

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LESSON PLAN
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 7&8



TERM 3				
WEEK	LISTENING AND SPEAKING (L&P)	READING AND VIEWING (R&V)	WRITING AND PRESENTING (W&P)	LANGUAGE STRUCTURES AND CONVENTIONS (LS&C)
7&8	Listens to a poem/s and completes a listening comprehension activity. Introductory activities • Discusses what the poem is about • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the poem • Performs poem/ selected stanzas Learners are to: • Practice various listening and speaking activities • Relate poem to own experience • Identify rhythm and rhyme in the poem • Express feelings stimulated by the poem • Identify words which begin with the same sound • Practice using words that imitate their sounds, e.g., bees buzz, glass tinkles, etc. (onomatopoeia) • Perform a poem/ selected stanzas NOTE Ongoing Assessment for Learning	Reads a poem/s and completes a reading comprehension. Introductory activities • Pre-reading: Predicts from title and pictures • Use reading strategies, e.g., prediction • Looks at pictures carefully • Uses contextual clues Learners are to: • Identify rhythm and rhyme • Break up words into syllables • Express feelings stimulated by the poem read Reading methodologies Read aloud (<i>Drop all and read</i>)/ group-guided/ shared/ paired/ independent reading of the novelette. Reading for enjoyment • Poetry/ novelette to be read daily for a minimum of 30 minutes • Reflects on texts read independently • Relates to own context	Write sentences that rhyme. Introductory activities • Identifies and demonstrates how words rhyme by manipulating, adding, deleting, or substituting sounds in words • Uses descriptive language to explain or to ask questions • Recognises letters and letter-sound matches Learners are to: • Write pairs of sentences of the same length that rhyme • Use appropriate rhythm and rhyme • Use knowledge of syllables to develop the rhythm and rhyme Personal dictionary • Record words and their meanings in a personal dictionary • Use drawings or sentences using the words or explanations to show the meaning, etc. • Place new vocabulary on a word wall	Word level work: Conjunctions Sentence level work Statements, simple sentences. Word meaning Personification, alliteration, similes, metaphors, rhythm, and rhyme Spelling and punctuation Dictionary use, abbreviations: acronyms, truncation, initialization.

Grade 4					
WEEK 1					
Skill	Day 1 90 minutes	Day 2 60 minutes	Day 3 60 minutes	Day 4 90 minutes	Day 5 60 minutes
	Listening and Speaking - Listening process - Speaking - Reflection on listening text - Phonics Review	Shared Reading - Pre-reading Language structures and conventions: - Conjunctions	Shared Reading - During-reading 1st and 2nd read	Shared Reading - Post-reading Language structures and conventions: - Personification	Shared Writing Pre-writing activities: Genre – Poetry: Write pairs of rhyming sentences
WEEK 2					
Skill	Day 6 90 minutes	Day 7 60 minutes	Day 8 60 minutes	Day 9 90 minutes	Day 10 60 minutes
	60 minutes	30 minutes	30 minutes	60 minutes	30 minutes
	Language structures and conventions: Alliteration & Similes	Writing - Continued format/genre - Planning	Writing - Planning: Pre-writing strategies - Drafting frame	Writing - Editing and Revising - Final	Writing - Presenting and publishing Tests: - Vocabulary - Spelling - Spelling rules
	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
	Group-guided reading	Group-guided reading	Group-guided reading	Group-guided reading	Group-guided reading
	Group 1 (Weaker): Phonics, High Frequency, Decodable with teacher	Group 1 (Weaker): Paired Reading	Group 1 (Weaker): Independent Reading	Group 1 (Weaker): Phonics, High Frequency, Decodable with teacher	Summary writing: Teaching moment then activity completed individually/paired or group work
	Group 2: (Middle) Paired reading	Group 2: (Middle) Independent Reading	Group 2: (Middle) Phonics, High Frequency, Decodable & GGR with teacher	Group 2: (Middle) Non-fiction text, instructions	
	Group 3: (Stronger) Independent Reading	Group 3: (Stronger) Phonics, High Frequency, Decodable & GGR with teacher	Group 3: (Stronger) Paired Reading	Group 3: (Stronger) Non-fiction text, instructions	
					Summary writing: Teaching moment then activity completed individually/paired or group work

Term	3	Week	7	Day	1	Time	90 minutes
Text Type	A Poem			Date			
Skill	Listening and Speaking Phonics						
Strategies	Prediction Inferencing						

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
PRE-LISTENING Introduce the theme of the cycle: Heroes	Poem: VIDEO: Original story of Little Red Riding Hood (2min37s ec)	METHODOLOGY: LISTENING AND SPEAKING			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		PRE-LISTENING			
		1. Lesson hook: Settle learners and let them watch the original story of Little Red Riding Hood. https://www.youtube.com/watch?v=ivg_Yc-YDYo	1. Watch the video.	1. Watch the video.	

	https://www.youtube.com/watch?v=ivg_Yc-YDYo COPY: Little Red Riding Hood from 'Revoltin g Rhymes' by Roald Dahl AUDIO: https://soundcloud.com/anton-jarvis-206182017/revoltin-g-rhymes-little-red-riding-hood VIDEO: https://www.youtube.com/watch?v=3ksSp-mVfICl	2. Ask: • Do you know the story? • Who is the hero in this story? • Why? • Do you know of a different ending? • Who is the hero in your version of the story? • Why? 3. Listen to learners' responses.		2. Respond to questions.	
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Brainstorm Phonics sound	· Sounds in Focus Phonics Chart · Flash Cards: w/wh/qu sounds · Colour paper	1. Place the featured 'w/wh/qu' sounds on the board. 2. Ask learners to work in their groups and brainstorm at least one word containing the 'w/wh/qu' sounds in each of the patterns as indicated on the board. Each group is provided with colour flash cards (one shade per group) on which they will write their words. They are given 2 minutes. E.g.<table><tr><td>w</td><td>wh</td><td>u</td></tr><tr><td>water</td><td>which</td><td>queen</td></tr></table> 3. Reflect on vocabulary provided. 4. Ask learners to provide words (actual or nonsense) that rhyme with the words on the board. 5. Educator chooses 5 words that learners should write in their personal dictionaries.	w	wh	u	water	which	queen	1. Learners work in groups and brainstorm words containing those sounds. 2. One person per group pastes their vocabulary under the sounds on the board. 3. Reflect on vocabulary provided. 4. Think of words that rhyme with the words provided. 5. Use P – Point to the word. A – Act out the word T – Tell the meaning S – Make a sentence	1. Learners work in groups and brainstorm words containing those sounds. 2. Brainstorm in groups – 2 minutes. 3. One person per group pastes their vocabulary under the sounds on the board. 4. Add vocabulary to sounds. 5. Create rhyming words (actual or nonsense). 6. Add 5 words to their personal dictionaries	
w	wh	u									
water	which	queen									
Introduction to text type		1. Teacher explains that in the next two weeks, the focus will be on -listening to a poem, -reading a poem and -how to write sentences that rhyme.		1. Learners listen to the teacher's explanation.							
DURING LISTENING First Read		1. Teacher reads the poem, <i>Little Red Riding Hood from 'Revolt Rhymes' by Roald Dahl</i>, for the first read. 2. For the first read, read the poem fluently with expression. As you read, embed meaning by using vocal expression for different voices, actions, gestures, and facial expressions. 3. You may also explicitly build meaning by pausing to explain something. 4. Remind learners about the theme.	1. Ask learners to listen attentively. 2. Ask learners to listen out for vocabulary that contain the 'w/wh/u' sounds. e.g., what, watching	1. Listen. 2. Provide vocabulary with 'w/wh/u' sounds from text.							

		5. Ask learners to listen attentively. 6. Ask learners to listen out for vocabulary that contain the 'w/wh/u' sounds. e.g., what, watching			
DURING LISTENING Second Read		1. For the second read, read the poem fluently and with expression again. Now, model the 'thinking out loud' strategy as you do the second read. 2. As you read embed meaning. 3. After reading each part of the poem, share your thoughts on the poem. Do this by 'thinking aloud.' The cues are provided in the second column. 4. Make sure that there is a clear distinction between what you are reading, and what you are thinking. 5. Make use of the Inferencing strategy during the 'thinking aloud.'	1. Listen attentively. 2. Encourage learners to formulate thoughts while listening and reading various texts. 3. Focus on predicting and inferencing.	1. Listen/observe educator inference. 2. Try to infer.	
DURING LISTENING Third Read		1. Finally, on the third read, read the poem fluently and then ask learners questions about the poem. 2. Again, embed meaning as you read. 3. After reading each part of the poem, ask the question in the third column. 4. Ask questions and involve many learners in the lesson. Encourage answers in full sentences. 5. If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer. 6. Correct sentence and language structure of responses.	1. Listen attentively to the story and questions posed.	1. Respond using quality sentences.	
POST-LISTENING Conclusion		1. Allow learners to work in groups to discuss whether they	1. Learners work in groups to discuss whether they	1. Discuss in groups. 2. Provide feedback.	

		considered Miss Hood a hero or a villain.	consider Miss Hood a hero or a villain.		
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DURING LISTENING: First, second and third read:

FIRST READ: Text	SECOND READ : Thinking Aloud Strategy	THIRD READ: Questions
As soon as Wolf began to feel That he would like a decent meal, He went and knocked on Grandma's door. When Grandma opened it, she saw The sharp white teeth, the horrid grin, And Wolfie said, "May I come in?" Poor Grandmamma was terrified, "He's going to eat me up!" she cried. And she was absolutely right. He ate her up in one big bite. But Grandmamma was small and tough, And Wolfie wailed, "That's not enough! I haven't yet begun to feel That I have had a decent meal!" He ran around the kitchen yelping, "I've got to have a second helping!"	I can infer that Wolf was still hungry and wanted to eat grandma to fill himself up. I can infer that grandma's age made her tough for the Wolf to eat. I can infer that grandma was small because Wolf could eat her in one bite.	Why did Wolf go to Grandma's house? <i>'Wolf went to Grandma's house because he was hungry and he wanted eat Grandma.'</i> What do you think Grandma's reaction was when she opened the door to see Wolf on her doorstep? <i>'Grandma screamed and maybe tried to run and hide' (learner's response)</i> Why did Wolf need a second helping of food? <i>'Being old, Grandma was small and her skin was tough with age, and Wolf was big, so he needed more food to fill his belly.'</i>
Then added with a frightful leer, "I'm therefore going to wait right here Till Little Miss Red Riding Hood Comes home from walking in the wood."	I can infer Wolf was determined to wait for Red Riding Hood.	Why do you think Little Red Riding Hood was walking in the wood? <i>'She went to visit her Grandma who was ill.' (learner's response)</i>
He quickly put on Grandma's clothes, (Of course he hadn't eaten those). He dressed himself in coat and hat. He put on shoes, and after that, He even brushed and curled his hair, Then sat himself in Grandma's chair.	I can infer that Wolf did everything to make himself look like Grandma.	Why had Wolf not eaten Grandma's clothes? <i>'Clothes aren't edible.'</i>
In came the little girl in red. She stopped. She stared. And then she said, "What great big ears you have, Grandma." "All the better to hear you with," the Wolf replied. "What great big eyes you have, Grandma." said Little Red Riding Hood. "All the better to see you with," the Wolf replied. He sat there watching her and smiled. He thought, I'm going to eat this child.	I can infer that Wolf thinks that Red Riding Hood will be a tastier delicacy than her grandma because of her youth.	Why did Little Red Riding Hood stop and stare when she came into Grandma's house? <i>'She saw someone dressed as her grandma, but with different features?'</i> Why do you think she did not turn and run away? <i>'She recognized her grandma's clothes and thought that Grandma must be very sick.' (Learner's response)</i> What do you think 'caviar' is? <i>'Fish roe or eggs that have been lightly salted or cured. Very expensive. Would have</i>

Compared with her old Grandmamma, She's going to taste like caviar.		<i>been found in the 'kuite' that many South Africans eat.'</i>
Then Little Red Riding Hood said, " But Grandma, what a lovely great big furry coat you have on."	I can infer that by this unexpected response, that Little Red Riding Hood has a cunning plan.	In the traditional story, what was Red Riding Hood supposed to say? <i>"What great big teeth you have, Grandma!"</i>
"That's wrong!" cried Wolf. "Have you forgot To tell me what BIG TEETH I've got? Ah well, no matter what you say, I'm going to eat you anyway."	I can infer by Wolf's reaction that he was not expecting that response.	
The small girl smiles. One eyelid flickers. She whips a pistol from her knickers. She aims it at the creature's head, And bang bang bang, she shoots him dead	I can infer that Red Riding Hood has an evil plan and that she is prepared for this encounter.	Why did the little girl smile? <i>'She had an evil plan to get rid of Wolf.'</i>
A few weeks later, in the wood, I came across Miss Riding Hood. But what a change! No cloak of red, No silly hood upon her head. She said, "Hello, and do please note My lovely furry wolfskin coat."	I can infer that Miss Hood is all grown-up and has exchanged her cloak for a coat.	Why does the poet refer to her hood as 'silly'? <i>'It is childlike, not to be worn by adults who can defend themselves against evil.'</i>

Term	3	Week	7	Day	2	Time	60 minutes
Text type	Poetry			Date			
Skill	Read & Viewing: Shared Reading: Pre-Read						

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Introduction Access prior knowledge (5 min)	• Poem: Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl • AUDIO: https://soundcloud.com/anton-jarvis-206182017/re	METHODOLOGY: SHARED READING			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		PRE-READ			
		1. Ask the learners if they enjoyed the poem Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl.	1. Listen to the poem. 2. Share thoughts about the poem.	1. Shares with a partner or the class his/her thoughts on the poem by Roald Dahl.	
		2. Learners must provide reasons.			

	volting = rhyme s-little- red- riding- hood • VIDEO: https://www.youtube.com/watch?v=3ksSpmVfICI				
Make predictions (5 min)		1. Why do you think Roald Dahl calls his anthology or anthology of poems 'Revolting Rhymes'? What is the meaning of 'revolting'? <i>The ambiguous title plays with the double meaning of the word 'revolting,' thus suggesting: (1) that the tales may produce disgust in the reader, and (2) that the tales are rebellious because they go against an established order.</i>	1. Learners work in pairs to discuss the question.	1. Learners turn and talk and provide feedback to the class in discussion form.	
Text Features/ structure: Poem (15 min)		1. Hand out a copy of the poem, Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl, to the learners. 2. Write the following questions on the board before learners enter the class. Ask learners to discuss them in their partners: a) The word 'stanza' comes from an Italian word that means "little room." Why might this be the word used to describe a group of lines in a poem?	1. Learners work in pairs. 2. They discuss the questions posed by the educator and provide feedback.	1. Learners discuss and complete the activities in pairs. 2. Classes discuss their answers and arrive at the best, most suitable answer. 3. They write the answers from the board into their books.	

		b) How many stanzas are there in this poem? c) Remember that rhyming words end with the same sound and that poems with a rhyme scheme, or pattern of rhyming words, usually put those words at the ends of lines. Re-read stanza 1, use a colored pencil to underline each end word with the same ending sound. (Different colours for different sounds) d) Where do the rhyming words appear? e) Why did Roald Dahl skip the introduction of the characters at the start of the poem? 3. After class discussion the teacher captures the best or suitable answer on the board.			
Reading Strategies: (10 min) Note the difference between skimming and scanning. • Skimming (surface level reading and pay attention to the visuals, sub-headings, and format to govern if the text gives the information, it needs or not) Scanning (quick reading of the text and looking for keywords, ideas, phrases, visuals, subheadings, and format)		1. Explain that the learners need to scan the dialogue for unknown words. 2. Ask learners to tell you which words they do not understand. 3. As learners provide the words, make a list on the board. This may be: (personal dictionary words) • decent • horrid • yelping • caviar • cloak 4. Identify the words that are important for learners to understand. • wailed • leer • compared	1. Scan the dialogue for unknown words. 2. Provide unknown words.	1. Scan and underline the text for words that they do not know or do not understand. 2. Inform the teacher about their unknown words.	

		• flickers • creature • note			
Vocabulary (25 min)		1. List unknown words on the board during lessons. e.g. • decent • horrid • yelping • caviar • cloak 2. Include the following words if learners have not mentioned them already: (personal dictionary words) • wailed • leer • compared • flickers • creature • note 3. Find the word in the text and read the sentence aloud. 4. Then, explain the meaning of the word in context. 5. Break up each word into syllables (clap it out), ask learners to put a picture to one/two words, ask learners to put the definitions in context of the story in their own words and to develop their own sentences using those words. 6. Words are placed on the word wall.	1. Break words up into syllables. 2. (clap it out), learners put a picture to one/two words, put the definitions in context of the story in their own words and develop their own sentences using those words. 3. Place words on Word Wall.	1. Words and definitions are placed in the personal dictionaries. 2. Add a picture to one/two words. 3. Complete personal dictionary activity as classwork/home work.	

Assessment for Learning: Pre-reading (10 minutes)

- Visualisation:** Learners choose one of the dialogue characters from the learner pack to draw and add words to describe the character.

Wolf	Grandma	Little Red Riding Hood
 Physical / Character Traits: • devious • furry, big eyes What actions show these traits? • The wolf eats the grandmother. • He also attempts to trick Little Red Hiding Hood so that he can eat her too. What challenges does this character face? • Little Red Riding Hood outsmarts him.	 Physical / Character Traits: What actions show these traits? What challenges does this character face?	 Physical / Character Traits: What actions show these traits? What challenges does this character face?

- Vocabulary:** While learners are drawing, the teacher walks around and gives each learner a word from the personal dictionary list to use in a sentence of their own. This is done orally.

Term	3	Week	7	Day	3	Time	60 minutes
Text type	Poem			Date			
Skill	Read & Viewing: Shared Reading: During Reading: First and Second Read						
LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES		ASSESSMENT FOR LEARNING		DATE
Introduction (5 min)		METHODOLOGY: SHARED READING					
		I DO/ WE DO		I DO/ WE DO	YOU DO		
		DURING READING					
		1. Introducing K-W-L chart. K – What I already know W – What I want to know L – What I have learnt. 2. Ask learners to complete a chart using their knowledge of the features of the poem.		1. Complete the K-W-L chart.		1. Learners provide feedback in a class discussion.	
First Read (25 min)	Poem: Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl	1. Ask learners to open their exercise books and turn to the poem Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl.		1. Follows the poem as the educator reads and think about what you heard.		1. Open their books and turn to the poem. 2. Listen as the teacher reads the poem aloud.	

		2. Ask learners to listen carefully and think as you read the text. 3. Read the poem fluently and clearly. 4. Use gestures, actions, and facial expressions. Change tone of voice (expression) to enhance meaning. 5. Stop and explain a word or phrase to learners, if needed. 6. During the First Read, model 'thinking about the text' for learners. 7. Read the text in Column 1, and then say the text in Column 2. 8. Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. 9. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud.' 10. The 'thinking aloud' focusses on making connections as the comprehension strategy. 11. The teacher demonstrates how a connection is made with the dialogue.			
Second Read (30 min)		1. Provide the learners with their own copy of the following questions: a) How is the Wolf's mouth described? b) What did Red Riding Hood wear at the end of the poem? c) How did the Wolf prepare for the girl's arrival? List three things he did to disguise himself.	1. Turn and talk (pairs) and discuss their answers with a partner. 2. A few learners to share their answers. 3. Learners really start to think more critically about the text by asking follow-up	1. Paste the questions in their books. 2. In pairs, discuss their answers. 3. Share their answers with the class. 4. Formulate their own question. 5. Share their question with their partner.	

	d) How did the Wolf feel after eating Grandma? Circle the best answer: <table><tr><td>content</td><td>full</td></tr><tr><td>hungry</td><td>angry</td></tr></table> e) At which stage of the poem do you think Miss Hood realized that it wasn't her grandma? f) Why do you think Red Riding Hood asked the Wolf about his coat? g) Find one word in the text which is closest in meaning to 'started.' h) Order the lines from the poem using the numbers 1 –4: <table><tr><td></td><td>Red Riding Hood stared at the Wolf.</td></tr><tr><td></td><td>The Wolf has sharp, white teeth.</td></tr><tr><td></td><td>The girl smiles.</td></tr><tr><td></td><td>He put on Grandma's shoes.</td></tr></table> i) How is the new name the narrator uses in Stanza 8, different from her name in the title of the poem? Why do you think this is? j) How is this poem different from the original story? 2. Read and explain these questions to learners. 3. Explain to learners that you are going to read the text once again and listen carefully to the answers. 4. Embed meaning by using gestures, actions, facial expressions, and vocal expressions. 5. Where necessary, stop and explain a	content	full	hungry	angry		Red Riding Hood stared at the Wolf.		The Wolf has sharp, white teeth.		The girl smiles.		He put on Grandma's shoes.	questions to their responses. 4. Formulate a question about the poem. 5. Learners to independently think of a question that they can ask about the poem. 6. Learners are given the opportunity to answer the ten questions in their books.	6. Share their questions with the class. 7. Answer the ten questions in their books after the second read. 8. Allow for peer marking.	
content	full															
hungry	angry															
	Red Riding Hood stared at the Wolf.															
	The Wolf has sharp, white teeth.															
	The girl smiles.															
	He put on Grandma's shoes.															

Conjunctions A conjunction is a word used	Conjunctions Resource Video: https://www.youtube.com/watch?v=RCRI19NQwOI	word or phrase to learners. 6. Model 'thinking about the text' for learners (column 2). 7. Allow learners the chance to turn and talk (pairs) and discuss their answers with a partner. 8. Call on a few learners to share their answers. 9. Ensure that learners really start to think more critically about the text by asking follow-up questions to their responses. 10. Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions. 11. Finally, ask learner pairs to formulate a question about the poem. 12. Now, ask learners to independently think of a question that they can ask about the poem. 13. Remind learners of some of the question words or phrases, for example: who; what; where; how; why; in your opinion; do you think; list; etc. 14. Now allow learners the opportunity to answer the ten questions in their books. 1. Write the following sentences on the board and ask the learners to suggest making one	1. Teacher explains what a conjunction does. Teacher can	1. Learners turn and talk and share	
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to connect words, phrases, and clauses. Common examples of conjunctions include and, but and or, although there are many other possibilities (including although)		sentence of the two. Turn and Talk: a) The small girl smiles. One eyelid flickers. b) The Wolf struggled to fit into Grandma's clothes. He was too big. c) Miss Hood was small. Miss Hood was brave.	add a video to the explanation https://www.youtube.com/watch?v=RCRil9NQwOI 2. Teacher writes the following examples on the board for the class to discuss and writes the answers on the board: a) Wolf doesn't have much time. He must hurry up. (so) b) Grandma is human. Miss Hood is human. (and) c) Grandma is old. She can't run away. (because) 3. The teacher supports learners in understanding that some words become redundant as they are repeated. 4. The teacher supports the learners in understanding that sometimes one has to use the second sentence first in order not to lose the meaning.	their answers with partners. 2. Learners provide feedback. 3. Learners respond to the teacher's questions. 4. Learners use the words in brackets to join the sentences. 5. Teachers provide learners with learner activity resources for LSC activities. 6. Learners engage in independent work in the learner activity resource (LSC Activity).	
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Assessment for Learning:

After peer marking, each learner has a chance to read a stanza from the poem **Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl** aloud to the group in which they have been placed (mixed ability). Teachers will walk around, strategically listen to learners' reading aloud and provide feedback.

Poem	First Read: Think aloud
As soon as Wolf began to feel That he would like a decent meal, He went and knocked on Grandma's door. When Grandma opened it, she saw The sharp white teeth, the horrid grin, And Wolfie said, "May I come in?" Poor Grandmamma was terrified, "He's going to eat me up!" she cried.	I wonder why Wolf decided to knock on Grandma's door that day? I think it must be because he knew that Grandma was old and small and couldn't put up much of a fight.

And she was absolutely right. He ate her up in one big bite. But Grandmamma was small and tough, And Wolfie wailed, "That's not enough! I haven't yet begun to feel That I have had a decent meal!" He ran around the kitchen yelping, "I've got to have a second helping!"	I wonder why Wolf managed to eat Grandma in one big bite?
Then added with a frightful leer, "I'm therefore going to wait right here Till Little Miss Red Riding Hood Comes home from walking in the wood."	I wonder why Wolf did not go out looking for Red Riding Hood?
He quickly put on Grandma's clothes, (Of course he hadn't eaten those). He dressed himself in coat and hat. He put on shoes, and after that, He even brushed and curled his hair, Then sat himself in Grandma's chair.	I wonder why the Wolf dressed himself in Grandma's clothes?
In came the little girl in red. She stopped. She stared. And then she said, "What great big ears you have, Grandma." "All the better to hear you with," the Wolf replied. "What great big eyes you have, Grandma." said Little Red Riding Hood. "All the better to see you with," the Wolf replied. He sat there watching her and smiled. He thought, I'm going to eat this child. Compared with her old Grandmamma, She's going to taste like caviar.	I wonder if Red Riding Hood knew that it wasn't Grandma lying in the bed, when she walked into the room?
Then Little Red Riding Hood said, " But Grandma, what a lovely great big furry coat you have on."	I wonder why Red Riding Hood did not turn and run away?
"That's wrong!" cried Wolf. "Have you forgot To tell me what BIG TEETH I've got? Ah well, no matter what you say, I'm going to eat you anyway."	
The small girl smiles. One eyelid flickers. She whips a pistol from her knickers. She aims it at the creature's head, And bang bang bang, she shoots him dead	I wonder what gave Red Riding Hood the courage to act in this manner?
A few weeks later, in the wood, I came across Miss Riding Hood. But what a change! No cloak of red, No silly hood upon her head. She said, "Hello, and do please note My lovely furry wolfskin coat."	

Term	3	Week	7	Day	4	Time	60 min
Text type	Poetry			Date			
Skill	Read & Viewing: Shared Read Post Reading						

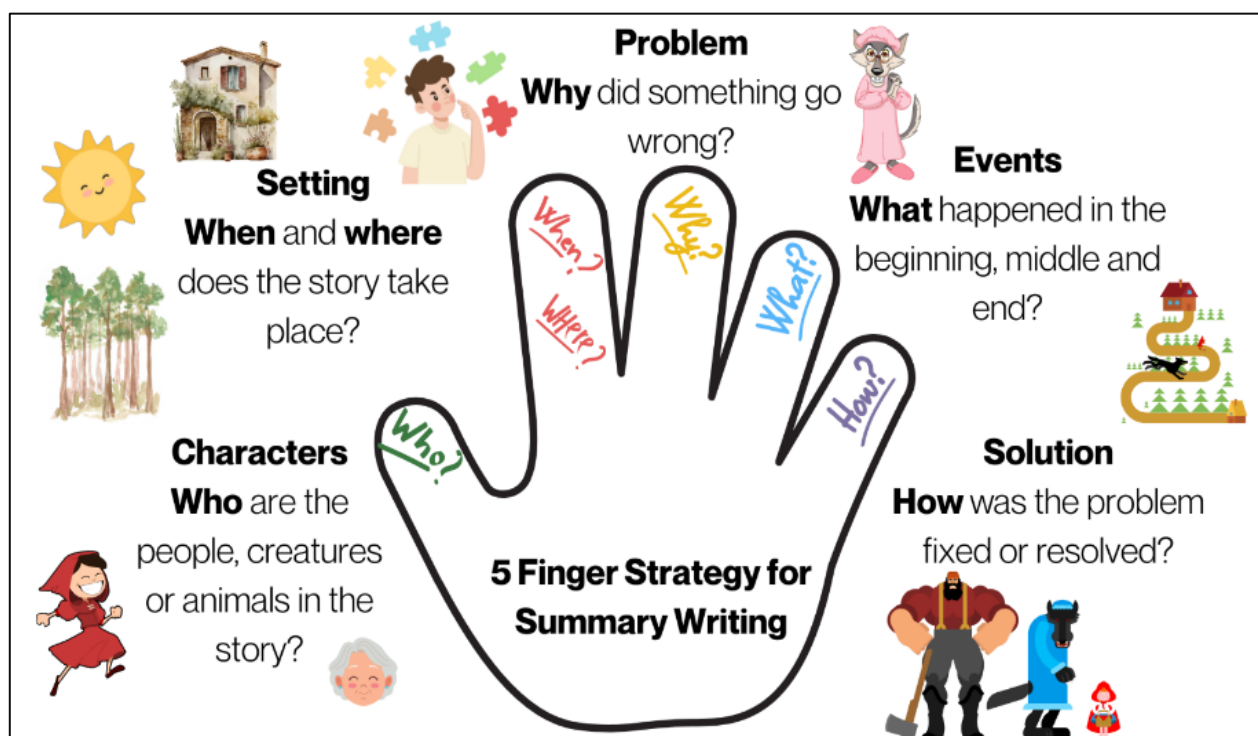
LANGUAGE SKILLS /	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
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SUB SKILLS					
Read Aloud (5 min)		METHODOLOGY: SHARED READING			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		POST READING			
		1. Ask learners to take out the poem Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl .	1. Revise rhyming words of the poem.	3. Briefly look at the poem and point out the rhyming words.	
		2. Briefly revise the rhyming words of the poem.	2. Read the poem in the class.	2. Read (individual learners) the poem to the class.	
Third Read (Comprehension Strategy) Retelling (55 min)		1. Ask learners to retell the poem Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl using the Five-finger strategy.	1. Read the poem.	1. Read the poem.	
		2. Explain that they are going to retell the poem in their own words.	2. Retell the dialogue using the five-finger strategy.	2. Retell the dialogue, using five-finger strategy.	
		3. Have a poster in the classroom about the important points in retelling: - It is short/concise. - It is repeated in their own words. - There are no opinions or emotions noted in the retell. - Cover the main points of the text.	3. Work as a group to retell the poem.	3. Work on Five-Finger strategy together with the teacher.	
		4. Use the I DO, WE DO, YOU DO strategy.		4. Work as a group to retell the poem Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl , using the Five-Finger strategy.	
		5. I DO: Teacher models how to use the Five-Finger strategy.			

		retelling of the poem.			
Personification Personification is a type of metaphor that describes non-humans' looks, actions, and purposes with language typically reserved for human characters.	PERSONIFICATION RESOURCE VIDEO: https://www.youtube.com/watch?v=VqBZMR83wCg	1. Teacher writes the following sentences on the board and asks the learners to orally explain why these sentences cannot really be possible. Turn and Talk: - Lightning danced across the sky. - The wind howled last night. - I heard the last slice of pizza call my name. - My alarm clock yells at me in the morning.	1. Teacher explains to learners that personification is a type of metaphor that describes non-humans' looks, actions, and purposes with language typically reserved for human characters. Teacher can use the following video to help explain: https://www.youtube.com/watch?v=VqBZMR83wCg 2. Using the sentences on the board, discuss what is being given human qualities, and what quality is given. 3. Ask learners if they can think of any others. e.g. - Stars winked in the sky. - The wind rattled the windows. - Time marches. - The leaves danced in the breeze.	- Learners turn and talk and share their answers with partners. - Learners provide feedback. - Learners respond to the teacher's questions. - Teacher provides learners with learners activity resource for LSC activities. - Learners engage in independent work in the learner activity resource (LSC Activity).	

Assessment for Learning: Post Reading

Summary Writing: Provide learners with the rubric below. Teacher asks the learners to write their retell in a summary using the same five-finger strategy. The teacher walks around and guides the learners where needed. Learners can swap and mark using the rubric.



(Source: Adapted from <https://www.teacherspayteachers.com/>.)

Marking Guideline for summary- Gr 4

Criteria	3 marks	2 marks	1 mark	0 marks
Main ideas	5 important details are included. (40-50 words)	Some information is missing and 3 – 4 main ideas. (20-39 words)	Contains only 1 – 2 main ideas. (19 and less words)	0 main ideas
		2 marks	1 mark	0 marks
Sentence construction & paraphrasing		- word count indicated and uses own words to write summary. 1-3 spelling, grammar and conventions errors are found.	- Word count not indicated and not written in own words. 4 or more spelling, grammar and conventions errors are found.	No attempt was made.
TOTAL: ____/5				

Term	3	Week	7	Day	5	Time	60 minutes
Text Type	Rhyming sentence pairs			Date			
Skill	Pre-writing activities: Rhyming sentence pairs Shared Writing: Differentiated groups						

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Pre-Writing	VIDEO Rhyming words: https://study.com/academy/lesson/rhyming-words-lesson-for-kids.html	METHODOLOGY: WRITING			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		PRE-WRITING			
		Teacher reminds the learners of the following: RHYTHM: The pattern of sounds, beats, or speed in a poem. It's like singing a song e.g., Mary had a little lamb, This little piggy went to the market. RHyme: Words that sound the same e.g., cat & hat; shoe & two. Teacher can use the video https://study.com/academy/lesson/rhyming-words-lesson-for-kids.html to help explain.	1. Play rhyming game with educator. 2. Learners work in pairs and create two rhyming pairs of sentences (with the last words rhyming) e.g., The ball is red, Yes, that's what I said. 3. Write sentences on flipchart paper and share it with the class.	1. Learners listen as teacher explains about rhyme and rhythm. 2.Learners participate in the game learners provide feedback	
		Teacher plays the rhyming game with the learners: 1. For this activity, you will need a bag and some household objects. Some suggestions are spoons, books, dolls, car, cup, shoes, etc. 2. Put several items in the bag. 3. Tell the learners that we are going to play a rhyming game. 4. Learners will pull items out of the bag and name the item and write the			

		word on the board. 5. Then they have to say a word that rhymes with it. This word can be a real word or a nonsense word. E.g., pen, hen, or you could say a silly word like nen!" 6. Place the objects where learners can see them. 7. Ask learners to work in pairs and create two rhyming pairs of sentences (with the last words rhyming) e.g., The ball is red, Yes, that's what I said. 8. Learners write their sentences on flipchart paper and share it with the class.			
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Term	3	Week	7&8	Days	6	Time	Continuous and integrated
Text type	Poem			Date			
Skill	Language Structures and Conventions Word Meanings: Alliteration, Similes						

FORMAL INSTRUCTION OF LANGUAGE STRUCTURES AND CONVENTIONS		
EDUCATOR	LEARNER	
Teach the language concept and demonstrate with examples: I do. Do an example with the learners: We do. Consolidate the content taught by giving learners application activities: You do. Follow-up: Informal assessment for learning opportunity. Diagnostic: Identify content that must be retaught or re-explained.	Listening and viewing as the teacher teaches and demonstrates. Application of LSC content taught in a shared manner. Completes consolidation activities. Checks understanding by marking activities completed with the teacher. Asks teacher to explain content that was misunderstood.	

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Consolidat ing Similes in An Integrated Manner	SIMILE RESOURCE VIDEO: https://w ww.yout ube.com /watch? v=p_1JE1 2xa18	METHODOLOGY: LANGUAGE STRUCTURE AND CONVENTIONS			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		LANGUAGE STRUCTURE AND CONVENTIONS			
		1. Teacher writes the following sentences on the board and asks the learners to orally complete the following sentences as best they can. Turn and Talk: a) Miss Hood is as brave as a b) The wolf slept like a after his belly was full. c) Grandma and the Wolf fought like d) Grandma sings like an	1. Teacher explains to learners that sometimes we use similes as a way of describing something by comparing it to something else. Teacher can use the following video: https://www.youtub e.com/watch?v=p_1 JE12xa18 3. Using the sentences on the board, discuss what is being compared to what (and why), and underline the 'as' or 'like' 4. Ask learners if they can think of any others. e.g. a) ... as busy as a bee b) ... as blind as a bat c) ... as cold as ice d) ... ran like lightning e) ... eats like a pig 5. Learners respond to the teacher's questions. 6. Teacher provides learners with learner activity resource for LSC activities.	1. Learners turn and talk and share their answers with partners. 2. Learners provide feedback. 3. Learners engage in independent work in the learner activity resource (LSC Activity). 4.	
Alliteration	Alliteration Resource Video: https://w ww.yout ube.com /watch? v=piAwu ADrC3Y	1. Teacher writes the following sentences on the board and asks the learners to discuss features of the sentence. Turn and Talk: a) Peter Piper picked a pack of pickled peppers.	1. Teacher explains to learners that Alliteration is the repetition of the same or a similar sound at or near the beginning of each word in a series. Teacher can use the following video: https://www.youtub	1. Learners turn and talk and share their answers with partners. 2. Learners provide feedback. 3. Teacher provides learners with learner activity resource for LSC activities.	

			e.com/watch?v=piAwuADrC3Y 2. Teacher provides learners with learner activity resource for LSC activities.		
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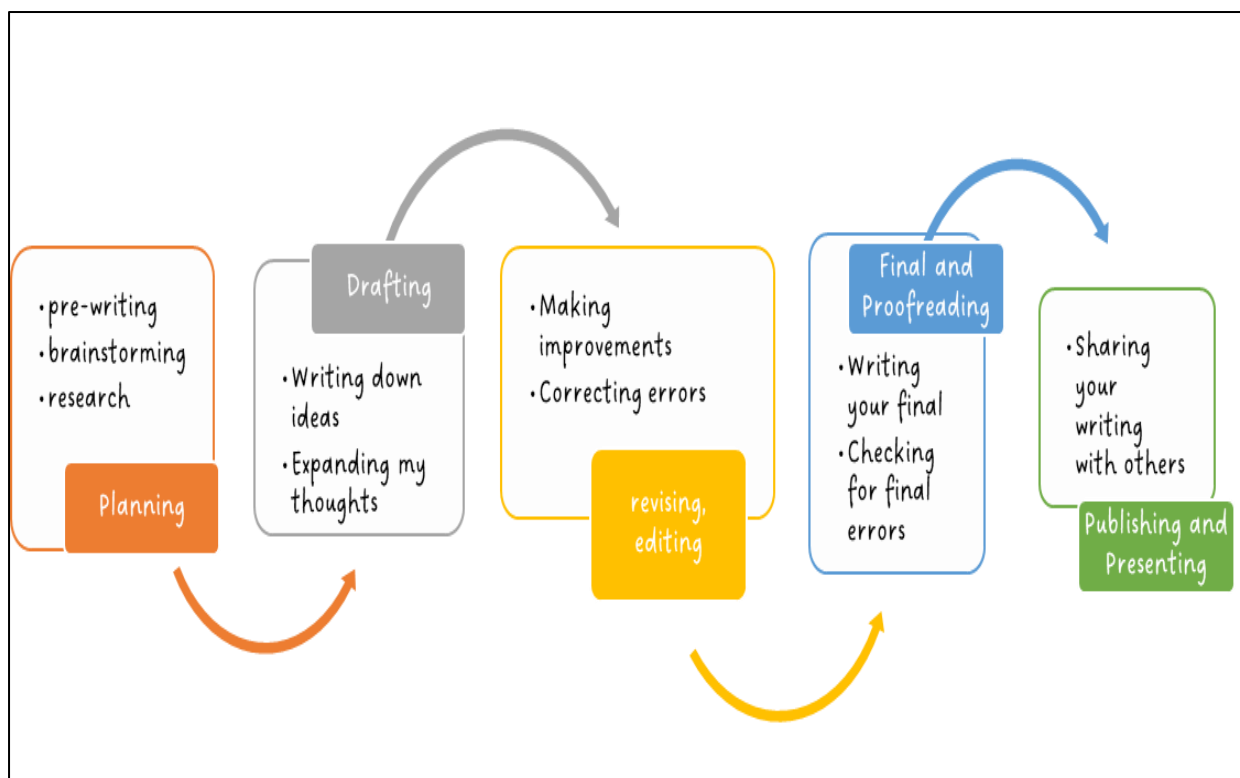
Term	3	Week	8	Day	7	Time	60 minutes
Text Type	Rhyming sentence pairs			Date			
Skill	Shared Writing: Differentiated groups						

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Shared Writing	Learner activity resources : rubric	METHODOLOGY: SHARED WRITING			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		DURING WRITING			
		1. Teacher models how to think and write an interpretation of the poem Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl by using rhyming pairs of sentences. E.g. <i>Once there was a girl, Little Red by name, With a basket in hand, she played a joyful game.</i> <i>A sneaky wolf lurked, with a wicked plan, To trick poor Little Red and devour her if he can.</i> <i>"To Grandma's house," she said, without a care, With goodies in her basket, she had love to share.</i> <i>The wolf smiled slyly, his eyes gleaming bright, Hungry for a meal, he plotted with delight.</i>	1. Learner listens carefully and contributes to the shared writing discussion. 2. Learners engage with the rubric. 3. Learners work individually to write their interpretation of the poem Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl in the form of rhyming pairs of sentences. 4.They use rhyme, as demonstrated in the classroom, at the end of the lines. 5.Their completed task should consist of a minimum of five pairs of sentences.		
		2. Teacher shares the rubric listed below that they must use			

		to guide their writing. 3. Encourage the use of alliteration and similes in their sentences (not a necessity).			

Term	3	Week	8	Day	8 & 9 & 10	Time	60 minutes
Text Type	Rhyming sentence pairs			Date			
Skill	Learners work individually						

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING
Individual work		METHODOLOGY: SHARED WRITING		
		I DO/ WE DO	I DO/ WE DO	YOU DO
		DURING WRITING		
		1. Teacher guides the learners during their planning. 2. Teacher provides guidance during peer marking. 3. Teacher marks the final product		1. Learners work individually to plan their rhyming sentences. 2. They produce their first draft and swap for peer marking using the rubric. 3. They edit and revise the corrected draft. 4. The produce the final product and can draw a picture if they want.



FIRST DRAFT	
a) Support learners by modelling what is expected.	a) Learners observe and then work independently.
EDITING AND REVISING	
a) Provide a checklist. Rubric. b) Work through rubric with learners.	a) Use the rubric. b) Make corrections.
FINAL	
a) Provide guidance to improve draft. b) Encourage creativity. c) Assessment for learning. d) Provides feedback.	a) Rewriting of draft. b) Add creative components. c) Hand in for feedback. d) Listening to feedback.
PRESENTING	
a) Create opportunities for publishing. b) Observe published work.	a) Presents published work.

Group Guided Reading activities adapted from PSRIP
Phonics from SOUNDS IN FOCUS Learner Book Grade 4 p. 57 (Unit 22)

What to do with each group during Group Guided Reading:

1. Call a group to read with the teacher or go to the group to work with the teacher. Make sure they all have their reading worksheet.
2. Revise the week's phonic words and sight words.

3. When working with struggling readers, spend as much time as required on the decodable texts.
4. If the group does not need this, then allow learners to quickly read the decodable texts, and then move on quickly to the Group Guided Reading Text.
5. Talk about the title of the text. Explain what it means.
6. Next, give learners a few minutes to skim the text in silence.
7. Then, ask each learner to read part of the text aloud, on his or her own.
8. Listen carefully as each learner reads.

-If the learner is stuck on a word, give him or her some time to try and figure it out.

-Then, help the learner to sound out the word.

-If the word is irregular, explain this to learners.

-Ask the learner to re-read the sentence.

9. If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.

10. Next, go through the questions with learners.

-Give learners an opportunity to discuss and answer the questions.

-Use this time to further teach and practice the comprehension skill, or skills.

-Show learners that there may be different answers to the same question, particularly when it comes to opinions.

11. Praise and encourage learners for their efforts as well as their successes.

Remember that confidence is a big part of reading – learners must feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

1. Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the week's phonic words with learners.
4. Next, practice reading the sight words with learners. Ask learners to take note of the first sound in the word. Then, tell the learners to look at the spelling of the word. Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.
5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.

Note: If these decodable texts are still too difficult for some learners, use flashcards of different sound to teach learners phonics, and to help them build and break down words.

INDEPENDENT AND PAIRED READING AND COMPREHENSION

Independent or Paired Reading Activities

Instructions:

1. Whilst you are busy with reading groups, learners should work to complete the week's activities for independent or paired reading and comprehension.
2. At the start of the first lesson, take some time to orientate learners to the week's activities.
3. Instruct learners to have the following items ready for this lesson: their reading worksheets, their personal dictionaries, and their exercise books.
4. Explain that learners must work independently or with a partner (this is up to you).
5. Orientate the class to the reading and comprehension activities that they must complete during this time.
6. Do this by going through the notes at the start of the reading worksheets titled: How to complete the reading worksheet activities.
7. Then, orientate learners to the specific texts for the theme. Give learners a brief overview of each text.
8. Ensure that learners know that once they have read the texts, they must complete the written activities that follow.
9. Remind learners to write the answers in their exercise books.
 - o Develop your own system for learners to check their answers once they have completed the activities.
 - o Take some time to go through the activities with learners.
 - o It is good practice to allow learners to correct their own work, so they can see where they made mistakes.

- o As learners complete their independent work, walk around from time to time, and take note of common challenges. Call learners to attention and tell them that you have noticed that there are common challenges.
- o Help learners by re-explaining to learners and showing them how to correctly answer the question.

PAIRED READING

Group a high-fluency reader with a low-fluency reader. OR

- This strategy makes it easier for teachers to create positive peer modelling for struggling students.
- Teachers can pair low-fluency readers with friends or work partners who have high reading fluency so the struggling readers can hear their friends pronounce tricky words, add expression, and use a natural rhythm when reading aloud.

Group same-level readers together

- A different take on traditional levelled reading groups involves forming levelled reading pairs.
- Although pairing up two students who both struggle with reading fluency may seem counterintuitive, there are several benefits to this approach.
- First, students who are self-conscious about reading aloud may be more willing to give it a try if their partner shares the same struggles.
- Second, students have a chance to privately share helpful reading strategies with each other.
- Finally, when students are working in pairs, the educator has the flexibility to walk around the classroom and interact as needed, making it easier to provide additional guidance.

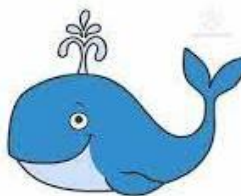
Decoding Skills

Phonic sounds

Learn to say these sounds: **w ; wh ; u**



whale



Phonic words

Practice sounding out and reading these words:

question	what	water	square	sandwich
----------	------	-------	--------	----------

Circle the letters that represent w ; wh ; u in each list word

water	which	weekend	sandwich	won't
without	woman	towards	upwards	square
question	wind	wake	whale	where

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

fine	whether	voice
fast	strong	ready

Read as many sight words as you can with a friend who keeps score: [Sight Words for Grade 4 with Teacher Calai](#)

Vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

decent	horrid	yelping	caviar	cloak
wailed	leer	compared	flickers	creature

Decodable text

- 1 In a world so wonderful and wide,
Grade 4 adventurers let's take a ride.
With words that whisper and sounds that wow,
Let's explore the magic of w, wh, and qu now.
- 2 Whirling winds whistle, whooshing through the air,
As we wonder and wander, without a single care.
We find words that start with the special "wh,"
Like "when" and "where," as we learn and grow.
- 3 Waves crash on the shore, with a mighty roar,
And we spot a whale, its tail we adore.
With "whale" and "wave," we learn words anew,
Adding to our vocabulary, like stars in the blue.
- 4 In a quiet corner, we stumble upon a quest,
A quirky quail, with feathers so zest.
"Quick" and "quiet," words that start with qu,
Grade 4 friends, we're learning so much from you!
- 5 So, let's dive into words, with joy and glee,
Discovering the wonders that language can be.
Grade 4 adventurers, keep shining so bright,
With w, wh, and qu, your reading takes flight.

SOURCE: (Adapted from ChatGPT)

1. Where does the poet want to take the Grade 4's?

The poet wants to take the Grade 4's on...

2. What sounds do the wind and the waves make?

The wind.... and the waves....

3. How must we dive into new words?

We must dive into new words

Paired Reading: The Whistleblower and the Quest for Quirky Words



Once upon a time, in a bustling town, there lived a young girl named Wendy. Wendy was a curious and adventurous spirit, always seeking new knowledge. She loved reading and discovering words that began with unique sounds. One day, while exploring the library, she stumbled upon a book that piqued her interest. It was titled "The Whistleblower's Quest for Quirky Words."

As Wendy opened the book, she was transported into a world of wonder. The story revolved around a brave whistleblower named Quinn. Quinn had the power to blow a magical whistle that unlocked hidden treasures of words. The

whistle made a distinct "wh" sound, just like the wind whistling through the trees. With each whistle, new adventures awaited Quinn, filled with words that were out of the ordinary.

Excited by the tale, Wendy decided to embark on her own quest for quirky words. She wanted to follow in Quinn's footsteps and discover the power of the "wh" and "qu" sounds. Armed with a notebook and a sense of determination, she set out on her linguistic journey.

Her first stop was the Whispering Woods, a serene forest known for its secrets. As Wendy walked through the trees, she listened attentively, hoping to catch the whispers of unique words. Suddenly, a gentle breeze carried a word to her ears—a whispering "whisper." Wendy smiled and added it to her growing list of words.

Next, Wendy ventured to the Quirky Quilt Shop, a colourful store filled with vibrant fabrics. The shop owner, Mrs. Quintessa, greeted her warmly. Mrs. Quintessa was an expert quilter and loved using the "qu" sound in her quilt designs. She shared stories of quilts with quirky patterns and introduced Wendy to words like "quilt," "quack," and "queen." Inspired, Wendy thanked Mrs. Quintessa and continued on her quest.

Wendy's adventure took her to various places, from the Whirling Whirlpool to the Quaint Quill Station. Along the way, she encountered words like "whirlwind," "whisper," "quiver," and "quench." Her notebook filled with an impressive collection of quirky words, each representing the power of w, wh, and qu sounds.

Grade 4 friends, just like Wendy, you have the power to embark on your own linguistic quests. Explore books, engage in conversations, and keep your ears open for the wonders of w, wh, and qu sounds. Remember, words have the ability to whisk you away on incredible adventures. So, let your imagination soar as you unlock the magic of language and become true word warriors.

SOURCE: (Adapted from ChatGPT)

What happened when Wendy opened the book?

Wendy

To how many places did Wendy's adventure take her to?

Wendy's adventure took her to

What must you do to have the power to embark on your own linguistic quest?

To embark on my own linguistic quest, I need to

Group Guided Reading Text: The Enchanted Forest's Song

Read and discuss this poem with your teacher during group guided reading.

- | | |
|---|---|
| 1 | In a mystical forest, where wonders reside,
Grade 4 friends let's take a guided ride.
Personified trees, whispering their tales,
Alliteration dancing in the enchanted trails. |
| 2 | Similes paint pictures, so vivid and clear,
As we delve into this poetic frontier.
Our guide, a wise owl, with eyes like the moon,
Leads us through verses, a harmonious tune. |
| 3 | Personification breathes life into the trees, |

Their branches reaching out like comforting pleas.
 Their leaves rustle softly, like whispers of the breeze,
 Sharing stories and secrets, putting our minds at ease.

4 Alliteration abounds in this woodland so grand,
 As we traverse together, hand in hand.
 The babbling brook bounces, bubbles, and breaks,
 While the birds' melodic songs make our hearts ache.

5 Similes shine bright, like the sun's golden beams,
 Comparing things, like in fantastical dreams.
 The flowers bloom like rainbows, vibrant and bold,
 While the butterflies flutter like coins made of gold.

6 With every step we take, we learn something new,
 Discovering the magic that words can imbue.
 Grade 4 friends, let your imaginations roam,
 As we explore the forest's lyrical poem.

7 So listen closely, to the forest's sweet song,
 Where personification, alliteration, and similes belong.
 Let the words dance upon your minds and hearts,
 As we embark on this poetic journey, never to part.

SOURCE: (Adapted from ChatGPT)

1. According to the poet, what lives in a magical forest?

According to the poet, ...

2. Provide FIVE examples of Alliteration in the poem.

3. Provide FIVE examples of Personification in the poem.

4. Provide FIVE examples of Similes in the poem.

5. How did you feel taking the guided ride, with the poet, in a mystical forest?
 I felt.....

Independent Reading Skills: Leo the Lighthouse

Fiction text, story: Leo the lighthouse



Once upon a time, in a **small** coastal town called Seashell Cove, there lived a mischievous lighthouse named Leo. Leo stood **tall** and proud at the edge of the rocky cliffs, guiding ships safely through the treacherous waters. But Leo wasn't just an ordinary lighthouse; he had a personality of his own.

Personification brought Leo to **life** as he stood guard over the sparkling sea. His bright beam of light was like an artist's brush, painting the night sky with streaks of luminous color. Leo's metal body gleamed under the moonlight, as if he wore a suit of silver armor. With each passing ship, Leo would send a friendly wink, his lantern casting a warm and comforting glow.

Alliteration was Leo's special skill. His voice **boomed** across the waves, singing songs of safety and guiding ships with his strong and steady beam. Sailors marveled at the melody in his warnings, as Leo's words swirled and soared like seagulls on the wind. "Beware, brave sailors! Seek solace in my steady stream of light," Leo would say, his voice like a symphony of sound.

One stormy night, a young sailor named Sam found himself **lost** in the tumultuous sea. His boat tossed and turned in the ferocious waves, threatening to swallow him whole. But then, Sam caught a glimpse of Leo's beacon through the rain-soaked mist. Leo, with his personified presence, called out to Sam, "Fear not, young sailor! Find solace in my guiding light, for I am the guardian of these perilous shores."

Sam clung to the hope Leo's words brought him. He steered his boat towards the lighthouse, using Leo's radiant beam as his compass. As Sam's boat drew **closer**, Leo's voice became a reassuring whisper in his ear, guiding him through the turbulent waters.

With Leo's guidance, Sam safely navigated his way to the safety of Seashell Cove. The townspeople greeted him with cheers and gratitude, thanking Leo for his unwavering protection. Leo beamed with pride, knowing that he had fulfilled his duty as a personified lighthouse.

From that day forward, Leo and Sam became friends, and Leo's tales of the sea echoed through the town. The townspeople would gather around Leo, captivated by his alliterative anecdotes, as he shared stories of **brave** sailors and daring adventures.

And so, in Seashell Cove, Leo the personified lighthouse continued to stand tall, a beacon of safety and a storyteller of the **sea**. Through personification, alliteration, and the power of friendship, Leo's light shone brightly, forever guiding ships and inspiring the hearts of those who listened to his captivating tales.

SOURCE: (Adapted from ChatGPT)

1. Number the paragraphs.
2. Provide THREE examples of Personification in the text.
3. Provide THREE examples of Alliteration in the text.
4. Provide THREE Similes from the text.
5. Provide antonyms for the words in **bold**; ensure that you use them in the correct context of the text.
6. Circle as many conjunctions as you can find in paragraphs 1, 2 and 3.

Learners can complete the word puzzle on conjunctions if they have time.

Name: _____ Date: _____

Conjunctions

B R T Q L Q G K Z J D R W X A J E
 K Q Z K D V Y T H E R E F O R E R
 O L O J J M P A O Z O O O T R J O
 N H B Z G M N O S Y T K W B B X F
 F G B U S D L N T Y H C S B X Z E
 U H O W E V E R U L E S U A C E B
 R E E A V G E V B T R U T C U S A
 T H C N B Q L V E N W L Y K K C K
 H G V N L Z I I K E I Y L O E Z T
 E U J W I V H E T U S K G C N V I
 R O L S H S W Q K Q E U N L E S S
 M H Z D S H J L Y E I H A I C O V
 O T I I V A S I Q S M U B I H R B
 R L A B J S C T P N S R R O D E W
 E A D I B C O N I O K U W N V T V
 J R N N N W J U R C P H A X X F V
 M E A N W H I L E Z K H Q F S A M

as	while	until	unless
therefore	so	since	otherwise
or	meanwhile	however	furthermore
consequently	but	before	because
and	although	after	

EFAL Additional Poems:



The Wind

I SAW you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass –
O wind, a-blowing all day long,
O wind, that sings so loud a son!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all –
O wind, a-blowing all day long,
O wind, that sings so loud a song.

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song.

Robert Louis Stevenson



After the party

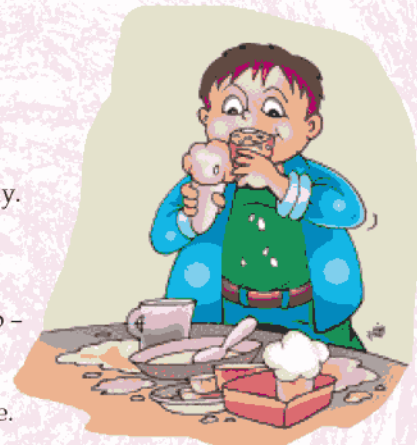
William Wise

Jonathan Blake
Ate too much cake,
He isn't himself today;
He's tucked up in bed
With a feverish head,
And he doesn't much care to play.

Jonathan Blake
Ate too much cake,
And three kinds of ice-cream too –
From the latest reports
He's quite out of sorts,
And I'm sure the reports are true.

I'm sorry to state
That he also ate
Six pickles, a pie and a pear;
In fact I confess
It's a reasonable guess
He ate practically everything there.

Yes, Jonathan Blake
Ate too much cake,
So he's not at his best today;
But there's no need for sorrow –
If you come back tomorrow,
I'm sure he'll be out to play



What is Yellow?

By Kaylee Chiang

This is the colour of a smile,
Silly and fun just like the sun,
It makes you laugh,
It makes you cry,
Don't let life pass you by.
It's bitter and bold,
But can break through the cold,
It shows the way you feel,
When it might not be a big deal.

Smells like a fresh spring morning,
Full of joy,
Never boring,
Smiles are as bright as all the stars combined,
And one should stop to rewind,
The moon beams glisten in the night sky,
The sun beams whispered, "Oh my,"
The big, beautiful sun is your alarm clock,
Every morning it reminds you tick-tock.

When you smile, a light goes on,
Even at the break of dawn,
All of the animals moving,
And the birds chirping, even someone with a milkshake slurping,
This is what you hear,
This is what you see,
Don't you feel filled with glee?

When you want to be happy,
Just think of this rhyme,
It doesn't take too much of your time,
Always be nice,
Always stay cool,
And look, you notice there is no rule.



END.