

ILAW Lesson Plan Grade 4 Term 1 Week 8

Grade 3 Term 1, Week 8 LESSON PLAN	
N a m e o f L e s s o n	Word Wonders and Informational Insights: Phonics, Compound Sentences, and Text Analysis
L e a r n i n g A r e a	English

/s	
Designated by Teacher/s	
Designed for which	3

ch Grade Level and Section					
No. of Sessions	S e s s i o n 1	S e s s i o n 2	S e s s i o n 3	S e s s i o n 4	S e s s i o n 5

R e f e r e n c e s (books, websites, tools, kits, etc.)	- Dep Ed Eng lish 3 Lea rner 's Mat eria l (Qu arte r 1, Wee k 8), Pho nics flas hcar ds for VC V/V CC V (e.g , pap er, butt on). - Sen tenc e stri
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	p sets, Coo rdin atin g Con junc tion 'FA NB OY S' char t, and Scie nce/ Mat h wor d wall • . Sho rt info rma tion al text 'The Life of a See d', Pun
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	ctua tion che ck-l ist post ers, and Whi tebo ard mar kers
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	hter s. • Rea ctio n Wri ting Rub ric, Wri ting note boo ks, and 'Th oma s Edi son' shor t bio gra phy or Mat h con cept card s.
D e c l	Artificial Intelligence (AI) tools were used

a	to assist in
r	the
a	preparation
t	of this
i	lesson plan,
o	particularly
n	in
o	generating
f	ideas,
A	improving
I	clarity of
u	instructions,
s	and
e	organizing
C	learning
i	activities
t	aligned with
e	the MELCs.
h	All
o	AI-assisted
w	outputs
A	were
I	carefully
w	reviewed,
a	validated,
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s	ed by the
e	teacher to
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o f t h e l e s s o n p l a n . S e e D O 3 , 2 0 2 6 A n n e x A .	
I n t e n t i o n s .	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want

	learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.
L e a r n i n g C o m p e t e	Phonics and Word Study: Read and write words accurately using VCV and VCCV word patterns. Vocabulary: Use content-specific words related to

n c y : W r i t e t h e c o m p e t e n c y / i e s f r o m t h e c u r r i c u l u m t h a t w e a	Mathematic s (basic symbols) and Science (basic terminologi es). Grammar Awareness: Identify the parts of a compound sentence, including the two independent clauses and the coordinatin g conjunction (joining word). Grammar Awareness: Use correct capitalizatio n and punctuation in compound sentences. Comprehen ding Information al Texts: Note
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r e t a r g e t i n g , a n d t h e c o n t e n t o r p e r f o r m a n c e s t a n d a r d s a p p l	significant details in grade-level informational texts (at least 3 to 5 details). Comprehending Informational Texts: Identify the problem and solution within informational texts. Creating and Composing: Compose texts to react to a specific topic or character.
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i c a b l e t o t h e s e s s i o n .					
L e a r n i n g O b j e c t i v e s : W r i t	I d e n t i f y a n d c o n f i r m t h e p r i n c i p l e s	I d e n t i f y a n d c o n f i r m t h e p r i n c i p l e s	A p p l y t h e c o n f i r m t h e p r i n c i p l e s	A n a l y z e t h e c o n f i r m t h e p r i n c i p l e s	C o m p o s e a n d c o n f i r m t h e p r i n c i p l e s

e t h e s m a l l e r k n o w l e d g e , s k i l l s , o r t a s k s f r o m t h e c o m p e t e n c	e a d / w r i t e r s w o r l d s w i t h V C V a n d V C C V p a t t e r n s u	e n t c l a u s e s a n d w o r l d i n V C V a n d V C C V p a t t e r n s u	t i o n a n d p u n c t u y a t h e s c o n c o m m u n i c a t i o n s u n d e	x t r a n e p u n c t u y a t h e s c o n c o m m u n i c a t i o n s u n d e	a g i v e n t i c u s i n g c o m p o u n d s p e n t e n c e s , a p p
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y t h a t t h e l e a r n e r s w i l l w o r k o n a n d b e a b l e t o s h o w b y t h e e n d o f	s i n g M a t h a n d S c i e n c e v o c a b u l a r y .	i n c o m p o u n d s e n t e n c e s .	e n t e n c e s w h i l e n o t i n g 3 - 5 s i g n i f i c a n t d e t a	p r o p r i e t e s h o u l d b e i n c l u d e d i n t h e c o n t e n t .	r o p r i e t e s h o u l d b e i n c l u d e d i n t h e c o n t e n t .
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t h e s e s s i o n s .			i l s f r o m i n f o r m a t i o n a l t e x t s .	i c v o c a b u l a r y .
L e a r n e r C o n	Grade 3 learners are developing foundational literacy skills. They are transitioning from simple			

t	sentence
e	structures to
x	more
t	complex
:	ones and are
W	beginning to
r	use
i	academic
t	language in
e	Math and
y	Science.
o	They
u	require
r	scaffolding
o	to
b	distinguish
s	between
e	different
r	word
v	patterns and
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t	structural
i	elements in
o	informative
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e y h a v e b e e n p e r f o r m i n g o r r e s p o n d i n g t o l e a r n i n g e x p e r i e n c	
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e s r e c e n t l y . I n c l u d e s t r e n g t h s ; i n t e r e s t s , a n d p o s s i b l e b a	
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r r i e r s t o l e a r n i n g .	
L e a r n i n g E x p e r i e n c e .	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or

	understanding in a purposeful way.					
P r e - L e s s o n : Describe how you will help the learner	F l e a s i n g t h e c o u n t r y s e c o n d l a r g e s e c o n d l a r g e s	R e a s o n i n g t h e c o u n t r y s e c o n d l a r g e s e c o n d l a r g e s	T h i n k i n g t h e c o u n t r y s e c o n d l a r g e s e c o n d l a r g e s	G r a d u a l O l d S t u d e n t s W h o h a v e b e c o m e t e c h n i c a l l i a n c e s	W o r d W i d e W o r l d S t u d e n t s W h o h a v e b e c o m e t e c h n i c a l l i a n c e s	

n e r s g e t r e a d y f o r t h e l e s s o n .	n d s i m p r e d v o w e l - c o n d s o n a i n c M a g t h s y m b o l u n d s t o	t a n d p r e d i c t e) a n d b a l p a r a g r a p h m b o o l s (+ , -	a s h o r t i n f o r m a t i o n b a s p a r a g r a p h b o o l u n d t h e '	r o b l e m ? ' a n d ' W e d S c i e n c e t e r m s (' b u l d i n g d a i	v i o l e n c e r n e d S c i e n c e t e r m s (s o l i d , l i q u
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	a c t i v a t e p h o n e m i c a w a r e n e s s .	, =) t o r p r e p h a n e f o r e m o r e (c i c l e g h o w t o f v o c a b u l a r y .	W a t e r C e l e s t i a l ' t o r s (c e l l h o w t o f v o c a b u l a r y .	l y l i f C e l e s t i a l ' t o r s (c e l l h o w t o f v o c a b u l a r y .	i d) a n d l o o k f o r V C V / V C C V p a t e r n s .
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d	s	s	s	s	s
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r m o r e s e s s i o n s t o m e e t t h e l e a r n i n g o b j e c t i v e s . A p p l y t h e L e	i k e ' R e o b o t ' (V C V) a n d ' M a g n e t ' (V C C V) . E x p l	e ' T h e o p l a n t g r o l w s ' a n d ' I t n e e d s w a t e r ' E x	t a b o u t ' T h e S o l a r S y s t e m ' F o c u s o n t h e s e n t	d e n i f i c e n c e) o r a ' M i n u s S i g n ' (M a t h) . A s k s t u d e	S c i e n c e) o r a ' M i n u s S i g n ' (M a t h) . A s k s t u d e
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a r n i n g D e s i g n P r i n c i p l e s . .	a i n t h a t V C V (V o w e l - C o n s o n e a n t - V o w e l) u s u a	p l a i n t h a t V C V (V o w e l - C o n s o n e a n t - V o w e l) u s u a	e n c e : ' T h e s u c n i s a h e l a b o u t p l e a r n i n g ? ' a n d ' W h	A n s k s : ' H o w d o y o u f e e l a b o u t p l e a r n i n g ? ' a n d ' W h
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	l l y h a s a l o n g v o w e l s o u n d i n t h e f i r s t s y l l a b	o m p h o u n d S e n t e c e ' s u s i n g a j o h i n f i n g w o r d c a l l	l l i p t e ' N o t e t h e c o m m i a n g a c a p i t a l r e l a t i o n s) .	a t t e n s i o n s w e r h o u s e d ? ' (S o l u t i o n s : W h e r ' R e a c t i o n ' .	i t e a s y o r h a r d ? ' T h i s i s t h e r ' R e a c t i o n ' .
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[illegible]

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g - n e t) . I n s t r u c t i o n a l P r o c e d u r e : D i s p l a

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	o d t o f i n d s y l l a b l e b r e a k s (.g .s u b - t r a c t	o n c r o w d e t w l e n t w o b i n d e f i n d e n t l c l a t 3 s s u e s i n g n t h	s G r o ' .S t u d e n t s o m e t h i n d e n t l c l a t 3 s s u e s i n g n t h	e m ' (h e q u e s t i o n h e y c o m p o s e a 3 - 5 s e n t e n c e p	o r a M a h t o p i c .T h e y c o m p o s e a 3 - 5 s e n t e n c e p
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	t i n g ' A d d i t i o n ' a n d ' S y m b o l ' l e g i b l y i n t h e	p a r t m u s t h a v e i t s o r w n s u b j e c t a n d f o r b . D e	r o o t s a b s o r w n s u b j e c t a n d f o r b . G u i	s i t : U s i n g a - c h a r t , s e t u n t e n c e l i s t o r d h e c t p r o b	a t l e a s t o n e c o m p o u n d s e n t e n c e c o r r e c t p r o b
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[illegible]

	c ' i n ' a c c o u n t ' o r ' b b ' i n ' r a b b i t ' t o r e i n f o	g M a n t h a n d S e c i e n c e v o b c a b u l r a y (e . g . ' T h e s u	d s e n t t e n c e s b a s e d o n t h e s e r v i c e s a r e a l i s t h e y f o u n d .	o l l u t i o ' T h e r e m o v e s a r o u n d t h e r o o m , h e l p	e n t : T h e t e a c h e r m o v e s a r o u n d t h e r o o m , h e l p
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	c	i	C	V	n
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	s	n	c	n	t
	t	d	h	t	s
	r	t	e	h	e
	u	h	c	k	i
	c	t	e	f	r
	u	p	r	o	d
	r	r	o	r	e
	e	s	d	t	s
	.	u	h	c	t
	S	t	c	i	e
	y	i	o	p	i
	n	s	m	t	r
	t	t	m	i	h
	h	w	a	o	a
	e	n	b	n	d
	s	i	f	(	w
	s	y	o	.	r
	:	'	r	.	i
	T	)	'	,	t
	h	.	a	'	i
	e	S	n	P	n
	t	e	d	l	g
	a	u	/	a	i
	c	d	b	s	l
	h	e	u	t	e

	e	n	t	i	g
	r	t	/	c	i
	a	s	o	'	b
	s	i	r	-	l
	k	d	'	V	e
	s	e	a	C	a
	,	n	n	C	n
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	W	i	)	.	t
	h	f	n	.	h
	y	y	s	S	e
	d	t	u	r	y
	o	h	r	y	r
	w	e	e	n	w
	e	t	t	t	o
	s	w	h	h	r
	p	o	e	e	d
	l	c	f	i	s
	i	l	i	r	s
	t	a	r	:	r
	V	u	s	T	s
	C	s	t	h	p
	C	e	w	e	e
	V	s	o	e	l
	w	a	r	t	e
	o	n	d	a	d
	r	d	o	f	c
	d	s	t	h	a
	s	i	e	h	e
	n	c	e	r	c
	t	o	s	s	u
	h	n	e	u	r
	e	j	n	m	a
	m	u	t	m	t
	i	n	e	a	e
	d	c	n	r	l

	d l e ? ' S t u d e n t s e x p l a i n t h e p a t t e r n a s a g r o u	t i o n i n e a c h e x a m p l e . S y n t h e s i s : P r e s e n t - d e n i t i	c e i s c a p i t a l i z e d . S o n a l t e r n a t i v e : P r e s e n t - d e n i t i	i z e s t h a t i n f o r m a t i o n t h e p a t t e r n s l e a r n e d t h i s w r i t e	y a c c o r d i n g t o t h e p a t t e r n s l e a r n e d t h i s w r i t e
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	p	c	n	t	k
	.	r	g	t	.
A	s	e	e	n	S
s	h	a	e	s	y
o	t	e	s	t	o
r	n	o	i	h	t
t	d	e	n	e	h
d	i	c	w	p	s
i	c	o	h	u	i
t	m	e	s	s	:
a	p	r	u	:	
t	o	e	n	'	A
i	u	s	d	e	u
o	n	t	e	r	t
n	d	u	r	s	h
e	s	d	e	t	o
x	e	n	n	a	r
e	r	t	t	n	'
r	c	e	s	d	s
c	i	n	s	h	C
s	e	c	w	o	h
e	e	a	w	a	i
f	a	p	t	r	'
o	b	n	o	s	—
l	o	u	t	e	a
l	o	t	e	b	v
w	s	h	o	r	e
s	t	e	o	r	w
t	o	i	k	e	s
e	r	s	a	t	u
s	f	t	l	u	d
	a	o	-	d	

	t s p e l l i n g a c c u r a c y o r f t h e t a r g e t p a r t t e r n s .	v o r i t e S o n c e e r x p u e n c i t m e n t t a n d s h p a r e t i t w i t h	c h e r c k f o r p r o p e r t u n c e n t i o n a r e n d t h e p o l i t i c i e n	w e n t d r e a d t h e m i r r e f l e c t i o n s e x t r a o l d u n d e r l i n g T h e c l
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		t h e c l a s s , h i g h l i g h t i n g t h e ' j o i n i n g w o r d	c e o f 3 - 5 s p e c i f i c d e t a i l s f r o m t h e r e a d i n g .	n e t h e y l e a t r i c e o d a y .	a s s i d e n t i f i e s t h e c o m p o u n d s e n t e n c e s a n d t
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					i o n .
L e a r n i n g R e s o u r c e s : L i s t d o w n t h e l e a r n i n g	D e p e n d e n c e s s h i p L e a r n i n g	S e n t e n c e s s r i p s e s o r d i n a t i o n g C o f	S h o r t e n f o r m a t i o n a l t e x t ' T h e L i f e o f	P r o b l e m - S o l u t i o n g R e s o u r c e s ' T h e L i f e o f	R e a c t i o n W o r l d C r i s i s e s P l a n e t

r e s o u r c e s t h a t w i l l h e l p y o u r e a c h y o u r o b j e c t i v e s .E n s u r e t	u a r t e r l , W e e k 8 P h o n i c s f l a s h c a r d s f o r V C	n j u n c t i o n ' F A N B O Y S ' c h a c r t , a n d S t e n c e / M a	a S e e d ' , P u n c t u a l O t Y i o n c h e c k - l i s t p o l i t i c i e n c e r s , a	, I n f o r m , P u n i o n a l p a s s a d i s c o n ' R e c y c l i n g ' , a n	e b o o k s , a n d ' T h o m a s E d i s c o n ' R e c o r d i n g r a p h
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h a t t h e y a r e a v a i l a b l e a n d i n c l u s i v e .	V / V C C V (e . g . , p a p e r , b u t t o n) .	t h w o r d w a l l .	n d W h i t e b o a r d m a r k e r s .	d h i g h l i g h t e r s .	y o r M a t h c o n c e p t c a r d s .
O p p o r t u n i t	M a t h I n t e g r	C o l l a b o r a t	I C T I n t e g r a	S c i e n c e I n t	S e l f - C o r r e

i e s f o r i n t e g r a t i o n : W r i t e d o w n a n y p o s s i b i l i t i e s t	a t i o n : U n s i n g ' P l u s ' , ' M i n u s ' , a n d ' N u m b e r '	i o n : G r o u p w o r k i n i d e n t i f y i n g p r o b l e m s / s o l	t i o n : U s i n g a d i g i t a l p r e s e n t a t i o n b l o s h o w a	e g r a t i o n : A n g a c h e c k l i n s t r u c t i o n a t i o n b l o s h o w a	c t i o n : U n s i n g a c h e c k l i n s t r u c t i o n a t i o n b l o s h o w a
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o m e a n i n g f u l l y a n c h o r l e a r n i n g a r e a s , s p e c i a l t o p i c , o r t e c	d u t i m b l	r i o n i o p s	i n n t e d s u r e n t a u d e n t s	n m a t e d s y l l a b l e w e s t o p i n d e p e n d e n t c o d e n t s	b o u n d a r e d i c t i o n a r y C o d e n t s	l o u s t a u d e n t s
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h n o l o g y . W r i t e N / A i f f n o n e .	y m b o l n a m e s .	n g a n d p e r s u p p o r t .	t e r n s .	e c c o n c e p t s t o l i t e r a c y .	k i l s .
A s s e s s m e n t .	Assessment s reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				

F	l	l	l	l	l
o	.	.	.	.	.
r	W	W	W	W	W
m	h	h	h	h	h
a	i	i	e	a	a
t	c	c	r	t	t
i	h	h	e	i	i
v	w	w	s	s	s
e	o	s	h	a	t
A	r	a	o	'	h
s	d	c	u	p	e
s	f	o	l	r	p
s	o	o	d	o	u
s	l	r	t	b	r
s	l	d	h	l	p
m	o	i	e	e	o
e	w	n	c	m	s
n	s	a	o	'	e
t	t	t	m	i	o
:	h	i	m	n	f
C	e	n	a	a	a
r	V	g	g	t	r
e	C	c	o	e	e
a	V	o	?	x	a
t	p	n	'	t	c
a	j	u	P	?	t
t	a	l	A	.	i
a	t	a	.	T	n
s	n	c	t	h	t
k	e	t	i	s	e
,	r	i	o	n	e
a	n	? A	? A	e	n
c	? A	. R	. A	d	? A
t	A	a	w	i	. T
i	A	A	a	g	T
v					
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u e s t i o n s t o e v a l u a t e l e a r n i n g a n d p r o v i d e f e e d b a c k · (S t r i c	b i t B · T i g e r C · B e a s k e t D · B u h t o n · 2 · W h a t i s t h	f t e r B · B u g e t C · B e c a s e D · W h e n t e r w a t e r B · A f t e	t e r a n d t h e y n g e e d a s s u n e · A s t o p t e r w a t e r B · A f t e	B · S e l e c t i o n y B · T o g i v e a n o p i n i o n C · T o l i s t f	o t e l a s t o r y B · T o g i v e a n o p i n i o n C · T o l i s t f
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t l y 5 M C Q s p e r s e s s i o n) .	e s y l l a b l e b r e a k f o r t h e V C C o m V w o r d ' M a g n e t ' ?	e p e n d e n t c l e a r t h e s e y D r e N o m e s t i o n h e a t h e s e n w h i c h	r a n d C A f f a r t h e r ' s n a m e s t i o n h e a t h e s e n w h i c h	l e D A c h a r t h e r ' s n a m e s t i o n h e a t h e s e n w h i c h	a c t s o n l y D T o a s k a n q u e s t i o n h e a t h e s e n w h i c h
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	A	?	h	o	g
.	. A	s	n	a	
M	. O	e	'	r	
a	n	n	? A	e	
-	t	e	. A	a	
g	e	B	c	t	
n	. T	e	q	i	
e	w	u	e	n	
t	. o	s	,	y	
B	C	e	t	o	
.	. T	s	c	o	
M	h	c	n	s	
a	r	r	B	h	
-	e	e	.	o	
n	e	e	T	u	
e	t	C	h	l	
t	. D	t	e	d	
C	. F	c	w	u	
.	M	a	a	s	
M	a	g	u	p	
a	n	r	i	a	:
-	. 3	t	p	A	
e	. W	a	r	.	
t	. h	z	l	O	
D	M	i	a	y	
.	-	c	t	m	
M	a	h	i	s	
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a	n	e	n	? A	
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	3	n	i	d	e
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	I	e	i	.	t
	n	i	k	A	e
	M	s	e	d	n
	a	c	m	i	c
	t	o	a	f	e
	h	m	t	f	s
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	w	o	,	a	.
	h	u	n	l	C
	a	n	d	t	o
	t	d	? i	w	m
	d	o	A	p	
	e	.	i	o	
	s	I	k	r	o
	t	l	e	D	d
	h	i	s	.	s
	e	k	c	A	e
	s	e	i	m	n
	y	M	e	a	t
	m	a	n	t	e
	b	t	c	h	n
	o	h	.	s	c
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	'	B	B	m	s
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	'	I	I	o	.
	r	l	l	l	N
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	p	k	k	3	p
	r	e	e	.	u
	e	M	M	S	n
	s	a	a	c	c
	e	t	t	e	t
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a	t	i	o	n	D	.	O	n	l	y	V	C	w	o	r	d	s	.	3	.	W	h	i	c	h	i	s	a	r	e	a	c	t	i	o				
a	r	i	o	:	'	T	h	e	r	e	c	o	m	w	a	s	d	A	r	k	,	s	o	I	t	u	r	n	e	d	o	n	t	h	e	l	i		
,	a	n	d	I	l	i	k	e	S	c	i	e	n	c	e	.	C	a	r	k	,	I	l	i	k	e	m	a	t	h	,	a	n	d	I	l	i	k	e
a	n	d	S	c	i	e	n	c	e	.	C	a	r	k	,	I	l	i	k	e	m	a	t	h	,	a	n	d	I	l	i	k	e	S	c	i	e	n	c
t	?	A	.	M	i	n	u	s	B	.	T	o	t	a	l	C	.	A	d	d	i	t	i	o	n	D	.	E	q	u	a	l	.	4	.	I			

	d	e	s	g	n
e	.	D	i	t	o
n	M	n	'	W	a
t	a	c	e	h	a
i	t	h	.	a	r
f	h	i	D	t	a
y	s	.	i	s	c
t	f	i	s	t	e
h	u	n	i	h	r
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S	4	e	M	.	H
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e	h	t	h	t	i
t	a	,	j	a	v
e	r	w	o	n	e
r	m	i	d	? A	i
m	i	n	I	.	n
w	t	s	l	D	a
i	a	W	k	a	h
t	V	C	i	S	k
h	V	p	n	c	r
a	a	d	i	o	e
t	t	e	e	m	B
e	r	n	c	.	H
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	A	n	.	r	s
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S	c	a	i	0	
o	l	s	n	y	
a	a	e	g	e	
r	u	d	o	a	
B	s	o	n	r	
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P	?	t	e	l	
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s	N	x	i	.	C
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i	u	b	t	I	
c	n	o	C	a	
C	B	u	.	d	m
.	.	t	T	h	
F	V	t	h	e	
o	r	e	r	e	
s	b	s	o	h	
i	C	u	o	i	
l	.	n	m	m	
D	C	,	D	b	
.	o	w	.	e	
I	n	h	I	c	
s	j	i	.	a	
e	u	c	4	u	
c	n	h	.	s	
t	c	i	W	h	
.	i	a	i	e	
5	o	d	c	i	
.	n	e	h	s	
H	D	t	s	b	
o	.	a	i	r	

	w	A	i	g	a
	d	d	l	n	v
	o	j	?	a	e
	y	e	A	l	.
	o	c	.	w	D
	u	t	T	o	.
	s	i	h	r	H
	p	v	e	d	e
	e	.	s	i	h
	l	5	u	n	a
	t	'	i	d	s
	h	T	s	i	b
	e	c	c	a	l
	w	h	o	a	a
	o	e	t	e	c
	r	s	d	s	k
	d	u	.	a	a
	f	n	B	s	i
	o	s	.	o	r
	r	h	T	l	.
	a	i	h	u	4
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	s	e	s	i	W
	m	s	u	n	h
	a	,	i	?	i
	l	_	s	A	c
	l	_	a	.	h
	r	_	s	T	w
	u	t	t	r	o
	g	'	e	a	d
	(	w	r	o	i
	V	i	.	b	s
	C	n	C	l	a
	C	d	.	e	V
	V	b	T	B	C

	) ? A . C a r p e t B . C a r p i t C . K a r p e t D . C a r p e t .	l o s s . ' W h a t l a s t c o n j u i c t m a n l A . o w s n i s a p l a n e . D r e t h e s i n u n d e r C y o u m i g h t o u s e i n F a m i l y r e a c t i o n ? A . N	h e s s u n i s a p l a n e . D r e t h e s i n u n d e r C y o u m i g h t o u s e i n F a m i l y r e a c t i o n ? A . N	. I s s u n d e r C y o u m i g h t o u s e i n F a m i l y r e a c t i o n ? A . N	C V w o r d y o u m i g h t o u s e i n F a m i l y r e a c t i o n ? A . N
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		b u t C . a n d D . y e t .	a n t y d e t a i l s s h o u l d y o u r s u a l l y n o t e i n G r a d e	x t a b o u t h e a t , i f t h e ' u p s o b l e ' i s ' t o r m a c y i n	m b e r B .T o t a l C .P l u s D .D i g i t .5 .A c c o u n t i n g
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			3 ? A .1 B .2 C .3 -5 D .1 0 .5 .A c o m p o u n d s e n t e n c e	u n ' ,w h a t i s a l i k e l y ' s o l u t i o n ? A .A d l i n g m	w r i t i n g m e a s : A .W r i t i n g f a s t B .S p e l l i n g a
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			m	o	n
			u	r	d
			s	e	p
			t	s	u
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			a	n	c
			v	B	t
			e	.	u
			a	U	a
			—	s	t
			—	i	i
			—	n	n
			b	g	g
			e	a	c
			f	n	o
			o	u	r
			r	m	r
			e	b	e
			t	r	c
			h	e	t
			e	l	l
			c	l	y
			o	a	C
			n	C	.
			j	.	W
			u	R	r
			n	u	i
			c	n	t
			t	i	n
			i	n	g
			o	n	a
			n	g	l
			.	D	o
			A	.	t
			P	S	D
			e	l	.
			e	e	.

			r i o d B . C o m m a C . Q u e s t i o n m a r k D . E x c l a m a t i o	e p i n g . .	U s i n g b i g w o r d s . .
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				n p o i n t .		
Ways For ward .	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.					
Extended learning in	Homent Week : Fir	Sent Week : Fir	De Week : Fir	Per Week : Fir	Dr Week : Fir	Dr Week : Fir

g o p p o r t u n i t i e s : S u g g e s t o t h e r l e a r n i n g e x p e r i e n c e	n d 3 V C V a n d 3 V C C V w o r d s i n a n e w s p a p e r o u r m a g a	: W r i t e r V i t e a l 3 s h o r t p o e m s C u t o u t w o r d s i n a n e w s p a p e r o u r m a g a	: R e a d a s h o r t p o e m s C u t o u t w o r d s i n a n e w s p a p e r o u r m a g a	o u r t a l : W o r i t e r V i t e a l 3 s h o r t p o e m s C u t o u t w o r d s i n a n e w s p a p e r o u r m a g a	l e t t e r t o a f f i c i e n d o u r e a c t i o n p r o p o s i t i o n e x p e r i e n c e
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s o u t s i d e t h e c l a s s r o o m / c l a s s h o u r s t h a t l e a r n e r s m a y w a n t t	z i n e a n d b r i n g t h e m t o c l a s s .	r i t e h o u s e h o l d e r e u s i n g ' a n d ' , ' b u t ' , a n	a b o u t t h e m a i n s e t t i n g .	o d a y a n d h o w e d , u s i n g a t l e a s t 2 - 3 s e n t e n c e s .	o y o u w a n t h e d , u s i n g a t l e a s t w o c o m p o u n d s e
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o a c c e s s t o r e i n f o r c e w h a t t h e y h a v e l e a r n e d . . .		d ' o r ' .			n t e n c e s .
R e f l e c t	(T o b e f i l	(T o b e f i l	(T o b e f i l	(T o b e f i l	(T o b e f i l

o n b a s e d o n w h a t h a p p e n e d t o d a y .	l e a r n e r s e a s i l y g r a s p t h e c o r e c o n c e p t i n t r o d u c e d t o	g u i d e d p r a c t i c e f f e c t i v e l y t r a n s l a t e i n t o i n d e p e n t	a r t o f t h e c o l l a b o r a t i v e a s k c h a l l e n g e d t h e s t u d e n t	l d i d t h e f o r m a t i v e a s s e s m e n t r e f l e c t i o n g o	r c e n t a g e o f t h e c l a s s r e a c h e d p r o f i c i e n c y b y t h e i n d o
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	d a y ?	d e n t s u c c e s s ?	s t h e m o s t ?	b j e c t i v e s ?	f t h e w e e k ?
Prepared by: Teacher			Checked by: Principal / Head		