First Additional Language Assessment Term 3 Grade 3

Name and Surname: -	 	 	
Date:			

MEMORANDUM

Content			Mark
I. Listening and speaking		30	
2. Reading		30	
3. Phonics		30	
4. Writing and handwriting		20	
	Total	IIO	

Activity 1

Listening and speaking

Marks: 20

I.I Listening Comprehension
Listen to the story while the teacher is reading and answer comprehension questions orally.

The lives of turtles

There are about 250 kinds of turtles. Most turtles live near fresh water. They spend part of their time swimming in the water and part of it on land.

lortoises: Tortoises are slow and steady. They have short, thick back legs. Their flat front legs are built like shovels and are very good for digging. Tortoises have high, rounded shells, too. Many tortoises can pull their heads, legs, and tails inside their shells. They quickly do so at any sign of danger. Their strong shells protect them from animals that might want to eat them.

Answer the following questions orally:

I. About what animal is the story? (1)

The story is about turtles.

2. How many kinds of turtles are there? (1)

There is 250 kinds of turtles.

3. Where does turtles live? (3)

Turtles lives near <u>fresh water</u>. They spend part of their time swimming in the <u>water</u> and part of it on <u>land</u>.

4. Are tortoises fast or slow? (1)

Turtles are very slow.

5. How is a tortoises front legs build and what do they use their

front legs for? (2)

Their flat front legs are built like $\frac{1}{2}$ and are very good for $\frac{1}{2}$ digging.

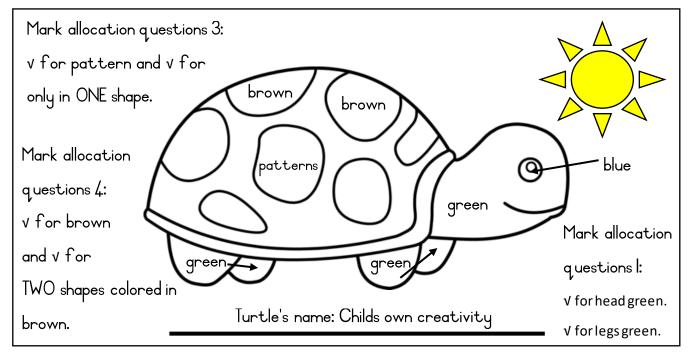
6. Why does a turtle pull themselves into their shell? (2)

They climb into their shells at any sign of $\frac{\dot{d}anger}{danger}$. Their strong shells protect them from animals that might want to eat them.

Listening and Speaking Rubric								
		2	3	4				
Vocabulary and language use	Struggles to communicate effectively, limited vocabulary. Cannot print himself / herself.	Uses a limited vocabulary. Makes many grammatical errors.	Uses appropriate vocabulary. Talks in full sentences and speaks in the correct time, eg. Past, future or present.	Uses a comprehensive vocabulary. Talks in full sentences and uses correct and good language. Use descriptive words.				
Appropriate volume and intonation	Ialks too soft or mumbles. Difficult to understand and hear.	lalks too fast. Sometimes difficult to understand.	Talk slowly and clearly. Easy to understand. Most of the time can be clearly heard.	Ialk slowly and clearly. Can be easily heard and understood at all times.				
Content	Learner doesn't participate. Doesn't want to try to answer questions.	Limited content. Teacher must ask questions to get clarity.	Spontaneous. Provides adequate content which is expected of the learner.	Spontaneous and elaborative. Content provides more information than expected.				
Comprehension skills	Most of the answers to the questions are incorrect.	Some of the answers are correct.	Most of the answers are correct.	All of the answers were correct. The learner was able to answer in full sentences.				
Ask questions for clarity	The learner has to ask questions the whole time for clarity because he seldom gives attention when given instructions.	The learner has to ask questions some times for clarity because he seldom gives attention when given instructions.	The learner has to ask questions seldom for clarity because he gives attention when instructions are given.	The learner never has to ask questions for clarity because he gives attention when instructions are given.				
			Total /20					

Listening activity

Listen to the instructions of the teacher and concentrate. Do exactly as she instructs you to do. Remember to draw neatly.



Instructions:

- I. Color the turtles head and legs green. (2)
- 2. Color the turtles eyes blue. (1)
- 3. Draw patterns inside the ONE of shapes on the turtles shell. (2)
- 4. Color TWO of the shapes on the turtles shell brown. (2)
- 5. Draw a sun in the top right side corner of the block. (1)
- 6. Color the sun yellow. (1)
- 7. Write a name of the turtle on the line. (1)

Activity 2

Reading

Marks: 30

2.1. Shared reading – Comprehension test.

Read the comic newspaper article and answer the questions.

Remember to answer in full sentences and with the correct punctuation.

LULU TO THE RESCUE

VOLUME X

Anyplace, USA

Monday, June 11

JoAnne Altsman always thought her pet pig LuLu was a good companion. Now she also thinks of LuLu as a hero. Why? When JoAnne suffered a heart attack in 1998, LuLu saved her life.

JoAnne was vacationing in her camper when she fell ill. She yelled for help, but no one heard her cries. LuLu knew that JoAnne was in trouble. She pushed through a dog door and ran to the road. She tried to stop passing cars but had no luck. LuLu hurried back to the camper three times to see how JoAnne was.

At last LuLu did something drivers were sure to notice. She lay down on the road and stuck her feet in the air. Finally, a car stopped. The driver got out and followed LuLu back to the camper. JoAnne heard the man knocking on the door. "There's something wrong with your pig!" he yelled.

"There's something wrong with me!" JoAnne yelled back. "Call 91!!"

Before long, help was on its way. Today JoAnne is well, and she's grateful for her pet pig. Without LuLu, she would have died.



- I. On which date was this newspaper article written?
 The newspaper article was written on Monday, Il June. (2)
- 2. What is the heading of the newspaper article?

 LuLu to the rescue.
 (1)
- 3. What is the name of JoAnne Altsman's pet pig?

 The pigs name is LuLu.

 (I)

- 4. What happened to JoAnne in 1998?

 JoAnne suffered from a hart attack in 1998. √ (1)
- 5. Why does JoAnne think of LuLu as a hero? _v
 JoAnne thinks LuLu is a hero because LuLu saved her life. (1)
- 6. How dit LuLu save JoAnne's life? Write 3 things down which LuLu dit to save her life. (3)
 - LuLu knew JoAnne was in trouble so she pushed through the dog door and ran to the road.
 - She then went and lay down in the road to get attention.
 - She let the driver from the car follow her back to where JoAnne was.
- 7. LuLu was a good companion." What is a companion? Circle the correct answer. (1)
 - guard
 - doctor
 - nurse
 - friend

Total: ____/10

2.2. Group Guided Reading

Read aloud from your own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher. You will be marked according to this rubric:

Rubric – Group Guided Reading		
l. Words a pronounced correctly.	2	
I. Learner makes use of the reading	2	
strategies taught in the Home Language		
to make sense and monitor self when		
reading (phonics, context clues, structural		
analysis, sight words)		
2. Learner reads with increasing fluency and	2	
expression.		
3. Shows an understanding of punctuation	2	
when reading aloud.		
4. Reads with feeling and intonation.	2	
Total	10	

2.3. Independent reading – Read the story below aloud to your Teacher.

The hungry mouse

A mouse was having a very bad time. She could find no food at all. She looked here and there, but there was no food, and she grew very thin. At last the mouse found a basket, full of corn. There was a small hole in the basket, and she crept in. She could just get through the hole.

Then she began to eat the corn. Being very hungry, she ate a great deal, and went on eating and eating. She had grown very fat before she felt that she had had enough. When the mouse tried to climb out of the basket, she could not. She was too fat to pass through the hole.

"How shall I climb out?" said the mouse.

"Oh, how shall I climb out?"

Just then a rat came along, and he heard the mouse.

"Mouse," said the rat, "if you want to climb out of the basket, you must wait till you have grown as thin as you were when you went in."

Rubric – Independent reading		
2. Words a pronounced correctly.	2	
5. Learner makes use of the reading	2	
strategies taught in the Home Language		
to make sense and monitor self when		
reading (phonics, context clues, structural		
analysis, sight words)		
6. Learner reads with increasing fluency and	2	
expression.		
7. Shows an understanding of punctuation	2	
when reading aloud.		
8. Reads with feeling and intonation.	2	
Total	10	

Activity 3

Phonics

Marks: 30

3.1 Choose the best consonant digraphs in the box and complete the words in each sentence. (5)

ph	II	SS	ff

- a) I picked up a shiny she $\!\perp\!\!\!\perp$ on the beach.
- b) The phone has rung at least ten times today.
- c) The sta<u>ff</u> at the shopping center was very helpful.
- d) The policeman put a handcu<u>ff</u> around the robber's hands.
- e) My dad gave my mom a kiss on the cheek.
 - 3.2. Write your own words in the table using the consonant blends. (8)

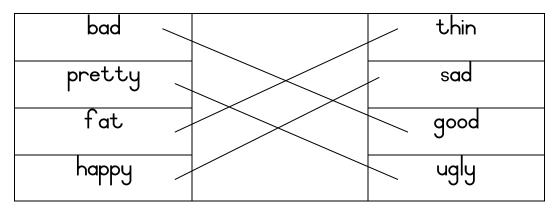
str-	scr-	tch-	nch-
string	screw	watch	punch
strong	screen	catch	lunch
street	scream	switch	bench
stranger	scratch	stretch	branch

Enige ander korrekte antwoord van leerder kan aanvaar word.

- 3.3. Underline the word which is not spelled correctly in the following sentences. (5)
- a) The man broke his leg and now he is in a lot of payn/pain.
- b) The girl paid her ice cream with a coin/coyn.
- c) My brother's favorite toi/toy is his firetruck.
- d) The circle is round/roundt.
- e) I bumped my haid/head into the wall.
- 3.4. Complete the following sentences by using this, those and these. (4)
- a) This is my hat.
- b) Those are my friends outside.
- c) <u>Those</u> belong to my teacher.
- d) These are not mine.
- 3.5. Write down the plurals of the following words in die table. (4)

chair	chairs	brush	brushes
bus	busses	tooth	teeth

3.6. Draw a line to match the words with their opposite meaning. (4)

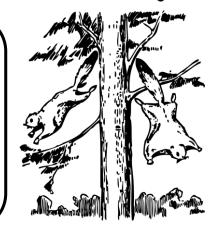


Activity 4
Writing and Handwriting
Marks: 20

Write the following paragraph over on the lines in cursive writing.

When a flying squirrel wants to get from a high tree branch to a lower one, it leaps into the air with its four legs spread wide apart.

Flaps of skin between its front and back legs act like a parachute to slow the squirrel's fall.



		 	 	 	 	
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Rubric – Writing and					
Handwriting: Cursive	I	2	3	4	5
I. Line usage — How well did the learner use his writing lines?	Many errors in line usage. Many	Some errors in line usage.	Few errors using lines correctly. Few errors	Uses lines correctly most of the time. Uses	Always uses lines correctly. Always uses
2. Spacing - How well did the learner space their letters and/or words?	errors in spacing.	errors in spacing.	using spacing correctly.	proper spacing most of the time.	proper spacing.
3. Letter formation- Did the learner form his letters correctly?	Many errors in letter formation. Incorrect letter formations.	Some errors in letter formation. Letters formed incorrectly.	Few errors in letter formation. Few letters are formed incorrectly.	Most letters are formed correctly.	Consistently forms all letters correctly.
4. Readability – How easy is it to read the learners handwriting? 5. Neatness – How neat is the learners	Many errors in readability. Difficult to read.	Some errors in readability. Not neatly done.	Few errors in readability. Not as neatly done.	Very easy to read. Writes neatly.	Always easy to read. Always writes neatly.
handwriting?				Tota	al:/20