) or phrase in each paragraph • Identify the key idea(s) in each sentence; draw a diagram/memory map together with the teacher and recount the reading lesson based on the diagram • Which facts about schools in India can be deduced from the story? <p>Reading technique</p> <ul style="list-style-type: none"> • Familiar eye exercises while the learner is standing on a rope/brick on the floor • Skim title and first sentence as pre-reading; silent reading • Search-read examples of spelling rules, sight and spelling words, punctuation marks, etc. • Speed-read sight words
9	18, 19 Chapter 2: Children in China	<p>Phonics silent e</p> <p>Spelling words</p> <ul style="list-style-type: none"> • hat/hate, can/cane, car/care, star/stare • rip/ripe, fin/fine, pip/pipe, win/wine • hop/hope, not/note, rob/robe, cop/cope • cut/cute, hug/huge, plum/plume, tub/tube • her/here <p>Sight words nine, use, there, here, time, have, done, name, where, five, fine, like</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> • Identify key word(s) or phrase in each paragraph • Draw a diagram/memory map together with the teacher • Recount the story based on the diagram • Which facts about schools in China can be deduced from the story? <p>Reading technique Rounding off:</p> <ul style="list-style-type: none"> • Fluent reading and writing of prescribed letters/sounds, sight words and spelling words • The following reading techniques: silent reading, reading aloud with emphasis on intonation and interpretation • Insight and own opinion <p>Start assessing reading technique</p>
10	20, 21 Chapter 3: Children in South Africa		<ul style="list-style-type: none"> • Read and interpret diagrams • Read up – do own research • Revise all sounds and spelling words that have been introduced • Revise 15–20 prescribed high-frequency sight words each day

Term 2			
Story 4: A cat and mouse story			
11	22, 23 Chapter 1: A fat cat and an even fatter mouse	<p>Phonics ou as in found ow as in cow</p> <p>Spelling words</p> <ul style="list-style-type: none"> mouth, hound, sound, round, south cow, frown, crown, crowd, drown <p>Sight words about, round, found, our, hour, out, around, frown, brown, down, town, now, how</p>	<p>Reading comprehension Continue doing the following:</p> <ul style="list-style-type: none"> Identify and describe main characters and identify main theme Share feelings about text/give opinion of story. Answers/opinions must always be justified (answer must be followed by <i>because</i>) Answer questions to show comprehension Predict storyline and justify <p>Reading technique</p> <ul style="list-style-type: none"> Continue skimming, pre-reading, silent reading Search-read core concepts and words/sounds/spelling rules Speed-read: sight words and sounds Reading aloud: intonation, volume, taking punctuation marks into account
12	24, 25 Chapter 2: True friends for ever	<p>Phonics aw as in draw and au as in autumn Revision of aw/ew/ow</p> <p>Spelling words</p> <ul style="list-style-type: none"> jaw, law, claw, flaw, raw launch, caught, naught, taught <p>Sight words him, my, his, I, me, we, us, they, her, she, he, mine, their, you, your</p>	<p>Reading comprehension As before. Add:</p> <ul style="list-style-type: none"> Learners identify cause and effect (because) Simple oral book review Posters/advertisements – purpose, target group, interpretation, compilation, use of punctuation marks in advertisements <p>Reading technique</p> <ul style="list-style-type: none"> Continue: skimming, pre-reading, speed-reading, search-reading Interpretation of graphic text – advertisements/posters Analyse, compare and contrast information
Story 5: A busy, busy bush			
13	26, 27 Chapter 1: The insects' sports day	<p>Phonics ai/ea/e* ai/ay/a* ow/oa/o*</p> <p>Spelling words</p> <ul style="list-style-type: none"> scare, fare, rare, spare, share, bare chair, hair bear, pear <p>hare/hair, stare/stair, fair/fare, pare/pear/pair, fear/fair, plain/plane, tail/tale</p>	<p>Reading comprehension As before. Add:</p> <ul style="list-style-type: none"> Visit the media centre Book concept: cover, front page, title, table of contents, index, page references and looking up information in nonfiction book <p>In reader:</p> <ul style="list-style-type: none"> Use table of contents to find information Identify main idea of paragraph Understand why story is divided into paragraphs in certain places Distinguish between narrative and factual texts <p>Reading technique</p> <ul style="list-style-type: none"> Continue skimming, pre-reading, speed-reading, search-reading Start looking up from book while reading aloud Self-monitoring in terms of word recognition and comprehension skills Look for main idea in paragraph/each sentence Describe and compare insects based on examples in story

14	28, 29 Chapter 2: Taking a break on sports day	<p>Sight words came, name, make, have, take, become, give, made, move, ride, some, are, those, were, gave, wide</p>	Revise and assess
15	30, 31 Chapter 3: The insect concert	<p>Phonics tie/sky/high/while ew ue y as in sky and y as in baby</p> <p>Spelling words</p> <ul style="list-style-type: none"> • tie, pie, the, lie • dry, why, fly, shy, ply, try • sigh, high • smile, while • many, bay, lady, city <p>Sight words they, buy, city, yes, try, away, may, always, very, any, many, every, carry, very</p>	<p>Reading comprehension As before. Add:</p> <ul style="list-style-type: none"> • Indicate different types of dialogue in text • Identify main theme of story; provide an ending or to-be-continued • Book review in class context • Read and write instructions, e.g. a recipe • Recount a story • Distinguish between narrative and factual texts <p>Reading technique Continue skimming, pre-reading, search-reading, speed-reading, making eye contact while reading aloud</p>
16	32, 33 Chapter 4: Mister Bug, the babysitter	<p>Phonics Adding s Apostrophe-s</p> <p>Spelling words</p> <ul style="list-style-type: none"> • bed/beds, tin/tins, hand/hands, put/puts, bag/bags • book/books, week/weeks, room/rooms, weep/weeps • live/lives, shave/shaves, hope/hopes, shine/shines • baby/babies, lady/ladies, city/cities, duty/duties <p>Sight words there's, she's, who's, that's, let's, whose, he's/his, it's/its</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> • What is the difference between a factual text and a narrative text? • Read and interpret tables/graphs/graphic text (life cycles illustrated in different ways) • Read comparative data <p>Reading technique Continue skimming, pre-reading, speed-reading, search-reading, making eye contact while reading aloud</p>
Factual text			

17	34, 35 The brown danger	<p>Phonics Apostrophe (contractions)</p> <p>Phrases used from reading lesson</p> <ul style="list-style-type: none"> • Paragraph 1: That surely can't be true? • Paragraph 2: Farmers are not afraid; they're careful; there is not a blade of grass; there's nothing more • Paragraph 6: That's not all • Paragraph 7: When they are on the ground; that's not a good idea; but is not as harmful <p>Sight words won't, I'll, he'll, she'll, shell, we're, were, didn't, don't, wasn't, we're/were, you're/your</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> • Identify rhyming words in text • What is the difference between narrative text, fantasy and factual text? Which type of text is this? • Connection between cause and effect; use of conjunction <i>because</i> • Identify main ideas in text, draw memory map and recount contents based on memory map • Read instructions (recipe) <p>Reading technique</p> <ul style="list-style-type: none"> • Continue skimming, pre-reading, speed-reading, search-reading, making eye contact while reading aloud • Add: technique to look up information using index and table of contents
Story 6: The tale of Lebone, the doll			
18	36, 37 Chapter 1: Lebone is thrown away	<p>Phonics Digraphs making f sound Digraphs -ng/-nk</p> <p>Spelling words</p> <ul style="list-style-type: none"> • elephant, phone, photo • fan, fig, fox, feet • deaf, calf, beef, golf • wife, knife, life • dove, stove, drive • laugh, tough, cough <p>Sight words love, wife, laugh, live, move, phone, of, off, left, if, have, gave, five, photo</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> • Determine main idea of each paragraph and draw memory map (learners do this on their own) • Recount story based on memory map • Read instructions • Read advertisements/posters – also ones that include graphic design • Continue paying attention to rhyme • Oral book review – learner gives opinion and shares feelings about type of text, characters, storyline, illustrations, whether he/she liked it, etc. <p>Reading technique</p> <ul style="list-style-type: none"> • As before, continue skimming, pre-reading, speed-reading, search-reading, making eye contact while reading aloud
19	38, 39 Chapter 2: A new life for Lebone	<p>Phonics Words that sound the same but are spelled differently</p> <p>Spelling words deer/dear, there/their, plane/plain, leave/leaf, see/sea, hear/here, for/four, pain/pane, witch/which, die/dye, buy/buy, blue/blew, plate/plait</p>	<ul style="list-style-type: none"> • Written book review • Revision of sight words • Begin to assess <p>Sigwoorde Verwys na bladsy 39 om kwartaal 2 se sigwoorde te spoedlees.</p>
20	40, 41 Chapter 3: Doctor Lebone	Rond af en voltooi assessering	