



Western Cape
Government
FOR **YOU**



Wes-Kaapse
Regering

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LESSON PLAN
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 9&10



GRADE 4: ENGLISH HL/FAL		TWO-WEEK CYCLE – TIME ALLOCATION ACCORDING TO CAPS	
TWO-WEEK CYCLE			
L&S (Listening and Speaking): 30 min. x 4 = 2 hours)		W&P: (Writing and Presenting): 30 min. x 4 = 2 hours)	
R&V (Reading and Viewing: 30 min. x 10 = 5 hours)		LS&C: (Language Structures and Conventions): 30 min. x 2 = 1 hour)	

ATP 2023-2024

(ATP 2023-2024, p. 13)

TERM 3

WEEK	LISTENING AND SPEAKING (L&S)	READING AND VIEWING (R&V)	WRITING AND PRESENTING (W&P)	LANGUAGE STRUCTURES AND CONVENTIONS (LS&C)
9&10	Listens to an advertisement read aloud or from radio or TV Introductory activities • Makes predictions • Interprets and discusses message, including the values in the text • Discusses the structure, language use, purpose, and audience of the text Learners to participate in group discussions on a social issue related to the advertisements • Discuss social values • Ask relevant questions using appropriate question forms, e.g., who, which, what, when, how, why NOTE Ongoing Assessment for Learning	Reads an advertisement and completes a reading comprehension Introductory activities • Interprets and discusses the message, including the values in the text • Discusses the structure, purpose and audience of the text Learners are to: • Discuss language use, including persuasive and emotive language and the economical use of language • Ask relevant critical questions using appropriate question forms, e.g., who, which, what, when, how, why • Identify and discuss stereotypes • Identify and discuss graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed Reading methodologies • Read aloud (Drop all and read) • Group-guided reading • Shared reading • Paired reading • Independent reading of the novelette • Reads aloud with appropriate pronunciation, expression, and tempo • Reflects on texts read during independent/ paired reading • Completes a short oral book review, using an appropriate frame • Reading for enjoyment • Poetry/ reader to be read daily for a minimum of 30 minutes • Reflects on texts read independently • Relates to own context	Writes an advertisement Introductory activities • Demonstrates the message, including the values in the text: • Considers the structure, purpose, and audience of the text Learners are to: • Use content appropriate for purpose and audience • Use appropriate visuals and layout for the purpose • Use appropriate grammar and vocabulary • Use language creatively • Use the dictionary to check spelling and meanings of words Use the writing process ✓ - Brainstorms ideas using mind maps ✓ - Produces first draft ✓ - Revises ✓ - Proofreads ✓ - Writes final draft ✓ - Presents neat, legible final draft Personal dictionary • Records words and their meanings in a personal dictionary • Uses drawings or sentences using the words or explanations to show the meaning, etc. Place new vocabulary on a word wall	Word level work Collective nouns, reflexive pronouns, stems, conjunctions Sentence level work Subject-verb agreement, adjectives, adverbs, verbs, similes, metaphors, idioms Spelling and punctuation Full stop, commas, colon, semi-colon, question marks, exclamation mark, capital letters

LANGUAGE SKILLS			
LISTENING AND SPEAKING (L&P) HL & FAL: (30 MIN. X 4 = 2 HOURS)	READING AND VIEWING (R&V) HL & FAL: (30 MIN. X 10 = 5 HOURS)	WRITING AND PRESENTING (W&P) HL: (30 MIN. X 8 = 4 HOURS) FAL: (30 MIN x 4 = 2 HOURS)	LANGUAGE STRUCTURES AND CONVENTIONS (LSC) HL & FAL: (30 MIN. X 2 = 1 HOUR)
- Read text type by theme / TEXT TYPE. - Introducing the theme. - Activate background knowledge. - Build vocabulary. - Introduce text type. - Listening process: - Pre-Listening - During Listening - Post-Listening - Speaking: reflect on listening texts	- Reading Process: Shared Reading: - Pre-Read - During reading – Read 1 - During Reading – Reading 2 Teaching - comprehension strategies - Post-Read - Independent Reading - Group Guided Reading - Visual text - Summary	- Teach the writing format: TEXT TYPE - Writing process: - Planning - Drafting - Revising - Editing - Proofreading - Presenting	- Build and monitor knowledge. - Verbally introduce LSC. - Teaching LSC. - Introduce LSC in context. - Practice using LSC in preparation for W&P. - Build vocabulary. - Methodology: Gradual Release of Responsibility: - I do - WE do - YOU do

GRADE 4: ENGLISH		TWO-WEEK CYCLE ROUTINE
TERM 3	THEME: Social issues: Pollution: Caring about the environment	WEEK 9

	Day 1	Day 2	Day 3	Day 4	Day 5
Skills	LESSON 1: LISTENING & SPEAKING (30 min.) Listening process Pre-listen: - Theme - Prediction	LESSON 3: LISTENING & SPEAKING (30 MIN.) Speaking process: Retell in correct order	LESSON 5: READING & VIEWING (30 min.) SHARED READING Reading process - During Reading 2× read - Use comprehension strategies	LESSON 7: READING & VIEWING (30 min.) SHARED READING Reading process Post-reading - Preparation for read aloud - Assessment rubrics	LESSON 9: READING & VIEWING / LSC (30 min.) SHARED READING Reading process Integrate LSC
	LESSON 2: LISTENING & SPEAKING (30 min.) DURING READING: 3 × Reading	LESSON 4: READING & VIEWING (30 min.) SHARED READING Reading process Pre-Reading Vocabulary development in context	LESSON 6: READING & VIEWING (30 min.) Shared reading Reading process Post-Reading Reading comprehension	LESSON 8: READING & VIEWING (30 min.) Shared reading Reading process Post- Reading Informal read aloud	LESSON 10: WRITING & PRESENTING (30 min.) - Teach the genre - Writing text/-genre - Writing format
	Assessment for learning: Discussion	Assessment for learning: Vocabulary development	Assessment for learning: Reading comprehension	Assessment for learning: Informal Read aloud	Assessment for learning: Write: Paragraph /sentences / words

GRADE 4: ENGLISH		TWO-WEEK CYCLE ROUTINE
TERM 3	THEME: Social issues: Pollution: Caring about the environment	WEEK 10

TERM 1/2/3/4 WEEK 2/4/6/8/10					
SKILL	Day 6	Day 7	Day 8	Day 9	Day 10
	LESSON 11: LANGUAGE STRUCTURES & CONVENTIONS/ WRITING & PRESENTING (30 min.) - Marking & Remediation of LSC - Formal teaching of Language Structures/ Conventions - Introduction to writing format - Follow language process	LESSON 13: LISTENING AND SPEAKING (30 min.) - Discuss topic and values - Thematic vocabulary expansion	LESSON 15: WRITING & PRESENTING (30 min.) WRITING PROCESS: PRE-WRITING - Brainstorm and Planning - Develop writing frame & graphic organiser with learners.	LESSON 17: WRITING & PRESENTING (30 min.) WRITING PROCESS: DURING WRITING - Rubric criteria - First draft - Revision: Checklist - Editing: Checklist	LESSON 19: WRITING & PRESENTING (30 min.) WRITING PROCESS: POST-WRITING - Final draft - Publish/present
		Assessment for Learning: Planning in terms of graphical framework	Assessment for Learning: First draft Editing: Checklist	Assessment for Learning: Remedial action	Assessment for Learning: Final draft presentation
SKILL	LESSON 12: LANGUAGE STRUCTURES & CONVENTIONS (30 min.) Application of Language Structures /Conventions Introduction to writing format	GROUP-GUIDED READING (30 min.)			LESSON 20: READING AND VIEWING: Consolidation (30 min.) Test: - Vocabulary - Spelling - Language in context
		GROUP IN PAIRS/INDIVIDUAL - Group 1: Independent readers (Strong reader) - Group 2: Developing readers (Average reader) - Group 3: Emerging Readers (Poor Reader)			
		LESSON 14: GROUP 1/2 - Read text in pairs - Retell text in pairs - Individual: Answer word search/ crossword/ Decipher the code	LESSON 16: GROUP 1/2 - Read text independently - Assess word search/crossword puzzle/ - Decipher the code - Complete decoding activity - Apply comprehension strategies in new text (comprehension test): pairs/individual	LESSON 18: GROUP 2/3 Assess decoding- Application: Pairs/individual/ educator	
		GROUP AT EDUCATOR			
		LESSON 14: GROUP 2/3 - Support decoding: Sounds, Words & Sentences - Reading aloud: Decoding texts	LESSON 16: GROUP 2/3 - Supports the application of decoding- skills - Answer word search/decipher the code Pairs/Individual - Reading aloud: Decoding texts	LESSON 18: GROUP 1/2 - Assess decoding- Application/ comprehension strategies: pairs/individual/ educator - Reading aloud	
	Assessment for Learning: Language applications Exercises	Assessment for Learning: Decoding application Vocabulary application	Assessment for Learning: Decoding application Understanding strategies application	Assessment for Learning: Decoding application Comprehension test	Assessment for Learning: Consolidation test Check: Marking

SIMPLE GROUP-GUIDED READING ROUTINE

	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	Visual & 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	

LESSON 1 – 3, 13: LISTENING & SPEAKING

Term	3	Week	9&10	Day	1 & 2	Time	120 min
Text type	Transactional text: Advertisement			Date			
Theme	Social issues: Pollution: Caring about the environment						
Skills	Listening and Speaking						

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
PRE-LISTENING Lesson introduction Introduce the theme of the cycle: Social issues: Pollution: Caring about the environment ATP activities	Song: The 3 R' s - Jack Johnson https://www.youtube.com/watch?v=d1mFyMbRmv4&list=RDd1mFyMbRmv4&start_radio=1&rv=d1mFyMbRmv4&t=10	METHODOLOGY: READ ALOUD			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		LESSON 1: PRE-LISTENING			
		1. Play the song, The 3 Rs by Jack Johnson. 2. Show learners an example of an advertisement about a social issue;	1. Learners listen to the song, 3 Rs by Jack Johnson. 2. Learners observe the advertisement shared and discuss the answers to the key questions. KEY QUESTIONS	1. Respond to questions. L&S Activity 1.1 2. Learners predict what the topic for the next two weeks will be about independently.	

Introductory activities Prediction Identify text features.		 3. Ask learners the following questions key questions: L&S Activity 1.1 4. Instruct learners to discuss the key questions in their groups. 5. Ask learners what they predict the theme or topic for the next two weeks will be about.	• What is being advertised? Is it a product, a service, an event or awareness of social issue? • Do you think this advertisement is effective? Give a reason for your answer. • Which elements in the advertisement draws your attention? • Which elements in the advertisement do you think are not as effective? • Who do you think is the target audience for this advertisement?		
---	--	---	--	--	--

LESSON 2: PHONICS

Brainstorm Phonics sound Featured sounds are. n, w, l and r Vocabulary for flashcards: □ r: - radio - retail - reward - reach - rate □ n: - news - notice - name - need - new □ l: - logo - label - list - local - look □ w: - word - web - week - write - win		Show learners the advertisement: Be a natural with FLORA. (L&S Activity 2.1).  Place the featured sounds, n, w, l and r on the board or use the word wall sounds. Ask learners to work in their groups and brainstorm at least two words containing each of the feature sounds as indicated on the board that can be found in the image (L&S Activity 2.1). The sounds can be at the beginning, in the middle or at the end of their words. Possible answers: n – natural, sunflower, pancakes w – with, wobble l – natural, girl, Flora, flapjacks r – fruit, Flora, natural, syrup, margarine	Brainstorm in groups – 2 minutes. - Write down words. - Each group is provided with paper strips on which they will write their words. They are given 2 minutes. - Learners work in groups and brainstorm words containing those sounds. - One person per group sticks their vocabulary under the sounds on the board. - Add vocabulary to sounds displayed in the class.	Reflect on vocabulary provided. Ensure that the words provided include the n, w, l and r sounds.	
--	--	---	--	--	--

		DURING LISTENING			
Introduction to text type. Teacher explains the focus for the next two weeks. It is listening to and reading about advertisements. Second Read	Listening activity in Learner Resource Pack				
		FIRST READ			
		Explains that in the next two weeks, the focus will be on listening to and reading advertisements. - Tell learners that they will be listening to an advertisement; <i>Either allow learners to listen to the video clip with their eyes closed or</i>	- In groups, learners discuss the prediction. - Learners use the prediction frame: I predict that this advertisement will be about ... because ... (L&S Activity 2.2)	- Learners listen to the teacher's explanation. - Learners listen as the teacher reads the advertisement tagline. - Learners make predictions	

Read the text fluently and with expression again. Now, model the 'thinking out loud' strategy. Share your thoughts on the text. Do this by 'thinking aloud' Make use of the Inferencing strategy during the 'thinking aloud'.		<i>read the advertisement text to the learners (L&S Activity 2.2)</i> 3. Ask learners to predict what they think the advertisement will be about based on the title. 4. Teacher reads the advertisement, Nature Valley – Ask Nature for the first read. 5. Read the text fluently with expression and embed meaning by using vocal expression, actions, gestures and facial expressions. 6. Explicitly build meaning by pausing to explain something. 7. Remind learners about the theme – social issues – pollution. 8. Ask learners to listen attentively.		individually, in pairs or in their groups. 4. Learners listen as the teacher reads. 5. Listen/observe educator inferencing. 6. Try to infer. 7. Respond to questions using quality sentences	
		SECOND READ			
		1. Engage in second read and model how to ask questions about the text out loud.	1. Demonstrate/model to learners how to ask questions out loud.		
		THIRD READ			
		1. Engage in the third read and model how to make inferences about the text out loud.	1. Demonstrate/model to learners how to make an inference using the text.		
		LESSON 3: POST-LISTENING: RESPONSE TO TEXT			
		1. Tell learners that they will answer questions about the advertisement. 2. Instruct learners to read through the questions. 3. Instruct learners to write down notes that relate to the questions during listening.	1. Learners read through the questions together. 2. Learners take notes and compare questions.	1. Learners listen for specific information to answer questions. 2. Learners respond to the questions individually.	

		4. Learners respond to the questions in L&S Activity 3.1: 1. What product or service is being advertised? 2. Who is the target audience? 3. Is there any evidence that appeals to emotions? 4. What is the main message of the advertisement? Provide some reasons for your answer. 5. What are some of the values that are evident in this advertisement?			
		LESSON 13: LISTENING AND SPEAKING			
		1. Learners work in groups to identify different values in the advertisement. 2. Instruct learners to write down the main message of the advertisement.	1. Identify values as a group such as honesty; responsibility; perseverance; kindness etc. 2. Discuss in groups and provide the different values in the advertisement which were the responses to question 5.	1. Learners provide individual feedback.	

DURING LISTENING: First, second and third read:

<u>First read:</u> <u>Text</u>	<u>Second read :</u> <u>Thinking Aloud Strategy</u>	<u>Third read:</u> <u>Questions</u>
Title: Nature Valley – Ask Nature [Scene: A bright, sunny day with a little girl, sitting on a stoep/porch in a rural area. An animated electronic device, Earth Explorer Buddy (EEB), shaped like a cone, is placed in front of her.] Little girl: (curiously) How old is the Earth? EEB: (robotic voice) The Earth is 4.45 billion years old. Little girl: (Wide-eyed) Do you know what the sun feels like on your face? EEB: I am not equipped to answer that.	I can infer that the girl may be an only child because an electronic device is her companion. I can infer that the girl enjoys being in nature.	I wonder what type of questions one can ask an electronic device?

Little girl: (running through the field excitedly) It feels amazing!		
(The little girl blows the billowing tufts of dandelion seedheads.) Little girl: Now you make a wish. EEB: Searching the web for 'wish'. (The little girl hears a woodpecker, sees a snail and sits next to the water to look at ducks.) Little girl: There it is! (Looking at a snail) He is so slimy. Can you hear the ducks?	I can infer that the girl made a wish when she blew the dandelion seedheads.	I wonder what I would wish for if I had three wishes. I wonder what she wished for?
Little girl: (Laying down on the grass) You wouldn't believe the view. Wow! Look at the stars. EEB: There are over 100 billion stars in the galaxy. Little girl: But have you ever seen a shooting star? (EEB just keeps loading and loading without responding.) Little girl: That's what I thought. (She switches EEB off.) [The scene fades out with the words: Nothing Replaces Nature]	I can infer that it is nighttime because the girl can see the stars.	I wonder why an electronic device cannot respond to emotions or beauty?
Advertisement slogan: Nature Valley – Rediscover the joy of nature!	I can infer that nature makes a person happy.	I wonder why one is happier when in nature?

Create flash cards with the following words and sounds which you will place on your word wall. Enlarge and print.

nature, sunny, billion, wish, web, woodpecker, water, little, girl, old, replaces, rediscover

nature	sunny
billion	wish
web	woodpecker
water	little
girl	old
replaces	rediscover

n	w	r	l
----------	----------	----------	----------

LESSON 4 – 9: READING AND VIEWING

Term	3	Week	9&10	Day	2 – 5	Time	180 min		
Text Type	Transactional text: Advertisement			Date					
Theme	Social issues: Pollution: Caring about the environment								
Skills	Reading and Viewing								

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Introduction : Access prior knowledge Text Features/structure: ADVERTISEMENTS Reading strategies: Reading Strategies: (10 min) Note the difference between skimming and scanning. Skimming (surface level reading)	http://twitter.com/SANBIZA/status/1037603069075369984/photo/1	METHODOLOGIES: SHARED READING			
		I DO / WE DO	WE DO /YOU DO	YOU DO	
		LESSON 4: PRE-READ AND VOCABULARY DEVELOPMENT			
		1. Introduction (2 minutes): R&V Activity 4.1: 2. Explain to the learners that today's lesson will be a vocabulary activity relating to advertising. 3. Vocabulary Introduction (3 minutes): Write each vocabulary word on the whiteboard, flipchart, flashcard or present it on screen. 4. Pronounce and explain each word briefly, providing a simple definition for each term. The words are: advertisement; purpose; target audience; key message; graphics; tagline; slogan; logo; product; stereotype; emotive language	• Advertisement 30 seconds (10-15 minutes): Invite a learner to come up and pick a word from the hat (without looking). • Once the word is guessed correctly or after a set time, choose another learner to pick a word and repeat the process. The learner that guessed correctly could also be the next player. • Continue until all the words have been described. • Conclusion (1 minute): Wrap up the activity by praising the learners for their creativity and active participation in learning new advertising-related vocabulary. • The learner looks at the word and must explain the word to the rest of the class without saying the word. • The rest of the class tries to guess which vocabulary word is being described.	• Learners respond to the instructions. • Learners observe and listen to the vocabulary and explanations.	
		5. "Advertisement 30 seconds" Explanation (2 minutes): Explain the "Advertisement 30 seconds" game. Tell learners that they will be describing the vocabulary used in advertisements and explain the word within			

		30 seconds without saying the word. 6. Preparing the Word Cards/Strips (2 minutes): Write each vocabulary word on a separate card. 7. Fold the paper and place it in a hat or container. Extension Activity (Optional): Challenge the learners to create short, simple sentences using the vocabulary words correctly for reinforcement and application.	Vocabulary Review (2 minutes): After each word is guessed, briefly discuss its meaning again and ask learners to provide an example or explanation related to advertising.		
		LESSON 5 and 6: SHARED READING			
First Read		1. Teacher reads the advertisement, Nature Valley – Ask Nature for the first read. 2. For the first read (or first listening to the advertisement), read the text fluently with expression. 3. Build meaning by pausing to explain something. 4. Remind learners about the theme – social issues - pollution. 5. Instruct learners to listen attentively.		1. Learners listen as the teacher reads.	
Second and Third Read		1. For the second read, read the text fluently and with expression again. Model the 'thinking out loud' strategy. 2. Embed meaning. 3. After reading each part of the text, share your thoughts by 'thinking aloud'. The cues are provided in the second column. 4. Make sure that there is a clear distinction between what you are	1. Learners respond to thinking and questioning out loud strategies. 2. Correct sentence and language structure of responses.	Listen/observe educator inferencing. Try to infer.	

		reading and what you are thinking. 5. Make use of the Inferencing strategy during the 'thinking aloud'. 6. Finally, on the third read (or third listening to the advertisement), read the text fluently and then ask learners questions about the text. 7. Again, embed meaning. 8. After reading each part of the text, ask the question in the third column. 9. Ask questions and involve many learners in the lesson. Encourage answers in full sentences. 10. If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer.		
--	--	---	--	--

LESSON 7:				
		I DO / WE DO	WE DO /YOU DO	YOU DO
Analysis of an advertisement		1. Begin by discussing what advertisements are and where learners might see them (TV, magazines, newspapers, social media platforms, billboards, etc.). 2. Explain the purpose of the lesson: to learn how to analyse and understand print advertisements better. 3. Mention that there is important advertisement-related terminology that learners must remember. 4. Present a print advertisement to the class (on a large sheet of paper or projected on a screen). R&V Activity 7.1 5. Model the process of analysing the advertisement:	1. Divide the class into small groups. 2. Provide each group with a different print advertisement. R&V Activity 7.1 3. First, ask learners to scan the advertisement for specific information: 4. 3.1 scan to find the product being advertised. 5. 3.2 scan to find emotional words. 6. Ask each group to analyse the advertisement together using the criteria discussed. The criteria should include: 6.1 Interpret and discuss the message, including the values in the text;	1. Learners listen to the teacher's explanation. 2. Learners observe and pay careful attention. 3. Individual Activity (15 minutes): Distribute the same copy of a different print advertisement to each learner. R&V Activity 7.1 4. Instruct learners to work independently and analyse the advertisement using the same criteria they discussed in the previous activities. 5. Discussion (5 minutes): Have a brief class discussion where learners share their individual analyses. Encourage them to explain what they found and why. 6. Conclusion and Wrap-up (5 minutes): Summarise the

		6. Discuss the product or service being advertised. 7. Identify the target audience (who the ad is trying to persuade). 8. Point out persuasive techniques (emotional appeal, catchy phrases, visuals). 9. Determine the key message or main idea of the advertisement. 10. Write these points on the board as it is being discussed.	6.2 Discuss the structure, purpose and audience of the text; 6.3 Discuss language use, including persuasive and emotive language and the economical use of language; 6.4 Identify and discuss stereotypes 6.5 Identify and discuss graphical techniques such as colour, design, choice of images etc. and how it affects the message conveyed. 7. Have each group present their findings to the class. 8. Encourage them to share their observations about the product, target audience, persuasive techniques, graphical information, possible stereotypes and the key message.	key points of the lesson and emphasize the importance of being critical thinkers when it comes to advertisements.	
Comprehension Strategy		LESSON 8 AND 9: Post-Reading: Response to text			
		1. Instruct learners to read the text used for listening. (Nature valley-Ask nature) R&V Activity 8.1 2. Asks individual learners to read parts of the text aloud. 3. Provide learners with worksheet (questions) to answer in their exercise books. Questions: 1. Literal recall: • Question: How old is the Earth according to Earth Explorer Buddy (EEB)? • Answer: The Earth is 4.45 billion years old according to EEB. 2. Inference: • Question: Why did the little girl switch EEB off at the end of the text? • Answer: The little girl switched EEB off because it was not responding when she	Learners read questions in their groups. Learners explain to each other what they think each question means. Learners provide feedback to the teacher to ensure that meaning is understood.	Read the text, Nature Valley – Ask Nature, independently. Paste the worksheet (questions) in their exercise books. Answer questions in their exercise books.	

		asked if it had ever seen a shooting star. 3. Literal: • Question: What does the little girl do to enjoy nature during the text? • Answer: The little girl enjoys nature by feeling the sun on her face, blowing dandelion seedheads, observing a snail, listening to ducks and stargazing. 4. Inference: • Question: What does the little girl mean by the statement, "Nothing Replaces Nature" at the end of the text? • Answer: The little girl means that no electronic device or technology can replace the joy and wonder of experiencing nature firsthand. 5. Evaluation: • Question: Why do you think the little girl asked EEB if it had ever seen a shooting star? What does this tell you about her perspective on technology? • Answer: The little girl asked EEB about seeing a shooting star to test whether it could understand and appreciate the beauty of nature. This suggests that she values the natural world and may believe that technology cannot fully replace the experiences and wonders found in nature. Explain how it needs to be completed.			
--	--	--	--	--	--

		Walk around and assist learners who are struggling.			
--	--	---	--	--	--

Assessment for Learning: Spelling lists consolidating the focus sounds – w, n, l, r

- Learners are asked to create a sentence using one of the vocabulary words to show the meaning.
- Learners should study the wordlists that contain the focus sounds in preparation for a spelling test.

w	n	l	r
1. world	1. newspaper	1. label	1. review
2. warehouse	2. notice	2. logo	2. radio
3. warranty	3. narrative	3. launch	3. response
4. words	4. novelty	4. loyalty	4. real
5. website	5. need	5. leaflet	5. recognition
6. wish list	6. navigate	6. listener	6. reputation
7. waterproof	7. nature	7. location	7. resource
8. wiggle	8. network	8. lifestyle	8. retail
9. window	9. negotiate	9. literature	9. research
10. wet	10. notify	10. leadership	10. revenue

LESSON 3, 11– 12: LANGUAGE STRUCTURES AND CONVENTIONS

Term	3	Week	9&10	Day	2, 6 and 7	Time	60 min
Text Type	Transactional text: Advertisement			Date			
Theme	Social issues: Pollution: Caring about the environment						
Skills	Word level work Collective nouns, reflexive pronouns, stems, conjunctions Sentence level work Subject-verb agreement, adjectives, adverbs, verbs, similes, metaphors, idioms Spelling and punctuation Full stop, commas, colon, semi-colon, question marks, exclamation mark, capital letters						
Resources	• Teacher resource pack • Learner resource pack						

Language Structures and Conventions

ATP requirements, time allocation and definitions

Language Structure and Conventions	Content	Definition
Working with words	Collective nouns, reflexive pronouns, stems, conjunctions Week 1 Day 2 Learner resource pack	Collective nouns Words used to describe a group or collection of people, animals or things. Instead of naming each individual separately, one word is used to represent the whole group. For example, "herd" is a collective noun for a group of cows, "flock" is a collective noun for a group of birds and "team" is a collective noun for a group of players.

	LSC Activity 1.	Reflexive pronouns Reflexive pronouns are used when the subject of a sentence is also the object of the action. They show that the subject is doing something to itself. For example, if I say, "I washed myself," the word "myself" is a reflexive pronoun because I am doing the action of washing to myself. Other examples include "yourself," "himself," "herself," "itself," "ourselves," "yourselves," and "themselves." Stems In language, stems are the basic parts of words that carry the main meaning. Stems are the building blocks of words. They are like the roots that other words are built upon. For example, the stem "play" is the main part of words like "playing," "played," and "player." Stems help us understand the core idea or concept behind different words. Conjunctions Conjunctions are words used to connect words, phrases or sentences together. They show relationships between different parts of a sentence. For example, the conjunction "and" is used to join two similar things together, like "I have a dog and a cat." The conjunction "but" is used to show a contrast, like "I want to go to the park, but it's raining." Other common conjunctions include "or," "so," "because" and "if."
Resource: Video: Collective nouns https://www.youtube.com/watch?v=c_HgpqPfNBA Resource: Video: Reflexive Pronouns https://www.youtube.com/watch?v=d1vs2EtHiyQ Resource: Video: Stems https://www.youtube.com/watch?v=3X8Q4gPQPsl (for the teacher only) Resource Video: Conjunctions https://www.youtube.com/watch?v=l-luR22gbQ CONJUNCTIONS RESOURCE: POSTER Refer to learner activity resource LSC Activity 2.5		
Working with sentences Teach using an integrated approach.	Subject-verb agreement, adjectives, adverbs, verbs Week 1 Day 4 Learner resource pack LSC Activity 2	Subject-verb agreement Subject-verb agreement is a rule in language that show how a verb should match or agree with the subject of a sentence. It means that the verb should change depending on the subject. When we have a singular subject (like "he," "she," or "it"), we use a verb with an "s" or "es" ending, such as "He plays soccer" or "She eats apples." When we have a plural subject (like "they" or "we"), we use a verb without an "s" or "es" ending, such as "They play soccer" or "We eat apples." Adjectives Adjectives are descriptive words used to describe or give more information about people, places, things or ideas. They make sentences interesting and more colourful. Adjectives can tell us what something looks like, feels like, sounds like, tastes like or smells like. For example, in the sentence "The fluffy cat is sleeping," the word "fluffy" is an adjective that describes how the cat looks. Adverbs Adverbs are descriptive words used to describe actions. They give more information about verbs, adjectives or other adverbs. Adverbs help us answer questions like "how," "when," "where," or "to what extent." For example, in the sentence "She ran quickly," the word "quickly" is an adverb because it tells us how she ran. Other examples of adverbs are "slowly," "happily," "soon," "here," and "very." Verbs Verbs are action words that show what actions someone or something is doing. Verbs describe activities, states or occurrences. For example, in the sentence "She sings beautifully," the word "sings" is a verb because it tells us what she is doing.
Sentence level work: Figurative language	Similes; metaphors; idioms Week 1 Day 2	Similes Similes are figures of speech that compare two unlike things using the words "like" or "as" to make descriptions more vivid and imaginative.

	Learner resource pack LSC Activity 3.	Metaphors Metaphors are figures of speech that compare two things by saying one thing is another to help create a strong image or convey a deeper meaning. Idioms are expressions focused on figurative language.
SIMILES AND METAPHORS RESOURCE: VIDEO https://www.youtube.com/watch?v=uoSBVNUO2LU		
Spelling and punctuation Teach using an integrated approach.	Full stop, commas, colon, semi-colon, question marks, exclamation mark, capital letters Integrated approach Week 2 Day 6	(.) Full stop A punctuation mark used at the end of a sentence or some abbreviations. (,) Comma A punctuation mark indicating a pause between different parts of a sentence or separating a list. (:)Colon Used to precede a list of items, a quotation, or an expansion or explanation. (;) Semi-colon Indicating a pause, typically between two main clauses that are more pronounced than that indicated by a comma. (?) Question marks Punctuation marks used at the end of a sentence to show that it is a question and to indicate that the speaker is asking something. (!) Exclamation marks Punctuation marks used at the end of a sentence to show strong emotions such as surprise, excitement or anger. (C) Capital letters Letters used at the beginning of sentences or proper nouns.

LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
See definitions of the above in the L/T Resource Pack.		I DO	WE DO	YOU DO	
LESSON 3: TEACHING COLLECTIVE NOUNS, REFLEXIVE PRONOUNS, STEMS AND CONJUNCTIONS					

		Collective nouns 1. Show learners the video about collective nouns and explain the topic to learners on the board referencing the poster in LSC Activity 3.2 2. Write three plural nouns on the board for a group of animals, people and things: crows; tourists; stars 3. Show learners the collective word for each of the nouns: murder of crows; flock of tourists and a galaxy of stars.	1. Ask learners to list some plural nouns for animals, people and things and write it on the board. 2. Demonstrate to learners how to use the poster to find a name for a specific group. 3. Instruct learners to work in groups and see whether they can find the collective nouns for the words they had listed on the board using the poster or song. 4. Support learners in finding the correct collective words.	- Teacher provides learners with learner activity resource for AFL activities to complete independently. LSC Activity 3.2 - Instruct learners to only complete the first column of the activity in 3.2	
		Reflexive pronouns 1. Show learners the video about reflexive pronouns and explain the topic to learners on the board referencing the poster in LSC Activity 3.3 . 2. Explain that the reflexive pronoun refers back to the subject. Write a sentence on the board with a personal and reflexive pronoun and underline the pronouns. <u>She</u> planted the tree <u>herself</u>.	1. Write another sentence on the board: He cleaned the beach by himself. 2. Ask learners to identify the personal and reflexive pronouns in their groups. 3. Underline the correct responses.	1. Teacher provides learners with learner activity resource for AFL activities to complete independently. LSC Activity 3.3 Instruct learners to only complete LSC Activity 3.3.	
		STEMS 1. Refer to prior knowledge about prefixes, base words, root words and affixes. Use a KWL-strategy. 2. Explain to learners what <i>stems</i> are.	1. Learners complete a KWL chart in groups to show prior knowledge about prefixes, base words, roots and affixes. 4. 2. Teacher uses the KWL information as an informal assessment to determine understanding.	1. Learners complete LSC Activity 3.4	

LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
		I DO	WE DO	YOU DO	
LESSON 11: TEACHING CONJUNCTIONS					
		1. Begin with a brief discussion on the importance of sentence structure and coherence. 2. Introduce conjunctions as words that connect words, phrases or clauses to create meaningful sentences. 3. Write examples of coordinating conjunctions (e.g., "and" "but" "or") and subordinating conjunctions (e.g. "because" "although") on the board. 4. Explain the types of conjunctions: coordinating and subordinating. 5. Give examples of each type and explain how they are used to join different sentence elements. 6. Model how to use conjunctions to create sentences. For example: "I wanted to go to the park, but it started raining."	1. Divide the class into pairs or small groups. 2. Distribute sentence strips with incomplete sentences to each group. 3. Instruct learners to complete the sentences using appropriate conjunctions. Circulate to aid as needed. 4. Encourage groups to share their completed sentences with the class.	• Provide individual Practise activities (LSC Activity 11.1) where learners need to create sentences using conjunctions. • Assign a mix of coordinating and subordinating conjunctions. • Circulate the room to address any questions and provide support. • Have students share some of their sentences with the class. • Provide feedback and correct any mistakes as necessary.	

LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
		I DO	WE DO	YOU DO	
LESSON 12: TEACHING SIMILES AND METAPHORS					
		1. Begin by asking learners if they have ever heard phrases like "as fast as lightning" or "his heart is a rock." Explain that these phrases use special comparisons called similes and/or metaphors. 2. Write the terms "simile" and "metaphor" on	3. Provide examples of similes and metaphors. For example: 4. Simile: Her smile is as bright as the sun. 5. Metaphor: The world is a stage, and we are all actors. 6. Explain that similes and metaphors	7. Divide the class into small groups. 8. Distribute words or objects to each group. Learners are required to write a simile and a metaphor for each picture or object. 9. Complete LSC Activity 12.1	

		the board and give a brief overview of what they are. Define simile as a comparison using "like" or "as" and metaphor as a direct comparison without using "like" or "as."	help create vivid images in writing and make descriptions more interesting.		
--	--	--	---	--	--

LESSON 10, 15, 17 and 19: WRITING AND PRESENTING

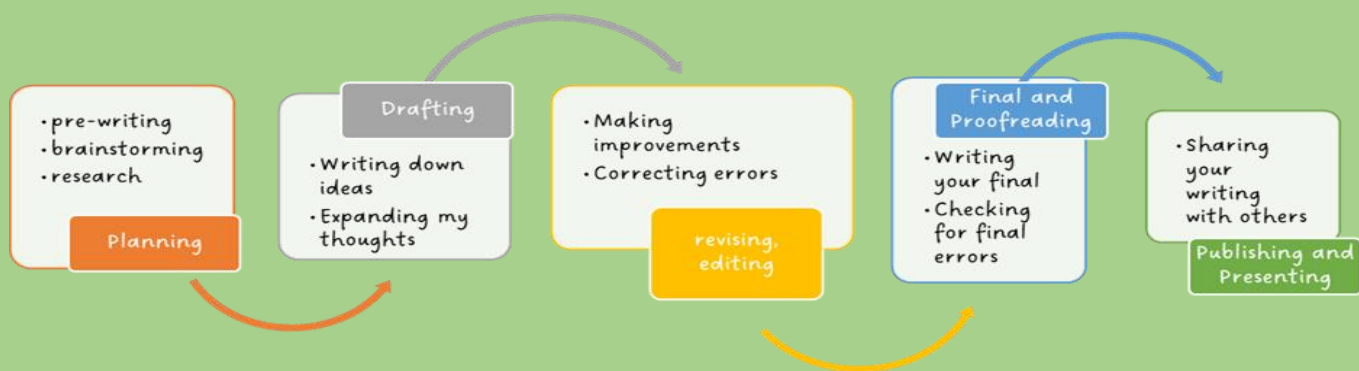
Term	3	Week	9&10	Day	5,8,9,10	Time	2 hours
Text type	Transactional text: Advertisement			Date			
Skill	Writing Process: Planning: Designing an advertisement Pre-writing activities Shared Writing: Differentiated groups						

Resources:

- Mentor text: Advertisement
- Learner resource pack
- GRAPHIC ORGANISERS: Mind map, Essay framework, ARMS strategy for revision, CUPS strategy to edit

Writing Process:

When teaching writing, the writing process must be followed:



Text: Advertisement

It is advised to start with a mentor (example) text as an example of skilful writing and what learners are expected to produce.

MENTOR (EXAMPLE) TEXT : An advertisement (W&P Activity 1)

	The different parts of a print advertisement
	1. Provide learners with different topics or prompts focused on nature preservation to use to create advertisements within their groups: • Planting Trees: Encourage the importance of planting trees to combat deforestation and to improve air quality. • Reduce Plastic Use: Promote the reduction of plastic waste by using reusable bags, bottles and containers. • Wildlife Protection: Raise awareness about protecting endangered species and their habitats. • Energy Conservation: Encourage energy-saving habits like turning off lights and appliances when not in use. • Water Conservation: Highlight the importance of saving water through shorter showers and fixing leaks. • Recycling Campaign: Promote recycling habits to reduce waste and conserve resources. • Ocean Cleanup: Advocate for cleaning up oceans and beaches to protect marine life. • Eco-Friendly Transportation: Encourage walking, cycling or using public transport to reduce air pollution. • Community Garden: Promote community gardens as a way to grow local, organic produce. • Clean Air Initiative: Raise awareness about air pollution and the need to reduce emissions. • Save the Bees: Create awareness about the importance of bees in pollination and the ecosystem. • No Littering: Discourage littering and promote proper waste disposal. • National Park Conservation: Highlight the importance of preserving national parks for future generations. • Green Energy: Promote the use of renewable energy sources like solar and wind power.

LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
		I DO	WE DO	YOU DO	
LESSON 10: PRE-WRITING					
Writing an advertisement Pre-writing: Brainstorming Planning		• Recount writing: Pre-writing: Brainstorming and planning • Refer to the mentor text type in the learner	• Teaching the text type • Mind map: Brainstorm the vocabulary for the	• Answer oral questions • Discussion • Application from prior knowledge.	

Introduction		pack (W&P Activity 1.1). Learners read the mentor text type with the teacher. Learners have a copy of the mentor text. (W&P Activity 1.1) • Read through the example with the learners. Learners look at the different parts of an advertisement (W&P Activity 1.1). • Refer to the annotation of the advertisement using the annotated example. (W&P Activity 1.1) Learners observe as the teacher demonstrates how to use the AFOREST- strategy to identify the different parts of an advertisement. • Indicate and explain the different parts of the annotated text. • Demonstrate to the learners how to create an advertisement using the AFOREST- strategy. Learners observe as the teacher demonstrates how to create an advertisement.	text type: advertisement. What do learners know about creating an advertisement? • Learners respond to the brainstorming question: What do learners know about the text type: advertisements. Learners give responses to the teacher about what they know about creating an advertisement. • (W&P Activity 1.2) Capture the responses in a mind map. • Inform learners to choose one of the advertisements in W&P Activity 1.3. Learners will create their own advertisement. • Instruct learners to use the AFOREST- strategy (W&P Activity 4.4) to identify the different parts of an advertisement they had selected. Learners use the AFOREST- strategy (W&P Activity 1.4) to identify the different parts of the advertisement they had selected.		
LESSON 15: SHARED WRITING					
		• Refer learners to the advertisement planning template (W&P Activity 1.5). • Model to learners how to use the information of the selected advertisement and AFOREST- strategy, to create their own advertisement using a writing frame. • Learners observe the advertisement	• Instruct learners to use the information on their own AFOREST-strategy to create the first and final draft of their advertisements. • Learners use the information on their own AFOREST-strategy/graphic organiser to write the first and final draft of their advertisements.	• Learners follow the creating an advertisement structure. • Learners complete the advertisement writing frame.	

		template (W&P Activity 1.5). Learners provide input to the teacher using the AFOREST- strategy to complete the advertisement frame template.			
LESSON 17 AND 19: POST-WRITING					
		- Review final draft and summarise common errors. - Give feedback and take remedial action. - Instruct learners to use the ARMS-strategy to revise their work. - Instruct learners to use the CUPS strategy to edit their work (W&P Activity 1.6). - Instruct learners to make revisions and edits to their advertisement in their workbooks/activity books/notebooks. Presentation of final draft: - Allow time for learners to share their work.	- Submit written text for assessment. Presentation of final draft: - Present written text. - Observe published work.	- Learners use the ARMS-strategy to revise their work and the CUPS strategy to edit their work (W&P Activity 1.6) - Learners finalise their advertisements in their books. Presenting - Present published work. - Listen/ read feedback.	

LESSON 14, 16 & 18: GROUP GUIDED READING

Term	3	Week	10	Day	7–9	Time	90 min
Text type	Transactional text: Advertisements			Date			
Theme	Social issues: Pollution: Caring about the environment						
Skill	Reading and Viewing: Group Guided Reading						

LANGUAGE PROFICIENCY/ SUB-SKILL	SOURCE	METHODOLOGY: GROUP GUIDED READING METHODOLOGY: I DO / WE DO / YOU DO - Group 3: Skilled readers (Strong readers) - Group 2: Developing readers (Average readers) - Group 1: Emerging Readers (Poor readers)		DATE COMPLETE
Reading methodology Assess for learning – in preparation	L/T Resource Pack	EDUCATOR ACTIVITIES I DO/WE DO Group with educator	LEARNER ACTIVITIES WE DO/YOU DO Group in pairs/individual	
		DAY 1		
		GROUP 1/2: (Lesson 14)	GROUP 2/3: (Lesson 14)	

for reading aloud. • Shared reading • Independent reading of texts • Read for enjoyment.		• Support decoding: Sounds, words, and sentences. • Reading aloud: Decoding texts	• Read text in pairs • Retelling text in pairs • Individual: Answer word search/crossword puzzle	
		DAY 2		
		GROUP 2/3: (Lesson 16) • Supports the application of decoding- Skills: • Answer word search/decipher code. Pairs/Individual • Reading aloud: Decoding texts	GROUP 1/2: (Lesson 14) • Read text independently. • Assess word search/crossword puzzle/decipher the code. • Complete decoding activity • Apply comprehension strategies in new text (comprehension test): pairs/individual.	
		DAY 3		
		GROUP 1/2: (Lesson 18) • Assess decoding activity/Comprehension test: Pairs/Independent/Educator • Reading aloud	GROUP 2/3: (Lesson 18) • Assess decoding exercises: Pairs/Individual/Educator	

Group Guided Reading activities adapted from PSRIP.

Phonics from SOUNDS IN FOCUS Learner Book Grade 4 p. 10 (Unit 3) & 52 (Unit 24)

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 through 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 sounds 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	Group same-level readers together
- 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.	- 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.

GROUP-GUIDED READING ACTIVITIES

Phonics, High frequency, Decoding Skills and GGR with teacher

DECODING SKILLS

Phonic sounds

Learn to say these sounds:

N /n/ W /w/ L /l/ R /r/

Phonic words

Practise sounding out and reading these words:

next	wide	logo	rich	new
work	why	roll	loud	layout
label	life	local	land	world
win	road			

Circle the letters that represent "n", "w", "l" and "r" in each list of words.

sale	enough	rescue
nature	note	winter
ill	nice	wisdom
number	price	rise
neat	nature	log

Sight or high frequency words

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

built	dead	chin	care	desk
camp	centre	dream	dear	dime

Read as many sight words as you can with a friend who keeps score: **Basic Sight Words Grade 4 Set 1**

Vocabulary words

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

warehouse	navigate	launch	review	website
warranty	negotiate	logo	retail	loyalty

Decodable text

Porcupines

Porcupines use their quills to protect themselves. They stamp their feet and shake their quills to frighten away other animals. If the animal doesn't go away, the porcupine runs backwards so their sharp quills get stuck in the other animal. Porcupines can hurt lions, leopards, dogs and even people.

A porcupine can grow new quills when their quills fall out. When baby porcupines are born, their quills are soft. They take about five days to get hard.

Answer the following questions:

1. Tick all the things' porcupines do to protect themselves.
 - stamp their feet
 - bite other animals
 - shake their quills
 - run into the other animal
 - shoot their quills at other animals
2. Can newborn porcupines protect themselves? Provide a reason for your answer.
Yes / No

PAIRED READING:

True Treasure

"Nature is like a treasure and we must protect it. We can help by not littering in the parks or by the rivers. It is important to recycle our paper, plastic and cans. When we use water, we should be careful not to waste it. Trees are our friends, so let us plant more of them. By taking care of nature, we keep the world beautiful for ourselves and for the animals who live here too."

Source: ChatGPT

Answer the following questions:

1. Why is nature compared to a treasure in the text?
2. What are some ways mentioned in the text to help protect nature?
3. Why is it important to take care of nature, according to the text?

GROUP GUIDED READING TEXT:

Helping Nature

"Nature is like a big, beautiful puzzle and we are all a piece of it. To protect our planet, we need to work together. We can start by picking up trash when we see it, even if it's not ours. Recycling is like

magic - it turns old things into new ones, helping our Earth stay clean. Remember to turn off lights when you leave a room to save energy. Planting trees is like giving a big, green hug to the Earth. Let's be nature's superheroes and keep our planet healthy and happy!"

Source: ChatGPT

Answer the following questions:

1. How is nature described in the text?
2. According to the text, what are some ways we can help protect the planet?
3. Why does the text suggest that planting trees is like giving a big, green hug to the Earth?

INDEPENDENT READING SKILLS

Read the following text and answer the questions that follow:

AMELIA AND SIBLINGS' NATURE ADVENTURE

Amelia and her little brother, Leo, embarked on a nature adventure. They wandered into the lush forest behind their house, their eyes wide with wonder. Sunlight filtered through the leaves, casting playful shadows on the ground. Birds sang harmonious melodies, creating a soothing symphony.

As they strolled along a bubbling brook, Leo's curious eyes spotted a family of deer sipping from the clear water. Amelia whispered, "Let's watch quietly, so they're not scared away." Mesmerized, they observed the gentle creatures, their graceful movements like a dance in the wild.

Further down the path, they encountered a field of vibrant wildflowers. Butterflies of every hue danced among the blossoms, adding an enchanting touch to the scenery. Amelia and Leo crouched down to examine the intricate petals, marvelling at nature's artistry. Nearby, a towering oak tree beckoned with its sturdy branches. Climbing up, they found a cozy nook and sat down, embracing the tranquillity around them. The rustling leaves overhead seemed to share tales of ages past, as if the tree itself held the wisdom of time.

As the sun began its descent, casting a warm golden glow, Amelia and Leo knew their nature adventure was coming to an end. With a promise to return, they headed back home, their hearts full of the beauty and serenity they had experienced in the embrace of the natural world.

[Source: ChatGPT]

Questions

1. Who went on the nature adventure?
2. Where did Amelia and Leo go for their adventure?
3. What did they see as they strolled along the brook?
4. What did Amelia and Leo do when they came across the field of wildflowers?
5. How did Amelia and Leo feel at the end of their nature adventure?

VISUAL TEXT: ADVERTISEMENTS

Study the following advertisement and answer the questions that follow:



Answer the following questions:

1. The product or service being advertised in the advertisement is

2. The target audience for this advertisement is

3. Something in the advertisement that appeals to my emotions is

4. The main message of the advertisement is

5. Some of the values that are evident in the advertisement are

END.