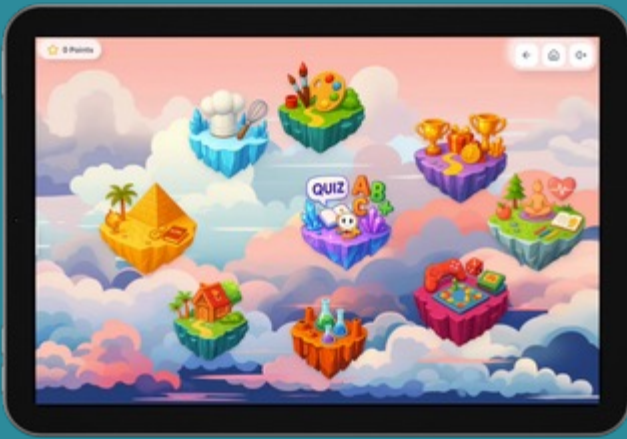


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Phrasing Carries Meaning - Year 4

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Teacher preparation | overview

Learning outcome

Read complete Year 4 text accurately in meaningful groups. Use punctuation, grammar and context to choose a natural pause; explain one choice. Observe connected oral reading, not speed.

Before the week

Copy the passage and practice pages. Cut out 12 partner challenge cards. Keep the teacher key and answer pages separate. Provide pencils and erasers. Arrange short individual oral-reading conferences for Lesson 5.

Entry check

Without displaying a model, ask pupils to read one sentence from the garden dialogue and one from the water-tank explanation. Note accurate words, natural groups and a meaning response. Briefly reteach only a prerequisite that is insecure.

Access and differentiation

Support: introduce needed vocabulary, use a shorter coherent section, allow a rehearsal. Core: use the text, mark text and fade prompts. Extension: vary the audience or purpose and justify a choice; never reward speed.

Evidence rules

A competent reader need not make a mistake. Record a repair if it genuinely occurs. Accept justified alternative natural phrasing, an accepted dialect and an accessible response mode.

Teacher preparation | Lessons 1–3

Lesson 1: Compare two readings

Read the garden passage first word by word, then in meaning groups. Ask which version helps listeners and why. Use the binoculars display to show that a changed boundary may suggest a changed meaning, then confirm with context. Check each learner with one oral example.

Lesson 2: Pencil temporary boundaries

Use the guided sheet. Model one slash after a complete group, speak the reason and erase it after rehearsal. Pupils complete four guided decisions, then repeat the changed-condition example. Check for an explanation, not copied marks.

Lesson 3: Respond to punctuation

Model a full Director/Reader turn and an unhelpful pause-after-every-word reading. Partners use the six independent decisions and 12 cards. Every turn includes accurate reading and one explanation; the director consults this guide, then roles swap.

Card key, 1–6

1 two ordered actions; 2 opening time; 3 speaker tag then request; 4 shade/sun contrast; 5 reason after action; 6 condition then action. Accept another natural boundary when its meaning is supported.

Teacher preparation | Lessons 4–5

Lesson 4: Rehearse and remove marks

Use the weather-station fresh rehearsal page and the misconception-repair page. Give one specific correction: keep “how much rain” together and do not stop after every word. Pupils erase marks, reread accurately and answer the wind-vane meaning check.

Lesson 5: Independent fresh read

Give the unmarked Seed swap passage without a model. Observe accurate connected reading, natural grouping and punctuation. Ask for an explained phrase choice and the seedling meaning answer. Record actual evidence, including a repair only if it occurs. Choose one next step.

Card key, 7–12

7 two events in order; 8 instruction given; 9 “how much rain” stays together; 10 morning/time detail; 11 binoculars remain ambiguous without context; 12 action then next action at comma.

Marking and next instruction

Use the four-criterion metric. Do not turn it into a speed target or percentage. If phrasing is accurate, return to a guided sentence and fade the prompt. If words are inaccurate, check the full word, then reread the phrase for meaning.

Meaning lives in groups

Group words that belong together.
Let punctuation and meaning guide
a natural pause.

A

We watched the girl | with binoculars.

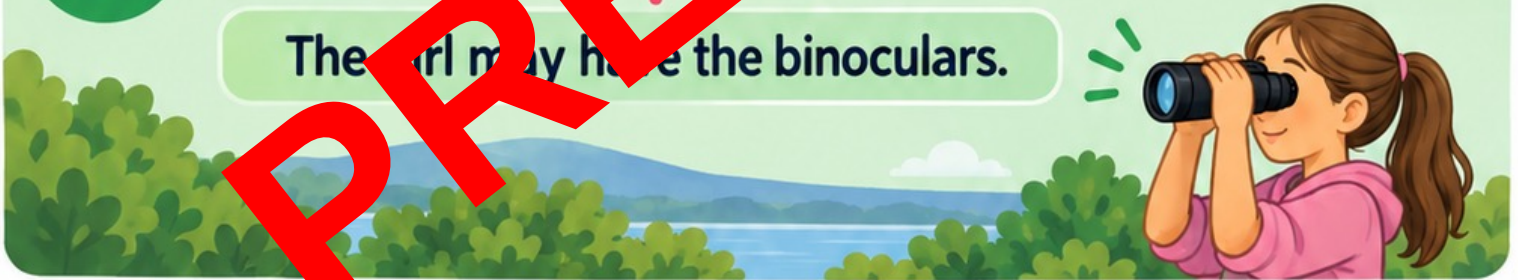
The watchers may have the binoculars.



B

We watched | the girl with binoculars.

The girl may have the binoculars.



Context check

She raised them to her eyes.

Now we know the girl had them.



A slash is a temporary rehearsal mark.
Keep the words accurate; do not stop
after every word.



Name: _____

The school garden tour — Part 1

The class was preparing a short tour of the school garden.

‘Please meet beside the lemon tree,’ said Noor. She checked her list while Ari carried a small sign.

‘Do we point to the compost first?’ he asked.

Noor looked at the path. ‘First, welcome our visitors. Then show them the compost, because it explains why the soil is rich.’

A breeze turned Ari’s sign around. He laughed, straightened it and read his first line aloud. He paused after ‘visitors’ so the instruction sounded like an invitation, not a rush.

At the gate, two younger students waved. Noor whispered, ‘Remember to speak clearly, but keep the words together when they belong together.’

Ari nodded. ‘Welcome to our garden,’ he began.



Name: _____

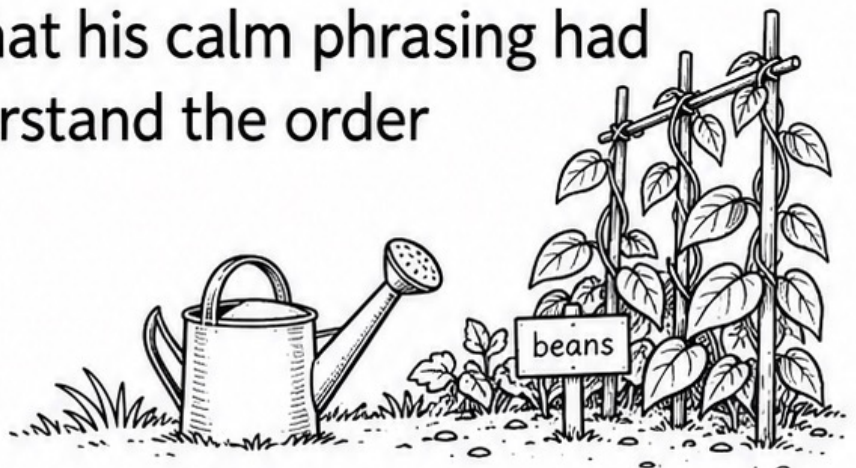
The school garden tour — Part 2

‘Here we turn food scraps into compost. It helps the vegetables grow.’ One visitor asked whether the worms ate every scrap. Ari glanced at Noor. ‘They eat many soft scraps,’ she replied, ‘but we leave out plastic and glass.’

Ari took a breath before his next sentence. He did not pause after every word. He grouped the reason with the idea it explained. ‘We cover the scraps with dry leaves, because the leaves help balance the mix.’

The visitors followed him to a row of beans. A small label had fallen behind a pot. Ari stopped, read the complete word on the label and placed it beside the correct plant. ‘These are climbing beans,’ he said.

Later Noor told him that his calm phrasing had helped everyone understand the order of the tour.



Read accurately. Let meaning guide your phrasing.

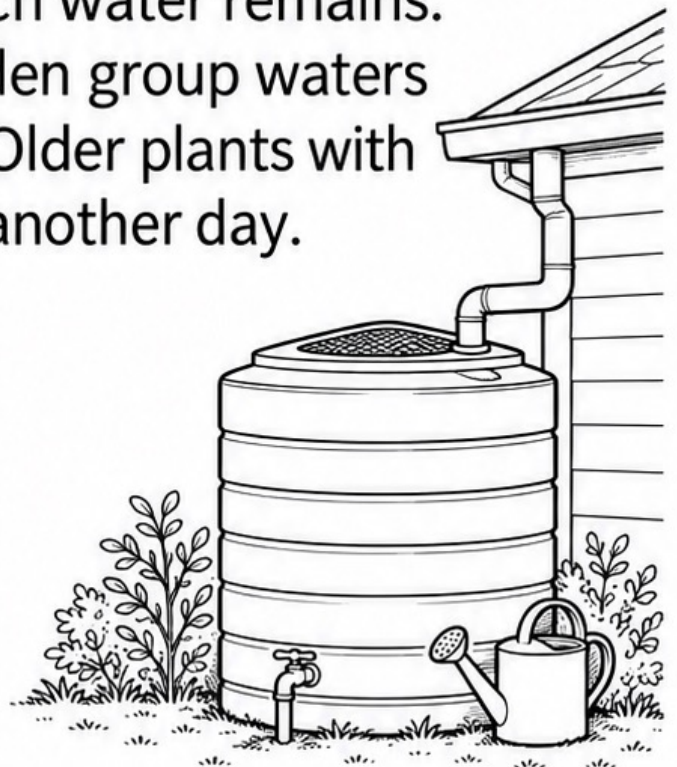
Name: _____

The water tank — Part 1

On a rainy day, water runs from the roof into the gutter. A pipe can guide some of that water into a covered tank. The tank stores it until it is needed for the garden. A screen over the opening keeps leaves out.

When the weather is dry, a gardener turns on a tap and fills a watering can. This does not create new water; it saves rain that would otherwise flow away.

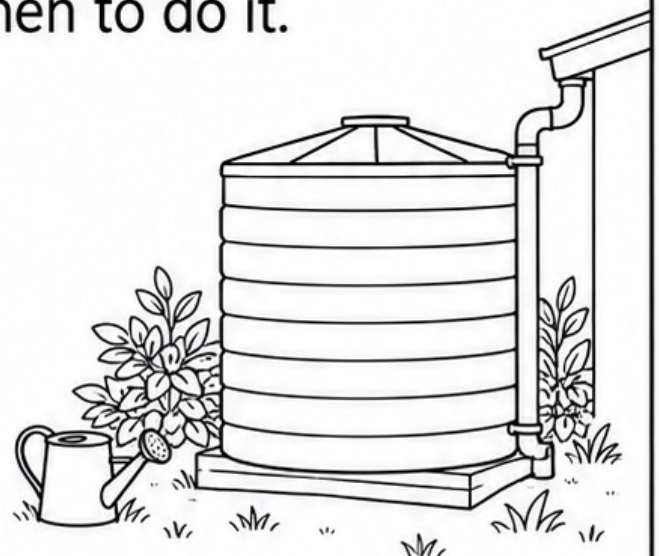
The tank needs care. Adults check the screen and make sure the lid stays closed. They also read the level markers to see how much water remains. If the marker is low, the garden group waters the youngest seedlings first. Older plants with deeper roots can often wait another day.



Name: _____

The water tank — Part 2

The group made a simple chart of rainfall and tank level. After a storm, the level rose. After several dry afternoons, it fell. The chart helped the students explain their choices to other classes. It did not tell them to water every plant in the same way. Some pots were in shade, while others stood in full sun. The students looked at the soil before watering. They checked whether it was already damp. Their teacher read the final instruction aloud: 'Water the seedlings in the morning, when the sun is still gentle.' The comma gives a small boundary between the action and the time. A pause after every word would hide the instruction's meaning. Smooth groups help a listener hear what to do and when to do it.



Read accurately. Let meaning guide your phrasing.

Name: _____

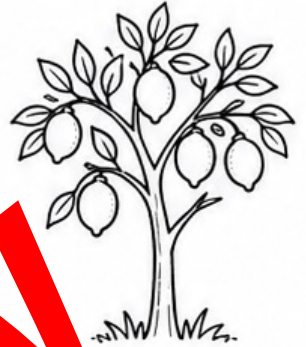
Mark the meaning groups — Guided

Read each complete sentence accurately. Draw a light slash only at a helpful boundary. Say why.

- ① Noor said, 'Please meet beside the lemon tree.'

Hint: keep 'beside the lemon tree' together.

For each, write one short reason.



- ② First welcome our visitors, then show them the compost.

Hint: find the two actions.

For each, write one short reason.



- ③ We cover the scraps with dry leaves, because the leaves help balance the mix.

Hint: the reason follows the comma.

For each, write one short reason.



- ④ Water the seedlings in the morning, when the sun is still gentle.

Hint: group the time detail.

For each, write one short reason.



Mark the meaning groups — Guided

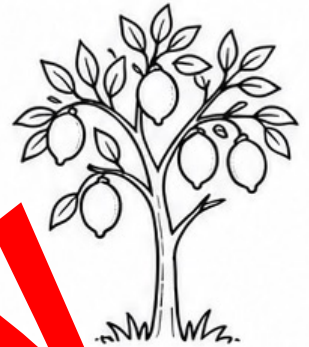
Read each complete sentence accurately. Draw a light slash only at a helpful boundary. Say why.

- 1** Noor said, / 'Please meet beside the lemon tree.'

Hint: keep 'beside the lemon tree' together.

For each, write one short reason.

Speaker tag before the request.



- 2** First welcome our visitors, / then show them the compost.

Hint: find the two actions.

For each, write one short reason.

Two actions in order.



- 3** We cover the scraps with dry leaves, / because the leaves help balance the mix.

Hint: the reason follows the comma.

For each, write one short reason.

The reason follows the action.

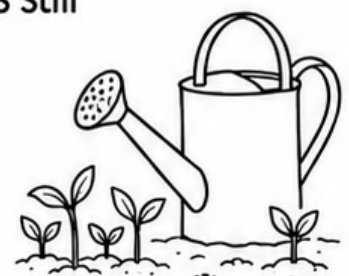


- 4** Water the seedlings in the morning, / when the sun is still gentle.

Hint: group the time detail.

For each, write one short reason.

The time detail follows the action.



Name: _____



Mark the meaning groups – Independent

Read, add one useful slash to each sentence, then choose one to explain.

1. The tank stores the rain until the garden needs it.
2. After a storm, the level in the tank rose.
3. If the marker is low, water the youngest seedlings first.
4. Ari checked the sign, then welcomed the visitors.
5. 'They eat soft soaps,' Moor replied, 'but not plastic.'
6. Some pots stood in shade, while others were in full sun.

Explanation: My boundary in number ____ helps the listener
because _____.

Name: _____

ANSWERS



Mark the meaning groups – Independent

Read, add one useful slash to each sentence, then choose one to explain.

1. The tank stores the rain / until the garden needs it.
2. After a storm, / the level in the tank rose.
3. If the marker is low, / water the youngest seedlings first.
4. Ari checked the sign, / then welcomed the visitors.
5. 'They eat soft soaps, /' Moor replied, / but not plastic.'
6. Some pots stood in shade, / while others were in full sun.

Explanation: My boundary in number ____ helps the listener because _____.

Example 3: the first group states the condition; the second tells what to do.

Accept another natural boundary when the reason fits.

Name: _____

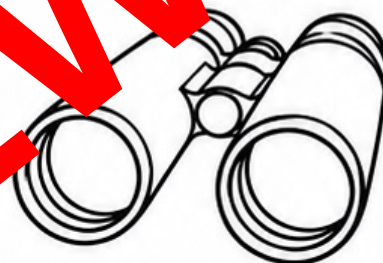
Mark, read, then remove the marks

For each new sentence, add one temporary slash, read aloud, erase the mark and read smoothly again.

1. When the bell rang, Ben read the final sign again.

2. Ivy looked at several clues before she made a prediction.

3. We watched the girl with binoculars.



Who has the binoculars?
Give two possible meanings.
What context would decide?

Write one sentence explaining which words you kept together and why.

Name: **ANSWERS**

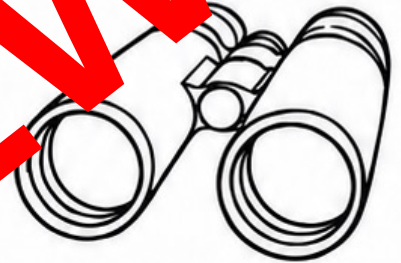
Mark, read, then remove the marks

For each new sentence, add one temporary slash, read aloud, erase the mark and read smoothly again.

1. When the bell rang, / Ben read the final sign again.

2. Ivy looked at several clues / before she made a prediction.

3. We watched / the girl / with binoculars.
B A



Who has the binoculars?
Give two possible meanings.
What context would decide?

Write one sentence explaining which words you kept together and why.

The watchers may hold the binoculars; the girl may hold them.
Context such as 'She raised them to her eyes' identifies the girl.

I keep 'the girl with binoculars' together if she is holding them.

Director and reader – How to play

Read with expression. Explain how phrasing carries meaning.

You will need



12 challenge cards



a pencil



the key
(held by
your teacher)

Director



- Choose a card.
- Read the context to your partner.
- Check the key (with your teacher) to decide if the meaning is clear.
- Ask for a retry if needed.

Reader



- Read the sentence accurately with natural phrasing.
- Explain the grouping in the sentence.
- Give a clear reason for your grouping.

How to play

1 Choose and read the context

The Director chooses a card and reads the context to the Reader.



2 Read the sentence

The Reader reads the sentence accurately with natural phrasing.



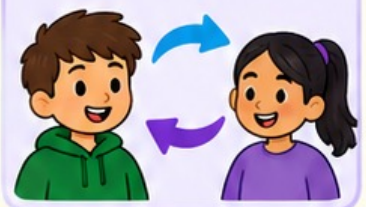
3 Explain the grouping

The Reader explains the grouping and gives a reason.



4 Check and swap

The Director checks the key. If the meaning is unclear, ask for a retry. Then swap roles for the next card.



Worked turn (example)

Context (read by Director)

The seedlings need water before heat.

Sentence (read by Reader)

'Water the seedlings in the morning, when the sun is still gentle.'



Reader's phrasing and explanation

The Reader makes a small pause at the comma and keeps 'in the morning' together.

I kept 'in the morning' together because it tells us when to water the seedlings.



Finish

Keep going until you have completed 12 explained turns.
There is no speed score. Every turn includes reading and a reason.

Same cards.
New meanings!



Director and reader – Cards 1–6



1

First welcome our visitors, then show them the compost.

Ask: where are the two actions?

2

After a storm, the tank level rose.

Ask: what sets the time?

3

Noor said, Please meet beside the lemon tree.

Ask: how does the speaker tag him?

4

Some pots stood in shade, while others stood in sun.

Ask: what is contrasted?

5

We cover scraps with leaves, because the leaves balance the mix.

Ask: which words give the reason?

6

If the soil is damp, wait before watering.

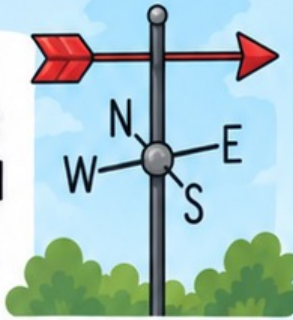
Ask: which words state the condition?

Read the full sentence. Show a natural boundary. Explain why.

Director and reader – Cards 7–12

7

Ben pointed to the arrow, then named the wind direction.



Ask:

which events are in order?

8

Ivy said, Look at several clues before you predict.



Ask:

which words belong in the instruction?

9

The rain gauge shows how much rain has fallen.



Ask:

keep which measurements together?

10

Water the seedlings in the morning, when the sun is gentle.



Ask:

which words tell when?

11

We watched the girl with binoculars.



Ask:

what extra context is needed to know who held them?

12

Ari read the label, then placed it beside the beans.



Ask:

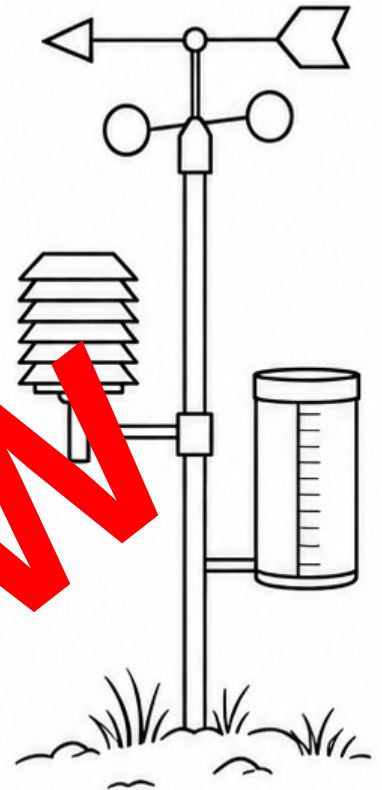
why pause at the comma?

Read the full sentence. Show a natural boundary. Explain why.

Name: _____

Fresh rehearsal read – Weather station

During the science fair, Ben explained the class weather station. 'The wind vane shows direction,' he said, pointing to the arrow. His partner Ivy added, 'The rain gauge tells us how much rain has fallen.' Ben almost paused after 'much', but kept 'how much rain' together. A visitor asked whether a cloudy sky always meant rain. Ivy replied, 'No. We look at several clues before we make a prediction.' Then the bell rang. Ben read the final sign again, this time without pencil phrase marks. He kept the words accurate and paused at the end of each complete thought.



Directions:

1. Read aloud.
2. Pencil two careful phrase boundaries.
3. Explain the meaning.
4. Erase the marks and reread smoothly.

I grouped _____ because _____.

Meaning check: What does the wind vane show? _____.

Teacher observation:

accurate words: _____

meaningful groups: _____

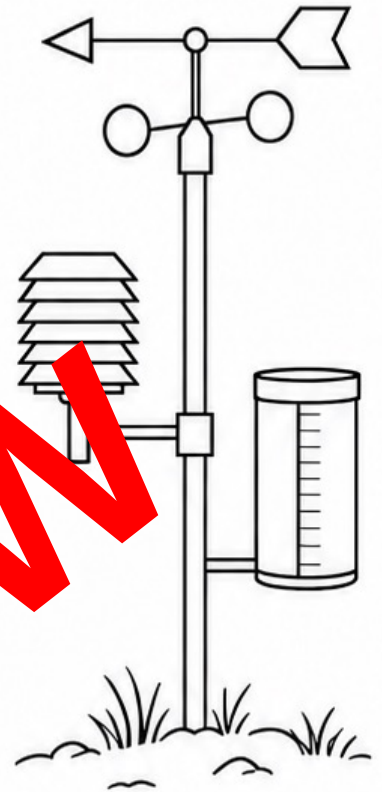
repair if it happened: _____

meaning response: _____

Name: ANSWERS

Fresh rehearsal read – Weather station

During the science fair, Ben explained the class weather station. 'The wind vane shows direction,' he said, pointing to the arrow. His partner Ivy added, 'The rain gauge tells us how much rain has fallen.' Ben almost paused after 'much', but kept 'how much rain' together. A visitor asked whether a cloudy sky always meant rain. Ivy replied, 'No. We look at several clues before we make a prediction.' Then the bell rang. Ben read the final sign again, this time without pencil phrase marks. He kept the words accurate and paused at the end of each complete thought.



Directions:

1. Read aloud.
2. Pencil two careful phrase boundaries.
3. Explain the meaning.
4. Erase the marks and reread smoothly.

I grouped several clues together because they are the evidence used before predicting.

Meaning check: What does the wind vane show? It shows wind direction.

Teacher observation:

accurate words: _____

meaningful groups: _____

repair if it happened: _____

meaning response: _____

Name: _____

Repair an unhelpful reading

1 Spot the problem



Read this claim: 'A fluent reader stops after every comma and every word, so the reading sounds careful.'

Explain why the claim is unhelpful.

2 Read the sentence accurately



Read aloud: 'Ben almost paused after much, but kept how much rain together.'

3 Repair and explain

My correction: _____

My example grouping: _____

My reason: _____

Teacher observation:

accurate reading _____

grouping _____

meaning response _____

Name: **ANSWERS**

Repair an unhelpful reading

1 Spot the problem



Read this claim: 'A fluent reader stops after every comma and every word, so the reading sounds careful.'

Explain why the claim is unhelpful.

Stopping after every word hides meaning. A comma can cue a small pause, but words that belong together should flow.

2 Read the sentence accurately



Read aloud: 'Ben almost paused after much, but kept how much rain together.'

3 Repair and explain

My correction: Read on, pause after much, but kept how much rain together.

My example grouping: Ben almost paused after much, | but kept how much rain together.

My reason: How much rain names one measure and should stay together.

Teacher observation:

accurate reading ____

grouping ____

meaning response ____

Name: _____



Unmarked fresh-text read – Seed swap

At the library, students prepared a seed swap. Each packet had a label with the plant's name and a short growing tip. Ella read one label aloud: 'Place the seeds near a sunny window until the first leaves appear.' Her partner Kai sorted the packets by plant type. 'Keep the bean seeds in this tray,' he said, 'and put the flower seeds on the table.' A younger child asked what to do after the first leaves appeared.

Ella found the next sentence and read it carefully. 'Move the seedlings outside when the weather is warm, but protect them from strong wind.' Kai checked the picture on the packet. It showed a small plant beside a shelter.

Before visitors arrived, the students counted the packets. They had enough for six families, with two spare packets for anyone who wanted to try another plant. The first family arrived just as Ella finished checking the labels. She welcomed them to the table and explained how to find the growing tips.

Read the whole passage aloud accurately. Explain one phrase choice.
Answer: What should happen after the first leaves appear?

I kept _____ together because _____.

Meaning answer: _____.

accurate connected reading	
meaningful grouping	
punctuation	
repair if it occurred	
meaning response	
next step	

Name: ANSWERS



Unmarked fresh-text read – Seed swap

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Ella found the next sentence and read it carefully. 'Move the seedlings outside/when the weather is warm,/but protect them from strong wind.' Kai checked the picture on the packet. It showed a small plant beside a shelter.

Before visitors arrived, the students counted the packets. They had enough for six families with two spare packets for anyone who wanted to try another plant. The first family arrived just as Ella finished checking the labels. She welcomed them to the table and explained how to find the growing tips.

Read the whole passage aloud accurately. Explain one phrase choice.
Answer: What should happen after the first leaves appear?

I kept when the weather is warm together because it tells when to move the seedlings.

Meaning answer: Move them outside in warm weather and protect them from strong wind.

accurate connected reading	
meaningful grouping	
punctuation	
repair if it occurred	
meaning response	
next step	

No speed race. An error is not required.

Learning evidence rubric

Name: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Shows inaccurate grouping or reads in a word-by-word way.	Uses natural groups on familiar text with a prompt.	Uses natural groups on fresh text with accurate words.
Application / procedure	Cannot complete a connected read yet.	Reads with a model or step prompts.	Reads a complete fresh passage independently with accurate phrasing.
Reason / evidence	Gives an unsupported opinion or a rule label.	Provides relevant data but no link to needs a prompt.	Explains a grouping with specific punctuation, grammar or meaning evidence.
Transfer / communication	Meaning is unclear on fresh text.	Meaning is clear with support.	Clear new-text read and meaning response independently.

Teacher evidence

Next step:

Do not penalise an accepted dialect or accessible response mode.

Phrasing Carries Meaning





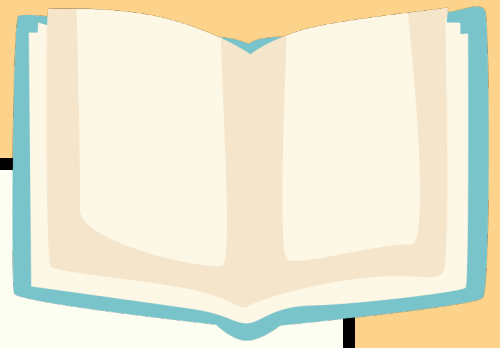
What makes a fluent reader?

Read: Read each word accurately and group words that belong together.

Listen: does the phrasing help a listener follow the meaning?

Diagnostic: What changes if you stop after every word? Where would you make one natural pause?





Five words to use

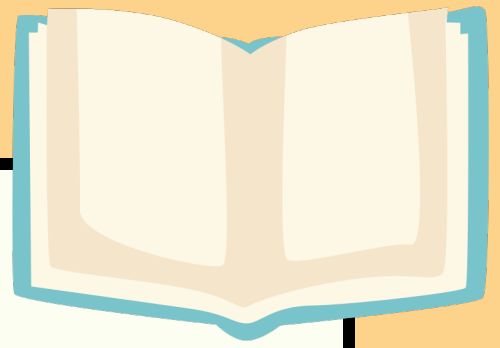
Decode: read the whole word. Fluency: accurate, meaningful

Phrasing: speak words in meaningful groups. Punctuation: a clue to structure.



Self-correction: notice a mismatch, check the word and reread.

Meaning lives in groups



We watched the girl | with binoculars. The watchers may hold them.

We watched | the girl with binoculars. The girl may hold them.

Context must confirm who held them. A slash is only a rehearsal mark.





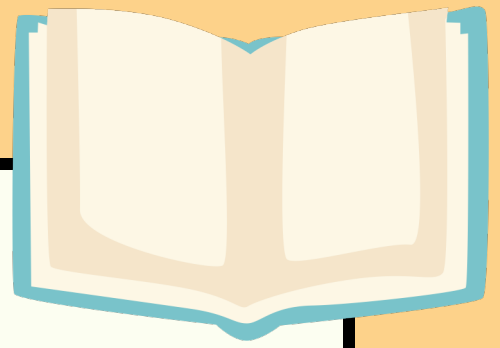
A dialogue: think aloud

Noor says, 'First, welcome our visitors. Then show them the computer room.'

I keep 'welcome our visitors' together. I pause between the two sentences.

I'll read every word accurately.





A changed meaning

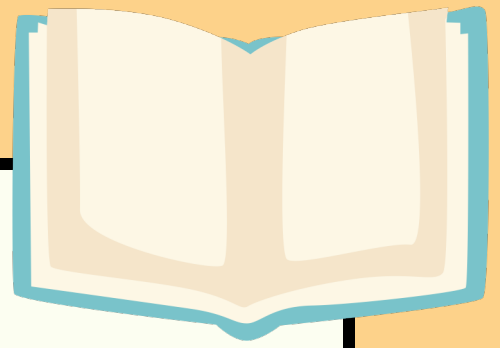
‘We watched the girl with binoculars’ is ambiguous on its own.

If she raised them to her eyes, we go ‘the girl with binoculars’
together.

Do not claim one meaning from the pause alone; check context.



Guided decision

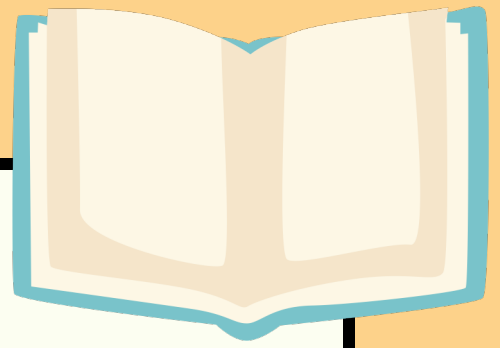


Read: 'We cover the scraps with dry leaves, because the leaves help balance the mix.'

Where would a high dash help a listener? Explain your choice.



Guided answer



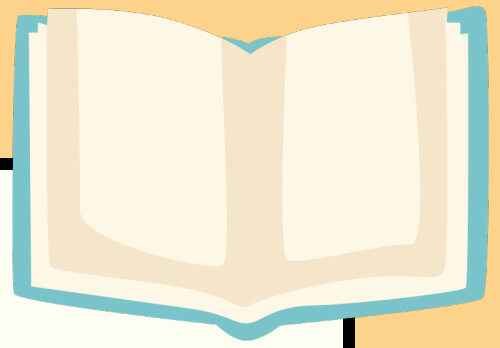
We cover the scraps with dry leaves, because the leaves help hold the mix.

The second group gives the reason for the action.

Keep 'the scraps with dry leaves' clear; do not stop after each word.



Pencil, explain, erase



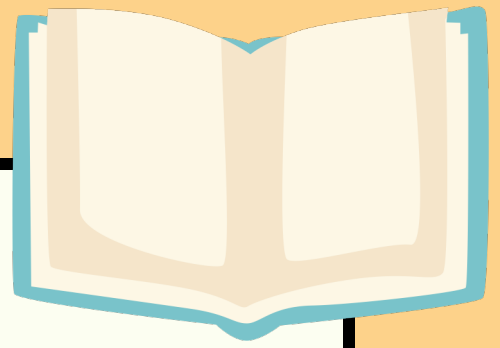
Read: 'If the marker is low, water the youngest seedlings first.'

Pencil one helpful boundary; name the condition and action.

Erase the marker and read the complete sentence smoothly.



One complete partner turn



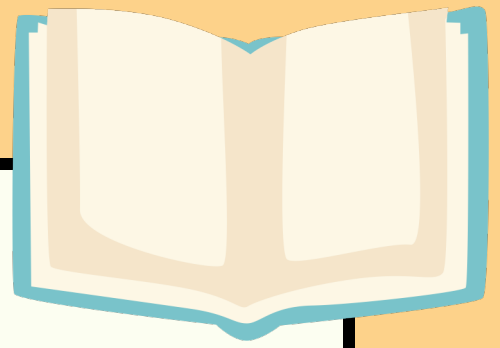
Director reads the context: seedlings need water before heat.

Reader says: 'Water the seedlings in the morning, | when the sun is
till gentle.'

Reader explains the last group tells when. Director checks the key;
swap roles.



Your partner challenge

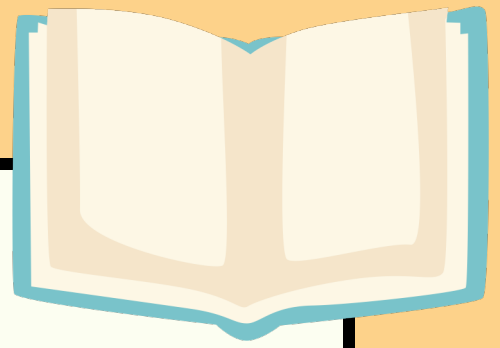


Card 11: 'We watched the girl with binoculars.'

Read accurately how one possible grouping.

What could it tell us who held the binoculars?





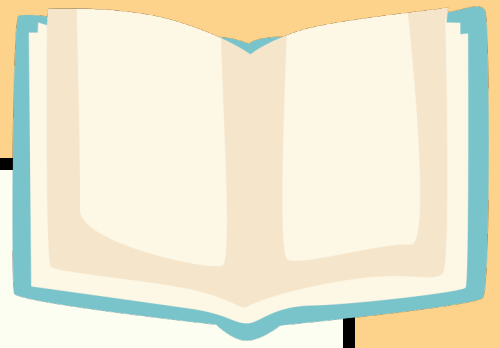
A common trap

Claim: 'A fluent reader stops after every word.'

Correction: that hides meaning. Grammar may cue a small pause,
but grammar and meaning keep related words together.

Accuracy still matters.





Fresh rehearsal

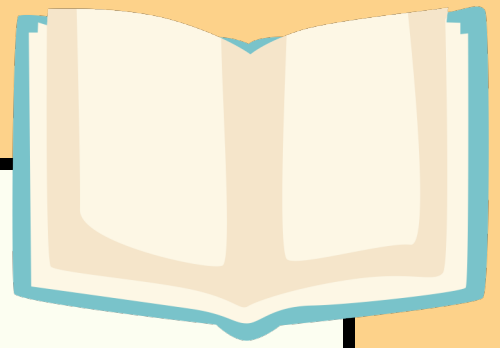
Read the unmarked weather-station passage.

Pencil two useful boundaries, explain one, erase the marks, then reread.

Meaning check. What does the wind vane show?



Same goal, three routes



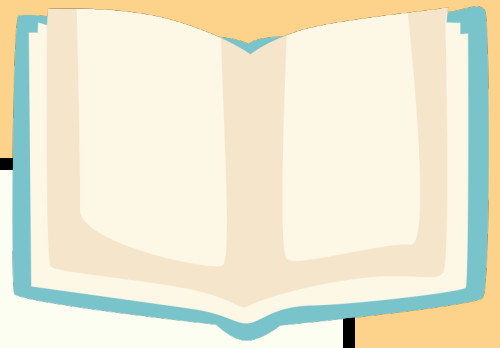
Support: rehearse a shorter coherent section with vocabulary introduced.

Core: read the complete annotated passage and explain one group independently.

Extension: try a new purpose and justify a different natural grouping. No speed contest.



Independent assessment



Read the new Seed swap passage aloud without marks or a

code

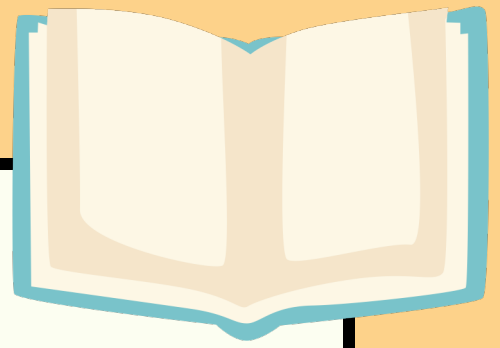
Keep the words accurate and group them naturally.

Explain one place choice, then answer the meaning question. A

response is recorded only if it occurs.



Use evidence to reflect



What did I read accurately? Which grouping helped a listener?
What specific punctuation, grammar or meaning detail supports
my choice?

My next steps or question I can try in a new passage.





Take the idea forward

A useful phrase boundary helps a listener hear a complete

thought.

Punctuation suggests places to pause; grammar and context test the meaning.

Read accurately, make a choice, explain it and reread smoothly.





Well come!
Read in meaningful
groups.



PREVIEW

Phrasing Carries Meaning Quiz





Question 1: Phrasing

In 'After a storm, the tank level rose', what makes reading fluent?

- A. Stop after every word. Group 'After a storm' and then the
rain event. Skip hard words.





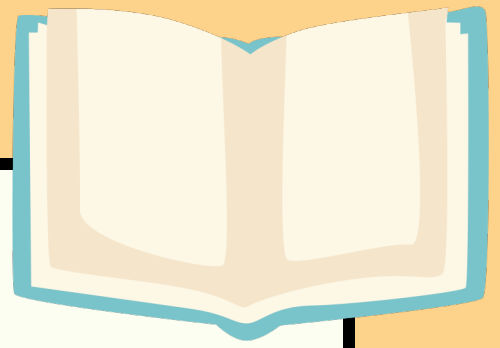
Answer 1: Meaning groups

B. 'After a storm' gives a time setting; 'the bank level rose' gives the event.

Stopping at every word or skipping words does not meet the criteria of a meaningful target.



Question 2: One boundary

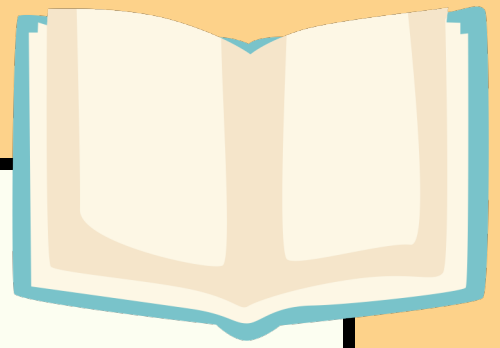


‘First welcome our visitors, then show them the compost.’

Where would the useful boundary go? Why?



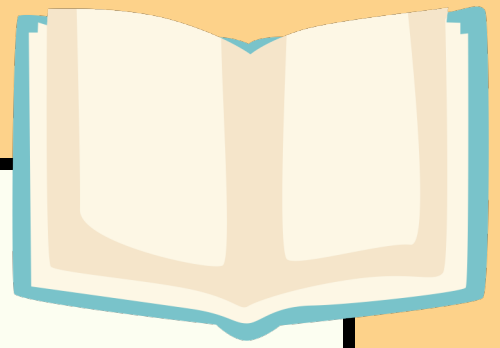
Answer 2: Two actions



First welcome our visitors, then show them the compost.
The boundary separates two ordered actions. Accept another
... around group with a clear reason.



Question 3: New case

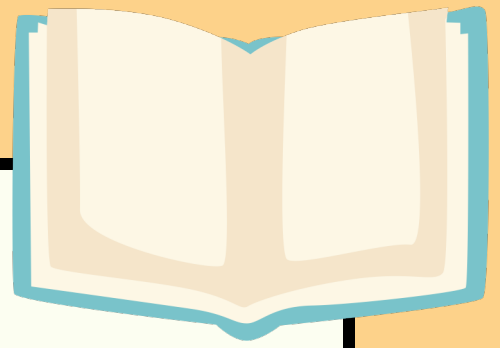


Read aloud: 'When the library opened, the seed swap began.'

Show a natural group and explain its meaning.



Answer 3: Time setting



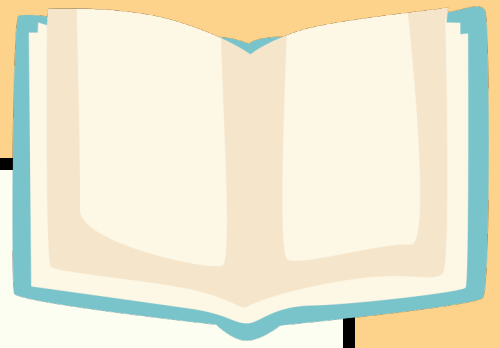
When the library opened, the seed swap began.

Keep the time clause together; read all words accurately. Explain

the swap began after opening.



Question 4: Core item

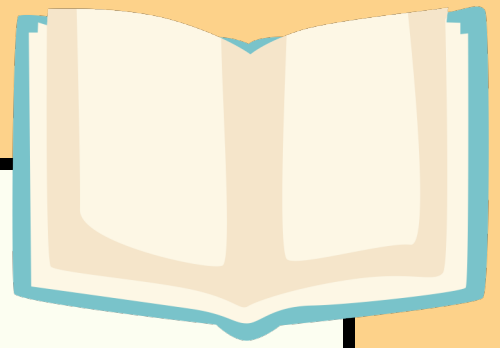


‘If the marker is low, water the youngest seedlings first.’

Where would one useful boundary go?



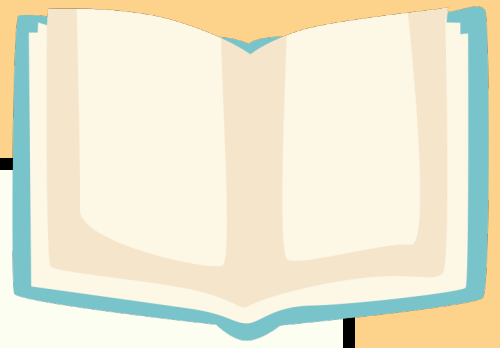
Answer 4: Conditions



If the marker is low, I water the youngest seedlings first.
The first group states the condition; the second tells what to do.



Question 5: Change

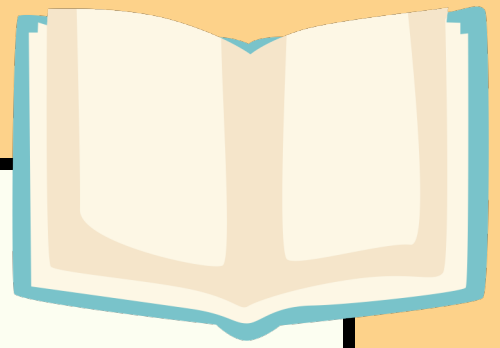


Compare: 'After the storm, the level rose.'

Now read: 'After several dry afternoons, the level fell.'

What changes and what stays the same in your phrasing?





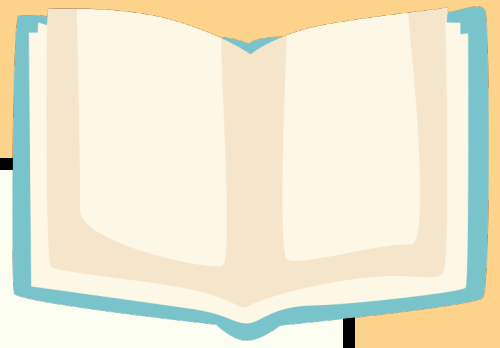
Answer 5: Same pattern

The condition changes from clear rain to after dry afternoons; the outcome changes from rose to fell.

In both, group 1 is opening the phrase before the main event.



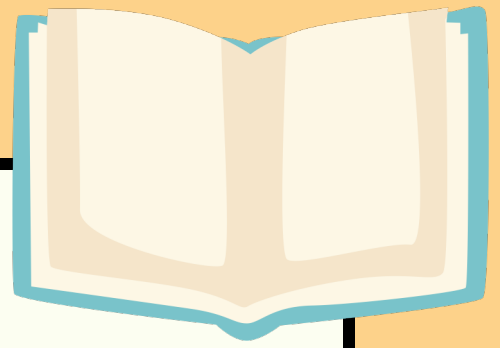
Question 6: Repair



A classmate says, 'I pause after every word to sound fluent.'
What is wrong with that plan? Give a better reading action.



Answer 6: Meaning



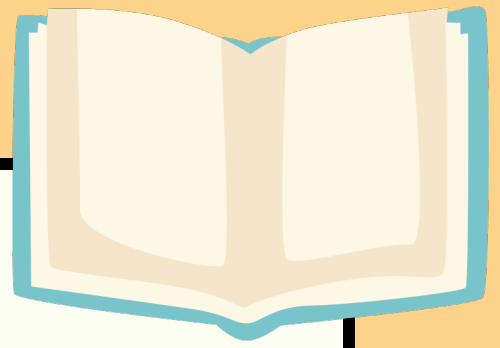
Stopping after every word fragments the idea.

Read complete words accurately, keep related words together,

use punctuation as a clue, then reread smoothly.



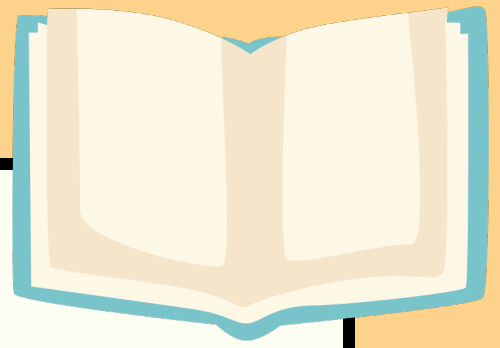
Question 7: Game card



Card 6: 'If the sun is damp, wait before watering.'
Read it naturally. Which words state the condition?



Answer 7: Condition

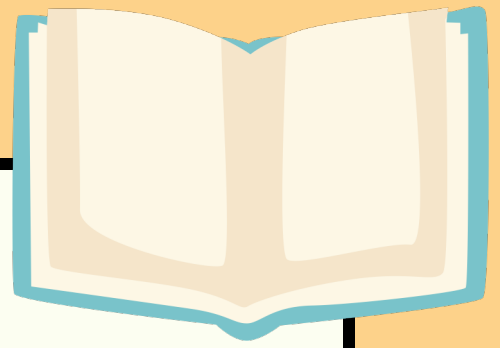


If the soil is damp, I will water before watering.

'If the soil is damp' is the condition. The second group is the action.



Question 8: Comparison



‘Some pots stood in shade, while others were in sun.’

‘The tank sores ruin until the garden needs it.’

Which of each lower group add to the first?





Answer 8: Two relationships

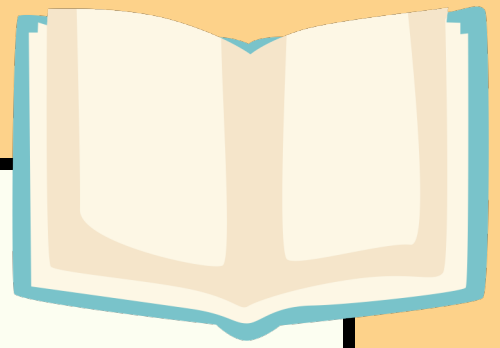
‘While others were in sun makes a contrast with shade.

‘Until the garden needs it tells how long the tank stores rain.

Explain the actual words.



Question 9: No markings

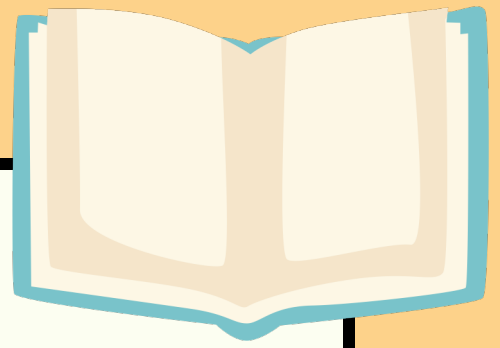


Read: 'Before the visitors arrived Kai checked the labels.'

Choose a natural boundary without drawing a slash.



Answer 9: Time setting



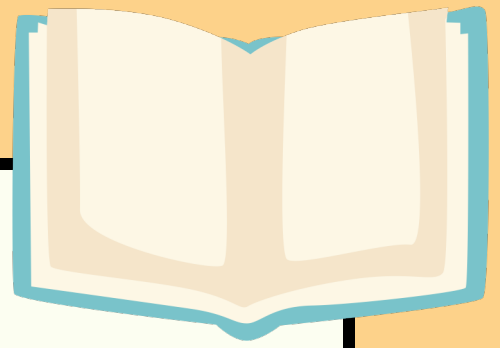
Before the visitors arrived, Kai checked the labels.

The first group tells when the second tells what Kai did. Other

natural phrases with that meaning is accepted.



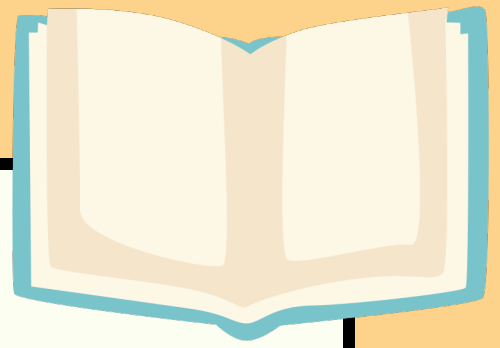
Question 10: Evidence



For the Kai sentence, what is your boundary useful?
Name the words that show timing and the words that show the
action.



Answer 10: The world

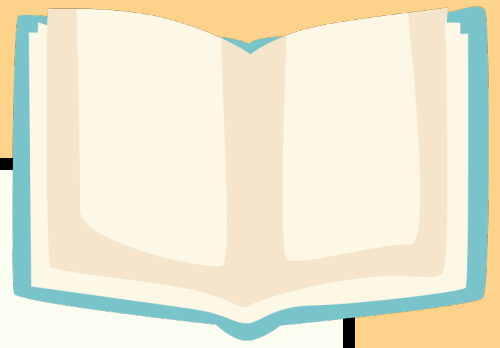


‘Before the visitors arrived’ gives timing. ‘I checked the labels’ is the action.

A reason must link the boundary to these details, not only say ‘because of a comma’.



Question II: Ambiguity



‘We watched the girl with binoculars.’

Can we know who had the binoculars from this sentence alone?

What context would settle it?





Answer II: Context

No. The watchers on the girl could have the binoculars.

‘She raised them to her eyes’ points to the girl; ‘I raised them’
points to the watcher.





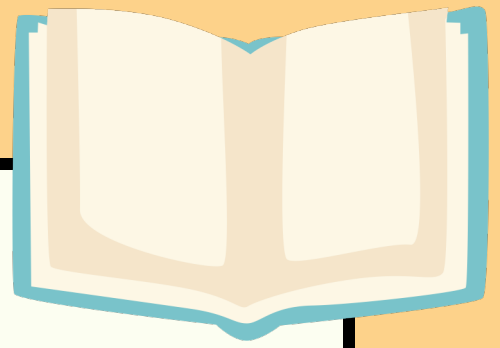
Question 12: Find read

Read: 'Move the seedlings outside when the weather is warm, but protect them from strong wind.'

Explain one warning and answer what the warning means.



Answer 12: Target



Read all words accurately and group the move/time detail

natural

A valid explanation is 'when the weather is warm' to moving
outside. The warming is to protect seedlings from strong wind.





Well come!
Read in meaningful
groups.

