Grade 3 English

Terms 1, 2 and 3 - notes for 75 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Activities at home and school | Term 1

1.1.1 Activities at home and school: Pronunciation and vocabulary

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- recognise words with the target letter-sound combinations bl, br, cl and ch (as in chair) in oral texts
- pronounce words with the target letter-sound combinations bl, br, cl and ch (as in chair) in preparation for reading
- use the new words learnt to communicate in various contexts
- realise the role of listening attentively and speaking clearly for effective communication

KEY WORDS

blanket, broom, clean, chores, brush, clothes, chair, kitchen.

1. The sounds bl, br, cl and ch

Sound combinations

bl: blanket, blue, black. br: broom, brush, bread. cl: clean, clothes, class. ch: chair, chores, kitchen (ch can come in the middle or at the end: kitchen, lunch).

Listen: "Brenda folds the blue blanket, brushes her teeth and cleans the chair in the kitchen." Point up each time you hear one of the four sounds.

2. Words about chores at home and school

Model text: Busy Saturday

"On Saturday Brian sweeps the compound with a broom. His sister Clara washes the clothes and hangs them on the line. Mum cooks lunch in the kitchen. After the chores, the family sits on the chairs and shares bread and tea."

Word meanings: chores are small jobs we do every day; a broom is used to sweep; a kitchen is the room where food is cooked.

TRY THESE

1. Which sound starts "broom"?
2. Which sound starts "clean"?
3. What does Brian use to sweep?
4. What are chores?

TOPIC TEST

T1. Say a short sentence with one word for each sound.

T2. Write two new words on leaves for the talking tree and use each in a sentence.

Strand 1.0 Activities at home and school | Term 1

1.2.1 Activities at home and school: Fluency

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify words with the target letter-sound combinations bl, br, cl and ch (as in chair) in a text
- read a text accurately, at the right speed, and with expression
- realise the correspondence between spoken words and written words in various contexts

KEY WORDS

bright, black, clap, chalk, bring, cloth, church, blow.

1. Reading words with bl, br, cl and ch

Word building

Put "bl" in the pocket chart and add endings: bl + ack = black, bl + ow = blow. Then br + ing = bring, cl + ap = clap, ch + alk = chalk.

Read each word aloud, then say it in a sentence: "Bring the chalk to the board."

2. Reading with speed and expression

Reading text: The Clean Classroom

"It was a bright Monday morning. The class blackboard was full of dust. "Who will clean it?" asked Teacher Clare. "I will!" shouted Brian. He took a black cloth and wiped the board. Chloe brought a broom and swept the floor. Soon the classroom was clean. "Well done!" said Teacher Clare, and everyone clapped."

Read it to a partner while a third learner watches the timer. Aim at about 90 words a minute. Make your voice rise for the question and sound excited for "I will!"

TRY THESE

1. Build a word: cl + oth.
2. Build a word: br + ight.
3. How should you read "I will!"?
4. Who swept the floor?

TOPIC TEST

T1. Build two more words with "br".

T2. Read the text again and beat your first time without skipping words.

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